

The English Olympiad 2019: “Hidden Truths”

Answers to Questions in the Study Guide

Please note that these answers are simply suggestions and as long as the learners can substantiate their answers, they are free to differ from those given here.

Guy de Maupassant

The Necklace

1	<p>This story has been lauded as one of the finest short stories. To what do you attribute its success as a story?</p>
	<p>Guy de Maupassant’s delicate touch in laying out the building blocks of the narrative structure carries the reader to a place of horrified disbelief. The crisis is simple; the climax devastating. Mme Loisel, borrows a necklace she, in the false and conceited belief that it is of diamonds, shows off most disdainfully at a Ball hosted by the Minister of Education; the resultant loss sees the abject suffering of the once haughty Mme Loisel and her loyal husband, who is also dragged down by the loss. What follows is the couple’s ten- year struggle to pay off the money they were forced to borrow for a replacement necklace.</p> <p>Despite judgemental feelings the reader may have harboured for the protagonist, Mme. Loisel, most will agree that nothing can ever justify what happens is a satisfactory denouement, however selfish, snobbish and prideful the protagonist may be. The punishment outweighs the crime. Every pretty girl and handsome lad among us is, or has been, guilty of taking pride in a glamorous or stylish garment or feeling the glow of admiration at a party. Thus de Maupassant supplies a cathartic experience for the reader, who, while conscious of Mme Loisel’s hubris and subsequent fall, feels a gentle nudge from the story teller to acknowledge: “There but for the Grace of God go I.”</p> <p>Added to which, the story has been successfully translated into many languages and has retained its appeal in all. This speaks to the skill of the translators of the story, but most of all to the paramount skill of the story teller.</p>
2	<p>What is your assessment of the character of M. Loisel?</p>
	<p>M. Loisel is a man deeply loyal to his wife, of whom he appears to be inordinately proud. He does not share her love of style and being in the ‘best’ company; he is a warm, kind (he parts with his savings to buy her a dress), positive man (always enjoys her cooking). He is a real ‘softie’ and for the most part candidates may feel that she does not deserve him. He certainly does not deserve what happens to him.</p>
3	<p>Can you find any evidence of a class system in The Necklace?</p>
	<p>Yes: Mme Loisel looks down on the little Breton girl who works for her in the early part of the story; Mme Forestier is taken aback by being addressed so informally by a woman so obviously of a lower class when Mme Loisel greets her old friend at the end of the story.</p>
4	<p>What purpose does the character of Mme Forestier serve in the story?</p>
	<p>The story, “The Necklace”, follows a formula often emulated by other short story writers. One of the rules is that a short story should limit the number of characters to two, at the most three. Mme Forestier serves as a kind of counterpoint for the reader at the end: she is still beautiful and still looks young, while poor Mathilde, from grinding poverty, looks old and worn. Mme Forestier also serves as a necessary catalyst/magical agent: she is a good friend of Mathilde Loisel, good enough to lend her friend an expensive item; they grew up together and although Mme Forestier was wealthy, she remains well-disposed towards her friend. It is Mme Loisel who avoids her because she always felt so depressed by envy every time she visited. Thus, Mme Forestier is hardly developed as a character at all, but her contribution to the narrative is immense.</p>
5	<p>Imagine that you are a lawyer who has been approached by Mme Loisel after she discovers that the necklace she borrowed was not made of real diamonds. Write a lawyer’s letter to Mme Forestier in the matter of 36,000 Francs less the cost of the original necklace. (A practice question for Section B)</p>
	<p>The letter should be in the proper register with a good splashing of legalese. Have fun.</p>

W. Somerset Maugham The Luncheon

1	Why does the narrator say “I hardly think I would have recognised her”? In what way has she changed?
	She has grown enormously fat.
2	His guest says “Do you remember the first time I saw you? You asked me to luncheon”. Is this true? What really happened? What does it tell the reader about the guest?
	She asked him to meet her at Foyot’s, a very expensive restaurant, as she could only meet him over lunch because her time was limited. She is manipulative and exploitative.
3	Why do you think the narrator notes that she “gave [him] the impression of having more teeth, white and large and even, that were necessary for any practical purpose”?
	She uses her teeth to eat the expensive meal.
4	Why does the guest repeatedly say she “never eats more than one thing for luncheon” when she clearly does not?
	Various answers. It might mean that she only eats one thing at a time or that she is deliberately trying to mislead her host into buying her expensive dishes.
5	The narrator says that “it would be mortifying to find [himself] ten franc short”. Have times changed and would a modern young man feel like this today?
	Various answers. We all feel awkward, uncomfortable and unsure sometimes, however, times have changed and perhaps such a situation would be less likely to occur today.
6	Do you think the story should be dismissed as simply light-hearted and frivolous or does it hold greater depth?
	Various answers. The story certainly gives us a humorous take on mores of the time when men were expected to pay for meals at restaurants, but there is little more to the story except a delightful depiction of a manipulative woman and a naive young man.

1	Timi is called “boy”, “Jim” and “John” in his job seeking for the day. What does this tell us about how he is seen and treated?
	To his potential employers, Timi has little value and they do not bother to get his real name and belittle him by calling him “boy”. During apartheid “non-whites” were treated as inferior beings. This is shown by the writer in the treatment of Timi.
2	Quote a few words or phrases that show that Timi is determined to stay on the right side of the law. What does this show about his character?
	The words “Not anything that would get him into jail. No not that. It wouldn’t do for him to go to jail with his wife and children almost starving like that” suggest that Timi has a strong moral compass.
3	Look at Timi’s thoughts below and fill in what you think is suggested by the ellipses.
	“Now there mustn’t be any argument, or else...” “I mustn’t lose my temper, or else...” ...I will get into trouble.” ... I will be found out.”
4	Contrast the mood on the bus with Timi’s state of mind.
	The mood on the bus is jovial and carefree. There is “an atmosphere of revelry”. Timi initially watches the gaiety intently until the two young women board the bus and one deposits the suitcase next to him. After they alight, he is fixated on the suitcase and believes it to be his chance.
5	Account for Timi’s thoughts and emotions from the time he alights the bus to his decision not to part with the suitcase. You may choose to make a timeline, flow diagram or list of thoughts and emotions.
	As he gets off the bus, Timi “seized by a fit of curiosity, anxiety and expectancy.” He is eager to get home, but his determination quickly turns to angst as he hides away from the police and realises that the commotion is caused by a search for him. He contemplates leaving the suitcase and walking away without the possibility of getting caught. He decides against leaving the suitcase in exchange for the hope that something valuable may be found in it. He convinces himself, as “some primitive determination” rises in him, that Fate put the suitcase in his possession.
6	The characters of Timi and Pitso are juxtaposed. Describe how they differ.
	At this time, Timi is anxious and scared of being caught. He wishes to keep a low profile. Pitso is loud and a “notorious talker”. Pitso draws attention to himself and Timi, which is exactly what Timi does not want. Pitso also draws attention to the suitcase by pointing out the initials on the suitcase, which do not match Timi’s own. Timi feels powerless in the meeting and feels that he looks uneasy whilst Pitso is jovial and ever-smiling.
7	Timi is betrayed by a fellow “African in plain clothes”. Explain how this is a blow to him.
	One would have expected Black South Africans to show solidarity towards each other during the apartheid era. In this story, the “African in plain clothes” goes to the police to make a complaint of suspected theft against Timi. As a fellow Black South African, he knows that Timi will receive harsh punishment – whether he is found guilty or not.
8	Why does the white police officer show “cold amusement” when unpacking the suitcase? To what does his mood quickly change?
	Perhaps he can see that Timi is squirming under the battery of questions which he cannot quite answer confidently. When the officer sees the “naked, white, curly-haired image of death”, his eyes are described as being aggressive.
9	What is the final irony of Timi’s position?
	Timi wished that the suitcase would hold hope and “valuable articles” which would give him a “chance” and change his luck. Instead the contents contains a dead baby, which lands him in jail. He “gambled with luck” and lost.
10	The idea of “chance”, “Providence”, “luck of fate” etc. are mentioned extensively though out the story. In groups discuss the extent to which chance or fate plays a role in the narrative.
	Answers will vary.

1	How does the boy feel towards his parents at the beginning of the story? Quote to substantiate your opinion.
	The boy feels superior to them. We know this as he looks into the “stuffy blackness of the room where his parents lay” and later he smiles “scornfully’ when thinking of them.
2	How did the boy feel once he started running in the veld?
	He is exuberant and overflowing with life and energy.
3	What is the effect of the repetition in the sentence: “There was nothing he couldn’t do, nothing!”
	The repetition is there for emphasis.
4	Read the following sentence carefully: “If I choose, I can change everything that is going to happen: it depends on me, and what I decide now”.
4.1	What is the purpose of the colon after the word “happen”?
	It introduces the explanation of what is going to happen.
4.2	He believes that the “world had to answer him”. What “answer” is he, in fact, hearing?
	He is hearing his own empty echo.
5	Why is it significant that the dogs did not respond to his call? What else “took no notice of him”?
	It is significant that the dogs did not respond to him as it proves that he is not in supreme control of everything and the ants, too, are not under his command.
6	What truth does he learn when he sees the buck died an agonising death?
	He learns that he is not in control of everything and there is “nothing [he] can do” to stop it.
7	What further truth does he learn when “he found that the tears were streaming down his face, and his clothes were soaked with the sweat of that other creature’s pain”?
	He learns that he is part of God’s creation and the sufferings of other creatures are felt by him too.
8	What is the boy thinking when he speaks to the ants and says, “I am not for you – not just yet, at any rate.”?
	He acknowledges that he, like all living things, will die one day.
9	Read the last six paragraphs of the story carefully. What final truth does the boy have to accept and “think out” before he is truly on the way to being a man?
	He has to accept that his rash actions (such as “taking a snap shot at some half-seen buck”) were irresponsible and part of being mature and being recognized as a man is taking responsibility for his actions and, ultimately, for others under his protection.

1	How do Yasmin and her girlfriends compare with those dancing close to the stage?
	They are more demure and retiring. Those close to the stage are “proclaiming by their excesses” their admiration for the band members.
2	Read the first description we are given of Akoto (end of paragraph 2). In what ways is he different from the other people at the dance?
	He is wearing a suit and tie and is “somewhat odd” dressed like that at a casual university dance.
3	Why does Akoto object to the band and music they are playing?
	He thinks they are simply copying Western music and tradition.
4	In the story Vassanji uses italics to indicate Yasmin’s thoughts. How else could her thoughts have been indicated?
	They could have been placed in inverted commas.
5	Jasmin writes a letter to Akoto.
5.1	Briefly outline what she says in the letter.
	She objects to his calling the Asians “colonised” and goes on to point out his clothing, language and mannerisms are all European.
5.2	State how her feelings towards him have changed.
	She is feeling more confident and is warming towards him.
5.3	What is significant about the title of the book she asks to borrow from him?
	The title “Wait for Me” possibly indicates her wanting him to wait for her.
6	How does Yasmin’s mother react to her bringing him to her parent’s home?
	Her mother reacts very emotionally and becomes “uncontrollable” as she fears that Yasmin might tarnish the “name and dignity of the family”.
7	Her father simply says quietly, “the world is not ready for it”. What does this imply about what her father thinks?
	Her father is more logical and reasoned and his comment seems to imply that, while many people are currently prejudiced about other’s cultures, this might change in the future as people become more educated and mature.
8	Read the paragraph beginning “During the holidays...” very carefully. In it we learn that Yasmin spent the time “read[ing] avidly about India”. Why does her delving into her origins only <i>seem</i> to be a reaction against Akoto?
	It only seems a reaction against Akoto because it is, in fact, a confirmation of the depth and authenticity of her culture. It was “harking back to the authenticity he had been talking about”.
9	Explain in your own word why Yasmin sees the people at the university to be “like puppets tied to strings”.
	She begins to realise that many of the people are not genuine, deep thinking or authentic, but are merely copying other’s ideas. They are shallow and not independently minded.
10	Find the word “gang” at the beginning of the story (in the third paragraph) and then read the last few lines of the story beginning with the words: “No, I don’t despise you.” You will find the word “gang” used here again. How have Yasmin’s feelings and understanding changed towards this “gang” during the course of the story? What hidden truth has she discovered?
	The answer to this question has been deliberately omitted as it forms the basis of an examination question. The SACEE marking team looks forward to reading the ideas in the essays of those Olympians who choose to write on this story entitled “Breaking Loose”.

1	The Colonel is called by his nickname “Window jumpin’ ” du Preez.
1.1	In your own words, explain how the Colonel came by his nickname.
	Du Preez gained his nickname because he probably caused the prisoners to jump from the window of his office.
1.2	What is ironic about this?
	It is ironic because this is what he, himself, did in the end.
1.3	Explain why the nickname is enclosed in inverted commas.
	The inverted commas indicate the phrase is a quotation. It could also be argued that they are scare quotes to indicate the use of a phrase that is unusual, special or ironic. Scare quotes are sometimes called “shudder quotes”.
1.4	Why is there an apostrophe after “jumpin’”?
	It indicates a missing letter, which, in turn explains the pronunciation of the word as it is used here.
2	In what way could “dead-end street” be seen as a pun?
	The phrase “dead-end street” could be seen as a pun because so many prisoners died there and ended their lives there. They were then “dead” and at an “end”.
3	Is the tone of the description of the jumpings appropriate? Explain.
	The apparently light-hearted tone is appropriate as it hides a more mocking dark humour that pervades the story and is highly critical of the apartheid police methods.
4	Does du Preez have any respect for the black people’s beliefs in witchcraft? Give a reason for your answer. What is ironic about du Preez’ attitude to this?
	He has no respect for them as he makes mocking reference to seeing some six people jump out of a window in one day and comments that those that saw the first die a horrible death did not learn from the experience.
5	Explain how the two men had such different attitudes towards the death of the children.
	Mpahlele saw the murder of the women and children in the shopping centre as casualties of war and felt that black children had been dying for years under the apartheid regime, but that had not been seen as barbaric. Du Plessis, however, did not recognize the apartheid period as being in a state of war and the deaths had therefore been murder.
6	Colonel du Preez criticised Mpahlele for this “barbarism”. Why is this ironic?
	It is ironic because du Plessis, himself, is barbaric in his treatment of prisoners.
7	What is it about Mpahlele that causes such anguish in du Preez?
	Mpahlele is calm and dignified and du Preez recognizes that he “quite clearly did not hate him” and, furthermore, he “treated him as if they were equals”. It is this that causes du Preez anguish.
8	Which version of what happened to du Preez do you find more probable? Give a reason for your answer.
	It is most probable that Mpahlele hid in the cupboard and forced du Preez out the window. Men cannot fly.
9	What is effective about the beehive metaphor?
	The bee hive metaphor is effective as at the centre of a hive is the most important thing – the queen – around which all the workers revolve. If you take away the queen you effectively destroy the whole structure. Du Preez was this important centre being and after he was killed the whole regime also tumbled down.
10	The description of Mpahlele’s new appointment and nickname is an echo of the first paragraph. What does this say about Hope’s view of the nature of history? Hope’s view is highly cynical. He says that we do not learn from our mistakes.

Marita Van der Vyver She doesn't speak

Post-Traumatic Stress Disorder (PTSD) develops in some people whom have experienced a shocking, scary or dangerous event. These people may feel stressed or frightened even when they are no longer in danger. For many, a combination of psychotherapy (talk therapy) and medication is a constructive treatment. Length of therapy varies from person to person. Some people who suffer from PTSD have mutism, whether consciously chosen or not.

1	In the first three paragraphs the relationship between mother and daughter is introduced. How would you describe this introduction?
	Mother quantifies her daughter by two things: her full, formal name and the (to her negative) fact that Noekie does not speak. Noekie also refers to her mother as "mother" which is coldly formal rather than the more endearing "mommy", "mum" or "mummy". Noekie does not like to be called Anouk and affirms that she does speak all the time – just not aloud. There is sometimes a negative attachment to mutism: that the mute person does not speak and therefore does not think. Noekie negates this notion.
2	Explain the simile: "she would tell them everything. Like a tap...".
	Her mother will not leak a word of the incident until prompted when she opens up and the story pours forth until it is dry/ finished.
3	Describe what Rebecca does during the murder and robbery. What does this show about her relationship with Noekie?
	Rebecca hides Noekie behind the kitchen door and puts her hand over Noekie's mouth during the attack on her parents. While the robbers (note that they are not called murderers) are in the bedroom. Rebecca risks her life in trying to reach for her handbag in order to call for help. She then pretends to be dead when they come back into the lounge.
4	Explain the bitter irony of: <ul style="list-style-type: none"> the "car with a blue light patrolling the street" whilst the crime is committed "my husband built a high wall around our property to protect us."
	<ul style="list-style-type: none"> The patrol car is supposed to keep the neighbourhood residence safe by warding off intruders. Or should, at least, stop intruders before they commit further crimes, but in this story, the patrol car carries on patrolling unaware of the attack. One questions the effectiveness of such patrol cars. High walls are supposed to keep intruders out, but instead – in this case – they keep them hidden.
5	Mother states the reason for their holiday back to South Africa is that it would be good for her daughter. Do you think that this is the only reason?
	Probably not. Noekie states that "[mother] is scared to see all the things she misses." Her mother has spent more time in South Africa and her mother lives there, so one would assume that she has lingering strong ties with the country. Perhaps one can also agree that going back to their "old house" is not only for Noekie's cathartic benefit.
6	In the conversation between mother and her Pretoria friends, their characters come to the fore. Briefly describe the kind of people Noekie's mother and her friends are.
	Mother's friends come across as superficial as one flippantly says: "I wish I could leave this country" and high maintenance as Noekie states: "She wears far too much makeup." Their talk of Noekie is dismissive and they speak of her as if she is mentally incapable of thinking. Noekie feels "treated like a piece of furniture". Her mother rather selfishly insinuates that she does not deserve a daughter who does not fit into her ideal of what a daughter should be. There is little affection and warmth that comes from their interactions and words.
7	How does Noekie describe herself as opposed to how she thinks her mother wants her to be?
	Noekie says that she thinks her mother wanted "someone exotic, worldly, [her] mother's dream daughter with long dark hair." Her mother is later described as "exotic", which makes

	one wonder whether her mother wants her daughter to be miniature version of her. Noekie describes herself as small, ordinary, with short hair and a bare face. She prefers boy's clothes and walking barefoot. People assume that she is younger than she is. Later she shows low self-esteem when she says: " It's probably quite difficult to be nice to someone like me" and "I wish I were someone else."
8	When they go back to their "old house", what evidence is there that Noekie seems more emotionally mature and stable than her mother gives her credit for.
	She shows no sign of nervousness like her mother. She drinks in the African landscape rather than focusing going back to the "old house" and the "traumatic incident". When they arrive, she also gets out of the car unhindered and walks to the gate. She seems to, in her own way, have dealt with much of what happened.
9	In groups, discuss whether you agree with Granny when she says: "The sins of our fathers". This idiom means that children are punished for the sins of their fathers and forefathers.
	Answers will vary.
10	In many privileged households domestic workers have been known to have stronger bonds with children of the households than the children have with their own mothers. Is this true in this story? Look at the remainder of the story and draw up a description of the relationship between Noekie and Rebecca.
	Noekie describes her heart as breaking into pieces when she sees Rebecca walk to the washing line. Noekie was raised or "looked after" Rebecca (Becca) as a baby and admits that she knows Becca's body than she knows her mother's. The first thing Noekie is able to say after a few years of mutism is: "Rebecca!!!". This is something of a desperate plea. Becca too is overcome with emotion as she bursts into tears and runs towards the gate when she sees Noekie. Their reunion is described as one filled with joy and memories.
11	Discuss the following in groups. Why, do you think, does the author end the story with the words in the last line?
	Answers will vary.

1	In one sentence describe the setting of story. The setting is a parent-teacher-student evening at a high school.
2	List the important characters in the story and briefly describe each. Alan is the main character and he is a student at the school. His parents are typical middle class South African parents who care for their son. Atkinson is Alan’s immature friend. Lucille is supposedly Alan’s girlfriend, but has her sights on the rugby player, Sharpe. Sharpe is a rugby player who is depicted as having brawn but no brain. Emma is the girl whom everyone likes to tease as she is ugly and awkward in their eyes. She lives up to their expectations and initially dances badly.
3	Outline the plot in about three sentences. The plot is a single event that takes place over a few hours. Alan goes to a school evening and after breaking up with his girlfriend, he dances with Emma. He finds that he begins to look at her in a different light.
4	How would you sum up the theme? The theme involves <ul style="list-style-type: none"> • prejudice against those that are labelled to be unattractive and • growing maturity - Allan starts to think in a mature way. It is a turning point in his life.
5.1	Why is there an apostrophe in each of the following: “didn’t”, “she’s” and “you’re”? In each case a letter has been omitted and the apostrophe indicates where the omitted letter should be.
5.2	What do we call words written like this with an apostrophe? Contractions
5.3	Why are they used here, but not in formal texts? They are used here in spoken language. They are not permitted in formal texts such as academic essays.
5.4	Why is there an apostrophe in “gran’s”? It shows possession e.g. “gran’s place”.
5.5	Why has Bloemhof used italics for “You’re”? If you were writing by hand what would you use instead of the italics? He uses italics to indicate louder speech to emphasize the words. You could underline it or use capital letters
5.6	What does “it’s” stand for here? It is.
5.7	Read the last sentence in the text box above. The author is allowing us to see into which character’s mind? We see into Alan’s mind as his thoughts are revealed to us.
6	Comment on the narration of the story. We are privy only to Alan’s thoughts. What do his thoughts reveal about him and how he changes? Write your answer in a paragraph of about 80 words. The story is written from a third-person omniscient point of view, but limited to revealing only Alan’s thoughts. This allows the reader to see the changes in Alan’s ideas and his conflicting emotions. We see how he comes to realise that Lucille is shallow and unladylike, while, Emma, is a person with feelings, ambitions and depth of character. He has a moment of insight when he realizes that she, like him, is vulnerable and he finds himself caring for her.
7	Write a paragraph or two in which you discuss and explain the significance of the title of the story. The story reflects a turning point in the main character, Alan’s journey to adulthood and maturity. For him the evening at school was the moment “When the world began turning the other way”. What happens at the school evening significantly changes Alan’s worldview as he begins to think for himself and rejects the shallow views of his fellow school pupils. While Emma has always been the butt of jokes about her ugliness amongst the pupils, Alan sees her

	<p>as a vulnerable person with feelings and ambitions. He acknowledges that he too is vulnerable and comes to understand their common humanity. Even his father seems not to understand that he might see something of beauty in Emma that is beyond her outward looks. There is a hint at the end that his mother understands that he has matured suddenly and is able to go against the common herd and see the world completely differently. For him the world has indeed begun “turning the other way”.</p>
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1	List the important characters in the story.
	Christiaan Louw the narrator and former policeman Frank Joubert the person who befriends Louw and introduces him to Johnny’s family Johnny September who is not present as he is dead Johnny’s family Johnny’s girlfriend
2	Explain the setting.
	The setting is the Uitenhage area in the Eastern Cape and Blikkies dorp, a shanty town outside Uitenhage.
3	Write a sentence in which you sum up the theme.
	The theme involves remorse, forgiveness and reconciliation.
4	Very briefly (in three or four sentences) outline the plot.
	The narrator, Christiaan, has returned to the Uitenhage area because he wants to find out the truth about Johnny September, the man he killed while working for the apartheid police. He finds a grieving, but forgiving, family and also discovers that the man who has shown him around and introduced him to Johnny’s family has discerned who he is and has also forgiven him.
5	State from whose point of view the story is told.
	It is mainly from Christiaan’s first person point of view.
6	How does the twist in the tale at the end affect our feelings towards the narrator, Christiaan Louw?
	We are initially shocked that a person who is apparently a good and caring person could have done such a terrible thing, but on reflection, we realize that he was very young and caught up in a vicious and cruel system.

- 1 Find a quotation to support each of the following statements. There are, of course, often more than one quotation that you could use. Write your answer in a sentence and practise how to integrate your quotations into your own text.

The first one has been done for you as an example.

- 1.1 At first the pupils have no faith in Bulbie’s ability to teach.

We know that initially the pupils have no faith in Bulbie as they agree with J.J. when he remarks that he “seems like a first class weekend alcoholic”.

- 1.2 The parents disapprove of Bulbie.

Bulbie’s “inevitable fall from grace” was soon the talk of the town.

- 1.3 Bulbie is able to change some attitudes.

Bulbie’s began to change some attitudes when he started “winning [the pupils] over with his humour”.

- 1.4 The pupils start to feel sympathy for Bulbie.

The pupils start to feel sympathy for Bulbie because we learn that his arrival “had started not only a battle with [their] own consciences, but also with the beliefs of [their] parents”.

- 2 Explain in a complete sentence what Bulbie means when he says “[i]f you dream it ... you can do it”.

He means that if the pupils have dreams (like the thinkers) they can achieve greatness.

- 3 What happened to Bulbie’s son while he was in prison?

His son was hanged, either by his own hand or, more likely, by the apartheid police.

- 4 Explain what Bulbie means when he says “Paul ... the one who had to give wings to my dreams”.

Bulbie could not achieve greatness himself. He was relying on his son to achieve in life.

- 5 Find a quotation of five words that proves that Bulbie did not believe the results of the official investigation. Write it in a sentence.

Bulbie did not believe the results of the investigation because he says “[a]nd then the windowdress investigation”.

- 6 What does Bulbie mean when he says “[n]ow your hero wishes for wings”?

When Bulbie says “[n]ow your hero wishes for wings” he means that he wishes to die.

LANGUAGE SECTION

1	Explain the use of the	
1.1	exclamation mark in line 1 It indicates strong emotion.	
1.2	apostrophes in “who’s” (line 2), “don’t” (line 3) and “I’m” (line 3) They all mark missing letters.	
1.3	semicolon in line 4 It separates one part of the sentence from another demanding a longer pause because the connecting phrase “on the contrary” is used.	
1.4	dash in line 5 It emphasises what comes before it.	
2	What do we call words that are formed by using a hyphen such as “go-getter” (line 4) and “well-known” (line 5)? They are compound words (go-getter = noun and well-known = adjective)	
3	There are two sets of ellipsis dots in rows 7 and 8.	
3.1	Why are they used? The first (line 7) indicates an interruption and long pause. The second (line 8) indicates words understood i.e “perhaps I could try <u>and host the party.</u> ”	
3.2	Why has the set in line 8 got four dots? The fourth stop is a full stop to mark the end of the sentence. The first three are ellipsis dots	
3.3	Is it ever permissible to use more than three dots? It is never permissible.	
4	Consider why the writer states that “Mrs Colon was one of those sophisticated punctuation people who reflected back on what had come before”. Use the following sentences to explain your reason:	
4.1	Sibongile and Mike are typical of those scholars who enter the English Olympiad: resourceful, deep-thinkers and intelligent. The colon here introduces an explanation of what have gone before it. In this case “those scholars who enter the Olympiad” are typically “resourceful, deep-thinkers and intelligent”.	
4.2	Being a teenager is the same problem everyone faces in some way or another: balance. It’s important to socialise, but also to be engaged and focused on our studies and be loving children to our parents. The colon here introduces an explanation of what have gone before it. In this case “the same problem” is “balance”.	
5	Explain the use of the following punctuation marks in lines 59-60:	
5.1	the semicolon It is doing the work of a comma as there are too many commas in the sentence and it indicates a longer pause than a comma here.	
5.2	the dash. It sets apart a reflection.	
6	The abbreviations “Mr”, “Mrs”, “Miss” and “Ms” have no full stops after them.	
6.1	Explain why this is correct. There are no full stops as they all end on the last letter of the full word.	
6.2	Write out each of these abbreviations in full. Mr = Mister Mrs = Mistress Miss = Mistress Ms = Mistress	
7	Correct the two tweets in line 36. Enjoy the weekend’s braais.	

	lots of love.	
8	Explain the use of the dash in line 40.	
	It is an afterthought or a reflection.	
9	With which punctuation marks could the dashes in line 42 be replaced?	
	They could be replaced with dashes.	
10	What do we call a word like "let's" (line 43)? What does it stand for?	
	They are contractions. It stands for "Let us".	
11	Explain the use and effect of the ellipsis dots in line 50.	
	They mark an interruption and a dramatic pause that has the effect of emphasising the final phrase "a touch of class".	

1 Write out the following contractions in full:

I'll, there's, they'd, shouldn't, she's I will, there is, they had, should not, she is/ has

2 Write contractions for the following:

It is, would have, might not, we will not it's, would've, mightn't, won't

ffolliott and Fowler

1	Explain why "it's" in the heading to the letter is in inverted commas. It is used to make the contraction stand out or it could be argued that it is a quotation.
2	If you were writing the letter by hand, how would you indicated the name of the newspaper? The name could the underlined or it could be written in either single or double inverted commas.
3	Explain the use of the comma after "readers" (line 4). Indicates words in apposition.
4	Explain the use of the two commas in the last two lines of the letter. They separate the expression (no doubt) from the rest of the sentence.
5	Fowler has used a colon twice in the entry. In both cases, they are used to introduce something. Use the punctuation chart to explain each usage. The fist is to introduce a list (of names in this case), while the second introduces an explanation (of why the possession of such a name is prized).
6	Fowler has made use of the Oxford comma. After which word does it occur? It occurs after "ffrench".
7	Why has Fowler used a semicolon after "families"? It marks a longer pause than that of a comma.
8	Fowler has used single inverted commas to indicate the quotation at the end of the entry. Could he have used double? He could have used double. One may use either double or single so long as one is consistent.

Corrections

Form possessives in the following: the women's statement; another's interests; Bob's shoes; the babies' bibs; three weeks' notice; somebody else's ideas; the soccer team's victory; the three learners' pens; your team; the two doctors' patients; Siphos' good results; everyone's ideas.

1

DRIVE SLOWLY
Be considerate of our learners'
lives

TODAY'S SPECIALS

Avos @ R6.99 each

Beans R5.59 a kilo

Apples R12.99 a bag

Tomatoes R8.99 a kilo

In Afrikaans the @ symbol is called "aapstert" (monkey tail).

2 Would you use an apostrophe when writing plurals such as: DVDs, TVs, PCs, CVs, etc?
No, they are correct as they are.

3 Which of the following are correctly written?
In each case the first is correct.

Vetoes or veto's; videos or video's; Grade 12s or Grade 12's; MPs or MP's; bananas or banana's.