

INTRODUCTION

Dear Learner

Whitney's Fortune is a story about a life-changing experience that all began with a dream. Set in Thembaletu in the Western Cape, Whitney's story deals with concerns that affect young people, like yourself, in some way or another. No matter where you live or where you come from, you share a common future that will be shaped by the choices and decisions made by the youth of South Africa today.

Some of the activities in this section are based on an Activity Sheet. These are numbered according to their chapter and activity number, and can be found at the end of these Reading Activities. Your educator will give you photocopies of these sheets to work on. Enjoy taking part in the following activities with your educator and fellow learners to share in the experiences and lessons of Whitney and her friends.

Before you read *Whitney's Fortune*

Let's begin with some introductory activities that will increase your enjoyment of the book.

► Read and View

i. Look at the cover of the book (front and back), the information about the author (inside and outside the book) and answer the following questions:

a. Look at the following dictionary definitions of "**fortune**":

for • tune

1. a. The chance happening of fortunate or adverse events; luck: *He decided to go home for the holidays, and his fortune turned for the worse.*
- b. **fortunes** The turns of luck in the course of one's life.
- c. Success, especially when at least partially resulting from luck: *No matter what they tried, it ended in fortune.*

2. a. A person's condition or standing in life determined by material possessions or financial wealth: *She pursued her fortune in another country.*
- b. Extensive amounts of material possessions or money; wealth.
- c. A large sum of money: *spent a fortune on the new car.*

1. Which meanings of "fortune" do you think are being used in the title? Give a reason for your answer.
2. What term do we use to describe this "play-on-words" with double meanings? Is it:
 - a) Synonym
 - b) Antonym
 - c) Pun
 - d) Homophone
- b. Identify three themes that can be found in the last paragraph of the blurb on the back cover?
- c. Identify 5 positive words in the last line of the blurb.
- d. From what you have just read, do you think that Whitney will succeed as an Entrepreneur? Why or why not?
- e. In order for a story to be true to life, the author must have some credibility (authority or knowledge) concerning what the story is about. Quote two separate words AND one phrase from *About the Author* that show his credibility.
- f. Refer to *A personal note from the author*:
 1. Name 3 things this author hopes that this book will achieve.
 2. What is a synonym (word of similar meaning) for "fortune" in line 4?
 3. True or False: the purpose of the author here is to lecture us on what we must do with our lives? Give a reason for your answer.
 - 4 Which two things, according to the author, should not hold us back in life?
 5. Why have the words *can* and *will* been written in italics (slanted writing)?
- g. What do you hope to learn from this novel? Explain your answer.

► *Listen and Speak*

ii. **Entrepreneurship Activity Sheet: Refer to the Entrepreneurship Activity Sheet on p.67.**

Your educator will give you an Entrepreneurship Activity Sheet.

- a. Paste the sheet into your workbook and complete the activities.

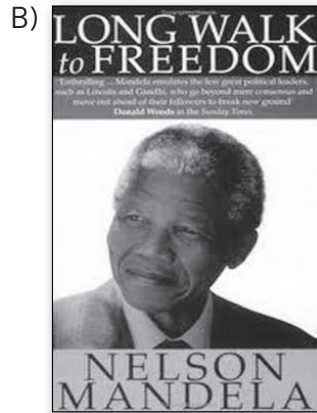
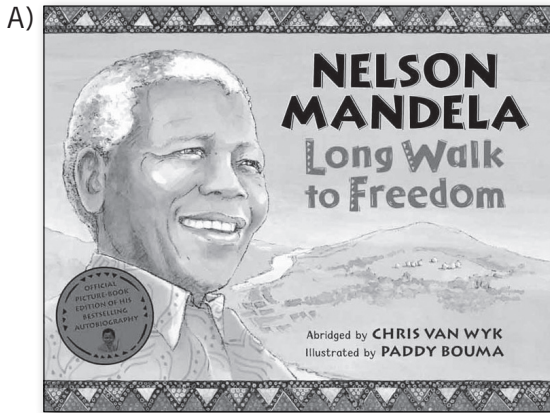
► *Read and View*

iii. In your local library, *Whitney's Fortune* would be listed as a Youth Novel. Before we begin reading we need to be aware of the words used to describe various elements of the story. Some of the words might be new to you. Ask your educator if you are unsure.

a. In the table below, match the **literary term** in column A with its meaning in Column B.

COLUMN A		COLUMN B
1. PLOT	a.	The reader experiences an anxious or curious interest.
2. CLIMAX	b.	The time and place where the novel is set.
3. NARRATIVE	c.	This is a series of related events or incidents.
4. SETTING	d.	This is a problem that needs to be solved. There can be more than one.
5. CHARACTERS	e.	Tells a story.
6. CONFLICT	f.	These are the people in the story.
7. INITIAL SITUATION	g.	These are the events that happen after the climax where things are put right or explained.
8. RISING ACTION	h.	The actions that the main character takes to resolve the conflict.
9. DENOUEMENT	i.	This is the events or circumstances that the main character experiences at the beginning of the story.
10. SUSPENSE	j.	This is the point in the story when conflict is resolved. The main character must make a decision or take an action.

iv. Genre (pronounced "zh'arn-ruh") is the word used to describe the categories into which artistic works of all kinds can be divided based on form, style, or subject matter. For example, a detective novel is a genre of fiction. We can work out the genre of a novel just by looking at the cover of the book. Look at the examples below:



1. What genre do these books fall under? Give a reason for your answer.
2. How have the publishers made the children's book (A) more appealing? Give five examples.
3. For which audience is (B) intended? Explain your answer.
4. Look at the font (type of lettering) of both covers and say why they are suited to each book.
5. Which two other genres can these books be classed as? Explain your answers.

v. Purpose and Style Activity Sheet: Refer to the Purpose and Style Activity Sheet on p.69.

Your educator will give you a photocopy of this activity sheet to work on.

- a. Paste the activity sheet into your workbook and complete the activities.

vi. Types of Writing Activity Sheet: Refer to the Types of Writing Activity Sheet on p.71.

Your educator will give you a photocopy of this activity sheet to work on.

- a. Paste the activity sheet into your workbook and complete the activities.

vii. Decide whether the following statements about narrative (story) writing are TRUE or FALSE. Be prepared to give reasons for your choices.

- a. A good story must have a beginning, middle and an end.
- b. A story will only be good if it is true.
- c. In a good story, characters need to undergo a change - either negative or positive.
- d. Writing is a talent, not something that can be learnt or taught – you are either a good writer or a bad one.
- e. The ending of a good story can leave the reader with unanswered questions.
- f. A good story must have one or two major events which affect the lives of the main or minor characters.

- g. A good story can have more than one plot.
1. Have a class discussion on narrative writing with your educator. Participate and listen closely then write down interesting points about narrative writing in your workbook. This will help you with your own narrative writing later.

► *Review and Reflect*

- viii. **Your educator will show you which of your workbooks to use as a journal. A journal is a form of a diary in which you can express your innermost thoughts. It is a tool that allows you to reflect and grow personally. This year it will also be used to improve your writing.**

In your journal, you will be able to write freely and it will not count for marks. This is one of the times when spelling and grammar won't count. The only requirements are that you may not write in SMS language and you may not be rude. It is also very important that you are honest and truthful with yourself in order to grow.

Your educator will give you a topic or a "Whassup?" question that will enable you to write about whatever is on your mind. You will have time to reflect and write in your journal regularly and opportunities to share your thoughts and ideas. Start by writing down your thoughts on the following:

What I want to be when I leave school. OR "Whassup?"

While you read Whitney's Fortune

CHAPTER 1

"Identify your problems but give your power and energy to solutions." - Tony Robbins

BEFORE YOU READ – ANYTHING TO SHARE?

► Review and Reflect

1.1 Write a journal entry in which you respond to the following:

- 1.1.1 Have you ever been in a desperate situation where you just could not see the way forward? Write down the thoughts you had and the feelings you experienced.
- 1.1.2 How did you cope with the situation and who supported you?

WHILE YOU READ – CHECK YOUR UNDERSTANDING

► Read and View

1.2 Answer the following comprehension questions in your workbook:


- 1.2.1 Name four things that people do in the township in order to survive. 4)
- 1.2.2 Briefly summarise, in a paragraph of 100 words, how Thembeke started her township tours. (10)



- 1.2.3 Explain the idiom: "Where there's a will, there will always be a way." (2)
- 1.2.4 What do we learn about Thembeke's character in this section? Quote words from the final 3 paragraphs to support your answer. (4)
- 1.2.5 What will happen if someone starts a company in competition with Thembeke? (2)
- 1.2.6 Tone is the way we say something – the feeling that comes across. What is the tone of Thembeke's last statement? Explain your answer. (3)
- 1.2.7 After reading the blurb on the back cover, explain why this passage is a prediction of what is to come. (4)

[29]

► *Language use*

- 1.3 Find the description or picture in Column B which best fits each of the words in Column A below. You need only write down the matching number and letter.

	COLUMN A		COLUMN B	
1.	LOGO	a.		
2.	RDP HOUSES	b.		Grooved / Ribbed / Wavy
3.	INFORMAL SETTLEMENT	c.		Packed out / Packed tightly together
4.	GOVERNMENT HOUSING	d.		Social assistance or subsidy
5.	LAUNDRY	e.		Regular travellers from home to work
6.	TENANT	f.	Wandering / Lost	
7.	CROWDED	g.	Transporting somebody	
8.	BOUNDARIES	h.	Earnings	

	COLUMN A		COLUMN B
9.	CORRUGATED	i.	Reconstruction and Development Programme
			
10.	SHORTAGE	j.	Washing
11.	STRAY	k.	Lack / not enough
12.	SOCIAL GRANTS	l.	Symbol / sign
13.	INCOME	m.	
14.	FERRYING	n.	Borders / Edges
15.	COMMUTERS	o.	Renter

1.4 Word Search Activity: Refer to the Search Puzzle Activity Sheet 1.4 on p.73.

Your educator will give you a photocopy of this activity sheet to work on.

1.4.1 Paste the activity sheet into your workbook and complete the activities.

AFTER YOU READ – WHAT DID YOU LEARN?

► Read and View

- 1.5 Read the following information about Plot Structure and Exposition, then answer the question below:

Plot Structure

'The king died and then the queen died,' is a story.

'The king died and then the queen died of grief,' is a plot.

'The queen died; no one knew why, until it was discovered that it was through grief at the death of the king,' is a plot with mystery in it.

Consider the death of the queen. If it is a story, we say 'and then?' If it is a plot, we ask 'Why?'

Exposition

The exposition is the part of the story line that gives us the background information. We are introduced to the characters and the circumstances in which they find themselves. Since most plots centre round the issue of conflict, the beginning sets the scene for the conflict. It helps us to answer the 'Why?' question later on.

- 1.5.1 Each aspect of the exposition in *Whitney's Fortune* is dealt with in a separate section in the chapter, indicated by a double space between the paragraphs. Summarise the main idea of each of the four sections in Chapter 1 in one sentence.

- 1.6 Read the following extract and then answer the contextual questions below:

Who would look after them now? Whitney wondered. How would they survive? How would they buy food and clothing? She knew she was not supposed to worry about such things, but she could not shake the anxiety and nagging questions in her mind. After all, she knew of many teenagers who were in a similar situation, whose parents were either absent or unemployed, and had to rely on the school's meal service.

- 1.6.1 What happened to Whitney's mother that made Whitney feel anxious? (2)
 - 1.6.2 How did she feel about the school's meal service? (3)
 - 1.6.3 How did she feel about Simphiwe, one of the boys in her class who received food from the feeding scheme? (3)
- [8]**

► *Review and Reflect*

1.7 Write a journal entry in which you respond to the following:

- 1.7.1 Lindiwe and Whitney were good friends. They were as close as sisters. Write down what you would do to be a good friend.
- 1.7.2 Mrs Sithelo had felt a certain dignity and self-respect at being able to earn her own money and put bread on the table for her family, even after her husband had passed away.
 - a) What does the Bill of Rights say about dignity and self-respect?
 - b) Why is it so important to have dignity and self-respect?