

# LANGUAGE

## LECTURER GUIDE: NCV L3



FutureManagers  
SIYAFUNDA • SIYAKHULA



*Frieda Wade & Mercia Hallet*

NATIONAL CERTIFICATE VOCATIONAL

# NCV 3 Hands-On Support

# First Additional Language

## Lecturer Guide

Frieda Wade and Mercia Hallett

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**SCAN ME**

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ISBN 978-177-581-0957

First published 2012

Second edition 2025

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**FutureManagers**

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**Published by**

**Future Managers (Pty) Ltd**

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## To the lecturer

Dear Colleagues

We have enjoyed writing this updated version of NCV 3 Hands-On Training English First Additional Language. We hope that you and the students are going to enjoy working from the book. You'll notice that most of the texts and activities have not changed as Language lecturers from various colleges indicated that they worked well.

The focus for NCV 3 Language is to prepare and guide students to communicate (both in speaking and writing) accurately and appropriately in a workplace context. We kept this in mind and we encourage you to do the same. By now all Language students should know the four topics of English First Additional Language, namely:

- Topic 1      Listening and Speaking
- Topic 2      Reading and Viewing
- Topic 3      Writing and Presenting
- Topic 4      Language and Communication in Practice

Ensure that they know and understand the topics.

You will notice that our year plan differs from the one supplied in the curriculum as we followed the modules in the textbook. You, of course, may use your own year plan. Our answers to activities are also only guidelines. Please accept other options and answers that make sense. Allow and encourage class discussions around different answers and do take the time to show the students the video clips.

Thank you for your support. Please feel free to contact Frieda about any queries or suggestions. We'll gladly assist you where we can. Thank you for your hard work in the colleges. Keep it up.

Frieda Wade and Mercia Hallett  
083 321 7104

### Microsites

We have a dedicated microsite with additional resources which help your students above and beyond this subject. Encourage your students to scan the QR code or use the URL: [www.futman.pub/NCV3Language](http://www.futman.pub/NCV3Language)

They will be able to access not just additional resources for this subject, but guides for soft skills and work readiness preparedness.

There is also a dedicated microsite for you, the lecturer, where you can access additional support material such as audio files, templates, PowerPoints and more. Use the URL: [www.futman.pub/NCV3LanguageFG](http://www.futman.pub/NCV3LanguageFG) or scan the QR code.



# 1. Assessment

As you are aware of, the assessment structure for the NCV qualification is as follows:

## 1.1 Internal continuous assessment (ICASS)

The internal continuous assessment (ICASS) counts 25% of the total for the final mark. It includes assignments, projects, tests, case-studies, speeches, etc. assessed throughout the year. All ICASS evidence is kept in a Portfolio of Evidence (POE) and must be available for monitoring, moderation and verification. This component is moderated and quality assured both internally and externally.

Note:

Each ICASS result is reduced to the weighting allowed. See the ICASS table on the next page. For example, a student who gets 24/40 for a listening comprehension would end up with 3/5 for that assessment. The total of all the assessments comes to 100.

## 1.2 External summative assessment (ESASS)

The external summative assessment (ESASS) counts 75% of the final mark. The external summative assessment comprises of two papers in the final examination.

Note:

See the mark distribution and the format for the two examination papers as set out on page 8. The total of the two papers comes to 250.

Paper 1 = 150 marks

Paper 2 = 100 marks

# 2. Scale of achievement

English FAL is assessed according to seven levels of competence. The levels and scale of achievement are explained in the table below.

Rating code	Rating	Marks (%)
7	Outstanding	80–100
6	Meritorious	70–79
5	Substantial	60–69
4	Adequate	50–59
3	Moderate	40–49
2	Elementary	30–39
1	Not achieved	0–5

## 3. Recording

All planned assessments should be recorded in the Lecturer's Portfolio of Assessment (POA) and in the student's Portfolio of Evidence (POE).

### 3.1 Portfolio of Assessment

The minimum requirements for the POA should be as follows:

- Lecturer information
- A contents page
- Subject and Assessment Guidelines
- Year plans/work schemes/pace setters
- A formal schedule of assessment
- Instrument(s) (tests, assignments, practical) and tools (memoranda, rubrics, checklists) for each assessment task
- A mark/result sheet for assessment tasks.

### 3.2 Portfolio of Evidence

The minimum requirements for the POE should be as follows:

- Student information/identification
- A contents page/list of content (for accessibility)
- A record/summary of results showing all the marks achieved per assessment for the subject
- The evidence of marked assessment tasks and feedback according to the assessment schedule
- Where tasks cannot be contained as evidence in the POE, its exact location must be recorded and it must be readily available for moderation purposes.

## 4. Guide: ICASS POE tasks

Task	Time-frame	Assessment activity	Scope of assessment	Suggested marks allocated	Contribution to the year mark (%)
1	Term 1	Formal test	Comprehension and summary and/or contextual questions for language and grammar structures and conventions and/or theory (Length of reading text to be guided by length of text to be summarised ±230–300 words) (Summary: 230 words reduced to 70–80 words)	At least 50 marks	10%

Task	Time-frame	Assessment activity	Scope of assessment	Suggested marks allocated	Contribution to the year mark (%)
2	Term 1	Oral presentation and listening test	Introduction of a speaker or giving a vote of thanks or accepting and presenting awards or telephone conversation AND listening comprehension (2–3 minutes)	At least 40 marks	5%
3	Term 2	Functional writing (shorter AND longer functional texts)	Shorter functional texts: email and/or fax and/or filling in a form and/or a flyer and/or a magazine advertisement and/or telephone message and/or memorandum (80–100 words) (5%) Longer functional texts: notice, agenda and minutes and/or descriptive report and/or narrative report and/or expository report (120–150 words) (10%) (Reports 150–250 words)	Shorter Functional writing 20 marks Longer Functional Writing 30 marks	15%
4	Term 2	Oral presentation	Prepared subject-related speech using visual, audio and/or audio-visual aids (3–5 minutes)	At least 40 marks	5%
5	Term 2 OR Term 3	Formal test *	Comprehension and summary and/or contextual questions for language and grammar structures and conventions and/or theory (Length of reading text to be guided by length of text to be summarised ±230–300 words) (Summary: 230 words reduced to 70–80 words)	At least 50 marks	10%
6	Term 3	Assignment	Literature assignment: Poetry	At least 50–80 marks	25%
7	Term 2 OR Term 3	Internal Examination* Paper 1 Internal Examination* Paper 2	Subject Outcomes completed to date		30% (Paper 1 = 15%) (Paper 2 = 15%)
			<b>TOTAL</b>		<b>100%</b>

## 5. Year plan

Term 1		
Week	Date	Contents (Modules 1-3)
1		Orientation
2		Adverts, telephone conversation, dialogue and discussion, telephone message
3		Fax, internal memo, email
4		Purpose of a text, discussion, forms
5		Descriptive reports: accident and eyewitness
6		Interviews: guidelines and theory
7		Narrative reports: feedback and progress
8		Expository reports: investigative
Assessment 1		Oral presentation (pairs) and listening comprehension
Assessment 2		Formal test: Reading comprehension and summary and/or contextual questions for language and grammar and/or theory
Term 2		
Week	Date	Contents (Modules 4-6)
1		Pamphlet, brochure, flyer
2		Cartoons, comic strips, Internet texts and websites
3		Main and supporting ideas, point form summaries
4		Meeting documentation and theory
5		Meeting documentation and theory
6		Speeches and presentation
7		Speeches and presentation
8		Language in practice and revision
Assessment 3		Assignment: Short functional and long functional writing
Assessment 4		Oral presentation: Prepared subject-related speech using visual, audio and/or audio-visual aids
Term 3		
Week	Date	Contents (Modules 7-9)
1		Fact and opinion, objective and subjective language, lit. and fig. language, fiction and non-fiction
2		Poetry, figures of speech, elements of poetry
3		Poetry, figures of speech, elements of poetry
4		Language in practice
5		Language in practice
6		Revision: Potpourri
7		Revision: Potpourri
Assessment 5		Formal test: Reading comprehension and summary and/or contextual questions for language and grammar and/or theory

Assessment 6		Literature assignment: Poetry
Assessment 7		Internal examination Paper 1 and Paper 2
<b>Term 4</b>		
<b>Week</b>	<b>Date</b>	<b>Contents (All modules)</b>
1-4		Catch-up time and revision
Assessment		External exam

**NOTE:** Assessments 5 and 7 can be done either in Term 2 or Term 3.

## 6. National examination papers

### 6.1 Mark distribution between Paper 1 and Paper 2

PAPER	DESCRIPTION	MARKS
1	Topic 2: Reading and Viewing Topic 4: Language and Communication in Practice	150
2	Topic 3: Writing and Presenting	100
	<b>TOTAL FOR EXAMINATION</b>	<b>250</b>

### 6.2 Format for Paper 1 of the external examination (2½ hours)

Paper 1	Description	Marks	Knowledge and comprehension	Analysis, Synthesis and Evaluation	Time
Reading	A: Comprehension 500-600 words	40	20	20	2½ hours
	B: Summary 230 words reduced to 70-80 words Point-form summary	10		10	
Viewing	C: Viewing Flyers, pamphlets, brochures, Internet and media texts, cartoons, magazine advertisements	30	10	20	
Language and Communication in Practice	D: Language in Practice (including editing) Language structures should be assessed in context using a variety of texts	40	30	10	
	E: Communication in Practice Meeting theory, interviews, guidelines for successful interviews and presentations	30	15	15	
	<b>TOTAL</b>	<b>150</b>	<b>75</b>	<b>75</b>	

## 6.3 Format for Paper 2 of the external examination (2½ hours)

Paper 2	Description	Marks	Application	Time
Writing and Presenting	A: Report Descriptive report (accident or witness ); OR Narrative report (feedback or progress reporting); OR Expository report (investigation) 150-250 words	50	50	2½ hours
	B: Long Functional Notice, agenda and/or minutes 120-150 words	30	30	
	C: Viewing Email and/or fax and/or filling in a form and/or a flyer and/or a magazine advertisement and/or telephone message and/or memorandum 80-100 words	20	20	
	<b>TOTAL</b>	<b>100</b>	<b>100</b>	

**Note:**

Students will not be permitted to use any resources in Examination Paper 2. This paper must be accompanied by an information sheet detailing the format of various pieces of writing (e.g. structured layout of a report, etc.) OR templates should be provided for students. We have included examples in the textbook as well as in Modules 1 and 2 of this Lecturer Guide.

# Module 1

## Advertisements and office correspondence

Contents of module	Subject and Learning Outcomes	
1. Classified advertisement (revision)		
2. Display advertisement (revision)		
3. Slogans and logos (revision)		
4. Magazine advertisement	Topic 2: Reading and Viewing Topic 3: Writing and Presenting	SO 2.1 LO 2.1.1, 2.1.6, 2.1.7, 2.1.9 SO 2.2 LO 2.2.1, 2.2.2, 2.2.4, 2.2.6 SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
5. Telephone conversation	Topic 2: Reading and Viewing Topic 1: Listening and Speaking	SO 2.1 LO 2.1.1, 2.1.6, 2.1.7 SO 1.2 LO 1.2.2–1.2.6, 1.2.10
6. Dialogue and discussion	Topic 1: Listening and Speaking	SO 1.2 LO 1.2.2–1.2.6, 1.2.10
7. Telephone message	Topic 2: Reading and Viewing Topic 3: Writing and Presenting	SO 2.1 LO 2.1.1, 2.1.6, 2.1.9 SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
8. Fax	Topic 2: Reading and Viewing Topic 3: Writing and Presenting	SO 2.1 LO 2.1.1, 2.1.6, 2.1.9 SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
9. Internal memorandum	Topic 2: Reading and Viewing Topic 3: Writing and Presenting	SO 2.1 LO 2.1.1, 2.1.6, 2.1.9 SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
10. Email (Revision)	Topic 2: Reading and Viewing Topic 3: Writing and Presenting	SO 2.1 LO 2.1.1, 2.1.6, 2.1.9 SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
11. Forms	Topic 2: Reading and Viewing Topic 3: Writing and Presenting	SO 2.1 LO 2.1.1, 2.1.6, 2.1.9 SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
Grammar activity	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1



### NOTE

Explain to the students that the following writing in this module counts 20 marks in the exams and is known as *short functional writing*:

- magazine advertisement
- telephone message
- fax
- internal memorandum
- email.

## Activity 1.1

SB page 2

1. Accept any correct answer – as long as students are able to explain the meaning of the words.
  - 1.1 mature – adult, sensible, fully developed, wise. (1)
  - 1.2 call centre – a centre where calls are made from for advertising purposes; telesales are made from a call centre (1)
  - 1.3 p.w. – per week (1)
  - 1.4 potential earnings – the salary one is capable of earning (1)
  - 1.5 hip, vibey waitrons – modern, fashionable, with-it waiters and waitresses who have the right 'vibe' about them – this includes a positive attitude (1)
  - 1.6 upmarket restaurant – a restaurant that would attract rich/wealthy people (1)
  - 1.7 req. – required (1)
  - 1.8 hourly rate + comm. + tips – hourly rate means the amount that you are paid per hour plus the commission that you can earn (e.g. you will get R30 for every seafood platter that people order) and tips are what the clients pay you at the end of the meal – usually 10% of the bill. (3)
  - 1.9 ASAP – as soon as possible (1)
  - 1.10 o/h – office hours which are normally from 09:00–17:00 (1)
2. Fill in the missing words to complete the sentences below.  
 A waitron is a person who serves tables at a restaurant by taking 2.1 **orders** from the customers and supplying them with food and drink. A waitron can be a 2.2 **male/man** or a 2.3 **female/woman**. (3)

**Total: 15**

## Activity 1.2

SB page 6

Talk to the students about Spur restaurants. Ask whether they have ever seen a Spur advertisement in a magazine or online. Ensure that they look at the advert before they answer the questions.

1. The Red Indian (1)
2. *A taste for life* (1)
3. Spur Steak Ranches (1)
4. @Spur\_Cares (1)
5. AIDA:
  - 5.1 ATTENTION: The bright colourful picture of the burger, chips, salad and 'Spur Pups'. (1)
  - 5.2 INTEREST: Any acceptable answer, e.g. children can have a beef, chicken or soya burger. The burger, soda and 'Spur Pup' cost R89.90 or you can buy the 'Spur Pups' separately for R25.50. (1)
  - 5.3 DESIRE: Most kids love a hamburger. They will be very happy to get a 'Spur Pup' and soda free with their meal. They will also get a free Doggy Kennel if they collect all four 'Spur Pups'. (1)
  - 5.4 ACTION: The offer is valid from 29 March 20.. while stocks last. You had better visit a Spur if you don't want to miss out on this deal. (1)
6. Spur's foundation:
  - 6.1 They support charities that help underprivileged and disabled kids in South Africa. (2)

- 6.2 Nourish. Nurture. Now! (1)
- 6.3 For every 'Spur Pup' you buy, R2 will go to the Spur Foundation. (1)
7. Yes, it does. The bright red, yellow and blue are attractive. Kids will love it. (2)
8. Accept any answer that makes sense. (2)
9. Accept any answer that makes sense. (2)
10. TRUE or FALSE
- 10.1 FALSE. 'For every 'Spur Pup' you buy, R2 will go to the Spur Foundation' or 'Collect all 4 Spur Pups' (2)
- 10.2 TRUE. 'Participating restaurants only.' (2)
11. The advert's theme is to adopt a puppy and dogs love bones. (1)
12. The target market is any ordinary South African family and people who visit Spur restaurants. (2)

**Total: 25**



### Activity 1.3

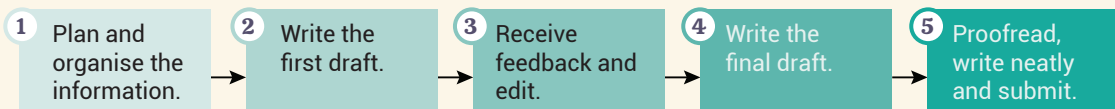
SB page 7

Remind students that a magazine advertisement is an example of a persuasive text. To compile an effective magazine advert, they have to use the AIDA principle, i.e. Attention, Interest, Desire and Action. They must decide whether they want to advertise a product or a service. Stress the importance of striking colours, eye-catching layout, a slogan and logo. The advertisement must reinforce basic information like price, size, colour, availability, contact numbers, etc. An incentive like a special offer or limited period can be very effective. They must plan well and make a rough sketch of their layout and wording. Encourage them to ask themselves whether the advertisement would result in the consumer's action.



### NOTES

Let the students use the points under *How to compile a magazine advertisement* in the textbook as a checklist to ensure that they have included all the necessary detail.



Mark the magazine advert out of 20. We recommend the following:

**Layout (4):** centred sentences, interesting font, graphics, border (–½ per error) (4)

**Language (4):** mainly full sentences, not telegram style, correct spelling and vocabulary (–½ per error) (4)

**Content (12):** (–1 per detail omitted – see below)

- The heading is eye-catching and colourful (ATTENTION). (2)
- At least two details/facts are given of the product/service (INTEREST). (4)
- The advert appeals to some emotion and evokes want (DESIRE). (2)
- Contact details are supplied/a special offer is made/an expiry date is given, etc. (ACTION). (2)
- Where necessary, a price is given. (2)

**Total: 20**

You could check your marking against this rubric.

Rating code	Rating	Mark out of 20
7	Outstanding	16–20
6	Meritorious	14–15
5	Substantial	12–13
4	Adequate	10–11
3	Moderate	8–9
2	Elementary	6–7
1	Not achieved	0–5

### Activity 1.4

SB page 8

1. F
2. E
3. D
4. A
5. B
6. C
7. J
8. I
9. G
10. H

(10 × 1)

**Total: 10**

### Activity 1.5

SB page 9

1. It asks the question that many students ask, namely if they should get a part-time job. (2)
2. 2.1 Yes (1)
- 2.2 You will be interested to read the article, if you consider working part-time. (2)
3. 3.1 C (1)
- 3.2 It informs by giving the pros and cons of both sides – to work part-time or not. (2)
4. 4.1 The italics emphasise/stress whether you want to or not want to work part-time. (2)
- 4.2 The inverted commas indicate the direct words of the career counsellor. (2)
5. 5.1 slide (1)
- 5.2 extracurricular activities (2)
6. 6.1 TRUE. 'The question of whether or not students should work part-time is constantly being asked.' (2)
- 6.2 TRUE. 'Another advantage is that students learn about the working world and how to interact with fellow employees.' (2)
7. 'The most obvious advantage is that students can supplement family income.' (1)
8. Accept any TWO factors, e.g. academic ability, financial situation, daily schedule, stress level, flexibility of job. (4)
9. Accept any suitable answer e.g.  
A balanced lifestyle means making time for all the important parts of your life – like your studies, work, rest, exercise, healthy eating, and spending time with family and friends. It's about not doing too much of one thing and making sure you take care of both your

- body and your mind. When you have balance, you feel healthier, less stressed, and more focused. (2)
- 10 10.1 FIGURATIVE (1)
- 10.2 Marks can't literally slide. It means the marks decrease/drop/go down. (2)
- 10.3 LITERAL (1)
- 10.4 Those are the exact (literal) hours. (2)
11. 11.1 E
- 11.2 H
- 11.3 G
- 11.4 C
- 11.5 B
- 11.6 A
- 11.7 D
- 11.8 F (8)

**Total: 40**

Rating code	Rating	Mark out of 30
7	Outstanding	32–40
6	Meritorious	28–31
5	Substantial	24–27
4	Adequate	20–23
3	Moderate	16–19
2	Elementary	12–15
1	Not achieved	0–11

## Activity 1.6

SB page 12

### A. Contextual questions

1. 1.1 FIGURATIVE (1)
- 1.2 He can't literally knit himself through school. It means that he makes enough money through his knitting to enable him to pay for his school fees. (2)
2. Yes, because it reinforces the heading *Vuyo is knitting his way through school* – in other words Vuyo is paying for himself. (2)
3. 3.1 They mocked him at first because it is unusual for a boy to knit. (2)
- 3.2 They stopped mocking Vuyo when he told them how much money he was making. (2)
4. TRUE or FALSE
- 4.1 TRUE. 'He goes to school, plays cricket and soccer and helps his mother with chores at home.' (2)
- 4.2 TRUE. 'These land up in shops all over South Africa, Britain and Australia.' (2)
5. He had to take lessons at a knitting school and after a year he was fully trained as a profit knitter. (2)
6. He knits quickly and evenly. (2)
7. Maths Literacy (2)
- 7.1  $R1\ 700 \times 12 + R12\ 660 = R33\ 060$
- 7.2 R175 is the average.  $R3\ 675 \div 21 \text{ garments} = R175$ . (2)

8. A photograph appears with the article to show readers what Vuyo looks like and to make the story feel more real and interesting. (2)
9. The main message is that hard work and using your skills in a unique way can help you succeed, no matter what other people say. (2)

### B. Language questions

1. Passive voice
  - 1.1 A unique way to help his parents pay the bills has been found by Vuyo. (2)
  - 1.2 A class of 12 women is now taught by him every Saturday morning. (2)
  - 1.3 21 garments were knitted by me and R3 675 was made by me one month. (2)
2. Reported speech. Use your discretion – the 8 words in bold count ½ mark each.
  - 2.1 Tracy Barratt said **that** when customers ordered **their** new yarns, **they** sent **them** sample garments they **could** display. (2) (4 × ½)
  - 2.2 Sharon Farr said **that** he **was** a brilliant knitter and when he was small his teacher would bring **her** his work because it stood out. (2) (4 × ½)

**Total: 35**

Rating code	Rating	Mark out of 35
7	Outstanding	30–35
6	Meritorious	26–29
5	Substantial	22–25
4	Adequate	18–21
3	Moderate	14–17
2	Elementary	9–13
1	Not achieved	0–8

### Activity 1.7

SB page 16

1. D
2. C
3. E
4. B
5. A

(5)

**Total: 5**



### Activity 1.8

SB page 16

**The telephone conversation counts at least 40 marks towards the ICASS tasks.**

Students must work in pairs and prepare a telephone conversation on one of the five topics. It is important that they prepare well and not rush the activity. They must time themselves as they have to speak for at least 2–3 minutes when they present the telephone conversation.



### eLINK

Watch this video clip that has useful tips for telephone conversations:

<https://futman.pub/TipsPhoneCommunication>

Rating code	Rating	Mark out of 10
7	Outstanding	8–10
6	Meritorious	7
5	Substantial	6
4	Adequate	5
3	Moderate	4
2	Elementary	3
1	Not achieved	0–2

Criteria	1	2	3	4	5	6	7
1. Greeted and introduced themselves properly.							
2. Used appropriate register, style, tone and volume.							
3. Spoke clearly and in an expressive voice, using correct language.							
4. Gave the required information/details.							
5. Showed respect, positive response and said good-bye politely.							

**Total: 50**

### Activity 1.9

SB page 17

Ensure that the students know that this activity forms part of the other activities relating to Thabo Mokoena who wanted to work for Mr Mahlangu of Mama Africa Grill. This is the first of many activities throughout the book where they have to discuss something. Encourage them, from the beginning, to take part in discussions. It is an ideal situation where students can express their opinions in small groups of four people only.

1. Students may agree or disagree with the statement – as long as they give reasons for their answers.
2. Allow the students to have a discussion before they list at least four points. Accept any answers that make sense, e.g. Thabo Mokoena introduced himself properly; he answered Lukhanyo Black’s questions in full sentences; he was friendly and polite; he knew something about the restaurant; he was confident and enthusiastic.
3. Accept any remarks that make sense.
4. Let the students think of their strengths and weaknesses before they share them with the group. One member has to read out the list of eight points.



### Activity 1.10

SB page 20

Make photocopies of the telephone message template that appears on page 16 and hand a copy to each student. Let them fill in the form in pencil first. You can also download the template from the microsite.

Ensure that they read the telephone conversation between Mr Lukhanyo Mahlangu and Thabo at least twice before they fill in the message on the telephone message form. You may also ask two students to read the conversation out loud to the class.

Mark the telephone message out of 20. We recommend the following:

- Layout/format: (5)** (see rubric) (5)
- Language, grammar, style: (5)** (see rubric) (5)
- Content (10):** (–1 per detail omitted. See below.)
  - Say that there is a special on beef fillet (1) and rump steak. (2)
  - Mention that it is from Monday to Friday. (1)
  - Give the date: 11–15 May. (1)
  - Give the price of the fillet (R299.99/kg) and the rump (R249.99/kg). (2)
  - Say that the order must be in by Tuesday latest. (2)
  - Say that they will be open from 08:00 till 18:00 all week. (2)

**Total: 20**

Rubric for a telephone message					
Criteria	5	4	3	2	1
<b>Layout/format 5 marks</b>	Layout is correct.	A few layout problems.	Layout can be identified as a tel. message.	Layout lacking in many respects.	Incorrect use of layout.
Criteria	5	4	3	2	1
<b>Language, grammar, style  5 marks</b>	Excellent use of language; correct sentence structure; correct spelling and consistent style.	Good use of language; few errors in sentence structure and spelling; good style.	Average use of language; some errors in sentence structure and spelling; fairly inconsistent style.	Below average use of language; incorrect sentence structure and spelling; inconsistent style.	Poor use of language; very poor sentence structure and spelling; inappropriate style.

You could check your marking against this rubric.

Rating code	Rating	Mark out of 20
7	Outstanding	16–20
6	Meritorious	14–15
5	Substantial	12–13
4	Adequate	10–11
3	Moderate	8–9
2	Elementary	6–7
1	Not achieved	0–5

## MAMA AFRICA GRILL

### Telephone message

**To:** Mr Lukhanyo Mahlangu  
**From:** Mike Porter of Magnificent Meat Suppliers  
**Tel:** 021-701 1656  
**Date:** 9 May 20..  
**Time:** 12:30

**Message:**

They have a special on beef fillet and rump steak next week from Monday to Friday. It's from 11-15 May. The fillet is R299.99/kg and the rump R249.99/kg. If you want to order, you must let him know by Tuesday latest. They will be open from 08:00-18:00 all week.

**Message taken by:** Thabo



### Activity 1.11

Make photocopies of the fax template that appears on page 17 and hand a copy to each student. Let them fill in the fax in pencil first. Bring a few copies of faxes to class to show the students what they look like in the workplace. Ensure that they understand the activity before they fill in the fax. They have to refer to Activity 1.10 to do this properly. Students can also scan the QR code or use the URL to access the template: <https://futman.pub/TemplateFaxCoverPage>

Mark the fax out of 20. We recommend the following:

- Layout/format: (5)** (see rubric) (5)
- Language, grammar, style: (5)** (see rubric) (5)
- Content (10):** (-1 per detail omitted. See below.)
- Thank Mr Porter for informing you about the special offer. (1)
- Order 10 kg fillet. (1)
- Order 10 kg rump. (1)
- Give the total – R5 499.80. (1)
- Ask for delivery before Friday. (1)
- Give the date – 15 May. (1)
- Say that you will make an EFT payment (1) when you receive the delivery (1) and the invoice (1). (3)
- End with goodwill – say thank you. (1)

**Total: 20**

SB page 24



**SCAN ME**

Rubric for a fax message					
Criteria	5	4	3	2	1
<b>Layout/format</b> 5 marks	Layout is correct.	A few layout problems.	Layout can be identified as a fax message.	Layout lacking in many respects.	Incorrect use of layout.
Criteria	5	4	3	2	1
<b>Language, grammar, style</b> 5 marks	Excellent use of language; correct sentence structure; correct spelling and consistent style.	Good use of language; few errors in sentence structure and spelling; good style.	Average use of language; some errors in sentence structure and spelling; fairly inconsistent style.	Below average use of language; incorrect sentence structure and spelling; inconsistent style.	Poor use of language; very poor sentence structure and spelling; inappropriate style.

You could check your marking against this rubric.

Rating code	Rating	Mark out of 20
7	Outstanding	16–20
6	Meritorious	14–15
5	Substantial	12–13
4	Adequate	10–11
3	Moderate	8–9
2	Elementary	6–7
1	Not achieved	0–5

TEL: 021-421 1931  
 FAX: 021-421 1930  
 mamaafricagrill@iafrica.co.za  
 www.info@mag.net



121 Mountain Way  
 ROSEBANK  
 8001

### FAX COVER PAGE

TO: Mike Porter  
 FAX NUMBER: 021 701 1656  
 COMPANY: Magnificent Meat Suppliers  
 SUBJECT: BEEF FILLET AND RUMP SPECIAL

FROM: Lukhanyo Mahlangu  
 DATE: 11 May 20..  
 NUMBER OF PAGES: 1

Message:

Thank you for informing us about the special offer on the steak. Please supply us with 10kg of beef fillet at R299.99/kg and 10kg of the rump at R249.99/kg before Friday, 15 May.

The total is R5 499.80. I will make an EFT payment when I receive the delivery and the invoice. Thank you for your assistance.

*Lukhanyo Mahlangu*

Please notify us if you do not receive all the pages and/or if they are illegible



### Activity 1.12

SB page 26

Make photocopies of the internal memorandum template that appears on page 18 and hand a copy to each student. Let them fill in the memo in pencil first. Ensure that they understand the activity before they fill in the memorandum.

Mark the internal memorandum out of 20. We recommend the following:

- Layout/format: (5)** (see rubric) (5)
- Language, grammar, style: (5)** (see rubric) (5)
- Content (10):** (–2 or –1 per detail omitted. See below.)
  - Open with an introductory sentence, e.g. I'm pleased to inform you that Bafana Bafana... (1)
  - Mention the booking of a table for twenty people. (1)
  - Give the full date – Saturday 30 July. (1)
  - Explain the dress code. (2)
  - Give the working hours from 18:00 till 23:30. (1)
  - Say that queries must be directed to Mr Mahlangu. (1)
  - Give the date – before 27 July. (1)
  - Mention that supper and transport will be provided. (1)
  - Thank them for their cooperation. (1)

**Total: 20**

Rubric for an internal memorandum					
Criteria	5	4	3	2	1
<b>Layout/format</b>  5 marks	Layout is correct.	A few layout problems.	Layout can be identified as an internal memorandum.	Layout lacking in many respects.	Incorrect use of layout.
Criteria	5	4	3	2	1
<b>Language, grammar, style</b>  5 marks	Excellent use of language; correct sentence structure; correct spelling and consistent style.	Good use of language; few errors in sentence structure and spelling; good style.	Average use of language; some errors in sentence structure and spelling; fairly inconsistent style.	Below average use of language; incorrect sentence structure and spelling; inconsistent style.	Poor use of language; very poor sentence structure and spelling; inappropriate style.

Rating code	Rating	Mark out of 20
7	Outstanding	16–20
6	Meritorious	14–15
5	Substantial	12–13
4	Adequate	10–11
3	Moderate	8–9
2	Elementary	6–7
1	Not achieved	0–5



## MEMORANDUM

TO: The Staff

DATE: 11 May 20..

FROM: Lukhanyo Mahlangu

TEL: X120

SUBJECT: BAFANA BAFANA SOCCER TEAM'S VISIT

I'm pleased to inform you that the Bafana Bafana soccer team is visiting Cape Town, and they have booked a table for twenty people for Saturday 30 July at our restaurant. This is an excellent opportunity for Mama Africa Grill to make it a memorable experience for the whole team.

Please ensure that your white shirts and black trousers/skirts are clean and ironed and that you look extra tidy and smart on the evening. Your hair, if long, needs to be neatly tied back with a black band or in a ponytail.

You will be expected to work from 18:00 till 23:30. If you have any queries or questions, please speak to me before 27 July. Supper will be provided as well as transport home. I know that I can rely on you. Thank you for your cooperation.



### Activity 1.13

SB page 27

1. Make photocopies of the email template that appears on page 19 and hand a copy to each student. Let them fill in the email in pencil first. Ensure that they understand the activity before they fill in the email. Mark the email out of 20. We recommend the following:
2. **Layout/format: (5)** (see rubric)  
**Language, grammar, style: (5)** (see rubric)  
**Content (10):**
  - Refer to good time Bafana Bafana had. (2)
  - Book for DAY (1), 28 October 20.. (1), TIME (1) for 10 people. (1)
  - Enquire about jazz band. (1)
  - Ask for confirmation. (1)
  - Say thank you. (2)

**Total: 20**

Rubric for an email					
Criteria	5	4	3	2	1
<b>Layout/format</b> 5 marks	Layout is correct.	A few layout problems.	Layout can be identified as an Email.	Layout lacking in many respects.	Incorrect use of layout.
Criteria	5	4	3	2	1
<b>Language, grammar, style</b> 5 marks	Excellent use of language; correct sentence structure; correct spelling and consistent style.	Good use of language; few errors in sentence structure and spelling; good style.	Average use of language; some errors in sentence structure and spelling; fairly inconsistent style.	Below average use of language; incorrect sentence structure and spelling; inconsistent style.	Poor use of language; very poor sentence structure and spelling; inappropriate style.

You could check your marking against this rubric.

Rating code	Rating	Mark out of 20
7	Outstanding	16–20
6	Meritorious	14–15
5	Substantial	12–13
4	Adequate	10–11
3	Moderate	8–9
2	Elementary	6–7
1	Not achieved	0–5

1. **NEW MESSAGE**

To: info@mag.co.za

Cc:

Bcc:









Subject: Booking enquiry at Mama Africa Grill

Dear Mr Mahlangu

I would like to take this opportunity to thank you and your staff for the very special evening the Bafana Bafana team and I enjoyed with you at Mama Africa Grill previously. The food was delicious and we received excellent service from your waitrons who were well-informed and most helpful.

We are planning to visit Cape Town again and wondered if you have availability for 10 patrons on 28 October on 20.. for 19h30? I would also like to enquire if the jazz band would be playing that night. Please send confirmation of the booking. Thank you very much and we look forward to visiting your restaurant again.

Kind regards  
Molefi Ntseki  
MANAGER: BAFANA BAFANA SOCCER TEAM

**Send**

**Activity 1.14**

SB page 28

Guide the students to fill in the driver's licence correctly on page 20. Go over the list *How to fill in a form* and stress that it is always a good habit to read or scan any form before completing it.

**Activity 1.15**

SB page 29

Guide the students to fill in the form that appears on page 30 of the Student Book correctly. They can also download it using the QR that appears in the book if they want to complete it electronically. Let them fill in the provided information and ignore the rest. (20)

50 Main Road  
Muizenberg  
7945  
info@muizenbergmedical.co.za

**Muizenberg Medical Practice**  
Dr Eloise Malan  
MBBCh (Wits) Dip. Child Health Dip. HIV Man

Tel: (021) 788 8685  
Fax: (021) 788 5457  
Pr No: 0495395  
MP0552933

---

**Patient Details**

Title: **Mr** ✓ Surname: **Makgoba** ✓ Dependant Code: .....

First Names: **Thulani** ✓

ID Number: ..... Date of Birth: **8/7/1992** ✓

Home Address: **22 Brassie Road** ✓  
**LAKESIDE** ✓

Postal Address: ..... Code: **7800** ✓

Tel: (H) ..... (W) ..... (C) .....

E-mail Address: .....

Employer: **City Tramways** ✓ Occupation: **Bus driver** ✓

Work Address: **150 Kendal Road** ✓  
**DIEP RIVER** ✓ Code: **7800** ✓

Name of Medical Aid: **Medihelp** ✓ Plan: **Emerald** ✓

Medical Aid Number: **13/5/10** ✓

Person Responsible for Account

Tick the Box if same as patient

First Names: ..... Surname: .....

Dependent Code: ..... ID Number: ..... Date of Birth: ...../...../.....

Employer: .....

Work Address: ..... Code: .....

Tel: (H) ..... (W) ..... (C) .....

Dependants

Dependent Code	Full Names	ID or Date of Birth
	<b>Patricia Makgoba</b> ✓	
	<b>Zayn Makgoba</b> ✓	
	<b>Miriam Makgoba</b> ✓	

Next of Kin (Emergency Contact)

Names: **Katlego Makgoba** ✓ Tel: (H) ..... (W) .....

(C) **0832131740** ✓ Home Address: .....

**Activity 1.16**

SB page 29

1. can
2. isn't
3. along
4. 04:00
5. twice
6. to
7. these
8. independence
9. advantages
10. disadvantages







### Module 1 Activity 1.13

Template for an email

<b>Name</b>		<b>Class</b>	
<b>Date</b>		<b>Total</b>	









New Message

To: \_\_\_\_\_

Cc: \_\_\_\_\_

Bcc: \_\_\_\_\_

Subject: \_\_\_\_\_

**Send**



**Module 1 Activity 1.15**

Template for a new patient application form

50 Main Road  
Muizenberg  
7945  
info@muizenbergmedical.co.za

**Muizenberg Medical Practice**

Dr Eloise Malan  
MBBCh (Wits) Dip. Child Health Dip. HIV Man

Tel: (021) 788 8685  
Fax: (021) 788 5457  
Pr No: 0495395  
MP0552933

**Patient Details**

Title: ..... Surname: ..... Dependant Code: .....  
 First Names: .....  
 ID Number: ..... Date of Birth: ...../...../.....  
 Home Address: .....  
 ..... Code.....  
 Postal Address: .....  
 ..... Code.....  
 Tel: (H) ..... (W)..... (C) .....  
 E-mail Address: .....  
 Employer: ..... Occupation: .....  
 Work Address: .....  
 ..... Code.....  
 Name of Medical Aid: ..... Plan: .....  
 Medical Aid Number: .....

Person Responsible for Account

Tick the Box if same as patient

First Names: ..... Surname: .....  
 Dependent Code: ..... ID Number: ..... Date of Birth: ...../...../.....  
 Employer: .....  
 Work Address: .....  
 ..... Code.....  
 Tel: (H) ..... (W)..... (C) .....

Dependants

Dependent Code	Full Names	ID or Date of Birth

Next of Kin (Emergency Contact)

Names: ..... Tel: (H)..... (W) .....  
 (C) ..... Home Address: .....



# Module 2

## Interviews

Contents of module	Subject and Learning Outcomes	
1. Interviews	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.2
1.1 Definition on an interview	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.2
1.2 Types of interview questions	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.2
1.3 Role of the interviewer	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.2
1.4 Role of the interviewee	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.2
1.5 Dressing for an interview	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.2
1.6 Good interview behaviour	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.2
1.7 Disciplinary interview	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.2
1.7.1 Procedures	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.2
1.7.2 Behaviour	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1

### Activity 2.1

SB page 35

Students must work in pairs, decide what they think the order of importance should be and rearrange the numbering in both columns. As this is a subjective exercise, let them compare tables and have a class discussion on their reasoning when you go over the answers.

The table below indicates what we considered the most and least important don't.

What the interviewer should not do	What the interviewee should not do
1. Don't leave your preparation to the last minute.	1. Don't lie about your qualifications, experience or achievements.
2. Don't forget to take notes during the interview.	2. Don't arrive too early, and never arrive late.
3. Don't allow personal feelings to influence your judgement.	3. Don't be over-friendly and don't relax too soon.
4. Don't talk too much or interrupt the interviewee.	4. Don't answer a question if you do not understand it completely.
5. Don't ask tricky questions.	5. Don't have a know-all (superior) attitude or an inferior attitude.
6. Don't jump to conclusions.	6. Don't talk too much or interrupt the interviewer.

### Activity 2.2

SB page 36

1. Accept any THREE of the following:  
He researched the company beforehand, as well as the address, his CV was good, he prepared questions to ask. (3)
2. Accept any TWO: he woke up late, he forgot to set his alarm, he rushed around in the morning (did not set out his clothes). (2)
3. panel (1)
4. 4.1 Job, disciplinary, informational (3)  
4.2 Job (1)  
4.3 information (1)
5. 5.1 Open (1)  
5.2 Any TWO of the following, plus any valid example:  
closed, leading, specific, hypothetical. (2)  
5.3 closed: Are you prepared to work overtime?  
leading: Don't you think this product is great?  
specific: When did you change from admin to sales?  
hypothetical: What would you do if you discovered a mistake in a report already handed in? (2)
6. Accept any three. They greeted friendly, laughed at his comment, thanked him after the interview, shook his hand, told him that they would contact him. (3)
7. If you work as a volunteer, you don't get paid. It shows Thabo's caring and helpful. (1)

**Total: 20**

**Activity 2.3**

SB page 39

Students must work in pairs and role-play one of the two disciplinary interviews. It is important that they prepare well and not rush the activity. They must refer to the role of the interviewer and interviewee; different types of questions; good interview behaviour and disciplinary interviews. It is important that they time themselves as they have to speak for at least 3–5 minutes.

**NOTE**

Students working in pairs should get the same mark as role-playing is a team effort.

Rating code	Rating	Mark out of 5
7	Outstanding	5
6	Meritorious	4
5	Substantial	3
4	Adequate	2½
3	Moderate	2
2	Elementary	1
1	Not achieved	0

Criteria	1	2	3	4	5	6	7
1. Greeted politely and explained the situation.							
2. Conducted the interview in a respectful manner.							
3. Asked all the CLOSH questions.							
4. Allowed the interviewee to answer and tell his side.							
5. Listened and took notes when the interviewee answered.							
6. Decided on the outcome, wrote it down and showed the interviewee.							
7. The interviewee admitted where he was wrong and apologised.							
8. Both maintained eye contact with positive body language.							
9. Both thanked the other person and greeted politely.							

**Total: 45**

## Activity 2.4



### eLINK

Play this clip of Expresso TV interviewing Lerato Molapo, widely known as Lira, a successful South African singer: <https://futman.pub/LeratoMolapo>

The students work in pairs and it is vital that they prepare well for this interview. Remind them that they need to follow the 13 steps of *How to prepare for and conduct an informational/ research interview*, starting with first contacting their idol, introducing themselves, and then requesting an interview. Their preparation will be evident by the open questions they ask – at least four, – as open questions enable the conversation to flow and they allow the interviewee to explain, elaborate and give interesting information.

Rating code	Rating	Mark out of 5
7	Outstanding	5
6	Meritorious	4
5	Substantial	3
4	Adequate	2½
3	Moderate	2
2	Elementary	1
1	Not achieved	0

Criteria	1	2	3	4	5	6	7
1. Called, requested an interview and introduced themselves.							
2. Set a date, time and venue for the interview.							
3. Greeted in a friendly way; introduced themselves properly.							
4. Asked questions directly – without reading from a sheet.							
5. Avoided closed questions; asked at least four open questions.							
6. Took notes when the interviewee answered.							
7. Used appropriate register, style, tone and volume.							
8. Spoke clearly in an expressive voice; used correct language.							
9. Maintained eye contact and avoided interrupting.							
10. Thanked the person for their time.							

Total: 50

**Activity 2.5**

SB page 41

1. 1.1 Informational interview. (1)
- 1.2 The interviewer wants to find out the reasons and facts about Sizwe's addiction to marijuana. (2)
2. Give marks for an appropriate answer and reason. (2)
3. Students must use their own words. Subtract marks if they don't. See below. (3)
  - He wanted to/was keen to find out about dagga.
  - He wanted to try out something different.
  - He desperately wanted to be part of a group.
4. He and a few friends in a youth group used drugs one night. They were caught and expelled from the group. (2)
5. 'I had decided beforehand to mix with students who love to party because it would be a great way to meet friends.' (2)
6. Accept any two of the following quotations: (2)
  - 'I was in a corner and realised that if I didn't stop, drugs would ruin my life.'
  - 'I admitted that I needed help and she contacted our pastor who introduced me to a support group.'
  - 'It was not easy, but I was determined to stop.'
7. Accept an appropriate reason why they liked/disliked the interview. (1)
8. 8.1 D
- 8.2 A
- 8.3 B
- 8.4 E
- 8.5 C (5)

**Total: 20****Activity 2.6**

SB page 43

Students must work in groups of four. They may agree or disagree with the statements – as long as they give reasons for their opinions. They may comment on one or more of the topics. One group member has to report back to the class.

**Activity 2.7**

SB page 44

1. Accept any reason that makes sense. (1)
2. Accept any reason that makes sense, e.g. not to embarrass her parents and family or to emphasise that addiction affects everyone/meth has the power to destroy everyone. (1)
3. 3.1 Meth (1)
- 3.2 first (1)
4. Accept any answer that makes sense, e.g. the poet writes as though meth is a person boasting about their power over others; the language is simple and straight forward; the rhyme scheme makes it easy to read and follow. (1)
5. Yes, meth is like a person who has complete power over others. Meth is written with a capital as a proper noun and the poem is written in the first person (*I, me, mine*). (2)
6. The repetition emphasises and stresses the poem's message that meth is dangerous and destroys lives. (2)

- 7. Accept any answer that makes sense, e.g. the complete/great power of drugs or the heartbreak and death cause by drug addiction. (2)
- 8. 8.1 Any two examples: in schools, in town, with the rich, with the poor, down the street or next door (2)
- 8.2 in a lab (laboratory) or under the kitchen sink (2)
- 9. 9.1 TRUE (1)
- 'Just try me once and I might let you go, but try me twice, and I'll own your soul.' (1)
- 9.2 TRUE (1)
- 'You could have said no, and just walked away.' (1)
- 10. D: irony (1)
- Students have to give a reason, e.g. it is ironic because the gifts are not what one would expect. Gifts are usually pleasant but all these gifts are horrible and destructive. (1)
- 11. 11.1 Drugs destroy people and completely break up family life, and being addicted is the same as living in hell. (2)
- 11.2 Accept any two quotes, e.g. (2)
- 'The sorrow I bring is a sight to behold.'
- 'The crimes you'll commit for my narcotic charms'
- 'You'll lie to your mother; you'll steal from your dad,'
- 'You'll give up everything – your family, your home,'

**Total: 25**

**Rubric for poem *My name is Meth***

Rating code	Rating	Mark out of 25
7	Outstanding (can do this exceptionally well)	20–25
6	Meritorious (can do this very well)	18–19
5	Substantial (can do this well)	15–17
4	Adequate (can do this)	13–14
3	Moderate (can do some of this)	10–12
2	Elementary (have difficulty with this)	7–9
1	Not achieved (need help with this)	0–6

**Activity 2.8**

SB page 46

**The interview room**

Interviews can be **(1. conducted)** anywhere – in an office or a coffee shop. Rightly or **(2. wrongly)**, it is a futile exercise to describe the ideal interview room. Should there **(3. be)** a desk between the interviewer and interviewee? One thing is certain; if a desk is used, **(4. it)** must be cleared of all papers, files and clutter. The golden rule is that the interview room must be free of any **(5. distractions)** and all cell phones must be switched off. The **(6. environment)** of an interview will have a huge **(7. effect)** on the outcome **(8. of)** the process. Every interviewee who is made to feel **(9. completely)** at ease, will give of their **(10. best)**.

**Total: 10**

# Module 3

## Report writing

Contents of module	Subject and Learning Outcomes	
1. Accident report	<b>Topic 3: Writing and Presenting</b>	SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
2. Eyewitness report		
3. Feedback report	<b>Topic 3: Writing and Presenting</b>	SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
4. Progress report	<b>Topic 3: Writing and Presenting</b>	SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
5. Investigative report	<b>Topic 3: Writing and Presenting</b>	SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
<b>Grammar activity</b>	<b>Topic 4: Language and Communication in Practice</b>	SO 4.2 LO 4.2.1



### NOTE

Explain to the students that the following writing in this module counts 30 marks in the exams and is known as *long functional writing*:

- Narrative reports (feedback and progress reports)
- Expository reports (investigative report)



### Activity 3.1

#### Accident report

Name of injured person	<i>Alex Buti</i>	Date of accident	<i>10 March 20..</i>
Occupation	<i>Driver</i>	Time of accident	<i>09:35</i>
Department	<i>Deliveries</i>	Place of accident	<i>150 Praise Avenue Claremont</i>
Description of the accident	<p><i>I was driving at approximately 88 km/h in a 60 km zone while talking on my cell phone without a hands-free kit. A Fiat Uno, with registration number CA 796 4851, in front of me, braked suddenly to avoid a huge pothole in the road. I was unable to react in time and hit the Uno from behind. Both vehicles were damaged. Two pedestrians who witnessed the accident (Precious Mbeki and Laura Jones), called the paramedics and the police. The police arrived at 09:55 and the paramedics at 10:10.</i></p>		
Results of the medical examination	<p><i>The owner of the Fiat Uno, Ms Kim Starke, was in severe pain as her head and shoulder had knocked against her safety belt and door. I suffered severe whiplash and a bruised right hand. The paramedics treated both of us at the accident and I was then taken to Disa Emergency Hospital. Ms Starke's boyfriend fetched her.</i></p> <p><i>At the hospital I had to undergo a check-up by Doctor Riaad Joemat who gave me eight pain killers and booked me off for two days from work to recover from the whiplash. He also recommended that I receive physiotherapy treatment for the next three months.</i></p>		
Name of compiler	<i>Alex Buti</i>	Position of compiler	<i>Driver</i>
Signature of compiler	<i>A. Buti</i>	Date	<i>13 March 20..</i>

**Activity 3.2**

SB page 53

**Eyewitness report in memorandum form****SPEEDY COURIERS  
INTERNAL MEMORANDUM****To:** Mr John Modise**Date:** 29 July 20..**From:** Alex Buti**Tel:** X186**SUBJECT:** EYEWITNESS REPORT ON BREAK-IN OF THREE SPEEDY COURIERS BAKKIES

You asked me to write a report on the break-in that I saw this morning before I left to make a delivery. I was about to get into my bakkie at 07:00 when I saw that three figures in black tracksuits and black balaclavas were busy breaking into one of our parked Ford Ranger bakkies. When the thieves saw me, they fled down Tired Lane. I then noticed that they had also broken into two of our other Fort Rangers.

After I called you, I contacted the police. Sergeant Lizel Lyners arrived with Constable Ezi Mazorodze at 07:35. They inspected the three bakkies and the crime scene. The registration numbers of the bakkies are as follows: CA 305 678, CA 310 309 and CA 854 105. The left side windows of all three bakkies had been smashed. The thieves had stolen all three car radios.

I hope that this information will assist the police.

**Activity 3.3****Feedback report in memorandum form****SUPER DUPER BOOK STORE****Memorandum****To:** Mrs Maria Kahn**Date:** 31 August 20..**From:** Naledi Sibiyi**Tel:** X212**Subject:** FEEDBACK REPORT ON PATRICIA GLYN'S BOOK LAUNCH**Background**

Patricia Glyn's launch of her new book *What Dawid Knew: A Journey with the Kruipers* was held at our Book Store on Tuesday, 28 August 20.. at 18:00.

**Purpose**

The purpose of this report is to make an overall evaluation of the book launch. The report also includes recommendations on how to avoid the problems in future.

**Guests**

All 80 tickets were sold and there were 96 guests in total.

**Music**

The compilation that John compiled for background music was beautiful. A few of the guests even commented on it.

**Presentation**

Patricia's illustrated presentation about her two month odyssey in the Kalahari was most informative and entertaining.

**Books sold**

75 signed copies were sold.

**Snacks and drinks**

The four admin ladies did a fine job. Their catering and service were faultless.

**Accommodation**

Patricia enjoyed her stay at the Blue Butterfly Guesthouse.

**Travel allowance**

Patricia was happy with the R5 000 that we paid towards her travelling expenses.

**Speeches**

Your speech, welcoming the guests and introducing Patricia, was excellent.

**Problems**

All the tickets were sold out within three days but 120 people wanted to attend the launch. A few guests complained that they could not hear Patricia clearly as she did not want to use a microphone.

**Conclusion**

Despite these minor problems, the book launch was a special experience and a huge success.

**Recommendations**

I recommend that in future a bigger venue be used if so many people want to attend a book launch and we should insist that the guest speakers use a microphone.

*N. Sibiyi*

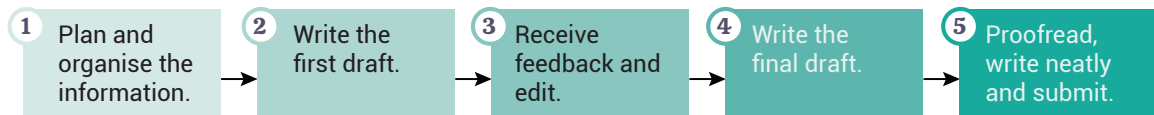


### Activity 3.4

SB page 59

Remind the students, before they do this activity, that relevant facts are vital when we write any report. They must read and reread the background, the example of a progress report and the instructions before they start on the activity. They have to use 200–250 words. You are welcome to make a copy of the progress report that appears on page 34 to show the class on the screen. Make photocopies of the progress report template that appears on page 58 of the Student Book and hand a copy to each student. Let them write in pencil first.

#### Reminder of the writing process



Mark the memorandum out of 30. We recommend the following:

**Layout/format: (5)** (see rubric) (5)

**Language, grammar, style: (10)** (see rubric) (10)

**Content (15):** (–1 per detail omitted. See below and note background and problems.)

- Background (1)
- Purpose (1)
- Tasks completed (1)
- Tasks currently being attended to (1)
- Tasks still to be completed (1)
- Conclusion (1)
- Sakhiwo: 1 000 children's story books to give away (1)
- 100 books to ten primary schools (1)
- John: display of fiction and non-fiction by South African authors (1)
- Naledi: notice in the *Polokwane Observer* requesting the public to donate books (1)
- Red Cross Children's Hospital (1)
- Box next to the till where customers can drop old books (1)
- Admin staff: responsible for posters to advertise World Book Day (1)
- Staedler donated 500 pencils and erasers (1)
- All the arrangements are running smoothly (1)

**Total: 30**

Rubric for a progress report in memo format					
Criteria	5	4	3	2	1
Layout/format 5 marks	Layout is correct.	A few layout problems.	Layout can be identified as a progress report.	Layout lacking in many respects.	Incorrect use of layout.
Criteria	9–10	7–8	5–6	3–4	1–2
Language, grammar, style 10 marks	Excellent use of language; correct sentence structure; correct spelling and consistent style.	Good use of language; few errors in sentence structure and spelling; good style.	Average use of language; some errors in sentence structure and spelling; fairly inconsistent style.	Below average use of language; incorrect sentence structure and spelling; inconsistent style.	Poor use of language; very poor sentence structure and spelling; inappropriate style.

You could check your marking against this rubric.

Rating code	Rating	Mark out of 30
7	Outstanding (can do this exceptionally well)	24–30
6	Meritorious (can do this very well)	21–23
5	Substantial (can do this well)	18–20
4	Adequate (can do this)	15–17
3	Moderate (can do some of this)	12–14
2	Elementary (have difficulty with this)	8–11
1	Not achieved (need help with this)	0–7

### Activity 3.4

SB page 59

#### Progress report in memorandum form

**SUPER DUPER BOOK STORE**  
**Memorandum**

**To:** Mrs Maria Kahn  
**From:** Naledi Sibiyá

**Date:** 15 April 20..  
**Tel:** X212

**Subject:** PROGRESS REPORT ON WORLD BOOK DAY CELEBRATIONS ON 23 APRIL 20..

**BACKGROUND**  
You requested information regarding our World Book Day Celebration to be held in the Book Store on 23 April.

**PURPOSE**  
The purpose is to give a breakdown of which tasks have been completed, which tasks are currently being done and those that still have to be completed.

**TASKS COMPLETED**  
You have given Sakhiwo permission to give a thousand children's story books away. He has identified ten primary schools in Polokwane which are in need of books. He has already arranged the delivery of 100 books to each of the schools.  
John has displayed a selection of fiction and non-fiction by South African authors in the foyer. Lindiwe placed a notice in the *Polokwane Observer* requesting the public to donate books for the Red Cross Children's Hospital. She has placed a box next to the till where customers can drop off their books.

**TASKS CURRENTLY BEING ATTENDED TO**  
The admin staff are responsible for the posters to advertise World Book Day. The posters are still in the design phase but they will be completed and printed by tomorrow.

**TASKS STILL TO BE COMPLETED**  
Staedler has donated 500 pencils and erasers which John will hand out to children who enter the book store on World Book Day. He will thank Staedler for their donation.  
Charlotte will write a letter to the *Polokwane Observer* to thank the public for their books.

**CONCLUSION**  
All the arrangements are running smoothly. We are hoping that it will be an enjoyable day.

*N. Sibiyá*



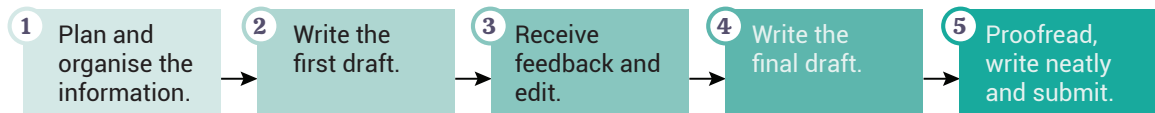
### Activity 3.5

SB page 63

Students must read and reread the instructions and the example of a short investigative report in formal format before they start on the activity. They have to use 200–250 words. You are welcome to make a copy of the investigative report that appears on page 36 to show the class on the screen. Scan the QR code that appears on page 60 of the Student Book or use the following URL to download the investigative report template:

<https://futman.pub/InvestigativeReportTemplate>

#### Reminder of the writing process



Mark the memorandum out of 30. We recommend the following:

**Layout/format: (5)** (see rubric) (5)

**Language, grammar, style: (10)** (see rubric) (10)

**Content (15):** (–1 per detail omitted. See below and note background and problems.)

- Terms of reference: who, when (×2), what (2)
- Procedure: meeting and telephonic discussion (2)
- Findings: long hours; one day off; no increase in two years; bus stop far; water restrictions; vacuum cleaners old; no tips; more cars on weekends (5)
- Conclusion (1)
- Recommendations (5)

**Total: 30**

Rubric for a short formal investigative report					
Criteria	5	4	3	2	1
<b>Layout/format</b> 5 marks	Layout is correct.	A few layout problems.	Layout can be identified as an invest. report	Layout lacking in many respects.	Incorrect use of layout.
Criteria	9–10	7–8	5–6	3–4	1–2
<b>Language, grammar, style</b> 10 marks	Excellent use of language; correct sentence structure; correct spelling and consistent style.	Good use of language; few errors in sentence structure and spelling; good style.	Average use of language; some errors in sentence structure and spelling; fairly inconsistent style.	Below average use of language; incorrect sentence structure and spelling; inconsistent style.	Poor use of language; very poor sentence structure and spelling; inappropriate style.

You could check your marking against this rubric.

Rating code	Rating	Mark out of 30
7	Outstanding (can do this exceptionally well)	24–30
6	Meritorious (can do this very well)	21–23
5	Substantial (can do this well)	18–20
4	Adequate (can do this)	15–17
3	Moderate (can do some of this)	12–14
2	Elementary (have difficulty with this)	8–11
1	Not achieved (need help with this)	0–7

Short investigative report in formal format

## DIAMOND SERVICE STATION

### REPORT ON INVESTIGATION INTO THE RESIGNATION OF FIVE CLEANERS AS WELL AS ABSENTEEISM AMONG THE STAFF OVER THE PAST THREE MONTHS

#### 1. TERMS OF REFERENCE

On Tuesday 2 July 20.. the manager instructed the senior clerk to investigate the resignation of five cleaners from 1 April to 30 June.

#### 2. PROCEDURE

2.1 A meeting was held with the present staff.

2.2 A telephonic discussion was held with three of the cleaners who had resigned.

#### 3. FINDINGS

3.1 The meeting revealed that the long working hours from 07:00 – 17:00 and being off one day per week only were problematic. They had not had a salary increase in two years. The distance they had to walk from the bus stop to the garage added an extra hour to their day. It was difficult to wash the cars because the vacuum cleaners were old and there were often water restrictions.

3.2 The telephonic discussion confirmed what was revealed in the meeting. They needed more money and they earned no extra money from tips because customers paid at the office. They worked harder over weekends as there were more cars, but they were not paid more.

#### 4. CONCLUSION

The staff are dissatisfied with their working conditions. They feel that they are over-worked and underpaid. Their morale is low and this also results in absenteeism.

#### 5. RECOMMENDATIONS

5.1 It is recommended that staff work from 08:00–17:00 for a trial period of one month and that they be given a day off once a week and a weekend off once a month.

5.2 It is also recommended that salaries are reviewed, an annual increase of 8% be made and that the garage's kombi be used to transport staff to and from the bus stop.

5.3 It is further recommended that new vacuum cleaners be bought and that staff should be allowed to earn tips.

Compiled by

*Thabo Mabena*

T. Mabena  
SENIOR CLERK

330 Diamond Street  
KIMBERLEY  
8301

14 July 20..

### Activity 3.6

SB page 63

1. should
2. been
3. what
4. carried
5. investigation
6. include
7. selected
8. by
9. presented
10. more

(10)

**Total: 10**

### Module 3 Activity 3.1

#### Accident report

Name of injured person		Date of accident	
Occupation		Time of accident	
Department		Place of accident	
Description of the accident			
Results of the medical examination			
Name of compiler		Position of compiler	

**Module 3 Activity 3.2**

Eyewitness report

<b>Name</b>		<b>Class</b>	
<b>Date</b>		<b>Total</b>	

## Speedy Couriers

### Internal memorandum

To: \_\_\_\_\_ Date: \_\_\_\_\_

From: \_\_\_\_\_ Tel: \_\_\_\_\_

Subject: \_\_\_\_\_

**Module 3 Activity 3.3**

Feedback report in memorandum format

<b>Name</b>		<b>Class</b>	
<b>Date</b>		<b>Total</b>	

**SUPER DUPER BOOK STORE**  
**Memorandum**

To: \_\_\_\_\_ Date: \_\_\_\_\_

From: \_\_\_\_\_ Tel: \_\_\_\_\_

Subject: \_\_\_\_\_

Background  
\_\_\_\_\_

Purpose  
\_\_\_\_\_

Guests  
\_\_\_\_\_

Music  
\_\_\_\_\_

Presentation  
\_\_\_\_\_

Books sold  
\_\_\_\_\_

Snacks and drinks  
\_\_\_\_\_

Accommodation  
\_\_\_\_\_

Travel allowance  
\_\_\_\_\_

Speeches  
\_\_\_\_\_

These were the problems  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion  
\_\_\_\_\_  
\_\_\_\_\_

**Module 3 Activity 3.4**

Progress report in memorandum format

<b>Name</b>		<b>Class</b>	
<b>Date</b>		<b>Total</b>	

**SUPER DUPER BOOK STORE**  
**Memorandum**

To: \_\_\_\_\_ Date: \_\_\_\_\_

From: \_\_\_\_\_ Tel: \_\_\_\_\_

Subject: \_\_\_\_\_

Background

\_\_\_\_\_

\_\_\_\_\_

Purpose

\_\_\_\_\_

\_\_\_\_\_

Tasks completed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tasks currently being attended to

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tasks still to be completed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusion

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Module 3 Activity 3.5**

Investigative report report in memorandum format

<b>Name</b>		<b>Class</b>	
<b>Date</b>		<b>Total</b>	

**DIAMOND SERVICE STATION**

**REPORT ON INVESTIGATION INTO THE RESIGNATION OF FIVE CLEANERS AS WELL AS ABSENTENTEEISM AMONG THE STAFF OVER THE PAST THREE MONTHS**

1. TERMS OF REFERENCE

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. PROCEDURE

2.1 \_\_\_\_\_

\_\_\_\_\_

2.2 \_\_\_\_\_

\_\_\_\_\_

3. FINDINGS

3.1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. CONCLUSION

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. RECOMMENDATIONS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Compiled by

SENIOR CLERK  
 330 Diamond Street  
 KIMBERLEY  
 8301  
 14 July 20..

## Module 4

# Visual texts, main and supporting ideas, summaries and note-taking

Contents of module	Subject and Learning Outcomes	
1. Pamphlet	<b>Topic 2: Reading and Viewing</b>	SO 2.2 LO 2.2.1, 2.2.2
2. Brochure	<b>Topic 2: Reading and Viewing</b>	SO 2.2 LO 2.2.1, 2.2.2
3. Flyer	<b>Topic 2: Reading and Viewing</b> <b>Topic 3: Writing and Presenting</b>	SO 2.2 LO 2.2.1, 2.2.2, 2.2.6, 2.2.7 SO 3.1 LO 3.1.1–3.1.4, 3.1.6–3.1.8
4. Cartoons and comic strips	<b>Topic 2: Reading and Viewing</b>	SO 2.2 LO 2.2.1, 2.2.2, 2.2.5
5. Internet texts and websites	<b>Topic 2: Reading and Viewing</b>	SO 2.2 LO 2.2.1–2.2.3
6. Main and supporting ideas	<b>Topic 2: Reading and Viewing</b>	SO 2.1 LO 2.2.1, 2.2.3, 2.2.5
7. Point form summaries	<b>Topic 2: Reading and Viewing</b>	SO 2.1 LO 2.2.1, 2.2.3, 2.2.8
8. Note-taking	<b>Topic 1: Listening and Speaking</b>	SO 1.1 LO 1.1.13, 1.1.14, 1.1.15
<b>Grammar activity</b>	<b>Topic 4: Language and Communication in Practice</b>	SO 4.2 LO 4.2.1



### NOTE

- Explain to the students that a flyer which appears in this module counts 20 marks in the exams and is known as *short functional writing*.
- Explain too that point form summaries, where they have to reduce 230 words to 70–80 words, counts 10 marks in the exams.

### Activity 4.1

SB page 68

1. It's to advertise. Accept any reason that makes sense, e.g. to encourage people to buy a MotoMia bike before 31 July 20.. by offering the incentive of a free helmet. (2)
2. The words *FREE HELMET*. The size of the font is the biggest – the same as *R699*. (2)
3. Yes. Red, one of the primary colours, is a very bright, strong colour which never fails to attract attention. Yellow is also bright and attracts attention. (2)
4. You get a free helmet (there's a choice of two) when you buy a MotoMia before 31 July. (2)
5. 5.1 Accept any desire that makes sense, e.g. the desire to save money or to own a MotoMia. (1)
- 5.2 '*The money you spend on public transport more than covers the cost of your MotoMia*' or '*Free helmet when you purchase your MotoMia before 31 July 20..*' (2)
- 5.3 Side one: '*Free helmet when you purchase your MotoMia before 31 July 20..*' or '*Bring this pamphlet to any MotoMia store and qualify for this special.*' (2)  
Side two: '*Best 2 year Warranty, 5 Service outlets. Accessories at all outlets....*' (2)
6. Their hands are up in the air and they are dancing with excitement. (2)
7. It helps to make a wise choice and it shows the full range of models available. (2)
8. Enjoy the ride (1)

**Total: 20**

### Activity 4.2

SB page 70

1. Tourists and locals (1)
2. 2.2 a service – tourists/locals can use the bus service to sightsee Cape Town and the surrounding areas (2)
3. 3.2 to advertise the bus service (2)  
3.3 to explain how the bus service works (2)
4. 4.1 You can board/get on and get off the bus at any of the bus stops of your choice along the way. (2)  
4.2 Information is available in 16 different languages. (2)
5. Accept any two advantages that make sense, e.g. it is in a folded format which is easy to carry in your pocket or bag; it contains a lot of information; it is very useful and colourful; it's valid for a few months. (2)
6. The front of the brochure is red which is eye-catching and striking. The different bus tours are blue and red, which make it easy to understand. (2)
7. 09:00 (1)
8. 8.1 021 511 6000 (1)  
8.2 [www.citysightseeing.co.za](http://www.citysightseeing.co.za) (1)
9. Students have to quote five words from the brochure, e.g. '*FREE activity book on bus!*' '*Own kids fun commentary channel*' and '*Join our FREE Kids Club*'. Don't accept '*Kids Friendly*'. (2)
10. Different font is used on all three sides, which makes the brochure interesting. The font size also varies from large (title, contact number, headings) to small (content/text). (2)

**Total: 20**

### Activity 4.3

SB page 72

1. To advertise and promote the company's window-cleaning service. (2)
2. Homeowners or businesses that need their windows professionally cleaned. (2)
3. Both the name, *Happy Sun*, and the logo of the smiling sun suggest brightness, happiness and cleanliness. (2)
4. Yellow grabs attention, symbolises cheerfulness and is a "happy" colour, like the company name. (1)
5. To make the main service stand out, so people immediately know what is being offered. (2)
6. The first picture shows how a dirty window is being cleaned, the improvement is clearly visible. The bright blue is a clean, refreshing colour. (2)  
The second picture shows someone cleaning solar panels on a roof. It looks like a professional job. The bright blue sky in the background looks clean and clear (4)
7.
  - Attention: Bright yellow colour and big, bold words of the company name, *Happy Sun*, catch the eye.
  - Interest: They work in the area ; they give free quotes.
  - Desire: The before and after pictures make people want clean windows; they promise that the windows will be kept dustfree and spotless
  - Action: The flyer includes important detail: contact number and website (4)
8. 8.1 It means a planned power cut or electricity outage. (1)
- 8.2 It is funny because the word is used to describe droppings/waste/poop from the birds, instead of electricity – a clever play on words. (2)

**Total: 20**

### Activity 4.4

SB page 74

Bring a few copies of cartoons and comic strips to class and ask the students to also bring a few copies. Look at the copies and discuss their purpose. Explain to them that cartoonists often make use of colour, dialogue, humour, etc. It all depends on what message they want to convey. The main criterion for an effective cartoon is that it must address matters that are current (happening now).

1. **Cartoons provide enjoyment but may also be vehicles for serious messages.**
  - 1.1 C – Raise awareness to important issues. (1)
  - 1.2 Day hospitals are overcrowded, and staff cannot cope; too many patients are left waiting too long. (2)
2. **Every cartoon has a purpose.**
  - 2.1 A – It is to draw attention to the serious problem of breakdown in medical care. (1)
  - 2.2 The cartoonist exaggerates the long queues to show how bad the situation is, which makes the reader think more seriously about the poor state of public healthcare. (2)
3. **Cartoonists use different techniques to get their message across.**
  - 3.1 Exaggeration (1)
  - 3.2 Symbols (1)
4. **Facial expression/body language**
  - 4.1 The nurse has wide-open eyes and raised eyebrows, showing she is surprised or overwhelmed. Her mouth is also open in shock. (2)

- 4.2 Some of the patients are leaning forward in their chairs, some with closed eyes and fed-up expressions, showing they've been waiting a long time. (2)
5. **Lack of colour and mood**  
The lack of colour reflects the sad, depressing mood, showing that the hospital situation is serious. (2)
6. **No caption or dialogue**  
6.1 There is no need for a caption or dialogue. It allows viewers to interpret the message themselves/the picture speaks for itself. (2)  
6.2 Accept any possible remark that shows shock: *"Not ANOTHER day like this!/ How are we going to get through all of these patients today?"* (2)
7. **Why is this an effective cartoon?**  
The exaggeration, facial expressions, and symbols clearly show a huge problem at day hospitals. (2)

**Total: 20**

### Activity 4.5

SB page 75

1. 1.1 Copyright (1)  
1.2 He thought it meant he is allowed to copy something. (1)  
1.3 The legal right to control how your original work is used or copied. (1)
2. 2.1 A teacher (1)  
2.2 A test or assignment paper (1)  
2.3 The green board and classroom layout show that the scene takes place in a school. (1)
3. 3.1 Shocked/confused, with wide eyes and raised eyebrows (1)  
3.2 He is unsure or surprised because he realises he misunderstood the word. (1)
4. 4.1 F means fail/ing. (1)  
4.2 Red is a colour often used for errors or warnings, so it draws attention. It shows something is wrong and adds to the fact that Aphiwe is shocked. (1)

**Total: 10**

### Activity 4.6

SB page 76

1. 1.1 B: amuse (1)  
1.2 It is intended to entertain and make the reader smile. We all know someone like that. (2)
2. 2.1 A: closed (1)  
2.2 It is a direct question where you can answer only yes or no. (2)
3. 3.1 Figurative (1)  
3.2 It is imaginative language. Rejection does not have a smell. (1)
4. Accept any appropriate answer, e.g. He's overweight. He is probably already drinking a beer. He doesn't look friendly with his mouth turned down. (2)
5. His neighbour. A fence separates the two houses. (2)
6. 6.1 *'Enjoying the sun, Errol?'* (1)  
6.2 The fact that both men are outside in the garden proves that it is a nice day. (1)

**Total: 15**

### Activity 4.7

SB page 77

1. At a taxi rank. There is a taxi sign (a yellow T on a pole). (2)
2. Accept any appropriate reason, e.g. there are taxis and street vendors (people selling stuff) all over South Africa. (2)
3. Accept any appropriate answer – it resembles different products in a box. Perhaps tablets, because she offers him a painkiller. (1)
4. 4.1 No (1)  
4.2 rhetorical question (1)
5. He doesn't want to be bothered or he doesn't need anything. (2)
6. A painkiller (1)
7. 7.1 He answered that he was well and he asked how she was. (1)  
7.2 His frown disappeared and he smiled. (1)
8. 8.1 C (1)  
8.2 You can see the expressions in the pictures and the printed text in the speech bubbles and they work together to show humour. (2)

**Total: 15**

### Activity 4.8

SB page 78

1. 1.1 B – persuade (1)  
1.2 The advert tries to convince readers to buy a car service by highlighting the special deal and savings. (2)
2. Car owners who want to service their passenger or luxury vehicles at a reduced price. (2)
3. The bold pricing and savings ("You save R1,200.00") catch the reader's attention. (2)
4. Fine Print refers to the detailed terms and conditions that are usually written in small text and explain important information like expiry dates, cancellation policies, or booking rules. (2)
5. Terms and Conditions (1)
6. TRUE  
"Zero Deposit. Only R899.50 on your next two paycheques." (3)
7. Bullets are used to make the list of services easier to read and understand quickly. They help organise the information clearly. (2)

**Total: 15**

### Activity 4.9

SB page 81

#### Examination rules

The rules during an examination are clear. If you do not follow the rules, you will automatically fail the test.

### Activity 4.10

SB page 82

Students have to write a paragraph of 6–8 lines on one of the given topics.

See the following examples:

#### 1. Why I left school

I left school because my family was going through a difficult time and I had to help at home. It was hard to focus on studies when there were problems at home. I also felt like

school wasn't preparing me for real-life skills. After a while, I decided to go to college instead. I'm now doing a course that I enjoy and that can help me get a job. Leaving school was tough, but I believe it was the right choice for me.

**2. What I love about college/what I'd like to change at college**

I love that college gives me more freedom and the chance to study something I actually enjoy. The lecturers treat us like adults and the content feels more relevant. I've also made good friends here. One thing I'd like to change is the lack of resources – sometimes we don't have enough textbooks or working computers. I also think we need more support for students who struggle. But overall, college has been a great experience.

**3. How to cope when life treats you badly**

When life gets hard, I try to stay positive and remind myself that things will get better. I talk to someone I trust, like a friend or a family member. It also helps to focus on something I enjoy, like listening to music or going for a run. Sometimes I just take things one day at a time. Life isn't always easy, but you can always choose how to respond to it. Staying strong is key.

**4. Our violent society**

We live in a society where crime and violence are everywhere. People get hurt over small things, and it's not safe to walk alone in some areas. Gender-based violence is a serious problem too. I think more needs to be done to protect people and to teach young people about respect. We also need more jobs and support for families to reduce crime. Violence should never be normal.

**5. Why do teenagers rebel?**

Teenagers often rebel because they want to feel in control of their lives. Sometimes they feel misunderstood by parents or teachers. Peer pressure also plays a big role – they want to fit in with friends. Other times, it's because they are going through emotional or family problems. Rebellion is a way of expressing themselves, but it can also lead to bad choices if there's no guidance.

**Activity 4.11**

SB page 83

Any ten:

1. Plant something and look after it.
2. Stop at the end of each day and think about how fortunate you are.
3. Make time to talk to your partner or someone you love.
4. Make that phone call you've been meaning to make.
5. Be good to yourself and enjoy a daily treat.
6. Have a good laugh at least once a day.
7. Exercise for half an hour three times a week.
8. Smile at or greet a stranger every day.
9. Cut your TV viewing time by half.
10. Read a good book or feel-good article.
11. Eat healthy, balanced meals and avoid junk food.

**Activity 4.12**

SB page 87

Read the passage *AN APPLE A DAY KEEPS THE DOCTOR AWAY* to the class and let them reread it by themselves before they follow the bulleted instructions. Instead of ten, we have placed 14 facts. See below.

***AN APPLE A DAY KEEPS THE DOCTOR AWAY***

1. An apple has properties that no other fruits have.
2. An apple makes it simpler as it combines everything other fruits contain.
3. Its benefits have been proven.
4. People want to take care of their health in a simple, easy and fast way.
5. An apple contains Vitamin C that helps the immune system.
6. It is low in calories.
7. It can take away cravings.
8. It fights colon, prostate and breast cancer.
9. It reduces bad cholesterol and increases good cholesterol.
10. It prevents tooth decay.
11. Apple juice kills bacteria.
12. It lowers breathing problems.
13. As apples vary, you get variety in your diet.
14. Eat apples for a balanced, healthy diet.

Any 10 points are correct. The students have to count their words and indicate the number.

**Activity 4.13**

SB page 88

Students must read the passage '*5 Tips for healthy relationships*' and follow the bulleted instructions.

The list of five tips appears below.

1. Respect others and yourself.
2. Be positive.
3. Avoid gossip.
4. Laughing and smiling makes you and others feel good.
5. Show others that you care.

**Summary**

Having self-respect enables you to show respect for others. You can gain this by dressing well, looking good and keeping your home, office and car neat. Try avoiding people who complain. If you feel negative, find something enjoyable to do. Gossiping is unpleasant and can cause a lot of harm. Laughing out loud and smiling when you greet co-workers makes you and everyone happy. Show by what you say and what you do that you care. Show appreciation, remember birthdays and stay in touch with family and friends.

**[85]**

**Activity 4.14**

SB page 89

Students must read the passage *HOW TO BEAT THE MONDAY MORNING BLUES* and follow the bulleted instructions. The list of ten facts appears below.

**HOW TO BEAT THE MONDAY MORNING BLUES**

1. Get up early on Monday mornings.
2. Finish your work on Friday, if possible.
3. Organise your weekend activities for Saturday and Sunday morning and afternoon.
4. Relax on Sunday night.
5. Do exercise, have breakfast and prepare for the week.
6. Organise a meeting with interesting colleagues.
7. Plan something enjoyable for Wednesday.
8. Managers must set a good example for their staff.
9. Switch on the air conditioning on arrival at the office.
10. Listen to lively, upbeat music or motivational podcasts.

**[81]****Activity 4.15**

SB page 90



You must assess the students' listening skills by reading a poem to them. Inform the students of the process that you will follow with this listening activity. Remind them that they must listen carefully and that they may take notes while listening. Make photocopies of the worksheet that appears on page 52. Let them write in pencil first. If you would rather not read out the poem and play an audio file, scan the QR code or use the following URL:

<https://futman.pub/MADDPoem>

Like many of the texts and activities in the textbook, this poem also touches on the theme of drinking and driving and being responsible on the road. It is a stirring poem that evokes strong reaction from old and young. Have a class discussion on the poem after the students have completed the worksheet.

Follow this process:

1. Read the poem to the class at normal pace.
2. Hand out the worksheets.
3. Allow the students to read through the questions.
4. Read through the poem again slowly.
5. Let the students fill in the answers.
6. Read through the poem again at normal pace.

**Activity 4.16**

SB page 91

**The power of visual communication**

Have you ever **(1. heard)** the **(2. expression)** that a **(3. picture)** is worth a thousand words? In this **(4. age)** of multimedia and mass communication, it seems so. Recent research supports the idea that visual communication can be more powerful **(5. than)** verbal communication. It suggests that people often learn and retain information that is presented to them visually much **(6. better)** than that which is only provided verbally. These are welcome findings to anyone **(7. whose)** work involves **(8. using)** visual presentations **(9. to)** persuade or instruct others. Perhaps a pamphlet, brochure or flyer can inform clients that the most visually rich programmes are not **(10. impossible)** at all.

**Total: 10**

## Module 4 Activity 4.15

### Unseen poem

#### **I went to a party, Mom**

*by Anonymous*

I went to a party,  
And remembered what you said.  
You told me not to drink, Mom,  
So I had a Sprite instead.

I felt proud of myself,  
The way you said I would,  
That I didn't drink and drive,  
Though some friends said I should.

I made a healthy choice,  
And your advice to me was right.  
The party finally ended,  
And the kids drove out of sight.

I got into my car,  
Sure to get home in one piece.  
I never knew what was coming, Mom,  
Something I expected least.

Now I'm lying on the pavement,  
And I hear the policeman say,  
The kid that caused this wreck was drunk.  
Mom, his voice seems far away.

My own blood's all around me.  
As I try hard not to cry,  
I can hear the paramedic say,  
This girl is going to die.

I'm sure the guy had no idea,  
While he was flying high,  
Because he chose to drink and drive,  
Now I would have to die.

### Module 4 Activity 4.15

#### Listening to a poetry reading

Name	Class
Date	Total

1. Does the poem have a first or third person narrator? Give a reason for your answer. (2)  
\_\_\_\_\_
2. Is the narrator a boy or a girl? Quote one line from the poem to motivate your answer. (3)  
\_\_\_\_\_
3. How old do you think the narrator is? Give a reason for your answer. (2)  
\_\_\_\_\_
4. The mom advised her child not to drink at the party.
  - 4.1 What was the reason for this? (2)  
\_\_\_\_\_  
\_\_\_\_\_
  - 4.2 What did the child choose to drink instead? (1)  
\_\_\_\_\_
5. How do we know that the narrator had no idea what would happen after the party? (2)  
\_\_\_\_\_
6. Was the accident caused by a boy or a girl? Quote one word from the poem to motivate your answer. (2)  
\_\_\_\_\_
7. On two occasions (in stanzas 3 and 7) the making of a choice is mentioned.
  - 7.1 What was the first choice? (2)  
\_\_\_\_\_
  - 7.2 What was the second choice? (2)  
\_\_\_\_\_
  - 7.3 Irony is when the unexpected happens. What was ironic about the choices? (2)  
\_\_\_\_\_  
\_\_\_\_\_
8. Why did the paramedic's voice seem so far away? (2)  
\_\_\_\_\_
9. Give the poem another heading. (2)  
\_\_\_\_\_
10. Give a reason why you liked/disliked the poem. (1)  
\_\_\_\_\_

**Total: 25**

## Answers to the worksheet

1. First person. The use of 'I, my.' (2)
2. Girl. 'This girl is going to die.' (3)
3. Over eighteen, because she has a driver's licence. (2)
4. 4.1 The mom was worried that she might have an accident if she drove under the influence of alcohol. (2)
- 4.2 Sprite (1)
5. Accept any of the following answers: She said that she never knew what was coming OR it was something that she least expected. (2)
6. Boy. Accept any of these words: 'guy' or 'he'. (2)
7. 7.1 The girl (narrator) made a choice not to drink at the party. (2)
- 7.2 The guy (boy) who caused the accident was drunk; he chose to drink and drive. (2)
- 7.3 The girl chose not to drink (to be safe) but she dies and, the boy who caused the accident because he was drunk, lives. (2)
8. The girl is busy dying. (2)
9. Accept any title that makes sense. (2)
10. Accept any reason that makes sense. (1)

**Total: 25**

You could check your marking against this rubric.

Rating code	Rating	Mark out of 30
7	Outstanding	20–25
6	Meritorious	18–19
5	Substantial	15–17
4	Adequate	13–14
3	Moderate	10–12
2	Elementary	7–9
1	Not achieved	0–6



# Module 5

## Meeting documentation in the workplace

Contents of module	Subject and Learning Outcomes	
1. Background to meeting procedure	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.1
2. Types of meetings	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.1
3. Meeting terminology	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.1
4. Duties and powers of a chairperson	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.1
5. Duties and powers of a secretary	<b>Topic 4: Language and Communication in Practice</b>	SO 4.1 LO 4.1.1
6. Notice of a meeting	<b>Topic 2: Reading and Viewing</b> <b>Topic 3: Writing and Presenting</b>	SO 2.1 LO 2.1.3, 2.1.6, 2.1.9, 2.1.10 SO 3.1 LO 3.1.1–3.1.8
7. Agenda of a meeting	<b>Topic 2: Reading and Viewing</b> <b>Topic 3: Writing and Presenting</b>	SO 2.1 LO 2.1.3, 2.1.6, 2.1.9, 2.1.10 SO 3.1 LO 3.1.1–3.1.8
8. Minutes of a meeting	<b>Topic 2: Reading and Viewing</b> <b>Topic 3: Writing and Presenting</b>	SO 2.1 LO 2.1.3, 2.1.6, 2.1.9, 2.1.10 SO 3.1 LO 3.1.1–3.1.8
9. Core notes and expansion of core notes	<b>Topic 2: Reading and Viewing</b> <b>Topic 3: Writing and Presenting</b>	SO 2.1 LO 2.1.3, 2.1.6, 2.1.9, 2.1.10 SO 3.1 LO 3.1.1–3.1.8
<b>Grammar activity</b>	<b>Topic 4: Language and Communication in Practice</b>	SO 4.2 LO 4.2.1



### NOTE

Explain to the students that the following writing in this module counts 30 marks in the exams and is known as *long functional writing*:

- notice
- agenda
- minutes.

### Activity 5.1

SB page 96

1. E
2. J
3. G
4. H
5. I
6. D
7. A
8. B
9. C
10. F

(10)

**Total: 10**

### Activity 5.2

SB page 96

1. Notice – information about where, when, etc. the next meeting is to be held.
2. Quorum – the number of attendees present needed to hold a meeting.
3. Proposal – a properly worded suggestion.
4. Constitution – the rules which control the meeting.
5. Matters arising – points or topics which are discussed but no final decision was taken.
6. Agenda – a list of matters to be discussed at a meeting.
7. Convene – to announce a meeting by sending out a notice.
8. Deadlock – when the votes are equal/tied after the members have voted.
9. Special meeting – not a routine meeting, e.g. weekly or monthly meeting but a meeting to discuss a specific matter which needs to be attended to urgently.
10. Minutes – an accurate account of the decisions taken at a meeting.

(10)

**Total: 10**

### Activity 5.3

SB page 99

A good chairperson will:	A good chairperson will not:
1. Listen to others.	1. Allow meetings to become unproductive.
2. Make all members feel valued.	2. Allow one or two people to dominate at meetings.
3. Encourage new faces on the committee.	3. Make all the decisions.
4. Plan for the future.	4. Exclude people from discussions.
5. Make new members feel welcome.	5. Be the person who talks most at the meetings.
6. Keep calm.	6. Force people to contribute to discussions.

A good secretary will:	A good secretary will not:
1. Keep clear records.	1. Be late for meetings.
2. Be organised.	2. Repeat private conversations.
3. Work closely with the chairperson.	3. Ignore correspondence.
4. Prepare for meetings well in advance.	4. Throw away important papers.
5. Ensure accurate minutes of meetings are kept.	5. Be late for meetings.
6. Summarise discussions effectively.	6. Rely on their memory.

### Activity 5.4

SB page 104

Students have to work in pairs and sort out the jumbled up items on the agenda. They may look at a correct example, but ensure that they understand how to draw up an agenda.

#### AGENDA

1. Opening and welcome
2. Attendance register
3. Apologies
4. Minutes of previous meeting
5. Matters arising
  - 5.1 Rust repairs
  - 5.2 Longer lunch hour
6. New business
  - 6.1 Buff and polish service
  - 6.2 Safety in the workplace
  - 6.3 Feedback from Cosatu representative
  - 6.4 Spray painting quotes
7. General
8. Date of next meeting
9. Closure

### Activity 5.5

SB page 108

The students have to work in pairs. It's important that they give reasons for their answers.

1. True. That is part of the secretary's duties.
2. False. The minutes have to be 100% accurate. They are often referred to at a later stage and can be used as evidence in a court case.
3. True. Members should check that the minutes are correct before the meeting; they are included with the notice and agenda of the next meeting.
4. False. The minutes are signed after they have been approved.
5. False. All that information is important and has to be included in the minutes.
6. True. It is important as one can always refer back to what decision was taken.
7. True. It is important as one can always refer back to why it was rejected.
8. True. That is part of meeting procedure.

9. False. The minutes are written in the past tense.  
 10. False. A seconder is a person who supports a proposal. (10)  
**Total: 10**



### Activity 5.6

SB page 110

1. Notice and agenda of a staff meeting on a memorandum

Mark the notice and agenda out of 20. We recommend the following:

**Layout/format: (5)** (see rubric) (5)

**Language, grammar, style: (5)** (see rubric) (5)

**Content: (10)** (-1 per detail omitted up to max of 8. See example on page 59.) (10)

**Total: 20**

Rubric for a notice and agenda					
Criteria	5	4	3	2	1
<b>Layout/format</b> 5 marks	Layout is correct.	A few layout problems.	Layout can be identified as a notice and agenda.	Layout lacking in many respects.	Incorrect use of layout.
Criteria	5	4	3	2	1
<b>Language, grammar, style</b> 5 marks	Excellent use of language; correct sentence structure; correct spelling and consistent style.	Good use of language; few errors in sentence structure and spelling; good style.	Average use of language; some errors in sentence structure and spelling; fairly inconsistent style.	Below average use of language; incorrect sentence structure and spelling; inconsistent style.	Poor use of language; very poor sentence structure and spelling; inappropriate style.

You could check your marking against this rubric.

Rating code	Rating	Mark out of 20
7	Outstanding (can do this exceptionally well)	16–20
6	Meritorious (can do this very well)	14–15
5	Substantial (can do this well)	12–13
4	Adequate (can do this)	10–11
3	Moderate (can do some of this)	8–9
2	Elementary (have difficulty with this)	6–7
1	Not achieved (need help with this)	0–5

1. Notice and agenda of a staff meeting on a memorandum

**MEGA DISTRIBUTORS**

**Memorandum**

**To:** All Staff **Date:** 10 June 20..  
**From:** The Manager **Tel:** X06

**Subject:** STAFF MEETING

Dear Colleague

NOTICE OF STAFF MEETING

Please take note that a staff meeting will be held in the auditorium on Thursday 14 June 20.. at 17:00.

**AGENDA**

1. Attendance register
2. Apologies
3. Opening and welcome
4. Minutes of previous meeting
5. Matters arising
6. New business
  - 6.1 Staff uniforms
  - 6.2 Application for special leave
  - 6.3 Security gate
7. General
8. Date of next meeting
9. Closure



2. Minutes of a meeting

Remind the students to read and reread the core notes. They must change the present tense to the past tense and not just rewrite the given words and phrases. They have to write proper sentences by adding verbs, pronouns and articles. You are welcome to make a copy of the minutes that appears on page 61 to show the class on a screen. Make photocopies of the minutes of a staff meeting template that appears on pages 67–68 and hand a copy to each student. Let them write in pencil first.

Mark the minutes out of 30. We recommend the following:

- |   |      |
|---|------|
| <b>Layout/format: (5)</b> (see rubric)  | (5)  |
| <b>Language, grammar, style: (10)</b> (see rubric)  | (10) |
| <b>Content: (15)</b> (–½, 1 per detail omitted or wrong interpretation of the core notes) |      |
| 1. Attendance register  | (2)  |
| 2. Apologies  | (1)  |
| 3. Opening and welcome  | (1)  |
| 4. Minutes of previous meeting  | (2)  |
| 5. Matters arising  | (½)  |

- 6. New business
  - 6.1 Staff uniforms (2)
  - 6.2 Application for special leave (2)
  - 6.3 Security gate (2)
- 7. General (½)
- 8. Date of next meeting (1)
- 9. Closure (1)

**Total: 30**

Rubric for minutes of a meeting					
Criteria	5	4	3	2	1
Layout/format 5 marks	Layout is correct.	A few layout problems.	Layout can be identified as minutes of a meeting.	Layout lacking in many respects.	Incorrect use of layout.
Criteria	9–10	7–8	5–6	3–4	1–2
Language, grammar, style 10 marks	Excellent use of language; correct sentence structure; correct spelling and consistent style.	Good use of language; few errors in sentence structure and spelling; good style.	Average use of language; some errors in sentence structure and spelling; fairly inconsistent style.	Below average use of language; incorrect sentence structure and spelling; inconsistent style.	Poor use of language; very poor sentence structure and spelling; inappropriate style.

You could check your marking against this rubric.

Rating code	Rating	Mark out of 30
7	Outstanding (can do this exceptionally well)	24–30
6	Meritorious (can do this very well)	21–23
5	Substantial (can do this well)	18–20
4	Adequate (can do this)	15–17
3	Moderate (can do some of this)	12–14
2	Elementary (have difficulty with this)	9–11
1	Not achieved (need help with this)	0–8

2. Minutes of a meeting

**MINUTES OF A STAFF MEETING OF MEGA DISTRIBUTORS THAT WAS HELD IN THE AUDITORIUM ON MONDAY 14 JUNE 20.. AT 17:00**

1. **Attendance register**

The chairperson, Mr Pickford, the secretary, Les Bam, and these six members were present: Simon Locke, Grace Mataba, Miriam Twalo, Ashley Olivier, Dean Martin, and Tom Tobela. (Students must make up their own names, but it is important that they use the names of Mr Pickford, Simon Locke and Grace Mataba who are already mentioned in the core notes.)

2. **Apologies**

Brendan Butler; Sophie Otto

3. **Opening and welcome**

Mr Pickford opened the meeting and welcomed the members.

4. **Minutes of previous meeting**

The minutes of the previous meeting were read, approved and signed.

Proposer: Simon Locke

Seconder: Grace Mataba

5. **Matters arising**

Nothing

6. **New business**

6.1 **Staff uniforms**

Mr Pickford reminded the staff that the staff uniform was optional and that they should wear it correctly. They should not mix the uniform with their own clothes as it looked untidy. The new corporate ties and scarves cost R150 and would be available from the secretary.

6.2 **Application for special leave**

Mr Pickford announced that, as from that day, there was a new form for special leave which had to be completed in duplicate. The completed forms had to reach him at least 2 days before they wanted leave. No leave would be granted unless they had applied in advance.

6.3 **Security gate**

Mr Pickford said that burglars had tried twice the previous week to jump over the gate and had been caught by the security officers. He had ordered Trelligate to put higher spikes on the gate which would be done by 18 June 20.. .

7. **General**

Nothing was discussed.

8. **Date of next meeting**

The next staff meeting would be on 15 July 20...

9. **Closure**

The meeting closed at 18:15.

APPROVED AT: .....

CHAIRPERSON: .....

SECRETARY: .....

DATE: .....

Rubric for minutes of a meeting					
Criteria	5	4	3	2	1
Layout/format 5 marks	Layout is correct.	A few layout problems.	Layout can be identified as minutes of a meeting.	Layout lacking in many respects.	Incorrect use of layout.
Criteria	9–10	7–8	5–6	3–4	1–2
Language, grammar, style 10 marks	Excellent use of language; correct sentence structure; correct spelling and consistent style.	Good use of language; few errors in sentence structure and spelling; good style.	Average use of language; some errors in sentence structure and spelling; fairly inconsistent style.	Below average use of language; incorrect sentence structure and spelling; inconsistent style.	Poor use of language; very poor sentence structure and spelling; inappropriate style.

You could check your marking against this rubric.

Rating code	Rating	Mark out of 30
7	Outstanding	24–30
6	Meritorious	21–23
5	Substantial	18–20
4	Adequate	15–17
3	Moderate	12–14
2	Elementary	9–11
1	Not achieved	0–8

## Activity 5.7

SB page 112

### 1. Notice and Agenda

1. These are the correct answers to the minutes of the staff meeting that students had to fill in on the template that appears at the end of this module.
  1. MONTHLY (1)
  2. BOARDROOM (1)
  3. 22 JUNE 20.. (1)
  4. 16:00 (1)
  5. REGISTER (1)
  6. APOLOGIES (1)
  7. OPENING AND WELCOME (1)
  8. The minutes of the previous meeting were read, approved and signed. (2)
  9. Henco Meyer (1)
  10. Wellington Freegrund (1)
  11. Ms Tshiwkana thanked Miriam Twalo and Henco Meyer for organising the tour to Pilgrim's Rest. The matron of Silver Leaf Old Age Home sent a beautiful thank you card. (3)

12. Ms Tshiwkana said that the annual Spring flower tour to Namaqualand would be from 8–15 September and that the tour would cost R8 000 p.p. for dinner, bed and breakfast. She added that the first twelve people to pay a R4 000 deposit would qualify for 10% discount. She asked Henco Meyer to design the webpage advertisement by 11 July. (3)
13. Wellington Freeground suggested a follow-up weekend from 29–31 August for clients who had been to Victoria Falls during the past 24 months. He would email them all and he would report back about their response at the next meeting. (3)
14. No matters were discussed. (2)
15. The next meeting would be held on 21 July 20... (2)
16. CLOSURE (1)
17. The meeting was closed at 17:00. (1)
18. APPROVED AT: (1)
19. CHAIRPERSON: (1)
20. SECRETARY: (1)
21. DATE: (1)

**Total: 30**

**MINUTES OF A (1.) MONTHLY MEETING OF THE TOUR OPERATORS OF HAPPY TOURS HELD IN THE (2.) BOARDROOM on Thursday (3.) 22 JUNE 20.. AT (4.) 16:00** (4)

1. (5.) REGISTER (1)  
All the staff members attended the meeting.
2. (6.) APOLOGIES (1)  
There were no apologies.
3. (7.) OPENING AND WELCOME (1)  
The chairperson, Ms Tshiwkana, opened the meeting and welcomed everybody.
4. MINUTES OF PREVIOUS MEETING (2)  
(8.) The minutes of the previous meeting were read, approved and signed.  
Proposer: (9.) Henco Meyer  
Seconder: (10.) Wellington Freeground (2)
5. MATTERS ARISING  
5.1 Charity tour to Pilgrim's Rest  
(11.) Ms Tshiwkana thanked Miriam Twalo and Henco Meyer for organising the tour to Pilgrim's Rest. It was a great success. (3)

→



6.2 Weekend to Victoria Falls

Wellington Freeground suggested a follow-up weekend from 29–31 August for clients who had been to Victoria Falls during the past 24 months. He would email them all.

7. GENERAL

No matters were discussed.

8. DATE OF NEXT MEETING

The next meeting would be held in the boardroom on 21 July 20.. .

9. CLOSURE

The meeting was closed at 17:00.

APPROVED AT: .....

CHAIRPERSON: .....

SECRETARY: .....

DATE: .....

**Activity 5.8**

SB page 113

1. 1.1 **Adjourn** – To pause or stop the meeting with the intention of continuing it at a later time. (2)
- 1.2 **Closure** – The formal ending of a meeting once all items on the agenda have been dealt with. (2)
2. Name four important details that should be included in the notice of a meeting:
  - Type of meeting (e.g. monthly, special)
  - Venue
  - Day and date
  - Time of the meeting. (4)
3. Explain what is meant by the following terms in a meeting:
  - 3.1 **A motion** – A formal suggestion or proposal made during a meeting for discussion and decision-making. (2)
  - 3.2 **A deadlock in the voting** – A situation where votes are equally split and no decision can be made unless a casting vote is used. (2)
  - 3.3 **Ad hoc** – A temporary committee or group formed for a specific task or purpose and disbanded after the task is complete. (2)
4. Who is responsible for the following duties? (Write A = Chairperson, B = Secretary, C = Treasurer):
  - 4.1 C – Takes responsibility for all financial matters (1)
  - 4.2 B – Takes the minutes (1)
  - 4.3 A – Closes the meeting (1)
  - 4.4 A – Has the extra/casting vote (1)
  - 4.5 B – Ensures that the venue is ready for the meeting (1)
  - 4.6 B – Provides the register for all to sign (1)

**Total: 20**

### Activity 5.9

SB page 113

1. sent
2. has
3. being
4. copies
5. before
6. appreciation
7. unnecessary
8. by
9. allowed
10. closure

(10)

**Total: 10**

**Module 5 Activity 5.6**

Template for minutes of a staff meeting

<b>Name</b>		<b>Class</b>	
<b>Date</b>		<b>Total</b>	

**MINUTES OF A STAFF MEETING OF MEGA DISTRIBUTORS HELD IN THE (1.) \_\_\_\_\_**  
**ON MONDAY (2.) \_\_\_\_\_ (3.) AT \_\_\_\_\_ (3)**

1. ATTENDANCE REGISTER  
 (4.) ..... (2)

2. APOLOGIES  
 (5.) ..... (2)

3. OPENING AND WELCOME  
 (6.) ..... (2)

4. MINUTES OF PREVIOUS MEETING  
 (7.) ..... (2)  
 Proposer: Simon Locke                      Seconder: Grace Matabe

5. MATTERS ARISING  
 (8.) ..... (2)

6. NEW BUSINESS

6.1 Staff uniform  
 (9.) ..... (3)  
 .....

6.2 Application for special leave  
 (10.) ..... (3)  
 .....

6.3 Security gate  
 (11.) ..... (3)  
 .....

7. GENERAL  
 (12.) ..... (1)  
 ..... →

8. DATE OF NEXT MEETING

(13.) .....  
..... (1)

9. CLOSURE

(14.) .....  
..... (2)

(15.) ..... (1)

(16.) ..... (1)

(17.) ..... (1)

(18.) ..... (1)

**Total: 30**

**Module 5 Activity 5.8**

Template for minutes of a monthly meeting

<b>Name</b>		<b>Class</b>	
<b>Date</b>		<b>Total</b>	

**MINUTES OF A (1.) \_\_\_\_\_ MEETING OF THE TOUR OPERATORS OF  
HAPPY TOURS HELD IN THE (2.) \_\_\_\_\_ ON THURSDAY (3.) \_\_\_\_\_  
AT (4.) \_\_\_\_\_ (4)**

1. (5.) ..... (1)  
All the staff members attended the meeting.

2. (6.) ..... (1)  
There were no apologies.

3. (7.) ..... (1)  
The chairperson, Ms Tshiwkana, opened the meeting and welcomed everybody.

4. MINUTES OF PREVIOUS MEETING  
(8.) ..... (2)  
Proposer: (9.) .....  
Secunder: (10.) ..... (2)

5. MATTERS ARISING  
5.1 Charity tour to Pilgrim's Rest  
(11.) ..... (3)  
.....  
.....  
.....

6. NEW BUSINESS  
6.1 Spring flower tour to Namaqualand  
(12.) ..... (3)  
.....  
.....  
.....

→

6.2 Weekend to Victoria Falls	
(13.) .....	
.....	
.....	
.....	(3)
7. GENERAL	
(14.) .....	
.....	(2)
8. DATE OF NEXT MEETING	
(15.) .....	(2)
9. (16.) .....	(1)
(17.) .....	(1)
(18.) ..... :	(1)
(19.) ..... :	(1)
(20.) ..... :	(1)
(21.) ..... :	(1)

**Total: 30**

# Module 6

## Speeches and presentations

Contents of module	Subject and Learning Outcomes	
1. Non-verbal communication	<b>Topic 1: Listening and Speaking</b>	SO 1.2 LO 1.2.9
2. Visual aids	<b>Topic 1: Listening and Speaking</b>	SO 1.2 LO 1.2.8
3. Acting as programme coordinator and director (master of ceremonies)	<b>Topic 1: Listening and Speaking</b>	SO 1.2 LO 1.2.1–1.2.3, 1.2.6, 1.2.9–1.2.10
4. Presenting an award	<b>Topic 1: Listening and Speaking</b>	SO 1.2 LO 1.2.1–1.2.3, 1.2.6, 1.2.9–1.2.10
5. Accepting an award	<b>Topic 1: Listening and Speaking</b>	SO 1.2 LO 1.2.1–1.2.3, 1.2.6, 1.2.9–1.2.10
6. Introducing a guest speaker	<b>Topic 1: Listening and Speaking</b>	SO 1.2 LO 1.2.1–1.2.3, 1.8–1.10
7. Vote of thanks	<b>Topic 1: Listening and Speaking</b>	SO 1.2 LO 1.2.1–1.2.3, 1.8–1.10
8. Subject-related prepared speech 8.1 Introduction 8.2 Body 8.3 Conclusion 8.4 Non-verbal communication 8.5 Speech notes	<b>Topic 1: Listening and Speaking</b>	SO 1.2 LO 1.2.1–1.2.3, 1.2.6, 1.2.8–1.2.10
9. Panel discussion	<b>Topic 1: Listening and Speaking</b>	SO 1.2 LO 1.2.1–1.2.3, 1.2.6, 1.2.9–1.2.10
10. Unprepared reading aloud	<b>Topic 1: Listening and Speaking</b>	SO 1.2 LO 1.2.7
11. Listening	<b>Topic 1: Listening and Speaking</b>	SO 1.1 LO 1.1.1–1.1.9
<b>Grammar activity</b>	<b>Topic 4: Language and Communication in Practice</b>	SO 4.2 LO 4.2.1

## Activity 6.1

SB page 124

Students should work in pairs.

'Good (1.) **afternoon** ladies and gentleman. It is wonderful to be here but I am at a (2) **loss** for words right now. I have always (3) **aspired** to winning the Salesperson of the Year award and now my (4) **dream** has come true! The (5.) **standard** is so high and the (6.) **competition** so fierce, that I still cannot (7.) **believe** that I'm really the (8.) **winner**. I want to thank my (9.) **manager**, Ms Alice Scott, and my team leader, Kelly Bongani, for all their (10.) **loyal** support and good advice. I would not have been able to achieve my (11.) **record** sales had it not been for their (12.) **encouragement** and (13.) **belief** in me. Receiving this award is such an unexpected (14.) **honour** and it means the world to me. It is truly is the (15.) **highlight** of my career. Thank you very much.'

**Total: 15**

## Activity 6.2

SB page 125

Encourage the students to refer to the list *Acting as programme coordinator and director (master of ceremonies)* and to prepare by writing out the speech and reading it aloud. Remind them that it is vital that the MC is confident and makes the guests feel at home. The four speeches below are mere examples of what the programme manager can say.

1. Good evening ladies and gentlemen. My name is Amos Khumalo and it's my pleasure to be your programme coordinator at our prestigious Annual Cocktail Party. Welcome to you all and a special welcome to the Mayor, Mr Sibusiso Dlamini, and his wife, Mrs Angie Dlamini, It's especially pleasing to welcome so many shopkeepers, stall holders and staff. Many of you have come from far. We appreciate the effort you have made and we hope that you will enjoy the evening with us.
2. Please feel free to meet and socialise with our talented and hardworking craftswomen and staff. The highlight of the evening will be when I call upon Grace Marosa to announce the winner of the much coveted Craftswoman of the Year Award. Thereafter you are invited to view, buy or place orders for these original and striking products designed by our craftswomen. Please feel free to enjoy the refreshments.
3. I now call upon Ms Grace Marosa, our marketing manager, to come forward and to announce the winner of the Craftswoman of the Year Award.
4. Thank you so much, ladies and gentleman, and our staff, for attending and supporting Uvongo Crafters for the People. Your loyal and generous support enables us to continue our upliftment programme. I hope you enjoyed your evening with us and we wish you a safe journey home.



## Activity 6.3

SB page 125

**Presenting an award counts at least 40 marks towards the ICASS tasks.**

Encourage the students to refer to the list *Presenting an award* and to prepare by writing out the speech and reading it aloud. Remind them that it is vital to be confident and relaxed and to provide information about the award winner. They must speak for 2–3 minutes.

Rating code	Rating	Mark out of 5
7	Outstanding (can do this exceptionally well)	4–5
6	Meritorious (can do this very well)	3½
5	Substantial (can do this well)	3
4	Adequate (can do this)	2½
3	Moderate (can do some of this)	2
2	Elementary (have difficulty with this)	1
1	Not achieved (need help with this)	0–1

Criteria	1	2	3	4	5	6	7
1. Greeted the audience in a friendly way and said they were glad to be there.							
2. Mentioned exceptional talent of nominees; standard very high.							
3. Provided info about winner; gave reasons why she'd won.							
4. Congratulated winner; looked at her; handed over prizes.							
5. Asked the winner to say a few words.							
6. Spoke clearly and in an expressive voice; using correct language.							
7. Used appropriate register, style, tone and volume.							
8. Used appropriate facial expressions, gestures and signs.							

**Total: 40**

### Presenting an award speech

“Good evening ladies and gentlemen. I am glad to be here tonight. The standard of our craftswomen has been exceptionally high this year. Well done to all the ladies. It is an honour to announce the winner of the Craftswoman of the Year award. She has outstanding talent and she uses her talent in many ways. She not only designs beautiful murals and pottery, she also teaches our new employees the art of beading. In addition, she has also won a national embroidery competition. Congratulations to ... pause ... Mario Tambo! Would you please come forward, Maria, and accept your prize money of a R1 000 gift voucher and a framed certificate. We'd like you to please say a few words...”



### Activity 6.4

SB page 126

#### Accepting an award counts at least 40 marks towards the ICASS tasks.

Encourage the students to refer to the list *Accepting an award* and to prepare by writing out the speech and reading it aloud. It is important that they express gratitude towards the people who helped them achieve the award and that they express how much it means to them. They must speak for 2–3 minutes.

Rating code	Rating	Mark out of 5
7	Outstanding (can do this exceptionally well)	4–5
6	Meritorious (can do this very well)	3½
5	Substantial (can do this well)	3
4	Adequate (can do this)	2½
3	Moderate (can do some of this)	2
2	Elementary (have difficulty with this)	1
1	Not achieved (need help with this)	0–1

Criteria	1	2	3	4	5	6	7
1. Greeted the audience in a friendly way and said they were glad to be there.							
2. Mentioned exceptional talent of nominees; standard very high.							
3. Provided info about winner; gave reasons why she'd won.							
4. Congratulated winner; looked at her; handed over prizes.							
5. Asked the winner to say a few words.							
6. Spoke clearly and in an expressive voice; using correct language.							
7. Used appropriate register, style, tone and volume.							
8. Used appropriate facial expressions, gestures and signs.							

**Total: 40**

### Accepting an award speech

"Good evening ladies and gentlemen. I am SO happy to be the winner tonight. Thank you very much for my gift voucher and beautiful certificate. I am very grateful and proud as I have always wanted to win the Craftswoman of the Year Award. Although I have worked hard this year, I love what I'm doing. Thank you to my colleagues for your support and enthusiasm and thank you to the management of UCP for your encouragement and the opportunities you create for us to learn and grow. Together, as a team, we have been able to make a difference in the lives of many unemployed people. Thank you so much for your recognition. It is a great honour to accept this award."

### Activity 6.5

SB page 126

1. to express your opinion (2)
2. 2.1 She was keen. (1)  
2.2 'she did not hesitate to accept' (2)
3. It would help to protect their lives as well as the lives of other people who use the roads. (2)
4. 4.1 ... everyone (1)  
4.2 Accept any valid reason that makes sense. (2)

5. She concluded that as a young person she believed that she could make a difference and, so could they. (2)
6. 6.1 F  
6.2 E  
6.3 H  
6.4 G  
6.5 C  
6.6 A  
6.7 B  
6.8 D (8)

**Total: 20****Activity 6.6**

SB page 130

1. Students must work in pairs and decide why the remarks are acceptable or not. Have a class discussion on their reasons when you go over the answers.
  - 1.1 Unacceptable. When you deliver a vote of thanks, you should not make any negative remarks – even if the speaker 'spoke too slowly at times'.
  - 1.2 Unacceptable. Do not single out one person.
  - 1.3 Acceptable. It is a positive, appreciative remark.
2. Students must decide whether the body language was acceptable or not. Have a class discussion on their reasons when you go over the answers.
  - 2.1 Acceptable. She spoke clearly and her gestures were appropriate.
  - 2.2 Unacceptable. A vote of thanks needs to be short and to the point. The speaker must make eye contact with everyone in the audience.
  - 2.3 Acceptable. Her body language was appropriate – she smiled warmly and looked at the guest speaker and the audience from time to time.

**Activity 6.7**

SB page 130

Get students to write and present a short intro and vote of thanks speech.

Start with the video in the book, – <https://futman.pub/VoteOfThanks> then chat briefly about structure and tone.

Let them present in front of the class or in pairs.

Mark out of 10 per speech: Structure, tone, content, delivery, confidence (2 marks each).

**Examples of speeches:****1. Introducing the guest speaker**

Good morning, ladies and gentlemen.

It is both a pleasure and an honour to welcome you all to our company's 20th birthday celebration. Today, we mark two decades of hard work, growth and shared success – a journey we can all be proud of.

It is my privilege to introduce our esteemed guest speaker, Ms Lerato Mokoena. Ms Mokoena is a renowned business leader and the CEO of Vision Future Holdings. With over 25 years of experience in the corporate world, she is known for her passion for innovation, her commitment to mentorship, and her impressive track record in helping businesses grow sustainably.

We are excited to hear her insights and stories, and I am certain her words will inspire us as we look ahead to the next chapter of our journey.

Please join me in welcoming Ms Lerato Mokoena.

## 2. **Vote of thanks to the guest speaker**

Good afternoon, everyone.

On behalf of the entire company, I would like to extend a heartfelt thank you to Ms Lerato Mokoena for taking the time to join us today and for delivering such an inspiring and insightful message.

Your words reminded us of how far we've come and encouraged us to keep moving forward with vision and purpose. We truly appreciate your practical advice, your encouragement, and your belief in the value of people and innovation.

Thank you once again for celebrating this special milestone with us – your presence has made the occasion even more memorable.

Let's give Ms Mokoena another round of applause.



### **Activity 6.8**

SB page 133

#### **A subject-related prepared speech counts at least 40 marks towards the ICASS tasks.**

The students have to do a 3–5 minute prepared speech on any subject-related matter. They have to use visual, audio and/or audio-visual aids. Encourage them to work with their other lecturers. Ensure that the students assess themselves and their classmates according to the checklist in the textbook. Make photocopies of the subject-related prepared speech template that appears on page 79 and hand a filled-in copy to each student after assessment.

### **Activity 6.9**

SB page 135

The students have to work in groups of 4–6 and have a panel discussion for 15–20 minutes on one of the six topics mentioned in the textbook. You may have to guide them a lot with this activity as a panel discussion usually consists of experts in a certain field. Appoint a chairperson for each group or let the groups elect their own. To keep it fair, you may decide to put the topics in a container and let each chairperson draw a topic. Help the students to break up the topic as each student must prepare a specific aspect of the topic. It is important to give the students enough time to collect information and to prepare. Each student has to speak for 2–3 minutes.

### **Activity 6.10**

SB page 136

The students have to read an unprepared text aloud for about 1–2 minutes. Go over the list *How to read an unprepared text* aloud with the class so that they know what is expected of them. We have selected a few passages which appear on pages 80–83 that you may want to use. Make photocopies of the passages and hand one to each student when you call them up to read aloud. Let them hand the passage back to you afterwards. You may assess the students yourself or you may want them to apply peer assessment by assessing one another. You may use the checklist that follows for either.

**Checklist for reading aloud:**

- 1 = Not acceptable
- 2 = Needs quite a lot of improvement
- 3 = Satisfactory
- 4 = Good
- 5 = Excellent

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	1	2	3	4	5
1. Standing up straight, looking confident and making eye contact					
2. Reading fluently and pronouncing words clearly and correctly					
3. Projection is loud and clear; pace is neither too fast nor too slow					
4. Meaning comes across with correct use of stress and pause					
5. Matching facial expression to what is being read, e.g. funny, sad, scary					
<b>Comment:</b>					
<b>Total: 25</b>					

Rating code	Rating	Mark out of 25
7	Outstanding	20–25
6	Meritorious	18–19
5	Substantial	15–17
4	Adequate	13–14
3	Moderate	10–12
2	Elementary	7–9
1	Not achieved	0–6

**Activity 6.11**

SB page 137

1. H
2. F
3. E
4. C
5. B
6. A
7. D
8. G

**Total: 8**

**Activity 6.12**

SB page 138

People vary in their (1.) **ability** to speak with (2.) **confidence** in public, but everyone (3.) **gets** nervous and can learn how to improve their presentation skills. The main points (4.) **to** pay attention to are the quality of your voice, your rapport (5.) **with** the audience and the use of notes and visual aids. Voice quality involves volume, speed, fluency, clarity and (6.) **pronunciation**. The quality of your voice will improve a lot if you are able to (7.) **practise** beforehand in a room similar to the one you will be presenting in. Speech notes can be digital or written (8. **on**) paper or cards. Some speakers use overhead (9.) **transparencies** as notes. Avoid shifting your attention from the audience for (10.) **too** long.

**Total: 10**

## Module 6 Activity 6.8

### Subject-related prepared speech

Name	Date	
Topic	Total:	
<p><b>1. Content and structure</b>                      There was a clear introduction, body and conclusion. Introduction and conclusion were of suitable length. You summarised what was going to be said/had been said. You included techniques to grab the audience's attention. No new points were brought into the conclusion. There were at least two different ideas/arguments in the body. All of the content was relevant to the topic. There was clear evidence of research. The content was sufficient. You were able to speak for the required 3–5 minutes. You did not simply state one main idea and then move on to the next. You had supporting information for each idea. This supporting information was varied: examples; quotes; statistics, etc.</p>	Mark out of 10	
<p><b>2. Language</b>                      The language used was clear, grammatical and simple. It suited the audience. It was in your own words and not simply taken from research texts (plagiarism). You used technical vocabulary accurately. The language conveyed mostly facts and not opinions. However, it included some phrases that created a connection with the audience. You linked ideas to one another by means of linking words and phrases.</p>		
<p><b>3. Voice</b>                      You spoke loudly enough for people to hear you easily and you pronounced your words correctly. Your pace was varied and your voice was pleasantly low-pitched. The use of intonation (stress and pause) made the speech interesting to listen to and conveyed the meaning well. Your enthusiasm for your subject was reflected in your voice.</p>		
<p><b>4. Body language</b>                      You made eye contact, looking at people in all areas of the room. Your stance was good: you stood squarely on both feet, facing the audience. You did not shift around too much, or walk up and down in an irritating way. You used suitable gestures. The gestures were not irritating. Your facial expression was pleasant and showed that you believed in what you were saying. You used your speech notes well.</p>		
<p><b>5. Visual and/or audio aids</b>                      Practical items were handled well. They were clearly held up and shown to the audience. Explanatory posters had an attractive layout showing good use of colour, different-sized fonts; neat writing; bullets where applicable; headings and sub-headings and key words. They were big enough for everyone to see. If audio, it was of suitable length and type and was played at the right volume.</p>		
<b>TOTAL: 50 (Divide by 10 to get a total out of 5 for the ICASS portfolio.)</b>		

#### Rating scale for each of the criteria for the subject-related prepared speech

Not achieved 0–29% 0–1	Elementary 30–39% 2–3	Moderate 40–49% 4	Adequate 50–59% 5	Substantial 60–69% 6	Meritorious 70–79% 7	Outstanding 80–100% 8–10
Does not speak at all. No, or very little, effort made.	Most elements are there, but they are mostly poorly done.	Most elements are there, but some are poorly done.	All elements are there, but not all well-handled.	All elements are there and all are fairly well-handled.	All elements are there, and some of them are very well-handled.	All elements are there and are all very well-handled.
Needs to redo completely	Inadequate	Only just acceptable	Satisfactory	Good	Very good	Excellent

Module 6 Activity 6.10

Unprepared reading aloud

Name		Class	
Date		Total	

no you!
YOU
ADVICE



# First Date 101

You never get a second chance to make a good first impression – so you definitely need to put your best foot forward on a first date! Here's how

**By KIRSTIN BUICK**

**The perfect outfit**

**CASUAL** Nothing says "high maintenance" quite like a pair of sky-high stilettos for a casual movie and pizza date. Girls could opt for something fun and casual, such as a dress, cute cardi and flats. If you're not a girly-girl, wear your favourite jeans and a cute top. Guys, go for jeans and your favourite T. And if you really want to impress, opt for a collared shirt and jeans for a more sophisticated look.

**DRESS UP** If you're going to a fancy restaurant, wear a classy cocktail dress – but leave something to the imagination. Too much flesh on the first date may give the wrong idea or scare him off entirely! You can wear heels as long as you can walk in them – you don't want to be literally falling for your date. Guys, you can usually get away with jeans, a collared shirt and smart shoes at fancy restaurants, but to be safe call ahead and make sure jeans are allowed.

**OUTDOORS** Whether it's a picnic in the park or a hike up a hill, outdoorsy dates require one thing – comfy shoes!

**Who should pay?**

A touchy subject! In straight relationships, while it may be considered the gentlemanly thing to do, it's not be realistic to expect the

**How to act**

**You may have an awesome outfit, but it's your behaviour that's going to seal the deal. So remember:**

**BREATHE** Chances are your date's as nervous as you are. When anxiety kicks in, take a few slow, deep breaths to calm nerves.

**BE A GENTLEMAN** It may sound old-fashioned but little things will score you major brownie points. Hold open the door, pull out her chair, give her your jacket if she's cold.

**LISTEN** Don't get carried away talking about yourself. Nothing will send your date running for the hills like you being too self-involved!

**ASK QUESTIONS** If the conversation dies (and chances are it will at some point) ask your date about their siblings, where they grew up, or what they plan to do after school. It'll show you're genuinely interested in getting to know them.

**PUT AWAY YOUR PHONE** There's no need to text friends when you're on a date.

**BE HONEST** There's no point in embellishing how many tries you've scored this season, or how many As you got last term. Even if this does impress your date, it's going to be awkward if the truth comes out.

**BE YOURSELF** Putting on an act is exhausting and you can't keep it up forever. Besides, being comfy in your own skin is sexy.

**DON'T FORCE IT** If your date bores you to tears or the way they chew their food drives you crazy, it's not going to get any better. Let them down gently but be honest. You're under no obligation to see them again.

**Cool stuff to do**

Believe it or not, movies and a burger aren't your only option! Here are a few fun ideas that will break the ice:

- **Go-karting** For adventurous girls, nothing is cooler than showing you can handle a racetrack. Although it may be best if you don't beat your date every time.
- **Amusement parks** This may be a touch pricy but nothing gets the heart racing like a roller coaster. And it's an excuse to clutch your date.
- **Markets** Grab a gourmet sandwich, sample home-made ice cream, try your hand at candle-making.
- **Bike ride** If you live near somewhere picturesque, go for a weekend cycle.
- **Breakfast** For some reason going out for breakfast is more relaxed than dinner – and cheaper too!
- **Arcade** Unleash your inner kid and head to your nearest videogame arcade, to the world of racing cars and teddy bears!

It's you!

YOU ADVICE

# WHEN FRIENDS TURN BAD

Are some of your pals squeezing the life out of you? It may be time to cut them loose. But before you do, try one of these last-minute friendship fixes



W

**E TEND to make more excuses for our difficult pals than we do for anyone else, but we need to be honest if a friendship's not working any more, psychologist Jacqui Manning**

says. "Just like romantic relationships, some friendships can run their course. If the bad times outweigh the good you might just have to walk away." Here are the top five types to watch out for.

## The bad influence

**HOW TO SPOT THEM** They turn up with chocolate when you call them to moan that you've put on weight. Or they'll twist your arm into going to the mall when you have to study. Naughty friends can be fun, but they can also be bad news.

**WHY THEY'RE BAD FOR YOU** You'll be on the losing end and feel stressed if you always give in.

**HOW TO DEAL WITH IT** "If you're saying 'yes' but inside are screaming 'no', re-examine your boundaries," Jacqui recommends. "Communicate with 'I' statements such as, 'I don't feel comfortable doing that'/'I have work to do.' You're not saying they can't, just that you don't want to."

## The narcissist

**HOW TO SPOT THEM** You feel dissatisfied after hanging out with them. You never get to share your news because they're always talking about their lives! If you try, they quickly bring the conversation back to themselves.

**WHY THEY'RE BAD FOR YOU** Twilight isn't

the only place you'll find emotional vampires. Ultimately, it's just draining and boring being around people who are so into themselves.

**HOW TO DEAL WITH IT** "Some people don't realise they're so demanding, while others thrive on the one-way street dynamic," Jacqui says. "Tell them how you feel. Based on their reaction there may be hope for a healthier friendship."

## The user

**HOW TO SPOT THEM** They're the ones always borrowing something – your laptop, that new dress you haven't worn yet or the contents of your wallet. And they never return the favour.

**WHY THEY'RE BAD FOR YOU** Friendships are healthiest when there's balance. If you're friends with a taker you'll be left feeling frustrated and used.

**HOW TO DEAL WITH THEM** "We all need help from time to time but this type of friend takes it to extremes. You need to start learning how to say no – or putting your energy into people who care about you rather than what you can do for them."

## The bailer

**HOW TO SPOT THEM** You won't – because they're often not there! The bailer is a big

plan-maker but is also chronically unreliable . . . and a master of the last-minute text excuse. Headache? Bad day at school? You've heard them all.

**WHY THEY'RE BAD FOR YOU** Not only is it inconvenient to be ditched at the last moment, it's also hurtful.

**HOW TO DEAL WITH THEM** If they never make it up to you, or always blow you off for something else, explain your disappointment and ask for changes, Jacqui says. "If they don't seem to care it's time to question the friendship itself."

## The abuser

**HOW TO SPOT THEM** They might openly put you down or be flat-out mean. You also tend to feel bad after spending time with them, or as if you've done something wrong (even though you haven't).

**WHY THEY'RE BAD FOR YOU** This kind of manipulative abuser can be as bad as being stuck in an unhealthy relationship, leaving your confidence and self-esteem in tatters.

**HOW TO DEAL WITH THEM** "Friendships should be supportive and nurturing, so if you feel nothing but negativity coming your way set a time limit on how long you'll put up with it," Jacqui says. "If it's ongoing cut them loose."

## THE ONES TO KEEP

True friends have your back, want the best for you and aren't demanding, Jacqui says. "It's like a bank balance: there'll be debits and credits to any relationship, but as long as your friendships aren't in the red all the time and there are more good times than bad, you're onto a good thing."

TEXT CREDIT: ACP/MAGAZINE FEATURES

GET Drumming

# FAST STICKS!

Up-and-coming sticksman Victor Green of De La Haye might just be the best young drummer in the country. Nelia Vivier chats to the Bellville High learner who got a thumbs-up from his London School of Rock examiner.

**H**e used to be a shy, quiet guy, now he's a bit of a legend in Bellville Rock City. "Playing drums has brought me a lot of street cred," banter Victor Green. "Drumming opened up the world for me. I used to be a bit solitary, addicted to gaming." He is amused that so many now know his name, loves sharing his ability to play drums, his passion for music, but "my real mates are those I made before my drumming took off," he says.

As for being the best young drummer, after achieving the best marks in the country for Grade Five music (a whopping 97 per cent), "that's just something you'd never hear me say," he retorts. What he does cherish, is the fact that the overseas examiner was hard-core, from the London School of Rock.

His achievement came as a surprise, he admits. "Now in matric, last year with my studies I only practised one month before the exam, which is both theoretical and practical. While playing I realised it was going brilliantly, but not only getting my certificate but the special recognition blew my mind."

He's been drumming since 2007 at one of the top 10 music schools in the Cape, Jam Rock Music Performance Academy in Brackenfell, but picked up his first drumsticks at age three. "My family are all musical and performers from both my grandfathers through to my mum, dad and my sister," he explains his talent.

"The first time, as a toddler when I heard a drum routine coming from the house next door, I was hooked. I was forever running over to the teenage girl playing next door, until my mother bought my first, inexpensive kit when I was nine."



He also took piano lessons but hated it. "I never practised, just wanted to do my own thing, play for fun, so I got kicked out. Funny thing is now I'm going back to piano, teaching myself and I even composed a piece for piano. I've also taught myself to play the guitar, with a bit of help from YouTube, but mostly by ear." Right now, he's getting into vocals as well.

"I'm fascinated with improvisation, the freedom to experiment, to compose. Equally, I listen to how a song flows and builds, its elements, then play it by ear." An all-rounder, he enjoys anything from classic to pop, hard rock, flamenco, trance and dub step. "My ideal music scene, playing a bit of rock, or the blues, would be performing somewhere at an old rocker bar, next to the tracks, for blue-collar people, who've lived a bit.

"I don't like being restrictive. I enjoy being up on stage, doing the same thing

there, not necessarily knowing where my sticks are heading. I love making up a song on the spot, love a good crowd. Equally I know how important a drummer's discipline is in a band, when it's all about keeping time."

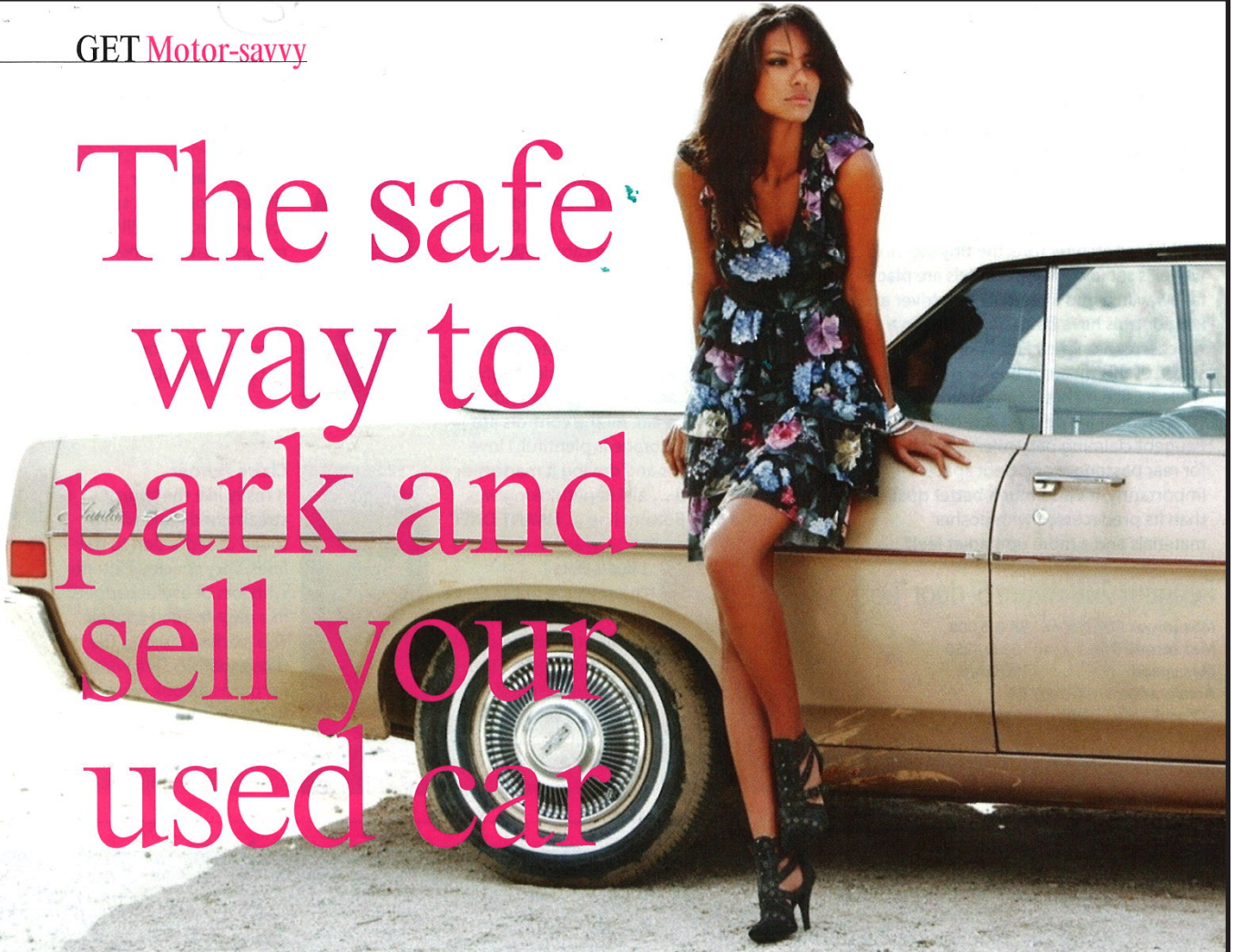
Speed is his personal challenge. "Although people say I'm the fastest they've seen at my age, I want to play faster and yet faster. The other thing is endurance, the ability to do a three-hour set. So I go to gym, jog, do cardio, as people may not know this, but you need strong legs as well to be a drummer."

He can't wait to finish school, to devote all his time to music and his folks' investing in him, turning sis Stephanie's old bedroom into a sound studio. "I don't have any long-term vision," he concludes, "I want to remain humble, and just become the best drummer I can be. That is my goal."

Photo by Nelia Vivier.

GET **Motor-savvy**

# The safe way to park and sell your used car



**A**s a woman, buying or selling a used car can be knee-shakingly daunting – but with the following advice by Kobus Engelbrecht of Cape Auto Square, it's a piece of cake!

- **Base your transaction from a platform that is safe,** neutral and preferably with someone who can knowledgeably support you through the process of car ownership transfer.

- **Physical safety:** An unavoidable part of privately buying or selling a car is having to take the car for a test-drive. A woman selling her car on her own, possibly from home, is tremendously vulnerable. Her car could get stolen or, even worse, she could be at great risk of physical danger.

- **'Bullying':** The age-old stereotype of women lacking any sort of knowledge about cars or the assertion levels to negotiate a fair price still rears its head – and especially too often in private car sales.

**1 Set a budget:** Knowing exactly how much you can spend on your next car will prevent you from overspending or being duped into a 'bargain'. As they say, '*goedkoop is duurkoop!*' Buying new can financially overextend you from month to nail-biting month when a smaller new car will cost you significantly more per

**'A woman selling her car on her own, possibly from home, is tremendously vulnerable'**

month than a larger used one. Insurance is also – not surprisingly – often lower for used cars.

**2** Buying a used car gives you many more **options** to choose from a greater variety of make, model and year of car. A 2010 model of the Ford Fiesta might, for example, tickle your fancy more than the current model – and fit your pocket to boot!

**3 Do your homework!** Finding out important facts about the car model(s) you are interested in is critical in making a wise choice. **Long-term reliability statistics** are critical to find out about. Also, call your mechanic or an experienced, knowledgeable expert to find out what the **average repair costs** are for the models you are considering.

**4 Scams** abound in private used car sales! Whether it's a faked odometer reading, past accidents that are lied about, or even outright theft, the importance of selling or buying from within a safe, neutral and supportive environment cannot be stressed enough.

**Use this handy checklist when viewing used cars to purchase:**

- Ask for proof that the car has been **roadworthy**.
- Check the **previous owner history** and proof of payment to make absolutely sure you're not being duped into buying a stolen vehicle.



# Module 7

## Creative texts

Contents of module	Subject and Learning Outcomes	
1. Fact and opinion	<b>Topic 4: Language and Communication in Practice</b>	SO 4.2 LO 4.2.1
2. Objective and subjective language	<b>Topic 4: Language and Communication in Practice</b>	SO 4.2 LO 4.2.1
3. Literal and figurative language	<b>Topic 4: Language and Communication in Practice</b>	SO 4.2 LO 4.2.1
4. Fiction and non-fiction	<b>Topic 4: Language and Communication in Practice</b>	SO 4.2 LO 4.2.1
5. Poetry	<b>Topic 2: Reading and Viewing</b>	SO 2.1 LO 2.1.1–2.1.4, 2.1.6, 2.1.7 SO 2.2 LO 2.2.2
5.1. Figures of speech	<b>Topic 2: Reading and Viewing</b>	SO 2.1 LO 2.1.1–2.1.4, 2.1.6, 2.1.7 SO 2.2 LO 2.2.2
5.2. Elements of poetry	<b>Topic 2: Reading and Viewing</b>	SO 2.1 LO 2.1.1–2.1.4, 2.1.6, 2.1.7 SO 2.2 LO 2.2.2
6. Grammar activity	<b>Topic 4: Language and Communication in Practice</b>	SO 4.2 LO 4.2.1

### Activity 7.1

SB page 142

1. FIGURATIVE language. (1)  
A bus ride can't give you freedom, but because Rosa refused to give up her seat, she started a reaction that brought about a change in America's constitution. (2)
2. A – To honour or D – To educate (1)  
Rosa Parks was a brave lady and the text highlights her courage very well or Rosa Parks was a brave lady and the text educates the readers of her courage. (1)
3. It sums up what the article is about – she brought about a significant change in America. (2)
4. FACTIONAL (1)  
It is based on the truth, of what actually happened. (2)
5. 5.1 TRUE – *'When a white man got on the bus the driver yelled for her and her travelling companions to get up, but Rosa refused.'* or *'Blacks could also sit in the middle rows but only if no white person needed a seat.'* (2)  
5.2 FALSE – *'People always say the reason I didn't give up my seat was because I was tired but that wasn't true,'* she said. (2)
6. 6.1 It is an example of **figurative** language. (1)  
6.2 The phrase "Rosa steals the show" does not mean she literally stole anything. It is a **figure of speech** meaning that Rosa got everyone's attention and became the most admired or memorable person in that moment. (2)
7. Her mother was a school teacher and her father was a carpenter. (2)
8. 8.1 Jo Ann Gibson Robinson and Martin Luther King Jnr. (2)  
8.2 She was a campaigner for better bus services and she photocopied thousands of leaflets urging blacks to boycott the buses the following Monday – the day of Rosa's hearing. He was a young church minister who offered to lead the boycott. (2)
9. Accept any appropriate answer, e.g. she looks like a neat lady; she has a wide, friendly smile and optimistic expression. (2)
10. 10.1 C  
10.2 D  
10.3 E  
10.4 A  
10.5 B (5)

**Total: 30**

Rating code	Rating	Mark out of 30
7	Outstanding	24–30
6	Meritorious	21–23
5	Substantial	18–20
4	Adequate	15–17
3	Moderate	12–14
2	Elementary	9–11
1	Not achieved	0–8

**Activity 7.2**

SB page 145

The students work in pairs. It is important that they understand the meanings of the words and that they give proper reasons for their choices.

1. T: It is based on fact.
2. T: It is objective (based on fact), e.g. the dates, bus number, etc. and it is also subjective (giving opinions and feelings), e.g. *'a humble person whose patience had simply worn out'*.
3. F: It is a fact; the truth and not an opinion.
4. F: Those words are figurative because patience can't be worn out.
5. T: It means that he was willing to take the responsibility of leading the boycott.
6. F: It is a fact and therefore objective, not subjective.
7. F: It is a fact, not an opinion. He is a South African cartoonist.
8. T: It is the writer's opinion and written from his perspective.
9. T: It means that she was very popular and that everybody was interested in her.
10. T: It is a fact and therefore not an opinion.

**Total: 20****Activity 7.3**

SB page 145

This is an excellent opportunity for students to find out whether they understand the work or not as they have to give two examples for each of the words. Spend time on this activity. You may want to call a few students up to the front to write their examples on the board. You can also have a class discussion on this.

**Activity 7.4**

SB page 145

By now, students should feel quite relaxed about having discussions in groups of four. They have to discuss how someone has made a life-changing difference in their lives or in the life of someone they know. They have to think about the roles that teachers, lecturers, family (especially grandparents), ministers and sporting coaches have played in their lives. Let them discuss the topic for about 10-15 minutes before one person reports back to the class.

**Activity 7.5**

SB page 148

1. 1.1 4
- 1.2 5
- 1.3 abaab (3)
2. wanted wear (1)
3. 3.1 Accept any of these answers  
*'And sorry I could not travel both';*  
*'I shall be telling this with a sigh'* (2)
- 3.2 *'long I stood'* (2)
4. doubted (1)
5. C (1)

6. Students have to describe in a paragraph a time in their lives when they had to make an important choice. Allocate 1 mark per answer to the first 3 bulleted questions and 2 marks for the final question. See below.
- What was the fork in your life? (1)
  - What decision did you make/Which road did you choose? (1)
  - What/Who helped you to make up your mind? (1)
  - Was it the right decision or not? Give reasons. (2)

**Total: 15**

### Activity 7.6

SB page 150

1. The poet made a choice and he chose a (clean) life that he is proud of. (1)
2. It is a positive tone because positive words are used, e.g. 'smile', 'lively fellow', 'I love Jabulani,' etc. (2)
3. Jabulani is tall, he has a dark skin and brown eyes. (3)
4. Accept one of the following quotes:
  - 'I smile at him
  - He smiles back at me with life oozing'
  - 'I wave at him
  - He waves back at me with passion flaming his hand'
 (2)
5. 5.1 Accept any example of repetition, e.g. 'reflection in the mirror', 'Jabulani', 'He chose a life' (1)
- 5.2 It stresses the positive aspects of the poem or It emphasises his positive qualities. (1)
6. TRUE. (1)
  - 'This reflection in the mirror is me
  - I am proud of it
  - I love it for I shall never part ways with Jabulani
  - in the mirror.'
 (1)
7. 7.1 He chose to educate himself, to bring smiles to sad faces (to cheer up unhappy people), to sing joyful songs to unhappy people and to bring humour to sad people – any two. (2)
- 7.2 He chose not to use alcohol and drugs, not to be promiscuous and not to do crime – any two. (2)
8. There is no rhyme scheme; it is free verse. (1)
9. 9.1 H  
 9.2 F  
 9.3 I  
 9.4 G  
 9.5 J  
 9.6 D  
 9.7 C  
 9.8 A  
 9.9 B  
 9.10 E (10)

10. 10.1 **Subjective** – “Tall, handsome young man” is based on personal opinion or judgement; what is handsome to one person may not be to another. (2)
- 10.2 **Objective** – “Brown eyes” is a factual, observable detail and not influenced by opinion. (2)
- 10.3 **Subjective** – “A tool to success” is metaphorical and expresses the speaker’s belief or value about education; it’s not a measurable fact. (2)
11. Yes or No plus any sensible reason. (2)

**Total: 35**

Rating code	Rating	Mark out of 35
7	Outstanding	28–35
6	Meritorious	25–27
5	Substantial	21–24
4	Adequate	18–20
3	Moderate	14–17
2	Elementary	10–13
1	Not achieved	0–9

**Activity 7.7**

SB page 152

1. 1.1 His pass (1)
- 1.2 The back pocket of his trousers (2)
2. *‘For my thin, ever lean wallet,’* (2)
3. Hunger is like his best friend. He is always hungry/half starved. (2)
4. B or C (2)
5. C (2)
6. A (2)
7. 7.1 six o’ clock in the morning (1)
- 7.2 five o’ clock in the afternoon (1)
8. 8.1 electric lights and robots (1)
- 8.2 big high-rise buildings and tall flats, etc. (1)
9. Hostile and dry (2)
10. *‘My dongas, my dust, my people, my death,  
Where death lurks in the dark like a blade in the flesh,’* (2)
11. Accept any appropriate answer, e.g. he is happy; he has a sense of belonging, etc. (2)
12. The repetition of **“Jo’burg City”** is effective because it emphasises the poet’s constant connection to the city – both his dependence on it and the emotional burden it places on him. (1)
13. 13.1 F
- 13.2 E
- 13.3 B
- 13.4 A
- 13.5 D
- 13.6 C (6)

**Total: 30**

## Activity 7.8

SB p.155

1. Accept any appropriate explanation – as long as the students know that it's about the Soweto riots of 16 June 1976. The title indicates that the night/day before the march, one of the youngsters who was going to participate, was thinking about the march the next day. (2)
2. It allows him to share his thoughts, fears and inner feelings with the reader. (2)
3. The following morning (1)
4. To hold a rally with his fellow students to highlight their grievance, i.e. being taught in Afrikaans. (2)
5. Yes, it is going to be difficult journey. (1)  
*'for my sunset is drenched with red'* (2)
6. He has memories of his youth and he misses his mother. He will also miss Friday nights with his friends around a table. (4)
7. He wants a sad song sung by a woman with downturned eyes. (1)
8. D – tense. (1)  
The young man was on edge; unable to relax – he was constantly thinking about the next day. (2)
9. The poem is the young man's thoughts – the ideas flow from one to the other. (2)
10. free verse (1)
11. 11.1 Figurative language (1)  
11.2 The phrase "my sunset is drenched with red" does not mean an actual sunset. It symbolises death or the end of life, and the red suggests blood or violence, linking to the events of June 16. (2)
12. 12.1 **Alliteration:** broad belch of beer/sad song (2)  
12.2 **Metaphor:** "*for my sunset is drenched with red*" (2)
13. On 16 June South Africans celebrate a public holiday known as **Youth Day**. (2)

**Total: 30**

## Activity 7.9

SB page 156



## eLINK

Use the QR code or use the following URL:

<https://futman.pub/TheSowetoRiotsAudio>

to play the audio to your students for The Soweto riots of 16 June 1976.



1. The law that all black students had to be taught in Afrikaans. (1)
2. No (1)
3. He was a 19-year old student leader who called for a mass demonstration against the use of Afrikaans for the Wednesday. (2)
4. 16 June 1976 (1)
5. Between 15 000–20 000 (1)
6. Any two: government buildings, municipal beer halls, liquor stores, buses and vehicles belonging to white businesses. (2)
7. Hector Peterson (1)
8. 23 (1)

**Total: 10**

## Activity 7.10

SB page 157

Students must work in groups of four. They may agree or disagree with the statements in the letter to the press – as long as they give reasons for their opinions. As a group, they must make suggestions on HOW to address these social problems. One group member has to report back to the class.

## Activity 7.11

SB page 158

Poetry as an art form is (1.) **older** than literacy. Some of the (2.) **earliest** poetry is believed to have been recited or (3.) **sung**. Following the (4.) **development** of writing, poetry has since developed into more structured forms. Since the late (5.) **20th** century poetry has moved away (6.) **from** traditional forms towards the more vaguely defined free verse and prose poem formats. Poetry was (7.) **employed** as a way of (8.) **remembering** oral history, stories and law. Poetry is often closely related (9.) **to** musical traditions, and much of it can be attributed to (10.) **religious** movements.

**Total: 10**



# Module 8

## Language Desk

Contents of module	Subject and Learning Outcomes	
1. Active and passive voice	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1
2. Apostrophes	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1
3. Clauses	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1
4. Conditionals/If clauses	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1
5. Direct and reported speech	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1
6. Modals/Modal verbs	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1
7. Phrases	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1
8. Tenses	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1
9. Topic sentences and paragraphs	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1
10. Workplace vocabulary, jargon and technical terms	Topic 4: Language and Communication in Practice	SO 4.2 LO 4.2.1
11. Templates		N/A

### Activity 8.1

SB page 161

1. The meeting was closed by the chairperson at 16:00.
2. A new marketing manager has been appointed by Mr Radebe.
3. All queries will be handled by reception.
4. Your suggestions for the end-of-the-year function must be put in the box.
5. The action minutes have already been written by Jabu.
6. You can give your applications for leave to Nthabiseng.
7. The staff should meet deadlines.
8. They have chosen a venue for the conference.
9. Mr Sisulu handed in his resignation yesterday.
10. They have approved the funding for the building project.

### Activity 8.2

SB page 162

1. A letter was delivered by the postman yesterday.
2. Sick patients are cared for by a hospital.
3. Application forms are now being filled in by new students.
4. Heartache is caused and has been caused by drugs.
5. The defective fuses were replaced by the electrician.
6. The car is being serviced by the mechanic now.
7. Your bakkie has just been washed by Tsepo.
8. The work should be completed by tomorrow.
9. A microwave may still be bought at the supermarket by the customer.
10. Your help would be appreciated by Elmarie.
11. The work is not being typed by Njabulo today.
12. The car's speed was decreased by the motorist.
13. A table for two was reserved at the restaurant by the receptionist.
14. The dog's leg is being operated on by the vet.
15. 100 pies will have been baked by the baker by noon.
16. Many cartoons have been drawn by Zapiro.
17. While playing on his guitar a song was sung by the musician.
18. Our National Anthem will be sung by the choir.
19. The project was not handed in by Tiaan yesterday.
20. A glass was broken by the child today.

### Activity 8.3

SB page 162

1. The puppy chewed the slippers.
2. The sponsors will pay the money into your bank account.
3. The students carried out the research.
4. The principal will make the speech.
5. When you apply for a passport you must show your identity book.
6. The manager will hold a meeting to discuss new policy terms.
7. The chairperson convened a special meeting.
8. Clients usually pay insurance premiums monthly.
9. The firefighters put out the fire.
10. The administrative clerk made copies of the report.

11. Gracious cleans our house twice a week.
12. Katlego is writing the letter.
13. Yesterday Henco repaired my car.
14. Doctor Sebeko's radiologist X-rayed my knee.
15. Njabulo will wash the dishes tonight.
16. Jabulani used to pay the accounts.
17. Thousands of fans attended the concert.
18. Many tourists will be visiting the castle.
19. A lovely dinner party will be hosted by my mother tomorrow.
20. The cat ate the mouse.

### Activity 8.4

SB page 163

1. We wouldn't have known which route to take if he hadn't told us. (2)
2. It's funny when a dog chases its own tail. (2)
3. The African fish eagle's cry is the call of our wild spaces. (1)
4. A children's playground needs to be safe and clean. (1)
5. Thandi asked for an application form for a learner's licence. (1)
6. All the students' assignments were marked and moderated. (1)
7. I really don't know who scratched my book and its cover. (2)
8. Who's taking you to the college dance on Saturday? (1)
9. When the guest asked for an expert's opinion, the restaurant manager, Ntlantla, was called. (1)
10. The two tourist guides' enthusiasm impressed the tourists. (1)
11. The visiting sportswomen's equipment will be safe in the locker room. (1)
12. Somebody's cellphone's lying on the desk. Didn't you lose yours? (3)
13. The men's marathon starts in five minutes' time. (2)
14. The campus head considered all of the student leaders' suggestions. (1)
15. Seatbelts increase motorists' and truck drivers' safety. (2)
16. People's ability to overcome difficulties is amazing. (1)
17. Chef Matiska needs this pot with a lid. Has anyone seen its lid? (1)
18. These answers definitely aren't right. (1)

**Total: 25**

### Activity 8.5

SB page 165

#### Manner – how?

1. as well as he could
2. as neatly as he could
3. as clearly as she could
4. as quickly as they could
5. as loudly as he could
6. as quickly as he could

#### Time – when?

7. when it rained
8. since we met last week
9. after the lecture had started

10. when it was held last Tuesday
11. while drinking a cup of coffee
12. before you go to work

**Reason – why?**

13. because she is the right person for the job
14. because the fire was too hot
15. because it was a formal occasion
16. because it was raining
17. because it was defective (defective means faulty; not working properly)
18. because she had to complete the report

**Place – where?**

19. where the exhibition was held
20. where people can enjoy many activities
21. where cars are repaired
22. where there are many flats and high-rise buildings
23. where she lives
24. where the burglary took place

**Concession – though, although, even though, however**

25. Although the student was very nervous
26. although the bus had broken down
27. though she was sick
28. although she would like a part-time job
29. however, the rugby match continued
30. even though he is very strict

**Result – so ... that**

31. so full that the drawers could not close
32. so hot that the milk boiled over
33. so easy that we all passed
34. so awesome that the audience gave them a standing ovation
35. so beautifully that they won the trophy
36. so popular that she sold them all

**Purpose (so that)**

37. so that they could improve their speed
38. so that she could see the slide show better
39. so that they could enjoy their dinner
40. so that she could earn some extra money
41. so that it could be ready for the next patron
42. so that he could undo the screws in the plug

**Condition (if, unless)**

43. if you make the right choices
44. If the captain wins the toss
45. If your library books are overdue
46. unless you ask someone
47. Unless you buy some more airtime
48. if you go onto the Internet

**Activity 8.6**

SB page 167

**Type 1**

1. If one drinks and drives, one will cause an accident; one will be stopped/fined.
2. If Faith is appointed, she will succeed.
3. If you study hard, you will reap the benefits; you will pass well.
4. If he doesn't pass his driver's test, he will be very disappointed.
5. If pedestrians cross at the pedestrian crossing, they will not be knocked over; they will be much safer.

**Type 2**

6. If you followed the recipe, the dish would be a success; should be delicious.
7. If my father won the lotto, he would buy a Ferrari.
8. If my brother practised every day, he would be in the first team.
9. If you needed a haircut, you would go to a hairdresser.
10. If you went to a restaurant, you would choose a dish from the menu.

**Type 3**

11. If I had been given a Kruger Rand, I would have fainted.
12. If all Aids patients had received medication from the beginning, they would have controlled the epidemic.
13. If we had read the review of the thriller, we would not have gone to see it; we would not have wasted our time or money.
14. If we had known the facts, we would have chosen another option; supported the student.
15. If the waitron had checked the order, she would not have made a mistake.

**Activity 8.7**

SB page 168

1. Type 1 – probable and very likely
2. Type 1 – probable and a fact
3. Type 1 – it is a fact
4. Type 3 – improbable – it refers to the past
5. Type 3 – improbable – it is already too late
6. Type 1 – probable and very likely
7. Type 1 – probable and very likely
8. Type 3 – improbable – it refers to the past, it is already too late
9. Type 3 – improbable – it refers to the past, it is already too late
10. Type 3 – improbable – it refers to the past, it is already too late

**Activity 8.8**

SB page 171

1. Wendy thanked Wayne for bringing her a box of chocolates all the way from England.
2. Wendy added that it was such a pretty box.
3. Wendy exclaimed that it was completely empty inside.
4. Wendy asked where the chocolates were.
5. Wayne explained that it had been such a long trip home.

### Activity 8.9

SB page 171

1. Mr Radebe said to Ms Smart that the part they had ordered for her car had arrived that day.
2. "Would you like a quote before we start the repair work?" asked Mr Radebe.
3. Ms Smart thanked Mr Radebe and replied that she'd/she would appreciate that.
4. Zoliswe said that she would like to make an appointment for a manicure and a facial with Busi the following morning.
5. "I am looking for male and female models," said the manager of Step Out Modelling Agency.

### Activity 8.10

SB page 171

1. Thabo said that that car's battery was flat.
2. Tumi mentioned that she was going to the flea market that weekend.
3. Siya said that he would complete his project that day.
4. The garage owner asked Daniel whether he had replaced the old part.
5. Lindiwe announced excitedly that their college had already raised R1 000 for charity.
6. The owner said that the new manager was very efficient.
7. The instructor said that he/they must be more careful when he uses/they use an angle grinder.
8. Anna announced that she wanted to try out those new running shoes the next day.
9. Palesa asked whether they had applied for a part-time job yet.
10. The chef shouted that he'd (he had) just cut his finger badly.
11. The lecturer explained that risotto is an Italian dish of rice cooked with meat or seafood.
12. The mother whispered to the babysitter that she must not wake her baby then.
13. The host replied that they wanted to order fish and chips for four people for the next day.
14. The courier said that he had delivered the parcel the day before at 09:00 in the morning.
15. The manager suggested to Caitlyn that she should phone Mr Tsonga that afternoon as he was at work.

### Activity 8.11

SB page 172

1. The successful candidate said joyfully, "I have a part-time job."
2. Charl said, "We may be late for the match this afternoon."
3. "Who is this handsome man?" Ayanda asked Lerato.
4. The driving instructor shouted, "Thabo, please slow down!"
5. "Would you like to go out with us tonight?" he asked the netball players.
6. They all replied, "We would like to go."
7. "Find out if the patrons at table 10 are satisfied with their food," reminded the manager.
8. "I'm so thankful that my car wasn't badly damaged in the accident yesterday," said Themba.
9. Thandi admitted, "I did not stop at the stop street."
10. "You should prepare the meal well in advance of your guests' arrival," instructed the lecturer.
11. "You ought to register for this course before it's too late", said Thandiswa.
12. "Don't do this again!" shouted the angry man.
13. "Do not sign the form before you have read it carefully," said the secretary.
14. The technician told the customer, "These spark plugs are not the right size."
15. "Mbali and I may see each other again next year," announced Johan happily.

**Activity 8.12**

SB page 173

1. May
2. Would
3. could
4. must
5. May
6. Can
7. should
8. ought
9. might
10. could
11. shall
12. might
13. used to
14. ought to
15. should
16. will
17. would
18. must
19. can
20. shall

**Total: 20****Activity 8.13**

SB page 174

1. The ballerina, with her graceful dancing, delighted the audience.
2. The comedian, a very funny man, entertained the audience.
3. The cyclist, wearing the yellow jersey, is the day's winner.
4. The drummer, with his amazing performance, stole the show.
5. The house, with the bright red roof, caught our attention.

**Activity 8.14**

SB page 174

**Manner – how?**

1. quietly and happily
2. quickly and efficiently
3. slowly but surely
4. thoroughly and carefully
5. softly and slowly

**Time – when?**

6. before the deadline
7. before the launch
8. before the end of September
9. every second Wednesday
10. at nine sharp

**Reason – why?**

11. needing a book for research
12. eligible for leave

13. feeling very hungry
14. wanting to amuse herself
15. short of money

**Place – where?**

16. in the library
17. at the computer
18. on the ladder
19. at the office
20. on the bus

**Concession – (although, even though)**

21. although quite sick
22. although very unhappy
23. although disappointed with her results
24. even though very tired
25. although in a cage

**Activity 8.15**

SB page 175

1. The staff congratulated him after he had been appointed.
2. You should not leave early unless you have your employer's permission/your employer has given permission.
3. She was promoted because she had been successful/because she was successful.
4. You will succeed if your employer guides you.
5. The match was cancelled because it rained.
6. The game continued after there had been a break in play.
7. He was introduced to the staff when he arrived.
8. Some items which were expensive were bought by the customer.
9. The flea market was cancelled because it was raining.
10. The naughty boy was given a warning which was strict.

**Activity 8.16**

SB page 177

**Please note that the text appears on page 142 of the Student Book.**

The buses are racially segregated – whites sit in the first four rows while blacks sit at the back. Blacks can also sit in the middle rows but only if no white person needs a seat. If one does, blacks have to vacate the whole row.

**Activity 8.17**

SB page 178

1. Yesterday I ordered stationery for the office.
2. Yesterday we signed the attendance register at the staff meeting.
3. Yesterday I went to discuss a problem with a colleague.
4. Yesterday I was not afraid of the thunder and lightning.
5. When I edited my writing carefully it improved.
6. Musi went to college where he learned new skills.
7. After the college choir had practised hard, it won the competition.
8. The manager wrote a letter to the client, after he had asked for more information.
9. They went home by taxi after they had watched the film.

**Activity 8.18**

SB page 179

Accept any suitable answer.

1. 1.1 I will watch the soccer match on TV tonight.
- 1.2 I will go to the shopping mall.
- 1.3 I will go in the June holidays.
- 1.4 My father will be picking me up/will pick me up.
- 1.5 I will have fish and chips.
2. 2.1 The train **stops/stopped** at every station.
- 2.2 The exams **are/were** very difficult.
- 2.3 Gugu **lives/lived** in Mpumalanga.
- 2.4 The weather forecast **says** there will be thunder and lightning tomorrow.
- 2.5 Next year **I will enrol** for another course.
3. 3.1 Tomorrow the customer **will order** a microwave.
- 3.2 Tomorrow the bus **will arrive** in Durban at 17:00.
- 3.3 Tomorrow I **will learn** Windows 11.
- 3.4 Tomorrow the personal assistant **will answer** the manager's phone.
- 3.5 Tomorrow the electrician **will fit** the new light in the reception area.
4. 4.1 Boitumelo **is missing** all her friends and family.
- 4.2 We **are working** in the same restaurant.
- 4.3 The teacher **wants** the class to be quiet.
- 4.4 I hope that he **will pass** the test.
- 4.5 The stylist tries out the new hairstyle and the client **likes** it.

**Activity 8.19**

SB page 181

Students have to write a paragraph of 6-8 lines on one of the given topics. Examples could be:

**1. A South African celebrity who inspires me**

The South African celebrity who inspires me is **Sho Madjozi**. She is proud of her Tsonga culture and shows it in her music and clothes. I like how she is confident and always speaks about being yourself. She started small and worked hard to become famous. She proves that you don't have to change who you are to be successful. Sho Madjozi is a role model for many young people in South Africa.

**2. My favourite traditional food and why I love it**

My favourite traditional food is **bobotie**. It is a baked dish made with spiced mince and a yellow egg topping. I love the way it smells and tastes. My grandmother makes the best bobotie in the family. We often eat it on Sundays with yellow rice and raisins. It reminds me of home and brings our family together. I will always love bobotie because it is part of my culture.

**3. How sport brings people together in South Africa**

In South Africa, sport is something that brings people from different backgrounds together. When the Springboks won the Rugby World Cup, the whole country celebrated. It made people feel united and proud. At college, I play soccer and it helps me make friends. Even if we speak different languages, we understand each other on the field. Sport teaches us teamwork and respect.

4. **Why education is important for our future**

Education helps us build a better future. When we go to college or school, we learn skills that help us get jobs. Without education, life is much harder. I want to become a business owner one day, and I know I need to learn a lot first. Education also teaches us how to think, solve problems and make good choices. That's why it is so important for every young person.

5. **What I would do if I were the President for a day**

If I were the president for a day, I would visit schools and speak to learners about their dreams. I would make sure every school has books, computers and food. I would also talk to police about making communities safer. I would help jobless people get training and support small businesses. Even one day is enough to listen to the people and bring hope to the country.

**Activity 8.20**

SB page 183

1. **verbatim** – M. in exactly the same words as they were originally used
2. **sushi** – O. a dish consisting of small balls or rolls of vinegar-flavoured cold cooked rice, served with raw fish and a garnish of vegetables
3. **status quo** – D. as things stand
4. **quorum** – L. the minimum number of people to be present for a meeting to be valid
5. **per capita** – F. per head
6. **incognito** – E. with one's identity concealed
7. **faux pas** – I. a social blunder
8. **erratum** – K. an error in printing or writing
9. **en route** – H. on the way
10. **cooling-off period** – A. period of time after a purchase during which the buyer has the right to return goods for a refund, or to cancel a contract without penalty
11. **consensus** – G. general agreement
12. **carte blanche** – N. unlimited authority
13. **bon voyage** – B. a good journey
14. **au revoir** – C. goodbye until we meet again
15. **addendum** – J. an item of additional material, added at the end of a book or other publication

**Total: 15**

**Activity 8.21**

SB page 184

1. **for example** – P. e.g.
2. **and so on** – I. etc.
3. **note well (something important)** – S. N.B.
4. **page/pages** – Q. p./pp.
5. **department** – R. dept.
6. **number** – A. no
7. **that is** – C. i.e.
8. **versus/against/in contrast to** – D. vs
9. **and others** – O. et al
10. **namely (naming someone or something you have just referred to)** – T. viz.

11. **as soon as possible** – M. ASAP
12. **cash on delivery** – N. COD
13. **per annum/per year** – H. p/a
14. **please reply** – K. RSVP
15. **I owe you** – E. I.O.U.
16. **account** – B. a/c
17. **morning** – L. a.m.
18. **limited** – F. Ltd
19. **enclosed/enclosure** – G. encl.
20. **afternoon** – J. p.m.

**Total: 20**

### Activity 8.22

SB page 185

1. Strike while the iron is hot.
2. You can't teach an old dog new tricks.
3. Where there's smoke there's fire.
4. Children should be seen and not heard.
5. Laugh and the whole world laughs, cry and you cry alone.

### Activity 8.23

SB page 185

Column A	Column B	Meaning
1.	H	1. The more you practise, the better you become.
2.	N	2. To achieve two things or actions at the same time.
3.	A	3. Think carefully before you act.
4.	G	4. A task will be completed more quickly, if more people help.
5.	O	5. The person who arrives first has the best opportunities.
6.	M	6. There is often trouble when no-one is in charge.
7.	J	7. To do a task/job in the wrong order.
8.	F	8. A problem cannot be solved by two wrong actions.
9.	K	9. There are many other options, possibilities and people.
10.	E	10. It's easier to talk about something than to do it.
11.	I	11. If you know something beforehand, you can prepare.
12.	B	12. Do as you say.
13.	D	13. The sooner a disagreement is settled, the better.
14.	C	14. To be polite does not cost you anything/to be polite is free.
15.	L	15. Troubles/disasters all seem to happen at the same time.

**Total: 15**

## Activity 8.24

SB page 186

This is a grammar activity. It is important that the students read the Reminder box.

1. found
2. drove
3. ate
4. forgotten
5. paid
6. sped
7. fell
8. read
9. spoken
10. shrunk
11. forbidden
12. struck
13. rung
14. written
15. swore

**Total: 15**

Module 9

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# Potjiekos



## Activity 9.1

SB page 193

### Comprehension

1. How Zandisile uplifted Joel and made his day special. (2)
2. 2.1 C (1)
  - 2.2 He wanted to highlight how generous, unselfish and helpful ordinary South Africans can be. (2)
3. Zandisile Kwababa from Old Crossroads found it in a black bag in a rubbish bin. Inside the backpack was a business card which Nicky Ntozini, who runs a bed and breakfast in Khayelitsha, had given Joel. Zandisile phoned Vicky who gave him Joel's number and he then phoned Joel. (3)
4. 4.1 Ubuntu means caring for and helping others. (2)
  - 4.2 Instead of remaining silent and keeping the bag, he took the trouble to trace Joel. (2)
  - 4.3 Figurative. (1)
  - 4.4 It is an example of imaginative writing as ubuntu does not have the quality of life and health. (2)
  - 4.5 Zandisile's act of kindness was such a surprise and impressed Joel so much that he wanted to write a letter to the newspaper to share the experience with others. (2)
5. 5.1 B
  - 5.2 One feels optimistic; it is a positive incident with a happy ending. (2)
6. Accept any two: Next, Later, Eventually (2)
7. 7.1 *'But few people ever take the time to comment on the extraordinary generosity and selflessness that is displayed every day...'* It is Joel's opinion. (2)
  - 7.2 *'As an American studying in Cape Town...'* It is a fact. (2)
8. He said that he had thought to himself that that man was another human being who might be in trouble and (that) he should help him. (3)
9. My backpack was left behind in the taxi. (2)

**Total: 30**

## Activity 9.2

SB page 195

Remind students that their conversation must be clear, polite, and include key details.

**Zandisile:** Hello, is this Mr Pollak?

**Joel:** Yes, speaking.

**Zandisile:** Good afternoon, sir. My name is Zandisile Kwababa. I found your backpack earlier today near a bin in Old Crossroads.

**Joel:** Oh wow! That's amazing – thank you so much!

**Zandisile:** You're welcome. I saw your bag and thought someone might be in trouble. I found a business card inside with a number for a woman called Vicky Ntozini. I called her, and she helped me get your number.

**Joel:** I really appreciate this, Zandisile. That bag had important things in it.

**Zandisile:** No problem. I just wanted to help. We can meet so I can return it to you. Are you able to meet at Vicky's guesthouse in Khayelitsha this afternoon?

**Joel:** Yes, that works for me. Thank you again, truly. I'm so grateful.

**Zandisile:** You're welcome, sir. See you later.

**Activity 9.3: Comprehension**

SB page 195

1. To motivate and encourage the reader to learn an African language. (2)
2. The general public/everyone who reads the *Cape Argus*. (1)
3. Accept any appropriate answer that makes sense, e.g. It adds an extra dimension to how you experience life, especially white South Africans learning a black language. (2)
4. 4.1 metaphor (1)  
4.2 4.2.1 key (1)  
4.2.2 door (1)  
4.2.3 experiences/opportunities (1)
5. 5.1 Accept any two appropriate examples, e.g. you can interact with people by asking questions and finding out about them; you can laugh, make friends, understand cultural differences, establish a rapport and learn from them. (2)  
5.2 the ability to speak two languages (2)
6. Accept any of the reasons, but do not give two marks if it is not an appropriate reason. (2)
7. The use of bullets summarises the information; it makes it easy to read/follow and it emphasises the main points. – any of these reasons. (1)
8. To stress that it is the opposite of what people would expect – when we can't understand what people are saying about us, we often think they're saying something bad. (2)
9. False. 'I only started learning Xhosa when I was 24.' (2)

**Total: 20****Activity 9.4**

SB page 197

1. 1.1 informational (1)  
1.2 Accept any appropriate answer, e.g. the interviewer asks the interviewee (expert) questions about herself, the role of Xhosa, the differences between spoken and standard English, etc. (2)
2. Shané Kleyn (1)
3. Tessa Dowling (Professor) (1)
4. 4.1 C. to inform (1)  
4.2 Accept any appropriate answer, e.g. this is a typical interview where the reader gets information about the person who is being interviewed. (2)
5. 5.1 Closed: *Do the books written in Xhosa reflect the spoken version?*  
*Or Do you think Xhosa will survive as a language?* (1)  
5.2 Open: *What did you do during this extended break?* (1)  
5.3 Specific: *Where did you learn Xhosa?* (1)
6. University of Cape Town (1)
7. Accept any reason, e.g. marketing and advertising in Xhosa will be more effective; teachers and people involved in education need to know how the language has changed; second language speakers often want to work in mainly Xhosa speaking areas. (2)
8. Accept any two ways, e.g. they must accept that Xhosa is changing; they must not criticise everyone who deviates slightly from standard Xhosa; they must encourage non-Xhosa speakers to learn the language; they must make it more fun and funky. (4)

9. They want to work in mainly Xhosa areas. (1)
10. At UCT when she was 24. (2)
11. *'I was then able to include on the website information about the new courses we will be offering in our Department.'* (2)
12. NON-FICTION. It is factual. (2)

**Total: 25**

## Activity 9.5

SB page 199

### Reading and viewing a website

1. FAQs (1)
2. 2.1 Nguni (1)  
2.2 Pedi and Tswana (2)
3. If the language used in the translation is incorrect, misunderstandings can arise. Mistakes can prove costly – especially when used in marketing and advertising. (2)
4. No. Xhosa has 10.11 million speakers while English has 5.39 million speakers OR 16.3% are Xhosa speakers and 8.7% English speakers. (2)
5. IsiZulu (1)
6. 10% (1)
7. 2022 census (1)
8. Statistics South Africa (1)
9. 5.15 million (1)
10. Any other language spoken which is not included in the list of languages (1)
11. deaf and dumb people (1)
12. Accept any appropriate answer, e.g. your mother tongue; the language which you speak at home; the language you grew up hearing from your earliest childhood; the language your parents and family speak, etc. (1)
13. English (1)
14. English (1)
15. objective – they are facts; not opinion (2)

**Total: 20**

## Activity 9.6

SB page 201

### Reading and viewing; Language in Practice

1. Accept any appropriate answer, e.g. it is effective as it is a play on words – Xhosa is a language which has clicks. (2)
2. They are smiling, happy and delighted. (2)
3. 3.1 United States of America (1)  
3.2 World Wide Web (1)
4. *'in no time at all'* (2)

5. Accept any appropriate sentences, e.g.  
Being able to speak an African language is a **valuable** asset/My ring, watch and laptop are very **valuable** and I keep them locked in a safe.  
He **valued** her advice and guidance/Her advice and guidance was much **valued**. (4)
6. Accept any appropriate expressions, e.g. Sharp! Wow! Awesome! Great! Jebo! (2)
7. First sentence – objective language as it states facts (2)  
Second sentence – subjective as it is the writer's opinion and has many adjectives (2)
8. One of Tessa's Xhosa workshops was attended by Ken Harris. (2)
9. Ken Harris constructed some simple Xhosa exercises. (2)
10. Tessa said that she wished to thank Ken for finding time to visit them and show an interest in their valuable African languages. (3)
11. "I have enjoyed the experience and hope to be back next year," Ken replied. (3)
12. Student's choice and reason. (2)

**Total: 30****13. Fax****RITZ and BLITZ**

TEL: 031-424 7111

FAX: 031-421 7100

ritzblitz@iafrica.co.za www.info@ritzblitz.net

23 Pastures Road  
PIETERMARITZBURG  
3201**FAX COVER PAGE****TO:** Ms Grace Zuma**FAX:** 031 239 1103**COMPANY:** -**FROM:** Belinda Jones**DATE:** 9 May 20..**NUMBER OF PAGES:** 1**SUBJECT HEADING:** BASIC ZULU COURSE FOR OUR SALES REPRESENTATIVES**MESSAGE:**

Thank you for your willingness to teach our sales representatives basic Zulu. I have listed the information that you requested.

The venue will be the Conference Room of Ritz and Blitz in Market Arcade, Pietermaritzburg. We prefer four consecutive Saturday afternoons in June, starting on 8 June.

The lessons will start at 14:00 and end at 16:00. Twelve students have enrolled for the course.

Mr Naidoo, the Manager, would like to know the cost per person and whether there is a discount if more than 10 students have enrolled. He also wants to know whether you issue a certificate on completion of the course.

Please confirm these arrangements. Thank you for your attention. We look forward to meeting you on 8 June.

*Belinda Jones*

PLEASE NOTIFY US IF ALL PAGES HAVE NOT BEEN RECEIVED, OR IF THEY ARE ILLEGIBLE.

14. Memo

**RITZ and BLITZ**  
**Memorandum**  
**FAX COVER PAGE**

**To:** The Sales Representatives  
**From:** Silky Naidoo  
**Subject:** BASIC ZULU COURSES

**Date:** 15 May 20..  
**Tel:** X04

As you all know, our market is growing fast and we have many Zulu clients. To help you communicate better with our Zulu clients, we have arranged for you to attend a Basic Zulu course on Saturday afternoons during June. The course is compulsory and free. Classes will be in the Conference Room on 8, 15, 23 and 30 June from 14:00 – 16:00.

Tea/coffee and sandwiches will be served on arrival. Please confirm with me if you can attend.

**Activity 9.7**

SB page 203

1. C. 18
2. C. 12
3. A. Yes
4. B. 2½
5. A. 2
6. A. Boys
7. B. With friends
8. C. Less safe
9. A. Live
10. A. Yes

**Total: 10**

**Activity 9.8**

SB page 204

1. The dangers of drinking and driving, especially among young drivers. (2)
2. 2.1 Accept any example from the text, e.g. ... *more than 15 000 South Africans die in road accidents every year.* (2)
- 2.2 Accept any suitable alternative, e.g. "*Think before you drive*" / "*Road safety saves lives*" / "*Drive smart, stay alive*" (2)
3. A – to warn: accept any reason, e.g. to warn about the dangers of drunk driving (2)  
D – to educate: accept any reason, e.g. to stress/emphasise the dangers of taking chances while driving (2)
4. It sums up what the article is about, namely that young adults cause more accidents than older drivers. (2)
5. FACTUAL – it is true; it is based on facts and full of statistics (3)

6. 6.1. TRUE: *"The Christmas period sees a surge in road deaths when daily averages reach 50–70 fatalities."* (3)
- 6.2 TRUE: *'You might not hear a siren or a hooter that could warn you of possible trouble.'* (3)  
Do NOT accept *'Loud music could also lead to risky driving.'*
7. 7.1 Accept any example, e.g. *'The terrifying reality is that 75% of young adult deaths are caused by car accidents.'* (2)
- 7.2 Any good reason, e.g. *It is shocking and totally unnecessary that so many young people die in car accidents.* (2)
8. Any two: (4)
- How harshly young adults brake
  - How fast they accelerate and take corners
  - Whether they speed
  - Whether they drive late at night.
9. Using *we* and *us* includes everyone. It means we should ALL make an effort to be responsible. Using *you* sounds judgmental and critical – as though you never take chances on the road. (2)
10. It means you're afraid or a coward (1)
11. 11.1 Accept any example, e.g. not wearing a safety belt, jay-walking, etc. (2)
- 11.2 Accept any suggestion. (2)
12. 12.1 C
- 12.2 D
- 12.3 A
- 12.4 B (4)

**Total: 40****Activity 9.9**

SB page 207

1. 1.1 She's a mother and wants her baby to be safe. (2)
- 1.2 YOU is in capital letters. (1)
2. Any two: his eye brows are raised, he scratches the side of his head and his mouth is turned sideways – with a cigarette between the lips. (2)
3. Accept any two reason that make sense, e.g. it is funny that he should recommend passengers to catch a train if his income relies on transporting passengers. He must be a very dangerous driver if he recommends passengers to rather catch a train if they're concerned about safety. (4)
4. 4.1 exclamation mark above her head (2)
- 4.2 wide open eyes, raised eye brows and open mouth (2)
5. It is to comment on the fact that many taxi drivers are reckless drivers and not concerned about the safety of their passengers at all. (2)

**Total: 15**

### Activity 9.10

SB page 208

1. You can save fuel by not overfilling the tank.
2. Use the octane fuel recommended for your vehicle.
3. You should keep your tyres inflated to the correct pressure.
4. You should use multi-grade in the engine.
5. You should keep braking and accelerating to a minimum by driving smoothly.
6. You must remember to keep your windows closed.
7. You should rather use your handbrake on hills.
8. It would be sensible to join a lift club. (79 words)

### Activity 9.11

SB page 209

1. Thuli said that their car's battery was flat.
2. Elsie told her friend that she would complete the project on road safety that day.
3. Dina remarked that she was going to cycle to school that week.
4. Thuli asked Dina if she had ever been involved in an accident.
5. Dina told Elsie that she thought she was in control, but alcohol slowed down her reaction time.
6. Chris said that they had driven past the accident scene the day before.
7. Thuli asked if she would get into a car if the driver was drunk.
8. Dina argued that driving with someone who had been drinking could never be safe.
9. Thuli asked the classmates who travelled to college by train.
10. The minister asked what they could do to make the roads safer.

**Total: 30**

### Activity 9.12

SB page 209

1. Thuli said, "It isn't safe to cross the street."
2. The traffic officer said, "You have exceeded the speed limit."
3. Sibulela asked the bus driver, "Will you please slow down, I'm getting off at the next stop."
4. Naledi asked, "Can I drive home today?"
5. Thuli replied, "My mother said nobody is allowed to drive my new car."
6. Naledi said, "I'm a responsible driver and I will drive safely."
7. Thuli said, "It's out of the question! My mother will never allow me to drive again if she finds out."
8. Sibulela told Siphon, "You've had enough to drink."
9. Siphon asked, "Should we book an Uber?"
10. Sibulela replied, "That would be responsible."

**Total: 30**

### Activity 9.13

SB page 210

1. "rushing" and "hurrying" (2)
2. The accident happened when the child was crossing the zebra crossing after school. (2)
3. A speeding car hit the child while she was crossing the road. (2)

4. A zebra crossing is a place on the road marked with white stripes where pedestrians have the right of way. (2)
  5. "Seems far too fast to stop" (2)
  6. "The pain in my foot almost drives me mad" or "I'm hurting everywhere" (2)
  7. It means the driver might have obtained a licence illegally, without being properly tested or trained. (2)
  8.
    - Get your licence the right way
    - Obey street signs
    - Avoid speeding
    - Be careful and protect children (4)
  9. The title is effective because it warns against buying a fake licence, which could lead to accidents and harm. (2)
- Total: 20**

### Activity 9.14

SB page 211

We are very 1. **grateful** that Ms Victoria Hasheela, Namibia's esteemed poet, accepted our invitation. She 2. **delivered** a most thought-provoking speech. She said that many 3. **disturbing** things are happening around us. Too many people die 4. **unnecessarily** because of widespread violence, accidents and abuse. Our people are drinking too much 5. **alcohol**. The 6. **statistics** are terrible. To think that 95% of all 7. **crashes** are caused by driver errors. People simply do not 8. **adhere** to road rules and therefore the accidents on roads are 9. **increasing** at an alarming 10. **rate**.

**Total: 10**

### Activity 9.15

SB page 212

#### Carnage on our roads over Easter

As holidaymakers drive (1. **to**) different destinations over the Easter weekend, they (2. **will**) be travelling on some of our country's (3. **deadliest**) roads. Every year too many (4. **lives**) are lost in (5. **horrific**) road accidents. Farmers must keep their livestock off public roads and take control by (6. **searching**) when animals go (7. **missing**). Animal-related road accidents (8. **were**) the highest in the Otjozondjupa region last year. Motorists should be attentive, especially in (9. **an**) (10. **unfamiliar**) environment.

**Total: 10**

## Activity 9.16

### Notice, agenda and minutes of a monthly meeting

#### 1. Notice and agenda

### WELLINGTON MALL

Tel: (021) 335 6721  
 Fax: (021) 335 7586  
 info@wellingtonmall.com

PO Box 123  
 WELLINGTON  
 7654

9 May 20..

Dear Colleague

#### NOTICE OF MONTHLY MEETING

Please take note that the next meeting will be held in the boardroom on Thursday 15 May 20.. at 19:00.

Yours faithfully

*F. Prinsloo*

F. PRINSLOO  
 MALL MANAGER

#### AGENDA

1. Attendance register
2. Apologies
3. Opening and welcome
4. Minutes of previous meeting
5. Matters arising
6. New business
  - 6.1 Major renovations to the complex
  - 6.2 Additional paper and bottle recycling banks
  - 6.3 Upgrading of emergency evacuation measures
  - 6.4 Motion that 'a teenage workshop be organised during the June holidays.'  
 Proposer: D. Conradie                      Seconder: M. Serfontein
7. General
8. Date of next meeting
9. Closure



**Activity 9.17**

SB page 213

**Powers and duties of a chairperson and secretary**

A chairperson has to:	A secretary has to:
2. Open the meeting.	1. Ensure that the minutes of the previous meeting are written up and copies are sent out with the notice and agenda for the meeting.
4. Check for a quorum.	3. Have any reports and information ready which may have been asked for at the previous meeting.
7. Follow the order of items on the agenda.	5. Arrive at the meeting ahead of time with the membership list and minute book.
8. Keep control of the discussions and bring the meeting to order if members are getting unruly or are wasting time.	6. Circulate the attendance register and make a note of all apologies.
9. Announce the result after a vote and exercise a casting vote if there is a deadlock.	10. Take accurate minutes by noting all the important points during the meeting – especially resolutions, times, dates and names of those responsible for carrying out decisions taken.

**Activity 9.18**

SB page 213

**Magazine (display) advertisement**

**You don't want to miss this year's Cherry Jazz Festival...**

Take advantage of  
**Ficksburg Manor Hotel's**  
 great festival deals!

Our special accommodation package for the festival includes dinner, bed and breakfast PLUS a day pass to the Cherry Festival.

Come and spend a relaxing night in the oldest hotel in Ficksburg and enjoy tradition at its very best.

Dinner includes a delicious two-course meal and breakfast is a full buffet. At only R499 per person we recommend that you make a booking soon.

Phone 051 933 2133 or email [info@ficksburgmanorhotel.com](mailto:info@ficksburgmanorhotel.com)

**Activity 9.19**

SB page 214

**Flyer****ANNUAL CHERRY JAZZ FESTIVAL**

Ficksburg Show Grounds

22 November 20..

Come and celebrate the Cherry Jazz Festival with us in the cherry capital of the world.

Bold Moves 198, the dynamic duo running Imperani Tourism and Training Centre, brings you the best local and international artists.

There's something for every jazz lover!

Come and see Siphokazi Ethembeni, Malaika, Ringo and many other artists live!

Tickets cost R350 pp. and are on sale at the door.

Doors open at 15:00 and the festival is from 16:00 till 04:00.

Refreshments include full meals, drinks and snacks.

For further information or to purchase tickets contact Seipati or Seithati at Bold Moves 198.

051 933 2133 or [www.cherryjazz.co.za](http://www.cherryjazz.co.za)



Example of display advert (Activity 9.18)

**EXPERIENCE THE  
CHERRY JAZZ  
FESTIVAL**

**STAY AT THE  
FICKSBURG  
MANOR HOTEL** 21-23  
November

**R499 pp.** INCLUDES DINNER, BED &  
BREAKFAST + ENTRY TO THE  
**CHERRY JAZZ FESTIVAL**

**CALL US TODAY 011 304 8976**  
**www.ficksburgmanor.co.za**



Example of flyer from p 117 (Activity 9.19)

**20...  
cherry JAZZ festival**

**NOVEMBER 20...**

**FICKSBURG SHOWGROUND**

GATES OPEN: 10AM • SHOW STARTS @12PM

FEATURING  
JIMMY DLUDLU | MAKHAD21 | MALAIKA | THE SOIL | MALEH  
NTATE STUNNA | KHAYA | BONDO | TEBOGO MOLOI | MATSELA  
MONYANE | DJ BUDDAH | DJ NIC | DJ TAILOR K.

MC: SEIPATI SEOKE & SHAUN DIHORO

TICKETS AVAILABLE AT [www.computicket.com](http://www.computicket.com)  
GENERAL ADMISSION R350 VIP R2000

NCV 3 Exam

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# English First Additional Language L3

**Marketing copy only**  
Final edit and proofread still to happen

# PAPER 1

## Section A: Comprehension

### QUESTION 1

Read the TWO passages below and answer the questions that follow.

#### **PASSAGE 1: From school hustler to business tycoon!**

1. What began as a simple act of selling sweets at Mhluzi Primary School has blossomed into a successful business empire for Nhlanhla Silinda, known as Mxola.
2. Now 33, Nhlanhla's story is one of grit, hustle and big dreams.
3. Originally from Pienaar in Mbombela, he started selling sweets to classmates in Grade 4.
4. Today, he owns everything from mobile toilets to taxis and taverns and water purification businesses.
5. "I make over R60 000 a month from my toilets. They changed my life. I used to work as a construction supervisor, and I noticed there was a huge demand for portable toilets," he said.
6. That keen observation became his turning point.
7. Nhlanhla now owns eight mobile flushing toilets and two **VIP** units, hired out for events and functions. But his ambition didn't stop there.
8. Using profits from his toilet business, he expanded into transport, buying seven taxis, five Toyota Quantums, one VW Crafter (22-seater) and one Suzuki – an investment of over R6 million.
9. Beyond transport and toilets, Nhlanhla owns a tavern, rents another, runs a security company, and manages water purification machines.
10. He's currently buying a farm to breed cattle, goats, and sheep.
11. "I invest every cent I get. I invest in assets. I don't mix business with pleasure," he said.
12. Beyond making money, Nhlanhla said he's committed to lifting up his community.
13. He said that in 2014, he registered an **NPO** called Siletha Ushintsho Community Organisation, which became fully operational in 2020.
14. "The organisation helps job seekers find employment for free."
15. "Every year, we help over 2 000 people find jobs in mining, general work, and other sectors. I also empower up-and-coming entrepreneurs," he said.
16. Nhlanhla told *Daily Sun* that his business empire has created more than 100 jobs, directly and indirectly.
17. One of his workers, Donals Mamba (37), who works at Silinda's tavern, said: "He's given us jobs to take care of our families. He's a good man who truly enjoys helping others."
18. Raised by a single mum who worked as a domestic worker, Nhlanhla's success shows what determination can achieve.
19. "Nothing is impossible until it's done. I'm from a very disadvantaged background, and I'm passionate about business," he said.
20. Nhlanhla said he also donates food parcels during Christmas and regularly supports needy families in his community.

Adapted from <https://www.sn124.com/dailysun/news/from-school-hustler-to-business-tycoon-20250531-2>

## **PASSAGE 2: The small beginnings of DJ Black Coffee**

1. Black Coffee's career began while still in high school. He has since achieved significant global recognition, including a Grammy Award for Best Dance/Electronic Album. As one of the most prominent global names in Electronic music, he has collaborated with Drake, Usher, and David Guetta.
2. The journey of Nkosinathi Maphumulo, **aka** Black Coffee, from a young South African, to a global superstar, is proof of his talent and determination. Maphumulo achieved all of this despite a serious disability. He no longer has the use of his left arm, which was paralysed in a car accident when he was young.
3. After his recovery, Black Coffee made a decision: to not let his disability hold him back. He's worked doubly hard to get to where he is today. "It has changed my outlook totally," he says. "and taught me many lessons. There was a big mind-shift. It really hit me when I realised that I can't just do anything. The only thing I know is music. It changed my focus, that to get to wherever I want, I need to put in the hours, work twice as hard than someone who is 'normal'. For me, it was a positive thing. If you were to ask me, 'Do you wish it never happened?' I would say no. It came with so much."
4. To help others with disabilities in South Africa, Maphumulo has launched the DJ Black Coffee Foundation: one of several initiatives to give back to people. When he isn't on the road, he supports local charities in South Africa through music and education, and helps young entrepreneurs through his company Flight Mode Digital.

Adapted from **IndependentCo** August 16, 2023

<https://www.theindependentco.co.za/2023/08/16/the-small-beginnings-of-dj-black-coffee/>

<https://djmag.com/content/how-black-coffee-overcame-adversity-become-one-biggest-djs-planet>

- 1.1 Texts have purpose.  
What is the purpose of:
  - 1.1.1 Passage 1: From school hustler to business tycoon! (2)
  - 1.1.2 The small beginnings of DJ Black Coffee (2)
- 1.2 What is the main message of both texts? (2)
- 1.3 Who would be the audience for both articles? (2)
- 1.4 Nhlanhla's success story started at a very young age.
  - 1.4.1 Where did it start? (2)
  - 1.4.2 What did he do? (2)
  - 1.4.3 How old was he about? (2)
- 1.5 Nhlanhla does not only own toilets.
  - 1.5.1 Mention any two other business interests of his in bullet points. (2)
  - 1.5.2 What else is he interested in at present? (2)
- 1.6 Both Nhlanhla and DJ Black Coffee are very hard workers.
  - 1.6.1 Quote one paragraph that shows that Nhlanhla wished for success and worked hard for it. (2)
  - 1.6.2 Quote one sentence to show that DJ Black Coffee had to work hard to reach the top. (2)

- 1.7 Choose the word/s from COLUMN B that matches the description in COLUMN A. Write only the letter (A – E) next to the number (1.7.1 – 1.7.5).

COLUMN A		COLUMN B	
1.7.1	Informal bar	A.	mobile
1.7.2	Anything owned that has value	B.	tavern
1.7.3	Demonstrating potential for success	C.	turning point
1.7.4	Portable	D.	assets
1.7.5	Moment when a situation changes	E.	up-and-coming

(5 × 1) (5)

- 1.8 Indicate whether the following statements are TRUE or FALSE by writing only "TRUE" or "FALSE" next to the question numbers 1.8.1 end 1.8.2.  
Provide a reason for your answer, but do not quote directly from the text.
- 1.8.1 Nhlanhla is not too concerned about the well-being of other people. (2)
- 1.8.2 DJ Black Coffee help people in need. (2)
- 1.9 Explain the meaning of "There was a big mind-shift" in par. 3 of Passage 2. (2)
- 1.10 Explain how DJ Black Coffee can say that "it was a positive thing" that he has a disability. (2)
- 1.11 Give the meaning of any TWO of the following abbreviations
- 1.11.1 VIP
- 1.11.2 NPO
- 1.11.3 aka (2)
- 1.12 Give ONE positive word, by completing the sentence below, to sum up your emotion after reading both articles.  
I feel... (1)

**Total Section A: [40]**

## Section B: Summary

### QUESTION 2

Write a numbered point-form summary of the passage below by extracting SEVEN TIPS to help you to improve your confidence at work.

- In 70–80 words summarise only the main points or essential message.
- Use your own words as far as possible. Marks WILL BE deducted if you copy verbatim (word for word) from the passage.
- DO NOT exceed 80 words.
- Count and indicate the number of words that you used in brackets.

### Tips to help you improve your confidence at work

Many young, qualified students start working in an office as administrative assistants, where they gain valuable experience that helps them throughout their work lives. Pay attention to small details and you will reap the benefits. Whenever you communicate at work, whether it's just a simple email or speaking to a client; do it with passion. A cycle of doing your job well, enjoying what you do and staying positive, adds to confidence and job satisfaction. At work, you don't just represent your boss; you also represent the client's first impression of your company. Learn to get your message across clearly, and that what you say, is taken seriously. Don't be demanding, overconfident or aggressive. You want clients and colleagues to respect you. Respect breeds confidence. If you must represent your boss in a meeting, plan what you're going to say so that when you communicate, you're confident. Preparation in advance will help you remain calm. Whenever you must send important emails or reports, ask someone to read your work. Another pair of eyes help to spot minor errors and your confidence will grow if you improve. Be assertive. It goes hand-in-hand with confidence. It means you disagree with others when necessary. Don't be shy if you are asked for your opinion as you're entitled to an opinion. Practise if you must speak in front of people. It may be intimidating at first, but your confidence will grow. Remember: you're not there by mistake; you were chosen.

Adapted from: <http://www.saspa.co.za/about-us/>

Content	Layout	Grammar/Language/Style	Total
7	1	2	10

[10]

Total Section B: [10]

## Section C: Viewing

### QUESTION 3: ADVERTISEMENT

Examine the advertisement below and answer the questions that follow.

**ALTECH<sup>®</sup>**  
**NETSTAR**  
Leaders in Vehicle Tracking & Recovery

**SAFE and SOUND**  
EARLY WARNING

Safe and Sound is the latest in stolen vehicle tracking and recovery technology, offering a range of products with unique benefits for added family motoring safety.

Along with all the Safe and Sound Plus features and benefits, Safe and Sound Early Warning includes several game-changing innovations and additional features to help enhance the safety of your family and vehicle.

#### Safe and Sound Early Warning features include:

- All Safe and Sound Plus features and benefits
- Wireless panic button
- Wireless Private/Business push button for SARS logbook
- Early warning alarm functionality using either a Key Ring Activator or an Auto Arm Tag
- Recovery Service Warranty (optional)

If someone attempts to steal your vehicle, Altech Netstar will get an alarm signal without you having to call us. The unit will transmit alert signals in case of vehicle theft or towing, provided that the unit is armed.

The Safe and Sound product range provides maximum flexibility and affordability, so that customers can upgrade the functionality on a Safe and Sound unit without the need to have a new unit installed or enter into another contract.

Altech Netstar pioneered the stolen vehicle tracking and recovery industry in South Africa over 22 years ago. We cater for a wide variety of needs through our innovative product range, which is locally designed and manufactured.

For more information about the innovative Safe and Sound product range please visit:  
<http://www.netstar.altech.co.za/product/safe-and-sound>

- 3.1 What is that name of the product that is being advertised? (2)
- 3.2 Explain in one sentence, in your OWN WORDS, what the product offers. (2)
- 3.3 How does the advert grab the viewer's attention? (2)
- 3.4 What is the slogan of the product? (2)
- 3.5 The company's latest range is called SAFE and SOUND
- 3.5.1 What does the idiom, *safe and sound*, mean? (2)
- 3.5.2 Do you think it is an effective name for the latest range? (1)
- 3.5.3 Give a reason for your answer in 3.5.2. (2)
- 3.6 Two of the components of the AIDA formula are DESIRE and ACTION.
- 3.6.1 What DESIRE does it evoke? (2)
- 3.6.2 How does it encourage ACTION? (2)
- 3.7 Which word indicates that this product was developed in South Africa? (1)





**[18]**

## QUESTION 4

Study the information sheet below and answer the questions that follow.



Always remember	
Never	Always
 Reply to any unsolicited emails, even if they claim to be from a company with which you are familiar.	 Practice basic online safety measures.
 Click on a link in an email that takes you to another website.	 Delete the email immediately, and then remove it from your Deleted Items folder.
 Enter your personal details either in the email or on the website.	

Recognising phishing emails and SMSs	
	They may look like they're from a company you know or trust, like a bank, a credit card company, a social networking site, or an online store.
	These messages often provide plausible reasons to entice you into clicking on a link or opening an attachment. For example, claiming there have been suspicious activity or login attempts on your portfolio, or that there is a problem with your policy or your payment information. They may also ask you to confirm personal information or include a fake invoice.
	They are often full of warnings and potential consequences, with urgent deadlines to respond, or promise of large financial rewards.
	Emails that contain poor grammar, incorrect punctuation, or illogical content are very likely to be written by inexperienced scammers and are likely fraudulent.

**Disclaimer:** This material does not constitute tax, legal, financial, regulatory, accounting, technical or other advice. The material has been created for intermediaries and not for distribution to the public. The material does not contain any personal recommendations and, while every care has been taken in preparing this material, no member of Liberty gives any representation, warranty or undertaking and accepts no responsibility or liability as to the accuracy, or completeness of the information presented. If there are any discrepancies between this document and the contractual terms and conditions the terms and conditions will prevail. Any recommendations made by an adviser or broker must take into consideration the client's specific needs and unique circumstances.

**GLOSSARY**

**Phising** is a type of cybercrime where criminals trick individuals into revealing sensitive information, like usernames, passwords, or credit card details. The goal is to steal money, gain access to sensitive data, or to install malware on the victim's device.

- 4.1 What shows the viewer that this information comes from a trustworthy/reputable source? (2)
- 4.2 What message does the picture convey? (2)
- 4.3 Who is the target audience for this information sheet? (2)
- 4.4 Comment on the layout of the sheet by explaining why the top, middle and bottom part are effective. (3)
- 4.5 Icons are used, and not bullets/numbering. What is the purpose for this? (2)
- 4.6 Write down one positive word that would make someone read this information sheet. (1)

**[12]****Total Section C: [30]**

## Section D: Language in practice

### QUESTION 5

Complete the passage below by:

- filling in the missing words
- choosing the correct word
- or giving the correct form of the word in brackets.

Write only the answers next to the question number (5.1–5.10) in the ANSWER BOOK.

### Meet the owner of Borotho Bakery

Give a man a bread, and you feed him for a day. Teach a man how to bake and you feed him for a lifetime! Meet 33-year-old Nicolas Refiloe Rantekoa, owner of Borotho Bakery. The bakery **(5.1 start)** back in 2016 with the aim of bringing **(5.2 relieve/relief)** in the surrounding community, located at the **(5.3 centre/center)** of one **(5.4 ...)** the busiest townships in Africa, namely Soweto.

Borotho Bakery produces baked goods like white and brown bread, scones and much more. The bakery went from producing 20 **(5.5 loaf)** a day to hundreds, and it also employs a number of people.

It was Rantekoa's grandmother **(5.6 who/whom)** instilled in him a sense of business **(5.7 from/at)** a very young age, teaching him how to sell food at a bus stop and in front of **(5.8 he's/his)** school.

Today, Rantekoa is not only a successful entrepreneur but also a philanthropist, using his business to give **(5.9 ...)** to his community through the Borotho Foundation, which provides **(5.10 necessities/necessities)** to underprivileged children.

Rantekoa's journey inspired other young South Africans and is not just another rags-to-riches story. It demonstrates that with hard work and determination, success is possible, regardless of circumstances.

Adapted from <https://www.thedependentco.co.za/2024/11/29/meet-the-owner-of-borotho-bakery/>

[10]

## QUESTION 6

- 6.1 Refer to the passage in QUESTION 5.
- 6.1.1 The first two sentences refer to a well-known idiom. What is the idiom? (2)
- 6.1.2 What is the meaning of the idiom in 6.1.1? (2)
- 6.1.3 What is the meaning of the idiom in the last paragraph "*rags-to-riches*"? (2)
- 6.2 Change the following sentence into DIRECT SPEECH.  
Grandmother said that Refiloe could sell all the vetkoek at school that day. (3)
- 6.3 Change the following sentences into PASSIVE VOICE.  
Borotho Bakery employs a number of people. (3)
- 6.4 Join the following sentences by using a CONJUNCTION (joining word). (2)
- 6.4.1 Times are tough. Success is possible. (2)
- 6.4.2 He is grateful. His grandmother taught him about business. (2)
- 6.5 Fill in the apostrophes correctly where they have been left out.  
The tarts still on the counter. He didnt pay for it. (2)
- 6.6 Name the PARTS OF SPEECH of the underlined words below. Write only the correct part of speech next to the question number (6.6.1–6.6.4) in the ANSWER BOOK.  
Rantekoa is a (6.6.1 successful) entrepreneur and a philanthropist (6.6.2 who) uses his (6.6.3 business) to help (6.6.4 the) community. (4)
- 6.7 Change the underlined verbs in the sentence below into the PAST TENSE.  
The lady (6.7.1 rush) into the bakery and quickly (6.7.2 grab) six scones. (2)
- 6.8 Give any example of PERSONIFICATION. (1)
- 6.9 Identify the MODAL in the following sentence.  
The community should be grateful for all the bread donations. (1)
- 6.10 Change the underlined words, the phrase, into a clause by using the conjunction in brackets at the end of the sentence. They will succeed with the manager's guidance. (if) (2)

[30]

Total Section D: [40]

## Section E: Communication in practice

### QUESTION 7: PRESENTATIONS

- 7.1 Choose a description from COLUMN B that matches a word in COLUMN A. Write only the letter (A – D) next to the question number (7.1.1 – 7.1.5) in the ANSWER BOOK.

COLUMN A		COLUMN B	
7.1.1	pause	A.	Know the order of programme
7.1.2	speech	B.	Chairperson of panel
7.1.3	aid	C.	Effective tool to get the audience's attention
7.1.4	MC	D.	Plan, prepare and, practise beforehand
7.1.5	moderator	E.	Introduction, body, conclusion

(5 × 2) (10)

[10]

### QUESTION 8: MEETINGS

- 8.1 Explain what a special meeting is. (2)
- 8.2 The notice of a special meeting has an additional paragraph. What is explained in this paragraph? (2)
- 8.3 Give the meaning of the following:
- 8.3.1 treasurer (2)
- 8.3.2 quorum (2)
- 8.3.3 adjourn (2)

[10]

### QUESTION 9: INTERVIEWS

- Choose the type of interview question from COLUMN B that matches the question in COLUMN A. Write only the letter (A–E) next to the number (9.1–9.5) in the ANSWER BOOK.

COLUMN A		COLUMN B	
9.1	What would you do if you were aware of a colleague's dishonesty?	A.	closed question
9.2	Where did you study?	B.	leading question
9.3	Have you ever managed a team?	C.	open question
9.4	You must enjoy working with others, right?	D.	specific question
9.5	Why did you work for a year before you studied?	E.	hypothetical question

(5 × 2) [10]

**Total Section E: [30]**

**Grand total: [150]**

# PAPER 2

## Section A: REPORT WRITING

### Background information

Read the background information below before answering the questions.

You are Ms Maria Bala and you have been appointed as the personal assistant to Mr Butch Zola, manager of MZANZI PACKAGING, a company that sells a variety of packaging materials, which includes bags (paper and plastic) and different cardboard products (boxes). They also sell protective packaging (bubble wrap and foam).

The contact details of MZANZI PACKAGING are:

Tel: 011 873 3646

Fax: 011 873 3640

info@mzanzipackaging.co.za

146 Twinkle Street

GERMISTON

1401

Answer BOTH questions in this section.

### QUESTION 1: INVESTIGATIVE REPORT

At the last staff meeting, the proposal to introduce flexitime, was accepted.

On 14 June 20.. Mr Zola, the manager, asked you, Maria Bala, to investigate and find the most suitable system of how flexitime can be implemented. The investigation had to be completed by 30 June 20..

Make use of the following core notes and write a formal report in 200–250 words to Mr Zola.

Questionnaires handed out to staff; discussions held with senior staff.

75% opted for clock card system; accepted core time as 10:00–14:00 with 3 additional hours either before or after.

Senior staff unanimous about 3 months trial period; flexitime not transferable.

Recommendations: clock-card system, core time 10:00–14:00, trial period, no transfer.

Use the guidelines below to write the report:

1. Name of company (1 mark)
2. Provide a suitable heading (1 mark)
3. TERMS OF REFERENCE (4 marks)
4. PROCEDURES (2 marks)
5. FINDINGS (4 marks)
6. CONCLUSION (2 marks)

7. RECOMMENDATIONS (4 marks)
8. Name, position and contact details of compiler, as well as date at the end of the report (3 marks)

Content	Grammar/Style	Format	Total
21	5	4	30

[30]

## QUESTION 2: ACCIDENT REPORT

Answer this question on ADDENDUM A.

On 15 February 20.., during your lunchbreak, you and Innocent Radebe, an admin clerk, were walking back from Woolworths. Two boys were skateboarding on the pavement outside the shop and Innocent collided with one of them.

He fell down and hit his head on the pavement. He tried to stop the fall with his right hand but cut it open on broken glass pieces. A Woolworths worker brought an ice pack for his hand and cotton wool and Dettol for his bleeding right palm.

You called Innocent's brother, who arrived at 14:15, and took him to a doctor.

Use the form on ADDENDUM A to complete the accident report.

Content	Grammar/Style	Total
16	4	20

[20]

**Total Section A: [50]**

## Section B: Long functional writing

Answer BOTH questions in this section.

### QUESTION 3: NOTICE AND AGENDA OF A SPECIAL MEETING

Mr Butch Zola, manager of MZANZI PACKAGING, has recently received a number of complaints from members of the public about the staff's bad telephone conduct. They are unfriendly, unhelpful, keep callers waiting and give wrong information. It is Monday 3 May 20.. and the next staff meeting is scheduled for Wednesday 22 May. Mr Zola cannot wait until then as business is suffering. He instructs you, Maria Bala, to compile a notice and agenda, on his behalf, to inform staff that a special meeting will be held in the staff room on Wednesday 5 May 20.. at 07:30 to discuss the bad telephone conduct. Compile the notice and agenda for a special meeting on a letterhead.

Content	Grammar/Language/Style	Format	Total
11	5	4	20

[20]

### QUESTION 4: MINUTES OF SPECIAL MEETING

Write the minutes of the special meeting in QUESTION 3.

Use the information in QUESTION 3 and in the information box below to write the minutes of the special meeting held by Mr Zola on Friday 5 May 20.. Include all the correctly numbered Agenda items. Write in complete, grammatically correct sentences. Use the following heading for your minutes:

**MZANZI PACKAGING**  
**MINUTES OF A SPECIAL MEETING HELD IN THE STAFF ROOM**  
**ON WEDNESDAY 5 MAY 20.. AT 07:30**

Mr Zola opened – welcomed – Register circulated for signing – Apologies – Kim Potter – ill – Complaints about telephone conduct – unfriendly; keep callers waiting; give wrong information – improvement necessary – Closure – 08:00.

Content	Grammar/Language/Style	Total
7	3	10

[10]

Total Section B: [30]

## Section C: Short functional writing

Answer any TWO questions in this section.

### QUESTION 5: DISPLAY ADVERTISEMENT

Propak Africa is a leading trade exhibition in Africa that focuses on packaging, plastics, printing, etc. All exhibitors are required to submit an advertisement about them, their products or promotions, which will be placed in the exhibition magazine one month before the exhibition opens on 13 August 20.. .

Design a suitable display advertisement which MZANZI PACKAGING will submit. Include the following:

- Name of company (attention)
- Date of exhibition
- Catch phrase (interest)
- Two special offers (desire)
- Contact details (action)

Content	Grammar/Language/Style	Format	Total
6	2	2	10

[10]

### QUESTION 6: INTERNAL MEMORANDUM

The trade exhibition was a great success. Mr Zola and the marketing department decided that it was time to change the logo of MZANZI PACKAGING. He instructs you, Maria Bala, to send a memorandum to all the staff, to inform them, on his behalf, of a creative workshop that will take place in the staff room on Friday 18 September 20.. at 16:00.

In the memorandum, inform the staff that they will work in groups and that two graphic designers will run the workshop. Voting will take place at 18:00. Staff participation is compulsory.

Write the memo in 80 – 100 words on the attached ADDENDUM B.

Content	Grammar/Style	Total
7	3	10

[10]

## QUESTION 7: FAX COVER PAGE

On 5 July 20.. Mr Zola asks you, Maria Bala, to place an urgent order. You normally order via email, but the Internet is down, and you decide to order via fax. Your contact person at Out-of-the-box Wholesalers is Ms Cindy Modise. The fax number is 086 234 4320. Order the following by bullet list: 1 000 medium paper bags, 100 shipping boxes, 5 000 sheets of tissue paper and 2 rolls of bubble wrap. Ask for a speedy delivery. You will pay the invoice at the end of the month.

Write the fax of 80–100 words on the attached ADDENDUM C.

Content	Grammar/Style	Total
7	3	10

[10]

**Total Section C: [20]**

**Grand total: [100]**

# Addendum A

## QUESTION 2: ACCIDENT REPORT

<b>MZANZI PACKAGING ACCIDENT/INCIDENT REPORT FORM</b>	
<b>Name of person involved</b>	
<b>Position</b>	
<b>Date of accident/incident</b>	
<b>Time</b>	
<b>Location</b>	
<b>Description of accident/incident</b>	
<b>Compiler of the report</b>	
<b>Position of compiler</b>	
<b>Contact number</b>	
<b>Signature of compiler</b>	
<b>Date</b>	

# Addendum B

## QUESTION 6: INTERNAL MEMORANDUM

<b>MZANZI PACKAGING MEMORANDUM</b>	
<b>To:</b>	
<b>From:</b>	
<b>Date:</b>	<b>Ext:</b>
<b>Subject:</b>	



# NCV 3 Exam Marking Guideline

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## English First Additional Language L3

**Marketing copy only**  
Final edit and proofread still to happen

# PAPER 1

## Section A: Comprehension

### QUESTION 1

- 1.1 1.1.1 The purpose is to inform the reader about Nhlanhla Silinda's success story/how he became a successful business tycoon. (2)
- 1.1.2 The purpose is to inform the reader about DJ Black Coffee's huge success as DJ/musician. (2)
- 1.2 Anyone can be successful/reach the top, if prepared to work hard. (2)
- 1.3 The audience would be the people who read *Daily Sun* and people are interested in music/follow the music industry. (2)
- 1.4 1.4.1 It started at Mhluzi Primary School. (2)
- 1.4.2 He sold sweets (to his classmates). (2)
- 1.4.3 He was about nine years old (Grade 4). (2)
- 1.5 1.5.1 Any 2  
 • transport/taxis  
 • tavern  
 • security  
 • water purification machines (2)
- 1.5.2 He is busy buying a farm. (2)
- 1.6 1.6.1 "Nothing is impossible until it's done. I'm from a disadvantaged background, and I'm passionate about business," he said. (2)
- 1.6.2 "He's worked doubly hard to get to where he is today." (2)
- 1.7 1.7.1 B  
 1.7.2 D  
 1.7.3 E  
 1.7.4 A  
 1.7.5 C (5)
- 1.8 1.8.1 FALSE (1)  
 Any:  
 His **NPO** helps find jobs for free/he donates food parcels/he helps families in need. (2)
- 1.8.2 TRUE (1)  
 He helps people with disabilities/he helps local charities/he helps young entrepreneurs. (2)
- 1.9 He changed his outlook on life/he changed his thinking. (2)
- 1.10 He had to work much harder than others to reach success. (2)

- 1.11 Any two
- 1.11.1 very important person
  - 1.11.2 non-profit organisation
  - 1.11.3 also known as (2)
- 1.12 Accept any positive word, e.g. uplifted, motivated, respect, admiration (1)
- [40]**
- Total Section A: [40]**

## Section B: Summary

### QUESTION 2

NOTE

MARK ALLOCATION

Content (7)	Layout (1)	Grammar/Language/Style (2)	
7 points ✓✓✓✓✓✓✓ Any SEVEN correctly summarised points.	Award 1 mark for a numbered, point-form summary.	Less than 3 errors	2
		Less than 5 errors	1
		More than 5 errors/copied verbatim	0

[10]

**Total Section B: [10]**

Any SEVEN relevant points, for example:

1. If you look at detail, you will benefit.
2. If you work hard, enjoy what you do and stay positive, it will help your confidence.
3. Communicate clearly.
4. What you say, must be taken seriously.
5. Don't be demanding, too confident or aggressive.
6. If you are respected, you will feel confident.
7. Plan what you are going to say before a meeting where you represent your boss.
8. Ask someone to check important emails and reports that you must write.
9. Assertiveness helps confidence.
10. Give your opinion when asked.
11. Practise before you deliver a speech.



#### NOTE

- Points must be coherent, i.e. they must make sense.
- Only mark the first 80 words.
- Abbreviations are counted as complete words.
- Direct quotation (verbatim) are treated as language (grammar) errors.

## Section C: Viewing

### QUESTION 3: ADVERTISEMENT

- 3.1 Altech Netstar or Netstar (2)
  - 3.2 If your vehicle gets stolen, Altech Netstar will look for it/find it and get it back/return it to you. (2)
  - 3.3 The beautiful lady (with a smile) looks happy and relaxed while she's driving her car. (2)
  - 3.4 Leaders of Vehicle Tracking and Recovery. (2)
  - 3.5 3.5.1 to be well, not in danger, unharmed (2)
  - 3.5.2 Yes (1)
  - 3.5.3 It sends a positive message of protection/not to be in danger. (2)
  - 3.6 3.6.1 Safety/comfort/peace of mind (2)
  - 3.6.2 There is a website address to contact for more information. (2)
  - 3.7 pioneered (1)
- [18]**

### QUESTION 4: ONLINE SECURITY AWARENESS COMMUNICATION

- 4.1 LIBERTY (Standard Bank Group) (2)
  - 4.2 The message is to be at ease, relaxed, safe and in control. (2)
  - 4.3 The target audience will be the customers of LIBERTY/the bank. (2)
  - 4.4 The top catches the viewer's attention with the picture and title. (1)
  - The middle explains the information in clear tables. (1)
  - The bottom is in small print and explains that the information is confidential. (1)
  - 4.5 Icons are effective as visuals/everybody uses them/fitting for online information. (2)
  - 4.6 Tips (1)
- [12]**

**Total Section C: [30]**

## SECTION D: LANGUAGE IN PRACTICE

### QUESTION 5

- 5.1 started
- 5.2 relief
- 5.3 centre
- 5.4 of
- 5.5 loaves
- 5.6 who
- 5.7 from
- 5.8 his
- 5.9 back
- 5.10 necessities **[10]**

### QUESTION 6

- 6.1 6.1.1 Give a man a fish, and you feed him for a day. Teach a man how to fish and you feed him for a lifetime. (2)
- 6.1 6.1.2 It is important not to give/provide handouts or immediate help/assistance, but to rather educate or teach skills that will help in the long run. (2)
- 6.1 6.1.3 It describes how a person rises from poverty/being poor to becoming very rich/wealthy. (2)
- 6.2 Grandmother said, "Refiloe, you can sell all the vetkoek at school today." (3)
- 6.3 A number of people are employed by Borotho Bakery. (3)
- 6.4 6.4.1 Although times are tough, success is possible. (2)  
 or Times are tough, but success is possible.  
 or Times are tough, yet success is possible.  
 or Success is possible, even if times are tough. (2)
- 6.4 6.4.2 He is grateful that his grandmother taught him about business. (2)  
 or He is grateful because his grandmother taught him about business. (2)
- 6.5 The tart's still on the table. He didn't pay for it. (2)
- 6.6 6.6.1 adjective
- 6.6 6.6.2 relative pronoun
- 6.6 6.6.3 noun
- 6.6 6.6.4 definite article (4)
- 6.7 6.7.1 rushed
- 6.7 6.7.2 grabbed (2)
- 6.8 Accept any example of PERSONIFICATION, e.g. The flowers frowned at me this morning. (1)
- 6.9 should (1)
- 6.10 They will succeed if the manager guides them. (2)

**[30]**

**Total Section D: [40]**

## QUESTION 7: PRESENTATIONS

- 7.1 7.1.1 C
  - 7.1.2 E
  - 7.1.3 D
  - 7.1.4 A
  - 7.1.5 B
- (5 × 2) (10)  
**[10]**

## QUESTION 8: MEETINGS

- 8.1 A special meeting is held when a particular issue needs immediate action and cannot wait until the next scheduled meeting. (2)
  - 8.2 the reason for the special meeting is explained. (2)
  - 8.3 8.3.1 committee member responsible for the finances (2)
  - 8.3.2 minimum number of members to be present for a meeting to be valid (2)
  - 8.3.3 to end a meeting before all the items have been dealt with (2)
- [10]**

## QUESTION 9: INTERVIEWS

- 9.1 E
  - 9.2 D
  - 9.3 A
  - 9.4 B
  - 9.5 C
- (5 × 2) (10)  
**Total Section E: [30]**  
**Grand total: [150]**

# PAPER 2

## Section A: Report writing

### QUESTION 1: INVESTIGATIVE REPORT

Content	Grammar/Style	Format/Layout	Total
21	5	4	30

**Content: (21)** (indicated with ✓)

**Grammar/Style: (5)** (Refer to rubric.)

**Format: (4)** ( $8 \times \frac{1}{2}$ ) (Indicated with **X**, negative marking, minus  $\frac{1}{2}$  per error.)



#### NOTE

- Underline all errors.
- The style of writing must be formal.
- The awarded marks for grammar/style must be in proportion to the content marks.
- If the report is not in the past tense or 3rd person, deduct under language.

#### MZANZI PACKAGING **X**

REPORT ON THE INVESTIGATION INTO MOST SUITABLE SYSTEM OF HOW FLEXTIME CAN BE IMPLEMENTED ✓ (caps) (1 mark)

1. Terms of reference **X**

On 14 June 20.. Mr Zola, ✓ the manager, requested an investigation by Miss Bala, the ✓ compiler, into how flexitime can be implemented. ✓ The investigation had to be completed by 30 June 20.. ✓ (4 marks)

2. Procedures **X**

- 2.1 Questionnaires were handed out to all staff members. ✓  
 2.2 Discussions were held with senior staff members. ✓ (2 marks)

3. Findings **X**

- 3.1 75% Of the staff wanted the clock card system. ✓  
 3.2 They accepted core time, daily from 10:00–14:00, with 3 additional hours before or after the period. ✓  
 3.3 The senior staff were unanimous that a trial period of 3 months be implemented. ✓  
 3.4 Flexitime should not be transferred to the next day. ✓ (4 marks)

4. Conclusion **X**  
 (Any relevant, logical conclusion,... ✓✓) for example: most of the staff members and all the senior staff are happy that flexitime be implemented with the core time daily from 10:00–14:00. (2 marks)

5. Recommendations **X**  
 5.1 It is recommended that the clock card system be implemented. ✓  
 5.2 Core time should be from 10:00–14:00 daily, with either 3 hours before or afterwards. ✓  
 5.3 It is recommended that there should be a 3-month trial period. ✓  
 5.4 Flexitime should not be transferred to the next day. ✓ (4 marks)

COMPILED BY **X**  
 MARIA BALA ✓  
 PERSONAL ASSISTANT ✓  
 146 Twinkle Street  
 GERMISTON ✓ (4 marks)  
 1401  
 Tel: 011 873 3646 ✓  
 Date: 30 June 20.. **X**

Grammar/Style (4) ✓	
4	Fluent and professional style and tone as required for a report. Very neat presentation. Excellent sentence and paragraph structure, written in the past tense and 3rd person with ONE or TWO spelling or grammar errors.
3	Moderately successful use of an appropriate style and tone as required for a report. Satisfactory sentence and paragraph structure, written in the past tense and 3rd person with no more than THREE spelling or grammar errors.
2	Unprofessional and inappropriate style and tone. Unsatisfactory sentence and paragraph structure, written in the past tense and 3rd person with FOUR or more spelling or grammar errors.
1	Untidy, unprofessional and inappropriate style and tone. Unsatisfactory sentence and paragraph structure, NOT written in the past tense and 3rd person with numerous spelling or grammar errors.

[30]

# Addendum A

## QUESTION 2: ACCIDENT REPORT

Content	Grammar/Style	Total
16	4	20

**Content: (16)** (indicated with ✓)

**Grammar/Style: (4)** (Refer to rubric.)

<b>MZANZI PACKAGING ACCIDENT/INCIDENT REPORT FORM</b>	
<b>Name of person involved</b>	Innocent Radebe ✓
<b>Position</b>	Admin Clerk ✓
<b>Date of accident/incident</b>	15 February 20.. ✓
<b>Time</b>	Any time between 13:00–14:00 ✓
<b>Location</b>	Pavement outside Woolworths ✓
<b>Description of accident/incident</b>	Innocent Radebe and I walked back from Woolworths, when he collided with a skateboarder. ✓ He fell down, hit his head on the pavement ✓ and cut his right hand with broken glass. ✓ A Woolworths worker brought an ice pack for his head ✓ and cotton wool and Dettol for his bleeding palm. I called Innocent's brother ✓ who fetched him at 14:15 to ✓ take him to the doctor.
<b>Compiler of the report</b>	Maria Bala ✓
<b>Position of compiler</b>	Personal Assistant ✓
<b>Contact number</b>	011 873 3646 ✓
<b>Signature of compiler</b>	Must look like Maria Bala's signature ✓
<b>Date</b>	16 February 20.. ✓

<b>Grammar/Style (4) ✓</b>	
4	Fluent and professional style and tone as required for a report. Very neat presentation. Excellent sentence and paragraph structure, written in the past tense and 3rd person with ONE or TWO spelling or grammar errors.
3	Moderately successful use of an appropriate style and tone as required for a report. Satisfactory sentence and paragraph structure, written in the past tense and 3rd person with no more than THREE spelling or grammar errors.
2	Unprofessional and inappropriate style and tone. Unsatisfactory sentence and paragraph structure, written in the past tense and 3rd person with FOUR or more spelling or grammar errors.
1	Untidy, unprofessional and inappropriate style and tone. Unsatisfactory sentence and paragraph structure, NOT written in the past tense and 3rd person with numerous spelling or grammar errors.

[20]

**Total Section A: [50]**

## Section B: Long functional writing

### QUESTION 3: NOTICE AND AGENDA OF A SPECIAL MEETING

Content	Grammar/Style	Format/Layout	Total
11	5	4	20

**Content: (11)** (indicated with ✓)

**Grammar/Style: (5)** (Refer to rubric.) Underline all language errors. Mark allocated for grammar should be in proportion to that of content.

**Format: (4)** (8 × ½) (Indicated with X, negative marking, minus ½ per error.)

#### MZANZI PACKAGING X

Tel: 011 873 3646  
Fax: 011 873 3640

} X

X

} 146 Twinkle Street  
GERMISTON  
1401

3 May 20.. X

Dear Colleagues X

NOTICE OF A SPECIAL MEETING (CAPS) X

Notice is hereby given of a special meeting ✓ to be held in the staff room ✓ on Wednesday 5 May 20..  
✓ at 07:30. ✓

The reason for the meeting is to discuss the bad telephone conduct in the company. ✓✓

Yours faithfully

**B. Zola** (must look like the signature of B. Zola)

BUTCH ZOLA (CAPS)

MANAGER (CAPS) X

AGENDA (CAPS) X

1. Opening and welcome (NB: Points 1–3 can be in any order) ✓
2. Attendance register ✓
3. Apologies ✓
4. Bad telephone conduct ✓
5. Closure ✓

Grammar/Style (5)	
5-4	Fluent and professional style and tone as required for the notice of a meeting. Excellent sentence structure, only ONE or TWO spelling or grammar errors.
3	Moderately successful use of an appropriate style and tone as required for the notice of a meeting. Satisfactory sentence structure, with no more than THREE spelling or grammar errors.
2	Unprofessional, inappropriate style and tone for the notice of a meeting. Unsatisfactory sentence structure, FOUR or more spelling or grammar errors.
1	Untidy, unprofessional, inappropriate style and tone for the notice of a meeting. Unsatisfactory sentence structure with numerous spelling or grammar errors.

[20]

## QUESTION 4: MINUTES OF A SPECIAL MEETING

Content	Grammar/Style	Total
7	3	10

**Content: (7)** (indicated with ✓.) Deduct 1 mark from Content if candidates omit the numbered headings.

**Grammar/Style: (3)** (Refer to rubric.) Underline all language errors. The mark allocated for grammar must be proportional to the content mark.

### MZANZI PACKAGING

#### MINUTES OF THE SPECIAL MEETING HELD IN THE STAFF ROOM ON WEDNESDAY 5 MAY 20.. AT 07:30

} ✓ (CAPS)

1. OPENING AND WELCOME  
The Chairperson/Mr Zola opened the meeting and welcomed all present. ✓
2. ATTENDANCE REGISTER  
The attendance register was circulated for signing. ✓
3. APOLOGIES  
Kim Potter was ill. ✓
4. COMPLAINTS ABOUT TELEPHONE CONDUCT  
Mr Zola said that improvement was necessary for unfriendliness, ✓ keeping callers waiting and giving wrong ✓ information.
5. CLOSURE  
Mr Zola thanked everyone present and closed the meeting at 08:00. ✓

Grammar/Style (3)	
3	Excellent understanding of minute-writing requirements. Excellent language use. Maintains a formal tone and style. Written in the past tense and in third person. Only ONE or TWO spelling or grammatical errors.
2	Clear understanding of minute-writing requirements. Generally good language use. Maintains a formal tone and style. Mostly written in the past tense and in third person. No more than THREE spelling or grammar errors.
1	Little or no concept of how to write minutes. Not written in the past tense, not in the third person. FOUR or more spelling or grammatical errors.
0	Core notes copied verbatim, not written in past tense, not in the third person, no full sentences.

[10]

**Total Section B: [30]**

## Section C: Short functional writing

### QUESTION 5: DISPLAY ADVERTISEMENT

Content	Grammar/Style	Format/Layout	Total
6	2	2	10

**Content: (6) marks**, indicated with ✓

**Format: (2)** (4 × ½) marks, (minus ½ mark per formatting error) as follows:

- Different font sizes ✓
- Eye-catching design ✓ /Use of colour
- Border ✓
- Good use of space on an A4 page ✓

**Grammar/Style: (2) marks**, refer to rubric. All language errors must be underlined. Marks allocated for grammar should be proportional to that of content.

Attention	<b>MZANZI PACKAGING</b> ✓ For all your packaging needs
Interest	<b>ARE YOU READY TO BE BLOWN AWAY?</b> ✓ (Accept any suitable catch phrase)
Desire	<b>ALL PLASTIC BAGS LESS 50%</b> ✓
Desire	Pop a balloon for a mystery discount of up to 100% ✓
	<b>See you at the exhibition! 13 August 20..</b> ✓
Action	Contact Maria Bala mbala@mzanzipackaging.co.za ✓

Grammar/Style (2)	
2	Excellent use of keywords. No grammar and spelling errors. Fluent and appropriate style and tone as required for a display advertisement.
1	Long and/or incorrect sentence structure instead of key words, with many grammar and spelling errors. Inappropriate style and tone for a display advertisement.

[10]

## Addendum B

### QUESTION 6: INTERNAL MEMORANDUM

Content	Grammar/Style	Total
7	3	10

**Content: (7)** (14 × ½) (indicated with ✓.)

**Grammar/Style: (3)** (Refer to rubric.) Underline all language errors. The mark allocated for grammar must be proportional to the content mark.

<b>MZANZI PACKAGING MEMORANDUM</b>	
<b>To:</b>	All Staff ✓
<b>From:</b>	The Manager/Mr Zola ✓
<b>Date:</b>	Any date before 18 September 20..✓ <b>Ext:</b> Any 3- or 4-digit number ✓
<b>Subject:</b>	WORKSHOP ON LOGO REDESIGN ✓ (CAPS)
Please note that there will be a creative ✓ workshop on the redesign of the company ✓ logo. The workshop will take place in the ✓ staff room on Friday 18 September 20..✓ at 16:00 ✓. We will work in groups ✓ and two graphic designers ✓ will run the workshop. Voting will take place ✓ at 18:00. All staff must be present. Thank you. ✓	

<b>Grammar/Style (3)</b>	
3	Excellent understanding of how to write an internal memorandum. Excellent language use. Maintains a formal tone and style. Only ONE or TWO spelling or grammatical errors.
2	Clear understanding of how to write an internal memorandum. Generally good language use. Maintains a formal tone and style. No more than THREE spelling or grammar errors.
1	Little or no concept of how to write an internal memorandum. FOUR or more spelling or grammatical errors.

**[10]**

# Addendum C

## QUESTION 7: FAX COVER PAGE

**Content: (7) marks**, indicated with ✓ plus (4 × ½) marks

**Grammar/Style: (3) marks**, refer to rubric. All language errors must be underlined. Marks allocated for grammar should be proportional to that of content.

<b>MZANZI PACKAGING</b>	
TEL: 011 873 3646 FAX: 011 873 3640 info@mzanzipackaging.co.za	146 Twinkle Street GERMISTON 1401
<b>FAX COVER PAGE</b>	
TO: Miss Cindy Modise	½
COMPANY: Out-of-the-box Wholesalers	½
FAX NO: 086 234 4320	
FROM: Maria Bala	½
DATE: 5 July 20..	
SUBJECT: URGENT ORDER	½
Message:	
I would like to order the following products: ✓	
• 1 000 × paper bags ✓	
• 5 000 × sheets of tissue paper ✓	
• 2 rolls of bubble wrap ✓	
Can you please deliver ASAP as ✓ I need the order urgently.	
Thank you.	

<b>Grammar/Style (3)</b>	
3	Excellent understanding of how to write an internal memorandum. Excellent language use. Maintains a formal tone and style. Only ONE or TWO spelling or grammatical errors.
2	Clear understanding of how to write an internal memorandum. Generally good language use. Maintains a formal tone and style. No more than THREE spelling or grammar errors.
1	Little or no concept of how to write an internal memorandum. FOUR or more spelling or grammatical errors.

**[10]**

**Total Section C: [20]**

**Grand total: [100]**

# Glossary

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**Marketing copy only**  
Final edit and proofread still to happen

## A

**abbreviation** – the short form of a word made by leaving out letters or using only the first letter of each word, often used to save time (e.g. Mr for Mister and CD for a compact disc)

**acknowledging sources** – to include mention of the sources of information consulted in order to compile a piece of writing

**active listening** – making an effort to take note of what is being said

**active voice** – the form of a verb where the subject is the person or thing doing the action

**acronym** – a pronounceable word formed from the first letter or letters in a phrase or name (e.g. FET = Further Education and Training)

**ad hoc committee** – temporary committee elected for a specific purpose; it is disbanded after its purpose has been met

**additional language** – a language learned in addition to one's home language

**adjective** – a word that describes a noun

**adverb** – gives more information about a verb by indicates manner, place, time, degree or frequency

**advertisement** – a promotion of a product, usually by persuasive and emotive means

**agenda** – a list of items to be discussed at a meeting

**AIDA principle** – a recognised advertising acronym.

(A) – attention; (I) – interest ; (D) – desire; (A) – action

**ambiguity** – double meaning created by the way in which words are used. When used unintentionally, ambiguity obscures the meaning (e.g. "General flies back to front" or "short children's stories are in demand").

**amendment (meeting)** – change to the agenda or minutes

**analyse** – to find the main ideas, how they are related and why they are important

**animation** – the technique of using a series of still pictures to create an illusion of movement or life

**anti-climax** – when an expectation of some high point of importance or excitement is not fulfilled or the seriousness of a literary plot is suddenly lost because of a comical, digressive or meaningless event

**antonym** – a word that is opposite in meaning to another word (e.g. "happy" and "sad")

**application** – a formal, often written, request for something, e.g. a job

**appropriacy** – if language is appropriate it is suitable in terms of the context in which it is used (e.g. the greeting "Good morning, Mr Jones" would be appropriate in a formal work situation whereas "Hi, Jo" would be appropriate between friends)

**assessment** – a continuous, structured process of gathering information on student competence in many different ways

**audience** – the intended reader(s), listener(s) or viewer(s) of a particular text. In planning a piece of writing, speakers or writers must consider the purpose and audience to choose an appropriate form of writing.

**audio-visual** – using both sound and pictures

## B

**barriers to communication** – something that hinders or prevents communication

**bias** – a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment

**body language** – communicating what you think or feel by the way in which you place and move your body

**brochure** – a small magazine or book containing pictures and information about something

## C

**caption** – a title or comment attached above or below an article, a picture, a photo, etc.

**caricature** – an exaggerated portrayal (written or visual) of a character which is achieved by mocking personality traits or appearance

**cartoon** – an amusing drawing in a newspaper or magazine, often intended for satire

**cause** – that which gives rise to an action or condition

**chairperson** – the person in charge of a meeting, who tells people when they are allowed to speak

**channels of communication** – a method or system that people use to get information or to communicate,

**checklist** – show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. checklists and task lists are useful in peer or group assessment activities.

**chronological order** – arranged in the order in which things happened

**circular** – a printed letter, notice or advertisement sent to a large number of people at the same time

**clarify** – to make something clearer or easier to understand

**classified advertisement** – small advertisements arranged into groups according to their subject and placed by individuals or businesses who wish to buy or sell something, find or offer a job, etc.

**clause** – a group of words containing a finite verb

**cliché** – an expression or an idea that has been used so often that it has lost its expressive power

**climax** – the most exciting, effective or important part of the story. This important part is not necessarily at the end.

**closed question** – a question which requires only a one-word answer, e.g. yes/no or true/false

**coherence** – refers to a logical and sensible response during conversation as well as the ability to link ideas in a paragraph

**cohesion** – refers to language which flows and is linked together in a well-structured manner

**colloquialism** – language belonging to ordinary or familiar conversation but not used in formal language

**comic strip** – a sequence of drawings arranged in interrelated panels reflecting an often humorous story, frequently printed in newspapers

**comment on ...** – to discuss, criticise, or explain its meaning as completely as possible

**communication** – the act of expressing ideas or feelings or giving people information

**compact disc/CD** – a small disc on which sound or information is recorded

**comparative** – degrees of comparison as found in adjectives and adverbs are positive, comparative or superlative (e.g. "long" [positive], "longer" [comparative], "longest" [superlative])

**compare** – to assess the way in which things are similar

**complex sentence** – a sentence containing one main clause (thought) and one or more subordinate clause providing more information, these are joined by subordinating conjunctions

**conclusion** – the end of a speech or piece of writing, indicates the decision reached after considering all connected information

**concord** – see 'verb agreement'

**conditional** – a sentence or clause that begins with 'if' or 'unless' that expresses a condition

**conflict** – the struggle that arises between characters or between individuals and their fate or circumstances. Conflict in literature can also arise from opposing desires or values in a character's own mind.

**conflict resolution** – the process of finding a solution or acceptable compromise in a situation of serious disagreement between two or more parties

**conjunction** – a word used to join two clauses, words, phrases or sentences

**constitution** – rules and regulations governing the activities of an organisation

**context** – a text is always used and produced in a context. The context includes the broad and the immediate situation including aspects such as the social, cultural and political background; the term can also refer to that which precedes or follows a word or text and is essential to its meaning.

**contrast** – to consider the way in which things differ

**conventions** – accepted practices or rules in the use of language. Some conventions help to convey meaning (e.g. the rules of grammar, punctuation, typefaces, capital letters); some assist in the presentation of content (e.g. table of contents, general layout, headings, footnotes, charts, captions, lists, pictures, index); and others reflect a pattern of language that has become formulaic (e.g. greetings, small talk).

**convey** – to make ideas or feelings known to somebody

**creative thinking** – the process of thinking about ideas or situations in inventive and unusual ways to understand them better and respond to them in a new and constructive manner. Students think creatively in all subject areas when they imagine, invent, alter or improve a concept or product.

**criticise** – to give your judgement or reasoned opinion of something, showing its good and bad points. However, it is not necessary to attack

**curriculum vitae** – a comprehensive, biographical statement of your personal details, achievements and activities

## D

**debate** – a formal discussion of an issue at a public meeting, two or more speakers express opposing points of view and there is often a vote on the issue

**define** – to give the formal meaning by distinguishing it from related terms. This is often a matter of giving a memorised definition

**describe** – to write a detailed account or verbal picture in a logical sequence or story form

**determine** – find out, establish or decide

**determiners** – a word such as 'the', 'some' or 'my' that comes before a noun to show how it is being used

**diagram (to)** – to make a graph, chart or drawing. Be sure to label it and add a brief explanation if necessary

**dialect** – a form of a language adapted by a particular community. It is significantly different from other forms of the same language in terms of words, structures and/or pronunciation.

**direct speech** – uses the exact words of the speaker, indicated by inverted commas

**disciplinary hearing** – a formal meeting to decide if somebody has done something wrong and determine any action to follow

**discursive writing** – moving from one point to another without any strict structure

**discuss** – to present arguments for and against a point of view and reach a conclusion. The arguments must be supported with appropriate evidence

**discussion** – a detailed conversation about something considered to be important

**documentary** – a film, radio or television programme giving facts about something

**draft** – a rough, written version of something not yet in its final form

**dramatic irony** – occurs when the audience, reader or viewer knows more about the situation and its implications than the characters involved. It heightens the tension, enjoyment and audience participation.

**dress code** – rules about what clothes people should wear at work

## E

**editing** – the process of drafting and redrafting a text, including correcting grammatical use, punctuation and spelling errors and checking writing for coherence of ideas and cohesion of structure. In media, editing involves the construction, selection and layout of texts.

**effect** – the result or consequence of an action or condition

**email** – electronic transmission of messages, letters, documents, images and photographs

**emotive language** – language which arouses strong feelings

**etiquette** – formal rules of correct or polite behaviour

**euphemism** – a mild or vague expression substituted for a thought which is felt to be too harsh or direct

**evaluate** – to give an opinion, supported by some expert opinions, of the truth or importance of a concept. Show the advantages and disadvantages

**explanation** – a reason given for something

**explicit** – meaning which is clearly or directly stated

**expression of goodwill** – a word or phrase indicating friendliness or a good relationship, usually at the end of a letter

**eye-catching** – immediately noticeable

## F

**factual** – things that are true rather than things that are invented

**fax** – a document sent via a telephone network, usually from one fax machine to another, but recently also to/from computers or cell phones; rules for formatting and register apply as it is a document rather than an email

**feedback** – refers to comments made by lecturers and peers regarding a student's performance positive feedback:

- informs students where and how they are doing things well
- needs to be immediate for spoken output
- needs to be incorporated into the next drafts of written output Corrective Feedback
- helps students see where and how they are making mistakes
- needs to be accompanied by encouragement
- needs to be specific
- students need to have an opportunity to incorporate corrective feedback

**figurative** – words or phrases used in a non-literal way to create a desired effect. Literary texts often make concentrated use of figurative language (e.g. simile, personification, metaphor) a set of pronouns and verbs used by someone who wishes to write or speak as if

**first person** – referring to himself/herself

**flowchart** – a diagram showing the different stages of a complex activity

**fluency** – the word comes from the flow of a river and suggests a coherence and cohesion that gives language use the quality of being natural, easy to use and easy to interpret

**flyer** – a small sheet of paper advertising a product or event and is given to a large amount of people

**font** – the type and size of the letters used when writing, typing or printing (e.g. 12 pt [size] Times New Roman [style of lettering])

**formal** – a style which is appropriate for official or important occasions

**format** – the general arrangement, plan or design of something

**formative assessment** – assessment that takes place during the learning programme in which small units of learning are assessed

**future tense** – the form of a verb that indicates what will happen after the present

## G

**genre** – the types or categories into which texts are grouped

**gesture** – a movement of the face or body which communicates meaning (e.g. nodding the head to indicate agreement)

**grammar** – rules of a language for changing the forms of words and joining them into sentences

**graphics** – products of the visual and technical arts (e.g. drawing, designing)

**guest speaker** – a person invited to an event to deliver a speech

## H

**home language** – the language first acquired by children through immersion at home; the language in which they learn to think

**homonym** – a word which has both the same sound and spelling as another but has a different meaning (e.g. the noun “the bear” and the verb “to bear”)

**homophone** – a word which sounds the same as another but is spelled differently and has a different meaning (e.g. “one” and “won”)

**hyperbole** – a deliberate exaggeration (e.g. to describe something in such a way that it seems much bigger than it really is: “He gave me a mountainous plate of food”.)

**hypothesis** – an idea or explanation of something that is based on a small amount of known facts and has not yet been proved correct

**hypothetical question** – based on situations or ideas that are imagined rather than real or true

## I

**idiom** – a group of words whose meaning is different to the meaning of the individual words, e.g. a white elephant is something useless or unwanted

**illustration** – a drawing in a book, magazine, etc, used to explain something by providing a visual representation

**illustrate** – to explain or make clear by concrete examples, comparisons or analogies

**image** – a picture or visual representation of something

**imagery** – words, phrases and sentences which create images in our minds

**implicit** – something implied or suggested in the text but not expressed directly

**implied** – meaning suggested by the text but not directly stated

**inclusivity** – the principle that education should be accessible to all students whatever their learning styles, backgrounds and abilities

**inflection** – to change how high or low your voice is as you are speaking

**informal** – relaxed and friendly, not following any strict rules of how to behave or how to do something

**information texts** – refers to texts such as recipes, manuals, textbooks, articles, websites, reports, editorials, columns, reviews

**initiate** – to start (e.g. to initiate a conversation)

**intended message** – the message that a speaker or writer is trying to convey

**Internet** – an international computer network connecting other networks and computers

**interpret** – to give the meaning using examples and personal comments to make something clear

**interrupt** – to say or do something that makes somebody stop what they are saying or doing

**interview** – a formal meeting where somebody is asked questions

**intonation** – the pattern of the pitch or the melody of an utterance which marks grammatical structures such as sentences or clauses

**investigation** – a careful examination of the facts of a situation, event, crime, etc.

**irony** – a statement or situation that has an underlying meaning different from its literal or surface meaning

## J

**jargon** – special terms or expressions used in a trade or profession or by any specific group (e.g. computer users would refer to a “CPU”, “RAM” and so on). When jargon is used to exclude listeners or readers from an interaction it is potentially hurtful or even harmful.

**justify** – to give a statement of why you think something is so. Give reasons for your statement or conclusion

## K

**KPIs** – key performance indicators

## L

**layout** – the way in which parts of something are arranged

**legal document** – a document that states some contractual relationship or grants some right (also: official document)

**letter to the press** – a formal letter expressing your point of view about an issue, it contains strong arguments aimed at persuading readers to adopt your point of view

**list (to)** – to produce a list of words, sentences or comments

**literacy** – the ability to process and use information for a variety of purposes and contexts and to write for different purposes; the ability to decode texts, allowing one to make sense of one's world

**literal** – the plainest, most direct meaning that can be attributed to words

**logical sequence** – a way of explaining or describing something where ideas or facts are based on other ideas or facts

**logo** – a printed design or symbol that a company or organisation uses as special sign

## M

**manipulative language** – language which is aimed at obtaining an unfair advantage or gaining influence over others

**matters arising** – on an agenda, the list of problems or questions from a previous meeting that need to be discussed

**meeting** – when people come together to discuss or decide something

**memorandum** – a short written report prepared for a person or group of people that contains information about a particular matter

**metaphor** – using one thing to describe another thing which has similar qualities (e.g. "education is the key to success".)

**mind map** – a representation of a theme or topic in which key words and ideas are organised graphically

**minutes** – a summary or record of what is said or decided at a formal meeting

**modals** – a verb, used with another verb, to express possibility, permission, intention, etc., e.g. 'can', 'may', or 'will'

**mode** – a method, a way or a manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode [which includes graphic forms such as charts]). Information can be changed from one mode to another (e.g. converting a graph into a passage).

**mood** – atmosphere or emotion in written texts; it shows the feeling or the frame of mind of the characters; also refers to the atmosphere produced by visual, audio or multimedia texts

**motion (meetings)** – a formal proposal discussed and voted on at a meeting

**motivate** – justify or give reasons for your answer

**multimedia** – an integrated range of modes that could include written texts, visual material, sound, video, and so on

**multi-modal** – refers to texts that are composed of a combination of visual, audio and audio-visual input e.g. a television news broadcast includes written words, pictures, layout and sound

## N

**narrative** – a spoken or written account of connected events in order of occurrence

**narrative voice** – the voice of the person telling the story (e.g. a distinction can be made between first person narrative – "I" – who is often a character in the story or third person narrative in which the narrator refers to the characters as "he", "she" or "they")

**negative form** – a sentence containing a word such as 'no', 'never', 'not' etc

**negotiation** – a formal discussion between people trying to reach an agreement

**neutral** – not supporting or helping either side in a disagreement

**new business** – a list of matters to be discussed, in other words the reason for having a meeting

**newspaper column** – a part of a newspaper that appears regularly and deals with a particular subject

**non-verbal** – not using spoken language

**notice** – a piece of paper giving written or printed information in a public place

**notice (meeting)** – notification that a meeting will take place

**noun** – a naming word

## O

**objectivity** – takes all sides into account, is fair and unbiased and is not influenced by personal feelings

**open-ended questions** – a question with no limits on the response

**opinion** – based on the subjective or emotional views of the writer or speaker

**opposition** – the people you are competing against, or the act of strongly disagreeing with someone or something

**outline** – to give a general summary. It should contain a series of main ideas supported by secondary facts. Show the organisation of the idea

## P

**pace** – the speed at which something moves

**pamphlet** – very thin book giving information about something

**panel discussion** – a group of people who discuss a topic of interest

**paradox** – an apparently self-contradictory statement or one that seems in conflict with logic; lying behind the superficial contradiction, there is logic or reason

**paragraph** – a number of sentences that deal with one idea or theme, consists of a topic sentence and supporting details

**paraphrase** – a restatement of an idea or text in one's own words

**passive voice** – the object of a sentence becomes the subject and is having the action done to it

**past tense** – the form of a verb used to express actions in the past

**personification** – attributing human characteristics to non-human things

**persuade** – to make someone do something by giving them good reasons to do it

**phrase** – a group of words not containing a finite verb

**pitch** – how high or low a sound is

**point of view** – the perspective of a character in relation to issues

**political correctness** – avoiding language and behaviour that may offend particular groups of people

**poster** – a large notice, often with a picture on it, that is put in a public place

**posture** – the position in which you hold your body when sitting or standing

**PowerPoint presentation** – a spoken presentation including slides created using Microsoft PowerPoint – as a multimedia visual aid

**précis** – a short version of a speech or a piece of writing that gives the main points or ideas

**prefix** – a letter or group of letters added to the beginning of a word to change its meaning

**prejudice** – intolerance of or a prejudgment against an individual, a group, an idea or a cause

**prepositions** – words which relates two words or phrases to one another, e.g. on, behind

**procedure** – shows how something can be done through a series of steps

**pronoun** – a word that stands in place of a noun

**proofread** – to read and correct a piece of writing

**proposal** – a formal suggestion or plan

**proposal (meeting)** – a suggestion that has to be discussed at a meeting and then a decision must be taken

**prove** – to show by argument or logic that something is true. However, the word 'prove' has a very specific meaning in maths and physics

**proverb** – a well-known phrase or sentence that gives advice or says something which is generally true

**pun** – a play on words which are identical or similar in sound to create humour (e.g. "seven days without water makes one week/weak")

**punctuation** – marks that serve to make a text easier to read and understand

**Q**

- qualification** – a course of study that has been successfully completed
- quorum** – the minimum number of people to be present for a meeting to be valid (according to the constitution)

**R**

- rebut** – to say or prove that a statement or criticism is false
- recipient** – a person who receives something
- recommendation** – the act of telling somebody that something is good or useful or that somebody would be suitable for a particular job
- redundancy** – the use of words, phrases and sentences which can be omitted without any loss of meaning
- reference** – (for new job) a letter written by somebody who knows you giving information about your character and abilities (in writing) a note included in a piece of writing that tells you where the information comes from
- referee** – somebody who agrees to write a reference letter for you
- register** – the use of different words, style, grammar, pitch and tone for different contexts or situations (e.g. official documents are written in a formal register and friendly letters are usually written in an informal register)
- relate** – to show the connection between things, telling how one causes or is like another
- relevant** – closely connected to the subject you are discussing
- report** – a factual summary written in formal, concise language, usually requested
- reported speech** – the precise words of the speaker are not used, but reported by another individual, this requires many changes when converting between direct and reported speech
- research** – a careful study of a subject, especially to discover new facts or information about it
- response** – a spoken or written answer
- review** – a personal response showing your overall opinion of, e.g. a film
- review (to)** – to give a survey or summary in which you look at the important parts and criticise if necessary
- rhetorical device** – device such as pause and repetition, used by a speaker or writer to effectively persuade or convince
- rhetorical question** – a question asked not to get a reply but for emphasis or dramatic effect (e.g. "Do you know how lucky you are?")
- root words** – has the main meaning of the word and is the word other words are formed from, e.g. walk is the root word for walks, walked, walking and walker
- RSVP** – written on invitations to mean 'please reply' (from French *répondez s'il vous plait*)

**S**

- salutation** – the words used in a letter to address the person you are writing to
- sarcasm** – an ironic expression which is used to be unkind or offensive or to make fun of someone
- satire** – the use of ridicule, sarcasm and irony to comment critically on society
- scan** – to run one's eyes over a text to find specific information (e.g. scan a telephone directory for a name and number)
- seconded** – supported – a motion must be proposed and supported (seconded) by someone
- secretary (meetings)** – someone who deals with writing letters, keeping records and making business arrangements
- show** – support your position with facts or evidence

- simple sentence** – a sentence containing one finite verb and expressing one idea
- skim** – to read a text very quickly to get an overview (e.g. skim the newspaper headlines for the main news)
- slang** – informal language often used by a group of people, such as teenagers, who use terms like "cool" and "awesome". The difference between colloquial language and slang is that slang has not yet been accepted in polite or formal conversation, whereas colloquialisms (e.g. "Good show!") have been.
- slogan** – a word or phrase that is easy to remember, used in advertising to attract peoples' attention or to suggest an idea quickly
- specifications** – a detailed description of how something is, or should be, designed or made
- state** – to describe the main points in precise terms. Use brief, clear sentences. Omit details or examples
- stereotype** – a fixed (and often biased) view about what role a particular person is expected to play
- stress** – to give force to a particular syllable in a word or a word in a sentence
- structured learning environment** – an enabling learning environment created for learning and teaching to happen, e.g. simulation and training centres and computer rooms
- style** – the correct use of language
- subject** – (of a sentence) reflects who or what is being spoken about
- subjectivity** – a one-sided point of view, personal and biased
- substantiate** – support your answer with facts, reasons or opinions
- suffix** – a letter or group of letters added to the end of a word to form another word
- summary** – a brief, condensed account of the main ideas
- summative assessment** – occurs at the end of more than one unit of learning. It gives a summary or overall picture of the students' competence at a particular time in the learning process
- symbol** – something which stands for or represents something else
- synonym** – a word which has the same meaning or almost the same meaning as another word in the same language

**T**

- tense** – the forms of a verb that are used to indicate time
- terminology** – a set of technical words or expressions used in a particular subject
- testimonial** – a formal written statement, usually by a previous employer, about somebody's abilities, qualities and character
- text** – refers to any written, spoken or visual form of communication
- textual features** – refers to the types of language and language features found in a text, such as passive and active voice and its uses, the use of emotive words, rhetorical devices, persuasive techniques, etc.
- theme** – the central idea or ideas in texts; a text may contain several themes and these may not be explicit or obvious
- third person** – a set of pronouns and verb forms used by a speaker or writer to refer to other people and things
- timeline** – a horizontal line used to represent time, with the past towards the left and the future towards the right
- tone** – quality and timbre of the voice that conveys the emotional message of a text. In a written text, it is achieved through words. In film, tone can be created through music or the setting.

**topic sentence** – often the first sentence of a paragraph that summarises the paragraph or contains the main idea

**trace** – to follow the progress or history of the subject

**transactional writing** – functional writing (e.g. letters, minutes of meetings, reports, faxes)

**tree diagram** – a diagram with lines that divide more and more as you move to lower levels to show the relationships between people, processes, etc.

## U

**unanimous** – vote where everyone is in favour with nobody voting against

## V

**verb** – a 'doing' or 'action' word

**verb agreement** – the subject and verb must agree in number and person

**verbatim** – word for word; a person's exact words

**visual** – a picture, map, piece of film, etc., used to make an article or talk easier to understand or more interesting

**visual aid** – a picture, video, etc. used in teaching to help people to learn or understand something

**visual representations** – refers to key visuals such as timelines, tables, mind-maps and flow diagrams that can be used to show how a text is constructed

**visual texts** – visual images which can be seen and which convey messages (e.g. film images, photos, computer graphics, cartoons, models, drawings, paintings)

**vocabulary** – all the words a person knows or uses

**vocational** – connected to the skills and knowledge that you need in order to perform a certain job

**voice** – the author's persona: who the author is. When reading or viewing, one gains an impression of the author and his or her intentions

**vote of thanks** – a short formal speech in which you thank somebody for something and ask other people to join you in thanking them

## W

**website** – a place connected to the Internet, where a company, an organisation or an individual puts information