



Language: Business Studies

Facilitator Guide

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Dear Facilitator

When we compiled this guide we wanted not only to give you what we think are the correct answers, but also to give you ideas to stimulate class discussions, etc. We hope we have achieved this. You may, however, have different answers to ours and a different approach to ours.

We enjoyed writing the two NCV Language books – one aimed at the generic business studies and the other at engineering studies. The two facilitator's guides should help you as you work through the books.

You will notice that we have used more than one form of assessment as we have included different checklists, rubrics, evaluation sheets and assessment forms. Adapt these to suit your needs.

We have used different font sizes as we have tried our best to fit in every activity on one or two pages. We hope this will help you should you want to make copies of the answers or use them on an overhead projector, etc. We recommend that you print all the pages of this facilitator's guide and file them for easy reference.

Please feel free to contact us should you have any comments or feedback about the books or facilitator's guides. We hope you enjoy the book and wish you every success with your NCV3 Language teaching.

Best wishes

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Module 1

Getting a part-time job

Group Activity 1 p.3

Classified advertisement

Students have to work in pairs.

1. Accept any correct answer – as long as students are able to explain the meaning of the words.
 - (i) mature – adult, sensible, fully developed, wise
 - (ii) call centre – a centre where calls are made from for advertising purposes; telesales are made from a call centre
 - (iii) p.w. – per week
 - (iv) potential earnings – the salary one is capable of earning
 - (v) hip, vibey waitrons – modern, fashionable, with-it waters and waitresses who have the right “vibe” about them – this includes a positive attitude
 - (vi) upmarket restaurant – a restaurant that would attract rich/wealthy people
 - (vii) req. – required
 - (viii) 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 – it is normally 10% of the bill.
 - (ix) ASAP – as soon as possible
 - (x) o/h – office hours which are normally from 09:00 – 17:00
2. Let the students express their opinion on politically correct words. They have to give a reason for their answers.

Self Activity 2 p.4

Make sure the two classified advertisements have **headings**, are written in **telegram style**, have relevant **detail**, a **price** and a contact **telephone number**.

Group Activity 3 p.4

Display advertisements

Students should work in groups of 3-4. There is not only one answer. Students have to give reasons for their comments.

FIAT UNO

- **Layout**

Heading is clear. Name of car is prominent. Big bold letters are used. Photo is clear. Price is prominent. The qualities of the car are bulleted. Details of where to find the car are given.

- **Words**

The wording is effective, e.g. *Fiat Uno is back* – it is a positive sign that it is back. *Be one of the first to get yours* – it is a challenge. People like to show off and will feel smart to be one of the first to get a Fiat Uno.

- **Composition**

The composition is great: the heading is huge and clear. It is followed by a smaller blurb and the photo of the car. The price is clear and on the left, with the qualities of the car on the right. Below the line are the contact details of where to buy the car.

- **Theme**

Accept any answer that makes sense, e.g. this is a car that's available on the market again and don't lose out – get yours!

- **Technique**

The wording, photo, information and contact details are all clear.

- **Information**

The information is excellent, e.g. the name and brand of the car, the picture of the car, as well as the price, qualities and contact details of the dealership.

EXALT CYCLE

- **Layout**

The heading is not clear, but the photo that fills the advert, immediately attracts one's attention – especially the man and lady's eyewear; and that is what's being advertised. A question is asked and a statement is made – all in small letters. The name of the product (EXALT CYCLE) is on the right hand bottom and the contact details are on the left hand bottom.

- **Words**

The wording is effective, e.g. the question in small letters *want to make a statement?* The repetition of *eyewear made to be famous* also adds to the emphasis of the product.

- **Composition**

The composition is great: the profiles of the man and woman attract attention: their noses touch and they both pout their mouths. They stare at each other and look confident.

- **Theme**

Accept any answer that makes sense, e.g. the man and woman in the advert look cool and in fashion. Their eyewear is unusual. If you want to make a statement or be famous, wear eyewear from EXALT CYCLE.

- **Technique**

Very few words are used. The photo says it all: EXALT CYCLE is famous eyewear for men and women who want to make a statement and be famous.

- **Information**

Not much information is given, only the essentials, e.g. the name of the eyewear and the contact details of where to find the product. The fact that EXALT CYCLE are available at leading optometric outlets and selected fashion boutiques only add to the fact that it is an exclusive product.

Self Activity 4 p.6

Assessment Activity: Display advertisement

Students can compile any display advertisement. Guide them to plan this activity well. They must think of what they want to advertise. Let them write down a few options and then decide on one. Let them make a rough sketch of their layout and wording. The following information is important: price, size, availability, contact details, etc.

CRITERIA	YES	NO
1. Layout and format are correct and very neat.		
2. Content is factually correct and appropriate where product/service is explained.		
3. Grammar and spelling are correct.		
4. Contact details are supplied.		
5. Proof of planning/rough sketch.		

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

Total: 50

Self Activity 5 p.6

Assessment Activity: Comprehension test – Reading and viewing

A. Contextual questions

1. Vuyo is paying for his schooling (education) with the money he earns from knitting. (2)
2. Yes, because it confirms the heading *Vuyo is knitting his way through school* – in other words Vuyo is paying for himself. (2)
3. They mocked him at first because it is unusual for a boy to knit. They stopped mocking Vuyo when he told them how much money he was making. (2)
4. “He goes to school, plays cricket and soccer and helps his mother with chores at home.” (1)
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)
- 7.1 He has been knitting for 5 years. He is 18 and started at 13. ($18 - 13 = 5$) (2)
- 7.2 R4 715 as Vuyo’s school fees are R1 440 per year ($12 \times R120$ per month) and his sister’s technikon fees are R3 275 per year: $R1\ 440 + R3\ 275 = R4\ 715$. (2)
- 7.3 R92.86 is the average. $R1\ 950 \div 21$ garments = R92.86. (2)

B. Language questions

- A unique way** to help his parents pay the bills has been found by Vuyo. (1)
- 1.2 **A class** of 12 women is now taught by him every Saturday morning. (1)
 - 1.3 **21 garments** were knitted by me and R1 950 was made by me one month. (1)
 - 2.1 Tracy Barratt said that when customers **ordered their** new yarns, **they sent** them sample garments they **could** display. (2) (4 x 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 x ½)
 3. **Vuyo Maseti** has been training many women to knit but so far the only male he has taught is his little brother, **Mawethu**, who’s 11. **“He** is already knitting his first jersey.” says **Vuyo**. (12 x ½ = 6)

Total: 30

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

Challenge p.8

Stereotyping

Discuss this challenge with the class and make sure they understand why these stereotypical answers can be wrong. Please stress that the exercise does not intend to offend anybody, BUT we can see how stereotyping usually hurts and offends innocent people.

1. Jews: stingy
2. Politicians: unreliable; cheaters
3. Italians: romantic
4. Policemen: corrupt; will accept any bribe
5. Afrikaners: stupid
6. Muslims: fanatic
7. Nigerians: drug lords
8. French: good cooks
9. Coloureds: alcohol abusers
10. Car dealers: dishonest

Self Activity 6 p.8

Comprehension

1. “Men who are getting married will in future have to share all household chores and domestic duties equally with their wives. This includes caring for the children and elderly parents.”
2. The student’s opinion and reason.
3. **Women** and the **roles** society has traditionally expected and still expects them to play.

4. Society's perception of women's abilities and roles is changing. More women are better educated, want to have a career, run a home and have a family. Technology enables women to work from home. Single parenting and same sex marriages have also brought about changes. Many men opt to become house husbands.
5. Yes or No. Students have to elaborate on and give reasons for their opinion.
6. A win-win situation means reaching a solution through negotiation and discussion which is workable and acceptable to both parties.
7. The student's most disliked chore.
8. Yes or No and a valid explanation.

Language in practice p.10

Students have to work in pairs.

1.

distribution = sharing (out of the chores)

makes a mockery of = causes to appear foolish or absurd

dynamic = (the relationship and nature of marriage) is constantly changing

2. Prefixes

dishonest, unequal

Group Activity 7 p.11

LEADERS principle

Students have to role play in pairs

1. Each student and his/her partner discuss what household chores, domestic duties and child care duties **need** to be done, which chores each **would** and **would not prefer** to do and, finally, what each partner will do when they are married.

2. Preparation for drawing up the mock contract entails:

Step 1: Brainstorm

Make a list of all the chores and duties, e.g.:

- cooking
- cleaning the flat/house
- washing
- ironing
- dishes
- shopping for household
- paying utility bills
- cleaning bathroom, etc.

Step 2: List of preferred chores

Draw up a list of preferences for each partner, e.g.:

Ben

- dishes
- making bed(s)
- mowing the lawn, etc.

Thembi

- cleaning the flat/house
- cooking
- shopping for household, etc.

Step 3: Listen to each other

Listen carefully and with empathy. Keep asking questions to avoid any misunderstandings. Show your partner that you are listening and taking note of his/her preferences, emotions and viewpoint.

Step 4: Clear statement of non-preferred chores

State your preferences calmly and clearly and then make a list, e.g.:

Ben

- changing nappies
- cooking
- bathing the children, etc.

Thembi

- dishes
- mowing the lawn
- cleaning the windows, etc.

Step 5: Discuss it objectively

Focus on the issue and do not make it personal. Listen to the facts, not the emotions.

Step 6: Control your emotions

Avoid becoming aggressive, argumentative and losing your temper.

Step 7: Respect the other person's opinion

Both of you are entitled to your own opinion and preferences.

Step 8: Arrive at a solution and then draw up the contract

Sum up the situation and reach consensus.

How to write your mock contract:

Once the two partners have organised their ideas, given it a heading or a title and written the first draft, they then need to pay special attention to editing their first draft, rewriting it and then finally both sign and date it.

Contract to share household chores and domestic duties 50/50

The agreement is between

Ben Perry

of 11 Boundary Road, WOODSTOCK, 7915 (Cell: 083 767 4589)

and

Thembi Ndlovu

of 23 Mayfair Avenue, OBSERVATORY, 7925 (Cell: 082 543 2014)

This partnership agreement is effective from 14 February 20.. .

The partners agree that household chores, domestic duties and responsibilities related to the raising of any children be shared equally between both partners.

Division of duties

Ben

- A. dishes
- B. ironing
- C. paying utility bills, etc.

Thembi

- A. cooking
- B. cleaning bathroom
- C. lifts to crèche/school, etc.

The purpose of this contract is to ensure that both parties in the marriage are treated fairly.

Duration of the agreement

The terms of the agreement are valid as long as the marriage lasts.

Signed at:

Signature Ben Perry:

Signature Thembi Ndlovu:

Witness 1: **Witness 2:**

Date:

Group Activity 8 p.12**Assessment Activity: Role play**

Students have to role play in groups of 3 - 4.

Students should understand the scenario before they can role play and negotiate a win-win situation. They should practise before they present it.

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

CRITERIA	1	2	3	4	5	6	7
1. Greeted, used correct register and volume.							
2. Used correct style, tone, body language and gestures.							
3. Used correct language.							
4. Was flexible and prepared to compromise.							
5. Listened to others and showed respect and positive response.							

Total: 50

Self Activity 9 p.13**Telephone conversation**

1. Students may answer anything that makes sense, e.g. they learned how to introduce themselves or end a conversation.
2. Accept any three aspects, e.g. the way Pat Reddy introduced himself, how he answered the questions Jake Black asked him in full sentences and ended the conversation.
3. Accept any answer that makes sense.

Group Activity 10 p.15**Assessment Activity: Telephone conversation**

Students must work in pairs and prepare this telephone conversation well before they present it. They must not rush the activity – they have to speak for at least 2-3 minutes.

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

Criteria	Yes	No	Comment
1. Greeted and introduced himself/herself properly.			
2. Used appropriate tone, register and volume.			
3. Spoke clearly and in an expressive voice, using correct language.			
4. Gave the required information/details.			
5. Showed respect and positive response and said good-bye politely and formally.			

Self Activity 11 p.21**Assessment Activity: Letters of employment**

- CV.** Students should hand in a typed CV. It must be neat, the layout and grammar must be correct and it should not be longer than 2 pages.

CRITERIA	YES	NO
1. Layout and format are correct and very neat.		
2. Content is factually correct, appropriate and in the right order.		
3. Grammar and spelling are correct.		
4. Dates are correct and telephone numbers are supplied with the references.		
5. Proof of planning/rough sketch.		

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

Total: 50

PLEASE NOTE

Recommended mark distribution for correspondence:

Layout = 20%

Language = 40%

Content = 40%

For a letter out of 20 this will mean:

Layout = 4 (-1 per error)

Language = 8 (-1/2 per error)

Content = 8 (1 or 2 marks per specified detail)

2. **Cover letter** in which students apply for a position in their field of study.

Normally this letter is marked out of 20. We recommend the following:

Layout: 4 (-1 per error)

Language: 8 (-1/2 per error)

Content: 8 (-1 per detail omitted – see below)

- Mention **where** and **when** the position was advertised. (The position itself should appear in the subject heading.) **(2)**
- Give a **reason** for your application and **why** you can be an **asset to the firm**. **(2)**
- Mention that you have included your **CV**, as well as certified copies of your **testimonials/other certificates**. **(2)**
- Say that you are willing to be **interviewed**. **(1)**
- End with **goodwill**. **(1)**

3. **Letter of resignation** when, after two years with the firm, they decide to study further. Normally this letter is marked out of 20. We recommend:

Layout: 4 (-1 per error)

Language: 8 (-½ per error)

Content: 8 (-2 per detail omitted – see below)

- If you wish, you can give the **reason** for resigning, but not if it is because you were dissatisfied with the firm. (The position from which you are resigning should appear in the subject heading.) (2)
- Mention the **exact date** on which you are going to stop work. (2)
- **Thank** the firm and express appreciation for what the firm meant to you. (2)
- End with **goodwill**. (2)

Self Activity 12 p.22

Assessment Activity: Converting information from one form to another

1. Summary

Accept any summary that makes sense – as long as the given information is correct.

CV: LINDA MARY RANDALL

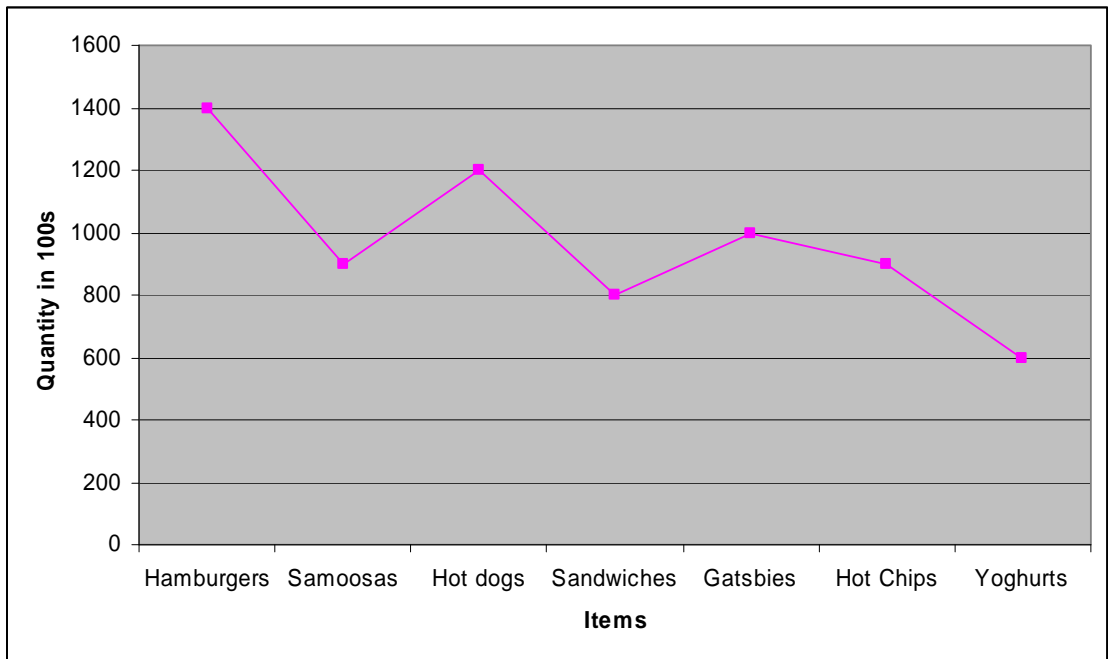
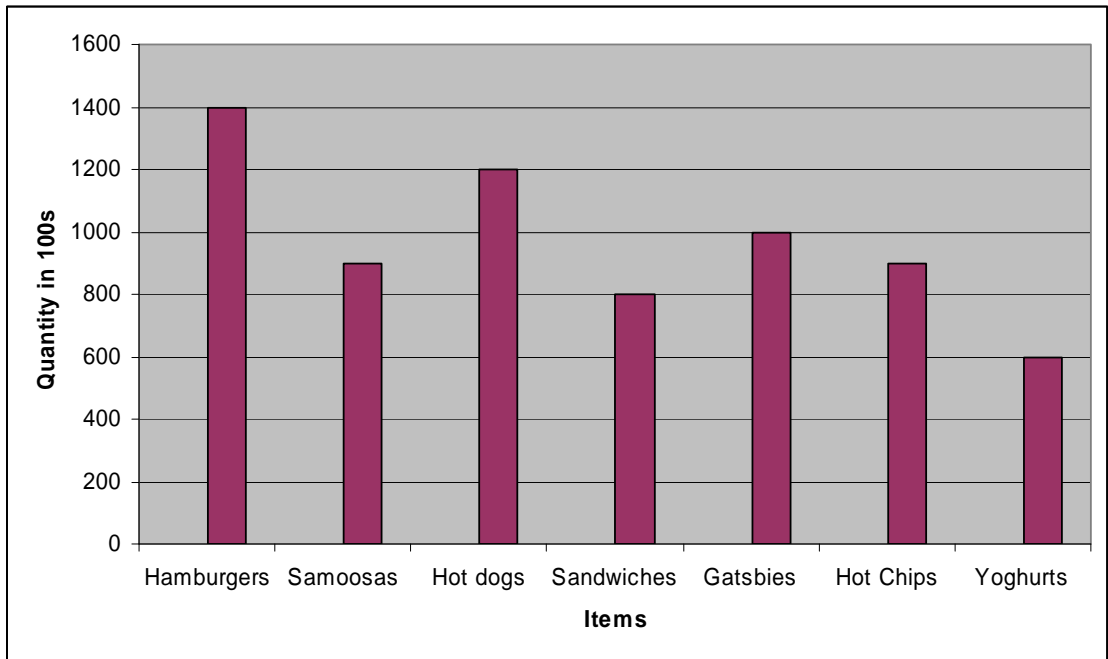
She is an English speaking South African who was born on 13 August 1987. She can speak Afrikaans and Zulu. Her address is 48 Bulmer Street, Kloof, 3610 and her telephone number is 082 642 6475. She enjoys excellent health.

Linda matriculated (passed grade 12) at Kloof High School in Kloof and did a Management Diploma at Natal Technikon in Durban. Her hobbies and interests are soccer, cooking and crossword puzzles.

2. Graph.

Use this information:

ITEM	QUANTITY
1. Hamburgers	1 400
2. Samoosas	900
3. Hot dogs	1 200
4. Sandwiches	800
5. Gatsbies	1 000
6. Hot chips	900
7. Yoghurts	600



3. e-mail

Hi Jay!

Hope you're fine. I saw an advertisement for a singing competition in the Blue Route Shopping Centre and thought you'd be interested. The auditions are on Fri. 29 June from 16:00-19:00 and on Sat. 30 June from 10:00-12:00. The semi-finals are on Sat. 7 and 14 July at 15:00. The finals are on Sat 21 July at 15:00. There are great prizes to be won. Contact Smarter Image at 083 400 5678 during office hours for enquiries. Go for it! Good luck!

Cheers

Alex

Self Activity 13 p.24

1. Simple sentences – one verb and makes complete sense

Accept any correct answer, e.g.:

- 1.1 We **are looking** forward to the general knowledge quiz.
- 1.2 Please **help** me to complete my assignment.
- 1.3 I **have looked** everywhere for my textbook.

2. Compound sentences – two simple sentences joined by “and,” “but” or “or”

- 2.1 The referee **blew** the whistle and the fans **screamed** with delight.
- 2.2 Benni's interests **are playing** and **watching** sport but Mandy **prefers** clothes and modelling.
- 2.3 You **may enrol** for part-time classes or you **can enrol** for a full-time course.

3. Complex sentences – a main clause plus one or more secondary clauses joined to it.

Accept any correct answer, e.g.:

- 3.1 I **missed** my lift because I **woke** up late today.
Because I **woke** up late today, I **missed** my lift.
- 3.2 If you **are motivated**, you **will be** successful.
You **will be** successful because you **are motivated**.
You **will be** successful when you **are motivated**.
- 3.3 Siphio **caught** the bus to work after he **had finished eating** his breakfast.
After he **had finished eating** his breakfast, Siphio **caught** the bus to work.
When Siphio **had finished eating** his breakfast, he **caught** the bus to work.
- 3.4 He **bought** a Canon digital camera which **is** an expensive item.

4. Change from simple sentences to complex sentences – one main clause (a complete simple sentence) plus one or more secondary clauses joined to it.

Accept any correct answer, e.g.:

- 4.1 Peter's oral **was** the best because he **used** graphics to illustrate his speech.
- 4.2 The car **swerved** suddenly when / after / as Dumisane **braked** hard.
- 4.3 This magazine which **features** all the latest sporting news and gossip **is** interesting.
This magazine **is** interesting when it **features** all the latest sporting news and gossip.

Self Activity 14 p.26

Concord

1. Ann and Paul **are** absent today.
2. The father, as well as his sons, **has been working** on the project.
3. The litter of puppies **is** playful.

Self Activity 15 p.26

Concord

1. Sipho and Debbie **work** in the same department.
2. None of the engineers **is** in the office now.
3. The staff and management **have** attended all the seminars since 2000.
4. The news of the nation-wide strike **is** disturbing.
5. Somebody **has** borrowed the scissors. **Are** the scissors anywhere?
6. Either the supervisor or the employee **is** responsible.
7. The manager, as well as his colleagues, **is** bilingual.
8. A panel of judges **is** to choose the winner.
9. Some of the students **have** been working very hard.
10. Each supervisor **is** responsible for the employees under him.

Self Activity 16 p.27

Concord

1. There **are** six secretaries in the company.
5. There **are** some clients in the meeting room.
7. **Is** there any coffee?

Self Activity 17 p.28

Assessment Activity: Editing

There is not only one correct answer with any editing exercise. Many versions may be correct, as long as students have improved the layout, spelling, paragraphs, grammar, punctuation and sentence types.

The rules for Masincedane Funeral Club:

Masincedane Funeral Club was started on 15 August 1992. To become a member of the funeral club a joining fee of R200 must be paid. Thereafter members pay R150 every third month, namely February, May, August and November. Members must have paid at least for one instalment before money can be paid out.

Members must please remember to pay R150 every third month. If money is not paid for one month, R300 can be paid after six months. If that does not happen, no money will be paid out.

Money paid out for funerals is as follows:

- | | |
|-------------------------------------|-------|
| (1) Member: | R8600 |
| (2) Member's wife: | R8600 |
| (3) Children over 3: | R4600 |
| (4) Children from birth to 3 years: | R2600 |
| (5) Parents: | R4600 |

If you are interested in joining the club, phone Mavis Tshikwane after 17:00. Her number is 083 542 1144.

Assessment of editing activity: Module 1 Self Activity 17

Student: _____ **Class:** _____ **Date:** _____

Mark: _____ **%:** _____

Signed: Facilitator _____ **Date:** _____

Signed: Moderator _____ **Date:** _____

Signed: Student _____ **Date:** _____

Not achieved 0-5	Elementary 6-7	Moderate 8-9	Adequate 10-11	Substantial 12-13	Meritorious 14-15	Outstanding 16-20
Hardly any errors picked up or corrections made.	Some indication that changes have been made but productive changes.	Applied the basics to improve layout. Picked up major spelling and grammar errors but no real improvements to structure or sentence types.	Picked up at least 50% of the spelling, grammar and punctuation errors. Small improvements to paragraphs and sentence types.	Picked up more than 50% of the grammar and errors and improved the layout, paragraphs and sentence types.	Picked up most of the spelling, grammar and punctuation errors. Maybe improved the word order and layout.	Picked up nearly all the spelling, grammar and punctuation errors. Improved the word order, layout and sentence types.

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

Module 2

It's OK to fail and things may go wrong in my life

Self Activity 1 p.30

Narrative description

It is important that students write in the *past tense*, are *not vague*, use a lot of *detail* and use *chronological order*.

Group Activity 2 p.31

Narrative description

Let the students divide into 5 groups with each group working on the texts.

1. Text 1: It's good to fail – **magazine article**
Text 2: How tragedy changed Nojekwa's life focus – **newspaper article**
Text 3: With Everest summit 150m away, I had to turn back – **newspaper article**
Text 4: Nobody said it was going to be easy – **letter to a magazine**
Text 5: Friendly obstacles – **poem**
2. The theme is: we learn more during hard times and when things are tough than in times of success and when everything goes well.
3. Only the main points need to be written down – they may be in bulleted format. One person in the group has to report back to the class.

Text 1: It's good to fail

1. If you want to be a winner you have to master failure.
2. We all want to be a success.
3. Most of us are conditioned to see failure as something wrong/a big negative.
4. You have no concept of what you can achieve until you fail.
5. Never think of yourself as a loser.
6. There's no such thing as failure – it's success in another form.

Text 2: How tragedy changed Nojekwa's life focus

- Thembela Nojekwa was bitter and angry when he lost the ability to walk.
- This former mathematics teacher was struck by a stray bullet in 1996.
- He discovered that family therapy was needed for the physically disabled to recover fully.
- In 2001 he started using beads to help families to cope with tragedy.
- Today he runs a training facility for able and disabled people.
- Red Door has helped him to manufacture beads and to train people.
- His accident opened his eyes to new things.

Text 3: With Everest summit 150m away, I had to turn back

- On 15 May 2006 Ronnie Muhl and his climbing party left the advanced base camp to summit Mount Everest.
- The weather was fine.
- They reached camp 3 and then climbed to the ridge at 8 600m.
- On the second step Ronnie noticed that the front valve of his oxygen mask had broken.
- The guide with a spare mask was ahead of him and out of earshot.
- Ronnie climbed to just under 8 700m and saw the weather was changing around the summit.
- Some of the climbers were already descending but others were turning around as the wind was picking up.
- With less than 150m from the summit Ronnie turned around.
- It was one of the wisest decisions he has ever made as he would have died had he continued.

Text 4: Nobody said it was going to be easy

- E. Modibane feels sorry for people who victimise themselves and blame their lives on their circumstances.
- He was raised by an alcoholic father who abused them.
- His father died when he was 18 and he had to fend for himself.
- He applied for student loans and studies two courses at a time.
- According to him the only failure is the one who fails and never tries again.

Text 5: Friendly obstacles

- Every hill, every stone, all the blood, sweat and grime, storms and heat made me strong.
- All the heartaches and tears, anguish and pain, gloomy days, fruitless years and hopes that lived in vain made me strong.

Challenge p.36

Possible gestures/signs a speaker can use when saying the following:

1. “No, ladies and gentlemen, the grass is not always greener on the other side!”
Shake the head to show “no” and point with the finger to the “other side”.
2. “So when he entered the room, he noticed this long snake next to the couch.”
Indicate, with hands wide apart, the “long snake”.
3. “Come here,” I called her, but I don’t think she heard me.
Indicate with one hand the sign that shows “come here”.
4. “My talk is on canaries and as you know a canary is a small little bird.”
Indicate with the thumb and index finger how small the canary is.

Self Activity 3 p.40

Assessment Activity: Interpreting non-verbal messages

Students must write down what they can find out about the people by looking at their clothes, expressions, body posture, gestures, etc. Accept any answer that makes sense, starting, clockwise, with the lady with the shopping bags in both hands.

- **Lady with shopping bags**

She looks very happy. She is smiling. She looks confident. It seems that she is enjoying herself. Her clothes look comfortable and fashionable.

- **Boy with arms in the air**

The boy looks happy. He is young and has a missing front tooth. He has the South African flag painted on his face. He is being lifted up by someone. He must be enjoying it. He has a broad smile. His arms are in the air. Perhaps he is a supporter/spectator at a match.

- **Man with curly hair and open mouth**

It looks as if the man has just scored a goal. He is screaming. He must be very happy with himself. One can see the determination in his expression. He must be excited, delighted and ecstatic. The muscles on his face and neck are pulling. His windswept hair shows that he must be running.

- **Man behind his desk**

This man looks exhausted, frustrated and very tired. He’s leaning back in his chair with his eyes closed and both hands crossed over his face. He must be sitting in his office and the reason for his being in such a state must be because of all the piles of paperwork on his desk. It looks in a terrible mess.

- **Man with Basuto hat**

This man could be dressed in traditional clothes. He is wearing a Basuto hat and it

looks as if he is covered by a Basuto blanket. His broad smile shows that he is very happy and confident. He looks straight at the camera and although he is wearing glasses, one can see the joy in his eyes. It looks as if he is at a function – with people in the background.

- **Crying lady**

The crying lady looks very sad. Her head is tilted to one side and she is wiping her tears with her right hand. Her eyes are closed and she is leaning on a man who seems to be comforting her. He is holding her and has his left hand on her shoulder.

Rating	Rating code
Has outstanding command of language and excellent insight into the interpretation of non-verbal communication skills.	7
Has very good command of language and very good insight into the interpretation of non-verbal communication skills.	6
Has good command of language and good insight into the interpretation of non-verbal communication skills.	5
Has satisfactory command of language and has some insight into the interpretation of non-verbal communication skills.	4
Meets the language requirements but has little insight into the interpretation of non-verbal communication skills.	3
Partially meets the minimum language requirements and hardly has any insight into the interpretation of non-verbal communication skills.	2
Very little effort/struggle to present anything logical. No insight/almost no insight into the interpretation of non-verbal communication skills.	1

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

Self Activity 4 p.40

Assessment Activity: Speech on narrative description

Students have to deliver a speech on their narrative description in Self Activity 1. They have to use some of the non-verbal aspects as well as the speaking techniques. They should have good logical structuring (introduction, body and conclusion), but they do not need to use illustrative aids. They have to apply peer assessment.

Peer assessment of speech on narrative description: Module 2 Self Activity 4

Student: _____ **Class:** _____ **Date:** _____

Mark: _____ **%:** _____

Signed: Facilitator _____ **Date:** _____

Signed: Moderator _____ **Date:** _____

Signed: Student _____ **Date:** _____

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

CRITERIA	1	2	3	4	5	6	7
1. Introduction tells the audience what the description is about and ideas follow in a logical order.							
2. Body of the speech focuses on the topic.							
3. Conclusion is effective.							
4. Speaker is confident, well-prepared and uses correct grammar.							
5. Non-verbal ways of communication are used appropriately, e.g. volume, pronunciation, tempo, stress and emphasis, eye contact and body language.							

For this presentation the student	Rating	Comment
Has outstanding command of language, insight into the topic, excellent logical structuring and non-verbal communication skills.	7	
Has very good command of language, shows good insight into the topic, good logical structuring and non-verbal skills.	6	
Has good command of language, shows insight into the topic, logical structuring and non-verbal skills.	5	
Has performed satisfactorily and has applied some logical structuring, but not very good non-verbal skills.	4	
Meets the requirements but has little insight into the topic and needs to improve the logical structuring and non-verbal communication.	3	
Only partially meets the minimum requirements and needs a lot of support. The non-verbal skills are also lacking.	2	
Makes very little effort and has put forward an illogical argument that is very difficult to follow. The non-verbal skills are very poor.	1	

Self Activity 5 p.43
Assessment Activity: Circular

Accept all circulars with correct information. This letter serves as an example only.

RED DOOR

Tel: 021-362 6621/4/5

**Makaza Shoprite Centre
c/o Lansdowne & Cekeka Street
KHAYELITSHA
7784**

4 May 20..

Dear Entrepreneur

WORKSHOP ON 27 AND 28 MAY 20..

A workshop will be held at the Khayelitsha office on Friday 27 May and Saturday 28 May 20.. for all entrepreneurs who have received funding from Red Door. You are welcome to attend.

The theme of the workshop is "Why it is important to crawl before you walk in business". The workshop starts on Friday at 17:00. It will end at 21:00. On Saturday it runs from 09:00 – 15:00. There will be two guest speakers and we will be working in groups.

Supper will be provided on Friday and lunch on Saturday. Tea and coffee will be served on both days. The cost for the workshop is R200 per person.

I hope that it will be possible for you to attend. If you can come, register before 25 May by telephoning Kim at the above-mentioned number.

I am proud to inform you that a new Red Door office will open in Ottery on 1 July. The manager will be Faizel Lucas. Please take note of the contact details:

55 Dew Avenue

OTTERY

7800

Tel: 021 – 865 3216

Fax: 021 – 865 3215

Warm wishes

D. Apollis

DENVER APOLLIS

MANAGER

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

A circular is normally marked out of 20. We recommend the following:

Layout: 4 (-1 per error)

Language: 8 (-½ per error)

Content: 8 (-½ or -1 per detail omitted – see below)

1. Open with a contact sentence. **1 mark**
2. Give all the information regarding the workshop:
 - Dates
 - Theme
 - Costs
 - Times
 - Meals
 - Where to register **½ mark each = 3**
3. Give full contact details regarding the new Red Door office. **2 marks**
4. Give the name of the new manager. **1 mark**
5. End with goodwill. **1 mark**

Self Activity 6 p.47

Assessment Activity: Letter of invitation

1. Students can make up their own addresses but it is important that they have the core notes correct.

SHARP FET COLLEGE

Tel: 0531-785 3450

Fax: 0531-785 3451

sharpfet@mweb.com

34 Dream Lane

KIMBERLEY

8300

3 April 20..

Mr Denver Apollis

Manager

Red Door

Makaza Shoprite Centre

c/o Lansdowne Road and Cekeka Street

KHAYELITSHA

7784

Dear Mr Apollis

INVITATION AS GUEST SPEAKER

Our college is hosting its annual entrepreneurial festival on Friday 30 April 20.. . We normally have great fun with competitions, games, stalls, guest speakers, etc. We would be very grateful if you could please address our NCV students for 20 minutes. You may choose your own topic.

If it is possible for you to address us, I will meet you in the foyer at 18:45. You will deliver your speech in the college hall at 19:00. We expect about 200 students and lecturers. Please let us know how much your appearance fee is. We would also appreciate it if you send us your CV.

Please confirm in writing before 18 April if you can come. We sincerely hope that you will be able to accept. We look forward to hearing from you.

Yours faithfully

M. Owen

MICHAEL OWEN

SECRETARY OF FESTIVAL COMMITTEE

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

A letter of invitation is normally marked out of 20. We recommend the following:

Layout: 4 (-1 per error)

Language: 8 (-½ per error)

Content: 8 (-1 per detail omitted)

This activity can be marked strictly as all the details are supplied. It is important that the students get the core notes right.

2. **Letter declining an invitation.** Students can make up their own letter, as long as they give a reason for declining the invitation and suggesting another speaker.

RED DOOR

Tel: 021-362 6621/4/5

**Makaza Shoprite Centre
c/o Lansdowne & Cekeka Street
KHAYELITSHA
7784**

9 April 20..

Mr Michael Owen
Secretary of Festival Committee
SHARP FET COLLEGE
34 Dream Avenue
KIMBERLEY
8300

Dear Mr Owen

INVITATION AS GUEST SPEAKER

Thank you for the invitation to be a guest speaker at your college's annual entrepreneurial festival on Friday 30 April 20.. . Unfortunately I cannot accept the invitation as I am involved in a seminar hosted by Red Door on that day.

You are welcome to invite me to your college on another occasion. I hope I will then be able to help you.

If you still need a guest speaker I suggest you ask Mr Thembela Nojekwa, a successful entrepreneur who was assisted by Red Door. This former mathematics teacher is confined to a wheelchair after he was struck by a stray bullet. He is an excellent speaker and you can contact him on 082 786 4546.

Once again, thank you for the invitation. I wish you success with your festival.

Yours sincerely

D. Apollis

DENVER APOLLIS

Self Activity 7 p.49

Passive voice

1. The meeting **was closed** at 16:00 by the chairperson.
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.

Active voice

6. **You** can give Lisa your applications for leave. / **You** can give your applications for leave to Lisa.
7. **Staff** should meet **deadlines**.
8. **S/he** has chosen a venue for the conference. / **We/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.

Self Activity 8 p.49

Correct placement of adverbs

1. We **often** go to Durban in the summer.
 Often we go to Durban in the summer.
2. I **never** want to see her again.
3. **Sometimes** it is cold in Bloemfontein in the winter.
 It is **sometimes** cold in Bloemfontein in the winter.
4. In many countries, trains **always** arrive on time.
5. **Usually** shops don't close before 17:00.
 Shops **usually** don't close before 17:00.

Self Activity 9 p.52

Reported speech

1. **Maggie said/remarked** to Wayne **that he had** brought **her** a box of chocolates all the way from England and (she added) **that it was** such a pretty box.
2. **Maggie exclaimed that it was** completely empty inside.
3. **Maggie asked Wayne** where the chocolates **were**.
4. **Wayne explained/replied that it had been** such a long trip home.

Self Activity 10 p.52

Direct/reported speech

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

Self Activity 11 p.53

Past tense

Remind the students to make any necessary changes.

1. Yesterday I **ordered** stationery for the office.
2. Yesterday we **signed** the attendance 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.

Use past tenses to join sentences with conjunctions to show which action happened first or which action is continuous.

5. When I **have edited** my writing, I **have improved** it.
6. Musi **went** to college where he **learnt** new skills.

Use one past perfect verb and one past simple.

7. When the college choir **won** the competition, they **had practised** hard.
8. The manager **wrote** a letter to the client after s/he **had asked** for more information.
9. After they **had watched** the film, they **went** home by taxi.

Module 3

Taking responsibility pays dividends

Group Activity 1 p.57

Communication process

Students have to work in pairs.

Mark: Hi Anna! It's great to see you again. How are you?

Anna: Hi Mark. I'm well thank you. How are you?

1.

- Mark is the sender.
- He greeted Anna and said that it was great to see her and asked how she was.
- Anna is the receiver.

2.

- Anna is the sender.
- She greeted Mark and said that she was well. She then asked Mark how he was.
- Mark is the receiver.

3. Students may add any 4-6 lines to illustrate the communication process, e.g.:

Mark: I'm also well thanks, but I'm stressing a bit because it's almost exam time.

Anna: I've started already. When do you start?

Mark: On Monday and I'm writing my worst subject.

Anna: Shame, what is it?

Self Activity 2 p.59

Assessment Activity: Cartoon

We recommend that the students do this activity *after* you have discussed **Categories of communication and Barriers of communication.**

1. Errol (1)
2. Errol asked Cheryl where she had got her hat. (1)
3. Cheryl (1)
4. They are in capital letters to indicate the emphasis laid on these words by Errol and Cheryl respectively. Errol can't believe that Cheryl could wear such an unattractive hat which could be part of a McDonald's uniform. Cheryl's response shows her shock and surprise. She obviously does not think that there is anything wrong with her hat. (2)
5. Errol looks straight at Cheryl and he is laughing as he speaks to her. He seems to enjoy teasing her and does not care about hurting her feelings. Cheryl looks at him in silence. Her body language shows that she is hurt. Her arms are next to her body and her mouth is pulled down. (4)

6. Interpersonal communication. (1)
 7. English (1)
 8. Speech. They are speaking to each other. (1)
 9. It is a semantic barrier as they attach different meanings to words. Cheryl wants Errol to phrase his remarks in a better way (in other words, not to say that she looks as if she sells hamburgers). He rephrases his words by describing the hamburger in a better way! It may also be a perceptual barrier as they don't share the same taste in clothes. (2)
 10. Mass communication. (1)
- Total: 15**

RATING CODE	RATING	MARK OUT OF 15
7	Outstanding (can do this exceptionally well)	12-15
6	Meritorious (can do this very well)	10½
5	Substantial (can do this well)	9
4	Adequate (can do this)	7½
3	Moderate (can do some of this)	6
2	Elementary (have difficulty with this)	4½
1	Not achieved (need help with this)	0-3

Group Activity 3 p.63

Communication barriers

A.

1. The fax machine has run out of fax paper.
2. You are Jewish – at work they celebrate with a Christmas lunch.
3. Three typists at your work love scrap booking – you don't.
4. The young staff members want a disco – not the older staff.
5. The accountant gets irritated that the clerk does not understand.
6. The ladies are upset that the men want to watch the soccer test.
7. The client says “perhaps” he'll buy the product, but he does not.
8. A new manager jokes that his secretary is a dumb blonde.
9. The two receptionists don't get on - one is loud and one is quiet.
10. When you try to help the new worker she goes quiet and sulky.

B.

- j. Physical barrier
- i. Religion
- e. Hobbies
- a. Age
- d. Intelligence
- b. Gender
- h. Semantic
- f. Stereotyping
- g. Personality
- c. Attitude

Group Activity 4 p.65

Communication terminology

Students have to work in pairs.

A.

1. Communication with oneself.
2. The assistant managers discuss the advertising campaign.
3. Transmission of information between sender and receiver.
4. The response to the message; it may be positive or negative.
5. Anything that causes a communication breakdown.
6. Communication between two individuals.
7. The receiver of the message is also known as this.
8. The manager calls an urgent meeting with the staff.
9. The use of different lettering, photos and illustrations.
10. The sales representative sent his quote via a fax.

B.

- b. Intrapersonal communication
- j. Horizontal communication
- g. Message
- e. Feedback
- c. Barrier
- i. Rx
- d. Interpersonal communication
- f. Vertical communication
- a. Graphics
- h. Medium

Self Activity 5 p.66

Assessment Activity: Comprehension

1. Sixty per cent of cars on South African roads are unroadworthy. (1)
2. Cars follow too closely. (1)
3. We suggest that you first ask the students what *killing fields* are or associated with, discuss the meaning of *carnage* and *bloodstained* and then explain that they have negative connotations as they are all connected with death, war, injuries, etc.
- 3.1 Accept any appropriate reason, e.g. to emphasise and drive home the message that countless people are being killed and maimed on South African roads. (2)
- 3.2 Yes or no with any appropriate reason, e.g. these words emphasise the death and destruction on South African roads. (2)
4. The quotation marks indicate that the word has been used in a special sense (not the usual one associated with an outbreak of a disease, e.g. a cholera epidemic).(1)
5. Automobile Association; Alcoholics Anonymous (2)
- 6.1 Accept any two of the following:
 - alcohol and drug abuse
 - seatbelts

- unroadworthy vehicles
 - pedestrians
 - road users not accepting responsibility for road accidents (2)
- 6.2 He uses bullets to indicate that these points are core and important. (1)
7. Yes. He believes it is possible to improve the current situation if certain steps are followed. (2)
8. Accept any appropriate examples, e.g.:
- statistics: “Ninety per cent of backseat passengers don’t wear seatbelts.”
 - research: The writer studied the successful campaign of Australia’s Victoria state.
 - interview with Wendy Watson, of the DoT (3)
9. Accept any appropriate answer, e.g.:
- to inform the public about the high number of road accidents and deaths on South African roads
 - to increase public awareness about what can be done to reverse the situation (1)
- 9.1 Yes or No. (1)
- 9.2 Accept any appropriate reason(s), e.g. the article paints a very grim picture of the current situation. (1)
- 10.1 It focused on alcohol, speed, seatbelts and extensive advertising. (2)
- 10.2 Accept any appropriate answer and reason. (2)
11. Accept any appropriate answer, e.g. to draw attention to and emphasise the two most important words in the caption; *killing fields* are associated with death on a wide scale and the aggression of war. (1)
- Total: 25**

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

Self Activity 6 p.69

Word-attack skills

- | A. | | B. |
|-----------|---|-----------|
| 1. | = | f. |
| 2. | = | i. |
| 3. | = | h. |
| 4. | = | g. |
| 5. | = | j. |
| 6. | = | b. |
| 7. | = | c. |
| 8. | = | d. |
| 9. | = | e. |
| 10. | = | a. |

Group Activity 7 p.70

Students have to work in pairs.

- Prefixes**
 - irresponsible
 - unroadworthy
 - unreliable
 - abuse; misuse
 - decrease
 - inexpensive
- Antonyms**
 - cheap
 - more
 - optional
 - sober
 - success

Challenge p.70

1. car, automobile, pickup truck, van, lorry, bus, minibus taxi, pantehnikon, station wagon, panel van
2. light delivery vehicle, sports utility vehicle
3. to pretend not to see; to ignore

Group Activity 8 p.71

Main ideas and supporting ideas: Paragraph

Students have to work in pairs. They have to write a paragraph on **Alcohol and driving – a lethal combination**. As they are working in pairs they must plan their paragraph properly. The paragraph must have at least four sentences, including the main sentence which should be underlined.

Group Activity 9 p.72

Assessment Activity: Group discussion

Students have to work in groups of four and discuss the topics from all perspectives. They have to apply group assessment.

1. Cartoon: Petrol price hike

Please note: Before the students start the activity, we suggest that you mention to them that cartoons reflect topical and current matters, and situations that impact on people's lives. Cartoons use humour to draw attention to often very serious events and situations.

Accept any appropriate explanations, e.g. the cartoon is funny because it is ironic that the price of petrol is so high that the hijacker is not even interested in stealing the car or any of the driver's belongings. The driver just has to stay in the car until the accomplice has emptied the tank. The size of the terrified driver's eyes and the fact that they are focused on the hijacker and his gun adds to the humour.

Cartoon: Arrive Alive

Accept any appropriate explanations, e.g.:

The male driver (who is depicted as a devil) wants to arrive at their holiday destination on time even if they die doing it. It is ironic and funny because the message in this cartoon is the complete opposite of what the Drive Alive Campaign intended to promote and achieve. The campaign was launched to encourage motorists to reduce their speed and drive more carefully to reduce the number of road deaths. Exaggeration makes this cartoon funny. It is also funny because the husband is speaking figuratively = (to arrive) dead on time. His wife replies that she would literally prefer to arrive alive.

2. Discussion: Roadside crosses, flowers and memorials

Students will need some time to brainstorm for ideas and to organise their ideas. We also suggest that you remind students to apply the following tips for a successful discussion:

1. Be interested.
2. Be flexible.
3. Be tactful.
4. Be sincere.
5. Don't be argumentative.
6. Don't be full of yourself.

Rating code	Rating	Mark out of 10
7	Outstanding: Worked exceptionally well together	8-10
6	Meritorious: Worked very well together	7
5	Substantial: Worked well together	6
4	Adequate: Worked well together sometimes	5
3	Moderate: Hardly worked well together	4
2	Elementary: Managed to reach consensus once or twice	3
1	Not achieved: Never reached consensus	0-2

CRITERIA	Yes	No	Comment
1. We listened to each other and demonstrated respect for each other's viewpoints.			
2. We motivated our viewpoints.			
3. We spoke politely to each other and discussed the topics from all perspectives.			
4. We were open to learn from others.			
5. We showed respect for other cultures and religions.			

Group Activity 10 p.73

Word-attack skills and figurative language

Students have to work in pairs.

- 1.1 lawyer
- 1.2 injured
- 1.3 assistance
- 1.4 owner
- 1.5 visibility
- 1.6 paramedic
2. It is used figuratively. It means to maintain a calm and controlled attitude.

Challenge p.74

Accept any appropriate answers, e.g.:

- to lose one's cool – not to maintain a calm and controlled attitude
- to be cool – to be free from anxiety
- to give someone the cold shoulder – to avoid someone or treat them with disrespect
- to blow hot and cold – to first praise, then blame
- to strike while the iron is hot – to take action when it will have the most effect
- to get hot under the collar – to lose one's control and become angry
- in hot water – to be in trouble or disgrace
- make it hot for someone – to make it unpleasant for someone
- in the heat of the moment – on the spur of the moment while temporarily angry or excited and without stopping for thought

Sentences

Accept any appropriate sentences, e.g.:

1. It is so easy to lose one's cool during an argument.
2. Our band was so cool before the audition because they were confident.
3. After he was charged with theft, some of his friends gave him the cold shoulder.
4. He kept blowing hot and cold, praising me and then blaming me for what happened.
5. Now is the time to strike while the iron is hot.
6. During the debate one of the speakers began to get hot under the collar and would not allow the others a chance to speak.
7. The student was in hot water for once again being late for college.
8. The police are making it hot for criminals to continue their activities.
9. During the heat of the moment I made the wrong decision which is something I now regret.

Self Activity 11 p.75

Poem – Jaguar

1. They are alike in their speed and beauty.
2. Accept any appropriate answer, e.g. The car has a graceful body with elegant lines. The two quotations are: “sleek-bodied, with gleaming flanks,”; “The light shining and rippling down the smooth side.”
- 3.1 “There she stands
Purring gently,
Engine ticking over.” Accept any appropriate explanation, e.g. it’s a soft, soothing sound.
- 3.2 “She utters her full-throated roar” Accept any appropriate explanation, e.g. it’s a deep, loud noise.
4. “Leaps across the intersection -”
5. It happened in the late afternoon; early evening: “Caught in the rays of the afternoon’s dying sun”
6. Accept any appropriate explanation, e.g. the car jumps across the intersection like an acrobat whose body ripples with hard muscles.
7. Accept any appropriate answer, e.g. the car jumps forward and the front jumps up like an animal striking and attacking another animal.
8. Accept any appropriate description, e.g. the body of the car is crumpled, twisted and burnt.
9. severed; twisted; seared; ripped
10. To indicate anticipation and/or to indicate that there is more action to come.
11. Accept any appropriate answer, e.g. the first “*but*” marks where the wonderful and exhilarating outing starts to go wrong. The second “*but*” marks the moment when, even after the braking, the car is not going to stop in time to avoid the collision.
12. Accept any appropriate answer, e.g. he is amazed and surprised that this beautiful car (machine) can be involved in the horror and ugliness of death.
13. Yes or No with an appropriate reason.

Background:

Remind the students that Activities 12-17 are all related. They are employed by Mr John Modise of Speedy Couriers.

Self Activity 12 p.77

Assessment Activity: Internal memorandum

Speedy Couriers	
Memorandum	
To: Mr J. Sepuma	Date: 18 May 20..
From: Mr J. Modise	Tel: X136
Subject: ACCIDENT-RELATED INFORMATION	
<p>I would like you please to provide me with certified copies of your driver’s licence and I.D. book, as well as the personal details of the other driver involved in your recent accident on 10 May 20.. as the insurance company needs this information.</p> <p>Please submit the information and photocopies to me before 22 May 20.. .</p> <p>Thank you for your co-operation.</p> <p><i>J.M.</i></p>	

Rating code	Rating	Marks %
7	Outstanding: You can do this exceptionally well	80 – 100
6	Meritorious: You can do this very well	70 – 79
5	Substantial: You can do this well	60 – 69
4	Adequate: You can do this	50 – 59
3	Moderate: You can do some of this	40 – 49
2	Elementary: You have some difficulty with this	30 – 39
1	Not achieved: You need help with this	0 – 29

CRITERIA	1	2	3	4	5	6	7
1. Planned the memorandum by using a mind map and writing down a few ideas. Have proof of these.							
2. Used the appropriate format for a memorandum.							
3. Used the appropriate register, style and language.							
4. Achieved the purpose of this task.							
5. Used correct grammar – the memo was edited.							

Self Activity 13: p.80

Assessment Activity: Accident report

Make photocopies of the Speedy Couriers accident report and hand a copy to each student. It is advised that the students write the report in pencil first. After they have checked their own work and improved it, they can rewrite it neatly on the form that you will hand out to them.

Speedy Couriers

Telephone: (021) 511 0409

Fax: (021) 511 9763

E-mail: scouriers@absamail.co.za

P.O. Box 104

PAARDEN ISLAND

7405

ACCIDENT REPORT

SURNAME AND INITIALS OF INJURED PERSON: Sepuma JN

FULL NAMES: James Nkosi

OCCUPATION: Driver

DATE OF APPOINTMENT: 1 June 2001

DATE OF INJURY: 10 May 20..

TIME OF INJURY: 10:45

TYPE OF INJURY: Whiplash (car accident)

DESCRIPTION OF INJURY: While I was travelling in the company's Ford Bantam pickup truck along Long Street, a driver in a Toyota Corolla (CA 696 2741) came down Broad Avenue but he failed to stop at the stop sign. He collided with my right-hand rear wheel. The impact was so severe that the wheel was pushed flat. Although I was wearing my seatbelt, I was thrown backwards by the impact and sustained whiplash.

STEPS TAKEN AFTER ACCIDENT: Feeling shocked and quite dazed, I remained in the car until the paramedics arrived. The motorist in the car behind my car stopped and called the police and the paramedics who then attended to the injured driver of the other car involved in the accident. Both damaged cars were pushed to the side of the road and the Ford Bantam was later towed to Patco's Pitstop Motors to undergo repairs. The other driver and I were driven by ambulance to Get Well Hospital where my neck was X-rayed. Before leaving the scene of the accident, I asked for the other driver's personal details and car registration number. I do not know the extent of the injuries of the other driver.

WITNESS(ES): Mandy Petersen (021) 976 5421

William Boyd (021) 705 6794

REPORT COMPILED BY: James Nkosi Sepuma

POSITION: Driver

SIGNATURE: *J.N. Sepuma*

DATE: 13 May 20..

Rating code	Rating	Marks %
7	Outstanding: You can do this exceptionally well	80 – 100
6	Meritorious: You can do this very well	70 – 79
5	Substantial: You can do this well	60 – 69
4	Adequate: You can do this	50 – 59
3	Moderate: You can do some of this	40 – 49
2	Elementary: You have some difficulty with this	30 – 39
1	Not achieved: You need help with this	0 – 29

CRITERIA	1	2	3	4	5	6	7
1. Planned the report by using a mind map and writing down a few ideas. Have proof of these.							
2. Used the appropriate format and layout for an accident report.							
3. Used the appropriate register, style and language.							
4. Relevant facts and details were given.							
5. Used correct grammar – the memo was edited.							

Make copies of the blank accident report form and hand out to the students.

Speedy Couriers

Telephone: (021) 511 0409

Fax: (021) 511 9763

E-mail: scouriers@absamail.co.za

P.O. Box 104

PAARDEN ISLAND

7405

ACCIDENT REPORT

SURNAME AND INITIALS OF INJURED PERSON:

FULL NAMES:

OCCUPATION: DATE OF APPOINTMENT:

DATE OF INJURY: TIME OF INJURY:

TYPE OF INJURY:

DESCRIPTION OF INJURY:

.....

.....

.....

.....

.....

STEPS TAKEN AFTER ACCIDENT:

.....

.....

.....

WITNESS(ES):

.....

REPORT COMPILED BY:

POSITION:

SIGNATURE: **DATE:**

Self Activity 14 p.81
Assessment Activity: Facsimile

Speedy Couriers

Tel: (021) 511 0409	P.O. Box 104
Fax: (021) 511 9763	PAARDEN ISLAND
E-mail: scouriers@absamail.co.za	7405

FACSIMILE

To: Mr D. Patco	Firm: Patco's Pitstop Motors
Fax number: (021) 511 0409	Date: 12 July 20..
From: Mr J. Sepuma	Number of pages: 1

Subject: QUOTATION FOR REPAIRS

Message:
On 10 May 20.. the company vehicle I was driving was damaged in a collision with another car. The vehicle was later towed to your garage to undergo repairs. The vehicle is a Ford Bantam pickup truck, registration number CY 656 1711.

I would appreciate it if you would please fax or e-mail my employer, Mr J. Modise, a

quotation for the cost of repairs before any work is commenced on the vehicle. Mr Modise would also like to know how long the repair work will take.

Thank you for your attention.

James Sepuma

Please inform us if you have not received all the pages

Rating code	Rating	Marks %
7	Outstanding: You can do this exceptionally well	80 – 100
6	Meritorious: You can do this very well	70 – 79
5	Substantial: You can do this well	60 – 69
4	Adequate: You can do this	50 – 59
3	Moderate: You can do some of this	40 – 49
2	Elementary: You have some difficulty with this	30 – 39
1	Not achieved: You need help with this	0 – 29

CRITERIA	1	2	3	4	5	6	7
1. Planned the fax by using a mind map and writing down a few ideas. Have proof of these.							
2. Used the appropriate format for a fax.							
3. Used the appropriate register, style and language.							
4. Gave and asked relevant information.							
5. Used correct grammar – the fax was edited.							

Group Activity 15 p.83

Assessment Activity: Role-play – Interviews

Work in groups of 2-4. Stress that for role play to be successful, they have to be well prepared. For this oral activity they will be assessed by you, the facilitator, and by their peers. It is therefore vital that, as a group, they write a good “script” and practise before presenting it. They also have to listen very carefully to their peers so as to be able to assess them.

Rating code	Rating	Mark out of 10
7	Outstanding: Worked exceptionally well together	8-10
6	Meritorious: Worked very well together	7
5	Substantial: Worked well together	6
4	Adequate: Worked well together sometimes	5
3	Moderate: Hardly worked well together	4
2	Elementary: Managed to reach consensus once or twice	3
1	Not achieved: Never reached consensus	0-2

CRITERIA	Yes	No	Comment
1. Greeted and addressed fellow role players correctly; ended effectively.			
2. Used grammatically correct language.			
3. Maintained a fluent and logical conversation / dialogue / interview.			
4. Used a “real-life situation” and acted convincingly.			
5. Used correct non-verbal communication to support meaning: volume, tone, tempo, eye contact, facial expressions and gestures.			

<p>Challenge p.85 CEO = Chief executive officer</p>

Self Activity 16 p.85

Assessment Activity: Letter of sympathy

Speedy Couriers

Tel: (021) 511 0409

Fax: (021) 511 9763

P.O. Box 104

PAARDEN ISLAND

7405

15 May 20..

Dear Mr and Mrs Paulse

We were shocked and most concerned to hear about Jeremy's accident and the extent of his injuries. We appreciate full well the distress and disruption this unfortunate accident has caused you as a family.

We are, however, very pleased to hear from Mr Sepuma that Jeremy is already feeling a little better and is making good progress. We also hope that he will be able to catch up with his school work in time for him to write his examinations.

Please accept the staff's and my best wishes for Jeremy's full and speedy recovery.

Yours sincerely

J. Modise

John Modise

MANAGER

Rating code	Rating	Marks %
7	Outstanding: You can do this exceptionally well	80 – 100
6	Meritorious: You can do this very well	70 – 79
5	Substantial: You can do this well	60 – 69
4	Adequate: You can do this	50 – 59

3	Moderate: You can do some of this	40 – 49
2	Elementary: You have some difficulty with this	30 – 39
1	Not achieved: You need help with this	0 – 29

CRITERIA	1	2	3	4	5	6	7
1. Planned the letter by using a mind map and writing down a few ideas. Have proof of these.							
2. Used the appropriate format and layout for a letter of goodwill.							
3. Used the appropriate register, style and language.							
4. Relevant facts and details were given.							
5. Used correct grammar – the letter was edited.							

Self Activity 17 p.87

Assessment Activity: Formal third person invitation

<p>The Manager and Staff of Speedy Couriers invite</p> <p>Mr Robert Ntuli and partner to a formal dinner to celebrate the opening of the company's tenth branch at the Belmont Hotel, Grove Avenue, Durbanville on Monday 28 August at 20:00.</p>	
<p>R.S.V.P. before 21 August 20..</p>	<p>Dress: Formal</p>
<p>13 Fern Drive BELLVILLE 7530</p>	
<p>Ms Joy Ngele Tel: 021-949 3216 Fax: 021-949 4791 E-mail: jngele@iafrica.com</p>	

2. Accepting a formal invitation

Mr Robert Ntuli and Ms Melodi Ntsebeza accept the invitation of the Manager and Staff of Speedy Couriers to a formal dinner at the Belmont Hotel on 28 August 20.. at 20:00 to celebrate the opening of the company's tenth branch.

15 Ringwood Road
GARDENS
8001

20 August 20..

3. Declining a formal invitation

Mr Robert Ntuli and Ms Melodi Ntsebeza thank the Manager and Staff of Speedy Couriers for their kind invitation to a formal dinner on 28 August 20.. at 20:00, but regret that they are unable to attend.

15 Ringwood Road
GARDENS
8001

20 August 20..

Group Activity 18 p.88

Adjectives

Students have to work in pairs.

1. **active**
2. **mountainous**
3. **valuable**
4. **animated**
5. **strong**
6. **interesting**
7. **musical**

Group Activity 19 p.88

Degrees of comparison

Students have to work in pairs.

1.

- double the consonant, and add **-er** and **-est**, e.g. fat becomes **fatter** in the comparative degree and **fattest** in the superlative degree
- add **-r**, and **-st**, e.g. pale becomes **paler** in the comparative degree and **palest** in the superlative degree
- drop the **-y** and add **-ier** and **-iest**, e.g. pretty becomes **prettier** in the comparative degree and **prettiest** in the superlative degree
- use more and most, e.g. unusual becomes **more** unusual in the comparative degree and **most** unusual in the superlative degree.

2.

- | | | |
|---------------|------------------|------------------|
| • thin | thinner | thinnest |
| • clean | cleaner | cleanest |
| • rude | ruder | rudest |
| • dirty | dirtier | dirtiest |
| • beautiful | more beautiful | most beautiful |
| • interesting | more interesting | most interesting |

Self Activity 20 p.89

Adjectives

Students have to work in pairs.

1. Yesterday was **sunnier** than it was the day before.
2. Today is definitely the **sunniest** of all the days we have experienced this summer.
3. I know Vuyo is **more bilingual** than I am.
4. Thandi is the **smartest** student in her class.
5. I enjoy watching South African soapies but I think Isidingo is the **best**.
6. Students who have prepared for an exam are usually **calmer** than the unprepared ones.
7. Didn't you think that the test we wrote today was the **most difficult** so far?

Group Activity 21 p.90

Adverbs

Students have to work in pairs.

1. quietly
2. neatly
3. seriously
4. enthusiastically
5. politely
6. confidently
7. successfully

Module 4

Ordinary people can achieve extraordinary things

There are many similarities between apartheid in South Africa and segregation in America. We recommend that you encourage students to think about and name some of the activists and politicians and “ordinary people” who campaigned and fought so hard in South Africa to put an end to apartheid. Does America still have some of the same problems that we are now experiencing in South Africa? We suggest that you ask the students to suggest the names of ordinary people in their neighbourhoods who are helping to improve the lives of others and who are really making a difference.

Self Activity 1 p.92

Reading strategies

1.1 Pre-read

1.2 Skim the text

1. Accept any appropriate questions for the following, e.g.:
 - 1.1 Who is she?
 - 1.2 What did she do to help end America’s apartheid?
 - 1.3 Why did it have such far-reaching implications?
2. Accept any appropriate answer for the following, e.g.: She’s quite old; she looks happy; something happened on a bus; a journey; some type of freedom.
 - 2.1 She’s over 60 years old.
 - 2.2. A warm smile; a happy expression
 - 2.3 A seat on a bus; freedom.

1.3 Predict

1. **F**
2. **T**
3. **T**
4. **F**
5. **T**
6. **F**
7. **T**
8. **F**

1.4 Scan the text for specific information

1. Washington; America
2. She was the first woman in America to lie in state on Capitol Hill.
3. She helped to end America's apartheid.
4. She was 92 years old.
5. She was a seamstress i.e. she sewed for a living.

1.5 Sift the text for thorough understanding

- 1 Accept any appropriate answer, e.g. I refused to give up my seat for a white man. We could sit in the middle rows but only if no white person needed a seat. If one did, we were expected to vacate the whole row.
2. It happened on 5 December 1955 in Alabama in the South.
3. It is in the Henry Ford Museum in Dearborn, Michigan.
4. No, I was not.
5. I was tired of being told what to do by whites.
6. I was fined \$4 for court costs and then I lost my job.
7. Accept any appropriate answer, e.g. Ms Robinson heard about what I had done and she photocopied thousands of leaflets urging blacks to boycott the buses the following Monday.
8. Accept any appropriate explanation, e.g. they realised that they also had the courage to stand up for their rights.
9. A young minister, Martin Luther King, Jnr.
10. Accept any appropriate answer, e.g. when Mr Mandela was on the aircraft steps he spotted me in my wheelchair; he chanted my name and, as he came towards me, he leant over me and we just held each other. (It is important for the student to present the information chronologically.)

Self Activity 2 p.96

Re-reading the text

1. Accept any appropriate answer, e.g. courage, humility.
2. Accept any appropriate answer.
3. Accept any three most important qualities.
4. Racial. Accept any appropriate types, e.g. cultural, religious, educational, gender.
5. Accept any opinion and appropriate reason.
6. Yes or No and any appropriate reason, e.g. South Africans can relate to it because they have been told about it or they have experienced this type of discrimination.

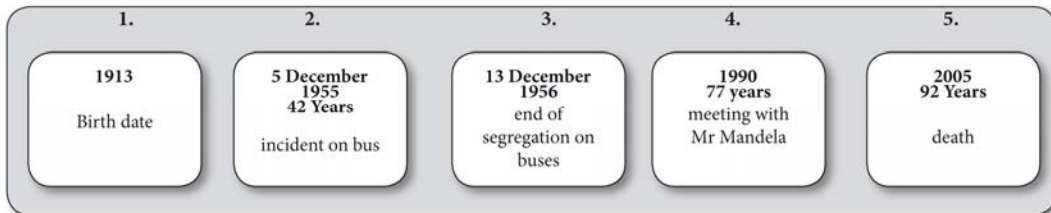
Challenge p.96

He was an American church minister. He led the boycott and was a very well-known civil rights leader. Nelson Mandela's prison number was 46664

Self Activity 3 p.97

Biographical time line

- (4 February) 1913
- 5 December 1955; 42 years old
- 13 November 1956
- 77 in 1990
- (24 October) 2005; 92 years old



Self Activity 4 p.98

Assessment Activity: Descriptive writing

Students can write on any of the given topics. Stress the importance of keeping proof of their planning for their PoE while they applied the following six steps: *plan, organise ideas, write a first draft, edit the draft, rewrite and publish.*

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

Assessment of descriptive writing: Module 4 Self Activity 4

Student: _____ **Class:** _____ **Date:** _____

Mark: _____ **%:** _____

CONTENT	10	LANGUAGE	10	TOTAL:20
Outstanding	8-10	Outstanding	8-10	16-20
Inspirational and outstanding. Unusual ability. Well-told story with skilful use of imagery, characterisation, setting or similar. Good sense of audience and purpose. Coherent with good introduction and appropriate ending. Very good structure.		Very good varied sentence structure and style in meaningful and functional manner. Well-paragraphed with transitional expressions and connectors. Language skillfully used, appropriate and precise. Few grammar errors.		
Very good achievement	7-7½	Very good achievement	7-7½	14-15
Inspirational/ interesting but lacks the brilliance of a distinction. Evidence of imagery, setting and/or characterisation. Well-organised structure.		Minor inconsistencies in use of language and style, but evidence of paragraphing knowledge, punctuation, varied sentence structure and connectors.		
Good achievement	6-6½	Good achievement	6-6½	12-13
Interesting, competent story. Direct, clear and well-controlled content but lacks spark and originality. Shows some degree of imagination. Organised structure with clear beginning, middle and end.		Some inconsistencies in style. Flaws in language, with basic paragraphing, punctuating and some variety in sentence structure. Errors are not so severe that they interfere with flow of story.		
Adequate achievement	5-5½	Adequate achievement	5-5½	10-11
Direct and controlled content. Shows some degree of imagination but lacks interest, originality and detail. Still has a sound chronological story structure.		Inconsistencies in language and style. Some control but flaws in language usage. Basic knowledge of paragraphs and sentence structures present.		

<p>Moderate achievement</p> <p>Content lacks maturity. Ideas are undeveloped or not properly developed. Lack of imagination. Evidence of some structure.</p>	<p>4-4½</p>	<p>Moderate achievement</p> <p>Several inconsistencies in language and style. Poor paragraphing. Some use of connectors and mainly simple sentences.</p>	<p>4-4½</p>	<p>8-9</p>
<p>Elementary achievement</p> <p>Limited relevance of simple content / made no effort/ misunderstood the question. Ideas not developed and imagination very limited. Lack of relevant structure.</p>	<p>3-3½</p>	<p>Elementary achievement</p> <p>Major inconsistencies in language and style. Poor to no paragraphing, structure and very limited sentence structures. No use of connectors and coherence techniques.</p>	<p>3-3½</p>	<p>6-7</p>
<p>Not achieved</p> <p>Content irrelevant and muddled. Unable to sustain the topic. No imagination. Complete lack of structure.</p>	<p>0-2½</p>	<p>Not achieved</p> <p>Ranging from poor vocabulary and language and style to the ungrammatical, verging on unreadable and unintelligible.</p>	<p>0-2½</p>	<p>0-5</p>

Facilitator's comments: _____

Signed: Facilitator: _____ **Date:** _____

Signed: Moderator _____ **Date:** _____

Signed: Student _____ **Date:** _____

Group Activity 5 p.100

Fact and opinion; objective and subjective language; literal and figurative; fiction and non-fiction

Students should work in pairs.

1. **F:** Accept any appropriate reason, e.g. it is a metaphorical journey that helped to end segregation (apartheid).
2. **F:** It is non-fiction, true and therefore factual.
3. **T:** It is a fact, the truth and not an opinion.
4. **F:** They are all facts and therefore the truth.
5. **F:** It is true and factual.
6. **T:** They are the writer's opinions and written from his perspective.
7. **T:** Accept any appropriate reason, e.g. he went to a great deal of trouble to be able to fly to America to meet Rosa Parks. (He did not actually move heaven and earth.)
8. **F:** It is a fact, not an opinion.
9. **F:** It is a fact and therefore objective, not an opinion.
10. **T:** Accept any appropriate reason, e.g. Rosie's defiance inspired them to fight for their rights.

Group Activity 6 p.101

Assessment Activity: Instructions

Students should work in pairs. They must be well prepared before giving their instructions in front of the class. We strongly recommend that you remind them of the need to present the instructions chronologically. You also need to stress that they listen attentively to their peers' speeches because each of them will be assessed according to a rating scale which you will hand out.

Peer assessment of Instructions: Module 4 Group Activity 6

Student: _____ **Class:** _____ **Date:** _____

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

Criteria	Yes	No	Comment
1. It is clear what the instructions are about.			
2. The introduction is interesting.			
3. The instructions are clear and easy to follow.			
4. The instructions are presented in chronological order.			
5. The instructions are presented fluently and professionally.			
6. The presentation is informative.			
7. The presentation is natural and convincing.			
8. The grammar is correct.			
9. The ending is effective.			
10. The non-verbal communication is appropriate: volume, tone, projection, eye contact.			

Signed: Student: _____ **Date:** _____

Facilitator: _____ **Date:** _____

Moderator: _____ **Date:** _____

Self Activity 7 **p.101**

Directions

Stress that students have to write down clear directions when they explain to their friend how to walk to the college from the station or the nearest bus stop. They have to make use of landmarks and prepositions and they must draw a simple map where they indicate with an arrow the way s/he has to walk. The checklist should guide them.

Challenge **p.101**

There will be more objective language. Precise, clear, and factual information is essential. Opinions are irrelevant.

Self Activity 8 **p.102**

Assessment Activity: Listening skills

Please note: We recommend you do this activity AFTER you have done film study in Module 6 and after you've shown students the film *Tsotsi* – see p.164. The reason for this is that the text is about Terry Pheto, the lead actress in *Tsotsi*. The students will understand the text better if they have seen the film. They must listen very well when you read the text to them. Follow this sequence:

1. Read the text to the students.
2. Read the questions to the students.
3. Read the text for a second time.
4. Read the questions for a second time.
5. They must answer all the questions – remind them not to leave out an answer.
6. Let them swap their answers with a friend.
7. Read out the correct answers and let them mark the questions in class.
8. Let them file their marked answers in their PoE.

TERRY PHETO: FEMALE STAR OF *TSOTSI*

Terry Pheto was a complete unknown actress from township theatre who outperformed seasoned actors to shine in the all-action, brutally realistic screen version of Athol Fugard's *Tsotsi*. The 23-year-old actress has mostly been in HIV and Aids education productions touring township schools in Gauteng. This was all Terry, whose mother is a housekeeper in Sebokeng, could afford. Yet, when she auditioned for *Tsotsi*, she outperformed dozens of university-trained and television-celebrities to land the role of Miriam, a young mother living in a shack, who was forced at gunpoint to care for a baby who had been snatched in a car hijacking.

Tsotsi is Athol Fugard's only novel. It was written in 1980 but the story about a sadistic

gangster who finds redemption by sparing the life of a child is even more powerful today. The casual violence of young Johannesburg thugs, who, empowered by drugs and guns, terrorise commuters at stations and in upmarket suburbs, is as brutal as any Hollywood film. But it is not Hollywood. Miriam is an African woman with a baby at her breast. She faces the killer and awakens his conscience without asking for money, begging for mercy or bargaining with sex.

‘Terry is great,’ says director Gavin Hood. ‘She brings Miriam to life far beyond the lines of the script.’ Gavin was not the only one who was impressed. London director, Susie Figgis, and Australian director, Phillip Noyce, both saw the rough cut of *Tsotsi*; and after one look at Terry’s debut film performance, they flew her to London to audition for the lead in the movie, *Hot stuff*.

‘Life has been a whirlwind,’ Terry says. ‘I felt lucky to be making a small living in township theatre and now producers are talking about roles that will be seen all over the world. I’m ready for it, but I tell myself to stay calm. Movies don’t happen overnight. My mom wanted me to be a teacher; to have a steady job. When I called her to say I got the *Tsotsi* part, her first question was “How much are you getting?”

Tsotsi was not a high-budget film and Terry’s fee wasn’t huge, but she immediately gave R10 000 of it to her mother. The rest she kept for herself. Her agent, Moonyeenn Lee, has no doubt that much larger fees are on the horizon. ‘Terry is so special that I anticipate producers will write films for her.’ *By Douglas Margach (Adapted from Fairlady)*

Questions:

1. *Tsotsi* was written by
 - a. Athol Fugard
 - b. Arthur Ferguson (1)
2. When did he write it? (1)
3. How old is Terry Pheto? (1)
4. What did Terry do before she landed the role in *Tsotsi*? (2)
5. Write down whether the following statements are TRUE or FALSE:
 - a. Terry’s mother is a housekeeper in Soweto. (1)
 - b. Gavin Hood directed *Tsotsi*. (1)
 - c. Terry was flown to Los Angeles to audition for a role in *Hot stuff*. (1)
6. What did Terry’s mom want her to become? (1)
7. How much money did Terry give her mother from her earnings? (1) **Total: 10**

Answers:

1. *Tsotsi* was written by
 - a. Athol Fugard (1)
2. 1980 (1)
3. 23 (1)
4. She acted in HIV and Aids education productions and toured township schools in Gauteng. (2)
5. Write down whether the following statements are TRUE or FALSE:
 - a. Terry's mother is a housekeeper in Soweto: FALSE (1)
 - b. Gavin Hood directed *Tsotsi*: TRUE (1)
 - c. Terry was flown to Los Angeles to audition for a role in *Hot stuff*: FALSE (1)
6. A teacher (1)
7. R10 000 (1)

Total: 10

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

ADDITIONAL ACTIVITY

You may want to use the following text as an additional activity on listening skills.

The Soweto Riots of 16 June 1976

The South African government passed a law that all black students had to be taught in Afrikaans in school but black students liked the old system where they were taught their own languages and English. They did not want to learn or speak the language of their oppressors.

In June 1976 students from eight schools in Soweto staged a boycott. At Naledi High School they demanded to speak to the director of education but members of the Police Special Branch arrived. A student meeting was held in Orlando on Sunday 13 June where about 400 students attended. Tsietsi Mashinini, a 19-year-old-student leader called for a mass demonstration against the use of Afrikaans for the Wednesday.

On Wednesday 16 June 1976 students in school uniform marched to Orlando West Secondary School. The plan was to pledge their solidarity, sing *Nkosi Sikeleli 'iAfrika* and, having made their point, go back home.

The Bureau of State Security (BOSS) was caught off guard when between 15 000 and 20 000 students marched throughout Soweto. A police squad was sent in to form a line in front of the marchers. They ordered the crowd to disperse and when they refused, police dogs were released and teargas fired. Students responded by throwing stones and bottles at the police. The police started shooting into the crowd and the students set fire to symbols of apartheid, such as government buildings, municipal beer halls, liquor stores, buses and vehicles belonging to white businesses. Anti-riot vehicles and army helicopters arrived. The battle between students and police continued into the night.

Probably the most famous picture of the uprising is the photo by Samuel Nzima of Mbuyisa Makhubu carrying the body of 13-year-old Hector Peterson, who had been shot, with Hector's sister running next to him. The official death toll of the Soweto riot was 23, but others put it as high as 200 and many hundreds were injured.

A new generation was determined to make their voice heard. It took many years for the students and the blacks as a population to eventually get what they wanted, namely equality rights for everyone in South Africa. 16 June 1976 would never be forgotten.

(Adapted from africanhistory.about.com)

Questions:

1. Which law was passed that upset black students? **(1)**
2. Students demanded to speak to the director of education. Did they? **(1)**
3. Who was Tsietsi Mashinini? **(2)**
4. On which date did students march to Orlando West Secondary School? **(1)**
5. How many students took part in this march? **(1)**
6. When the police started shooting into the crowd, the students set fire to symbols of apartheid. Name any two of these symbols. **(2)**
7. A 13-year old boy died in the uprising and the photo of someone carrying his body became very famous. Who was this boy? **(1)**
8. What is the official death toll of the Soweto riot? **(1)**

Answers:

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 **(1)**
He called for a mass demonstration against the use of Afrikaans for the Wednesday. **(1)**
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

Group Activity 9 p.102

Homonyms and homophones

Students have to work in pairs.

1. fare = the money a passenger on public transport has to pay
fair = treating people equally; light of hair or complexion
2. You have to pay the **fare** when you travel by minibus taxi or on any form of public transport.
The teacher decided on a **fair** punishment for the two young culprits.
He has **fair** hair and light grey eyes.

Self Activity 10 p.102

Homonyms and homophones

A.

1. principal
2. whether
3. thrown
4. sore
5. sale
6. yolk
7. stationery
8. flour
9. whole
10. break

B.

Accept any appropriate sentence which illustrates the meaning, e.g.:

1. A person of good character usually believes in and lives by a set of values or **principles**.
2. According to the **weather** forecast it is going to be warm and sunny day tomorrow.
3. When the winner of the beauty pageant was crowned she was sitting on her **throne**.
4. The bird of prey **soars** high into the air.
5. The graceful yacht will **sail** out of Durban yacht basin at dawn tomorrow.
6. The **yoke** of an ox wagon rests on the oxen's backs.
7. It is now safe to board the bus because it is **stationary**.

- 8 Mrs Mazibuko grows colourful and beautiful **flowers** in her garden.
- 9 You have a **hole** in the toe of your left sock.
- 10 Most motorists remember to **brake** very slowly in wet weather.

Challenge p.102

To board a bus means to get onto a bus and to pay for board and lodging means to pay for your accommodation and food in a private house.

Accept any appropriate answer, e.g. chess, dominoes, boggle, scrabble, etc.

Board and board are homonyms.

Self Activity 11 p.103

Changing a paragraph from the past tense to the *present tense*.

The buses **are** racially segregated – the first four rows **are** reserved for whites, while blacks **sit** at the back. They **can** also sit on the seats in the middle rows but only if no white person **needs** a seat. If one **does**, blacks **are** expected to vacate the whole row to spare whites the “embarrassment” of sitting near a black person.

Self Activity 12 p.104

1. **Plural**
 - buses
 - seamstresses
2. **Addition of a prefix to form opposites**
 - infamous (famous for bad deeds)
 - extraordinary

Accept any correct sentence, e.g.:

The **infamous** serial killer was finally tracked down and sentenced.

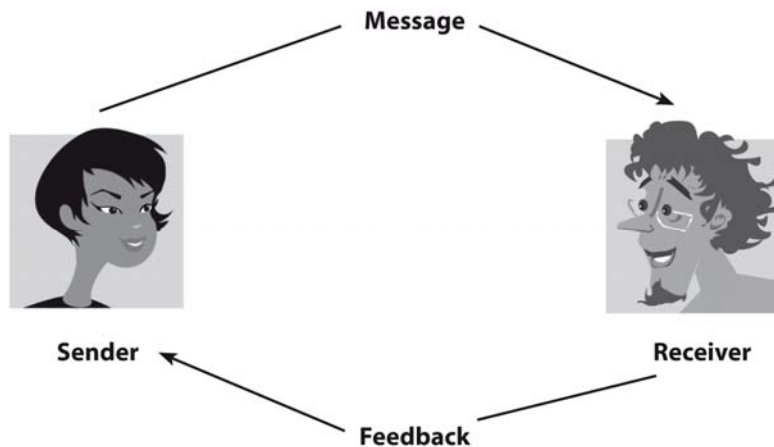
That athlete has **extraordinary** speed and fitness levels.

3. **Addition of suffix to form feminine gender**
 - actress
 - mayoress
 - hostess

Self Activity 13 p.104

Assessment Activity: The communication process

1. Accept any appropriate answer, e.g. to illustrate how learning another language, especially an African language, is empowering and rewarding. **(1)**
2. Accept any appropriate answer, e.g. the general public - wide target audience. **(1)**
3. Accept any appropriate answer, e.g. she is positive and feels it opens up many opportunities and possibilities. **(1)**
- 4.1 metaphor **(1)**
- 4.2 Accept any appropriate answers, e.g.:
 - key
 - door
 - opportunities / enrichment / friendship / harmonious relationships, etc. **(3)**



5. **(4)**
- 5.1 He responded by dancing and clapping. **(1)**
- 5.2 The attendant answered the questions and the writer asked the attendant and his friend questions. **(2)**
- 5.3 Interpersonal **(1)**
- 6.1 Accept any appropriate answer, e.g. once you can communicate, you can find out about the cultures, customs, likes and dislikes of others and start to understand how they feel, think, and what their belief systems are, etc. **(1)**
- 6.2 The ability to speak two languages. **(1)**
7. Accept the student's choice, but the mark is given for the reason why. **(1)**
8. Accept any appropriate reason, e.g. bullets are the main points, with no supporting ideas. They help the reader to identify the core facts in the text quickly. **(1)**

9. The information in the brackets is extra – a supporting idea. It is in parenthesis and can be left out. In this case the writer wants to stress that people don't usually make unpleasant remarks about others. (1) **Total: 20**

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

Self Activity 14 p.106

Comprehension

1. Accept any appropriate answer, e.g. to illustrate the good in most South Africans and to dispel the perception some foreigners have about crime in Cape Town.
2. Accept any appropriate example, e.g. "Friday started badly for me." It is subjective and his opinion. An example of an objective sentence is: "As an American studying in Cape Town" which is factual.
3.
 - Zandisile Kwababa found Vicky Ntozini's business card in Joel's backpack.
 - He phoned Vicky who runs a bed and breakfast in Khayelitsha.
 - She had Joel's phone number and was able to put him in touch with Zandisile.
4. Accept any appropriate answer, e.g. good neighbourliness, caring for others.
- 4.1 Yes with an appropriate reason.
- 4.2 Accept any appropriate explanation, e.g. the custom and spirit of ubuntu is still being practised by people from all walks of life.
- 4.3 Accept any appropriate explanation, e.g. people enjoy reading about different races helping each other. It inspires them and lifts their spirits.
5. The student's emotion. (We suggest that you ask them to give a reason for their choice or whether they added their own choice and why.)
6.
 - Next...
 - Later that day ...
 - eventually ...

Self Activity 15 p.107

Descriptive writing

Please note: We recommend that you remind students to keep proof of their planning for their PoE during the application of the following six steps:

1. Plan
2. Organise ideas
3. Write a first draft
4. Edit the draft
5. Rewrite
6. Publish

Self Activity 16 p.108

1.

- 1.1 I **will watch** my favourite television programme. / I **am going** to watch television.
- 1.2 I **am going** to Maynard Mall to buy some CDs.
- 1.3 I **will go; will leave** next week. / I **am going; am leaving** next week.
- 1.4 I **am going** home by train.

2. Correct form of the verb

- 2.1 The train **stops; is going to stop; will stop** at every station.
- 2.2 The exams **are; are going to be; will be** very difficult
- 2.3 Gugu **is living; is going to live; will live** in Mpumalanga.
- 2.4 The weather forecast **says** there will be thunder and lightning tomorrow.
- 2.5 Next year I **will; am going to enrol** for another course.

3. Future tense

- 3.1 **Tomorrow** the customer **will order** a microwave.
- 3.2 **Tomorrow** the bus will **arrive** in Durban at 17:00.
- 3.3 **Next term** I **will learn** Windows 2003.
- 3.4 **Tomorrow** the personal assistant **will answer** the manager's phone.

4. Present tense

- 4.1 Lisa **misses** all her friends and family.
- 4.2 We **work** in the same restaurant.
- 4.3 The teacher **wants** the class to be quiet.
- 4.4 I **hope** that he **will pass** the test.

Module 5

Correspondence in the workplace

Self Activity 1 p.116

Assessment Activity: Letter of enquiry

Students must have the correct layout and they must ask all the given questions.

Global Shoes

Tel: 011-401 5673

Fax: 011-401 5674

globalshoes@iafrica.com

20 Mayfield Street

BOKSBURG

1459

26 June 20..

The Manager

Lubners

32 Eland Road

CARLETONVILLE

2499

Dear Sir

ENQUIRY ABOUT HISENSE TC2198L/2119HA TELEVISION

I work for Global Shoes at the Boksburg branch. I was asked to find out about a new television for our staffroom. I am interested in the above-mentioned television which was advertised in The Star on Friday 23 May 20.. .

I have never heard of a Hisense product. Is it a good product and would you recommend it? Is there a guarantee on the television and would I qualify for discount if I pay cash? I would also appreciate it if you could let me know the price of your DVD players.

I hope to hear from you soon. Thank you very much.

Yours faithfully

Joanna Fourie

Ms JOANNA FOURIE

A letter of enquiry is normally marked out of 20. We recommend the following:

Layout: 4 (-1 per error)

Language: 8 (-½ per error)

Content: 8 (-1 per detail omitted – see below)

1. Open with a contact sentence and mention that you need a television.
2. Say where it was advertised.
3. Say when it was advertised.
4. Ask about Hisense.
5. Ask about the guarantee.
6. Ask about discount.
7. Ask about DVD players.
8. End with goodwill – say thank you for the information that you will receive.

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

Reply to an enquiry.

Accept any letter with the correct layout and content. Students have to answer all the questions that were asked in the enquiry. To assess this letter, you can use the same format as the letter of enquiry.

Lubners

Tel: 011-857 5245

Fax: 011- 857 5244

lubners@hotmail.co.za

32 Eland Road

CARLETONVILLE

2499

29 June 20..

Ms Joanna Fourie
20 Mayfield Street
BOKSBURG
1459

Dear Ms Fourie

ENQUIRY ABOUT HISENSE TELEVISION: MODEL TC 2198L/2119HA

Thank you for your letter dated 26 June 20.. in which you enquire about the Hisense television.

It is a pleasure to provide you with the information you required. Hisense is a South African product. Lubners is proud to say that, although we stock imported products, we support our local manufacturers. We have not had any problems with any Hisense products. I can therefore recommend this television. Unfortunately you do not qualify for cash discount as the special price of R1099 is for cash only. That is already a saving of R600. You are welcome to put down a deposit of R110 and pay R51 per month for 24 months. I advise you to let me know as soon as possible if you want one of the televisions as we have limited stock.

Please find the attached list of different DVD players and their prices as requested by you. Do not hesitate to contact me if I can assist you in any way. I look forward to hearing from you.

Yours faithfully

S. Marriner

SHAUN MARRINER
MANAGER

Self Activity 2 p.119

Assessment Activity: Letter of complaint

1. **Letter of complaint.** It is important that students read and re-read the article to understand the text. They have to use the provided addresses and they must work out the dates, etc. but they may fill in their own details where applicable. The letter must be dated 12 March 20.. .

Tel: 021-551 9753

Cell: 073 2468070

24 Bernard Close

MILNERTON

7441

12 March 20..

Mr Aubrey Karp

Branch Manager

House and Home

N1 City

Frans Conradie Drive

VASCO

7460

Dear Mr Karp

COMPLAINT ABOUT DELAYED DEFY ORDER

You requested that I write a letter giving a detailed account of my complaint about having had to wait nearly two months for my under-counter oven and hob.

On 10 January 20.. I ordered a Defy Gemini Master Chef under-counter oven and hob from your branch. I asked to buy the items on terms and paid a deposit of R640. On 13 January a clerk phoned to say that my application to buy on terms had been approved. Mr Hans Brand, a salesman, phoned on 15 January to say that I would receive my order before the end of January.

I never received my order and when I visited your branch on 8 February I heard that Mr Brand had resigned and that my order was never placed. Had I not visited your store, nobody would have known my order had not been placed. That was when I contacted you to complain and you

told me that I would receive my goods. That was three weeks ago, Mr Karp!

I cannot wait any longer. Please refund me my R640 as soon as possible. Thank you for your attention to this matter. I hope to hear from you soon.

Yours faithfully

F. Poole

(Ms) Felicity Poole

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

A letter of complaint is normally marked out of 20. We recommend the following:

Layout: 4 (-1 per error)

Language: 8 (-½ per error)

Content: 8 (-1 per detail omitted – see below)

1. Explain the problem – give the date of your order.
 2. Give the name of the stove that you've ordered.
 3. Say how much deposit you've paid.
 4. Mention that Mr Brand had phoned you as well as the date.
 5. Express disappointment, loss or inconvenience you have suffered, but use the appropriate tone and do not threaten the firm.
 6. Ask for your deposit back.
 7. Ask for your problem to receive immediate attention.
 8. End with goodwill.
2. The tone of a letter of adjustment is very important. Aubrey Karp writes this letter on 16 March 20.. after he had received Felicity Poole's complaint. He apologises for their bad service and gives her back her deposit as well as a gift voucher of R500. Any appropriate letter is correct.

House and Home N1 City

Tel: 021 – 595 1080

Fax: 021 – 595 1088

handh@iafrica.co.za

Frans Conradie Drive

VASCO

7460

16 March 20..

Ms Felicity Poole

24 Bernard Close

MILNERTON

7441

Dear Ms Poole

COMPLAINT ABOUT DELAYED DEFY ORDER

Thank you for your letter of 12 March 20.. in which you explained in detail your complaint about the delay in the ordering of your Defy Gemini Master Chef under-counter oven and hob.

When I investigated the matter, I discovered that you were treated unfairly. I sincerely apologise for the bad service that you have received from House and Home at N1 City. It is only when customers complain that we can rectify our mistakes and improve our service.

I have enclosed your deposit of R640 as requested by you, as well as a gift voucher of R500 which is valid for six months and which can be used at any of our branches. I sincerely hope that you will be back in our store in the near future.

Yours faithfully

A. Karp

Aubrey Karp

BRANCH MANAGER

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

A letter of complaint is normally marked out of 20. We recommend the following:

Layout: 4 (-1 per error)

Language: 8 (-½ per error)

Content: 8 (-2 per detail omitted – see below)

1. Thank the customer for complaining about the problem – give the date of the letter.
2. Apologise for bad service.
3. Explain what you have done to sort out the problem (deposit and gift voucher).
4. End with goodwill.

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

A letter of adjustment is normally marked out of 20. We recommend the following:

Layout: 4 (-1 per error)

Language: 8 (-½ per error)

Content: 8 (-2 per detail omitted – see below)

1. Thank the customer for complaining about the problem – give the date of the letter.
2. Apologise for delay and bad service.
3. Explain what you have done to sort out the problem (improved the car and paid AA).
4. End with goodwill.

Self Activity 3 p.121

Assessment Activity: Letter of reservation

Exclusive Books

Tel: (015) 416 2141398

Fax: (015) 416 2141390

exclusivebookspol@hotmail.com

301 Rose Road

POLOKWANE

0699

5 May 20..

The Manager
Blue Bell Hotel
567 Miller Road
SEA POINT
8005

Dear Sir

RESERVATION OF ACCOMMODATION

I would like to book accommodation for myself and a colleague when we attend the Cape Town Book Fair from 17-19 June 20.. . We plan to arrive on 17 June at 21:00 and leave after breakfast on 19 June.

We will require two single bedrooms with a bathroom. We will be enjoying breakfast at your hotel but not lunch and dinner. I have enclosed a deposit of R1 000 and will pay the rest on arrival.

Please confirm this reservation as soon as possible. I look forward to hearing from you.
Thank you very much.

Yours faithfully

A. Brand

ARLENE BRAND
ASSISTANT MANAGER

A letter of reservation is normally marked out of 20. We recommend the following:

Layout: 4 (-1 per error)

Language: 8 (-½ per error)

Content: 8 (-1 per detail omitted – see below)

1. Name the dates of arrival and departure.
2. Give the times of arrival and departure.
3. Say for how many people you are booking.
4. Mention the type of bedroom and bathroom you'll require.
5. Give details about your meals.
6. Enclose the deposit.
7. Say how you'll pay the balance.
8. End with goodwill.

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

Self Activity 4 p.123

Assessment Activity: Feedback report

Students may give their own ideas in this feedback report. They have to comment on the journey, the accommodation and the fair itself. They have to use their imagination and say whether it was worth it or not. Accept any logical report – as long as they back up all their statements. They have to follow these steps:

- Brainstorm their ideas.
- Draw a mind map.
- Draft their report under the different headings.
- Check their layout.
- Make sure their grammar and spelling are correct.
- Rewrite their report before they hand it in.
- Keep it in their Portfolio of evidence after assessment.

EXCLUSIVE BOOKS

POLOKWANE

Memorandum

To: Mr Bokkie Tokwe

Date: 13 June 20..

From: Arlene Brand

Tel: X01

Subject: FEEDBACK REPORT ON CAPE TOWN BOOK FAIR

Background

The Cape Town Book Fair was held from 16-19 June. You suggested that Miriam Andrews and I attend it on 18 and 19 June.

Purpose

The purpose of this report is to make an overall evaluation of the Cape Town Book Fair, the journey and the accommodation; to identify problems and to make recommendations on how to avoid these problems in the future.

The Book Fair was a huge success. It was held at the Cape Town International Convention Centre (CTICC). More than 10 000 people visited the fair daily. There were national and international book exhibitions, book launches, discussions, poetry readings and interviews with authors.

The main problems were:

It took us two days to drive by car from Polokwane to Cape Town. It is a long and exhausting journey.

Most of the "special offers" on the new books were sold out on the first two days of the Fair.

Our accommodation was R499 p.p. per night. Transport to the fair cost an extra R50 p.p. per day.

Conclusion

Despite the above problems, attending the Book Fair was a great success and a privilege. We learned a lot and we also made many new contacts.

Recommendations

I recommend that we fly by plane next time. If we book in advance we can buy cheap tickets.

I also recommend that we book for the first two or three days and not the last two days and that we book accommodation near the CTICC. Many hotels and guest houses advertised special tariffs for people attending the Book Fair.

Thank you, once again, for allowing us to attend the Fair. It was worth it.

A. Brand

Assessment Activity on feedback report: Module 5 Self Activity 4

Student: _____ **Class:** _____ **Date:** _____

CONTENT	10	PRESENTATION: LAYOUT, REGISTER & LANGUAGE	10	Total: 20
Outstanding Completely successful in achievement of intention. Feedback is supported by reasons. Shows both thoroughness and talent. Original / creative / imaginative.	8-10	Outstanding Language and register entirely appropriate. Very good command of language skills. Perfect layout.	8-10	16-20
Excellent Clear understanding of what is required. Good handling of giving feedback supported by reasons. Well planned and logical.	7-7½	Excellent Successful use of appropriate register and vocabulary. A good sense of structure and sentence structure. Almost perfect layout.	7-7½	14-15
Good Satisfactory understanding of task with some reasoning and details. Probably a little short, not so clearly expressed or lacks spark and imagination. Successful but unimpressive.	6-6½	Good Plain statements without interesting vocabulary or sentence structures. Appropriate but ordinary. Free of serious errors but not very creative or interesting. Good layout.	6-6½	12-13
Adequate Does not fully understand the task but answers it. Too short and	5-5½	Adequate Very ordinary, rather boring vocabulary. Register not always	5-5½	10-11

undeveloped / confusing or illogical.
Contains some feedback with little details, but answer doesn't really work well. Less than successful.

Moderate achievement

4-4½

Content lacks maturity. Feedback is undeveloped or not properly developed. Lack of imagination. Evidence of some structure.

appropriate. Some serious errors. No connectors. Weak paragraphing. A few layout errors.

Moderate achievement

4-4½

8-9

Several inconsistencies in language and style. Several flaws in language usage. Poor paragraphing. Some use of connectors and mainly simple sentences. Many layout errors.

Elementary achievement

3-3½

Limited relevance of simple content / made no effort/ misunderstood the question. Ideas not developed and imagination very limited. Lack of relevant structure.

Elementary achievement

3-3½

6-7

Major inconsistencies in language and style. Flawed language usage. Poor structure and very limited vocabulary. Bad layout.

Not achieved

0-2½

Content irrelevant and muddled. Unable to give any feedback. No imagination. Complete lack of structure.

Not achieved

0-2½

0-5

Ranging from poor language, style and vocabulary to ungrammatical. Unreadable and unintelligible. Very bad or wrong layout.

*** Do not subtract more than 4 marks in total for formatting/layout errors.**

Mark: _____ **%:** _____

Comment: _____

Signed: Facilitator: _____ **Date:** _____

Signed: Moderator _____ **Date:** _____

Signed: Student _____ **Date:** _____

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

Self Activity 5 p.126

Assessment Activity: Letter to the press

Students may either bring to class a letter which appeared in a recent newspaper or magazine and respond to this letter or they can write a letter to their local newspaper or magazine of their choice on any topic that they feel strongly about. They have to take their letter through one draft and an editing process. All of these should be kept for their portfolio of evidence. Students may write on any topic, but stress the following to them:

- They must express an opinion in the letter and support this opinion with reasons and details.
- Not all opinions or topics will be easy to develop sufficiently into a well-reasoned argument – they must choose their topic carefully and brainstorm it.
- Hand out the assessment rubric and briefly explain how the letter will be marked.

Assessment Activity on letter to the press: Module 5 Self Activity 5

Student: _____ Class: _____ Date: _____

CONTENT	10	PRESENTATION: LAYOUT, REGISTER & LANGUAGE	10	Total: 20
<p>Outstanding</p> <p>Completely successful in achievement of intention. Clearly expresses opinion supported by reasons/details. Shows talent and thoroughness. Original, creative.</p>	8-10	<p>Outstanding</p> <p>Language and register entirely appropriate. Very good command of language with varied sentence structure, good paragraphing and use of connectors.</p>	8-10	16-20
<p>Excellent</p> <p>Clear understanding of what is required. Reasonably good handling of topic. Clearly expressed opinion supported by reasons. Well planned and logical.</p>	7-7½	<p>Excellent</p> <p>Successful use of appropriate register and vocabulary. A good sense of language and sentence structure. Some connectors used.</p>	7-7½	14-15
<p>Good</p> <p>Satisfactory understanding of task. Clear opinion with some reasoning and details. Probably a little short, not so clearly expressed or lacks spark and imagination. Successful but unimpressive.</p>	6-6½	<p>Good</p> <p>Plain statements without interesting vocabulary or sentence structures. Appropriate but ordinary. Free of serious errors but not very creative or interesting.</p>	6-6½	12-13
<p>Adequate</p> <p>Does not fully understand the task. Too short and undeveloped, confusing or illogical. Contains an opinion with some reason, but answer is less than successful.</p>	5-5½	<p>Adequate</p> <p>Very ordinary and limited vocabulary. Language not always appropriate and correct. No connectors. Weak paragraphing and errors in layout.</p>	5-5½	10-11
<p>Moderate achievement</p> <p>Content lacks maturity. Opinion is undeveloped or not properly developed. Imagination is limited. Evidence of some structure.</p>	4-4½	<p>Moderate achievement</p> <p>Several inconsistencies in language and style. Poor paragraphing. Mainly simple sentences and some use of connectors.</p>	4-4½	8-9

Elementary achievement	3-3½	Elementary achievement	3-3½	6-7
Limited relevance of simple content. Ideas not developed and imagination is very limited.		Major inconsistencies in language, style and vocabulary. Poor layout and structure.		

Not achieved	0-2½	Not achieved	0-2½	0-5
Content irrelevant and muddled. Unable to express any opinion. No imagination. Complete lack of structure.		Ranging from poor language, style and vocabulary to ungrammatical. Unreadable and unintelligible. Very bad or wrong layout.		

*** Do not subtract more than 4 marks in total for formatting/layout errors.**

Mark: _____ **%:** _____

Comment: _____

Signed: Facilitator: _____ **Date:** _____

Signed: Moderator _____ **Date:** _____

Signed: Student _____ **Date:** _____

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

Self Activity 6 p.128

Assessment Activity: Article for a newsletter or to the press

Students must write an article for their college magazine on anything that has happened on their campus.

Assessment Activity for article for college magazine: Module 5 Self Activity 6

Student: _____ **Class:** _____ **Date:** _____

CONTENT	10	PRESENTATION: LAYOUT, REGISTER & LANGUAGE	10	Total: 20
Outstanding Completely successful in achievement of intention. Supplies all the necessary information and detail. Very well planned and logical. Shows thoroughness and talent.	8-10	Outstanding Language and register entirely appropriate. Very good command of language skills: varied sentence structure, good paragraphing and use of connectors.	8-10	16-20
Excellent Clear understanding of what is required. Reasonably good handling of topic. Supplies a lot of information and detail. Well planned and logical.	7-7½	Excellent Successful use of appropriate register and vocabulary. A good sense of structure and sentence structure. Some connectors used. Clear statement. Sound English.	7-7½	14-15
Good Satisfactory understanding of task. Supplies information but lacking details. Probably a little short with no spark. Successful but unimpressive.	6-6½	Good Plain statements without interesting vocabulary or sentence structures. Appropriate but ordinary. Free of serious errors but not very creative or interesting.	6-6½	12-13
Adequate Does not fully understand the task. Too short and undeveloped/confusing or illogical. Contains too little information. Less than successful.	5-5½	Adequate Very ordinary, rather boring vocabulary. Register not always appropriate. Flawed and boring, with serious errors. No connectors. Weak paragraphing.	5-5½	10-11
Moderate achievement Content lacks maturity. Article is undeveloped or not properly developed. Hardly any information	4-4½	Moderate achievement Several inconsistencies in language and style. Several flaws in language usage. Poor	4-4½	8-9

and details. Evidence of some structure.

Elementary achievement

Limited relevance of simple content
Made no effort/misunderstood the question. Too little information and not details. Lack of relevant structure.

Not achieved

Content irrelevant and muddled.
Unable to give any information.
Complete lack of structure.

paragraphing. Some use of connectors and mainly simple sentences. Many layout errors.

Elementary achievement

Major inconsistencies in language and style. Flawed language usage.
Poor structure and very limited vocabulary. Bad layout.

Not achieved

Ranging from poor language, style and vocabulary to ungrammatical.
Unreadable and unintelligible.
Very bad or wrong layout.

3-3½

3-½

6-7

0-2½

0-2½

0-5

*** Do not subtract more than 4 marks in total for formatting/layout errors.**

Mark: _____ **%:** _____

Comment: _____

Signed: Facilitator: _____ **Date:** _____

Signed: Moderator _____ **Date:** _____

Signed: Student _____ **Date:** _____

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

Self Activity 7 p.129

Forms

Allow students to fill out the form applying for a bursary as well as the Blisters for bread form in class. Perhaps you can read out aloud the first form to the class and let them use a pencil first. They can do the next one by themselves, but let them use a pencil as well! Remember there are no right and wrong answers, but they should answer exactly what is being asked.

Questionnaires

Allow the students enough time to complete the questionnaire and to work out their score. They can then compare their answers with their friends. It is important that they end off by writing a list of six positive adjectives that describe them best.

Self Activity 8 p.133

Assessment Activity12: Verbal requests in writing

Students may do 1. or 2. Let them read the core notes very well before they decide which one to do. It is important to add in extra filler words so that the text makes sense and flows. As these are requests in *writing*, students have to get the layout right. The following are mere examples of potential answers. Accept any appropriate layout.

1.

08:10

Morning Sam!

Please phone Mrs Latsky at work on 041-797 8076 as soon as possible. She is very upset. Her car was serviced by us yesterday. The job card number is AR 71/99. She got her car back in the afternoon, but there is a horrible noise in the front left, the car was not vacuumed and the radio was on the wrong station. She has paid R856 00 and she has always been very happy with our service in the past.

You must also please order 4 car mats for Dr Jacobs. He will be collecting them on Friday afternoon.

And remember it's Rose's birthday today! You have to make the speech during tea break. Her present is in the safe on the top shelf.

Thanks!

Andy

2.

Hi Portia

I'm really sorry to do this to you, but I really need your help! I promised Mrs Jawa that I would help her to organise the staff cocktail party for tonight to say farewell to Kenny. Unfortunately Dr Nelson called to meet me at 15:00 as he is leaving for New York tonight. Most of our arrangements have been made, but I need you to please attend to the following matters – I promise I will make this up to you!

- The sparkling wine and orange juice must be collected from Rebel liquor store. It has been paid for and Mike Pringle is keeping it aside for us.
- Use the money in the envelope to buy cheddar and gouda cheese, which are the cheapest.
- We will also need biscuits – so please buy Provita and Salticrax.
- I have ordered hot pastries and samoosas from Shoprite. Collect them from Maria Jonas, the head of the bakery.
- The music will be done by Johnno, one of the administration staff members. He has helped us before and knows what to do.
- We have decided not to have any flowers as they are too expensive.
- We are going to use the white candles which are in the store room. Ask Gladys, one of the cleaners, to get them for you.
- Please buy serviettes when you get the other stuff – you can decide on the colour!

Thanks a lot, Portia. I'll be in touch with you and I'll come straight back after my meeting with Dr Nelson.

Bye

Lorraine

Self Activity 9 p.134

1. Commas

1. Although it **rained** very hard, we still enjoyed the public holiday.
2. As soon as you know the answers, you can write them down.
3. Please order envelopes, stamps, post-it stickers and pens.
4. When you have re-read the article, see if you can answer all the questions.

2. Apostrophes and inverted commas

1. "Somebody's cellphone's on the desk. Didn't you lose yours?" asked Frank.
2. It's great news that you're going away on holiday.
3. These two firms' employees are productive.
4. "I'm so sorry that I won't be able to come to your wedding," said Tom.
5. Where is John's stapler? It's been missing for days.
6. Women's rights must be taken seriously.
7. "The book's cover was torn," said Mary in an angry tone.

Module 6

A star is born

This module provides a good opportunity to discuss competing and performing on the local, national and international arena. It is also a wonderful chance to discuss the performing arts such as ballet, opera, ballroom dancing, break-dancing, contemporary dance, mime, street theatre, musicals, jazz, competing for Idols, television, corporate theatre, etc.

Self Activity 1 p.139

Textual features

Please note: We suggest that you remind students that blurb is the sentence, paragraph or graph below the title. The headline is the heading at the top of an article on the front page of a newspaper, and it is the most important item of the news. Newspaper headlines are often advertised on lamp posts.

1.
 - The line above the title at the top – the “headline” is reversed, i.e. the lettering is white on a black background.
 - Different font sizes.
 - Bold is used.
 - The position on the page – the “headline” at the top and the title is centred.

Accept any appropriate reason, e.g. these features emphasise what is important, e.g. the larger the font, the more important the information. They also attract the reader’s attention immediately.
2. The **font** of *homeboy* is much bigger than the rest of the title as well as that of the whole text. This conveys to the reader that homeboy is the most significant part of the title.
3. *Homeboy* is in bold.
4. The **headings** are in bold. In addition, more space is left in the text before a heading. Headings help the reader to skim, scan for specific information and sift for a thorough understanding of the text.
5. Accept any appropriate answer, e.g. he looks relaxed and cool.
6. Accept any appropriate answer, e.g. the black and white film strip captures the sombre, tense and brutal atmosphere of the film. It also gives the reader an idea about the characters, plot, etc. It shows how young Presley is and the vulnerability of the

sleeping baby.

7.1 Text box 2 and accept any appropriate reasons, e.g.:

- The font of homeboy is bigger than that of the text and is in bold. It is centred to indicate that it is the title.
- The **blurb** is in **bold** and **centred**. Both of these features focus the reader's attention on the main idea of the text to follow.
- It also uses **column format** which makes for easier reading and assimilation of information.

Magazine and newspaper text is usually presented in column format because their pages are so wide and long.

7.2 **Tsotsi FILM REVIEW**

Accept any appropriate answer, e.g.:

Columns – the information has been presented in column format making for a quicker and easier read.

Headings – the title FILM REVIEW is reversed, i.e. white lettering on a black background, capitalised, and in a large font size. It stands out and immediately catches the reader's attention. The name of the film TSOTSI is capitalised and in a smaller font size (with five bullets to indicate the number of stars the reviewer gave it). The rest of the review is arranged under six headings which are a different colour for emphasis. The reader can, at a glance, easily find exactly what he wants to know.

- **bold** – the title of the film is bold. Some of the information under **TSOTSI** is bold but the actors' names are a different colour to differentiate between them and the other facts about the film.
- **bullets** – the information under the sub-heading *Popcorn Facts* is bulleted. A bullet is the core – the essence – only the main point. The reader can quickly and easily identify the main points.
- **photograph** – the dark film clip captures the tense mood and atmosphere of the gangster world.

Self Activity 2 p.142

Assessment Activity: Comprehension Questions

1. They took place in Johannesburg. (1)
2. He was 21. (1)
3. Yes: "He's in jeans, a long-sleeved light pink shirt and white takkies. Slung over his shoulder is a funky cloth bag and he has fake diamonds in his ears." (2)

4. He grew up in Mafikeng. (1)
5. It was in 2000. (1)
6. It was based on Athol Fugard's book of the same name. (1)
7. Accept any appropriate answer and explanation. (2)
8. He has three siblings, two brothers and a sister. (1)
9. His home language is Setswana. (1)
10. No: "It was Presley's first experience on a film set." (2)
11. Most of them were shot in Soweto. (1)
12. No. (1)

Total: 15

RATING CODE	RATING	MARK OUT OF 15
7	Outstanding (can do this exceptionally well)	12-15
6	Meritorious (can do this very well)	10½
5	Substantial (can do this well)	9
4	Adequate (can do this)	7½
3	Moderate (can do some of this)	6
2	Elementary (have difficulty with this)	4½
1	Not achieved (need help with this)	0-3

Self Activity 3 p.143

Contextual questions

- 1.1 Her name is Terry Pheto.
- 1.2 She plays the role of a young widow.
2. Tsotsi, a 19-year-old gangster, hijacks a BMW unaware of the three-month old baby in the back of the car. He is placed in a situation where he has to confront the sort of person he is and face the consequences of his actions.
3. It is the way people in the township speak; he is young; it suits his image and the role he played in the film.
4. No. "But it was the emotional demands of the role that got to him most." / "Filming – an emotionally-draining experience."
5. It's a South African colloquial/informal word for a person from one's own town or neighbourhood.
6. It is a psychological thriller.
7. It represents global or international excellence in films.
8. No. "What unfolds is a story of hope and a triumph of love over rage."

Group Activity 4 p.144

Word attack skills

Students have to work in pairs.

1. audition = (g)
2. director = (h)
3. theatre = (e)
4. rehearsal = (c)
5. debut = (i)
6. playwright = (j)
7. agent = (f)
8. script = (d)
9. (film) set = (b)
10. cinema = (a)

Self Activity 5 p.144

Vocabulary

1. Any appropriate answer:
 - "...to find the right actor/young man ..."
 - "...where he's spending time ..."
 - trainers; running shoes
 - modern and fashionable
 - "...but I can speak the township gangster language very well."
2.
 - thug
 - brutal
 - film
3.
 - calm; relaxed
 - accept
 - informal; casual
4. actress
5. widower
6. Tsotsi is the name of the film. It has a capital letter.
In tsotsi *taal* tsotsi is a common noun.

Self Activity 6 p.145

Figurative language

1. His performance was so good that it shocked them - as if an electric current had passed through them.
2. He was so convincing in his role that she couldn't believe it.
3. We're hoping the film will win.

Reminder

Sentences to illustrate the correct use of the noun and the verb, e.g.:

1. The pianist **practises** every day for at least two hours.
2. Ted arrived just in time for the choir **practice** on Wednesday evening.
3. The facilitator constantly **advises** the students to edit their written work.
4. Most students do take their facilitator's **advice** seriously.

Self Activity 7 p.145

Comprehension

1. He bought a fraudulent/fake driver's licence.
2. He had to either pay a fine of R5 000 or spend six months in jail.
3. He feels very sorry; he realises it was very wrong.
4. He apologised to his friends, family and fans for letting them down. He would also be speaking at various schools to teach children that crime does not pay.

Group Activity 8 p.146

Discussion

Remind students about the tips for having a successful discussion in Module 3. This is an excellent opportunity for students to discuss the universal fact that we all make mistakes at some or other time in our lives, but it is not the end of the world. We can learn from our mistakes and, more importantly, try to make amends and try not to repeat the same mistake. We must try to learn to forget about and forgive the mistakes of others.

We also recommend that you discuss the important role celebrities, politicians, people in prominent positions and well-known sportspeople, actors, musicians, TV stars, teachers, etc. can play in influencing people for good or bad. We need role models in this country. Let the students name the role models of their choice and explain why they chose them.

1. Yes or No and any appropriate reason(s).
2. Yes or No and any appropriate reason(s).
3. No. "Two others also appeared in court on the same charges and were given the same sentence."
4. Yes or No. We recommend that you ask the students to give a reason(s).

Self Activity 9 p.146

1. Letter of invitation

TOP-NOTCH COLLEGE

Tel: 012 796 5321
Fax: 012 796 5794
e-mail: topnotch@iafrica.com

P.O. Box 181
PRETORIA
0001

15 May 20..

Mr Presley Chweneyagae
P.O. Box 137
PRETORIA
0001

Dear Mr Chweneyagae

INVITATION AS GUEST SPEAKER

Top-Notch College is hosting a celebration on the college campus to commemorate Youth Day on Friday 15 June 20.. .

As an award-winning actor on the national and international stage you are a role model for young people. The Student Council would like you to address all our students (375) in the Steve Biko Auditorium on Friday morning 15 June 20.. at 11:00.

The topic of the speech is *Crime does not pay*. You will be required to speak for about half an hour and allow a further 15 minutes for questions. Please let us know should you need any audio-visual equipment or a screen and how much you ask for an appearance fee.

We sincerely hope that you will be able to address our students. If you are able to accept, please let us know in writing before 7 June. I would appreciate it if you would fax me a brief CV to enable me to introduce you to the audience. We would like a recent photograph of yourself to publish in our college magazine.

Thank you for your attention. We look forward to hearing from you soon.

Yours faithfully

T. Mkhize

Thabo Mkhize

CHAIRPERSON OF THE STUDENT COUNCIL

2. Letter accepting an invitation

Tel: 012 776 4721

Fax: 012 776 4673

e-mail: presley@telkomsa.net

P.O. Box 137

PRETORIA

0001

01 June 20..

Mr Thabo Mkhize

CHAIRPERSON OF STUDENT COUNCIL

Top-Notch College

P.O. Box 181

PRETORIA

0001

Dear Mr Mkhize

INVITATION AS GUEST SPEAKER

Thank you for inviting me to address the students at your college on Friday 15 June 20.. at 11:00. It will be a privilege and I accept with pleasure.

I will speak for 30 minutes on *Crime does not pay* and will allow 15 minutes for questions if necessary.

I would appreciate the use of a microphone. Thank you for offering, but I do not ask an appearance fee. I would, however, appreciate it if you could make a donation to Boys Town.

I am looking forward to meeting you at Reception at 10:50 and to addressing the students.

Yours sincerely

P. Chwenegayae

PRESLEY CHWENEGAYAE

Challenge **p.147**

A memo is sent to the person(s) concerned. This ensures that the message will be received and read, whereas a notice might not be seen by the person for whom it is intended.

Self Activity 10 **p.147**

Assessment Activity: Poster

Please note: Remind the students to keep their rough draft(s) for their PoE.

**TOP-NOTCH COLLEGE
YOUTH DAY CELEBRATIONS**



PRESLEY CHWENEGAYAE
well-known actor
of the Oscar-winning film
TSOTSI
will address the students

Where? Steve Biko Auditorium

When? Friday 15 June 20..

What time? 11:00

Topic of speech? Crime does not pay
Don't miss this unique opportunity!

Enquiries:

Thabo Mkhize

Chairperson of student council

Cell: 083 704 5294

Rating code	Rating	Marks %
7	Outstanding: You can do this exceptionally well	80 – 100
6	Meritorious: You can do this very well	70 – 79
5	Substantial: You can do this well	60 – 69
4	Adequate: You can do this	50 – 59
3	Moderate: You can do some of this	40 – 49
2	Elementary: You have some difficulty with this	30 – 39
1	Not achieved: You need help with this	0 – 29

CRITERIA	1	2	3	4	5	6	7
1. Planned the poster by using a mind map/rough sketch. Have proof of these.							
2. Used the appropriate format for a poster with enough white space.							
3. Used the appropriate register, style and language.							
4. Achieved the purpose of this task.							
5. Used correct grammar – the poster was edited.							

Self Activity 11 p.149

Assessment Activity: Telephone message

<p>TOP-NOTCH COLLEGE</p> <p>Telephone Message</p> <p>To: Thabo Mkhize</p> <p>From: Presley Chwenegayae</p> <p>Firm: _____</p> <p>Tel: 012 776 4721</p> <p>Date: 14 June 20..</p> <p>Time: 14:00</p> <p>Message: He wants to re-schedule his speech for 13:30 on Friday, if possible. He has a very important audition which cannot be changed. Please confirm with him before 17:00 this afternoon if it can be arranged.</p> <p>Taken by: Noni Sepuma</p>
--

Rating code	Rating	Marks %
7	Outstanding: You can do this exceptionally well	80 – 100
6	Meritorious: You can do this very well	70 – 79
5	Substantial: You can do this well	60 – 69
4	Adequate: You can do this	50 – 59
3	Moderate: You can do some of this	40 – 49
2	Elementary: You have some difficulty with this	30 – 39
1	Not achieved: You need help with this	0 – 29

CRITERIA	1	2	3	4	5	6	7
1. Planned the tel. message by making a rough sketch. Have proof of these.							
2. Used the appropriate format/layout for a telephone message.							
3. Used the appropriate register, style and language.							
4. Achieved the purpose of this task.							
5. Used correct grammar – the telephone message was edited.							

Self Activity 12 p.150
Assessment Activity: E-mail

From: Thabo Mkhize [mailto:tmkhize@ananzi.co.za]
Sent: 18 June 20.. 10:50
To: Presley Chwenegayae
Subject: Speech

Hi Presley

Thanks for speaking to the students on Friday afternoon. It was fortunate that at the very last moment we were able to re-schedule your speech. The students found you very entertaining and really appreciated your honesty. They respect the effort you are making to help young people make good choices in their lives.

We're planning a life-skills programme in the near future and we would like you to be one of our motivational speakers. Would you be interested?

Regards

Thabo

Internal Virus Database is out-of-date.

Checked by AVG Free Edition.

Version: 7. 1. 394 / Virus Database: 268. 12.3/446 – Release Date: 18/06/2008

Rating code	Rating	Marks %
7	Outstanding: You can do this exceptionally well	80 – 100
6	Meritorious: You can do this very well	70 – 79
5	Substantial: You can do this well	60 – 69
4	Adequate: You can do this	50 – 59
3	Moderate: You can do some of this	40 – 49
2	Elementary: You have some difficulty with this	30 – 39
1	Not achieved: You need help with this	0 – 29

CRITERIA	1	2	3	4	5	6	7
1. Planned the e-mail by making a rough sketch. Have proof of these.							
2. Used the appropriate format/layout for an e-mail.							
3. Used the appropriate register, style and language.							
4. Achieved the purpose of this task.							
5. Used the correct grammar – the e-mail was edited.							

Self Activity 13 p.150

Assessment Activity: Formal speech

Students have to prepare a formal speech where they talk for 3-5 minutes on their role model. Remind them to keep all their diagrams, rough drafts, notes, attempts and speech cards for their portfolios. Students also have to listen very attentively to their peers' speeches as they have to evaluate every member of the class according to the evaluation sheet which you will hand out to them.

Rating code	Rating	Marks %
7	Outstanding: You can do this exceptionally well	80 – 100
6	Meritorious: You can do this very well	70 – 79
5	Substantial: You can do this well	60 – 69
4	Adequate: You can do this	50 – 59
3	Moderate: You can do some of this	40 – 49
2	Elementary: You have some difficulty with this	30 – 39
1	Not achieved: You need help with this	0 – 29

CRITERIA	Yes	No	Comment
1. Introduction tells the audience who the presentation is about.			
2. Ideas follow in a logical order.			
3. Body of the speech consists of a few ideas.			
4. Grammar is correct.			
5. Conclusion is effective.			
6. Speaker is well prepared and confident.			
7. Aid is suitable for presentation.			
8. Source of information is acknowledged, e.g. internet, library.			
9. Proof of diagrams, rough drafts, notes, speech cards, etc.			
10. Non-verbal ways of communication are used appropriately, e.g. volume, pronunciation, tempo, stress and emphasis, eye contact and body language.			

Colour p.153

1. yellow = b. happiness
2. black = e. evil
3. red = d. passion/danger
4. green = a. growth
5. white = c. innocence

Self Activity 14 p.155

Assessment Activity: Viewing of the film, Tsotsi

We recommend that you make copies of the blank worksheet on Tsotsi. Hand out the

worksheet *before* you show the film and go over the questions with the students. Students have to complete the worksheet after they have watched the film.

Assessment Activity on film study (Tsotsi): Module 6 Self Activity 14

Student: _____ Class: _____ Date: _____

Mark: _____ %: _____

Comment: _____

Signed: Facilitator: _____ Date: _____

Signed: Moderator _____ Date: _____

Signed: Student _____ Date: _____

RATING CODE	RATING	MARK OUT OF 40
7	Outstanding (can do this exceptionally well)	32-40
6	Meritorious (can do this very well)	28-31
5	Substantial (can do this well)	24-27
4	Adequate (can do this)	20-23
3	Moderate (can do some of this)	16-19
2	Elementary (have difficulty with this)	12-15
1	Not achieved (need help with this)	0-11

A. Comprehension questions

1. Give the names of the following characters:

1.1 Tsotsi

1.2 Tsotsi's father

1.3 the baby's father

1.4 the baby's mother(4)

2. How does the viewer know the baby's mother was injured?

..... (1)

3. What is the name of the gangster Tsotsi beat up?(1)
- 3.1 Why did they call him Teacher? (1)
- 3.2 For how long had he been a gang member? (1)
4. How does the viewer know that the baby is a boy? (1)
5. Circle the correct answer to make the following statement true:
Tsotsi kept the baby for (three, four, five) days before returning him. (1)
6. How did Miriam earn a living?
..... (1)
7. Give two examples of Miriam's influence on Tsotsi.
.....
..... (4)
8. Do you think Tsotsi's sentence should be lighter because he returned the baby unharmed?
Explain.
.....
..... (2)
9. Was the change in Tsotsi's character believable? Explain.
.....
..... (2)
10. Did you enjoy the film? Explain.
..... (1) [20]

B. Questions on film technique

CAMERA SHOTS

Circle the correct answer to make the statements true:

1. Tsotsi is wearing a red shirt. It is dark and it's raining. This is an example of:
- (i) an extreme close-up shot
 - (ii) an extreme long shot (1)

1.1 Give a reason for your answer.
..... (1)

2. Tsotsi and his gang stabbed their first victim on the train. This is an example of:
- (i) a long shot
 - (ii) a close-up shot (1)

2.1 Give a reason for your answer.
..... (1)

SOUND

Circle the correct answer to make the statements true:

3. There is no music during the first victim's stabbing. All you hear is the sharp clicking of the train's wheels on the rails. This is an example of:
- (i) synchronous sound
 - (ii) non-synchronous sound (1)

4. When Tsotsi steals the BMW and shoots the woman, the sound of the shot corresponds with the action. This is an example of:
- (i) synchronous sound
 - (ii) non-synchronous sound (1)

LIGHTING

Circle the correct answer to make the statements true:

5. The shot of the brightly-lit baby in Tsotsi's shack is an example of:
- (i) low key lighting
 - (ii) high contrast lighting (1)

6. The lighting in the scenes before the baby is fed is dark and those after the baby was with

Miriam are brighter. What do you think is the reason for this?

..... (2)

CAMERA ANGLES

Circle the correct answer to make the statements true:

7. The scene from the top of the train is an example of:
(i) a bird's eye view shot
(ii) a high angle shot (1)
8. When Tsotsi tied up the baby's father he is sitting in his chair at the table and Tsotsi is standing next to him. This is an example of:
(i) a high angle shot
(ii) a low angle shot (1)
- 8.1 Does this make the father appear powerful or weak?(1)

MUSIC

9. It is raining when Tsotsi is driving the stolen BMW and he discovers the baby when it started crying. The windscreen wipers are moving fast. The music is also loud and fast.
9.1 Does this intensify or lessen the tension? (1)
9.2 Explain. (1)
10. Why is the music in the township scenes peaceful and gentle?
..... (2)

COLOUR

11. What does the baby's white clothing symbolise? (1)
12. When we meet Tsotsi he is always dressed in a very dark hoodie. Why do you think he stopped wearing his hoodie? (1)
..... (1)
13. Can you suggest a reason why most of the film is dark? (1)
..... (1)
14. What mood is created by the darkness? (1) [20]

TOTAL: 40

ANSWERS

A. Comprehension questions

1.
 - 1.1 Tsotsi: David
 - 1.2 Tsotsi's father: Mandla
 - 1.3 the baby's father: John
 - 1.4 the baby's mother: Phumla (4)
2. She was in hospital and confined to a wheelchair. (1)
3. Boston (1)
 - 3.1 He studied to become a teacher, but he was not yet fully qualified. (1)
 - 3.2 Six months (1)
4. Tsotsi said to Miriam he should be called David. (1)
5. Tsotsi kept the baby for (three, four, five) days before returning him. (1)
6. She sewed and did mending. (1)
7. After Tsotsi visited her, he apologised to Teacher (1) and invited him to recover at his shack. (1) She also told him the baby needed his mother (1) and Tsotsi decided to give the baby back to his parents. (1) (4)
8. Yes or No plus an appropriate reason. (2)
9. Yes. Accept any appropriate answer, e.g.: He was concerned about the baby, he revisited the "pipes" where he lived as a homeless child, he gave money to the invalid. (2)
10. Yes or No plus an appropriate reason. (1) [20]

B. Questions on film technique

1. (ii) an extreme close up (1)
 - 1.1 The camera focuses on his face and it fills the whole screen. (1)
2. (ii) a close-up shot (1)
 - 2.1 The camera is very close to the victim and shows all the details of the gang members around the old man. (1)
3. (ii) non-synchronous sound (1)
4. (i) synchronous sound (1)
5. (ii) high contrast lighting (1)
6. Accept any appropriate answer, e.g.: The lighting contributes to the symbolism in this film. Tsotsi is a violent and unhappy gangster who operates in the dark. Miriam helps him and the baby. When they visit her the lighting is brighter; she seems also to lift Tsotsi's spirit and to have a positive effect on him. (2)
7. (i) a bird's eye view shot (1)

8. (i) a high angle shot (1)
- 8.1 weak (1)
- 9.1 Does this intensify or lessen the tension? (1)
- 9.2 Accept any appropriate answer, e.g.: Tsotsi shot a woman and drove off in her car in the night. It was raining and the baby started crying. It was clear that Tsotsi did not know what to do. The wipers and the music added to his tension and confusion. (1)
10. Accept any appropriate answer, e.g.: The music plays when we see the daily activities of the people in the township. We see people queuing for water, laundry on the lines, pets and fowls walking around, etc. (2)
11. innocence (1)
12. He changed from a violent gangster to someone who cares more for others. (1)
13. Accept any appropriate answer, e.g.: Darkness symbolises violence, brutality and the darker side of people's lives. Tsotsi and his gang operate in the dark where negative emotions and actions thrive. (1)
14. Accept any appropriate answer, e.g.: evil, despair, hopelessness. (1) [20]

TOTAL: 40

Self Activity 15 p.156

Abbreviations

1. advertisements
2. influenza
3. laboratory
4. representative
5. zoological garden
6. women's liberation
7. examinations
8. gymnasium
9. telephone
10. veterinary surgeon

Group Activity 16 p.156

Abbreviations and acronyms

1.
 - Further Education and Training
 - facsimile
 - Curriculum Vitae

- Republic of South Africa
- Public Relations Officer
- Répondez s'il vous plaît (please reply)
- South African Airways
- South Western townships (of Johannesburg)
- pay as you earn
- very important person
- United Nations Educational, Scientific, and Cultural Organisation
- as soon as possible
- United Nations Children's Fund

2. Students have to write down any other acronyms they know. Let them write a few on the board. Encourage students to look out for and take note of old and new acronyms in newspapers, magazines, and also to listen to radio and television news.

Self Activity 17 p.157

- p.m.
- pp.
- viz.
- no.
- SMS

We suggest that you ask the students to give the plural of SMS. The answer is SMSes.

Module 7

Healthy relationships @ home and @ work

1. Relationships

Group Activity 1 p.160

Relationships

Students should work in groups of 3-4.

1. Summary of each heading:

1. Respect for others begins with you

- First respect yourself
- Believe in yourself
- Take care of your appearance
- Take care of your home, office, car
- Learn to say “no”

2. Be positive

- Avoid people who complain non-stop
- If you often have negative thoughts, get a hobby
- You feel better when you do something for someone else

3. You control yourself, not others

- Stay calm when someone attacks you
- Things get worse if you fight back
- Listen and do not interrupt the person
- Accept that you cannot control what others think, feel or believe

4. Late again?

- Time is always an issue
- Coming late is no excuse
- It shows you are disorganised
- Plan that you arrive on time

5. Lay off the gossip

- Gossip usually follows after the phrase “Have you heard?”
- Ask if the story is fact or fiction
- Keep news to yourself
- Gossip can often take on its own life
- Don't be interested in gossip
- It's the biggest compliment when people discuss their problem/s with you

6. Stop feeling guilty

- Don't feel guilty about others' problems
- Consider the situation objectively
- If you were not responsible for the problem, stop feeling guilty

7. Look them in the eye

- Look people in the eye when you speak to them
- Practise this if you are shy
- Looking at people when you talk to them shows you are listening and interested

8. Intuition – your best friend

- Everyone has a sixth sense
- Trust that feeling
- It can warn you against people
- It can also teach you to “hear” even if the person doesn't say a word

9. Laughter – medicine for the soul

- Laughing is fun and good for you
- Laugh out loud
- Never underestimate the power of a smile
- Smile when you answer the phone or the person behind you in the queue
- It will make everybody feel better

10. Show them you care

- Show you care through words and actions rather than expensive gifts
- Usually appreciation and encouraging words mean the most
- Remember people's birthdays
- A simple hug is proof that you care

2. Students have to make a list of the three that they are most guilty of, e.g. you gossip, are often late and don't show others you care.

They must compare their list with the rest of their group and draw up a final list that shows what the group is most guilty of.

They have to discuss practical ways of how to improve relationships.

3. Students have to dramatise and role play any one of the three situations based on difficult scenarios at work. They are welcome to fill in extra details. It is important that they understand the situation and that they practise together.

They have to work from a script that they have written together.

You, Amos, Chris and Boeta.

You, a fellow machinist and an older colleague.

Basil, Jan Botha and the supervisor.

Challenge p.164

The rhyme scheme of Friendly Obstacles on p. 37 is ababcc; dedeff.

(Rhyming) ‘couplets’ are two lines that rhyme.

Often a poem is written in couplets – this means the stanzas contain two lines only. When these lines rhyme, they are called rhyming couplets.

Self Activity 2 p.164

Poem – I chose a path

1. Yes, but you realise that only once you have read the poem. The poet made a choice and chose a life that he is proud of.
2. It is a positive poem. Students may quote any eight words from the poem, e.g.: “I love Jabulani for reasons I can’t deny”
3. Jabulani is tall, dark and handsome. He has brown eyes and a smile. He waves at himself in the mirror and is a lively fellow.
4. He smiles at himself and he waves at himself which shows that he is happy and has a positive attitude/approach to life.
5. There is quite a lot of repetition in the poem.
Accept any example, e.g. “reflection in the mirror”, “Jabulani” and “He chose a life”
It is effective because it stresses/emphasises the positive in the poem.
6. Five times.
Yes, it is a positive sign if you like your own name.
If you are happy with your name, you are often happy with yourself – your name is part of your identity.
Yes or No plus any reason.
7. Jabulani chose not to use alcohol and drugs, not to be promiscuous and not to do crime. 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.
8. **A.** oozing
B. h. leaking out slowly
passion f. strong barely controllable emotion
cherish i. protect; hold dear; tend lovingly
fellow g. man or boy
deny j. declare untrue
promiscuity d. having frequent and diverse sexual relationships
tool c. any instrument used to carry out a specific function
chants a. songs
agony b. extreme suffering or struggle
humour e. amusement or comedy
9. “I love it for I shall never part ways with Jabulani”
10. No
11. There is no rhyme scheme; it is free verse.

Self Activity 3 **p. 166**
Assessment Activity: Poem – Dancing boy

- 1.1 The poem is written in the form of a
 B. dialogue (1)
- 1.2 The boy used to be at the
 C. roadside (1)
- 1.3 The boy used to earn his money by
 C. dancing (1)
- 1.4 The boy does not earn his money this way anymore because
 D. an irritated man threw money at him and asked him to stop (1)
- 1.5 When the boy told his father what had happened, his father was
 C. concerned (1)
- 1.6 What figure of speech is used in ‘Great piles of paper money’ in stanza 4?
 C. simile (1)
- 1.7 The man used to watch the boy dancing and he used to give him money. (1)
- 1.8 “remember” (1)
- 1.9 It is to show respect for the man. (1)
- 1.10 Yes, he gave him money.
 “I remember you stopped in your car
 And when I had finished dancing
 Gave money to me.” (3)
- 1.11 Accept any reason that makes sense, e.g. perhaps the man felt guilty that he had so much more than this poor boy who danced for tips from onlookers. He did not want to see the boy again. He therefore gave him lots of money and asked him not to dance there any more. (2)
- 1.12 Accept any reason that makes sense, e.g. the father realised that the man wanted to get rid of the boy by giving him so much money and therefore he also told his son not to dance there again. (2)
- 1.13 Accept Yes or No plus any reason that makes sense, e.g. Yes, if someone pays you (he does not have to) and asks you not to come back, then you must obey it or No, the boy used to always dance there and he should not stop just because one person paid him a lot (bribed him) and had asked him to leave. (3)
- 1.14 Yes, it is significant because it spells out/stresses the fact that it was the white people who stopped and paid the boy, who was obviously not white. (2)
- 1.15 It is easy to read the poem. Quotation marks would have made it too formal. (2)
- 1.16 Yes or No plus a reason. (2) [25]

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

Group Activity 4 p.170

Discussion of types of meetings

Students have work in pairs. Let them make notes of what they discuss. You can later give them the answers, as well as examples to help them understand the different types of meetings.

- **Committee meetings:** This is when the members of a committee meet, e.g. the chairperson, secretary, treasurer, etc.
- **Department meetings:** This can be any department, e.g. the financial department or marketing department of a company.
- **Board meetings:** Any company normally has a board of directors and they hold board meetings.
- **Management meetings:** Management normally consists of the manager and other seniors in management positions at any organisation – management meets without the other staff members.
- **Project meetings:** This is when certain people serve on a project that has to be completed, e.g. the housing or feeding project of a large company.
- **Ad hoc meetings:** An ad hoc committee is responsible for a certain task, e.g. to find out how stocktaking is done at other companies – the ad hoc committee meets and once their task has been completed, the committee dissolves.

Challenge p.172

Adjourn means to take a break or to stop a meeting before all the matters that appear on the agenda have been finalised, e.g. to adjourn for tea. The meeting carries on afterwards.

Group Activity 5 p.173

Agenda

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

Note: p.177

Example 1 is correct because it gives more details than Example 2. It says where and when the course will be held, as well as what interested staff should do.

Group Activity 6 p.180

Meeting terminology

The students have to work in groups of 3-4. It's important that they give reasons.

1. **True.** That is part of the secretary's duties.
2. **False.** The minutes have to be 100% accurate.
3. **True.** Members should check that the minutes are correct before the 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 was decided.
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.

Group Activity 7 p.180

Assessment Activity: Meeting presentation and class discussion

1. **Presentation:** Let the students sit in a big group or in a few smaller groups and practise how to open and close the meeting. They should know that this is an assessment activity; therefore they will assess each other. They should take turns to act as chairperson. They will need your guidance in the beginning. Perhaps you can let one of the leaders in the class start by being the chairperson. The person can start by greeting the "members" and ask them to settle down as the meeting is

about to start. It is important that the chairperson inspires confidence and takes control of the meeting. They must also practise closing the meeting and thanking everybody for attending the meeting.

2. Class discussion: Cape Argus article from Cape Argus, 27 May 2005.

Students have to participate in the discussions.

- A “weekly meeting” is a meeting that is held once a week – normally it is held at the same time every week, e.g. on a Monday at 10:00.
- Yes or No with reasons.
- Attendance register.
- Students should share any controversies regarding the minutes of meetings that they know about, or about meetings in general or issues/problems/incidents at any club or association.

Rating code	Rating	Mark out of 10
7	Outstanding (worked exceptionally well together)	8-10
6	Meritorious (worked very well together)	7
5	Substantial (worked well together)	6
4	Adequate (worked well together sometimes)	5
3	Moderate (hardly worked well together)	4
2	Elementary (reached consensus once or twice)	3
1	Not achieved (never reached consensus)	0-2

Criteria	Yes	No	Comment
1. We demonstrated respect for each other and spoke politely to each other.			
2. We listened to each other and were open to learn from each other.			
3. We motivated our viewpoints.			
4. We took turns to act as chairperson and practiced to open and close a meeting.			
5. We discussed the topics from all perspectives.			

Self Activity 8 p.183

Assessment Activity: Notice, agenda and action minutes

- 8.1 This is a staff meeting/a general meeting – perhaps they meet every month.
- 8.2 The notice and agenda.

MEGA DISTRIBUTORS

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DAVEYTON

1600

1 June 20..

Dear Colleague

NOTICE OF STAFF MEETING

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

Yours faithfully

N. Pickford

N. PICKFORD

MANAGER

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 Sales targets
 - 6.3 Application for special leave
 - 6.4 Security gate
7. General
8. Date of next meeting
9. Closure

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

CRITERIA	1	2	3	4	5	6	7
1. Planned the notice and agenda by making a rough sketch and writing down a few ideas. Have proof of these.							
2. Used the appropriate format and layout for a notice and agenda.							
3. Used the appropriate register, style and language.							
4. Achieved the purpose of this task.							
5. Used correct grammar – the notice and agenda were edited.							

8.3 Minutes of a meeting; using the core notes.

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

1. Attendance register

The chairperson, Mr Pickford, the secretary, Les Bam, and these 8 members were present: Simon Locke, Grace Mataba, Deon Clarke, Margo Norton, 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 already given 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 taken as 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 own clothes as it looked untidy. The new corporate ties and scarves cost R100 and were available from the secretary from 18 June 20.. .

6.2 Sales targets

Mr Pickford congratulated the sales manager, Deon Clarke and the sales team on meeting their target. Deon Clarke was one of the best salespersons in the country. He may win a trip to Greece and will know in September. As from July there will be only two sales targets per year and not three. Mr Pickford will give Deon Clarke more details after the meeting

6.3 Application for special leave

Mr Pickford announced that, as from today, there was a new form for special leave which had to be filled out in duplicate. The completed forms must reach him at least 2 days before they want leave. No one will be granted leave unless they have applied in advance.

ACTION	DUE DATE
LB	18/06/20..
NP	
NP	14/06/20..

6.4 Bursary fund

MN

15/07/20..

MOTION “that bursary fund is allocated to best all-rounder and not best academic achiever.” Proposer: Margo Norton
Secunder: Miriam Twalo

According to Margo Norton academic achievers drop out of their studies more often than all-rounders.

This has happened twice in the last four years. She said that the bursary committee should look at academic, sporting, artistic and social achievement.

The motion was discussed and accepted. Ms Norton was to compile a new questionnaire for the November applicants which she would show the staff at the next staff meeting.

6.5 Security gate

NP

20/06/20..

Mr Pickford asked the staff to please report the rusted burglar bars to him by 16 June 20.. .

Burglars had tried twice last week to jump over the gate and were caught by the security officers.

He had ordered Treligate to put higher spikes on the gate which will be done by 20 June 20.. .

(Students can make up their own date – as long as it makes sense.)

7. General

Mr Pickford reminded the staff that smoking in the building was unacceptable. They should ensure that visitors obey this rule.

8. Date of next meeting

The next staff meeting will be on 15 July 20.. . (Students can make up their own date as long as it is about one month after this meeting.)

9. Closure

The chairman closed the meeting at 18:15. (Students can make up their own time.)

APPROVED AT:
CHAIRPERSON:
SECRETARY:
DATE:

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

CRITERIA	1	2	3	4	5	6	7
1. Used the appropriate format and layout for a notice and agenda.							
2. Core notes were properly linked up and new details were added.							
3. Used the appropriate register, style and language.							
4. Achieved the purpose of this task.							
5. Used the correct grammar – the minutes were edited.							

Group Activity 9 p.185

Meeting terminology

Students have to work in pairs.

Column A

Column B

- | | |
|----------------|--|
| 1. treasurer | e. person who is responsible for the finances of a club/society |
| 2. secretary | j. person who is responsible for the administration and correspondence of a club/association |
| 3. agenda | g. list of business to be discussed at a meeting |
| 4. minutes | h. official report of the decisions of a meeting |
| 5. chairperson | i. person who is the leader of the meeting |
| 6. motion | d. a formal proposal |
| 7. closing | a. to end the meeting |
| 8. notice | b. venue, day, date and time of a meeting |
| 9. register | c. list of all the members present |
| 10. seconder | f. person who supports a proposal |

Module 8

Literature

Group Activity 1 p.190

Humour and irony

Students have to work in pairs.

1. Funny
2. Ironic
3. Funny
4. Funny
5. Ironic

Self Activity 2 p.190

Humour in comic strips/cartoons

Talk to the students about cartoons and comic strip characters. Perhaps you can bring them a few examples and even read them out aloud to the class. This can be a fun exercise. Don't be too formal and have a few good laughs!

1. Students should say which comic strip characters they find funny.
2. They should give reasons why they find them funny.
3. Students have to bring two different comic strips to class.
4. They have to explain where the humour in both lies.

Group Activity 3 p.191

Picture 1

Picture 1 is ironic. Accept any appropriate explanation, e.g. the fact that bringing a beautiful pair of pyjamas to a man so completely covered up is the opposite of what we would expect. It is also funny.

Picture 2

Picture 2 is funny. The humour lies in the exaggeration in the picture of the totally flattened man and the comment by the nurse to the doctor that simply states the obvious.

Self Activity 4 p.192

Assessment Activity: Folktale – The Chief's daughter and the cannibal

Please note: We suggest that you mention to the students that the title expresses what the work is about clearly in few words; introduces and identifies it. It becomes an integral

part of the work. We also suggest that you mention to the students that *dramatic irony* is used most often in drama but is also used in other literary genres.

1. Yes or No with reason. **(1)**
2. Third person narration. The third person acts as an observer outside the story and refers to the characters as “he,” “she,” or “they.” **(2)**
3. A rural (country) setting near a river; in and around the chief’s village. **(1)**
4. No and accept any appropriate explanation, e.g. the story started early in the morning. No mention of night or the next day is made. **(2)**
5. They had gone there to collect red clay to colour their skins and blankets. **(1)**
6. He had one leg and was very ugly. **(1)**
7. The brother recognised his sister’s voice and told the cannibal to go to the village where he would get plenty of meat. The cannibal did so. **(2)**
8. In the village, when the cannibal refused the chief’s offer of an ox for the “bird”, he asked him to fetch him some water. (½) Someone gave him a leaky container to slow him down. (½) While he was away they opened the sack and the chief found his daughter. (½) He then put frogs, snakes and toads into the cannibal’s sack and tied it up again. (½) **(2)**
9. The reader/listener knows that the “bird” is the chief’s daughter but he does not. OR: The reader/listener also knows that the chief has put frogs and snakes, etc. into the bag although the cannibal does not. **(1)**
10. They lied to him. **(1)**
11. When he arrived at his own house, the cannibal invited all the other cannibals to join him for a tasty meal. He made them wait for a long time and then he dramatically opened the sack. The other cannibals were so disgusted at the sight of the toads, etc. that they ate him and had his wife for pudding. **(1)**
12. Yes or No with any appropriate reason, e.g. the ending comes as a surprise as one would have expected the chief to have killed the cannibal or had him killed immediately. It is ironic that the cannibals themselves were so disgusted with him that they did the job for the chief. (The fact that they ate his wife for dessert is ironic and funny.) **(2)**
13. Yes, the way in which the cannibal was outwitted is central to the story. The characters are therefore flat because there is really no need to develop them fully. **(2)**
14. Accept any appropriate answer, e.g. wicked people do not go unpunished. **(1)**
15. Accept any two:
 - The young girls use a red clay called imbola to colour their skins and blankets.

- When a girl reaches womanhood she stays alone in a hut made for her by her girlfriends and female family members.
 - The father celebrates her womanhood by killing an ox and hosting a feast. (2)
16. Flat and accept any appropriate reason, e.g. he symbolises evil and is portrayed in a stereotypical way as ugly and deformed. (2)
17. Yes or No with explanation. (1) **Total: 25**

RATING CODE	RATING	MARK OUT OF 25
7	Outstanding (can do this exceptionally well)	20 – 25
6	Meritorious (can do this very well)	17½ - 19
5	Substantial (can do this well)	15 – 17
4	Adequate (can do this)	12½ - 14
3	Moderate (can do some of this)	10 – 12
2	Elementary (have difficulty with this)	7½-9
1	Not achieved (need help with this)	0 – 7

Group Activity 5 p.194

Folktale: Cannibal Zim and the twins

Students have to work in pairs.

Please note: We suggest that you allow the students to answer question 7 orally in their own words because the answer to that particular question is long and the events need to be answered in the correct chronological order.

1. Yes or No with explanation.
2. Cannibal Zim, Demane (the male twin) and Demezana (the female twin).
3. A rural (country) setting; the cave the twins lived in and a village.
4. She was silly and unwise.
5. He sought advice from another cannibal who advised him to swallow a red-hot blade to make his voice soft.
6. As the cannibal pulled her from the floor she snatched hot ashes from the fire and dropped a line of ash behind her while the cannibal carried her on his shoulder.
7.
 - (1.) Demane followed the trail of ash to Zim's village with a swarm of bees he had collected while hunting that morning.
 - (2.) When he found Zim in his village he asked him for water.
 - (3.) While Zim went to fetch some water he let Demezana out of the bag.

- (4.) They then hid.
- (5.) When Zim's wife and daughter arrived with firewood, Zim told his daughter to put her hand into the sack where she would find something nice.
- (6.) She was stung by the bees and so were his son and his wife.
- (7.) Zim then chased them out of the hut and, after blocking the door, he released the bees.
8. Badly stung and partially blind, Zim forced his way through a hole in the thatch. He lost his footing and fell into a pond where he drowned.
9. They believe his body remains permanently preserved in an old tree stump.
10. The twins took everything Zim owned and they became very rich.
11. Yes and any appropriate reason, e.g. Zim asked another cannibal for advice. Having taken his advice, he was successful in getting Demezana to open the door of the cave and he was able to kidnap her.
12. No, the tale has only the main plot – that of Demezana being snatched from the cave and saved by her twin brother.
13. Any appropriate answer and reason, e.g. anyone trying to steal honey from the bees that had made their home in this stump would fail because his/her hand would get stuck. Zim's death was caused by his own actions. Evil people get what they deserve.
14. The plot (storyline) is more important. The characters are flat and not fully developed (rounded).

Self Activity 6 p.196

Paragraph

Students have to write a paragraph explaining which story they preferred and the reasons for their choice.

Challenge p.197

The student's preference and valid reason(s). There could be many reasons, e.g. Version 2 is in a register more suited to young people and for people whose mother tongue is not English. The language in the first version is old-fashioned (archaic).

Group Activity 7 p.197

Register: The hare and the tortoise

Students have to work in pairs.

Allow students enough time to rewrite the story. The challenge is to make it as simple as possible as they want to tell small children the story. The correct register is therefore very important. Encourage the pairs to act out their stories.

One day a hare teased a tortoise and said, "You've got such short legs and you are so slow!" But the tortoise laughed and said, "Although you are very fast, I will still beat you in a race!" "OK, let's have a race and see" said the hare because he thought he would easily beat the tortoise. They went to the fox and asked, "Mr Fox, we want to have a race. Will you please work out the course of the race for us?" "With pleasure," the fox replied. On the day of the race the hare and the tortoise started together and the tortoise never stopped once. With her slow pace she walked straight to the end of the course. The hare knew he was much faster and did not take it too seriously. Instead, he fell asleep next to the road. When he woke up, he realised that he was far behind and he tried to run as fast as he could, but he was too late. The tortoise had already won and she was having a rest as she was very tired.

Self Activity 8 p.197

Assessment Activity: Prepared presentation on a literary text

Students have to do a prepared presentation on any folktale, myth or legend which they have read or researched on the internet. They may choose a South African or international one. They have to tell the class the story as well as the "hidden message". They have to apply everything they know about presenting a speech and they have to use at least one suitable aid for their presentation.

RATING CODE	RATING	MARK OUT OF 10
7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
5	Substantial (can do this well)	6
4	Adequate (can do this)	5
3	Moderate (can do some of this)	4
2	Elementary (have difficulty with this)	3
1	Not achieved (need help with this)	0-2

Criteria	Yes	No	Comment
1. Introduction tells the audience what the presentation is about.			
2. Ideas follow in a logical order.			
3. Body of the speech focuses on the topic.			
4. "Hidden message" is explained.			
5. Grammar is correct.			
6. Conclusion is effective.			
7. Speaker is well prepared and confident.			
8. Aid/s is/are suitable for presentation.			
9. Source of information is acknowledged, e.g. internet, library.			
10. Non-verbal ways of communication are used appropriately, e.g. volume, pronunciation, tempo, stress and emphasis, eye contact and body language.			

Self Activity 9 p.200

Drama: People are living there

Please note: We recommend that you discuss sarcasm with the students before they answer the activity. *Sarcasm* means precisely what it says, but in a *sharp, bitter* or *cutting* manner.

1. Inverted commas are not used even though it is direct speech.
2. They are placed in square or round brackets and italicised.
3. Accept any appropriate answer, e.g.: DON. [looking at the stove]: The stage direction is that he must look at the stove on the stage so that the audience knows what he is referring to when he asks her the question: "Isn't it on yet?"
4. Accept any appropriate answer, e.g.:
 - "I must have dropped off then, because the next thing I knew it was cold and dark ... I don't know. Empty!"
 - "... Brisk walk. Bit of fresh air. You could do with some too. It's healthy. What about it?"
 - "I feel like a bit of excitement tonight. Movies or something. Been in all day."
 - "Empty! Waking up is a cold business in an empty house. Specially old houses. Wherever you look it's just walls. God it's depressing! Put out the light and you're as good as in your grave."
5. Accept any appropriate answer, e.g.:

- MILLY. “To spite me. [*Don smiles.*] Yes! Don’t think I don’t know. There’s a spiteful streak in you sometimes.” [*Returns her attention to the ceiling.*]
6. [*Stubs out her cigarette viciously and lights another, an automatic gesture.*]
7. Accept any appropriate answer.
- 8.1. Accept any appropriate example, e.g. “Get up, Mildred, I said, get up and go up and grab it and chuck the bloody thing out! Blah-blah-blah!”
- 8.2. Yes and accept any appropriate reason, e.g. the way the characters speak is typical of the way people of this particular class would be likely to speak. If they spoke differently the dialogue would sound stilted and artificial.
9. DON. “So is Christmas.”
10. Yes or No with a reason.

Self Activity 10 p.202

Short story: Thandi’s Grannies

Please note: When the students have completed the activity below, we suggest that you ask them what they think about Helen’s honesty and have a brief class discussion. Allow them time to find examples or quotations to support their opinion.

1. Third person. Accept any reason, e.g. “she,” “her,” “Helen,” and “Helen Richardson” are used.
2. Helen Richardson and Thandi.
3. a school ... a flat
4. Their cultural backgrounds differ. Helen is white and Thandi is African. Until now, she has never found herself in a situation where she needs to embrace transformation completely.
 - 4.1 Her conflict is internal.
 - 4.2 Accept any reason, e.g. she is struggling with herself to adapt to the changes of post-apartheid South Africa and to put aside her inbred prejudices and “fear” of people who are different from her.
5. Accept either answer with an appropriate explanation.
6. It is written in an informal style. Accept any appropriate explanation, e.g. colloquial language and contracted forms have been used as well as an unsophisticated word choice.
7. Accept any appropriate answer with a reason, e.g. positive because she sees a future for everyone.
8. Accept any appropriate answer, e.g. body language is used to illustrate that the three had bonded. The message was not expressed in words (verbally).

9. The momentary pause indicated her indecision and uncertainty about including a member of the cleaning staff to join them for tea. It would not have been politically correct pre-apartheid.
10. Accept any appropriate answer, e.g. the theme is one of transformation and reconciliation. It deals with making cross cultural contact and breaking down racial and cultural prejudices.
11. Yes. Solomon declined the invitation to tea because he had to listen to the weather forecast on the radio. He did not want her to know that her theory that all farm “boys” can forecast the weather is not true. He also felt that having tea with Helen was taking this new South Africa thing too far.
12. Subjective; it is written from Helen’s point of view/perspective.
- 13.1 Simile. The comparison between Thandi’s glowing skin and polished hard, dark mahogany wood is effective.
- 13.2 Simile. The comparison between the growth of mushrooms and the spread of squatters is apt. They both seem to appear very suddenly and almost overnight.
- 13.3 Metaphor. The school building is compared to a person whose heart beats to the music.
14. Gogo means granny. Hauw is an exclamation of surprise and pleasure.
15. Accept any appropriate example, e.g. the arrival of the minibus taxis with their loud music and the learners’ loud greetings. Addressing an older woman as granny as a token of respect to someone who is older than you are.
16. Accept any appropriate reason.
17. Yes or No with reason.
18. Yes or No with reason.
19. Domestic worker/domestic help/housekeeper, gardener/landscaper.

Self Activity 11 p.208

Assessment Activity: Autobiography – Long walk to freedom

- 1 An autobiography is the life story of a person written by him/herself. (1)
2. Accept any appropriate answer, e.g. “As I passed a nearby bus stop, I noticed out of the corner of my eye a lovely young woman waiting for the bus.” (1)
3. Nelson’s friend, Oliver Tambo. (1)
4. She was the first black female social worker at Baragwanath Hospital. (1)
5. “I do know that the moment I first glimpsed Winnie Nomzamo, I knew that I wanted to have her as my wife.” (1)
6. They went to an Indian restaurant near his office. It was one of few places that

- served Africans. (2)
7. Accept any appropriate answer, e.g. his children, his family or friends. (1)
 8. Accept any 3:
 - Baragwanath Hospital – leading black hospital in Johannesburg.
 - Winnie was the first black female social worker at Baragwanath Hospital.
 - The Indian restaurant was one of few places that served Africans.
 - The Treason Trial.
 - Meetings and political discussions. (3)
 9. Accept any three appropriate answers, e.g. Orlando, Medical School at the University of the Witwatersrand, Baragwanath Hospital. (3)
 10. Accept any appropriate answer. (2)
 11. According to him he asked her out on their first date and took it for granted from that day forward. (1)
 - 12.1 Yes. (1)
 - 12.2 Yes. An autobiography is non-fiction therefore it is factual and the truth. (2)
 13. It is to put the emphasis on her and not on him. He emphasises why he loves her and that she is special. (2)
 14. Yes or No with a reason. (1)
 15. Accept any appropriate answer. (1)
 16. Accept any appropriate reason, e.g. to inform, to pay tribute to someone, to have a record, to entertain, to persuade. (1)

Total: 25

RATING CODE	RATING	MARK OUT OF 25
7	Outstanding (can do this exceptionally well)	20 – 25
6	Meritorious (can do this very well)	17½ - 19
5	Substantial (can do this well)	15 – 17
4	Adequate (can do this)	12½ - 14
3	Moderate (can do some of this)	10 – 12
2	Elementary (have difficulty with this)	7½-9
1	Not achieved (need help with this)	0 – 7

Challenge
Biographer

p.208

Challenge **p.210**

sunset = 2 syllables

anonymous = 4 syllables

rough = 1

interesting = 3 syllables

Group Activity 12 **p.211**

Poetry: Haiku

Students have to work in pairs. Encourage them to try their best to describe one of the subjects in the form of haiku. They may even choose their own subject.

Prefixes **p.211**

Accept any appropriate answer, e.g. Hundreds of people fill out forms daily to qualify to **immigrate** to South Africa.

immigrate to a country

emigrate from a country

Self Activity 13 **p.212**

Opposites

- **inactive**
- **export**
- **immovable**
- **misbehave**
- **illegible**
- **descend**
- **abnormal**

Group Activity 14 **p.212**

Students have to work in pairs.

1. **Diminutives – young or small**

- **duckling**
- **darling**
- **owlet**
- **flatlet**
- **particle**

2. **Adjectives**

- **hopeful**; **hopeless**
- **greedy**
- **courageous**
- **joyful**; **joyless**; **joyous** (used mainly in poetry)

Accept any appropriate sentence, e.g.:

- I am very **hopeful** that I will find job satisfaction in my chosen career. It is unfortunately a **hopeless** situation now for the trapped miners.
- The cheekiest puppy in the litter was so **greedy** that he stole nearly all the other puppies' food.
- Celebrating your 21st birthday part with a party is always a **joyful** occasion.
- The unexciting lecture proved to be a **joyless** event.

3. **Abstract nouns**

- **wisdom**
- **manhood**
- **parenthood**

Accept any appropriate sentence, e.g.:

- Age does not always bring **wisdom**.
- Men do not need to prove their **manhood** by bullying or violence.
- **Parenthood**, although a very serious responsibility, brings great joy and fulfilment.

4. **Suffixes**

- **fearless**
- **senseless**

Accept any appropriate sentence, e.g.:

- Some people are **fearless** and will accept any challenge and take risks without thinking twice.
- The burglars kicked and hit the householder until he was knocked **senseless**.

5. **Nouns**

- **punishment**
- **payment**
- **government**
- **judgement**

Accept any appropriate sentence, e.g.:

- The law states that the **punishment** should fit the crime.
- Regular monthly **payments** will ensure that one does not get into debt.
- It is the duty of **government** to ensure that everyone has access to water and electricity.
- At the end of a trial, the judge first has to make a **judgement** before he hands down a sentence.

Module 9

Pot-pourri

As an introduction to this module, we recommend that you ask the students whether they know who Nkosi Johnson is and why he was such a brave little boy and how he played a significant role in changing people's perceptions and views on HIV/Aids. Why is he remembered while thousands of other young victims of Aids have been forgotten? Do they know about Gail Johnson and Nkosi's Haven? You can ask them whether they have heard of the Treatment Action Campaign and Zackie Achmat? Do they know about awareness - and fund-raising projects for HIV/Aids? Let them do an internet search and tell the class what they have found out.

We suggest that you expand on the topic by finding out whether they know about Judge Cameron of the Constitutional Court who was prepared to disclose his HIV/Aids status or Pieter Dirk-Uys who visits schools, etc. giving aids- awareness talks.

Group Activity 1 p.216

Text with a theme

Text 1: And the little children suffer

Students have to work in pairs.

Accept any appropriate answer, e.g.: words such as *little children, suffer, orphaned*, figures such as *two million, dramatic increase, pandemic* are likely to be mentioned in their answers.

Challenge p.216

A pandemic is a disease which is prevalent over a whole country or large part of the world. The prefix (of Greek origin) *pan* means *all*. A pandemic is a disease which affects everyone. Ask the students to think of another word with the prefix *pan*, e.g. pan-African, panacea which is a solution or remedy for all difficulties or diseases.

A decade is a period of ten years. The Greek prefix *deka* means ten. What about a century and a millennium? (Students should know it is a period of a 100 years and a 1 000 years.)

Self Activity 2 p.217

Text 2: Aphiwe's story

1. Accept any appropriate reason, e.g. it makes it more personal – he has a name and voice and is not just a number or statistic.
- 2.1 He has to earn money to support his sister and himself.
- 2.2 Cook; housekeeper; child minder; father, mother and brother.
- 2.3 Accept any appropriate point of view with an explanation.
3. Lack of electricity and no running water.
- 4.1 Gender stereotyping.
- 4.2 Yes or No with a reason, e.g. both genders are capable of doing almost any job or performing any role they choose.
5. Accept any appropriate answer, e.g. “But especially, someone to tuck me and my sister in at night time.”
6. Accept any appropriate explanation.

Self Activity 3 p.218

Text 3: Aphiwe's hand-drawn pictures

We recommend that after the students have completed this activity, you ask them to draw a picture of a sad or a happy experience in their life and allow them to play music while they are drawing.

1. Yes or No with reason, e.g. graphic messages (illustrations, photos, pictures, diagrams, graphs, etc.) have a powerful impact. The message is transmitted very directly and quickly.
2. Students have to comment on the non-verbal messages conveyed by both drawings. Remind them to comment only on the drawings and not on the words.

Drawing A. Accept any appropriate answer, e.g. the child is broken-hearted because her mother has died of Aids. The cross symbolises Christianity. The tears symbolise her grief and loss. The head is big in relation to the body which emphasises the tears and the down-turned corners of her mouth.

Drawing B. Accept any appropriate answer, e.g. the poverty of the tiny one-roomed house with just one window, Aphiwe's protective attitude towards his sister, the hut and the trees in the background illustrating the isolated and rural background.

Self Activity 4 p.218

Accept any appropriate answer with a reason.

Self Activity 5 p.219

Assessment Activity: Text 4: Poem – The child at the lights

By way of introduction, you can ask the students after having mentioned the title of the poem and before reading it whether they have already studied a poem with a similar theme. The answer should be yes, Dancing boy (in Module 7).

1. The word is noon. (1)
2. Accept any appropriate answer, e.g. they should be at school or under supervision somewhere else. (1)
- 3.1 He is waiting for the robot (lights) at the traffic intersection to turn red. (1)
- 3.2 The cars will be forced to stop and then he can beg. (1)
4. It means to be watchful and on the defensive. (1)
5. Accept any two reason(s), e. g. it encourages begging; it discourages people from looking for work; it encourages crime.
Yes or No plus the student’s opinion thereof. (4)
6. It is figurative. Accept any correct reason, e.g. exaggeration is used to emphasise and highlight the enormity of the problem. (2)
7. It is effective because when these children grow older, they will be replaced by other orphans waiting to appear on the stage and play a role.” (2)
8. Accept any appropriate viewpoint and reason. (2) **Total: 15**

RATING CODE	RATING	MARK OUT OF 15
7	Outstanding (can do this exceptionally well)	12-15
6	Meritorious (can do this very well)	10½
5	Substantial (can do this well)	9
4	Adequate (can do this)	7½
3	Moderate (can do some of this)	6
2	Elementary (have difficulty with this)	4½
1	Not achieved (need help with this)	0-3

Self Activity 6 p.220

Paragraph

Students have to write a paragraph in which they choose one of the four texts which they feel conveys the message most effectively and give reasons. They have to edit their work by re-reading it slowly; looking for mistakes they may have made and for ways to improve it. Remind students that a paragraph must have a main idea and each sentence

beginning with a capital letter and ending with a full stop. All punctuation marks need to be included. Sentence beginnings and sentence types should vary. The meaning of each sentence has to be clear and unnecessary words and ideas must be cut out. Grammar and spelling must be correct.

Self Activity 7 p.220

Objective and subjective paragraphs

Remind students that objective writing is factual.

Accept any appropriate description, e.g.:

Picture A: Objective description

Picture A depicts a structure with five ascending steps with a cross on the top one. Standing next to the structure is a person who has three tears on each cheek but whose face does not have a nose. The corners of the mouth are turned down.

Picture B: Subjective description

Remind students that although subjective writing includes emotions, opinions and descriptive words, facts may also be used. Most writing is a combination of fact and opinion. Accept any appropriate description, e.g.: Picture B depicts a neat, one-roomed shack with only one window and a door in a rural setting. The shack has a corrugated iron roof which will make it very hot in summer and cold in winter. There is a small hut with a thatched roof in the distance and to the right of the shack is a stunted tree. Aphiwe and his sister are standing close together in front of the shack and one is aware of his protective attitude towards her. The drawing tells a story of poverty, hardship and loss but also one of courage and caring.

After reading the poem, discussing and answering the questions, we suggest that you allow the students some time to think about the statement that there are a lot of children in South Africa but there is very little childhood and then discuss it. This statement or viewpoint can be applied to the rest of Africa and many other parts of the world. The students can refer to the four texts discussed above and give examples of their own from their own experience, observation and reading, etc.

Self Activity 8 p.221

Opinion/Debate

Students have to express their opinion and debate one of the topics. We suggest that you allow them time to express their opinions or debate all of the topics at another time. This will encourage them to think more deeply about the topics and to gain more confidence.

Remind them to apply the following important steps:

- Brainstorm the topic.
- Develop your arguments.
- Use at least two reasons.
- Give your supporting details.
- Remember your connector words, e.g.
 - First, secondly, next, finally
 - Because, therefore
 - And, besides, also
 - In conclusion, lastly

Self Activity 9 p.223

Assessment Activity: Grammar test

1. Plurals

- a. factories
- b. faxes
- c. addresses
- d. invoices
- e. memoranda/memorandums

2. Degrees of comparison

- | | | | |
|----|----------|---------------|---------------|
| a. | punctual | more punctual | most punctual |
| b. | accurate | more accurate | most accurate |
| c. | good | better | best |
| d. | early | earlier | earliest |
| e. | late | later | latest |

3. Abbreviations and acronyms

- a. nota bene, note well; very important
- b. pagina, pages
- c. répondez s'il vous plaît, please reply
- d. short message service
- e. id est, that is

4. Synonyms

- a. courteous
- b. engaged; occupied
- c. keen; enthusiastic
- d. educate; train
- e. error, fault

5. Antonyms

- a. finish; complete
- b. temporary
- c. passive; inactive; still
- d. arrive
- e. shut; close; closed

6. Diminutives

- a. satchel
- b. lambkin
- c. droplet
- d. hillock
- e. gosling

7. Opposite gender

- a. actress
- b. father-in-law
- c. bridegroom
- d. niece
- e. uncle

8. Past tense

- a. At the very last moment the client **cancelled** her appointment.
- b. The receptionist regularly **made** a hotel reservation for Mr Tosca.
- c. The personal assistant **was** typing your letter then.
- d. Unfortunately that photocopier **did** not always work.
- e. **Did** your cellphone need to be charged?

9. Active or passive voice

- a. The minutes of a meeting **are** always **signed** by the chairperson and the secretary.
- b. The manager **sent** the memo to the staff.
- c. During the interview Ms Nokwe **will be asked** various questions by Mr Petersen.
- d. The company **will deliver** the parcels as soon as possible.
- e. The company's e-mail address (The e-mail address of the company) **has just been changed**.

10. Direct or reported speech

- a. Tammy said to her colleague that they **must (had to; were to)** file that correspondence.
- b. "Why **do** I always **have** to answer the phone?" asked Lindiwe.
- c. Vusi asked whether (if) he **might** apply for study leave before his final examinations.
- d. Ms Perfect told/asked them to please see whether (if) their names **were** on the list for the next workshop.
- e. "Vuyo, where **is** the new stationery?" asked Sally.

Total: 50

RATING CODE	RATING	MARK OUT OF 50
7	Outstanding (can do this exceptionally well)	40 – 50
6	Meritorious (can do this very well)	35 – 39
5	Substantial (can do this well)	30 – 34
4	Adequate (can do this)	25 – 29
3	Moderate (can do some of this)	20 – 24
2	Elementary (have difficulty with this)	15 – 19
1	Not achieved (need help with this)	0 – 12

Group Activity 10 p.225

Wordsearch

Case studies for revision p.226

The purpose of these case studies is to help the students with revision – especially the business correspondence. You may even ask the students to do some of the activities for their Portfolio. When they do the work, they must imagine what it must be like in the workplace – they therefore have to make up their own details where necessary.

Case Study A: Celebrating National Women's Day p.226

Please note: We recommend that you encourage the students to first read all the activities in the case study to get an overview.

Activity 1: Planning the function

We suggest that you allow students enough time in class – 30 minutes should be long enough – for constructive discussion and planning. You also need to tell them that the arrangements may change from time to time as the planning evolves. They are also required to keep proof of this planning as evidence for their portfolio. They will need about 2-3 weeks to plan the function. The planning of this activity involves brainstorming and discussion to decide **who** is responsible for **what**. A list of who is responsible for what can be drawn up or a roster or programme. It might even be helpful to draw up a time line.

Activity 2: Formal third person invitation

<p>The NCV3 Language students invite Mr Tim Ndoro to a formal tea to celebrate National Women's Day in the college staffroom on Wednesday 8 August 20.. at 11:00</p>	
R.S.V.P. before 1 August 20.. Jason Daniels	Dress: Smart
10 Marimba Avenue KHAYELITSHA 5319	
Tel: 021 361 2709	

Activity 3: Notice for the notice board

We recommend that you discuss Oprah Winfrey in class and ask the students about her strong connection with South Africa and her work here in this country. Do they feel Oprah has a sense of purpose in her life? Is Oprah's life a perfect example of how to live? Let them discuss this. You can also ask them what a philanthropist is and let them name some well-known and not so well-known philanthropists in South Africa and overseas.

SUCCESS COLLEGE

NATIONAL WOMEN'S DAY CELEBRATION

**The NCV3 Language students
invite you to attend a talk by Tony Mda on**

Oprah Winfrey: talk show personality and philanthropist

**in the Desmond Tutu Auditorium on 8 August 20.. at 11:00.
National Women's Day is a great opportunity to honour and celebrate the
significant role played by women in the history of this country.**

Don't miss out! Be there! Get involved!

**Enquiries: Kandi Petersen
Cell: 073 5768934**

Group Activity 4: Group Evaluation

Each student is required to evaluate the members in his/her group using the evaluation sheet handed out by the facilitator after the function.

The student ...	Yes	No	Comment
1. contributed ideas and participated in the planning/discussions.			
2. remained focused and managed his/her time correctly.			
3. was reliable and did his/her share.			
4. performed his/her role effectively (e.g. made the card, prepared the oral, brought the eats).			
5. controlled his/her emotions under stress.			
6. suggested solutions for (unforeseen) problems.			
7. dressed neatly and appropriately for the function.			
8. helped to make the guests feel at home.			
9. helped to clean up after the function.			
10. was a pleasure to have in the group.			

Activity 5: Feedback report in memorandum format

We recommend that students study the feedback report in Module 5: Correspondence in the workplace before attempting the activity below.

SUCCESS COLLEGE	
Memorandum	
To: Mr Alan Hector	Date: 15 August 20..
From: Kandi Petersen	Tel: X169
SUBJECT: FEEDBACK REPORT ON NATIONAL WOMEN'S DAY FUNCTION	
Background	
The NCV3 Language students celebrated National Women's Day on 8 August 20.. with a function comprising a talk in the auditorium for all the college students followed by a formal tea in the staffroom. This event was the first of its kind for the college.	
Purpose	

This report is to make an overall evaluation of the event: to identify problems that arose and to make recommendations on how to avoid these problems in the future.

The talk was a success. More than 85 % of the students attended the talk. They were interested and attentive.

The NCV3 students enjoyed the formal tea. It was not only a valuable team-building exercise but also a confidence-boosting activity.

The main problems were:

The staffroom as a venue for the formal tea was rather cramped.

Minor problems with the sound system in the auditorium caused a temporary delay before the talk.

Conclusion

Despite the above problems, the function was a success and added value to the National Women's Day Celebration.

Recommendations

I recommend that a more spacious venue be used for the formal tea. The students' cafeteria would be a better option.

I also recommend that next year the students choose their local Woman of Worth and invite her to the formal tea as a guest of honour. She could also be given an opportunity to speak briefly to the students and tell them more about her particular project and how they could volunteer to help.

Kandi Petersen

Activity 6: SMS or e-mail

SMS

Hi Tom. Thanks for your one hundred per cent correct third person invitation to Mr Ngoro. Your advice and help with the catering was a huge contribution to our team effort. Cheers Maria

E-mail

From: Maria

Sent: 10 August 10:00

To: Sarah

Subject: Notice

Hi Sarah

Thanks. Your notice for the notice board made all the difference to our team effort. It provided all the necessary information and was both attractive and striking. The function was a great success, wasn't it? Everyone worked so well together.

Regards

Maria

Internal Virus Database is out-of-date.

Checked by AVG Free Edition

Version: 7.1.394 / Virus Database; 268.12.3 268.12.3 Release Date: 1/11/2007

SMS

Hi Connie. Wow! The food and table arrangements were fantastic! Thank you for bringing the yummy food and some of the crockery and cutlery. Your organisational skills are great and you should go into the catering business. It was a really good team effort, wasn't it? Cheers Maria

Case study B: End-of-year function p.227

Please note: We recommend that the students consult Module 5 before attempting to answer the questions below.

Activity 1: Letter of reservation

NEW HOPE COLLEGE	
Tel: 021 633 3942	P.O. Box 389
Fax: 021 633 3943	GUGULETU
e-mail: nhcollege@mweb.co.za	7751
3 October 20..	
The Manager	
The Blue Horizons Hotel	
126 Symphony Street	
GUGULETU	
7751	
Dear Sir	
RESERVATION OF DINNER DANCE FUNCTION	
Our class has planned an end-of-year dinner dance for Friday 12 November from 20:00 to 23:00.	
We wish to reserve a venue to accommodate 90 guests at your hotel. We would prefer to have one table for ten guests and another ten each seating eight, if possible. We would like sparkling wine and orange juice to be served on arrival and a three-course meal later in the evening as well as a cash bar. Could you please fax us your set three-course menu?	
We have chosen a cerise pink and silver colour scheme for the evening and would appreciate it if the table settings and flowers reflect these two colours. If possible, we would prefer to hire a DJ who will provide the music and all the equipment.	
Please let me know how much you charge per person and if you require a deposit. We sincerely hope that we will be able to hold our dinner dance at your hotel and would appreciate it if you could confirm the booking as soon as possible. Thank you very much.	
Yours faithfully	
<i>Jacob Bingwa</i>	
Jacob Bingwa	
NCV3 CLASS REPRESENTATIVE	

Activity 2: Letter of invitation

NEW HOPE COLLEGE

Tel: 021 633 3942

Fax: 021 633 3943

e-mail: nhcollege@mweb.co.za

P.O. Box 389

GUGULETU

7751

15 October 20..

Mr J. Modise

Rector

New Hope College

P.O. Box 389

GUGULETU

7751

Dear Mr Modise

INVITATION AS GUEST SPEAKER

The NCV3 class is arranging an end-of-year dinner dance at The Blue Horizons Hotel on 12 November 20.. . We would like you to address the staff, students and guests for not longer than five minutes before the main meal is served.

We sincerely hope that it will be possible for you and your wife to attend our function and that you will address our guests. If you are able to accept our invitation, please let us know in writing before 6 November 20.. . The dress code is semi-formal.

I will meet you in the hotel foyer at 20:00.

Thank you for your attention. We look forward to hearing from you soon.

Yours faithfully

Jacob Bingwa

Jacob Bingwa

NCV3 CLASS REPRESENTATIVE

Activity 3: Telephone message

NEW HOPE COLLEGE

Telephone message

To: Jacob Bingwa
From: Mr Joseph Gaza
Firm: The Blue Horizons Hotel
Tel: 021 633 5324
Date: 20 October 20..
Time: 11:15

Message: He'd like you to confirm your reservation for 90 guests; 11 tables - 1 table seating 10 and 10 tables seating 8; DJ Danny M will be responsible for the music; cerise pink candles and serviettes, silver candlesticks, and 3 glass vases with a single pink flower per table as arranged; the set 3-course menu as discussed. Please confirm before 17: 00 on either his work number or his cellphone : 072 3645 303.

Taken by: *Lucy*

Activity 4: Letter of goodwill

NEW HOPE COLLEGE

Tel: 021 633 3942
Fax: 021 633 3943
e-mail: nhcollege@mweb.co.za

P.O. Box 389
GUGULETU
7751

14 November 20..

Dear Mr Gaza

We wish to express our gratitude for the lovely evening we had at The Blue Horizons Hotel. The evening was a great success, the food was delicious and everyone had a wonderful time.

We were most impressed with the service, table settings, flowers, candles and the striking and dramatic effect of the cerise pink and silver colour scheme.

Thank you for allowing us to continue until 23:30 and for helping to make the evening a most memorable occasion.

Yours sincerely

Jacob Bingwa

Jacob Bingwa
NCV3 CLASS REPRESENTATIVE

Case Study C: Trip to Kimberley p.228

Activity 1: Display advertisement

The White Diamond Hotel

Kimberley

SPRING SPECIAL

1 September to 31 October

R499 00 pp includes

dinner, bed and breakfast

PLUS a free guided tour of a diamond mine

Come and enjoy the jewel of the Northern Cape

Tel: 053 923 5640

Fax: 053 923 5652

Website: www.whitediamond.co.za

Activity 2: Fax reserving accommodation

TRAVEL GALORE

Tel: 012 427 8625

Fax: 012 427 8623

e-mail: ramos@telkomsa.net

P.O. Box 2193

PRETORIA

0001

FACSIMILE

To: The Manager

Fax number: 053 923 5652

From: Ms Patricia Ramos

Firm: The White Diamond Hotel

Date: 6 September 20..

Number of pages: 1

Subject: RESERVATION OF ACCOMMODATION

Message: Four of our employees will be attending a 4-day training workshop in Kimberley from 6 – 9 October 20.. and we would like to take advantage of your special accommodation package advertised for September and October.

The four employees, two men and two women, plan to arrive in time for dinner on 5 October and will leave after breakfast on 10 October 20.. . We would therefore like to reserve two double en-suite rooms. They will take breakfast and dinner in the hotel during their stay. We would also like parking for a vehicle, preferably under cover if at all possible.

Please will you let us know what the deposit will be and by when it must be paid.

We would appreciate confirmation of this reservation by sending a fax to the above address. Thank you.

P. Ramos

Please inform us if you have not received all the pages

Activity 3: Letter of complaint

TRAVEL GALORE

Tel: 012 427 8625

Fax: 012 427 8623

e-mail: ramos@telkomsa.net

P.O. Box 2193

PRETORIA

0001

14 October 20..

Mr Ray Abdul
The Manager
The White Diamond Hotel
29 Carat Avenue
KIMBERLEY
8300

Dear Mr Abdul

COMPLAINT ABOUT DISAPPOINTING SERVICE

Four of our company's employees attended a 4-day training workshop in Kimberley and stayed at your hotel from 5 October to 10 October.

Despite being most satisfied with the accommodation and having enjoyed the guided tour of a diamond mine, there were, however, some aspects of the service which disappointed them.

They were unhappy when they were given only tea and rusks for breakfast and served fish and chips for dinner on two consecutive nights. In addition, their rooms were cleaned only once during their stay.

I would appreciate it if you would look into their complaint and let me know as soon as possible how you intend to address this matter.

Thank you for your attention and I look forward to hearing from you soon.

Yours faithfully

P. Ramos

(Ms) Patricia Ramos
MANAGER

Activity 4: Letter of adjustment

THE WHITE DIAMOND HOTEL

Tel: 053 923 5640
Fax: 053 923 5652
e-mail: abdul@absamail.co.za

29 Carat Avenue
KIMBERLEY
8300

20 October 20..

Ms Patricia Ramos
P.O. Box 2193
PRETORIA
0001

Dear Ms Ramos

COMPLAINT ABOUT DISAPPOINTING SERVICE

Thank you for your letter of 14 October 20.. in which you complained about the disappointing service four of your employees received during their stay at our hotel.

When I investigated your complaint and spoke to Mr Smart and Ms Clever, they informed me that at the time of your employees' stay the hotel had been understaffed as many of them had been in bed with flu.

I apologise unreservedly for the disappointing service and can assure you that we have addressed the matter.

As a token of our goodwill we wish to offer Travel Galore a free weekend for four people valid until the end of next year.

I trust that you will appreciate that your employees' unfortunate experience was an isolated one.

Thank you for choosing to stay at our hotel and we sincerely hope that you will do so again in the near future.

Yours faithfully

Ray Abdul

Ray Abdul
MANAGER

Activity 5: Notice of a meeting

THE WHITE DIAMOND HOTEL

Tel: 053 923 5640

Fax: 053 923 5652

e-mail: abdul@absamail.co.za

29 Carat Avenue

KIMBERLEY

8300

20 October 20..

Dear Colleague

NOTICE OF A MEETING

Please take note that a staff meeting will be held in the conference room on Tuesday 10 November 20.. at 08:00.

Yours faithfully

B. Sharpe

Becky Sharpe
SECRETARY

AGENDA

1. Attendance register
2. Apologies
3. Opening and welcome
4. Minutes of the previous meeting
5. Matters arising
 - 5.1 Staff evaluation
 - 5.2 Procedure: annual leave
6. New business
 - 6.1 Client service
 - 6.2 Improvements in catering
 - 6.3 Guest speaker: Dr Ian Ross
 - 6.4 Part-time hospitality diplomas
7. General
8. Date of next meeting
9. Closure

Activity 6: Letter of resignation

105 Digger Street
KIMBERLEY
8300

31 November 20..

Mr Ray Abdul
The Manager
The White Diamond Hotel
KIMBERLEY
8300

Dear Mr Abdul

RESIGNATION AS HEAD CHEF

I have enjoyed working as Head Chef at The White Diamond Hotel for the past three years.

I have, however, always wanted to open my own fish and chips take-away and now I have the opportunity to fulfil this ambition.

According to the service contract I hereby give two full calendar months' notice and will therefore stop working on 31 January 20.. .

I am most grateful to you for giving me the opportunity to be in charge of a large and busy hotel kitchen. I have not only learnt a lot about the hospitality industry but also about commitment, dedication and human relations. Thank you for your help and support.

Yours faithfully

Isaac Newton
Isaac Newton

Case study D: Poetry p.229

We recommend that you ask the student's to find out about the background of Jenny Joseph by doing an internet search if they don't know who she is or anything about her.

Warning

by Jenny Joseph

A.

1. Accept any appropriate answer and reason, e.g. no: one expects it to be negative from the title but it is, in actual fact, positive: a list of things she plans to do. (2)
- 2.1 Any five: to wear purple; to wear colours that clash and don't suit her; to spend her pension on extravagant, unnecessary luxuries and then cry poverty; to sit on pavements; eat noisily in public; press alarm bells; wear slippers in the rain; pick other people's flowers; learn to spit; overeat and indulge; store odd things in boxes, etc. (Encourage students to use their own words.) (5)
- 2.2 Accept any two correct answers: spitting, stealing flowers from other people's gardens; pressing alarm bells; noisily eating samples in shops. (2)
- 2.3 To recapture the carefreeness of childhood/to escape from the responsibilities of adulthood. (2)
3. Stanzas 1 & 2 deal with the future – how she intends behaving in the future when she's old. Stanza 3 deals with the present and the harsh realities of earning a living, providing for a family, setting a good example for the children, etc. (2)
4. Yes or No and a reason. (2)
5. Any two appropriate examples, e.g. hoarding useless items; disregarding other people; neglecting their appearance; becoming reclusive. (2)
6. Student's choice and reason. (ironic best sums up the tone, then humorous) (2)
7. There is no rhyme scheme. (1)

Total: 20

Please note: The poem above is written in free verse, i.e. it has an irregular metrical pattern, and follows closely the natural rhythm of speech.

Challenge p.229

Gobble means to eat quickly and noisily. It is rude to eat like that. It highlights her disregard for good manners and etiquette.

More fat is incorrect – it should be *fatter*.

Yes, it is a rhetorical question. She asks it for effect and answers it herself.

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

B.

Remind the students that a subjective description makes use of feelings, opinions and adjectives. They must bear that in mind when they write their subjective description on their grandfather, grandmother or any elderly person they know.