

Module 1

Getting a part-time job

Group Activity 1 p.4

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.5

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.5

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.7

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.7

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

- 1.1 **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. 9

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.9

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.11

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.12

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:

Self Activity 8 p.13**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.14**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.

Self Activity 10 p.16**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.22**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.23

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

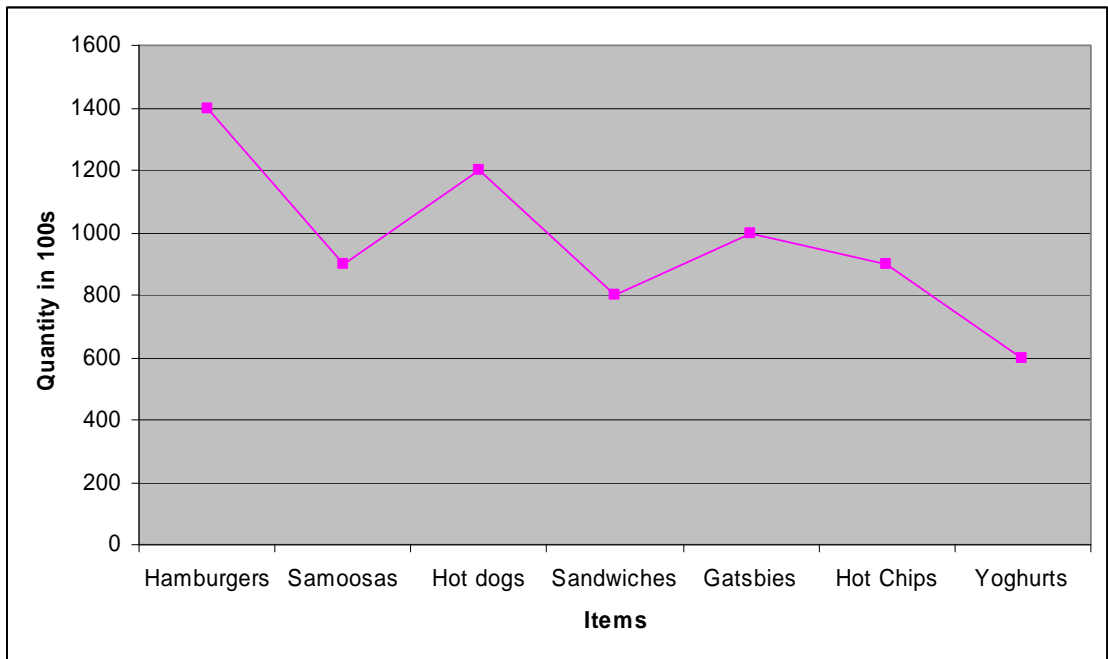
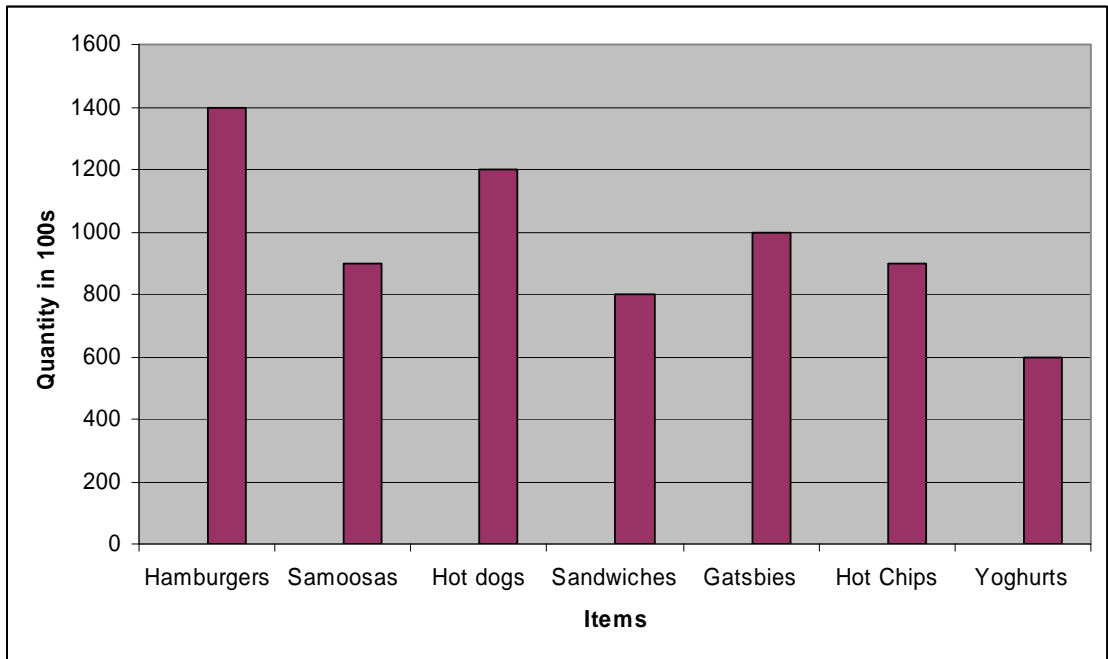
She is an English speaking South African who was born on 13 August 1987. She can speak Afrikaans and Zulu. Her address is 48 Bulmer Street, Kloof, 3610 and her telephone number is 082 642 6475. She enjoys excellent health.

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. Samosas	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.25

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 Sipho **caught** the bus to work after he **had finished eating** his breakfast.
After he **had finished eating** his breakfast, Sipho **caught** the bus to work.
When Sipho **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.27

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.27

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.28

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.29

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