

Module 3

Taking responsibility pays dividends

Group Activity 1 p.62

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.64

Assessment Activity: Cartoon

1. The lady/friend with the black hair. (1)
2. She asked her friend where she had bought her outfit. (1)
3. The lady/friend with the blonde/white hair. (1)
4. It is in bold to stress that it is very unlikely to get an outfit like that as it is not pretty, it's unsuitable, it looks like a KFC uniform, etc. The question mark indicates a rhetorical question (she does not require an answer) and the exclamation mark indicates shock or surprise. She can't believe that her friend would wear such an outfit. (2)
5. Interpersonal communication. (1)
6. Students have to comment in detail to get full marks. The lady with the black hair looks very confident. She looks straight at her friend and she's laughing as she's speaking to her. She even looks a bit naughty – as if she's teasing her friend and she does not care that she could be hurting her feelings. The blonde lady looks upset. She stares at her friend and is speechless. It looks as if her shoulders are down – she must be hurt. (4)

7. English (1)
8. They are using speech (as the two ladies are speaking.) (1)
9. The two friends do not 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.68

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.70

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.71

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.74

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.75

Students have to work in pairs.

1. **Prefixes**
 - irresponsible
 - unroadworthy
 - unreliable
 - abuse; misuse
 - decrease
 - inexpensive

2. **Antonyms**
 - cheap
 - more
 - optional
 - sober
 - success

Challenge

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.76

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.77

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. 78

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

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.80

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.

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.85

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.86
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.88

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.			

Challenge

CEO = Chief executive officer

Self Activity 16 p.90

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.92

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..

Self Activity 18 p.93

Adjectives

Students have to work in pairs.

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

Self Activity 19 p.93

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.94

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?

Self Activity 21 p.95

Adverbs

Students have to work in pairs.

1. quietly
2. neatly

3. seriously
4. enthusiastically
5. politely
6. confidently
7. successfully