

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.99

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.103

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.

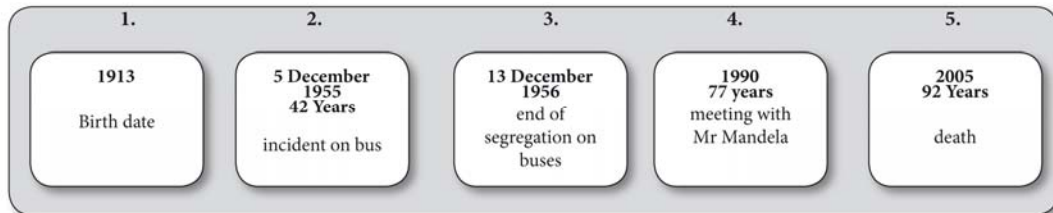
Challenge

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.104

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.105

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 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.	8-10	Outstanding 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.	8-10	16-20
Very good achievement Inspirational/ interesting but lacks the brilliance of a distinction. Evidence of imagery, setting and/or characterisation. Well-organised structure.	7-7½	Very good achievement Minor inconsistencies in use of language and style, but evidence of paragraphing knowledge, punctuation, varied sentence structure and connectors.	7-7½	14-15
Good achievement 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.	6-6½	Good achievement 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.	6-6½	12-13
Adequate achievement Direct and controlled content. Shows some degree of imagination but lacks interest, originality and detail. Still has a sound chronological story structure.	5-5½	Adequate achievement Inconsistencies in language and style. Some control but flaws in language usage. Basic knowledge of paragraphs and sentence structures present.	5-5½	10-11

<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.107

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.108

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.108

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

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

Self Activity 8 p.109

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 swop 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

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7	Outstanding (can do this exceptionally well)	8-10
6	Meritorious (can do this very well)	7
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3	Moderate (can do some of this)	4
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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.109

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.

Group Activity 10 p.109

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

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.110

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.111

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.

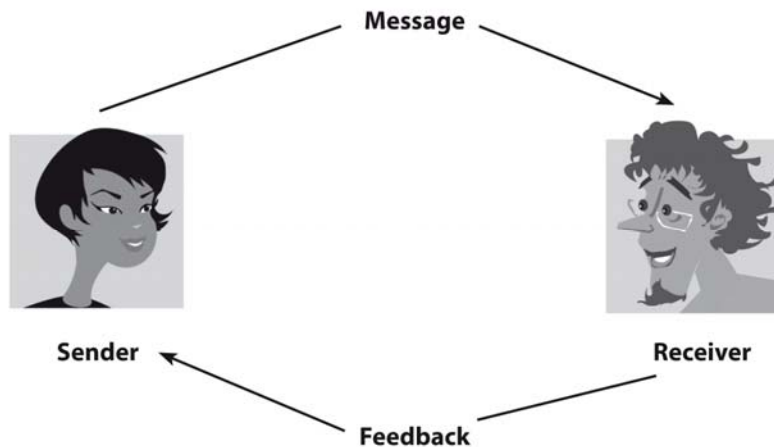
That athlete has **extraordinary** speed and fitness levels.

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

Self Activity 13p.111

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.113

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.114

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.115

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.