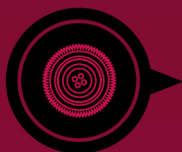


**Learning
Guide**

English Literacy & Language Development

SKILLS FOR A CHANGING WORLD



Workshop Series 2010



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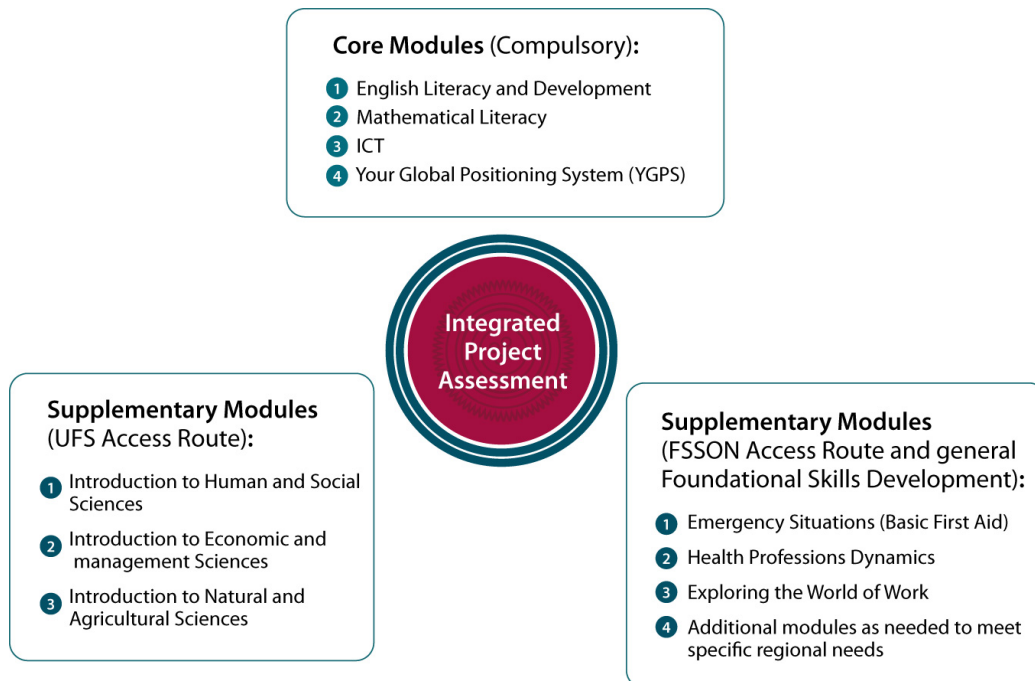
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Introduction

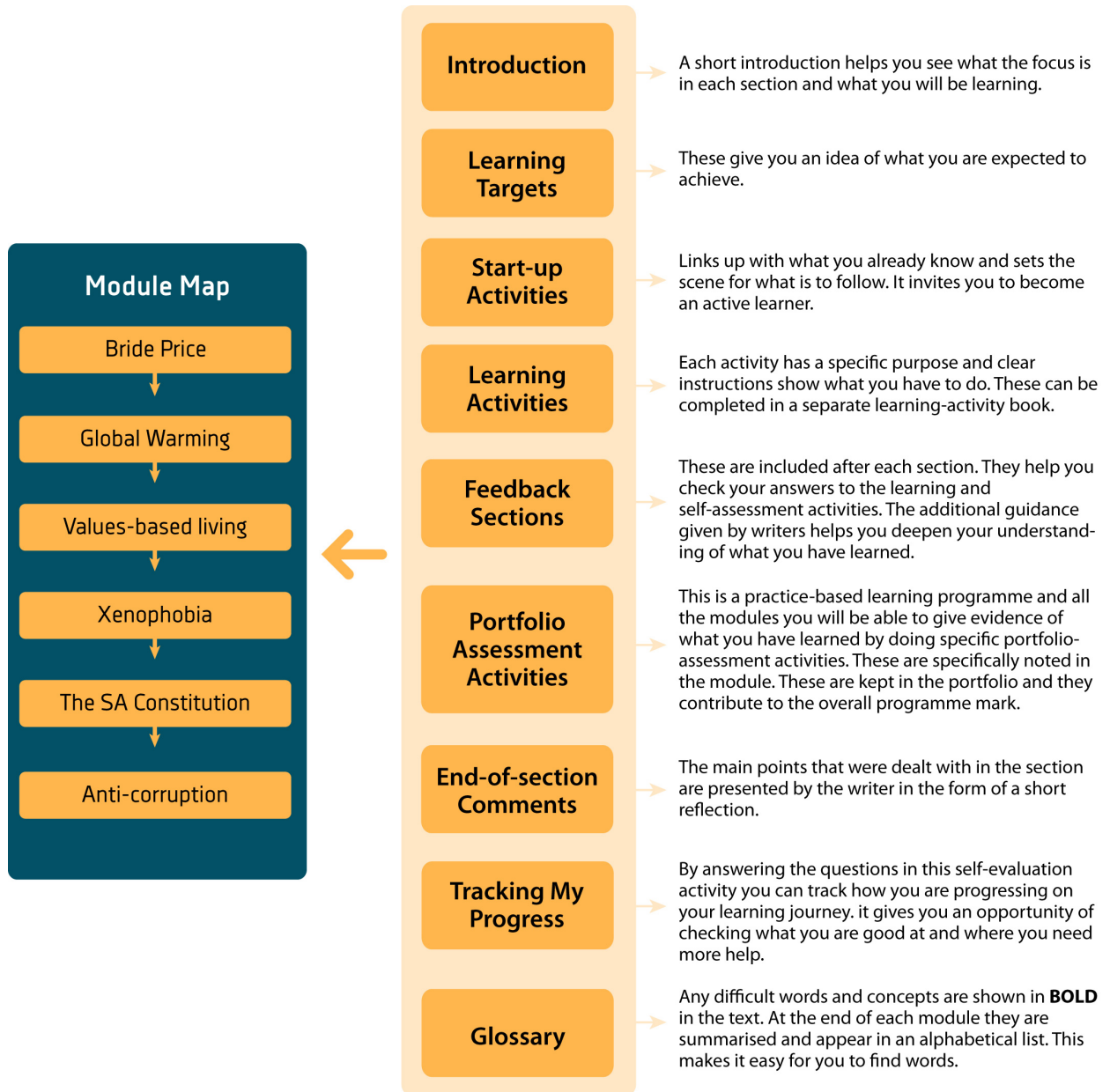
1. Programme Map

Skills for a Changing World (NQF 4/5) curriculum



- What is this module about?
- What will you learn?
- How much learning time do you need?
- How will you learn?
- How will you be assessed?

...See the module map on the following



3. Module Parts & Outcomes

Part 1: Bride price

Part 2: Global warming

Part 3: Values-based living

Part 4: Xenophobia

Part 5: The SA Constitution

Part 6: Anti-corruption education

Skills Pack: Components

Outcomes

By the end of the module, students will show their ability to:

- reflect on reading texts critically by applying a step-by-step method (this means that you analyse, reconsider and question what you read);
- write a correct and organised essay on a debatable topic ;
- listen for a purpose in various communicative contexts;
- discuss topics in pairs and groups;
- present information, arguments and opinions in PowerPoint shows; and
- use old and newly-gained knowledge, skills, values and attitudes in your answers

How will you be assessed?

In the table below, we give an outline of the topics, the notional hours assigned to them, and the assessment tasks. We show in the table what you will be required to do in terms of assessment. As stated earlier, we assume that an average student will need 160 notional hours (16 credits x 10 hours per credit) to complete the course. As part of your orientation, you should look at the topics, notional hours and assessment tasks listed below. Some of the activities in the course will require out-of-class activity. Therefore, it will be important that you constantly review your time management.

Part / Notional hours	Description	Assessment
Part 1: Bride Price		
50 Notional hours	What is bride price ? In part 1, we look how people of different cultures might see the idea of bride price.	Writing a letter to the author of the article with the title, "Lobola for my love." See the task at the end of Part 1 for the rubric. <i>[20 marks]</i>
Part 2: Global Warming		
50 Notional hours	We are destroying the world, or so it seems. In part 2, Global warming , we want to make students aware of our impact on the planet. How do you view this life-threatening aspect	Write a paragraph consisting of a topic sentence and four supporting sentences. Follow the rubric presented in writing task 3.4.3 in Part 2 of the module. <i>[20 marks]</i>

of our experience?

Part 3: Values-based living

**50
Notional
hours**

In **Values-based living**, we require students to reflect on their values. These values, we argue, must be sustained within a framework of living where we develop our emotional intelligence.

3.1 Writing about your personal experiences. Write two paragraphs, following the guidelines you have practised so far, in which you try fulfil the criteria in the relevant rubric.
[40 marks]

3.2 Following the rubric for PowerPoint presentations (in 3.2), answer the group learning activity 2.9 by doing a group presentation
[30 marks]

3.3 Consolidating vocabulary: Following the rubric in 3.3, use the selected words to write out a clear, logical 150-word.
[30 marks]

Part 4: Xenophobia

**50
Notional
hours**

In **Part 4** we focus attention on the evil of xenophobia. Students are required to question the idea, take a position, argue a case and use technology-based support for their message.

4.1 Writing a journal entry: Using the guidelines and the rubric in 3.1, write out a one-page answer. You have to read your answer again to make sure that it is socially acceptable.
[30 marks]

4.2 Two paragraphs: Following the rubric in 3.2, write out two paragraphs on the meanings of two words and phrases.
[30 marks]

4.3 Phrase-embedding exercise: Write out a 40-word paragraph in which you use the words and phrases in a written message of your own.
[40 marks]

4.4 Producing new ideas: Follow the rubric in writing your own three-paragraph answer based on De Bono's random-word technique. You have to use the word "melt" as your random word.
[40 marks]

4.5 Writing a one-page summary of others' opinions. Respond to assessment task 3.6.
[30 marks]

4.6 PowerPoint presentation: Respond to task 3.7 for assessment purposes.
[30 marks]

Part 5: Has SA's Constitution failed?

**50
Notional**


Part 5 poses a question about the SA Constitution. Have some of the

5.1 A 250-word opinion piece: Complete assessment task 3.1.

hours	clauses in the constitution become a tool in the hands of dishonest individuals who try to freeze and interrupt legal processes? What is your view?	[40 marks]
		5.2 Denominalising a text: Complete assessment task 3.2 [40 marks]
		5.3 A 120-word summary: Complete assessment task 3.3 [60 marks]
		5.4 PowerPoint: Complete assessment task 3.4 [30 marks]
Part 6: Anti-corruption Education		
50 Notional hours	How do we deal with the curse of corruption? Part 6 on anti-corruption education deals with society's reaction to the wave of corruption that has hit the world. Once again, how do you see ethical behaviour?	6.1 Writing an essay: A 400-word essay. [50 marks]
		6.2 Two PowerPoint presentations: [2 x 20 = 40 marks]
Total 600 marks		
No examination, there will be an integrated assessment task		
Total of notional hours: 320		

A **Time Check** is included at the beginning of each module. It is a useful time management tool as it shows how much time you are expected to spend on each of the sections and it allows you to record how much time you actually spent. Take note of the notional hours when you do the time checks.

A sample time-check table:

 TIME CHECK	Sections	Suggested time input	Actual time spent
---	----------	----------------------	-------------------

Codes for assessment

The table below consists of codes that will be used when your work is assessed. These codes are used to show you where and how your learning will be corrected.

Abbreviation/ Code	Explanation	Examples
Artl	Article error, specifically incorrect article,	articles: a, an, the ✗ I attend *an university (*a)
ArtU ArtA	or article under-use or article abuse	✗ I am training to be * engineer (*an) ✗ Her mother has *the cancer
Adj	Incorrect describing word used	✓ Her mother is *beautiful (*adj)
Adv	Incorrect form of the adverb	✓ He played the game *well (*adverb)
Vb	Verb error in form	✗ They *singed in the choir (*sang)
Tns	Tenses	✓ Past: I walked to work ✓ Present: I walk to work ✓ Future: I will walk to work
Conc	Concord error	concord: agreement between words in gender/number/case and person ✗ My son *watch television (*watches) ✓ The queen lost her shoes
Cap	Capitalisation error	✗ *i love soccer (*I)
Pron	Pronoun error, including pronoun concord error	pronoun: takes the place of a noun (I, you, he she, it, they / me, you,him,her, it, us, them) ✗ Tom and *me went to the shop (*I)
MVb	Main verb is missing from the sentence	The main 'doing word' has been left out of the sentence
SF	Fractured syntax, parallelism abuse	syntax: sentence structure
G	Grammatical error unspecified above	
Sp	Spelling error	
HFE	See high-frequency errors in Language Pack	
Voc	Incorrect word choice	
WO	Incorrect word order	
✓	Correct	
X	Incorrect	
∧	Word(s) missing	
()	Reformulate, omit or shift words in brackets	
Par /	Paragraph is needed	
?]	Meaning is unclear – rewrite	

When facilitators give feedback, they are required to give qualitative feedback, focusing on the high-frequency problems (problems that occur often) in the students' responses. Remember to look at the file on high-frequency errors whenever you need to.

4. Information about the module

Before you start on a journey you usually find out all about the places you want to visit, the kind of transport you will use, how long it will take and how much it will cost.

As you start on your learning journey of this module, here is some important information.

Make sense of messages and produce sense-making messages

In your **LEARNING**, we would like you to make you aware of **THREE PROCESSES**:

1. You have to understand what you read in texts and what you listen to in spoken communication. Making sense of information is the most important first step in **ALL** learning. If you cannot make sense of texts in this, or any other module or course, you will not be able to learn. To promote your learning, develop your reading skills and all skills that will assist you in making sense of messages, both spoken and written. You have to support your learning by developing your reading skills and all the skills that will help you make sense of both written and spoken messages.
2. You need to make connections between form (*structure*) and meaning. Even though meaning comes first, they are linked with very specific ways of saying or writing.
3. Remember that practice makes perfect, so you must write and speak English as often as possible. Use the new knowledge you have gained as see your learning as a language experiment in different circumstances. Each time you meet with others, in and out of class, you should experiment and keep a journal – this is one of the most worthwhile activities you can do. In this way, you can keep track of and improve on the way you say things.

Critical reflection

We say that we make sense of our learning by stepping back and try find words to assign meaning to what we have experienced. Reviewing your responses to activities in the course, re-reading journal entries, and re-visiting facilitator feedback are very important steps in developing your critical-reflective skills.

Use the following grid to reflect on your learning at the end of each part and at the end of the module.

My learning journey		
What I am expected to know and do	✓ I FEEL CONFIDENT	✓ I STILL NEED PRACTICE
Reflect on reading texts critically by applying a step-by-step method (this means that you analyse, reconsider and question what you read)		

My learning journey		
What I am expected to know and do	✓ I FEEL CONFIDENT	✓ I STILL NEED PRACTICE
Write a correct and organised essay on a debatable topic		
Listen for a purpose in various communicative contexts		
Discuss topics in pairs and groups		
Present information, arguments and opinions in PowerPoint shows		
Use knowledge, skills, values and attitudes to produce linked answers across modules		

Icons

Icons are visual 'signposts' that give clear signals of what is expected of you. The following icons are used in the Student Guides for all the modules. You will soon become used to recognising each icon and the message it conveys.

LEARNING ACTIVITY



When you see this icon, you will know that you have to do an activity to show how well you understand what you have read and learned. For some of the learning activities the writer will include some comments or advice. These comments should never be read before you have completed the preceding activity. These comments are also not intended to provide the final 'answer', since your opinion may be completely different from the writer's and still be acceptable. The writer is simply providing you with an informed opinion.



GROUP ACTIVITY

Whenever you see this icon you will know that you will work with some of your fellow learners on a team activity.



ASSESSMENT ACTIVITY

This is the sign for assessment activities that you will complete and include in your portfolio. All these activities are marked by the facilitator and they will contribute to your total mark for the programme.



RESOURCE FILE

When you see this sign you will know that you need to refer to the resource file/CD. It contains additional readings and articles that you may be asked to use to complete an activity.

Language pack and URLs

Using **CONTROL + CLICK** you can access files within the course and URLs (*uniform/universal resource locator*) on the world-wide web. Remember that the URLs will only work if you are logged onto the internet.

For example, we have included files on cohesion, journaling and tenses which you may click on for more information. We have included the URLs so that you can access various topics such as mind-mapping, study techniques, reading strategies and online dictionaries.

Glossary

Special terms and phrases used in this learning guide are explained here.

Word	Explanation
Topics	These are the themes of the texts we have selected for the course. We selected texts that focus on social issues. These topics are therefore contentious.
Language functions	These are utterances or sentences which have a specific objective or communicative goal. Examples: giving directions, stating an opinion, apologising, and the like.
Scenarios	These are generally real-life contexts we simulate to develop learners' problem-solving skills.
Pre-reading activities	These activities are used before reading to prepare learners for the process. Examples: speculating (<i>wondering</i>) about a topic of a text, or its title, applying SQRRRR or some other strategy (<i>SQRRR: Survey, Question, Read, Recite, Relate and Review</i>).
While-reading activities	These activities take place during reading. Examples: note-taking, question-answer mediation of text, and the like.
Post-reading activities	These activities take place after reading a text. Examples could include questions and answers, and a range of communication-gap activities.
Comprehensible input	When learners read texts, they have to understand the message in the text. These meanings are the sources of information and knowledge that learners have to be able to access.
Comprehensible output	Learners' written or spoken texts have to be understandable (i.e. comprehensible).
Feedback loops	We tend to work with three steps: (a) Learners have to access information and/or produce knowledge; (b) they have to use the knowledge in response to questions and/or activities; and (c) they are then given feedback which they have to use to compare their responses with analysed sample responses. This is known as a feedback loop. The last step may be replaced by qualitative teacher feedback.
Sample response	These are the authors' attempts at producing a response which may serve as examples for learners' self-evaluation attempts.
URLs	A web-address for a specific website on the internet.

Control +click

This function may be used to access a file in the Skills Pack, or a URL on the web.

Notional hours

These are the total number of hours an average student will need to master the content of a module.



Part 1: Bride Price

English Literacy & Language Development, Workshop Series 2010

Part 1: Bride Price


1. Introduction

In many cultures the practice of bride price or lobola is a tradition of that culture. Bride price means different things to different cultures. What does this idea mean to you? Discuss it with a partner and be prepared to share your response with the rest of the class.



GROUP ACTIVITY: Journaling Task

We would like you to start journaling immediately. Write half a page each day. We have included a file in the Skills Pack on journaling and the positives associated with the technique. Write on any topic of your choice, or as the ideas appear in your mind. In Part 4, we take a more formal view on journaling. Meanwhile, we suggest that you use the **Skills Pack**¹ and access a URL on the positives of journaling.

For students who are interested in this approach, we recommend the following text: Cameron, J. 1993. *The Artist's Way*. Basingstoke and Oxford: Panbooks. For purposes of your journal, please click on this link for a more conscious and technical approach:  To explore the positives associated with journaling, have a look at the following hyperlink: <..\Skills Pack\050908 Journal Writing in Experiential Education Possibilities, Problems, and Recommendations ER.htm>

SQ4R: It is also important that you review the reading strategy, SQ4R, before you start with your reading. You may also turn to Part 4, the while-reading section, for a brief outline.

Learning outcomes

When you have completed this section, you will be able to:

- read and understand an English text by applying good reading techniques;
- practise how to use what you already know to help you understand background;
- use a range of techniques when reading a new text to help you understand the content well;
- accurately complete comprehension-based and problem-solving tasks in writing;
- extend (*enlarge*) vocabulary;
- use speaking and listening skills to speak effectively (*successfully*) and understand meaning during oral tasks;
- express opinions about a variety of issues in a critical and creative way; and
- summarise the main ideas of academic non-fiction.

¹ Skills pack: Journaling academic arguments – Developing an authentic voice (pg 6);



Pre-reading Activities

START-UP ACTIVITY 1.1:

[90 MINUTES]

1. Look at the titles of all three texts / passages in this section. The passages are: *Bride Price*; *The Bride Price* and *Lobola for my Love*.
2. What is the topic of this part? Write the topic in the box below:

Prepare to read the first text "Bride Price". Prepare to read this text by skimming the first sentence of each paragraph quickly to get the main ideas of the text. Skim means reading quickly for the main idea.

3. When you have finished skimming the text, answer the following questions with your partner.
 - 3.1. What is bride price?

- 3.2. What did Jewish couples do in ancient times?

- 3.3. What is "bride price" called in Islamic culture?

- 3.4. What does the Chinese term "Ti Qin" mean?



3.5. Was bride price a popular practice in India in the 19th century?

3.6. Why is the bride price important in a traditional African marriage?



4. Swap your ideas about bride price with your partner.

- What is it called in your culture?
- Has someone in your family recently married and paid bride price? Tell your partner about this.



TIME CHECK

Sections

Suggested time input

Actual time spent

Start-up activity 1.1

90 minutes

Vocabulary



LEARNING ACTIVITY 1.2:

[40 MINUTES]

Study the following words carefully; as they will assist (*help*) you to understand the reading text. When you are sure you understand all the words, complete the vocabulary activity below the words:

Word	Part of speech	Definition	Example
wealth (1)	noun	A large amount of money, property, etc. that a person or country owns.	<i>His personal wealth is estimated at around R100 million.</i>
wealth (2)	noun	The state of being rich.	<i>The purpose of industry is to create wealth.</i>



Word	Part of speech	Definition	Example
wealth (3)	noun	Wealth of something, a large amount of something.	<i>The new manager brings a great wealth of experience to the company.</i>
property (1)	noun	A thing or things that are owned by somebody; a possession or possessions.	<i>This building is government property.</i>
property (2)	noun	A quality or characteristic that something has.	<i>Compare the medical properties of the two plants.</i>
anthropology	noun	The study of the human race, especially of its origins, development, customs and beliefs.	<i>Not much is known about the anthropology of the Sun people.</i>
market (1)	noun	An occasion when people buy and sell goods; the open area or building where they meet to do this.	<i>We buy our fruit and vegetables at the market.</i>
market (2)	noun	A business or trade, or the amount of trade in a particular type of goods.	<i>They have cornered the market in sportswear.</i>
market (3)	noun	A particular area, country or section of the population that might buy goods.	<i>The Japanese market favours expensive cars.</i>
simultaneously	adverb	Happening or done at the same time as something else.	<i>The game will be broadcast simultaneously on TV and radio.</i>
prior (1)	noun	A person who is in charge of a group of monks or nuns living in a priory.	<i>Mr Visser, the prior, have ordered the monks to pray everyday</i>
prior to (3)	adjective	Before something	<i>During the week prior to the meeting.</i>
Hammurabi	noun	Ancient written human laws.	<i>The modern Jewish people do not believe in the ancient Hammurabi laws anymore.</i>
established (1)	adjective	Respected or given an official status because it has existed or been used for a long time.	<i>They are an established company with a good reputation.</i>
prescribe (1)	verb	To tell somebody to take a particular medicine or have a particular treatment.	<i>The doctor might be able to prescribe you some medicine for that cough.</i>
prescribe (2)	verb	(used about a person or organisation) to say what should be done or how something should be done.	<i>The syllabus prescribes precisely which books should be studied.</i>
minor (1)	noun	A person who is under the age at which you legally become an adult and are responsible for your actions.	<i>It is an offence to serve alcohol to minors.</i>
mandatory	adjective	Required by law.	<i>It is mandatory for blood banks to test</i>




Word	Part of speech	Definition	Example
			<i>all donated blood for the virus.</i>
validity (1)	noun	The state of being legally or officially acceptable.	<i>The period of validity of the agreement has expired.</i>
validity (2)	noun	Based on what is logical and true.	<i>We had doubts about the validity of their argument.</i>
lobola (1)	noun	In traditional African culture, a sum of money or number of cattle that a man's family pays to a woman's family in order that he can marry her.	<i>The bride's father did not accept the twenty cattle that the groom offered him as lobola.</i>

Oxford advanced learner's dictionary

Wikipedia encyclopaedia

<http://en.wikipedia.org/wiki/hammurabi>

 TIME CHECK	Sections	Suggested time input	Actual time spent
	Vocabulary 1.2	40 minutes	




VOCABULARY ACTIVITY 1.2:

[15 MINUTES]

Connect the words with their appropriate meanings using a coloured pencil:

Words	Meanings
Wealth	something that was started and is now recognised
Market	the number of people who want to buy something
Simultaneously	something that has already happened
Prior	someone who has a large number of good qualities
Mandatory	the study of people and culture
Validity	events that happen at the same time
Anthropology	a rule with which one has to comply
Established	information that can be trusted or believed



 TIME CHECK	Sections	Suggested time input	Actual time spent
	Vocabulary activity	±15 minutes	

READING 1: Bride Price

Bride Price

1.

Bride price also known as bride **wealth** is an amount of money or **property** or wealth paid by the groom or his family to the parents of a woman upon the marriage of their daughter to the groom. (*Compare dowry, which is paid to the groom, or used by the bride to help establish the new household, and dower, which is property settled on the bride herself by the groom at the time of marriage.*) In the **anthropological** literature bride price has often been explained in **market** terms, as payment made in exchange for the bride's family's loss of her labour and fertility within her family group.

The same culture may **simultaneously** practice both dowry and bride price.

Many cultures practiced bride price **prior** to any existing records.

2.

History of the tradition

The **Code of Hammurabi** mentions bride price in various laws, as an **established** custom. It is not the paying of the bride price that is **prescribed**, but the regulation of various aspects:

- a man who paid the bride price but looked for another bride would not get a refund, but he would if the father of the bride refused the match.
- if a wife died without sons, her father was entitled to the return of her dowry, minus the value of the bride price.

The Hebrew Bible and Talmud mention the practice of paying a bride price to the father of a **minor** girl. The practice of the bride price is

found in the Bible, in the Old Testament. Exodus 22:15-16 and Deuteronomy 22:28-29.

3.

In the Jewish tradition, the rabbis in ancient times insisted on the marriage couple entering into a marriage contract, called a ketubah. Besides other things, the ketubah provided for an amount to be paid by the husband when there was a divorce or from his estate in the event of his death. This amount was a replacement of the biblical dower or bride price, which was payable at the time of the marriage by the groom. This method of payment was put in place because the bride price created a major social problem: many young prospective husbands could not raise the amount at the time when they would normally be expected to marry. So, to enable these young men to marry, the rabbis, in effect, delayed the time that the amount would be payable, when they would be more likely to have the sum. It may also be noted that both the dower and the ketubah amounts served the same purpose: the protection for the wife should her support (either by death or divorce) cease. The only difference between the two systems was the timing of the payment. It is similar to the wife's present-day entitlement to maintenance if the marriage breaks up, and family maintenance in the event of the husband does not provide adequately for the wife in his will. Another function performed by the ketubah amount was to prevent the husband from thinking about divorcing his wife: he would need to have the amount to be able to pay to the wife.



4.

In Islamic marriage laws, Mahr is paid (or promised to be paid in case of divorce) by the groom to the bride (as opposed to the bride's father). It is **mandatory**. The tradition of giving bride price is still practiced in many Asian countries although the amount changing hands is more a token amount to continue the traditional ritual than an actual price-tag attached to the bride-to-be for marriage.

5.

In traditional Chinese culture, an auspicious (*favourable*) date is selected to *Ti Qin* (literally meaning "propose marriage"), where both families will meet to discuss the amount of the bride price demanded, among other things. A couple of weeks before the actual wedding, the ritual of *Guo Da Li* (literally meaning "performing the rites") takes place (on a special date of course). The groom and a matchmaker will visit the bride's family bearing gifts like wedding cakes,

sweetmeats and jewellery, as well as the bride price. On the actual wedding day, the bride's family will return a portion of the bride price (sometimes in the form of dowry) as a goodwill gesture.

6.

The practice of bride price also existed in India, where it was considered as a social evil and the subject of a movement to get rid of it in the early 20th century. Unlike what happened in the case of dowry, this movement was largely successful, although it has been making a comeback in recent years due to an increasing shortage of women.

7.

In parts of Africa the **validity** of a traditional marriage ceremony depends on the payment of a bride price, which can vary from a token amount to a very large sum of money. **Lobola** is a similar tradition in southern Africa.

Retrieved from "http://en.wikipedia.org/wiki/Bride_price"



LEARNING ACTIVITY 1.3:

[50 MINUTES]

Paragraph 1

1. What word does "which is" refers to in the sentence in brackets?

2. Who does the **pronoun**² "her" refer to in "... within her family group"?

² Skills pack: Cohesion in texts (pg 15)



Paragraph 2

3. Does the Code of Hammurabi prescribe the paying of a bride price? Why or Why not?

Paragraph 3

4. Are the following statements true or false?
- 4.1. The ketubah contract did not approve of the bride price being paid before marriage. **TRUE** **FALSE**
- 4.2. Rabbis did not approve of the bride price **TRUE** **FALSE**
5. What does the word "This" mean in "This method...?"

6. What is the difference between the usual bride price or dowry and the ketubah?

Paragraph 4

7. What does "It" refer to in "It is mandatory"?

8. True or False:

- 8.1. The amount of money paid to the bride is not very important. **TRUE** **FALSE**



Paragraph 5

9. Who decides about the amount to be paid as bride price in a traditional Chinese culture?

10. True or False

- 10.1. The bride's family will return the bride price to the groom on the wedding day.

TRUE FALSE

Paragraph 6

11. What does "it" refer to in "...to get rid of it in...."?

12. What does "this movement" mean in "this movement was largely successful...?"

13. Why is the bride price becoming popular again in India today?

Paragraph 7

14. What is meant by "token amount"?



**TIME CHECK**

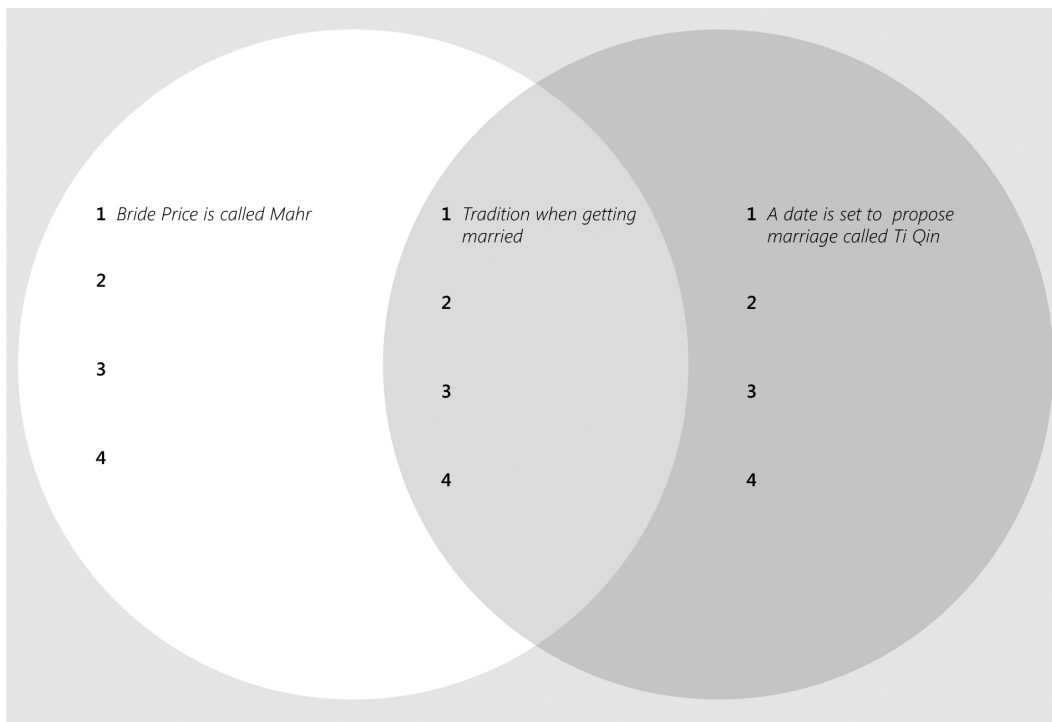
Sections

Suggested time input

Actual time spent


*Learning activity 1.3**50 minutes***GROUP ACTIVITY 1.3:****[±35 MINUTES]**

1. Complete the following diagram with your partner. There are similarities and differences between bride price customs in Chinese and Islamic cultures. Write their similarities in the middle section, and their differences either on the right or left side.



2. Now swap your answers with another group. Discuss your answers. **[±30 minutes]**



 TIME CHECK	Sections	Suggested time input	Actual time spent
	Group Activity 1	±35 minutes	
	Group Activity 2	±30 minutes	



LEARNING ACTIVITY 1.4:

[±40 MINUTES]

Use the information in your diagram and write a paragraph on the marriage traditions of either the Islamic or Chinese culture.

Here is an example of a good paragraph:

GOLD

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous (*shiny*) beauty that is resistant to corrosion. Therefore, it is suitable for jewellery, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished (*spotless*) today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside the spaceship. In conclusion, gold is treasured not only for its beauty but also for its utility (*usefulness*).


Take note that the first sentence in the paragraph above is the topic sentence. The two characteristics are discussed using supporting sentences and the connective words join the thoughts effectively. We have underlined the connective words in the paragraph. There is also a good concluding sentence.

Guidelines for writing a paragraph

For each paragraph:

- Do you have a topic sentence?
- Do you have at least four supporting sentences?
- How do the supporting sentences support the topic sentence? Is it an explanation, an example, a description, an elaboration or a comparison?
- Do you have a clear concluding sentence?



 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Learning Activity 1.4</i>	± 40 minutes	



START UP ACTIVITY 2.1

[± 40 MINUTES]

Preparing to read.

1. Look at the title "The Bride Price" and the photographs in the text below:

1.1. What do you see in each picture?


1.2. What do you think about the pictures? Write your feelings down in the space below.

1.3. Read the first paragraph only. Where does this cultural practice take place? Do we have the same problem in our country? Circle the problems that we face in society in our country in the list below.

poverty	disease	gangs
homelessness	drug abuse	racism
alcoholism	domestic violence	poor education
pollution	divorce	government corruption
crime	child prostitution	exploitation of woman and children

1.4. Together with your partner, rewrite the above list and number them from the most serious to the least serious in South Africa. Prepare to share your list with the rest of the class.



 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Start up Activity 2.1</i>	<i>±40 minutes</i>	



VOCABULARY ACTIVITY 2.1

[±40 MINUTES]


Study the vocabulary words below before reading the text. Make sure you understand their meanings. The words are underlined in the text so that you can look at your vocabulary list if you forget the meaning. Once you have studied the words, complete the activity which tests your vocabulary knowledge.

Word	Part of speech	Definition	Example
betroted (1)	adjective	Having promised to marry somebody.	<i>Eveline has betroted to marry Dave.</i>
betroted (2)	noun	The person that somebody has promised to marry.	<i>Dave is the betroted of Eveline, since she is to marry him on Saturday.</i>
union (1)	noun	An association or club for people or organisations with the same interests.	<i>E.g. South African Rugby Union.</i>
union (2)	noun	The act of joining two or more things together; the act of two people joining together.	<i>Martha and Kabelo will be a union after they got married on Saturday.</i>
transaction (1)	noun	A piece of business that is done between people, especially an act of buying or selling.	<i>E.g. Financial transactions between companies.</i>
transaction (2)	noun	The process of doing something.	<i>The transaction of government business</i>
till (1)	noun	A cash register	<i>Please remove the money from the till before you close</i>



			<i>the shop.</i>
till (2)	verb	To prepare and use land for growing crops.	<i>I will till the land so that we can plant the potatoes next week.</i>
tend (1)	verb	To be likely to do something or for something to happen in a particular way because this is what often or usually happens.	<i>When I am tired I tend to make mistakes.</i>
tend (2)	verb	To care for somebody or something	<i>Tending after sheep is very hard work.</i>
tabulate	verb	To arrange facts or figures into columns or lists so that they can be read easily.	<i>Please tabulate the names of the students in the class for me on a piece of paper.</i>
customary	adjective	If something is customary, it is what people usually do in a particular place or situation.	<i>Is it customary to tip hairdressers in this country?</i>
polygamy	noun	The custom of having more than one wife at the same time.	<i>A man who practice polygamy must be very rich in order to take care of his many wives.</i>
entrench	verb	To establish something very firmly so that it is very difficult to change.	<i>Sexism is deeply entrenched in our society.</i>
reliable	adjective	That can be trusted to do something well.	<i>We are looking for someone who is reliable and hard working to be employed as the new manager.</i>
reliability	noun	That is likely to be correct or true.	<i>The reliability of these results has been questioned.</i>
convert (1)	verb	To change or make something change from one form, purpose, system, etc. to another.	<i>The hotel is going to be converted into a nursing home.</i>
convert (2)	noun	A person who has changed their religion, beliefs or opinions.	<i>The Jewish man sitting at the back of the church is a new convert.</i>

Oxford advanced learner's dictionary

 TIME CHECK	Sections	Suggested time input	Actual time spent
	Vocabulary 2.2	±40 minutes	





LEARNING ACTIVITY 2.3

[±40 MINUTES]

Complete the following sentences using the words from the vocabulary list above. Make sure you use the correct form of the word so that it fits into the sentence correctly.

For example: discipline

The boy had to be *disciplined* because he behaved very badly.

1. Tanzania is a _____ of the states of Tanganyika and Zanzibar.
2. The new import laws have freed businesses to _____ deals across countries' borders.
3. The farmers were working hard to _____ the soil before the planting of crops.
4. Many people _____ to eat more when they are experiencing stress.
5. Many dictators have _____ themselves politically and are difficult to move.
6. George took his _____ seat behind his desk as usual.
7. Many cultures do not believe in _____ and have only one wife at any one time.
8. He _____ to Hinduism after studying the literature.
9. We are looking for a _____ caretaker for the children.
10. One of my best friends is _____ to my brother and they are marrying in the new year.



TIME CHECK

Sections

Suggested time input

Actual time spent

Learning Activity 2.3

±30 minutes



Reading 2: THE BRIDE PRICE – *Article in the New York Times*

The Bride Price



Photographs by STEPHANIE SINCLAIR

Text by BARRY BEARAK

Published: July 9, 2006

1.

In many societies, the term "child bride" calls to mind impulsive sweethearts, a ladder cautiously positioned beneath a bedroom window, a silent kiss in the moonlight and a young couple making an anxious escape to a justice of the peace. But this is not a common image the world over. In Afghanistan, a child bride is very often just that: a child, even a preteen, her innocence **betrothed** to someone older, even much, much older.

Ghulam Haider, 11, is to be married to Faiz Mohammed, 40. She had hoped to be a teacher but was forced to discontinue her classes when she became engaged.

Roshan Qasem, 11, will join the household of Said Mohammed, 55; his first wife; their three sons; and their daughter, who is the same age as Roshan.

2.

Rather than a willing **union** between a man and woman, marriage is frequently a **transaction** among families, and the younger the bride, the higher the price she may fetch. Girls are valuable workers in a land where survival depends on what

is grown on a tiny piece of land. In her parents' home, a girl can **till** fields, **tend** livestock and cook meals. In her husband's home, she is more useful yet. She can have sex and bear children.

3.

Afghanistan is not alone in this tendency toward early wedlock. Globally, the number of child brides is hard to **tabulate**; they live mostly in places where births, deaths and the human milestones in between go unrecorded. But there are estimates. About 1 in 7 girls in the developing world (excluding China) gets married before her 15th birthday, according to analyses done by an international research group called the Population Council.

4.

In the huge Indian states of Rajasthan and Uttar Pradesh, the proportion is 36 percent; in Bangladesh, 37 percent; in northwest Nigeria, 48 percent; in the Amhara region of Ethiopia, 50 percent. Tens of millions of girls are having babies before their bodies are mature enough, increasing the likelihood of death from haemorrhaging, obstructed labour and other complications.



5.

Stephanie Sinclair's striking photographs of child brides in Afghanistan remind me of my own travels over remote landscapes during the time of the Taliban, when recurring years of drought had destroyed the last resources of millions of the destitute. Fathers then were especially keen to **convert** their daughters into brides. It was a way to deliver the girl from hunger — and a way to at least temporarily ward off famine for the rest of the family. Young boys were sold into bondage



with the same painful practicality. Rarely have I seen anything more heartbreaking than the tears of a child given away as a bride.



6. The drought has since passed, but the poverty remains, as does the widespread custom of early marriage. Some Afghans readily use their daughters to settle debts and assuage (*tone down*) disputes. **Polygamy** is practiced. A man named Mohammed Fazal, 45, told Sinclair that village elders had urged him to take his second wife, 13-year-old Majabin, instead of money owed him by

the girl's father. The two men had been gambling at cards while also ingesting opium and hashish. But the practice of early marriage stems as much from **entrenched** culture as from financial need. Bridal virginity is a matter of honour. Afghan men want to marry virgins, and parents prefer to yield their daughters before misbehaviour or abduction has brought the family shame and made any wedding impossible.

7. Unfortunately, there are no **reliable** data about the age of Afghans at marriage. Husbands are not ordinarily old enough to be their wives' fathers or grandfathers, but such February -September couples as those pictured here are hardly rare either. In such marriages, the man is likely to view the age difference as a fair bargain, his years of experience in exchange for her years of fertility. At the same time, the girl's wishes are **customarily** disregarded. Her marriage will end her opportunities for schooling and independent work.

8. On the day she witnessed the engagement party of 11-year-old Ghulam Haider to 40-year-old Faiz Mohammed, Sinclair discreetly took the girl aside. "What are you feeling today?" the photographer asked. "Nothing," the bewildered girl answered. "I do not know this man. What am I supposed to feel?"

- *The New York Times*

http://www.nytimes.com/2006/07/09/magazine/09BRI.htm?_r=2&oref=slogin&oref=slogin



LEARNING ACTIVITY 2.3

[±60 MINUTES]

1. Think about this text which discusses the cultural practice of bride price. Choose the correct answer for each section below, and then specify the paragraph of the story that contains the answer. The paragraphs are numbered.

- 1.1. Marriage in Afghanistan is
- a happy union
 - a union of free-will



c) a union to ensure survival

Paragraph ●

- 1.2.** The number of child brides is highest in
- a) India
 - b) Nigeria
 - c) Ethiopia

Paragraph ●

- 1.3.** In Afghanistan a bride must be
- a) rich
 - b) a virgin
 - c) very young

Paragraph ●

- 1.4.** The young girl Ghulam Haider was
- a) happy on her wedding day
 - b) unsure of how to feel
 - c) sad on her wedding day

Paragraph ●

- 1.5.** The term "child bride" in the text means
- a) two teenagers in love
 - b) a young couple eloping
 - c) a little girl bride

Paragraph ●

- 1.6.** Little girls are married to older men because
- a) the girls prefer this
 - b) their parents need the money
 - c) young girls are a burden to the family

Paragraph ●

- 1.7.** Afghan men are always
- a) much older than their brides
 - b) willing to help their brides get an education
 - c) marrying in order to have many children

Paragraph ●

- 1.8.** A justice of peace is
- a) a person who keeps peace
 - b) a public official who can marry people



c) a person who seeks justice

Paragraph ●

2. Careful reading

Read the following true statements. Go back to the text and find the information that helps you read between the lines. Write complete answers to these questions.

2.1. A girl bride does not have much chance of getting an education. Give an example.

2.2. There are many countries where the birth of a new baby or the death of a person is not reported or documented. How do you know?

2.3. War or violent rebellion in poor countries causes poverty. How do you know?

2.4. The tradition of giving your young daughter to an older man in marriage is mainly for money and because it is a cultural practice. Explain this.





2.5. Discussing what you have read. Work in pairs and be prepared to share your thoughts with your classmates.

2.6. Is this article about the abuse of woman? Why/ why not?

2.7. Do you think cruelty to woman and children only occurs in countries like India and Nigeria? Why/ why not?

2.8. 2.5.3. Why does war cause more poverty?

3. Writing about what you have read.

Little girls are often used as a means of survival in poor countries. Explain this phenomenon by placing the following ideas in the same order in which they appear in text (without looking back at the original text).



1. Marriage is seen as a business deal so that poor families can survive.
2. Drought and war are often the causes of even greater poverty.
3. This practice of selling young girls into marriage occurs in many countries.
4. Many fathers use their daughters as a means of settling debt.
5. Many men like to have many children and so they prefer a young wife who can bear lots of babies in exchange for a home.
6. A very young girl is often sold to a much older man and she will never get the opportunity of an education.
7. The body of a young girl is not ready for child bearing.



Now write a paragraph using the given topic sentence. You can use any of the sentences above as supporting sentences. Remember to connect your sentences with connecting words.

In the many developing countries the practice of selling little girls into marriage still exists

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Learning Activity 2.3</i>	<i>±60 minutes</i>	



**START UP ACTIVITY 3.1****[±35 MINUTES]**

1. Look at the heading of this section (Lobola for my love). What do you think it means? Discuss this with your partner.

2. Who do you think wrote this article? Read the first sentence.

3. Why do you think she wrote the article? Do you think it is important to write about one's feelings when it comes to traditional and cultural practice?

**TIME CHECK****Sections****Suggested time input****Actual time spent***Start up Activity 3.1**±35 minutes*



VOCABULARY ACTIVITY 3.2

[±40 MINUTES]


1. Read through the following list of words and make sure you understand the meaning of each word. When you are sure you understand the meaning of each word, complete the activity that follows using the words from the list below.

Word	Part of speech	Definition	Example
deseccration	noun	To damage a holy thing or place or treat it without respect.	<i>E.g. the deseccration of a cemetery.</i>
characterise	verb	To be typical of a person, place or thing.	<i>The rolling hills that characterise this part of England.</i>
post-colonial	prefix		
post - after			
Colonial (1)	adjective	Connected with or belonging to a country that controls another country.	<i>A colonial power. South Africa used to be governed by England which was the colonial power at the time.</i>
colonial (2)	noun	A person who lives in a colony and who comes from the country that controls it.	<i>E.g. British colonials in India.</i>
globalise	verb	Something for example a business company, that operates all around the world.	<i>Nike is a globalised franchise.</i>
legitimise (1)	verb	To make something that is wrong or unfair seem acceptable.	<i>The movie has been criticised for apparently legitimising violence.</i>
legitimise (2)	verb	To make something legal.	
implication	noun	A possible effect or result of an action or decision.	<i>The development of the site will have implications for the surrounding countryside.</i>
cherish (1)	verb	To love someone or something very much and wanting to protect them or it.	<i>Children need to be cherished.</i>
cherish (2)	verb	To keep an idea, a hope or pleasant feeling in your mind for a long time.	<i>Cherish the memory of those days in Paris.</i>
representative	noun	A person who has been chosen to speak or vote for somebody else or on behalf of	<i>The committee includes representatives from the industry.</i>



		a group.	
prospective (1)	adjective	Expected to do something or become something.	<i>E.g. a prospective buyer.</i>
prospective (2)	adjective	Expected to happen soon.	<i>They are worried about prospective changes in the law.</i>
commotion	noun	Sudden noisy confusion or excitement.	<i>I heard a commotion and went to see what was happening.</i>
abound	verb	To exist in great numbers or quantities.	<i>The lakes abound with fish.</i>
protocol (1)	noun	A system of fixed rules and formal behaviour used at official meetings, usually between governments.	
protocol (2)	noun	The first or original version of an agreement, especially a treaty between countries.	
agrarian	adjective	Connected with farming and the use of land for farming.	
agency	noun	A business or an organisation that provides a particular service especially on behalf of other businesses or organisations.	<i>You can book at your local travel agency.</i>
compromise (1)	noun	An agreement made in which two people or groups in which each side gives up some things they want so that both sides are happy in the end.	<i>In any relationship you have to make compromises.</i>
compromise (2)	verb	To bring somebody, something or yourself into danger or under suspicion, especially by acting in a way that is not very sensible.	<i>She has already compromised herself by accepting his invitation.</i>
patriarchal	noun	Ruled or controlled by men, giving power or importance only to men.	<i>E.g. a patriarchal society.</i>

Oxford advanced learner's dictionary

 TIME CHECK	Sections	Suggested time input	Actual time spent
	Vocabulary Activity 3.2	±40 minutes	

2. Arrange the following words in alphabetical order and write out the meaning of each word next to it: **[±30 minutes]**
1. post-colonial.
 2. legitimise (verb)
 3. globalise
 6. prospective
 7. protocol
 8. commotion



4. desecration
5. implication (noun)

9. agency
10. agrarian

Words	Meanings
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

**TIME CHECK**

Sections

Suggested time input

Actual time spent

Vocabulary Activity 3.2

±30 minutes





LEARNING ACTIVITY 3.2

[±20 MINUTES]

Read the text below carefully

While you are reading, find the answers to the following two questions:

1. Does the author feel happy about the lobola negotiations? Why / why not?

2. Will the author continue with this tradition when she has her own children? Write your answer down.



**TIME
CHECK**

Sections

Suggested time input

Actual time spent

Learning Activity 3.2

±20 minutes

READING 3: Lobola for my love – Danai S Muposta (Jul 23 2008 06:00)

Lobola for my love

1.

Forsaking the ritual of "drink, eat, relax and do the laundry" which usually characterises my weekends - I went home to Harare a few weeks ago to become an adult. I was getting engaged to

be married, the old-fashioned way. I was not entirely prepared for this rite of passage as I boarded the plane. When people enter discussions (often heated) concerning the practice of lobola,



few mention that after successful completion of the ceremony you become a "grown-up". Instead, as "modern" women we pour over the meaning of this practice: is this the sale of, or rather the transfer of, a woman from her family to her new husband? Or is it a historically justifiable tradition, which must be protected in light of the 'desecration' of "African traditions" characterised by our post-colonial, globalised world? To be honest, I boarded the plane with a sense of dread. I wish to marry a man. Lobola is a means of achieving this goal, as my father explained to me. Lobola is a process, a negotiation that results in the coming together of two families - a means of legitimising the union between two people. Wonderful. Romantic. Awfully idealistic.

2.

Is it necessary for money to pass hands to unite two families? What are the implications for the woman and the man involved when money is transferred for the purpose of a legitimate marriage? What are being "negotiated" and what are the terms on which this marriage will be agreed? Who decides?

3.

Thankful that my suitcase - laden with the "basics" of mealie meal, rice, salt, sugar, cooking oil and the like - had arrived safely at the arrivals lounge of Harare International Airport, I tried to prepare for the days ahead. The day of my lobola was described by a great-aunt as a "blessed day". Blessed it certainly was because the Zimbabwe Electricity Supply Authority made provision for uninterrupted power! The city even provided water for a full three hours! This meant my day spent clamouring over pots, pans and a large meal for the many guests was made easier. Under different circumstances such as waterless, powerless ones I could easily have spent it outside attempting this banquet on a wood fire. Of course, I should not have been slaving away myself my (many) sisters (cousins included) should have been at the forefront of this task, but I figured I needed the distraction. My main job on this day was to be a desirable maiden: the cherished prize for my husband-to-be.

4.

My (many) fathers (uncles included) and my (many) mothers (aunts included), with other people of importance (my grandmother and great-grandmother) were seated in the main meeting room. These were the people who negotiated on my behalf: the **representatives** of my interests. The "meeting room" was a large reception room in my parents' suburban home in Borrowdale. My prospective groom's parents were in a smaller lounge at the other end of the house.

5.

The "representatives of my interests" communicated to me only through my *tetes*: my father's sisters. There was the "other room", where the representatives of my new husband waited, discussed and negotiated on his behalf. I was invited into the main meeting room on one occasion. Instructed by the *tetes* to "pick" enough money to buy two pots, four plates and other household goods for my "new" home, I entered the room and sat down. I was asked if I knew "those people" and I answered "yes". I was asked to "show" that I know them; I then looked to my younger sister, who "picked" some money on my behalf. My uncle then asked if I was still "acceptable" or "beautiful" - a question which caused a great deal of **commotion**. They asked if I was "damaged". We smiled, "no". The only way of knowing whether this was true was to search for visible signs of pregnancy. Had it been known that we were "cooking pots" (living together before marriage), a charge for "damages incurred" could have been added to our bill. I left the room and was invited in again only at the end of the negotiation. Then food and drink many drinks and merriment **abounded**. I was free to "enjoy" the bizarre experience of hearing my wedding discussed as I sat, bound to silence by the **protocols**.

6.

On my return to Johannesburg I found myself watching a production of *The Lion and the Jewel* at the Market Theatre. In the play Sidi refuses to marry Lankule because he refuses to pay the bride price. He refuses on the grounds that this custom makes it difficult to set the stage for a marriage in which a man and a woman are "equal". For him this custom is "barbaric". Sidi's view differs. She



insists the tradition would prove her value in the village.

7.

An aunt shared a similar view, attempting to calm my nerves, saying: "Does a king ever decide what he wears? What he eats? This day is in honour of you." The day of my engagement was the day my future husband showed how much he valued me. It is true, the "village" was very proud of me. I was congratulated for my ability to "stay intact" and to find a respectable husband. I was given a new title, that of an adult woman: Mai. But I wish to ask, at what cost? As far as I could see the terms of my marriage were decided for me and my role as a wife was constructed as someone who would bear offspring, cook and clean.

8.

A *tete* thought she was being encouraging when she told me that "at last" I could go to my husband's traditional home and work on the *munda*: the farm. I can see how contributing to planting and harvesting the land is a useful job for a new wife in **agrarian** societies, but why should

I jump for joy at this prospect now? For me it comes down to a question of power. A person should have the opportunity to speak on his or her own behalf. A person should have the opportunity to fashion his or her own values in a marriage.

9.

When money is calculated and transferred between men, "in the interests" of an absent young woman, whose interests are in mind? Whose power is legitimated? Whose **agency** is **compromised**? I can ask these questions now because I am an adult. On reflection, my new "hubby" and I were quite naive about the process and if we ever reproduce, I suspect we might consider an alternative practice for our own little ones.

10.

In the meantime, with one rite of passage out of the way, we are faced with another **patriarchal** drama: the "white" wedding set for April 2009.

Danai Mupotsa is a feminist researcher. She works in the department of comparative literature and cultural studies at Monash University, South Africa



LEARNING ACTIVITY 3.3

[±50 MINUTES]

Paragraph 1

1. What does the author do every weekend? Write down the words that tell you this below:

2. What does the author mean by "I was getting engaged to be married, the old-fashioned way"?



Paragraph 2

- 3. The author is worried about (mark with an “X”)
 - a how much money is paid for lobola
 - b who pays the lobola money?
 - c should money be paid when people choose to marry?

Paragraph 3

- 4. What does the author mean by “basics”?

- 5. What is being referred to by “it” in “Blessed it certainly...”

- 6. Does the author wish to be a “cherished prize” for her future husband? What do you think?

Paragraph 4

- 7. Did the bride participate in the discussion? If not, who spoke for her?



8. What does the author mean by “the representatives of my interests”?

Paragraph 5

9. Who is the author referring to by “those people” in “I was asked if I knew those people....?”

10. Why is the word “damaged” used with inverted commas (“)?

11. What do you think the words “bound to silence” mean?

Paragraph 6

12. Why are inverted commas used with the word “equal”?



13. Why does Sidi wish to support the cultural tradition?

Paragraph 7

14. Through the practice of lobola the author feels her position as wife is decided for her. How does the practice define her role?


Paragraph 8

15. What does the author mean by "For me it comes down to a question of power"?

Paragraph 9

16. What is being referred to by "these questions" in "I can ask these questions now....."?



 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Learning Activity 3.3</i>	<i>±50 minutes</i>	




LEARNING ACTIVITY 3.3: Group Activity

[±50 MINUTES]


With your partner list the pros and cons of the practice of lobola in the chart below.

Pros	Cons

Be prepared to share your ideas with the rest of your class.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>3.3 Group Activity</i>	<i>±50 minutes</i>	



 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Assessment Activity</i>	<i>±60 minutes</i>	

You will be assessed as follows:

Content	6 MARKS
Logical ideas	
Relevant support	
Convincing arguments	
Organisation	6 MARKS
Introduction	
Body of paragraphs	
Topic sentences	
Supporting sentences (<i>Explanations; Examples; Descriptions; Comparisons</i>)	
Clarity	4 MARKS
Clear sentences	
Easy to understand	
Language	4 MARKS
Spelling	
Punctuation	
Neatness	
Grammar errors (<i>concord, pronouns, connecting words etc.</i>)	
Remember: You are writing to someone, so think about your audience.	
TOTAL	20 MARKS





PART 1 – BRIDE PRICE: Glossary of difficult words

[±20 MINUTES]

Match the meanings of the words in columns A and B by placing the correct numbers of the synonyms in column B next to the words in column A

Example:

A		B
secure	1	1. safe
		2. correct
		3. enlarged

Now do the following:

A		B
extend	<input type="text"/>	1. help
auspicious	<input type="text"/>	2. enlarge
assuage	<input type="text"/>	3. favourable
effectively	<input type="text"/>	4. tone down
assist	<input type="text"/>	5. successfully

**TIME CHECK****Sections***Glossary of difficult words***Suggested time input**

±20 minutes

Actual time spent**Part 1 – overall time check****TIME CHECK****Sections***Start-up activity 1.1***Suggested time input**

±90 minutes

Actual time spent*Vocabulary 1.2*

±40 minutes

Vocabulary activity

±15 minutes



<i>Learning activity 1.3</i>	<i>±50 minutes</i>
<i>1.3 Group activity 1</i>	<i>±35 minutes</i>
<i>1.3 Group activity 2</i>	<i>±30 minutes</i>
<i>Learning activity 1.4</i>	<i>±40 minutes</i>
<i>Start-up activity 2.1</i>	<i>±40 minutes</i>
<i>Vocabulary 2.2</i>	<i>±40 minutes</i>
<i>Learning activity 2.3</i>	<i>±30 minutes</i>
<i>Learning activity 2.3</i>	<i>±60 minutes</i>
<i>Start-up activity 3.1</i>	<i>±35 minutes</i>
<i>Vocabulary 3.2</i>	<i>40 minutes</i>
<i>Vocabulary activity</i>	<i>30 minutes</i>
<i>Learning activity 3.2</i>	<i>20 minutes</i>
<i>Learning activity 3.3</i>	<i>50 minutes</i>
<i>3.3 Group activity</i>	<i>50 minutes</i>
<i>Assessment activity</i>	<i>60 minutes</i>
<i>Glossary of difficult words</i>	<i>20 minutes</i>
<i>Reading additional sources</i>	<i>240 minutes</i>
<i>Estimated time for Part 1</i>	<i>18 hours</i>





Part 2: Global Warming

English Literacy & Language Development, Workshop Series 2010

Part 2: Global Warming

1. Introduction



GROUP ACTIVITY:
Introductory Group Activity

[±20 MINUTES]

Imagine the oceans and the earth's atmosphere growing warmer and warmer with every year that passes. How will this affect you? How will this affect plants and animals on earth? Discuss ideas with your partner.



TIME CHECK

Sections

Suggested time input

Actual time spent

Introductory group activity

20 minutes

Learning outcomes

- Use a reading strategy, namely pre-reading activities, to help you organise and understand texts;
- recognise connective words and understand how and why they are used in texts;
- expand your vocabulary;
- use speaking and listening skills to create and understand meaning during spoken tasks;
- complete comprehension-based and problem-solving tasks accurately (*correctly*) in the form of written presentation.



Pre-reading Activities
START-UP ACTIVITY 1.1:

[±60 MINUTES]

1. What is the topic of this section? Write the topic down in the box below:

2. What does *global warming* mean?
Discuss this with your partner and be prepared to share your thoughts with the rest of the class.

3. There are three texts included in this section. Write down the titles of these in the space below. You will find the texts below.

4. When you look at these titles, what do you think the passages are going to be about?

5. What effect do you think global warming will have on our lives? Write this down in the space below.

6. What will happen if our oceans start warming faster every year?
Discuss this with your partner.


7. How do you think global warming will affect animals on the planet?



8. Scan the first paragraph of the first text "Global Warming: a primer".
When you **scan**, you read quickly to find specific information. Find the answer to the following question:

What has been the rate of the rise in temperature during the 20th century? Write this down.

9. Look carefully at the usage to the two words "affect" and "effect" in the section above.
Discuss with your partner the difference between these two words.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Start up Activity 1.1</i>	<i>60 minutes</i>	





Pre-reading Activities

VOCABULARY ACTIVITY 1.2:

[±40 MINUTES]

Study the following vocabulary words carefully before reading the text. Once you are sure of the meanings of these words; complete the activity below the word list. Knowing these words will help you understand the text you are about to read.

Word	Part of speech	Definition	Example
satellite (1)	noun	An electronic device that is sent into space and moves around the Earth or another planet. It is used for communicating by radio, television, etc. and for providing information.	<i>The interview came live by satellite from Hollywood.</i>
satellite (2)	noun	A natural object that moves around a larger natural object in space.	<i>The moon is a satellite of Earth.</i>
satellite (3)	noun	A town, a country or an organisation that is controlled by and depends on another larger or more powerful one.	<i>For example satellite states.</i>
surface (1)	noun	The outside or top layer of something.	<i>We'll need a flat surface to play the game on.</i>
surface (2)	noun	The top layer of an area of water or land.	<i>These plants float on the surface of the water.</i>
rate (1)	noun	A measurement of the speed at which something happens.	<i>Most people walk at an average rate of 5 kilometres an hour.</i>
rate (2)	noun	A measurement of the number of times something happens or exists during a particular period.	<i>Local businesses are closing at a rate of three a year.</i>
rate (3)	noun	A fixed amount of money that is charged or paid for something.	<i>We offer special reduced rates for students.</i>
glacier	noun	A large mass of ice, formed by snow on mountains, that moves very slowly down a valley.	
permafrost	noun	A layer of soil that is permanently frozen, in very cold regions of the world.	
level (1)	noun	The amount of something that exists in a particular situation at a particular time.	<i>A test that checks the level of alcohol in the blood.</i>

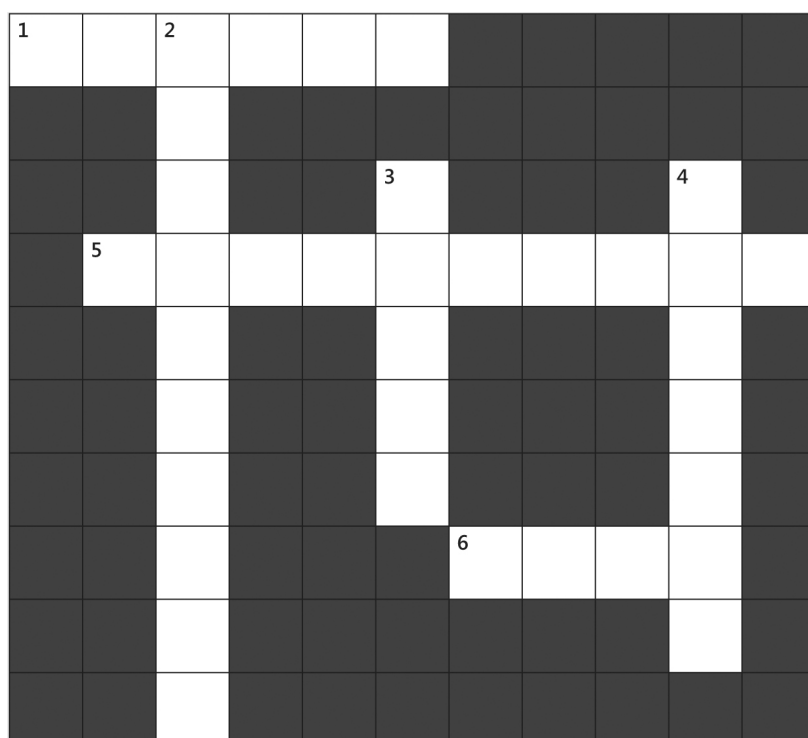


level (2)	noun	The height of something in relation to the ground or what it used to be.	<i>The floodwater almost reached roof level.</i>
release (1)	verb	To let somebody or something come out of place where they have been kept or trapped.	<i>Firefighters took two hours to release the driver from the wreckage.</i>
release (2)	noun	The act of letting a gas, chemical, etc. come out of the container where it has been safely held.	<i>The release of carbon dioxide into the atmosphere ...</i>
absorb (1)	verb	To take in a liquid, gas or other substance from the surface or space around.	<i>The cream is easily absorbed into the skin.</i>
absorb (2)	verb	To take in and keep heat, light, energy, etc. instead of reflecting it.	<i>Black walls absorb a lot of heat during the day.</i>
absorb (3)	verb	To reduce the effect of a blow, hit, etc.	<i>This tennis racket absorbs shock on impact.</i>
convert	verb	To change or make something change from one form, purpose, system, etc. to another.	<i>The hotel is going to be converted into a nursing home.</i>
fossil fuel	noun	Fuel such as coal or oil that was formed over millions of years from the remains of animals or plants and is now used as fuel for heating.	
vulnerable	adjective	Weak and easily hurt physically or emotionally.	<i>She looked very vulnerable standing there on her own.</i>
simulation	noun	A situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality.	<i>A computer simulation of how the planet functions.</i>

Oxford Advanced Learner's Dictionary



Global Warming: a primer




ACROSS

1. To take in and keep heat, light, energy, etc. instead of reflecting it.
5. Weak and easily hurt physically or emotionally.
6. A measurement of the number of times something happens or exists during a particular period.

DOWN

2. A situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality.
3. The amount of something that exists in a particular situation at a particular time.
4. A large mass of ice, formed by snow on mountains, that moves very slowly down a valley.

<http://www.crosswordweaver.com/index.htm?From=OCWM.puzzle> .

 TIME CHECK	Sections	Suggested time input	Actual time spent
		Vocabulary Activity 1.2	25 minutes



 READING 1: Global Warming: A Primer – by Larry O'Hanlon

Global Warming: A Primer

1.

In the simplest terms, global warming is just what it sounds like: the worldwide rise (*increase*) in surface temperatures. The National Academy of Science has put the rise at 1 degree F over the course of the 20th century, but measurements from **satellites** of both land and sea **surfaces** are showing that the **rate** of warming is increasing sharply.

2.

It's more than just surface temperatures that are going up, however. A lot of research into temperature changes in the upper layers of the atmosphere, as well as the deep oceans, is showing warming. Then, there are the more obvious signs: the rapid (*fast*) retreat (*moving away*) of **glaciers** in Greenland, Alaska, the Himalaya, the Antarctic Peninsula and on high tropical mountains; the thinning and disappearance of sea ice in the Arctic Ocean during summer; the melting of **permafrost** in Canada, Alaska and Siberia; and the rise of sea **level** and an increase in extreme weather.

3.

The cause of global warming is what's called the "greenhouse effect." In other words, the ability (*skill*) of gases in the atmosphere to slow down the **release** of heat into space at night. Some gases are better at this than others. Carbon dioxide, methane and nitrous oxide are the top three "greenhouse gases." They are very good at **absorbing** sunlight and **converting** that energy into heat – rather like a rock does just sitting in the sun.

4.

Surprisingly, the greenhouse effect isn't a bad thing. It's essential (*important*) for life on Earth – when it's not too vigorous (*energetic*). If not for the greenhouse effect, the temperature on the surface of Earth would be like that of the airless moon – swinging wildly from 225 degrees F (107

C) during the day to -243 degrees F (-153 C) at night. Not a good place for life.

5.

The greenhouse effect is only troublesome (*worrying*) when it gets too strong and warms things too much. And that's just what scientists say has happened over the last 150 years or so as the people of industrialised nations have extracted (*removed*) Earth's vast buried stores of **fossil fuels** and burned them. Since the start of the Industrial Revolution the atmospheric concentration of carbon dioxide has increased nearly 30 percent, methane has more than doubled, and the nitrous oxide concentration is up about 15 percent. All those extra greenhouse gases mean more and more solar energy is being trapped in the atmosphere, exacerbating (*worsening*) the greenhouse effect and making things warmer.

5.

The result: 2005 was Earth's warmest year in a century, according to NASA climatologists. The years 1998, 2002, 2003 and 2004 were the next four runners-up. The year 2005 was also a record-breaking year for Atlantic hurricanes in which the coastal city of New Orleans – made all the more **vulnerable** because of sea level rise – was almost wiped off the map by Hurricane Katrina.

Of course, because the effects of global warming on local climates are very complicated (*complex*), it remains to be seen exactly how different regions will feel the heat. "Global warming is a term that's extremely useful when you're running a planet," says John Cox, author of the book *Climate Crash*. "But it's regional change that affects people. It's the wet and cold and hot and dry." That's why climate modellers are constantly refining their **simulations**, and climate scientists continue to refine our view of past climate changes to create a better idea of what to expect.

 Discovery Channel

<http://dsc.discovery.com/convergence/globalwarming/primer/primer.html>


**LEARNING ACTIVITY 1.3:****[±60 MINUTES]****Paragraph 1**

1. What does “it” refer to in the first sentence?

2. What does the colon [:] indicate in the first sentence?

3. What do the words “... has put the rise at ...” mean in the second sentence?

Paragraph 2

4. What does “in the upper layers of the atmosphere, ...” mean?



5. What three words can be added to complete this sentence?

“... there are the more obvious signs...”

6. Name the obvious signs of global warming (hint: there are five).

Paragraph 3

7. Complete the following sentence:

The “greenhouse effect” occurs when gases in the atmosphere...

Paragraph 4

8. What does “It’s” in the second sentence refer to?

9. Mark the words below that best describe the meaning of the word “vigorous”, as it is used in the text.

(a) strongly active

(b) .very awake

(c) deeply moving

Paragraph 5

10. Is this statement true or false?

Industry has buried great stores of fossil fuels.

TRUE ● FALSE ●

11. Which of the following are known as a greenhouse gas?

(a) carbon dioxide

(b) methane gases

(c) nitrous oxide



12. What does the writer mean when he writes “exacerbating the greenhouse effect”?
[Hint: study the words before and after this phrase.]

Paragraph 6

13. What do the words “The result:” refer to?

14. Why is a hyphen (-) used in the last sentence, what purpose does it serve?

15. What do the words “wiped off the map” mean in this last sentence?


Paragraph 7

16. What affects people most?

(a) global warming (b) regional changes in temperature

17. Carefully list all the disadvantages (*shortcomings*) of global warming based on the above passage. [Hint: think of the results when oceans become warmer and warmer. You should list at least four items.]



 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Learning Activity 1.3</i>	<i>60 minutes</i>	



Pre-reading Activities

LEARNING ACTIVITY 2.1:


[±30 MINUTES]

In the previous section we read about the disastrous (*terrible*) effects of global warming. This next text focuses on the effects of global warming on the temperature of the oceans.

Preparing to read.

1. Read the title of the text and write down two sentences that tell you what the text will be about.

2. What is your opinion? Do you think global warming and the warmer oceans are a threat to our lives? Share your ideas with your partner.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Learning Activity 2.1</i>	<i>±30 minutes</i>	





Pre-reading Activities

VOCABULARY ACTIVITY 2.2:

[±40 MINUTES]

Study the words below and complete the crossword puzzle that follows the vocabulary list. Knowing these words will help you understand the text you are about to read.

Word	Part of speech	Definition	Example
expand (1)	verb	To become larger in size, number or importance; to make something greater in size, number or importance.	<i>A child's vocabulary expands through reading.</i>
expand (2)	verb	If a business expands or is expanded, new branches are opened; it makes more money, etc.	<i>We've expanded the business by opening two more stores.</i>
contribute (1)	verb	To give something, especially money or goods, to help somebody/something.	<i>We contributed R5000 to the earthquake fund.</i>
contribute (2)	verb	To be one of the causes of something.	<i>Medical negligence (carelessness) was said to have contributed to her death.</i>
contribute (3)	verb	To increase, improve or add something.	<i>This book contributes a great deal to our understanding of the subject.</i>
delta	noun	An area of land, shaped like a triangle, where a river has split into several smaller rivers before entering the sea.	<i>The Delta Nile.</i>
thermal (1)	adj	Connected to heat. Thermal energy	
thermal (2)	adj	Of clothing; designed to keep you warm by preventing (<i>stopping</i>) heat from escaping from the body.	
thermal (3)	adj	Of streams, lakes, etc. in which the water has been naturally heated by the Earth. Thermal springs	
critical (1)	adj	Extremely important because a future situation will be affected by it.	<i>Reducing (dropping) levels of carbon dioxide in the atmosphere is of critical importance.</i>
critical (2)	adj	Serious, uncertain and possibly dangerous.	<i>One of the victims of the fire remains in a critical condition.</i>
critical (3)	adj	Involving making fair, careful judgements about the good and bad qualities of somebody or	<i>Students are encouraged to develop critical thinking instead of accepting opinions</i>




		something.	<i>without questioning them.</i>
forecast	verb	To say what you think will happen in the future based on information that you have now.	<i>Experts are forecasting a recovery in the economy.</i>
projection (1)	noun	An estimate or a statement of what figures, amounts, or events will be in the future, or what they were in the past, based on what is happening now.	<i>Sales have exceeded (gone beyond) our projections.</i>
projection (2)	noun	The act of putting an image of something onto a surface; an image that is shown in this way.	<i>The projection of three-dimensional images on a computer screen was impressive.</i>
terrestrial	adj	Animals and plants that live on the land rather than in water, in trees or in the air.	<i>The plant is found in the Antarctic and grows in the hardest terrestrial (earthly) conditions on our planet.</i>
accumulate (1)	verb	To gradually (<i>slowly</i>) get more and more of something over a period of time.	<i>I seem to have accumulated a lot of books.</i>
accumulate (2)	verb	To gradually increase in number or quantity over a period of time.	<i>Debts began to accumulate.</i>
accumulation (3)	noun		<i>Accumulations of sand can be formed by the action waves on coastal beaches.</i>
strategy (1)	noun	A plan that is intended (<i>planned</i>) to achieve a particular purpose.	<i>It's all part of an overall strategy to gain promotion.</i>
strategy (2)	noun	The process of planning something or putting a plan into operation in a skilful way.	<i>We are working on new strategies to improve our marketing campaign (operation/movement).</i>
strategy (3)	noun	The skill of planning the movements of armies in a battle or war.	<i>The president held an emergency meeting to discuss military strategy with his defence commanders yesterday.</i>
adaptation (1)	noun	A film, movie, book or play that is based on a particular piece of work but has been changed for a new situation.	<i>Yesterday we watched the screen adaptation of Shakespeare's Macbeth.</i>



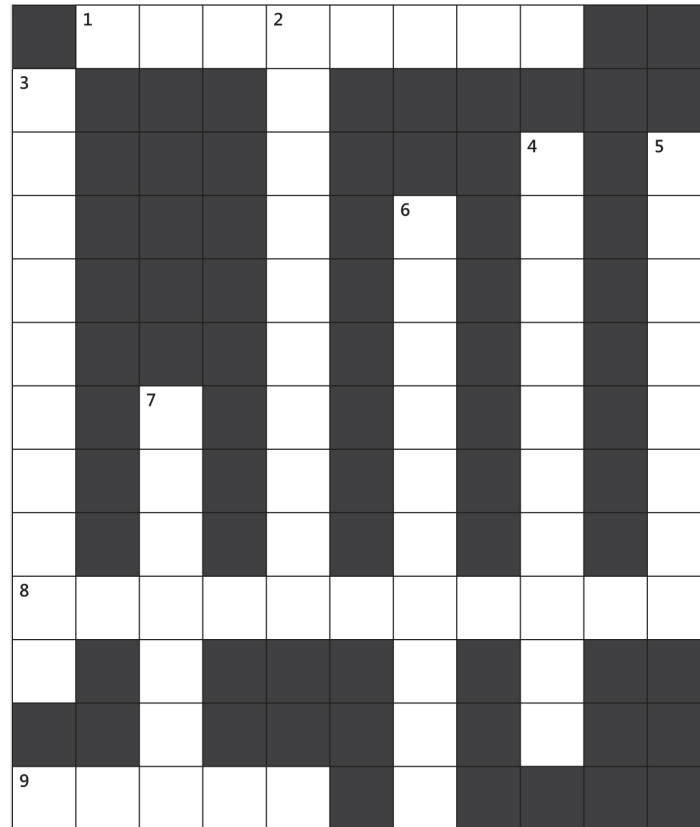
adaptation (2)	noun	The process of changing something, for example your behaviour, to suit a new situation.	<i>An adaptation of desert species to the hot conditions is that they look for food at night.</i>
buffer	noun	A thing or person that reduces a shock or protects somebody or something against difficulties.	<i>Support from friends and family act as a buffer against stress.</i>

Oxford Advanced Learner's Dictionary

 TIME CHECK	Sections	Suggested time input	Actual time spent
	Vocabulary Activity 2.2	±40 minutes	



Oceans Warming Faster than Realised



ACROSS

1. A plan that is intended to achieve a particular purpose.
8. Animals and plants that live on the land rather than in water, in trees or in the air.
9. An area of land, shaped like a triangle, where a river has split into several smaller rivers before entering the sea.

DOWN

2. To gradually get more and more of something over a period of time.
3. To increase, improve or add something.
4. The process of changing something, for example your behaviour, to suit a new situation.
5. Involving making fair, careful judgements about the good and bad qualities of somebody or something.
6. The act of putting an image of something onto a surface; an image that is shown in this way.
7. Connected to heat.

<http://www.crosswordweaver.com/index.htm?From=OCWM.puzzle>



**TIME
CHECK**

Sections

Vocabulary Activity 1.2

Suggested time input

25 minutes

Actual time spent



READING 2: Oceans Warming Faster than Realised

– By Marlowe Hood, AFP

Oceans Warming Faster than Realised

1.

According to United States climate researchers, the world's oceans have warmed 50 percent faster over the last 40 years than previously (*before*) thought due to [climate change](#). Higher ocean temperatures **expand** the volume of water, **contributing** to a rise in sea levels that is submerging (*sinking / under water*) small island nations and threatening to wreak havoc (*chaos*) in low-lying, densely-populated **delta** regions around the globe. The study, published in the British journal *Nature*, adds to a growing scientific chorus of warnings about the pace and consequences of rising oceans.

2.

[Rising sea levels](#) are driven by two things: the **thermal** expansion of sea water, and additional water from [melting sources of ice](#). Both processes are caused by global warming. The ice sheet that sits [atop Greenland](#), for example, contains enough water to raise world ocean levels by seven meters (23 feet), which would bury sea-level cities from Dhaka to Shanghai. Trying to figure out how much each of these factors contributes (adds) to rising sea levels is **critically** important to understanding climate change, and **forecasting** future temperature rises, scientists say.

3.

There has, however, been a gap between the **projections** of computer-based climate models, and the observations (*explanations*) of scientists gathering data from the oceans, which until now, has been difficult to understand. The numbers didn't add up," said Peter Geckler, a co-author of the study and a researcher at the [Program for Climate Model Diagnosis and Intercomparison](#) at the Lawrence Livermore Laboratory in California. "When previous

investigators tried to add up all the estimated contributions to sea level rise" -- thermal expansion, melting glaciers, ice caps and ice sheets, along with changes in **terrestrial** storage -- "they did not match with the independently (*separately*) estimated total sea level rise," he said.

4.

The new study, led by Catia Domingues of the Center for Australian Weather and Climate Research, is the first to reconcile (*settle*) the models with observed data. Using new techniques to assess (measure) ocean temperatures to a depth of 700 meters (2,300 feet) from 1961 to 2003, it shows that thermal warming contributed to a 0.53 millimeter-per-year rise in sea levels rather than the 0.32 mm rise reported by the Intergovernmental Panel on Climate Change (IPCC). "Our results are important for the climate modelling community because they boost confidence in the climate models used for projections of global sea-level rise resulting for the **accumulation** of heat in the oceans," Domingues said in a statement. "The projections will in turn assist in planning to minimise impacts, and in developing **adaptation strategies**," she added.

5.

The IPCC report was criticised for including only the impact of thermal expansion in its projections of sea level rises over the next century, despite recent studies showing that melting ice is a significant (*important / major*) - - and growing -- factor. The [planet's oceans](#) store more than 90 percent of the heat in the Earth's climate system and act as a temporary **buffer** against the effects of climate change.

Discovery Channel

<http://dsc.discovery.com/news/2008/06/18/ocean-warming-print.html>





Pre-reading Activities
LEARNING ACTIVITY 2.3:

[±60 MINUTES]

Paragraph 1

1. Do you think the information in this text is true or not? Why? Write your answer down.

2. Why are sea temperatures rising? Share your ideas with your partner.

3. Why should we be concerned (*worried*) about the consequences/ results of oceans rising? Share your ideas with your partner.

Paragraph 2

4. What does “are driven by...” mean?

5. What do the words “Both processes...” refer to?



Paragraph 3

6. Who is Peter Geckler?

7. What is meant by “they did not match”?

Paragraph 4

8. Can scientists do anything to stop terrible disasters from taking place? If so, what can they do?

Paragraph 5

9. How do the oceans protect us against global warming?



Reading carefully


10. Read the following statements carefully. Are they true or false? Go back to the text and read it again to help you.

10.1. Water is *not* influenced by temperatures rising in the atmosphere. TRUE FALSE

10.2. Glaciers and melting ice from areas like the Antarctic are causing sea levels to increase. TRUE FALSE

10.3. Scientists of Program for Climate Model Diagnosis and Intercomparison in California are the only scientists studying global warming. TRUE FALSE


10.4. It will not be useful to us (our planet) if we could know in advance what the effects of global warming will be. TRUE FALSE

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Learning Activity 2.3</i>	<i>60 minutes</i>	

**Start up Activity****GROUP ACTIVITY 3.1:**

[±25 MINUTES]

Think of the previous two texts and answer the following question: What causes global warming? Share your answer with your partner.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Start up Activity 3.1</i>	<i>25 minutes</i>	



**LEARNING ACTIVITY 3.1:****[±40 MINUTES]****Preparing to read.**

Think about the title of the next passage, “Millions pay a heavy price for a warmer world”.

1. Who or what are being referred to by the word “millions”?

2. What does the expression “... pay a heavy price...” mean? Share your answers with your partner.

3. Write down what you think the passage is about.

**TIME CHECK****Sections****Suggested time input****Actual time spent***Learning Activity 3.1**±40 minutes***Pre-reading Activities****VOCABULARY ACTIVITY 3.2:****[±40 MINUTES]**


Study the following words carefully before reading. When you have understood the words and their meanings, please complete the vocabulary activity below the word list.

Word	Part of speech	Definition	Example
------	----------------	------------	---------



arid	adj	(of land weather) having little rain; very dry.	<i>The desert is so arid that nothing can grow there.</i>
omen	noun	Something that is considered to be a sign of how a future event will take place.	<i>England's victory over France is a good omen for next week's match against Germany.</i>
ominous	adj	Something that is ominous suggests that something unpleasant is likely to happen.	<i>There was an ominous silence when I asked whether my contract was going to be renewed. The engine was making an ominous sound, so I wasn't surprised when the car broke down.</i>
frequency	noun	The number of times something happens within a particular period.	<i>The frequency of terrorist attacks seems to have fallen recently. The illness occurs with increasing frequency in older people.</i>
pound	verb	To hit or beat something or somebody repeatedly with a lot of force.	<i>I could feel my heart pounding as I went on stage to collect the prize. Nearly 50 people are still missing after the storm pounded southern France with heavy rains.</i>
catastrophe	noun	A sudden event that causes great trouble or destruction.	<i>They were warned of the ecological catastrophe to come. The emigration (mass departure) of scientists is a catastrophe for the country.</i>
demolish	verb	To destroy	<i>I think it's very bad that those houses had to be demolished so that a supermarket could be built.</i>
swarm	noun	A large group of insects, moving all together.	<i>(a swarm of bees/wasps/ants/locusts) The dead sheep was covered with swarms of flies.</i>
consume	verb	To use fuel, energy or time, especially in large amounts.	<i>That's the trouble of those big powerful cars, they consume too much fuel. He consumes vast quantities of chips with every meal.</i>
magnify	verb	To make something look larger than it is, especially by looking at it through a special piece of glass.	<i>Although your skin looks smooth, when magnified it is full of bumps and holes.</i>

Cambridge International Dictionary of English.

	TIME CHECK	Sections	Suggested time input	Actual time spent
		Vocabulary 3.2	±40 minutes	



**VOCABULARY ACTIVITY 3.2:****[±35 MINUTES]**

Rewrite the following words in the order in which they appear in the in the text below. When you have completed this, write the meanings of each word in the space provided next to the word.

- | | |
|------------|----------------|
| 1. Ominous | 6. Arid |
| 2. Omen | 7. Catastrophe |
| 3. Swarm | 8. Demolish |
| 4. Consume | 9. Swarm |
| 5. Magnify | 10. Pound |

Words	Meanings
1.	→
2.	→
3.	→
4.	→
5.	→
6.	→
7.	→
8.	→
9.	→
10.	→

**TIME CHECK****Sections****Suggested time input****Actual time spent***Vocabulary activity 3.2**±35 minutes*

READING 3: Millions pay a heavy price for a warmer world

– Mail and Guardian Newspaper: “Africa’s best read”

Millions pay a heavy price for a warmer world

1. Floods and droughts can happen with or without global warming. But the drought and famine in Ethiopia, the desertification (*process of becoming a desert*) of Rajasthan, the **arid** farmland of the US west, and the towns in Mozambique and Venezuela swept by storms and floods, are beginning to look like pieces in the same **ominous** puzzle. “You can’t ever say that a hurricane or a flood or a drought is because of global warming,” said one disaster expert. “What you can say is that global warming makes any of these more likely.”

2. One of the first predicted (*expected*) results of the greenhouse effect was that a warmer world would be accompanied by a greater **frequency** of “extreme” events. This is because more heat should mean more evaporation and more wind energy, and therefore more violence. So far, events have matched predictions with frightening accuracy. Islands usually hit by a cyclone once in a century have been **pounded** four times in a decade. Rivers that used to dry up once every year few decades are now failing to reach the sea on 100 or more days a year. Seven of the hottest years ever recorded were in the 1990s.

3. The hottest year of the decade was 1998. It was also according to the insurance giant Munich Re, one of the most expensive, with a total of 80 separate natural **catastrophes** caused by the influence of El Nino, a centre of heat in the Pacific which periodically tips climate patterns upside down, sparking fires in tropical rainforests and floods on barren (*infertile/desolate*) lands. That year was marked by terrible floods in China, disastrous ice

storms in the US, and a huge cloud of smoke and flames over Indonesia. It also saw some of the most destructive hurricanes ever to hit central America, **demolishing** hillsides and sweeping away villages and cropland.

4. Storms are reported by governments and the news media as single and separate events, but they are not. When winds die down the floodwaters move away, life does not return to normal. Victims will have lost their homes, their livestock and their savings, and they will face malnutrition (*undernourishment*) and waterborne diseases.

5. And a year or two later, when the land is green again, they could also face plagues of locusts. For most of the time, locusts dwell in little groups in arid regions. But every few years, after rain has multiplied the vegetation, they suddenly **swarm**. One swarm in north Africa in 1988 was measured at 75 miles by 16 miles. It was estimated to contain 15 billion insects **consuming** 300 000 tones of greenstuff a day. “You don’t see soil any more, you don’t see plants,” said one scientists. “It covers everything like a thick fabric. All you hear is chewing.”

6. Scientists working together have helped limit locust plagues around the Mediterranean, and meteorologists warn governments about windstorms and floods, but drought is another matter. Droughts tend to do their worst on land that is already arid, and where societies are already poor. Global warming will **magnify** all these problems.

Mail and Guardian Newspaper: “Africa’s best read”





LEARNING ACTIVITY 3.3:

[±60 MINUTES]

Paragraph 1

1. Underline the complete **subject**¹ of sentence two. [Hint: the verb is “are beginning”].

2. What does “these” refer to in ‘... global warming makes any of these more likely’?

Paragraph 2

3. What does “this” refer to in “This is because more heat..”?

4. If “Rivers used to dry up once every few decades,” how often did these rivers dry up?

(a) three times in ten years **(b)** one time in thirty years

5. The writer uses different phrases to express the same meaning. What word or phrase does the writer use to mean the same as the underlined words:

5.1. Islands usually “hit” by a cyclone =

5.2. Rivers used to “dry up” =

¹ Skills pack: Concord in texts (pg 2)



Paragraph 3

6. What does "it" refer to in "It also saw some of the most destructive...?"

7. What does "EL Nino tips weather patterns upside down" mean?

Paragraph 4

8. What two words can be added to complete this sentence:

"... but they are not _____"

9. What does "face" mean in "... they will face malnutrition and waterborne diseases"?

Paragraph 5

10. What does the word "they" refer to in "... they could also face plagues...?"

11. What does "it" refer to in "It covers everything...?"



Paragraph 6

12. What is meant by the expression “do their worst” in the second sentence?



TIME CHECK

Sections

Suggested time input

Actual time spent

Learning activity 3.3

±60 minutes



LEARNING ACTIVITY 3.4:

[±60 MINUTES]

1. Rewrite the **topic sentence**² of each paragraph below: [Hint: The topic sentence is the sentence that contains the main idea of the paragraph. All the other sentences support the topic sentence.]

1.

2.

3.

4.

5.

² Skills pack: Review material (g 34)



6.



2. With your partner, summarise each paragraph in one sentence.

1.


2.

3.

4.

5.

6.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Learning activity 3.4</i>	<i>±60 minutes</i>	



Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I DON'T FEEL CONFIDENT
Learning outcome 1 – Use a reading strategy to organise and understand texts		
Learning outcome 2 – Identify and understand the connective words in texts		
Learning outcome 3 – Extend vocabulary		
Learning outcome 4 – Use skills to write a paragraph		
Learning outcome 5 – Accurately complete tasks		

Now answer the following questions honestly:


- 1 What did you like best about this section?

- 2 What did you find most difficult in this section?

- 3 What do you need to improve on?



4 How will you do this?

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Reflection Activity</i>	<i>±30 minutes</i>	





PART 2 – GLOBAL WARMING:

Glossary of difficult words

[±40 MINUTES]

Match the meanings of the words in columns A and B by placing the correct numbers of the synonyms in column B next to the words in column A

Example:

A		B
radical	2	1. complete
		2. drastic
		3. favourable

Now do the following:

A		B
reconcile	□	1. increase
ability	□	2. important
viz.	□	3. undernourishment
disastrous	□	4. correctly
extracted	□	5. namely
previously	□	6. stopping
troublesome	□	7. energetic
negligence	□	8. fast
complicated	□	9. chaos
submerging	□	10. removed
disadvantages	□	11. adds
accurately	□	12. skill
reducing	□	13. gone beyond
rise	□	14. expected
exceeded	□	15. shortcomings
vigorous	□	16. worrying
exacerbating	□	17. slowly
terrestrial	□	18. terrible



rapid		19. dropping
campaign		20. earthly
significant		21. planned
concerned		22. settle
gradually		23. explanations
predicted		24. infertile/desolate
emigration		25. operation/movement
intended		26. worsening
independently		27. mass departure
desertification		28. sinking / under water
retreat		29. before
assess		30. complex
observations		31. measure
havoc		32. worried
barren		33. moving away
contributes		34. carelessness
malnutrition		35. important / major
preventing		36. process of becoming a desert
essential		37. separately



**TIME
CHECK**

Sections

*Glossary of difficult
words*

Suggested time input

±40 minutes

Actual time spent



Part 2 – overall time check

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Introductory group activity</i>	<i>±20 minutes</i>	
	<i>Start-up activity 1.1</i>	<i>±60 minutes</i>	
	<i>Vocabulary 1.2</i>	<i>±40 minutes</i>	
	<i>Vocabulary 1.2 activity</i>	<i>±25 minutes</i>	
	<i>Learning activity 3.1</i>	<i>±60 minutes</i>	
	<i>Learning activity 2.1</i>	<i>±30 minutes</i>	
	<i>Vocabulary 2.2</i>	<i>±40 minutes</i>	
	<i>Vocabulary 2.2 activity</i>	<i>±30 minutes</i>	
	<i>Learning activity 2.3</i>	<i>±60 minutes</i>	
	<i>Start up activity 3.1</i>	<i>±25 minutes</i>	
	<i>Learning activity 3.1</i>	<i>±40 minutes</i>	
	<i>Vocabulary 3.2</i>	<i>±40 minutes</i>	
	<i>Vocabulary 3.2 activity</i>	<i>±35 minutes</i>	
	<i>Learning activity 3.3</i>	<i>±60 minutes</i>	
	<i>Learning activity 3.4</i>	<i>±60 minutes</i>	
	<i>Assessment activity 3.4.3/4</i>	<i>±60 minutes</i>	
	<i>Reflection activity</i>	<i>±30 minutes</i>	
	<i>Glossary words activity</i>	<i>±40 minutes</i>	
	<i>Skills pack materials</i>	<i>±240 minutes</i>	
	<i>Estimated total time for Part 2</i>	<i>17 hours</i>	





Part 3:

Values-based living in a changing world

English Literacy & Language Development, Workshop Series 2010

Part 3: Values-Based Living in a Changing World

1. Introduction

Much of what we do in our daily lives is driven by the values we hold. These values define (*identify*) our responses, guide our choices, and set us on the journey of life. Our journeys may be seen as evidence (*proof*) of our choices. We choose who we want to be, how we want to live, what we will experience and where our journeys will take us. We will need to develop emotional intelligence while on this journey. This competence (*ability*) will allow us to be successful at various levels. So, we need to make sure that our values are positive and strong, which will display our emotional intelligence.

Learning outcomes

By the end of part 3, learners will demonstrate their ability to:

- defend a choice of a specific set of values in a logical, ordered manner.
- study the different values expressed in different fables.
- discover personal values by writing journal entries.
- read texts and ask questions about the ways in which the words and ideas are connected in these various texts.
- write responses in which learners reflect critically on their own values.
- look at how personal values play a part in reasoning and change this reasoning to accommodate other learners' meanings in a group.
- reflect critically on own learning.
- answer questions to follow-up activities that are aimed at making learners aware of and improving skills in reading, listening, speaking and writing.

2. Learning Activities

Scan the text, “Emotional stability sends you to the top”, before you start with the pre-reading activities below.



Pre-reading Activities

START-UP ACTIVITY 2.1:

[±40 MINUTES]

1. Look at the following situation:

There is a group of popular students at university and you very much want to be accepted as a member of their group. They tell you that you can be a member of their group if you agree to help them vandalise some classrooms on campus one Saturday night. You agree and participate in the vandalism. However, they all get caught by security on campus, and you manage to escape without being spotted. They do not let on that you were also party to the vandalism, but they do not accept you as one of their group after the incident either.

2. Now, let's look at one of Aesop's fables; see if you can determine who the Crane and Wolf are in terms of the above-mentioned situation and note how values can influence behaviour:

The Wolf and The Crane

A WOLF who had a bone stuck in his throat hired a Crane, for a large sum, to put her head into his mouth and draw out the bone. When the Crane had extracted the bone and demanded the promised payment, the Wolf, grinning and grinding his teeth, exclaimed: "Why, you have surely already had a sufficient recompense (*reward*), in having been permitted (*allowed*) to draw out your head in safety from the mouth and jaws of a wolf." In serving the wicked, expect no reward, and be thankful if you escape injury for your pains.

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Last updated Monday, 23-May-2005 15:56:05 GMT

<http://www.literature.org/authors/aesop/fables/chapter-10.html>



**GROUP ACTIVITY 2.1.1:****[±30 MINUTES]**

In pairs, discuss the values that are evident (*clear*) from the behaviour of both the Wolf and the Crane. Then, on your own, write a 50-word paragraph in which you give an outline of these values. Use the space below for your paragraph:

**TIME CHECK****Sections****Suggested time input****Actual time spent***Pre-reading learning activity 2.1**±40 minutes**Activity 2.1.1**±30 minutes***LEARNING ACTIVITY 2.1.2:****[±60 MINUTES]**

Now, on your own, search the world-wide web for on-line collections of fables. Select two of them, and in pairs, discuss the actions of the characters and what you think their values are. Then, individually (on your own), write out what you have learnt about the values from these two fables. Do not write more than two short paragraphs. Use the space below.



**GROUP ACTIVITY 2.1.3:****[±30 MINUTES]**

In pairs, re-tell the story of the Wolf and the Crane from the Crane's perspective; in other words re-tell the story as if you were the Crane.

**TIME CHECK****Sections****Suggested time input****Actual time spent***Activity 2.1.2**±60 minutes**Activity 2.1.3**±30 minutes*



Pre-reading Activities

START-UP ACTIVITY 2.2:

[±40 MINUTES]

Read the text, “Emotional stability sends you to the top”, below before you match the words and their meanings in the following table. For each of these words, prepare a concept card. If you do not know what a concept card is, please search the following URL for more information:

http://www.indiana.edu/~l517/concept_cards.htm

This website explains why and how concepts cards are used. An example is also discussed. Using concept cards is a useful way of promoting (*helping*) one’s reading skills.

Stability	Making an effort to establish and develop something
Progressive	To deem (believe) equal or the same
Instinctively	To act with caution
Edge	When something is not likely to change
Cultivate	To pass on to
Implement	Something challenging or trying
Tactfully	Victories
Transferred	Able to identify with another person
Equate	Reactions given unthinkingly, and spontaneously
Empathy	Recognizing someone or something
Triumphs	Stubbornly committed to an idea
Trials	Overreacting to criticism
Acknowledge	To have an advantage over others
Adamant	To put a plan or system into operation
Defensive	New and modern ideas, encouraging positive change



TIME CHECK

Sections

Pre-reading learning activity 2.2

Suggested time input

±40 minutes

Actual time spent





Pre-reading Activities

LEARNING ACTIVITY 2.3:

[±30 MINUTES]

Complete the following sentence beginnings:

If I had to select three important values, I would select the following:

Firstly, I believe that...

Secondly, I am committed to...

Finally, if we want to survive as a nation, we have to...



TIME CHECK

Sections

Pre-reading learning activity 2.3

Suggested time input

±30 minutes

Actual time spent



While-reading Activity

LEARNING ACTIVITY 2.4:

[±120 MINUTES]

While you read the text below, apply the principles of **SQ4R**¹. For a summary of the strategy, page to the while-reading section of **Part 4** of the module (on **Xenophobia**). Then answer the questions that follow after the text in the space following each question:

¹ Skills Pack: Review material (pg 21)



READING 1: Emotional stability sends you to the top

– Published on the Web by IOL on 2003-01-30 10:31:05

Emotional stability sends you to the top

1.

Progressive leaders are emotionally stable leaders. They are the ones others instinctively (*automatically*) turn to during a crisis (*emergency/disaster*).

2.

This quality of leadership is called emotional intelligence, and it's the competitive (*ready for action*) edge that professionals can cultivate (*develop*) to help themselves make it to the top.

3.

Changing your emotional response to others is considered a "behaviour change".

4.

These are the most difficult changes to implement (*apply*) and maintain (*keep*).

5.

Changing habits and behaviour takes more than awareness and self-knowledge.

6.

This is why traditional training, such as books, audio tapes, video training and workshops, often fall short in creating long-term change.

7.

Monique Rissen-Harrisberg, CEO of The Voice Clinic, offers the following advice:

Tactfully (*thoughtfully/sensitively*) **handle the negative.** It seems regardless the size of the organisation you work for, that negative people will always be present.

8.

These are the ones who continually complain, create confrontations (*conflict*) and lack control of their emotions. If their contribution to your team does not outweigh (*overshadow*) the damaging attitude, you may want to consider having them transferred to a position where they would be more suited.

9.

Be aware of these personality types and prepared to handle the challenges they will bring to you.

10.

Stay in integrity (*honesty*) **with your values.** Emotional control does not equate (*compare*) to silence. Just the opposite. When a difficult subject needs to be addressed, you will be fully able to do so with a level head.

11.

When the truth needs to be told, you will be a person others look to. By showing others you have integrity and stand by your values you will define your reputation.

12.

Express your emotions. Expressing empathy and being emotionally honest is one of the things that will make you a true leader.

13.

When you share your strengths, weaknesses, triumphs and trials honestly with those around you, you make a more personal connection.

14.

Let us never forget, people follow those they like. While your primary (*main*) concern at the office may not be to make friends; opening yourself up to your team will help develop a sense of trust and loyalty towards you.

15.

Acknowledge rather than agree. It is possible to acknowledge (*accept*) that someone has a different point of view than you have without agreeing with it.

16.

What happens, more often than not, is that the more strongly someone disagrees with us the more adamant (*obstinate*) we become about convincing them we are right.

17.



Before the situation gets out of control, ask yourself: "How important is it that they agree with me?" If the answer comes down to a matter of personal pride - let it go.

18.

Learn rather than defend. Instead of going into a defensive mode and trying to protect or force your views, learn from the situation.

19.

Ask yourself what is really going on with that upset employee or co-worker.

The Voice Clinic can be contacted at 011 880 2334 or visit www.thevoiceclinic.com
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Answer the following questions once you have read the whole text. Remember to use the spaces provided below. To make it easier for you, the relevant text has been repeated in blocks.

Read paragraphs 1 and 2:

-
1. Progressive leaders are emotionally stable leaders. They are the ones others instinctively turn to during a crisis.
 2. This quality of leadership is called emotional intelligence, and it's the competitive edge that professionals can cultivate to help themselves make it to the top.
-

1. Paragraph 1: To which word in sentence 1 does the personal pronoun², "they," refer?

2. Find two words that have opposite meanings in paragraph 1.

3. Identify a redundant³ (*unnecessary*) word in the first paragraph.

² Skills pack: Cohesion in texts (pg 15)

³ Skills pack: a section on redundancy should be included under Cohesion in texts (pg 15)



-
-
4. What does the phrase, "this quality of leadership", in paragraph 2 refer to in sentence 1?

5. The phrase "competitive edge" refers back to several phrases in the two sentences. Identify them.

Read paragraphs 3, 4, 5 and 6:

-
3. Changing your emotional response to others is considered a "behaviour change".
4. These are the most difficult changes to implement and maintain.
5. Changing habits and behaviour takes more than awareness and self- knowledge.
6. This is why traditional training, such as books, audio tapes, video training and workshops, often falls short in creating long-term change.
-

6. Summarise paragraphs 3 to 6 in six words.

7. What are the most difficult changes to implement (*put into action*) and maintain?



8. According to the author, why does traditional training often fail to create change in individuals?

Read paragraphs 8 to 10:


7. **Tactfully handle the negative.** It seems regardless the size of the organisation you work for, that negative people will always be present.
8. These are the ones who continually complain, create confrontations and lack control of their emotions. If their contribution to your team does not outweigh the damaging attitude, you may want to consider having them transferred to a position where they would be more suited.
9. Be aware of these personality types and prepared to handle the challenges they will bring to you.
-

9. Explain how the various words in paragraphs 8 to 10 are physically linked together in the text, and how they are linked together in a logical way.

10. Identify all the words in these paragraphs that are related to the word "challenges" in paragraph 10.



12. Summarise these paragraphs in two 12-word sentences.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Skills pack – SQ4R study</i>	<i>±60 minutes</i>	
	<i>While-reading learning activity 2.4</i>	<i>±120 minutes</i>	
	Total time	±180 minutes	

Comment section:

- These activities are aimed at developing your skills to access the meanings in a text.
- To understand how words in a text are related will develop your view of the meanings in a coherent (*logical*) message.
- To produce text of your own is proof that you understand the messages you have processed, and that you are able to produce original text.



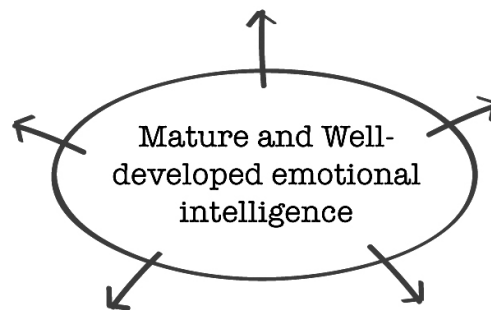
**GROUP ACTIVITY 2.9:**

[±240 MINUTES]


Read the text above once more before you complete the following communication-gap exercise. First, you will work individually, and then in the **scenario** section, you have to debate (*discuss*) your point of view with your class mates:

Communication-gap exercise

1. **Mind-map**⁴ the five points associated with mature and well-developed emotional intelligence.



2. **Prepare a PowerPoint** presentation of the five points.
3. **Scenario:** You have to convince (*encourage/persuade*) your audience of your point of view. Using your PowerPoint presentation as a support device (*tool*), argue a case for your position. Your class mates are required to question the position you take.
4. **Follow-up:** How would you modify (*adapt*) your reasoning? How would you accommodate the points your friends made in their questioning your thinking?
5. **Task:** List at least three points you would want to add and/or change in your presentation to make the message more successful. List them in the space below:

 TIME CHECK	Sections	Suggested time input	Actual time spent
	Group Learning Activity 2.9	±240 minutes	

⁴ Skills pack: include a section on mind-mapping



3. Assessment Activities



ASSESSMENT ACTIVITY 3.1:

Journal entries

[±90 MINUTES]

The purpose of this assessment task is to assess your ability to write a page on your experience, or any topic you may have selected.

Select two of your journal entries from the past two weeks. You have to feel comfortable sharing the information with your facilitator. Improve them so that they clearly show that you are a person with strong values.

(the rubric can be found on the next page)

The following rubric will be used:

Dimension [Poor]	Scale	Dimension [Excellent]
Coherence: illogical ideas, confusing and incomplete	1 2 3 4 5 6 7 8 9 10	Coherent, integrated ideas, holistic response
Cohesion: Sentence and paragraph inconsistency	1 2 3 4 5 6 7 8 9 10	Sentence and paragraph consistency and balance
grammar and communication errors	1 2 3 4 5 6 7 8 9 10	Very accurate and style excellent
Values are not identified, nor clearly expressed	1 2 3 4 5 6 7 8 9 10	Values are clearly expressed
Score Performance-enhancing feedback:		



TIME CHECK

Sections

Suggested time input

Actual time spent

Assessment Activity 3
activity 2.3

±90 minutes



**ASSESSMENT ACTIVITY 3.2:**

PowerPoint presentation

[±90 MINUTES]

The purpose of this assessment task is to see whether you are able to use PowerPoint successfully for a presentation based on your work in **Group learning activity 2.9** above.

Your PowerPoint presentation, prepared and presented as part of the group activity, will be assessed in terms of the following rubric:

PowerPoint Presentation Rubrics [30 marks per presentation]

Criteria [Unacceptable]	Scale	Criteria [Exemplary]
Content and ideas are not at all clear	1/2 3/4 5/6 7/8 9/10	Content and ideas are clear
The presentation is poorly organised (with no introduction or conclusion)	1/2 3/4 5/6 7/8 9/10	The presentation is well organised (with a clear introduction and conclusion)
Language use (e.g., spelling; grammar) is very poor	1/2 3/4 5/6 7/8 9/10	Language use (e.g., spelling; grammar) is excellent

Comments and Suggestions for Improvement:

Score: _____ / 30/3 = 10 MARKS

**ASSESSMENT ACTIVITY 3.3:**Consolidating (*joining/fusing*) your vocabulary

[±90 MINUTES]

The purpose of this assessment task is to see whether you have mastered the meanings and structures linked to the vocabulary exercise


Return to the diagram in **Pre-reading learning activity 2.2** where you had to match the words and their meanings. Now, in a paragraph of not more than 150 words, use all these words in your written response.

The rubric following will be used to assess the response: **(the rubric continues on the next page)**

Dimension [Poor]	Scale	Dimension [Excellent]
Coherence: illogical ideas, confusing and incomplete	1 2 3 4 5 6 7 8 9 10	Coherent, integrated ideas, holistic response



Dimension [Poor]	Scale	Dimension [Excellent]
Cohesion: Sentence and paragraph inconsistency	1 2 3 4 5 6 7 8 9 10	Sentence and paragraph consistency and balance
grammar and communication errors	1 2 3 4 5 6 7 8 9 10	Very accurate and style excellent
Values are not identified, nor clearly expressed	1 2 3 4 5 6 7 8 9 10	Values are clearly expressed
Score Performance-enhancing feedback:		

 TIME CHECK	Sections	Suggested time input	Actual time spent
	3.3 Consolidating (joining/fusing) your vocabulary	±90 minutes	

4. End of section comments

Please note that all these activities are based on your ability to use background knowledge (information you already know) to help you understand and access new information. In order for you to understand any new information, you must be able to understand what you read in terms of how ideas are. The questions are formulated to help you see the relationships between how ideas are formed in a text and the meanings they have. You are required to produce both written and spoken responses. In the next section, you are given feedback so that you can evaluate yourself. The responses below are often follow-up tasks and examples which serve as guidelines as you produce your own responses.



5. Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I DON'T FEEL CONFIDENT
Defend a choice of a specific set of values in a logical, ordered manner.		
Study the different values expressed in different fables.		
Discover personal values by writing journal entries.		
Read texts and ask questions about the ways in which the words and ideas are connected in these various texts.		
Write responses in which learners reflect critically on their own values.		
Look at how personal values play a part in reasoning and change this reasoning to accommodate other learners' meanings in a group.		
Reflect critically on own learning.		
Answer questions to follow-up activities that are aimed at making learners aware of and improving skills in reading, listening, speaking and writing.		

Now answer the following questions honestly:

- 1 What did you like best about this section?

- 2 What did you find most difficult in this section?



3 What do you need to improve on?

4 How will you do this?

3. How has your journaling helped you in becoming more productive?



**TIME
CHECK**

Sections

Suggested time input

Actual time spent

Tracking my progress

±40 minutes




PART 3 – VALUES-BASED LIVING IN A CHANGING WORLD:
Glossary of difficult words
[±40 MINUTES]

Match the meanings of the words in columns A and B by placing the correct numbers of the synonyms in column B next to the words in column A

Example:

A		B
radical	2	1. complete
		2. drastic
		3. favourable

Now do the following:


A		B
recompense	□	1. clear
implement	□	2. ability
promoting	□	3. ready for action
equate	□	4. out of use
novel	□	5. believe
perspective	□	6. honesty
define	□	7. method
acknowledge	□	8. conflict
tactfully	□	9. understandable
instinctively	□	10. overshadow
consolidating	□	11. develop
adamant	□	12. emergency/disaster
evident	□	13. reward
confrontations	□	14. logical
logically	□	15. identify
evidence	□	16. accept
latter	□	17. main
activate	□	18. thoughtfully/sensitively



outweigh		19. tool
redundant		20. apply
competence		21. keep
competitive		22. viewpoint
debate		23. automatically
maintain		24. allowed
deem		25. compare
primary		26. obstinate
comprehensible		27. adapt
device		28. last
coherent		29. sensibly
crisis		30. proof
convince		31. joining/fusing
modify		32. discuss
procedure		33. original
integrity		34. trigger
permitted		35. helping
cultivate		36. encourage/persuade


**TIME
CHECK**
Sections
*Glossary of difficult
words*
Suggested time input
±40 minutes
Actual time spent


Part 3 – Overall time check

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Pre-reading learning activity 2.1</i>	<i>±40 minutes</i>	
	<i>Activity 2.1.1</i>	<i>±30 minutes</i>	
	<i>Activity 2.1.2</i>	<i>±60 minutes</i>	
	<i>Activity 2.1.3</i>	<i>±30 minutes</i>	
	<i>Pre-reading learning activity 2.2</i>	<i>±40 minutes</i>	
	<i>Pre-reading learning activity 2.3</i>	<i>±30 minutes</i>	
	<i>Skills pack – SQ4R study</i>	<i>±60 minutes</i>	
	<i>While-reading learning activity 2.4</i>	<i>±120 minutes</i>	
	<i>Group Learning Activity 2.9</i>	<i>±240 minutes</i>	
	<i>Assessment Activity 3</i>	<i>±90 minutes</i>	
	<i>3.3 Consolidating (joining/fusing) your vocabulary</i>	<i>±90 minutes</i>	
	<i>Tracking my progress</i>	<i>±40 minutes</i>	
	<i>Glossary of difficult words activity</i>	<i>±40 minutes</i>	
	<i>Estimated total time for Part 3</i>	<i>15 hours</i>	

References

FABLES

Online Literature Library, sponsored by [Knowledge Matters Ltd.](http://www.knowledgematters.com) The URL for fables in Part 4: <http://www.literature.org/authors/aesop/fables/chapter-10.html>

CONCEPT CARDS

Visit the following URL: http://www.indiana.edu/~l517/concept_cards.htm

IOL ARTICLE

“Emotional stability sends you to the top” at www.iol.co.za





Part 4:

Xenophobia – Let's go reading for a purpose

Part 4: Xenophobia – Let's go reading for a purpose

1. Introduction

Attacks on foreigners in South Africa have prompted (*encouraged*) many Africans to leave the country – to return to their home countries. These countries, we are often reminded, hosted the armed wing of the ANC during the liberation (*freedom*) struggle. Has the liberation struggle conveniently been forgotten? Have the experiences of ubuntu, extended to the ANC in exile, been dumped? This module deals with xenophobia, and its opposite; hence, the question: Where has ubuntu gone? (ubuntu - the idea that people are not only individuals, but live in a community and must share things and care for each other.)

Learning outcomes

By the end of part 4 of this module, students will demonstrate their ability to

- keep a personal journal in which they write half a page on their experiences and views;
- explore the meanings of words as they are used in texts, using mind-maps to record interesting information about how words, phrases and sentences are used to express meaning;
- use De Bono's random-word technique to explore the meanings of words and sentences;
- complete various pre-reading activities before the text is study-read;
- complete both while-reading and pre-reading activities in order to understand meanings and forms in texts;
- apply the Survey-Question-Read-Review-Recite-Recall reading strategy
- take part in group discussion to prepare for tasks;
- write paragraphs and one-page responses on the theme of xenophobia;
- prepare and present a PowerPoint presentation on xenophobia; and
- participate in communication-gap activities.

2. Learning Activities



Pre-reading Activities LEARNING ACTIVITY 2.1:

[±290 minutes +
[30 minutes per day for journaling]

Resource:

Review the file on the [connectedness](#)¹ of words in a text, which has been included in the Skills Pack. [±180 minutes]

Journaling:

Learning activity 2.1 is aimed at developing your sense of your own voice (in writing). We would like you to write half a page per day on any topic. How is this relevant to the theme of xenophobia? By the end of Part 4, we expect you to be able to write out your views on xenophobia and accurately record your opinion. [±30 minutes per day]

What is important is that you should not research the topic, no, all you have to do is write half a page in long-hand on any topic you find interesting. The purpose is to reflect on and record your own views. As you write, you will experience your personal voice. You may write on any topic, including topics you dealt with in other modules. There is a requirement: it has to be your personal account. A hint: write out your ideas as they appear in your mind.

For students who are interested in this approach, we recommend the following text: Cameron, J. 1993. *The Artist's Way*. Basingstoke and Oxford: Panbooks. For purposes of your journal, please click on this link for a more conscious and technical approach: To explore the advantages of journaling², refer to your Skills Pack. [±60 minutes]

Before you do the Pre-Reading activities below, go to page 6. Scan the text to gain an idea of what it is about. [±20 minutes]



TIME CHECK

Sections	Suggested time input	Actual time spent
<i>Review Cohesion in Texts</i>	±180 minutes	
<i>Daily journal entries</i>	±30 minutes p/d	
<i>Review Journaling</i>	±60 minutes	
<i>Scan of text</i>	±20 minutes	
Total	±290 minutes	

¹ Skills pack: Cohesion in Texts, page 11

² Skills pack: Journaling academic arguments – Developing your own voice, page 8





PRE READING LEARNING ACTIVITY 2.2:

Let's look at words in a text on xenophobia

[±90 minutes]

In pairs, draw a mind-map of the meanings linked to the following words and phrases. For each of them, mind-map your responses before you discuss them with your partner. Write out a paragraph in which you describe events that illustrate (*demonstrate*) their meanings:

1. Xenophobia

Clues and questions:

Xeno- means "something or someone strange", while -phobia refers to "an excessive (*extreme*) fear"

- What do we call a fear of open spaces? _____
- What do we call a fear of heights? _____
- Do you have any phobias? _____
- Do you suffer from xenophobic? _____
- What is the opposite of xenophobia? _____
- How is ubuntu connected to xenophobia? _____

Scenario:

What would your reaction be if a good friend of yours said the following: "You know, foreigners come into South Africa with only one objective (aim): to use the system. We then go to the back of the queue for everything, from jobs to homes." In pairs, discuss whether this view is xenophobic or not.

Record your ideas in the space below:

2. Commission of Inquiry

Clues and questions:

What is a Commission of Inquiry?



Scenario:

Sometimes events take place that have major social consequences. The authorities then tend to ask for Commissions of Inquiry. In pairs, list two issues you would want investigated in South Africa today. Give at least two reasons for your choice.

Write down your ideas in the space below:

3. Alleged xenophobic attacks

In pairs, discuss the following clues and questions that are related to this phrase: What does the word “alleged” mean? Why do we use the term? Why would we use the term “alleged” to refer to these kinds of events in South Africa? Now look up these words in a dictionary, either in hard copy or in a free, online dictionary. Google “free online dictionaries” for this resource.

Write down your ideas in the space below:

4. Impartial view

In pairs, discuss the following clues and questions that relate to the phrase: Once you have decided on what the term means and when you would use it, explain the following related words: bias, angle, and vantage point. To add to your pair work, discuss the following question: Why is it important for you to maintain an impartial view when you think about big issues? Is it possible to be neutral?



Write down your ideas in the space below:

5. Extent vs extend

In pairs, work out what the difference is between extent and extend in “*extent* of the problem” and “*extend* your point of view”?

Write down your ideas in the space below:

6. Investigate how perpetrators *instigated* xenophobic violence

Explain the difference between “investigate” and “instigate”. Which other word in the phrase tells you that the word “instigate” has a negative meaning?

Write down your explanation in the space below:



7. An advocacy campaign

How would you write “advocacy” as a noun (naming word)? What cause would make you become an advocate for change? What is the opposite (a near antonym) of advocacy?

Write down your explanation in the space below:

8. Exaggerated estimates

What is an estimate? What is the opposite of “exaggerated”?


Write down your explanation in the space below:

9. Acknowledge the impact of the crisis

What does it mean if you “acknowledge” something or someone? What is the plural of crisis?

Write down your answer in the space below:



 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Pre-reading learning activity 2.2</i>	± 90 minutes	



PRE READING LEARNING ACTIVITY 2.3:
Embedding phrases in a personal text

[± 40 minutes]


Read the four phrases below. Write a forty-word paragraph in which you use and link all these phrases to form a paragraph that makes sense. The topic has to be:

My personal views on xenophobia.

- ... an irrational fear or hatred of foreigners ...
- ... the opposite of ubuntu ...
- ... they contribute to the economy ...
- ... should be investigated

Write your paragraph in the space below:



 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Pre-reading learning activity 2.3</i>	<i>±40 minutes</i>	



PRE READING LEARNING ACTIVITY 2.4:

Generating new meanings
– De Bono’s random-word technique

[±40 minutes]

De Bono’s random-word technique:

Look up the meanings of the word “detergent”. Use these meanings to write about xenophobia. First, work in pairs and discuss how the random word is related to xenophobia. Second, write a response following the example below.

Example:

Let us use the word “recycle” as our random word. The word means the following: “convert waste to re-usable material”. If we look at xenophobia, we have to be appalled at what South Africans have done to foreigners from the rest of Africa.

Ironically, a significant (*large*) number of South Africans were killed because they were thought to be foreigners. All South Africans have to think about where they stand with regard to xenophobia: those meanings we hold which are xenophobic have to be converted (*transformed/changed*) into positives. We need to switch from xenophobia to ubuntu. These terms are opposites. We consistently (*constantly*) have to ask ourselves how caring and how tolerant we are of others.

Record your paragraph in the space below:



**TIME CHECK****Sections****Suggested time input****Actual time spent**

Pre-reading learning activity 2.4

±40 minutes

**WHILE – READING ACTIVITY 2.5:**

[± 120 MINUTES]

Read the text below. Use the **SQ4R active reading approach** to make sense of the text. Follow the steps outlined below:

- **Survey** the text (look at the title, the introductory paragraph, the headings, the first sentence of each paragraph, the body, the conclusion). Get a general idea of the theme.
- **Question** Ask the following questions about all aspects of the text: Who did what, when, where, how and why?
- **Read** the text. Ask questions about the text as your understanding of the text grows. Use **graphic organizers** to make note of the arguments and facts.
- **Recite** the gist (*general idea*) of the argument (or any information captured in the **graphic organizers**)
- **Review** your interpretation (*understanding/analysis*) of the text and how you see the author’s argument.
- **Relate** the information in the text to ideas or background you already have or information in other texts.



For more information on SQRRRR (SQ4R), we suggest that you review the following URLs:

http://www.fastol.com/~renkwitz/sq4r_study_method.htm

Or <http://forpd.ucf.edu/strategies/stratsq4r.html>.

Cross-field task:

Choose a section of text from any one of your other fields of study. Apply the SQ4R reading strategy, and draw a mind-map of the main ideas.

Please note that in media texts we often encounter (*come across*) one-sentence paragraphs. For this reason, we would like you to identify two key words (most important words) for each of the paragraphs. Put these key words into a **mind-map**. If you want to revise mind-maps, visit the following websites. If you have an electronic copy of the course and you are logged onto the world-wide web, **CTRL + CLICK** on the URLs below:

http://www.eduplace.com/kids/hme/k_5/graphorg/ (time wheels to garden gates)

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm> (this website discusses various kinds of non-linear mind-maps, and how to use them)

http://www.edhelper.com/teachers/General_graphic_organizers.htm (this website records a variety of mind-map types and graphic organizers).

Before you read this text, view the following SABC report on the xenophobia attacks in May 2008: **SABC video clip** [\[To be inserted as hyperlink\]](#) Now, apply the SQ4R strategy before you answer the questions that follow after it.

READING 1: CDE calls for xenophobia inquiry

– Published on the Web by IOL on 2008-07-17 10:02:20

CDE calls for xenophobia inquiry

1.

The Centre for Development and Enterprise (CDE) is calling for a commission of inquiry into xenophobic violence which killed more than 60 people and displaced (*moved/relocated*) at least 17 000.

2.

"The May violence was almost certainly much more complicated than it initially seemed. Causes of the violence run deeper than an alleged extraordinary South African hatred of foreigners," said CDE executive director Ann Bernstein in a statement on Thursday.

3.

"We need an impartial, expert inquiry to take us beyond the 'sound bites' and basic facts to

understand what happened. As things stand, and the South African economy slows down, there is every reason to fear further outbreaks," the policy research and advocacy organisation said.

4.

The violence started in Alexandra, Johannesburg on May 12 and then spread to other provinces before quietening down toward the end of that month, leaving the government to deal with some 17 000 displaced foreign nationals.

5.

Bernstein said the extent and nature of the violence needed to be investigated.



6.

"Was violence instigated by outsiders or particular groups? How did it spread from place to place? Why did some communities participate (*take part*) and not others, even though they were equally poor or hosted large numbers of foreigners?" she asked.

7.

Also, about a third of those killed in the violence were South Africans, a factor that also required further investigation.

8.

Bernstein said the allocation of houses and allegations (*claims*) of corruption needed to be probed (*investigated*), as well as the perception (*opinion*) that foreigners were "getting ahead" and "working harder" than South Africans.

9.

The impact of the crisis in Zimbabwe also needed to be taken into account, she added.

10.

She questioned what role, if any, exaggerated (*blown up*) estimates of the numbers of Zimbabwean migrants by senior politicians and a failure to acknowledge the impact of the crisis in that country on South Africans played in the violence and its timing.

11.

The role of the media in possibly provoking (*aggravating*) or encouraging attacks should also be considered.

12.

"The May 2008 violence did terrible harm to tens of thousands of people and to the country. We need to understand what happened, and why, if we are to prevent the recurrence (*return*) of murder, violence and destruction," said Bernstein. - Sapa



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TIME CHECK

Sections

Suggested time input

Actual time spent

While-reading learning activity 2.5

±120 minutes



Post-Reading Activity

GROUP LEARNING ACTIVITY 2.6:

[±30 minutes]

Work in groups of three. Using your mind-map as a guide, identify three ideas from the article you found disturbing (*upsetting*). As a group, decide which of these is the most disturbing idea and give reasons for your choice.



TIME CHECK

Sections

Suggested time input

Actual time spent

Post-reading group activity 2.6

±30 minutes





POST READING LEARNING ACTIVITY 2.7:
Linking form and meaning in the text

[± 60 minutes]

Read paragraph 1; then answer the questions that follow directly below. Write your answers in the spaces provided.

1. What or who killed more than 60 people, as well as displaced approximately 17 000?

2. Who or what is calling for a commission of inquiry to be appointed?

Comment:

The answer to [who/what + verb?] will allow you to identify (spot) the subject – or “doer” – of each sentence.

Ask “who” or what + verb (doing word)?

3. Find a word in paragraph 1 which means the same as (is a near synonym for) “forcing people to leave the place where they live”

4. Which of the following two events happened first:
A. the CDE’s call for a commission
or
B. the displacement of at least 17 000 people?

³ Skills Pack: Concord in Texts, page 2



5. Why do we find a present tense⁴ verb (“is calling”) followed by two past tense verbs (“killed” and “displaced”)?

Comment:

Find two examples of how the author has used present and past tense verbs to get his message across. The way we use tenses in a sentence is important, as it allows us to express ourselves correctly.

Read paragraph 2.

6. Read the first sentence. Which word does the impersonal pronoun “it” refer to earlier in the sentence?

7. Explain the purpose of the second sentence in relation to the first.

⁴ Skills Pack: Common Errors (Tenses), page 25



8. Find a related phrase for "much more complicated" in the second sentence.

Read paragraph 3.

9. What seems to be the reason in this quotation for renewed outbreaks of violence?

Read paragraph 4.

10. Why does the author use the word "that" in "that month"?

Read paragraphs 5, 6 and 7.

11. Explain the logical relationship among these three paragraphs. Please note that, in newspaper reports, we frequently (often) come across one-sentence paragraphs.

12. Rewrite the three paragraphs in the form of one paragraph. Remember to use the topic-sentence and support-sentence structure as a framework.



Read paragraph 8.

13. Rewrite the words “allocation”, “allegation” and “perception” as verbs.

14. Look at the verbs you formed in the previous question and ask yourself “who + each of the verbs”. Then write out three sentences in which you specify (*identify*) who performed these actions (verbs).

Read paragraphs 9 and 10.

15. Write a four-word phrase that contains the main ideas expressed in these two paragraphs.

16. What do the following phrases refer to in these paragraphs?

- **that country** (par. 10)
- **its** timing (par. 10)



Read paragraphs 11 and 12.

17. Which statement below best describes what was expressed in paragraph 11?
- A. We have to investigate the subversive (*rebellious*) role of the media.
 - B. We have to explore how these attacks might have been promoted by media reports.
 - C. The media provoked and encouraged attacks on foreigners.
 - D. The media are to blame for the violence against foreign nationals.
 - E. The media only care about sensational (*exciting/thrilling*) reporting; so, they are to blame.

18. Summarise the meanings in paragraph 12 in a three-word headline.

Re-read the entire text:

19. In a paragraph of approximately 50 words, state why the headline of the article is appropriate or not.



20. Find two alternative (*other*) titles for the report.

21. Use your mind-map of the text as a guide. Then, write out a fifty-word summary of the text.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Post-reading group activity 2.7</i>	± 60 minutes	




INTERGRATIVE COMMUNICATIVE EXERCISES:

[± 180 minutes]


Options:

- You may use your cell phone to record a one-minute account of the events. If you have neither a cell phone nor a digital recorder, make notes before you write a brief account of the events.
 - View the video clips in pairs. Make notes as you view the events. Then, in a brief discussion, exchange information on who did what, where and when, and express your opinion on these events.
1. Use a digital recorder/cell phone for the following exercise: View the [SABC video-clip](#) again, and record a first-hand account of the images.
 2. Now listen to your account, and then write out a thirty-word news report on the events you have viewed.

3. Using your digital recorder, visit three prominent (*important/well-known*) people you respect and ask them what they think about xenophobia. Ask them for their views on the attacks on foreigners in SA in May 2008. Write a summary of half a page on their views. Remember that you may also use a notebook to record these views.



4. Write a one-page personal response on these xenophobic attacks in your personal journal. This response is confidential (*private*) and does not have to be shared with anyone. Remember that you may also use the journaling technique to write about **any** of the content in **any** of your modules. For this approach, see the [writing entries for a journal](#)⁵. The secret is to write as much as possible.
5. Now that you have looked at [writing entries for a journal](#), write half a page on the relationship, if any, between xenophobia and ubuntu in the space provided on the next page.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Integrative communicative</i>	± 180 minutes	

⁵ Skills Pack: Journaling Academic Arguments – Developing your own voice, pg 8



exercises



Post Reading Activity

GROUP ACTIVITY 2.8:

[±180 minutes]

Work in groups of three. Then complete the following activities:

1. Play your recorded interviews to the group or share the notes you took during the interviews. Then tell your group what the people you interviewed thought about xenophobia in the form of a PowerPoint Presentation. Summarise their views.
2. Decide on a group view on xenophobia. Add this view to your PowerPoint Presentation.
3. Do a group presentation for the class in which you cover the arguments you produced in activities 2.8.1 and 2.8.2.



TIME CHECK

Sections

Post-reading group learning activity 2.8

Suggested time input

±30 minutes

Actual time spent



RESOURCES 2.9:

[±60 minutes]

The following resources are available to help you achieve the outcomes of this Part of the module:

Writing entries for a journal⁶

1. Reflection task:

Let's reflect on your journal writing. First discuss this on-going task in your pairs before you write out your response. In two sentences, say why writing these entries have been useful, or not.


⁶ Skills Pack: Journaling Academic Arguments – Developing your own voice, pg 8



Promoting self-awareness⁷ [What kind of permission is needed here?]

2. Reflection task:

Let’s reflect on your self-awareness. First discuss the topic in your pairs, before you write out a response. In a paragraph of four sentences, say why the point of view of the self-awareness section in your Skills Pack is meaningful to you (see space below).

 TIME CHECK	Sections	Suggested time input	Actual time spent
		<i>Resources 2.9</i>	<i>±60 minutes</i>

⁷ Skills Pack: Self Awareness, page 32



3. Assessment Activities



ASSESSMENT ACTIVITY 3.1:

Journal entries

[±30 MINUTES]

The purpose of this assessment activity is to see whether you are able to write an accurate and well-written personal response.

Re-read your journal entries you have written so far.

Select one (of half a page) you feel comfortable sharing with your facilitator.

Edit the response so that, from your point of view, the message is acceptable to others.

Check that your response complies with (*meets the terms of*) the criteria in the rubric below.

Dimension [Poor]	Scale	Dimension [Excellent]
Coherence: illogical ideas, confusing and incomplete	1 2 3 4 5 6 7 8 9 10	Coherent, integrated, holistic response
Cohesion: Sentence and paragraph inconsistency	1 2 3 4 5 6 7 8 9 10	Sentence and paragraph consistency and balance
Grammar and communication errors	1 2 3 4 5 6 7 8 9 10	Very accurate and style excellent

Score

Performance-enhancing feedback:

For information on cohesion, see the following file in your language pack: [Cohesion](#)⁸.



TIME CHECK

Sections

Assessment Activity
3.1

Suggested time input

±30 minutes

Actual time spent

⁸ Skills Pack: Cohesion in Texts, page 11



**ASSESSMENT ACTIVITY 3.2:**

Explaining words in your terms

[±30 MINUTES]

The purpose of this assessment activity is to see whether you are able to write about words and phrases, what they mean and how they are used in sentences and paragraphs. Return to learning activity 2.2. Select two words or phrases from the list [i.e. those in bold]. Then, write a paragraph of 50 words on each, explaining the meanings they have to you. Refer to how they are used in sentences.

The same rubric as in 3.1 above will be used.

**TIME CHECK****Sections****Suggested time input****Actual time spent**3.2 *Explaining words in your terms*

±30 minutes

**ASSESSMENT ACTIVITY 3.3:**

Embedding phrases in a text

[±30 MINUTES]

The aim of this assessment task is to see whether students are able to take words and phrases and use them correctly in their own texts.

Go back to learning activity 2.3. Go over what you wrote and revise it. Then submit the 40-word paragraph for assessment.


The following rubric will be used:

Dimension [Poor]	Scale	Dimension [Excellent]
Coherence: illogical ideas, confusing and incomplete	1 2 3 4 5 6 7 8 9 10	Coherent, integrated, holistic response
Cohesion: Sentence and paragraph inconsistency	1 2 3 4 5 6 7 8 9 10	Sentence and paragraph consistency and balance
Grammar and communication errors	1 2 3 4 5 6 7 8 9 10	Very accurate and style excellent
Words and phrases are poorly integrated into the learner’s formulations.	1 2 3 4 5 6 7 8 9 10	Words and phrases are accurately integrated into the learner’s formulations.

Score

Performance-enhancing feedback:



 TIME CHECK	Sections	Suggested time input	Actual time spent
	3.3 <i>Explaining words in a text</i>	±30 minutes	



ASSESSMENT ACTIVITY 3.4:

Generating new ideas

[±60 MINUTES]

The aim of this assessment task is to see whether you are able to think creatively. Look up the word "melt". Then write three paragraphs, approximately 180 words altogether, in which you link the different meanings of the word to xenophobia. Apply De Bono's random-word technique.

The rubric to be used will be the following:

Dimension [Poor]	Scale	Dimension [Excellent]
Coherence: illogical ideas, confusing and incomplete	1 2 3 4 5 6 7 8 9 10	Coherent, integrated, holistic response
Cohesion: Sentence and paragraph inconsistency	1 2 3 4 5 6 7 8 9 10	Sentence and paragraph consistency and balance
Grammar and communication errors	1 2 3 4 5 6 7 8 9 10	Very accurate and style excellent



Meanings of the word “melt” are used superficially and incorrectly.

1 2 3 4 5 6 7 8 9 10

Meanings of the word “melt” are used creatively, producing original views on xenophobia.

Score

Performance-enhancing feedback:



TIME CHECK

Sections

Suggested time input

Actual time spent

3.4 *Generating new ideas*

±60 minutes



ASSESSMENT ACTIVITY 3.5:

Self-assessment component

[±30 MINUTES]

This section has been left to students for self-assessment. You will have dealt with some of the questions in the contact sessions. The remaining questions may be self-assessed on the basis of the feedback the facilitator will make available once you have completed the activities.

Please note that in the feedback, you will find follow-up and critical-reflective tasks. These are intended to reinforce (*support*) your learning, and allow you to reflect critically on the processes you have experienced.

- See On the **value of self-assessment**. Visit the following URL: <http://www3.telus.net/linguisticsissues/selfassess.html>
- See On **learner autonomy** – What kind of learner are you? Visit the following URL: <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>



TIME CHECK

Sections

Suggested time input

Actual time spent

3.5 *Self Assessment component*

±30 minutes



**ASSESSMENT ACTIVITY 3.6:**Writing a one-page summary of others' opinions [**±40 MINUTES**]

The aim of this assessment activity is to see whether you are able to write a one-page summary of three significant people's views on xenophobia.

Turn to learning activity 3.25. Improve your summary before you hand it in.

The following rubric will be used:

Dimension [Poor]	Scale	Dimension [Excellent]
Coherence: illogical ideas, confusing and incomplete	1 2 3 4 5 6 7 8 9 10	Coherent, integrated, holistic response
Cohesion: Sentence and paragraph inconsistency	1 2 3 4 5 6 7 8 9 10	Sentence and paragraph consistency and balance
Grammar and communication errors	1 2 3 4 5 6 7 8 9 10	Very accurate and style excellent

Score

Performance-enhancing feedback:

**TIME CHECK****Sections**

3.6 *Writing a one-page summary of others' opinions*

Suggested time input

±40 minutes

Actual time spent**ASSESSMENT ACTIVITY 3.7:**

Making a PowerPoint Presentation

[**±180 MINUTES**]

The aim of this assessment task is to see whether students are able to use a PowerPoint presentation as a tool for communication.

Students have to prepare a PowerPoint Presentation on Xenophobia. Each student in the group (within their groups of three) has to be given a task to complete; each task will be assessed according to the following rubric:


Criteria [Unacceptable]	Scale	Criteria [Exemplary]
-------------------------	-------	----------------------



Content and ideas are not at all clear	1/2 3/4 5/6 7/8 9/10	Content and ideas are clear
The presentation is poorly organised (with no introduction or conclusion)	1/2 3/4 5/6 7/8 9/10	The presentation is well organised (with a clear introduction and conclusion)
Language use (e.g., spelling; grammar) is very poor	1/2 3/4 5/6 7/8 9/10	Language use (e.g., spelling; grammar) is excellent

Comments and Suggestions for Improvement:

Score: _____ / 30/3 = 10 MARKS

 TIME CHECK	Sections	Suggested time input	Actual time spent
	3.7 <i>Making a PowerPoint Presentation</i>	±180 minutes	



4. Comments on this section

Look the outcomes listed at the start of the module again. There were a number of things we wanted to do.

First, we wanted you to write text, consistently and frequently. To help you in this process, we gave you two options. You could make daily personal entries of half a page in long-hand in your journals, or you could follow the Read-Think-Write pattern suggested in the language pack. We would like you to continue doing this.

Second, you had to understand meanings of words in phrases in context. We also looked at De Bono's random-word technique as a tool to produce novel meanings. SQRRRR is a standard study technique which you may find useful in the course as a whole. We had a closer look at the text, and expected you to take a look at how the meanings of words and phrases work in texts. Furthermore, you had to use other media to access meanings. We want you to be familiar with digital recorders, video clips and a language tool box.

The parts below follow the same pattern. However, we intend to build in some variation.

5. Feedback

This section is crucial (*essential*) to your learning. How you use the feedback, and how you respond to follow-up and critical-reflective activities are most important. We would like you to develop a feel for the processes you engage in and the responses you produce. Your facilitator will give you feedback once you have completed the activities. You then have to work through the feedback and re-look at your responses. You will notice that some of the feedback items require follow-up critical-reflection exercises.



6. Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I DON'T FEEL CONFIDENT
keep a personal journal in which you write half a page per day on experiences and views;		
explore the meanings of words as they appear in text, using mind-maps to record interesting information about how words, phrases and sentences are used to express meaning;		
use De Bono's random-word technique to explore the meanings of words and sentences;		
complete different pre-reading activities before study-reading the text;		
complete both while-reading and pre-reading activities so that meanings and forms in texts may be understood		
apply the Survey-Question-Read-Review-Recite-Recall reading strategy		
take part in group discussion to prepare for tasks;		
write paragraphs and one-page responses on the theme of xenophobia,		
prepare and present a PowerPoint presentation on xenophobia; and		
take part in communication-gap activities.		

Now answer the following questions honestly:

1. What did you like best about this section?



2. What did you find most difficult in this section?

3. What do you need to improve on?

4. How will you do this?

5. How has your journaling helped you in becoming more productive?



**TIME
CHECK**

Sections

Suggested time input

Actual time spent

Tracking my progress

±25 minutes



**PART 4 – XENOPHOBIA:**

Glossary of difficult words

[± 40 MINUTES]

Match the meanings of the words in columns A and B by placing the correct numbers of the synonyms in column B next to the words in column A

Example:

A		B
radical	2	1. complete
		2. drastic
		3. favourable

Now do the following:


A		B
consistently	□	1. blown up
integrate	□	2. freedom
encounter	□	3. return
perception	□	4. large
converted	□	5. spot
gist	□	6. moved/relocated
exaggerated	□	7. identify
illustrate	□	8. important/well-known
disturbing	□	9. support
participate	□	10. joined together
inclusion	□	11. private
prompted	□	12. understanding/analysis
complies with	□	13. claims
probed	□	14. given
provoking	□	15. thoroughly/steadily
frequently	□	16. aim
sensational	□	17. essential
excessive	□	18. exciting/thrilling
contribution	□	19. investigated



interpretation		20. constantly
recurrence		21. take part
assigned		22. general idea
identify		23. opinion
objective		24. demonstrate
liberation		25. rebellious
displaced		26. aggravating
specify		27. meets the terms of
subversive		28. come across
significant		29. upsetting
systematically		30. encouraged
reinforce		31. addition
confidential		32. input
prominent		33. transformed/changed
allegations		34. extreme
crucial		35. often


**TIME
CHECK**
Sections
*Glossary of difficult
words*
Suggested time input
±40 minutes
Actual time spent


Part 4 – Overall time check

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Review Cohesion in Texts</i>	± 180 minutes	
	<i>Daily journal entries</i>	± 30 minutes p/d	
	<i>Review Journaling</i>	± 60 minutes	
	<i>Scan of text</i>	± 20 minutes	
	<i>Pre-reading learning activity 2.2</i>	± 90 minutes	
	<i>Pre-reading learning activity 2.3</i>	± 40 minutes	
	<i>Pre-reading learning activity 2.4</i>	± 40 minutes	
	<i>Pre-reading learning activity 2.5</i>	± 120 minutes	
	<i>Pre-reading learning activity 2.6</i>	± 30 minutes	
	<i>Pre-reading learning activity 2.7</i>	± 60 minutes	
	<i>Integrative communicative exercises</i>	± 180 minutes	
	<i>Post-reading group learning activity 2.8</i>	± 180 minutes	
	<i>Resources 2.9</i>	± 60 minutes	
	Total time for Part 4	± 18 hours	



7. References

BOOKS

Cameron, J. 1993. *The Artist's Way*. Basingstoke and Oxford: Panbooks.

De Bono, E. 2007. *How to have creative ideas*. London: Vermilion.

Sapa Report. 2008. "CDE calls for xenophobia inquiry" published on the web at www.IOL.co.za (17/07/08).

WEBSITES

Mind-mapping

http://www.eduplace.com/kids/hme/k_5/graphorg/ (time wheels to garden gates)

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm> (this website discusses various kinds of non-linear mind-maps, and how to use them)

http://www.edhelper.com/teachers/General_graphic_organizers.htm (this website records a variety of mind-map types and graphic organizers).

www.mindgenius.com (for three-week trial mind-mapping programming).

<http://www.imindmap.com/videos/> (Free videos on mind-mapping on the Buzan World website)

- **SQRRRR**
http://www.fastol.com/~renkwitz/sq4r_study_method.htm
<http://forpd.ucf.edu/strategies/stratsq4r.html>
- **LEARNER AUTONOMY**
<http://iteslj.org/Articles/Thanasoulas-Autonomy.html>
- **VALUE OF SELF-ASSESSMENT**
<http://www3.telus.net/linguisticsissues/selfassess.html>
- **ADVANTAGES AND DISADVANTAGES OF JOURNALING**
<http://www.ericdigests.org/2005-2/journal.html>
- **FREE ONLINE DICTIONARY**
<http://www.thefreedictionary.com>





Part 5: Anti- Corruption Education

English Literacy & Language Development, Workshop Series 2010

Part 5: Anti-corruption education

1. Introduction

Press reports are often used to communicate the message that important members of our society are corrupt. Public and private sector officials are often fingered (*identified*) by the press as agents of contestable (*debatable*) and corrupt practices. As disconcerting (*alarming*) are the amounts of money involved – often, millions are mentioned. The fight against corruption, we often hear, is on-going. We hear of corrupt relationships between business men and politicians. We read in the newspapers that tender-processes involving millions are compromised or manipulated for personal gain.

What should our attitude be? Part 6 of this module focuses on the values that we should work on if we want to make a positive contribution to the country. In fact, we explore the arguments in favour of anti-corruption education, proposed by *Transparency International*. What is your view?

Learning outcomes

By the end of Part 6 of this module, students will demonstrate their ability to

- work through pre-reading activities that promote understanding of form-meaning relationships in a text;
- argue a coherent and cohesive case on values and attitudes towards corruption and other destructive dynamics;
- produce extended texts, both spoken and written, on the topic of corruption; and
- use various modes of learning, including group work, group presentations, PowerPoint presentations, speaking-directed and writing-directed learning

2. Learning Activities

Scan the text on anti-corruption education below before you continue with the pre-reading activities.



Pre Reading Activity LEARNING ACTIVITY 2.1:

[±30 minutes]

TASK 1:

Matching words, their meanings and the contexts in which they are used

'Word and phrase' bank:

transcend; sanctioned; sophisticated; depriving; dilemmas; accountability;
unethical behaviour; impartial; incentives; extort payments

Use the words from the word bank above to fill the spaces in the sentences below:

1. The destructive behaviour of the mob was _____ by the regional leadership: they expressed their dismay (*shock/disappointment*) at what happened.
2. When the mob dispersed (*spread*), they accused the regional leadership of corrupt practices, shouting that their _____ would be exposed.
3. In turn, the regional leadership urged (*advised*) the mob to _____ their destructive approach for the good of the organisation.
4. Meanwhile the local police had deployed (*organised*) _____ monitoring systems to ensure that the mob did not deviate (*move away*) from the pre-determined and approved route of their march.
5. The march became nasty when some of the marchers were seen to _____ for protection. The police were too late to catch the perpetrators.
6. The organisers of the march now face a number of _____; the _____ they offered to the marchers to keep them in a peaceful frame of mind had failed.
7. Later in the evening, the police were accused that they had not been _____ and had allowed the marchers to threaten shop owners.



8. It was clear that the issue of _____ was at stake: who was to blame for the anarchy (*chaos/disorder*)?
9. The regional leadership felt that the mob had been unreasonable, and had merely disrupted (*disturbed/interrupted*) a process of consultation; everyone agreed that their aim was to _____ everyone of a negotiated settlement.

**TIME CHECK****Sections****Suggested time input****Actual time spent**

Pre-reading learning activity 2.1

±30 minutes


TASK 2:***Fictitious* (fabricated/invented/make-believe) Scenarios [±60 MINUTES]**

Consider the following scenarios before you answer the questions that follow after them:

- A.** Peter X is a teacher in a local high school. He is desperate to make more money – he has become impatient (*annoyed/irritated*). Why should he wait for the big time? He would like to have much money and feel that he can do whatever he likes. In fact, he has had enough of what he sees as “scrounging out a life”. He decides that he will set up an additional source of income. He is responsible for the school’s rugby side, and parents are more than willing to make donations. So, perhaps that is where he can actually build in his system – he’ll take 5% of each donation as an incentive. Seeing that he is in charge of funding, and there are no controls, he is sure his system will work. Besides, he needs the money, and he is the coach after all.
- B.** Sarah B is a journalist at a local newspaper. She decides that she would like to gain experience as a financial journalist. She approaches the editor who is immediately positive about her aspirations (*goals*). The editor expresses her hope that she will persist (*continue/persevere*) and not give up on this dream. She advises Susan to apply for a bursary from the Regional Editors’ Forum. Sarah phones the forum where she speaks to one of the managers. She explains her intention (*aim/goal*), requesting (*asking for*) information and the relevant documentation. The manager tells her that he would like to see her, and that he will arrange for her to meet some of the editors on the selection panel. She arrives in Johannesburg where she meets the manager. To her dismay (*disappointment*), he then suggests that for a “bit of fun” he can actually ensure that she is selected for the programme and be assigned a bursary.
- 1.** Consider the two scenarios. Decide (a) whether they involve corrupt practices, and (b) what action those affected by these practices might take to counter (*oppose*) them.



2. In pairs, decide on five principles you would apply to counter corrupt practices and attitudes in society. In a report-back, you have to discuss these with your fellow-students.
3. What are the possible consequences of the corrupt practices referred to in the two scenarios above? In pairs, discuss these consequences and prepare a list to share with the group.
4. In pairs, outline five instances (*examples*) of corrupt actions or practices. You have to be able to state why these practices are corrupt.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	Task 2: Fictitious Scenarios	±60 minutes	



WHILE & POST READING LEARNING ACTIVITY 2.2:

[±90 minutes]

Using the **SQ4R** and other techniques, study-read the following text before you answer the questions and complete the tasks that follow after it:

READING 1: Anti-corruption education

Anti-corruption education

"Two things fill the mind with ever new and increasing wonder and awe - the starry heavens above me and the moral law within me."

Immanuel Kant (1788)

1.

Anti-corruption education is a vital component of any anti-corruption strategy. Informed citizens are probably more effective in preventing corrupt and unethical behaviour of public servants than the most sophisticated codes of conduct, laws and regulations. Anti-corruption laws and institutions need people who do not tolerate corruption and who actively act against it: Without reports of corruption, corrupt acts cannot be sanctioned (*allowed/ authorised*), ombudsmen cannot follow up on complaints, the judiciary cannot prosecute.

2.

The goal of anti-corruption education is to build demand for accountability. Anti-corruption education promotes values, attitudes and expectations that condemn corruption, and skills to resist it. Anti-corruption education develops people's understanding of their rights and responsibilities for preserving the public good. It highlights the damage done by minor acts of corruption: The traffic officer who lets a drunk driver go in exchange for a small bribe, the nurse who denies patients treatment if they are unable to pay 'an additional fee', the customs officer who extorts payments from small traders and enterprise: These acts



potentially kill, ruin small enterprises, and deprive people of their human rights to health, education and security.

3.

Anti-corruption education impacts at two levels:

First, it aims at strengthening individuals in their ethical decision-making. Value conflicts and ethical dilemma (*problems*) frequently arise in the daily lives of people, for example when family values, such as loyalty, clash with work ethics, such as impartiality (*detachment/neutral-ity*). Ethics education should provide the skill to identify such conflicts, and instil the motivation for solving them in the best interest.

Second, it aims at building a culture of zero-tolerance for corruption, through strengthening public awareness and participation in political life, and through mobilising the public to stand up against corruption.

4.

Anti-corruption education is not an agenda on its own, but should be regarded as part of broader approaches to ethics and citizenship:

5.

Citizenship and democracy education aims at strengthening democratic processes and participation in politics, and promotes values such as representation, solidarity (*unity*), participation, responsibility and pluralism (*diversity*). **Human rights education** promotes

inherent (*natural/inborn*) human dignity, enshrined (*protected*) in the equal and inalienable (*undeniable*) rights to for example take part in government, fair employment, adequate standard of living and many others, as stated in the Universal Declaration of Human Rights (1948). **Voter education**, in that it builds citizens' awareness of electoral processes, should also be considered anti-corruption education. Finally, **public and private sector ethics** and **organisational ethics** do have strong anti-corruption components, as they build on values such as accountability, fairness, impartiality and lawfulness.

6.

A corruption-resistant culture needs political commitment from the top, as well as an appropriate legal framework. It can develop in an environment where people have the skills and social power to stand up against corruption. It will be difficult to credibly (*convincingly/realistically*) promote anti-corruption in a culture of impunity (*immunity*), or in a situation of extremely low salaries and in absence of other incentives for ethical behaviour. Can anti-corruption education in such an environment still be credible (*likely/realistic*)? Yes, if it addresses ethics and corruption honestly, and if it comes from people who transcend (*rise above*) integrity and high ethical standards.

[Transparency International e.V.](http://www.transparency.org/global_priorities/other_thematic_issues/education/anti_corruption_education) copyright © 1994-2007

http://www.transparency.org/global_priorities/other_thematic_issues/education/anti_corruption_education

Answer the questions that follow **in your own words** – use the spaces provided for your answers:

Read the quote preceding (before) paragraph 1:

1. In a response of approximately 50 words, what do you think the quote means?



Read paragraph 1

2. What role does the author think anti-corruption education plays?

3. What is the logical link between the first and the second sentences of the paragraph?

4. What role does the informed citizen often take when faced by corrupt practices?

5. Rewrite the first sentence. Add subjects to the sentence.

6. What is an ombudsman?



Read paragraph 2

7. How would you define the word "accountability"?

8. What does "it" in the fourth sentence refer to in the previous sentences?

9. What do you think are the two most important goals of anti-corruption education?

10. What do "they" and "these acts" in sentence 4 refer back to in the text?

11. According to the author, what are the negative consequences of corruption?



Read the heading and paragraph 3

12. Provide a twenty-word outline of the double impact of anti-corruption education.

13. How does the author use the heading and discourse markers¹ to promote structure and unity in the text?

Read paragraphs 4 and 5

14. Give a brief outline of two important points in anti-corruption education you would see as intimately (*closely*) linked to a wider approach to moral values and public education.

15. In the text, how are the highlighted phrases in paragraph 5 linked to the sentence in paragraph 4?


¹ Skills Pack: Common Errors, page 21




Read paragraph 6


16. What are the two most important ideas you would select as relevant in this paragraph? Give reasons for your choice.

17. The impersonal pronoun² “it” is used several times in this paragraph. In each case, explain what each “it” refers to.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>While- and post-reading Learning Activity 2.</i>	± 90 minutes	

 GROUP ACTIVITY 2.3:	[± 120 minutes]
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- Task 1:** In groups of four, prepare a presentation in which you argue a case for anti-corruption education. Each member of the group must take responsibility for at least one of the PowerPoint slides.
- Task 2:** In groups of four, draw up a code of conduct for politicians from a anti-corruption point of view.

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Group Learning Activity 2.3</i>	± 120 minutes	

² Skills Pack: Common Errors, page 23



3. Assessment Activities



ASSESSMENT ACTIVITY 3.1: Scenario-based reasoning

[± 120 MINUTES]

The purpose of this assessment task is to determine whether students are able to write a logical and organised essay on a socially significant topic.

First, look at the four tasks you completed on the scenarios we presented in the section on starting up activities. Then, write a 400-word essay in which you state your position on corruption in society. In your response, you have to deal with the following headings, and follow the guidelines given below:

1. **Introduction:** A brief statement of your position, and the main ideas to be dealt with in the essay. Use discourse markers (*connective words*) to signal to the reader what arguments you will be including in your essay.
2. **Body of the essay:** You may use headings. In your reasoning, you have to include a definition of corruption, its negative consequences, why it should be countered and rooted out, and how you propose to do so. You need to give examples to support your reasoning. Here you decide on the number of paragraphs you will need.
3. **Conclusion:** This will be the concluding statement. You need to capture the essence (*core*) of your reasoning.

The following rubric will be used:

Dimension [Poor]	Scale	Dimension [Excellent]
Coherence: illogical ideas, confusing and incomplete	1 2 3 4 5 6 7 8 9 10	Coherent, integrated, holistic response
Cohesion: Sentence and paragraph inconsistency	1 2 3 4 5 6 7 8 9 10	Sentence and paragraph consistency and balance
Grammar and communication errors	1 2 3 4 5 6 7 8 9 10	Very accurate and style excellent
“Heavy” and abstract nouns are used, and subjects cannot be identified clearly.	1 2 3 4 5 6 7 8 9 10	Denominalised (nouns changed into verbs) text is used; subjects and their actions are specified; active rather than passive verbs.
Reasoning is unsupported and the structural guidelines have not been followed.	1 2 3 4 5 6 7 8 9 10	Reasoning is supported and the structural guidelines have been followed.

Score

Performance-enhancing feedback:





ASSESSMENT ACTIVITY 3.1: Presentations

[± 120 MINUTES]

The purpose of this assessment task is to judge learners' ability to use PowerPoint in presenting their personal views on anti-corruption education.

For this section, students have to produce two presentations. Review group activities (Tasks 2.3.1 and 2.3.2 above).

Prepare two presentations. Each member of the group must be given an equal part of the task as they will be assessed individually in terms of the following rubric:

PowerPoint Presentation Rubrics [30 marks per presentation]

Criteria [Unacceptable]	Scale	Criteria [Exemplary]
Content and ideas are not at all clear	1/2 3/4 5/6 7/8 9/10	Content and ideas are clear
The presentation is poorly organised (with no introduction or conclusion)	1/2 3/4 5/6 7/8 9/10	The presentation is well organised (with a clear introduction and conclusion)
Language use (e.g., spelling; grammar) is very poor	1/2 3/4 5/6 7/8 9/10	Language use (e.g., spelling; grammar) is excellent

Comments and Suggestions for Improvement:

Score: _____ / 30/3 = 10 MARKS



TIME CHECK

Sections

Suggested time input

Actual time spent

Assessment Activities 3

±120 minutes



4. End of section comments

The aim of these assessment tasks is to allow us to assess the ability of students to produce extended texts, both spoken and written. The critical test of students' proficiency is whether they are able to produce original texts and messages as they respond to communicative tasks.

5. Feedback

As stated in other parts of the module, you will receive feedback from your facilitator once you have completed the activities. You need to re-visit your responses, comparing your attempts with our sample responses. Remember that language is novel – in open-ended activities, we cannot produce definitive responses. It is also vital that you engage in further activities based on the feedback. Your facilitator will attend to this cycle in the feedback loop.



6. Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I DON'T FEEL CONFIDENT
Deal with pre-reading activities aimed at allowing them to access the form-meaning relationships in a text		
Argue a logical and organised case on their values and attitudes towards corruption and other destructive dynamics		
Produce extended text, both spoken and written, on the topic of corruption		
Use various modes of learning, including group work, group presentations, PowerPoint presentations, speaking-directed and writing-directed learning		

Now answer the following questions honestly:

1. What did you like best about this section?


2. What did you find most difficult in this section?

3. What do you need to improve on?



4. How will you do this?

5. How has your journaling helped you in becoming more productive?

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Tracking my progress</i>	<i>±30 minutes</i>	



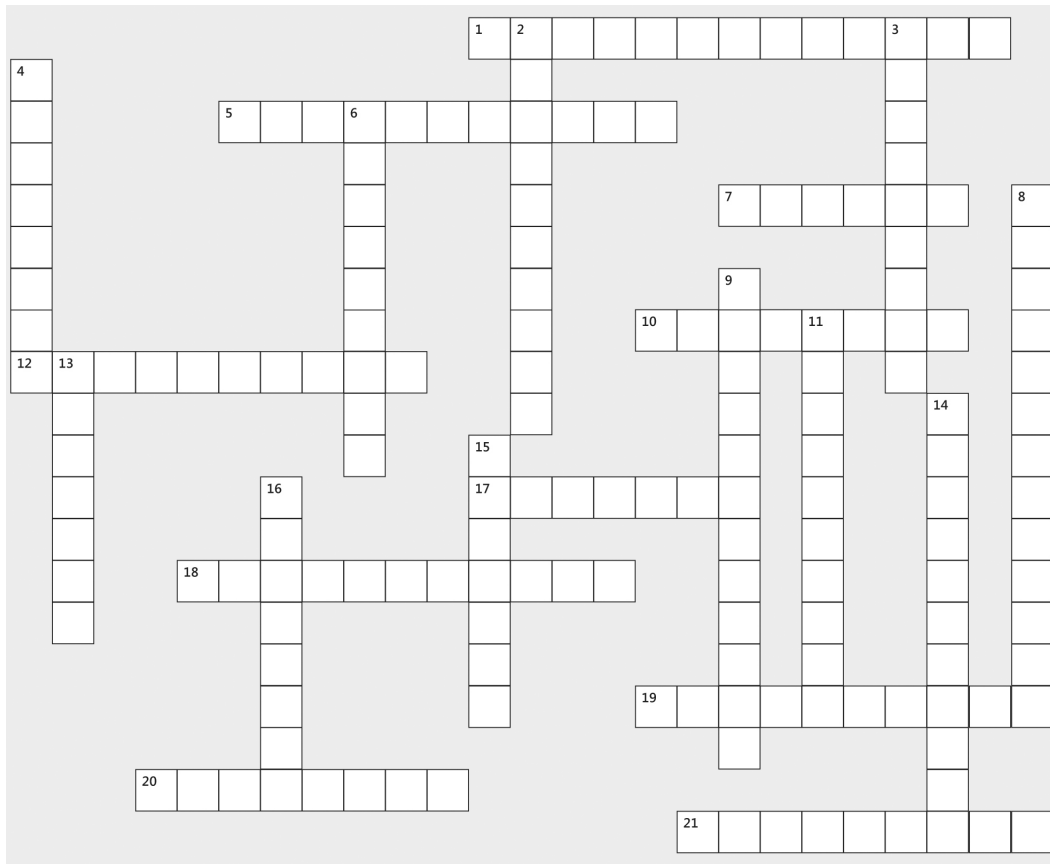


PART 5 – ANTI-CORRUPTION EDUCATION:

Glossary of difficult words

[± 40 MINUTES]

Complete the crossword activity below by finding suitable synonyms in the word bank.



Across


1. alarming
5. debatable
7. shock/disappointment
10. identified
12. allowed/authorised
17. core
18. goals
19. unity
20. convincingly/realistically
21. spread

Down

2. closely
3. examples
4. problems
6. rise above
8. detachment/neutrality
9. undeniable
11. protected
13. chaos/disorder
14. fabricated/invented
15. move away



Part 5 – Overall time check

 TIME CHECK	Sections	Suggested time input	Actual time spent
	<i>Pre-reading Learning Activity 2.1</i>	<i>±30 minutes</i>	
	<i>Fictitious Scenarios: TASK 2.1.2</i>	<i>±60 minutes</i>	
	<i>While- and post-reading Learning Activity 2.2</i>	<i>±90 minutes</i>	
	<i>Group Learning Activity 2.3</i>	<i>±120 minutes</i>	
	<i>Assessment Activities 3</i>	<i>±120 minutes</i>	
	<i>Tracking my progress</i>	<i>±30 minutes</i>	
	<i>Approximated source consultation time</i>	<i>±60 minutes</i>	
	Total time for Part 5	±8.5 hours	

References

WEB-BASED REFERENCES

Transparency International (2008) Anti-Corruption Education, at the following URL:

http://www.transparency.org/global_priorities/other_thematic_issues/education/anti_corruption_education





Part 6: Nature Conservation

English Literacy & Language Development, Workshop Series 2010

Part 6: Nature Conservation

1. Introduction

Conservation refers to the process of protecting and preserving what is important and valuable to us. Nature conservation means protecting plants, animals and their habitats.

Learning outcomes

By the end of this section, students will demonstrate their ability to:

- work through pre-reading activities that will promote understanding of the texts they read;
- demonstrate their knowledge of new vocabulary words;
- produce a text based on what they have read;
- participate in various modes of learning such as group work, clustering, internet searching and writing-directed learning

1



¹ http://images.encarta.msn.com/xrefmedia/share_med/targets/images/pho/t027/T027941A.jpg

2. Learning activities



Pre Reading Activity **LEARNING ACTIVITY 2.1:**

1. Look at the picture on the previous page. What feelings and emotions do you experience when you look at the picture? What do you think has happened to this elephant? What do you think can be done to stop this from happening to other animals? Discuss your ideas with a partner.
2. Before reading the texts that follow, we need to explore our background knowledge about the topic. One way to do this is through *clustering*, which means brainstorming main ideas and important concepts. Explore the main ideas of nature conservation using the diagram below. What do you know?

NATURE CONSERVATION		
Reasons why we conserve nature	Why do people destroy nature?	animals are destroyed altogether?

3. Before reading the text, write down three sentences. You should write one sentence to answer each of the following questions:

3.1. Why should we conserve nature?



3.2. Why do people destroy nature?

3.3. What will happen if we keep destroying nature?

4. Look at the title of the passage "**No more monkey business**". Answer the following questions. Work with a partner.

4.1. What does the title mean?

4.2. Write down three ideas below that you think will be covered by the passage.



5. Matching words and their meanings

Use the words from the word bank below to fill in the spaces in the sentences below.

species	primate	dramatically	thrive
extinct	endangered	habitat	severe
subspecies	unprecedented	ecosystems	turmoil

- 5.1. The African lion's natural _____ is the savannah grasslands.
- 5.2. The hurricane caused extreme _____ in the area.
- 5.3. Due to years of erosion, the fertility of the soil on his farm had decreased _____.
- 5.4. The Grootbos Nature Reserve was established to protect the number of _____ endangered _____ that live in the Walker Bay region.
- 5.5. Dogs are considered to be a _____ of the Gray Wolf, while cats are considered to be a _____ of the Wildcat.
- 5.6. The dodo and the quagga are examples of species which are now _____.
- 5.7. There are only approximately 1,590 Giant Pandas currently living in the wild, so it is considered to be an _____ species.
- 5.8. Wetlands are considered the most biologically diverse of all _____.
- 5.9. Gorillas are the largest type of _____.
- 5.10. The current high levels of air pollution are _____ in the history of the world.
- 5.11. Most wild animals will not _____ in captivity.
- 5.12. The impact of the oil-spill on the penguin population has been _____.

Now read the text and complete the following activities.

PASSAGE 1:

No more monkey business

JAMES RANDERSON - Aug 13 2008 05:30

1.

Nearly half of all primate species are threatened with extinction, according to an evaluation by the International Union for the Conservation of Nature (IUCN).

The study -- the most comprehensive analysis for more than 10 years and drawing on work by hundreds of scientists -- found that the conservation outlook for monkeys, apes and other primates has dramatically worsened. In some regions the thriving bushmeat trade means the animals are being "eaten to extinction".

2.

The 2007 IUCN Red List has 39% of primate species and subspecies in the three highest threat categories: vulnerable, endangered and critically endangered. In the revised list 303 of the 634



species and subspecies are in the most-threatened categories. The two biggest threats to primates are habitat destruction through logging and hunting for bushmeat and the illegal wildlife trade.

"We've raised concerns for years about primates being in peril, but now we have solid data to show the situation is far more severe than we imagined," said Dr Russell Mittermeier, chairperson of the union's primate specialist group and the president of Conservation International.

"Tropical forest destruction has always been the main cause, but now it appears that hunting is just as serious a threat in some areas, even where the habitat is still quite intact. In many places primates are quite literally being eaten to extinction."

3.

The picture is particularly bleak in South-east Asia. More than 70% of all Asian primates are threatened, while in Vietnam and Cambodia 90% are considered at risk. Populations of gibbons, leaf monkeys and langurs have fallen because of rapid habitat loss and hunting to satisfy the Chinese medicine and pet trade.

"What is happening in South-east Asia is terrifying," said Dr Jean-Christophe Vie, deputy head of the union's species programme. "To have a group of animals under such a high level of threat is unlike anything we have recorded among any other group of species to date."

4.

In Africa 11 of 13 kinds of red colobus monkey have been listed as critically endangered or endangered. Two -- the Bouvier's red colobus and Miss Waldron's red colobus - may already be extinct.

Species and subspecies (11% of the total) seen as critically endangered include the mountain gorilla in central Africa, Tonkin snub-nosed monkey in Vietnam and grey-shanked douc langur from Asia.

5.

In the endangered category (22%) are species and subspecies such as the Javan gibbons from Indonesia, the golden lion tamarin from Brazil and Berthe's mouse lemur from Madagascar. Species are placed in these categories if they have a small population size, are suffering rapid depopulation and have a limited geographic range.

The apparent jump in numbers of threatened primates from 39% to 48% has not happened in the course of one year. The new analysis has filled in missing data that was not available previously, said Michael Hoffman at Conservation International. The last major assessment was carried out in 1996.

"The situation could well have been as bad as this, say, five years ago -- we just didn't know. But now we have a much better indication of the state of the world's primates and the news is not good," said Hoffman.

6.

The review, funded by Conservation International, the Margot Marsh Biodiversity Foundation, Disney's Animal Kingdom and IUCN, is part of an unprecedented examination of the world's mammals to be released at the IUCN world conservation congress in Barcelona in October.

There was some good news among the bad. In Brazil the black lion tamarin has been brought back from the brink of extinction and has shifted from the critically endangered to endangered category. This is the result of a concerted conservation effort, which has also benefited the golden lion tamarin; it was downlisted to endangered in 2003.

"The work with lion tamarins shows that conserving forest fragments and reforestation to create corridors that connect them is not only vital for primates, but offers the multiple benefits of maintaining healthy ecosystems and water supplies while reducing greenhouse gas emissions that cause climate change," said Dr Anthony Rylands, deputy chairperson of the union's primate specialist group.



7.

The scientists also came close to downlisting the mountain gorilla to endangered following population rises in its forest habitat along the borders of Rwanda, Uganda and Democratic Republic of Congo. But political turmoil in the region and an incident in which eight animals were killed in 2007 led to a decision to delay the planned reclassification.

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While-Reading Activity

LEARNING ACTIVITY 2.3:

Complete the following activities based on the text.

Paragraph 1

1. Who completed a study on the primate species of the world?

2. What did they find? Complete the following sentence:

The IUCN found that the survival of primates...

Paragraph 2

3. What do you think the author means by "The Red List"?



4. What does “the” refer to in “chairperson of the union’s primate...”?

Paragraph 3

5. Why have large numbers of gibbons, leaf monkeys and langurs disappeared in Vietnam and Cambodia?

6. Why does Dr Jean-Christophe Vie regard what is happening to the monkeys as “terrifying”?

Paragraph 4

7. What words form the subject of “..... may already be extinct”?

8. Write down what you think is meant by “critically endangered”.



Paragraph 5

9. What does a “limited geographic range” mean in context of the passage?

10. When is a species regarded as “critically endangered”? [[Hint: there are three reasons].

Paragraph 6

11. What does “This” refer to in the sentence “This is the result of a ...”?

12. Give three reasons why forests should be preserved and replanted.



Paragraph 7

13. Which scientists are being referred to by “The scientists also came close...”?

14. What led to the delay in the reclassification of the animals?

**While-Reading Activity**
LEARNING ACTIVITY 2.4:

Look at the answers you wrote down for task 1.4.1. Were your predictions correct? List below at least four facts you have learned from the passage that you did not predict.





While-Reading Activity
LEARNING ACTIVITY 2.5:

Find a partner and together list all the reasons given in the passage for the near extinction of the primates of the world.





Pre-Reading Activity

LEARNING ACTIVITY 2.7:

Read the title and subtitle of the passage below. Answer the following pre-reading questions with your partner. Write your answers in the spaces provided.

1. What kind of park is the Kruger National Park?

2. Can wildlife be regarded as surplus or problematic?

3. What “horrors” can a wild animal experience in a “new home”?



Pre-Reading & Post-reading Activity

LEARNING ACTIVITY 2.8:

Complete the following KWL chart with your partner.

K	W	L
What do I know about game parks?	What information do I want to know?	What have I learned ?



The L or last section can only be completed at the end of this section.

K	W	L

PASSAGE 2:

Kruger Wildlife sold to hunters

The Kruger National Park is selling off 'surplus' and 'problem' animals that often face horrors when they reach their new homes.

Fiona Macleod reports

The Mail & Guardian

1.

South Africa's premier game reserve, the Kruger National Park, is selling of its wildlife without restrictions to dishonest hunting companies. At least six lions have been sold in the past year to companies that have been accused of "canned" hunting, where the animals are killed in small enclosures or after they have been drugged. Two of the cats went to Albert Mostert, a Northern Province lion breeder and hunter, while the other four were sold to Doug Fletcher of Sandhurts Safaris, a Northern Cape hunting company.

2.

Now there are fears of a pride of 13 wild lions being held in cages in Skukuza, the park's administrative centre, for two weeks will be sold to a similar company. Park officials say they want to avoid selling the lions to a hunting company, but the documents offering the cats for sale do not require this. They also say they will be guided by provincial officials on the suitability of



the companies that have expressed interests in buying the pride, but Mpumalanga is the only province that has outlawed “canned” hunting – and none of the offers comes from Mpumalanga. Park officials say they will try to avoid selling to hunting companies, but in some instances will have no choice.

3.

Willem Gertenbach, general manager of nature conservation at the Kruger, says the park has received offers ranging from R68 000 to R210 000 for the pride, which comprises three females, two males and eight cubs. Gertenbach says the park decided to sell the cats after they left the park twice and ate cattle belonging to the Malumulele community along the north-west border of the Kruger. The money raised will be used to compensate the community. “We could have shot the lions and sold their skins, but we probably wouldn’t have got R20 000 for them,” he says. “We’ve sold several live lions to buyers over the past three years. Part of the South African National Park’s new policy on sustainable utilisation of natural resources is to start farming wild animals.”

4.

Big money can be made out of such sales: Kruger bull elephants tendered for sale earlier this year cost between R60 000 and R200 000 each, depending on the size of their tusks. The offer did not mention anything about hunting, only that the elephants could not be sold to circuses. But the long list of horrors facing the “surplus” and “problem” animals when they reach their new homes indicates not enough checks are being done. Stories abound of elephants and rhinos being shot within days of relocation. Two elephant bulls sold to a Northern Province hunting company last year were mowed down in a hail of bullets after they escaped from their new home. The Northern Province officials who shot them ran out of ammunition and had to borrow some from passing motorists to finish the job. A rhino shot by a hunter within days of being relocated was wounded and left to rot in the veld.

5.

One of the reasons behind the present controversy over 13 lions up for sale is that they are certified disease-free, at a time when it is estimated that up to a third of the Kruger’s lion population is infected with tuberculosis and between 60% and 80% have been exposed to the lion version of HIV. But Gertenbach says though they are disease-free and valuable as breeding stock, they won’t be a loss to the park. He “guesstimates” the present lion population in the park to be about 2 500.



Pre-Reading & Post-reading Activity

LEARNING ACTIVITY 2.9:

sustain
suit

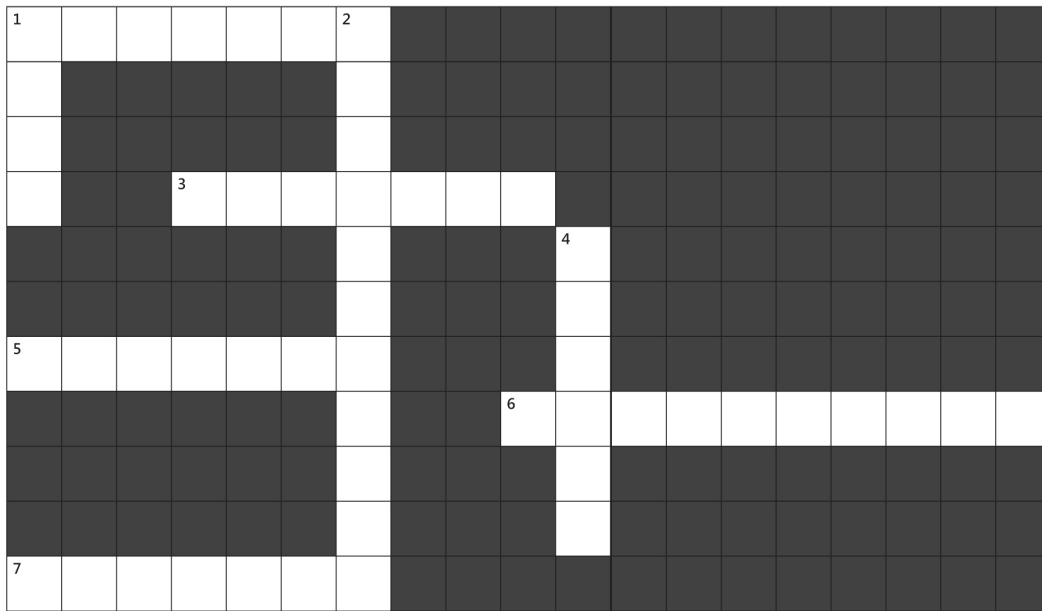
utilise
expose

sustainable
compensate

surplus
certify

Now complete the following crossword puzzle based on the vocabulary in the text. Use the words above.



**ACROSS**

1. noun or adjective,(an amount which is) more than is needed
3. verb, to state (something) officially, usually in writing, esp. that (something) is true or correct
5. verb, to keep (something) in existence
6. verb, to pay (someone) money in exchange for something that has been lost or damaged
7. verb, to use (something)

DOWN

1. verb, to be right for (a particular person, situation or occasion)
2. adjective, describing something which is able to be continued in its present form
4. verb, to make able to be

Adapted from the Cambridge International Dictionary of English



While-Reading Activity

LEARNING ACTIVITY 2.10:

Complete the following activities after reading the passage.

Paragraph 1

1. Why are there quotation marks around the word "canned"?



2. What is “canned” hunting?

3. Which “cats” are being referred to in “Two of the cats went to...”?

4. What word could be added to the sentence:
“... while the other four _____ were sold to...”

Paragraph 2

5. What does “this” mean in “... the documents offering the cats for sale do not require this”?

6. Who is “they” in “They also say they will be guided by...”?



7. What “offers” are being referred to in “... none of the offers come from Mpumalanga?”

Paragraph 3

8. What words (2 or 3) could be added to this sentence:
“The money _____ raised will be used to...”?

9. What word in the last sentence of the paragraph seems odd (out of place)?

Paragraph 4

10. Underline the complete subject of the third sentence (Hint: the verb is “indicates”).

11. What 7-word phrase in sentence five (the sentence beginning “Two elephant bulls...”) is an example of figurative language?

12. What “job” is being referred to in “... from a passing motorist to finish the job”?

Paragraph 5

13. Why are there quotation marks around the word “guesstimates” and what do you think this word means?



14. Given the information in this paragraph, calculate the approximate number of lions in the Kruger Park that are infected with TB.

15. Is this article accusing the Kruger Park of doing something wrong?

16. Is this the Kruger Park breaking any law?



While-Reading Activity

LEARNING ACTIVITY 2.11:

Discuss the following with your partner and be prepared to share your ideas with the class. Make notes in the space provided.

The South African National Parks now sell “surplus” and “problem” animals to private businesses.

1. Do you agree with this policy? Support your opinion.



2. If animals are sold, should there be any restrictions on whom they are sold to? Explain clearly.





Post-Reading Activity

LEARNING ACTIVITY 2.12:

Let's play a game called **Hot Seat**. The game is played as follows: Students take turns to sit in the "Hot Seat". The chosen student represents a Kruger National Park official. The rest of the class takes turns to ask the chosen student some questions relating to events in the article "Kruger wildlife sold to hunters".

Note: The question and answer session should be limited to 3 to 5 minutes per student. The class members should try not to repeat the same questions for every candidate in the Hot Seat.





Post-Reading Activity
LEARNING ACTIVITY 2.13:

Return to your KWL chart on page. Complete the last column.



Post-Reading Activity
LEARNING ACTIVITY 2.14:

[20 marks]

Write a two-paragraph letter to your local newspaper expressing your opinion about the selling of wildlife at the Kruger Park.

Your response will be marked as follows:

Organisation: Topic sentence, supporting sentences cohesive ties	6 MARKS
Content: Logical ideas, relevant support, convincing arguments	6 MARKS
Clarity: clear, legible sentences, easy to understand	4 MARKS
Language; grammar and general language usage.	4 MARKS
TOTAL	20 MARKS



Passage 3-Pre-Reading Activity

LEARNING ACTIVITY 2.15:

[20 marks]

Look carefully at the picture and the title of the passage below. Discuss with a partner what you predict the passage will be about. Write two sentences containing your predictions below.





Pre-Reading Activity

LEARNING ACTIVITY 2.16:

1. What does the [:] indicate in the title?

2. Turn the title into a question. Write it down below.

3. What type of nature conservation is discussed in this passage? Read only the first paragraph.



Pre-Reading Activity

LEARNING ACTIVITY 2.17:

The following words are taken from the text below. See if you can match the meanings in the right column with the words in the left column by placing the correct letter next to each word.

1. natural resources	A. noun; a regular amount of money that you earn, usually every week
2. landscaping	B. noun; (in the context of the text) the production of new plants from a parent plant
3. nurserymen	C. noun; the study or practice of growing flowers, fruit and vegetables



4. ecotourism	D. noun; the improvement of the appearance of an area of land by changing the design and planting trees
5. propagation	E. adjective; belonging to a particular place rather than coming to it from somewhere else
6. maintenance	F. noun; organized holidays/vacations that are designed so that the tourists damage the environment as little as possible, especially when some of the money they pay is used to protect the local environment and animals
7. wage	G. adjective; officially approved as being of an accepted quality or standard
8. accredited	H. composite noun; also referred to as land or raw materials - that which occurs naturally within environments that exist relatively undisturbed by mankind, in a natural form (e.g. forests, oil and coal)
9. indigenous	I. noun; persons who work in or own a nursery
10. horticulture	J. noun; the act of keeping something in good condition by checking or repairing it regularly

Definitions taken or adapted from the Oxford Advanced Learner's Dictionary, 2005.

Now read the third passage.

PASSAGE 3:

Green Futures: An empowerment and conservation project by the Grootbos Nature Reserve Foundation

1.

A major threat to conservation in the Walker Bay region in South Africa is high unemployment and lack of access for local communities to natural resources. Locally unemployment exceeds 50% of the working population and skills levels are low. As a result, Grootbos initiated the **Green Futures Horticulture and Life Skills College**, a unique project that provides annual, practical-based training programs for unemployed people in the fields of fynbos landscaping, horticulture and ecotourism. The project is designed to develop nature-based sustainable livelihoods for people from the local community, and so engender a conservation ethic in surrounding areas. The purpose of the college is to create a source of qualified, previously disadvantaged gardeners, landscapers, nurserymen and ecotourism guides. Not individuals who simply tidy gardens, but highly trained individuals who can go on to develop a career in a fynbos based industry.

2.

The Green Futures College was officially opened by the South African Minister of Education, Prof. Kader Asmal, on the 09th August 2003. Since then, 48, carefully selected graduates, have completed the horticulture and life skills course and all of them have found employment. Entry requirements are very strict. Applicants have to reside in the local villages of Stanford or Gansbaai, have a minimum of grade 9 schooling, have a sound knowledge of English and they must be unemployed. The horticultural component of the course includes plant identification, an appreciation of the natural fynbos vegetation, how and why it should be preserved, propagation skills in their own nursery, garden design, as well as garden establishment and maintenance using water wise techniques.

3.



All theory is backed up by a vast range of practical work in gardens in Gansbaai, Hermanus and Cape Town. Furthermore, every year three of the best students are given the opportunity to visit and work at the **Eden Project** in Cornwall, U.K., where they are excellent ambassadors for Grootbos and South Africa. The remainder of the students are provided with the opportunity to spend three weeks working at either Kirstenbosch or Harold Porter National Botanical Gardens.

4.

The life skills component of the course includes a first aid course, numeracy skills, literacy skills, health issues, an AIDS awareness programme, interpersonal skills, money management, basic computer skills, basic business skills as well as completing a driver's license in our training vehicle that was kindly sponsored by ABSA bank.

5.

In addition to the education curriculum the College provides transport, breakfast and lunch, uniform, equipment and a basic wage for all students. Once the course is completed, each student is awarded a nationally accredited certificate, allowing them to continue their studies and assisting them in job application and placement.

6.

Linked to the college is an indigenous plant nursery and fynbos landscaping business that generates income for the Green Futures Project. By the students working together with the professional Green Futures landscaping team in Fynbos landscaping projects, they build up experience in this field as well as raising funds for the students of the following year, encouraging team building, pride in their abilities, a sense of responsibility and business understanding.

7.

The success of the Green Futures College has been incredible. There have been no drop-outs since the inception of the school and all of past students have gained work in horticultural, conservation or eco-tourism businesses. For many students the course provided a once-in-a lifetime opportunity to develop a career and positive outlook on their future.

8.

Green Futures has grown from a modest beginning into one of the most successful and significant social upliftment programs of its kind. The Grootbos Foundation is working with its partners in developing a strategy to roll out Green Futures Colleges to other sites in the Western Cape.

(from <http://www.grootbosfoundation.org/our-projects/green-futures/>)



While-Reading Activity

LEARNING ACTIVITY 2.18:

Decide whether the following statements are **True or False**.

1. Unemployed people destroy the natural resources. TRUE FALSE
2. The project creates jobs and income for local, poor people. TRUE FALSE
3. Anybody can gain entry to the college. TRUE FALSE
4. The students learn only from books in the classroom. TRUE FALSE
5. Students learn how to be good gardeners. TRUE FALSE





While-Reading Activity

LEARNING ACTIVITY 2.19:

Complete the following activities.

Paragraph 1

1. What is being referred to by the term "As a result ..."?

2. What plant species is the focus of this conservation effort?

Paragraph 2

3. What is the subject of the sentence "... have completed the horticulture and life skills course"?

4. Find a synonym for the word "reside" in the sentence: "Applicants have to reside..."

5. What is meant by "have a sound knowledge of English"?



Paragraph 3

6. What is meant by the term “All theory...”?

7. Give a synonym for the word “remainder” in the phrase: “the remainder of the students”.

Paragraph 4

8. What is being referred to by “the course” in the sentence “The life skills component of the course includes...”?

Paragraph 5

9. Who is being referred to in “allowing them to continue their studies and assisting them...”?

Paragraph 6

10. What does “this field” refer to in the sentence: “... they build up experience in this field...”?



11. Where does the funding come from to help support the students' education?

Paragraph 7

12. What opportunities does the project provide for local people?



Post-Reading Activity

LEARNING ACTIVITY 2.20:

Re-read the passage carefully and with a partner provide a heading for each paragraph. Write the heading next to the appropriate number.

1.

2.

3.

4.



5.

6.

7.

Your headings should contain the main idea of each paragraph.



Post-Reading Activity
LEARNING ACTIVITY 2.21:

Now, write two or three supporting sentences under each heading you identified above. These sentences should contain only the main supporting detail of each paragraph.

1.

2.



3.

4.

5.



6.

7.





Post-Reading Activity
LEARNING ACTIVITY 2.22:

Now, use the notes you made in the previous task to write a summary of the passage in no more than 200 words.





Post-Reading
LEARNING ACTIVITY 2.23:

[20 MARKS]

Search the Internet for Wangari Maathai and write a one-page essay on who she is, what she does and what award she has won. Include a final paragraph explaining why our theme for this section relates to her work.

Organisation: Topic sentence, supporting sentences cohesive ties	4 MARKS
Content: Logical ideas, relevant support, convincing arguments	8 MARKS
Clarity: clear, legible sentences, easy to understand	4 MARKS
Language; grammar and general language usage	4 MARKS
TOTAL	20 MARKS

Note: use the space provided on the following page for your response.



References

Images

http://images.encarta.msn.com/xrefmedia/share_med/targets/images/pho/t027/T027941A.jpg





Part 7: A Short Story

English Literacy & Language Development, Workshop Series 2010

Part 7: A Short Story

1. Introduction

This section includes a short story. We read good stories to learn about the world. We read about the experiences of fictional characters and as we explore their actions we understand our lives and ourselves better. Stories create an imaginary world based on real life. We can think about human emotions and values such as love, hate, revenge, betrayal, loyalty and much more. We study the characters and events created by the author and draw on our own lives to enable us to enjoy the story.

Learning outcomes

By the end of this section, students will demonstrate their ability to:

- Actively and closely read a short story by accurately responding to questions;
- Complete pre-reading activities that promote an understanding of the short story;
- Produce a one-page written response to the story;
- Demonstrate an understanding of new vocabulary words; and
- Demonstrate an understanding of the literary elements such as setting, theme and character.

2. Learning Activities



Pre Reading Activity **LEARNING ACTIVITY 2.1:**

Look at the title of the story below. With a partner discuss the answers to the following questions. Write your ideas down in the space provided:

1. What does "initiation" mean? Use your dictionary before discussing the answer.

2. Give examples of initiation ceremonies from your own lives.

3. Read the first paragraph of the story and decide where you think this story takes place. Write this down in which place the events of the story occur.





Pre Reading Activity

LEARNING ACTIVITY 2.2:

Matching words and meanings: With a partner, match the following words with the appropriate meaning by drawing a line between the word and its meaning.

1. Vehemently	A. A. adjective; too great or beautiful to describe in words
2. Septuagenarian	B. B. adjective; extremely bad or annoying; terrible; morally bad and evil
3. Trivial	C. C. adverb; showing very strong feelings, especially anger
4. Incongruous	D. D. noun; an act causing pain or damage; annoyance: something or someone that causes trouble; a source of unhappiness
5. Retort(chemistry)	E. E. noun; a person between 70 and 79 years old
6. Artless	F. F. noun; a condition in a which a part of the body is not the normal shape because of injury, illness, or because it has grown wrongly
7. Ineffable	G. G. noun; a closed bottle with a long narrow bent spout that is used in a laboratory for heating chemicals.
8. Condescension	H. H. adjective; not important or serious; not worth considering
9. Infliction	I. I. adjective; simple, natural and honest; made without skill or art
10. Fallible	J. J. adjective; strange, and not suitable in a particular situation
11. Deformity	K. K. noun; an act of behaving towards someone as though you are more important or intelligent than they are
12. Diabolic	L. L. adjective; able to make mistakes or be wrong

Definitions adapted from the Oxford Advanced Learner's Dictionary, 2005.

When you have completed the vocabulary activity read the following short story silently.

The Initiation

Laurens van der Post

HALF-WAY THROUGH MY LAST YEAR AT SCHOOL my family decided to send my brother to join me. He could have done with another six months or year at the village school because he was still backward in his studies, but my family thought it would be easier for him if he had me to introduce him to life in a great public institution and help guide his awkward paces. I was not consulted but merely told of the decision, because, I expect, my family took it for granted that I



myself would like the idea. It was another instance of what everyone expected of me and I received the decision, as far as I am aware, with an ease which confirmed my place in the estimation of my elders and betters.

The year had gone well for me at school. I had never been more successful and popular both with boys and masters. I was in the first eleven, captained the first fifteen, won the Victor Ludorum medal at the annual inter-school athletics, and was first in my final form. I was head of the senior house and would have been head of the school, I think, if I had not been a year or two younger than most fellows in my form. Both masters and boys confidently predicted that at the close of the year I would be awarded the most coveted prize in the school, that for the best all-round man of the year. It was to this brilliant and crowded stage that I returned from vacation with my strange brother at my side.

We arrived the afternoon before the re-opening of the school. I don't think I was over-sensitive as a child except, perhaps, to the reaction of people and the world to me. But as the school slowly became aware that the awkward graceless shadow at my side was indeed my brother even I could not help feeling the surprise that merged into the ineffable condescension of public pity in the atmosphere around me. More subtly still I got an inkling of the relief that can surge through the hearts of the many when they begin to suspect an infliction of fallible humanity in the lives of their popular idols. My contemporaries were surprised and for one brief moment I was able to see how ready are the mass instincts to seize an excuse for pulling down the very thing that they themselves have need of elevating. Perhaps I imagined myself to be beyond the reach of all these influences. But they had their effect on me. They could not, to put it at its lowest, make me love either myself or my brother more. I was young enough to hope that once he had gone through the various rites and the tough period of initiation which tradition prescribed for newcomers to the school, his oddness would be accepted as part of the daily scene, and that the qualities which endeared him to his family would have their chance to emerge. Yet, from the very first evening, the start was not encouraging. First impressions are important to the young and never more important than when there are initiation rites to perform.

After all, the purpose of initiation ceremonial is first, by a process of public humiliation, to make the victim aware of his inferiority and then to extract from him, through some painful form of ordeal, proof of the courage which alone can entitle him to redemption from his shameful singularity in membership of the privileged community. Moreover, I have noticed that among those to be initiated there is always one who seems to be pre-destined to bear an extra burden of ritual because he alone appears to personify most clearly the singularity that has to be humiliated and sacrificed. I use the 'appears' deliberately in my school, it was this appearance this first impression, which decided the degree in initiation that the candidate was to be forced to endure. All crowds seem to possess an instinct for determining with diabolic accuracy the most suitable



sacrifice among its prospective victims. My school was no exception. Even if I had not been apprehensive I could not have helped noticing how everyone who met my brother soon found their eyes drawn in puzzled focus to the spot where his padded coat concealed his deformity.

I watched one boy after another come up to him and fire the usual questions: name, age, address, form in school, games, favourite books, hobbies and so on. My brother answered them all in that artless manner of his without concealment. Yes, his name was the same as mine: he was indeed my brother. Was that so surprising? He was eleven, and in the first form. Yes, he should probably have been out of it long ago but he was no good at books. No, he didn't play any games either. He didn't like games much and never played them unless forced to. His hobbies were music and growing things, if you could call that a hobby!

The catalogue of unorthodox answers completed, his questioners hastened away to spread the news of how strange a fish had been thrown up on the school beach in the shape of the brother of the head of the senior house. Soon I was left without doubt that he would have to bear the main burden of initiation if the school were free to have its way. Only one thing stood between my brother and such an unenviable fate: the fact that he was my brother.

Now to be fair to myself I had discussed initiation many times with my brother. He knew all there was to know about it. He knew the details by heart and even remembered some that I had forgotten. He was as ready for it, intellectually, as any newcomer could be. Also, he had great physical strength and resistance to pain. Nothing I had told him about running the gauntlet in pyjamas with the school drawn up in two long rows and hitting out hard at the runners with wet towels plaited to a fine lash-like point; about waking-up and finding some boys sitting with pillows on his head while others put a slip-knot of a fishing line round his toes and pulled at them, one by one, until they bled in a perfect circle; nothing about being made to measure the distance from school to town with his toothbrush on his half-holidays, or having to wear boot-laces instead of a tie into town, or being forced to look straight into the sun without blinking for as long as some older boy commanded, or being tied up and left on the frosty dormitory balcony all night, none of these things, I repeat, had unduly dismayed him. There was only one thing he truly feared: exposure and mockery.

When we were told he was accompanying me to school the first thing he asked was "They won't make fun of...you know...will they?" "Of course not", I'd replied vehemently. "You're going to a decent school not a village animal pen!" The relief in his eyes was so intense that I quickly looked away. Was there far back in the long tunnel of my mind a faint cackle of cock-crow? Was I really so certain? But I gave myself no chance to discover doubt and repeated firmly: "We're not at all that kind of school."



Later, on the day of our return to school, as our train came to a standstill at the platform and we got ready to leave our compartment, again his broad hand clutched my arm and he asked: "They won't - will they ¹Ouboet?" It was on that occasion, for the first time, that I pretended not to know what his question meant. I exclaimed irritably: "Won't what?"

He was utterly taken aback. For a moment he stared speechless at me, then said in a frightened whisper: "Mock me because of - Oh God, you know what, Ouboet!"

"Oh, that!" I answered noticing how heavily he was taking it to heart and continuing as if it were all too trivial for words: "I've told you already, we're not that kind of school."

I think the question was again on his lips when I did my round of the dormitories last thing that night. But if it was he dared not ask it. He just looked at me with such eloquent apprehension that I turned away hastily and bade him a curt: "Good night."

My rounds done I went to join the heads of the other three houses in the study of the Captain of the school. I had done that walk between my house and the school many times, yet that night it felt to me as if I had never done it before. Every detail had taken to itself the mystery of all things. The moon was so bright that I could see then shadow of our greatest mountains at the end of the plain many miles away. The round white-washed stones beside the gravelled drive might have been skulls adorning the approach to a barbaric court.

The cactus in the rock-garden raising its arms high to heaven was a Maya priest, knife in hand, sacrificing to the moon. The shadows of the trees were inky pools of tidal water lying forgotten among glistening rocks, and the whole night was hissing urgently as if the moonlight were the sea and the earth an outward-bound ship parting the surf at the bar of some harbour mouth. Between the school and the distant town, night-plovers cried continuously, like gulls over the stormy Cape.

It all made such an overwhelming impression on me that I stood for a while in front of the Captain's door, wondering. Even the stars moved as if they were sparking off messages in their own confidential code. Noticing it, I was sharply harried by the fancy, which came out at me like a watch-dog in the dark, that perhaps they really did carry some special message for me? Impatiently I dismissed the notion as clearly absurd. I was there to discuss with the Captain of the school and others the ordinary business of the term. The five of us had met, thus, on the eve of

¹ An Afrikaans word for an older brother. Afrikaans is a language spoken in South Africa



each re-assembly for the past eighteen months. The idea that there would be any extra significance on this occasion even made me impatient with the splendour of the night.

I rapped on the door and went in to be warmly welcomed by the Captain and heads of the other three houses. After a cheerfully busy hour or two the Captain said: 'This brings us now to the little matter of tomorrow's initiation. I take it you've all interviewed the newcomers in your houses. Have you any youngsters you think should be excused?'

Yes, said the man next to me, he had a boy with a weak heart who'd brought a doctor's certificate to that effect. The next, grumblingly, said he'd got a chap who was as blind as a bat, with lenses thick enough for a septuagenarian! He'd probably better be excused all the physical rites though there was no reason why he shouldn't be available for the rest of the fun. The third pleaded similarly for a boy still recovering from a long fever. Then came my turn. Firmly I said I had no one needing to be excused.

The Captain looked keenly at me. 'No one?'

'No,' I repeated carefully veiling the surprise I felt at his question and looking him steadily in the eye. But to my amazement he didn't leave it at that.

'You've got a young brother in your house, haven't you?' he asked.

'I have,' I answered, my whole being springing to attention.

'What about him?' the Captain asked.

'Well, what about him?' I answered so sharply that the others laughed.

The Captain smiled. 'I was merely wondering if he was all right—'

'Of course he's all right.' My answer was quietly vehement yet the Captain persisted.

'Forgive me, old chap,' he said, almost shyly. 'I don't want to badger you. If you say he's all right we all accept it. But, knowing you, we realize the last thing you'd ask for would be a special dispensation for a relation. So if you've any reason for wanting your brother excused tomorrow we'd none of us think of it as favouritism.'

A spontaneous murmur of applause went round the table. I found myself blushing. 'Awfully decent of you but there's no reason, honestly.'

'Well, then, that's that,' said the Captain, evidently well satisfied with the way the claims of decency and business had been met, and he bade us a hearty good night.

On the way back I found myself upset

and not a little sad, and I was unable to explain it to myself. It is only now that I know that between my impatient rap on the Captain's door and the moment when it opened and shut behind



me again as I stepped out into the unbelievable moonlight of that wheeling night, the master — nothing of which I have spoken previously had caught up with me and was moving fast into place.

A second example of this, if I may use so positive a phrase for so negative a phenomenon, arose next morning right at the beginning of school.

Prayers over, the Captain came up to me and said:

‘I’ve got to see the Head immediately after classes this afternoon. Would you keep an eye on things for me until I get back?’

He was referring of course, to the ‘round-up’ of newcomers which always took place on the opening day between the last class and the first prep.

‘D’you mind if I don’t?’ I asked at once.

‘Of course not.’ He paused, ‘I didn’t really think you’d want to. But as you’re head of the senior house I felt I had to ask you.’ He smiled and put a friendly hand on my shoulder before moving on.

I had a suspicion of his feeling but my intimates saw to it that I soon knew the full meaning of his words. Apparently after our conversation the Captain had told them all of my refusal to take charge of the school during the ‘round-up’, and he had explained that he was certain it was done out of respect for the traditions of the school and in order to ensure that my popular presence in a position of authority should not influence the crowd to treat my brother differently from any other unprivileged newcomer. He had even added that it was exactly what he’d expected of one with such a scrupulous sense of fair play.

Slowly that first day at school passed its peak mid-day hour. I had not seen my brother at all since early morning when I stopped an over-spirited scrummage between some older boys outside his dormitory before breakfast, until a moment or two before the school dismissed at the end of the day. There were, of course, dozens of good reasons why the head of a large house has no time for personal affairs and private consideration on the opening day of school. If anyone had accused me then of trying to avoid my brother, I could have rebutted the charge without difficulty. Today I might accept the result of my actions as proof enough of my real intention no matter how hidden it may have been from me at the time. I have no idea what my brother felt during all that busy day because we have never discussed it. In a way I can imagine it from my own experience of my first day in the same school. After all I had had to endure the start of school without a brother for comfort and a lot of good had come to me out of so elementary a test. Obviously there was a lot to be said for leaving my brother to fend for himself. True, he had his extra dimension of fear to make horror of his anxieties but, believe it or not, ever since that moment on the platform when I



had refused to understand his meaning, this aspect of his problem had slipped from my memory, almost as if I had been secretly resolved not to remember it.

When finally I did see him that day, it was just after school had ended.

He was standing against a pillar close to the door of the senior Science laboratory in which my form was doing practical chemistry. He was standing very still as always when possessed by only one thought. Occasionally his eyes left the door to try and peer through the windows of the laboratory but because the light flamed and flared in the cool mauve glass he could not see anything in the shadows behind it. Obviously he was waiting for the class to come out to seize a chance of speaking to me before the 'round-up' which, judging by the noise coming from the quadrangle on the far side of the laboratory, was rapidly getting under way.

For a moment I felt a desperate pity. He looked so incongruous and helpless, his young arm clasped round the iron pillar for support. I knew, too, that he had no chance of seeing me. Some minutes before I had already gone to the science master and offered to stay behind after class and prepare the laboratory for the next morning's class. The idea had come to me quite suddenly. I could pass it off as pure impulse. Yet the result deprived me of my last chance of seeing my brother before the 'round-up' and ensured that I was detained on duty elsewhere until it was all over.

As the laboratory door opened and the class hurried out my brother desperately searched among them to make quite certain he should not miss me from among those jostling figures. When the last one sped by him and I was not there the same look of utter finality came to his eyes as on that afternoon before crossing the dry river bed at home, when he had said tonelessly: 'They're after me Oubot.' He stood peering at the emptiness around him as if he couldn't believe his eyes. I doubt if he saw the science master come out and shut the laboratory door almost in his face. He just stood there looking irrevocably lost while I watched him, unseen, from within, wilfully denying the validity of his need of me or of my chance of helping him. Indeed, suddenly I found my spirit hardening against him. I wished he would go and get his trivial fate over as we had all had to do before him....

Almost as I wished it an exultant shout went up nearby. There was a rush and scurry of heavy school boots: heads and faces of a crowd of young lads appeared outside the window. Whooping, jeering, screaming, tearing, they pulled my brother towards them. He stumbled. As he went down his face was like that of someone who cannot swim being swept out to sea on an unsuspected current.

I turned my back on the window thinking: 'Well, that's that. It'll soon be over now, and he'll be better for the experience.' I began to tidy up. But I didn't get far.



I found myself standing, a retort in hand, listening. The noise coming from the quadrangle which before had been like a great roar, now had a new subdued tone. Not that it was dying down. On the contrary it maintained itself in waves, at the same savage pitch. It was the sound of a people all of one mind — or rather of no mind at all. Yes, this united voice came before mind and its cry was filled with the strange cannibal hunger of those who have not yet lived themselves. It was the sound of diverse being made one through the same appetite, and though it issued from young throats the sound itself was old and worn threadbare with time. It was even older, I felt, than the grey old mountain looking down on the school.

I had helped at these ‘round-ups’ often enough. But this was the first time I had had to listen to it apart, and alone. It was the first time, too, that my own flesh and blood had fed its hunger. At the thought I nearly dropped the chemical retort in my hand. Swiftly I wondered what my brother could have wanted of me? What good could seeing me have done? Would my familiar brotherly face in that sea of unknown ones have made him feel that he was not quite alone in his experience? Would my awareness of his own most secret fear have made him feel, in some measure, safe against the excesses of the mob? These seemed such fantastic lines of reasoning that I told myself impatiently ‘A fat lot of good it is arguing. He’s just got to go through with it. My being there might even make it worse’.

In this way I completed my betrayal. So confident was my negation that it did not even fear drawing attention to itself by argument. But as it settled down comfortably within me, a great silence suddenly fell over the school. I knew that silence well. The victim designate, the sacrifice supreme, the symbol round which the herd ritual turned, was about to be proclaimed. Despite all my resolutions to the contrary I moved quickly to the one window which gave on the quadrangle. I looked out. My brother, hatless, dishevelled and whiter than I had ever seen him, was lifted shoulder-high by some of the bigger boys in the quadrangle. The moment the crowd saw him a fresh roar burst from it and everyone began mocking him according to their only particular gift until, in a flash, all the streams of insult and humiliation became one, and the whole crowd as my brother was carried through the crowd, began chanting derisively:

‘Why was he born so beautiful,

Why was he born at all?’

At the far end of the quadrangle were two long deep water-troughs, relics of the far pioneering days when bearded ‘boys’ rode to their classes on horseback, guns slung across their shoulders. Between the two troughs were two sets of taps, side by side, in the wall. This, by tradition, was a favourite place for sport with newcomers to the school. The taps were convenient for display, and



the troughs handy for ducking. My brother was soon forced to stand on the taps and roughly pushed up against the wall, facing the crowd.

I was too far away to see his expression. I know only that, from a distance, he looked like a caricature of a schoolboy. His dark face which had gone startlingly white was all the more so by contrast with his great head of thick black hair. His nose was invisible to me, but his mouth and large black eyes showed up like three blobs of darkness in the centre of his moon-white face. His head was tilted awkwardly on one side and he looked awfully like a clown. When he was firmly in position on the water-taps one of the bigger boys climbed on to a trough beside him, held up his hand for silence and said: 'Chaps, this newcomer has got to do something for our entertainment. What shall it be?'

After a moment several voices cried out: 'Let him sing. He says he likes singing. Let him sing!'

'Right!' The speaker turned at once to my brother as if expecting him to start singing straight away. My bother, I suspect, was swallowing hard with nervousness and far from ready to sing. The speaker at once punched him with a fist on the shoulder shouting: 'Come on, Greenie, you've had your orders. Sing, blast you, sing!' Music as I have told you was peculiarly my brother's own idiom. With the prospect of singing, even in such circumstances, his courage appeared to come back. He obeyed at once and began to sing:

"Ride, ride through the day,

Ride through the moonlight,

Ride, ride through the night

Far, far..."

The opening notes were perhaps a trifle uncertain but before the end of the first line his gift for music confidently took over. By the second line his little tune sounded well and truly launched. But he didn't realize, poor devil, that the very faultlessness of his performance was the worst thing that could have happened. The essence of his role in the proceedings was that of scapegoat. He should not only look like one but also behave accordingly. Anything else destroyed his value as a symbol and deprived the crowd of any justification for its fun. The boys, quick to feel that the clear voice singing with such unusual authority was cheating the design of it ritual uttered an extraordinary howl of disapproval.

My brother faltered. Even at my distance from the scene dismay was plain in his attitude. He tried once again to sing but the din was too much for him. So he stopped altogether, his long arms dangling like sawdust limbs at his side and stared in bewilderment from one end of the quadrangle to the other, searching wildly, so a sudden sickness in my stomach told me, for my face. At that



moment the crowd felt itself again to be in command. The howl of disapproval became a roar of relieved delight and the school now began to press towards the troughs chanting joyfully:

'Greenie's a liar and a cheat,
He can't sing a note,
Greenie's a fraud: drown him,
Drown him in the moat!'

For a moment my brother's white face remained outlined against the afternoon fire flaming along the red-brick quadrangle wall, his eyes ceaselessly searching the screaming, whistling mob of schoolboys. Then he vanished like the last shred of sail of a doomed ship into a grasping sea. I don't know if you have ever listened to a crowd screaming when you have been alone and divorced from the emotion which motivates it? At any time it is a sobering experience. But when the scream is directed against your own flesh and blood - At that moment my heart, my mind, my own little growth of time all seemed, suddenly to wither.

I could not see what was happening. My experience told me that my brother was being ducked vigorously in the troughs as we had all been before him. I knew the 'drown' in the chant really meant 'duck'. All the same I was extremely nervous. I watched the struggle and tumult of yelling heads and shoulders by the water-trough, wondering whether it would never end.

Then suddenly again the crowd went motionless and silent. Some of the broader shoulders by the trough heaved, an arm shot up holding aloft a damp coat and shirt, and behind it was slowly lifted my brother's gasping face and naked torso.

'Look chaps!' a voice near him rang out with curious intonation. 'Look! Greenie has a little hump on his back!'

For a second there was silence as the boys stared at my brother held dripping in their midst. Then, as if at a signal, they all began to laugh and shake and twist and turn with hysterical merriment.

I had never seen my school go to these lengths before. I stood at the window as if nailed to the floor while the merriment transformed itself into one of the favoured chants. 'Greenie has a hump, hump, hump, Greenie has a hump: one two and three and Greenie has....'

Then it stopped. The noise fizzled out and the crowd in the quadrangle became uneasily still. A window on the second floor of the main building had been thrown open. The head and shoulders of the English master were leaning far out of it.

'Who, might I ask,' he demanded in a voice precise and icy with anger. 'Who is in charge here this afternoon?'



'I am sir,' the head of a certain house answered contritely.

'Well, dismiss your rabble and report to me in my rooms at once,' the master told him slamming down the window. However, there was scarcely need to dismiss the school. It needed no telling that it has exceeded itself. It was dispersing of its own accord, taking my brother away with it.

I remained at the window for a while in a state of undecided agitation. I wanted to rush out and do something to make good what had just happened. I was angry and humiliated and wanted to take it out of all and sundry in the school, not excluding my brother. I wanted also to rush out and comfort my brother. But it all came back to the fact I still had a duty in the laboratory to perform. The fact of duty. I tidied up the laboratory, set up the apparatus for the next morning's experiment and in the process came to the convenient conclusion that by far the best way of helping my brother would be to make light of his experience.

It was evening before I saw him again. He was coming out of the matron's room carrying a complete change of clothing on his arm. The long corridor was lit only by the reflected flames of a sunset flickering in the tall windows over the main stairway at the far end of the landing. My brother, recognizing my steps, stood still in the open doorway. The light from the Matron's room fell sideways on his face and left the rest of him indistinct in the rising night-shadow. He stood so still that his face looked like an antique mask hanging on the door behind him. I expected him to greet me as he always did but on this occasion he just stood there, silent.

'Well,' I said, assuming the gay nonchalance that I'd decided would be good for him. 'How did you get on today?' 'Then you weren't there?' His question was flat.

'Not where?' I answered seeking respite in evasion.

'At the round-up.' He peered hard at me in the twilight.

'Oh, there!' I replied easily. 'No, I was in the science lab most of the afternoon. Had a job for the Science master to do. In fact, I've only just finished.' I stopped. Something in his face, looking up at me out of a past and forgotten dimension of time, stopped me. We stared at each other in a silence so great that I could even hear the Matron's alarm clock ticking on her table inside the room.

'I see,' he said at last with, for one so young, an odd note of finality in his voice.

'Well, I must hurry or I'll be late for supper.'

He walked straight past me and ran for the stairs. I was so taken by surprise that I never stopped him. I might even have followed him if the Matron, hearing my voice, hadn't asked me in to discuss some petty matter.



I saw him again late that night. He was in bed and either asleep or pretending to be. Twenty-four hours before I would without hesitation have called him by name, softly. Now, somehow I had not the confidence to do so; and so my last natural opportunity for coming to terms with myself vanished. The school, however, did not abandon the incident with ease. For a few days I was continually being stopped by fellows with sheepish faces all muttering some sort of an apology.

On the night after the round-up at the Monitors' meeting the Captain of the school addressed me amid a murmur of approval saying 'I'm sure I needn't tell you, old man, what the school feels about this afternoon. We're horribly ashamed of letting you down, particularly seeing how you trusted us,' and so on.

Yet no one begged my brother's pardon. I seemed to gain in popularity by the incident, but not so my brother. To him the school behaved as if it blamed him, and not itself, for the outrage, almost as if he had tricked them into doing something which otherwise they would never ever have dreamed of doing.

As for myself, that night, just as I was about to drop asleep comforted by the warmth of my reception at the Monitors' meeting and the Captain's concern for my feelings, I suddenly heard my young brother's voice saying again in a tone that I have never heard before: 'I see.'

Instantly I was wide-awake. That was a phrase he had never used before. Always in the past, when anything went wrong between us he'd shrugged his shoulders and said, 'It's nothing Ouboe.' But now a new realization followed me like a ghost across the flimsy threshold of my sleep. Dear God, had my truth always got to be my brother's untruth. My untruth his truth? Was something of this sort implicit in the nature of all betrayal?



While Reading Activity – The Initiation

LEARNING ACTIVITY 2.3:

1. Who said the following: (choose from the author, the Captain, the brother, the English master, or the crowd)

_____ "They won't make fun of...you know...will they?"

_____ "Of course he's all right."

_____ "Awfully decent of you but there's no reason, honestly."

_____ "Let him sing. He says he likes singing".

_____ "Who is in charge here this afternoon?"



_____ "Then you weren't there?"

_____ "He can't sing a note"

_____ "I see"

2. What is the story's theme?

- A. Boys' cruelty to boys
- B. The cruelty of initiation
- C. A boy's betrayal of his brother
- D. Lack of discipline in a big school

3. Explain the symbolic significance of the following extract from the story:

Was there far back in the long tunnel of my mind a faint cackle of cock-crow?
[Hint: this is a reference from the Bible]



While Reading Activity – The Initiation

LEARNING ACTIVITY 2.4:

In the following extracts from the story, identify who or what the italicised word/phrase (*word/phrase in italics*) refers to.

1. The catalogue of unorthodox answers completed, his questioners hastened away to spread the news of how strange a *fish* had been thrown up on the school beach....."



2. All crowds seem to possess an instinct for determining with diabolic accuracy the most suitable sacrifice among *its* prospective victims.

3. Even the stars moved as if they were sparking off messages in their own confidential code. Noticing it, I was sharply harried by the fancy, which came out at me like a watch-dog in the dark, that perhaps *they* really did carry some special message for me.

4. "I've got to see the Head immediately after classes this afternoon. Would you keep an eye on *things* for me until I get back?"

5. He had even added that it was exactly what he'd expected of *one* with such a scrupulous sense of fair play.



6. The idea had come to me quite suddenly. I could pass it off as pure impulse. Yet *the result* deprived me of my last chance of seeing my brother before the round-up and ensured that I was detained on duty elsewhere until it was all over.



While Reading Activity – The Initiation
LEARNING ACTIVITY 2.5:

Answer the following questions with your partner and write the answers in the space provided.

Setting

1. Where is the story set?

2. How do you know this?



5. Is there a victim? What makes the character a victim?

6. Are there any other important characters? Explain your answer briefly.

Theme

7. Is there a character with a problem? What?

8. How does the problem affect other characters in the story?





While Reading Activity – The Initiation

LEARNING ACTIVITY 2.6:

Indicate whether the following statements are **True or False**.

- | | | | | |
|--|------|-----------------------|-------|-----------------------|
| 1. The younger brother was not afraid of the initiation. | TRUE | <input type="radio"/> | FALSE | <input type="radio"/> |
| 2. The other boys soon discovered that the brother had many good qualities. | TRUE | <input type="radio"/> | FALSE | <input type="radio"/> |
| 3. The older brother was very good at sport. | TRUE | <input type="radio"/> | FALSE | <input type="radio"/> |
| 4. The younger brother did not want his older brother's presence at the initiation ceremony. | TRUE | <input type="radio"/> | FALSE | <input type="radio"/> |
| 5. The crowd participating in the initiation ceremony did not know the two boys were brothers. | TRUE | <input type="radio"/> | FALSE | <input type="radio"/> |
| 6. The older brother chose not to attend the ceremony. | TRUE | <input type="radio"/> | FALSE | <input type="radio"/> |
| 7. The boys who participated in the ceremony showed no regret for their actions. | TRUE | <input type="radio"/> | FALSE | <input type="radio"/> |
| 8. The younger brother knew that his older brother had betrayed him. | TRUE | <input type="radio"/> | FALSE | <input type="radio"/> |



Post Reading Activity – The Initiation

LEARNING ACTIVITY 2.7:

[20 MARKS]

Use the space on the next page and write a one-page response to the story outlining the following:

- In **paragraph 1**, give a brief description of the setting, characters and the theme of the story in one paragraph.
- In **paragraph 2**, write a second paragraph in which you answer one of the following or both questions:
 - Did you enjoy the story? Why or why not?
 - Did the story teach you a lesson about life? What?

The reading response will be assessed according to the following guidelines:

Organisation: Introduction, paragraphs, topic sentences, supporting sentences **4 MARKS**

Content: Logical ideas, relevant support, convincing arguments **8 MARKS**







Part 8:

Let's rewrite nominalised texts – Has SA's constitution failed?

Part 8: Let's rewrite nominalised texts – Has SA's constitution failed?

1. Introduction

When lawyers and judges begin to comment on the world of law, they tend to use heavy nouns and adjectives to express their ideas. So, if we page along to the article on the SA Constitution, we see phrases such as “becoming an impediment” and “resolution of disputes”. These phrases may be replaced by simple verbs such as “impede” and “resolve disputes” as in

1a Does the SA Constitution **impede** our ability speedily **to resolve** legal disputes (disagreements) which **may lead to penalties**?

Instead of the longer form:

1b Is the South African Constitution becoming an **impediment** to reasonably speedy **resolution of legal disputes** that hold **punitive consequences**?

If you compare (1a) and (1b), you will notice that (1a) does not have a sequence (*series*) of heavy nouns. This unit deals with a procedure (*formula*) to denominalise texts. In other words, the heavy nouns in (1b) have been converted (*changed*) into active verb forms, and subjects have been added to these verbs:

Nominalise to change a verb into a noun
denominalise to change the noun back into a verb

<http://www.gviztraining.com/Nominalise.pdf>

Changes from nominalised	→	Denominalised text
Impediment (noun)	→	[Subject] + Impede (verb)
Resolution (noun)	→	[Subject] + Resolve (verb)
Hold punitive consequences	→	May lead to penalties

Learning outcomes

By the end of this Part of the module, students will demonstrate the ability to:

- analyse the relationship between form and meaning in texts that are socially relevant (*significant*);
- change words into related functional categories, for example, noun to verb; adjective to verb; adjective to noun; and noun to adjective for purposes of denominalising text;
- eliminate (*get rid of*) heavy abstract nouns from text by means of changing these nouns into verbs and adding subjects;
- produce subject-verb constructions, focusing on denominalised text;
- write about topics relating to the SA Constitution; and

- use various forms of learning, including group work, group presentations, PowerPoint presentations, speaking-directed and writing-directed learning

2. Learning Activities



Pre Reading Activity **LEARNING ACTIVITY 2.1:**

TASK A: The SA Constitution

Draw a **Mind-map** of all the human rights stated in the SA Constitution. Look at the Bill of Rights in the SA Constitution at the following URL:

<http://www.constitutionalcourt.org.za/site/constitution/english-web/ch2.html>

1. **Concept cards:** Draw up detailed concept cards for five unfamiliar words in the text “**Devil in the detail**”. Prepare them in the spaces below:

Front of card

Back of card



2. **Write** an outline of three rights recorded in the SA Constitution. You may not write more than 120 words, and you have to use your own words.



3. **Look at** the SA Constitution and the ANC's Freedom Charter. Question:
Does the one document conflict (*disagree*) with the other or would you say that the SA Constitution subsumes (*includes*) the Freedom Charter?
URL for the Freedom Charter: <http://www.anc.org.za/ancdocs/history/charter.html>
4. **Your opinion:** In pairs, discuss the following claims:
- Claim 1:** Land distribution (*allocation/sharing*) in South Africa is an explosive (*tense*) issue, and government are not addressing (*dealing with*) the issue adequately (*sufficiently*).
- Claim 2:** We need to protect the rights of law-abiding citizens rather than the rights of criminals and murderers.
- Claim 3:** In real life, politicians talk about the rights of citizens, but they don't protect them against abuses.

TASK B: Sentence Beginnings

Complete the following sentences once you have read the **first paragraph** of the text, *Devil in the detail*, below:

1. An impediment is _____
2. When I impede a process, I _____
3. The word **resolution** may have several meanings. Two of these are the following:
Firstly, it refers to _____
_____. Secondly, it refers to _____
4. The phrase "a punitive consequence" refers to _____



TASK C: Vocabulary Word Search

Find the word or phrase in the text "Devil in the detail" that will describe the definitions below:

1. This **word** is used in the second paragraph and it means "preceding".
Answer: _____
2. This **word** is used in the second paragraph and it means "to consider".
Answer: _____
3. This **paragraph** is the first in the text to refer to events earlier this year when judges from the Constitutional Court lodged a complaint against Judge Hlophe with the JSC.
Answer: _____
4. This **phrase** deals with a speculative (*rough/approximate*) and conditional (*unconfirmed*) scenario which the judges were required to have considered before they lodged their complaint against Judge Hlophe.
Answer: _____
5. This **phrase** has been underlined in the text and refers to how the constitutional judges' complaint had humiliated (*shamed*) Judge Hlophe.
Answer: _____
6. This **five-word phrase** refers to the fact that the judges did not explain why they had acted so quickly against Judge Hlophe.
Answer: _____
7. This **paragraph** refers to a finding in the supreme court that Judge Hlophe's rights had indeed been violated.
Answer: _____
8. This **paragraph** deals explicitly (*openly*) with the reasons why Judge's treatment at the hands of the constitutional judges may be seen as unfair.
Answer: _____

TASK D: Rewriting a Nominalised Text

1. Look at the introduction again. Then, re-write the following sentence so that you leave out the "heavy" nouns:

The court emphasised that no explanation had been proffered nor justification given by the Constitutional Court judges for their speed and haste in pursuit of a complaint.



2. Let's look at a more difficult example from an academic text. Try this more difficult example, taken from an article on parental control:

Although understanding the role of parents' use of control in the development of perfectionism in children is important in and of itself, this endeavour is also of significance because it has the potential to elucidate why parents' use of control may foster depressive symptoms (Kenney-Benson and Pomerantz, 2005: 27).

- 2.1. Identify the nouns in the paragraph.
- 2.2. Change them into verbs.
- 2.3. Add subjects to all these newly formed verbs.

3. Compare your response with our attempt at denominalising the text directly above:

Researchers argue that parental control may impact significantly on children's functioning. Such control, they state, may promote perfectionist and depressive tendencies in children.

- 3.1. **Task:** How close does this paragraph come to your own and the original nominalised text?

4. Finding your own example: Scan some of your academic texts for an example of a nominalised paragraph. Then, re-write the paragraph so that you leave out these "heavy" nouns.





While-Reading Activity

LEARNING ACTIVITY 2.2:

Using the SQ4R strategy and other techniques you have mastered, read the text below. Once you have done so, answer the questions that follow after the text. Use the spaces following each question for this purpose.

READING 1: Devil in the Detail

Devil in the detail

SERJEANT AT THE BAR

1. Is the South African Constitution becoming an **impediment** to reasonably speedy **resolution of legal disputes** that hold **punitive** consequences? Leaving the merits (*virtues*) of Judge Chris Nicholson's judgement aside, the implication, if correct, is to make life very difficult for the National Prosecuting Authority (NPA).
2. Each time the NPA finds itself losing a **preliminary** challenge to charges laid by it, it may well find itself having to entertain (*consider*) representations from the accused before **proceeding** with the case.
3. And, if an accused **can make** representations that **are rejected**, the way is open for him or her to take that decision to the high court on review and, if necessary, all the way to the Constitutional Court. Well, you **may ask**: when will the trial even begin?
4. Following hard on this judgement came a majority judgement from three of the five judges of the Johannesburg High Court in favour of the Cape Judge President John Hlophe. The facts are well known. On May 30 2008, judges of the Constitutional Court **issued** a statement in which they **announced** that they **had lodged** a complaint with the Judicial Service Commission (JSC) against Judge Hlophe.
5. The **initial statement** was of a very general nature, although **it** indicated that the **judge** had **allegedly** somehow interfered in the **deliberations** pertaining (*relating*) to the case before the Constitutional Court, S v Jacob Zuma. Only on June 17 was the complaint specified by the Constitutional Court in any detail.
- 6.



Hlophe **approached** the high court for relief. Initially (*at first*) it appeared to prevent the JSC from conducting a hearing into the complaint as well as a complaint brought by him against the Constitutional Court judges for **infringing his dignity**, equality and privacy by publishing the complaint and by failing to give him a hearing before bringing the complaint into the public domain (*field/area*). The relief about preventing a JSC hearing was not pursued (*followed up on*).

7.

The **majority** of the high court found that, until the Constitutional Court specified the complaint on June 17, Judge Hlophe's rights were violated (*dishonoured*).

8.

He **should have been heard** before the complaint **was lodged** in the public arena and this failure **infringed** his rights.

9.

In particular, the court **emphasised** that no **explanation** had been **proffered** nor **justification** given by the Constitutional Court judges "for the speed and haste in which the steps were taken ... It is that speed and haste that brought about the unfair treatment of the applicant and a violation of his rights."

Source: Mail & Guardian Online

Web Address: <http://www.mg.co.za/article/2008-10-16-devil-in-the-detail>



POST-READING LEARNING ACTIVITY 2.3: Making form-meaning connections

Read paragraph 1:

1. Why does the author claim that the SA Constitution delays the processes of justice?

2. The author qualifies his statement that the SA Constitution has a disruptive effect on legal disputes. How does the author use specific phrasing to exclude a specific significant event from his reasoning?



Read paragraph 2:

3. How can the accused disrupt the NPA's challenge?

Read paragraph 3:

4. Explain the sequence of events when an accused contests an NPA challenge or charge.

5. How is the question "when will the trial even begin?" related to specific words in paragraph 1? List at least two phrases and explain how these phrases are related to the question.

Read paragraph 4:

6. Three verbs [verbal phrases] have been underlined in this paragraph. Explain the sequence of events on a time line for the three events.



Read paragraphs 4 and 5:

7. Are the following statements true or false? Give a reason for your view.

7.1. The Judicial Services Commission lodged a complaint against Judge Hlophe. **TRUE** **FALSE**

7.2. Judge Hlophe lodged a complaint against Jacob Zuma. **TRUE** **FALSE**

Read paragraph 6:

8. Which word in this paragraph signals (*indicates*) that Judge Hlophe approached the high court to intervene (*interfere/get involved*)?

9. What was Hlophe's response to the constitutional judges' complaint lodged against him?

Read paragraph 7:

10. Rewrite the paragraph so that the meanings expressed here are the opposite of those in the text.



Read paragraph 8:

11. Study the underlined verb phrases. What was the sequence of events for the last two verbs?

Re-read the text:

12. Using discourse (*conversation*) markers, list five facts that you are able to confirm from the text.





GROUP ACTIVITY 2.4:

Group task 2.4.1: Individually, visit the SA Constitution website at the following URL:
<http://www.constitutionalcourt.org.za/site/constitution/english-web/ch2.html>.

Then, argue a case for two clauses you would select from the constitution if you were forced to make a choice. In groups, then debate your choices and come up with a group-selection of two clauses. Prepare a PowerPoint presentation in which you present an outline of your choice. Each group member must present a section of the presentation.

Group task 2.4.2: Write your personal “constitution” for integrity-based living. You have to capture this “constitution” in five sentences of not more than 18 words each.

Group task 2.4.3: The words, underlined in the text above, have been entered into a diagram below.

Alongside this column, there are columns for various word types. Convert the words into forms appropriate for the specific column. Leave spaces blank where the word cannot be converted into that word type:

WORD FROM THE TEXT	NOUN FORMS	VERB FORMS	ADJECTIVAL FORMS	ADVERBIAL FORMS
<u>Impediment</u>				
<u>Resolution</u>				
<u>Legally</u>				
<u>Dispute</u>				



Preliminaries

Proceed

WORD FROM THE TEXT	NOUN FORMS	VERB FORMS	ADJECTIVAL FORMS	ADVERBIAL FORMS
--------------------	------------	------------	------------------	-----------------

Rejection

Ask

Issue

Announcement

Lodge

Initially

Statement

Judgement

Allege

Deliberations

Approach

Infringe

Dignity

Hear

Emphasise

Explain

Proffer

Justification



3. Assessment Activities



ASSESSMENT ACTIVITY 3.1:

The purpose of this assessment activity is to establish whether you are able to express (*communicate*) an informed (*knowledgeable/educated*) opinion on the SA Constitution and legal processes.

Return to the section **Pre-reading learning activities in 2.1**. Review your written contributions on the tasks under the heading **“The SA Constitution”**.

For assessment purposes, write out your opinion on the rights and responsibilities of individuals under the SA Constitution [specifically Chapter 2, “The Bill of Rights”]. Your response has to be approximately 250 words, and you have to use your own words throughout.

Please note that you will be required to focus on specifying the subjects and the active verbs you want to assign to them. The following rubric will be used in assessing your work:

Dimension [Poor]	Scale	Dimension [Excellent]
Coherence: Incoherent, disconnected, fragmentary	1 2 3 4 5 6 7 8 9 10	Coherent, integrated, holistic response
Cohesion: Sentence and paragraph inconsistency	1 2 3 4 5 6 7 8 9 10	Sentence and paragraph consistency and balance
Inaccuracies of grammar mar communication	1 2 3 4 5 6 7 8 9 10	Accuracy and style superb
“Heavy” nouns occur, abstract nouns are used, and subjects cannot be identified clearly.	1 2 3 4 5 6 7 8 9 10	Denominalised text is used; subjects and their actions are specified; active rather than passive verbs.

Score

Performance-enhancing feedback:





ASSESSMENT ACTIVITY 3.2:

The purpose of this assessment activity is to establish whether you are able to denominalise a text.

Review the examples of denominalisation in the introduction and the **“Start up activities”** section of the module before you attempt this task. Rewrite the following text so that it remains cohesive, coherent and accurate. In addition, you have to denominalise the text:

Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken [from Chapter 2, the Bill of Rights, SA Constitution].

Dimension [Poor]	Scale	Dimension [Excellent]
Coherence: Incoherent, disconnected, fragmentary	1 2 3 4 5 6 7 8 9 10	Coherent, integrated, holistic response
Cohesion: Sentence and paragraph inconsistency	1 2 3 4 5 6 7 8 9 10	Sentence and paragraph consistency and balance
Inaccuracies of grammar mar communication	1 2 3 4 5 6 7 8 9 10	Accuracy and style superb
“Heavy” nouns occur, abstract nouns are used, and subjects cannot be identified clearly.	1 2 3 4 5 6 7 8 9 10	Denominalised text is used; subjects and their actions are specified; active rather than passive verbs.

Score

Performance-enhancing feedback:



ASSESSMENT ACTIVITY 3.3:

The purpose of this assessment activity is to establish whether you are able to abstract (*extract/take out*) the key arguments from a text.

Read the text entitled, **“Devil in the detail”**, before you respond to the following writing task:



Dimension [Poor]	Scale	Dimension [Excellent]
Coherence: Incoherent, disconnected, fragmentary	1 2 3 4 5 6 7 8 9 10	Coherent, integrated, holistic response
Cohesion: Sentence and paragraph inconsistency	1 2 3 4 5 6 7 8 9 10	Sentence and paragraph consistency and balance
Inaccuracies of grammar mar communication	1 2 3 4 5 6 7 8 9 10	Accuracy and style superb
"Heavy" nouns occur, abstract nouns are used, and subjects cannot be identified clearly.	1 2 3 4 5 6 7 8 9 10	Denominalised text is used; subjects and their actions are specified; active rather than passive verbs.

Score

Performance-enhancing feedback:

**ASSESSMENT ACTIVITY 3.4:**

The purpose of this assessment task is to assess students' communication skills in the context of a PowerPoint presentation.

Return to the **group task** in **Group Activity 1.1**. Students will be assessed as individuals in their groups on their PowerPoint presentations.

The following rubric will be used:

PowerPoint Presentation Rubrics [30 marks per presentation]

Criteria [Unacceptable]	Scale	Criteria [Exemplary]
Content and ideas are not at all clear	1/2 3/4 5/6 7/8 9/10	Content and ideas are clear
The presentation is poorly organised (with no introduction or conclusion)	1/2 3/4 5/6 7/8 9/10	The presentation is well organised (with a clear introduction and conclusion)
Language use (e.g., spelling; grammar) is very poor	1/2 3/4 5/6 7/8 9/10	Language use (e.g., spelling; grammar) is excellent

Comments and Suggestions for Improvement:

Score: _____ / 30/3 = 10 MARKS



4. End of section comments for assessment

These assessment tasks are intended to create a framework for you to produce text, either spoken or written, aimed at establishing how your ability to produce extended (*comprehensive*) text is developing. It is meant as an opportunity to put into practice your emerging discourse competence. You will be given feedback on these tasks. Please pay close attention to the feedback as this information is intended to assist you in re-visiting the tasks for purposes of further growth and development. In the next section, we provide feedback on the tasks that precede the assessment section.

5. Feedback

As stated in Parts 2 and 4 of the module, you will receive feedback from your facilitator once you have completed the activities. You are required to re-visit your responses, comparing your attempts with our sample responses. Remember that language is novel – in open-ended activities, we cannot produce definitive responses. It is also important that you engage in further activities based on the feedback. Your facilitator will attend to this cycle in the feedback loop.



6. Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

LEARNING OUTCOMES	✓ I FEEL CONFIDENT	✓ I DON'T FEEL CONFIDENT
Analyse form-meaning relationships within a text on a socially relevant topic;		
Convert words into related functional categories, for example, noun to verb; adjective to verb; adjective to noun; and noun to adjective for purposes of denominalising text;		
Eliminate heavy abstract nouns from text by means of converting these nouns into verbs and inserting subjects;		
Produce SV constructions, focusing on denominalised text; and		
Generate extended text on the SA Constitution		
Use various modes of learning, including group work, group presentations, PowerPoint presentations, speaking-directed and writing-directed learning		

Now answer the following questions honestly:

1. What did you like best about this section?

2. What did you find most difficult in this section?



3. What do you need to improve on?

4. How will you do this?

5. How has your journaling helped you in becoming more productive?

References

BOOKS

WEB-BASED REFERENCES

Chapter 2 of the Constitution (The Bill of Rights) at the following URL:

<http://www.constitutionalcourt.org.za/site/constitution/english-web/ch2.html>

Freedom Charter, ANC document, accepted at Kliptown in 1955, at the following URL:

<http://www.anc.org.za/ancdocs/history/charter.html>

IMAGES

logo.cafepress.com/nocache/9/635957.410879.jpgcqtshirts.blogspot.com/





PART 8 – SA'S CONSTITUTION: Glossary of difficult words

[±40 MINUTES]

Match the meanings of the words in columns A and B by placing the correct numbers of the synonyms in column B next to the words in column A

Example:

A		B
radical	2	1. complete
		2. drastic
		3. favourable

Now do the following:

A		B
abstract	□	1. tense
eliminate	□	2. includes
humiliated	□	3. communicate
procedure	□	4. sufficiently
intervene	□	5. knowledgeable/educated
speculative	□	6. series
merits	□	7. comprehensive
distribution	□	8. granted
pertaining	□	9. unconfirmed
explosive	□	10. at first
discourse	□	11. openly
domain	□	12. changed
informed	□	13. followed up on
sequence	□	14. significant
signals	□	15. extract/take out
express	□	16. dishonoured
extended	□	17. interfere/get involved
disputes	□	18. virtues
entertain	□	19. get rid of



conflict		20. disagreement
adequately		21. rough/approximate
subsumes		22. formula
violated		23. shamed
conditional		24. indicates
Initially		25. relating
explicitly		26. allocation/sharing
pursued		27. consider
relevant		28. disagreements
accorded		29. conversation
converted		30. field/area





Skills Pack

English Literacy & Language Development, Workshop Series 2010

English Language and Literacy Development: Skills Pack

1. Concord in Texts

Students often make subject-verb relation errors, or concord errors. Most sentences in English contain a subject and a verb. In order for you to understand concord, make sure you know the following:

- A **noun** is a **naming word**, such as chair (common noun), love (abstract noun), Bloemfontein (proper noun).
- A **verb** is a **doing word**, such as walk, eat, swim, etc.
- **Finite verbs** show a particular tense, person and number: for example, 'am', 'is', 'are', 'was' and 'were'
- **Non-finite** verbs do not show a particular tense, person and number, such as 'be', 'being' and 'been'.
- The **subject** is the one that **performs the action** of the verb. For example; the **boy played** in the sand pit. Ask yourself what the verb (doing word) is, which would be played. Then ask yourself who is performing the action (verb), which would be the boy. This **subject-verb relationship** is called **concord**.
- A **pronoun replaces a noun** in a sentence. So instead of "John loved John's book", we would replace the second John with **his**, which would be a **pronoun**. The sentence would then read, "John loved his book". **That** and **what** are also pronouns.
- The **subject** in a sentence is usually a **noun** or a **pronoun**. When a noun is plural, the verb has to be plural as well. Look at the following example:

The **boys fetch their** bags from the classroom.
You see that the subject, boys, is a plural noun (many boys) and the verb (fetch) is also plural.
The pronoun is also plural (their) because it replaces 'boys' in the sentence.

For a clearer, deeper understanding of concord, look at the following:

**CONCORD IS THE AGREEMENT BETWEEN WORDS IN GENDER, NUMBER,
CASE, OR PERSON.**

Gender: The **queen** has lost **her** crown.

Number: The **shoes are** too small.

Person: **I am** thankful.

Three principles govern the subject-verb concord: Grammatical concord, Notional concord and principle of proximity.

Grammatical concord

- A singular subject requires a singular verb
Example: My **son watches** television after dinner.
- A plural subject requires a plural verb
Example: My **sons watch** television after dinner.

If the subject is **a noun phrase** (a phrase is a group of words forming an abstract unit, but not a sentence, i.e. there is no verb): the **number of the verb** depends on the **number (singular or plural) in the main phrase.**

Example: The **change** in female attitudes **is** most obvious in industry.
The **changes** in female attitudes **are** most obvious in industry.

A clause (a clause is a distinct part of a sentence, including a subject and predicate) in the position of subject counts as **singular**:

Example: **That she was angry** really **bothers** me.
Smoking cigarettes is dangerous to your health.
To err is human.
For students to hand in papers is always a good idea.
That they should all hand in papers and that the papers should all be so good was a big surprise.
What I like most about the house is that it's warm.

Notional Concord

1. Agreement of verb with subject according to the idea/notion of number

Example:

Collective nouns (A collective noun is a noun indicating a group or collection of similar individuals considered as one complete whole. It is therefore naturally regarded as being singular and as such takes a singular verb):

The **committee is** having a meeting.
The **committee consists** of seven members.
The **audience is** enjoying the show.
The **public has** to be served.

2. But, when the parts or members that make up the thing indicated by the collective noun are thought of individually, a plural verb may be used:

The **committee are** finding it difficult to reach a decision.
Her **family are** coming to dinner.
The **public are** requested not to litter the streets.
When necessary, a collective word must be followed by **which** when it is **singular**, but **who** when it is **plural**: 'the board **which is** meeting...'; 'the orchestra **who are** having coffee.'

3. The nouns *people, police, clergy, cattle* are always used with a plural verb, for example:

The **people** of Norway **are** called Norwegians.
The **police are** making enquiries about the murder.
Cattle are found crossing the road.

4. *People* is often used as the plural of *person*; it also means *nation*, e.g. The French *people*, the *peoples* of Europe.



Principle of Proximity

1. Agreement of the verb with the noun closest to the verb.
Example: No one except his own **supporters agree** with him.
 One in **ten take** drugs.
 One or two **reasons were** suggested.
 More than one **person has** refused.
 Nearly one out of **three twenty-year-olds are** without work.
 Can you tell me whether the hat or **the gloves are** red?
Is the hat or the gloves red?
 Either John or the **girls have** to do it.
 Either the girls or **John has** to do it.
2. **Measures and partial numbers (fractions, percentages, decimals, etc.)**
Example: **Three milligrams of calcium nitrate was** administered.
A quarter of the vines were destroyed in the fire.
Twenty-five per cent of the crop was lost.
 Half of the sand **was** wet.
 Half of the plates **were** wet.
3. **Either/ or** and **neither /nor**: principle of **proximity**
Example: Either the **students** or the **parents are** going on the trip.
 Either the students or the **teacher is** going to be there.
 Either the teacher or the **students are** going to be there.
 Either John or **Mary has** to do it.
 Either John or the **girls have** to do it.
 Either the girls or **John has** to do it.
 Neither John nor **Mary has** to do it.
 Neither John nor the **girls have** to do it.

http://www.fs.gov.za/Departments/SAC/Library/depart/language_articles.htm

Concord in two texts

It is important that you are able to identify the subject-verb relations in business texts, and of course, you have to be able use it correctly in your own writing. Before you hand in an essay, you have to check all subjects and their verbs in your essays, assignments or reports (including your informal memos and letters).

Argentina formally defaults on debt

Sapa-AFP In Business Day 06/01/2002

BUENOS AIRES - **Argentina has** formally **defaulted** on its \$141-billion public debt by failing to make a \$28-billion payment on a bond, a local **news agency reported** on Friday, citing finance ministry sources. **Argentina failed** on Thursday to make payments on a lira-denominated bond due in 2007, according to the report. **The event had been expected:** on December 23 interim president Adolfo Rodriguez **Saa announced** a halt on debt payments soon after **he took** office. His **successor**, Eduardo Duhalde, who **took** office on January 1,



said he would continue the policy. The finance **ministry was** tight lipped about the event late on Thursday, declining comment.

We may list the subjects and their corresponding verbs in the following table:

SUBJECTS	VERBS
Argentina	has defaulted
news agency	reported
Argentina	failed
event	had been expected
Saa	announced
He	took
Successor (who)	took + said
He	would continue
Ministry	was

In the past tenses, the use of was and were with singular or plural subjects may create problems. Otherwise, past tense is relatively easy to manage. It is the past tense sequence that poses problems: Argentina is singular; therefore, the proper noun takes singular **has**. In the next text, consider the subject-verb relations and the tenses that are used. The head word and the verb (i.e. subject + verb) have been placed in bold. It is important to note that one has to be careful to check on all head words in complex noun phrases and how these are related to the verbs in the text. It is also important to state that subject-verb relations apply only in the case of subjects and their finite verbs. Non-finite verbs do not require you to apply the rules of concord.

It is therefore important that you know what a finite verb is. It was for this reason that the concepts finite verb and subject were considered at the very start of this section. If you are uncertain about the distinction, re-read the entire Appendix.

Chinese economists send mixed signals

AFP In Business Day 06/01/2002

BEIJING - Chinese state-employed **analysts disagree** on their forecasts for economic growth this year because of conflicting views on the impact of the slowing world economy, official **media said** Friday. Among the optimists **is Chen Dongqi, head** of research at the State Development Planning Commission, **who expects** 7.5% growth in 2002, the highest forecast by any government economist so far. "**I don't want** to play down China's economic growth potential in the years to come," **Chen said**, according to the China Daily. China's **economy expanded** by 7.3% last year, compared with 8% the year before. The **decline was** mainly due to a steep decline in export growth to about 5% from 27.8% in 2000.

Most Chinese **economists share** the view that foreign **trade will continue** to be hurt by the sluggish international economy but the **question is** how serious the **impact will be**.



Explaining his 7.5% prediction, **Chen told** the China Daily that the negative **impact** of the September 11 attacks in the United States **would be** short-term. "Fortunately, the **interruption will not last** long," **he said**.

More serious **are the difficulties** that many foreign **economies are experiencing** due to the slump in the technology industry, but the good **news was** many **governments were looking** for ways to overcome the problems, **Chen said**. But even within the State Development Planning Commission, **there are dissenting voices**, with some adopting a gloomier view, the **paper said**.

"If the developed **economies are** still in recession, China's (economic) growth **rate will continue** to drop this year," **said Wang Jian**, a macroeconomic **expert** with the commission, **who was not quoted** as giving a growth forecast. "Last year's **decline** in export (growth) **was caused** by the worsening global economic situation. This year, world economic **expectations are** even lower and **that resulted** in my downbeat judgement," **Wang said**.

AFP

Task: When you read texts, identify the subject-verb relations in them. Keep a list of interesting examples of subject-verb concord.



2. Journaling academic arguments – Developing your own voice

Introduction

We recommend that you keep a journal and write at least three pages each day of the week. The purpose is to develop the habit of writing, and to become used to putting your thoughts down on paper. You may write about any topic you have come across in the course. Write three pages a day. You can also choose any argument you came across in any of your modules. In this case, we have included an outline of the **Read-Think-Write** pattern of text production.

LEARNING OUTCOMES

By the end of Part 2 of the module, students will have written at least 21 pages of spontaneous writing.

Calculation this! If you write three pages per day for 200 days of the year, how many pages will you have written? Easy sum, I would say: a whopping 600 pages will have come from your pen. To be able to reflect critically on your journaling abilities, we suggest that you read the following article (not compulsory):

[Advantages and disadvantages of Journaling... \Skills Pack\050908 Journal Writing in Experiential Education Possibilities, Problems, and Recommendations_ER.htm](#)



Do not use your journal as a private war zone where you attack others.

Look at the following structure; it can help you with your journal entries:

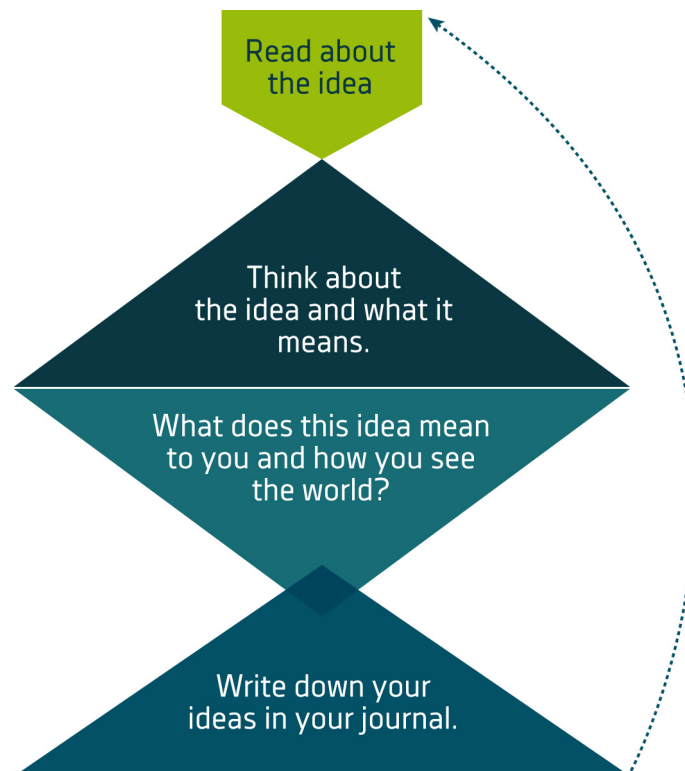




START-UP ACTIVITY 2.1:

From reading to thinking to writing

We recommend the following formula:



AN EXAMPLE:

Outline of the idea:

Okun (2002: 43) says that practitioners in the helping professions have to develop high levels of self-awareness. Once they have developed these levels of awareness, they are better at helping others because they are able to step away from their own needs, perceptions and feelings. They are then better able to deal with others' thoughts and feelings.

What this means for me:

I also believe that we have to work on our self-awareness. If we don't have self-awareness, those hidden parts of ourselves may lead to negative experiences, and then, we may not be able to understand why. There are many ways of raising our self-awareness. Firstly, we have to measure our strengths and weaknesses. Second, once we know what we like and what we can do, we will know what to do with our energies. We should not avoid our



weaknesses; rather, we should also keep an eye on them, at try develop them too. Through self-awareness we will be able to plan our personal development more effectively.

For more information on critical-reflective, self-directed analysis, click on the following button:

[Self awareness and success](#)



3. Cohesion in Texts

Cohesion refers to how **words** are **connected** in a text. This means that the words in a text are related in different ways. For example, look at how the word 'however' is used in the following sentence:

He thought he had done well in the test. However, when he received his results, he realized that he had not known his work as well as he had thought.

This particular discourse marker (also known as a connecting or linking word) warns you that you are about to read contradicting information.

Look at the following examples of **cohesive ties** (**connecting/linking words**).

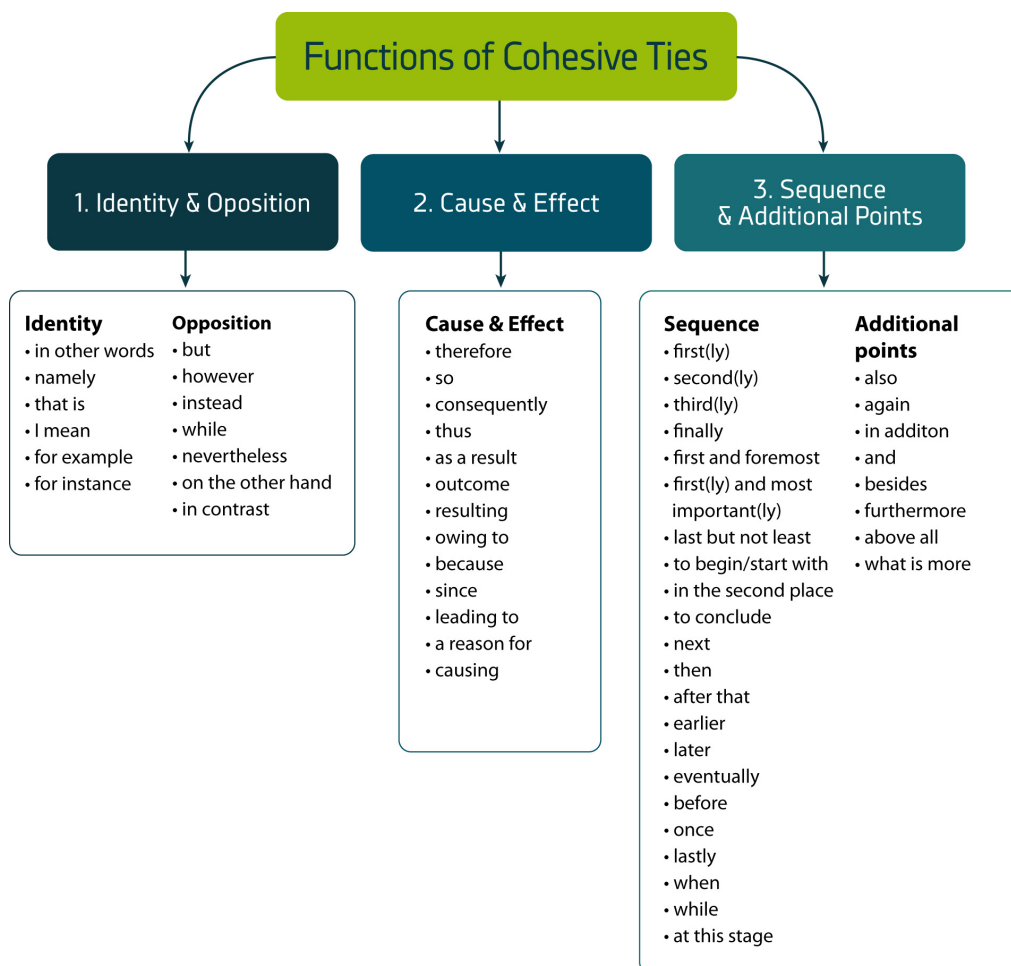
Cohesion ties			
CONJUNCTIONS	PREPOSITIONS	PRONOUNS	ADVERBS
and	thought	he	nevertheless
but	via	she	nonetheless
while	over	it	however
because	by	they	by contrast
furthermore	with	their	on the contrary
in addition	above	we	still
moreover	below	us	on the other hand
firstly	close	ours	
secondly	nearby	which	
thirdly	on	this	
either...or	of	that	
neither...nor	to	these	
before		those	
while		herself	
since		himself	
after		themselves	
until			

See if you can identify the cohesive ties in the following passage.

(1) People have argued hotly for centuries about the pros and cons of comics, the most popular and widely-read form of literature in the world. **(2)** The continuing popularity of comics is indicted, for example, by the fact that comic strips have been made and read since 3500 BC, and that in America today they are enjoyed by over 70, 000,000, both young and old. **(3)** There it is estimated that, every Sunday morning, some 41,000,000 children pore



over comic sections of the newspaper, whereas very few read the Bible with much concentration. **(4)** Educators, gasping at the proportions of this addiction, say that story-strips provide entertainment only for moronic minds – that is, they suggest that comics lack mental substance, artistic form and educational value. **(5)** However, less conservative educators and some psychologists argue that because comics evoke an instant and universal emotional response, they can be utilized educationally in the teaching of literacy and morality. **(6)** Instead of throwing them out of the window, teachers in third world countries (such as Africa, Mexico and India) can use comics for mass literacy projects, since this material is both cheap to produce and visually stimulating. **(7)** Moral educators suggest that comics can also be used with children to cultivate, visually, a perception of what is right and wrong, good and evil. **(8)** “Superman”, for instance, can be used as an example to young boys of a person who works hard to right wrongs, to protect the weak, and to help humanity – in short, to see that good overcomes evil ¹ (Rodseth, V., Johanson, L. & Rodseth, W. (1992) *Think Write*. Southern Africa: Hodder & Stoughton Educational.)



2

¹ (2) for example; (3) whereas; (4) that is; (5) However; (6) Instead of (8) for instance; (8) in short

² Rodseth, V., Johanson, L. & Rodseth, W. 1992.

Think Write. Southern Africa:
Hodder & Stoughton Educational.



1. Identity (sameness) and Opposition

in other words
namely

that is
I mean

for example
for instance

Example:

My grandfather is a difficult old man. It is not easy to get along with him.

*My grandfather is a difficult old man. **In other words** it is not easy to get along with him.*

Now, use the words in the box above to complete the following paragraph.

1.1. Connectives expressing identity (sameness)

There is a certain type of connective word which indicates that the statement following it is saying much the same as the statement preceding it.

____(1)____, the new statement is re-stating the first statement,

____(2)____, saying it again, only in different words, or in different terms.

____(3)____, the new statement might give an example demonstrating the same point as the first statement, ____ (4) ____ present the point in more specific or concrete terms.³

(Rodseth, V., Johanson, L. & Rodseth, W. (1992) Think Write. Southern Africa: Hodder & Stoughton Educational.)

in contrast
on the other hand

instead
nevertheless

while
however

but

1.2. Connectives expressing opposition

____(1)____ some connective devices express identity, others express opposition.

____(2)____ of presenting the same point in another way, they present a completely opposing point. "Identity" connectives sometimes introduce examples,

____(3)____ "opposition" connectives never do. The statement introduced by the "opposition" connective looks at another side of the story from the point adjacent to it. ____ (4) ____ it is still related to the main idea, which itself usually expresses an opposite or a contrast.⁴

(Rodseth, V., Johanson, L. & Rodseth, W. (1992) Think Write. Southern Africa: Hodder & Stoughton Educational.)

2. Cause and Effect

Look at how the causes, connectors and effects of the following passage are tabulated below.

³ (1) In other words (or that is / I mean); (2) that is (or in other words); (3) For instance (or for example); (4) or.

⁴ (1) While (or Although); (2) Instead; (3) but; (4) Nevertheless (However)



therefore	consequently	because	since	
outcome	owing to	as a result	thus	causing
leading to	a reason for	resulting	so	

1. My alarm did not go off this morning.
2. I got up late
3. I was late for work
4. I did not give my boss the report at 8:00.
5. He was very angry.
6. He had to cancel his appointment with the MD.

Because my alarm did not go off this morning, I got up late, **which resulted in** my being late for work. **Consequently**, my boss was very angry **because** I did not give him the report at 8:00. **As a result**, he had to cancel his appointment with the MD.

Cause	Connector	Effect
my alarm did not go off	because	I got up late
my alarm did not go off	which resulted in	my being late for work
I did not give him the report at 8:00	because	my boss was angry
I did not give him the report at 8:00	as a result	he had to cancel his appointment with the MD

3. Sequencing and Additional Points

first(ly)	finally	next	before	while
second(ly)	to begin/start with	then	once	when
third(ly)	in the second place	after that	lastly	at this stage

Use the connectors in the box to connect the following sentences:

1. Make sure that the handbrake is on, and the car is in neutral.
2. Depress the clutch.
3. Turn the key and press the accelerator.
4. Put the car into first gear.
5. Release the clutch gradually and take off the hand-brake.
6. Press the accelerator gently.
7. Move forward.

(Rodseth, V., Johanson, L. & Rodseth, W. (1992) Think Write. Southern Africa: Hodder & Stoughton Educational.)

There are many ways in which these sentences can be connected; the following are two examples:

To begin with, make sure that the handbrake is on, and the car is in neutral. **Then** depress the clutch. **Next**, turn the key and press the accelerator. **After that**, put the car



into first gear. **Once** the clutch is released, gradually take off the hand-brake. **Finally**, press the accelerator gently and move forward.

OR

Firstly, make sure that the handbrake is on, and the car is in neutral. **Secondly**, depress the clutch. **Thirdly**, turn the key and press the accelerator. **Then** put the car into first gear, release the clutch gradually and take off the hand-brake. **Finally**, press the accelerator gently and move forward.



4. Common Errors

Mind-mapping, topic and supporting sentences

MIND-MAPPING



1. How to create a mind-map:

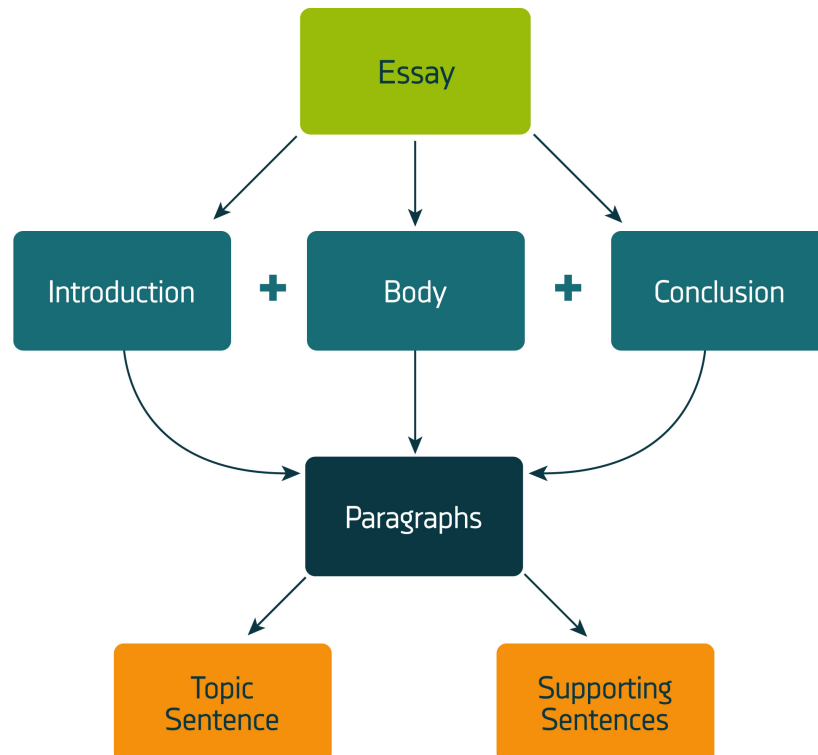
- **Use *single words or simple phrases for information*:** You can fill in the gaps later on, but a mind map consists of single, strong words/phrases that carry the most important information. Too many words will just clutter your mind map.
- ***Print words*:** Joined up or indistinct writing can be more difficult to read.
- ***Use colour to separate different ideas*:** This will help you to separate ideas where necessary. It also makes your mind map easier to remember. Colour also helps to show the organisation of the subject.
- ***Use symbols and images*:** Where a symbol or picture means something to you, use it. Pictures can help you to remember information more effectively than words.
- ***Using cross-linkages*:** Information in one part of the mind map may relate to another part. Here you can draw in lines to show the cross-linkages. This helps you to see how one part of the subject connects with another.

http://www.mindtools.com/pages/article/newISS_01.htm

An essay consists of an **introduction**, a **body** and a **conclusion**.

Each of these are made up of paragraphs, which in turn are made up of topic sentences and supporting sentences:





Look at the following paragraph:

Birds of prey often circle in the sky as they search for their victims. Many bird watchers have described their delight in seeing an eagle soaring before it swoops down on a rabbit, or a hawk hovering high above the ground as it searches for a mouse.

The first sentence contains the **main idea** and is therefore the **topic sentence**, and the other sentences **give specific details** and are therefore **supporting sentences**.

The **topic sentence**:

- introduces the main idea to the reader
- is a general statement

The topic sentence in this paragraph introduces birds of prey and the fact that they hunt for their prey

The **supporting sentences**:

- give more information about the main idea,
- and are therefore more specific

The specific, supporting information about the birds of prey and how they hunt (the main idea) includes:

- the birds of prey we are dealing with are an eagle and a hawk



- an eagle soars and swoops and it hunts rabbits
- a hawk hovers in the sky and it hunts mice

Rodseth, R., Johanson, L., Rodseth, W. (1992) Think Write. Hodder and Stoughton Educational, Randburg.

Topic sentences are general statements and supporting sentences are more specific; now look at the following:

Granny Smith green apples / fruit / apples / food green apples / the green Granny Smith apple in my lunch tin

These can be arranged from general to specific, as follows:

- food
- fruit
- apples
- green apples
- Granny Smith green apples
- the green Granny Smith apple in my lunch tin

Now, order the following items from general to specific:
pansies, plants, annual flowers, flowers, the African pansy

- 1.
- 2.
- 3.
- 4.
- 5.
6. the black-eyed African pansy

⁵ Rodseth, R., Johanson, L., Rodseth, W. (1992) Think Write. Hodder and Stoughton Educational, Randburg.

Look at this **opening sentence** for a paragraph, and at the **main idea** which it contains:

"She was not very fond of university."

Look at the following sentences and decide which are appropriate supporting sentences, and which are not:

1. There were problems between the mother and father at home.
2. The classes were poorly organised, which resulted in many subjects clashes.
3. Her father always blamed her for the problems at home.
4. The lecturers were unfriendly, impatient and intolerant.
5. They were never willing to listen to students' explanations for arriving late for class.
6. The problems at home were affecting her relationship with her boyfriend.

Sentences **2, 4** and **5** would be appropriate **supporting sentences**, as they give reasons (specific information) for her not liking university (main idea).

⁵ plants, flowers, annual flowers, pansies, the African pansy, the black-eyed African pansy



Should you combine these to form a paragraph, it would read as follows:

She was not very fond of university. The classes were poorly organised, which resulted in many subject clashes. The lecturers were unfriendly, impatient and intolerant. They were never willing to listen to students' explanations for arriving late for class.

REMEMBER:

- Before writing a paragraph, you need to **brainstorm, mind-map, select and order** your ideas.
- Good writers **draft and revise** their work before producing their final paragraph
- A good paragraph has a **main idea**, usually expressed in the first sentence
- This sentence is known as the **topic sentence**.
- The topic sentence is not a heading, but a **full, declarative sentence**.
- Connected **support sentences** develop the main idea, expressed in the topic sentence.
- In good writing, every sentence **connects** with the previous sentence.
- The main idea in the topic sentence is often a **generalisation**.
- The support sentences give **specific** details illustrating the main idea.

Rodseth, R., Johanson, L., Rodseth, W. (1992) Think Write. Hodder and Stoughton Educational, Randburg.

2. Use discourse markers to show the reader where you are headed:

Discourse markers are words that are used to connect ideas in writing.

Examples of discourse markers:

- | | |
|------------------------------|---------------------|
| • with regard to | • moreover |
| • regarding as regards | • furthermore |
| • as far as.....is concerned | • although |
| • as for | • when |
| • on the other hand | • in addition |
| • while | • therefore |
| • firstly | • as a result |
| • secondly | • consequently |
| • next | • so that |
| • whereas | • more specifically |
| • however, nonetheless | • nevertheless |

Example:

There are many reasons why I don't like school. **Firstly**, I dislike getting up so early in the morning and putting on layers of uncomfortable clothes. **Secondly**, because I take so long to get dressed, my breakfast is always cold by the time I get to the table. **As a result**, I usually have a stomach ache when I get to school. **In addition**, we usually have Mathematics first and our teacher is very strict. **Finally**, there is this boy named Ted Wilkins who always bullies me during break time –this is by far the worst part of my school day.



3. Hyphenation of compound adjectives

An adjective is a describing word; they describe nouns.

For example: My dog, Spot, is an **enormous** *animal*.

The adjective "enormous" describes the noun "animal".

When two adjectives describe a noun, this is referred to as a compound adjective, and it needs to be hyphenated:

One usually gets paid very well for **high-risk** *work*.

The school seems to have many **ill-mannered** *children*.

4. The use of articles (the, an and a)

'**The**' is used to indicate when you refer to a specific person or thing:

I am looking for **the** book with the red cover (refers to a particular book that has a red cover, not just any book with a red cover)

'**A**' is use as a more general reference:

They are going to paint **a** house (there are many houses and they are going paint one of them).

'**An**' is also more general, and is used **before** a word that starts with a **vowel**, or before a word that is pronounced in such a way that it sounds as though it starts with a vowel:

The principal had to deal with **an** incredibly difficult situation.

He is **an** honest man. (The '**h**' is **not pronounced**, so it sounds as though honest begins with '**o**', which is why '**an**' is used)

5. Belief and believe

Belief is a noun (a naming word): The belief that he is a hero is mistaken.

Believe is a verb (a doing word): I believe that you are a good student.

6. The use of 'a lot'

Try to minimise the use of 'a lot';

Rather use 'many' in a sentence such as: A lot of cases (many cases)

Rather use 'much' in a sentence such as: A lot of work (much work = uncountable)

7. The apostrophe (')

The apostrophe is used in two ways:

- to show **possession** (the ownership of something), and
- to show **omission** (that something has been left out)

Look at the following examples:

- a) All the princess'**s** dresses were pink
- b) That is Sarah'**s** bag, not yours.
- c) The child'**s** lunchbox went missing.
- d) The children'**s** clothes were dirty after the soccer match.



- e) The students' marks were very good.
- f) The princesses' lost **their** books.
- g) *The dog bit its tail.

RULES FOR POSSESSION:

- A **singular** noun **ending** in an **s** takes an **apostrophe s**, as in sentence **1**.
 - A **singular** noun that **does not end** in an **s** also takes an **apostrophe s**, as in sentences **2** and **3**.
 - A **plural** noun that **does not end** in an **s** takes an **apostrophe s**, as in sentence **4**.
 - A **plural** noun that **ends** in an **s** takes an **apostrophe after** the **s**, as in sentences **5** and **6**.
- * **NOTE** that in sentence 7, **NO** apostrophe is used! The only time 'its' has an apostrophe, is when it signals the **omission** of the 'i' in 'it is'.

1. I can't understand why you don't want to go with me.
2. Let's see you try it.
3. You shouldn't tease the dog; it's going to bite you.

The **apostrophe** is used to show that a letter has been **left out**.

In sentence **1**, the apostrophe **replaces** the 'no' in 'cannot', and the 'o' in 'do not'.

In sentence **2**, the apostrophe **replaces** the 'u' in 'let us'.

In sentence **3**, the apostrophe **replaces** the 'o' in 'should not', and 'i' in 'it is'.

8. Pronouns

A pronoun is used in the place of a noun in a sentence to avoid it sounding clumsy. Look at the following example to see why pronouns are necessary:

Tony took **Tony's cat** to the vet because **Tony's cat** was ill.

The children hid **the children's books** under **the children's** seats.

My mother couldn't find the flour that **my mother** uses to make **my mother's** famous cakes.

The sentences should rather read:

Tony took **his** cat to the vet because **it** was ill.

The children hid **their** books under **their** seats.

My mother couldn't find the flour that **she** uses to make **her** famous cakes.



<p style="text-align: center;">Personal Pronouns</p> <ul style="list-style-type: none"> • I • me • we • us • she • her • he • him • you • they • them • it 	<p style="text-align: center;">Possessive Pronouns</p> <ul style="list-style-type: none"> • my • our • her • his • your • their • its
<p style="text-align: center;">Reflexive Pronouns</p> <ul style="list-style-type: none"> • himself • herself • itself • yourself • yourselves • themselves • ourselves • myself 	<p style="text-align: center;">Relative Pronouns</p> <ul style="list-style-type: none"> • which • who • whom • whose • that

Now try complete the following sentences using the pronoun-type indicators above:

1. He told _____ that _____ could win the race.
2. _____ had her hair cut on Monday, but _____ didn't like the way the hairdresser had cut _____ hair.
3. They did not know what to tell _____ parents about _____ bad behaviour at school.
4. _____ had a wonderful party on Saturday; all _____ friends were there.
5. He is the man _____ stole the car.
6. She didn't know _____ bag it was.

Check below for answers. ⁶

9. Tenses

Look at the following sentences and time lines to determine the tense of the sentences. The **auxiliary verbs** together with the **verbs** are what determine tense.

PAST TENSE

1. She **was working** in the garden when it started raining.
2. I **had been waiting** for hours for my dad to come home.
3. They **had** done research on the property before they bought it.

⁶ He told **himself** that **he** could win the race OR He told **her** that **she** could win the race etc. She/she/her; I their/their; **They** had a wonderful party on Saturday, all **their** friends were there OR **She** had a wonderful party on Saturday, all **her** friends were there, etc. who; whose



4. My friend **moved** to New Zealand when she left school.

Past perfect **HAD** Past perfect continuous **HAD BEEN + (...ING)** Past continuous **WAS, WERE + (...ING)** Past simple **DID, WAS, WERE**

←----- 3 ----- 2 ----- 1 ----- 4 ----->

PRESENT TENSE

- Mary often **arrives** early for class.
- What **are** you **doing** with that bucket of water?
- They **have not eaten** their food yet.
- We have been** swimming for the last 3 hours.

Present perfect **HAVE, HAS** Present perfect continuous **HAVE, HAS BEEN + (...ING)** Present continuous **AM, IS, ARE + (...ING)** Present simple **DO, AM, IS, ARE, DOES**

←----- 3 ----- 4 ----- 2 ----- 1 ----->

FUTURE TENSE

- The train **will** arrive today.
- What **will** you **be** doing on Monday?
- She'll have** gone by the time you get back.
- Dave **will have been** my husband for 12 year this coming Saturday.

Future perfect **SHALL, WILL HAVE** Future perfect continuous **SHALL, WILL HAVE BEEN + (...ING)** Future continuous **WILL, SHALL BE + (...ING)** Future simple **WILL, SHALL**

←----- 3 ----- 4 ----- 2 ----- 1 ----->

10. General errors

The difference between loose and lose	My pants are too loose on me, they are about to fall off. I put it in my bag because I was afraid I would lose it.
The difference between off and of	Be careful that you do not fall off the wall. I am sick of waiting in the bank for so long every time I need to draw money.
The difference between safe and save	I would love to save all the animals at the SPCA. It is not safe to walk around alone at night.



The difference between were and where	They were on their way to the shop when they saw him. Where did you put my pencil?
The difference between whether and weather	I cannot decide whether I prefer the green dress or the blue pants. The weather was so bad yesterday that I had to stay indoors the entire day.
The difference between practice and practise	Practice is a noun and practise is a verb I practise writing every day of my life. The practice that doctors perform community is a solution to health-care system problems.
The difference between no , know and now	I know that you work very hard (to have knowledge of) Now is the time to act (the present moment) There is no more sugar in the house (nothing)
Slang	Avoid using slang in your writing, write out the whole word gonna = going to wanna = want to cause = because
SMS language	Avoid using SMS language in your writing gr8 = great 2nite = tonight u = you
Contractions	Avoid using contractions; write out the whole word can't = cannot won't = will not isn't = is not don't = do not

11. Ambiguity

If a sentence is ambiguous, then it can be understood in more than one way. In other words, it has more than one meaning. The double meaning can be quite funny and is often unintended.

For example, look at the following newspaper headings and see if you can identify the ambiguity in each of them:

- KIDS MAKE NUTRITIOUS SNACKS
- STOLEN PAINTING FOUND BY TREE
- MINERS REFUSE TO WORK AFTER DEATH
- MILK DRINKERS ARE TURNING TO POWDER
- INCLUDE YOUR CHILDREN WHEN BAKING COOKIES
- SQUAD HELPS DOG BITE VICTIM

http://www.fun-with-words.com/ambiguous_headlines.html, viewed on 11 June 2009

Different meanings:

- The kids are the nutritious snacks, so it is healthy to eat kids **OR** nutritious snacks are made by kids.
- The tree found the stolen painting **OR** the stolen painting was found in the vicinity of the tree.



- c. The miners refused to work after one of the miners died **OR** the miners refused to work after they died.
- d. People who drink milk are resorting to drinking powdered milk **OR** people who drink milk are themselves turning into powder.
- e. You should allow your children to help you bake cookies **OR** when you bake cookies, you should bake your children as well.
- f. The squad helped the dog bite the victim **OR** the squad helped the victim who was bitten by the dog.

The double meaning is usually a result of incorrect word order in a sentence. Once you have written something, read it again carefully to make sure there is no double meaning.

12. Punctuation



QUESTION MARK:

Used to indicate a question. It acts as a full stop at the end of the sentence. The sentence that follows starts with a capital letter.

- *Please would you help me carry this bag? It is so heavy.*
- *Don't you ever listen to anything I say?*



EXCLAMATION MARK:

Used to indicate an exclamation. It acts as a full stop at the end of the sentence. The sentence that follows starts with a capital letter.

- *Go away! I never want to see you again!*
- *Don't put your dirty feet on the bed!*



COLON:

Used to introduce a list, a summary, an explanation, or before reporting what somebody has said.

- *Remember the following important points : brush your teeth, eat your vegetables, and don't watch too much television.*
- *Paul: Larry is a terrific fellow, you should meet him.*



BRACKETS:

Used to indicate parenthesis. This is additional information, without which the sentence will still make sense.

- *I had a dog (a black poodle) that got run over.*
- *The University of the Free State (UFS) is located in Bloemfontein.*



APOSTROPHE:

Used to show possession or omission (refer to beginning of Common Errors for further information)

- Omission:
- *I can't understand this question.*
 - *Don't walk to school alone, it is dangerous.*
- Possession:
- *That is Tony's hat.*
 - *The learners' bags got wet when it rained.*



**FULL STOP:**

used at the end of a sentence and in abbreviations

- *So many children in South Africa are homeless.*
- *Dr. A.M. Goodie will be attending the seminar today.*
- *etc.*



INVERTED COMMAS OR QUOTATION MARKS are used to indicate a direct quotation.

- *The boy said, "I have never been to Mexico."*
- *In yesterday's meeting, John spoke of "highly motivated staff" as the key to success in business.*

**HYPHEN:**

used between the parts of a compound word or name or between the syllables of a word when divided at the end of a line of text. Don't confuse the hyphen with the dash.

- *post-box or happy-go-lucky or long-legged animal*

**DASH:**

used to set off a word or phrase after an independent clause or to set off words, phrases, or clauses that interrupt a sentence. Don't confuse the dash with the hyphen.

- *"She was very angry and began screaming - at me, I mean."*

**SEMICOLON**

- (1) Used when two clauses are not joined by connecting words such as *but, and, yet, or, nor, for, and so.*
- (2) Used to separate main clauses joined by a conjunctive adverb (such as *however, consequently, otherwise, moreover, nevertheless*)
 - *Students with good reading proficiencies are given standard texts books; students with low reading proficiencies are given additional supporting materials.*
 - *Many people are under the impression they are finished learning; however, they don't realise that learning is a life-long process.*

**COMMA:**

- (1) Used to separate clauses in a sentence when they are joined by *:but, for, or, or, yet*
 - *The show was finished, yet the audience remained in their seats.*
 - *It was my birthday yesterday, so my mom took me out for supper.*
- (2) Use a comma after introductory clauses that begin with: *after, although, as, because, if, since, when and while.*
 - *While I was washing my hands, my dog ate the food on the table.*
 - *As for the game, it did not go very well.*
- (3) Use a comma after introductory words such as *yes, however, well.*
 - *Well, then you should go on your own.*
 - *Yes, I think those pants look nice.*
- (4) Use two commas to set off clauses or phrases that are not essential to the meaning of the sentence.
 - *Last week Wednesday, the day it rained so hard, I went to the supermarket to buy candles.*
 - *My cousin, the boy wearing the blue jacket, is seven years old.*



-
- (5) Use a comma to separate 3 or more words, phrases or clauses that are written in a series.
 - *I went to the store to buy eggs, bread, milk and honey.*
 - *The boy next door is unfriendly, he never plays with other children, he kicks his dog when he is angry and is generally a rather unpleasant fellow.*
 - (6) Use a comma to separate 2 or more adjectives used to describe a noun.
 - *Betty has a large, hairy, long-legged dog.*
 - *You are dealing with a difficult, stubborn old man.*
 - (7) Use a comma near the end of a sentence to separate contrasting elements or to show a pause or shift.
 - *He was merely lazy, not stupid.*
 - *You are one of Izabel's friends, aren't you?*
 - *The main in the rain coat looked strange, even creepy.*
 - (8) Use a comma to set off phrases at the end of the sentence that refer back to the beginning or the middle of the sentence.
 - *Lisa waved at Mark, who was leaving for Johannesburg.*
 - (9) Use a comma to separate geographical names, items in dates, addresses and titles in names.
 - *She comes from Cape Town, South Africa.*
 - *December 21, 2001, was the year my son was born.*
 - (10) Use a comma to indicate a quotation.
 - *Ruth said, "I hope I see you again soon."*
 - *"Don't you want to come with," said John.*
 - (11) Use a comma wherever necessary to prevent confusion or misreading.
 - *To Helga, Michael was just a friend.*
-

5. Self Awareness

Why is this for me?

Self-awareness, or understanding more about ourselves, is at the centre of personal development and career development. This development process should run parallel to your academic studies, and the two processes should complement each other.

As you progress through your course, you should gain knowledge of your subject and yourself. Together, this knowledge helps you prepare for what you want to do next, by helping you to:

- make the right choices (e.g. whether to get a job or take a further course of study)
- make the most of your learning opportunities
- identify what are your key skills and where you can apply these most effectively
- describe fluently the 'type' of person you are
- identify things you might find difficult and develop strategies to deal with these

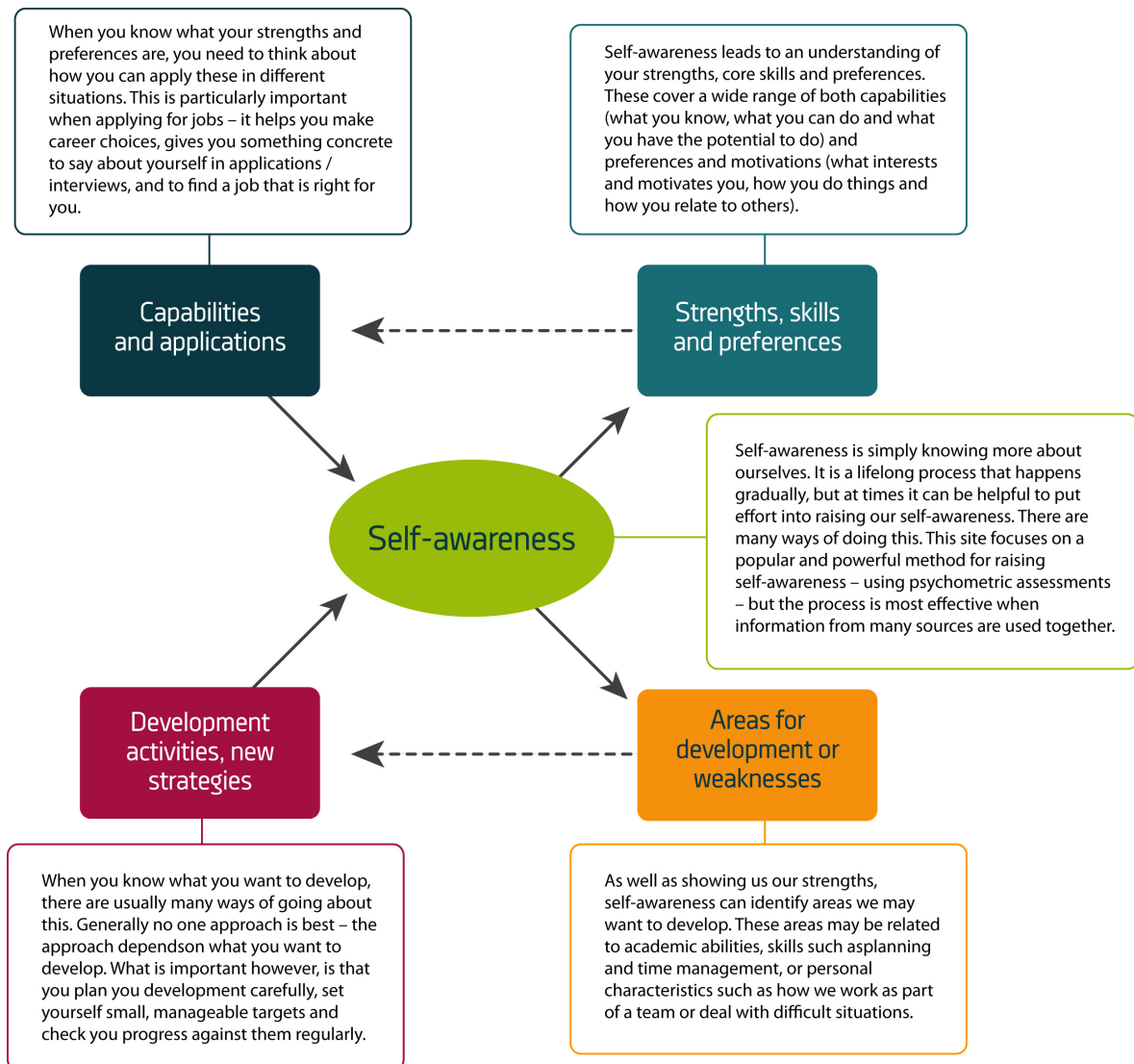


- understand how you relate to others in different situations (e.g. team work, leadership/management, socially).

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Becoming self-aware

One way to think about self-awareness and how it relates to development activities is shown below.



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