

COMMUNICATION

IN ENGLISH

Stories in pictures, stories in books

About this lesson

When we think about stories, we usually imagine them as being told in words. In this lesson you'll read a story about something that happened in a child's life. You'll learn how good storytellers make their stories exciting. But you might be surprised to find that a story can also be told in a photograph. Good photographers and artists can use pictures very effectively to give a lot of information – that's why there is a saying 'A picture paints a thousand words'.

In this lesson you will

- | work out how to predict information from the title of an extract
- | find out how writers use special ways to surprise us when they write
- | revise your article on youth by thinking about audience and purpose
- | work out the story of a photograph.

Unit 1

English for everyone



What makes a good story?

In the last lesson, Sindiwe Magona told us about the stories of her early childhood. Perhaps you remember the stories your grandmother or grandfather told you? Do you remember how you felt when you listened to an exciting story? Do you remember waiting with excitement for the ending to come?

One way to write a good story is to write a 'twist' in the story. This means to make a sudden change in the story that your reader does not expect. Good storytellers can really give their readers a big surprise!

In the activity, you'll read a story and find out how the writer surprises her audience. The story is called 'The Flowers' and it comes from a book of short stories called *In Love and Trouble . Stories of Black Women* by Alice Walker. Alice Walker is an African-American writer who writes short stories, poems and novels.



The main character (person) in the story is a little girl called Myop. The whole story is about an event that happened to her.

ACTIVITY 1

1. Before you read the story, try to use the title to predict what it is about. Think of all the reasons why we use flowers.
2. Read the first paragraph. What is the setting of the story? In other words, where does the story take place? Try to find some words in the paragraph to support your answer.
3. Now read the rest of the story. When you have read the story, think again about the title of the story. Why do you think the writer chose the title *The Flowers* ?

ANSWERS ON PAGE 136

The Flowers

1 It seemed to Myop as she skipped lightly from henhouse to pigpen to smokehouse that the days had never been as beautiful as these. The air held a keenness that made her nose twitch. The harvesting of the corn and cotton, peanuts and squash, made each day a golden surprise that caused excited little tremors to run up her jaws.

2 Myop carried a short, knobby stick. She struck out at random at chickens she liked, and worked out the beat of a song on the fence around the pigpen. She felt light and good in the warm sun. She was ten, and nothing existed for her but her song, the stick clutched in her dark brown hand, and the tat-de-a-a-ta of accompaniment. '

3 Turning her back on the rusty boards of her family's sharecropper cabin, Myop walked along the fence till it ran into the stream made by the spring. Around the spring, where the family got drinking water, silver ferns and wild-flowers grew. Along the shallow banks pigs rooted. Myop watched the tiny white bubbles disrupt the thin black scale of soil and the water that silently rose and slid away down the stream.

4 She had explored the woods behind the house many times. Often, in late autumn, her mother took her to gather nuts among the fallen leaves. Today she made her own path, bouncing this way and that way, vaguely keeping an eye out for snakes. She found, in addition to various common but pretty ferns and leaves, an armful of strange blue flowers with velvety ridges and a sweet suds bush full of brown, fragrant buds.

5 By twelve o'clock, her arms laden with sprigs of her findings, she was a mile or more from home. She had often been as far before, but the strangeness of the land made it not as pleasant as her usual haunts. It seemed gloomy in the little cove in which she found herself. The air was damp, the silence close and deep.

tremors:
shaking or
quivering

sharecropper:
a farmer who
has to give
part of the
harvest to the
landowner

fragrant:
with a sweet
smell

haunts:
places
someone
usually goes to

noose:
a piece of rope
with a knot, for
tying around
someone's
neck

6 Myop began to circle back to the house, back to the peacefulness of the morning. It was then she stepped smack into his eyes. Her heel became lodged in the broken ridge between brow and nose, and she reached down quickly, unafraid, to free herself. It was only when she saw his naked grin, that she gave a little yelp of surprise.

7 He had been a tall man. From feet to neck covered a long space. His head lay beside him. When she pushed back the leaves and layers of earth and debris Myop saw that he'd had large white teeth, all of them cracked or broken, long fingers, and very big bones. All his clothes had rotted away except some threads of blue denim from his overalls. The buckles of the overalls had turned green.

8 Myop gazed around the spot with interest. Very near where she'd stepped into the head was a wild pink rose. As she picked it to add to her bundle she noticed a raised mound, a ring, around the rose's root. It was the rotted remains of a noose, a bit of shredding plowline, now blending benignly into the soil. Around an overhanging limb of a great spreading oak clung another piece. Frayed, rotted, bleached, and frazzled - barely there - but spinning restlessly in the breeze. Myop laid down her flowers.

9 And the summer was over.



ACTIVITY 2

In this activity, you'll identify the place in the story where the writer surprises the reader. You'll also find how the writer uses words to create the surprise. Write the answers to these questions in your notebook:

1. The story starts off in a very light-hearted and carefree way. Can you find some words in the first two paragraphs of the story that help to make the reader feel relaxed and light-hearted?
2. At what place in the story does the carefree and relaxed feeling change? Give the number of the paragraph.
3. Write down some words that the writer uses to change the feeling of the story.
4. Write in your own words what happened to the little girl in paragraph 6.
5. Did you expect Myop to discover a dead body? Give a reason for your answer.
6. How does the writer explain why the body was lying there? Give a reason for your answer.

ANSWERS ON PAGE 137

COMMENT

The story starts off in a very light-hearted, relaxed way. A ten-year-old girl is gathering flowers. So it's very surprising to find the child suddenly stepping on a dead body.

Did you notice that the writer actually uses the word 'surprise' twice in the story? Firstly, she writes 'a golden surprise' in paragraph 1 to describe the excitement and wonder of the late summer days for Myop.

But the 'surprise' we find later in the story is very unexpected. It is also a very different kind of surprise - not 'golden' at all, but frightening and violent.

Writing a good story is like cooking a good pot of food. You must use the right ingredients, to make a great taste.

Storytellers have many 'ingredients' which they use to make a story exciting. One ingredient is the characters.



The characters are the people in the story, like the little girl, Myop in *The Flowers*. Can you remember a favourite character from a story in your childhood? Think about why the character stays in your memory.

Another ingredient which storytellers can use is a surprise, or twist, like Alice Walker does in her story. This makes the story exciting and keeps the readers interested. They will want to find out what will happen next.

Alice Walker probably wrote many drafts before she finally got her story ready to be published. A draft means a plan or outline that you can change. You wrote the first draft of your article about youth in Lesson 3. In the next section of this lesson, you'll have a chance to write another draft so that you can change your writing and improve it.

Revising your writing

In Lesson 4 you learnt that writing is a process that takes many steps. In this section we are going to add another step to the process: revising.

Read the article you wrote about youth again. Do you feel happy with it? Perhaps you have found things you want to change. This is called revising. It means going back to something you have written and making changes.

There are different reasons for revising. For example, perhaps you want to revise the punctuation. You'll read through your writing and check that all the punctuation marks are correct. When you spot mistakes, you'll make a change.

Some other reasons for revising your writing are to check that you have

- | written things in the right order
- | included all the important information
- | written clearly
- | written your ideas down logically and that all the paragraphs link together
- | spelt the words correctly.

defensive:
to feel the
need to protect
oneself or to
hide one's
weaknesses

Revising is also sometimes called editing. An editor is a person who reads someone's writing and helps the writer to make changes to improve his or her writing. Later in this lesson you'll ask a study partner to be your editor.

Sometimes we feel embarrassed, shy or defensive about other people looking at our work critically. We feel that we are being criticised ourselves. It's important to remember that writing is a skill, and, like other skills, it takes patience and lots of practice.

ACTIVITY 3

In this activity, you'll revise the first draft of your article on youth.

1. Read through your article and think about why you wrote it.
 - | do you remember that the CASE researcher asked for information?
 - | have you included enough information about youth and their problems?
 - | do you need to add some information?
 - | do you want to take out some sentences that are off the point, or unnecessary?

2. Now read through your article again and think about your audience. You are writing this for a researcher. Here are some things to check:
 - | is your style, or way of writing, appropriate
 - | is your style formal, or is it too personal and chatty? You shouldn't use phrases like 'you know' or 'let me tell you...'
 - | is your article straightforward and to the point?
 - | are your sentences simple and short, or could they confuse the reader?

Remember, your reader wants information, so facts are important. The researcher also wants your opinions on the facts.

COMMENT

In this activity, you revised your work. You read your writing critically and made some changes. It's been some time since you first wrote this article. Did it help to look at it with a 'fresh eye'? Usually it helps to take a break from your writing and go back to it later. Then you will notice things, or spot mistakes that you didn't see the first time.

ACTIVITY 4

Give your second draft to a learning partner. Explain what the purpose of your article is and who the audience is. Then ask your partner to suggest some changes, or to edit your draft.

COMMENT

It's very possible that your partner spotted mistakes you didn't. That's what an editor is there for. Editors give writers a second opinion on their work. The important thing is to decide if your editor's suggestions are good. If you think your editor has a good reason, then it is probably a good idea to follow his or her advice.

You can revise your writing many times until you are satisfied you have reached the final draft. But now it's time to take a break from your article. The next time you read it, you will probably find things that you want to change.

A story in a picture

In this unit, you have read stories and you have thought about the stories that were told to you as a child.

In this section, we are going to look at another means of telling a story. We are going to look at a photograph.

Photographs can be a very important way to give information, or to tell a story, or to make people think about something. Artists and photographers tell stories by using pictures and photographs. Just as writers create characters in a story, artists and photographers choose characters to paint in their pictures, or photograph through their camera lens. Like all writing, pictures and photographs also have a purpose and an audience.

Photographs and pictures are especially important ways of communicating with people who cannot read. For example, political parties use photographs on posters and pamphlets to try to persuade people to vote for them.

ACTIVITY 5

In this activity, you'll see how much information you can find in a photograph. The purpose of the activity is to show you how photographers and artists use images, or pictures, to make us think.

Look carefully at the photograph on page 65. Does it show a familiar scene? Perhaps this is something you did when you were a child. Or, perhaps you have never been near a donkey! Now use your own experience and your imagination to answer the questions on page 65.



PHOTO BY: SHERLOCK, P.

1. What do you think the children are doing?
2. What do you think the children will do after this?
3. Write two or three sentences to describe these children. For example, where do you think they live'?
4. Write a few sentences to describe the children's lives. Do you think they are happy? Is their life easy? What does the photograph tell you?
5. Imagine that you saw this photograph in a magazine. It would probably have a caption, that is, a sentence, or a few sentences explaining who is in the photograph and what they are doing. Write a short caption for the photograph.

ANSWERS ON PAGE 137

COMMENT

If you use the clues in a photograph, together with your own experience and imagination, you can learn a lot about different things in life. Information that you get visually from pictures and photographs is often rich in detail that is difficult to capture in words.

ACTIVITY 6

The photograph you studied in Activity 5 is from a book for adult learners. The book was published by an organisation based in England called OXFAM. Workers from the organisation help communities all over the world that are struggling to survive.

Now that you have this background information, why do you think this photograph was taken?

Write your answer in your notebook.

ANSWERS ON PAGE 138

CHECKLIST

Are you able to:

- r to predict information based on the title of a text
- r describe how a writer tells a good story
- r explain why it is important to revise your writing
- r remember your audience and purpose when you revise your writing
- r look for the clues which help you to discover the information in a picture or photograph
- r use the clues in a picture or photograph, as well as your experience and imagination, to 'read' the story the picture or photograph tells.



Preparing to read

In previous lessons in this unit, you used the title, preparatory paragraph, subtitles, and first and last paragraphs to prepare to read, or preview different texts.

In Lesson 6, you saw that pictures tell a story. So, photographs and pictures also help us to predict what an article is about.

ACTIVITY 1

Read the title of the article on page 70 and the first paragraph.

Now write a sentence in your notebook saying what you think the article is about.

ANSWERS ON PAGE 138

COMMENT

The title 'Don't mess with me!' is an American-English expression. It means, 'don't cause trouble with me'.

Have you ever wondered what it is like to do karate? Perhaps you've watched judo or karate on TV. Think about your own life: how do you protect yourself against violence?

South Africa has a very high rate of sexual violence – an estimated one in five South African women will be raped during her lifetime.

In the article, you'll read how a group of women have learnt how to protect themselves.

Reading for information

One of the main reasons we read, is to find information. But how can we do this quickly and effectively? How can we find information we need without reading through all the details in long texts?

You can use a particular reading strategy to help you find information quickly. The strategy is called scanning. The word 'scan' means to look at something quickly.

When you scan, you let your eyes go over the article without reading every detail. You can move your eyes up and down the page. Or you can move your finger over the page – either up and down, or from left to right and follow it with your eyes. The important thing is: don't read every word. While you scan, you can look for the information you want.

You probably use scanning all the time. For example, think about how you read the newspaper if you are in a hurry. You let your eyes run over the words, looking for the interesting parts. Then a word or sentence catches your eye and you stop to read.

When you are looking for specific information, it helps to look for key words and phrases in the passage. Key words and phrases are like signals that give you clues about where the information is. Your eye catches a word or a phrase which you associate with the topic you are interested in, and you read the text more carefully to find the information.

Don't mess with me!

They do not carry guns or knives, but they know they can defend themselves.

These women are students of a style of karate called Goju Kan. A new trainee, Tobeka Obose, told SPEAK how she stopped one man in his tracks when he harassed her in the street.

'He insulted me so I answered back. He grabbed me by my collar and pulled me. I punched and threw him to the ground. I left him lying there.'

'I feel strong now,' says Obose. The man who sees her every day, has not tried his luck again. She believes learning karate builds both mental and physical strength. This view is shared by all the women karate trainees in Mdantsane who were interviewed by SPEAK.

Karate started in Japan hundreds of years ago when people began using their hands and feet to defend themselves because carrying of weapons was banned in Japan.

Since the beginning of this century karate has become the fastest growing martial art (fighting sport).

Why do women do karate?

Karate is now a very popular sport and a safe way of self-defence. All the women doing karate told SPEAK they wanted to learn how to protect themselves.

'It is dangerous here with robbers and tsotsis. I can do nothing against a gun but if a person attacks me with a knife I can try to defend myself,' says Peggy Mgobozi, who runs a supermarket with her husband.

'I wanted self-defence and I have learnt it,' says advanced karate trainee Amanda Williams.

Williams and her sister, Antonia, started karate three years ago and are well on their way to being black belts.

A beginner starts with a white belt and when she or he is properly prepared does a 'grading' for the next belt.

The belts start with white and go on to yellow, orange, green, blue, purple, brown and finally black.

Twenty-year-old Williams is a purple belt and is aiming to get her black belt. She says she feels fit and healthy – another reason why women start karate.

'Doing karate involves a lot of exercise. This helps prevent diseases like heart illnesses,' says Mgobozi.

Her friend, 39-year-old Olive Luvuno, says: 'Karate is tough and I had stiffness and cramps when I started about six years ago.'

The trainees attend clubs in Mdantsane four times a week, for an hour or more.

The classes start with stretching and vigorous exercises like sit-ups and push-ups. When the trainees are warmed up, they learn the correct body positions, punches, kicks and blocks through a sequence of movements called 'kata'. Practice fights with a partner are known as 'kumite'.

In the national karate championships in 1990, Williams won a silver medal for 'kumite' and she has done well with 'kata' in competitions.

Though karate is often shown in films as a deadly skill

aimed at killing the enemy, it is in fact a disciplined sport with strict rules.

The women in Mdantsane are followers of 'non-contact', Goju Kan style. Other karate styles like Shotokan do involve contact and free-fighting but even this is carefully controlled by the instructor.

A karate instructor is called a 'sensei'. The Goju-Kan instructor at two Mdantsane clubs is sensei Mafuza Siyapi. Siyapi recently had every bone in his body broken after a car crash. After the accident, Siyapi was unconscious for months. Although he was blind and unable to move when he regained consciousness, he is now teaching again.

Doctors said Siyapi's life was saved because he was very fit and had a strong 'fighting spirit'. Siyapi says this is thanks to karate.

Although he encourages women to take part in karate, about 90 percent of his trainees are men.

Some men say it's bad

Some men in Mdantsane say it is not proper for women to do karate. Others complain that it has made women too independent. Some people believe that women who do karate cannot have children.

This is not true.

The women who work hard at karate say they have not experienced hostility from men. Most have the support of their families and friends.

'They ask why I am doing it and how long it will take to be perfect. They even say they will join,' says Luvuno.



ACTIVITY 2

In the article, the women speak about how karate helps them. They speak about the advantages (the positive aspects) of doing karate.

The writer also tells us that there are people who think karate is bad for women. These people say that karate has disadvantages (negative aspects) for women who do it.

Scan the article to find:

1. The advantages for women who do karate.
2. The reasons some people argue that karate is a bad thing for women.

When you are scanning:

- | use the sub-headings to help you find the section where the answers might be.
- | then let your eyes go quickly over the text. First look for the advantages by finding the keywords: 'helps' and 'reason'. Write down three advantages. Don't spend more than five minutes on this.
- | then scan for the disadvantages. Use the sub-heading and negative key words like 'complain' to help you. Write down three disadvantages. Don't spend more than five minutes on this.

ANSWERS ON PAGE 138

COMMENT

If you found this activity very difficult, try to work out what your problem might be. Did you find yourself reading the article carefully? Try to keep keywords in your mind while you scan for the information you need. For example, if you are looking for advantages, look for positive words like 'helps'.

When you find a word you are looking for, read the sentence and paragraph the word is in. See if it has the information you are looking for.

Here is a summary of the strategies you should use when you read:

1. Previewing to prepare to read. Remember, when you preview you can read
 - | headings and sub-headings
 - | preparatory paragraphs
 - | photographs, pictures or graphs

to predict what an article is all about. You can also prepare to read by asking questions about the passage.

2. **Skim-read** to get a general idea of what is in the article. When you skim-read an article, read the first paragraph, the sub-headings and perhaps the last paragraph. Skim-reading is a good way to find out quickly what an article is about.
3. **Scan** to find the information you need. When you scan a passage, you read through it quickly. Look for keywords to help you find information. Don't read every word.

Using these reading strategies will help you to become an active reader, to understand what you read and to find the information you want more quickly.

Revising your writing

In Lesson 6, you started a very important part of the writing process. You revised your article on the young people you know by making sure it suited your purpose and your audience.

So one reason for revising your writing is to improve your style. Another reason is to check that you have included all the necessary information.

Have you answered all the questions, or given a full enough explanation, or provided examples to support your points? In the next activity you'll check that all the necessary information is included in a notice.

ACTIVITY 3

Here is a notice about a public meeting scheduled to take place in a community near Johannesburg. A gang of tsotsis are terrorising the young women in the area. Four young girls have been attacked in the last two weeks. The women's committee has called a meeting for the whole community. They want to organise protection for the women.



1. What information do you think should appear in the notice?
Write your list in your notebook.
2. Members of the women's committee wrote to tell the community about the meeting. Read the notice and write down what information is supplied.
3. Rewrite the notice so that it includes all the important information. Decide which is the best place for the information to go.

ANSWERS ON PAGE 138

COMMENT

When you revise your writing to check that you have included all the important information, first make a list of the things you must include. Then check that you have included everything.

Saying what you think

People express their opinions all the time. An opinion is an idea about something, for example: I think Karate is bad for women, because it makes them tough. An opinion doesn't have to be a fact.

Some people just say what they think. They don't seem to worry if they offend someone or hurt the person's feelings. If you want to say you disagree, how can you do so in a polite way?

- 1 Firstly, listen to what the other person says. We can't really say we disagree if we haven't heard the other person properly.
- 1 Secondly, respect what the other person says. We must show that the other person has a right to his or her opinion. For example, we can say, Yes, I see why you think that, but ... or I can see you really do feel strongly about this, but I think... Thirdly, give your opinion clearly and with reasons. For example, I think women should do karate, because they have a right to defend themselves .

ACTIVITY 4

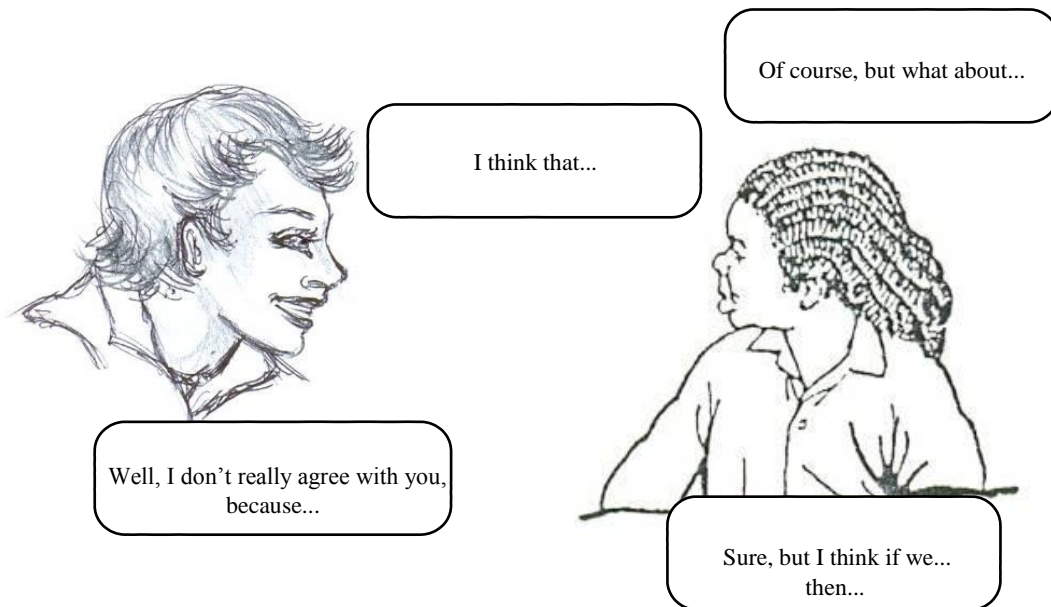
In this activity, you'll listen to what your study partner has to say. Then you'll disagree and give your opinion.

1. In the article Don't mess with me! , some people said that karate is not good for women. What do you think? Brainstorm your ideas.

2. Imagine you and your learning partner are two young men discussing women who do karate. One of you thinks karate for women is a bad thing and the other thinks it is a good thing. Tell each other your opinions. Follow these steps:

- | listen carefully to the reasons your learning partner gives for his/her opinion
- | recognise your partner's opinions, saying you can see why she/he thinks the way they do
- | say why you disagree. Give a clear reason.

ANSWERS ON PAGE 139

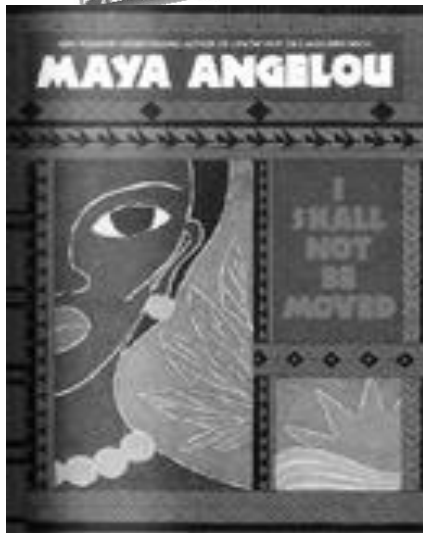
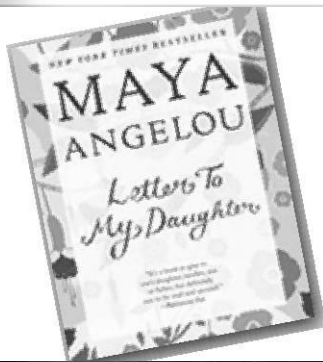
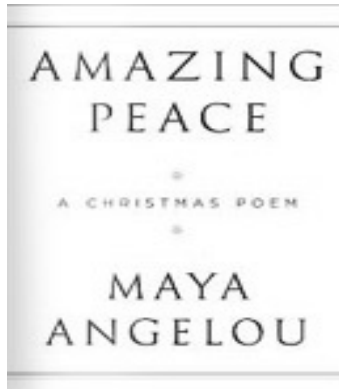


COMMENT

Saying that we disagree and giving reasons for our opinions is important. But it is equally important to show respect and tolerance for other people's different opinions. In this way we can benefit from the richness and diversity of everybody's ideas.

Reading a poem with feeling

How would you describe the women who are learning karate? Do you think of words like 'strong', 'determined', 'assertive'? In this section you'll read a poem by a woman who is all these things. The poem is called *Still I Rise*. The poet is a very famous African-American writer called Maya Angelou. She read this poem at the funeral of the late African National Congress president, Mr Oliver Tambo, in 1992. As you read the poem, think about how it makes you feel.



Still Rise

You may write me down in history
 With your bitter, twisted lies,
 You may tread me in the very dirt
 But still like dust, I'll rise.

Does my sass upset you?
 Why are you beset with gloom?
 'Cause I walk like I've got oil wells
 Pumping in my living room

Just like moons and like suns,
 With the certainty of tides,
 Just like hopes springing high,
 Still I'll rise.

Did you want to see me broken?
 Bowed head and lowered eyes?
 Shoulders falling down like teardrops,
 Weakened by my soulful cries.

Does my haughtiness offend you?
 Don't you take it awful hard
 'Cause I laugh like I've got gold mines
 Digging in my own back yard.

You may shoot me with your words
 You may cut me with your eyes
 You may kill me with your hateful
 But still, like air, I'll rise

Does my sexiness upset you?
 Does it come as a surprise
 That I dance like I've got diamonds
 At the meeting of my thighs?

Out of the huts of history's shame
 I rise
 Up from a past that's rooted in pain
 I rise
 'In a black ocean I'll swim wide,
 Welling and swelling like air and fire.

Leaving behind nights of terror and fear
 I rise
 Into a daybreak that's wondrously clear
 I rise
 Bring the gifts that my ancestors gave,
 I am the dream and the hope of the slave.
 I rise
 I rise
 I rise.

From Angelou M. 'Still Rise' in *See Beyond* Bell and
 Hymn *Lo do*, n987, pp25-26.a,

ACTIVITY 5

Read the poem and answer these questions in your notebook.

1. How did you feel after you read the poem? Write down as many words as you can that describe your feelings.
2. The poet talks to someone in the poem. She writes, 'You may write me down in history ... ' and 'You may trod me in the very dirt .. '. Who is she talking to?
 - 1 She writes about moving away from the past and into the future.
 - 1 She uses these words to refer to the past: ' ... out of the huts of history's shame ...', ' ... the gifts that my ancestors gave ...' and ' ... the hope of the slave ...'. What does she mean?
4. In the first seven verses of the poem, the writer uses the words, 'I will rise'. She writes that even if people lie about her and insult her, she will still rise up again in the future.

But in the last two verses, she changes the words to 'I rise'. She is writing about what is happening now. Why do you think she changes the words to the present tense?

ANSWERS ON PAGE 140

COMMENT

Maya Angelou has used different tenses to help to make her poem powerful. This is another technique writers can use, like the element of surprise in Alice Walker's story, *The Flowers*, in Lesson 6 of this unit.

CHECKLIST

Are you able to:

- r use reading strategies to help you to predict what an article is about
- r read actively and to find information quickly
- r check your writing for completeness and revise it
- r express a different opinion politely and respectfully
- r describe how writers use different tenses to make their writing more powerful.

LESSON 8

Whose point of view is it?

About this lesson

The extract you'll read in this lesson comes from a book called *Vukani Makhosikazi. South African Women Speak*. This book describes the lives of working women all over South Africa. The extract you'll read comes from a section in the book called *Day by Day*. In this section women talk about what happens in their families.

In this lesson you will

- | identify the point of view in a text
- | use linking words
- | revise your writing by checking the punctuation
- | describe and compare the way in which two poems are read aloud.



Whose point of view is it?

Often, a writer gives the point of view of one person, or one group of people. A point of view means what a person thinks or feels about something. When a writer gives a particular point of view of an individual or a group, it is usually because the writer supports them.

In the first activity, you'll work out whose point of view the writer gives.

ACTIVITY 1

Read through the passage and answer the following questions.

1. Whose point of view does the writer give?
2. Whose point of view has been left out?
3. How does the writer show support for a particular point of view?

ANSWERS ON PAGE 140

BARRETT, J. ET AL. 1985. VUKANI MAKHOSIKAZI. LONDON, CATHOLIC INSTITUTE FOR INTERNATIONAL RELATIONS, 1985 PP 135-136

My Husband - He Just Looks!

Get up at 4.30 am. Breakfast quickly done. Run to catch the bus, then the train. Walk ten blocks to work. Work all day. The train, then the bus, home again at 6.30. Fetch the baby from the childminder. Cook the supper. Some washing to do. Iron the school shirts. Clean up the mess of the day. To bed. It is 11.30 pm. This is an average day for many African women.

'Keeping a family, a home and a job going leaves most African women exhausted to the point of death.'

Ellen Qomaje attends night school. She wants to write matric. But when she works overtime she cannot attend classes. She must get home to cook the evening meal for her father and brothers. She spends her weekends 'spring-cleaning'.

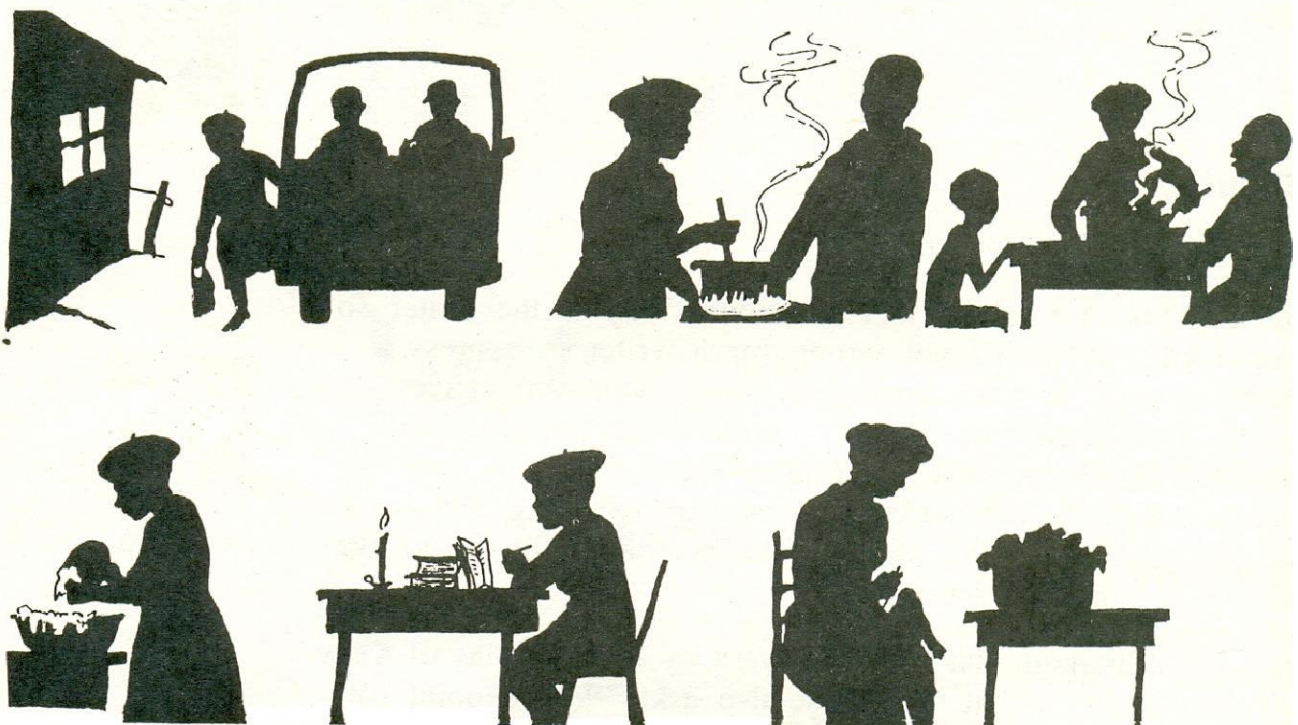
'You can't in the week. On Sunday, if I haven't worked on Saturday, then I go to church after lunch. That's only if I've already finished cleaning the house.'

Julia Kunoane arrives home to eight people who live in one room. 'My husband - he just looks! He reads the paper while I cook. He says he is tired. I am also tired but I must cook. I am used to it because it is our custom. On the weekends I don't go anywhere, except to church sometimes, because I must wash and clean.' Shared housework is virtually unheard of. The 'double job' is a hard and often unchallenged reality for most working class women.

COMMENT

Perhaps you are asking, 'Why is the writer so one-sided?' Writers often express a particular point of view in order to try to create sympathy in their readers. One reason is that there is so much suffering and hardship in our society that writers try to make others aware of that suffering. One way of doing that is to give readers an insight into the thoughts and experiences of the person in the story, as in the passage you have read.

However it's important that we are aware of whose point of view we are reading about. We should also ask, 'Whose point of view has been left out?' Asking questions like this will help to make you become a critical reader. You'll start to think about whether what you read is the truth, and whether it is the whole story. You'll be aware that all writers make choices when they write. They choose to make some things seem important and to leave other things out.



Using linking words to make your writing flow

Linking words are often referred to as conjunctions.

In the first paragraph of the passage, the writer uses short, half-finished sentences. This is quite an unusual way of writing. Read the paragraph aloud. What does it make you feel like?

The writer uses this style of writing to emphasise that working women have very difficult, busy lives. Working women's lives are a rush, they have to move quickly from one job to another.

Perhaps when you read this, it might sound just like your life? The style the writer uses is effective in this context. But in a different context it might be inappropriate. To change her style of writing, the writer could instead write longer, full sentences by using linking words to join some sentences together.

For example, the writer could join the first two sentences together like this:

When I get up at 4.30 am, I quickly do the breakfast.

Linking words, such as 'then', 'finally', 'at last', are used to show a time sequence. They tell the reader the order in which things happen or happened. For example, in a busy woman's day, she first gets breakfast done, then she runs to catch the bus, and so on. Other linking words are used to show a comparison, for example:

Some women manage to do all the work, but many women really struggle.

Linking words help to make the writing flow. It is easier for the reader to see how one idea or event is linked to the next. In the next activity, you'll practise using linking words.

ACTIVITY 2

1. Rewrite the first paragraph of the passage on page 80 in full sentences. You can join some of the sentences together by using linking words.
2. Read your rewritten paragraph aloud. Listen to the way that it sounds. Check that the sentences make sense.
3. Rewrite any sentences that don't make sense to you and read your paragraph out loud again.

Revising your writing: looking at punctuation

In the last few lessons, you revised your writing. You checked that your article about youth was appropriate for (suited) your audience and your purpose, and that all the information was there.

In this section, you'll start looking at some of the main types of punctuation. Then you'll check the punctuation in your article.



It's important to use the correct punctuation for a number of reasons:

- | Punctuation helps to make your meaning clear. Punctuation marks are like signposts that direct the reader through your writing. For example:

There were many famous stars there, including Tina Turner , Bill Cosby , Johnny Clegg and Miriam Makeba.

The capital letters show us that people's names are being used. The commas between the names show us that there is a list of names. If you took those punctuation marks away, the sentence would be very difficult to read:

There were many famous stars there including tina turner bill cosby johnny clegg and miriam makeba.

- | You should choose punctuation which suits your readers and purpose. For example, it is appropriate to use some kinds of punctuation, like exclamation marks (!) in personal letters. But exclamation marks are not usually appropriate for business letters.
Look again at the passage on page 80 from Vukani Makhosikazi to see how the writer uses punctuation.

Exclamation marks (!)

The writer uses an exclamation mark in the title to emphasise that it is wrong that some men just sit while their wives work.

Capital letters (A, B, C)

The writer uses capital letters:

- | to show the beginning of each new sentence
- | for people's names, e.g. Ellen Qomaje
- | for the word 'African'. Capital letters are also used, for names of places, like Africa, Durban, etc.
- | for the words 'Saturday' and 'Sunday'. Capital letters are used for days of the week and months of the year.

Commas (,)

The writer uses commas in the sentence, The train, then the bus, home again at 6.30 to show a list of things and separate each item on the list. Commas also help to make a small break in long sentences.

Apostrophes (')

The apostrophe is used to show abbreviations, for example, in paragraph four the writer uses 'can't', 'haven't', 'that's', 'I've', instead of the full words 'cannot', 'have not', 'that is', and 'I have'. The abbreviated words are less formal and seem more natural.

Inverted commas (' ' or " ")

In the passage, the writer quoted Ellen Qomaje and Julia Kunoane. The inverted commas show the reader that the words written on the page are the exact words they said.

ADAPTED FROM: BROWN, K. AND HOOD, S. WRITING MATTERS. CAMBRIDGE UNIVERSITY PRESS, 1989, pp 36-40.

ACTIVITY 3

1. Read the paragraphs below. They came from an article about soccer in South Africa called 'What the future holds'.
2. Rewrite the paragraphs adding in the punctuation marks which you think are necessary.



friday night is special for this beautiful land on the southern tip of africa because we will never again make our world cup debut it is special for our 22 heroes footballers chosen from thousands to represent madiba and all his people it is special for lucas radebe once a goalkeeper who played the game to pass the time radebe has developed into an international-class defender

the armband that signifies leadership was first worn by Steve Komphela then Neil Tovey, John Moeti and Sizwe Motaung. None will be in Marseille tonight but time must never diminish the roles they played. We salute them. Coach Philippe Troussier, the Frenchman with the shortest fuse in football, says tonight, 'I am an African.' He predicts defeat for his native land.

tonight anything can happen especially if our heroes strike first

ANSWERS ON PAGE 141

Adapted from: Mail & Guardian . June 12 to 18, 1998

COMMENT

If you got most of the punctuation marks correct, you are ready to revise your own writing by checking the punctuation.

If you made more than five errors, first decide where your problem lies. Perhaps you got the capital letters incorrect, or perhaps you forgot about inverted commas? Make a note of your errors and revise the notes on punctuation.

ACTIVITY 4

For this activity you need the article you wrote for the CASE researcher about youth in your area.

Read through the article slowly. Look at the punctuation, and make any changes you feel are necessary.

Remember, this is a formal piece of writing. You are giving important information. Ask yourself: does the punctuation I have used help to get the information across clearly? Don't use punctuation marks, such as exclamation marks, which are inappropriate in formal writing.

COMMENT

When you revise, you look at your writing with a 'fresh eye'. You'll notice mistakes more quickly than when you write a first draft.

Don't try to memorise the rules about punctuation. You'll learn how to use punctuation effectively by noticing how other writers use it. The important thing is to read as much as you can, paying attention to punctuation.



Different ways of communicating

There is a common expression in English: 'It's not what you say, it's how you say it.'

When you talk to someone, you don't only communicate through the words you use, you also communicate through your body language. You can use body language to give people different messages, for example, how you are feeling. People usually learn body language early in their lives and use it without thinking. When you talk to someone, do you look at them straight in the eye? Some people think that if you don't look at them, you are being dishonest. But for others, to look away, is an important sign of respect, for example when a child talks to an adult.

Another way to communicate is through the way we use our voices. Has anyone ever said to you, 'I don't like the tone of your voice'? People might say this when someone talks to them in a way they don't like.

Think of how a mother sings a lullaby to put her baby to sleep. She sings softly and slowly and her voice is sweet and gentle. She uses the tone of her voice to express her feelings.

ACTIVITY 5



In this activity, you'll listen to two poems on the tape, to hear the tone of a poet's voice. The poems are called, *Say No* and *The Dancer* and the poet is Gcina Mhlope. Gcina Mhlope is a famous South African actress, poet, storyteller and play director. She started her working life as a domestic worker, then she worked at *Learn and Teach* magazine as a writer. She wrote many of her poems as a way of protesting against apartheid.



1.
 - a. Listen to the first poem, *Say No* on your tape. First listen to the way Mhlope uses her voice. Does she speak loudly and forcefully? Or is her voice soft and sweet?
 - b. Then listen to the words and try to work out what the poem means.
 - c. Now answer the question: How does the poem make you feel when you hear it? Write down three or four words in your notebook to describe your feelings.

2.
 - a. Now listen to the second poem, *The Dancer*. The tone of Mhlope's voice will help you to understand the meaning of the words she uses.
 - b. How does this poem make you feel? Write down one or two words to describe your feelings.

POEMS BY GCINA MHLOPE

Say No

Say No, Black Woman
Say No
When they call your jobless son
a Tsotsi
Say No

Say No, Black Woman
Say No
When they call
Your husband at the
age of 60
a boy
Say No

Say No, Black Woman
Say No
When they rape your
daughter in detention
and call her
a whore
Say No

Say No, Black Woman
Say No
When they call your
white sister
a madam
Say No

Say No, Black Woman
Say No
When they call your
white brother
a Baas
Say No

Say No, Black Woman
Say No
When they call a
trade unionist
a terrorist
Say No

Say No, Black Woman
Say No
When they give you a
back seat
in the liberation wagon
Say No
Yes Black Woman
a Big No

The Dancer

Mama
they tell me you were a dancer
they tell me you had long
beautiful legs to carry your
graceful body
they tell me you were a dancer

Mama
they tell me you sang
beautiful solos
they tell me you closed
your eyes
always when the feeling of the
song was right, and lifted your
face up to the sky
they tell me you were an
enchanted dancer

Mama
they tell me you were so gentle
they talk of a willow tree
swaying lovingly over clear
running water in early spring
when they talk of you
they tell me you were a dancer

Mama
they tell me you were a
wedding dancer
they tell me you smiled and
closed your eyes your arms
curving outward just a little and
your feet shuffling in the sand
tshi tshi tshitshitshitha
tshitshitshitshitha
o hee! how I wish I was there
to see you
they tell me you were a pleasure
to watch

Mama
they tell me I am a dancer too
but I don't know ...
I don't know for sure what a
wedding dancer is
there are no more weddings
but many, many funerals
where we sing and dance
running fast with the coffin
of a would-be-bride or
would-be-groom
strange smiles have replaced
our tears
our eyes are full of vengeance
mama

Dear, dear mama,
they tell me I am a
funeral dancer

3. Compare the two poems by listening to the way Mhlope uses her voice each time. How does her tone of voice add to the meaning of the poems?
4. Which poem do you like the best? Write your answer in your notebook, and give a reason for your opinion.

COMMENT

If you didn't understand many of the words, you could still work out the meaning from the tone of Mhlope's voice as she reads the poems. Listening to someone's tone of voice is a useful tool to help you to work out what they are saying, even if you can't understand all the words.

CHECKLIST

Are you able to:

- r read critically and decide whose point of view the writer supports
- r use linking words to make your writing flow better
- r revise your writing by checking the punctuation
- r use punctuation to reinforce purpose and meaning
- r use tone of voice to help you understand the meaning.

Making notes

When you study Combined Science or Integrated Social Studies, there's a lot of information you need to remember. One way of remembering it, is to make notes.

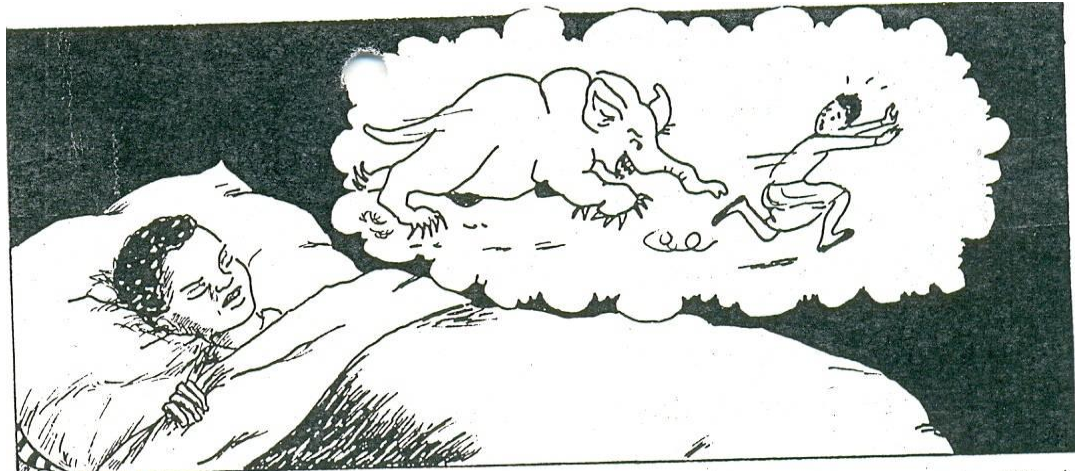
When you make notes, you write down the main points. Then you can use your notes to revise before an exam, or to remember the most important information to include in a report.

Making notes can save a lot of time when you are studying. It can also help you to understand what you read more clearly. We are going to look at two different ways to make notes.

ACTIVITY 1

1. Skim the article *Dreamers of dreams* , on page 91.
2. Then write down two or three sentences describing what you think the article is about.

ANSWERS ON PAGE 142



COMMENT

Remember that when you skim, you aim to get a broad picture of what the article is about and how the writer divided it up. When you have a general idea of the whole article, then you can find the information you need more easily.

ACTIVITY 2

Read through the first six paragraphs of *Dreamers of dreams* , and underline the main points.

ANSWERS ON PAGE 142

DREAMERS OF DREAMS

Everyone dreams, though not all of us remember our dreams. For some, dreams and their meanings are very important.

By Rinkhi Cohn

Did you dream last night? If you did, what did you dream about? Did your late grand-mother visit you? Did you dream that you were falling, or that you were being yanked teeth?

There are many questions about the meaning and importance of dreams, but only one thing about dreams is sure: all people dream.

A dream is made up of pictures and events that you see in your mind. Although the body is asleep when you dream, the thinking part of the brain is awake. The brain gives off small electrical waves. To try to understand what happens when a person dreams, scientists use a special instrument to measure the brain waves of people while they are asleep.

This instrument is called an electroencephalograph. At most times during sleep, the brain waves are large and slow.

But at other times, the waves become smaller and faster. During these times, the eyes move quickly. This is when we dream.

A journey beyond

Different cultures give different reasons for why we dream and what those dreams mean.

Some cultures believe that the soul leaves the body when you sleep. They say the dream is about what happens to the soul when it travels.

One group of people from West Africa believes the soul can meet another soul during travels, and may even fight with it. So if a person wakes up with stiff bones, they think it is because another soul beat the person.

In South Africa, Zulu people believe they are visited by the spirits of friends or ancestors when they dream. These spirits can warn them against dangers, or they may take them on a journey to a distant place.

The Zulus call the invisible ancestor the *ngai*. If they are advised to do something by an *ngai* in their dreams, they do it as soon as they wake up.

For some dreams are as important as whatever happens to you when you are awake. The Ashanti in Ghana and the Kaping of New Guinea give the same punishment for a dream about adultery as they would for the actual act of adultery.

In America, the Cherokee Indians believe if a person dreams about being bitten by a snake, they must be treated as if they had really been bitten by a snake.

Broad similarities

People who study dreams have noticed that sometimes there are similar images and interpretations of dreams in societies that are very different from each other.

For example, it was found that when a person dreamt about raw meat in Ireland, Switzerland, China, Greece, the Ukraine, Nigeria and Tanzania, it was associated with bad news or death.

But not only are there similar interpretations of the same dreams in different cultures. There are also similar interpretations of dreams during different periods of history.

In the second century AD, Artemidorus, a Roman soothsayer, wrote down what he thought certain symbols in dreams meant. Researchers found many similarities between these interpretations and those of a group of elders living in Malawi in 1926.

Carl Jung, a famous psychologist, believed that dream symbols were universal.

Another psychologist, Sigmund Freud, who is called the father of modern psychology, believed that dreams were important. He believed that all dreams were the result of a desire or a fear that a person tried to block from their mind.

A religious role

Dreams are an important part of the religious beliefs of the Aborigines of Australia.

The idea of dreaming, or dream time, refers to a belief that certain beings made the earth.

These beings merged with hills or rocks. Some went into the sky or ground, where they live as spirits.

Different symbols come to people in dreamtime. These symbols could be in the form of an animal, plant, object or a natural force like the wind. This symbol (or totem) is considered to be made of the same flesh as the person.

One may not eat an animal that is one's totem. You have to perform certain rites to increase the numbers of that animal.

Do you believe in the power of dreams? Whatever you believe about dreams, it is very difficult to ignore them!

Cohn R. 'Dreamers of dreams' in Learn and Teach, 1 March 1993, pp 26-27.

Underlining the main points

After you have skimmed a text, you need to find the main points. Remember you learnt about the main points in Lesson 3 of this unit? Usually each paragraph has one sentence with the main point. The other sentences give examples or explain the main point.

COMMENT

Underlining the main points of an article or a section in a textbook is one way of remembering the most important information.

But you don't always have time to read all of the main points. How can you make even shorter notes? You can make short notes:

- | in the margin
- | in point form in a notebook.

Writing notes in the margin

Some people write their notes in a very short form, in the margin next to the passage they are reading.

They don't write in full sentences, and they use a lot of abbreviations (short forms) and symbols.

Here are some common abbreviations and symbols which may be useful to you. There are many others. You can make up your own, as long as you remember what they stand for!

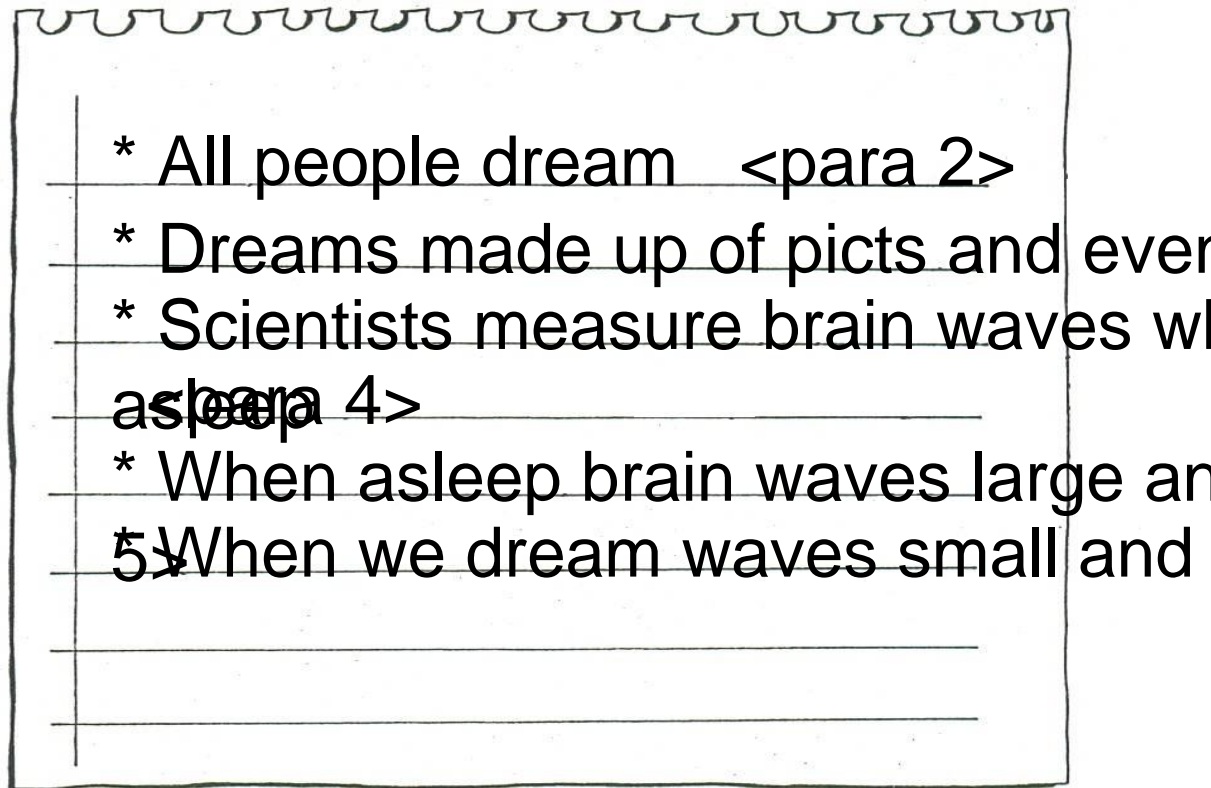
Abbreviations		Symbols	
i.e.	in other words	∴	therefore
NB	very important	=	equals, or is the same as
kg	kilogram	+	and
e.g.	example	♀	women
esp.	especially	♂	men
diff.	different		
adv	advantages		
disadv	disadvantages		

Symbols are like small drawings which represent a word. For example, this symbol means no smoking:



When you make notes in the margins, you must still find the main points. For example, if you want to make notes in the margin of the article Dreamers of dreams, it could look like the notes on the next page.

When you write short notes like this, the important thing is that the notes must make sense to you so that when you read them again, you'll still understand them.



ACTIVITY 3

1. Look at the article 'Dreamers of dreams' again and read through the section called 'A journey beyond'.
2. Then make notes by following these steps:
 - a. Find the main points in the passage and underline them.
 - b. Write notes of the main points in the margin.
 - c. Remember to use short forms (abbreviations).
 - d. Remember you can leave out examples.

ANSWERS ON PAGE 143

COMMENT

Making notes helps you to understand what you are reading because you have to find the main points and write things down in your own words.

In the next section you'll look at another way of making notes. Then you can decide which way you prefer.

Making notes in point form

When you make notes in the margin, or underline the main points, you use the pages of your textbook or the book you are reading. But you can't always do that. For example, if you have to study from a library book, you can't write in it and you can't keep it. One way of getting round this problem is to make your notes in a list of points.

For example, here are some notes on the section called 'Broad similarities' in the article *Dreamers of dreams*. First read the section again and then read the notes:

Broad similarities

1. Diff. societies interpret dreams in same way
 - 1.1 e.g. in Ireland, Switz., China, Greece etc. raw meat means bad news or death.
2. In diff. periods of hist., dreams mean the same
 - 2.1 Similarities betw. interpretation in 2nd century AD and elders in Malawi in 1926.
3. Psychologists Carl Jung & Sigmund Freud studied dreams.

Imagine you made these notes. Here are the steps you may have followed:

1. You read the passage and found three main points:
 - | dreams are similar in different societies
 - | dreams are similar in different times in history
 - | two psychologists studied dreams and their meaning.
2. You gave each of the main points a number: 1,2 or 3.
3. The writer of the article gave some examples. So, you made the examples sub-points: 1.1 and 2.1.
4. You used abbreviations and you wrote short, incomplete sentences.
5. You combined (put together) the information from two paragraphs into one point, to make point number 3.

All of these steps helped to make the summary as short and easy to follow as possible.

ACTIVITY 4

1. Look at the article 'Dreamers of dreams' and read through the section called 'A religious role'. The sub-heading tells us the article is about dreams and religion. The first paragraph tells us that the section is about the role dreams play in the religious beliefs of Aborigines.
2. Try to make your own notes in point form. Write short sentences and use abbreviations where you can.

ANSWERS ON PAGE 143

COMMENT

Which way of making notes did you find the most useful. You might find that sometimes you prefer to make notes in point form, and other times to make notes in the margin. Remember when you make notes:

find the main points
↓
then find the sub-points
↓
use numbers or abbreviations and symbols
to make your notes short and easy to read.

Punctuation

In the last lesson, you looked at how a writer used punctuation to help get the meaning of her story across.

The article on dreams uses different kinds of punctuation:

Colons (:)

In this second paragraph, the writer uses a colon to divide a long sentence and to explain a statement.

'There are many questions about the meaning and importance of dreams, but only one thing about dreaming is sure: all people dream.'

A colon is not as final as a full-stop. If the writer had used a full-stop instead of a colon, she would have broken the link in the idea she was writing about. The colon helps to link the statement and the explanation or example together.

Commas (,)

In the section called 'Broad similarities', the writer uses commas when she describes people. For example:

'Artemidorus, a Roman soothsayer, ...'

'Carl Jung, a famous psychologist, ...'

'Sigmund Freud, who is called the father of modern psychology, ...'

The writer uses commas to add some information about the person. So, the words that come between the commas are like extra parts of the sentence.

Brackets ()

The writer uses brackets to add in an extra piece of information about symbols. She wrote:

This symbol (or totem) is considered to be made of the same flesh as the person.

instead of writing another sentence, such as 'Another word for symbol is totem'.

Apostrophe (')

In the last lesson you saw how apostrophes are used to show missing letters in words: e.g 'can't' and 'we've'.

In the second last paragraph of 'Dreamers of dreams', the writer uses an apostrophe in a different way:

'One may not eat an animal that is one's totem.'

The apostrophe shows possession: the totem belongs to a person.

Another example is:

A working mother's life can be tough.

ACTIVITY 5

1. In the last sentence in the article, the writer uses an exclamation mark. Why do you think she has chosen an exclamation mark rather than simply a full-stop?
2. In the second paragraph under the sub-heading 'Broad similarities', the writer uses commas: '...Ireland, Switzerland,...' etc. What is the purpose of the commas?

ANSWERS ON PAGE 144

COMMENT

Remember to look at how writers use punctuation in a range of different texts. Take note of the punctuation in the newspapers, magazines and books which you read.

CHECKLIST

Are you able to:

- r skim an article
- r write notes using abbreviations and short sentences
- r choose which form of note-taking you prefer (point form, underlining the main points or using the margins of a text)
- r use punctuation more effectively in your writing.

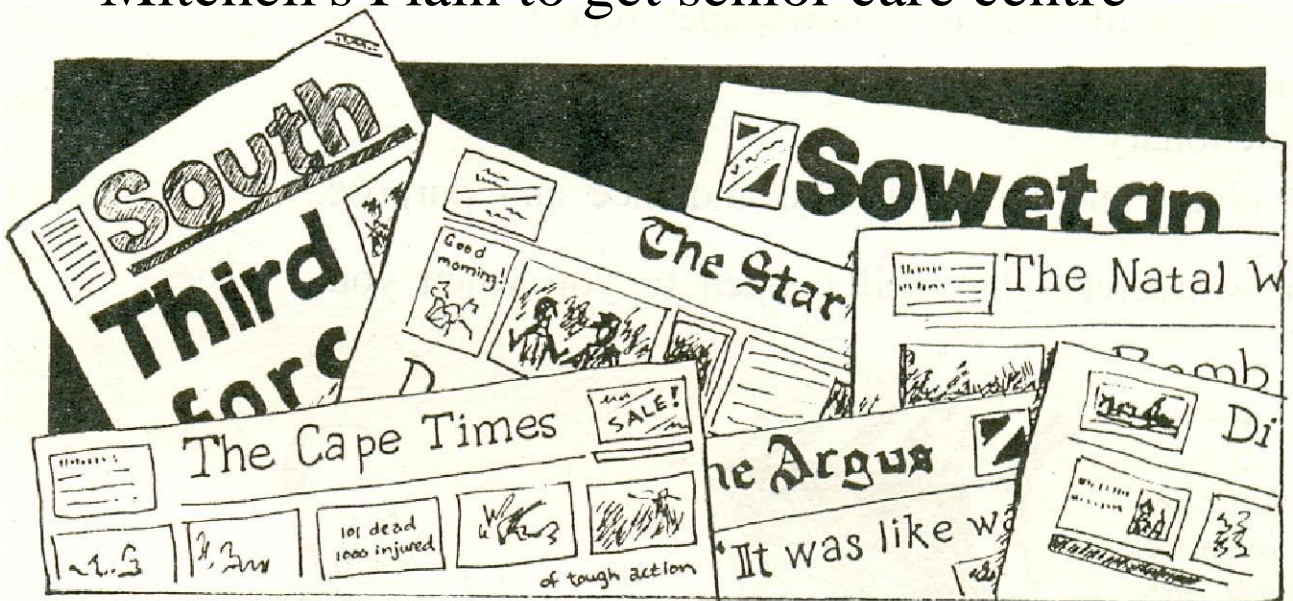
Reading the news

The text you'll read in this lesson is a newspaper article about a place of care for old people. The article is from the *Argus*, a Cape Town newspaper.

Newspapers are a very important source (place) to find out what is going on. There are usually many daily newspapers to choose from, especially if you live in a big city. Journalists and editors (the people who produce newspapers) ensure that newspapers are easy to read and that they attract our attention.

They do this by writing short headlines to catch the readers' attention. For example:

Mitchell's Plain to get senior care centre



Look at the article on page 101. What does the headline 'Mitchells Plain to get senior care centre?' tell us? It highlights that:

- | something is happening in Mitchells Plain, a big suburb near Cape Town
- | something is happening to 'seniors'. The journalist chose the word 'seniors' because it's a short way of saying 'old people'. Sometimes people use the term 'senior citizens'. Newspapers need to get the message across in the shortest possible space
- | seniors will have a 'care centre'. Maybe this is an old age home, or a kind of hospital.

So, this short headline, gives quite a lot of information. Did you notice that the headline is not written in a full sentence?

If the journalist wrote all the information in the headline in a full sentence, it would be much too long. For example:

The old people in Mitchells Plain are going to be given a centre where they will be cared for.

A headline of this length won't catch the reader's attention. Look at the headlines in your local newspaper and, identify some of the conventions journalists use when they write headlines.

Notice how the headlines:

- | catch the reader's attention
- | use only key words in a sentence.

ACTIVITY 1

1. Scan the article Mitchells Plain to get senior care centre to find the answers to these two questions:
 - | who is the centre for?
 - | what services will the centre provide (in other words, what will the centre do for the people)?

Let your eye move down the page quite quickly and underline keywords like 'services' and 'provide'.

2. Then write down the answers to the questions in your notebook.

ANSWERS ON PAGE 144

Mitchells Plain to get senior care centre

Lenore Oliver
Staff Reporter

1 MITCHELLS Plain is to get its first senior care centre.

2 Sited on the corner of Rambler Street and AZ Berman Drive in Beacon Valley, the centre will cater for senior citizens in Khayelitsha, Crossroads and Mitchells Plain.

3 The project is the brainchild of the Mitchells Plain Foundation, whose main aim is to identify and fill community needs.

4 It will consist of a residential facility for 135 frail aged, a service centre for the elderly who live in the community, and a child-care centre for the children of staff and for grandchildren of child-minding grandparents who want to join in the activities of the service centre.

5 A meals-on-wheels section will

service home-bound seniors and supply Mitchells Plain pupils with supplementary feeding at schools.

6 The educare centre will also be used by the Mitchells Plain Youth Orchestra and as a literacy centre teaching senior citizens to read and write during evening classes.

7 Plans for the complex were drawn up after visits to similar institutions with the architects involved, and were passed by the relevant authorities.

8 The foundation has successfully negotiated a 100 percent loan from the State.

9 Tenders for the project were rolling in.

10 The centre will cater for 135 residents, provide day activities for 120 people, meals-on-wheels for 150 home-bound seniors and provide day care for 800 pupils a day on a rotation basis.

Argus: 5/10/1993

sited:
the place where
it will be built

brainchild:
clever plan, idea
or invention

tenders:
offers from
building
companies to
do the work at a
fixed price

COMMENT

Did the questions help you to find the information? When you read with questions in mind, it usually helps you to focus and to look for specific information.

Look at the bold writing under the headline:

Lenore Oliver

Staff reporter.

This is called the by-line. It tells the readers the name of the writer and that she is one of the journalists, who works for the Argus .

The facts or the feelings?

In this short article, there is a great deal of information. The journalist provides a lot of facts. She doesn't describe what people think about the centre, or give any examples of other care centres. She simply lists, one after another, the main features about the senior care centre, without saying whether they are good or bad.

The article is an example of an informative report. The purpose is to inform, or to give information. (You'll learn more about informative reports in Unit 3.)

A different way to write the story would be to include the feelings and opinions of the people who will be affected by the care centre. In the next activity, you'll pretend you are a journalist who is writing an article about the 'human' side of the story.

ACTIVITY 2

Imagine you are a journalist on a newspaper. The editor asks you to write a report about a new care centre in your area. He wants you to find out what people think and to focus on the 'human' side of the story.

Go through the following steps in order to complete your report.

1. Getting ideas

Brainstorm your topic. Write down the kinds of people who would benefit from a care centre in your area. What would these people say about a care centre? How would they feel? What words would they use to express their feelings?



Remember that you are looking for the human side of your story. Your purpose is to give the people a voice and to report what the public think.

2. Find a heading

Look at the ideas you have collected. What is the one main idea that comes out? How would you express that idea in a heading or title? Write down your heading.

3. Organise your ideas

Divide your ideas into separate paragraphs. For example, put the comments made by the very old and frail in one paragraph or in a few paragraphs grouped together under a sub-heading. Do the same with the stories about mothers who will benefit from the child care, etc.

4. Write an introduction

Your first paragraph must give important facts (e.g. where the centre is, when it was opened, who funded it). It must also make the reader want to know more.

5. Write the body of your report

Write your paragraphs in the way you planned, making sure that you put only one main idea in each. When you quote somebody, giving their actual words, use quotation marks.

You can find ideas to help you complete steps 1 and 2 in the Answer section, on page 144.

6. Write your conclusion

Your final paragraph must provide a general comment that gives a satisfying ending to your report. You could let one of your interviewees have the 'last word', or you could end with a hope for the future, a note of thanks, or a description of your community's happiness.

7. Revise your work

You will probably write more than one draft. When you revise your work, think about audience and purpose, how well your ideas are linked, whether your writing makes sense, and punctuation.

8. Submit your report

Write your article on a piece of paper and give it to your tutor for assessment.

ANSWERS ON PAGE 144



COMMENT

The article you read by Lenore Oliver was short, factual and to the point. The way it was written suited the writer's purpose, that is, to present quite a lot of information in the shortest possible way.

In the article you wrote, the purpose was different. You wanted to give the public a voice. You wanted to write about how people feel and what they think about the new centre. So, the way you wrote was different. Your article included people's opinions and their feelings. You probably used emotional words, like 'angry', 'excited' and 'desperate' in your article.

Revising your spelling

In previous lessons in this unit, you learnt ways to become an active reader and an active listener. Now it's time to become an active speller!

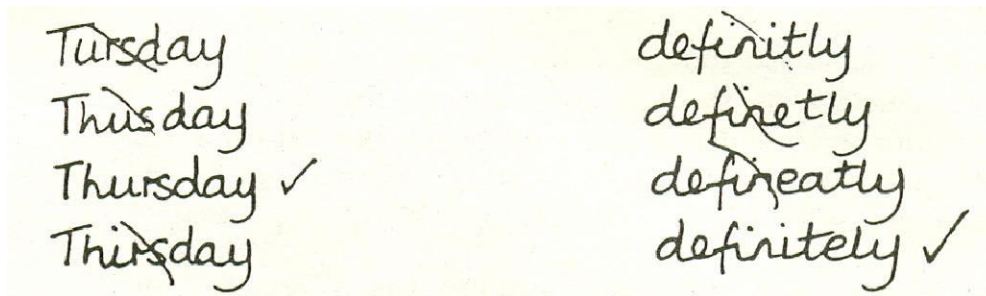
In this section, you'll learn some ways to improve your spelling without using the dictionary. Then you'll revise your writing on youth by checking the spelling.

First, here are some general points about spelling:

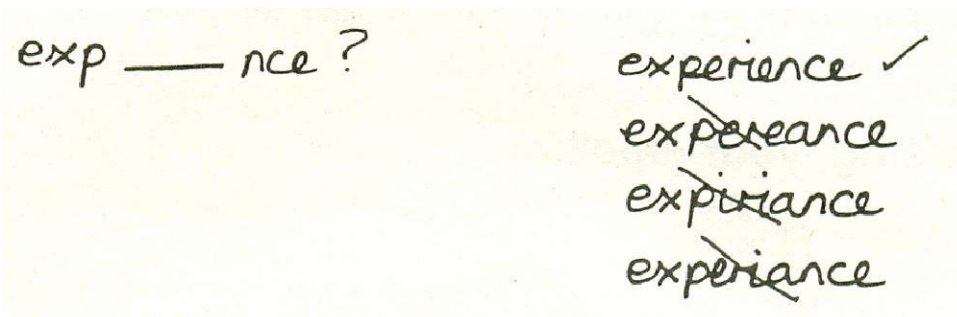
- | there are different ways to get spelling right
- | the best ways are those that you develop yourself, so that you don't always depend on a dictionary, or another person
- | the best time to check your spelling is when you revise your writing.

When you have to write a word you don't know well, or you have to correct a word you have written incorrectly, there are a few ways to do it:

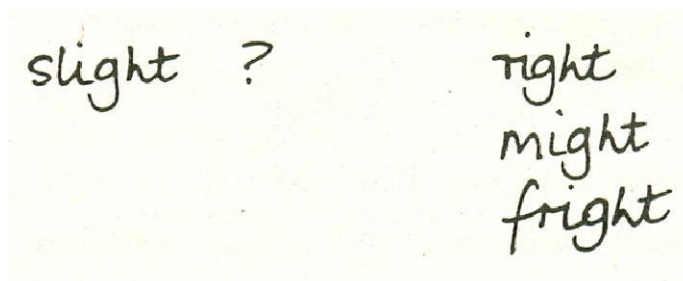
- 1 Write the word quickly. The correct spelling may come to you automatically.



- 1 Write the part you are sure of and leave a blank for the difficult part. Try different ways to fill in the blank.



- 1 Think of other words that might have the same spelling pattern.



- 1 Use parts of other words you know.

inflation ?

station
nation

- 1 Break the word into parts, or chunks.

yes/ter/day
horr/if/y/ing

str/eng/then
dis/gust/ing

When you have tried some of these ways, ask yourself: 'Have I got one or more letters for every sound I hear?' This is helpful for long words, e.g.

frighted
frightened ✓

cuture
culture ✓

nationalty
nationality ✓

crowed
crowded ✓

Now it's time to see if some of these methods can help you when you revise your writing. In the next activity you'll check your spelling in the article for the CASE researcher.

These are useful steps to follow when you are checking your writing for spelling mistakes:

1. underline any words you think are spelt incorrectly
2. look at each word, ask yourself, 'Does it look right?'
3. try to remember where you have seen the word before and what it looked like
4. look in other sections of your writing, you may have used the word correctly already
5. then try one of the methods suggested above.

ACTIVITY 3

Revise your article on youth by trying to correct the spelling mistakes. Follow the steps on page 106. Then use a dictionary to check your revision.

Write the final draft of your article and give it to your tutor for assessment.



COMMENT

Did you find that using these methods helped you to correct your mistakes? If you can find a way of correcting your spelling on your own, you will be a more independent writer. This will help you when you don't have a dictionary with you, for example, in an exam.

Listening to find audience and purpose

In this unit we have looked at the ways in which writing suits the audience and purpose. The things we listen to are also aimed at a particular audience and done for a particular purpose. For example, the purpose of pop music programmes on the radio is to make songs known and popular so that people will buy tapes and CDs. Usually these programmes are aimed at an audience of young people.

ACTIVITY 4

Listen to the advertisement on the tape. The advertisement was broadcast on the radio, on TV and published in magazines by the South African National Council for the Aged (SANCA).

Now try to answer these questions in your notebook.



1. Why do you think the advertisement was written? What is the purpose? Choose one of the following three possible answers. The advertisement was written to:
 - a. show how our society values old things
 - b. make people think about how little we value our old people
 - c. make people worry about what will happen to them when they are old.

2. Who do you think this advertisement was written for? Look at each of the four possible audiences below. Which audience would you choose? You can choose more than one. Next to each audience, write yes, or no. Then try to give a reason why you think it is or isn't the target audience.
- the elderly
 - young people
 - middle-aged people with elderly parents
 - people in society with power, e.g. rich people, people in government departments, etc.

ANSWERS ON PAGE 145

COMMENT

The advertisement you listened to in Activity 4 is quite different to most advertisements you hear on the radio which aim to sell a product. It's about a very important problem in our society.

If you ask yourself about the audience and purpose of what you listen to, you become a critical listener. You'll ask questions and you'll think critically about what you hear. If you are a critical listener, you'll be able to choose what you want to listen to. You won't easily be persuaded by advertisements.

CHECKLIST

Are you able to:

- r read an article actively, using questions to focus on what you are reading
- r explain the differences between a short factual report and a report which shows the more 'human' side to the story
- r use different ways to check your spelling without a dictionary
- r be a critical listener, by working out the audience and purpose.

Make sure you have given your article on a new care centre and your article on youth to your tutor for assessment.

LESSON 11

'Till death us do part ... '

About this lesson

What does marriage mean to you? Perhaps you have romantic ideas about getting married one day. Or perhaps you are already married and things haven't turned out as you hoped they would.

The title of this lesson, 'Till death us do part ... ' comes from a vow, or promise, which a man and a woman make to each other during a Christian wedding. In all wedding ceremonies, people make promises to each other about being faithful and loyal but it seems that many people find it difficult to keep their vows.

In this lesson you'll read the story of a young girl called Noorjehan who had an arranged marriage. In an arranged marriage, the families of the man and the woman decide on and organise the marriage. Often the two people who will be married are strangers. They only meet each other just before their wedding. Even if the young woman or the young man are unhappy about the marriage, the rules of their culture say they must obey their parents' wishes.

In this lesson you will

- | write your opinion with supporting reasons
- | identify the purpose of personal letters
- | write a personal letter
- | use your memory actively to improve your spelling.



Expressing your opinion

In some subjects which you are studying, you will be asked to give your opinion of something. When you give your opinion, you must support it with a reason or reasons. This is called substantiating or supporting your answer.

In Lesson 7 you gave reasons for your opinion when you discussed whether women should do karate. One place you can find reasons to support your opinion is your own life. Sometimes you'll be asked a question about something you have experienced, for example, how you solved a problem. If you think about your own life, you may find very good reasons to support your opinions. You can also support your opinion with facts and information from an article or textbook or from doing an interview with someone who has knowledge in a specific area.

ACTIVITY 1

1. Read through the first part of the extract on page 111 from the story, *Noorjehan* by Ahmed Essop. Noorjehan is a young Muslim girl in Grade 12 and the storyteller is her English teacher. They live in Johannesburg.

Try to work out the meaning of difficult words using the context.

2. When you have read the first half of the article, answer this question in your notebook:

Do you think Noorjehan's teacher should visit her family? Try to substantiate your answer by giving a reason or proof for your opinion. Choose one of the following ways to start your answer:

- | I think Noorjehan's teacher should visit her family because ...
- | In my view, Noorjehan's teacher shouldn't visit her family because ...
- | I believe it would be wrong for him to visit the family for this reason:...

3. Read your answer aloud when you have written it and make any changes you think are necessary.

ANSWERS ON PAGE 145

Ahmed Essop/ NOORJEHAN

When I began my career as a teacher, Noorjehan spent nine months in my matriculation English class. I shall always remember her as a very intelligent pupil, no more than five feet tall, with a smooth open forehead, ariaubun saadi g to brown in colour, parted in the middle and two plaits gathered neatly by mother of pearl clasps on either side of her face. The beauty of her impeccable complexion was set off by the definiteness of her dark eyes. Her refined blooming appearance, the wreath of a perfume that seemed to be her constant companion, her literary sensibility, and that subtle accord that exists between a gifted pupil and a tutor always filled me with a singular happiness.

Then suddenly, in early October, Noorjehan left school. A friend of hers told me that her parents had decided to keep her home. That was all I learnt and she was gone a piece of time. About a fortnight later I received a letter from her, brought by a maid servant from home.

'You must have wondered why I left school at this time of the year. The truth is, my parents are convinced that I shall soon receive a marriage proposal and that in anticipation I should prepare myself. You will appreciate that I have no choice but to obey.'

'Last month the gentleman of the boy (the man) interested in marrying me met her and I took her to see me. At first she spoke to my parents and then to me while I was told to stay in my room. Later my mother asked me to prepare tea and serve the guests. This was a way of allowing them to scrutinise me. There were two women and a man. One of the women smiled at me and the other asked me a few intelligent questions.

'After she left, my father said that it would be long before I was married. I protested, overwhelmed by the prospect of a sudden change in my life. My mother declared that God would punish disobedient children, and many cases who were objects of the wishes of those who did everything for their happiness of their children.

'Is it possible for you to come and speak to my father and try to dissuade him from forcing me to marry a man I do not want. Forgive me for troubling you, but could you come?'

I went to Noorjehan's home. She lived in a small semi-detached house, the outside painted lime-green. Her father asked me to enter after I had deduced my identity and offered the explanation that I had come, in the ordinary course of my professional duties, to inquire about the absence of one of my pupils.

'She left for a very good reason,' said her father, a tall, austere-looking hawk-faced man. 'Noorjehan's going to be engaged to a boy.'

I said that perhaps it would be wise to wait to complete her matriculation before she was betrothed, but he waved an impatient hand at me and said:

'Teachers are understandably concerned about their charges, but parents know what is best for their children.'

I then said that it did not seem to me so able to provide us with a modern education and then expect them to follow tradition in their private lives.

To this he did not answer but looked at me impassively.

I left. I did not see Noorjehan while I was in the living-room. Outside as I reached the front gate and turned to close it, I saw her standing at the door on the window with her hand holding the side of a lace curtain. She smiled tepidly and fluttered her fingers. 'Good-bye.'

After a few days I received another letter from her.

'I am to be engaged at the end of November. The go-between is here again to arrange a time and date. While they talked to my parents I sat miserably in my bedroom. You can imagine a feeling when you are closeted, spending your hours, deciding on the course of my life. I felt as if I was living two lives, one isolated in the bedroom and later in the kitchen preparing tea for the visitors. The other captured in the living room, the subject of much talk. All that talk about 'me' gave me a kind of fright that frightened me.'

After her engagement she wrote again:

'I was engaged two days ago. My future husband came with his family and friends. He brought the usual gifts (which remain in their boxes, unopened) and presented me with a diamond ring which stands on my dressing table which I cannot, perhaps never will, bring myself to wear. What point is there in telling you when the days like since he said that to me and I cannot love him.'

'After they had left I went to my bedroom and cried. My mother came and tried to comfort me by saying that a girl must marry and what difference does it make whether she marries now or later, or whether she marries a certain man or some other man. 'I never saw your father,' she said, 'until the day of the wedding and he has been happy. You are very lucky. His family is very wealthy. Your father is only a shop assistant.'



ACTIVITY 2

Read the rest of the extract. In this part of the extract, Noorjehan writes two more letters to her teacher. Her teacher visits her father, but is unable to persuade him to call off the marriage.

When you've read the extract do these two activities:

1. Choose three words or phrases in the story which tell you how Noorjehan feels about this arranged marriage and write them in your notebook.
2. Imagine you are in Noorjehan's position. Write a short paragraph to explain what you would do, and give a reason (or reasons) for your answer.

You can start your answer like this:

I think Noorjehan should ...

Remember, you can base your reason on your own experience, or the experience of someone you know.

ANSWERS ON PAGE 146

Writing a personal letter

empathy:
the ability to
share another
person's
feelings and
emotions as if
they were your
own.

When you write a letter to family or friends, it's called a personal letter. Just like in other writing, the style you use when you write personal letters should suit the purpose and the audience.

For example, in the story, Noorjehan's letters to her teacher are formal and respectful. She writes, 'Is it possible for you to come ... but could you come?'

Her aim is to persuade her teacher to come and help her. So she appeals to his feelings of empathy. She writes, 'You can imagine my feelings when people are closeted'

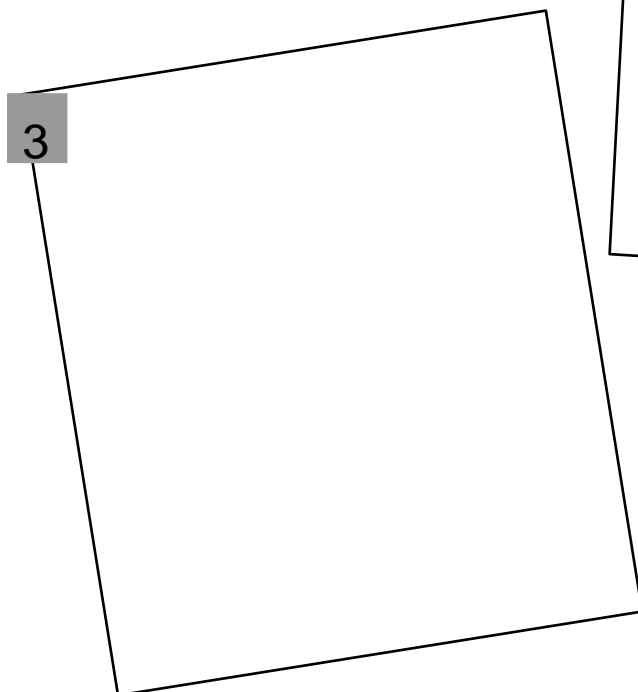
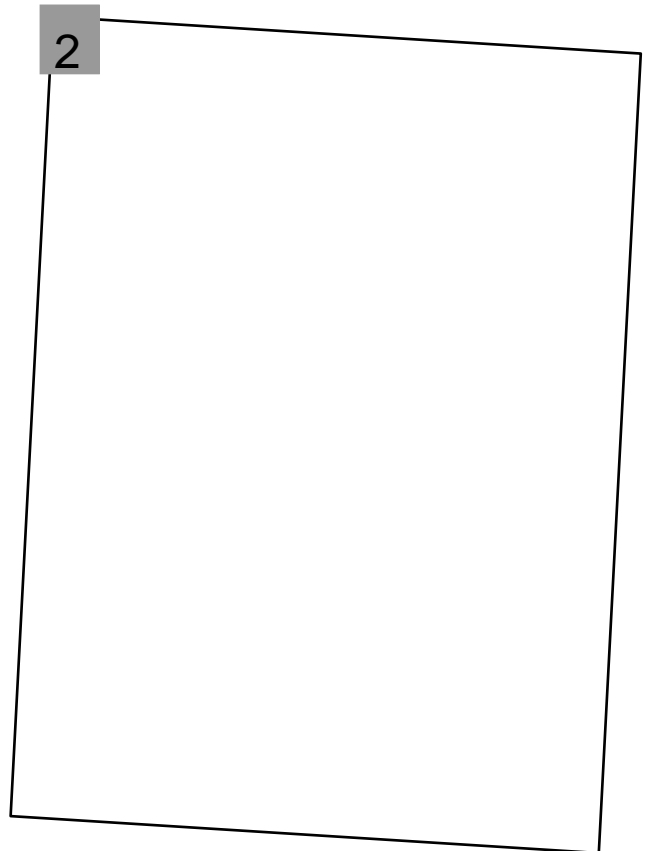
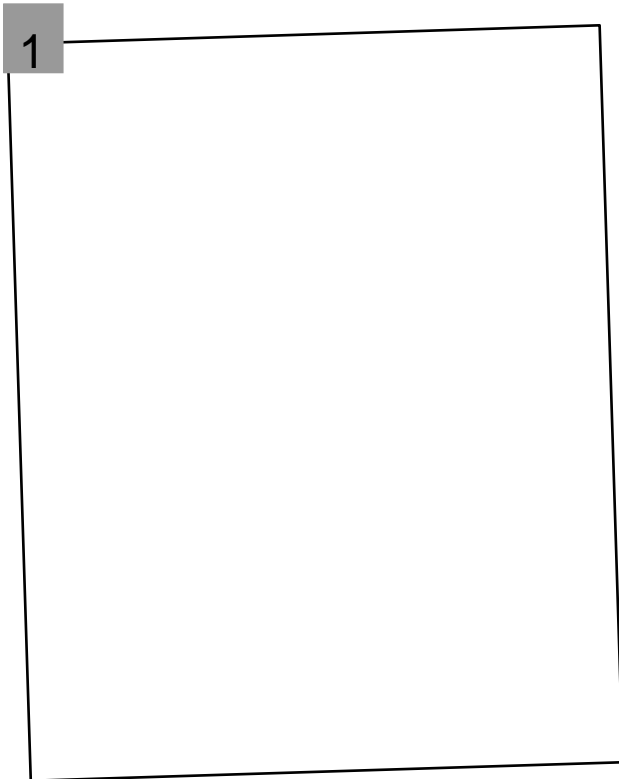
Personal letters can have different purposes. For example, to:

- | thank
- | send greetings
- | apologise
- | express sympathy
- | invite
- | make arrangements
- | make or renew contact with someone
- | give news
- | request news
- | reply to another letter.

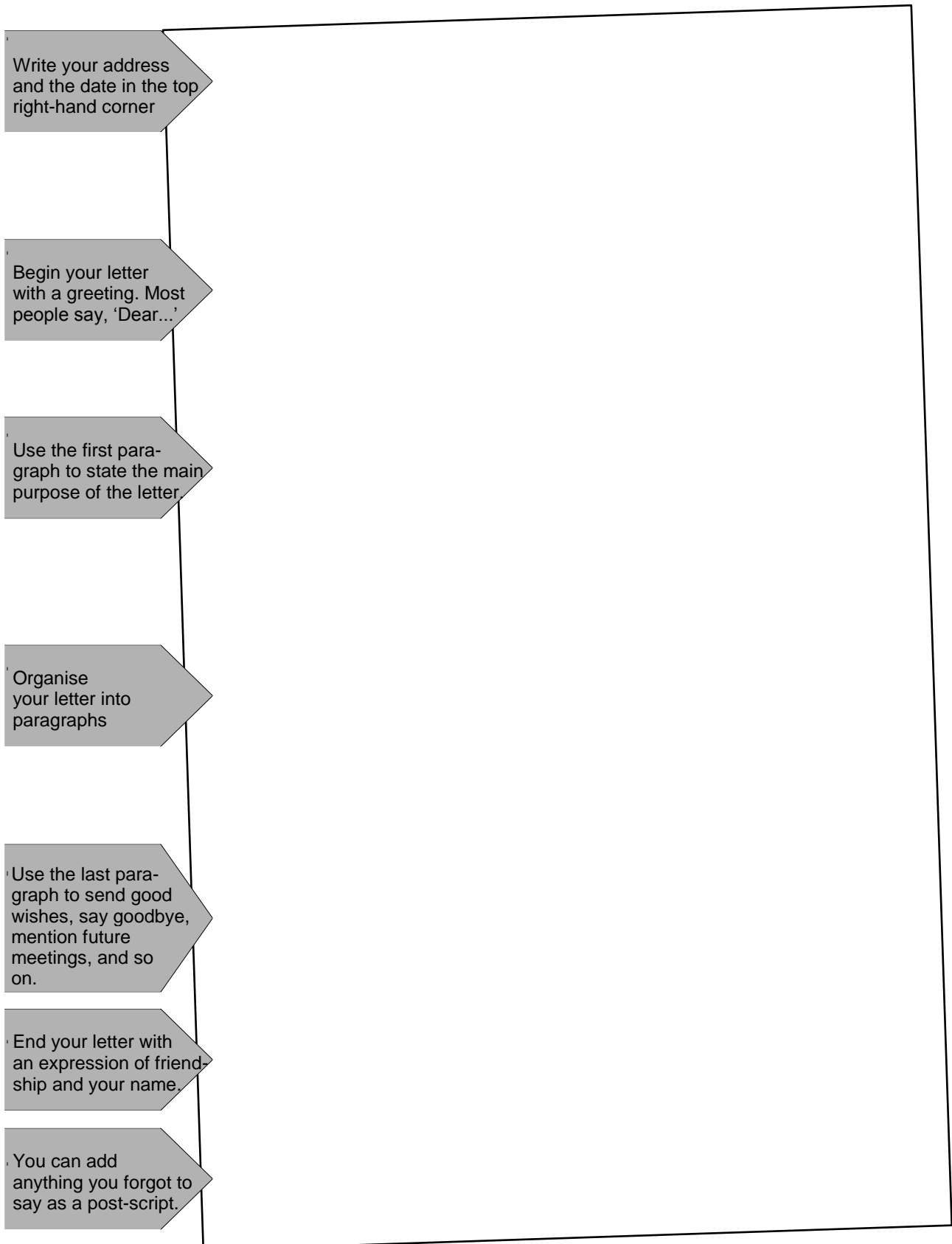
ACTIVITY 3

Sometimes you'll write a letter which has more than one purpose and sometimes you'll write a short letter which has only one purpose. Read through the three letters and choose the purpose of each letter from the list on page 114. Just write the number of each letter and the purpose next to it in your notebook.

ANSWERS ON PAGE 146



There are some general steps to follow when you write a personal letter.
Look at the following example:



ACTIVITY 4

Imagine that a friend of yours is getting married, but his or her parents arranged the marriage. Your friend is miserable about it and doesn't know what to do.

Write a letter to your friend and give him or her your advice. You can follow these steps:

1. Begin by brainstorming. Remember:
 - | write down your ideas quickly, as you think about them
 - | don't worry about neatness or correctness at this stage.
2. Next, arrange your ideas into paragraphs.
3. Write the body of your letter.
4. Write an introductory paragraph and a concluding paragraph.
5. Revise your letter by reminding yourself about your audience and purpose.
 - | you are writing to a friend, so remember to be open, relaxed and to write about your feelings
 - | does your letter give advice?
6. Revise your letter by checking punctuation and spelling.
7. Read your letter aloud. Make any other changes you think are necessary, write your final draft on a sheet of paper and give it to your tutor for assessment.



Using your memory to spell

In Lesson 6 of this unit you learnt some ways to correct your spelling without using a dictionary. You learnt that spelling is a visual activity— in other words we look at a word to see if it is spelt correctly.

Another powerful tool which you have to help you with spelling is your memory.

Here is a six-step method to show you how you can use your memory to help you with spelling:

1. Study the correct spelling of the word. Look at it as a whole, not as individual letters. Then look at the difficult part.
2. Close your eyes or look away from the word and imagine it written. Imagine it in big letters, or in colour. It may help to see it big and then see it small. Focus on the difficult part.

3. When you are ready, cover the word and write it. Before you uncover it, decide if it looks right or wrong.
4. Uncover the word and check if you have written it correctly.
5. If it's correct, write the word again to practise. If it's wrong, begin again. Do this as often as you need to.
6. Write the word again - an hour later, a few hours later, a day later, a week later. Use it as often as you can.

BROWN, K. AND HOOD, S. WRITING MATTERS.
CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS. 1989.

ACTIVITY 5

Try out the six-step method on these tricky words. You can choose your own words if you like, for example, words that you know you always struggle to spell correctly.

marriage
necessary
separate
substantiate
thoughtful
qualification

COMMENT

Did this system help you to remember the spelling of difficult words more easily? You might have some of your own ways of remembering that you prefer to use. The important thing is that you rely on yourself to improve your spelling and that you use your memory actively.

CHECKLIST

Are you able to:

- r substantiate your answers with reasons, using evidence in the text, or drawing on your own knowledge and experiences
- r write and revise a personal letter, keeping your audience and purpose in mind
- r use memory strategies and a step-by-step method to improve your spelling.

Remember to give your letter to your tutor for assessment.

Reading for meaning

In this unit you have learned different reading strategies to understand and find useful information in different texts.

Remember, you've learnt to:

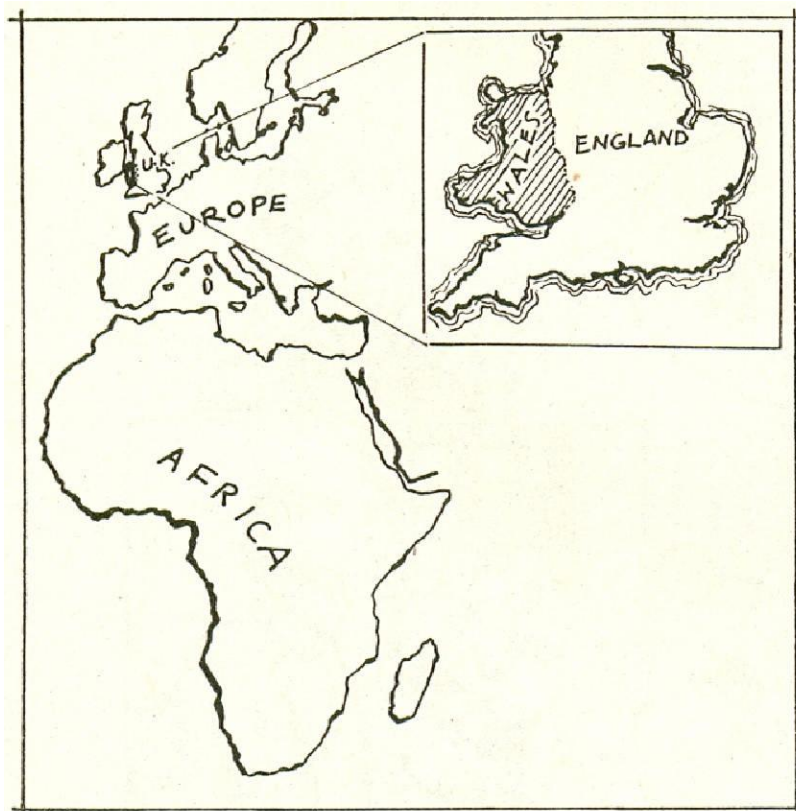
- | prepare to read. When you prepare to read, you read parts of an article or story and then predict what it is all about
- | ask some questions about the story, to focus on what it is all about
- | skim-read to get a broad idea of what's in the story
- | scan to find information
- | leave out difficult words, or find the meaning of difficult words, by reading the sentence and paragraph the words are in.

ACTIVITY 1

There are two parts to this activity. In Part 1, you'll read the story called *The Welsh Not* on page 123 and use some of the reading strategies you've learnt in this unit to help you to answer the questions.

You don't have to use all the strategies for everything you read. Use the ones that will help you to understand the story and to answer the questions. In Part 2 you'll check to see what strategies you used and how the strategies helped you.

ANSWERS ON PAGE 146



(From CYLLCH ATGOF - A BOOK OF WALES - o
Edited and translated by M & Stephen.) e

THE WELSH NOT

The writer shares painful childhood memories when he was
forbidden to speak his own language at school.

The school was in Y Lan, a few miles from where I lived. It belonged
to the landowner, as did almost the entire district, and his wife, a tall
dignified lady, who took a great interest in the education of the
locality. When I first went to the school it had a schoolmistress. I
was taken to the school-house; school had already begun and not a
child was to be seen in Y Lan. The schoolmistress appeared, a small
woman with piercing eyes, her hands held folded in front of her. She
spoke a little Welsh, the common people's language, with an English
accent; her language, obviously, was English, though it felt like
language, the language of the parson from Cardiganshire. She could
smile only when speaking English. Her face was ever sour because
she was obliged to degrade herself by speaking Welsh; indeed, it
was sourness I have since seen in the countenance, except when her
third face was visible to meet the generous lady who paid her
wages. I did not listen to her words, and I did not look at her
face; it brought to mind the nose of the hound-fox that I saw once,
close up, after dark.

'My boy,' said my mother 'here's your new teacher. Look at her
take the peak of your cap from your mouth, she is going to teach
you everything. Shake hands with her.'

She offered me her hand, with a weak smile dying on her face -
'Oh, well, she said (in Welsh), we'll teach him everything he
needs to know; we'll teach him how to behave.'

It was not to learn how to behave that I wanted, but how to
make a bridge and build a chapel. A great desire came over me to go
home with my mother; but it was with the schoolmistress I had to
go. The school's door was open; I heard a strange din, and I could see
children packed tight together on many benches. There were
two open spaces on the floor of the school, and I could see two
people on their feet, one in each open space. I understood later that
they were the assistant mate and mistress. The schoolmistress
took me to one of them, but I only recall the words 'one by one' from
what she said. I could read Welsh quite well then, and I was put in a
class of children who were beginning to read English. The reading-
book was one of the SPCKs, and I still to this day remember, on
account of the cruelty I suffered while trying to read from that
book.

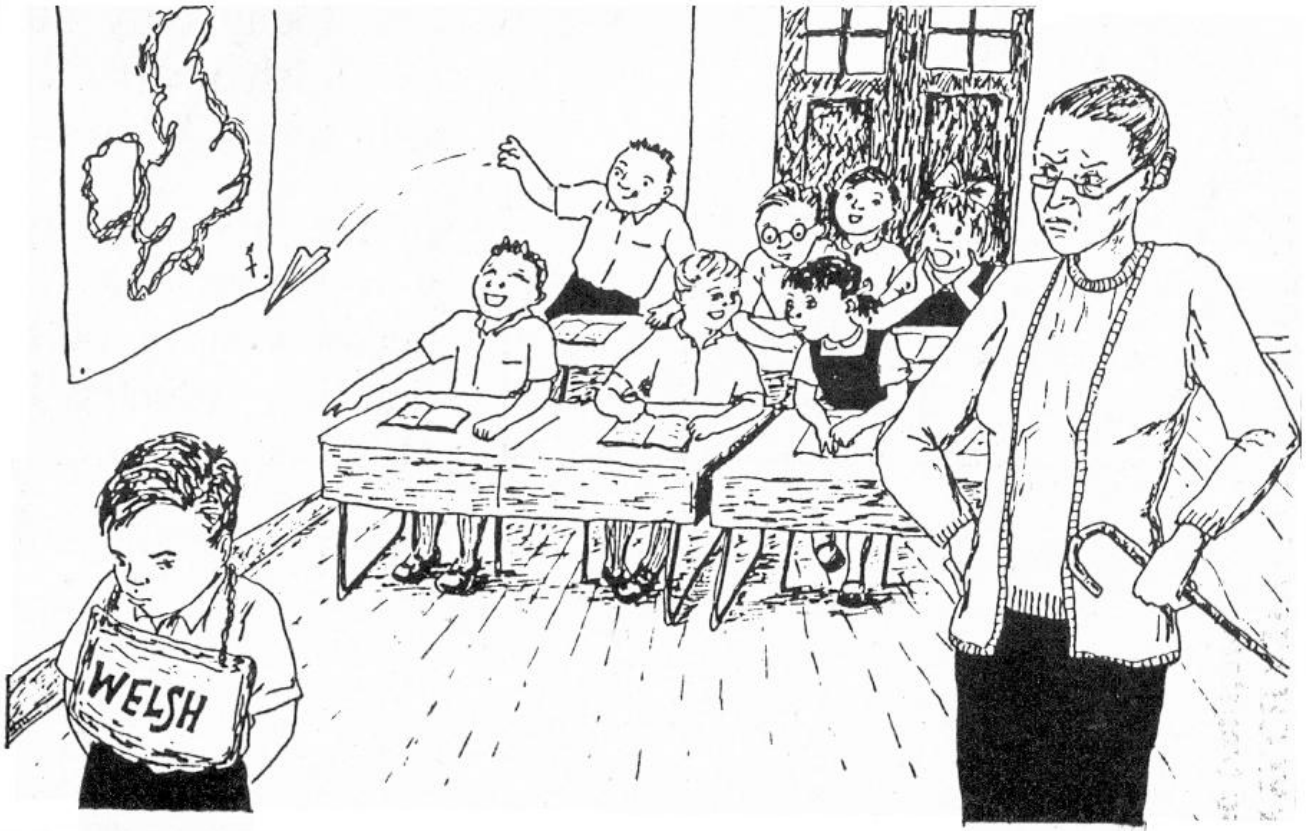
The teacher was a pleasant fellow, and he was kind to me but after the reading-lessons he went back to his other pupils. The word soon went around that someone new and ridiculous had come to the school. Several of the cruel children had their eye on me - I knew all about them all, but most of the children from whom most of them were, and they never wanted to mention.

The teacher had whispered to me not to speak a word of Welsh; but these naughty boys did all they could to make me raise my voice and in the end it succeeded. I lost my temper and began to speak my mind to the treacherous busy body who had contrived to torment me. As I began to speak in my rich Welsh everyone laughed, and a cord was put around my neck, with a heavy wooden block attached to it. I had no idea what it was. I had seen a similar block on a dog's neck to stop it from running after sheep. Perhaps it was to prevent me from running from me that the block was hung around my neck? At last it was midday, the time to be released. The schoolmistress came in with a cane in her hand. She asked a question, and every servile child pointed a finger at me. Something like a snail came across her face when she saw the block around my neck. She recited some long hymn at me, not a word of which I could understand. She showed me the cane, but she did not touch me. She pulled off the block and understood then that it was for speaking Welsh that it had been hung around my neck.

The block was round my neck hundreds of times after that.

This is how it was done - when a child was heard uttering a word of Welsh, the teacher was to be told, then the block was put around the child's neck; and it was to stay there until he heard someone else speaking Welsh when it was passed on to the next poor child. At school's end the one who was wearing it would be caned on his hand. Each day the block, as if by its own weight, from a part of the school, would come to end up around my neck.

Today I take comfort from the fact that I never tried to seek respite from the block, by passing it on to another. I knew nothing about the principle of the thing, but my nature rebelled against this damnable way of destroying the foundation of a child's character. To teach a child to spy on a smaller one who was speaking his native language, in order to pass on a punishment to him! No, the block never came off my neck and I suffered the cane daily as school drew to its close.



Part 1

Scan the story called *The Welsh Not* to find the answers to these questions:

1. Describe the kind of place you think the narrator (the person telling the story) lived in. Write down the words from the passage that helped you.
2. What kind of person was the schoolmistress? Write a few sentences to describe her.
3. What do you think about the punishment the narrator received? Do you think it worked? Give your own opinion supporting it with examples from your own experience. Think back to how you were punished at school, and ask yourself, 'Did it work?'
4. How does the writer feel now when he thinks about how he responded to his punishment?

ANSWERS ON PAGE 146

Check your answers before you do Part 2.

Part 2

In this part of the activity you'll check if you used reading strategies to help you and assess whether the strategies worked for you.

1. Write down how you read the story. In other words, did you preview, skim, scan, etc?
2. Write down a few sentences about how useful the reading strategies were. For example, in questions two and three, did you scan to look for keywords to help you to find the answers quickly?
3. If you experienced problems reading the story and answering the questions, write them down in your notebook.

COMMENT

You probably didn't use all the strategies you learnt. For example, it wasn't really useful to skim the story because there are no sub-headings, introduction or conclusion. Skimming is more useful if you are reading an article or a chapter in a textbook. Then you'll get a broad idea of what you are going to read and you'll be able to find information more quickly.

Do you find that you are starting to use some of the reading strategies automatically? In other words, are you reading actively without even thinking about it? If so, you are well prepared to move on to the next unit. If you are still experiencing problems with any of the reading strategies, try to discuss them with your tutor before you move on.

Using writing strategies

In this unit you have learnt to follow a process to reach a final draft in your writing.

Here is a summary of the steps in the process:

- 1 prepare: you can use brainstorming to write down ideas as they come into your mind

- | organise your ideas by putting them into groups
- | use groups of ideas to write paragraphs; each paragraph usually has a main idea
- | write an introduction and a conclusion
- | ask: who is my audience and what is my purpose?
- | you can change the order of sentences, leave sentences out or add things in
- | revise: you can check spelling and punctuation
- | you can ask a partner to read your writing and give comments.

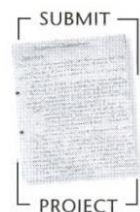
In Activity 2 you'll assess whether following these steps helps to make your writing clear, logical and easy to read.

ACTIVITY 2

1. Imagine that your child is being punished by a teacher for speaking his or her primary language.
2. Read the extracts from the New Constitution on page 126 about languages and education.
3. Decide whether your child's teacher is behaving according to the Constitution or not.
4. Write a letter to the teacher. The aim of the letter is to request firmly that the teacher stops punishing your child. In the letter, explain why the punishment is unconstitutional (i.e. why it goes against the Constitution). Give suggestions as to how you think the teacher should handle the situation.
Your letter should have five or six paragraphs in it.

Before you start:

- | Remember you learnt how to set out a personal letter in Lesson 11.
- | When you are revising, ask yourself: who is my audience? Your letter should be quite formal because you don't know the person you are writing to well.
- | Also ask yourself: what is my purpose? Your letter should be serious and firm but not rude or threatening. Give your letter to your tutor.



Extracts from the New Constitution that refer to language:
(From Chapter 1:)

Languages

6. (1) The official languages of the Republic are Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.
- (2) Recognising the historically diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of these languages.
- (3) (a) The national government and provincial governments may use any particular official languages for the purposes of government, taking into account usage, practicality, expense, regional circumstances and the balance of the needs and preferences of the population as a whole or in the province concerned, but the national government and each provincial government must use at least two official languages.
(b) Municipalities must take into account the language usage and preferences of their residents.
- (4) The national government and provincial governments, by legislative and other measures, must regulate and monitor their use of official languages. Without detracting from the provisions of subsection (2), all official languages must enjoy parity of esteem and must be treated equitably.
- (5) A Pan South African Language Board established by national legislation must -
 - (a) promote, and create conditions for, the development and use of-
 - (i) all official languages
 - (ii) the Khoi, Nama and San languages; and
 - (iii) sign language; and
 - (b) promote and ensure respect for -
 - (i) all languages commonly used by communities in South Africa, including German, Greek, Gujarati, Hindi, Portuguese, Tamil, Telegu and Urdu; and
 - (ii) Arabic, Hebrew, Sanskrit and other languages used for religious purposes in South Africa.



COMMENT

Did you find it useful to follow the steps for writing that you have learnt? You don't have to remember each step for every single piece of writing you do. However, you need to remember three basic stages:

- | preparing to write
- | organising your ideas and write a draft
- | revising your writing.

CHECKLIST

Are you able to:

- r use the reading strategies you have learnt in this unit with more confidence and to suit your needs
- r use the writing strategies you have learnt in this unit with more confidence and to suit your needs.

In the units to come, you will have more opportunities to practise the reading and writing skills that you need for your life and work. The more practise you get, the easier it will be.

Don't forget to give your letter to your tutor for assessment.



Yes, and you will look at some difficult issues such as unemployment and discrimination in the workplace.



Unit 2 focuses on the reading, writing and speaking skills that people need in the workplace.



You will also practise job applications, writing your CV, and what you should say in a job interview as well as how to write the minutes of meetings and reports.

Answer section

Lesson 1

Activity 1

1. They are all reading something.
 - | The woman is reading the instructions on the tin of baby's milk. Reason: she needs to know how to make the baby's milk.
 - | The nurse is reading the child's temperature. Reason: to see whether the child is sick.
 - | The student is reading his textbook. Reason: he is learning his school work.
 - | The young boy is reading a comic. Reason: he is reading for fun.
 - | The woman is reading a novel. Reason: she is reading for entertainment.
 - | The doctor is reading an x-ray. Reason: to determine if the patient is physically okay.
 - | The man is reading a medicine bottle. Reason: to see how much medicine he must take and how often.
 - | The man is reading a newspaper. Reason: he wants to keep up with the latest news.

Activity 2

There is no right or wrong answer. I thought of this list as an example. Your list will look quite different to mine.

- | The newspaper. Reason: to find out what is happening around me.
- | The signs at the bank. Reason: to see whether I am in the right queue to withdraw money.
- | The instructions on a packet of instant soup. Reason: so that I can see what I need to make the soup and how to make it.
- | A book of short stories from the library. Reason: so that I can relax and enjoy it.
- | A textbook. Reason: to find out about different kinds of information.

Activity 4

2. a. Dorothy and Shepi both learnt English in a place where they had to communicate. In other words, they had to make somebody else understand what they wanted to say. Some people say this is the best way to learn a language. Maybe you have found that when you have to speak English, you improve every time.



- b. Shepi met English-speaking people when he worked at the golf course. He says they paid him better than the people who spoke Afrikaans. He says 'they were liberal.' It means their ideas were not as narrow as the Afrikaans-speaking people.
- c. The word 'status' means power or position. The words, or context, to help you guess the meaning of 'status' are 'even slightly better than Afrikaans'. If something has a high status, it means people think it's more important or powerful.
- d. The word, 'scared' is a clue to help you. When something is 'intimidating' it means you feel scared or unconfident.

Lesson 2

Activity 1

1. The title means 'to feel uncomfortable or ill-at-ease' even though the article is about someone who was born in S.A. and should feel completely 'at home'.
2. Language and use and power of language.
3. The correct answer is b. The title and the preparatory paragraph are the clues which give you that answer.
Did you choose a.? It's very close to the right answer. Notice that the preparatory paragraph says, '...community structures to address this problem'. In other words, they have started to do something about the problems which translators and interpreters have.
Did you choose c. or d.? These two answers don't take into consideration all the information in the title and the preparatory paragraph.

Activity 2

1. Did you write down words like: 'frustrated', or 'confused', or 'angry', or 'embarrassed'? These words describe how you might feel when you struggle to speak English.
2. 'Literate' means you can read and write. Mrs Tembi can read and write in Xhosa.
3. Here are three ideas:
 - | the signs in the hospital should be in isiXhosa
 - | the doctor should be trained to speak in isiXhosa
 - | there should be a pamphlet in isiXhosa. The pamphlet should explain what asthma is all about.
 Perhaps you thought of other ways to help.

Activity 3

1. 'Services' are things people do for you, like taking your letters in the post, or giving you electricity in your house. So 'Language services' are ways to help people who struggle to understand a language.
We can expect that in this section, the writer will give us some ideas of how language services can help people.
2. 'Public' means for everybody. You know what services are from number 1. Public services are things like hospitals, clinics, the post office and the waterworks.
3. The next sub-heading is: 'Professionalising the field'. 'Professionals' are people who are usually trained to do particular skilled work, and who get paid for it. (Like professional soccer players who get paid to play soccer). 'The field' means in this area of work, in other words in language and translating work.
So, we can expect that this section is all about how translators and interpreters can become professionals.
The last sub-heading is 'Training'. We can expect that this section is all about training language workers.
4. Were you able to see that the article was not written recently? Some of the reasons you could have mentioned are that most administrative staff in public services are multi-lingual; signs in most places are now also in African languages; most forms are multi-lingual. Can you think of other examples?

Activity 4

1. Two possible solutions are, on the one hand, the development of literacy and second language skills and on the other hand, the provision of translation and interpreting services. In other words, while people must be able to communicate in an additional language, there must also be people who can help to translate and interpret for people like Mrs Tembi who don't understand an additional language.
2. Positive sides to the two solutions: Solution 1: people won't need any help because they will be able to communicate in their own language or in an additional language. Notice that the writer uses the word 'desirable'. It tells us that it is something good.
Solution 2: it is the most practical way to start sorting out the problem now.

Activity 5

3. After the examination the doctor ~~made~~ his diagnosis – asthma. The fill-in interpreter ~~explained~~ what that ~~meant~~, and Mrs Tembi ~~noded~~ yes to everything she said. Who ~~was able~~ to check, though, whether Mrs Tembi's interpreter, who probably ~~knew~~ some English and little about medicine, ~~had conveyed~~ the right information? Who ~~knew~~ whether Mrs Tembi ~~understood~~ the implications of her daughter's illness?

Lesson 3

Activity 1

1. The title suggests that the article is about the future of our youth. The preparatory paragraph explains more: many young people came from around the country to a place near Johannesburg. There they talked about the youth and their future.
2. a. There are many problems which young people face. Here are some examples:
 - | unemployment
 - | problems at school
 - | parents who don't understand youth
 - | the difficulties of studying at home
 - | rape
 - | peer pressure
 - | gangs.
- b. Did you think of reasons why young people have these problems? For example, many youth face unemployment because:
 - | there are very few jobs
 - | many young people couldn't finish school.

Activity 3

1. a. Your answer will depend on the people you know. Check that you gave a reason. For example: Yes, the young people I know are tough. They have to cope with a lot of poverty, but they don't give up.
- b. The words are: 'spoke' and 'asked'. 'Interviewed' means to speak to people about their opinions, information that they have, their experiences and how they feel about something.
2. The sentence is: 'Others felt differently'. The sentence tells us that the writer will write about a different opinion.
3. 'The way forward' suggests that it will be about the future. The writer will examine what people at the conference will do about the problems they discussed.

Activity 4

1. 'Apartheid has brought hardship...' is the main idea. The other sentences in the paragraph give examples of the hardship (the difficulties) which apartheid has caused. Here are the examples:
 - | many youth are not at school
 - | many youth can't find jobs or are homeless
 - | others are frightened and scarred by the violence.

2. Did you choose the sentence, 'People from organisations around the country spoke about the many problems that face youth in their regions'? The other sentences in this paragraph support the main idea. They give examples of the many problems which the youth face.
3. Did you notice that the writer wrote more than one problem in each sentence?
You could draw up your list like this:
 - | unemployment
 - | child labour
 - | teenage pregnancies
 - | violence
 - | school boycotts
 - | shortage of books and facilities.

Lesson 4

Activity 1

1. We can see from the preparatory paragraph that the article is about the runner Ezekiel Sepeng. The word 'sensation' means everybody is going wild about him, so he is famous. The preparatory paragraph says he wants to become a world champion, so Gunning for Gold means he is trying very hard to win a gold medal – possibly at the Olympic Games. So, we can expect the article to tell us all about him and his plans for becoming a world champion.
2. You could ask questions like:
 - | Where does he go to school?
 - | What happened at the world athletics Championships?
 - | What kind of person is Ezekiel Sepeng?
 - | How did he become famous?

Your questions will help you to find information in the article and to understand what the writer has written.

Activity 2

2. a. The two words are 'determination' and 'confidence'. Did you notice that 'confidence' is a strong part of Sepeng's personality? The writer writes about Sepeng's 'simple confidence' in the last paragraph.
- b. Sepeng first ran half-marathons and 10km races. These are called long-distance races.
- c. His coach advised him to change to shorter races because he was very fast, but not strong enough to run for a long time.
- d. Ezekiel Sepeng wanted to win the gold medal at the Olympic Games in America in 1996.

Activity 4

2. a. Andy's father is a sales rep. (This is someone who works for a company selling their product.) His mother is unemployed. He has three brothers and sisters.
- b. Andy says that he respects his parents. He doesn't always agree with them, but he lets them have a chance to state their feelings.
- c. He suggests two things:
 - | jobs must be created
 - | those who have dropped out of school must be given skills training.
- d. Andy is worried about the violence. He is scared that South Africa will become a war-zone like Mozambique used to be.

Lesson 5

Activity 1

2. a. paragraph one: 'sit around the fire'
paragraph two: 'the grass mats on which we slept'.
- b. 'crying' and 'We roared with laughter'.
- c. She explains about this tradition because she knows many of her readers won't know about the storytelling of the amaXhosa.
- d. The word to help you is 'outstanding'. It tells you that 'masters of the art' are people who are very good at what they do.
- e. The writer probably changes the tense so that the readers feel very close to what is happening. Perhaps the writer wants the readers to feel excited too, as if they are there when the game is being played.

Activity 2

1. One clue is the title of the book: *To My Children's Children*. Magona wrote this book for her grandchildren. In the preface (the introduction to the book which tells us what the book is about) she writes:

'From a Xhosa Grandmother:

... How will you know who you are if I do not or cannot tell you the story of your past?'

Perhaps you thought of another audience that this book was written for?

2. There could be many reasons for why Magona wrote the book. She writes about her experiences and her feelings. Perhaps she will not have the opportunity to tell her grandchildren about her life herself. In the first chapter she writes:

'I fear I may not live long enough to do my duty to you, to let you know who you are and whence you are. So, I will keep, for you, my words in this matter.'

The book has been published, so it is a public story, for everyone to read. When something is published it means that copies of it are printed and are sent to shops and sold. The writer wanted her story to be public. She wanted to share her experiences and memories with many people.

Think about the books and history textbooks you have read. Very few have a record of the lives of black people, especially women in South Africa. Also, she wrote about traditions, like storytelling, that most young people, especially in the cities don't know about any more. Her book describes a very important part of history.

Activity 3

1. The letter is about driving over the Christmas period. The words 'picked out' suggests that a special fuss is made about driving offences over the Christmas period.
2. In the first paragraph the writer tells us about the Minister of Transport's action against drivers who drink.
3. The writer's opinion is that 'moderate responsible' drinkers are turned into criminals by harsh legislation.
4. The writer argues that drink is not the only cause of accidents. He says that accidents are also caused by reckless and unlicensed drivers. He recommends an all-year campaign against reckless driving, as well as against drinking and driving.
5. It's easy to read something when the sentences are short. More people will read the letter to find out what he is writing about.
6. When a writer uses the present tense, the reader feels as if something is happening now. When you write about a problem in the present tense, it makes the reader feel that the problem must be solved urgently.
7. The writer wanted to defend drivers who drink a moderate amount of alcohol. He also wanted to criticise the way the campaign is of such short duration and only targets drivers who drink. He wanted to recommend that other kinds of bad driving are monitored by the traffic police, and that this is done all the year round.
8. The letter is aimed at two groups of people:
 - 1 the traffic department - the writer wants the department to know that many drivers are not satisfied with traffic control
 - 1 other drivers who are dissatisfied with traffic control. Perhaps the writer hopes they will also complain by writing letters. Then the traffic department will really take him seriously.

Activity 4

1. The way Magona wrote her book suits her purpose and her audience. She wrote for people close to her and she wanted to share her experiences, so she tried to let her readers feel how she felt.

Mofokeng's letter to the newspaper has a different purpose and a different audience. He wanted to express his opinion and he had to do it in a way that made people listen. So he puts his feelings across strongly but briefly. He uses words like 'added his powers' and 'short-term solution' which help to make his writing formal and business-like.

2.

Sindiwe Magona's autobiography	Letter to the editor
lots of describing words	short sentences
description of feelings	formal language
the writer is personally involved	expressing anger and frustration
long, detailed descriptions	a tight, neat structure
	short and to the point

Lesson 6

Activity 1

1. Did you think of these ways to use flowers?

- | to use at a wedding
- | to use at a funeral, for example, to put on the coffin
- | to give to a famous person, or leader when they arrive in a new country
- | to give to someone you love
- | to give to a person who is ill
- | to give to someone who is celebrating birth, a birthday or another happy occasion.

Perhaps you thought of other ways to use flowers?

2. The story takes place on a farm. The clues are: 'hen-house', 'pig-pen', 'harvesting of the corn' and 'cotton'. Notice that the writer uses the first paragraph to introduce the setting and to introduce the main character. So she prepares the readers quite well for what the story is about.
3. One reason for using flowers is at a funeral. If you thought of that reason, did it prepare you for the dead body which Myop found in the story? Most of us probably didn't expect that the story would end like this.

Activity 2

1. All these words, 'skipped lightly', 'a golden surprise', 'excited little tremors', 'the beat of a song', 'light and good' help make the reader feel relaxed and light-hearted.
2. The feeling changes in paragraph 5.
3. 'Strangeness', 'not as pleasant', 'gloomy', 'the silence close and deep'.
4. She stepped on the rotting face of a dead person.
5. This is a very surprising 'twist' in the story. The writer prepared the readers a little bit by changing the atmosphere, or the feeling of the story. But even so the dead body is unexpected. There is a big contrast between the image of a little girl skipping around collecting flowers and the image of a little girl suddenly stepping on a dead body.
6. The clue lies in the words, ' ... the rotted remains of a noose ... '. The man either hanged himself or was hanged by someone. The writer doesn't actually tell us, so we are left to decide for ourselves.

Activity 5

1. There are clues which help you to work out what the children are doing. Did you notice them? The important clues are the donkeys, the water and the big plastic bottles. From the clues, you can work out that the children are collecting water, perhaps to use for washing and drinking.
Did you think of another reason? In fact, the children are collecting the water to sell to people in the village where they live.
2. Perhaps they will lead the donkeys back to their homes. They might walk a long distance to get there. Perhaps they will have chores (work in their homes) to do when they get back.
3. It seems that the children live in a rural, or country place. They have very little clothing, and it's torn. These clues help to build a picture of poverty and hardship.
4. The children probably have a difficult life. They are doing work which is quite hard. It's unlikely that they go to school. But they seem to be cheerful.
5. One possible caption is 'Children at work'. But there are many other ways to describe this photograph. Perhaps your sentence, or caption, had the word 'water' in it?

Activity 6

The photographer probably wanted to make the audience think about how some people struggle to get a basic necessity like water. Some of us can just open a tap and the water is there. But millions of people around the world spend many hours of their day getting water.

Perhaps the photographer wanted the audience to think about the lives of the children as well.

Lesson 7

Activity 1

The title and the first paragraph indicate that the article is about young women who do karate or judo for self-defence.

Activity 2

1. These are the advantages:

Karate:

- | helps women to defend themselves against attackers
- | helps to prevent heart disease by making people fit and healthy
- | could even save people's lives.

2. These are the disadvantages:

Some people think:

- | it's not proper for women to do karate
- | it has made women too independent
- | women who do karate cannot have children.

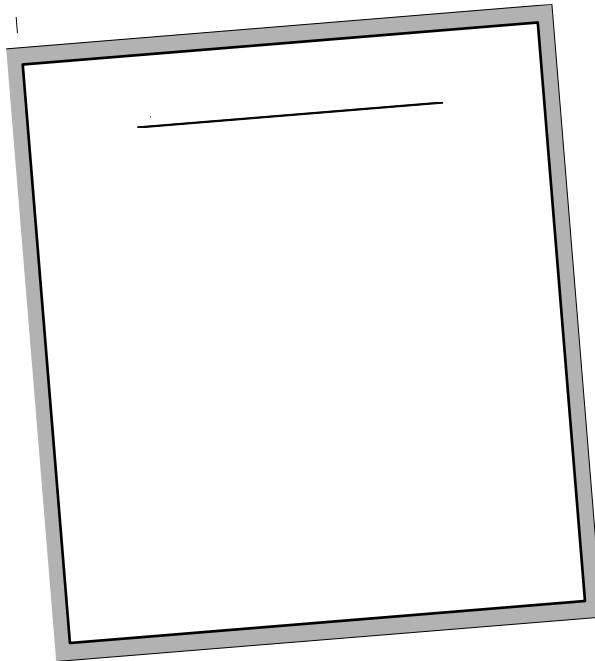
(Remember: these disadvantages are some people's opinions. It doesn't mean they are true.)

Activity 3

1. The notice should include all this important information:

- | the date of the meeting
- | the reason for the meeting
- | the venue (the place) of the meeting
- | the time of the meeting
- | the names of the speakers
- | what the committee wants to achieve at the meeting.

2. Did you notice this information was missing?
- | the venue of the meeting
 - | the date
 - | you might have also decided that the reason for the meeting isn't very clear.
3. Here is an example of a revised notice:



Did you notice:

- | Paragraph one contains the reason for the meeting.
- | Paragraph two explains what people will try to achieve at the meeting.
- | The information about date, time and place is placed together.

Activity 4

Your dialogue could start off like this:

Partner: I think karate is a really bad thing for women. It makes them too independent. Soon they won't need men around at all!

You: Well, I can see you feel strongly about this. But I really can't agree with you. I think that women need self-defence. I think many women don't have men around to protect them. My sister lives alone in a flat. She must be able to protect herself.

Check:

- | did you acknowledge, or respect, your friend's opinion?
- | did you explain that you disagree?
- | did you give a good reason for your opinion and why you disagree?

Activity 5

1. You could have a lot of different emotions, or feelings, when you read this poem. Here is a list of some possible ones:

happy	strong	brave
amused	angry	triumphant

2. Maya Angelou is addressing all people who feel that black women should be kept in an inferior position.
3. She writes about the slaves who came to America from Africa. The slaves are her ancestors. So she writes that she will overcome the fear and suffering they experienced. She says that she will live a new life.
4. When Maya Angelou writes:
 'I rise
 I rise
 I rise ...'

it's very powerful. It's as if it's happening right now. The words create an image in one's mind of a woman who is standing up with strength and pride. It helps to end the poem on a very strong and forceful note.

(It doesn't matter if your answers are different. The important thing is: can you give a reason for your answer? Can you find some evidence in the poem to support your answer?)

Lesson 8

Activity 1

1. The writer gives the point of view of African working-class women, like Ellen Qomaje and Julia Kunoane.
2. The writer leaves out their husbands' points of view.
3. In the first paragraph the writer describes an 'average day for many African women' by writing short sentences one after the other, so that the reader can almost experience the endless work and exhaustion the women themselves experience.
 The writer describes the women's work as 'a hard and unchallenged reality'. The writer does not challenge the speaker's statements at all.

Activity 2

1. Compare your paragraph with this one:
After I get up at 4.30 am, I quickly make the breakfast. Afterwards, I run to catch the bus, then the train. Then I walk ten blocks to work. I work all day. At last it's time to catch the train, then the bus and I'm home again at 6.30. I fetch the baby from the childminder and then cook the supper. After supper I have some washing to do and I iron the school shirts. Finally I clean up the mess of the day. At last I go to bed at 11.30 pm.

Note:

- | different linking words are used each time (you might want to underline them)
- | the sentences have different lengths: some are short, some are long.

Activity 3

Compare your answer to this one:

Friday night is special for this beautiful land on the southern tip of Africa, because we will never again make our World Cup debut. It is special for our 22 heroes, footballers chosen from thousands to represent Madiba and all his people. It is special for Lucas Radebe. Once a goalkeeper who played the game to pass the time, Radebe has developed into an international-class defender.

The armband that signifies leadership was first worn by Steven Komphela, then Neil Tovey, John Moeti and Sizwe Motaung. None will be in Marseille tonight, but time must never diminish the roles they played. We salute them.

Coach Philippe Troussier, the Frenchman with the shortest fuse in football, says, 'Tonight I am an African'. He predicts defeat for his native land.

Tonight anything can happen, especially if our heroes strike first.

Activity 5

Compare your answers with the following. Your answers will be different, but the important thing is that you give a reason for your opinion, and support your answer with what is written in the poems.

1. c. The poem makes me think of words like 'strong', 'powerful' and 'angry'.
2. b. The poem makes me feel sad, but it also makes me think of beauty and grace.
3. I think the main difference is that the first poem is angry and the tone is powerful and forceful. I think the second poem is calmer, the tone is more gentle, which causes the reader to feel sad.

In the first poem, the poet wrote about the many ways black people suffer. She says black women must 'Say No' to being oppressed.

In the second poem, the poet writes about a society which has changed. In the past her mother used to dance at weddings.

Nowadays there are no weddings, only funerals. The poet's voice is sad and slow to convey the meaning of her poem to her listeners.

4. You'll have your own answer. Check that you have given a reason, perhaps by quoting something from the poem which you chose to support your answer. For example, if you chose the first poem, 'Say No', you could say it's because the repetition of the words 'Say No' makes you feel strong.

Lesson 9

Activity 1

2. Compare your answer with this one.

The title and the preparatory paragraph suggest the article is about dreams, and what some people think dreams mean.

The sub-headings show that the article is divided into three sections:

- | one about dreams as a journey to somewhere
- | one about similarities about dreams
- | one about the role of dreams in religion.

The first two paragraphs and the last one also indicate that the article is about what dreams mean and why they are important.

Activity 2

Compare your main points with these:

Did you dream last night? If you did, what did you dream about? Did your late grandmother visit you? Did you dream that you were falling, or that you were losing your teeth?

There are many questions about the meaning and importance of dreams, but only one thing about dreaming is sure: All people dream.

A dream is made up of pictures and events that you see in your mind. Although the body is asleep when you dream, the thinking part of the brain is awake.

The brain gives off small electrical waves. To try to understand what happens when a person dreams, scientists use a special instrument to measure the brain waves of people while they are asleep.

This instrument is called an electroencephalograph. At most times during sleep, the brain waves are large and slow.

But at other times, the waves become smaller and faster. During these times, the eyes move quickly. This is when we dream.

Notice there isn't really a main point in the first paragraph. The writer asks questions to get us to think about dreams.

In the last paragraph the main point consists of parts of two sentences.

Activity 3

This is how your notes in the margin could look (notice the use of abbreviations) :

Different cultures give different reasons for why we dream and what those dreams mean.

Some cultures believe that the soul leaves the body when you sleep. They say the dream is about what happens to the soul when it travels.

One group of people from West Africa believes the soul can meet another soul during its travels, and may even fight with it. So if a person wakes up with stiff bones, they think it is because another soul beat the person.

In South Africa, Zulu people believe they are visited by the spirits of friends or ancestors when they dream. These spirits can warn them against dangers, or they may take them on a journey to a distant place.

The Zulus call their visiting ancestor the *itongo*. If they are advised to do something by an *itongo* in their dreams, they do it as soon as they wake up.

For some, dreams are as important as whatever happens to you when you are awake. The Ashanti in Ghana and the Kai people of New Guinea give the same punishment for a dream about adultery as they would for the actual act of adultery.

In America, the Cherokee Indians believe if a person dreams about being bitten by a snake, they must be treated as if they had really been bitten by a snake.

Activity 4

Your notes could look like this:

1. Dreams are an NB part of Aborigines' religion.
 - 1.1 dreaming means certain beings made the earth
 - 1.2 these beings became hills or rocks or live as spirits in sky or ground.
2. In dreams people see symbols
 - 2.1 symbol is flesh of person
 - 2.2 people can't eat animals they dream about.

The last paragraph is the conclusion of the article. It doesn't really belong in the section about religion.

Activity 5

1. Here the exclamation mark helps to end off the article on a strong note. The exclamation mark also suits the informal style the writer uses.
2. Writers use commas when they write a list of items. In this sentence the commas come after each country on the list.

Lesson 10

Activity 1

2. a. Did you discover that the centre will be for many different people in the community?
 - | the senior citizens of Khayelitsha, Crossroads and Mitchells Plain (paragraph 2)
 - | 'frail' or sick, elderly people (paragraph 4)
 - | 'the elderly who live in the community' (paragraph 4)
 - | the children of staff and grandchildren of childminding grandparents (paragraph 4)
 - | pupils at schools in Mitchells Plain (paragraph 5).
- b. Did you notice that the centre will provide:
 - | a residential (a place to live) facility for sick people
 - | a service centre
 - | a child-care centre
 - | meals-on-wheels
 - | school-feeding
 - | a place for the Mitchells Plain Youth Orchestra
 - | a literacy centre?

Activity 2

1. You would need to go and speak to people in the area that the centre is meant to serve. So, for example, if the story is about the Mitchells Plain centre, you would need to speak to people in Mitchells Plain, Khayelitsha and Crossroads.

Firstly, you should speak to as many elderly people as possible.

Secondly, you should look for other people who are going to benefit from the centre, for example, members of the Youth Orchestra, teachers at the schools where pupils will get meals.

Perhaps you thought of other interested people to speak to? You could ask questions like:

- | How can the centre help you?
- | Is one centre enough for this big area?

You probably thought of some more interesting questions to ask.

2. Possible headings you could use:

Senior Citizens Welcome New Centre

or

Seniors Say it's Too Little Too Late

Activity 4

1. b. is the main purpose. The advertisers want the listeners to realise that our society does not take care of old people very well. In fact, people value things like alcohol and furniture more. The National Council for the Aged want people to do something about this if you chose a. listen to the advertisement again c. is definitely one of the effects of the advertisement. But the main purpose is to get people thinking so that they will do something positive.
2. a. No. Elderly people know very well that they are not valued very much.
b. Many young people feel that they don't have much power or influence to change a situation like this. Also, old age is a long way off for them. Perhaps they won't take the advertisement very seriously.
c. Yes. This audience will feel sympathetic. Perhaps some people are struggling to care for an elderly parent.
d. Yes. The advertisement is trying to get people to change the way our society treats the elderly, and these are the people who can do it.

Lesson 11

Activity 1

2. Here are two examples of answers you can give:

In my view, Noorjehan's teacher shouldn't visit her family because this is a private family matter. If the teacher gets involved he will cause problems in the family. He should keep out of the matter.

or

I think Noorjehan's teacher should visit her family because it seems that Noorjehan trusts him. She is looking to him for support because she doesn't want to get married and he should respond to her request. Perhaps her family will listen to him because he is a teacher.

- | Notice that the answers are written in the present tense.
- | Notice that the second answer is based on the evidence from the passage. This helps to make your opinion stronger.

Activity 2

1. There are quite a few words and phrases. For example:

'isolated', 'captured', 'frightened', 'cannot love him', 'cried bitterly'.

2. There are many actions Noorjehan could take. There are stories of women who commit suicide (kill themselves) rather than face a life of unhappiness with a man they barely know.

Read your answer and check that you gave a clear reason to support it.

Here is an example:

I think Noorjehan should run away from home. She is obviously a sensitive, intelligent woman and this marriage will not bring her any happiness.

Activity 3

1. a thank you letter
2. a letter to express sympathy
3. a letter to make arrangements.

Lesson 12

Activity 1

Part 1

1. The narrator lived in a rural area near a small village. The words which tell you he lived in the country are 'landowner' and 'she-fox'.
2. If you scan the first paragraph to look for the keyword 'schoolmistress', you will find that she didn't smile very much. She was 'sour', in other words, unpleasant and bitter.
She thought herself better than the 'common' children she taught because she did not like to speak their language. She felt more comfortable speaking English, the language of the upper class ('gentlefolk').

3. Your answer could look like this:

I think the punishment was cruel and ineffective. I think this because in my own experience to make fun of children for doing wrong does not teach them anything. It made me feel angry and I certainly didn't always learn from it.

4. If you scanned the passage, the keyword which leads you to the place where you'll find the answer is 'today'. The writer tells us how he feels now about the way in which he responded to his punishment. He writes that he feels glad ('I take comfort') that he didn't try to escape his punishment by telling on another child who spoke Welsh.