



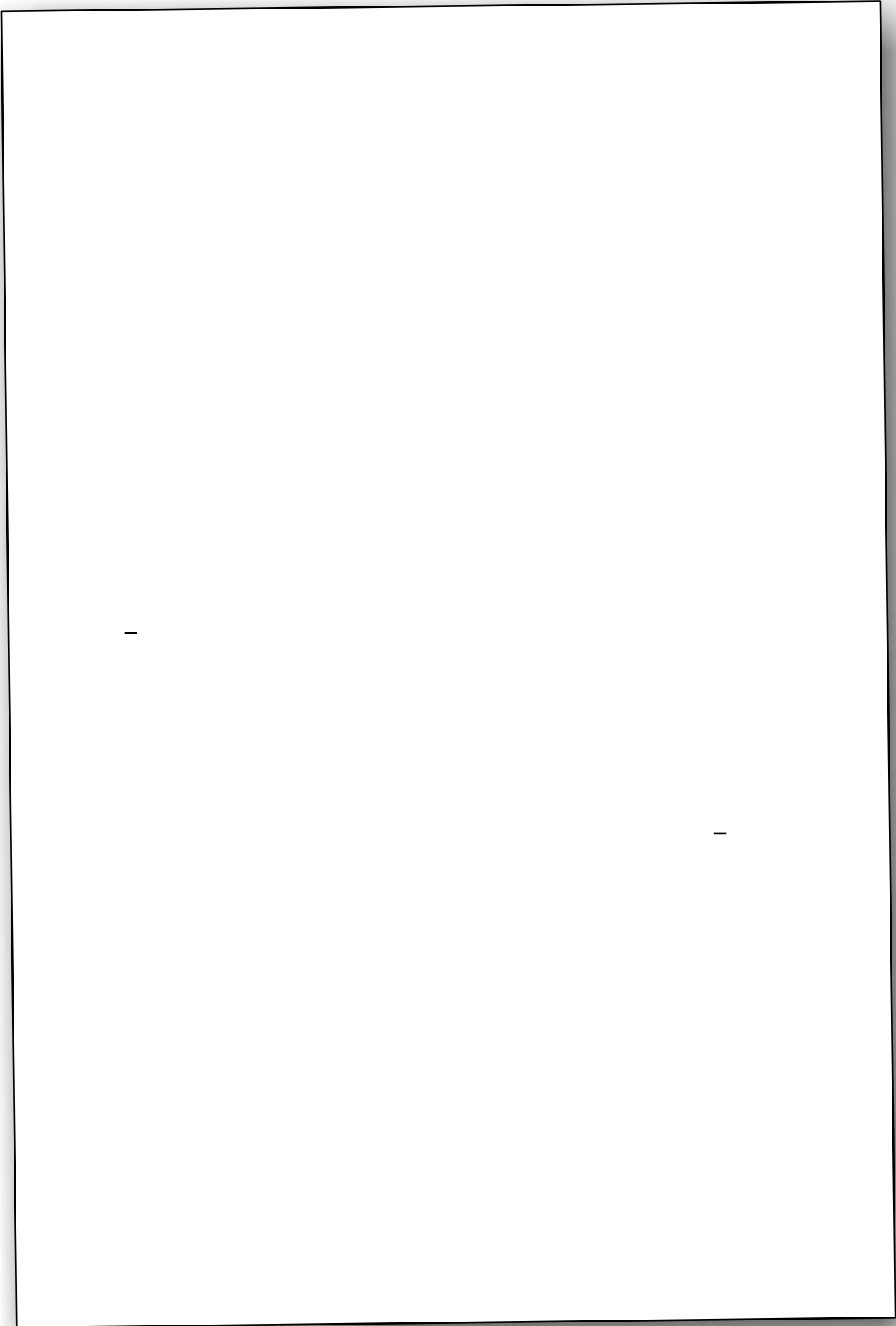
## Writing a CV

Your CV must make a very good impression on the reader. It must also be honest and not include false information. A good CV takes time to write. Work out a basic CV and then change it a little to suit each job application. You should write several drafts over a few months to make sure it's really good. Get others to read it and comment. A good CV is what gets you that interview!

### ACTIVITY 1

You are going to begin by helping Lydia Dyatyi, a self-employed dressmaker in Soweto, with her CV. Lydia wants to apply for money from a funding agency to start a dressmaking school for unemployed women. She has to include a CV with her project proposal (her plans for the training school and what she needs to get it going). Lydia feels very uneducated and unqualified to start such a project, and believes her CV is not very good. See if you agree with Lydia when you read her life story. If you were a donor (someone who gives money to a project to get it going) would you invest in Lydia? What qualities, experience and qualifications does she have?





1. Help Lydia to complete her CV. Copy her CV into your notebook and fill in as many of her details as you can. Use her life story to fill in the details.

## Curriculum Vitae of Lydia Dyaty

### 1. Personal details

Age: 47 years  
Date of birth: 8.3.1947  
Gender: (male or female) \_\_\_\_\_  
Residential address: 2021 Chalker Ave, Dube, 1852  
Postal address: As above  
Telephone: (011) 443-1985  
Nationality: South African  
Home language: SeSotho, isiXhosa  
Other languages: isiZulu, Setswana, English

### 2. Education

High School: Catherine's Convent, Butterworth, Transkei  
Highest standard passed: (fill in details) \_\_\_\_\_  
Post-school training: (See diploma in paragraph 5)  
\_\_\_\_\_

### 3. Work experience

(Skim read paragraphs 4-8 to find the jobs Lydia had until she became self-employed. Write the dates, the jobs, and briefly describe what she did there. Include her self-employment.)

4. Voluntary work experience  
(Include community work, charity work, union work - all work which did not earn a salary.)

---

---

5. Community Involvement  
(List organisations in which she participates.)

---

---

6. Informal skills  
(Include leadership skills, organisational skills, committee work, training skills.)

---

---

7. Referees  
(These are people who know you well, preferably in a work situation and who hold fairly influential positions.)

1. Rev. K. Mokoena  
1789 Zone 1  
Diepkloof  
1804
2. Ms. B. Molefe  
Director  
Youth International  
P.O. Box 8760  
Johannesburg  
2000

## ACTIVITY 2

In this activity you are going to analyse Lydia's CV. If possible do this with a fellow learner or your learning group.

1. Imagine you are a member of the funding organisation. You need to consider what type of person your funding organisation would choose to lead a project like this (a dressmaking school and co-operative).

The person should have:

- | necessary qualifications, knowledge of dressmaking and experience in the textile industry
- | ability to train and organise people
- | management skills – how to manage people, money and the day-to-day running of a business
- | ability to sell and market products – how much profit to make, what to charge, etc.

2. How many of these qualities does Lydia have? Examine her CV section by section, using the questions below to guide you. The questions relate to the section headings in the CV.

Education

- a. What is Lydia's formal education like?
- b. Has she any training related to sewing?

Work experience

- a. What is Lydia's work record like?
- b. Does she have enough experience in sewing? Does it cover a range of different sewing techniques or is it very limited?
- c. Does she sew sufficiently well to train others, especially for factory work?

Skills and abilities – formal and informal

- a. Has Lydia shown that she has teaching ability? What has she taught?
- b. Has she got the ability to organise people and a workshop?
- c. Has she got any administrative or marketing skills? Could she be trusted with money?
- d. Can she work with committees and people in official positions? Would she be any good at negotiating for recognition of her training course, or registering a co-operative with the appropriate ministry?
- e. Has she got the energy, drive and motivation it takes to make a small business or project work?
- f. If she doesn't have all the administrative skills necessary, how open will she be to training – could she be taught the necessary skills?

Referees

What do we learn from the referees' names and organisations before we contact them?

When you have decided whether or not you will fund Lydia, and on what basis, you can turn to the Answer section for comments.

ANSWERS ON PAGE 164

## Write your own CV

You are almost ready to draft your CV, but first you need to identify some more of your own skills.

### ACTIVITY 3

You will find three skills worksheets on pages 73-74 at the end of the lesson. Sheet A focuses on your skills dealing with things, in other words, your practical skills. Sheet B focuses on your skills dealing with information and ideas. On Sheet C you will provide a self-assessment.

1. Read through the sheets. Fill them in by rating (on a scale from 1 - 4) how good you are at each skill listed.
2. When you have completed both sheets, list those skills on Sheet C where you have rated yourself 3 or 4.

### ACTIVITY 4

Follow these steps to draft your CV:

#### Step 1

Turn to the memory net on page 74. Use key dates and events in your own life to fill in just enough detail to jog your memory about everything you have done.

#### Step 2

Then read Sheets A and B on page 73. Where did you learn these skills? If you can pinpoint a period in time, note that down too. Make certain you have covered all major skills and included them on the memory net.

#### Step 3

Now you are ready to draft your CV. Try to use the format, or structure, that you used for Lydia's CV. Use the same headings, and organise your information in the same way. Include details about the skills and responsibilities each job involved. Remember to include any voluntary work. You may want to refer to the essay you wrote and the questionnaires you completed in Lesson 5, to remind you of your ambitions, strengths and skills in communication.

When you've written your first draft, ask a fellow learner to check that everything makes good sense and that the spelling and grammar is correct. (It's easier to recognise mistakes in someone else's writing than in your own!)



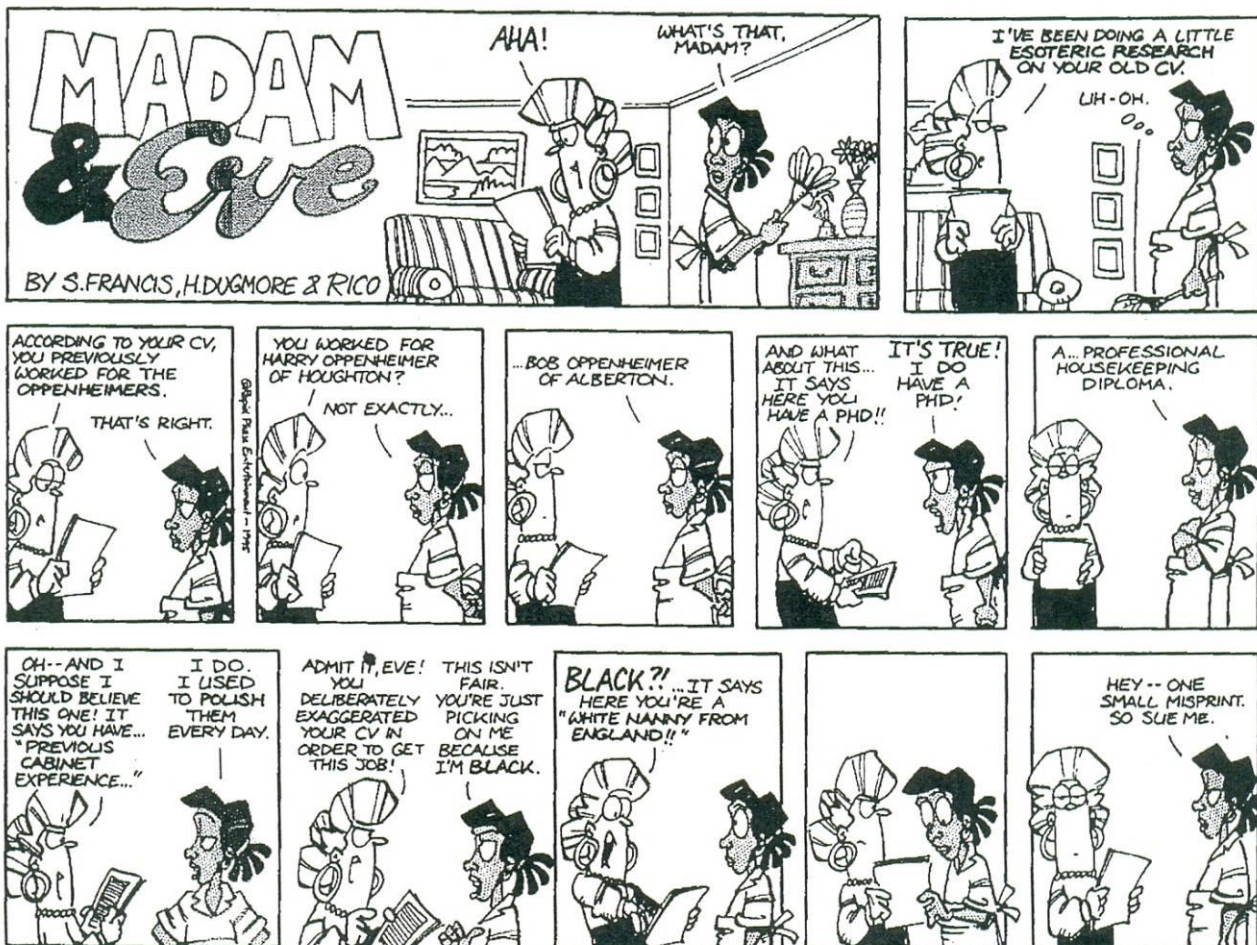
## Step 4

Now write a covering letter to accompany your CV. Your covering letter should briefly :

- | introduce you to the prospective employer
- | state what job you are applying for
- | state why you believe you are a good candidate for the position
- | give the employer details of when and how you can be contacted to supply more information or to arrange an interview.

Although a covering letter does not give much detail, it is an important aspect of 'selling' your skills as a potential employee. A well-written covering letter, which clearly states your intention, and which highlights your strongest points, will act in your favour when candidates are selected for an interview.

Give the final draft of your CV and your essay from Lesson 5 to your tutor for assessment.





## Sheet A: My skills dealing with things

Rate how good you are according to the 1 - 4 scale.  
1 = poor, 2 = fair, 3 = good, 4 = excellent/very good

massaging	1	2	3	4	cleaning	1	2	3	4
typing	1	2	3	4	driving a motorbike	1	2	3	4
operating a machine	1	2	3	4	driving a car	1	2	3	4
carving/sculpting	1	2	3	4	driving a heavy-duty vehicle	1	2	3	4
painting	1	2	3	4	packing and moving	1	2	3	4
sewing/knitting	1	2	3	4	gardening	1	2	3	4
repairing	1	2	3	4	building	1	2	3	4
using tools	1	2	3	4	sorting	1	2	3	4
playing a musical instrument	1	2	3	4	nursing/first-aid	1	2	3	4
cooking	1	2	3	4					

## Sheet B: My skills dealing with information and ideas

Rate how good you are according to the 1 - 4 scale.  
1 = poor, 2 = fair, 3 = good, 4 = excellent/very good

researching	1	2	3	4	laying out a plan to achieve a goal	1	2	3	4
interviewing	1	2	3	4	remembering information	1	2	3	4
observing	1	2	3	4	analysing information	1	2	3	4
making notes	1	2	3	4	comparing	1	2	3	4
scanning for information	1	2	3	4	working with numbers	1	2	3	4
finding information in libraries	1	2	3	4	doing accounts	1	2	3	4
phoning to get information	1	2	3	4	solving problems	1	2	3	4
reading tables and graphs	1	2	3	4	seeing patterns in a mass of information	1	2	3	4
imagining or creating new ideas	1	2	3	4	making decisions	1	2	3	4
designing plans	1	2	3	4	making recommendations	1	2	3	4
keeping and filing records	1	2	3	4	making notes	1	2	3	4
helping to find information	1	2	3	4	organising and classifying information	1	2	3	4

Sheet C: Skills list	
Things	People
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

MEMORY NET				
Year	Place of work / job	Work responsibilities / activities	Place of study / name of course	Hobbies/interests/ community involvement/ sport

ADAPTED FROM: BOLLES, R. THE NEW QUICK JOB HUNTING MAP TEN SPEED. 1990. PP. 23, 28, 30,36

CHECKLIST
<p>Are you able to:</p> <ul style="list-style-type: none"> <li>r analyse a CV through the eyes of a funder organisation or an employer</li> <li>r identify your own skills</li> <li>r write your own CV and covering letter.</li> </ul>

Remember to give your essay from Lesson 5 and your CV to your tutor for assessment.



## Your feelings in an interview

At some point in our working lives, we all have to be interviewed for a job. Have you been interviewed? How did it make you feel? If we are honest, most of us will admit to feeling nervous, while a lot of us find it a very intimidating experience! The extract below is about just that = being nervous in an interview.

Nervousness is a normal, healthy reaction and is merely increased adrenaline which, believe it or not, can help you to be alert and quick on the uptake at you in interview. Perhaps the most important advice is: try not to be anxious or worked up about trying to stay calm! The interviewer will expect you to be a little nervous. In fact, you being too calm is likely to interest him other jobs as much as your nervousness.

Consider your reasons for being nervous. Are you afraid that you will be tongue-tied, embarrassed giving inadequate answers, make a fool of yourself? Are you afraid that you won't get the job? Is this the worst that can happen? If so, does it really matter that much?

Positive thinking is your strongest weapon in counteracting nervousness. Every interview is a learning experience, not only for you, but also for the interviewer. You have spent time doing your self-assessment; you feel that you are the right person for the job, that you meet the job requirements and have a reasonable chance of securing the position. You have prepared adequately. You have gathered background information about the job, the company and the conditions of employment and you know who will interview you. You can realistically assure yourself that you are in a position to put your best foot forward and enjoy your interview. A nervousness that remains is nervousness that you want. It is this small amount of additional adrenaline that keeps you on your toes, makes you enthusiastic and vital and, once you are in the interview and everything is going smoothly, gives you self-confidence.

Remember, too, that interviewers want you to do well. They want you to be the person they are looking for; if they want you to be suitable for the position.

Unfortunately, apart from nervousness being a mental attitude, it can also produce physical effects, like a dry mouth, sweaty palms, a pounding heart, lame legs and a need to go to the toilet. Nervousness is caused by a surge of adrenaline which stimulates circulation and muscular action. The best way to control both the physical effects produced by the adrenaline is to use the adrenaline - not by pacing up and down, but by taking a walk, or by excusing yourself and going to the toilet for a few minutes to do some tension-releasing exercises.

## ACTIVITY 1

Follow these steps to guide you while you read the text:

Step 1: Give the text a title

A title is important because it sums up the whole text. It gives us the topic.

Skim the text quickly and choose one of these titles:

- Nervousness
- Coping with being nervous in an interview
- Being interviewed.

Write your answer in the first block of the flow-chart on page 78.

For example,

- relax your facial muscles so that you can smile without tension at your interviewer. Move your jaw up and down and from side to side. Pull a few exaggerated grimaces
- relax your neck. Drop your head forwards and backwards. Circle your head slowly down to your chest, up and around to your shoulder, back around to your other shoulder and down again to your chest— first to the right and then to the left
- relax your shoulders. Circle your shoulders up, back, around and down together— a few times backwards and then a few times forwards
- relax your hands and wrists. Stretch and clench your hands and circle your wrist to the right and then to the left
- relax your body. Flop forwards like a rag doll, dangle your arms in front of you and shake your hands loosely

Try these exercises at home. They work. Use them whenever you feel tension mounting. They take less than ten minutes, and you'll feel the difference.

If the interview is so imminent that you cannot afford to disappear for a few minutes to do your tension-releasing exercises, then try deep breathing. No one can see that you are doing this, and it works, especially with that pounding heart. Take regular, controlled, deep breaths to get yourself into a more relaxed rhythm. The extra oxygen will stimulate brain activity and help you to control your nervousness.

Relieve perspiring palms by allowing your hands to lie loosely, palm upwards, in your lap. Don't clasp your hands, even loosely, together and don't hold anything if you can help it, as this will increase the sweatiness of your palms, and you don't want to leave damp fingerprints on whatever you touch.

Act the way you want to feel and the way you want to be seen. This is behaviour modification and will help you to feel the way you are acting. Be confident and deliberate. Keep your movement and speech slow and assertive.

Above all, remember that: 'an interview is a two-way street...' (Yes interviewers get nervous too) You are also interviewing the interviewer. You

will be assessing him to see whether this is a place where you could enjoy working and you, too, must make your decision. If you approach your interview with this in mind you will be eliminated for the main cause of your nervousness: the feeling that it is you who is on the line. What is more, the subject of the interview is you, and what subject can you know more about? a

adrenaline:  
a substance made inside your body when you are angry, nervous or excited. It causes your heart to beat faster and gives you more energy

grimace:  
an expression you make by twisting your face in an ugly way

imminent:  
almost certain to happen very soon



Step 2: Read the passage through once to get the most important points. Then concentrate on the main idea of each paragraph.

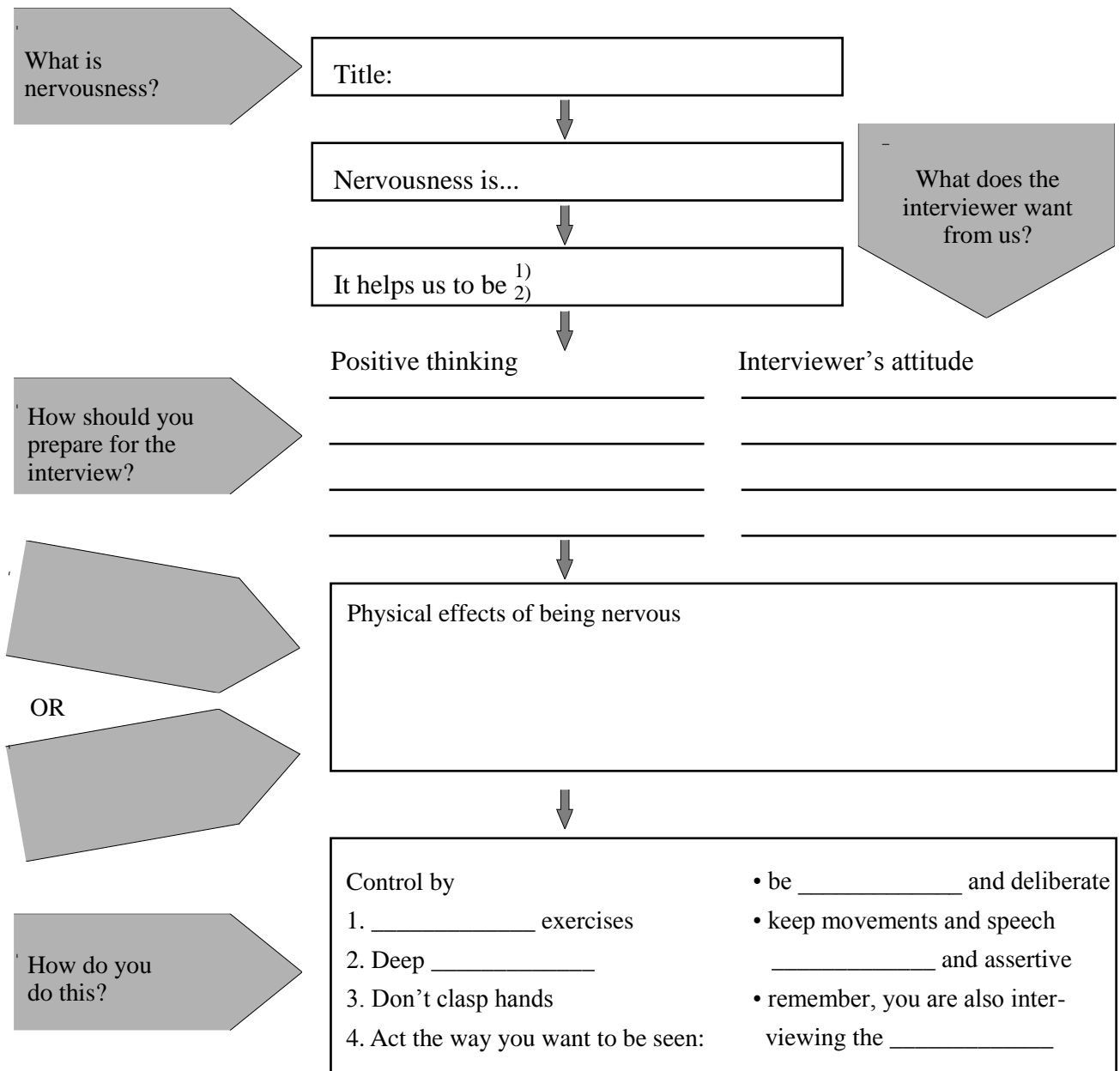
Write your own notes in the margins next to the text or in point form in your notebook.

Remember, writers divide their text into paragraphs so that the reader can follow the development of ideas clearly. Often the main idea is summed up in the first or last sentence. Sometimes the main idea is not stated, but all the sentences clearly relate to a common theme.

Step 3: Look at the flow-chart and use note-form (i.e. don't use full sentences) to complete it.

- | Each block, or section, of the flow-chart represents a paragraph or a main idea in the passage.
- | There are headings or the beginning of sentences to guide you.
- | There are questions to tell you what must go in each block.

ANSWERS ON PAGE 165



# Interviews

What skills do you need when you are being interviewed? What must you not do in an interview?

In this section you are going to read and listen to extracts from other people's interviews to see what works well and what counts against them.

As you read in the text on stress in the interview situation, our bodies show others when we are nervous. It's not just what we say that is important.

## ACTIVITY 2

Read the two interviews. The interviewer is Mr Bell. Salim and Haroun are both applicants for the same job. Then answer the questions which follow.

### Salim's interview

Mr Bell: Have a seat.

Salim: [ Sits down ]

Mr Bell: I see you were a teacher.

Salim: Yes.

Mr Bell: Have you worked in a factory before?

Salim: No.

Mr Bell: Why do you want this job?

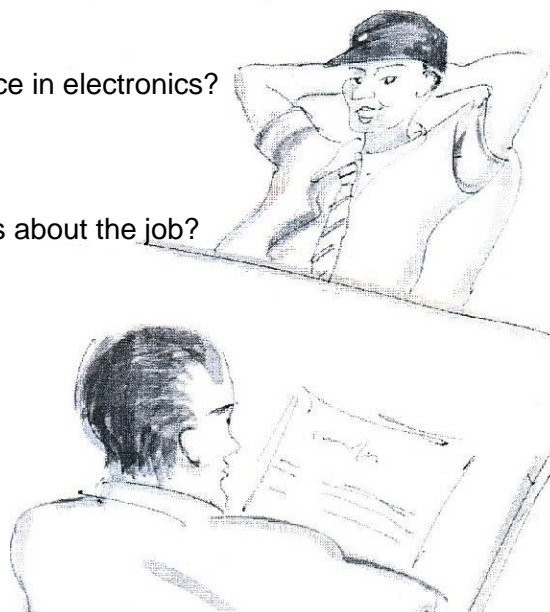
Salim: I need the money.

Mr Bell: Do you have any experience in electronics?

Salim: Not yet.

Mr Bell: Do you have any questions about the job?

Salim: What is the salary?



### Haroun's interview

Mr Bell: Have a seat.

Haroun: Thank you [ sits ].

Mr Bell: I see you were a teacher.

Haroun: Yes, I taught maths for ten years.

Mr Bell: Have you worked in a factory before?

Haroun: No, but I enjoy working with my hands.

Mr Bell: Why do you want to work here?

Haroun: I think I can use my maths skills and learn a lot.

Mr Bell: Do you have any experience in electronics?

Haroun: I like to mend electrical appliances as a hobby.

Mr Bell: Do you have questions about the job?

Haroun: Could you tell me a little about the training?



1.
  - a. What work has each applicant done?
  - b. Do they both have the same experience?
  
2.
  - a. Who has the longer answers?
  - b. Which answers do you think are better and why?
  - c. Whose answers do you think Mr Bell prefers?
  - d. Do you think Mr Bell likes Salim's question?
  - e. Do you think Mr Bell likes Haroun's question?
  - f. Who do you think got the job?
  
3.
  - a. Have you ever gone to a job interview? What happened?
  - b. Did you ask questions?
  - c. Did you get the job?
  
4. What do you do in a good interview? Jot down a list of points. Keep the points you have made. You will add to the list later on in the lesson.

## COMMENT

In these two interviews you saw that very short, one-word answers are not good enough. You need to give little more information about yourself. It's also important to be polite at all times, and to ask the right questions and show interest in the job and the firm, not just in the money.

## ACTIVITY 3

This activity lists different 'do's and don'ts' of interviews. Tick the appropriate column next to each point.

ANSWERS ON PAGE 166

Interview chart			
	always	sometimes	never
1. think about questions before the interview			
2. dress neatly			
3. arrive on time			
4. smile all the time			
5. sit down before you're asked			
6. look at the interviewer (eye-contact)			
7. chew gum if you're nervous			
8. smoke a cigarette			
9. keep quiet if you don't understand a question			
10. answer a question even if you don't understand it			
11. ask a lot about money			
12. refuse to answer a question you don't like			
13. give short answers			
14. give long answers			
15. ask questions			
16. speak softly.			

## ACTIVITY 4

Use the list in Activity 3 to get you started, to make the following lists in your notebook:

1. things you should always do in an interview
2. things you should never do in an interview.

ANSWERS ON PAGE 167

## ACTIVITY 5



You are now going to listen to two interviews. One interview is with Ms Nziba and the other interview is with Ms Mazuka. The interviews are on your cassette labelled: Unit 2 : Lesson 7: Attending an interview; Communication in English: Grade 12: Side A .

While you are listening to the interview, take brief notes in each column in the table below to help you to answer the following questions:

- | Does each applicant have the formal skills required?
- | How good do you think each applicant is at these skills?
- | What do you learn about each applicant's personality?
- | How well is the applicant suited to the job?
- | How does each applicant handle the questions?
- | How much initiative does each applicant show?
- | Would you like to work with either applicant? Give a reason for your answer.

ANSWERS ON PAGE 167

Now listen to the tape to see who has the most successful interview.

Ms Nziba	Ms Mazuka



## Role-play: answering interview questions

In this section you can practise what you have learnt when attending an interview.

### ACTIVITY 6

You should do this activity with a fellow learner. Take it in turns to interview each other.

If you can't do the role-play with a partner, read through the questions and answer them out aloud, or write your answers down.

For the role-play you will need:

- | a job advertisement you'd each like to apply for. Choose one from a newspaper, or from Lesson 2.
- | two chairs; they can be set alongside each other, or facing each other across a table.
- | to decide on your roles; one is the interviewer, the other applicant or interviewee.
- | the list of questions on page 84.
- | to pretend you are applying for the job in the advert.



The interviewer asks a number of suitable questions from the list below. Make sure you ask at least one question from each section. The questions with an asterisk (\*) are particularly common and tricky to answer. The interviewer should take a few minutes to prepare appropriate questions first.

Questions for the interview:

General opening questions

Tell me about yourself.

Why do you want this job?\*

Tell me about your background.

Work experience

What kinds of work have you done before?

I see you were a...?

Have you worked in a (e.g. factory/hotel/school) before?

Have you done (e.g. construction/cleaning/electronics) work before? .

Tell me about your experience in (e.g. construction/nursing).

What did/do you do in your last/present job?

Tell me about your last/present job?

Why did you leave your last job?\*

Why do you want to leave your present job?\*

Why were you unemployed in (e.g.) 1996

I see you haven't worked in (e.g.) two years?

Education

How many years of school did you complete?

What kind of training have you had in ...?

Do you intend studying further?

Why did you drop out of school in (e.g.) Grade 9 / Std 7?

Knowledge of the job

Why do you want to work here?\*

Why are you interested in this job?\*

What do you know about this type of work?

Why do you think you're qualified for this job?

Work attitudes and personal qualities

Do you work well under supervision?

How do you feel about working overtime?

Do you have your own transport? How would you get to work?

What are your strengths?\*

What are your weaknesses?\*

Where do you see yourself five years from now?

## Asking questions about a job

Interviewers like it if you ask questions about the job because it shows your confidence. It also shows your interest, and that you have thought about the job seriously. It is useful to know how to ask questions politely in English.

### ACTIVITY 7

---

It sounds more polite if you start your questions with the phrases 'I was wondering', or 'Could you tell me'.

Practise changing these sentences to a polite form in your notebook. For example, instead of asking 'Is there overtime?', it is more polite to say: 'I was wondering if there is any overtime?'

1. When would I start?
2. Is there any training?
3. Are there any benefits?
4. How often do you give raises?
5. Is there a probation period?
6. Is there medical insurance?
7. What are the prospects (chances for promotion)?
8. Are there opportunities for further education or training?

ANSWERS ON PAGE 168

## Our bodies 'talk' too!

We have looked at the actual words spoken in an interview and the effect these have on the interviewer. Now let's look at body language.

How you walk, how you sit, how you look at the other person, and how you shake hands all show others how you feel and what sort of person you are. You read in the text in this lesson that it is important to act the way you want to feel. If you try to act confidently in the way you walk, sit, shake hands and make eye-contact with the interviewer, it will help you to feel confident. You need the right balance of confidence and respect. This is not easy and needs practice.

# ACTIVITY 8

Look at the pictures of people's body language. Write a word/words to describe how each person is feeling under each picture.



A \_\_\_\_\_



B \_\_\_\_\_



C \_\_\_\_\_



D \_\_\_\_\_



E \_\_\_\_\_



F \_\_\_\_\_



G \_\_\_\_\_



H \_\_\_\_\_

2. Fill in the table below to describe the body language which shows confidence, interest, enthusiasm and respect. The first column has been done as an example.

confidence	interest	enthusiasm	respect
smiling  shoulders relaxed  looking straight at the interviewer  head straight			

3. Make a list of the kind of body language you should avoid in interviews.

ANSWERS ON PAGE 168

## Cultural differences

There are cultural differences in body language which affect the way in which we communicate:

- | In African culture, it's rude to look into someone's eyes if they are in authority. You show respect by looking at the ground and not making eye-contact. In Western culture this is thought to be rude. A person is often thought to be dishonest if they don't look you in the eye when you are talking to them!
- | In Western culture you should wait to be invited to enter the room, shake hands, and then wait to be invited to sit down. Not all cultures share this etiquette (set of customs and rules for polite behaviour).

Can you think of any other examples of cultural differences? Have you experienced a misunderstanding with someone due to cultural differences? Share your experiences with your study group.



## CHECKLIST

Are you able to:

- r cope better with being nervous in an interview
- r describe the differences between successful and unsuccessful interviews
- r answer questions more confidently and politely in an interview
- r explain how body language communicates what we are feeling
- r describe how cultural differences in body language affect the way we communicate.



# Why is it important to write minutes?

When you think of minutes you probably think of time – the minutes ticking by on a clock.

Think about this meaning of the word. Then link it to what the minutes of a meeting are. They are a carefully kept written record of everything important that was decided upon in a meeting, from one minute in time to the next. (Later in the lesson you'll see that not everything in a meeting should be recorded.)

Even if you think that in your job you won't be asked to write minutes, this is still a very useful skill to have. Perhaps you belong to a club, a church, a mosque, a political organisation, a women's group, or a union? All these groups hold meetings. You may like to offer to take the minutes sometime.

## ACTIVITY 1

The aim of this activity is to work out why it's important to record what happens in a meeting.

1. Read the cartoon below, and find out what Jeffrey should have done. He works for a self-help scheme in Kwa-Zulu-Natal. His co-workers asked him to take minutes of a meeting.
  - a. Write down what happened two weeks later.
  - b. Explain how you think these problems could have been avoided.



2. Below are two columns. In the left-hand column are the questions people had after the meeting. In the right-hand column are suggestions of ways in which confusion can be avoided after meetings. Match each question with a suggestion.

a. 'What must we do before the next meeting?'	note the date of the next meeting
b. 'Who suggested that we strike?'	record the tasks to be done
c. 'When is the next meeting?'	keep records of reports and decisions to be taken, based on reports
d. 'What did they say about my health-forum report?'	keep records of names of those who make proposals (suggestions)

ANSWERS ON PAGE 169

### COMMENT

From this cartoon, you can see that it's essential to record important decisions in a meeting. Jeffrey didn't write down what happened in the meeting. So after two weeks, everyone forgot what they were supposed to do!

Some meetings are made up of large groups of people, for example, mass meetings. Often the group is smaller, for example, church meetings, synagogue meetings, mosque meetings or football club meetings. No matter what the size of the meeting, it's very important to keep a record of what was discussed and what decisions were taken.

Minutes record:

- | reports given
- | suggestions or proposals made
- | decisions taken
- | action to be taken
- | objections made.

## How to write minutes

Remember, the purpose of minutes is to record:

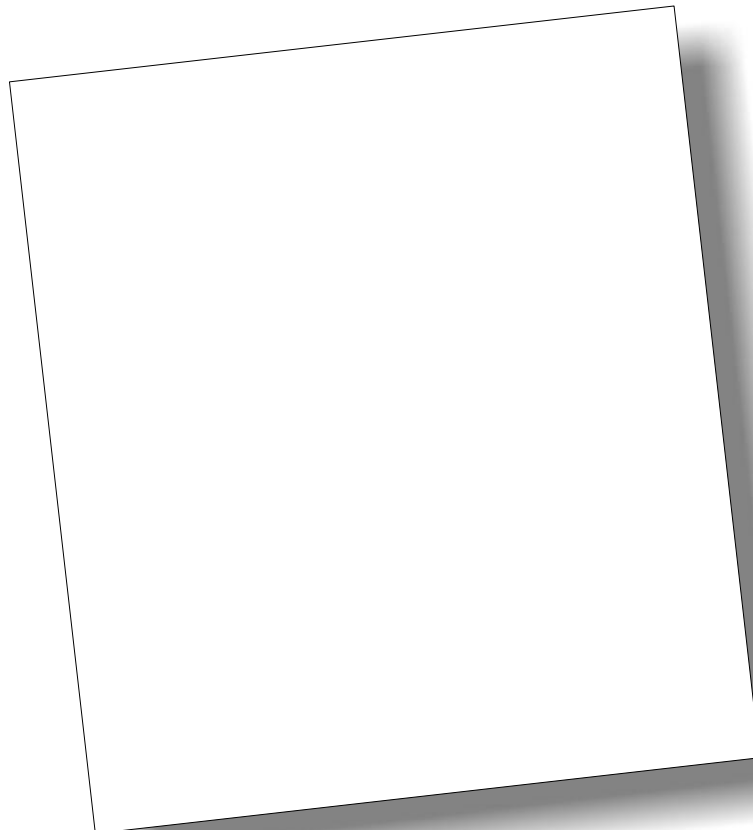
- | the general purpose of the meeting; when and where it was held
- | who attended; who sent apologies because they couldn't attend
- | which points were discussed
- | which decisions were taken
- | matters put forward to the next meeting; date and time of next meeting.

## Following the agenda

Minutes of meetings usually follow a certain order. The reason for this is because what was discussed in the meeting also followed a certain order, or plan for the meeting, called an agenda. An agenda is a list of the different items, or topics, to be discussed at the meeting.

### ACTIVITY 2

Here is the agenda of a meeting of members of the Bongo Beaters Afro-Jazz Group. The minutes of the meeting are printed on the next page. Scan the minutes to check if they follow the order of the agenda.



Minutes of the BonogBeat Afro-Jazz Group members' meeting held at the Potters Hall on 22 April at 20:00

Present: Bazil Adams, Nomfundo Cele, Vuyisile Dimbeza, Ketani Faku and Ntokozo Gwala.

Apologies: Thola Kunene who is ill.

Minutes of the last meeting:

The minutes of the last meeting, held on 20 March, were read and accepted as a true record. No amendments were made.

Matters arising from the minutes:

- i. Nomfundo informed the meeting that she had completed her task of arranging three performances at the Jupiter Junction in May.
- ii. Bazil confirmed that he had bought the six boxes of guitar strings as requested at the last meeting.

Reports: Financial Report

The treasurer reported that the group's takings for the past month were greater than the expenses by R 0 000. It was proposed that this money be banked in the special savings account which was opened for the group's plan to tour through Southern Africa next year.

Correspondence:

The meeting decided to deal with 'Correspondence' in the next meeting, as there were no urgent letters. The secretary was asked to respond to any current matters that may arise in the next month.

General:

Vuyisile informed the meeting of a request from the group to make a donation to the Animal Care Clinic, and recommended that the meeting respond positively. An objection was raised by Ketani. After some discussion the meeting agreed that the treasurer would be responsible for sending them a cheque of R50.

Closure:

The meeting was closed at 22h00. It was decided that the next meeting should be held on 21 May at the same venue.

## Understanding the terms

There are particular terms which are often used in minutes. In the next activity, you'll work out the meanings and functions of those terms by looking again at the minutes of the Bongo Beaters Afro-Jazz Group.

### ACTIVITY 3

- There are three columns below. In the first column is a word or phrase which is often used in meetings; in the second column is an explanation of that word. In the third column write an example from the minutes to illustrate the term and its meaning .

Term	Explanation of term	Example from minutes
a. attendance	who was present at the meeting	
b. apologies	excuses from those who could not attend	
c. adoption of minutes	accepting that the last minutes are accurate or exact	the minutes were accepted as a true record
d. amendments	changes to the last minutes	
e. matters arising	things to be dealt with from the last meeting	
f. reports	information about work done	
g. correspondence	letters/invitations that must be answered	
h. general	any other business that was not covered	



2. Find an example in the minutes on page 93 which shows that:
  - a. a report has been given
  - b. something has been suggested, recommended or proposed
  - c. a decision has been taken
  - d. an action must be taken
  - e. there is opposition to a suggestion.

ANSWERS ON PAGE 169

## Drafting the minutes

When you record the minutes of a meeting, you don't write a final draft of the minutes at the meeting, you do this later. During the meeting, you make rough notes. Your notes need to be short and clear. Read the following Checklist:

### Checklist for recording the minutes of a meeting

1. Listen for the main ideas. These will often include:
  - | important information
  - | points discussed
  - | decisions taken
  - | suggestions or recommendations.
2. Leave out unnecessary examples— get the gist (main part) of a discussion, for example, the main points for and against an idea.
3. Write down key words, but make sure you know what they mean; use headings.
4. Don't write in full sentences; make up your own short forms of words, for example, 'comm' for 'community'; use headings.
5. Listen to the chairperson's summaries as the meeting progresses.

As soon as the meeting is over, it's a good idea to write a draft of your minutes in which you order everything neatly. Use the structure you looked at in Activity 2. Take out all the unnecessary details— sometimes minutes can be very long and tedious to read.

## ACTIVITY 4

At a meeting of the Mamelodi Squash Club, the following matter was discussed under General. Many unnecessary details have been included in the minutes. Underline everything that you think should be left out of the minutes:

ANSWERS ON PAGE 170

# General General

The venue for the Christmas party was discussed. Makhubela said it should be held in the clubhouse. Members should bring their own food and soft drinks. There were shouts of disapproval. Mr Mathiba stood up and said that was not his idea of a good party. He suggested a full Carlton Hotel at R200,00 a head, including a jazz band. The treasurer pointed out that there was only R2 000 in the kitty set aside for the Christmas party. This could be used to pay outside caterers who could prepare food at the clubhouse, using the club's kitchen facilities. Depending on how much the caterers wanted, any leftover money could be used for setting up a bar. Ms Makhubela said she was sick and tired of Christmas parties where the men got drunk and in her opinion there should be no alcohol allowed. Mr Mathiba retorted that Ms Makhubela did not know how to have a good time and he would have a couple of beers herself she would be a nicer person. He called Mr Mathiba to order and called for a vote. He decided 15 votes to 1 in favour of holding the party at the clubhouse with outside catering. Alcohol would be available for members to have to pay for it.

## ACTIVITY 5

The aim of this activity is for you to write your own minutes of a meeting which you'll listen to on your cassette. Imagine you're in a meeting of your civic association.

Here is the agenda for the meeting. It will help you to follow the meeting when you listen to it and to draft your minutes.

### A n a g e d a

1. Opening
2. Apologies
3. Minutes of the last meeting
4. Matters arising
5. Involving the Community in the Festival
6. Reports
7. Correspondence
8. General
9. Next meeting
10. Closure

1. Listen to the meeting on your cassette and take notes as you listen. The section on the cassette that you should listen to is labelled Unit 2: Lesson 8: Taking minutes at a civic meeting: Communication in English: Grade 12: Side A.
2. Use your notes and the agenda to write a draft of the minutes of the meeting. Remember to give the name of the group meeting and the date and time of the meeting, and to list the names of those present.
3. Check to see if you've written your minutes clearly and simply, and take out any points which are not relevant or important.
4. When you have written a final draft of the minutes, give them to your tutor for assessment.



## ACTIVITY 6

In this activity you can revise what you have learnt about writing minutes by playing the board-game on the next page. The aim of the game is to go from 1 to 100 as quickly as possible. On the board are snakes and ladders. The square in which you see the bottom of a ladder describes a good way of doing minutes. The square in which you see a snake's head describes a bad way of doing minutes. Here are the rules of the game:

1. You can play this game on your own, or with others.
2. Use a dice, or write the numbers 1 to 6 in squares on a separate piece of paper. To know what you scored, you can close your eyes and let the tip of your pencil drop on one of the squares.

2	6	3
4	1	5

3. The number on which your pencil drops will be the number of squares you are allowed to move. Use a small button, a coin or a small stone to show where you are on the board.
4. If you land on a snake's head, you have to go all the way back to the square in which its tail is. If you land at the bottom of a ladder, go up to the top.
5. The first person to get to the end wins!

Now write down in your notebook all the good points of minute-writing, under this heading: Good minute-writing .

ANSWERS ON PAGE 170

100 END	99	98	97 YOU RECORDED EVERYTHING	96	95 YOU MISSED THE MAIN POINT	94	93	92	91
81	YOU DIDN'T RECORD TASKS TO BE DONE	83	84	85	86	87	88 YOU USED HEADINGS	89	90 YOU MIXED UP THE ORDER
80	79 YOU DIDN'T RECORD DATES	78	77	76	75	74	73	72	71
61	62	63	64	65	66 YOU RECORDED DECISIONS	67	68	69 YOU USED KEY WORDS	70
60	59 YOU FORGOT TO RECORD APOLOGIES	58	57	56 YOU FORGOT THE DECISION	55	54	53	52	51
41	42	43	44	45	46	47 YOU LEFT OUT UNNECESSARY EXAMPLES	48	49	50
40	39	38 YOU DIDN'T WRITE DOWN THE PURPOSE OF THE MEETING	37	36	35	34	33 YOU DIDN'T WRITE THE MINUTES IMMEDIATELY	32	31 YOU DIDN'T WRITE DOWN WHAT WAS SAID
21	22 YOU USED CASUAL LANGUAGE	23	24	25 YOU NOTED THE MAIN POINTS	26 YOU WROTE SOMEONE'S NICKNAME	27	28	29	30 YOU RECORDED DATES
20	19	18	17	16	15	14	13	12	11
START	2	3	4	5	6	7	8	9 YOU LISTENED FOR KEY POINTS	10

INFORMATION IN THIS LESSON ADAPTED FROM:

'SUMMARISING INFORMATION' IN REPORT-WRITING MANUAL. LACOM, SACHED TRUST CAPE TOWN, P. 15.

FORREST F. ASECA WORKSHOPS ON NOTE-TAKING, MINUTE WRITING AND REPORT WRITING, 23 MAY 1994

## CHECKLIST

Are you able to:

- r explain why it's important to record what happens in a meeting
- r take notes in a meeting
- r include only the important things in the minutes of a meeting
- r structure the minutes correctly
- r draft minutes of a meeting and correct your draft.

Remember to give your minutes to your tutor for assessment.



## LESSON 9

# Writing reports

## About this lesson

In all workplaces, we have to report on what we are doing. For example, we often need to tell a co-ordinator, manager or supervisor how far we have progressed with our work.

We can report on our work in two ways. We can either say something, or we can write something. This lesson will focus on how to write reports.

## In this lesson you will

- | compare and analyse two reports
- | reorganise a report into clear sections
- | examine the use of tenses in a report
- | write your own report.





## What is a report?

Perhaps the first time most of us heard the word 'report' was when we got a report from school. This type of report is a progress-report. In other words, it provides information about how someone is getting on at school.

There are many different types of reports, for example, newspaper reports, sports reports, and so on. In all of these, the main purpose of the report is to provide different kinds of information.

## Features of reports

All reports share certain features or characteristics. In the following activity you'll look at two kinds of reports which share common features, but which are written for different reasons.

A routine report reports things on a regular basis. For example, here is an extract from a routine report of the Shooting Stars Football Club. It's written by the secretary of the club:

### REPORT A

Practice sessions: Attendance at practices has shown improvement this month. Despite the rainy weather, full attendance was recorded for the first three weeks, with only two cases of absenteeism in the fourth week. This resulted in an increase in team-spirit, an improvement in the strike-rate, an increase in the number of set-pieces (free kicks, corners and throw-ins) and a more disciplined approach. All these factors led to the victory over the Masai Gazelles in the semi-final on 7th October. It seems clear from this report, that, firstly, the members of the Shooting Stars should develop their technical skills even further and secondly, that this good team-spirit be kept up through chants and songs.

Special reports report on something specific— a special issue or problem. The following is a special report because it is about a special issue.

It was written by a staff-member of the Languages For Pre-schoolers Project. She wrote a report on how many different languages are spoken in pre-schools in the Cape Peninsula:

## REPORT B

### Languages spoken in pre-schools in the Cape Peninsula

The total number of languages spoken in this area is 25. This figure includes languages spoken by children, but not used in the educare activities of the pre-school. Three-hundred and seventy-six pre-schools were visited for this survey.

The dominant languages used by pre-school teachers are English, Afrikaans and Xhosa because these are the majority languages in the Western Cape. However, a fair percentage of pre-school children have to communicate in languages which are not their mother-tongue, putting them at a disadvantage while denying the other children the opportunity of learning other languages. These languages include the so-called community languages such as Hindi, Tamil, Portuguese, Italian, German, Gujarati, amongst others.

This Project should focus its attention on stimulating an awareness in the educational richness available in speaking many languages .

## ACTIVITY 1

In this activity you are going to analyse Report A and Report B in order to find their common features.

1. Read the routine report (Report A) and answer questions (a-c):
  - a. Reports supply information: the report informs the Football Club that all the players attended the practices in the first three weeks of the month.

Find another piece of information from the report. Write it down.
  - b. Reports explain why things can be understood in a certain way: the report concludes, or explains, that the good attendance at practices resulted in an improvement in the strike-rate. What else does the report conclude, or explain?

- c. Reports make suggestions, or recommendations: the report recommends that the players use chants and songs to build up the strong team-spirit even more.  
What else does this report recommend?
2. Read the special report (Report B) and answer questions (a-c):
- a. Reports have to be accurate or exact: the report says exactly 25 languages are spoken in the area covered.  
Quote another sign of exactness, or accuracy, in this report.
- b. Reports must mainly present facts (which can be proved with evidence): one of the main languages used by teachers in the Western Cape is Xhosa.  
Find another fact in this report.
- c. Reports must use clear language. Do you think this report uses clear language?  
Explain your answer.

ANSWERS ON PAGE 170

### COMMENT

As you can see, reports inform, explain, and make suggestions. They must be clear, factual and accurate, and must include all the important ideas.

### ACTIVITY 2

1. Look at the pictures of people working on the next page.
2. Imagine that a person in the picture has to write a brief routine work report. Write down three points which this person might include in their report. Give the report a title and write the points in short sentences. For example, one title could be 'Financial Report'. A point in this report could be 'The group has difficulties in making enough money to cover overheads (general expenses).' Try to include the features identified in Activity 1.

ANSWERS ON PAGE 171

FROM: MACFARRENE, C. WORKING NOW. DEVELOPMENT EDUCATION CENTRE SELLY OAK COLLEGES, BURMINGHAM, 1981



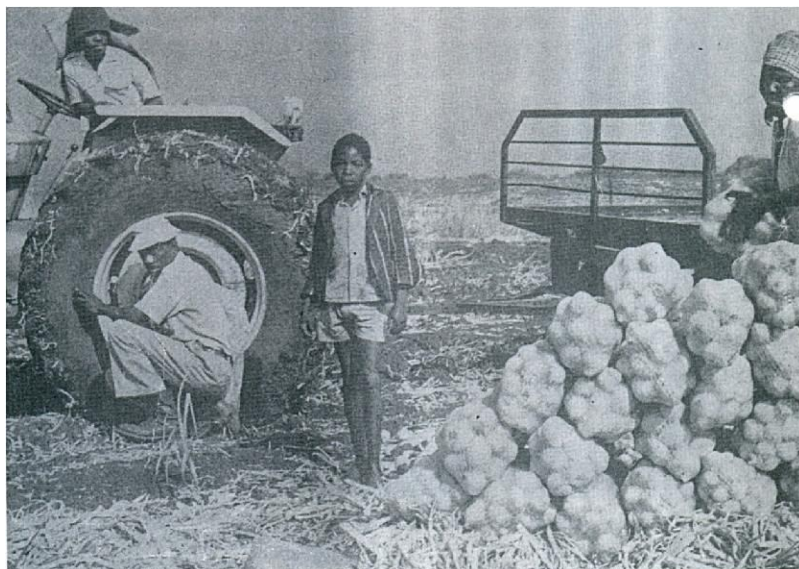
1 Sewing-machinist in a co-operative

ELOFF, B. WORKING PEOPLE. EDUCATION INFORMATION CENTRE, 1994, P. 79



2 Librarian in a public library

VERSVELD, R. WHO ARE FARMERS? CENTAUR PUBLICATIONS, PIETERMARITZBURG, 1991.



3 Farm workers packing butternuts

## Audience and purpose

In the next activity you'll look at two reports on unemployment. You'll identify why the reports were written (the purpose), and for whom (the audience).

### ACTIVITY 3

Read these reports and answer the questions that follow.

#### REPORT A

Before it started, the National Youth Development Forum (NYDF) examined the problems which the unemployed youth faced in many parts of our country.

In April, the first four youth projects were started. These projects aim to train between 1 600-2 000 young people throughout the country. We are also starting nine training centres, where young people will learn general life-skills.

The four new projects are based in different parts of the country and will teach people very different skills. In Boskop, near Potchefstroom, we have started an agricultural training scheme. In Kimberley, young people will be employed to fix old sports facilities.

The youth of Magaliesburg saw health as a problem. So they will be trained as primary health-care workers. They will also learn building skills as they plan to rebuild an old clinic.

Also, we are training some of the youth as literacy workers because many older people require reading and writing skills.

UPBEAT, 1994, P. 28.

#### REPORT B

The simple reality is that it is capitalism, not the youth, that is lost. Capitalism has miserably failed millions of the working youth of South Africa/Azania as well as the working youth of the rest of the world. In the Eastern Cape, the unemployment rate amongst black youth is 80%, while in the ghettos of the most advanced capitalist country, the USA, 40% of the youth are unemployed. One prediction is that by the year 2013, 65% of South Africans will be unemployed.

The National Youth Development Forum (NYDF) was launched in September 1993 to address the problems of youth. However, the NYDF can never solve the main problems (like unemployment) of youth in this capitalist country. The limited programmes of the Youth Forum will only involve relatively small numbers of youth and will do nothing for the millions of unemployed youth. The NYDF is trying to stop youth from finding real solutions. It tries to tell our youth that their problems can be solved within the capitalist framework.

Revolutionary youth must remain self-reliant and independent of the NYDF—we must establish youth development programmes outside the Youth Forum.

WORKER'S LIST PARTY, ARE BLACK YOUTH LOST?

1. What kind of report do you think Report A is (routine or special)? Give a reason for your answer.
2. For whom do you think Report A was written: for the members of the NYDF, for funders, or for other organisations? Give a reason for your answer.
3. Why do you think Report A was written?
4. What kind of report do you think Report B is? Give a reason for your answer.
5. For whom do you think Report B was written?
6. Why do you think Report B was written?

ANSWERS ON PAGE 171

## Introduction, body and conclusion

As you know from Unit 7, 'introduction', 'body' and 'conclusion' are just terms for something we do all the time in everyday speech. In other words, we say hello, chat and say good-bye. We don't start by saying good-bye and we don't end a chat by saying hello!

In the same way, if we want to make ourselves easy to understand when we're writing a report, we have to have an 'introduction', 'body' and 'conclusion'. We must have a way of starting the report, followed by giving the main body of information of the report, and then an ending to the report. Read the following checklist:

### Checklist for the planning of a report

#### Introduction

- n say what the purpose of the report is

#### Body

- n explain how you gathered your information, the methods you used
- n state what you found out, give facts; use headings; be clear

#### Conclusion

- n say why these findings suggest that action needs to be taken
- n recommend what that action could be ('the way forward').

## ACTIVITY 4

The aim of this activity is to plan a report so that it is easy for others to understand it.

You are going to read a report put together by Elsie and Farouk. They work in Mgwali in the Eastern Cape with a group of people who are trying their best to fight soil erosion in their village.

Elsie and Farouk were asked by their organisation to write a progress report on the work done by the Mgwali villagers.

However, when you read their report, you will find that they have mixed up some of the information. There is one sentence in each of the main sections (Introduction, Body and Conclusion), that doesn't belong there.

1. Underline the sentences that you think don't fit in a particular section of the report.
2. Put each of the sentences in the correct place in the report.

ANSWERS ON PAGE 172

### Mgwali Project to End Soil Erosion

#### Introduction

We called our project the Mgwali Project to End Soil Erosion. In our area heavy rain over a number of years has caused much damage. Plants need this top soil to grow. Now much of the land is dry and bare. Our organisation looked for help to solve this problem. Our work has been a great success so far.

The aim of our project is to control soil erosion in our area. We needed advice on the matter. We contacted the Department of Agriculture. They agreed to help us.

#### Body

##### First steps

The first thing we did was to collect stones and bits of rubbish to stop the soil from being washed away. We also collected old tyres and drums that were just lying around.

##### Finance

We controlled the money very carefully. We had to buy materials to the value of R180,00. We also had to employ five villagers @ R80,00 per day for seven days. The large number of volunteers was a great financial help.

##### Outside advice

Soil erosion experts showed us how to build structures to combat soil erosion. After that the Mgwali Residents' Committee led the village team in building structures. Instead of the rain bringing better crops, it washed away the top soil.

#### Conclusion

The community now has better land to grow crops and graze cattle. They learnt important skills and got paid for it. Ugly rubbish is now being used successfully. We raised funds to buy material.

Elsie Khumalo  
Farouk Adams



## Using tenses correctly

It is important to use tenses correctly in reports. Reports are written mainly in the **past tense** because they tell us about things that have already happened, for example: 'We controlled the money very carefully.'

Reports update people about what is happening. For this they sometimes use the **present tense**, for example: 'Ugly rubbish is now being used successfully.'

The **future tense** is used in the part of the report which contains the recommendations, because recommendations suggest what action still needs to be taken.

### ACTIVITY 5

1. Find an example of a sentence in the past tense in Farouk and Elsie's report.
2. Find a sentence from the report which uses the present tense.
3. The report on the Mgwali Project does not make any recommendations. If it did, where do you think you would find them?

ANSWERS ON PAGE 172

### COMMENT

Did you notice how headings were used in the body of the report? This helps the readers to follow what happened in the project.

### ACTIVITY 6

In this activity you'll write a short report of your own. This will help you to consolidate or practise all the skills you've learnt so far.

1. Look at the picture of people in a meeting on the next page. One of them has to write a report and the others are brainstorming ideas. Write down the ideas in the right order.



2. Now draft your own report. Here are a few ideas to choose from. You can write a

- | progress report on what you have done and learnt at your place of work
- | progress report on your studies.
- | special report on problems your study-group has experienced with particular lessons in your English course.

ANSWERS ON PAGE 172



Give the final draft of your report to your tutor for assessment.

### CHECKLIST

Are you able to:

- r explain why reports are written
- r describe common features of reports
- r identify the audience and purpose of reports
- r ensure that your report has an introduction, body and conclusion
- r identify and use tenses correctly in report-writing
- r write your own report.

Remember to give your report to your tutor to assess.



## Taking notes

One of the skills you need for good note-taking is to pick out the gist, or main points. If you are taking notes from a lecture or a discussion, you have to listen very carefully to work out what the main points are.

### ACTIVITY 1

In this activity you'll practise the skill of note-taking. You'll also listen carefully to work out what you think the problem is.

1. Write down the heading: Work done by women .
2. Now listen to the conversation between Nomhle and Nomfundo on your cassette labelled: Unit 2: Lesson 10: Sisters on the Way: Communication in English: Grade 12: Side A. While you listen, list all the different types of work women do under the heading you wrote down. Add your own ideas to the list.
3. Write down what you think Nomfundo's problem is. Do you think this is only Nomfundo's problem, or do you think many women experience a similar problem? Give a reason for your answer.
4. Write down what you think Nomfundo needs to do.



ANSWERS ON PAGE 173

### COMMENT

When we use our own experience to draw conclusions about others, we are generalising. This is what you did when you made a list of jobs which women generally end up doing. You used a particular example (the work Nomfundo does) as the basis for saying something is true for most women.

## Paid and unpaid labour

How many of the tasks you listed in Activity 1 do women get paid to do? In the next activity you can explore the issue of paid and unpaid labour further, by taking a more critical look at the work that is done mostly by women.

## ACTIVITY 2

- Below is a table with a list of activities on the left-hand side. Fill in who does this work: in your home, in South Africa, and lastly who you would like to see doing this work. You will have to generalise to fill in the table.

Activities	Who does the work in your home?	Who does the work in SA?	Who should do the work?
cooking			
washing-up			
cleaning floors			
washing clothes			
sewing and mending			
shopping			
child minding			
looking after a sick child			
taking a sick child to the doctor			



2. Here is a woman from Nepal in India. In the speech-bubble she talks about what she did during the day. Read the speech-bubble. Then make a list of all the activities which the woman does for which you think she gets paid. Make a separate list of all the work she does which is unpaid.

I got up at four this morning, fetched water, made breakfast, fed the chickens, took the children to school, took the baby to my sister's, worked in the shop till noon, then rushed to the canteen where I served lunch for everyone. Didn't have time to eat myself. Then I went to my cleaning job in the office, picked the kids up at four, came back, bought bread on the way, hunted for eggs, took the baby to the clinic, washed the clothes, and now I'm cleaning up before dinner, putting the kids to bed, and fetching some more water.  
What a day!



ADAPTED FROM: THORPE, P. HOW THE WORLD WORKS. OXFAM. U.K., 1992. P. 22.

3. Look at the list you made of jobs which you think are unpaid (Question 2 above). Write down your answers.
4. Look at your list of unpaid jobs again. Do you think all women (or men) should be paid to do this work? Give a reason for your answer.
5. Who should pay for this work, if this work should be paid for? Give a reason for your answer.
6. Because the woman in the picture works so hard, she has to use many words to describe her actions. As you know, these are called verbs. Just to see how hard working this woman is, make a list of all the past tense verbs you can find in the speech-bubble.
7. Finally, read the following statement:

... the family carries the major expense of childrearing. Young workers who first come to work will have been fed, clothed and educated by present workers. The company profits from the labour of workers.

List some of the expenses, or costs, involved in childrearing.

8. Do you think most workers are paid enough to cover the cost of a family's needs? Give reasons for your answer.
9. Use the ideas you've been thinking about to explain how women save money for companies.

ANSWERS ON PAGE 173

### COMMENT

In this activity you thought about who does the most work in the home. Then you thought about the value of this work, and listed it under the heading 'unpaid'. You saw how much work was done in one day by the woman from Nepal.

Finally you thought about two main questions: Are most workers paid enough to cover the costs of raising children? If companies don't pay workers enough, who does most of the unpaid domestic work, or who does the work for which the companies do not pay?

Perhaps the best way to answer these questions is to think about what happens to you, in your own life.

## Contradictions

A man says to his friend he thinks it is unfair for women to be doing all the housework. When he gets home he does no housework. He tells his daughter to help her mother with it.



This is a contradiction: the man says one thing, but does the opposite of what he says.



## ACTIVITY 3

Here is a statement about the contributions women make to society, and how it is valued or rewarded. It comes from a United Nations' report in 1980.

'Women make up half the world's population, do nearly two-thirds of the world's working-hours, receive one-tenth of the world's income and own less than one-hundredth of the world's property.'

Sexual discrimination

Women are half the world's people...	Receive one tenth of the world's income...	Do two-thirds of the world's working hours...	And own less than one-hundredth of the world's property...
			

1. Write down what you find most surprising about the statement.
2. Then write down the parts of the statement which you think are contradictory, in other words, which don't follow logically.
3. Explain why you say that these two parts of the statement contradict each other.

ANSWERS ON PAGE 174

## COMMENT

It is useful to identify contradictions in things that you read and hear. It helps you to be more critical, or questioning about the way society works.

The main idea in this statement is that those who do the most work, own the least. In other words, the contradictions in this statement show that the distribution of money (income) and land (property), is unfair.

A further contradiction which is not included in the statement is that although men own so much of the world's wealth, it's not the majority of men who control all of the world's resources. It's a minority group of men, who usually also control political power.

# Stereotyping

If you stereotype someone, you assume they will behave in a particular way. In the next activity you can work out ways in which girls and women are stereotyped to see how this affects what jobs are done by women.

## ACTIVITY 4

1. Look at the table below. Below the table is a list of phrases which belong in either of the two columns (Girls or Boys).
2. Copy the table into your notebook, and write each phrase in the most appropriate column. The first one has been done for you as an example.

Status/interests/ appropriate behaviour	Girls	Boys
status at birth	not as important as boys	
toys		
manners		
general behaviour expected		
domestic (home) skills taught		
school subjects		
behaviour religion expects		
behaviour expected in marriage		
careers suggested		

- | learn to be head of the house
- | first-born of this sex very much wanted
- | maths, physics, accountancy
- | marry early; have children soon, don't argue with your spouse
- | be quiet, passive, not curious
- | pre-school teacher, nurse, secretary
- | cooking, cleaning, sewing, gardening
- | naughtiness tolerated
- | needlework, home economics
- | not as important as boys
- | show respect to all
- | active, competitive, must never cry
- | gardening, maintenance, electrical work
- | engineer, doctor, lawyer
- | dolls, tea-sets, make-up
- | to be involved behind the scenes only
- | to lead, to preach, to make decisions
- | guns, cars, ships, marbles.

3. Do you think boys or girls are prepared to become leaders in society? Give reasons for your answer.
4. Write a short paragraph, beginning, 'If girls and boys were treated in the same way...'. Share your ideas with other learners in your study group.
5. Read the table below. The letters in bold print refer only to men. Read what each word means and write a word in the last column which refers to all people, not just men. You can make up a word if one doesn't exist.

Male-stereotyped words	What they really mean	Word which includes all people
head master	the main teacher	
man power	the number of people available for work	
man -made	made by people	
the history of man kind	the story of all people	
master piece	something very well made	
chair man	person who chairs a meeting	

6. Now look at the four cropped, or cut, pictures below and opposite, and write underneath each one who you think is doing the work, man or a woman. Then look at the full pictures on the next page. How many did you get right? Write one or two sentences, explaining your 'result'.



A



C



B

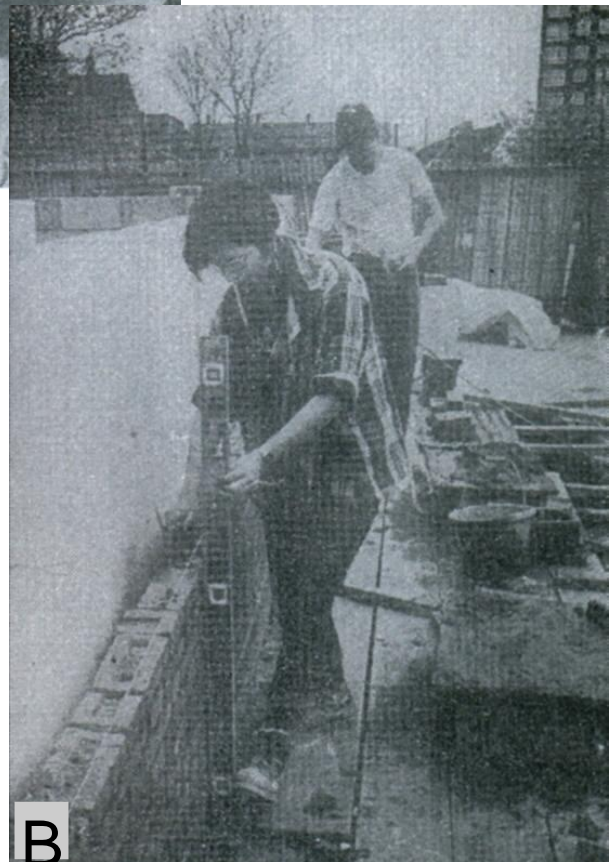


D





A



B



C



D

## COMMENT

In this activity you worked out how girls and boys are trained to take different roles in society, resulting in women doing work which is not highly valued by society. You also saw how the words we use often show the stereotyped idea that the work men do is better than the work women do (e.g. 'master piece') or that some work can only be done by men (e.g. 'crafts man').

When girls are brought up to think that they should only be interested in certain things like babies and housework, they are being given only one idea of what they could do. They are not taught to be independent and in control of their own lives. The idea that women are fit to do only certain things, is a stereotyped idea.

'Stereotype' is not just a word that is associated with women. For example, if we think that all men are not interested in cooking, then we are using another stereotyped idea, this time about men. Or if we think that all Germans have blonde hair, this is another stereotype, because it is not true; it is a fixed idea of how certain people ought to look. Stereotyping can lead to very destructive behaviour and attitudes. Think about how stereotyping plays a role in racism.

## Your own point of view

You probably have your own ideas about the status of women and the value of their work. In the next activity you can read a different point of view on women and work. The extract you will read has been adapted from a book called *The Women's History of the World* by Rosalind Miles. After you have read the extract you can use it to help you to express your own opinions.

## ACTIVITY 5

1. Read the extract on the next page. As you read, underline the main ideas in each paragraph.

## Women's Work

The kind of work that women do is the same from country to country. Women have also been doing the same kind of work from one generation to the next. Women's work is so common that it goes unnoticed by most of us. The sight of a woman nursing a baby, stirring a pot or cleaning the floor is as natural as the air we breathe. While there was work to be done, women did it. We often read about the noble deeds of popes and kings, and about great wars and discoveries. But do we read about how women have worked behind the scenes in these situations? We know very little about how working women wove the real fabric of society. This is a history which is yet to receive its due.

For several centuries the status of women's work has been taken for granted. It was not valued, and therefore not recorded in history. For example, an official document might state how much a farmer produced. But it would not show how much of that was the result of his wife's labour. The wife belonged to her husband by every law of the land, and by her own consent too.

'Working women' is not a problem of the twentieth century. The very earliest records tell of laundresses, female librarians, doctors, midwives, dressmakers and hairdressers throughout the Roman World. Their Greek sisters worked as nurses, herb-sellers, garland makers, and so on.

Women are generally considered the 'weaker sex'. But this does not mean that women did not do heavy work. Women were Egyptian pyramid builders. They were temple masons of Lydia. They were also Burmese navvies (construction workers of roads, railways and docks) and earth-movers in China.

ADAPTED FROM: MILES, R. THE WOMEN'S HISTORY OF THE WORLD, HARPERCOLLINS, LONDON, 1989, PP 77 - 85

2. Copy the following table into your notebook and in your own words write down the main points of each paragraph. The first one has been done for you:

Paragraph	Main points
One	We know very little about how working women wove the real fabric of society.
Two	
Three	
Four	



3. It's important to remember that this text, like any other, is merely the point of view of one person. The fact that it appears in print does not make it absolutely correct! You should still question what you read.
- Now you will have a chance to look more closely at the article and build up your own point of view.
- Tick the points in the article with which you agree. In the margin next to the text, jot down your reasons for agreeing.
  - Make a cross beside all the points with which you disagree. In the margin, jot down your reasons for disagreeing.
4. Now use your point of view to answer these questions:
- Do you think there is a solution to the problems facing women workers? Give reasons for your answer.
  - Should women workers be the only ones to try to solve these problems? Give reasons for your answer.

Share your ideas with other learners in your study group.

ANSWERS ON PAGE 176

### COMMENT

You've just done an intensive, or careful, reading of this extract. By working out your own ideas about the points made in the extract you built up your own point of view. The reasons you gave were important because they helped you to bring in your own experience.

Working out your own point of view, and reasons for it, is an important skill that you will use and develop throughout your studies and in your work environment. The more skilled you become, the more you will be able to persuade others to see things from your point of view.

### ACTIVITY 6

At the beginning of this lesson, you listened to Nomfundo and Nomhle discussing Nomfundo's problem. In this activity, you'll listen to what happened next, and use the ideas to work out what you think should be done.

- Listen to the conversation on the tape labelled Communication in English Grade 12: Side A. It is called: Unit 2: Lesson 10: Nomhle and Khotso . As you listen, note down what you think the problem is.



2. Imagine that a few weeks later Khotso wrote a letter about this problem to a magazine. His letter was published in the 'agony column', which is a page of letters from people who are in emotional pain. Read the letter and write an answer to Khotso. Remember that this answer will be printed in the magazine, and hundreds of people will read it. Try to include advice that you think will be useful to all the readers. Use words and phrases such as 'I suggest', 'perhaps' and 'you could'.

Dear Auntie Advice

I have a problem. It's my woman. Everyday she nags me for not helping with the household. She heard some fancy ideas from her friend and now she wants me to do womens' work. To make things worse, I recently lost my job. Now, when she gets home in the evenings, she asks me why I didn't do the cooking. Please tell me what to do. She is driving me mad.

Khotso Banda



When you have corrected your letter, rewrite it and give it to your tutor for assessment.

### COMMENT

Hopefully you had something to say in your letter that you think would really help both Khotso and Nomhle! Did you find you were able to see the problem from more than one point of view? If we are able to identify contradictions and stereotypes in society, we are more able to develop a balanced opinion and to give constructive advice.

### CHECKLIST

Are you able to:

- r take notes while you listen
- r describe the contribution women make to society
- r identify and explain stereotypes of men and women
- r describe and explain your own point of view about the value and status of women's work
- r use your point of view to analyse a problem and give a balanced opinion.

Remember to give your letter of advice to your tutor for assessment.

## LESSON 11

# Unemployment

### About this lesson

In the last activity of Lesson 10, you wrote a letter to someone who was trying to work out what his responsibility was in terms of housework. There was another problem: he had been retrenched and was unemployed.

In the changing world of work, many of us find that we become unemployed. Sometimes new skills are needed, for which we must be trained; sometimes machines take over our jobs; sometimes the employer has to cut back on staff. In this lesson, you will look more deeply at the problem of unemployment and some responses to it.

### In this lesson you will

- | think about how people who are unemployed feel
- | read a poem to find out how the words express a feeling
- | explore the question: 'How should education be changed to suit workers' lives?'
- | practise skimming and scanning a text to extract important information
- | read different points of view, and work out your own
- | read about informal employment
- | write a dialogue
- | contract different kinds of informal employment
- | give your opinion.



# What is your attitude?

In this unit you have explored different aspects of unemployment. What do you feel about unemployed people? Many of us have negative attitudes towards them. Before stereotyping an unemployed person as lazy and worthless, we need to recognise both the causes of unemployment (which make it difficult for many worthy people to find work) and the effects of unemployment on an individual.



## ACTIVITY 1

Prepare yourself for the topic of this lesson by thinking again about unemployment. What causes unemployment? What are some of the results of unemployment?

Copy the following table into your notebook and complete it, using your own knowledge, experience and ideas.

Share your ideas with other learners in your study group.

Why so many people can't find work	What unemployment does to people
1.	
2.	
3.	
4.	

# Unemployment - finding words for what it's like

Unemployment can make us feel anxious, helpless and despondent. In the next activity, you'll read a poem to find out how the poet expresses the feelings of someone who is out of work, and describes the responses of other people.

The poem is called *Unemployment* and was written by Frank Meintjies, a South African. It was published in 1991.

## ACTIVITY 2

Read the poem and answer the questions which follow.

### UNEMPLOYMENT Frank Meintjies

here I sit  
with my back against the tearoom wall  
the hours shuffle past  
it's been months now

Stanza 1

'try at Rex Trueform'  
'try at Doorman Long'  
my girl-friend says

Stanza 2

but everywhere  
the SORRYS  
the NO VACANCIES

Stanza 3

'sorry'  
my girl-friend says  
and forks out a coupla silvers  
for skyfs and perhaps a zol

Stanza 4

here with my back against the cafe wall  
and my pride buried  
and I think and think  
and I hear my teacher's voice  
'education is the key'  
the dagga mocks and asks  
'but where's the door?'

Stanza 5

the hours pass  
it's been months now  
I get up later every day  
I beg to keep myself in skyfs  
sometimes I grab an apple  
when the shopkeeper's back is turned

Stanza 6

the decent people  
the victims of my begging  
walk past and skinner  
shame, that's Auntie Florrie's son  
he's really become a skollie, they.

Stanza 7



1. The words, 'here I sit/with my back against the tearoom wall' are repeated in the poem. Find the line where they are repeated, and write it down as a quotation, that is, in inverted commas ('...').
2. What do these lines tell you about how the poet feels?
3. In the first stanza, or verse, of the poem, there is another line which is repeated in the sixth stanza. Quote it.
4. What do you think this line tells us of how the poet was feeling about the passing time?
5. The word 'sorry' is repeated too. You can see it in the third and fourth stanzas, but in each case it's being said by a different person. Explain who you think says it in the third stanza, and who says it in the fourth stanza.
6. Do you think that in each case the poet feels differently towards the person who says, 'sorry'? Give a reason for your answer.
7. In the fifth stanza, the poet remembers what his teacher said about education. Quote this line, and then explain what you think the metaphor means.
8. To 'mock' means to 'poke fun at'. What do you think the speaker means in the line: 'but where's the door?'?
9. In the seventh stanza, the speaker refers to 'decent people'. Find a word in the same stanza that is used to refer to someone who is the opposite of 'decent'.
10. The speaker says that 'decent people' now call him a 'skollie' (i.e. a criminal or potential criminal). Do you agree with their opinion of the speaker? Why/why not?
11. The speaker says that 'decent people' are the 'victims' of his begging. Why does he describe them as victims?
12. Could the word 'victim' be applied to the speaker? In what sense could an unemployed person be said to be a victim?

ANSWERS ON PAGE 176

### COMMENT

The main feeling in this poem is one of depression. This feeling was conveyed by the poet's use of words which were repeated in the poem.

In the last stanza, the poet also points to how unemployed people can be stereotyped by those who do not understand the problem. They see unemployed people as 'skollies', lazy and worthless and a trouble to 'decent' society. The poet challenges the idea that only those who have jobs are 'decent'.



## Notes about poems

Read the following notes to find out how poets use language to achieve their aims:

Poets do strange and interesting things with language in order to make us see the world in new ways. In the poem by Frank Meintjies, you will find examples of the following:

The poet adopts the voice of another person

Although Frank Meintjies is the name of the poet, this does not mean that he is unemployed. He speaks with the voice of an unemployed person, imagining what it is like to be him.

The poet uses punctuation in unusual ways

Poets use something called 'poetic licence'. This means they can bend the rules of grammar and logical order to achieve the effects they want. For example, there are very few capital letters in the poem *Unemployment*. The words which are written in capital letters ('SORRYS' and 'NO VACANCIES') stand out all the more because of this. Also, there is only one full-stop in the poem. Perhaps this is because the speaker feels that there is no end or stop to his unemployment.

The poet expresses thoughts incompletely or indirectly

Instead of saying, 'It's been months now since I had work', the speaker simply says, 'it's been months now'. By expressing a thought indirectly or incompletely, a poet allows us to complete his or her thought in a number of different ways. For example, the speaker in *Unemployment* has endured not just months of worklessness but months of disappointment, despair and helplessness.

The poet uses dialect

In the poem *Unemployment*, the poet uses words like 'skyfs' (cigarettes), 'zol' (dagga cigarette) and 'skinner' (gossip), which are not usually considered to be English. These words come from a dialect (language variety) called Kaaps, which combines English, Afrikaans and other languages. These dialect words help the poet to create the speaker's Cape coloured identity. In other poems, you will find that poets use foreign or even made-up words.

## Revising skimming and scanning

In the next activity you'll examine another response to unemployment. The aim of this activity is for you to revise, or practise finding the main points in an article by skimming or scanning. You learnt about these skills in Unit 7.

Just to remind you:

- | skimming is what you do when you want to read something to pick out the main ideas.
- | scanning is what you do when you want to find a particular piece of information, for example, if you're looking up a telephone number in the telephone directory .

### ACTIVITY 3

1. List two examples of when you think it would be necessary to skim, and when to scan:

I would skim when	I would scan when
a.	a.
b.	b.

2. On the next page is an extract from an article in a magazine called BBC Focus on Africa . Skim the extract for the main points. Write one sentence to summarise what the article is about.
3. Now scan the extract for the following information:
  - a. How many countries are named in the article?
  - b. List all the informal jobs mentioned in the article.

# Small is Big

The figures say African economies are doing badly. But there is one sector that is thriving. Unrecorded, untaxed and unregulated, the informal sector provides a livelihood to millions of people.

The unofficial economy comes in many shapes and forms. Some of these are legal. Others are very shady. These activities range from setting up a dressmaking business at home, and not informing the taxman, to smuggling stolen cars across borders.

It is difficult to measure an informal economy. Much of it happens outside the control of the state. In Africa up to 60% of urban workers could be employed in the informal sector. In Zimbabwe the informal sector economy could be twice as big as the estimated market.

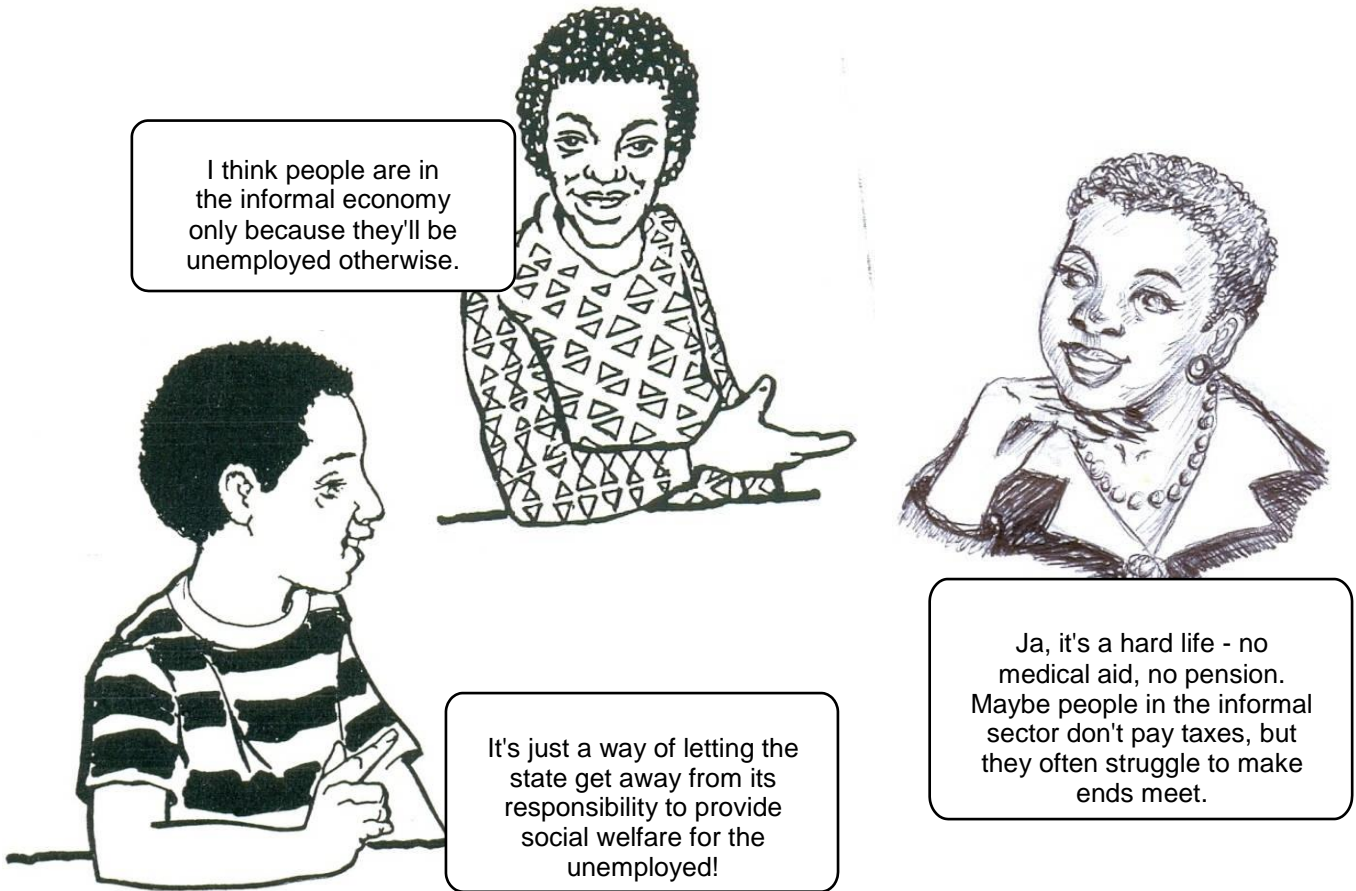
A growing informal sector can be seen all over the continent of Africa. Car repair shops, bars, cafes, hairdressers, bakeries and hair boutiques get on with their businesses. This is done under the eye of the state but not under its control. It was only in 1993 that the government in Sierra Leone launched a campaign to collect unpaid tax in the informal producing region of the country. It was the first time in 20 years that the people in that area had been asked to pay up.

School teachers in Ghana and Egypt do a booming trade in private lessons after school hours. For the most part they are teaching the same kids for whose education they are responsible during the day. Business women in West and Central Africa travel to Europe to bring back clothes, jewellery and shoes to sell out of their shops and homes. In Dakar, leather workers supply traditional footwear to Senegalese, Gambian and Malian markets through informal commercial circuits.

Informal activities are so numerous and diverse that it is difficult to list them all. There is no doubt that in many cases informal activities make the difference between abject poverty and an acceptable living standard. Also, when government services fail, enterprising people fill in the gap and make a living in the process.

But also note that small enterprises which operate from small homes and illegal premises have many disadvantages. They do not keep up with technology or good management skills. There is also no job security, no health and safety standards and no forms of benefit. A other disadvantage is that such systems foster corruption. Bribes are needed to take goods illegally from one country to another. Teachers giving private lessons undermine the principle of free education. The amount of money lost in taxation means that public services cannot be improved.

4. Imagine a group of learners got together to do this activity, but after they had skimmed and scanned the extract, they got into a discussion about the 'informal economy'. Read what they said:



What is your opinion of the informal economy? When you have read these points of view, write down your own. Share your ideas with your fellow learners and tutor.

ANSWERS ON PAGE 177

### COMMENT

The article which you read had various ideas about what the informal economy is. It made positive (good) points and negative (bad) points about the informal economy. You have been thinking about work, unemployment and education in this unit, so you could have used ideas from other lessons, as well as your own experience, to help you to write down your point of view.

## Writing a dialogue

In the discussion you had in Activity 3 with your fellow learners or your tutor, each person took a turn to speak. A conversation, like this is called a dialogue. Sometimes it is necessary or interesting to write dialogues down for other people to read. For example, you'll find dialogues written down in interviews published in magazines. In the next few activities you are going to practice writing dialogues.

## ACTIVITY 4

Read the following newspaper article:

# Caiphus the car thief talks of his art

By Staff Reporter

The crime wave hitting the country, especially car theft and hijacking, has created a booming industry in the township with small entrepreneurs springing up daily.

Last week, a New Nation team was led to a chop shop for newly stolen cars and trucks in one of the hundreds of four-roomed houses which, to an outsider, presents an innocent look. It all started with a tip-off.

The chop shop is surrounded by a high concrete wall which seems to offer the only protection to it. Inside the yard is a garage and rooms where some of the spares are stored. The garage, which can accommodate only one car, is apparently used for chopping it into various parts. It is run by young men in their mid-twenties.

### Proudly boasts

At the age of 27, Caiphus, who manages the chop shop, seems to be the role model and idol of his peers. He is perceived as being one of the township's child successes. He proudly boasts taking care of his unemployed mother, a younger brother and a sister who are still in school.

Neighbours seem to know about his work, as cars are seen being driven into the yard almost daily. Within the stolen car syndicate, he is known to have all the contacts a hijacker or car thief needs to sell the stolen vehicle.

Elderly men, some twice his age, can be seen negotiating daily with him for spare parts. In conventional business language, he acts as the middle-man for the scrapyards and panel-beaters.

Some of his clients stretch from the township to Lenasia and the suburbs. He claims his friends include two white males he met while in jail, who offer the connection he needs.

Although he now deals in car parts as these pay better, he said selling a complete car to a trusted client gives him less work.

Caiphus, who appeared reluctant to speak about his trade at first, only talked about what he does after several attempts to persuade him to give us an interview.

'I have learnt the hard way not to trust anyone, including those who work with me,' was his first response.

Like an old man who has learnt his tricks well, Caiphus first had to subject a New Nation team to a barrage of questions. He made it clear that no photos were allowed.

'How do I know that you people don't work undercover for the police,' he asked. 'Who directed you to me and for what reason?'

At the end, he asked for several assurances— that his name, area and house where he operates, be kept secret. As he began to speak, one wondered about the ordeal some of the hi-jacking victims must have been subjected to and whether they are still alive.

### Mourning

Caiphus said in the business, a person learns not to think about what might have happened to owners of the cars brought to him. 'It does not really matter how the car was taken from its owner. We are making a living here. People die each day and we can't be mourning each day.'

Caiphus, who has been in jail a number of times, said he learned the hard way to get where he was after being shot at and cheated by his colleagues who would only give him R500 for every time he stole a car.

Caiphus said he only settled down to being a middle-man in 1995 after been a 'foot-soldier' in the car racket for almost six years. Although he claimed not to have hijacked anyone, he conceded that some of the people he deals with are involved in hi-jacking.

Asked how long it took him to dismantle a car, he laughed and asked how long we thought it takes. After some guessing on our part, he simply said, 'Overnight. We have to make sure nothing remains the next day.' He showed us samples of what looked like the remains of a Toyota. He said chopped-up parts of a car made him more money than delivering a complete car. 'I remember when I started I would risk my life to get a car for only R2000 or R3000 depending on the person I sold it to. The anxiety of trying to dispose the stolen car usually leads a lot of hi-jackers or car thieves to cheat.'

He said some of his clients are policemen who have become tired of arresting him and were now even directing clients to him. He said some policemen inform him via his cellular where he could get a car.

'They no longer take cars to the car-pound in Diepkloof,' he said. 'They realise how difficult it is to make money from there.'

Now use the information in the article to complete the following dialogue between the New Nation reporter and Caiphus. You may have to change reported speech back into direct speech.

NEW NATION: May we interview you?

CAIPHUS: \_\_\_\_\_  
\_\_\_\_\_

NEW NATION: \_\_\_\_\_  
\_\_\_\_\_

CAIPHUS: It does not really matter how the car was taken from its owner. We are making a living here. People die each day and we can't be mourning each day.

NEW NATION: How did you get started in this business?

CAIPHUS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NEW NATION: How long does it take to dismantle a car?

CAIPHUS: \_\_\_\_\_  
\_\_\_\_\_

NEW NATION: Don't the police catch you?

CAIPHUS: \_\_\_\_\_  
\_\_\_\_\_

ANSWERS ON PAGE 178

### COMMENT

Crime is certainly not the only employment option open to people in the informal sector. In the next activity, you will read about a legal method of making money.



## ACTIVITY 5

Read the following article:

# Train Shopping

The 5.15pm The Khayelitsha train jerks its way noisily into Langa and comes to a halt in the dark vault of the station. The younger passengers have already leapt off and are dashing for the wide exit gates. The rest of us have to wade ponderously in our hundreds along the three platforms that gather the populations disorged by the Cape Flats trains.

There are about 60 people sitting in the four first-class carriages but it is on the train's 10 third-class carriages, amid the dirt, noise and cigarette smoke, that there is the most activity. This is where I've spotted dark cockroaches scrambling for cover. It's also home to one of the world's biggest mobile supermarkets.

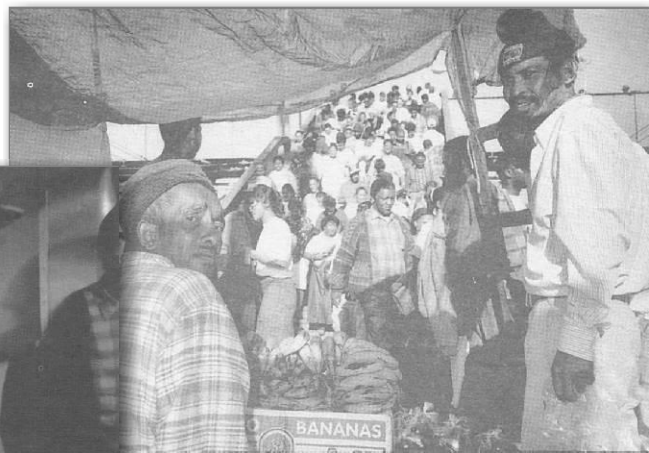
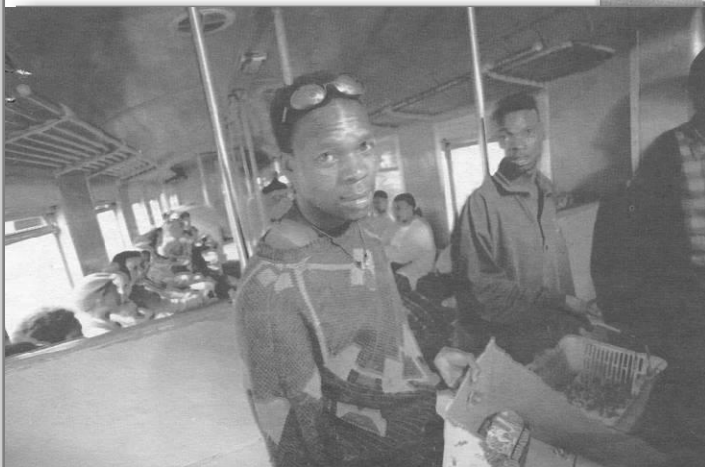
Despite the high level of crime on the trains, entrepreneurs swarm to the third-class carriages to sell their products. Need steel wool? Cosmetics? A new comb? Cigarettes and sweets? Frozen chicken pieces? A new pair of trousers? Climb aboard third class.

Hawkers travel on the trains all day long, changing carriages at each station, but it's the peak hours when workers are heading to and from work that are the busiest times for the 'shopkeepers'. 'These are the best times for us,' says one hawker. 'But it's

only on routes to Langa and beyond we make money. This is where the people who can't afford prices at Woolworths and OK Bazaars stay.' This mobile selling was started by unemployed men and women, mostly from the former Ciskei and Transkei, after they failed to find work in the formal sector. One seller, Sobantu Ngo, from Site C squatter area in Khayelitsha, says he left his wife and two children in the Transkei in the early '80s and moved to Cape Town with the hope of finding a job. At first he survived with poorly-paid gardening work. It was at the end of his second year of working as a gardener that he decided to open his small cosmetics business in the township.

Initially Ngo had wanted to open his own spaza shop in Site C but when he realised spaza shops were mushrooming on almost every corner of Khayelitsha, he quickly changed his mind, and with a R1 000 loan from a neighbour he opted for a business on the trains.

(continued on next page ...)





Commuters prefer to buy from the train hawkers to save themselves time and money.

'You don't have much time to be standing in queues at the stores.  
You already know that you have hawkers on trains that will sell you the same product.'

Ngo's cosmetic business was so successful that within a year he had made enough money to pay back his loan and could afford to pay for his wife and two children to join him. He now lives in a four-roomed house in Site C.

Ngo buys his products from cosmetic shops in Claremont, Athlone and Mowbray and says he can make R200 profit from stock he buys for R500. Profit can also be made by splitting the packets of goods sold in shops and selling the items separately (a supermarket sells a packet of six candles for R2,95 but candles are sold individually for R1 on the trains).

Nomvula Solani, who has been selling fruit and vegetables on trains for the past five years, says many hawkers can use the trains as a means of getting established with more formal

businesses. Solani has managed this and now has a take-away stall behind Langa Station. Her success at finding a more stable outlet has not stopped her train selling, however; she has hired two assistants to work the trains for her.

Solani says she pays R50 a month for tickets for her staff and although most hawkers say they prefer to play it safe by buying tickets, a few admit they take a chance and dodge payment.

The trains' passengers say they are delighted to have hawkers on trains. 'Most of the time, because you have to rush for the train to get home early, you don't have much time to be standing in queue at the stores. You already know that you have hawkers on trains that will sell you the same product,' says Nkosisana Mana.

Now use the information in the article to complete the following dialogue between the *Sunday Life* reporter and hawker Sobantu Ngo. You may have to change reported speech back into direct speech.

SUNDAY LIFE: Did you get work easily when you came to Cape Town from the Transkei?

SOBANTU NGO: \_\_\_\_\_  
\_\_\_\_\_

SUNDAY LIFE: Why didn't you open a spaza shop?

SOBANTU NGO: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUNDAY LIFE: Where did you get the money to start your business?

SOBANTU NGO: \_\_\_\_\_  
\_\_\_\_\_

SUNDAY LIFE: Have you been successful selling cosmetics on the train?

SOBANTU NGO: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANSWERS ON PAGE 179

## Expressing your opinion

Sobantu Ngo and Caiphus found two very different ways of coping with unemployment. Reading their stories may have helped you develop and clarify your own opinion on the topic of informal employment.

You have read about two different kinds of employment in the informal sector. In the final activity, you will contrast these two kinds of employment and give your opinion on them.

## ACTIVITY 6

Write three paragraphs about the informal employment that Caiphus and Sobantu Ngo have found. In your first two paragraphs, contrast the job Caiphus does with Ngo's job. In your third paragraph, give your opinion on these two men. Assess your answer by looking at the grid on page 180.

### CHECKLIST

Are you able to:

- r identify the feelings expressed by words
- r read poems with greater understanding
- r describe some of the effects of unemployment
- r use skimming and scanning to get information
- r write a dialogue
- r express an opinion on informal sector employment.

## LESSON 12

# Working and earning

## About this lesson

At the beginning of this study unit you thought about your own and other people's attitudes to work and earning a living. In this last lesson you'll explore this topic further. You'll read different texts and offer your own critical and creative responses to the topic.

While you work through the lesson, think about whether your ideas, feelings and attitudes have changed since you did Lesson 1. How have they changed, and why?

## In this lesson you will

- | reflect on your attitude to your own work
- | recognise how a poem can create more than one level of meaning
- | compare two poems
- | write a creative response to the topic of work
- | analyse an advert about reducing poverty
- | write down how you would invest a sum of money.



## Reflecting on your experience

Many of us go to work every day without giving it a moment's thought. Work just becomes part of our daily routine. In the first activity you'll reflect on your own attitudes to and experience of work. This will prepare you to read two different poems about work.



### ACTIVITY 1

Answer the following questions about work you do now, or have done in the past. If you have never worked, use the questions to interview a fellow learner who has.

1. Do/did you enjoy the physical and/or mental effort your job requires/required? Give reasons for your answer.
2. Are/were you satisfied with the wages or salary you earn/earned? Support your answer with reasons.
3. Are/were your wages the only reward you get/got from your work, or do/did you also receive some other kind of satisfaction from your work?
4. Do/did you ever feel that your work is/was like a prison? If your answer is yes, explain why.

### ACTIVITY 2

Now that you've thought about whether or not your work makes you happy or made you happy in the past, you are ready to complete Activity 2.

In the next activity you'll read an extract from a poem called *Walking on Air* by Jeremy Cronin, a South African poet born in 1949. Cronin was imprisoned between 1976 and 1983 under the Prevention of Terrorism Act and the poem is about his experience of work in the prison. In the activity, you'll discover how the poet uses language to create different levels of meaning.



1. Read the poem and answer the questions which follow.

# WALKING ON AIR

## Prologue

In the prison workshop, also known as the seminar room;

In the seminar room, sawdust up the nose, feet in plane shavings, old jam tins on racks, a dropped plank, planks, a stack of mason's floats waiting assembly, Warder von Loggerenberg sitting in the corner;

In the prison workshop, also and otherwise named where work is done by enforced dosage, between political discussion, theoretical discussion, tactical discussion, bemoaning of life without women, sawdust up the nose, while raging at bench 4, for a week long, discussion raging, above the hum of the exhaust fans, on how to distinguish the concept 'Productive' from the concept... 'Unproductive Labour';

In the prison workshop, then, over the months, over the screech of the grindstone, I'm asking John Matthews about his life and times, as I crank the handle, he's sharpening a plane blade, holding it up in the light to check on its bevel, dipping the blade to cool in a tin of water, then back to the grindstone, sparks fly: 'I work for myself'— he says— 'not for the boere';

In the prison workshop, with John Matthews making contraband goeters, boxes, ashtrays, smokkel salt cellars of, oh delicate dovetailings;

Over the months, then, in the prison workshop, I'm asking John Matthews, while he works intently, he likes manual work, he likes the feel of woodgrain, he doesn't like talking too much, the making and fixing of things he likes, he likes agh no, hayikona, slap-bang-bang, work for the jailers.

In the prison workshop, then, I ask John Matthews, was he present on the two days of Kliptown... 1955? ... when the People's Congress adopted the Freedom Charter?

Actually

No he wasn't

He was there the day before, he built the platform

In the prison workshop, then, over the hum of exhaust fans, between the knocking in of nails, the concept 'Productive', the concept 'Unproductive Labour', feet in plane shavings. John Matthews speaks by snatches, the making and fixing of things he likes, though much, never, much you won't catch him speaking;

But here, pieced together, here from many months, from the prison workshop

Here is one comrade's story.

Jeremy Cronin

seminar: a meeting to talk about or study a subject

plane: a tool with a blade that takes very thin slices off wood in order to make a smooth surface

mason's floats: small hand tools for smoothing plaster

bevel: a sloping edge that does not form a right angle

contraband: illegal goods

goeters: things/goods

smokkel: illegal

dovetailing: wood joined together by means of dovetail shapes

tactical discussion: discussion about plans to achieve an aim, using whatever resources are available

2. List two other names the prison workshop is given and explain why it also has these other names.
3. James Matthews says he works for himself. In what way is his statement untrue? In what way is it true?
4. In your opinion, what is the difference between 'productive' and 'unproductive' labour?
5. In your opinion, was James Matthews' labour 'productive' or 'unproductive' when he built the platform in Kliptown?

ANSWERS ON PAGE 180

### COMMENT

The poem you've just read made you think about work that is not paid for because it is produced in prison. In the next activity, you'll read a poem that suggests all work is a prison.

### ACTIVITY 3

Read this extract from a poem by D. H. Lawrence, a famous British poet and novelist in the first half of the twentieth century. He was the son of a coal miner, and came from a working class background.

fiends:  
enemies

gaol bird:  
someone who  
goes to jail more  
than once

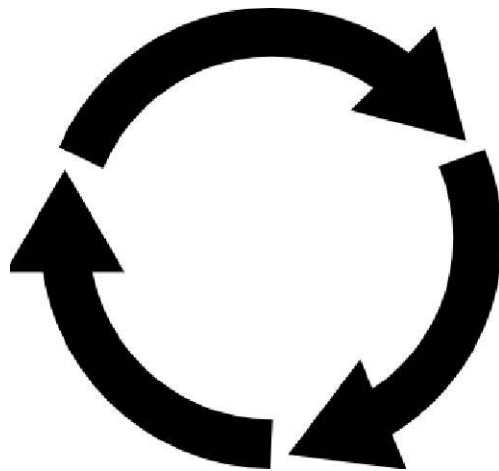
The wages of work is cash.  
 The wages of cash is want more cash.  
 The wages of want more cash is vicious competition.  
 The wages of vicious competition is - the world we live in.  
 The work-cash-want circle is the viciousest circle  
 That ever turned man into fiends.  
 Earning a wage is a prison occupation  
 And a wage-earner is a sort of gaol-bird.  
 Earning a salary is a prison overseer's job,  
 A gaoler instead of a gaol-bird.  
 Living on your income is strolling grandly outside the prison  
 almost every scrap of the living earth, you stroll up and down  
 on a narrow beat, about the same as a prisoner taking his exercise.  
 And this is called universal freedom.

D.H. Lawrence

LAWRENCE, D.H. 'THE WAGES OF WORK IS CASH' IN SCOTT, D. YOUTH  
MINISTRY IN A TIME OF CRISES. NEW YORK, 1984, P.138

1. This poem is also about a 'prison experience', but the prison, or goal (jail), which this speaker is describing is different from the 'prison-workshop' in the first poem. In which ways do you think this 'prison' is different?
2. In the Bible there is a verse which says: 'the wages of sin is death'. In that phrase the word 'wages' means 'payment'. Write down what you think this biblical verse means. Then write down what you think the poet means by the first line of the poem: 'The wages of work is cash.'
3. What economic system (capitalism, socialism, communism) is the poet writing about in the line: 'The wages of vicious competition is — the world we live in.'

ANSWERS ON PAGE 181



## COMMENT

In the first poem the poet, Jeremy Cronin, repeats many times that the poem is set in a prison workshop. Despite the fact that this poem is set in a real prison, Cronin shows that John Matthews likes the 'making and fixing of things' and gets job satisfaction from the work he does there. The prisoners also enjoy conversations they have above the noise of the grindstone.

In the second poem the poet, D. H. Lawrence, writes about all work as a prison, as something which causes suffering. He says the time we do have outside of work 'Living on your income ... strolling grandly outside the prison' is good, but very short ('a narrow beat'). Although we feel we are free during this time we are still trapped inside the prison grounds. Strangely, Cronin, who describes work in a prison takes a more positive view than D. H. Lawrence, who describes work in the open market.

## Writing an imaginative response

You have read two poems about work. Poems are not the only places where thoughts are expressed imaginatively and beautifully. Some people are gifted speakers, others write down their wisdom in the form of letters or prayers. You will also find words of inspiration on posters and graffiti. Read the following quotations on the topic of work before attempting Activity 4.

Go to the People  
Live with them,  
Learn from them,  
Love them.  
Start with what they know,  
Build with what they have.  
But with the best leaders  
When the work is done  
The task accomplished  
The people will say,  
'We have done this Ourselves.'

Lao Tsu, China, 700 B.C.

'To Understand'  
is to 'Stand Under'  
which is to 'Look Up To'  
which is a good way  
To Understand.

Sister Corita, words on  
a poster.

There is no point in work  
unless it absorbs you  
like an absorbing game.  
If it doesn't absorb you  
if it's never any fun,  
don't do it.'

D. H. Lawrence, British writer,  
born in 1885, died in 1930.

Without work all life goes rotten.'

Albert Camus, writer and philosopher,  
born in Algeria in 1913.

## ACTIVITY 4

Write a poem or short saying (like the ones you've just read) which expresses your thoughts or beliefs on the topic of work. You might find it easier if you brainstorm your ideas on a sheet of paper before you begin to write.

### COMMENT

It is difficult to judge the merits of your own creative writing, but the more honest and sincere your writing is, the more likely it is to be successful. However, there is an important difference between being sincere and sounding sincere.

Advertisers and big businesses know the value of sounding sincere (even if they don't always mean what they are saying).

## ACTIVITY 5

Read the advertisement on pages 146 and 147 and answer the questions that follow:

1. Printed alongside the advertisement is a photograph. The photograph illustrates the 'problem' referred to in the headline of the advertisement. Looking at this photograph, do you agree that 'it's very easy to make the problem go away'?
2. What is the link between the headline of the advertisement and the words printed in large print at the end of the advertisement ('Just turn the page')?
3. According to the advertisement, what two things will not solve the problem?
4. List eight things which the advertisement says will help solve the problem.
5. Afrox is a company that sells gas. Why do you think they have placed this advertisement about solving the problem of poverty?
6. What adjectives does the advertisement use to describe Afrox?
7. In your opinion, can big businesses like Afrox solve the problem of poverty? Explain your answer.

ANSWERS ON PAGE 181

# IT'S VERY EASY TO MAKE THE PROBLEM GO AWAY.

Pity doesn't buy shelter. And easing a guilty conscience with money isn't the answer either. It takes skill and commitment to solve the problem. If man does not own something, there is no pride, no investment of energy and care. The homeless need tools. They need the security and encouragement of tenure. They need their own land to upgrade and nurture. They need their dignity restored. Afrox is actively involved in this situation. The Masiphatisane development at Phillipi in the Western Cape is proof that things can change. Afrox has started to make a difference. And we're big enough and tough enough to continue. When are you going to start?

# JUST TURN THE PAGE.

WRITE TO THE URBAN FOUNDATION TO OBTAIN A VIDEO. BOX 1193, JOHANNESBURG, 2000. OR PHONE (011) 403-5500.







## COMMENT

Poverty is a very complex problem, and some would say there are no simple solutions. The advertisement you've just read suggested that the involvement of big business is a key to restoring peace and prosperity. However, other people believe that it's more important for poor people to think of their own solutions. In the last activity of this lesson you will read some individuals' solutions to poverty and write one of your own.

## ACTIVITY 6

1. Read the article The £500 Challenge on pages 149 and 150 (£1 = approximately R13, therefore £500 = approximately R6 500).
2. How would you invest R6 500 if it came your way? Explain the advantages of your plan. Make your answer the same length as the entries to the competition you've just read. Share your ideas with other learners in your study group.

Here is a comparison of the value of R1 at the time of writing in the following countries:

R 1 = approximately:  
13 Shillings (Kenya)  
0.23G¢ Cedis (Ghana)  
22 Nairas (Nigeria)  
707 Kwachas (Zambia)  
740 Leones (Sierra Leone)

## COMMENT

There is an important difference between the advertisement you analysed and your ideas about how to spend R6 500. The advertisement speaks in general terms of 'skill and commitment', 'dignity', 'energy and care'. It does not state specifically what can be done to make people's lives better. Your suggestion, by contrast, is probably a practical plan. It might not sound as grand and impressive as the advertisement, but it might be a more realistic contribution towards a healthier economy and the fight against poverty. Currency exchange rates change every day. If you look in the Market Section of the newspaper, under Exchange Rates, you will find the latest value of the South African Rand compared with other major currencies such as the United States Dollar and the Pound Sterling (United Kingdom).

# The £500 Challenge

How would you invest £500 if it came your way? The BBC's weekly Money Focus programme recently ran a competition, asking listeners for their ideas.

Here are some of the best suggestions.



## Spit and Polish

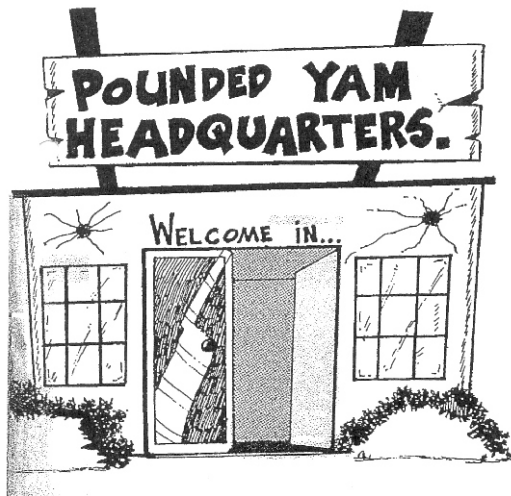
I would rush to invest my 75 000 Kenyan shillings in a shoe-shine business in my local town. The minimum charge for a no-fuss shine would be ten shillings. Let's assume I could work on 50 customers a day, then I'd make 500 shillings a day. I'd invite ten high school drop-outs to participate in my business on a freelance basis, and each day I would take 250 shillings from each one. So I'd be pocketing a good 3 000 every evening and at least 75 000 every month. By giving young people this opportunity to earn for themselves I hope to alleviate some of this town's rampant unemployment. To start the business I'd spend 15 000 shillings on ten municipal council licences for the employees and 10 000 on ten mobile kiosks. 8 000 shillings should cover the cost of tins of shoe-polish in assorted colours. Brushes and rugs would come to about 4 000 shillings. I'd also need to buy chairs for my customers, stools for my workers, foot supports and leg covers to protect socks of course. All of this together would cost about 37 000 shillings. After three months I should be minting money...  
Alex Makosa Ubala, Nakuru, Kenya

## Fishy Business

I am a ghetto boy, and in this slum of mine, which lies on the shores of Lake Victoria, there are plenty of unmarketed fish, rotting away and upsetting the semi-naked men, women and children. If I was given £500 – which amounts to 75 000 Kenyan shillings – I would attempt to simultaneously make use of the town's rotting fish and clothe my fellow slum dwellers decently and cheaply. But how would I do it? My business would be to transport fish from here to Nairobi where they are in great demand. While fish are sold here at the throw-away price of about 35 Kenyan shillings per kilogramme, they cost about 90 shillings per kilogramme in Nairobi – that's a 157 percent increase in price! On my return journey, I would transport second-hand clothes known as mitumba back to my slums, and then sell the shirts, trousers, caps and T-shirts at a profit. I am sure that even when I had paid for the fish and the clothes, and hired a van to transport them, my investment would be almost tripled after my very first trip.  
Ombongi Joshua Nyaringi, Nyanslongo, Kenya







### A Tasty Profit

If I had £500 I would set up a canteen selling only pounded yam and bush meat. The only drink I'd sell would be local palm wine. I'd call my little shop, 'Pounded Yam Headquarters' and I'd revel in the fact that I was selling the only indigenous food and drink around. Nigerian culture is gradually slipping away and being replaced by foreign ways. What I like most about this idea is that it would definitely boost a truly Nigerian way of life, and make me lots of money in the process! Olufolake Erinosh, Ibadan, Nigeria

### Fantasy Football

I'd invest my £500 in building a football team. For 285 000 leones I could buy fifteen pairs of soccer boots and two footballs. Locally sewn jerseys and shorts, plus shin guards and socks would come to another 145 000. A top-class coach would set me back about 2 500 leones a month, and I'd spend the rest on building a pitch and general running costs. In my densely populated and soccer-mad town of Rokupr I could charge each spectator 200 leones per match. If 1 000 people came, and I'm sure this many would, I'd make 200 000 and recoup my investment after only three months. And with any luck, some of my new-found soccer talent might even make it into the national team.

Musa KD Mamood, Freetown, Sierra Leone



## CHECKLIST

Are you able to:

- r analyse your own attitude to a topic, e.g. work
- r identify some of the unique ways poets express their ideas
- r write creatively and with more confidence
- r analyse an advert critically
- r write a practical suggestion about how to solve a problem, describing the advantages of your proposal.

This is the last lesson in Unit 2. In this unit you learnt skills which you can use in different places of work. You also thought about stereotypes, different attitudes to work, the relationship between education and work, and unemployment. In Unit 3 you'll explore the topic of 'Health and the Environment'.

# Answer section

## Lesson 1

### Activity 1

2. a. Miriam, a caterer, likes the job satisfaction she gets from her work .
- b. Soentjie, a dancer, would like work security .
- c. Eugene, an ambulance service worker, likes the opportunities at work.
- d. Anthony, an unemployed person, would like a job.
- e. Kevin, a farmer, likes to be independent.
- f. Otsile, a mineworker, would like more skills.
- g. Karen, an electrician, would like status as a woman.

### Activity 2

- a. Miriam has to work very hard to meet the demands of her job.
- b. Soentjie worries about what she will do once she is too old to dance.
- c. Eugene is worried about missing opportunities at work.
- d. Anthony is frustrated because he is unemployed.
- e. Kevin sometimes feels overworked.
- f. Otsile feels frustrated because he needs skills to do different work.
- g. Karen feels anxious about doing better than the men to keep her job.

### Activity 3

1. Her question shows that she has given up on finding work. Perhaps she searched hard to find work, and failed many times. She asks, 'What's the point?' In other words, she thinks looking for work is a waste of time. Her attitude is that she thinks her situation is hopeless.
2. The man's attitude is that a boss should be a man, and not a woman.
3. b. Otsile's attitude is that education is very important in one's working life.

Karen feels that a person has to prove that they can do the job well, and that they should take their work very seriously.



Kevin's attitude is that he can't work unless he's in charge.

Eugene's attitude is that all work is precious because it's so hard to find.

Anthony has the same attitude as Eugene, because he's unemployed.

Soentjie believes that it is not possible to do the work one enjoys, for the whole of one's life.

#### Activity 4

2.
  - a. The narrator thought about doing acting after she'd finished matric.
  - b. These words tell us that her elders expected the narrator to do work they thought was 'good'. They didn't respect her ideas about work.
  - c. The older sister wanted her younger sister to be interested in cooking and knitting. This is what she thought a wife should be able to do.
  - d. She says she felt 'bored' and 'lonely'.
  - e. She was keen to meet new people, and she looked forward to getting out of her sister's room.
  - f. She got work in a clothing factory, and she had to cut off all the loose threads and then count the dresses.
  - g. She probably had not changed her mind and still wanted to act, but she felt bored, lonely and imprisoned spending her days in her sister's room.
  
3.
  - a. Sarah is critical of the older sister because she thinks that women should do more than household tasks. She thinks that the woman at the pool must have been bored and unhappy because she is achieving nothing.  
Maogi's attitude towards work is that it is a necessity because he has to support his family through earning money. He believes he can't think of work as something he does because he enjoys it. He calls this a luxury.

#### Activity 5

Compare your answers with the following. You may have written something different.

Education is the best way to get work because

- | everyone needs papers to prove they can do the job
- | it helps you to get better jobs
- | it gives people what they need to understand the world around them
- | you can apply what you learn from it to a lot of different situations.



Experience is the best way to get work because

- | it is all you need to be able to grow rich
- | how else will you learn the job?
- | it teaches you to be independent
- | you can do many kinds of work once you have learnt the basic skills
- | there are lots of things you can learn quickly through experience that you would otherwise take a long time to learn.

### Activity 6

Your own answers. You should try to share your ideas with your learning partners.

### Activity 8

When you have finished, your text should look something like this:

## Basic tenets for curriculum design for lifelong learning

### Outcomes-based learning

A commitment to outcomes-based learning is central to the Lifelong Learning Development Framework. An understanding of what is meant by outcomes-based education is, therefore, crucial to the successful development and implementation of learning programmes within an outcomes-based paradigm.

The development of the National Qualifications Framework (NQF) hinges on an outcomes-based approach to education and training which has as its starting point the intended outputs as opposed to the inputs of traditional curriculum-driven education and training.

The move towards an outcomes-based approach is due to the growing concern around the effectiveness of traditional methods of teaching and training which were content-based. An outcomes-based approach to teaching and learning, however, differs quite drastically and presents a paradigm shift. According to Spady (1994) outcomes are high-quality, culminating in demonstrations of significant learning in context.

An outcomes-based education and training system requires a shift from focusing on teacher input (instructional offerings or syllabuses expressed in terms of content) to focussing on the outcomes of the learning process.

Outcomes-based learning focuses the achievement in terms of clearly defined outcomes, rather than teacher input in terms of syllabus content. In NQF proposals, these outcomes are expressed in balanced and integrated national standards which demand the holistic development of competence, and encompass knowledge, skills, and attitudes.

In outcomes-based learning, a learner's progress is measured against agreed criteria. All learners who meet the agreed criteria for specified learning outcomes receive the appropriate credit/s. Those who do not meet the criteria could receive clear feedback, indicating areas which need further work in order for them to reach the required standard. They are thus given support to try again. The concept of pass/fail is radically altered to credit/try again.

## Lesson 2

### Activity 1

Here are some of the words, phrases and ideas you may have jotted down. There are no correct answers. What is important, is that you are able to describe some feelings and ideas about each character.

2. Sorry; he was very brave initially; tragic.
3. Angry; cruel and unnecessary; he is a bully.
4. The manager could have said he was impressed by his good results and how well he spoke, but he was afraid that they had no vacancies. He could have offered some sympathy for the boy and the hard task of job-hunting and wished him luck.

### Activity 2

1. It gives us a picture of a fat, overfed man who is feeling lazy and sleepy after a big lunch. It also contrasts the two characters' lifestyles: the manager has the money to have big lunches, while Meja is exhausted and hungry after a hard day's job-hunting.
2. The words tell us that the manager views this young boy as both harmless and as an opponent or an enemy. His attitude shows us that the manager is easily threatened by others and enjoys feeling superior. He wants to make Meja feel small and stupid because this makes him feel powerful.
3.
  - a. He calls a messenger to take Meja out, raising Meja's hopes of a job. But the messenger understands that what he must show him is the small sign on the office's front doors saying 'No work'. He has obviously done this before.
  - b. It's a very cruel way of telling somebody that they can't have a job. It first raises their hopes, then cruelly humiliates them. Their self-confidence is destroyed and it makes them feel worthless.

### Activity 3

1. We are told that his heart faltered and then hammered in his chest and that he licked his lips. The punctuation marks of repeated words and dots show us that he was leaving words out and stammering (speaking in a hesitant way, repeating words and not saying them smoothly). People stammer when they are nervous and afraid.

2.
  - a. 'hope soared', 'voice trembled with ecstasy', 'thoughts unfathomable', 'raced ahead'.
  - b. They show great excitement and happiness.
3. Meja felt that he could not disappoint his family with the bad news that he could not get a job. Also, he didn't have the money for the bus fare to go back and tell them.
4. Maina taught Meja how to live in backyards, finding food from bins and sleeping in bins, as well as staying out of trouble by avoiding involvement in other people's business, especially policemen's.
5.
  - refusing to be discouraged 'undaunted'
  - examine very closely - 'scrutinise'
  - great happiness or joy - 'ecstasy'
  - unable to be understood or described - 'unfathomable'.

#### Activity 4

1. In the metaphor, Meja's mind is compared to something running a race with the rest of himself. It tells us that his thoughts are moving much faster than his body. It is an effective metaphor because it shows us Meja's excitement and how important it is to him to have a job. He is so excited he can't control his thoughts, like a wild horse racing ahead.
2. His mind is compared with a large room, where he hides the memories of his family in a dark corner so that he can forget them. The metaphor is effective because it tells us how hard it is for Meja to forget his family. He does not do so easily but deliberately hides the memories away to escape from the pain.

#### Activity 5

These are not model answers, but suggested ones. You may have had other ideas too.

1. Unemployed, unemployed youth, the life-style of unemployed youth in the city, people's attitudes to the unemployed, family ties being broken.
2.
  - a. The manager is hostile and treats Meja terribly because Meja is unemployed and younger than the manager.
  - b. The messenger, although 'working class', sides with the manager against the unemployed. He probably does this because he fears losing his job if he is 'disloyal'.

- c. Meja and Maina stick together and are friends because they are both unemployed.
- d. Meja loses contact with his family because he is ashamed to tell them that he cannot get a job and doesn't want them to know how he lives.

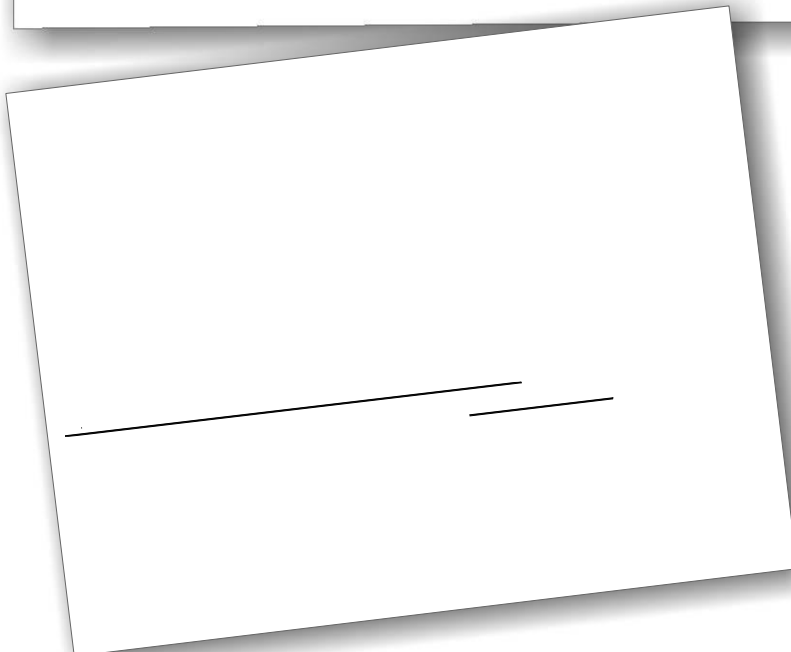
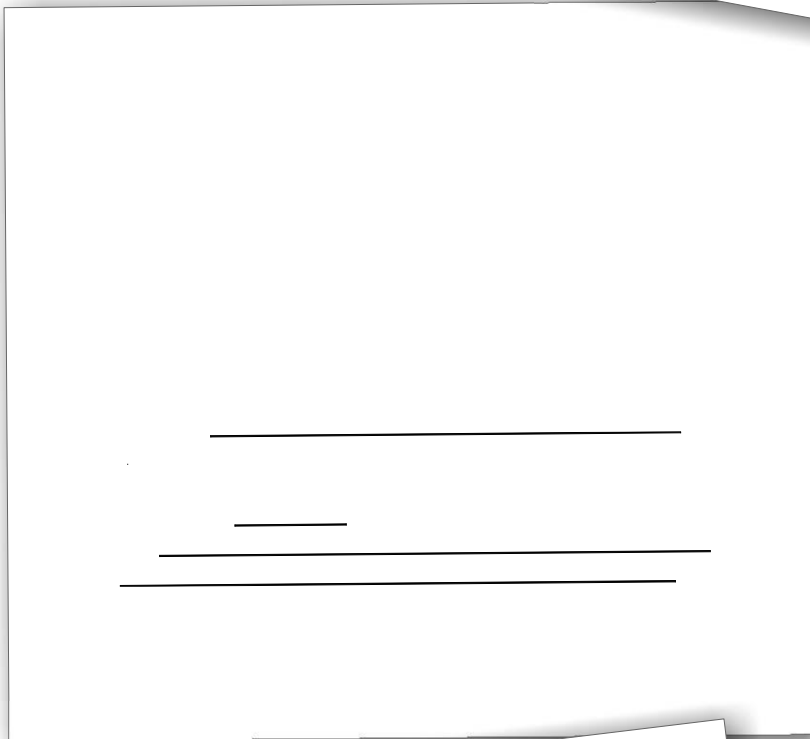
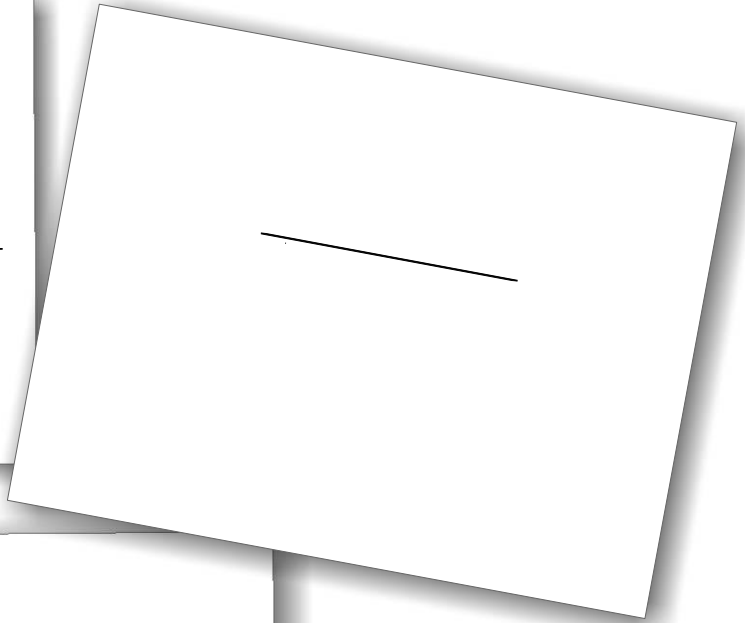
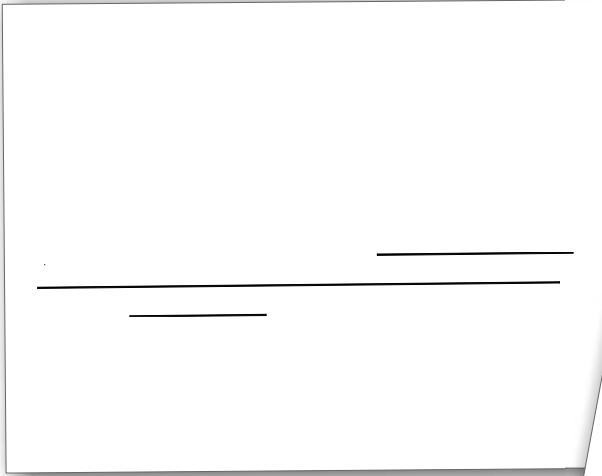
Activity 6

- 1.
  - a. Field worker.
  - b. The Projects Office of the South African Catholic Bishops' Conference.
- 2.
  - a. The minimum education required is matric.
  - b. requirements.
  - c. conduct, liaise, network, report, represent.
  - d. It tells you what the job gives you in addition to the salary.
  - e. Another word is bonus.
  - f. The advertiser is hoping to attract people with a good understanding and working knowledge of the Catholic Church plus the requirements given.
  - g. In the last paragraph, you will find the address at the bottom. The closing date is 15 December 2011.

Activity 7

1.

NEEDED URGENTLY  
Hardworking people with  
Grade 12 to be trained into  
Marketing Management  
positions. Phone Wilson  
(012)362-8116/7



## Uxolo Hospital - Eastern Cape

Uxolo Hospital, a 170 bed medical surgical unit near East London in the Eastern Cape has a vacancy for a Senior Administration Officer

### Requirements:

- n **Grade 12**
- n Age 35 - 40 years
- n **Computer literate**
- n Self-motivated
- n **Good interpersonal skills**
- n Minimum of 5 years experience in **administration, costing, invoicing**
- n a **post-Grade 12 qualification** would be a strong recommendation.

Please telephone the manager on (0431) 86024 or send a detailed curriculum vitae to:  
Private Bag 3017,  
East London, 5200

2. Informal skills:
- | understand democratic principles and practices
  - | can work collectively (with a group)
  - | understand the labour movement
  - | understand media production
  - | able to work hard
  - | have three or more years of experience
  - | able to settle in one job
  - | able to look neat in appearance
  - | organised
  - | efficient
  - | able to speak politely
  - | good conflict resolution skills
  - | good interpersonal and communication skills
  - | able to work under pressure.

## Lesson 3

### Activity 2

2. a. Each week Jonas needs: R40 (to buy bananas) + R120 (living expenses) + R4 (transport to market) + R1,20 (percentage of licence fee) = R165,20.
- b. Each bag costs 26c (25c for 500 grams, plus 1c for the bag)
- c. The highest price he can charge is approximately R1,50.
- d. Yes. In fact he will be making R74,80 profit per week. (160 bags of bananas at R1,50 each will earn Jonas R240. If he subtracts his weekly costs of R165,20, he will make R74,80 profit.)

### Activity 3

2. a. He phoned at fifteen minutes past nine in the morning on 2 June.
- b. He phoned to speak to David Johnson.
- c. He phoned to apply for a small business loan of R2 500.
- d. The seed loan application form must be faxed to Jonas.



Activity 4



# Rapid Results

Financial Services

Rapid Results Financial Services is a micro enterprise organisation committed to the economic empowerment of South Africa's poor communities.

---

303 De Waal Street, Redly Building, P.O.Box 6560, Bloemfontein, 9300 Tel: (051) 323 1450 Fax: (051) 323 1515

---

## Fax

To: Jonas Mahlupheka

Fax: 011 788 557

Phone: 011 788 556

---

Pages: 3

Date: 3 June

Message: Thank you for your phone call.

The application form for a seed loan follows.

---

---

---

---

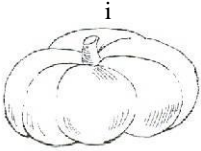
---

---

---

---

## Activity 5

	
<b>MEMO</b>	
<b>To:</b>	<u>All Staff</u>
<b>From:</b>	<u>Jonas Mahlupheka</u>
<b>Subject:</b>	<u>Smoking in the shop</u>
<b>Date:</b>	<u>16 December 2011</u>
<u>Please note that you are forbidden to smoke in the shop.</u>	
<u>This is a fruit and vegetable shop and we have to maintain</u>	
<u>high standards of hygiene and good relations with our</u>	
<u>customers.</u>	

## Lesson 4

### Activity 1

#### Sample letter:

	37 St George's Street Yeoville 2198 22 November 2011
The Secretary PO Box 4321 Johannesburg 2000	
Dear Sir	
<u>Job Application: Child-care Worker</u>	
In reply to your advertisement in The Star of the 20 November 2011, I would like to apply for the position of child-care worker.	
I am completing my Grade 12 Certificate through distance education. For the last three years I have run a pre-school in our village. I was part of the committee that started this pre-school. Before that I worked as a domestic worker and child-minder for 6 years. For details please see my enclosed CV.	
I am very keen to be trained further in community work and child-minding work.	
I look forward to hearing from you.	
Yours faithfully	

## Activity 2

1. You may have a different list: forms from banks and building societies; forms for opening accounts; official government forms for IDs, passports; post office forms; medical forms.

3. If you find form filling difficult, you're in good company. Most people do.

Many people go blank and can't think of the simplest information or don't really understand what the form requires. They often make mistakes and have to start again. It's a good idea to take a few copies of the form so you can begin again neatly if you make a mess. Or you can fill in the form in pencil first. When you've got everything right, you can rub out the pencil and fill in the form in pen. It really helps to read the form once before you start filling it in.

## Activity 3

2. The questions ask for your name, date of birth, etc., (personal details).

## Activity 5

1. A bank cheque - a promise to pay the money to whoever the cheque is written out to.

2. That everything you have written is true.

3. That you agree to all the conditions stated in the document.

## Activity 6

1. a. Your field of proposed study, the institution at which you would like to study and your academic performance must be stated.

b. Scientific fields of study are given preference.

2. a. Tips for filling in application forms:

| read through questions first before you write anything down

| write the answers on a separate piece of paper

| when you actually fill in the form, write your answers neatly and clearly

| use clear, short sentences

| complete the application— send in everything they ask for, testimonials, photographs and all information

| don't try to fill in the forms in a hurry.

- b. Tips for interview situation:
  - | be as calm as possible
  - | be yourself
  - | answer questions
  - | make eye-contact
  - | respond to questions clearly
  - | listen to questions – consider them carefully before you give your answer
  - | if you are anxious, say so and ask the interviewer to repeat the question
  - | be honest!

### Activity 7

- 2. a. Yes. She has her FETC, some work experience and some experience in library work while still at school where she enjoyed working in the library.
- b. She must see Mrs Thompson.
- c. The address is: Room 709, 2nd Floor, Library, on the corner of Market and 1st Avenue.
- d. It is on Wednesday the 15th at 09h00.
- e. She must bring the names of two referees and her Further Education and Training Certificate.

## Lesson 6

### Activity 1

#### Curriculum vitae of Lydia Dyatyi

##### 1. Personal details

Age:	47 years
Date of birth:	8.3.1964
Gender:	Female
Residential address:	2021 Chalker Ave, Dube, 1852
Postal address:	As above
Telephone:	(011) 443 1985
Nationality:	South African
Home language:	seSotho, isiXhosa
Other languages:	isiZulu, Setswana, English

2. Education

High School: St. Catherine's Convent, Butterworth, Transkei

Highest standard passed: Std 8 (Grade 10)

Post-school training: Diploma in Industrial Sewing (1998)

3. Work experience

1989-1997: Live-in domestic worker/child-minder for three children. Also did all cooking.

1998-2003: Machinist at SA Textiles. Became superintendent: responsible for other workers and talking over grievances with management

2004-2007: La Mode Fashion Designs, drafting, cutting-out patterns and making-up complete garments.

2007-2011: Self-employed dressmaker. This involves the costing of garments as well.

4. Voluntary work experience

1998-2007: Involved in textile union. On shop-floor steward's committee; gave seminars on shop-floor organising and negotiated with management. Minute-taking and public speaking.

2007-2011: Taught unemployed women to sew at local church.

5. Community Involvement

2011: Church involvement

2011: Civic Association

6. Informal skills

| supervising staff

| negotiating with management on behalf of staff

| union shop-floor organising skills

| planning, running and teaching seminars

| committee skills, includes taking minutes

| initiating and running a small sewing project for unemployed women.

7. Referees

(These are people who know you well, preferably in a work situation and who hold fairly influential positions.)

1. Rev. K. Mokoena  
1789 Zone 1  
Diepkloof  
1804

2. Ms. B. Molefe  
Director  
Youth International  
P.O. Box 8760  
Johannesburg  
2000

## Activity 2

### Education:

- a. Not much formal education.
- b. She has a basic diploma in sewing.

### Work experience:

- a. Her basic work record very good— because of the length of time spent in jobs and she has held supervisory positions.
- b. She has a wide range of experience in sewing: in a factory, for a shop and from home. She is obviously competent.
- c. She knows how factories operate and has been a supervisor, as well as having seen the dressmaking process through from beginning to end in a shop.

### Skills and abilities –formal and informal

- a. She has taught dressmaking at her church and must have had some teaching role as a supervisor as well.
- b. She clearly has organisational ability ranging from supervisory work, to committee work and union work, as well as getting the dressmaking class organised in the church.
- c. She must have some organisational skills to run her own business, but she lacks formal organisational skills. She has never handled a lot of money, but she has a reliable record.
- d. She can work democratically with people on committees. Her training in negotiating for the unions will be useful for registering and getting recognition for her project.
- e. She has drive and energy— she has achieved a lot under difficult circumstances without many formal qualifications to help her. Working successfully from home also takes motivation.
- f. She lacks a lot of necessary management and financial skills but indications from her union work show that she is willing to learn and be trained.

### Referees

The referees are leaders in their organisations.



# Lesson 7

## Activity 1

### Step 1

Coping with being nervous in an interview.

### Step 3

Coping with being nervous in an interview  
Title:



Nervousness is a normal, healthy reaction



It helps us to be: 1. alert  
2. quick on the uptake



Positive thinking  
Back in the day a learning  
experience; do self-assessment  
right person for the job; meet  
job requirements  
background information; enjoy  
the interview

Interviewer's attitude  
wants you to be the person  
s/he's looking for;  
wants you to be suitable for  
position



Physical effects of being nervous  
dry mouth  
sweaty palms  
pounding heart  
lame legs  
need to go to the toilet



Control by:  
Tension-releasing  
1. breathing exercises  
2. Deep  
3. Don't clasp hands  
4. Act the way you want to be seen:  
• be and deliberate  
• keep movement and speech and assertive  
• remember you are also interviewing the interviewer

## Activity 2

1. They were both teachers, but we know more about Haroun's work because he told us he'd taught maths for ten years. We don't know what Salim taught, or for how long.
2. Haroun has answered in full sentences giving a little extra detail about himself. They are the better answers. Salim's answers tend to be one or two words only with no detail. He tells us very little about himself. Mr Bell almost certainly prefers Haroun's answers— they offer information, show some thought and are more polite. Salim's answers tell us nothing, are so short they seem rude and he is only interested in the money. Haroun probably got the job.
3. It's good to ask a few of the right type of questions in the interview. If you weren't successful in an interview, try not to feel despondent. Maybe you can think how you can improve your skills by studying the interview tips in this lesson.

## Activity 3

Interview chart			
	always	sometimes	never
1. think about questions before the interview	✓		
2. dress neatly	✓		
3. arrive on time	✓		
4. smile all the time		✓	
5. sit down before you're asked			✓
6. look at the interviewer (eye-contact)	✓		
7. chew gum if you're nervous			✓
8. smoke a cigarette			✓
9. keep quiet if you don't understand a question			✓
10. answer a question even if you don't understand it			✓
11. ask a lot about money			✓
12. refuse to answer a question you don't like			✓
13. give short answers		✓	
14. give long answers		✓	
15. ask questions	✓		
16. speak softly.			✓

#### Activity 4

You might have other points to add to these lists:

##### Do

- | think about questions before the interview
- | dress neatly
- | arrive on time
- | look at the interviewer (make eye-contact)
- | politely ask questions.

##### Don't

- | ask a lot about money
- | speak softly
- | sit down before you're asked
- | chew gum if you are nervous
- | smoke a cigarette
- | keep quiet if you don't understand a question
- | answer a question even if you don't understand it.

#### Activity 5

Ms Nziba	Ms Mzuka
<p>Has the formal skills, but doesn't appear to be very motivated or interested in her work. Although she is studying further, which should show initiative, she doesn't seem very interested. She admits to her present job being boring. She doesn't give the impression of efficiency – she doesn't even know the name of the diploma she is studying for. Her personality, although honest, comes across as not really suitable for the position. Although her CV probably looks good, her attitudes shown in the interview are not those sought after for a junior in the MD's office. By saying her immediate boss is too strict she makes a bad impression: is her work shoddy or does she not work well under authority? She lacks confidence and authority in the way she speaks. She doesn't answer the questions well.</p>	<p>Has the formal skills needed, and makes a good impression. Her detailed account of the work she does makes you feel that she's interested and good at secretarial work. Her qualifications and attitude seem well suited to the job. She answers the questions well, and shows initiative in asking good questions. Everything she says points to her interest in secretarial work and her interest in learning more.</p>

## Activity 7

Compare your questions with the following:

1. Could you tell me when I would start?
2. I was wondering if there is any training?
3. Could you tell me if there are any benefits?
4. Could you tell me how often you give raises?
5. Could you tell me if there is a probation period?
6. I was wondering if there is medical insurance?
7. Could you tell me what the chances for promotion are?
8. I was wondering if there are opportunities for further education or training?

## Activity 8

1. a. angry; b. nervous; c. friendly and relaxed; d. bored, not interested, tense; e. aggressive, tense, rigid; f. shy, humble, unhappy g. unsure of himself; h. open, easy-going.
- 2.

confidence	interest	enthusiasm	respect
leaning forward a little	looking at the interviewer directly	smiling	serious but friendly expression
shoulders relaxed		leaning forward	looking directly at the interviewer
looking straight at the interviewer		nodding	
head straight		speaking with a positive tone	

You may have other ideas.

3.
  - finger to mouth
  - | hand over mouth
  - | crossing your legs
  - | claspng your hands tightly
  - | angry expression; frightened expression
  - | looking away from the interviewer
  - | head down
  - | waving your hands around
  - | shoulders tense
  - | head on chin.

You may have other ideas.

## Lesson 8

### Activity 1

1. a. Two weeks later people couldn't remember:
  - | what they were supposed to have done before the next meeting
  - | what the date of the next meeting was
  - | who suggested that a strike take place
  - | what was said about the Health Forum Report.
- b. Jeffrey should have kept minutes. He should have written a record of all the important things discussed and decided upon in the meeting.
2. a. 'What must we do before the next meeting?'— record the tasks to be done.
- b. 'Who suggested that we strike?'— keep record of names of those who make proposals (suggestions).
- c. 'When is the next meeting?'— note the date of the next meeting.
- d. 'What did they say about my health-forum report?'— keep record of reports and decisions to be taken, based on reports.

### Activity 3

1. Examples from the minutes:
  - a. Bazil Adams, Nomfundo Cele, Vuyisile Dimbeza, Ketani Faku and Ntokozo Gwala.
  - b. Thola Kunene.
  - c. The minutes were ... accepted as a true record.
  - d. No amendments were made.
  - e. Nomfundo ... completed her task of arranging three performances.  
Bazil ... bought six boxes of guitar strings.
  - f. R10 000 to be banked in the special savings account.
  - g. The meeting decided to deal with 'Correspondence' in the next meeting.
  - h. Donation to the Animal Care Clinic.
2. a. 'The treasurer reported that ... '
  - b. '(Vuyisile) recommended that the meeting ...' OR 'It was proposed that this money be banked ...'
  - c. 'The meeting decided' (to deal with Correspondence in the next meeting).
  - d. 'The secretary was asked to respond .. .' OR 'the treasurer would be responsible'.
  - e. 'An objection was raised by Ketani.'

#### Activity 4

### General

The venue for the Christmas party was discussed. Ms Makhubela said she was sick and tired of Christmas parties at the club house and that members should bring their own drinks. There were shouts of disapproval. Mr Mathiba stood up and said he had an idea of a good party. He suggested a full dinner at the Carlton Hotel including a jazz band. The treasurer pointed out that there was a kitty set aside for the Christmas party. This could be used to cater for food at the clubhouse, using the club's kitchen. Depending on how much money the caterers wanted, any leftover money could be used to settle up a bar. Ms Makhubela said she would have to order and called for a vote. It was decided by 15 votes to have the party at the clubhouse with outside catering. Alcohol would have to be paid for by members.

#### Activity 6

#### Good minute-writing

- | use the order of the agenda
- | listen for key points
- | note down the main points
- | record dates
- | leave out unnecessary examples
- | record the purpose of the meeting
- | use key words
- | record decisions
- | list the tasks to be done
- | use headings.

## Lesson 9

#### Activity 1

1. a. The report says that there were only two cases of absenteeism in the fourth week.
- b. It concludes that there was an improvement in the use of set-pieces and a more disciplined approach to playing.
- c. The report recommends that the players develop their technical skills even more.

2. a. 'Three-hundred and seventy-six pre-schools were visited in this survey.'
- b. English and Afrikaans are two of the main languages used by teachers in the Western Cape.
- c. The report is easy to understand. The ideas flow logically, and it is to the point. It does not include unnecessary repetition.

## Activity 2

2. Here are examples of what could be included in your reports:

### Picture 1: Sewing co-operative: Monthly Report

Sixty dresses have already been completed and thirty-five suits will be finished by the end of the month. Because of the increase in the cost of material, the prices of the clothes will have to increase as well. The co-operative should find alternative ways to keep costs down in order to maintain competitive prices.

### Picture 2: Public library: Annual Report

This year there have been many more requests for new books. Due to story-telling programmes on two afternoons every week, there is now a regular group of children using the library. It is requested that the budget be substantially increased so that we can meet the users' needs.

### Picture 3: Farm supervisor: butternut-packing in March

At least two-hundred bags of butternuts were packed and sent to the local market every day in March. This resulted in the present workers working overtime by up to three hours every day for that month. It is recommended that during similar busy seasons more labourers should be employed to keep up this rate of delivery.

## Activity 3

1. Report A is a routine progress report because it gives information about the ongoing work of the organisation.
2. Report A gives information about the activities of the NYDF. It could have been written for other organisations, to give them an idea of what the NYDF has set up in different parts of the country.
3. Report A was written to inform people about the NYDF, and to interest them in it.



4. This is a special report because it is about youth and unemployment, a general topic which can be used to make decisions on what action needs to be taken.
5. It could have been written for a youth group.
6. Its purpose is to explain what the root problem of unemployment is, and to warn youth that the programmes of the NYDF will not solve this problem.

#### Activity 4

1. a. Sentences which don't fit:  
 Introduction: 'Our work has been a great success so far.'  
 Body: 'Instead of the rain bringing better crops, it washed away the top soil.'  
 Conclusion: 'We raised funds to buy material.'
- b. Places where the sentences fit:  
 'Our work has been a great success so far.' (This should be part of the conclusion—first sentence).  
 'Instead of the rain bringing better crops, it washed away the top soil.' (This should be part of the introduction —third sentence.)  
 'We raised funds to buy material.' (This should be part of the body of the report (first sentence of the section on finances).

#### Activity 5

1. 'After that the Mgwali Residents' Committee led the village team in building structures.'
2. 'The community now have better land to grow crops and graze cattle.'
3. The recommendations would probably be in the conclusion of the report.

#### Activity 6

1.
  - remember to state the purpose of your report in the introduction
  - | then explain the main theme; summarise what your findings were
  - | after that, say what methods you used—how you found the information
  - | then state what the findings were— what did you find out?
  - | lastly, conclude by saying why you think certain action should be taken. Then suggest the action.

# Lesson 10

## Activity 1

2. Work done by women
  - | work for a living
  - | cook food
  - | do housekeeping, e.g. cleaning, washing clothes, washing dishes, ironing
  - | your own ideas.
  
3. Nomfundo's problem is that she has to work a 'double shift'— at work and then again at home, while her husband relaxes in the evenings. Many women have a similar problem because their husbands expect them to do the housework and care for the children as well as contribute to the family income .

## Activity 2

2. Work for which the woman gets paid:

- | work in the shop
- | serving lunch in the canteen
- | cleaning job in the office.

Work for which the woman doesn't get paid:

- | fetching water twice a day
- | making breakfast
- | feeding the chickens
- | taking the children to school
- | taking the baby to her sister's place
- | picking up the kids from school
- | buying groceries
- | taking the baby to the clinic
- | washing the clothes
- | cleaning up before dinner (and probably making dinner as well).

3. Jobs from the list above for which people are paid: child-minding, catering, farming, transporting, nursing, laundering, char-work.
  
4. People should be paid to do this work because they are contributing to the welfare of the society. Their contributions should be recognised and rewarded.
  
5. Those who benefit from the work done should pay for it.

6. Verbs in the past tense:  
fetched  
made  
fed  
took  
worked  
rushed  
served  
went  
picked up  
came  
hunted  
washed.
7. medical expenses  
feeding  
clothing  
schooling  
recreational activities.
8. Draw on your own experience to answer this question.
9. Women save companies money by doing all the cooking, housekeeping and child-minding so that workers can be free to go to work and come home to a clean house and a cooked meal. They also ensure that there is an ongoing supply of labour by raising healthy children.

### Activity 3

2. Two contradictory parts of the statement are: 'Women are half the world's people', and '(Women) own only one-hundredth of the world's property'.  
  
or  
  
'(Women) do two-thirds of the world's working hours', and  
'(Women) receive one-tenth of the world's income'.
3. The contradictions in both cases are that women don't get a share in the world that is equal to their contribution to it, namely the work they do.

#### Activity 4

2. Your answers might be different, but here are some generalisations which reflect how many people categorise girls' and boys' behaviour.

Status/interests/appropriate behaviour	Girls	Boys
Status at birth	not as important as boys	first-born of this sex very much wanted
Toys	dolls, tea-sets, make-up	guns, cars, ships, marbles
Manners	show respect to all	naughtiness tolerated
General behaviour expected	be quiet, passive, not curious	active, competitive, must never cry
Domestic (home) skills taught	cooking, cleaning, sewing, gardening	gardening, maintenance, electrical work
School subjects	needlework, home economics	maths, physics, accountancy
Behaviour religion expects	to be involved behind the scenes only	to lead, to preach, to make decisions
Behaviour expected in marriage	marry early; have children don't argue with your spouse	learn to be head of the house
Careers suggested	pre-school teacher, nurse, secretary	engineer, doctor, lawyer

3. Here is one possible answer: Boys are better prepared to become leaders in society. They are usually taught that they are superior from birth. They are allowed more freedom, and are encouraged to be more independent and strong, and to explore. They are expected to have many interests and to prove their abilities at school in a wide range of subjects.
5. principal teacher  
personpower  
synthetic/ artificial  
'peoplestory'  
a well-crafted piece, a wonder  
chairperson.

6. a. woman                      c. woman  
       b. man                         d. woman

You may have been surprised to see women working as technicians or on a construction site, because these are usually men's jobs. Equally you may have been surprised to see a male nurse.

### Activity 5

2.

Paragraph	Main points
One	We know very little about how working women wove the real fabric of society.
Two	For several centuries the status of women's work has been taken for granted.
Three	'Working women' is not a problem of the twentieth century.
Four	Women are generally considered the 'weaker sex'. But this doesn't mean that women don't do heavy work.

## Lesson 11

### Activity 2

- 'here I sit with my back against the café wall'.
- The mood in these lines is depressed. We get the idea nothing changes for this unemployed person.
- 'hours pass / it's been months now'.

4. The speaker seems to feel that time is passing and standing still all at once, because he still hasn't found work.
5. In the third stanza, the word 'sorry' is used by employers. In the fourth stanza, the word 'sorry' is said by his 'girlfriend' .
6. When the employers say 'sorry', they say it automatically, with little meaning. The poet does not see this as real sympathy. He has no relationship with the employers other than as possible sources of work. His relationship with his girlfriend is much closer and she really does feel sympathetic, but the poet feels ashamed that he can't find work and support himself.
7. 'education is the key'. This line could mean that education is the way to finding work.
8. The speaker smokes dagga and in his drugged state, he mocks at the metaphor which was used by his teacher. His question, 'but where's the door?', is another way of saying there is no point to being educated if there is no work to be found.
9. 'skollie'
10. If you agree with the opinion that the speaker is a 'skollie' your reasons would be that he loiters, he steals (an apple), he begs and smokes dagga. If you disagree, your reasons would be that he is looking for work, he does not like to beg and he has had to bury his pride in order to live like this.
11. The 'decent people' are 'victims' of his begging because they are being asked for money.
12. Yes, the speaker could be described as a 'victim'. He is a victim of poverty, unemployment and prejudice.

### Activity 3

1.

I would skim when	I would scan when
a. I read for only the main ideas in a text.	a. I need a specific piece of information, for example, an address.
b. I want a general overview on a topic.	b. I want to find only certain facts.

2. The article is about the thriving informal sector in Africa.
3.
  - a. Eight countries are named in the article.
  - b. dressmaking  
selling stolen cars  
car repair shops  
bars  
cafés  
hairdressers  
bakeries  
boutiques  
teaching private lessons  
business trades, for example, leather footwear.

#### Activity 4

NEW NATION: May we interview you?

CAIPHUS: No... I don't want to talk. I have learnt the hard way not to trust anyone, including those who work with me. How do I know that you people don't work undercover for the police? Who directed you to me and for what reason? If I talk to you I want assurances. No photos. My name, my area, this house, must be kept secret.

NEW NATION: Do people get killed when your contacts steal a car? Do people suffer because of what you do? Don't you feel bad?

CAIPHUS: It does not really matter how the car was taken from its owner. We are making a living here. People die each day and we can't be mourning each day.

NEW NATION: How did you get started in this business?

CAIPHUS: I have spent time in jail for different reasons. I learnt the hard way. I was a 'foot-soldier' for almost six years. I was shot at and cheated by colleagues who gave me only R500 for a car I had stolen. Then in 1995 I became a middle-man.

NEW NATION: How long does it take to dismantle a car?

CAIPHUS: Overnight. We have to make sure that nothing remains the next day.

NEW NATION: Don't the police catch you?

CAIPHUS: Man, some of my clients are policemen. They are tired of arresting me. Now they even send clients to me. Some policemen phone me on my cellphone and tell me where I can get a car. They no longer take cars to the car-pound in Diepkloof. They realise how difficult it is to make money from there.



## Activity 5

SUNDAY LIFE: Did you get work easily when you came to Cape Town from the Transkei?

SOBANTU NGO: No. I got very poorly paid working as a gardener. Then after two years I decided to open my own small cosmetic business in the township.

SUNDAY LIFE: Why didn't you open a spaza shop?

SOBANTU NGO: You see, there was too much competition. Spaza shops were mushrooming on almost every corner of Khayelitsha. I changed my mind and decided to sell on the trains.

SUNDAY LIFE: Where did you get the money to start your business?

SOBANTU NGO: I borrowed R1 000 from a neighbour.

SUNDAY LIFE: Have you been successful selling cosmetics on the train?

SOBANTU NGO: I was so successful that in the first year I made enough money to pay back my loan. I could afford to pay for my wife and two children to join me. Now I live in a four-roomed house in Site C.

## Activity 6

Merit	Upper Credit	Credit	Retry
<p>I wrote three paragraphs about the informal employment that Caiphus and Sobantu Ngo found. In my first two paragraphs, I contrasted the job Caiphus does with Ngo's job. In my third paragraph, I gave my opinion on these two men. I discussed differences such as the way Ngo serves the community and Caiphus abuses the community. I pointed out that both men had found ways to beat unemployment. I used words like 'whereas', 'however', 'unlike', 'on the other hand' and 'by contrast'. My last paragraph leaves the reader with food for thought. I edited my paragraphs and they are free of spelling and tense errors.</p>	<p>I wrote three paragraphs about the informal employment that Caiphus and Sobantu Ngo found. In my first two paragraphs, I contrasted the job Caiphus does with Ngo's job. In my third paragraph, I gave my opinion on these two men. I discussed differences such as the way Ngo serves the community and Caiphus abuses the community. I pointed out that both men had found ways to beat unemployment. I used words like 'whereas', 'however', 'unlike', 'on the other hand' and 'by contrast'. I edited my paragraphs carefully but they still contain spelling and tense errors.</p>	<p>I wrote three paragraphs about the informal employment that Caiphus and Sobantu Ngo found. In my first two paragraphs, I contrasted the job Caiphus does with Ngo's job. In my third paragraph, I gave my opinion on these two men. I discussed differences such as the way Ngo serves the community and Caiphus abuses the community. I did not edit my paragraphs very carefully.</p>	<p>I did not write three paragraphs OR I did not follow the instructions about what to put in my paragraphs. I do not know how to contrast one thing with another and/or I do not know how to offer my opinion. I did not edit my answer.</p>

## Lesson 12

### Activity 2

- The prison workshop is also called 'the seminar room' and 'where work is done by enforced dosage'. It is called 'the seminar room' because it is here that the prison workers are able to have 'political discussion, theoretical discussion, tactical discussion... on how to distinguish the concept 'Productive' from the concept 'Unproductive labour'. It is called the room 'where work is done by enforced dosage' because the men do not choose to do this kind of work— it is an enforced punishment, which is supposed to make them behave better just as a child may be forced to take a dose of medicine to cure him/her of illness.

3. It is untrue in the sense that he produces work ordered by the warders. It is true in the sense that he enjoys woodworking and he also produces things in secret for himself.
4. You could come up with some interesting ideas about these two phrases. 'Productive labour' could mean labour that produces something for the labourer, e.g., a living wage, job satisfaction or a satisfying, useful object. 'Unproductive labour' could mean labour that does none of these things. Share your ideas with your fellow learners.
5. James Matthews was probably not paid for his work in putting up the platform on which the Freedom Charter was adopted. But you could argue that this work was nevertheless 'productive' in the sense that it gave satisfaction to Matthews and was an important contribution to the struggle for freedom from apartheid.

### Activity 3

1. The 'prison workshop' in the first poem exists in a real jail where political prisoners are locked up. The 'prison' in the second poem is a metaphor. The poet is comparing the world of hard, poorly-paid work and no pleasure to a prison.
2. The quote could mean that if we do destructive things, we will be destroyed. On one level, the first line of the poem simply means that if you work, you get money. But on a deeper level, the poet is implying that work is a trap that imprisons people because of their need for cash.
3. The poet is writing about capitalism. He is critical of the capitalist system where people work to experience the 'universal freedom' of living on an income, but where the need for an income actually deprives them of freedom.

### Activity 5

1. The photograph shows such terrible poverty that it is difficult to agree with the headline.
2. The words 'Just turn the page' explain how 'to make the problem go away'. In other words, the advert is saying that the only way to make the problem of poverty and homelessness go away is to ignore it.

3. Pity and donations made out of a feeling of guilt will not solve the problem.
4. Did you include eight of the following: skill, commitment, pride, energy, care, tools, security, encouragement, tenure, land, dignity?
5. Afrox may be genuinely concerned about poverty, and that is why they have placed the advert. They might also want other companies to support the provision of land and housing. But it is important to note that Afrox also want the public to see them as caring and committed. First and foremost, they are advertising and promoting themselves.
6. 'big' and 'tough'
7. Your answer should have a reason, e.g., Big companies can solve the problem because they have the money, power and connections to do so.

OR

Big companies cannot solve the problem because they are not involved at grassroots level and they cannot solve the social, political and economic problems that cause poverty.