LESSON 6

COMMUNICATION

IN ENGLISH

overland

Resolving conflicts

About this lesson

In South Africa many people were forced off their land during the years of apartheid rule. Now, those who were dispossessed are able to claim their rights to land. However, land claims often result in difficult situations, where different groups have a conflict of interests. Land claims can be tricky to sort out.

In this lesson you can read how some people have resolved (sort out) conflict and found solutions to problems.

In this lesson you will

- use context to work out meaning
- summarise and classify information into tabular form
- look for facts, feelings and writers' attitudes
- contrast information in a table
- compare two texts
- use link words.

Unit 3

The city of gold

People's Conservation

MUSA ZONDI reports on a new approach to conservation which takes community needs into account

Residents of villages and townships that surround South African game reserves have, until recently, been victims rather than beneficiaries of conservation.

Once an area is designated a game park, they are evicted from the land and denied the right to visit their ancestors' graves. The areas are fenced off and patrolled by armed rangers. People have been arrested for crossing the fences to collect firewood or hunt animals to feed their families.

In fact, says Eddie Koch of the Group for Environmental Monitoring, this kind of treatment has led to the widespread belief that 'animals are more important than people.'

But, says Koch, things have begun to change. New approaches based on work pioneered in Zimbabwe and other southern African states are being tried out, giving people a say in the management and running of game reserves.

The philosophy underlying these new approaches stresses that the only way to conserve species of animals and plants is to ensure that communities living around nature reserves benefit from such projects.

It is argued that conservation should play a developmental role by providing access to natural resources in a controlled fashion, as well as providing jobs and applying profits to projects that uplift people living in the region.

Says Koch: 'To ensure that this does not happen in a patronising fashion, communities affected by conservation projects should be involved in their management and implementation.'

'The idea has already been implemented in Pilanesberg in Bophuthatswana, Mthethomusha in KaNgwane and Richtersveld In Namaqualand.'

Lala Steyn of the Surplus People's Project in Cape Town says in Richtersveld, there would be no possibility of conservation (a park) if the people of the area had not been consulted.

This area, situated in the heart of Namaqualand, was designated a coloured reserve. The people who reside there are descendants of the Khoi-San who inhabited the land centuries before the white settlers arrived.

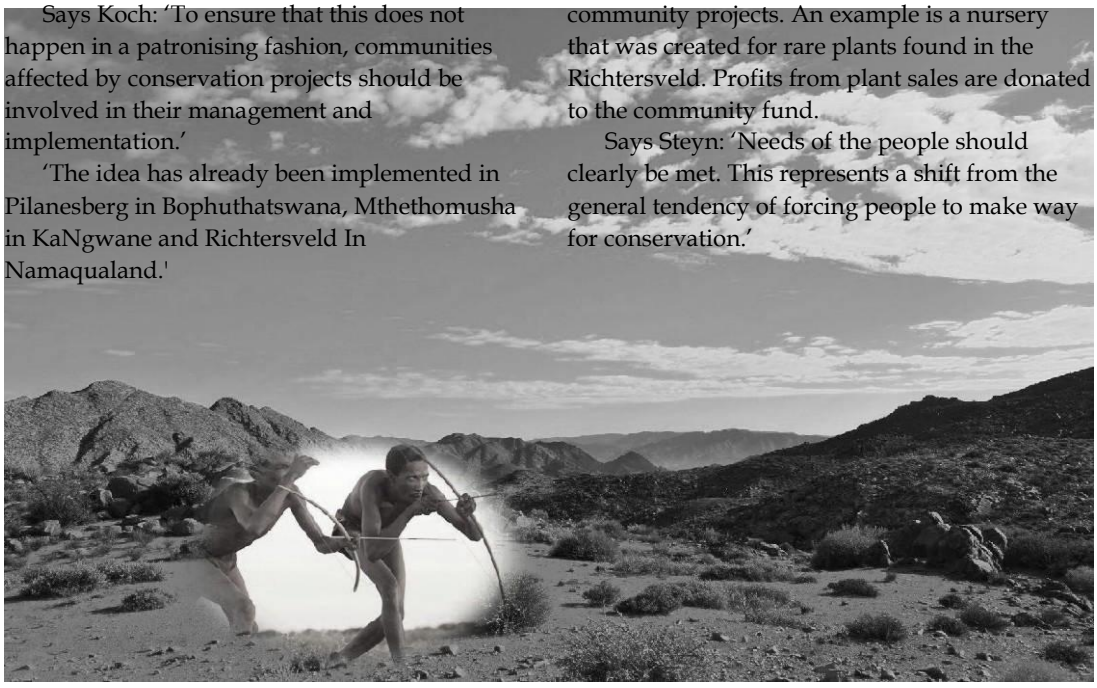
The National Parks Board wanted to create a park there because of the area's ecological uniqueness, 'but people were opposed to the park because the NPB wanted to remove their rights to farm goats,' says Steyn. However after negotiations between the locals and the NPB officials, an amicable agreement was reached.

They concurred that five members of the community and four representatives from the Parks Board would sit on the management board.

'It was a slow process as the leaders of the community had to go back to their subjects and negotiate with them about various aspects of the deal,' says Steyn, adding that 'this is the only way forward for conservation in the country.'

She says people are willing to compromise as long as they are going to benefit from the project. In Richtersveld, the NPB pays rent to the community fund. The money is then used for community projects. An example is a nursery that was created for rare plants found in the Richtersveld. Profits from plant sales are donated to the community fund.

Says Steyn: 'Needs of the people should clearly be met. This represents a shift from the general tendency of forcing people to make way for conservation.'



concur:
agr ee with

amicable:
pleasant and polite

patronising:
showing an attitude of superiority

unique:
very unusual and special

ZONDI, M. 'PEOPLE'S CONSERVATION' IN TRIBUTE 1993

Meaning in context

If you read an unfamiliar word out of context, you will probably have difficulty understanding it. For example, do you know what the word 'glaucoma' means? Now look at the word in its context in the following sentence:

If your eye doctor has told you that you have glaucoma, you may wonder how that will affect your sight.

The words 'eye doctor' and 'affect your sight' give you the clues you need to identify 'glaucoma' as an eye disease. So when you look carefully at the sentence and/or paragraph (context) in which a word occurs it is usually possible to make an informed guess about the meaning of the word.

~~ACTIVITY 1~~

In this activity you'll read about how land conservation and people's personal needs can be balanced. Read the article on page 50 which comes from the magazine Tribute.

Choose the best definition for each word and put a tick next to it. All the words are taken from the article, People's Conservation . If you are not sure of the meanings try to work them out from their context, as you practised doing in Unit 1.

land conservation: the pr otection and pr eservation of the envir onment, its wildlife and its natural r esour ces

1. negotiate
   a. get rid of
   b. talk with the intention of reaching an agreement
   c. talk with the intention of winning an argument
   d. talk to your enemy

2. resources
   a. supplies of food
   b. supplies of goods or ideas that can be used when needed
   c. good ideas
   d. way of thinking about the environment

3. representative
   a. one who speaks on behalf of a group
   b. a member of Parliament
   c. an agent of the government
   d. someone who sells things

4. project
   a. a plan or scheme
   b. something that is thrown
   c. hard work
   d. an idea for the future

5. designated
   a. put forward to be thought about
   b. set aside for specific groups or purposes
   c. well-designed and equipped
   d. named

6. implementation
   a. putting a policy into practice, making it happen
   b. using machines to get a job done
   c. making suggestions
   d. putting obstacles in the way, preventing something from happening

7. access
   a. accompany or go with someone
   b. improvement
   c. right of entry
   d. empowerment

8. shift
   a. something very heavy
   b. a trick
   c. push
   d. change, movement away from

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COMMENT

Working out the meaning of words in context can help you to build your vocabulary. In this activity it also helped you to understand more about the conflict of interests described in the article.

The facts of a situation are not seen in the same way by everyone. As you saw in the article People's Conservation , sometimes there is a tension (a situation that is difficult to balance and work out in a fair manner) between people's survival and the survival of the environment. This does not mean that one or the other has to be destroyed. Often a compromise is possible. A compromise is a solution where both sides accept that to be successful in a situation they may have to lose something.

When you read a text that presents a conflict or tension, you can clarify what you read by classifying and summarising the information you come across.

Classifying and summarising information

When you classify and summarise a text, you break up the information under different headings. You find a simpler, shorter and less detailed way to present the information in the text.

~~ACTIVITY 2~~

1. Skim-read the article, to get the general idea.

2. Then scan it, looking only for the information you need to complete two summaries in your notebook:

   Summary A: compare in point form how people are victims or beneficiaries of land conservation

   Summary B: show the results of negotiations between the National Parks Board and the community.

3. a. Copy the table below into your notebook and complete it. You will find the information you need in the first six paragraphs of the article.

SUMMARY A

How people are victims	How people are beneficiaries
1.	1.
2.	2.
3.	3.
4.	
5.	

   b. Now look at the rest of the article. Copy the following summary of the results of the negotiations between the National Parks Board and the Richtersveld community into your notebook and complete it.

SUMMARY B

Richtersveld Management Committee
1. Representation: (Who is represented on the Board)
2. Decisions: 2.1 (Who pays rent) 2.2 (How money is used)

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COMMENT

In Activity 2 you summarised and classified certain information in the text about the Richtersveld. You have probably noticed that the article contains many of the features of informative texts. You can check through the list in Lesson 1 to remind yourself of these features.

How writers' feelings influence the information they give

The Richtersveld negotiations received publicity in the mass media and in a number of other publications. In the next two activities you'll read more information about this land dispute (argument), from a journal called New Ground , which deals with environmental matters. There is a report on the ceremony which took place in 1991 when the agreement was signed.

You will use the report on the ceremony to examine the writer's attitude or perspective (point of view). What reporters choose to include in reports depends on their perspective, or what they think is important. Sometimes reporters try to hide their attitude to the information by using an objective style of writing. But sometimes they allow their attitude to show by choosing emotional words or expressing their own opinions. They may also include only some facts and not others.

The report on the signing of the Richtersveld lease is factual, but the writer's attitude can be discovered by looking at her choice of words.

~~ACTIVITY 3~~

The purpose of this activity is to help you to see how the writer's attitude influences her report. You can work this out more easily if you look carefully at what she says and at the kinds of words and phrases she uses.

1. Read the article on the next page carefully. As you read, underline words and phrases which describe facts, feelings and opinions.

2. Categorise the underlined words and phrases in your notebook. Use the following headings:

   Factual information
   Expressions of feeling
   Expressions of writer's opinion

3. What problem does the writer describe?

4. Whose side is the writer on? How do you know?

5. Who does the writer criticise?

6. Which member of the Parks Board does the writer see as an exception?

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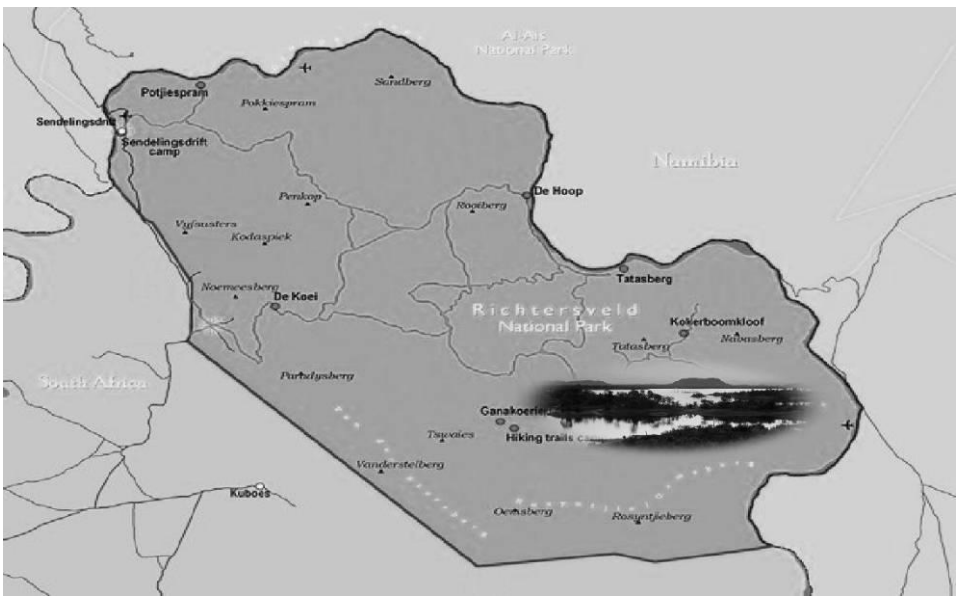
Richtersveld Park of to a shaky start

Fiona Archer

The signing ceremony on Saturday shocked many local people who saw the partnership with the Parks Board as evidence of understanding and respect for their community. They were dismayed to see the wives of local dignitaries excluded from the reception organised by the Parks Board. People were also offended by an unpleasant incident which saw invited guests from the community refused entry by the caterers. As one person put it, the 'equal' partnership between community and Parks Board became invisible within five minutes of its official inception. The feeling was reinforced when what appeared to be the entire police force from Alexander Bay arrived for lunch.

At Kuboes, there was little sign of non-racial equality– except for House of Representatives Ministers or Minister's wives. Hopefully the Management Plan committee will go beyond traditional prejudices to ensure real involvement of the community. Given the present South African context as well as dissent within the community about the creation of the Park, this will be an arduous task.

On the positive side, however, there can be little doubt about the honorable intentions of Dr Robbie Robinson, director of the Parks Board. His respect for and very personal relationship with the community was clear for all to see. The future will tell whether his attitude can be translated into appropriate action to make a success of the Richtersveld National Park.



ARCHER, F. 'RICHTERSVELD PARK OFF TO A SHAKY START' IN NEW GROUND 1991

Practising the language of contrast and comparison

In the following activities you'll practise using the language of comparison. Remember that comparing means looking for similarities and differences. You compared different kinds of writing in Lesson 1. But with contrast, the focus is on differences instead of similarities. The table in the next activity contrasts the lease agreement between the local people and the Parks Board, before and after it was changed.

~~ACTIVITY 4~~

1. Read the table contrasting the Richtersveld lease proposals in 1989 and in 1990.

The Lease

1989	1990
lease period 99 years	lease period 30 years
access to land phased out	access to land maintained
no resource extraction	resource extraction maintained
no stock	6 600 head of stock
no customary plant use	customary plant use
no gathering of honey	gathering of honey allowed
management by Parks Board only	joint management-Parks Board and host community
50c per hectare paid to the Management Board	50c per hectare paid into a trust appointed by the community to administer the money

2. Use the information in the table to write a longer report. You will need to use some of the linking words listed below to make full sentences. These are words which are often used to express contrast.

yet	but
however	whereas
while	in contrast to
unlike	one the one hand
on the other hand	now
previously	

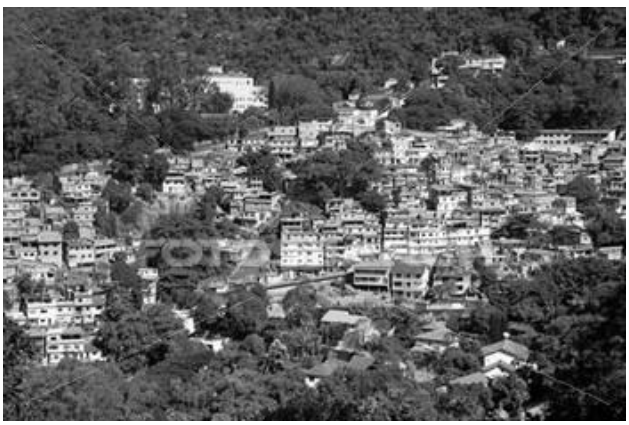
3. Read your report aloud to see if it makes sense. Make any necessary changes, rewrite it and give it to your tutor at the end of the lesson for assessment.

~~ACTIVITY 5~~

In this activity you'll read an article about some people who live in South America. They live in informal settlements in Rio, a big city in Brazil. Like the Richtersveld community they have negotiated an agreement with the authorities. The result is that they are now able to build on land that originally was not going to be used for housing.

You'll compare the article on the people in Brazil with the article on the Richtersveld by Musa Zondi. This time you will look for similarities, as well as contrasts.

Shanty towns in Rio - Brazil



There are fifteen million people living in São Paulo, four million of these live in favellas or informal settlements. These are mostly built in working class areas. All favellas have active residents' associations. Residents pay an equivalent of one rand to become members but even if they are not members they can participate in the activities of the association.

In São Paulo, Bosch and Steyn talked and shared experiences with leader Pedro Ricardo de Alencar. There are 685 houses in this favella. There is an upgrade plan for 157 houses.

The community has been living there for fifteen years on land that was zoned as public, green land for the city, to be used as a park. They do not own the land but have made proposals to the municipal council that for seven years each family pays ten percent of their wages to buy their plot. People pay about six rands for electricity for lights. They use gas for cooking. Their upgrading plan includes changing all houses built of tin and wood into brick houses. The municipality provides the material and they do the building themselves.

They have also organised the sewerage which goes via pipes into the main sewerage system.

The plans for the housing development were drawn up by the Union of Architects free of charge, with residents participating in the process. The development includes a community centre with kitchen, dining room, creche, a communal vegetable garden and green open spaces.

According to Dawie Bosch it is an impressive development and the quality and type of houses are of a high standard.

'The community centre is very attractive inside as people have used their creative talents in the design and to decorate the place with paintings.

The reason they take so much trouble with community facilities is because their objective is the whole life of the people, not just housing,' Bosch explained.

There are a variety of styles including single and double storey houses. Financial assistance to build these homes come from various municipalities with no financial aid from the central government. This is despite a compulsory deduction from workers' wages that is put into a National Housing Fund. Most of the money from this fund is used for middle income housing and the rest disappears.

Bosch believes that there is a lot South Africa can learn from their housing associations.

1. Skim-read the article on shanty towns in Rio.

2. Skim-read the article, People's Conservation on page 50, again.

3. Write a paragraph of about 200 words comparing the two articles. Look for similarities and differences between the following aspects in the two contexts:
   - the people involved in the negotiations
   - the outcomes or results of the negotiations
   - the tone of each article - is it optimistic, pessimistic, uncertain, positive, negative, angry?

   You can use some of the following words to express similarities:

   both
   in common
   similar to
   is like
   similarly

4. When you have completed your paragraph, check it for errors, rewrite it and give it to your tutor for assessment.

CHECKLIST

Are you able to:

- work out the meaning of words in context
- summarise and classify information
- recognise words and phrases which indicate a writer's feelings and opinions
- compare and contrast information and texts
- use link words to form coherent sentences.

Remember to give the report you wrote in Activity 4 and the paragraph you wrote in Activity 5 to your tutor for assessment.

LESSON 7

Poison the land and it will poison you

About this lesson

Agricultural poisons (herbicides, which kill weeds and pesticides, which kill insects) are used widely in South Africa. While steps are being taken to control the use of these poisons, this is difficult to enforce because the poisons enable farmers to produce large crops. We need to think about what these poisons are doing to farmworkers, farmers, the people who eat their produce, the animals and our environment.

Poisons work in hidden ways: some people become ill and have to be treated for poisoning; but poisons can also build up slowly in our bodies and cause poor health and even early death. Using poisons in agriculture causes much controversy, or argument, in South Africa and worldwide. This lesson looks at some of the dangers of agricultural poisons, and at some alternative farming methods.

In this lesson you will

- prepare to listen to a taped interview
- listen to an interview
- learn to use note-taking strategies
- use your notes to write a verbal report or speech.

Listening for information

While we learn a lot of what we need to know from books, magazines and newspapers, we often get important information by listening to someone speak. In the next activity you can think about the information you get by listening.

~~ACTIVITY 1~~

1. Think of the different situations where you have listened to someone speak and you needed to understand and remember this information. Write them in your notebook.

2. When you listen to a lesson, a speech, a radio interview or a serial story, you are listening for different reasons. Link the listening items in List A with the reasons for listening in List B, for example: 1. f.

A. Listening items	B. Reasons for listening
1. news on the radio	a. to relax and enjoy a story
2. political speech	b. to learn a language
3. lecture on AIDS	c. to plan how I must dress tomorrow
4. English lesson	d. to find out what a political party aims to do for society
5. weather report on the radio	e. to find out some information about dangerous poisons that affect farmworkers
6. interview about poisons	f. to find out about what is happening in the world
7. love story serial	g. to find out some information that may be interesting to me or my teenage children

3. Which items on List A do you think you would take notes from, that you could use later?

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Preparing to listen

In previous units you have practised previewing a text before you read it, by finding out what the text is about from clues in the title, sub-titles, pictures, etc. Just as preparing to read helps you to be an active reader, so does preparing to listen help you to concentrate better on what is being said and to understand more of the content.

If you are going to a talk or lecture, try to find out something about it in advance. If it is a radio interview, you may find information in the newspaper or in a radio guide. If information is not available, listen very carefully to the introductory statements of the speaker– this is where your clues lie.

~~ACTIVITY 2~~

1. Here is some introductory information about the interview that you are going to listen to:

The interview is based on the words of Mr Robert Mazibuko, who lived on a farm called Plessislaer near Pietermaritzburg in the Edendale Valley. He was a man who did not believe in using poisons to keep away pests. Instead he developed a kind of gardening called trench gardening.

Digging a trench garden

Trench gardening is a way of growing vegetables by digging a big rectangular hole or trench. Robert Mazibuko was in his eighties when he was interviewed about trench gardening. He was the head of a conservation organisation called the African Tree Centre. There he taught and practised tree planting and trench gardening.

Sadly Mr Mazibuko passed away in 1993, so we asked an actor to present this interview.

2. Ask yourself some pre-listening questions, based on what you already know about the interview:

   a. Think about what Robert Mazibuko was like as a person.

   b. Write down three words to describe him in the margin.

   c. Why do you think he was against the use of poisons?

   d. Why do you think it's important to plant trees?

   e. Now work out some of your own questions you would like to hear answers to in the interview. By doing this, you are preparing to listen actively.

COMMENT

If you listen to something, but you are not clear about your purpose for listening, you probably will not concentrate - you will be bored and you will not learn any new information.

Adults learn and listen best when they have a reason, and when that reason is specific and clear. If you define your reasons for listening clearly, you will clarify exactly what you want to know, and you will be able to select the information that you need.

~~ACTIVITY 3~~

The purpose of this activity is to try to grasp specific information after using pre-listening strategies. Your reasons for listening are to find out the steps in growing healthy vegetables without using poisons and to understand more about the dangers of poisons. After listening to the interview, you will check to see how much of the information you are able to remember or note down.

If you want to start taking notes already, jot down the main steps in trench gardening as you hear them on the lines below. Use short phrases, or a word or two, to remind yourself of the steps. Remember that you can rewind your tape and listen again if you miss some information. (This isn't possible if you're listening to the radio, or to a lecture!)

Now turn on your audio-cassette, and listen to the interview. Write your answers to these questions in your notebook:

1. What steps did Robert Mazibuko follow to grow vegetables by trench gardening?

2. What was his attitude to poisons?

ANSWERS ON PAGE 154

COMMENT

Did you manage to take notes? If you didn't take notes, you probably found that you forgot some points.

Taking notes while you listen

You have already learnt about note-taking in Unit 1, Lesson 9, but there you took notes from a text. This time you are going to take notes from listening. The guidelines are similar, but taking notes while listening is a little more challenging because you don't have a written text to refer to.

Taking notes when listening to a speaker is useful in many different contexts such as:

- when you attend a meeting, you may be asked to give a report back to your community
- when you are receiving training in a job, it is helpful to take notes; this allows you to remind yourself of your tasks until they are familiar to you
- when you attend a lesson or a lecture, it is hard to remember everything that you hear; if you take clear notes, this can help you to revise later
- it helps you to listen actively, and to concentrate on listening; it is very easy to lose concentration in a lesson if you are not actively involved.

Guidelines for note-taking

1. Only note the main points: leave out examples and explanations.
2. Concentrate on the important words— the verbs or action words, the nouns or names of things, the adjectives or description words.
3. Write short phrases, not full sentences.
4. Use symbols and abbreviations (short forms) like those you'll find in the list on the next page.
5. Make sure the main points stand out clearly by using numbers, or letters for each point and by underlining important words or phrases.
6. Don't cramp your notes: leave space between points so that they are easy to read afterwards.
7. Remember that your notes are for your own use; you must make sure that you understand them.
8. Give your notes a heading.

Useful symbols in note-taking

Here are some common symbols that you can use to show the connections between ideas:

∴	therefore
∵	because
/	or
&	and
"	ditto i.e. same as above
→	leads to
↛	through it
=	equals/is/has
≠	does not equal
—	a dash can be used to show that ideas are connected

Useful abbreviations in note-taking

There are also a number of useful abbreviations, or short forms, that you can use in note-taking and in essays. Remember to use the list of abbreviations you learnt about in Unit 1, Lesson 9 as well.

These abbreviations are used to save time in note-taking. They should only be used in note-taking, not in essays : they look too casual in essays.

e.g.	for example
i.e.	that is
etc.	etcetera/and so on
cf.	compare
viz.	namely
c.	approximately (used with dates)
N.B.	note
C19	19th Century
p.	page
pp.	pages
no.	number
ref.	reference

You can also make up your own abbreviations, for example:

Q.	question	A.	answer
approx.	approximately	dept.	department
excl.	excluding	govt.	government
imp.	important	incl.	including
info.	information	lang.	minimum
poss.	possibly	prob.	probable
probs.	problems	tho'	though
thro'	through	v.	very

ACTIVITY 4

Try to rewrite the following brief notes in two full sentences:

poisons → illnesses → humans

Inad. leg. → dangerous p. used in S.A.

ANSWERS ON PAGE 154

ACTIVITY 5

In this activity you are going to prepare to listen to an interview, and take notes while you are listening.

1. Find out about the listening item in advance. Here is some introductory information about the interview:

> You are going to listen to an interview with a man called Abre Steyn. He lives in Gauteng on a small farm near Bapsfontein. His job is to train conservation officers who work for the state or private organisations, and make sure that people don't cause damage to the environment. Abre has been worried about the use of poisons in farming for many years, so he started an organisation called the Biotox Foundation to collect information about chemical poisons and to inform farmers and the public about the dangers of using poisons. The interviewer's name is Mindy Stanford.

2. Ask yourself some pre-listening questions:

   a. What kind of man is Abre Steyn likely to be? Write down three words to describe him.

   b. What do you think he is most worried about when he talks about poisons: people, animals, plants, or the rivers and soils of the earth? Write down what you expect and check your answer after listening to the interview.

3. Define your reasons for listening to the interview. What specific information do you want to find out?

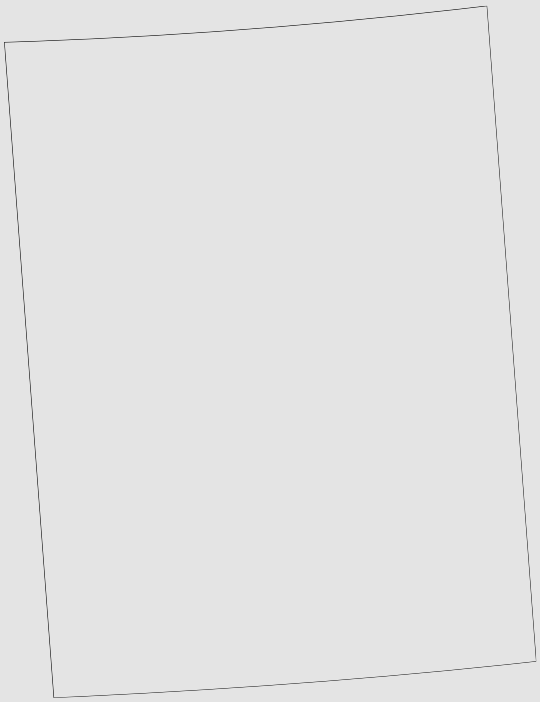
4. Prepare your notebook for taking notes. Fold a page of your notebook vertically down the middle. On the left-hand side of the page, write the following question:

   a. What harm do chemical poisons do to people?

   On the right-hand side of the page, write this question:

   b. What harm do chemical poisons do to the environment, i.e. plants and animals?

   Use the diagram to help you:



5. Now you are ready to listen. Turn on your audio-cassette player and listen to the interview. While you listen, write down any information you hear about the harm caused to humans and animals by chemical poisons in your notebook.

   When you have finished, use the guidelines on page 64 to evaluate your notes.

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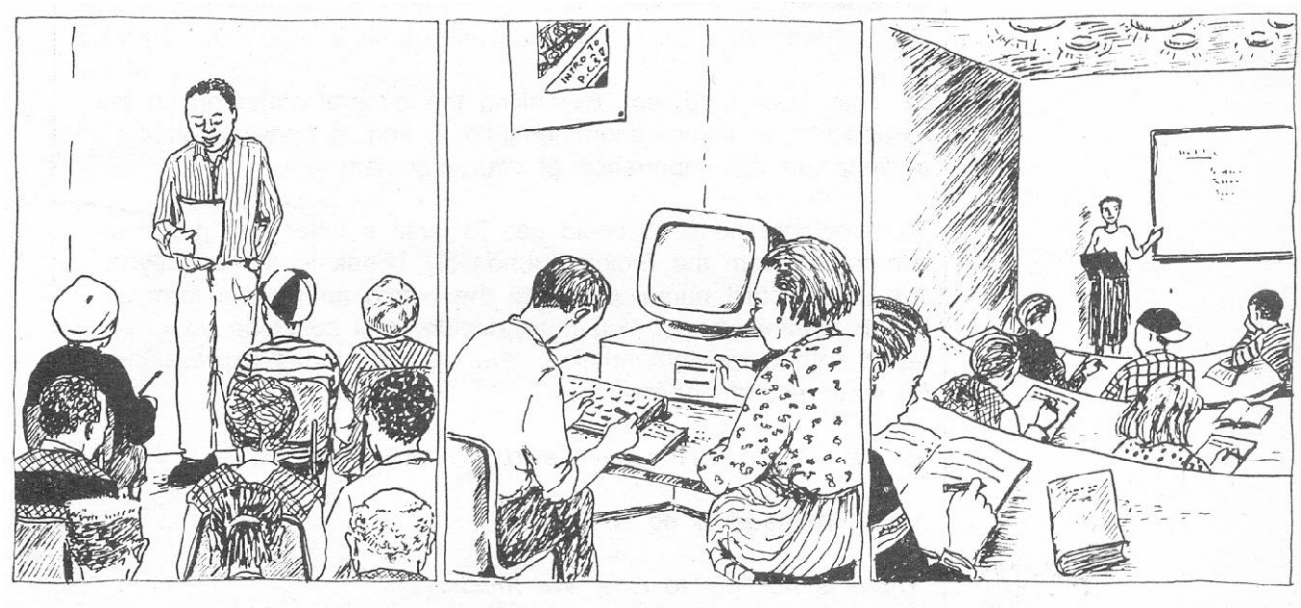
COMMENT

Once you have taken notes, you usually have to transfer them into a form that others can read or hear– you might have to use them to write a report or an essay. In the following activity you will turn your notes into a short report which you could read out to a group of farm workers, so that they became aware of the dangers of poisons in agriculture.

Preparing a spoken report

When you are going to give a spoken (verbal) report, you need to do it in a fluent way so that you sound convincing and professional. So it is best if you prepare well by organising your ideas in a logical order and writing out as much as you will need.

Some of us speak easily in public; but most of us don't feel very confident, and need to have the full speech written out, to refer to. Some people just write the main points; others write out all the words that they will say. Which kind of speaker are you?



Look at the plan on the next page as a way of organising or structuring your report:

Plan for speech
Report on harm caused by chemical poisons

1. Introduction
   Purpose:
   - to catch the audience's attention. Use a fact or a question, e.g. Do you know whether you have been eating poisons today?

   - to tell the audience the purpose/aim of your report through a general statement, e.g.
     My purpose is to inform you of the dangers of chemical poisons which could be threatening your health .

   - to tell the audience where you found your information, e.g.
     My information comes from an interview with a conservation expert, Mr Abre Steyn of the Biotox Foundation.

2. Body of report
   Purpose:
   - to give the farm workers detailed information. (Use your notes: put the most important/serious facts first. Write them as a list of points, e.g. Firstly ... Secondly ...)

3. Conclusion
   Purpose:
   - to close your argument, by linking the general statement in the introduction to some recommendations
   - to convince your audience of the importance of your argument.

Your recommendations could be: to write a letter and get more information from the Biotox Foundation; speak to the employer; talk to a district nurse; speak to the health authorities; form a health committee, etc. You can use these expressions for your recommendations:

'In the light of what I have said, I think we must...'
'What we need to do is...'
'There is no time to lose. We must...'

Try to end on an inspiring note!

~~ACTIVITY 6~~

1. Use the plan provided to help you to write a report of one page.

2. Then read your report out to a friend or a fellow learner. Ask your listener these questions:
   - did I convince you through the facts I presented that there is a problem?
   - if you were working on a farm and heard my report, would you do something about this problem?

3. Make any necessary changes to your report, rewrite it and give it to your tutor for assessment.

COMMENT

Giving a verbal report also requires good public speaking skills. We haven't got time to go into these here, but there are many books about public speaking which you will find in a library. In all of them you will find that good preparation of the content of your report or speech is one of the most important factors.

CHECKLIST

Are you able to:

- r prepare to listen actively
- r use abbreviations
- r take notes from a speech, lecture, or interview
- r use your notes to write a verbal report or speech
- r edit a speech.

Remember to give your report to your tutor for assessment.

LESSON 8

Letter to the Press

About this lesson

This lesson is about the dangers of industrial chemicals and the lack of concern for the safety of workers. It is also about the public's view on an issue which causes much controversy and argument.

In Lesson 5 you learnt about newspaper reports. In this lesson, you are going to look at one section of a newspaper, the letters page, where readers can express their views and concerns. You'll have an opportunity to write a letter of your own to the Press. Remember in Unit 1, Lesson 5, you looked at a letter that Ezrom Mofokeng wrote to Drum ? In this lesson, you're going to look in more detail at how to write this kind of letter.

In this lesson you will

- learn how to format, or structure, a letter to the Press
- learn how to write the body of your letter
- learn how to choose an appropriate tone for your letter
- learn how to express an opinion
- distinguish between fact and opinion
- write your own letter to the Press.

Health and safety in the workplace

In 1992, the media gave much attention to the tragic death of two workers from the Thor Chemicals plant in Cato Ridge in Natal. Two workers died slow and painful deaths through mercury poisoning. A lot of people wrote to the Press to voice their protest against the lack of protection for workers.

Ex-Thor workers still critical in hospital

Medical Reporter

The condition of three critically-ill former employees of Thor Chemicals in Cato Ridge, admitted to St Augustine's Hospital in Durban suffering from suspected mercury poisoning last week, remains unchanged.

Mr Peter Cele and Mr Engelbert Ngcobo are still semi-comatose and responding only to pain stimuli, while Mr Albert Dlamini is still showing signs of mercury poisoning.

Mr Dlamini has difficulty in walking and talking and has lost sensation in both hands.

Dr Mark Colvin, of the University of Natal's Industrial Health Unit, said the unit intended visiting Thor some time this week with a team of medical and engineering experts to try to establish how the workers had become poisoned.

He said the team would consist of legal and overseas people and members of the Chemical Workers' Industrial Union.

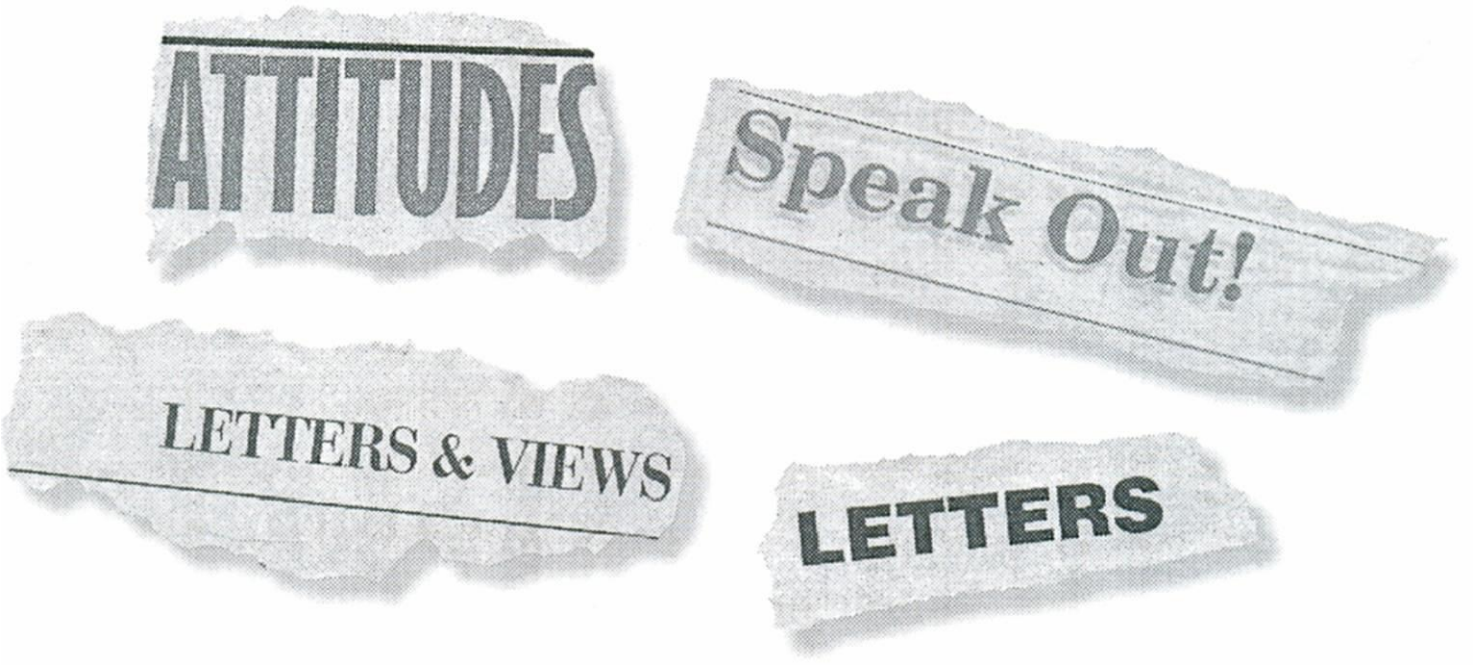
Dr Colvin said the Industrial Health Unit would also trace other employees who had worked in the mercury plant of Thor chemicals.

It would undertake a long-term project to trace all the workers, including casual labourers, who had passed through the plant.

'These people will be medically tested for mercury poisoning and will receive the appropriate treatment.'

Almost two years later, in May 1994, the case against Thor Chemicals and three of its management personnel was reopened in the Pietermaritzburg Supreme Court. It appeared to be the first time, in South Africa, that management faced charges of causing the death of employees.

The Department of Environmental Affairs issued a directive to Thor Chemicals in 2003. In terms of the directive, the company will have to take specific steps within a specific period to properly and safely store the waste and to clean up any and all traces of mercury contamination in the surrounding environment. Should Thor Chemicals fail to execute this directive, the South African government can move in, and take over all clean up and rehabilitation, and then seek to recoup its costs from Thor Chemicals. (Daily News, 04/05/94)



Why people write to the press

People write letters to the Press for different reasons. Some people write to praise a particular person or thing. Some people write to express a political point of view. Letters pages in newspapers give ordinary people and experts a chance to express their views on any event or issue that is important to them. Very often, people use the opportunity to protest, or complain, about some issue that they feel strongly about. For example:

- unfair taxes
- poor services in their community by the local authority
- pollution in their environment
- violence
- traffic problems
- general living conditions
- government mismanagement
- education crises
- health and safety in the workplace.

Here are some questions you can think about during this lesson:

1. Why do people write letters to the Press?

2. What do they hope to achieve by writing letters to the Press?

3. What kind of tone is used in letters to the Press?

4. What is the format for a letter to the Press?

ACTIVITY 1

ANSWERS ON PAGE 155

Read each letter carefully. Then try to identify the aim of the writer.

Letter 1

One brilliant light shines

SIR - Out of the darkness and chaos resulting from the rank incompetence of the organisers of our election shines one brilliant light.

I refer to the orderly queues of good humoured voters of all races waiting for hours in varying types of weather for the polling stations to function. If ever there was a just cause for violence and demonstrations, surely this abysmal state of affairs was it. But let us take heart from the behaviour of our people who were magnificent in the face of adversity.

M B Evans
Glenmill

NATAL MERCURY, 1994

Letter 2

Don't let them get away

SIR - The report and editorial on the massacre of seven children and two women at Port Shepstone on the Easter weekend portrayed one of the most sickening and horrifying events.

Please don't let this savage massacre fade away like most other newspaper horror stories. Please follow it up.

Who committed these killings?

Have there been arrests?

Who were the victims and what was the motivation behind this savagery?

What's happening to the children who survived and who's taking care of them?

We should all take a little time to contemplate and imagine the horror of that night– women and children hacked and stabbed to death, the sounds of one's family being butchered, and the absolute terror.

Imagine if these were our children?

What possible reason could justify the slaughter of children?

Who planned this barbarism?

Surely some high authority not just the killers themselves?

If these killers are members of a political organisation, then surely their leaders should be made accountable for atrocities such as this.

S.L. Abrahams,
Westville.

NATAL MERCURY, 1994

Letter 3

Thanks to motorist

SIR - Through your newspaper I would like to thank the kind motorist who saved me from an attack on Saturday, April 9.

I was walking along Loop Street in Pietermaritzburg when I was stopped by two knife-wielding men who tried to snatch my handbag. A struggle followed during which, needless to say, I was terrified. Luckily for me a passing motorist, who saw and heard what was happening, stopped to investigate, and the attackers fled.

It did not occur to me to ask the motorist his name, but I do hope he sees this letter. I would like to thank him most sincerely for his concern and this timely intervention.

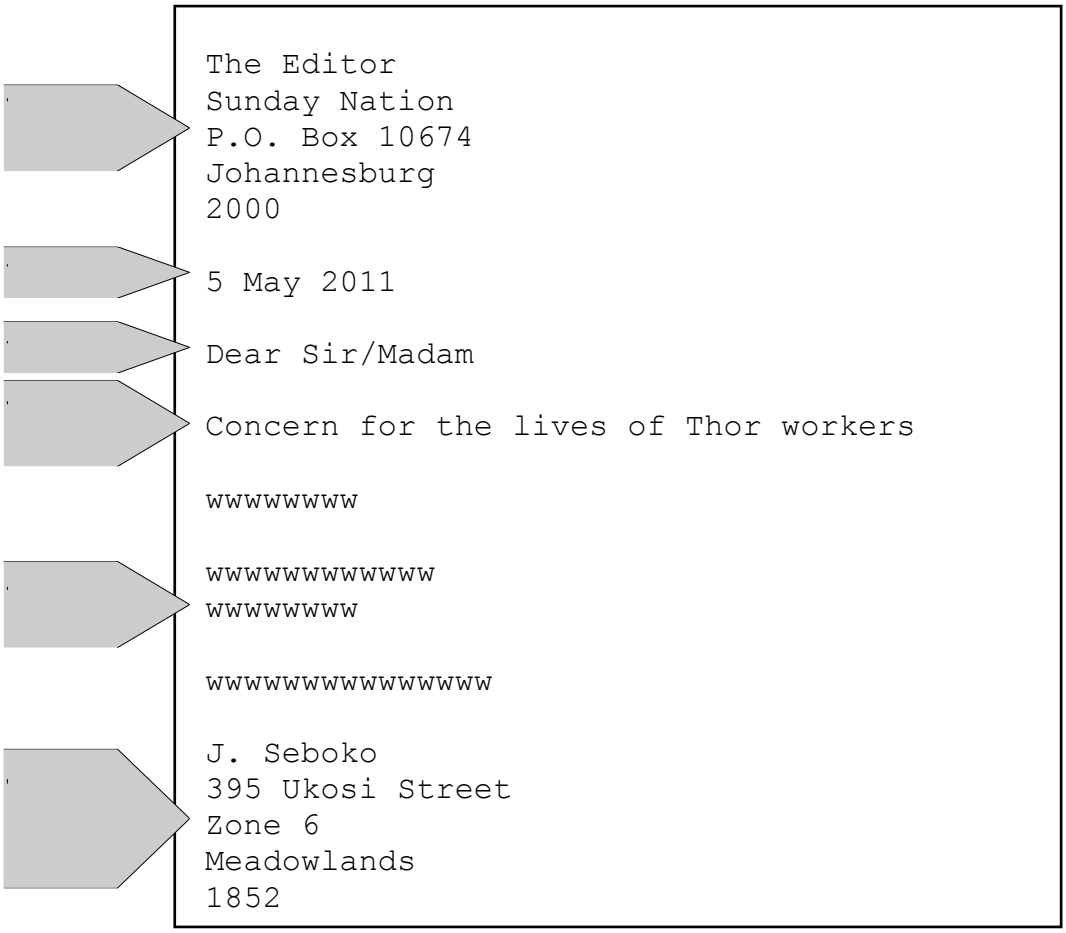
BB
Pietermaritzburg

NATAL MERCURY, 1994

Format of letters to the Press

Most letters to the Press are written in a similar way. It's important for you to learn to use the appropriate format or structure.

Look at the letter below to see how a typical letter to the Press is structured.



There are two ways to end a letter to the Press:

1. If you wish to publish your identity, you should use your initial and surname.

2. If you wish to keep your identity a secret, you can use a pseudonym (false name), for example 'Concerned' , or 'Harassed' or 'Irate Driver' . You should still include your real name at the very end. But by using this pseudonym, you are telling the editor that your real name shouldn't be published.

It's good to write to the Press if you feel strongly about a particular issue. It's a fairly easy way to communicate your point of view to a large number of people.

Writing the body of a letter to the Press

Now that you have an idea of what the format of the letter is, look at how to write the body of a letter to the Press:

- make your letter short and to the point
- always state in your introduction what your letter is about
- the tone of your letter should be quite formal. This doesn't mean that you can't express strong emotions.
- write full sentences – check that every sentence has a verb.

~~ACTIVITY 2~~

Read this sample letter carefully, looking particularly at the introduction, the length and tone of the letter. Write a few comments on these features in your notebook.

ANSWERS ON PAGE 155

The Editor
Daily News
18 Osborne Road
Greyville
Durban
4001

24 March 2011

Dear Sir

Profit before Health and Safety

I became very angry when I read your article in the Dai
on the plight of the workers who were exposed to merc
March.
Chemicals plant. It is shocking that these unfortunate w
This
much pain because management does not care.
suffer so
We read of the condition of Peter Cole and Engelbert N
conscious. Albert Dlamini has also developed serious h
sem-
hell-can factories like these claim that they have clean
complications. How the
Must someone die before anything is done about this c
these workers regain their health.
that

J. Bhengu (Mrs)
115 Pungula Road
KwaGijima
Lamontville
4027

Finding the right tone

The writer of the letter you read in Activity 2 is obviously upset about a particular issue, so she begins with a strong expression 'I became very angry...' in the opening line.

The use of such an expression, especially in a letter of protest, immediately creates a particular tone. It's also quite a powerful way of beginning a letter and ensures that the reader's attention is gained at the start.

Other words that you can use to express a tone similar to the sample letter are: disappointed; upset; disillusioned; horrified; opposed; disheartened; disgusted, etc.

However, you should be careful not to get carried away with your opinions, or get too emotional, because some people may not take you seriously!

~~ACTIVITY 3~~

Read the letter in Activity 2 again. Look at the sentences beginning 'How the hell...' and 'I hope to God'. Rewrite these sentences in a formal manner.

ANSWERS ON PAGE 155

Expressing your opinion

How do you persuade someone to agree with your opinion? You must do more than state your opinion. You must give good reasons.

BMF 'shocked' at Manuel letter

2011-03-02 14:00

BMF 'shocked' at Manuel letter

The Black Management Forum (BMF) expressed shock and disappointment today at National Planning Minister Trevor Manuel's public criticism of its president Jimmy Manyi.

While Manyi declined to comment on Manuel's scathing open letter to him, the BMF of which Manyi is president issued a statement late in the morning.

'The Black Management Forum reacted with utter shock and disappointment at the conduct of Minister in the Presidency, Trevor Manuel,' BMF deputy president Tembakazie Mnyaka said.

'The BMF finds it unbecoming of a Cabinet minister who holds such a respectable position to unleash a vitriolic tirade and personal attack on Mr Manyi.'

Open letter to our Foreign Media friends

by Peter Davies 09/06/2010 09:09

Dear World Cup visitors,

Now that you are safely in our country you are no doubt happily realising you are not in a war zone. This may be in stark contrast to what you have been bracing yourself for.

As you emerge blinking from your luxury hotel room into our big blue winter skies, you will surely realise you are far more likely to be killed by kindness than by a stray bullet. Funnily enough, we are well aware of the challenges we face as a nation and you will find that 95% of the population is singing from the same song-sheet in order to ensure we can live up to our own exacting expectations.

We are also here to look after you and show you a good time. Prepare to have your preconceived notions well and truly shattered.

In a strong argument, an opinion is usually supported with facts. It is important not to confuse your opinions with facts or your facts with opinions. A fact is a statement that can be proven. An opinion is a point of view. For example:

- Today is a very cold day is likely to be an opinion, as someone else may not feel as cold.

- The temperature outside is 20 degrees Celsius is a fact, as one could use a thermometer to measure how cold or how hot it is.

Here are some useful steps that you could follow to plan and write an opinion:

1. Decide what your opinion is.

2. Write your opinion clearly at the beginning of your letter.

3. Decide what your main reasons are for your opinion.

4. Use each main reason as the topic sentence for each paragraph.

5. Group all your examples, and smaller points in the paragraphs where they belong.

6. You must choose facts that will support your argument. Leave out anything which is irrelevant (i.e. which has nothing to do with the argument).

~~ACTIVITY 4~~

Examine the following statements and decide whether each is a fact or an opinion:

1. As Thor Chemicals has not maintained safety standards for its workers, a full investigation of all companies handling toxic substances is urgently required because they are not likely to be more responsible than Thor.

2. South Africa has a complete absence of any state or employer-independent occupational health services.

3. The International Labour Organisation and World Health Organisation have confirmed the danger level of mercury in the body system to be 50 micrograms per litre.

4. The worker was in perfect health before he became ill through mercury poisoning.

5. It is clear that these men were suffering from mercuric poisoning as they displayed the following signs: bleeding gums; weight loss and tremors which are usual symptoms.

ANSWERS ON PAGE 155

~~ACTIVITY 5~~

Now you are ready to write your own letter to the Press. As a member of the public, write a letter of protest about the welfare of the Thor workers. Decide whether you want your name to be published, or whether you want to use a pseudonym.

Here are some reminders to help you organise the content of your letter:

Title or topic sentencer
In one sentence, state why you are writing. You should capture the central idea of your letter.

Paragraph 1
This should contain your main idea and your attitude, or view, about the lack of concern for the safety of the Thor employees. This should set the tone for your letter.

Develop the paragraph by giving two examples (briefly) from what you have read. Some useful phrases are:

- 'Management claims that ... , but I believe ...'
- 'An article in the newspaper suggests that ...'

Paragraph 2
This should state your opinion of management's role and handling of the problems. Some useful phrases are:

- 'The truth is...'
- 'In addition, they say... , but I think...'

Conclusion
Write one or two sentences summarising your argument, expressing your feelings, or suggesting what could or should be done to improve matters. Some useful phrases are:

- 'I feel strongly that...'
- 'In my opinion... '
- 'I think that... '

Check that the format of your letter is correct, and use the guidelines and checklists in this lesson to revise the body of your letter where necessary. Correct and rewrite the letter and give it to your tutor for assessment.

CHECKLIST

Are you able to:

- r use the appropriate tone in a letter to the Press
- r structure the content of a letter to the Press
- r express your opinions and support them with facts.

Make sure you have given your letter to the Press to your tutor for assessment.

LESSON 9

Write your own pamphlet

About this lesson

If you want to campaign around a particular issue and mobilise your community to support a campaign then it's useful to know how to write a pamphlet or flyer. Remember in Lesson 4 you read a pamphlet on heart disease? This lesson will take you step-by-step through the process of writing a pamphlet about a health or environment issue.

In this lesson you will

- select information to suit your audience and purpose
- classify and prioritise the information that you select
- use guidelines to write and design a pamphlet
- design your own pamphlet on a health or environment issue.

Deciding on a topic

The first step in writing a pamphlet is to decide on your topic. You may know what your general topic is, but you need to choose what aspect of your topic you are going to focus on. In Activity 1 you will think about what the topic of your pamphlet is going to be.

~~ACTIVITY 1~~

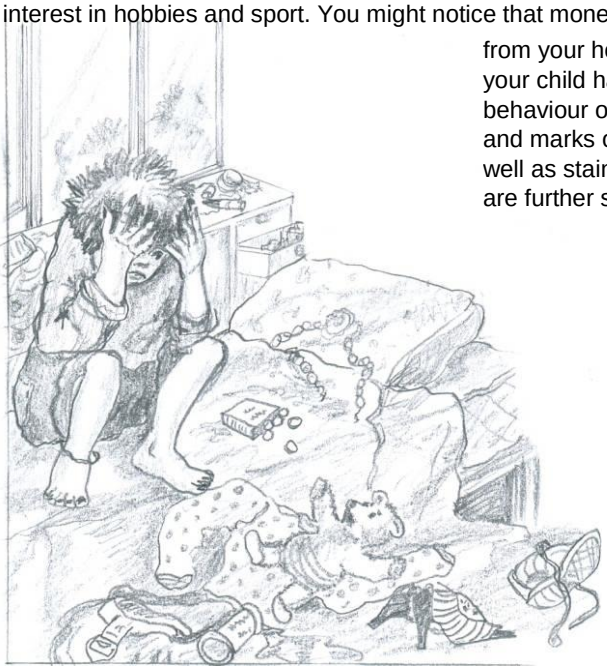
Below you can read three extracts which contain information on three different issues. Read through the extracts and choose a topic. Or, if you do not like any of the ideas presented here, decide on your own topic. Your topic should focus on a health or environment issue.

Extract 1

Warning signs of drug use

Parents often ask, 'How can I detect if my child is using or experimenting with drugs?' Some common symptoms of drug-taking are a loss of appetite, being unusually sleepy or being unable to sleep at night and telling lies or acting secretively. You may also notice your teenager suddenly become excitable and talkative or being unusually irritable, aggressive and even violent.

A drug-taker will lose interest in schoolwork and may bunk classes. He or she may lose interest in hobbies and sport. You might notice that money or valuables are disappearing from your home or be shocked to discover that your child has been warned or arrested for unruly behaviour or dishonesty. Unusual spots, sores and marks on or around the mouth and nose, as well as stains and chemical smells on clothing, are further signs.



If you suspect that your child is involved with drugs, don't ignore the problem. Don't make accusations or moral judgements, rather ask simple, direct questions like, 'Are you smoking dagga?' Get information about drugs. Get involved in your child's life and interests. Encourage discussion about alcohol and drugs. Be a good listener. If you feel you can't cope, contact drug support groups like Toughlove or Anti-drug Outreach .

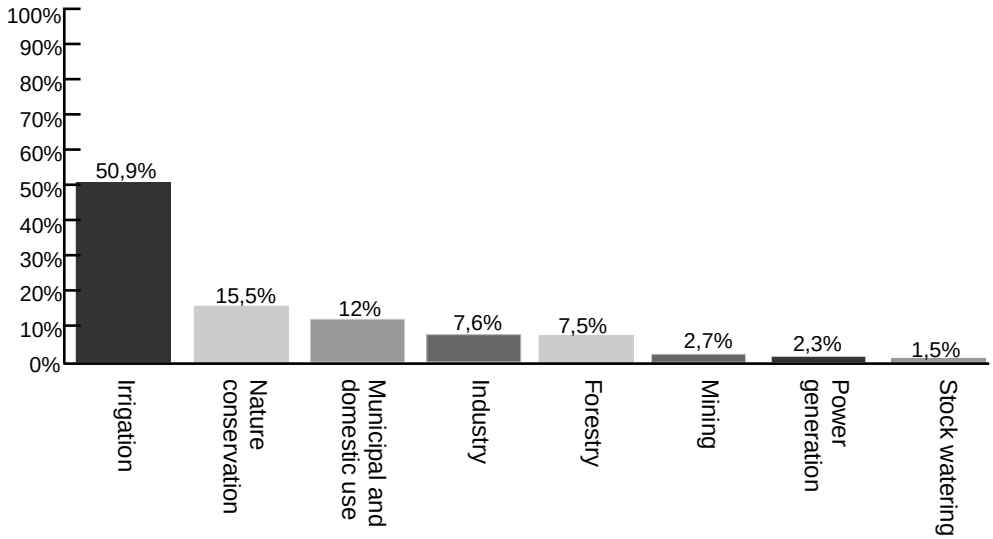
SAY NO TO DRUGS

ADAPTED FROM 'STRAIGHT TALK ABOUT DRUGS', PICK 'N PAY TALKABOUT NO. 2, PP. 10-13.

Extract 2

Who uses South Africa's water?

It has been estimated that South Africa is among the 20 most water-scarce countries in the world. According to the latest statistics, irrigation uses by far the most of South Africa's water: 50,9 %. This is followed by 'nature conservation', or amounts allocated to maintain essential ecosystems: 15,5 %; municipal and domestic users: 12 %; industry: 7,6 %; forestry: 7,5 %; mining: 2,7 %; power generation: 2,3 %; and stock watering: 1.5 %.



In metropolitan areas, most of the consumption is in homes. In greater Cape Town, for example, it has been estimated that domestic consumption makes up just under 60 % of all water use. Of this, somewhere between 35 % and 50 % is used for watering the garden. This means that between 20 and 30 % of the total purified water supplied to all users in South Africa's metropolitan areas is, some would say, wasted on maintaining gardens during the long dry months. In contrast, drinking and cooking use less than 2 % of the total supply.

In greater Cape Town, some 3,2 million people use on average a total of 800 million litres each day, or 250 litres each. In the most affluent areas of the city, like Constantia, the average use is as high as 1750 litres per person per day. In the height of summer, the city's overall water demand can soar to as much as 1350 million litres a day. An estimated 7 % of this huge amount is lost through leaks that are unaccounted for.

This problem has been even worse in Gauteng. Two years ago, it was estimated that leaking municipal water pipes in Soweto were wasting some 125 megalitres (1 megalitre = 1 million litres) each day, the equivalent of about 2500 average size swimming pools. Pupils at Westville Primary School in Mitchell's Plain near Cape Town did a water audit at their school and found that they were using a massive 23,8 kilolitres (23800 litres) each normal school day. The highest use was from watering the school's lawns and gardens, the self-flushing urinals in the boys' toilets, and flushing the toilets. They worked out that they could save their school R6000 a year just by shutting off the taps of the self-flushing urinals after hours. Tens of millions of rands could be saved a year if all the schools and institutions in South Africa did the same.

ADAPTED FROM WATER, CAPE ARGUS/BP SUPPLEMENT.

Extract 3

ADAPTED FROM LITTER KILLS!—PAMPHLET, PICK 'N PAY.

LITTER KILLS!

Apart from being ugly, litter kills. Every year, thousands of sea creatures suffocate or starve after eating discarded plastic items. Or they become entangled in discarded fishing lines, nets, ropes or plastic strapping. There are a number of factors which contribute to this situation. People leave rubbish on the beach after a day's fun. Fishermen leave bits of line and bait wrapping on the rocks. Plastic bags and wrapping discarded by people elsewhere finds its way to the sea via drainage systems.

Identifying audience and purpose

Now that you have identified your topic, you need to think about what information to include and how to present the information. To do this, you must think about your audience and purpose.
Ask yourself:

- Who do I hope will read my pamphlet?
- What do I want to tell this group of people?

~~ACTIVITY 2~~

Look back at the topic you chose in Activity 1. State the audience and purpose of your pamphlet by completing the following sentence in your notebook:

I want to tell...about ...

COMMENT

Audience and purpose are important because they determine whether your pamphlet is written in a simple, friendly way or in a more complex, formal way. If your audience is children, or people who do not read much, you might choose to use point form and more illustrations. If your audience is an organisation or people who already have some knowledge of the topic, you might add more information and use paragraphs rather than point form. Use your classifying and summarising skills to work out what information to include in your pamphlet.

Classifying and prioritising information

A pamphlet cannot contain too much text. You need to summarise, classify and prioritise information. This will help you highlight the points you really want noticed.

ACTIVITY 3

In this activity you need to follow these guidelines to help you plan a pamphlet:

1. Name the focus or theme of your pamphlet. For example, in Lesson 4 you read a pamphlet about preventing heart disease. However, the pamphlet did not focus on exercise or managing stress. It focused on healthy eating. This is what you must do now: decide precisely which aspect of your topic is the focus of your pamphlet. Write your focus in the form of a heading. E.g., in Lesson 4 the pamphlet had the heading A Guide to healthy eating - Get Smart with your heart .

2. Make a list of the key ideas you are going to include in your pamphlet. These could be your sub-headings. (E.g., in the pamphlet in Lesson 4, each sub-heading was a piece of advice about diet.)

3. Find or draw an illustration for your pamphlet. An illustration can be a photograph, cartoon, diagram or graph. In the pamphlet on healthy eating in Lesson 4, there were pictures of low fat foods as well as the Heart Foundation's logo or symbol.

4. Write down a sentence or two to go under your main heading. This information could consist of a definition (e.g., of an illness) or it could be a brief explanation of why the topic is important.

5. Write down a sentence or two to go at the end of your pamphlet. It could be an instruction or suggestion of something you want your reader to do. It could be a list of contact addresses. Remember that the first and last sentences of any text always leave a lasting impression.

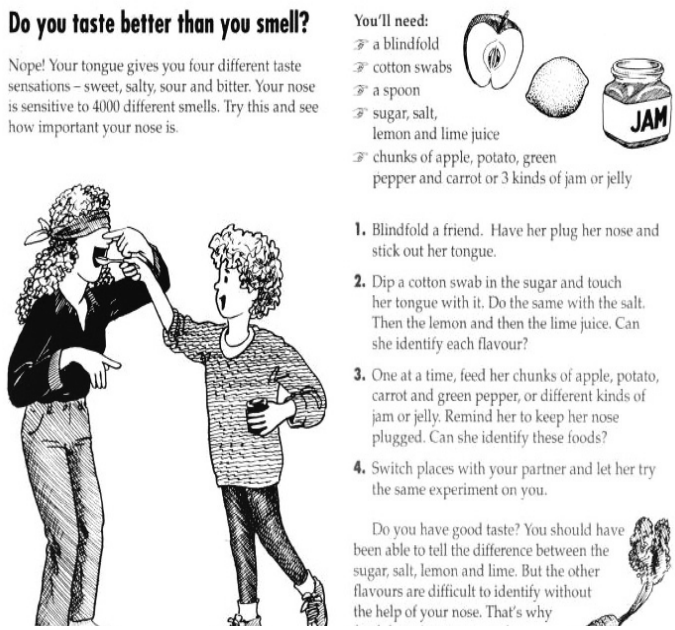
COMMENT

You have now completed the basic text of your pamphlet. However, it probably doesn't look like a professional pamphlet yet. This is because you need to think about how your pamphlet is designed.

The design of a pamphlet

A pamphlet must be eye-catching. Examples of eye-catching features are:

- headlines in large print
- sub-headings in bold
- lists marked off with 'bullets' (or ticks, or hearts, as you saw in Lesson 4),
- illustrations
- 'white space' (i.e. space left on a page to make it look less crowded with information)
- additional information in a box.



Do you taste better than you smell?

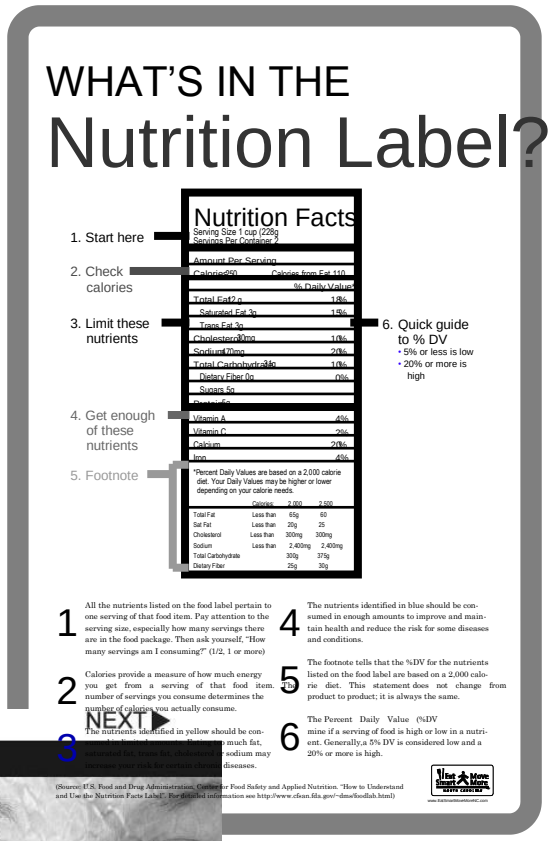
Nope! Your tongue gives you four different taste sensations – sweet, salty, sour and bitter. Your nose is sensitive to 4000 different smells. Try this and see how important your nose is.

You'll need:

- a blindfold
- cotton swabs
- a spoon
- sugar, salt, lemon and lime juice
- chunks of apple, potato, green pepper and carrot or 3 kinds of jam or jelly

1. Blindfold a friend. Have her plug her nose and stick out her tongue.
2. Dip a cotton swab in the sugar and touch her tongue with it. Do the same with the salt. Then the lemon and then the lime juice. Can she identify each flavour?
3. One at a time, feed her chunks of apple, potato, carrot and green pepper, or different kinds of jam or jelly. Remind her to keep her nose plugged. Can she identify these foods?
4. Switch places with your partner and let her try the same experiment on you.

Do you have good taste? You should have been able to tell the difference between the sugar, salt, lemon and lime. But the other flavours are difficult to identify without the help of your nose. That's why



WHAT'S IN THE

Nutrition Label?

1 All the nutrients listed on the food label pertain to one serving of that food item. Pay attention to the serving size, especially how many servings there are in the food package. Then ask yourself, "How many servings am I consuming?" (1/2, 1 or more)

2 Calories provide a measure of how much energy you get from a serving of that food item. The number of servings you consume determines the number of calories you actually consume.

3 The nutrients identified in yellow should be consumed in small amounts: For example, too much fat, saturated fat, trans fat, cholesterol, or sodium may increase your risk for certain chronic diseases.

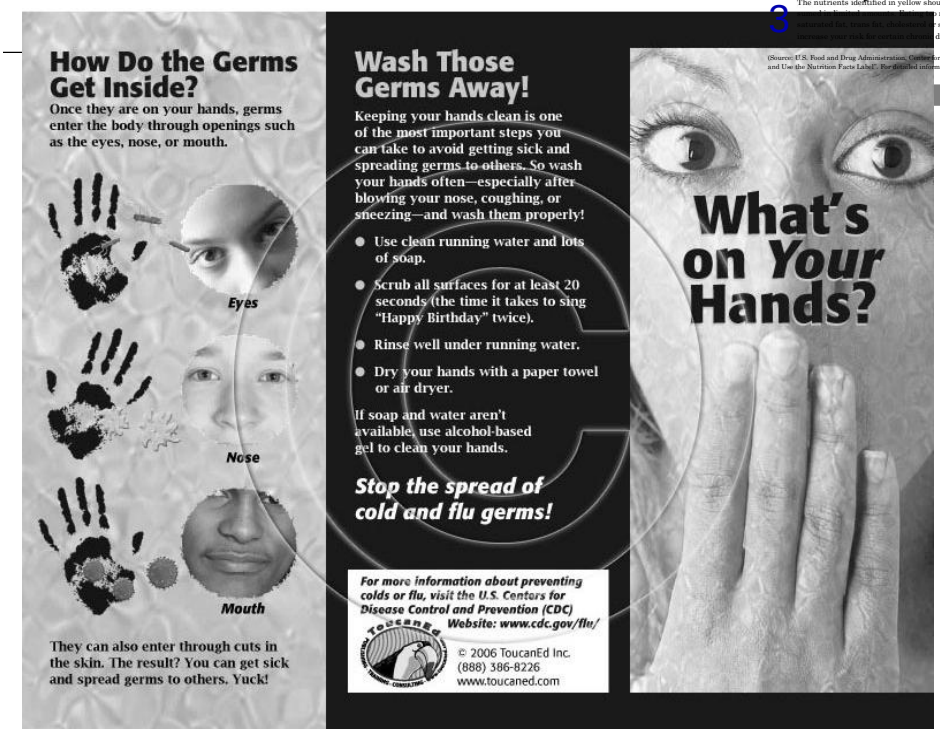
4 The nutrients identified in blue should be consumed in enough amounts to improve and maintain health and reduce the risk for some diseases and conditions.

5 The footnote tells that the %DV for the nutrients listed on the food label are based on a 2,000 calorie diet. This statement does not change from product to product; it is always the same.

6 The Percent Daily Value (%DV mine if a serving of food is high or low in a nutrient. Generally,a 5% DV is considered low and a 20% or more is high.

NEXT ▶

(Source: U.S. Food and Drug Administration, Center for Food Safety and Applied Nutrition. "How to Understand and Use the Nutrition Facts Label". For detailed information see http://www.cfsan.fda.gov/~dms/foodlah.html)



How Do the Germs Get Inside?

Once they are on your hands, germs enter the body through openings such as the eyes, nose, or mouth.

They can also enter through cuts in the skin. The result? You can get sick and spread germs to others. Yuck!

Wash Those Germs Away!

Keeping your hands clean is one of the most important steps you can take to avoid getting sick and spreading germs to others. So wash your hands often—especially after blowing your nose, coughing, or sneezing—and wash them properly!

- Use clean running water and lots of soap.
- Scrub all surfaces for at least 20 seconds (the time it takes to sing "Happy Birthday" twice).
- Rinse well under running water.
- Dry your hands with a paper towel or air dryer.

If soap and water aren't available, use alcohol-based gel to clean your hands.

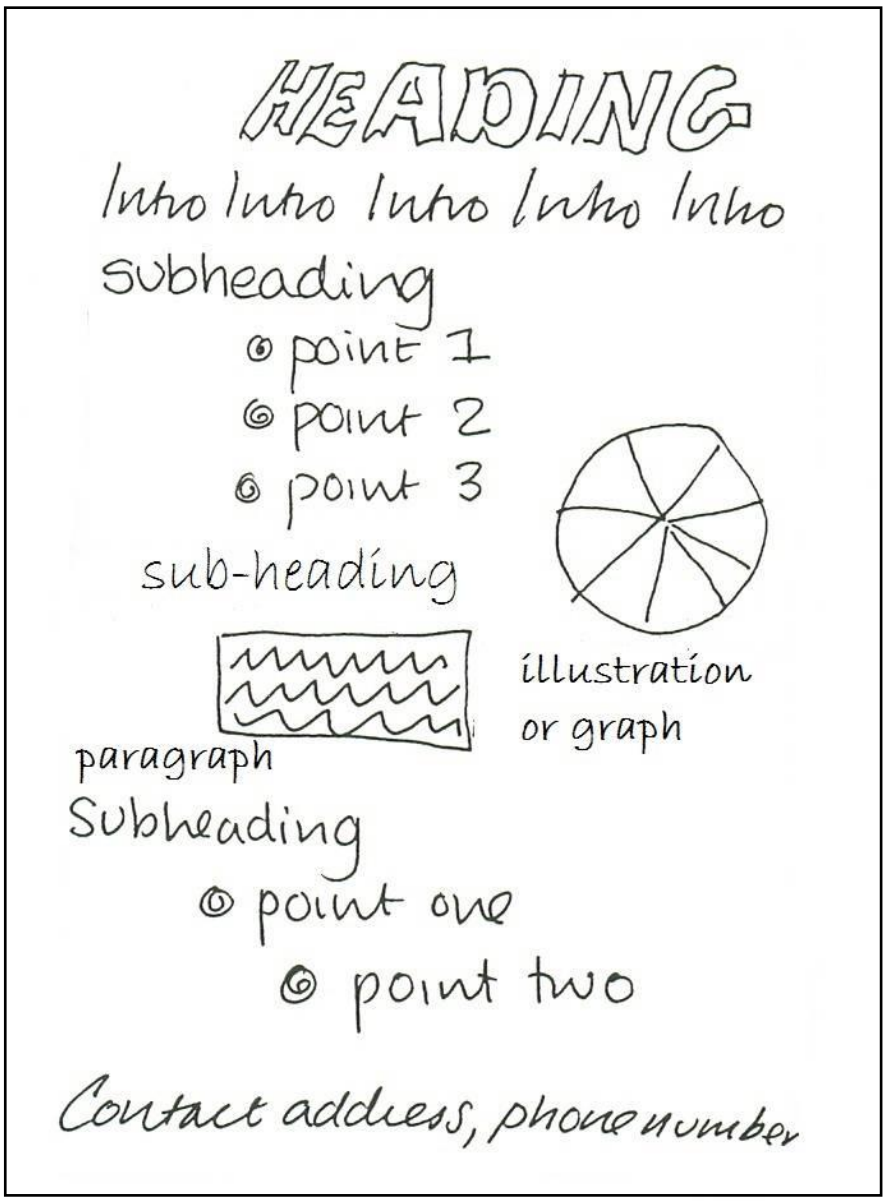
Stop the spread of cold and flu germs!

For more information about preventing colds or flu, visit the U.S. Centers for Disease Control and Prevention (CDC) Website: www.cdc.gov/flu/

What's on Your Hands?

~~ACTIVITY 4~~

Plan the way your pamphlet will look. Draw a rough sketch showing your ideas for design, e.g.



COMMENT

It's tricky to make a pamphlet look attractive and to be informative at the same time. The extra 'white space' and illustrations that make a pamphlet look good, reduce the amount of space available for your text. You may have to revise the way you have written your information and see if you can present it in a shorter way. Make sure that you have only included relevant points, and that you haven't repeated information.

~~ACTIVITY 5~~

By now you should have a clear idea of the information you are going to include and how you are going to present it in your pamphlet.

Complete the pamphlet you have been planning as neatly and attractively as possible. Show it to your fellow learners, family or friends and ask for their honest assessment.

CHECKLIST

Are you able to:

- r select information for your audience and purpose
- r summarise, classify and prioritise information
- r plan, design and write an information pamphlet.

LESSON 10

'May I interview you?'

About this lesson

In Lesson 8 you wrote a letter to the Press, expressing your opinion on mercury poisoning. You supported your opinion with facts. How would you go about gathering these facts? This is the starting point for this lesson.

If you don't already know the facts about a topic you want to write about, you would need to do some research. To get the information that you need, you could read newspapers, listen to the radio, read a magazine, pamphlet or a book on the topic, write a letter to an individual or an organisation to ask for information, visit a library or resource centre, or interview someone who knows about the topic.

Research is an important skill for anyone who needs to gather information for a particular reason. The method of research you are going to work with in this lesson is interviewing. You will need to interview someone from your own community on a health or environmental issue.

In this lesson you will

- write a formal letter to set up an appointment to interview a person-of your choice
- prepare a set of questions for the interview and plan how you will conduct the interview
- develop a strategy for taking notes during an interview
- listen to a taped interview
- write a short report using the information that you gathered in the interview.

Choosing a topic

Before you can decide who you would like to interview, you need to choose a topic. You should try to choose one that you are particularly interested in, and possibly already know something about. Here are some suggestions, in case you are stuck for ideas: You could interview:

- a health worker about how to avoid TB
- the health and safety officer at your place of work
- someone who knows about AIDS prevention
- an environmentalist about caring for the environment
- a researcher about the effects of lead on behaviour
- a doctor about the dangers of working with asbestos.

~~ACTIVITY 1~~

1. Brainstorm your ideas on a health issue or an environmental topic by writing the topic in the centre of a page and jotting down everything that comes to mind: who you could interview, what you already know about the topic, why you are interested in the topic, how you could use the information you will gather. You might find that you can't think of a person to interview on the topic or that you are not very interested in it after all. If this happens choose another topic to brainstorm instead.

2. Once you have decided on a topic and who you would like to interview, find out what the person's address is, and write it down. You will need this for the next activity.

interviewee: person being interviewed by an interviewer

Making an appointment with the interviewee

When you want to interview someone, the first thing to do is to ask the interviewee if he or she is willing, and to set up an appointment. You could do this by phoning, or speaking to the person in the street. But if you want to be more formal you could arrange an appointment by writing a formal letter.

In Lesson 8 of this unit, you wrote a letter to the Press and in Lesson 12 of Unit 1, you wrote a personal letter. Both of these letters are different in purpose and format from a business or formal letter. Look back at the letter of application in Lesson 4, Unit 2 to remind yourself about writing a formal letter. Don't forget to set up your interview at least a week in advance. Otherwise your interviewee will probably say that he or she is too busy.

~~ACTIVITY 2~~

Write a letter to your interviewee to set up a meeting. Explain why you want to interview the person and what the interview will be about.

Use the checklist opposite and the plan for a letter to the Public Relations Manager at the Chemicalus Plant to guide you when you write your letter. ('Chemicalus' is a play on the words / 'chemical' and 'callous', which means uncaring or showing no concern.)

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21 Alfred Street
Westside
Kilburn
4088
27 July 2011

Mr N Petersen
The Public Relations Manager
Chemicalus Plant
PO Box 13944
Kilburn
4088

Dear Mr Petersen

Request for an interview

Paragraph 1:

Briefly explain the purpose of the interview and how you wish to use the information.

Paragraph 2:

Suggest a date, time and place and tell the r ecipient how to contact you to r eply to your r equest, e.g. by telephone, letter or that you will contact them.

Paragraph 3:

Conclude your letter saying that you hope that your r equest can be met.

Yours sincerely

NNelani

N Nelani (Ms)
Research Officer: Health at Work

Checklist:

1. Is your letter to the point? Are you clear about the purpose of your interview?
2. Does your letter suggest a date, time and place for the interview?
3. Is the tone of your letter serious, polite but not over friendly?
4. Have you used the correct layout for a formal letter?

COMMENT

If it is appropriate, you can send your letter to the interviewee. However you might feel that a phone call or a visit is a more appropriate way to set up the interview— each situation will be different. If you decide to send your letter to the interviewee, make sure you feel satisfied with the tone, content and format, and check the letter for spelling, punctuation and grammar before you send it.

Researching your topic before the interview

Before you actually do the interview, you need to find out about the issue or topic so that you can prepare some good questions to ask during the interview. If you don't know where to find information, ask the librarian at a resource centre or library, or talk to your tutor about it. The library at a newspaper like The Star is a good place to find articles.

There's a very useful book of addresses of all the community and non-government organisations called the Bridge Directory, which you may find useful. Many libraries and resource centres will have a copy in their reference section. The Bridge Directory is published annually by Olive Publications.

Here are the addresses of a few organisations which could help you in your search for information on health or environmental issues:

COSATU
P.O. Box 1019
Johannesburg 2000
Tel: (011) 492 1440

Khanyisa Environmental
Awareness Campaign
P.O. Box 30
Langa 7456
TeI: (021) 624 456

Living Environment Action
Front (LEAF)
SRC University of Natal
King George V Avenue
Durban 4001
Tel: (031) 813993

Earthlife Africa
P.O. Box 176
Observatory 7935
Tel: (021) 689 2105

Development Action
Group (DAG)
101 Lower Main Road
Observatory 7925
Tel: (021) 448 7886

Industrial Environmental
Forum
P.O. Box 1091
Johannesburg 2000
Tel: (011) 800 5401

Africa Tree Centre
KwaDlamahlahla
P.O. Box 90
Plessislaer 3216
Tel: (0331) 984220

Group for Environmental
Monitoring
P.O. Box 551
Newtown 2113
Tel: (011) 838 5449

Lawyers for Human Rights
P.O. Box 7613
Johannesburg 2000
Tel: (011) 331 3465

It is useful to collect information such as the pamphlet below, to refer to when you work out your questions for your interview.

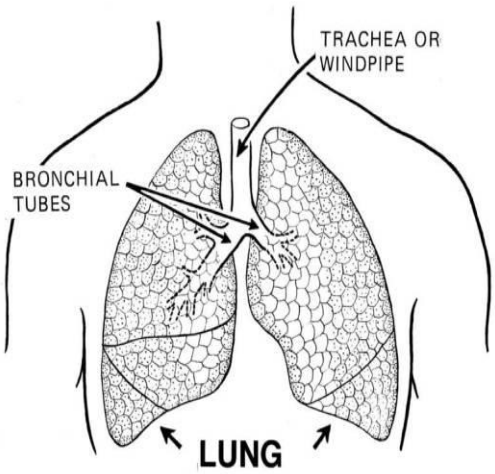
HEALTH HAZARDS OF MERCURY

WHAT IS MERCURY?

- In its pure form, mercury is a liquid metal. It is silvery and very heavy.

IS MERCURY DANGEROUS?

- Yes. Both pure mercury and many of its compounds are bad for a person's health if they absorb enough into their bodies.



HOW DOES MERCURY GET INTO A PERSON'S BODY?

- Mercury often turns into a gas and goes into the air. It can then be breathed into a worker's lungs.
- Mercury compounds can also go through the skin and be swallowed.
- From the lungs the mercury goes into the blood and to other organs such as the kidneys and brain.

WHAT ARE THE SAFE LIMITS OF EXPOSURE?

- Mercury in urine should never exceed 50mg per litre.
- Air levels of mercury should not exceed 0.05 mg per m_2.

WHAT MEDICAL TESTS SHOULD WORKERS HAVE?

- Pre-placement and annual medical examinations done according to an agreed protocol.
- Regular urine tests for mercury.

POSSIBLE DEMANDS TO BE PUT FORWARD BY CWIU

- The company is to supply the union with the copies of its health and safety policy.
- Union approved specialists and an independent body to do an industrial hygiene survey of the plant.
- Each worker to be given his mercury in urine results on a regular basis and all results to go to the IHU.
- Company to agree to abide by internationally accepted levels for levels of chemicals in the air.
- The shop stewards (or elected workers) are to be the union safety reps.

~~ACTIVITY 3~~

1. Find some background information on the topic of your interview to help you to prepare your questions. Use your note-taking and summarising skills to help you collect the information efficiently.

2. Once you have enough background information, you should clarify the purpose of the interview for yourself. Complete the following sentence:

   My purpose for the interview is to _____

   _____

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   _____

Preparing questions for your interview

Now that you have clarified your purpose, you need to brainstorm questions that will achieve your purpose.

When you prepare for your interview, you should write down the questions that you would like to ask the interviewee. It would be a waste of time if you were unprepared. For your interview to be a success, you have to structure the questions in a logical way, and use questions that will give you the information you need to achieve your purpose.

For example:
Who ... ? When. .. ? Where...? What...?

One of the most effective questions, which interviewers sometimes forget is 'Why?' It leads to an explanation of actions, values or judgements, for example,

'Why did you decide ... ?'

'Why do you believe it is necessary that ... ?'

Ask open questions that require specific answers.
Phrase your question so that it requests specific information, for example:

> 'What actions did you take to improve safety at Chemicalus following the recent accident?'

Avoid 'closed' questions that require only a 'yes' or 'no' answer, for example:

> ‘Are you taking steps to improve safety at Chemicalus?'

Ask questions that require reasons.
Questions beginning with 'why' usually ask for a reason or set of reasons, for example:

> Why did you introduce safety regulations?

Avoid 'either or' questions that limit the interviewee to two options, for example:

> Did you decide to introduce safety regulations because you were concerned about the workers, or because you were forced to do so by the health authorities?

Ask clear questions.
Your question must express clearly what it is that you want to know, for example:

> How do you educate your workers about the dangers of mercury?

Avoid questions that are too vague or general, for example:

> Tell me about health training at Chemicalus.

Ask one question at a time.
Keep your questions fairly short, and don't combine several questions as in the following example:

> Why did you not respond to allegations of neglect of safe regulations in the newspaper and what measures have you taken in the factory to monitor safety regulations?

Ask fair questions.
Avoid questions that show your opinion or bias, as in the following example:

> How can you justify the inadequate safety regulations at the Chemicalus Plant?

This is a biased question because the word 'inadequate' contains a value judgement. A fairer question would be:

> How would you respond to criticism that your safety regulations are inadequate?

~~ACTIVITY 4~~

Brainstorm all the questions that you want to ask in your interview:

1. Look at Activity 3 to remind yourself of what you intend to achieve in the interview.

2. Write down all the issues that the interview should cover. The research you did in Activity 3 will help you to decide what you are going to discuss with your interviewee.

3. Then underline the key (most important) issues, and rank them in order of priority using numbers.

4. Draw up your list of questions. Remember:

   - while asking factual questions is important, it is also interesting to get some opinions and personal views from the interviewee.

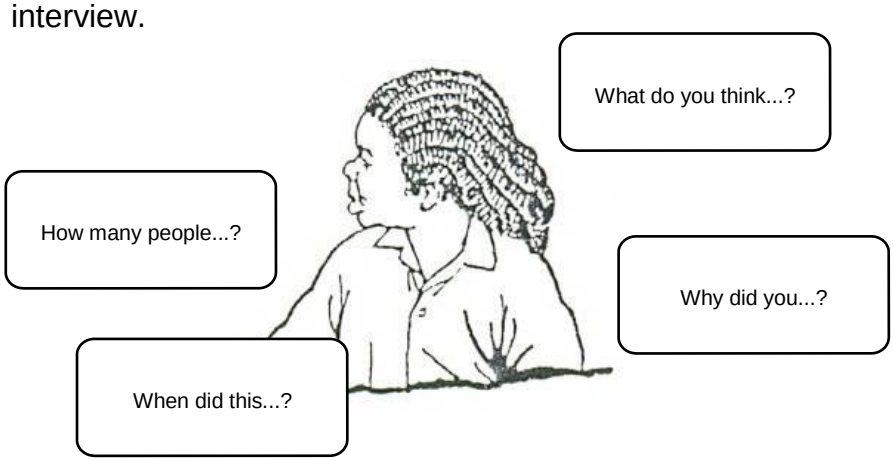
   - if you want to ask the interviewee an uncomfortable question, you can do so by being polite and respectful, e.g.

   Without wanting to pressurise you, Mr Petersen, I would be grateful if you could clarify why you have not visited the workers who are in hospital.

5. Discuss and edit your questions with another learner, to ensure that you have kept as close as possible to the purpose of the interview.

   - cut out the questions that are not relevant to your purpose
   - check that your questions are clear and specific
   - check that your questions deal with one issue at a time and build logically on each other.

6. Write a short introduction to your interview to explain your purpose to the interviewee. Decide on a first question which will lead into the interview.



How to conduct your interview

Now that you have carefully prepared your questions, you need to think about how to conduct an interview. How do you behave? How do you start? What if you can't take down everything?

Here are some useful points to remember when you conduct your interview:

Refer to Unit 2, Lesson 7 to r emind yourself how body language can affect an interview .

Do

- keep the main purpose of the interview in mind while talking to the interviewee
- be courteous but persistent with important questions.

Don't

- be so concerned with the next question that you forget to listen to the answers
- harass the interviewee
- be drawn into answering a question or giving your own opinion. You are only there to ask the questions and to listen, not to comment, argue, agree or disagree.

Taking notes during an interview

Before you conduct your interview, turn back to Lesson 7 of this unit and revise the guidelines for note-taking and pre-listening strategies for interviews.

Here are a few extra suggestions because your interview is face-to-face, and you may miss some information:

1. When you prepare for the interview, write down each question in your notebook, leaving enough lines between the questions to note the interviewee's responses. This will help you to link each response with the question asked.

2. Listen very carefully to the interviewee to ensure that you understand everything that he/she says. However, if you have missed a significant point, ask him/her to repeat the statement; it would be unfair to quote the interviewee inaccurately.

3. Immediately after the interview, rewrite your notes clearly and accurately. If you leave this until later, you could forget some of the information or misunderstand the notes that you made.

~~ACTIVITY 5~~

On your tape is an interview between Ms Nelani, the Research Officer from the Health at Work Organisation, and Mr Petersen, the Public Relations Manager of the Chemicalus Plant. Listen to the interview and practise your note-taking skills while you listen.

COMMENT

Did you notice how Ms Nelani gets the interview started, and how Mr Petersen doesn't like some of her questions? Ms Nelani has to be fairly assertive. Still, she manages to remain polite.

~~ACTIVITY 6~~

Now that you've listened to the interview on the tape, you are ready to conduct your own interview. Remember to take a pen and notebook along, and to take notes for the report that you will write afterwards. If you have access to a tape-recorder you may choose to take it along and record the interview. Then you can check your notes afterwards.

If you choose to record the interview on tape, you should still take notes. The tape recorder might be faulty, or you might forget to turn the cassette over, or there might be too much background noise to be able to hear the interviewee's responses on tape. So it is important not to rely on the tape only!

Try to rewrite your notes as soon as possible, so that you don't forget the content. If you are unsure of an important fact after the interview,

Writing a report from your notes

Do you remember in Unit 2, Lesson 9 you learnt to write a report? In this section you are going to practise this skill by writing a short report of your interview.

~~ACTIVITY 7~~

Write a 2-3 page report of your interview:

1. Decide on the aim of your report. Is it to give information?

2. Decide who will read the report. What does the audience already know about the topic? What does the audience need to know?

3. Keeping the aim of your report and the audience in mind, write a first draft. Use the following suggested structure to guide you:

Introduction:	Date, time, place of the interview, who was involved.
Purpose:	What you aimed to achieve from the interview.
Overview:	Short description of the interview.
Background:	Information about the issue or topic that may not have been discussed in the interview but is included for the benefit of the reader of your report.
Analysis:	A breakdown of the information you collected in the interview. You could use sub-headings to organise your main points, for example, ‘Health and Safety Training at Chemicalus' or 'Company's accident policy' or 'Company's response to criticism'. The sub-headings refer to different areas that were covered in your interview.
Conclusion:	Your views and opinions of the information gathered from the interviewee.
Recommendations:	Suggestions for future action.

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4. If you like, you can compare your report with the example in the Answer Section.

5. Ask a friend or fellow learner to read your report and make comments and criticisms.

6. Write up the final draft of your report and give it to your tutor for assessment.

CHECKLIST

Are you able to:

- write a formal letter arranging an appointment for an interview
- research your topic before conducting an interview
- prepare a set of questions for an interview
- conduct an interview and take notes
- write a short report from the information that you gathered during the interview.

Make sure that you have given your report to your tutor for assessment.

LESSON 11

Water for all

About this lesson

Lessons 11 and 12 are based on the topic of water as an essential resource. While you are exploring the topic you will have the opportunity to develop your essay-writing skills. You are going to plan and write an essay on the following topic:

> Discuss any potential health problems related to water, and suggest ways in which these problems can be solved.

At the end of this lesson you will find a section called Resources for your essay . You will be able to use these resources to help you prepare your essay.

In this lesson you will

- study a checklist for writing successful informative essays
- learn the meanings of task words for essays
- clarify the meaning of the essay topic
- brainstorm the topic and make a mindmap
- choose information for your essay and make notes
- plan your essay.

An essay about water

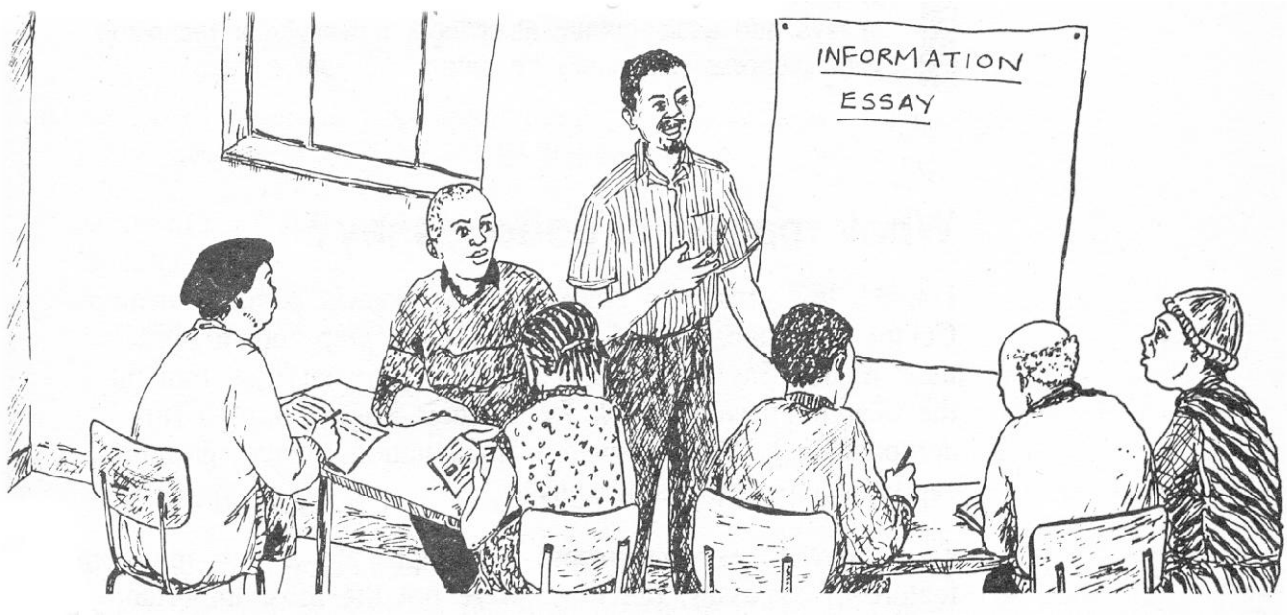
Millions of South Africans do not have access to an adequate supply of water. Noncinci is one of them. She lives about eight kilometres outside Umtata. Here she tells us what is involved in getting access to water for her family's daily needs.

'Every morning at about half past three I get up to take my bucket and walk to the place where the women of the village can get water – a pump several kilometres away. There is no water in the streams at present. If you go after this time there will either be no water left or there will be such a long queue of women that you will wait up to three hours. So the custom is, if you are late at the pump and cannot wait because you have to be at work in Umtata, you leave your buckets holding your place in the queue and a few hours later a female member of your household will go and get this water. In practice, this fetcher will be a schoolgirl, your younger sister or daughter who will miss school or get there late.'

Informative essays

What do you feel about writing essays? One learner at a college had this to say:

> 'I was never given the chance to write an English essay. The first time I did this was when I wrote my Grade 12. I do not know how to write an essay: I was never taught how.'



Read this discussion about writing essays:

Lindiwe: What is an informative essay?
Tutor: Informative essays are probably not new to you—you've probably written them in other courses. As you advance with your studies, you'll often be asked to write essays. Can you explain what an informative essay is?
Thomas: It's an exam question.
Kennedy: No, it's more than that. It's a text written by a learner, usually on a topic given by the tutor or teacher.
David: Informative essays are the same as articles in journals or books which are written by academics at university.
Yvonne: An informative essay is a composition in a subject like Integrated Social Studies but it could also be for Combined Science.
Lindiwe: Can't an essay also be a composition like the ones we write in language exams?
Tutor: It can, but in this discussion we're focusing on informative essays, not on creative writing essays.
David: Essays are a way of practising the skill of communicating information in written form so that one day we can write books and articles for magazines.
Tutor: For Grade 12 learners, writing informative essays helps you to prepare for further study, but it also teaches you how to organise your own ideas and communicate them to others. Your essays also provide a means of judging your progress.

~~ACTIVITY 1~~

1. Write your own definition of an informative essay in your notebook.

2. Do you think essay writing skills are important? Explain.

What makes a good informative essay?

The most important features of a good essay are good planning, relevant research and clarity.

When you write an informative essay you should:

- make sure that you understand the essay topic
- remember that you are writing for a particular audience
- write a clear, relevant introduction linked to the topic
- choose relevant information
- present a point of view if this is required by the essay
- plan your essay
- organise your information into a logical structure
- write a good conclusion
- check your essay carefully.

In the rest of this lesson you are going to plan to write an informative essay.

Here are the six steps that you will follow:

Understanding the essay topic.

Brainstorming the topic.

Doing research (the resources have been provided for you at the end of this lesson).

Choosing relevant information from your research and making notes.

Organising your information into a logical structure.

Finalising the main topics for each paragraph.

Step 1: Understanding the essay topic

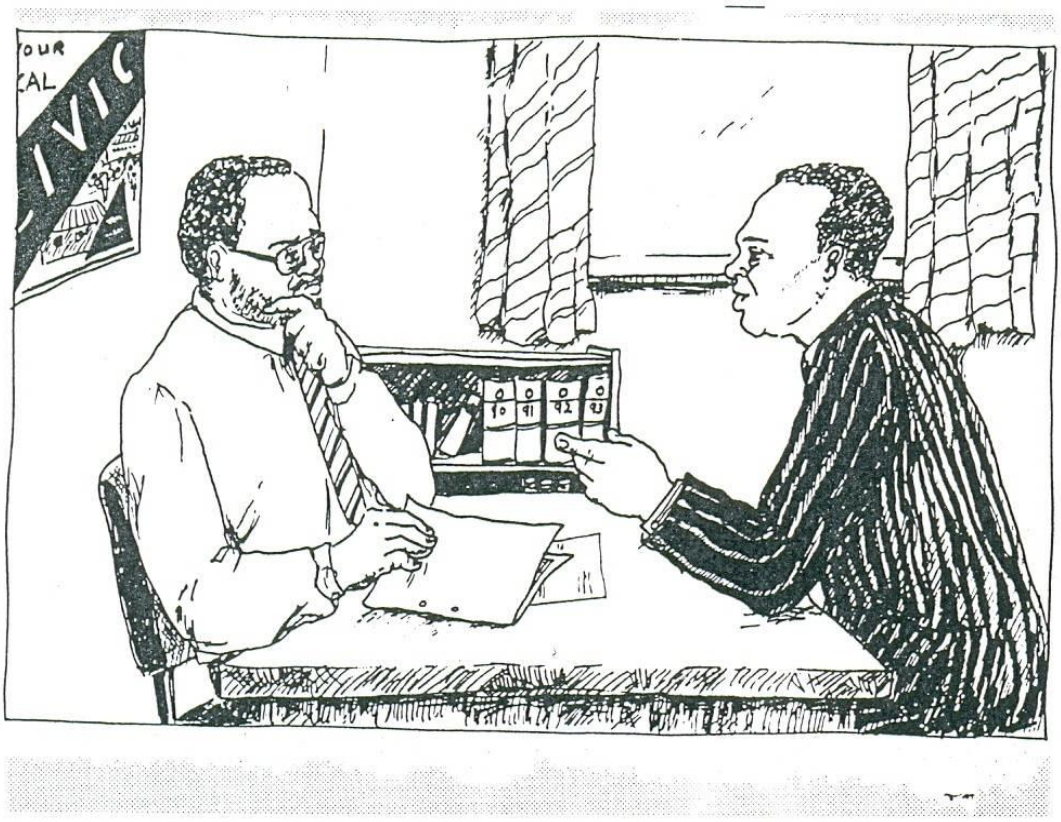
One of the most important things to get right when you write an essay is to keep to the topic. Think about what could happen in real life if you don't follow this rule:

Mr Jakes Hobana has completed a community research report for the Zwelitsha Civic Association. He calls in to hear how they feel about it and meets Mr Henry Matiso, the Secretary. Read the discussion they had:

Mr Matiso: Mr Hobana, thank you for your research report on our community, but I am afraid we cannot pay you your fee because you have not kept to the topic that we asked for.

Mr Hobana: But it took me four weeks, and the need for a pre-school and an after-care centre is urgent in your community if women are to assist with supporting their families!

Mr Matiso: Oh yes, I agree, but we asked you to research the need for a clinic and recreational facilities in Zwelitsha. My committee is very sorry, but this is not what we requested.



Mr Hobana probably went away very frustrated and angry that all his work was wasted. But the Civic was also disappointed, and was fully justified in refusing his report.

It is crucial that you understand the topic before you begin and that you stick to it as the essay develops. Otherwise you will waste your time and you will be penalised by markers for straying from the topic. The marker will see this as failing to be organised and disciplined in your approach, and you will get frustrated and discouraged, just as Mr Hobana did.

Task words

The most important part of understanding an essay topic or exam question is to look closely at the task words. Here are three examples of essay topics with task words in bold:

1. **Describe** how Robert Mazibuko created his vegetable garden.
2. **Analyse** why there are no strict controls on the use of poisons in industry.
3. **Present** a case study of water shortages in rural areas, for example, Lebowakgomo.

In the first topic, you are asked to describe. This means that you should write in detail and in logical order about the steps that Robert Mazibuko took.

The second topic asks you to analyse. This means that you should find out the main reasons for the lack of controls over the use of poisons in industry and show why they are important.

The third topic asks you to present a case study. This means that you should explain how water shortages in rural areas affect people's lives, using the example of Lebowakgomo to support your points.

~~ACTIVITY 2~~

1. Underline the task words in the essay topics below. Remember, there may be more than one task word in an essay topic.
   a. In five paragraphs, explain how water circulates in the environment.
   b. Use detailed statistics to illustrate who uses South Africa's water.
   c. Describe how water resources are polluted and wasted in South Africa, and present solutions to this problem.
   d. Now do the same for your essay topic:

      Discuss any potential health problems related to water, and suggest ways in which these problems can be solved.

2. Write the task words that you underlined next to the correct definitions in the list below.

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Task word	Definition
illustrate	to use examples or statistics to make your meaning clear
	to present different sides of an issue (good and bad points)
	to give reasons for something
	to tell in detail how things are or to give a detailed account in a logical order
	to put forward (two task words fit this definition)

COMMENT

You might come across other task words, so we've included a list of them and their meanings on page 159 in the Answer Section. You can refer to this list whenever you need it.

Topic words

In addition to task words, there are topic words in every essay topic or exam question. The topic words tell you what the essay is about. For example, you can be asked to describe how water resources are wasted, or how Robert Mazibuko created his vegetable garden.

~~ACTIVITY 3~~

Read these essay topics again and underline the topic words.

1. In five paragraphs, explain how water circulates in the environment.

2. Use detailed statistics to illustrate who uses South Africa's water.

3. Describe how water resources are polluted and wasted in South Africa, and suggest solutions to this problem.

4. Now do the same for your essay topic:

   Discuss any potential health problems related to water, and suggest ways in which these problems can be solved.

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Extra instructions

Before you start planning an essay, you need to check the topic for extra instructions. For example:

In five paragraphs, explain how water circulates in the environment.

Here 'In five paragraphs' is the extra instruction.

~~ACTIVITY 4~~

Find the extra instructions in the following topic:

Use detailed statistics to illustrate who uses South Africa's water.

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COMMENT

When you have to write an essay, ask:

- what is the topic?
- what are the task words and what do they mean?
- are there any extra instructions?

~~ACTIVITY 5~~

It is often helpful to rewrite the essay question in your own words to make sure that you understand it.

1. Read topics 1. and 2. in Activity 3 again and compare them with the way they have been rewritten below.

2. Then rewrite topics 3. and 4. in Activity 3 in your own words:
   a. In five paragraphs show how water circulates (from rivers through evaporation to clouds) and give reasons for all the different stages in the process.

   b. Give information in the form of statistics which show who or what are the main users of South Africa's water.

   c. _____

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   d. (Your essay topic)_____

Step 2: Brainstorming the topic

Brainstorming is the second step in planning your essay. You have already done this in Unit 1, but here are some points to help you to revise the process:

Brainstorming

- helps to get you thinking
- allows you to work out a rough plan of your essay
- allows you to read selectively choosing only the information that is relevant to the essay.

You can brainstorm on your own, but it is usually best to brainstorm with others. Different people can contribute different ideas, and together you can think of more ideas than one person can on their own.

Brainstorming is a free, creative activity. You can jot your ideas on a page of your notebook, but the best is to write on a chalkboard or a piece of paper on the wall in koki pen. This allows the whole group to sit and look at your ideas and think further.

ACTIVITY 6

Now try brainstorming your essay topic:

> Discuss any potential health problems related to water, and suggest ways in which these problems can be solved.

You can skim the resources at the end of this lesson if you get stuck for ideas.

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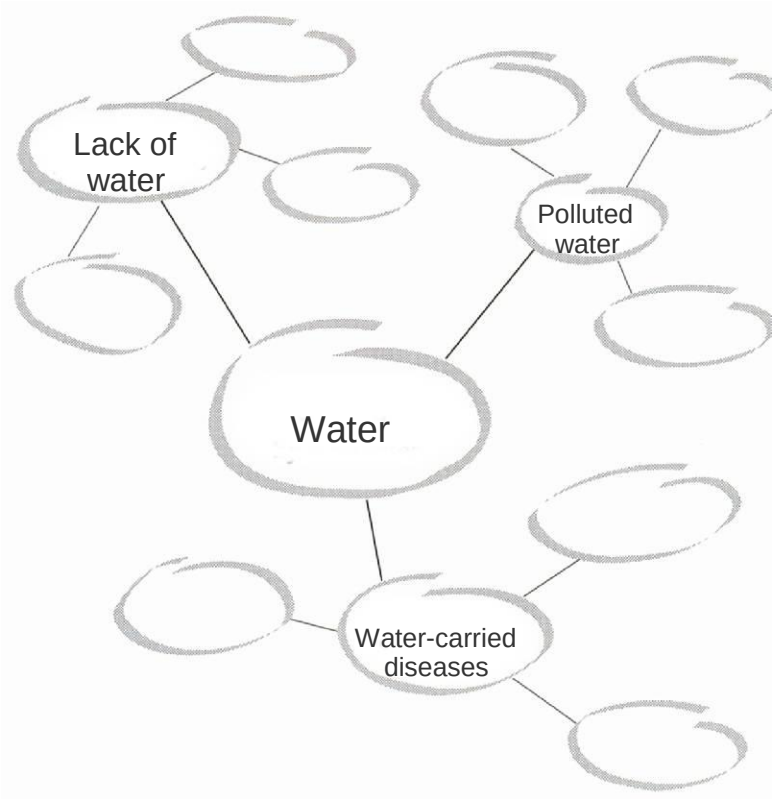
COMMENT

Once you have brainstormed your ideas, you might want to add to them or change them over the next few days. You might see something on TV or read something in the newspaper that gives you new ideas, or you might talk to someone who is able to help. Ideas take time to grow and develop, so don't start your essay at the last minute. Allow time for your ideas to grow.

ACTIVITY 7

When you've finished your brainstorm, try to organise your ideas by drawing a mindmap. Do you remember, a mindmap is a diagram with the main topic in the middle and supporting ideas connected to it like spider's legs? Another name for mindmaps is 'spiderdiagrams' .



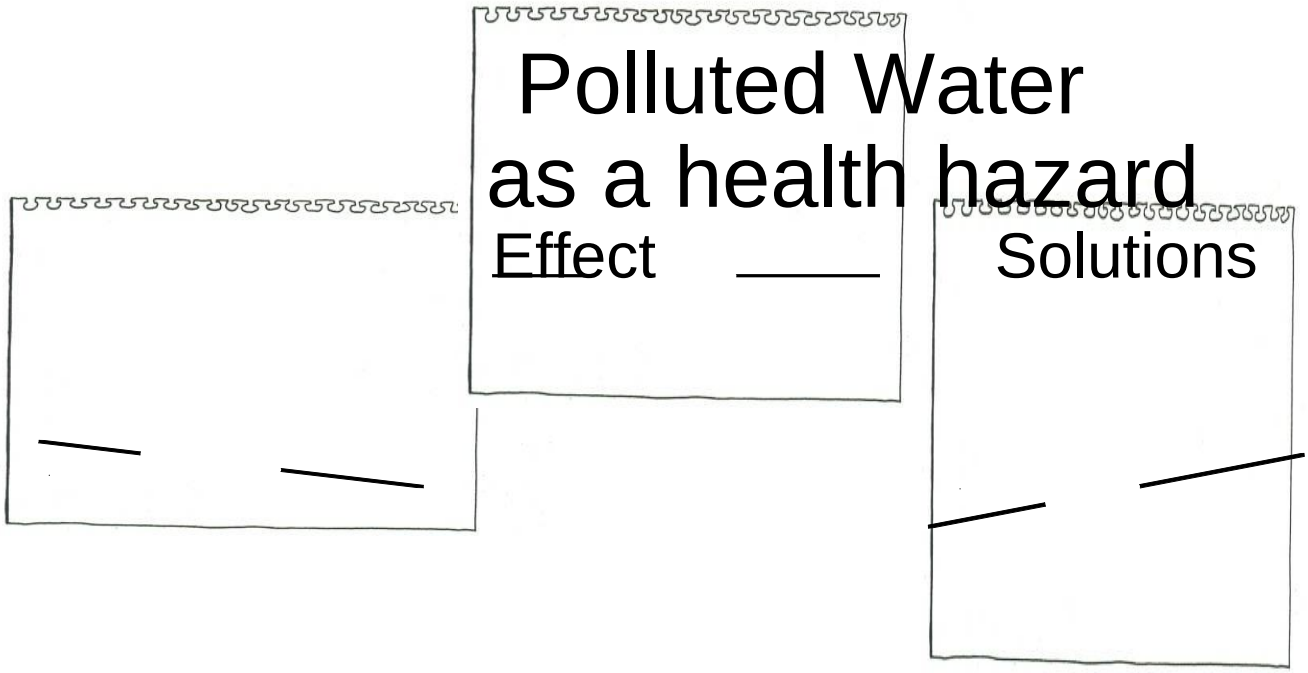
Steps 4 and 5: Choosing relevant information, making notes and organising information

Now that you've completed your early planning, you will have a better idea of what information you need for your essay. You will be able to choose information that fits in with the essay topic and the main ideas in your mindmap from the resources at the end of the lesson.

~~ACTIVITY 8~~

1. Turn to the resources for your essay at the end of the lesson. Have your notebook ready, a pencil, your brainstorm sheet and mindmap.

2. At the top of three separate pages of your notebook, write the headings from your mindmap, one per page. For example:



Hint:
Use the guidelines for taking notes in Lesson 9 to help you.

This is a time-saver, because it is a way of sorting and organising your information while you take your notes. This will make it easier to write your essay.

3. Remind yourself of your essay topic as you read through the texts. Remember to use your previewing and scanning techniques in order to find relevant information for your essay.

4. Read through Text 1 on pages 115-116 and underline the points which are relevant for your essay. Use these points to make notes. Remember to include the reference to the text when you make your notes from it.

ANSWERS ON PAGE 161

ACTIVITY 9

Now practise your note-taking, using Text 2 on page 117. First preview the text. Underline the relevant main points, then take notes. After that, try Text 3, Text 4 and Text 5 on pages 118-126.

COMMENT

Did you find it difficult to take notes? Did you remember to use the guidelines for note-taking in Lesson 9 (using short phrases, abbreviations, symbols and only noting the main points)?

Remember to make it very clear to yourself where your notes came from, for example:

Text 1: Chigodo, Tim 'Drought takes its toll', from New Ground , Winter 1993, p. 20-2l.

Text 2: 'The causes and types of river pollution', The Turret Senior Geography Course , Workbook 17, Ecology and Environmental Problems, p. 127-129.

Text 3: Fyson, Nancy Rich World Poor World , Oxford University Press, 1991, p. 4l.

Text 4: Beddis, Rex The Third World , Oxford University Press, 1989, p. 46-47.

Text 5: 'Water' from The People's Workbook , EDA, 1981, pp. 250, 253,256, 319, 321.

You will need these references when you write your essay, to write your bibliography, and to make a reference list. A reference list is a list of sources you have quoted in your essay. You can find out more about reference lists and bibliographies in the next lesson.

If you use words straight from a text in your essay, you should put them into quotation marks. This shows that the words are not your own and that you are quoting someone else. If you use another writer's words, you must acknowledge, or give credit, to the writer. Otherwise you can be accused of plagiarism (using another person's ideas if they were your own).

~~ACTIVITY 10~~

1. Make a table with three columns using the headings 'Disease', ‘Effect', 'Solution'. For example:

Disease	Effect	Solution
Bilharzia		

2. Use your scanning skills to select the texts on pages 115-126 which contain information about water-carried diseases.

3. Note the names of the diseases. Then find and note on the table the effects and solutions for each.

Steps 6: Finalising the main topics for each paragraph

The final step in the planning process is to work out a detailed essay plan. Your informative essay should have an introduction, body and conclusion.

The introduction should catch the attention of the reader, and give a taste of what the essay is about.

The body of the essay should consist of your main points and the evidence you want to use to support your main points. The paragraphs should be organised so that your discussion is logical and easy to follow.

The conclusion should provide a brief summary and include any recommendations.

~~ACTIVITY 11~~

Have your mindmap ready, and your brainstorm and notes for easy reference.

1. On a clean piece of paper, write the heading Essay Plan . Then write the essay topic at the top of the page.

2. Have a look at the flow-chart on the next page before completing your own:

ESSAY PLAN

Discuss any potential health problems related to water and Discu
heaggrobleems related to water and
suggest ways in which these problems can be solved.
suggest ways in which these problems can be solved.

Introduction: General statement about the topic
What will be covered in the essay

Body: Para 1. Lack of water as a health hazard
Effects on people – a. home hygiene - diarrhoea
b. fatigue
c. poverty

Para 2. Solutions – lobby for water for all in local government and nationally

Para 3. Polluted water as a health hazard

Effects on people –
a. solid waste – destroys river creatures
b. organic waste – lowers oxygen level in water – water not be cleaned naturally
c. chemical and mineral pollution – kills fish and animals; poisons people

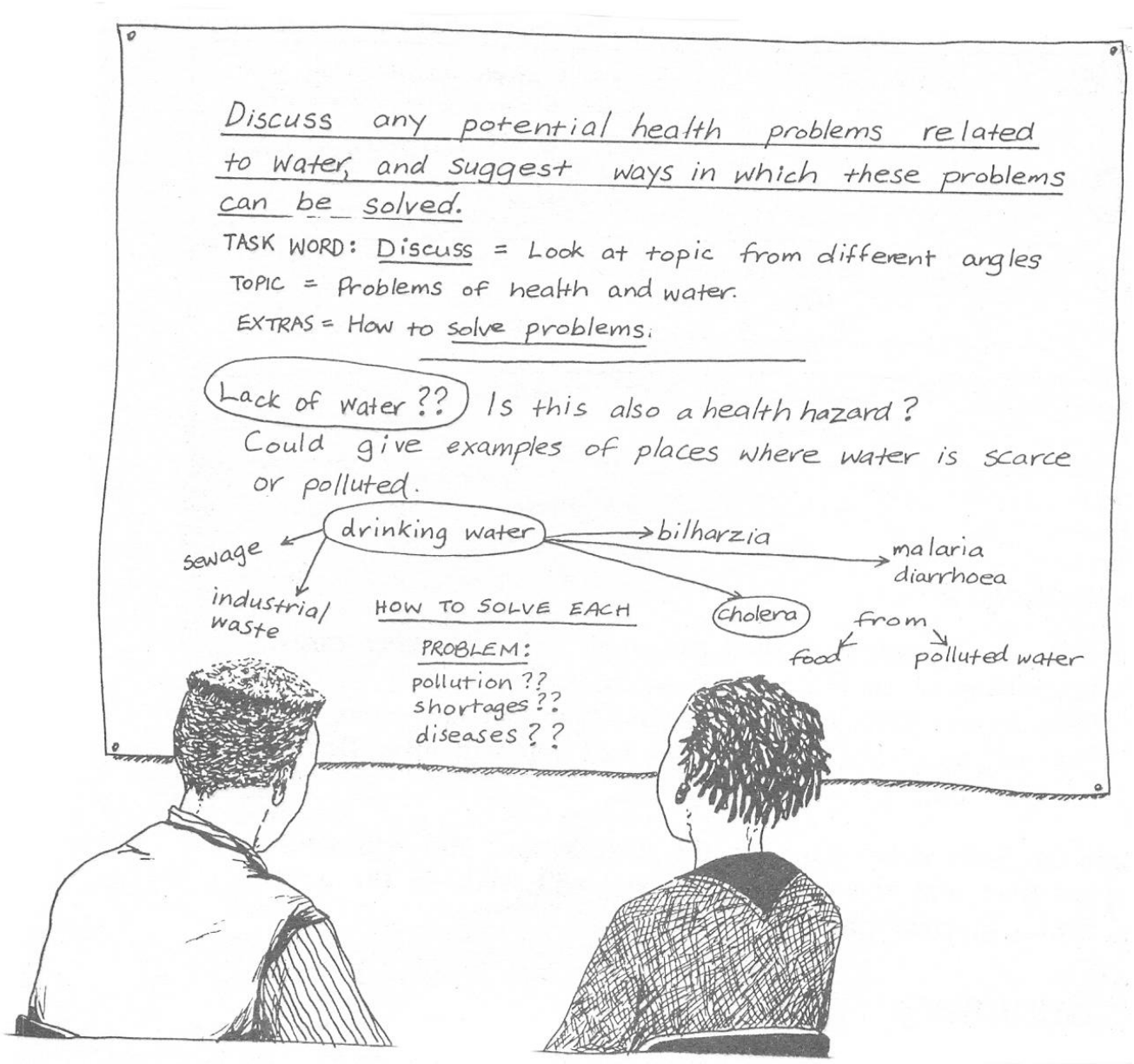
Para 4. Solutions -
a. educate people not to pollute rivers
b. build latrines in rural areas below water source
c. legislation to prevent industry from polluting water

Para 5. Water-carried diseases
Effects on people – a. bilharzia, b. malaria
Solutions - controlled use of DDT
use of netting
long shirts / pants
no swimming in stagnant water

Conclusion: Summarise main solutions and include recommendations

Note:
Y ou will need to use your essay plan in the next lesson.

3. Now write down your own paragraph topics for your essay. Place them in an order which seems logical to you. Under these topics, write down from your notes all the points that you will make and the examples that you will give. Do this in point form.



CHECKLIST

Are you able to:

- r identify the features of a successful informative essay
- r understand the task words in essay topics
- r brainstorm an essay topic and organise your ideas in a mindmap
- r use previewing, skimming and scanning techniques to select relevant information for an essay
- r take efficient notes
- r write an essay plan from your notes.

Text 1

Drought takes its toll

Southern Africa's rural women pay the price

Although the rains have gradually returned to drought stricken southern Africa, recovery will be slow and difficult. Tim Chigodo looks at the impact on the lives and health of rural women who bear much of the burden of coping with drought ...

Digging for water, Zimbabwe

The V-shaped figures of women bent double tilling the land can be seen throughout southern Africa's rural landscape now that some rains have fallen in the region.

Hand tilling, mostly done by women, is called 'Zero Tillage'. However, unlike its name may suggest, it requires a great amount of energy and strength.

Women's work

Normally the land is tilled using ox-drawn ploughs. But with most livestock dead or too weak to plough as a result of the drought, the work falls to the women.

Commercial farmers and environmentalists claim that 'Zero Tillage' is better for the land. But how much work does it mean for women?

The average rural woman works up to sixteen hours a day, feeding the family, tilling the land and carrying out other responsibilities. Fetching water alone averages two hours a day during the wet season. In the dry season or the drought, this is doubled.

'In famine and food crises, women suffer the most,' writes Ann Whitehead of the University of Sussex. According to Whitehead, the poorest group in rural Africa are women and children living in female-headed households. In Botswana, women do 73 percent of work on the land and half of these households are headed by women.

Despite their existing workload and responsibilities, little has been done to help women through this drought period when the workload increased significantly and energy levels decreased due to insufficient food.

Food shortages have left them unable to meet the needs of their families, while reduced agricultural output has wiped out chances of surplus for sale.

In the difficult economic times which most countries in the region are undergoing, male migration to the cities in search of work has left women with an increased burden, especially in view of increased hand-tillage. Ultimately, this has led to reduced productivity.

Food for more work

Though well intentioned, food-for-work programmes put into practice by some government departments in the region have increased the burden on women.

The majority of participants in food-for-work programmes are women. 'The women spend the whole day and some of the night working and on top of that there is food-for-work projects. While the women are

'Little has been done to help rural women as workloads increased and energy levels fell due to insufficient food'

'Drought takes its toll' by Tim Chigodo, from New Ground, Winter 1993, p.20-21.

working, we find that most of the men spend their time drinking , ' said one participant at a seminar on 'Women and Drought in southern Africa' held recently in Harare.

Women in Ntabazinduna in Matabeleland claim that they are forced to participate in food-for-work projects, but are denied food because they have husbands who work in the urban areas.

The government reasons that these women also benefit from the projects and it cannot afford to feed people with other sources of income.

Seeking alternatives

Faced with this situation, women have turned to alternative sources to earn an income and feed their families.

'When someone asks what we women are doing, they should understand that we are feeding our children under the most difficult circumstances,' says Miriam Myoni, a Zambian mother of four.

In a letter to the editor of a newsletter produced by the Catholic Commission for Justice and Peace in Zimbabwe, Peace Ncube noted that in Binga, Zimbabwe, families are making young girls seek employment as domestic workers. Ncube said that the highest pay is about Z$50 (US$25) a month. These young girls work mostly for single mothers, who in turn, work as prostitutes in the area.

Salary and working conditions are very poor and Ncube claims that some of these young girls are sexually abused.

Other women are turning to crafts, despite the poor market, gold panning, selling firewood and wild fruits. Unfortunately, most of these alternatives will have a negative impact on women in the long term. Either the environment on which they depend will be destroyed in the process of gold panning or cutting trees for firewood, or, in the case of prostitution, they face the real danger of HIV infection.

Wilfred Tichaguwa, a consultant on women's issues, points out that even mass harvesting of wild fruit for sale has a negative impact in the immediate and long term. Animals, such as baboons, that eat these fruits will ultimately turn to the people's crops for food because there is no fruit.

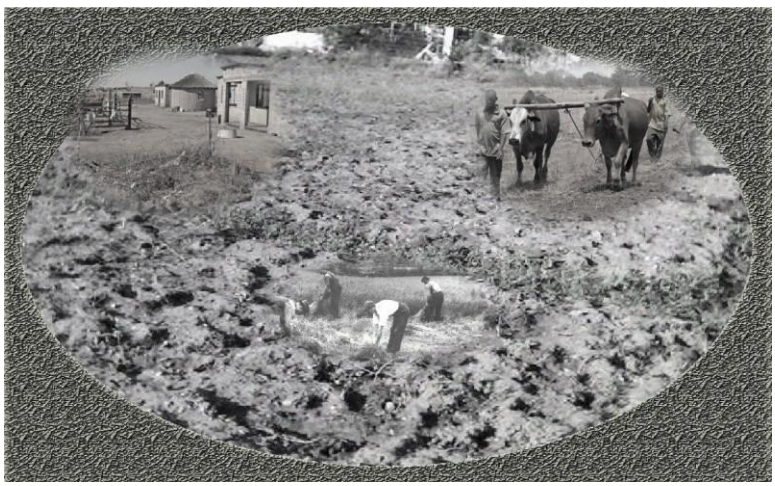
Drought and health

The impact on women's health has been particularly bad for those with children. Apart from food shortages resulting in malnutrition, a shortage of water has meant a reduction in domestic and personal hygiene.

One UNICEF official inspecting the feeding schemes in Masvingo province in Zimbabwe noted that due to water shortage, children did not wash their hands before eating from a communal bowl – a potential health risk.

Additional hard work such as hand tillage will take its toll on the health of women. And low family income levels due to drought will also reduce access to health care.

To alleviate the immediate and long term effects of drought on the community as a whole women's work in rural areas must be taken much more seriously. As the section of society in charge of food security on a subsistence level, as well as the bearers and caregivers of the children who are the future, more care must be taken to ensure their ability to survive famine and food crises.



Text 2

1. SOLID WASTES

Solid wastes include things that float, for example, plastic and litter. It also includes things which are suspended in the water, for example clay, fine sand and silt washed into the rivers from farmlands, mine dumps and urban areas.

2. ORGANIC WASTES

Organic wastes are emptied into rivers and lakes from agricultural, industrial and residential areas. Fertilizers, insecticides, animal wastes and rotting vegetable matter come from agriculture.

Detergents, starches, dyes, hydrocarbons, etc. from industries and homes make the water dirty.

One of the main types of water pollutants is human sewage. Domestic sewage includes the used water of toilets, wash basins, baths, dishwashers, laundries, hospitals and abattoirs.

3. CHEMICALAND MINERAL POLLUTANTS

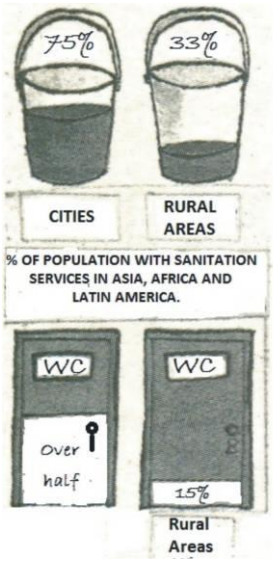
There are many poisonous chemical and mineral substances. A few examples are salts, ammonia, cyanide, arsenic, lead, calcium, mercury, sulphides, acids and oils.

Water sources in South Africa are not all polluted to the same degree. The Vaal River below the Vaal Dam is in a very bad condition. Chemicals and acids left in mine dumps seep out of the dumps into the tributaries flowing into the Vaal River. The Vaal also receives large amounts of soil which has been washed off the land, agricultural chemicals, industrial wastes and salts. The Vaal River at the Barrage is said to be the dirtiest river in Africa, south of the Sahara desert.

All the dirt and polluted water in the rivers eventually flow into the sea.

Text 3

Water



Are water and sanitation services better in the cities or in the rural areas of poorer countries?

About half the world's people still do not have a safe supply of drinking water. Basic sanitation is even less available to the world's poor.

'Tubewells' (also called 'boreholes') are a common source of water in rural areas of poorer countries. All that is needed is groundwater, a suction hand pump and a water lifting device.

Some countries use rainwater storage tanks. In Kenya, rain is caught in gutters along the eaves of some houses. This water runs into cement tanks, where it is stored.

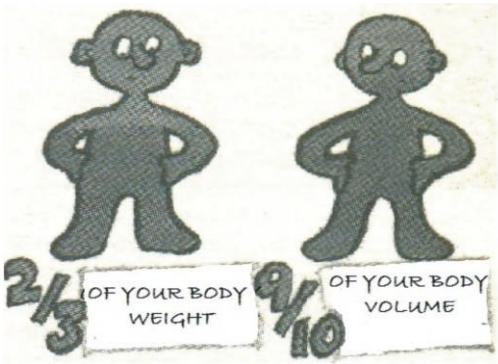
Bamboo water pipes have been used for many years in Asia and parts of Africa. The pipes are put in the earth. Villagers use a simple tap to draw water. These pipes last only three to four years.

Water and sanitation facilities need to be kept in good working order. People must be trained in maintenance. Spare parts must be easily available.

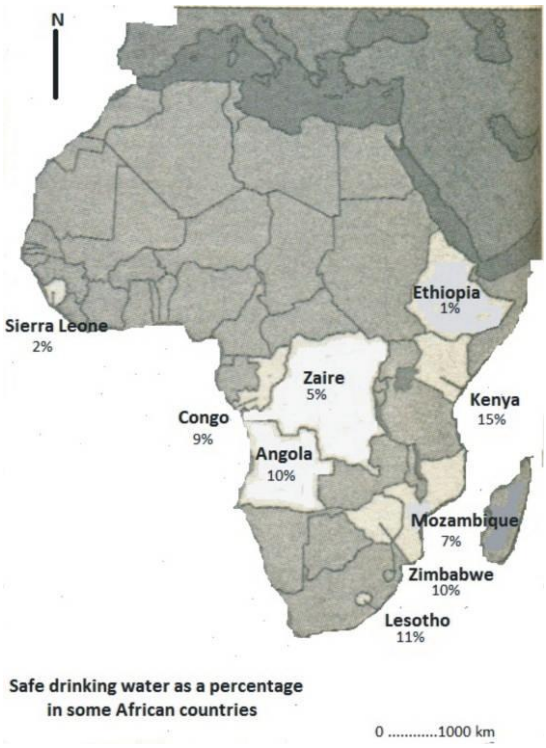
Asia and Africa are the continents with the greatest problems of water supplies. The map shows the percentage of people in some African countries with safe drinking water. (In Europe, 95 per cent of the people have safe, piped water.)

Carrying water, Peru

Water seems to be everywhere, covering about ¾ of the earth's surface. But most of this is salt water in oceans or water frozen in polar areas. The fresh water which humans need is less than 1 % of the world's supply.



Water is vital. Humans cannot live for more than a few days without it. You are mostly water!



RICH WORLD POOR WORLD BY NANCY FYSON, OXFORD UNIVERSITY PRESS; 1991, P.41.

Tuareg well, North Africa

Water tap, Honduras

UN Water Decade

'Clean water and a safe toilet for all by 1990.' This was the slogan of a Water Decade started by the UN in 1980. Efforts are being made to improve water supplies and sanitation in poorer countries. Most of the cost is borne by poorer countries themselves but aid from richer countries is helping.

Suppose someone said to you that $30 billion a year is too much to spend on improving water and sanitation in poorer countries. Would you agree? What could you say to argue that it is not too much?

Water and poor health

People without clean water and sanitation are more likely to have poor health. The World Health Organisation says as much as 80 per cent of sickness in poorer countries is from unsafe water and bad sanitation.

Water-borne diseases are spread by drinking or washing hands, food or utensils in unclean water. Examples are diarrhoea, cholera, polio and typhoid.

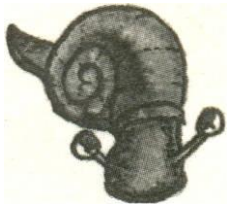
Water-washed diseases are spread by bad personal hygiene, not enough water for washing, and bad disposing of human wastes. Examples are leprosy, yaws, scabies and roundworm.

Water-based diseases are spread by a vector that spends part of its lifetime in water. As people touch the infected water, the parasite moves into human bodies. An example is the disease bilharzia.

Diseases with water-related vectors are passed through infection-carrying insects that breed in water. Examples are malaria, African sleeping sickness and river blindness.

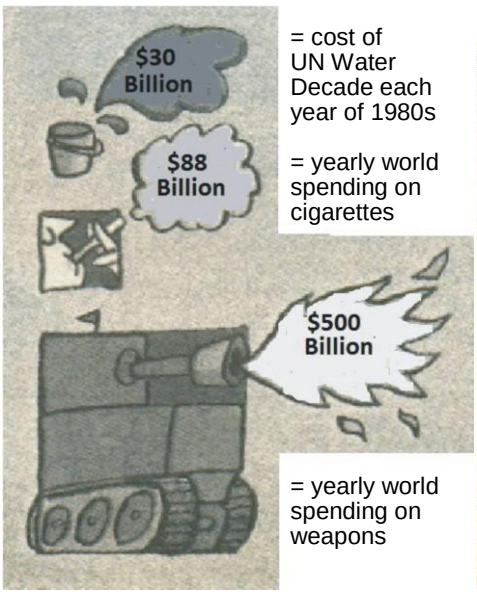
Fecal disposal diseases are caused by organisms that breed in human wastes not properly disposed. An example is hookworm.

These diseases cause much suffering in the world. They also drain the energy of many people in poorer countries.



Black snails can carry larvae which grow into worms. The worms then leave the snails and enter human bodies.

These can cause the disease bilharzia. Over 200 million people in seventy poorer countries suffer from this.



= cost of UN Water Decade each year of 1980s

= yearly world spending on cigarettes

= yearly world spending on weapons

Carrying water, Guatemala.

Text 4

Disease

One measure of the wealth or poverty of an area or country is the amount of illness and disease suffered by its people.
Illness can range from a general weakness and fatigue to crippling disease and premature death. Sick people are unable to work as productively or contribute as much to the community as healthy people. In that sense, if an environment leads to a great deal of ill-health and disease it can be said to contribute to a lack of economic activity and a lowering in the quality of life.

Water-related diseases: river blindness and malaria
Many of the most destructive of human diseases are related to water and water supply. In some cases the water acts as the breeding ground for insects which then carry the particular disease from infected to uninfected people. It is estimated that more than 20 million people who live in tropical parts of Africa and Latin America suffer from onchocerciasis or so-called river blindness.

River blindness doesn't kill, but often leads to impaired vision and total blindness. It is caused by tiny worms that infect the skin and finally scar and damage the eyes. These tiny worms enter the skin when a person is bitten by a small black fly that has previously bitten an infected person. Not only does the disease cause great personal suffering, it also means that infected men and women are an additional burden on the community. Whole villages may be deserted if widespread infection occurs.

In some of the savanna lands of West Africa, such as the zone near the River Volta in Ghana and the River Hawal in north-east Nigeria, a high percentage of men are affected. The flies that carry the disease breed in fast-flowing rivers near rapids where there is a lot of oxygen in the water. Local people have to use the river for water in the absence of supplies from deep wells, and are vulnerable to infection. It is difficult to eliminate the flies completely, though there has been increased control in the Volta area. Drugs have not yet been developed to cure the infection. So millions of people are doomed to poor vision and the probability of blindness at an early age.

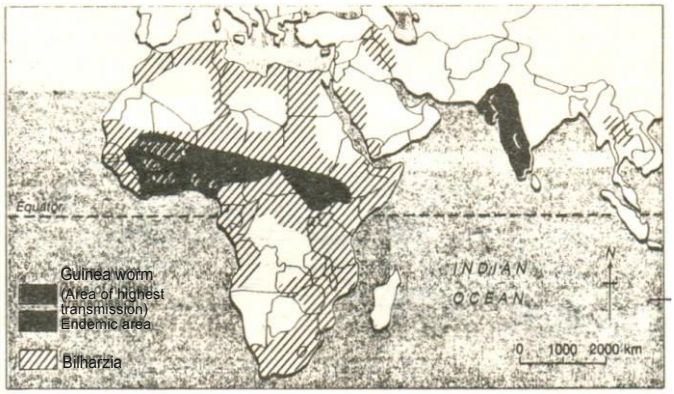
Stagnant pools like this are a breeding ground for mosquitoes

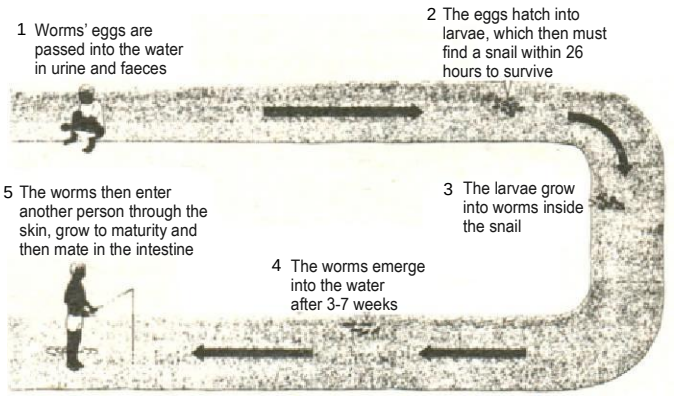
Malaria is another disease carried from person to person by insects– this time by mosquitoes. It is estimated that every year about 800 million people suffer from the fever, and many die.

Children lead adults, blind through onchocerciasis (river blindness), to work in the fields. Burkina Faso, West Africa

The Third World by Rex Beddis, Oxford University Press, 19.., p. 46-47. ENVIRONMENTS, RESOURCES, AND DEVELOPMENT

The disease is most widespread in the hot wet parts of the world. and in Africa south of the Sahara malaria kills one in two children under the age of two years who become infected. Malaria is likely to be a threat wherever mosquitoes breed– in stagnant pools, in lakes, in pots of water and so on. One solution that has proved effective is the spraying of the breeding sites with DDT and other insecticides (but these can pollute the environment). The mass use of drugs has also had a big impact on preventing or limiting malaria but as the mosquitoes become resistant to the various insecticides and the malaria parasites infecting humans become resistant to drugs, the disease is re-emerging and remains a major cause of misery and death.

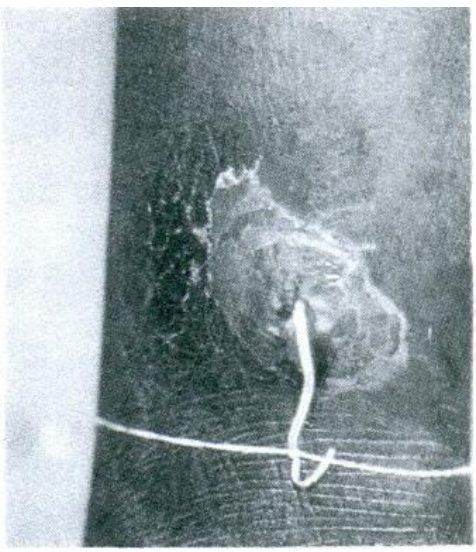




Water-borne diseases: bilharzia and Guinea worm

In contrast to these insect-carried infections some diseases are caused through direct skin contact with infected water. A person infected with bilharzia contaminates a pool or stream by passing eggs into the water. and the tiny larvae which hatch live first in water snails and then swim freely as tiny worms. These can be picked up by anyone standing, walking or swimming in the water. The infected people feel weak and ill and unable to work. Dams and irrigation schemes that should lead to improvements in living standards unfortunately often provide the weed-covered lakes and canals in which the water snails breed.

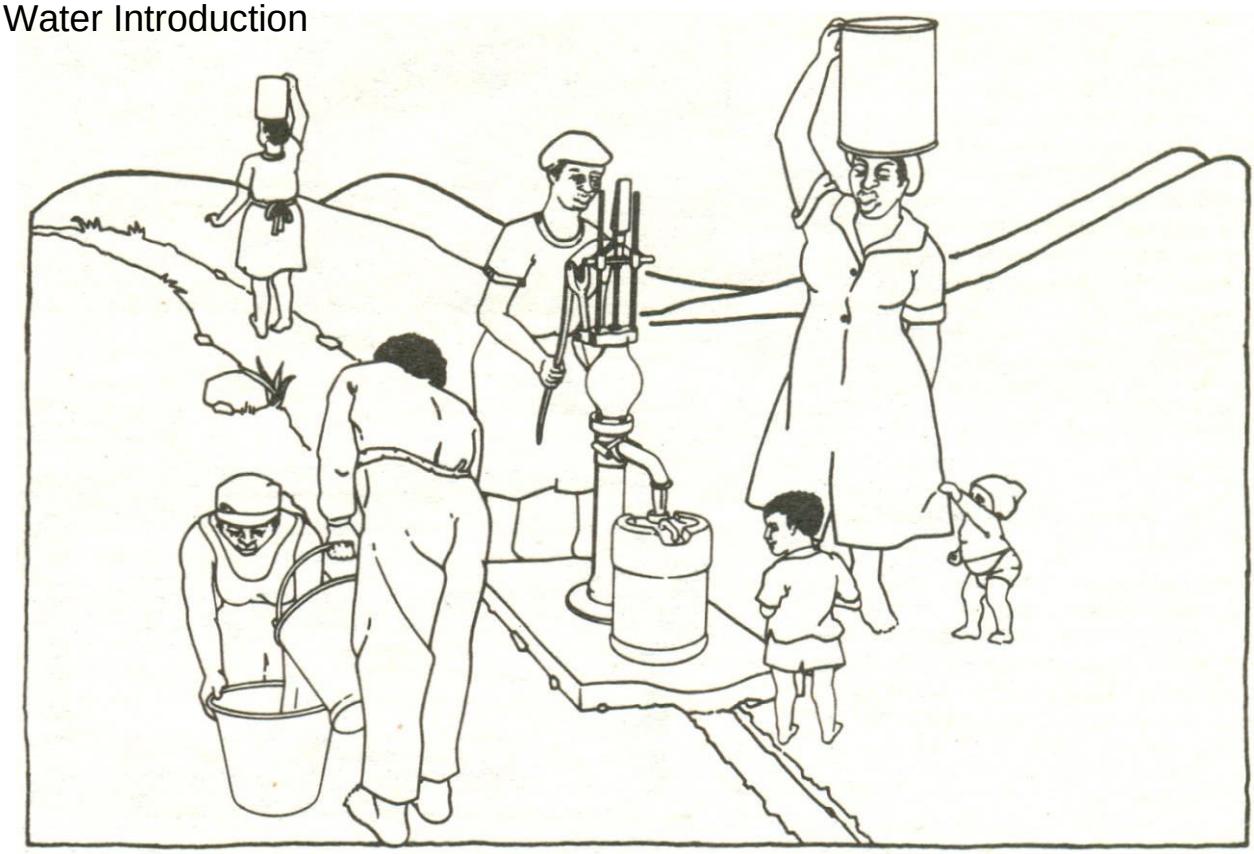
Guinea worm is caught by drinking water that has been infected by someone who already has the disease. The worms grow to 30 mm or more in size before breaking through the skin, usually in the feet or legs below the knee. Tiny worms from these wounds enter the water and are kept alive in very small creatures known as cyclops. It is these that are taken in when drinking contaminated water. Millions are affected during the peak season of infection, and many are made weak and ill year after year. The simple cure would be for infected people not to contaminate the water, and for uninfected people to drink water only from deep bore-holes or protected wells, and not to step in streams and pools. But that is not easy to do. There are no effective drugs to cure the disease, but it could be eradicated with care and the provision of clean water supplies.



A Guinea worm which has erupted through the skin

Text 5

Water Introduction



Many villages in South Africa have no water. In these places women and children have to walk a long way every day with their buckets to fetch water for drinking and washing. They cannot carry enough for watering vegetable gardens and this is one of the reasons why many people cannot grow any of their own food.

Other villages have a spring or borehole or river close by. But the water is often dirty because cattle drink there and people wash there. Then, diseases like gastro-enteritis, typhoid and cholera can get in the water. Sometimes the pump or windmill is broken and there is nobody to fix it. Or the pump does not work well so people have to wait for a long time every day to fill their buckets.

Every community needs:

- Clean water, so that people do not get diseases.
- Water close by, so that people do not have to spend hours every day collecting water.
- Enough water for people to clean up messes and dirt in their houses. Water just for drinking is not enough.

In this part of the book we write about how to get clean water. There are some cheap ways to do this. For example, people can build small dams to collect rain water, or they can build a wall around a spring to keep the spring water clean and fresh. If the water is not deep in the ground and there are no rocks, you can drill a borehole with a hand drill but if the water is deep in the ground, you have to hire a borehole machine and this costs a lot of money. Find out from other people around you which drilling companies are honest.

'Water' from The People's Workbook, EDA, 1981, pp.250, 253, 256, 319, 321.

RAIN WATER

Rain water is always clean, so it can be used for drinking. You can collect rain water from the roof of a house, or by using underground tanks.

Rain water from a roof

It is easy to collect rain water from a corrugated iron roof with gutter pipes and a tank. The size of the tank depends on how much it rains where you live. If it rains all year round, you will not need such a big tank because the tank will fill up quickly. But if it does not rain much, then you should get a big tank - 5000 or 10 000 litres.

Make sure the water in your tank is clean by doing these things:

- Clean your roof and gutters regularly.
- Make the gutters slope smoothly towards the tank. Sometimes there are bumps and bends in the gutters. Pools of water stay there after it rains, and mosquitoes breed in them.
- Put wire mesh over the entrance pipe to the tank and over the outlet pipe, then no insects can get into the tank.
- Make sure that there is a proper drain away from the tap at the bottom of the tank. Press stones into the ground or make a concrete channel so it is not always muddy around the tap.
- Do not drink the water from the first rain after the dry season, because this water will have a lot of dirt from the roof and gutters. Use this water for your garden.

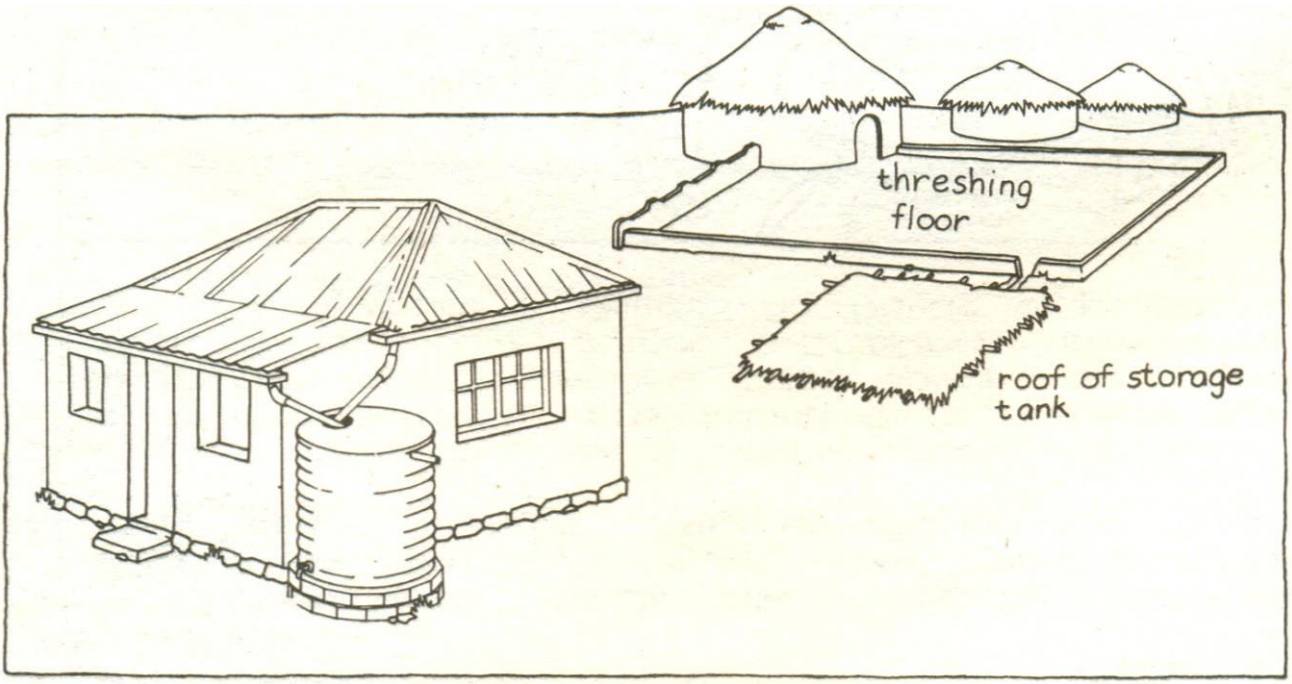
Underground Tanks

You can collect rain water from big flat rocks or from sloping roads, by building a low wall along the rock or road and making it slope towards an underground tank.

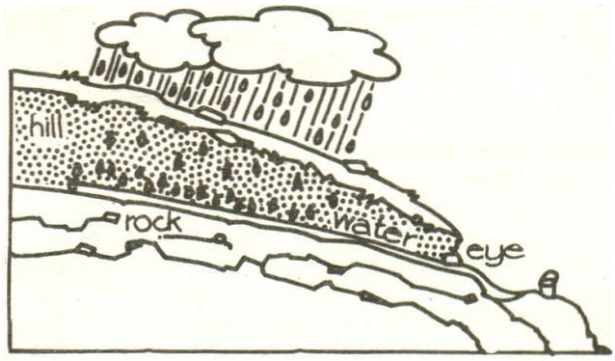
This method works well for houses which have a threshing floor. You can make the threshing floor slope so that the rain runs out at one corner. This is the place to build the tank. The walls of the threshing floor are like gutters, stopping the water running over the sides.

You can make an underground tank by digging a hole in the ground and plastering it with cement and chicken wire. Another way is to plaster the hole with layers of mud, with a sheet of plastic between each layer. This has to be done carefully, because the plastic sheets can easily tear.

Underground tanks must have a roof and a small pump to pump the water out of the tank.



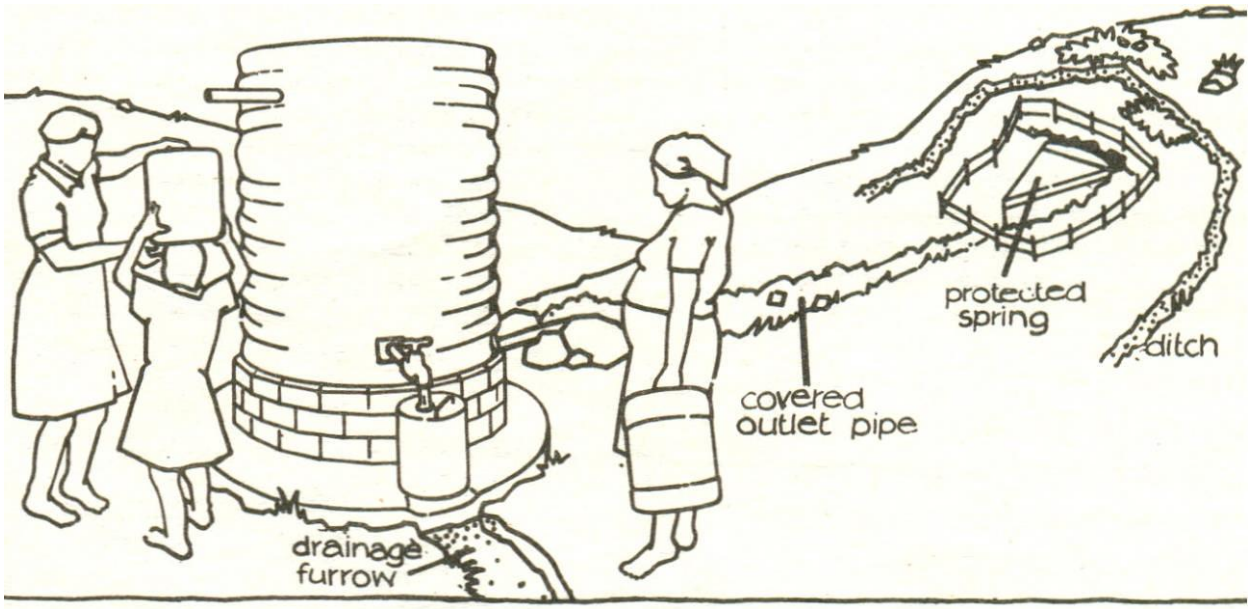
HOW TO PROTECT A SPRING



A spring is underground water which comes out of the ground. It is usually on the side of a hill. Rainwater sinks into the ground, and is stopped by a layer of rock or clay. The water flows along the layer and comes out of the ground at the source or eye of the spring.

An unprotected spring is unhealthy. The water can carry diseases from people and animals. A properly protected spring gives cleaner, healthier water.

Protecting a spring is a good water supply project for a community. It is quite cheap compared to other kinds of water supply like boreholes. No special equipment or skills are needed. Everyone can take part in the work. The spring itself without the tank will cost R50 to R100.



You protect a spring by casting a concrete 'V' shaped wall around the source, and putting on a roof. A pipe leads water from inside the wall to a tank which fills up during the night. In the day people can fetch water from the tank.

There are springs in many different places, like rocky hillsides, river banks and marshes. Change the method given here to suit each spring.

GASTRO-ENTERITIS

Flies can leave gastro-enteritis on cups, feeding bottles and spoons. So many babies get gastro-enteritis.

Babies who are breast fed do not get gastro-enteritis so easily.

You can also get gastro-enteritis from dirty river water. People who live near rivers often put their rubbish into the river. Sometimes they defecate in the river. When other people drink the water they get gastro-enteritis.

What to do when children get gastro-enteritis

When children get gastro-enteritis they lose a lot of water and salt because of diarrhoea and vomiting. The most important thing is to make them drink more water and salt, otherwise they can die.

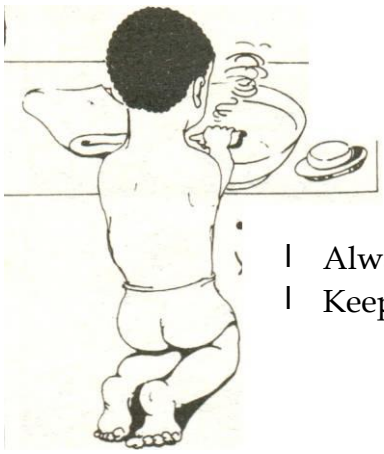
~~Day 1:~~ Make medicine by adding 1 pinch of salt, 1 pinch of cooking soda (bicarb) and a teaspoon of sugar to a cup of boiled water which has been cooled down.

A pinch is when you pick up some salt or soda between your thumb and your first finger. You must ~~boil~~ the water for 15 minutes otherwise the child can get sicker.

Children die from gastro-enteritis because all the water comes out of their bodies with the vomiting and diarrhoea. Their bodies dry out. To stop the drying out you must give the child this medicine during the whole day and night for 3 days.

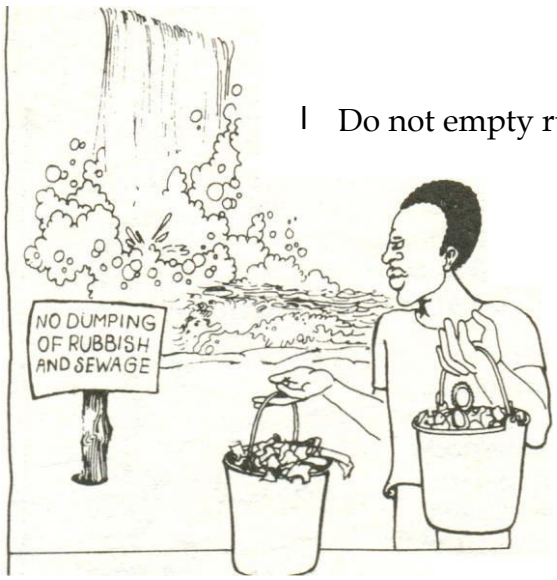
How to prevent Gastro-enteritis

- Boil all drinking water from rivers, open wells and springs.



- Always wash your hands after you go to the toilet.
- Keep flies away from food by covering it up.

- Breast-feed your baby if possible.
- Keep all baby things like bottles and spoons very clean.



- Do not empty rubbish into rivers.

- Dig a rubbish pit and bury rubbish.

- Never shit near a place where you get water. It is much healthier to make a pit toilet.

LESSON 12

Water for health

About this lesson

In this lesson you are going to continue the process of writing an informative essay on the topic of water and health. By now you should have a fairly clear idea of what you are going to include in your essay. However, perhaps you are feeling slightly daunted by the process? Writing a good essay requires a lot of effort, but you should feel pleased with the end result.

In this lesson you will

- check your essay plan against a checklist
- write a first draft and revise it
- learn about supporting the points you make
- edit your own essay
- learn how to quote and present references in an essay

Checking your essay plan

Check your plan using the checklist below.

Checklist for essay plan

1. Have I left out any important ideas? Have I covered the main points I wanted to make in the essay? (Compare it to your brainstorm and your notes.)
2. Are all my points relevant to the essay topic?
3. Are my points in logical order, so that they make sense to the reader?
4. Have I included enough examples to support my points?
5. Have I thought of an interesting way to introduce and conclude my essay?

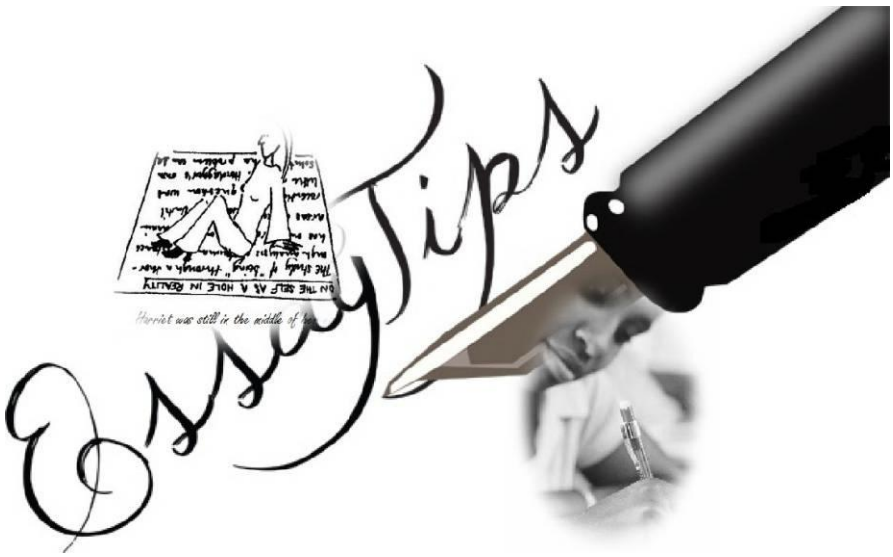
After checking your plan, you may want to add a few points; but if you are satisfied, then you are ready to write your first draft.

Writing a first draft

Writing is a process, and a good essay is the result of several drafts and some strong self-criticism, checking and editing. In the past, you may have handed in your first drafts for assessment. You'll find that you'll get better results if you rework your first draft. In an exam, however, time doesn't always allow you to rework your essay.

~~ACTIVITY 1~~

Use your essay plan and your notes to write your first draft. Don't spend time on grammar and spelling yet, just write as fast as you can. Your essay should be about 400-500 words (or two pages) long.



Revising your first draft

All the activities that follow are part of the process of checking and editing your essay. Try to work through them with another learner, so that you can help each other revise your work.

Have you got one main point per paragraph?

You should have one main point in each paragraph and all the other sentences should be explanations or examples which support the main point.

~~ACTIVITY 2~~

Use a pencil to underline the main point in each of your paragraphs of the body of your essay. If you find that you have more than one main point, decide if you should make this point part of the next paragraph, and then mark it clearly as 'new para' to remind yourself when you write your second draft. Here is an example:

Millions of South Africans are without a supply of fresh, running water and this is the first health hazard that I will discuss. Lack of water causes many bad health problems for families in their homes: if there is no water in the house, children can't wash their hands before eating. This can cause diarrhoea and other illnesses. Hygiene in the home without water is also very hard for the parents, and fetching the daily supply takes time and causes hardship. Women and children have to go very early in the morning to fetch water and so they get little sleep.

Main point 1

In rural areas, water is even less available than near to the towns. Tilling lands is much harder work without water. This hard work can harm the health of the workers. Lack of water can also affect the family's earnings: they cannot grow food, they cannot run home industries, therefore they also cannot afford health care.

Main point 2

Checking for relevance

All your points must be relevant to the essay topic. By working out the meaning of the task and topic words, brainstorming the topic, selecting only relevant information from the texts you read, and checking your essay plan, you should have eliminated any unnecessary information. Sometimes learners make points in an essay because they believe that lots of information is needed, and that this is what will earn them a higher grade. This isn't true!

~~ACTIVITY 3~~

Why do you think it's important to choose relevant information for your essay? Look at this picture of a tutor marking an essay.

Use the picture to write short notes on the importance of choosing relevant information.

ANSWERS ON PAGE 162

~~ACTIVITY 4~~

Read the following paragraph and cross out the irrelevant sentences.

> Millions of South Africans are without a supply of fresh, running water and this is the first health hazard that I will discuss. Lack of water causes many bad health problems for families in their homes: if there is no water in the house, children can't wash their hands before eating. Hygiene in the home without water is also very hard for the parents, and fetching the daily supply takes time and causes hardship. There are so many responsibilities for parents in a day, that it is hard for them to provide adequate help in doing schoolwork. Women and children have to go very early in the morning to fetch water and so they get little sleep. Sometimes children have to walk long distances to school as well. Lack of water can also affect the family's earnings: they cannot grow food, they cannot run home industries, therefore they also cannot afford health care. Teaching families to start up small businesses or home industries is an important issue for organisations to consider.

ANSWERS ON PAGE 162

~~ACTIVITY 5~~

Try to work with a partner, and check each other's essays. Go through the body paragraphs of your essay one by one and decide if all the information is relevant to the essay topic. If anything isn't relevant, then you should cross it out.

Supporting main points

In your essay, you are discussing health problems related to water. You need to help the reader to understand your points, and to convince the reader that these are important issues. This means you should support your main points with explanations, examples or reasons, that is, evidence to prove what you are saying is true.

Supporting details are sometimes called 'substantiating' details. This comes from the word 'substance' which means the material something is made from. By saying 'This point has no substance', we mean the point is weak, with no supporting details. If you are asked to substantiate your argument or point, you are being asked to provide evidence to support it.

ACTIVITY 6

The aim of this activity is to check whether you have given supporting details for your main points. Try to do this activity with a partner and check each other's essays.

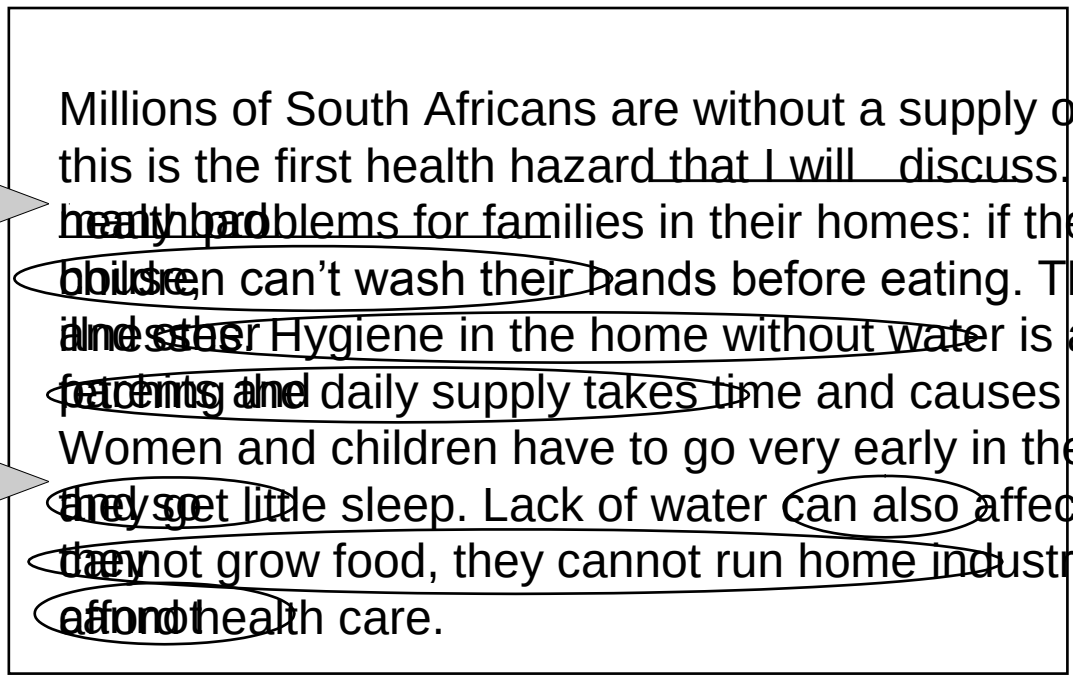
Look at the main points which you underlined in Activity 2, and ask yourself: Have I

- explained my point?
- given reasons for my point?
- given examples to make my point clearer?

Circle any reasons, explanations or examples for your main points, for example:

The main point is underlined

Reasons for the main point are circled



Main point: Lack of water causes many bad health problems for families in their homes.

Supporting evidence:

- hygiene in the home is difficult if there is no water in the house
- children can't wash hands before eating; can cause diarrhoea and other illnesses
- fetching water takes time
- fetching water early in the morning results in women and children getting little sleep
- cannot grow food, cannot run home industry
- cannot afford health care.

If you find a statement which is not supported, you may have to do further research to provide reasons or examples.

Checking the links between paragraphs

When you developed your essay plan, you placed your points in a logical order. The essay will therefore flow logically from point to point. But this may not happen automatically, and sometimes you must write linking phrases or sentences to make the ideas in the essay flow more easily. The examples below show different ways of linking paragraphs.

Example 1

End of para 1: Lack of water can also affect the family's earnings: they cannot grow food, they cannot run home industry, therefore they also cannot afford health care.

Beginning of para 2: Polluted water can also be a health hazard. There are many dangerous chemical and mineral substances that pollute rivers in South Africa, and this water eventually reaches the sea.

The link between these two paragraphs is the word 'also', which suggests that both paragraphs 1 and 2 describe health hazards.

Example 2

End of para 1: Lack of water can also affect the family's earnings: they cannot grow food, they cannot run home industry, therefore they also cannot afford health care. This concludes the discussion about lack of water as a health hazard My next point is about water pollution as a health hazard.'

Beginning of para 2: Polluted water is a major threat to human and animal health. There are many dangerous chemical and mineral substances that pollute rivers in South Africa, and this water eventually reaches the sea.

In this example the first paragraph is concluded and the second paragraph is introduced.

Example 3

End of para 1: Lack of water can also affect the family's earnings: they cannot grow food, they cannot run home industry, therefore they also cannot afford health care. Lack of water can therefore have serious consequences for family health.

Beginning of para 2: The second threat to health that I will discuss is the pollution of water. There are many dangerous chemical and mineral substances that pollute rivers in South Africa, and this water eventually reaches the sea.

In this example, the word 'second' indicates that you are reading a sequence of points and that you have just read the first one.

~~ACTIVITY 7~~

Now check your own paragraphs with a partner and decide whether the links between the paragraphs help the ideas in the essay to flow more easily. Make changes where necessary.

Writing an introduction

The introduction is the first paragraph of the whole essay: it has the important purpose of catching the attention and interest of the reader and introducing the essay.

In her book, How to Write Essays , Laura Dison suggests that different types of essays require different introductions. In the next activity you can choose an appropriate introduction for your essay topic.

~~ACTIVITY 8~~

Read these introductions and then decide which one you prefer. Write down why you think it is an appropriate introduction for your essay topic.

Introduction A

Water is one of the most essential substances for human, plant and animal life. We depend on it for our physical survival, our sanitation and in many different ways, for our health. But not everyone has access to water: in fact 12 million South Africans do not. And many who do have access, suffer from health problems related to water. In this essay, I will discuss some of the health problems related to lack of water, polluted water and water-carried diseases.

Introduction B

Water pollution is a very serious problem because it affects our health. There should be severe legislation against chemical and mineral pollution. This is one of the topics that I will deal with in my essay on water and health.

Introduction C

Safe water supplies and sanitation are two of the most important factors to keep society healthy. But how can we do this? What are the major problems for health? And how can we solve them? This is the subject of my essay.

Introduction D

Life on this planet began in the water that covers much of its surface. Water and air together provide the conditions to support life. The most essential substance is, however, water.

Introduction E

'People without clean water and sanitation are more likely to have poor health. The World Health Organisation says as much as 80 per cent of sickness in poorer countries is from unsafe water and bad sanitation.' (Fyson, N. Rich World, Poor World , Oxford University Press, Oxford, 1991 p. 41) These statistics are frightening when you consider that 12 million South Africans do not have access to clean water.

ANSWERS ON PAGE 163

Writing a conclusion

The conclusion summarises what has been covered and links it to the topic of the essay. It should also sum up the writer's viewpoint. The conclusion is the last thing you say to the reader; it should therefore be carefully chosen, interesting and memorable.

~~ACTIVITY 9~~

Here are two conclusions. Choose the one that you prefer, and give reasons for your choice.

Introduction A

In this essay, I have discussed three major health hazards relating to water, namely lack of water, polluted water and diseases carried by water. I have posed several solutions for each problem. There are two strategies that must stand above all the others in importance– lobbying for water for all, and a wide-ranging education programme.

Introduction B

Nothing will change the health hazards related to water that I have outlined, except the people themselves. They must speak loudly of their needs, locally, regionally and nationally. They must agitate until there is water for all. As for pollution and disease, this must also be tackled at a national level, and there is no more effective way than through educational campaigns, on the streets, in the schools, and in the factories. 'A healthy water supply for all' should be our slogan.

ANSWERS ON PAGE 163

Final editing

Now you're going to systematically check your essay for language errors, punctuation, verb tenses, spelling and references.

Checklist:

- ü length of sentences
- ü tenses
- ü punctuation
- ü spelling
- ü paragraphs
- ü quotes and references
- ü bibliography

~~ACTIVITY 10~~

Follow these steps to edit your essay:

1. Read your essay out loud. Listen for sentences that are confusing because they are too long. Break these sentences up into shorter sentences: you are less likely to make mistakes in them, and they will be easier for the reader to understand.

2. Check your punctuation. Have you used commas, full-stops and capital letters? You can often tell where to put a comma by reading a sentence out loud.

3. Check your paragraphs: have you left a line open between paragraphs? Are they in the right places, or do you need to break some paragraphs into two?

4. Check your tenses: have you written the essay mainly in the present tense or the past tense? Check that you have kept to the same tense throughout the essay. Most informative essays are likely to be in the present tense unless they are talking about events in the past.

5. Try to check your own spelling: use your dictionary for difficult words, or refer to the original texts. Try to avoid careless mistakes when you copy names or place names.

6. Have you quoted from a text? Have you used anyone else's words? If you have, look at the next section of this lesson on referencing, and make sure you have acknowledged your sources correctly.

7. Write your bibliography (you can read about bibliographies on page 138).

Referencing

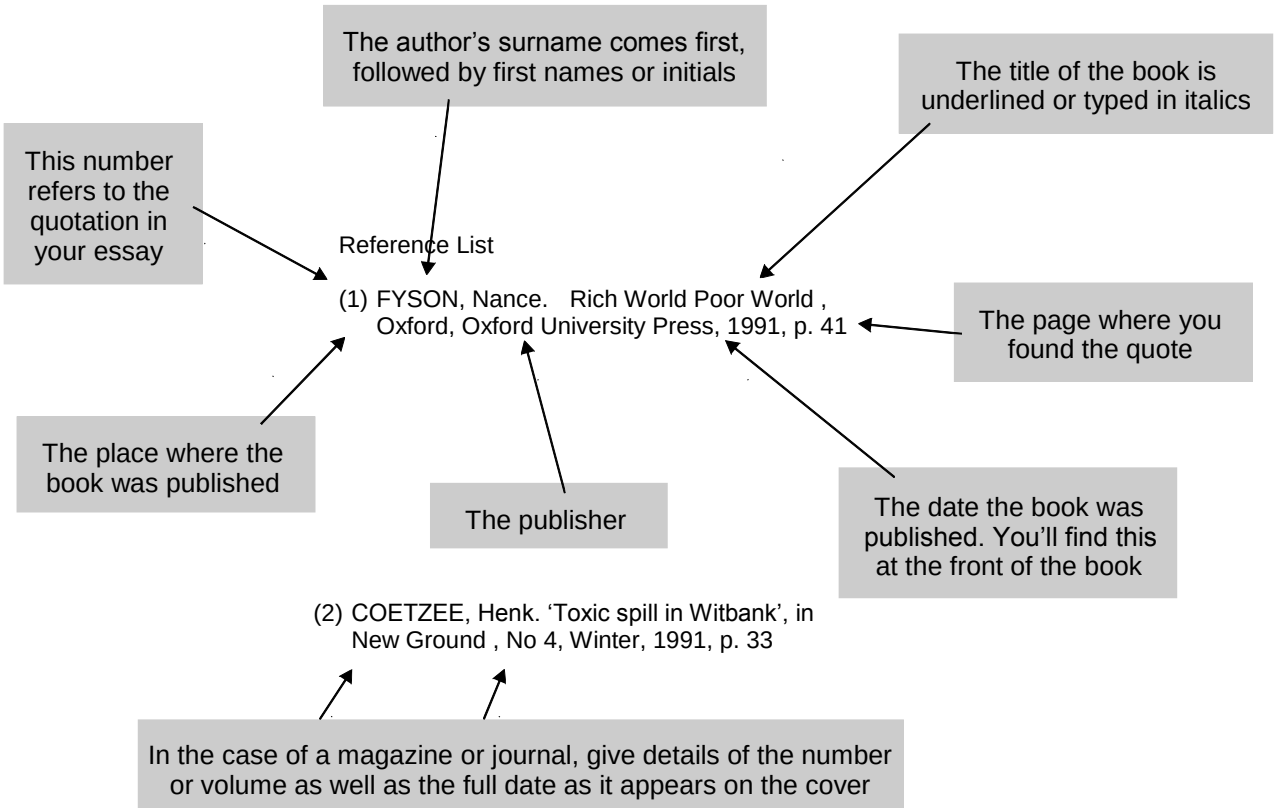
The reason we quote other people's words is because we don't think that we can write it better, or because the writer is an authority on the subject, and we want to provide strong supporting evidence. It is very important to quote and acknowledge every time you use someone else's words.
For example:

Poor access to water poses a serious health hazard for human beings. In her book Rich World Poor World Nance Fyson writes, 'People without clean water and sanitation are more likely to have poor health. The World Health Organisation says as much as 80 per cent of sickness in poorer countries is from unsafe water and bad sanitation.' (1)

When you quote you should:

- note the author's name and the name of the book
- use quotation marks
- put a number in brackets after the quotation
- start a new paragraph after the quotation.

At the end of the essay, you should include a reference list. Use the following format for your references, and number them in the order that they appear in the text.



Referring to the same source more than once

You only need to give a reference in full once. If you quote the same source again, you need only give the surname of the author, the date of the publication and the relevant page number, for example:
(7) FYSON, 1991, p. 87.

Reference lists and bibliographies

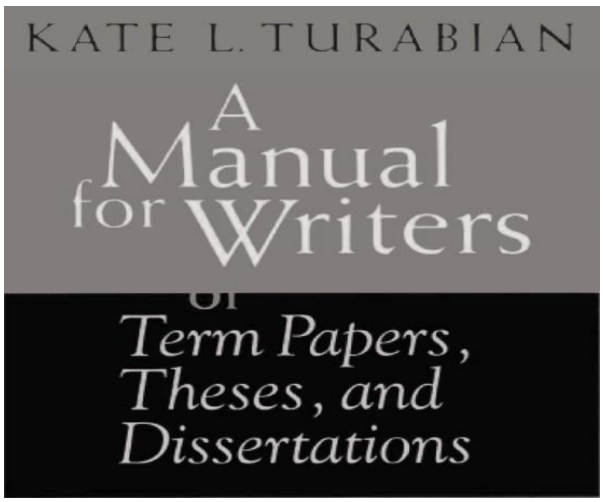
A reference list is different from a bibliography. A reference list is a numbered list which gives the source and page number or each quotation in your essay. A bibliography is an alphabetical list of all the books you used or consulted in preparing your essay. In a bibliography, page numbers are only given for articles that are contained in journals or magazines. Do not include the page numbers of a book.

Here is an example of a bibliography:

Bibliography

(1) COETZEE, Henk 'Toxic spill in Witbank' in New Ground, No 4, Winter 1991, pp. 30– 40.

(2) FYSON, Nance Rich World Poor World, Oxford: Oxford University Press, 1991.



Other sources

There are many sources of information apart from books and articles. In researching an essay, you might use a film or video, a pamphlet or even the Internet. Interviews and letters are also sources of information. You should give details of all sources in your bibliography at the end of your essay, using sub-headings if necessary. For example:

Interviews

Asmal, Kader. Interview with the Minister of Water Affairs and Forestry held at his office in Parliament, 2 June 1998.

Videos and films

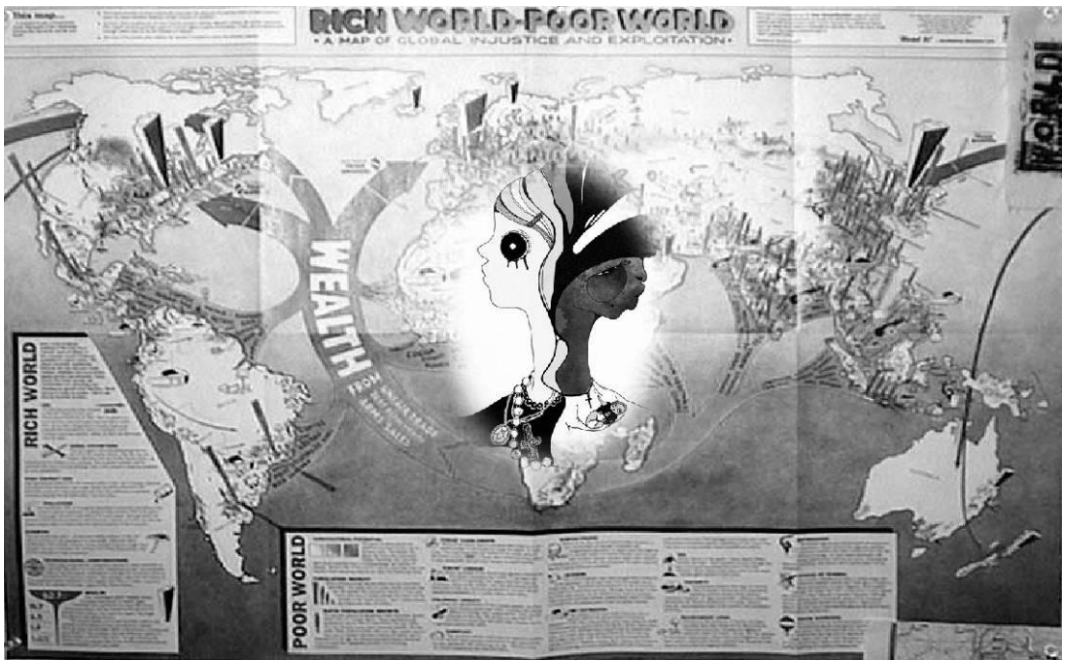
Africa be Dammed. BBC TV, 1998. A programme in the 'Nature' series, produced by Brian Ashbury.

~~ACTIVITY 11~~

When you have completed the steps in Activity 10 you are ready to write the final draft of your essay. Remember to include a Reference List and a Bibliography. Give the final draft of your essay, your essay plan, and your mindmap to your tutor for assessment.

Please remember to hand in your essay to your tutor for assessment.

You have completed the last lesson of Unit 3. The next unit is called Communication in Action , and the focus is on using language and pictures to persuade others to believe or do something.



CHECKLIST

Are you able to:

- r check your essay plan against a checklist
- r write and revise a first draft of an essay
- r provide supporting evidence for your main points
- r check your own essay for language, punctuation and spelling errors
- r quote and acknowledge your sources correctly
- r compile a bibliography.

Answer section

Lesson 1

Activity 1

2. a. Text C describes the writer's feelings.
   b. Text A has the most facts and figures.
   c. Text B concentrates on telling a story. (This is called a narrative text.)

3. a. Text A describes more about buildings and vegetation than Text C; or Text C describes less about buildings and vegetation than Text A.
   b. Text C describes how country people feel while Text A doesn't.
   c. Text A describes Johannesburg's economy, while Text C doesn't.
   d. Text C expresses the writer's fears and is more emotional than Text A. Text A is more factual than Text C.
   e. Text A is more useful for drawing a map or diagram than Text C.

You'll realise that Text A is far more factual and less emotional than Text C. Although Text C does give us some factual information, like Johannesburg is a city where many languages are spoken, it really tells us how the writer feels in Johannesburg. She feels uncomfortable and frightened.

Activity 2

Feature	Example
Present tense	Johannesburg 'lies at the centre' 'covers' 'accounts for' 'tilts' (there are many other examples of the present tense in this extract)
Figures	'56%' '19 000 square kilometres' 'depth of 3,5 km below the surface' '56 kms'
Descriptive words or adjectives	'interesting' 'smallest province 'economic heart' 'densely populated' 'rich history' 'fast growing' 'sprawling hive of activity' 'not very impressive' 'very famous' 'world's richest gold reef' 'heavily developed' 'major town' 'attractive city' 'old buildings' 'flowering jacarandas'

Activity 3

2. The completed table should look like this:

Table of information	
GAUTENG	
Total population	7 048 300
Average life expectancy	66 years
Adult literacy rate	92,9 %
Per capita income (1993)	R19 261

Lesson 2

Activity 1

1. The first and last parts of the text are talking about cities today (present tense). The main body of the text is talking about the history of famous cities in the past and uses past tense.

2. Did you underline the following? You might have found more examples.

   Features: Figures and dates
   Istanbul founded in 660 BC

   Examples: descriptive words
   defensive site
   religious or educational capital city
   large potential workforce
   residential areas
   distinctive character
   largest city

Activity 2

1.

General statement	Type of example
a. '...many cities were founded at the intersections of major transport routes...'	examples of routes and cities
b. 'Other cities were founded on a defensive site...'	example of a city
c. '...some cities became important religious or educational centres...'	examples of cities
d. '...capital cities of countries or provinces have become important...'	reasons for importance

Activity 3

Your summary may be different, but it should contain the key words that are underlined.

Cities developed in particular places for good reasons. First they appeared in good farming areas. As more people travelled they were founded where transport routes over land and water intersected. Other cities were built where they could be defended easily. Sometimes there were important resources or industries nearby.

Certain cities became religious or educational centres, or were chosen as capital cities. This encouraged their development as centres for education, commerce, administration or tourism. As industries grew, more people arrived to work. Today about two-fifths of the world's people live in or near cities. All cities have their own character. (100 words)

Activity 4

1. The pictures on the left represent natural resources that are needed by city dwellers.

2. The pictures on the right show the waste and pollution produced in the city.

3. The arrows show what comes into the city and what goes out. Of course they don't have to be arranged in this way. Things go in and out of the city in all directions. It just makes the picture easier to read if the incoming arrows are on one side and the outgoing ones on the other.

4. The text describes how cities need an increasing amount of natural resources to sustain them. The production of waste from cities leads to polluted land, air and water. The diagram shows the effect that cities have on the environment by using pictures and arrows.

5. Possible captions:
   a. A city as a model of unsustainability. Have you checked the meaning of this word? It means the city is unable to sustain, or continue to support itself.
   b. What cities consume.

   You've probably thought of some better ones!

Activity 5

1. Both figures give the following information:
   In the year 2015 Mexico City will be the biggest city: São Paulo will be second biggest city; Tokyo will be about twice the size it was in the 1950s and 1960s; New York will have been overtaken as the biggest city.

2. New York and Tokyo remain in the top six.

3. London will change the least. Figure 2 gives this information.

4. Figure 2 does not give population figures, so it's not possible to transfer its information directly to Figure 1.

Activity 6

Reasons why people move to cities:

- to look for work
- to look for shelter
- to find a better life
- to feed themselves
- because of a political situation.

There are many other reasons, but these are the ones given in the article.

Lesson 3

Activity 1

1. The contradiction is that paraffin is both useful and a poison.

2. The advantage is that paraffin is an important source of heat in many homes; the disadvantage is that it causes many deaths by poisoning (more children die from this poison than any other poison).

3. a. Paragraphs 3 and 4 explain why paraffin is such a common cause of poisoning.
   b. Paraffin is often found in homes because it's cheap. It's often sold in cooldrink bottles. As a result, children think they can drink it. In many homes there is no safe storage space for paraffin.

4. a.

Society	Industry
1. People don't realise the dangers.	1. Manufacturers don't make safe bottles.
2. They don't keep it away from children.	
3. They may give it as medicine.	

5. Your list of solutions might look like this:

   Education:
   Adult education should be provided to warn adults about the dangers of paraffin:

   - shopkeepers can distribute pamphlets and talk about the dangers

- workshops, videos and leaflets can be provided in community centres, clinics and schools
- puppets, cartoons and resource packages can be sent by organisations involved in literacy to educational centres.

In the home:
- close paraffin bottles
- keep paraffin in a safe place
- mark bottles, for example, with a red cross.

Manufacturers' responsibilities:

Manufacturers should manufacture child-proof bottles with warnings on the labels in different languages.

6. a. 22 to 27.
   b. Don't make the child vomit, don't give anything to eat or drink, go immediately to hospital rather than try to treat paraffin poisoning on your own.

7. a. Three solutions (i.e. providing affordable electricity, childproof bottles, brightly coloured paraffin).
   b. The writer:
      - wants to end on an optimistic (hopeful) note,
      - he wants readers to feel positive.

8. The writer uses the words 'economical' and 'what a price', which appear to be opposite in meaning.
   If something is economical it doesn't cost much. If we say, 'What a price!' we mean something is expensive. Using the two terms together seems to be contradictory— saying two things that can't be true at the same time. But the writer is really saying that while paraffin does not cost much money, it costs or wastes people's lives and health.

9.

Paragraph	Heading
1	introduction
2, 3	description / advantages & disadvantages
4	explanation / reasons for problem
5, 6, 7	causes / who to blame
8, 9, 10, 11, 12	solutions
13, 14, 15, 16, 17 18, 19, 20, 21	further explanation of solutions
22, 23, 24, 25 26, 27	effects of poisoning and treatment
28	conclusion

10. Perhaps an improvement to the structure of the text would be to explain the effects of paraffin poisoning and its treatment immediately after explaining the reasons why paraffin is a common cause of poisoning, and then asking 'who is to blame?'

Activity 2

Did you underline the following three statements of fact in the present tense?

- 'Paraffin is often sold in cooldrink bottles, and many children have been poisoned drinking what they thought was water or cooldrink.' (para 5)
- 'Paraffin is highly toxic and inhalation of less than one millilitre can kill.' (para 22)
- 'Paraffin forms a film over the lungs and can cause respiratory problems.' (para 25)

Activity 3

1. 'But others believe' indicates that there is another side to the story the broader society is also to blame for paraffin poisoning.

2. The words 'Numerous projects' suggest that the reader can expect an explanation or information on one or two of the projects.

3. 'Unfortunately' is a word that expresses an opinion, very often on factual information. The writer thinks that the information that follows is bad.

Activity 4

2. a. Paraffin is most commonly used for heating water and cooking (66 %).
   b. The second most common form of fuel in homes without electricity is wood (16,5 %). The use of wood for fuel depletes the natural resources and leads to soil erosion.
   c. They use candles. Candles which are left burning can cause fires.

Activity 5

1. On both labels the name of the product is written in large letters. The size of the print seemed to be graded like this:
   - Disprin: largest print for product name; then for what the product could do to help a sick person; then a warning to keep out of the reach of children and not to take too many tablets.
   - Fumitabs: largest print for product name; then for poison warning.

2. What this indicates is that the manufacturers are most keen to advertise the name of their product. This is so it can be easily identified on the shop shelf, and so that it will be remembered and bought again. It is in the manufacturers' interest that people buy their products.

   In the case of the Fumitabs, there is a big danger of death or serious illness if the tablets are eaten. They are meant to be burnt so that the smoke can kill insects. So the next most important issue for the manufacturer is that the public is warned about the poison.

   In the case of Disprin, there is less danger of death from overdose. Therefore the manufacturers highlight what the tablets can do to help you. This also helps to sell the product. You can decide for yourself whether you think the manufacturers are being responsible enough about health and safety.

   Full sentences are not used for the uses and warnings. This is to capture the readers' attention and to make the main point of what is being said clearer. It can also be read more quickly.

3. Your label must show that paraffin is poisonous, and that it should not be swallowed or inhaled (breathed in).

Lesson 4

Activity 1

What was said	Measles	Asthma
to the doctor	1	4
to the parent	5	6
to the child	2	3

Activity 3

1. a. The headings are printed in bold and in larger print. Most of the headings are short commands.
   b. Each item in the lists is marked with a heart symbol. The lists are also indented (set in from the margin).
   c. Most of the lists give more detail about how to use the information in the heading.

2. a. Personal pronouns are not used because the writer is not writing a personal text or expressing an opinion. The writer is stating facts, and the text is formal and abstract. This helps to make the pamphlet seem more authoritative and true.

b. The writer uses the auxiliary verb 'can' to show that it is possible that the build-up of fatty deposits leads to heart attacks. However, this is not always the case. It is important to give accurate information in this type of pamphlet.

3. a. The writer gives only single words or short phrases because they stand out more and are easier to read.
   b. The list of contributing factors goes at the beginning of the pamphlet because it is so important. Anyone reading the list can almost immediately identify whether they are at risk of a heart attack or not. If you recognise yourself or your lifestyle in the list, you will continue reading in order to find out what you can do to prevent a heart attack.

4. a. No.
   b. The following are statements and not commands:
      - large quantities of hidden saturated fats are likely to be found in pastries, cakes, ice-cream, snack foods and processed meat
      - olive oil, sunflower oil, canola oil and avocado are recommended alternatives to animal fats
      - a high fibre breakfast cereal is a great way to start your day.
   c. The above statements could be rephrased as commands:
      - avoid pastries, cakes, ice-cream, snack foods and processed meat which contain large quantities of hidden saturated fats
      - choose olive oil, sunflower oil, canola oil and avocado instead of animal fats
      - start your day with a high fibre breakfast cereal.

5. a. The Heart Mark is a place setting (i.e. a knife and fork) with a heart shape where you would normally expect to see a plate. This place setting is drawn inside a circle.
   b. The Heart Foundation is concerned with the way eating habits are connected to heart disease. That is why their special mark uses a knife and fork (to represent eating) and a heart placed where a plate would be (to show the connection between the heart and the food we eat).

Lesson 5

Activity 1

Not all newspapers are arranged in exactly the same way. The following discussion describes a specific issue of the Cape Times.

1. The main headline is near the top of the front page, under the name of the paper. It's written in the biggest, thickest print to indicate that it's the most important news of the day.

(You may not agree that it's important - news headlines and reports reflect the interests and political views of the editors.)

2. The sports news is on the back page; most of the international news is on page 2; the editorial and political opinions are on page 6, (though they can appear further on, depending on how much other news there is); the classified advertisements are near the back, just before the sports section; the business news is in a separate section; the entertainment section is in the middle, the information about the weather is on page 12.

Activity 2

1. Verbs: spreading; saves; batter
   The verbs are in the present or present continuous tense. It's not clear when the events happened. However, they probably happened in the past. Only the spreading tide may be happening at the time of the report. The use of the present tense is another newspaper convention. It gives readers the impression that the news is very recent and up-to-date.

2. The sentences are not complete. Compare your sentences with these:
   - The killer tide may be spreading.
   - There has been a small victory in the war against TB.
   - There was a big stink on the beaches in the UK.
   - Clem saves the elephants of the Kruger Park from the cullers' guns.
   - Some children battered some fish to death.
   - There are some cool new sounds in refrigeration.

   Words added:

   the; may be; there; has been a; there was; is; in; some.

   These are short words. They don't add much to the basic meaning of the headline.

   Words changed:

   ‘jumbos' to 'elephants' (a more formal word).

3. Violent words: 'killer'; 'guns'; 'war'; 'batter'.

4. Play on words:
   - 'big stink' - literally, there is a bad smell on the beaches! A big stink also means a big fuss. Lots of people are upset by the state of the beaches.

- 'cool new sounds': cool means cold, as a refrigerator should be; it also means smart, clever, laid back - the method of keeping the fridge cool is clever. There is also a play on the word 'sounds' because sound waves are used as a coolant. Cool sounds also can be popular music, implying the fridges make a pleasing noise.

5. Abbreviations: United Kingdom (UK); tuberculosis (TB). Usually place names and names of organisations are shortened, and sometimes names of diseases are also shortened. This is done to save space, because a headline must be as short as possible.

Activity 3

Article 1			
What happened?	Who was involved?	Where it happened	When it happened
lots of fish were beaten to death	children	a municipal dam in Strand	the previous day

Article 2			
What happened?	Who was involved?	Where it happened	When it happened
British beaches were polluted	British people	Britain	April 1994 (from date of newspaper article)

Article 3			
What happened?	Who was involved?	Where it happened	When it happened
two water supply schemes to be constructed	Department of Water Affairs and Forestry	near Kranskop and Ulundi in KwaZulu/ Natal	April 1994 (from date of newspaper article)

Activity 4

1. The second paragraph describes the consequences for people.

2. a. The direct quotes are in inverted commas (or quotation marks), while the indirect quotes are not. The indirect quotes are in the past tense. The direct quotes tell us exactly what was said. In this course single inverted commas are generally used ('...'); however, double inverted commas are used elsewhere ("...").

   b. Direct quotes: Henrik Visser; food technologist; Moses Constable; Department of Sea Fisheries.

   c. Indirect quotes: local fishermen; scientists; Department of Sea Fisheries; Christo Kotze.

3. Quotes that express
    a. authority: scientist; Henrik Visser (inspector); food technologist; Department of Sea Fisheries; Christo Kotze (inspector)
    b. human interest: fishermen; Moses Constable
    c. warning: Department of Sea Fisheries.

Activity 5

Did you manage to sort out the newspaper report? Compare yours with this example:

East Rand Townships to Light Up

The Executive Council announced yesterday in Johannesburg that plans to electrify all the townships on the East Rand would be implemented soon.

According to a member of the Council, there is a crisis in the townships and electrification is seen as a key to peace.

'My company is committed to peace and improving the quality of life. Work will begin in one month's time,' a spokesperson for ESKOM said.

Activity 6

1. a. Opinions: It may be premature to declare a disaster area; the black tide requires an investigation; the effect on the shoreline is dramatic.
    b. Questions: What restrictions should be placed on fishermen? Should they be compensated?
    c. Suggestions: none.

Lesson 6

Activity 1

1. b.
2. b.
3. a.
4. a.
5. b.
6. a.
7. c.
8. d.

Activity 2

Compare your summaries with the following:

SUMMARY A

How people are victims	How people are beneficiaries
1. evicted from land	1. have controlled access to natural resources
2. no right to visit ancestors' graves	2. jobs
3. areas fenced off	3. profits used to uplift people in area
4. areas patrolled	
5. people arrested for crossing boundaries / hunting/collecting firewood	

SUMMARY B

Richtersveld Management Committee
1. Representation: four members from NPB and five members from community Therefore community members have the casting vote
2. Decisions: 2.1 National Parks Board pays rent 2.2 Money used for community projects, e.g. nursery for rare plants

Activity 3

2. Compare your answer with this one:

Factual information	Expressions of feeling	Expressions of writer's opinion
on Saturday reception organised by the Parks Board police force from Alexander Bay	shocked dismayed offended respect for	unpleasant hopefully arduous task on the positive side

3. The problem is the unequal treatment of the local community and the visitors, for example representatives of Government.

4. The writer sides with the community. We know that she is on the side of the local people because she describes their feelings, indicating that she knows them well. She seems sympathetic to their feelings. She is ironical (sarcastic, makes an angry joke) about the 'non-racial equality' which gives privileges to the representatives of Government.

5. The writer criticises the Parks Board for the way it organised the ceremony.

6. The exception is the director of the Parks Board, Dr Robinson.

Lesson 7

Activity 1

1. Here are a few examples: listening to instructions from a doctor about a prescription medicine; listening to a talk on starting a small business on the radio; listening to a political debate.

2.
1.	f.	5.	c.
2.	d.	6.	e.
3.	g.	7.	a.
4.	b.		

3. 2. (if you wanted to remember specific details)
   3.
   4.
   6.

Activity 3

1. Robert Mazibuko took the following steps to grow vegetables by trench gardening:
   a. Dug hole 36 inches deep, as big as a single bed.
   b. Fed with compost, e.g. eggshells, lettuce leaves, newspapers, tins.
   c. Put soil back.
   d. Planted seeds, but mixed different kinds.
   e. Watered.

2. He said that chemicals can kill.

Activity 4

Poisons cause illness to humans. There is inadequate legislation, therefore dangerous poisons are used in South Africa.

Activity 5

Compare your notes carefully with these:

(a) Harm by chemical poisons to people	(b) Harm by chemical poisons to the environment i.e. plants & animals
1. DDT - cancer 2. Per yr: 11 mill. cases in Africa. 3. Allergies, stomach aches, pulse increase, can die - pois. on overalls/breathe it/on hands. NB Protective clothes & masks	1. DDT kills mosquitoes (malaria control) 2. Infertility - birds/dolphins 3. Vegetables - get sick, i.e. crop failed 4. Big indus. farms - big % bird types vanished from FS

Lesson 8

Activity 1

Did you identify the following aims of the writers of each of the letters?

Letter 1: Praise/compliments to voters on election day, 27 April 1994.

Letter 2: Put under protest against the killing of innocent children in political violence.

Letter 3: Letter of thanks to a motorist.

Activity 2

The letter is short and to the point. The introduction states clearly the writer's topic (workers poisoned at Thor Chemicals) and her position on the topic. She makes her reasons for writing immediately obvious. The tone reflects her anger and outrage, and she uses appropriate words such as 'angry', 'shocking', 'plight'. However, she uses two phrases (How the hell' and 'hope to God') that are inappropriate in a public letter and that may result in alienating some readers.

Activity 3

Compare your answers with these:

I demand to know how factories like these can claim to have clean records.
I sincerely hope that these workers regain their health.

Activity 4

1. Opinion: cannot generalise on the basis of one case only.
2. Fact: can be confirmed at the time.
3. Fact: standards have been set.
4. Opinion: hard to prove 'perfect health' - no proof is given.
5. Fact: based on medical examination.

Lesson 10

Activity 2

21 Alfred Str ete
Westside
Kilburn
4088
27 J ly 2011u

Mr N etersen P
The Public Relations Manager
Ch micalus Plant e
PO Box 13944
Kilburn
4080

Dear Mr Petersen

~~Request for an nterview~~ i

I would like to request the opportunity for an interview ab ut the recent incidents of mercury poison ng at the Chemicalus Plant. I represent an i enviromental and health education project called Hea th at Work in the Kilburn area, and we would like l to make workers in the region aware of the health hazards which can affect them in the workplace. Our intention is to produce an i formation pamphlet in n four languages and to give a report at the Kilburn West Civic Meeting on 18 ugust 2011. A

If it would suit you, I would like to suggest an afternoon next w ek between 4 and 8 August, at your e offices at 15h00. As I do not have a phone, I shall telephone your secretary to find out which date suits you.

I wo ld very much appreciate your assistance in this u matt r and am sure from your public statement in the e press that you will support our initiative. I look f rward to meeting you. o

Yours sincerely

NNelani

N Nelani (Ms)
Research Officer: He lth at Work a

Activity 3

Sample sentence:

My purpose for this interview is to investigate whether the Chemicalus Plant insisted on proper health and safety standards for their employees or not.

Activity 7

Ms Nelani's report:

REPORT ON AN INTERVIEW ON HEALTH AND SAFETY STANDARDS AT THE CHEMICALUS PLANT N KILBURN,NATAL

INTRODUCTION

Date and time of interview: 7 August 2011 at 15h00
Place of interview: Mr N Petersme's office, Chemicalus Plant, Kilburn
Participants: Mr N Petersen,Public Relations Manager,Chemicalus Plant and Ms N Nelani, Research Officer, Health at Work.

PURPOSE OF REPORT

In this report, information is presented on whether the Chemicalus Plantin Kilburn, Natal smudge proper health and safety standards for their employees or not.

VERVIEW

This report is based on an interview with Mr N Petersen, Public Relations Manager of the Chemicalus Plant. He was willing to talk about the issues ofhealth and safety atthe Chemicalus Plant. He was informed ofthe intention ofHealth atWork to bring this information to the attention of workers in the Kilburn area through a pamphlet drama or public talk atthe Kilburn WestCivic meeting on 18 August.The interview was held at Chemicalus, and followed by a conducted tour of the factory.

BACKGROUND

The background to this report is that two workers from the Chemicalus Plant were admitted to the King Edward VIII Hospital on 20 July 2011, and are suspected to be suffering from mercury poisoning There have been previous incidences of such poisoning atthe factory, and Health atWork is concerned that the employers are not informing workers ofthe dangers that they are exposed to in the workplace. Adequate precautions are therefore not being taken to ensure workers' safety and health.

ANALYSIS

1. The following precautions are taken at the Chemicalus Plant:
   1.1 Protective clothing is provided, but not monitored.
   1.2 A nurse was appointed at the Plant six months ago.
   1.3 There are ventilation fans, but it is not confirmed whether they
   equate.ad

2. The following precautions are lacking at the Chemicalus Plant:
   2.1 Safety is not monitored in the factory.
   2.2 There are no measures to ensure adequate safety such as
   ffines or carelessness.
   2.3 There is no adequate education programme for the workers on the dangers of the substances they work with.
   2.4 There are no regular health checks on workers.
   2.5 Management does not involve themselves beyond policy level.

CONCLUSION AND RECOMMENDATIONS

1. There is a need for an education programme at the Chemicalus Plant, so that workers use protective clothing.

2. Health standards in the factory should be monitored by a joint committee made up of management and workers to ensure that the interests of those affected are addressed.

3. Regular health checks should be made on all workers to monitor the effects of the mercury fumes on their health.

4. Adequate support for those already contaminated must be provided to the victim and the victim's family.

Lesson 11

Activity 2

1. The task words are:

   a. In five paragraphs, ~~explain~~ how water circulates in the environment.
   b. Using detailed statistics, ~~illustrate~~ who uses South Africa's water.
   c. ~~Describe~~ how water resources are polluted and wasted in South Africa, and ~~suggest~~ solutions to this problem.
   d. ~~Discuss~~ any potential health problems related to water, and ~~suggest~~ ways in which these problems can be solved.

   (Did you notice there are two task words in c. and d.?)

2.

Task word	Definition of the task words
illustrate ~~discuss~~ ~~explain~~	to use examples or statistics to make your meaning clear to present different sides of an issue (good and bad points) to give reasons for something
describe	to tell in detail how things are or to give a detailed account in a logical order
present/suggest	to put forward (two task words fit this definition)

There are many more task words, and we have given you a list of them:

Task words and their meanings	
analyse	to examine critically/to look at most important features
comment on	give your opinion with reasons
compare	look for similarities and differences
contrast	show the differences between
criticise	judge the positive and negative aspects of
describe	to tell in detail how things are or to give a detailed account in a logical order
discuss	to present different sides of an issue (good and bad points)
evaluate	to make a judgement giving good and bad features
examine	to consider carefully
explain	to give reasons for something/give and account of something

Task words and their meanings	
illustrate	to use examples or statistics to make your meaning clear
outline	give the main ideas without details
present	to put forward
suggest	to put forward - the word ‘suggest’ gives a feeling of uncertainty
relate	show similarities and connections between
state	present in a brief, clear way

Activity 3

Here are the topic words:

1. In five paragraphs explain how water circulates in the environment.

2. Using detailed statistics, illustrate who uses South Africa's water.

3. Describe how water resources are polluted and wasted in South Africa, and suggest solutions to this problem.

4. Discuss any potential health problems related to water, and suggest ways in which these problems can be solved.

Activity 4

‘Use detailed statistics’ is the extra instruction.

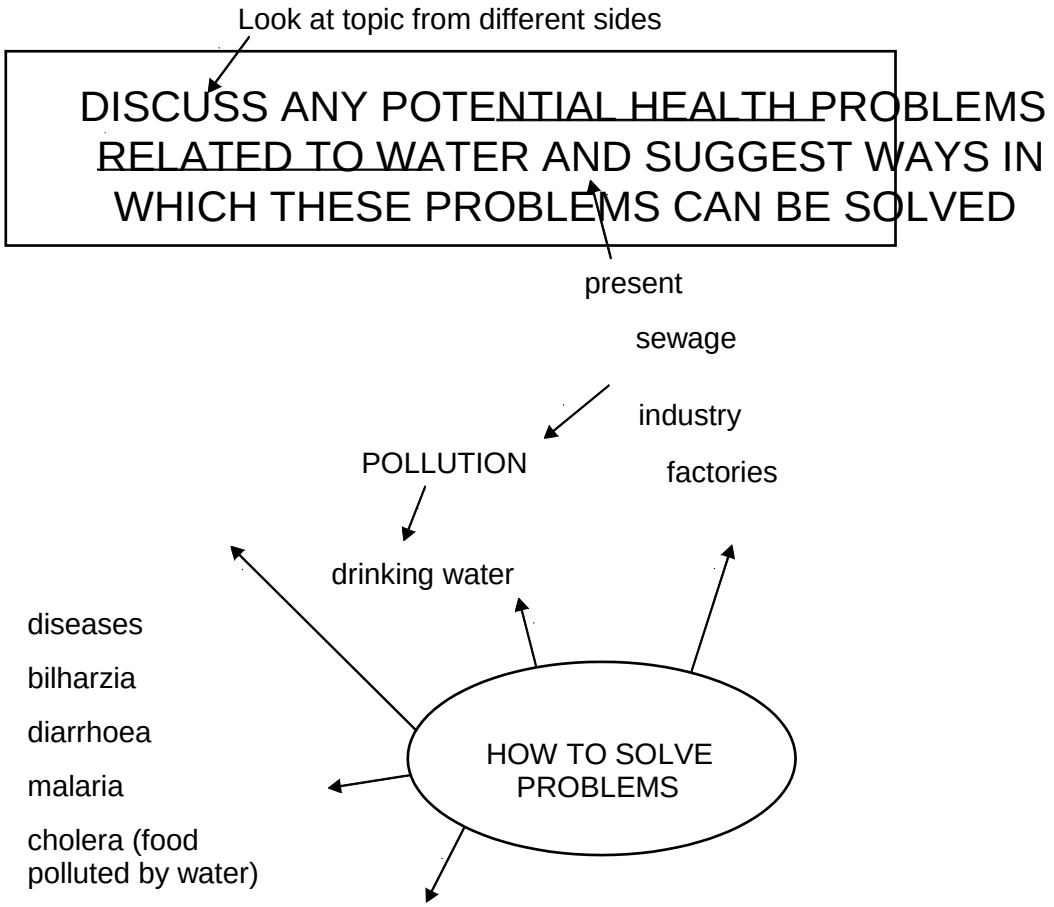
Activity 5

2.c Give a detailed account of how water is dirtied and wasted in this country. What strategies can we propose to avoid this wastage?

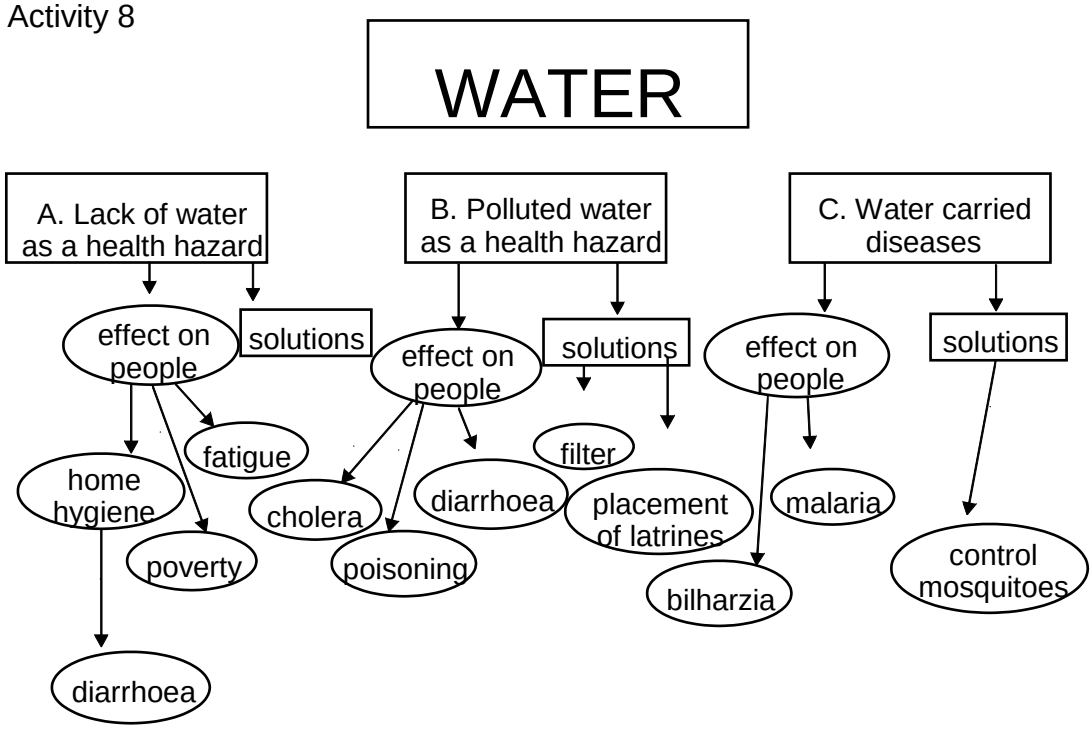
d. Give different views on the possible threats to health posed by water, e.g. diseases, pollution; give some ideas of ways to avoid or prevent these health hazards.

Activity 6

Compare your brainstorm with the following example:



Activity 8



4. Compare your notes with these:

Lack of water - a health hazard

Text 1: 'Drought takes its toll' by Tim Chigodo, from New Ground, Winter 1993 p 20-21.

- lack of water - less personal and home hygiene (children couldn't wash hands before eating)
- tilling land is harder work for the women in drought - 16 hours a day working: 2-4 hours a day fetching water
- little money - so can't afford health care

Other ideas:

- cattle die leading to food and milk scarcity
- lack of water causes famine (e.g. Sudan).

Lesson 12

Activity 3

Notes on the importance of choosing relevant information:

- quality of information is more important than quantity
- relevant information shows tutor that learner understands topic / question
- tutors evaluate learners' skills in choosing relevant information
- tutors look for points that explain/illuminate topic and for convincing supporting evidence.

Activity 4

Millions of South Africans are without a supply of fresh, running water and this is the first health hazard that I will discuss. Lack of water causes many bad health problems for families in their homes: if there is no water in the house, children can't wash their hands before eating. Hygiene in the home without water is also very hard for the parents, and fetching the daily supply takes time and causes hardship. There are so many responsibilities for parents in a day, that it is hard for them to provide adequate help in doing schoolwork. Women and children have to go very early in the morning to fetch water and so they get little sleep. Sometimes children have to walk long distances to school as well. Lack of water can also affect the family's earnings: they cannot grow food, they cannot run home industries, therefore they also cannot afford health care. Teaching families to start up small businesses or home industries is an important issue for organisations to consider.

Activity 8

Compare your ideas with these:

Introduction A is best because it makes a general statement and raises the main issue - water and health. Then it gives a dramatic fact, that 12 million people do not have access to water, and then it outlines what will be discussed.

Introduction B mentions one of the solutions, and this is not right for an introduction; it should rather be part of the conclusion.

Introduction C is a good second choice. It states the problem, asks some questions to raise our interest, and then indicates what the essay is about.

Introduction D is off the subject. It's too general and doesn't start with the topic of the essay. It doesn't tell us what will be covered in the essay.

Introduction E is also interesting because it uses dramatic facts quoted from one of the resources. It states the problem, but does not introduce the essay topic directly.

Activity 9

Compare you answer with the following:

Conclusion A is more formal than Conclusion B which is appropriate for an informative essay.

Conclusion A summarises what has been covered. It links to the essay topic and it highlights the most important solutions.

Conclusion B also summarises two major solutions, but it is more expressive and emotional. Conclusion B may be more appropriate for a public speech than for an informative essay.