

Defining art

In the last lesson you looked closely at an advertisement, a postcard and a news photograph. All three are pictures, but are they artworks? Does a work of art have to be a painting or sculpture by a person who earns his or her living from art? In the first activity you will think about this interesting question. You may find it fun to do some of the activities in this lesson with family, friends or learning partners.

ACTIVITY 1

1. Imagine you work for the South African National Gallery as a trainee curator. The Gallery wants your opinion on whether it should buy some new artworks. Before you give your opinion, read the following extracts from the Gallery's vision statement and information pamphlet:

SOUTH AFRICAN NATIONAL GALLERY

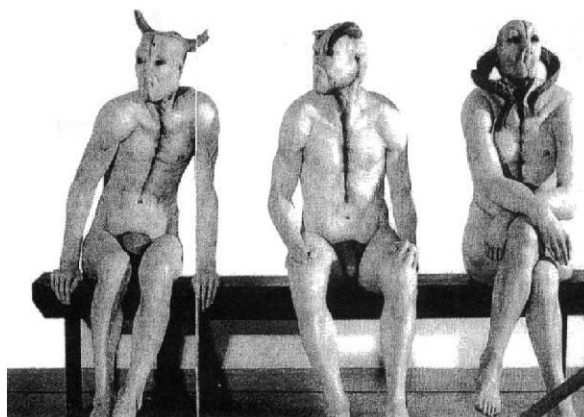
Vision

The South African National Gallery is an art museum which holds in trust an historical and contemporary art collection on behalf of the people of South Africa. We provide a cultural and educational resource, encourage involvement in the visual arts, and nurture a culturally diverse but shared national identity.

We acknowledge the multi-cultural nature of South African society; we strive to accommodate this diversity while recognising and supporting the building of a national culture. We pursue a goal of non-discrimination with regard to race, class, creed, gender and sexual orientation. We are committed to equality of treatment and opportunity for all.

The extraordinary vitality and significance of the art which began to emerge in South Africa in the 1980s brought about a decided shift in acquisition policy which now concentrates on contemporary South African art. Since 1990 one of our major tasks has been to establish a collection which acknowledges and celebrates the expressive

cultures of the African continent, particularly its southern regions. Having established an authoritative collection of beadwork, we have turned our attention to enriching our collection of indigenous sculptures as well as the repatriation of artefacts which were removed from the country over the last two hundred years.



2. Now look at the following images and discuss them with fellow learners or friends. In your opinion, should the South African National Gallery purchase any of these objects? Why/why not? What are the qualities that make us define a picture or object as an artwork?

WILIAMSON, S. RESISTANCE ART IN SOUTH AFRICA. DAVID PHILIP, CAPE TOWN, 1989, P. 133



7.3

10.61
10/5/16

A/W

Desperate, Linocut on paper, Patrick Holo, 20 x 30 cm

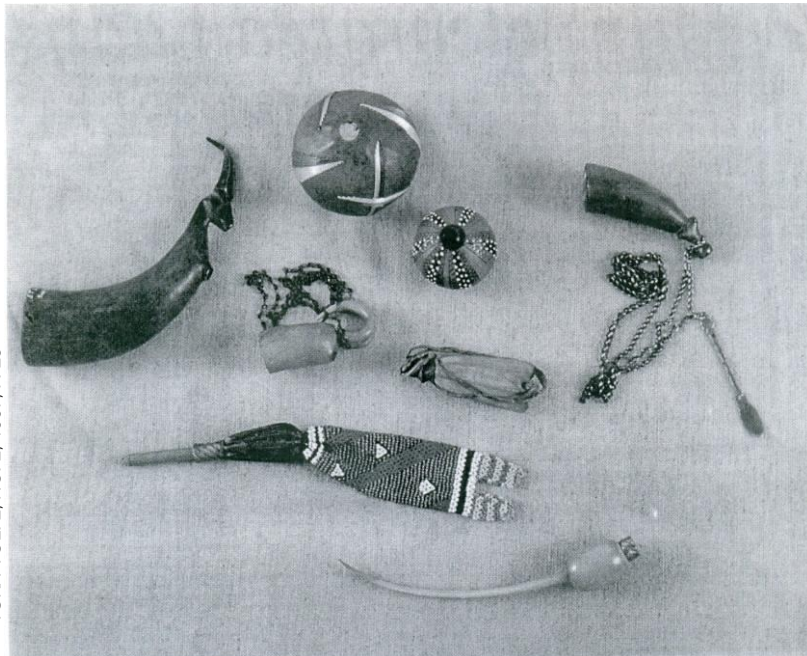
revised by Williamson, S. Original made by Sue

YOUNGE, G. ART OF THE SOUTH AFRICAN TOWNSHIPS. THAMES AND HUDSON, LONDON, 1988, P. 41



Pan Am 747, painted tin, wire and found objects, Titus Moteyane, c. 1983

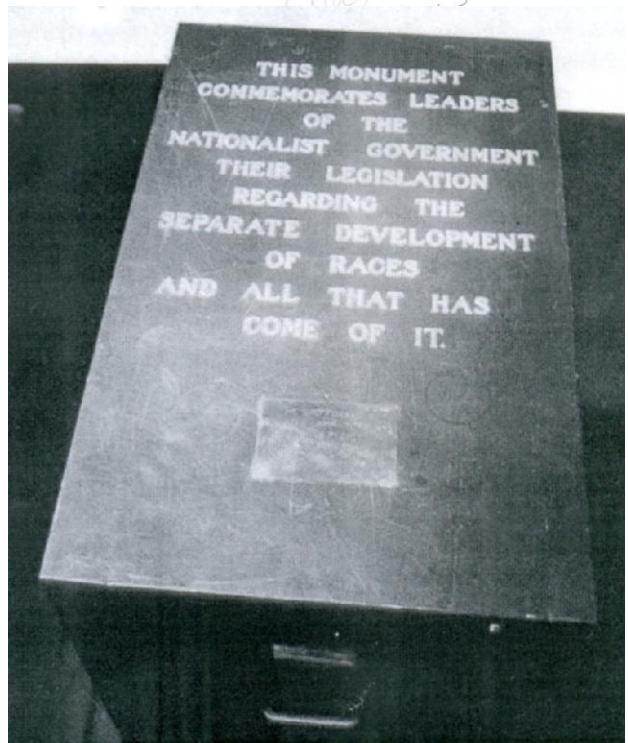
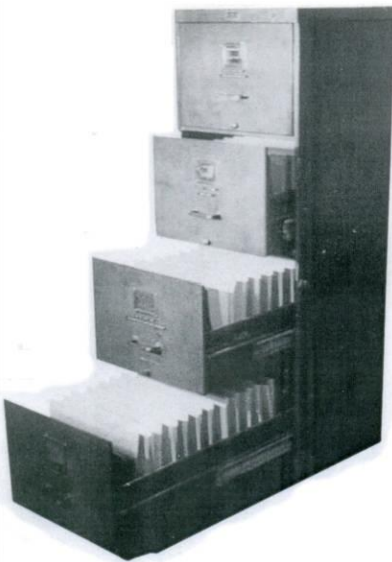
VUKA VOL. 2, NO. 2, 1997, P. 23



Snuff boxes, made from a variety of raw materials

Source:

WILIAMSON, S. RESISTANCE ART IN SOUTH AFRICA.
DAVID PHILIP, CAPE TOWN, 1989, P. 147



Michael Goldberg, Monument to the Nationalists, 1978, mixed media, ht: 160 cm

COMMENT

Your discussion may have been heated and might even have resulted in laughter. Your opinion on these works (even if you thought none of them deserved to be purchased by the Gallery) is valid, because judging or evaluating art is, to a large extent, a subjective activity. This means it is based on your personal opinion or feeling, rather than on facts.

However, the National Gallery has bought works very similar to the ones you have just examined, and you need to think about why this is so.

Thinking critically about art and meaning

The work which you probably found most easy to identify as art is *Desperate* by Patrick Holo. Nevertheless, you may have found this linocut strange and unrealistic. The man on the right looks desperate, just as the title suggests. But why are there faces sticking out from pieces of corrugated iron? Why are there people falling upside down in mid-air?

An artist doesn't have to represent things as they are in reality. Perhaps Holo wanted to show how forced removals leave people crushed and also with no place to put their feet down. That's why he arranged his picture so that your eyes keep moving from the desperate man to the crushed people to the floating figures. There are even lines in the picture which repeat this circular motion. Artworks often:

- | use images in a symbolic way to create meaning
- | arrange images and objects in a special relationship to one another to create meaning. We refer to this arrangement or relationship of objects as the 'composition'.

The work, *Pan Am 747* may look at first like a child's toy. But the artist had to use skill and imagination to find the materials he needed. The fact that the artist decided to make an aeroplane when he lives in an informal settlement and is probably too poor to fly in one, suggests that the aeroplane expresses his hopes and aspirations. Therefore there are two good reasons we could give to justify calling this an artwork:

- | it required skill and imagination to create
- | it expresses feelings.

The National Gallery also has a big collection of headwork, ceremonial staffs and snuff boxes such as the ones you saw pictured. Why are these considered to be works of art? They help us to understand and remember:

- | cultural traditions
- | symbolic design
- | skilled craftsmanship.

The *Monument to the Nationalists* by Michael Goldberg may have confused you or made you laugh. How can a filing cabinet be considered a work of art? The key to understanding this artwork lies in its caption and the words printed on top. When you have thought about these words in relation to the artwork, you will recognise that a work of art can also be:

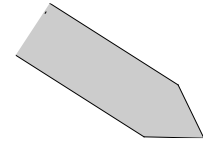
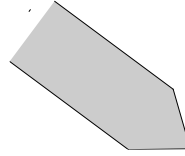
- | a statement about political or social conditions
- | an ordinary object used in a particular way to challenge our understanding.

Connecting artworks and their captions

All the works you've looked at so far have been accompanied by a caption, for example:



Title



Pan Am 747 , painted tin, wire and found objects, Titus Moteyane, c . 1983.

Name of
the artist

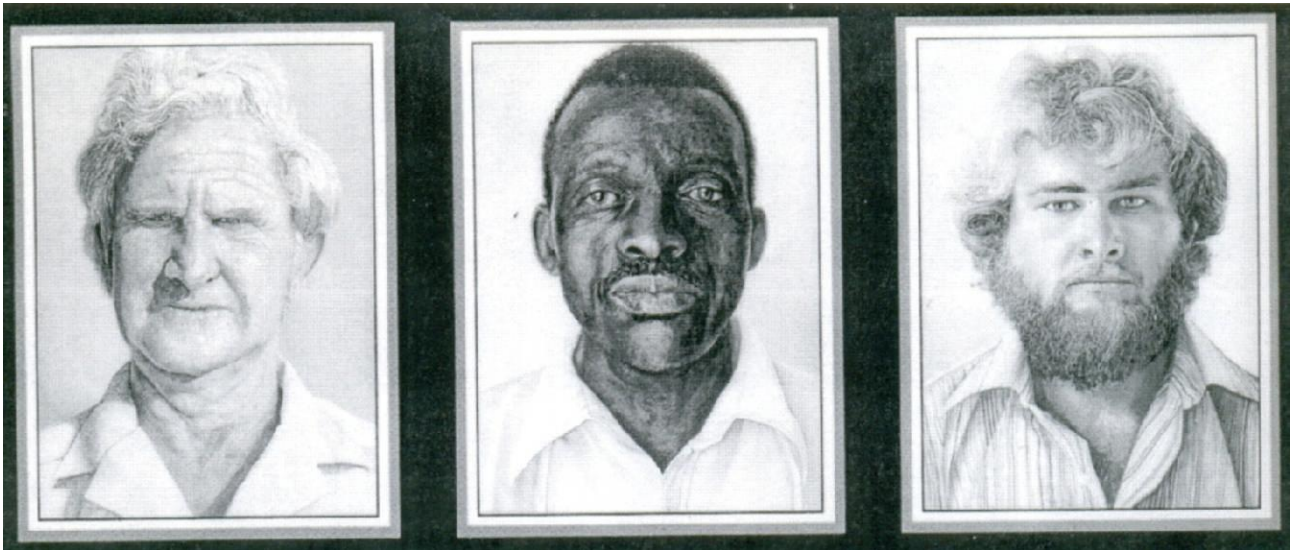
This information gives you the title of the work, the medium or media (materials) used to make it, the name of the artist and the date it was produced. The letter 'c.' stands for 'circa', a Latin word meaning 'about'. The abbreviation 'c.' is used whenever a writer is uncertain about the exact year.

In the case of Pan Am 747 , the title of the artwork is directly related to the object you see. You understand that the title of the work refers to an aeroplane and the work itself is an aeroplane. However, this is not always the case. In the lino cut Desperate, the title helps us to understand the emotion the artist was trying to depict. You read the word 'desperate' and then you looked at the picture to see how this emotion was conveyed. However, you would probably still understand this picture even if it was untitled, as many artworks are. Is the same true of the filing cabinet, though?

ACTIVITY 2

Discuss the following questions with fellow learners or friends:

1. Look at the picture of the filing cabinet and read the words printed on top of it as well as the title. Think about the connection between these words and the cabinet. Why has the artist given his work this title? What do you expect when you read the word 'monument'? Is this artwork a typical monument? What is he trying to symbolise by the filing cabinet?
2. Look at the portraits on the next page. They look like photographs but they are in fact paintings, and form one whole work (i.e., they must not be separated into three works). The title of the work is Cedric, Wyson, Jamie - Zimbabwe, Rhodesia. Why does the title of the work include only the first names of the men? Why does the title give us the place where they come from? Why does it include both the old and the new names for the country? When you look at these three men and think about them as Zimbabweans, does this change the way you understand or 'read' the work?



Cedric, Wyson, Jamie - Zimbabwe, Rhodesia. Artist: Hayden Provd

COMMENT

Did you discuss how the filing cabinet, when seen in relation to its title (Monument to the Nationalists) becomes a statement about bureaucracy and the heartless treatment of people on the grounds of 'official policy'? Many people experienced Nationalist rule as a time when their lives were governed by official documents and files that classified them in terms of colour. The filing cabinet is a way of symbolising this bureaucracy. Did you recognise that the word 'monument' is ironic in the title? In other words, the artist doesn't think the Nationalists deserve a monument that glorifies their achievements. This 'monument' mocks the apartheid regime. We call this kind of mockery 'satire'. You will learn more about satire in Lesson 10 of this unit.

The portraits show three men in open-necked shirts. Perhaps only first names are given because the three men are friends. Giving only the first names also lessens the distance between you, the viewer, and the portraits, because first names are more informal. This helps you to feel more involved with the artwork.

Another reason is they are not famous people, so their surnames are not important for the viewer. Instead, they look ordinary or 'typical'. If you visit a farm in Zimbabwe, you might easily meet three men who look similar to these men, who are perhaps a father, son and their foreman. If they are farmers, then the man on the left is old enough to come from the days before Zimbabwe's Independence, when Zimbabwe was called Rhodesia. The young man on the right represents the younger generation who may have fought the bush war. The man in the centre is a black Zimbabwean whose ancestors, many years ago, may have lost their land to white colonists. Perhaps he is employed by the other two men. Although the artwork looks at first like a series of portraits, reading the title helps us to imagine the story behind the men. Including the name of the country, Zimbabwe, and its name before Independence Rhodesia, shows the viewer that the men have a particular history, which probably affects their relationship with each other and gives you an important clue about the context of the artwork. That context affects the way you read and understand the portraits.

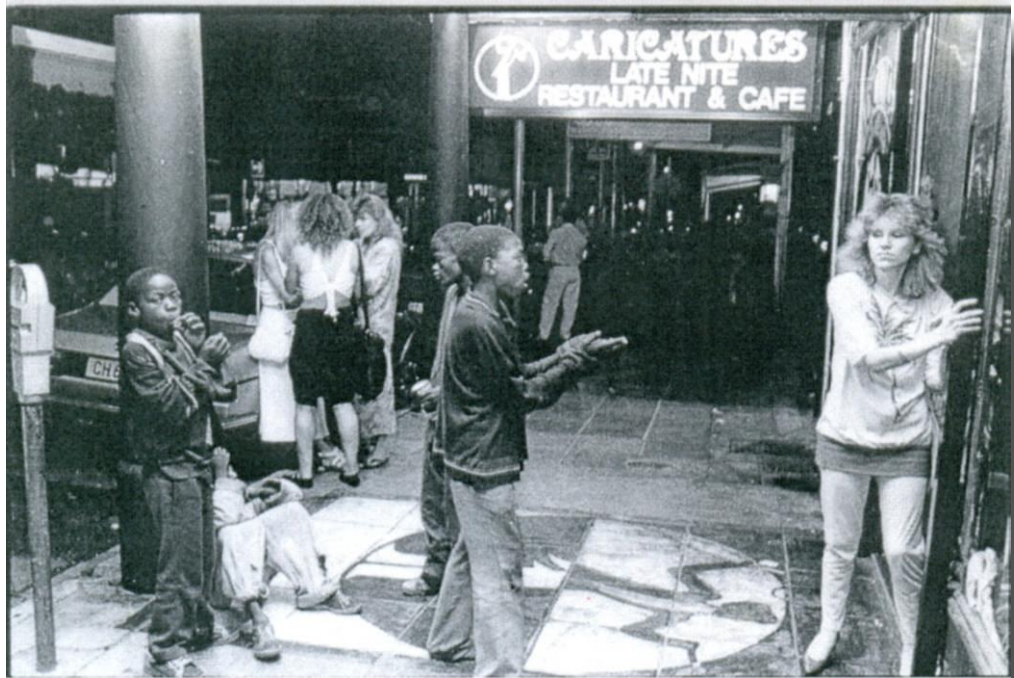
How meaning changes with context

In Activity 2 you examined how a caption can create a context for an artwork, and how this can add meaning to the artwork. Context can also mean the place where you see an artwork, for example in a gallery, in a book, in a shop, etc. The context in which you see an artwork can also affect how you will 'read' that artwork.

The purpose of the following activity is for you to explore the ways in which the context in which you see a photograph affects your understanding of the image.

ACTIVITY 3

In this activity, you will write six different captions for the photograph below. The photograph will stay the same, but your captions will produce different meanings or ways of seeing it.



LIVING IN YEOVILLE BY GIDEON MANDEL

1. Look at the photograph. What do you see? Think about how the meaning of the photograph would change if it were seen in the following contexts:
 - a. It's in your Integrated Social Studies textbook. Write a caption under it.
 - b. Your friend sent it to you. Write what she wrote on the back of the photograph.
 - c. It's on the cover of a novel. Give the novel a title.
 - d. It's on a cinema poster advertising a film that is going to be shown soon. Give the film a name and write one sentence about why people should see it.

- e. It's a picture in a newspaper. Write the caption.
- f. It's on a poster advertising a meeting in the community hall. Write the topic that will be discussed at the meeting, and what else you think would go on the poster.

ANSWERS ON PAGE 166

COMMENT

The words you used for the six captions should have changed because of the different ways you looked at the photograph based on the different contexts. There are no 'right' answers because you used your own imagination and point of view. However, it's important to recognise how you used the connotations of words to achieve different effects.

Revising connotation and denotation

The connotations of a word are the ideas or things it makes you think about or that you associate with it. The denotation of a word is what that word represents, that is, the actual meaning of the word.

In Activity 3 of this lesson, some of your captions were simply descriptive. Others were imaginative, judgmental, critical or had an emotional appeal, for example, the caption you gave the film poster. You were able to communicate all these different things because language has different connotations. Read the following captions and their connotations:

Caption	Connotations
Street children: curse of the cities.	Negative, critical connotation of the word 'curse' makes this caption suitable for a protest meeting poster.
A raw, gritty drama about sex, drugs and crime in the city.	Connotations of thrills, action and excitement make this caption suitable for a movie poster.
Street children are a typical result of poverty and urbanisation.	The connotative meaning of the words is not used here. Only the denotative meaning of words is used so this caption would suit a textbook.

Picturing your life

The photograph you have just placed in different contexts actually came from a series by the photographer Gideon Mendel entitled *Living in Yeoville*. This caption is neutral or non-judgmental, in the sense that it doesn't use any words with negative connotations. Therefore your understanding of the photograph should come from your personal response to what you see in the photograph. Other photographs in this series are on this page. Look at the photographs before you attempt the next activity.



ACTIVITY 4

Imagine you are a skilled photographer and you want to produce a series of photographs illustrating life in your area or suburb. There may be shops, buildings, people, litter, graffiti, beautiful natural sights, etc. that would help a viewer to understand what your area is like. Describe four photographs you would take to illustrate different aspects of life where you live. Describe what you would include, what you would place in the centre, what time of day you would choose, and any other features you think are important.

COMMENT

Your answers to the last activity should have helped you to appreciate the way pictures can tell stories and communicate messages. In the rest of this lesson, you are going to concentrate on the kinds of messages that posters, paintings and other artworks can convey.

Symbols that persuade

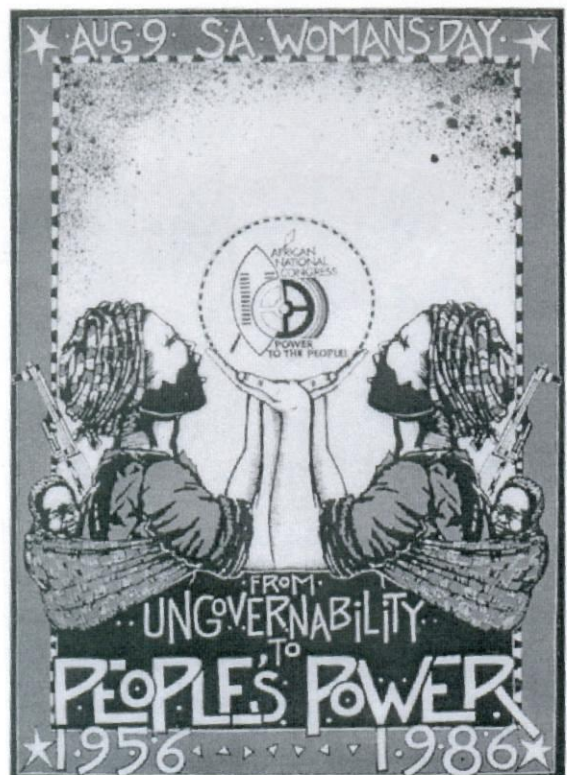
In the last lesson you looked at a postcard that used the South African flag with bullet holes to represent the problem of crime in this country. Crime is a big issue now just as oppression was a big issue in the old South Africa. Do you remember the political posters of the resistance in South Africa? The symbol of the clenched fist was used so often because it symbolised power and solidarity. In the next activity you'll think about the use of symbols in political posters.

ACTIVITY 5

Look at the posters below and answer the questions that follow.



Designed by Jane Ray in the 1980s for the British Anti-apartheid Movement and Anti-apartheid Women's Committee.



ANC poster, produced for Women's Day 1986

1. How does the first poster symbolise freedom? Answer in a sentence.
2. How does the second poster symbolically represent the role of women in the struggle? Answer in a short paragraph.

ANSWERS ON PAGE 166

COMMENT

A poster has to convey a lot of information in a simple way that communicates with a wide audience. Political posters use symbols cleverly to convey messages about protest and resistance without actually having to use words that might be censored or lead to the poster being banned.

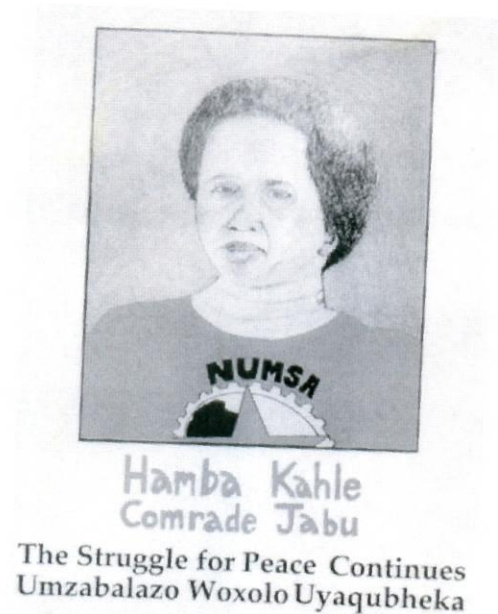
There is very little writing on a poster. The words must add to or explain the picture. They must also leave a message that is remembered. In order to communicate with a broad audience, the language should be simple and the message clear. But does this mean that the writing on a poster should always be in English? In the next activity, you will think about this question.

ACTIVITY 6

Look at the posters below and answer the questions that follow.



1987. Anger grows against conscription.
[Botha, I'm fed up]
Offset litho poster produced by
ECC, Johannesburg



1989. Jabu Ndlovu, a NUMSA official, was killed
at her home after returning from a national
NUMSA meeting. Offset litho poster produced by
NUMSA

IMAGES OF DEFIANCE: SOUTH AFRICAN RESISTANCE POSTERS
OF THE 1980s. RAVAN PRESS, JOHANNESBURG, 1991, P. 133

1. Who is the man in the first poster and how is he feeling?
2. Explain why there is a chain at the bottom of the poster and why some of the links in the chain are broken.
3. The words on the poster are translated into English in the caption. Why do you think the poster does not convey its message in English?
4. Is the word 'gatvol' a polite, formal Afrikaans word? Why does the poster use this word?
5. In the second poster, there is a message in English and in Xhosa. Think of reasons why this message is printed in both languages.
6. These posters do not translate words like 'Hamba Kahle' and 'ek's gatvol'. Do you think that certain readers are excluded because of this non - translation and, if so, do you think it was the intention of the poster designers to exclude certain people? Give reasons for your answer.

ANSWERS ON PAGE 167

COMMENT

Posters 'speak' to us in words and pictures. A brief phrase, like 'Hamba Kahle', or a gesture like the conscript's despair, or a symbol like a dove being set free, is all we need to get a message. This is because words and pictures, together or apart, evoke feelings in us.

Expressing an emotional response

Artists often express strong emotions in their works. Sometimes you will recognise those emotions and sympathise with the artist. But there will not always be a straightforward correspondence between what you feel when you see the image and what the artist felt when he or she was making it. This is because the artist was affected by particular circumstances when making it just as you are affected by different circumstances when you see it. For example, look at the following series of linocuts by Vuyile Cameron Vuyiya and read the text that explains the series.



The artist says that his linocuts are based on two different personal experiences. One is the experience of seeing a man whose mind had been affected by his political imprisonment. The second experience was more personal, involving an occasion of police harassment.

In the last paragraph, the writer of the text comments that the way the figure in the pictures is acting makes us feel that we are the ones holding the torch or the camera that the figure is trying to get away from.



WILLIAMSON, S. RESISTANCE ART IN SOUTH AFRICA. DAVID PHILIP, CAPE TOWN, 1989, PP. 142-3

Rhythm in 3/4 Time Series, 1988, Linocuts on paper, 40 x 60 cm each

This shows us that a picture can have a strange effect on the viewer, and can make him or her feel very differently from the artist. Sometimes you feel deeply involved in the picture because you identify with it or it reminds you of something personal. At other times you feel alienated or even repelled by it. In the last activity you're going to express your emotional response to an image of your choice.

alienated:
a feeling of
being
separate,
unfriendly ,
unsympathetic

repelled:
pushed away

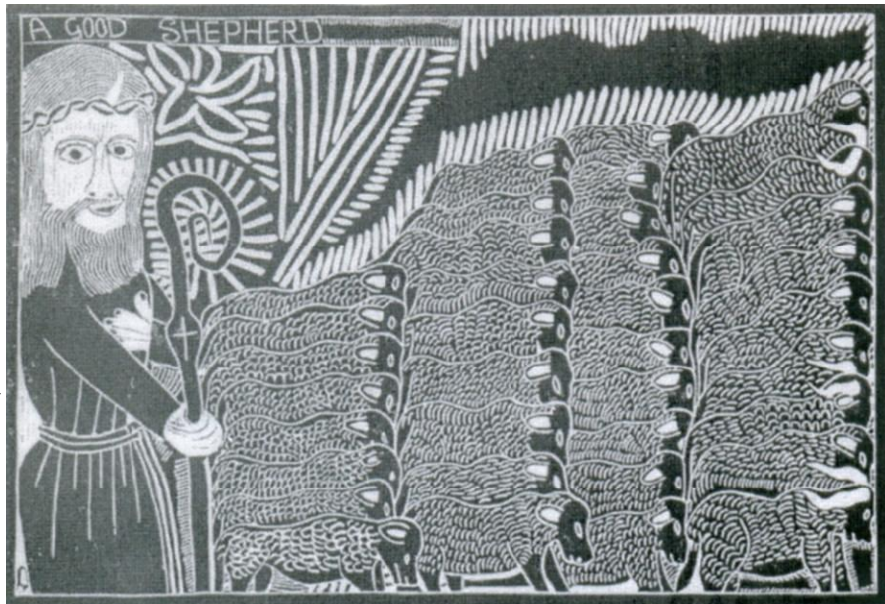
ACTIVITY 7

In this activity you will be able to choose an image to discuss. Some of the images may not appeal to you at all. The idea is to find one that speaks to you and say why. Follow these steps:

1. Look through all the pictures and choose the one that you find most interesting or appealing.
2. Study the image you have chosen. Then write a paragraph in which you comment on:
 - | the title of the work and the way it relates to the image
 - | the message you think the work conveys
 - | the arrangement of objects in the work or any other visual detail
 - | your personal emotional response to the work (how it makes you feel).

ANSWERS ON PAGE 167

MUJAFUNGEJO, JOHN. THE GOOD SHEPHERD (1974)
LINO-CUT, 43 X 62 CM. SOUTH AFRICAN NATIONAL
GALLERY COLLECTION, CAPE TOWN



FRIEND'S CHOICE 1975 - 1991. SOUTH AFRICAN NATIONAL
GALLERY, CAPE TOWN, 1992, P. 28



John Kramer, *Kontantwinkel, Riebeeckwaaies* (1976)

YOUNGE, G. ART OF THE SOUTH AFRICAN TOWNSHIPS.
THAMES & HUDOON, LONDON, 1988, P. 49



Dice Players, carved wood,
Zamokwakhe Gumede, 1987

YOUNGE, G. ART OF THE SOUTH AFRICAN TOWNSHIPS.
THAMES & HUDOON, LONDON, 1988, P. 74



Where to Go?, linoleum relief print,
David Hlongwane, 1986

FRIEND'S CHOICE 1975 - 1991, SOUTH AFRICAN NATIONAL
GALLERY, CAPE TOWN, 1992, P. 53



Velile Soha, Woman making sisal mat (1987)

COMMENT

You probably found it easier to choose the image you liked than to say why you liked it. If so, you're not alone. Many people find it difficult to analyse their emotions and say where they come from. Nevertheless, the fact that you were able to choose at all, shows that the images and their captions conveyed messages to you. You chose a particular message because the picture 'spoke' to you.

CHECKLIST

Are you able to:

- r define what 'art' is
- r use captions or titles to clarify or to add to the meaning of images and artworks
- r identify the relationship between context and meaning when looking at photographs or other artworks
- r point out how pictures symbolise, represent and convey meaning and messages
- r express your personal response to visual images.

Censorship versus freedom

There are many differences between the new and old South Africa, and press freedom is one of the most noticeable changes. However, the government retains the right to censor certain things if they encourage hatred or violence.

In the first activity you'll contrast the freedom enjoyed by the media today with the old censorship laws of apartheid South Africa.

ACTIVITY 1

1. Read the following extract taken from an article entitled 'Shut your eyes and think of nothing' published in the Mail & Guardian in 1986:

FROM 'SHUT YOUR EYES AND THINK OF NOTHING' BY
HARRIET GAVSHON, ERIC LOUW AND ROY WILLIAMS IN
MANOIM, I. (ED) YOU HAVE BEEN WARNED: A HISTORY OF THE
WEEKLY MAIL & GUARDIAN, PENGUIN SA, JOHANNESBURG, 1996

If a tree falls in a forest and there is no-one around to hear it fall, does it make a sound?

If an event happens in a township, and there is no-one to witness it, did it really happen?

Clearly, Louis le Grange hopes not. He has acted to prevent journalists from filming or photographing unrest in the Emergency areas.

Presumably, he believes that if nobody sees the unrest, it will be less of a problem. And if nobody sees the police response to the unrest, it will not matter how they respond.

He justified the new Emergency regulations restricting coverage of the unrest and of police action by saying 'the presence of television and other camera crews in unrest situations have proved to be a catalyst to further violence.'

2. The writers of this extract disagree with the then Minister of Law and Order about the purpose of censorship. Briefly explain how their opinions differ. (You will have to work out for yourself what the writers believe, as they do not state their opinion directly.)
3. Re-read the last sentence of the extract. In this context, what does the phrase 'catalyst to' mean?
4. Can you remember any other examples of censorship under the Nationalist government? Discuss this question with your family or fellow learners.

5. Now read the following extract from the Bill of Rights in the Constitution and answer the questions that follow:

Extracts and Chapters from:

Stu Woolman, Theunis Roux & Michael Bishop (eds)

CONSTITUTIONAL LAW OF SOUTH AFRICA

1. Full Title Page.

2. Full Table of Contents.

3. Frank Michelman 'The Rule of Law, Legality & the Supremacy of the Constitution' in Woolman, Roux & Bishop (eds) CLoSA 2nd (2005) Chapter 11.

4. Theunis Roux 'Democracy' in Woolman, Roux & Bishop (eds) CLoSA 2nd (2006) Chapter 10.

5. Stu Woolman 'Application' in Woolman, Roux & Bishop (eds) CLoSA 2nd (2005) Chapter 31.

6. Stu Woolman & Henk Botha 'Limitations' in



Woolman, Roux & Bishop (eds) CLoSA 2nd (2006) Chapter 34.

7. Stu Woolman 'Dignity' in Woolman, Roux & Bishop (eds) CLoSA 2nd (2006) Chapter 36.

8. Cathi Albertyn & Beth Goldblatt 'Equality' in Woolman, Roux & Bishop (eds) CLoSA 2nd (2007) Chapter 35.

9. Theunis Roux 'Property' in Woolman, Roux & Bishop (eds) CLoSA 2nd (2004) Chapter 46.

10. Sandra Liebenberg 'The Interpretation of Socio-Economic Rights' in Woolman, Roux & Bishop (eds) CLoSA 2nd (2004) Chapter 33.

Freedom of expression

1. Everyone has the right to
 - (a) freedom of the press and other media;
 - (b) freedom to receive or impart information or ideas;
 - (c) freedom of artistic creativity; and
 - (d) academic freedom of scientific research.
2. The right in subsection (1) does not extend to -
 - (a) propaganda for war;
 - (b) incitement of imminent violence; or
 - (c) advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm.

FROM: THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA 1996.
(ANNOTATED VERSION), THE CONSTITUTIONAL ASSEMBLY, P. 7

6. In your opinion, could the Minister of Safety and Security prevent photographers and journalists from reporting on a riot situation in South Africa today? Base your answer on your understanding of the right to freedom of expression printed above. Answer in a paragraph.
7. Can you think of any examples of things today that are allowed to be published which would not have been allowed under the Nationalist government? Discuss this question with family or your fellow learners.
8. The ANC wishes to impose restrictions on reporting and the freedom of the press. Is there any justification in their attitude towards freedom of the press? Discuss the question with friends or fellow learners.

ANSWERS ON PAGE 168

Thinking critically about the need for censorship

One of the differences between the new and the old South Africa that you may have noticed is the new freedom to publish and display images of nudity and violence. Freedom of expression is a highly valued right, but many people feel that a lack of censorship can be dangerous. In the next activity, you'll give your opinion about movies on the circuit today.

ACTIVITY 2

1. Read the article printed below and answer the questions that follow.

Stone: 'A repulsive story of two mindless young lovers' Just how far should artistic freedom extend?

STAFF REPORTER

DO VIOLENT films lead to violent crimes? In March last year, two 18-year-olds, Sarah Edmondson and Benjamin Darras, brutally murdered the manager of an isolated cotton mill. Before the murder they had watched the film, *Natural Born Killers*. 'Ben really loved this movie,' Edmondson later told police. He began talking about 'finding an isolated farmhouse and doing a home invasion' ... he thought he was a character in the film *Natural Born Killers*.

The murdered man, Bill Savage, was a friend of the American writer John Grisham - author of bestsellers such as *The Firm* and *The Pelican Brief*.

Last week Grisham condemned the film's director, Oliver Stone.

'For those fortunate enough to have missed *Natural Born Killers*,' said Grisham, 'it is a repulsive story of two mindless young lovers ... who shoot their way across the southwest, killing everything in their path while becoming famous.' It is supposedly critical of our culture's appetite for violence, but Grisham says that the film presents murder as 'cool and fun.' Nothing in the past of Benjamin Darras, the killer, had indicated that he was a violent boy. 'But once he saw the movie he fantasised about killing and his fantasies drove him to crime.'

'The best answer to Oliver Stone,' says Grisham, 'would be a lawsuit. If Stone, or someone like him, were found culpable of inciting murder, Hollywood would suddenly discover a desire to rein itself in.'

According to the *Sunday Express*, Mrs Savage, the murdered man's wife, is considering whether to act on Grisham's advice and take the makers of *Natural Born Killers* to court.

In a reply in another newspaper, Oliver Stone said he was shocked by this attempt to restrict artistic freedom. Stone preferred to lay the blame elsewhere. 'It is an elementary principle of our civilisation,' he observed, 'that people are responsible for their own actions.'

He added that the two teenagers were so deeply disturbed and high on drugs that even a Tom and Jerry cartoon could have been the trigger for murder. If anyone is to be blamed for their disturbed attitudes, then it should be their parents, their school or their peer group.

- a. Find the paragraphs of the extract that give you the plot of *Natural Born Killers*. Read them aloud and discuss these questions with your fellow learners or family:
 - | have I seen a film like this?
 - | would I go to see a film like this? Why/why not?
- b. John Grisham, an author whose friend was killed by teenagers who had watched the film, disagrees with Oliver Stone, the man who directed the film. In a paragraph, contrast their differing attitudes to *Natural Born Killers*.
- c. Do you agree with Grisham or with Stone? Give reasons for your answer.
- d. Read the article below and discuss the question which follows with your family or fellow learners:

The nation's prudish protest stops Benoni belle Charlize's flash of flesh

As South African actress Charlize Theron lets her cloak drop to the floor she reveals her voluptuous naked form and turns to face the camera. Keanu Reeves' jaw drops simultaneously while the villain of the piece, Al Pacino, looks on with a wicked glint in his eye.

If you have seen this sensual split second of commercial promoting the film *Devil's Advocate* on the SABC, count yourself lucky because you won't see it again. Hundreds of outraged, prudish viewers had the SABC pull the advert because of the Benoni girl's semi-frontal.

'The calls complaining about the nudity in the commercial have not stopped

since we first flighted it on Monday night,' said Joseph Job of SABC Television's Advertisement Acceptance department.

The managing director of the agency which placed the ad, Peter Killian, said he was surprised at the reaction considering 'there had been a lot of uncut movies on television with full sex scenes, which is a far cry from this brief image of a woman's body.'

A SABC spokesperson explained that with films, the stations could warn people in advance if there were sex scenes, but with commercials this was not possible.

Which all goes to show... a little girl goes a long way.

ARGUS SATURDAY, 10/11 JANUARY, 1998, P.1

The article refers to calls from the public complaining about nudity in a commercial advertising a film called *Devil's Advocate*. Do you agree or disagree with the people who complained? Give a reason for your answer.

ANSWERS ON PAGE 169

COMMENT

When you discuss or write about questions to do with censorship, you use your own personal experience and values to help you judge the merits of the case. However, it's important to keep an open mind and to look at the problem from different angles. For example, banning all violent movies would not necessarily result in a reduction in violence, because there are several other reasons for violence in society such as poverty and unemployment. Many people argue that until problems like unemployment are addressed, violence will always be part of society.

In Activity 2 you thought about the negative influence movies possibly have on viewers. One way to make movies 'acceptable' for the public is to censor them. In the next activity, you'll consider whether the words people use sometimes need to be censored.

Political correctness

Political correctness refers to the need to be extremely sensitive about individuals and groups who have previously been the victims of prejudice. These groups include blacks, women, overweight people, homosexuals, disabled people, etc. The most important aspect of political correctness is language, specifically the names we call other people. The aim of political correctness is to avoid giving offence, for example, to avoid racist language.

In the next activity you can apply your critical thinking skills to the question of racist language.

ACTIVITY 3

1. Read the article 'The 'n-word' and the meaning of racism' and answer the questions that follow.
2. Re-read the last two paragraphs of the article and discuss them with your family or fellow learners. Ask: How important is the question of dictionary entries? If I had to make a list of the 100 issues of importance to South Africans, where would I rank the importance of taking the word 'kaffir' out of 'The Dictionary of South African English'?

The 'n' word and the meaning of racism

After months of protests, publishers of a best selling American dictionary which defines the word 'nigger' as simply a 'black person or a member of any dark-skinned race' said they would not bow to public pressure and delete, alter or re-define racial slurs and other obscenities.

Instead, the publishers of Merriam-Webster Collegiate Dictionary said they would post a warning in italics before about 200 of the 160 000 words in the 1999 dictionary to indicate the words were used as ethnic, religious or sexual slurs.

The definitions, however, would not be re-written.

'We feel the changes that we made serve the goal of having entries in the dictionary that are as clear as possible about the offensive nature of these words, while maintaining its level of accuracy,' said Deborah Burns, director of marketing for Merriam-Webster.

'The dictionary is not a political tool. It is a reference tool. It reflects language as it is used.'

But critics, campaigners and the country's biggest civil rights movement were not impressed. They had vowed to escalate the campaign for the deletion or alteration of definitions of slurs such as 'nigger', 'honky', 'cracker' and 'kike'.

Like the word 'kaffir', used to denigrate black South Africans, nigger is an infamous slur which originated in the slavery era as a corruption of 'Negro', as black Americans were called at the time.

Like kaffir, nigger— sometimes referred as the 'n-word'— remains a charged symbol of racism across the United States.

Merriam-Webster defines a nigger as 'a black person— usually taken to be offensive'.

In its usage paragraph after the definition, the dictionary describes the word as 'perhaps the most offensive and inflammatory racial slur in English'.

For almost a year, African-American leaders and civil rights activists had been complaining that the definition first offered the word as a synonym for a black person, and only secondarily noted that it was a slur.

'I find their decision totally unacceptable,' said Kweisi Mfume, president of the National Association for the Advancement of Coloured People (NAACP).

'Our problem with Merriam-Webster had to do with specifically the fact that they used and described 'nigger' as a noun synonymous with a black person.

'We believe it is a racial slur, not a noun. The same is true for other slurs. What they say they are going to do is unacceptable. We are going to fight them on this until hell freezes over.'

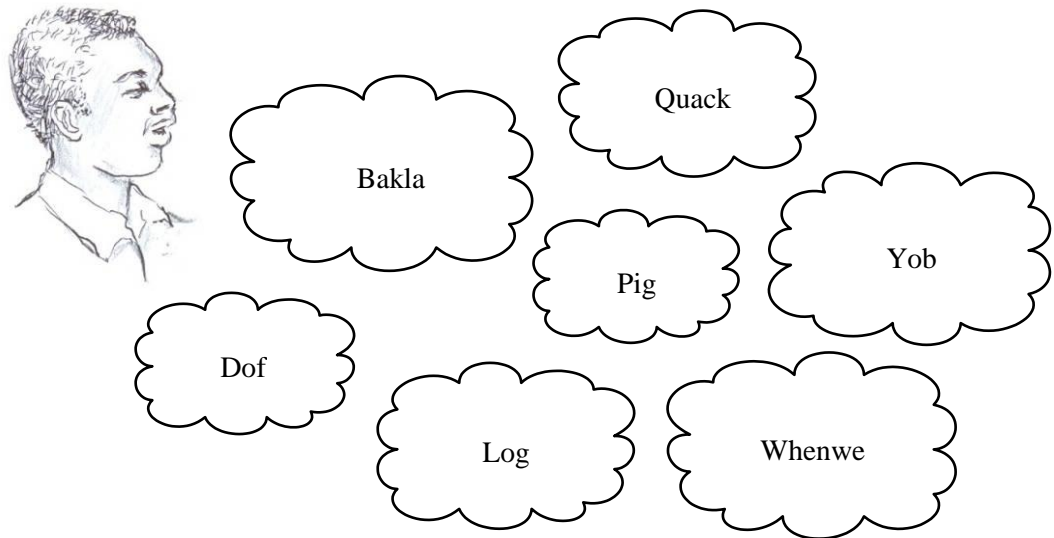
Some black American leaders said the dictionary meaning should not be an issue which deserved any amount of black people's time and energy.

They said that if there was a priority list of 100 issues of importance to African-Americans, taking the word 'nigger' out of a dictionary or even redefining it should rank 99th.

Other problems - such as drug abuse, teenage pregnancy, the decline of two-parent families, crime and poor performance in schools— should take a higher priority, they said.

3. Which of the following options do you think the publishers of Merriam-Webster Collegiate Dictionary should follow as far as the word 'nigger' is concerned? Give a reason for your answer:
- | leave the word out altogether
 - | include the word as they have done and leave the definition as it stands
 - | include the word but print a warning before the definition, e.g. 'racial slur' or 'derogatory'.

4. List all the words you have ever used to describe any of the following people. Include words from other South African languages:
- | an English person
 - | an Afrikaans person
 - | a Xhosa person
 - | a Zulu person
 - | a Pedi person
 - | a Sotho person
 - | an Indian
 - | a person of Cape Coloured extraction
 - | a woman
 - | an old person
 - | a person who is physically or mentally handicapped (or challenged)
 - | a homosexual person
 - | a person of a different nationality.
5. Do you think any of the words or names you've listed in the question above are derogatory or racist?



COMMENT

As you thought critically about the questions in Activity 3, you probably came up with arguments for and against the inclusion of words like 'kaffir' or 'nigger' in a dictionary. If a dictionary leaves a word out altogether, then it is not doing its job. However, if it includes an offensive word, it gives that word some kind of standing or legitimacy. You may have discovered, too, that you yourself use some words or descriptions which are offensive or racist. Yet you might object if someone asked or ordered you to censor your speech.

Hate speech

At the beginning of this lesson you read an extract from the Constitution which said that freedom of expression did not extend to 'advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm'. Thus one of the important questions you need to ask about racist and sexist language is, 'Does the use of these words encourage other people to hate Blacks/Whites/women, etc.?'

Any use of language to encourage hatred towards a particular group of people is called hate speech. The fact that we consider banning any publication shows the power language has to persuade people and even change their values.

ACTIVITY 4

1. Read the following extract from an article about Kwaito music. The article says that Kwaito music, which is mostly sung in tsotsitaal, uses 'shocking, vulgar words that extol violence, gangsterism and the denigration of women, especially Black ones' and is full of 'images of over-sexed women whose only role is to give pleasure to men'. The article concludes:

Many of the lyrics run counter to the Convention on the Elimination of Discrimination Against Women, which South Africa signed in January 1993 and ratified in January 1996.

Under the convention, state parties must condemn discrimination against women in all forms and take all appropriate steps to modify or abolish existing laws, regulations, customs and practices which constitute such discrimination.

FROM: THE CITIZEN, MAY 1997

2. Discuss what you know about Kwaito music with your fellow learning partners or family. Do you agree or disagree with the description of Kwaito music given above?

3. Look back at the list you made in Activity 3, question 4. List any other derogatory or offensive words you have heard people use to describe women. Do you think using these words encourages men to see women in a negative way? What effect do you think these words have on women's images of themselves?
4. Write a paragraph in which you state whether you think Kwaito music should be banned. Give reasons for your opinion.

Evaluating a case of freedom of speech

In the first activity of this lesson you were reminded of how censorship was once used as a weapon against the truth in South Africa. In the last activity you'll evaluate a case where freedom of expression may have been abused.

ACTIVITY 5

1. Read the article below and answer the questions that follow.

Nat Leader framed

Western Cape Attorney-General Frank Kahn has cleared National Party leader Marthinus van Schalkwyk's name by finding 'not a tittle' of substance to sex claims against the politician.

In a blistering attack, Mr Kahn accused the *Mail & Guardian* newspaper of 'irresponsible journalism' for publishing claims by convicted criminal John Hermanus that the NP leader had paid him R20 to perform sodomy and oral sex on him in a Bloubergstrand house in March 1996.

Mr Kahn said he would ask police to investigate possible counter charges of perjury, defeating the ends of justice and fraud against Mr Hermanus.

'I have studied the allegations against

Mr Van Schalkwyk and not only are they contradictory, but they lack any substance,' said Mr Kahn.

'As far as I am concerned, Mr Van Schalkwyk has been done a grave injustice by all the public attention this case has received ... I don't think anyone can argue that Mr Van Schalkwyk has not been tainted directly by these allegations.'

Mr Kahn said he found it 'frightening that a public figure could be so easily slurred by irresponsible journalism.'

'We have reached a low ebb in journalism,' he said.

'I don't see how the *Mail & Guardian* could have served the public interest in publishing the story. It was complete abuse of press freedom.'

- a. What does the word 'framed' mean in the context of the headline?
- b. Who was the Attorney-General most angry with:
 - | the newspaper (the Mail & Guardian) which published the allegations against Mr van Schalkwyk, or
 - | the man (John Hermanus) who made the claims which the newspaper published? Give reasons for your answer.
- c. The article begins by stating that van Schalkwyk's name has been 'cleared' by the Attorney-General. Does the Attorney-General believe that van Schalkwyk will be able to continue his life now as if nothing had happened?
- d. Do you agree or disagree that publishing the claims of John Hermanus was 'irresponsible journalism' and 'a complete abuse of press freedom?' Answer in a paragraph, giving reasons.

ANSWERS ON PAGE 170

COMMENT

The article you just read ended with a reference to the press serving 'public interest'. In other words, the press is considered to have a duty to inform the public as accurately and correctly as possible. The headline of the article also raises the question of other motives the press might have for publishing a story that it cannot verify. The word 'framed' has negative connotations of being accused unjustly, and of being a victim in a situation that is set up by others. In this case, a Nationalist is accused by a newspaper that is well-known for its anti-Nationalist feelings.

The media has a powerful voice and can have a positive or a negative effect on public opinion. On the other hand, censorship of the media can lead to a dangerous situation where the truth is obscured. In the end, we have to apply our critical thinking skills to what we read or hear, and make up our own minds.

Under the convention, state parties must condemn discrimination against women in all forms and take all appropriate steps to modify or abolish existing laws, regulations, customs and practices which constitute such discrimination.

FROM: THE CITIZEN, MAY 1997

CHECKLIST

Are you able to:

- r identify and contrast different opinions on the same topic, such as censorship
- r express your own reasoned opinion about freedom of expression and the role of the media
- r show a critical awareness of the use of language which is racist, sexist or derogatory.

LESSON 8

Speaking to persuade

About this lesson

In this unit you have explored how people use spoken language to persuade others. However, there is another powerful medium of communication that we all use generally without being aware of doing so – non-verbal body language. Public figures such as politicians or actors learn how to use body language carefully and consciously to help them communicate with their audiences.

In this lesson you'll focus on how public speakers use body language and spoken language during their speeches to persuade their audiences to accept their points of view.

In this lesson you will

- || analyse pictures and extracts to understand some of the body language techniques public figures use
- | revise what you know about figurative and literal language and explore the use of figurative language in speeches
- | analyse speakers' techniques by reading and listening to speeches by Winston Churchill and Martin Luther King.



Body language in persuasive speeches

In Unit 2, Lesson 7, you read about how important gestures, posture and facial expressions are in interview situations. You can reveal your shyness (by looking down, biting your nails, blushing), lack of interest (by looking away, drawing doodles on your notepad) or eagerness and attention (by focussing on your interviewer or leaning slightly toward them). In the first activity of this lesson, you'll look at how public figures use body language to convince the people they are communicating with.

ACTIVITY 1

You are going to look at photographs of South African politicians in order to find out how they use body language as an important part of their negotiating skills and public speaking duties.

1. Look at the pictures of Andries Treurnicht and P W Botha. What are they doing with their hands? Why do you think they made these gestures while speaking?



PRESTON, A. PICTORAL HISTORY OF SA. BROMPTON BOOKS, GREENWICH, 1995, P. 183

Dr Andries Treurnicht, Transvaal National Party leader during the 1970's.



THE MAKING OF THE CONSTITUTION, THE CONSTITUTIONAL ASSEMBLY, P. 16

PW Botha, State President of South Africa (1984-1989).

2. Look at the pictures of F W de Klerk and Nelson Mandela. What is similar about the gestures they are making? When speakers make this gesture, what message are they usually communicating? Apart from politicians, what other figures have you seen making this kind of gesture, and in what context?

PRESTON, A. PICTORAL HISTORY OF SA. BROMPTON BOOKS, GREENWICH, 1995, P. 193



Nelson Mandela, South African State President from 1994.

PRESTON, A. PICTORAL HISTORY OF SA. BROMPTON BOOKS, GREENWICH, 1995, P. 192



FW de Klerk, South African State President from 1989 - 1994.

3. Look at the men seated in the front row of the following picture. They are, from left to right, F W de Klerk, Cyril Ramaphosa, Nelson Mandela, Leon Wessels, Thabo Mbeki and Kobie Coetsee. Note any examples of body language you can find in this photograph.

THE MAKING OF THE CONSTITUTION. CONSTITUTIONAL ASSEMBLY, P. 2



Ever mindful of the time, especially on May 7 1996, Constitutional Assembly chairperson Cyril Ramaphosa chivvies official photographer David Goldblatt.

COMMENT

You can see whether a leader is confident just from observing their body language. That is why politicians employ people called 'image consultants' who give advice about gesture, posture and facial expression. You will learn more about politicians and their images in Unit 5.

South African leaders have moved from an autocratic style of leadership to a more democratic style. The interesting thing is that you can see this in their body language. Instead of wagging their fingers at us, leaders now stretch out their arms. Also, in the body language they show to one another, there is more friendliness and informality. This new approach was very important in the successful negotiation of a New Constitution for South Africa. Body language can be a powerful tool in appealing to and convincing an audience.

How speakers use language to persuade

In the next activity you'll explore how speakers put forward their ideas in ways that influence our thinking. In other words, you'll examine how speakers manipulate, or use, language.

ACTIVITY 2

1. Think about what it is in a speech that really persuades you to change your mind. What does any speaker have to do to make an impression on you? Is it what they say, or how they say it, or both? Write down your opinion and the reasons for it in your notebook.
2. Here are four extracts from different speeches, made by different speakers, in different contexts or settings. Read them carefully, then complete the table.

Speaker A

The major thing to note about our songs is that they never were songs for individuals. All African songs are group songs. Though many have words, this is not the most important thing about them. Tunes were adapted to suit the occasion and had the wonderful effect of making everybody read the same things from common experience. In war the songs reassured those who were scared, highlighted the determination of the regiment to win a particular encounter and made much more urgent the need to settle the score; in suffering, as in the case of the black slaves, they derived sustenance out of a feeling of togetherness, at work the binding rhythm makes everybody brush off the burden ... because of this added energy.

(Steve Biko, 1971, at a conference in Natal)



BIKO, S. I WRITE WHAT I LIKE. HEINEMANN, P. 43

Speaker B

I now want to say a few words about the concept of apartheid. It is unfortunately a word which has resulted in a false image of South Africa's internal relations. That is why I prefer to talk about co-operative co-existence.

(P W Botha in parliament, 1985)

HANSARD. VOL 3, 1985, P. 3811

Speaker C

Those, Ladies and Gentlemen, in my opinion, are the dogs of war that have been unleashed. The blitz is on. Shall we and can we survive it? My answer is: we can and we must.

(J L Mkentane at the Second Joint Conference Sitting Cape African Teachers' Association and Teachers' League of SA, 1954)

Speaker D

When we complete the reading of a book, we close it and put it away. But we do not simply forget it. We think about it, we try to recall the most striking or the most important aspects of it. We analyse it so that we can get some understanding of what it meant. Any book, even the ones we read with only superficial attention, has an influence on our thinking and on our action. Such a book has now been closed with the tragically early death of our friend and comrade - Jean.

(Neville Alexander in commemoration of Jean Naidoo, 1982)

3. Did you notice that each speaker persuades the audience in different ways? Complete the following table by analysing what the purpose of each speech is, and how each speaker uses language or a particular technique to persuade the listeners. The first one has been done for you.

ANSWERS ON PAGE 171

Speaker	Purpose	Technique	Language
A.	wants to show the unifying nature of African songs	gives many examples	uses words like 'never', 'all', 'common experience', 'binding'. 'everybody'

Literal and figurative language

We use language in many different ways. When we use words in their ordinary sense or meaning, we use language in a literal way.

For example:

That man's nagging upsets me.

This is using language to say just what we mean. In other words, the man nags so much that it affects how I feel. This is an example of literal language.

When we use language to make our words mean more than what we say, we use it in a figurative, or imaginative, way.

For example:

I am sick and tired of that man's nagging.

This doesn't mean that I'm going to see a doctor because the man's nagging makes me ill! It means the same as the first sentence, but the word 'sick' makes the meaning stronger. It is an example of figurative language.

Remember, when a speaker creates a mental image to compare something using 'like' or 'as' we call this figure of speech a simile.

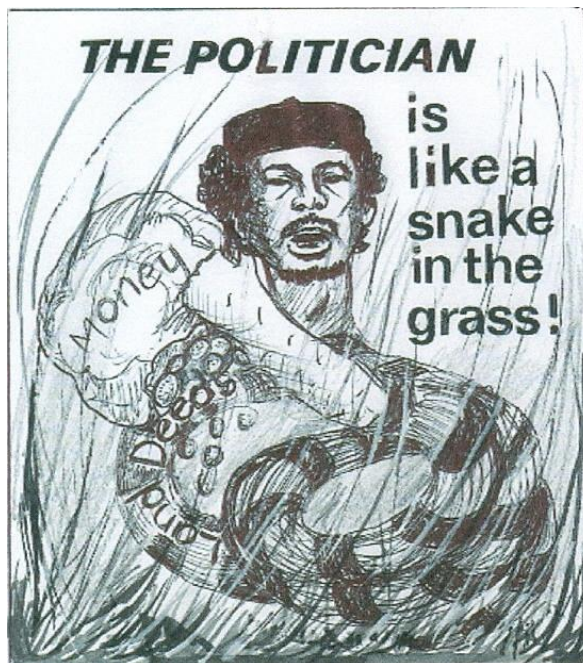
Look at this example:

We all know that studying part-time, while having a full-time job is as tiring as carrying a load uphill.

When a speaker or writer uses figurative language to make their point even more strongly, they leave out the words 'like' or 'as'. Instead they say that one thing 'is' another. We call this a metaphor. For example:

We all know that studying part-time while working full-time is an uphill load.

In the next activity, you'll examine how a speaker makes his speech stronger by using figurative language.



ACTIVITY 3

In this activity you'll analyse an extract from a speech made by Winston Churchill, a famous British Prime Minister. Churchill was Britain's Prime Minister during the Second World War (1939-1945), when Britain and the Allied powers fought against Hitler and Nazi Germany.

Churchill's speech was broadcast on radio. The purpose of his speech was to encourage those fighting in the war against fascism, a policy of the German government of this period.



1. Listen to Churchill's speech on your cassette.
 - a. What do you notice about his voice?
 - b. What do you notice about the language he uses? Write your answers in your notebook.
2. The same speech is printed below. As you read it, underline as many metaphors as you can find, and then explain what you think the meanings are in your notebook.

United, we stand; Divided, we fall.

'Now the old lion with her lion cubs at her side stands alone against hunters who are armed with deadly weapons, and impelled by desperate and destructive rage. Is the tragedy to repeat itself once more? Ah, no: This is not the end of the tale. The stars in their courses proclaim the deliverance of mankind.

Not so easily shall the onward progress of the peoples be barred. Not so easily shall the lights of freedom die. But, ... but, time is short. Every month that passes adds to the length and to the perils of the journey that will have to be made.

United, we stand: Divided, we fall.'



3.
 - a. Who do you think was Churchill's audience?
 - b. How do you know that his speech was not about a literal (real) lion and hunters, but about figurative ones?
 - c. On whose side was Churchill— the lion's or the hunters', and whose side did he want his audience to take?
 - d. Do you think Churchill meant only men when he said 'mankind'? Which other word do you think he could have used to show he meant both men and women?

4. Analyse Churchill's speech by summarising his purpose and techniques in your notebook.
5. 'United we stand' means that Britain and her Allies were united against Nazi Germany. What do you think 'Divided we fall' means?

ANSWERS ON PAGE 171

COMMENT

When you listened to the speech, did you notice how Churchill changed his tone of voice? He also paused occasionally, to give his audience a chance to think about his message.

Perhaps you noticed how he repeated the word 'but'? When a speaker repeats his or her words, it's the same as when a writer underlines words, or puts them in bold letters. We call this emphasis. The purpose of emphasis is to draw the reader's or audience's attention to something important.

ACTIVITY 4

You are now going to analyse an extract from another speech, this time by an American, Martin Luther King. He was a famous African-American who gave this speech as part of a freedom march against racist discrimination in the United States.

Martin Luther King was a religious minister who took up the struggle for civil rights for black Americans in the 1950s and 1960s. This was a time when racist laws separated people in jobs, buses, schools, in restaurants, and so on. His speech was made in August 1963, in Washington, the capital of the United States of America. A crowd of 250 000 people were present. In 1968, Martin Luther King was assassinated (shot dead) shortly after he led a march through a city called Memphis.

1. Read the speech. In the margin there are questions. Use them to help you to think about what Martin Luther King's purpose was and whether this affected how he presented his speech.

In Martin Luther King's speech you will come across the term 'Negro'. You might remember from Lesson 7 in this unit that 'Negro' or 'nigger' are no longer used to describe black Americans. Today these terms are thought of as offensive, or insulting. Most black Americans call themselves African-Americans.



Is a person who ends an oppressive law after benefitting from it, really so great?

What is the effect of putting these two metaphors side by side?

Why does the speaker repeat one phrase so often here?

Why do you think King chose this metaphor?

What phrase is repeated here? Why, do you think?

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. Five score years ago a ~~great American, in whose symbolic shadow we stand~~ today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been ~~seared in the flames of withering injustice~~. It came as a ~~joyous daybreak~~ to end the long night of their captivity.

But one hundred years later the Negro still is not free; one hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination; one hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity; one hundred years later, the Negro is still languishing in the corners of American society and finds himself in exile in his own land.

So we've come here today to dramatize a shameful condition. In a sense we've ~~come to our nation's capital to cash a cheque~~.

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promise for democracy; now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice; now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood; now is the time to make justice a reality for all God's children. It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality.

But there is something I must say to my people, who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plain of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force; and the marvelous new militancy, which has engulfed the Negro community, must not lead us to distrust all white people.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.' I have a dream that one day on the red hills of Georgia, sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character.

Let freedom ring from Stone Mountain of Georgia; let freedom ring from Lookout Mountain of Tennessee; let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring. And when this happens, and when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: 'Free at last. Free at last. Thank God Almighty, we are free at last.'

What do you think of when you read this metaphor?

Underline other metaphors here and ask yourself what they are doing.

Have you read this phrase anywhere else before?

Do you think this is a good image / metaphor? Why? How do you think it would make people listening feel?

Take another look at this sentence. Do you agree with this idea?

What is this 'American Dream'?

Who is left out by the use of this word?

Do you think these metaphors make the point strongly?

Which phrase or words are repeated in this paragraph? What does it actually mean to 'let freedom ring'?



2. Now listen to the speech on your cassette. You might like to read the script while you listen.
3. In the next part of the activity you can analyse Martin Luther King's speech under different categories. Read through the following questions and write the answers in your notebook.

Sense (What was Martin Luther King saying?)

- a. What exactly did Martin Luther King promise in his speech?
- b. Martin Luther King had a dream. Do you think he had the power to change things for black Americans?
- c. Did he say he had this power?
- d. Who did he say had the power? What kind of power was it?

Purpose (What did Martin Luther King want to achieve?)

- e. Why did Martin Luther King use so many metaphors? Did they help to make his speech strong? Give a reason for your answer.
- f. What do you think Martin Luther King was trying to do by repeating his words?
- g. Why do you think Martin Luther King exaggerated, or made things sound bigger than they really were?
- h. Can you see any similarities between this speech and a sermon? (Sermons are the speeches we hear in religious meetings.)

Techniques (How did Martin Luther King try to persuade his audience?)

- i. Do you think people were inspired by what he said? Give a reason for your answer.
- j. How did you feel when you heard the same words repeated, (for example, 'I have a dream ...')?
- k. How do you think his audience felt every time they heard a quote from the Bible?

Language (In which ways did Martin Luther King use language to persuade his audience?)

- l. List four metaphors which Martin Luther King used. Explain how you think the metaphors worked. Were they successful? Why? Why not?

ANSWERS ON PAGE 173

COMMENT

Have you noticed how important it is to know who made the speech, when, where, and for what purpose? It's important to know the context in which the speech is made, so that you can interpret, or analyse it properly. In the final activity of this lesson, you will consider the context of a speech delivered in South Africa in 1985.

ACTIVITY 5

Read the following speech. The context in which it was given is described in italics.

‘I AM NOT PREPARED TO SELL THE BIRTHRIGHT OF THE PEOPLE TO BE FREE’

On 31 January 1985 the State President of South Africa, P W Botha, speaking in parliament, offered Mandela his freedom on condition that he 'unconditionally rejected violence as a political weapon'.

This was the sixth offer of release reported to have been made to Mandela. Previous offers were conditional on his going to live in the Transkei Bantustan. He rejected them all on the grounds that he rejected the Bantustans and all who collaborated in their establishment and maintenance.

Mandela's response to the latest offer was read on his behalf by his daughter Zinzi to a mass meeting in Jabulani Stadium, Soweto, on 10 February 1985.

This text was published by the ANC in London.

I am a member of the African National Congress. I have always been a member of the African National Congress and I will remain a member of the African National Congress until the day I die. Oliver Tambo is much more than a brother to me. He is my greatest friend and comrade for nearly fifty years. If there is anyone amongst you who cherishes my freedom, Oliver Tambo cherishes it more, and I know that he would give his life to see me free. There is no difference between his views and mine.

I am surprised at the conditions that the government wants to impose on me. I am not a violent man. My colleagues and I wrote in 1952 to Malan asking for a round table conference to find a solution to the problems of our country, but that was ignored. When Strijdom was in power, we made the same offer. Again it was ignored. When Verwoerd was in power we asked for a national convention for all the people in South Africa to decide on their future. This, too, was in vain.

It was only then, when all other forms of resistance were no longer open to us, that we turned to armed struggle. Let Botha show that he is different to Malan, Strijdom and Verwoerd. Let him renounce violence. Let him say that he will dismantle apartheid. Let him unban the people's organisation, the African National Congress. Let him free all who have been imprisoned, banished or exiled for their opposition to apartheid. Let him guarantee free political activity so that people may decide who will govern them.

I cherish my own freedom dearly, but I care even more for your freedom. Too many have died since I went to prison. Too many have suffered for the love of freedom. I owe it to their widows, to their orphans, to their mothers and their fathers who have grieved and wept for them. Not only I have suffered during these long, lonely, wasted years. I am not less life-loving than you are. But I cannot sell my birthright, nor am I prepared to sell the birthright of the people to be free. I am in prison as the representative of the people and of your organisation, the African National Congress, which was banned.

What freedom am I being offered while the organisation of the people remains banned? What freedom am I being offered when I may be arrested on a pass offence? What freedom am I being offered to live my life as a family with my dear wife who remains in banishment in Brandfort? What freedom am I being offered when I must ask for permission to live in an urban area? What freedom am I being offered when I need a stamp in my pass to seek work? What freedom am I being offered when my very South African citizenship is not respected?

Only free men can negotiate. Prisoners cannot enter into contracts. Herman Toiva ja Toivo, when freed, never gave any undertaking, nor was he called upon to do so.

I cannot and will not give any undertaking at a time when I and you, the people, are not free.

Your freedom and mine cannot be separated. I will return.

refute:
prove that it is
wrong

1. Compare the occasion of this speech with that of the Martin Luther King speech. What is different about the context of the two speeches? What is similar about the context of the two speeches?
2. Martin Luther King repeated words and phrases for emphasis. Find examples of repetition in Mandela's speech.
3. How does Mandela use language to emphasise his solidarity with Oliver Tambo?
4. How does Mandela use language to refute the argument that the ANC is a violent organisation?
5. Find words and descriptions in Mandela's speech that make you feel pity for him and for others that have suffered.
6. Find a sentence or statement in Mandela's speech that communicates strength, resistance and pride. Briefly explain why you chose this sentence.
7. Find the paragraph that is made up entirely of questions. Why do you think he makes up a paragraph entirely of questions?
8. The speech ends on a very short sentence. Do you think this sentence is effective? Give reasons for your answer.

ANSWERS ON PAGE 174

COMMENT

Although Nelson Mandela could not be present when this speech was delivered, he knew exactly what message he wanted to convey through the language and techniques he used. As he says in his autobiography, *Long Walk to Freedom*, 'I wanted to reaffirm to the world that we were only responding to the violence done to us. I intended to make it clear that if I emerged from prison into the same circumstances under which I was arrested, I would be forced to resume the same activities for which I was arrested.'

In the next lesson, you'll read an interview with a speaker. This will develop your understanding of how speakers think about how to communicate their message before they write their speeches.

CHECKLIST

Are you able to:

- r analyse how speakers use body language to persuade their audiences
- r describe the relationship between a speaker's purpose, language and techniques
- r explain how speakers manipulate language to persuade their audiences
- r analyse and explain the figurative language used in speeches
- r describe how, to be effective, a speech must fit the context in which it is made.

How do people write speeches

When we listen to speeches we usually don't give much thought to how they were written. We listen to the ideas and information, and experience the feelings that the words might evoke in us.

However, speeches are not only about using language cleverly to create certain responses in an audience. They are also about communicating ideas. If you have to give a speech, you will need to think carefully about how to communicate your ideas.

ACTIVITY 1

In this activity you'll read the scripts of a radio interview with Marie, a shop steward, who is often asked to give speeches to inform and inspire workers. The purpose for this is to find out how she constructed her speech.

Read the script to yourself first. Then read it aloud with a partner, each taking one of the parts.

Thandi: Hello, Marie, we've invited you to ask you to speak about how you prepare a speech. Won't you please tell us how you begin, right from scratch?



Marie: Hello, Thandi. Well, to begin with, I think very carefully about the topic. Then, I think about who I will be speaking to. I try to imagine the questions they will have about the topic. For example, let's imagine I have to give a talk to a group of young people, on the topic 'The Role of the Youth in the Community'. I think about questions like:

- | who is the youth in our community?
- | where do we find them?
- | why do they have a role?
- | what is this role?
- | how should youth get involved in community issues?

Thandi: Where do you go for help? What are your resources?

Marie: I use a dictionary to check the key words, or the main words, in the topic. I also use reference books and I read different writers on the subject. Sometimes I read special articles in magazines and journals. I also ask people I know what they think = this is very important.

Thandi: Okay, please go on.

Marie: Just before I speak, I ask myself, 'What is the most important thing I want to say?' Then, the examples I use, the introduction at the beginning, and the summary at the end, will explain this main idea.

Thandi: Ah! Ja, then please tell us how you make sure you're getting your message across. What tricks, or techniques, do you use to help listeners to remember the main points?

Marie: You want all my secrets, hey? (Laughing.) Just joking. Okay, I'll list some of the ways I go about speaking. I use lots of repetition—saying the same thing in different words, giving examples each time. Also I use rhetorical questions to get the listeners thinking.

Thandi: What are rhetorical questions?

Marie: They're questions which don't need answers. They're almost a statement in the disguise of a question. For example: 'Doesn't everyone know that the struggle is far from over?' I could have said: 'Everyone knows that the struggle is far from over.'

Thandi: Thanks, go on, please.

Marie: Okay, I also vary or change the tone of my voice.

Thandi: Do you think this has a persuasive effect on the listeners?

Marie: It can have, because it gets lots of emotion going.

(Thinking - takes a sip of water.)

You know, Thandi, something I haven't mentioned is humour, or jokes. When you've been speaking about very serious things, humour can help to relax the atmosphere to get a good laugh going, everyone enjoys this. But even jokes have to be well-chosen, so that they throw light on the point you're trying to make. One thing, though, don't tell jokes that could be offensive, or hurtful, to some people. Some jokes are at the expense of people and they use very negative stereotypes.

Thandi: Ja, that's true. Well, Marie, it has been very interesting to hear about what goes into preparing a speech. Before we stop, is there one last thing you would like to say?

Marie: Yes, just this, believe in what you say. Communicate your message clearly, and respect your audience's experience.

Thandi: Thanks very much for your time, Marie.

Marie: It's a pleasure. Thanks for asking me.

Preparing your own speech

In this part of the lesson you are going to prepare to write your own speech. As you heard in the interview, there are several steps which you must take when you prepare a speech.

ACTIVITY 2

Imagine you need to prepare a speech for a local youth group. Your topic is the same as the topic which Marie used as an example in her interview: The role of the youth in the community .

You can use Unit 1 as a resource for this topic. Remember, in Unit 1 you wrote an article on the youth? You can use the same writing strategies to plan and write your speech: brainstorming, key ideas, organising your ideas, planning, drafting, and revising.

1. When you prepare to write your speech, use the interview with Marie as a guide. First think about who the audience will be, and what your purpose is (what you want your speech to achieve).
2. Below is a summary of the interview with Marie. Complete the sentences by filling in the missing verbs.

When you prepare a speech, you should:

- | _____ to get as many ideas on the topic as you can.
- | _____ who your listeners will be and _____ about the questions they could ask, and what their experiences are.
- | _____ a dictionary, thesaurus, books on the subject and _____ people you know for other ideas.
- | _____ examples or jokes to reinforce the points you want them to remember.
- | _____ in what you say and _____ respectfully and clearly.

3. Now copy this table into your notebook, and use the information Marie gave in her interview to complete it:

Important parts of a speech	Techniques	Resources

4. Look at the collection of extracts on pages 108 and 109. Each extract comes from a different source. Use the list below to help you identify the source that each extract was taken from:

- | dictionary
- | poem
- | workbook or study material
- | magazine
- | educational comic
- | pamphlet
- | cartoon.

5. Now look at the two paragraphs below. Decide which sections of a speech on the role of the youth you think these could belong to. Write your answers on the lines provided.

A

I will close with a quote, which, for me, sums up the importance of the role of the youth in all communities. You can decide how you think it applies to the youth of your own community: 'The youth in the battle for truth are the flowers of the future and the reason for our struggle.' Thank you.

- A. This paragraph could form the _____

B

In the fifteen minutes I have, I will briefly try to show how I think the youth have contributed to the struggle in the history of this country. We will then identify the obstacles young people face in the present political climate, and lastly, we shall examine some ideas for the way forward. I invite you all to explore your own ideas about the needs of this particular community, because your ideas will be the focus of our discussion afterwards.

- B. This paragraph could form the _____

ANSWERS ON PAGE 175

A

ed to
th
F route,

B

C

Though I be Young
Though I be young
And you unknown
I knew your heart
Oh song unsung...



Reporter, Lizela Mda, chats to students at Sempapa Middle School.

Young people are leaving everything to their elders. They are not involved in developing the community. Instead, we are competing for material things like fashion.



Fika Tsebe (15)



Gafire Mubeni (16)

Violence is on the increase. Many women are being raped, and some are very young. Girls are being harassed every day by boys who don't go to school.

There is a lot of poverty. Families are struggling without any money. Many kids cannot go to school.



Mthembu Pule (16)

There is a need for sex education both at home and at school. Young girls are getting pregnant and are therefore forced to leave school.



Fikeni Mubeni



Mthembu Pule

We have no recreational facilities. Young people have nothing to do once they come back from school.

D



A

youth (uth) n. (pl. pr. udhz). 1. Being young, adolescence, (the vigour or enthusiasm or weakness or inexperience or other characteristic of) the period between childhood and full manhood or womanhood, (has all the appearance of extreme youth; in my hot, raw, vigorous, etc., youth; from youth onwards; youth's a stuff will not endure; the secret of perpetual, of keeping one's, youth); early stage of development etc. 2. Young man (as a youth of 16). 3. (as pl.) Young people collectively (the youth of the country; loves to be surrounded by youth); ~ centre or club, place or organisation provided for leisure-time activities of young people; ~ hostel, place where hikers

E

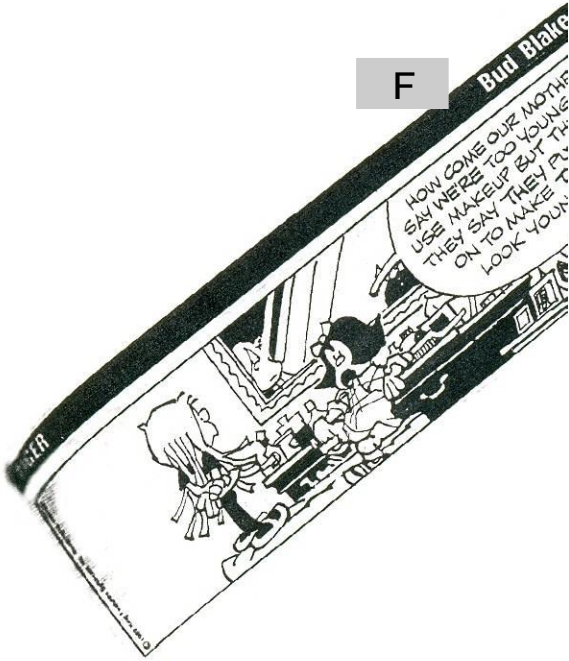
MASAKHANE!
young azanians



"EDUCATION SHOULD MAKE US AWARE OF AND NOT INSULATE
US FROM THE CONFLICTS AND CONTRADICTIONS OF SOCIETY"

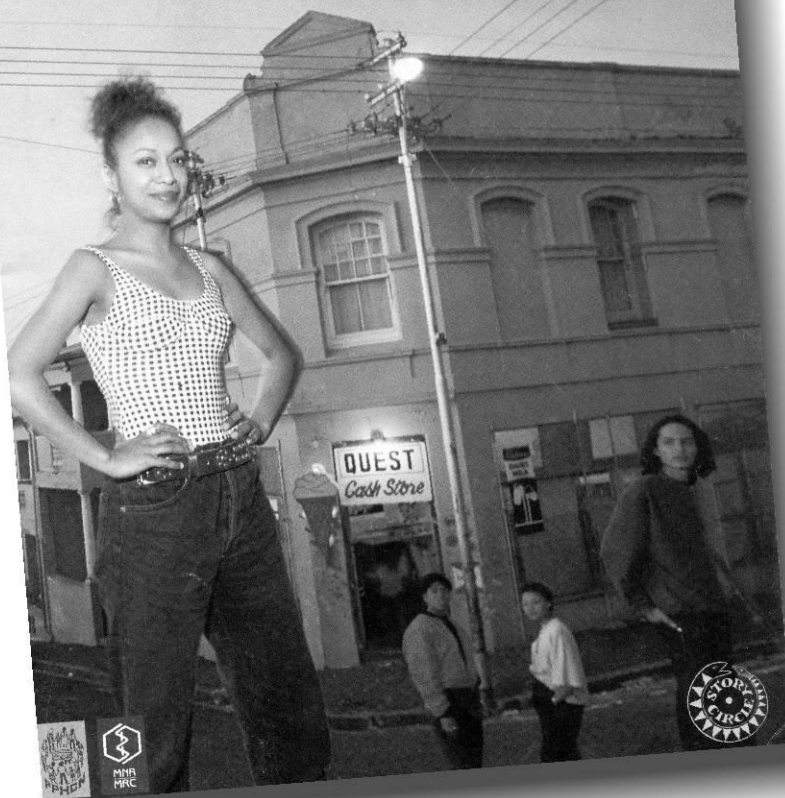
F

Bud Blake



G

ROXY
LIFE, LOVE AND SEX IN THE NINETIES.



june



Planning your speech

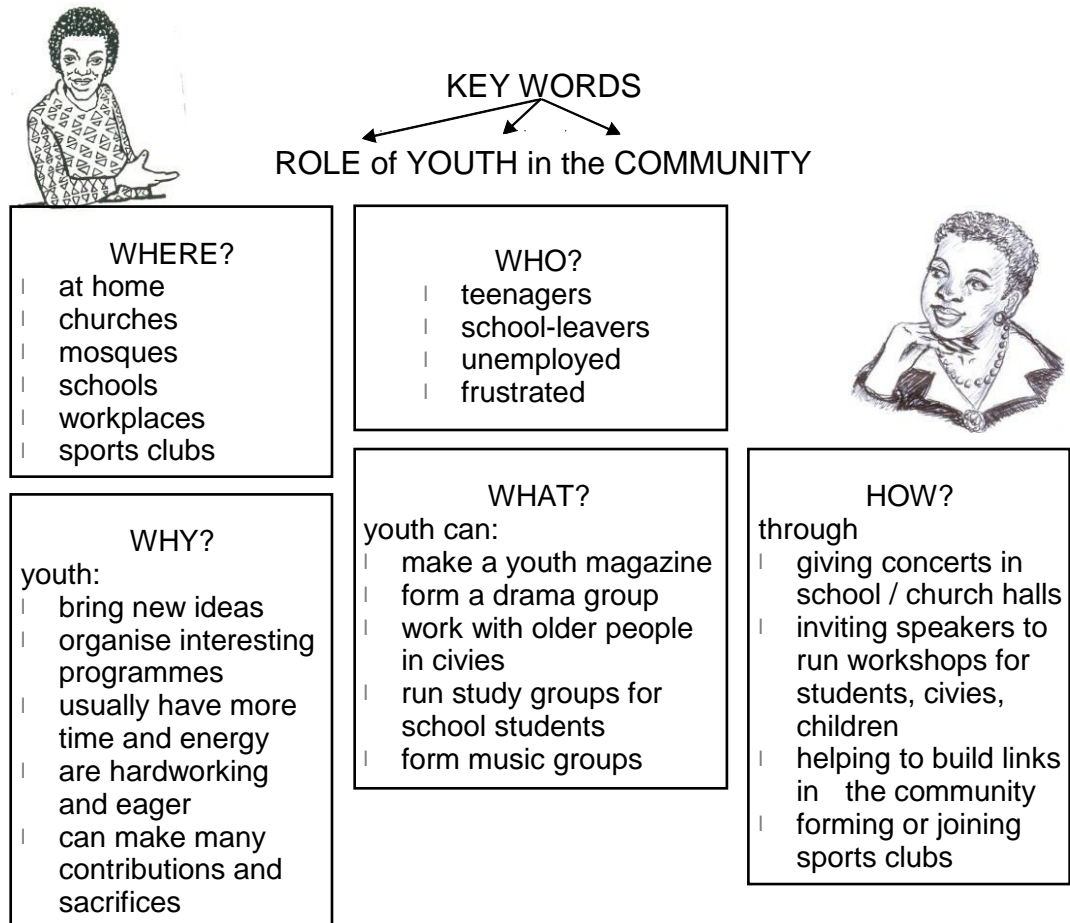
Activity 2 should help you to plan your speech. You have identified the audience and your purpose for making the speech. You have a summary of the sections of the speech that you should spend time on, the techniques you can use, and the resources you can refer to.

When you decide to include information or examples from different resources in your speech, remember to think carefully about the tone and the style of what you are including: is it too formal or informal? Are the tone and style appropriate for your audience? Does the information or example suit your purpose? In the last part of this lesson, you'll draft and write your speech.

ACTIVITY 3

In this activity you'll write a plan for your speech. This step will help you to make sure that you've developed your ideas clearly and carefully before you write the draft.

1. Write the topic of your speech in the middle of a sheet of paper. Then brainstorm all the ideas you have on the youth. Use your brainstorm to make a mindmap, like you did in Unit 1. Look at this example:



2. Use the keywords of the topic to plan your speech. Write your plan on a new piece of paper. While you are planning your paragraphs, think about these questions:
 - | what is your purpose?
 - | how are you going to make your points? What techniques (for example, exaggeration, repetition, rhetorical questions) will you use?
 - | how will you manipulate, or use, language creatively, to help your audience to understand what you mean (for example, figurative language like metaphors and similes, or synonyms)?
 - | does your speech make sense? Would your listeners be able to follow your points in a logical, or step-by-step, way?

Drafting and revising your speech

In Unit 1 you learnt that the best way to write something really good is to write drafts and revise them. In the next activity you'll write a draft of your speech, based on the plan you wrote in Activity 3.

Use your plan to:

1. Write a draft of your speech, making sure that your ideas are clear and well-organised. Your speech should be about two pages long.
2. Check your introduction and conclusion: does the introduction clarify the topic and attract the audience's attention? Does the conclusion leave the audience with something to think about?
3. Check that the examples you use are appropriate and strengthen your speech.
4. If you can, deliver your speech to your friends, or your fellow learners. Ask them what they think of the way you structured your speech, your tone of voice, and whether you used language and techniques that persuaded them to agree with your point of view.
5. Use the comments that your friends or fellow learners have made to help you revise and improve your speech. Rewrite your speech and give it, together with your brainstorm and plan, to your tutor for assessment.



COMMENT

Writing a speech isn't easy, but if you went through all the steps, you probably had many ideas to organise into main points. Perhaps you noticed that writing a speech is like writing an essay? You need to structure your speech by carefully arranging your ideas into paragraphs.

However, some of the techniques that you use in a speech would usually not be appropriate in an essay, for example repetition, or rhetorical questions.

CHECKLIST

Are you able to:

- r describe how speakers prepare and write speeches
- r identify the important sections of a speech, and the resources and techniques which can be used
- r brainstorm and create a mindmap to plan a speech
- r write an appropriate introduction and conclusion to a speech
- r draft and revise your own speech, using the strategies you learnt in previous units and Lessons 8 and 9 of this unit.

Remember to give your written speech, brainstorm and plan to your tutor for assessment.

What makes us laugh?

Have you ever been with other people when someone told a joke and you didn't understand it? You couldn't work out why everyone else found it funny.

The reason for this could be that you didn't know the people very well; or because they told the joke in a language you didn't know well; or just because you didn't find what they said funny at all. This is probably because different people have different cultures, or ways of understanding things, and what may seem funny and unexpected to one person may not be funny to someone else. Also, words can be used playfully, for example, to have more than one meaning, and if you don't know the language well, you may not follow the word-play, and the joke will be lost on you.

In the first activity, you'll look at four extracts from humorous articles by Sy Makaringe in the *Sowetan*.

ACTIVITY 1

Read the following extracts:

Extract 1



Extract 2

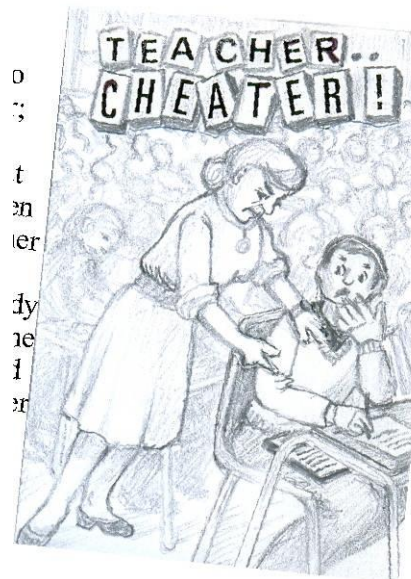


Extract 3

Going into the third half

Then there was this Radio Xhosa commentator, who appeared to be more familiar with the oval-shaped rugby ball than the spherical-shaped football, who was covering a Cup game between Moroka Swallows and, coincidentally, Cape Town Spurs at Athlone Stadium. When the game went into extra time, the commentator confidently told his listeners that the game was going into the third half. My maths teacher would kill me if ever I said that.

Extract 4



1. Choose the extract you find the funniest and try to explain why you find it funny.
2. Do you think that there are people who would not find these extracts funny? Give a reason for your answer.
3. Identify an extract which creates humour by playing on the meaning of words.
4. Identify an extract which could have been reported in a serious way, and which would have been seen as bad news if it had been reported seriously.

ANSWERS ON PAGE 176

COMMENT

You discovered three very important aspects of humour in the extracts by Sy Makaringe. First, jokes are often based on word-play. Second, we like to make jokes about serious or worrying problems, for example, teachers who cheat. Third, jokes often rely on 'inside information'— to find them funny, you need to understand what they are saying from 'inside'.

You need to know the events or the culture that the joke refers to. Humour is a personal matter: what you find funny another person may not find funny at all. In particular, a person who feels that he or she is the butt of a joke may feel offended by it. The butt of a joke is its target, the thing or person that is being laughed at. So, for example, Ngoako Ramatlhodi and Lucas Mangope might not find Extract 2 amusing.

Often the butt of a joke is not a particular individual but a whole group, for example, an ethnic group or a nationality. Jokes like these rely on stereotypes.

Recognising stereotypes

Jokes often make use of stereotypes. For example:

Question: What does a blonde say when you blow in her ear?

Answer: Thanks for the refill .

In this joke the stereotype of a blonde woman always being stupid (an 'airhead') is used to evoke humour. A stereotype is a description of someone whom we recognise as a 'type' rather than as an individual. It is often a false depiction of a particular kind of person, for example, a blonde woman or a mother-in-law or someone who comes from a particular country or culture. A stereotype attaches a fixed set of negative qualities to this person, suggesting for example that a blonde woman is always stupid or that a mother-in-law is always an interfering nag.

Stereotypes are sometimes based on a grain of truth. For example, it is true that many husbands complain about their mothers-in-law. However, blonde hair has nothing to do with intelligence. Generalising about people can be dangerous and hurtful.

A stereotype can also be applied to a situation or relationship. The stereotyped family (as portrayed in the media) consists of a mother, father, son and daughter. Does this description fit your family?



Thinking critically about stereotypes

A stereotype can be a form of prejudice. Jokes that use stereotypes are funny as long as you accept that they do not reflect reality. For example:

Three astronauts— a Russian, an American and an Irishman— are sitting in a bar.

The Russian says, 'We Russians are the best astronauts because we were the first in orbit.'

The American says, 'We Americans are the best astronauts because we were the first on the moon.'

Then the Irishman says, 'Well, us Irish are going to be the first on the sun.'

With that the American and the Russian look at the Irishman and say, 'You'll get burnt you idiot.'

The Irishman says, 'No, no, we're going at night.'

The stereotyped Irishman in many jokes is a completely illogical fool. This wrong idea probably stemmed from the fact that many Irish are imaginative people who write poems and make up stories. But the stereotype was encouraged by English people who were prejudiced against the Irish.



In many cultures the stereotyped male is promiscuous (has many short, sexual relationships with lots of different women) while the stereotyped female is always faithful. This cartoon makes fun of these double standards.

Perhaps one of the most harmful stereotypes is the one that defines all women as workers in the home and all men as breadwinners.

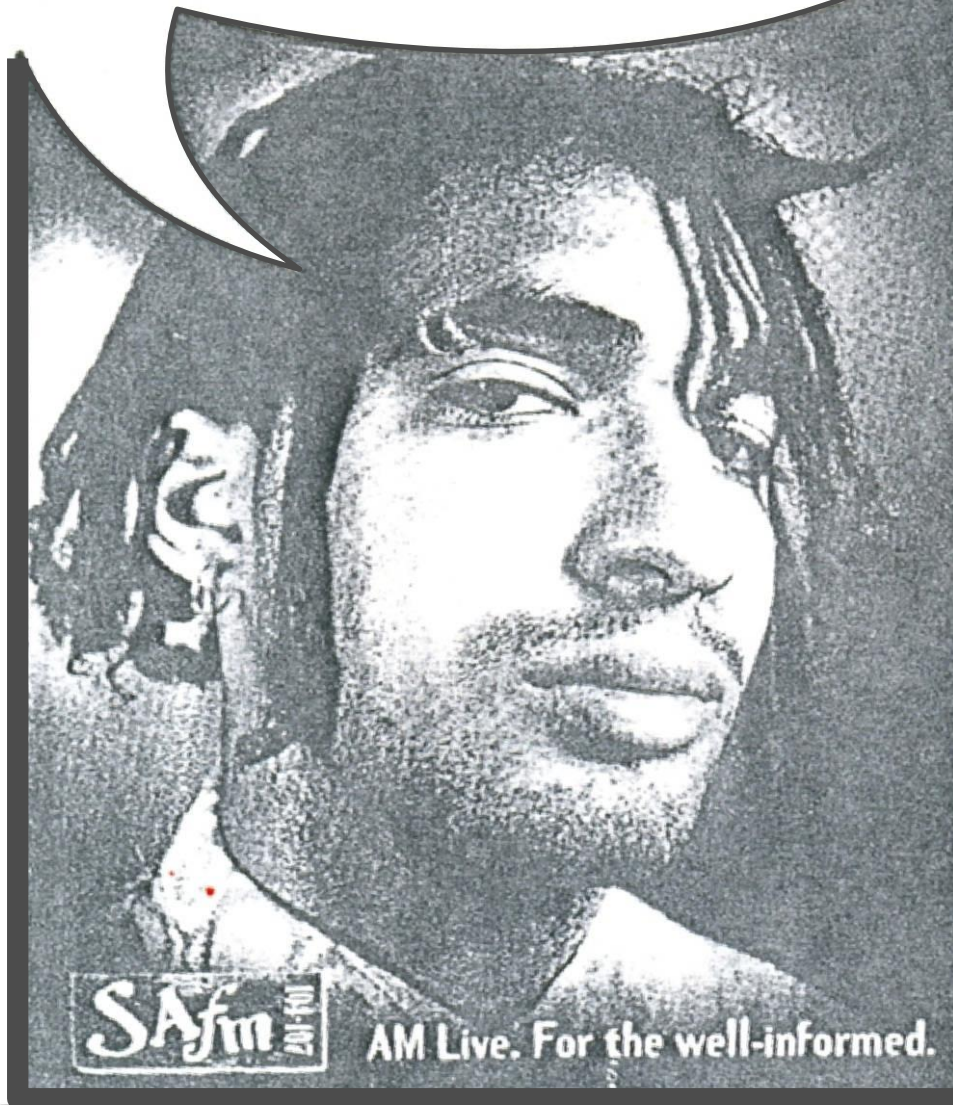
In South Africa, across all cultures, boys and girls are brought up according to these gender stereotypes, young boys are taught not to play 'girl' games, and grow up to believe that men are supposed to be the only family providers. This makes it difficult for them to accept powerful women who do achieve success in their careers. Men who feel threatened or intimidated by their partners often end up abusing them physically or emotionally and destroying the relationship.

Parents and educational institutions can play a role in relaxing some of the cultural customs which create gender stereotypes in South Africa.

Breaking stereotypes to make humour

Although many jokes rely on stereotypes to get a laugh, writers, advertisers and cartoonists also break stereotypes in order to create humour. Look at the advert on the next page:

"New options on selected shares on the **Equity Option Market** are more accessible to cash-rich investors than some of the other derivative markets."



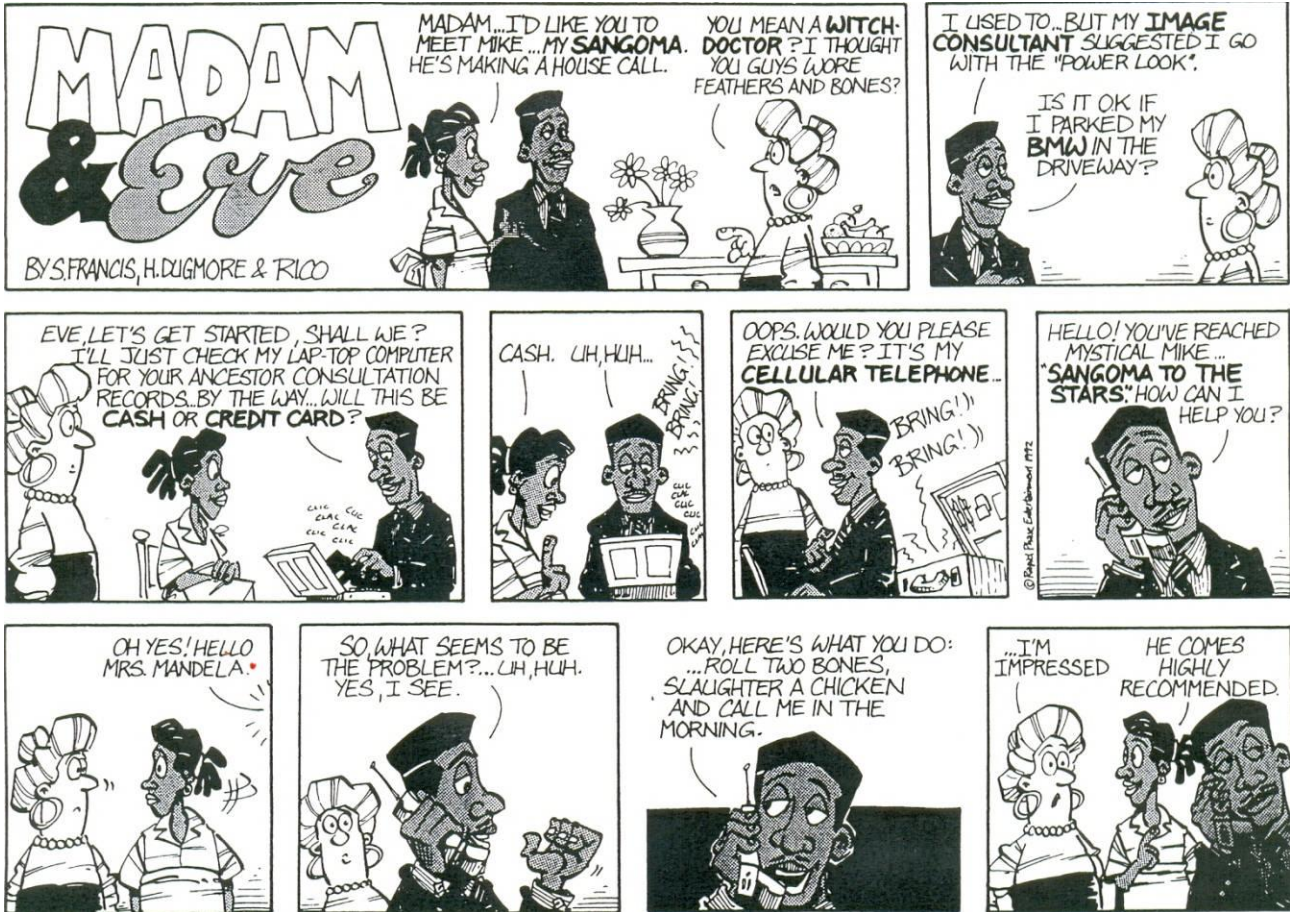
QUALITY LIFE. FEB/MARCH 1998, P.4

The person depicted in the advert has an earring as well as rings through his eyebrow. His hair is in dreadlocks and he is unshaven. Our stereotyped expectation of such a person is that he probably smokes dagga and spends his time listening to music. But the speech-bubble breaks our expectation. The man in the picture is actually very well-informed on the topic of finance.

Thus humour can be created by breaking the expectations caused by stereotypes. In Activity 2 you are going to explore further the relationship between stereotypes and humour.

ACTIVITY 2

Read the comic strip below and answer the questions that follow:



FRANCIS, S., DUGMORE, H. AND RICO. MADAM & EVE'S GREATEST HITS. PENGUIN, JOHANNESBURG, 1997, P. 157

1. What is the stereotype of a sangoma, and how does the man break that stereotype? Answer in a paragraph.
2. Explain what is funny about the sangoma's telephone conversation. Answer in a paragraph.

ANSWERS ON PAGE 177

COMMENT

Humour often relies on the unexpected. Cartoons in which a stereotype is broken are funny because they are surprising and show up the generalisations and assumptions in our minds.

Visual humour in advertising

Humour can be used usually, to catch your attention. In the next activity you'll explore how advertisers use humorous pictures and captions to persuade us to buy their products.

ACTIVITY 3

1. Look at the advertisement for eggs below. It's clearly not possible for a heavy bicycle to go up such a steep hill much more easily than the racing bicycles in the background. The humour in the photograph lies in its exaggeration. Because this is such an unlikely scene, the humour might make us remember the advertisement, and persuade us to buy the product.

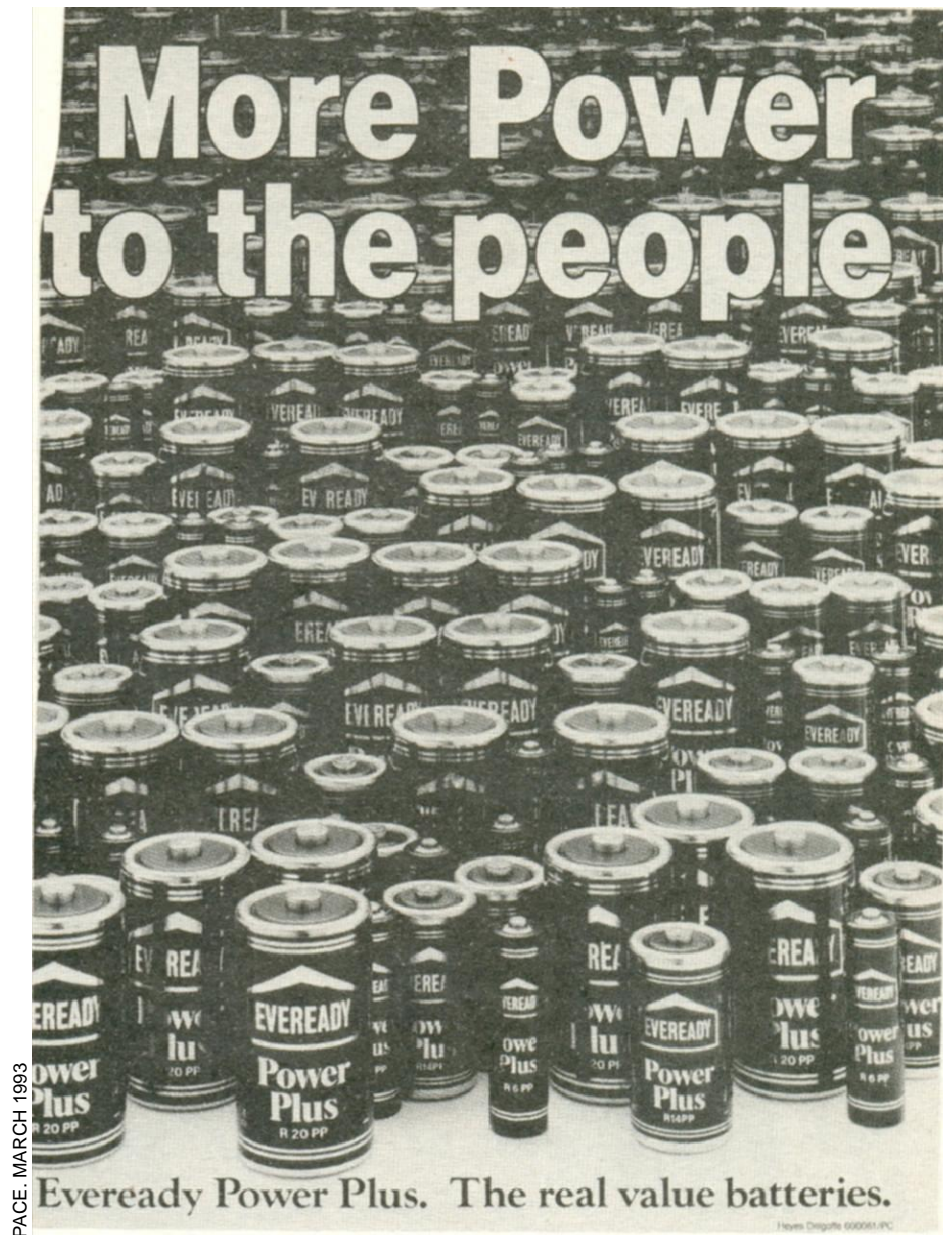
Eggs give you the edge.

When you want to get moving and keep moving, eggs will steer you in the right direction because eggs are the most efficient source of protein. The standard by which all other protein is measured. For breakfast, lunch or as a snack eggs keep you mentally and physically ahead of the rest. Eat as many as four eggs per week.

PACE March 1993 89

2. a. Now read the advertisement below. In what other context have you heard, or read, the words Power to the People ?
b. Why do you think this advertisement is humorous? You need to explain how the heading works with the picture, and then write down what you think in your notebook.

ANSWERS ON PAGE 177



COMMENT

You have just seen how humour can be used by advertisers to catch our attention through surprising or exaggerated images, through using a slogan out of its usual context and through using word-play.

Seriously funny

As you saw in Activity 1, humour can be used to make you think about something serious by getting you to have a good laugh at the same time. In the next activity you'll look at how humour is used to raise the serious issue of multilingualism in South Africa.

ACTIVITY 4

In this activity you'll read an article by Sandile Dikeni. It is taken from a journal called *BUA!* and was published in 1993.

1. First, write down your ideas in answer to this question:
Do you need to understand the culture and language of someone before you can share their humour or jokes? You can refer to Activity 1 in your answer.
2. Next, read the article below. Decide what makes it fun to read and write down your ideas in your notebook.
3. What is the main point of this article? Quote a sentence from the article which you think best shows this point.

ANSWERS ON PAGE 177

SUK'GEZA - DON'T PLAY

Deurmeketaar in Grahamstad

.....
A little bit of this and little bit of that. So 'n bietjie van diè en daai. Apha naphaya, hier en daar, as the saying goes.

The new South Africa can easily get one ding-dong. One moment hulle ngca nie van each other, then, as fast as you can say, heyta daar! , they hug each other deurmeketaar as the Karoo mixed language will tell you.

Once on a shushu day I visited isixeko sengewele, Grahamstown, the City of Saints. There I gooi my ears bakoor for what umoya blows my way. And jislaaik, andakholwa, I couldn't believe it; umlungu othetha isiXhosa! Sy het sowaar as Rharabe en Ngqika, both Xhosa kings, kaffertaal gepraat. Ek sê: awhe? Marilyn Martin. (Julle ken daai ousie van die National Arts

Gallery? Nou sy.) just went on in Xhosa as if it was one of those things. And the occasion was not a hierjy gedoente nie, it was some important whatchacallit in the Grahamstown arts festival, ek whieties jou. Ndahlunguzela intloko. I just shook my head, dis 'n groot ding diè.

Okay, granted, the woman was really speaking the lingo in a way that would make Ngqika wake up from the grave, take a knopkierie and make the South African National Gallery 'n warm klein plekkie, because of the disrespect for the clicks. But the gesture still remains a kwaai move for me. It suggests a change from linguistic arrogance to, what the cynic may call, linguistic tokenism , which in my opinion is better than fôkkol. For Marilyn ' Monroe ' Martin, I bring my twee pote bymekaar. Ezandleni. Applause for the lady , I say.

COMMENT

The tone of this article is humorous and interesting because the writer mixes languages to show how much fun it is if one is able to do this. While he's praising someone for knowing more than just two languages, he is also poking fun at her through the way in which the article is written, for example, by expressing such surprise at hearing her speak an African language.

Do you notice how Dikeni uses a word like 'kaffertaal'? The word is offensive to speakers of African languages. Dikeni uses the word in such a way as to make the word itself look as ridiculous and stupid as it is.

One of the surprising things about this article is that if you found it difficult to understand because you don't know all the languages it uses, then you would still have got the main point. The writer uses different South African languages in such a way that the reader can find the meaning even if he/she can't speak all of them fluently.

The first sentence says: 'A little bit of this and a little bit of that' Dikeni aims to encourage South Africans to be open to learning and using other languages as much as possible, without feeling intimidated.

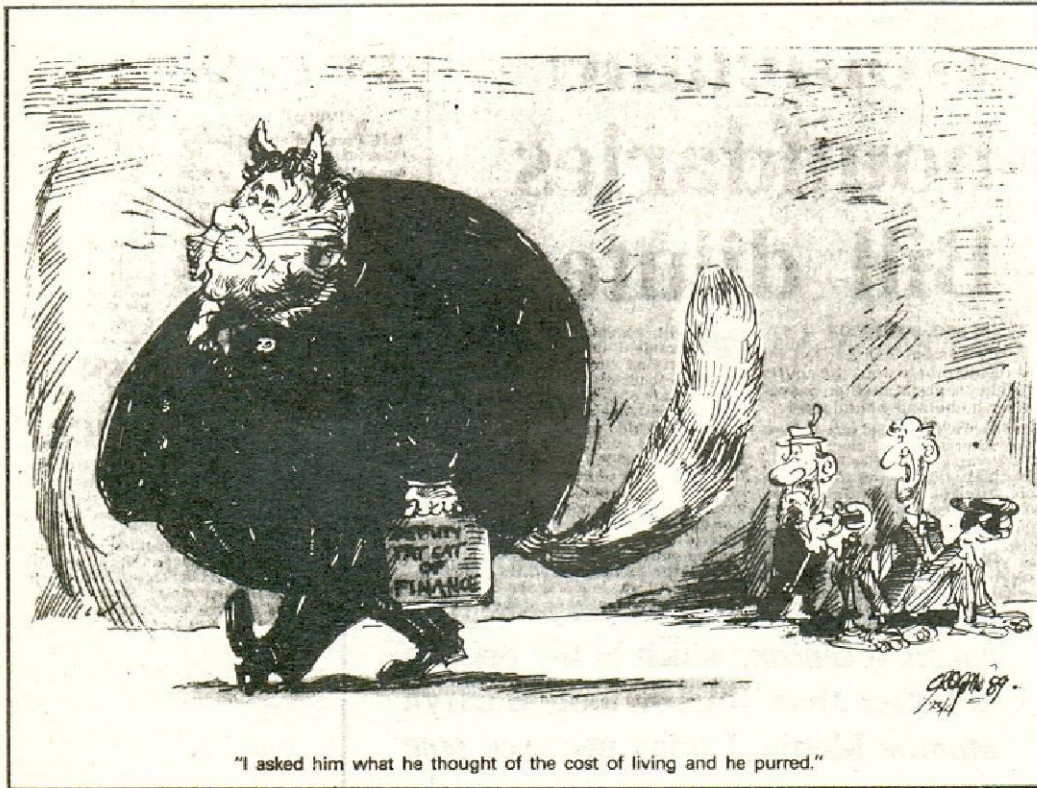
You've just looked at how a serious idea about the importance of speaking the languages of your fellow-citizens can be written about in a humorous, playful way.

Humour in cartoons

Cartoons are often used to show serious ideas in humorous ways.

In the cartoon on the next page, the poor men sitting on the pavement cannot afford the high cost of living. When they ask the Deputy Head of the Finance Department what his opinion on the expensive prices is, he says he is very contented with it. He is made to look like a cat which purrs with pleasure because he is very well-off. By depicting something as serious as the high cost of living as the pleasure of a 'fat cat', it is made to look humorous.

GROGAN, T. CAPE TIMES, 23 APRIL 1989



ACTIVITY 5

The comic strip below works in a slightly different way. Read it, then write down whether you think this comic strip is making a serious issue seem humorous.

ANSWERS ON PAGE 178



Satire when humour is used to criticise society's laws

Satire is writing that uses humour to show up how stupid and evil certain laws or practices are. The aim of satire is to change society.

During the apartheid era, poets and playwrights made use of satire to mock and ridicule the Nationalist government and its racist policies. It can be very bitter, as you will see in the next activity.

ACTIVITY 6

1. Read this poem by Sipho Sepamla. It was published in a collection called *The Blues is You in Me* in 1976.

roam:
move / wander



niche:
a small,
suitable place

sojourner:
visitor

dispensed
with:
no longer
needed

2. Imagine you had to explain the context of this poem to a foreign student. What aspects of life in South Africa in 1976 does this poem refer to? Answer in a short paragraph.
3. Where do you usually read phrases like 'To whom it may concern' and 'Subject to these particulars'? Why does the poet use this kind of language in a poem?
4. Is the 'Bearer' treated as a human being? Give reasons for your answer.
5. Explain the bitter humour in the fact that he 'Will be laid to rest in peace/On a plot/Set aside for Methodist Xhosas'.

ANSWERS ON PAGE 178

COMMENT

In the poem, Sepamla ridicules the National Party's way of referring to black people as 'natives' and 'Bantu' and also its bureaucratic love of official language. He mocks the apartheid regime's method of treating black people as if they were objects to be passed from one place to the next.

CHECKLIST

Are you able to:

- r recognise how humour works
- r identify stereotypes and the ways they can be used to create humour
- r analyse how advertisers use visual humour and word-play to persuade and to make us remember their products
- r identify how humour is used to make us think about serious issues
- r describe the way satire is used to criticise and even change society.

Academic and creative writing

Academic writing is a formal style of writing which you use when you write essays or articles. The purpose of academic writing is to:

- | show your audience what you know about a topic
- | give new information that you have gathered or discovered
- | prove a thesis or point
- | justify your opinion on a topic
- | make links between different ideas
- | identify false or wrong ideas
- | convince your audience that your argument has worth or merit.

Academic writing achieves these goals by using facts and examples. The academic writer must give references and must show that he or she has researched the topic. Academic writing can express a strong point of view but it must treat opposing views with fairness and respect. In very formal writing, the writer avoids the pronoun 'I', saying instead 'It seems that ...' or 'It appears that ...'.

Academic writing differs from creative writing. The purpose of creative writing is to:

- | make your audience feel an emotional response
- | communicate your own emotional response and unique world view
- | involve your audience in another world that you have conjured up in words
- | use word-pictures, metaphors and similes to communicate ideas and feelings
- | make unexpected connections between images or ideas
- | use words in original or exciting ways
- | structure a text in artistic and original ways.

In the first activity you can compare two extracts, each with a different style of writing. The purpose is to identify how creative writing differs from academic writing. Both extracts describe the same place – Sophiatown.

ACTIVITY 1

The extract on the next page is taken from an autobiography written in 1963 by Bloke Modisane. The autobiography is called *Blame me on History*. In it, the author describes his own life, especially the time he spent in Sophiatown. Read the extract and answer the questions that follow in your notebook.

Extract A

Whatever else Sophiatown was, it was home; we made the desert bloom; made alterations, converted half-verandas into kitchens, decorated the houses and filled them with music. We were house-proud. We took the ugliness of life in a slum and wove a kind of beauty; we established bonds of human relationships which set a pattern of communal living, far richer and more satisfying materially and spiritually than any model housing could substitute. The dying of a slum is a community tragedy, anywhere.

As children, we had our normal skirmishes with the boys from the other working-class areas. There was a mud pool in the buffer strip which divided Sophiatown from Newlands, and as a lad I joined in the fights for the right to swim in the mud pool.

Standing over the death of Sophiatown, another death came into my consciousness; I remembered the room in Gold Street, the all-in-one room which was kitchen, bathroom, bedroom, maternity room and a room for dying; thoughts of my sister, Nancy, who died of starvation, delicately referred to as malnutrition.



1. The writer uses a metaphor, to show how beautiful Sophiatown was to those who lived there, because of changes which they made. He compares Sophiatown to a place in which it was difficult to grow anything. Find this metaphor and explain how you think it works.
2. What do you think is the effect of using the first person (the word 'I') in the text? Does this make the extract seem more or less personal? Does this help you to understand, or identify with the writer?
3. How do you think Modisane feels about the 'death of Sophiatown'? Explain your answer by commenting on what he says about his sister.

4. Now read this extract. It's taken from a book published in 1983, called *Black Politics in South Africa since 1945*. It was written by an academic, Tom Lodge. Lodge studied in Nigeria, Malaysia and Britain, and has done much research and teaching of South African political history.

quiescence:
to be quiet, still,
inactive

disorientation:
confusion, loss
of sense of
direction,
position or time

LODGE, T. *BLACK POLITICS IN SOUTH AFRICA SINCE 1945*.
RAVAN PRESS, 1983. P. 93

Extract B

The third reason for looking at the Sophiatown removals is because they were representative of a much wider social process in which many old-established inner-city African communities were uprooted and reconstructed under the supervision of the authorities. In the course of these upheavals old relationships and social networks were disrupted and sometimes destroyed. The political quiescence of the 1960s was at least in part the result of the social disorientation which accompanied the transition from city location to state-administered township during the 1950s.

5. Both Modisane and Lodge describe life in Sophiatown. Which description would you call creative, and why?
6. Lodge writes that Sophiatown was 'destroyed' by the government. Modisane writes of the 'death of Sophiatown'. Which do you think is a more powerful description? Why?
7. The style used by Lodge is formal. Does Lodge use the first-person or the third-person to do this?
8. Lodge writes of 'old relationships and social networks'. Modisane describes these. Which writer gives you a clearer picture of the place? Explain why you think so.

ANSWERS ON PAGE 179

COMMENT

You have just compared creative writing with academic, or analytical writing. Lodge uses facts, or writes in a rational, formal way, whereas Modisane uses images and communicates emotions. These two kinds of writing differ because their audience and purpose differ.

History and poetry

In the next activity you'll identify the unique and original ways different poets have approached historical topics. The purpose of the activity is to trace the history of South Africa through poetry and to explore how imagery can enrich our knowledge of the past.

ACTIVITY 2

1. Read the poems on pages 134 - 135 and think about which period of history each poem describes.
2. Complete the following table:

Title / first line of poem	Period of history the poem describes
	life and times of the Khoi-San
	Krotoa's life when colonialism started at the Cape
	the anti-pass campaign, 1960
	the student revolts of 1976
	forced removals of 'squatters' in the Western Cape in the 1970s
	resistance to apartheid in the 1980s, during the State of Emergency

A**TO THE BUTCHERS**

To drown the dreams of schoolchildren
 In blood, profits and power-mad machine-guns
 Is a sterile job: like decapitating Namaqualand daisies
 Because their riot of colours threatens the sobriety
 Of the Dutch Reformed Church or the balance sheet of Iscor.

So I sometimes wonder whether you have got an inside
 Or whether you parade your spotless striped suits
 To give us the impression you live: hot air balloons
 Filled with verbal stenches, farting tear gas, buckshot
 And bullets.

Peter Horn

HORN, P. SILENCE IN JAIL. SCRIBE PRESS,
 CAPE TOWN, 1979, P. 7, 8.

B**THE RAIN-SORCERER**

He was of our family, the man we called //Kunn
 He was a rain's man; he used to make rain.
 He made the rain's hair, the kind falling softly.
 He made the rain's legs, falling only in columns.
 He would summon the cloud, this sorcerer of rain!

//Kunn could make rain come out of the west.
 When he lived to the north, a mountain Bushman
 the rain from the west would always turn north.
 //Kunn could make rain, he could move rain
 to the place where he lived, in the mountains.

He was one of us, this sorcerer of rain.
 But he lived to the north, we to the east.
 Both his father, his mother, were unknown to me
 //Kunn was old even then, when I was a child.
 He was very old then. He is long since dead.

He no longer dances, catching the rain-animal.
 His heart no longer falls down, into the water pit
 Fetching the rain-bull, the rain in its wake
 He no longer leads it across the parched flats.
 Scattering its meat, its blood and milk become rain.

He was the last that I knew, this rain-sorcerer
 He was the very last, the man we called I //Kunn
 this maker of rain, and the scent of the rain,
 this sorcerer of water, of the fragrance of grass,
 sorcerer of rain's hair, summoner of clouds.

Stephen Watson

WATSON, S. RETURN OF THE MOON. THE CARREFOUR PRESS, CAPE TOWN, 1991, P. 22.

CC

The child who was shot dead
 by soldiers in Nyanga

The child is not dead
 the child lifts his fists against his mother
 who screams Africa shouts the scent
 of freedom and the veld
 in the location of the cordoned heart

The child lifts his fists against his father
 in the march of the generations
 who are shouting Africa shout the scent
 of righteousness and blood
 in the streets of his warrior pride

The child is not dead
 not at Langa not at Nyanga
 not at Orlando not at Sharpeville
 not at the police station in Philippi
 where he lies with a bullet through his brain

The child is the shadow of the soldiers .
 on guard with rifles saracens and batons
 the child is present at all gatherings and law-giving
 the child peers through house windows and into the hearts
 of mothers

the child who wanted just to play in the sun at Nyanga is
 everywhere

The child grown to a man treks all over Africa
 the child grown to a giant travels through the world

Without a pass

Ingrid Jonker

JONKER, I. SELECTED POEMS - INGRID JONKER. HUMAN & ROUSSEAU, CAPE TOWN, 1988, P. 27.

D

Epilogue

I am looking for one bird =
 a bird from the flock of tall lagoon-dwellers
 that I watched quietly digging for fish
 in the waters of my childhood =
 one who will listen to me
 and then tell my story to one other
 who in turn will pass it on
 along the edges of the lagoon
 up and down the coast these ships follow
 forever, let it lodge between the stones of every beach
 where my own tears have carried on the waves
 to moor themselves.

E

Krotoa became Eva
 and then became again
 Krotoa

died at the Cape, 29th July 1674
 and is remembered

Karen Press

PRESS, K. BIRD HEART STONING THE SEA,
 BUCHU BOOKS, CAPE TOWN, 1990, P. 67.

E

Faraway city, there
 with salt in its stones,
 under its windswept dock,

There in our Cape Town where
 they're smashing down homes
 of the hungry, labouring people
 –will you wait for me, my love?

In that most beautiful,
 desolate city of my heart
 where if staying on were passive
 life wouldn't be what it is.

Not least for those rebuilding
 yet again their demolished homes
 with bits of plastic, port jackson saplings,
 anything to hand – unshakeably

Defiant, frightened, broken,
 and unbreakable are the people of our
 city.

–Will you wait for me, my love?

Jeremy Cronin

CRONIN, J. STAFFRIDER SERIES, NO 21. RAVAN PRESS, 1987, P. 71

F

GUAVA JUICE

shake shake my comrade
 shake that invention of the working class
 shake that unifying medicine before it's too late
 shake before the time come to pass
 shake that guava juice

throw throw qabane
 throw that liquid of capitalist invention
 throw the blood of Ntsikane
 throw before they see your intention
 throw that guava juice

dance dance my hero
 dance around the fire of resistance
 dance at the success of your throw
 dance because the dogs are still at a distance
 dance for that guava juice

make make my young lion
 make another guava juice
 make another one as strong as iron
 make many more until they beg for a truce
 make those many guava juices

beg, beg you bastard
 beg that your filthy skin be spared
 beg that your blood does not flood
 beg because we have many guava juices stored
 beg those little dangerous guava juices

Sandile Dikeni

DIKENI, S. GUAVA JUICE. MAYIBUYE CENTRE FOR HISTORY AND CULTURE IN SOUTH AFRICA,
 UNIVERSITY OF THE WESTERN CAPE, 1992, P. 22.

3. In this part of the activity, you'll look closely at images, or word-pictures, in each of the poems. Complete the table below by filling in what you think each image suggests. Use the list of words and phrases in the margin to help you to complete the table.

decapitate:
cut off the
head(s)

longing
destruction
preparedness
(readiness)
power and
strength
desire to be
remembered
gentle
relationship
with nature

Poem	Image	What it suggests
a.	'like decapitating Namaqualand daisies because their riot of colours threatens'	
b.	'He made the rain's hair, the kind falling softly'	
c.	'the child grown to a giant travels through the world'	
d.	'I am looking for one bird... who will... tell my story ...let it lodge between the stones of every beach'	
e.	'shake that guava juice'	
f.	'Faraway city, there with salt in its stones, under its windswept dock... Will you wait for me, my love?'	

ANSWERS ON PAGE 180

COMMENT

Reading poems about history can add to the richness of our knowledge and understanding. Poetry is not organised in straight sentences like an ordinary paragraph. Its lines are arranged in such a way that certain words are emphasised by being placed at the beginning or end of a line. Sometimes only a few words are given a line of their own.

Also, images suggest much more than just one idea. They also communicate feeling. They can be interpreted in different ways by different people.

ACTIVITY 3

In this activity you'll read a poem by Bertolt Brecht. Brecht was a famous German poet who wrote during the Second World War. The poem is made up of almost only questions. Through its questions, it explores the 'unwritten history' of workers in official history books.

1. Read the poem below. You might enjoy it more if you read it aloud.

A WORKER READS HISTORY

Who built the seven gates of Thebes?
The books are filled with names of kings.
Was it kings who hauled the craggy blocks of stone?
And Babylon, so many times destroyed,
Who built the city up each time? In which of Lima's houses,
That city glittering with gold, lived those who built it?
In the evening when the Chinese wall was finished
Where did the masons go? Imperial Rome
Is full of arcs of triumph. Who reared them up? Over whom
Did the Caesars triumph? Byzantium lives in song,
Were all her dwellings palaces? And even in Atlantis of the legend
The night the sea rushed in,
The drowning men still bellowed for their slaves.

Young Alexander conquered India.
He alone?
Caesar beat the Gauls.
Was there not even a cook in his army?
Philip of Spain wept as his fleet
Was sunk and destroyed. Were there no other tears?
Frederick the Great triumphed in the Seven Years War. Who
Triumphed with him?

Each page a victory.
At whose expense the victory ball?
Every ten years a great man,
Who paid the piper?

So many particulars.
So many questions.

2. Now you are going to adapt Brecht's poem by using the words in the margin to help you fill in the spaces in the poem below.

Here is the list
of words:

mines
Europeans
rock-face
communities
District Six
Garden Route
Sun City
house
madams
people
Kalahari
beauty
maids
children
peace
speeches
Struggle
farmers
droughts
parliamentarians

Questions of a South African reading history

Who dug the great _____ of Johannesburg?
In books we find the names of _____
Did they hammer at the _____?
And _____ so hideously destroyed?
Who rebuilt those uprooted _____?
In which of Cape Town's _____,
that city sparkling with sea, lived those who built them?
In the evening when the last _____ was finished
Where did the masons go?

The _____
Is full of scenes of _____ How do its people live?
Over whom did the inmates of Triomf triumph? The dry
_____ lives in song,
Did all its houses have taps? Did all its _____ have
houses?
And even when only apartheid threatened to go,
The years the fear rushed in,
The _____ still called for their _____
One man got a prize for _____.
Was he alone in the _____?
Another wrote books, made _____ and finally left
his family.
Who typed the speeches?
Afterwards, who reared the _____?
When the _____ destroyed the crops,
Were the _____ the only ones to cry?
The _____ feasted and drank to their collaboration.
Who footed the bills?

Each page, their record.
At whose expense the gains?
Every ten years some man?
Who stayed home to babysit?

So many reports.
So many questions.

COMMENT

The poem you've just adapted, questions our own experience of South Africa. It's easy to see how questions which were first written by Brecht in the original poem apply to us too. South African history books do not tell us about Chaka's loyal foot soldiers or Piet Retief's determined trekkers or Gandhi's supporters. Brecht's poem is relevant today because society still gives its leaders credit for achievements which would not have been possible without the effort and labour of forgotten people.

Brecht's poem is strong because he uses rhetorical questions, i.e. they are both questions and statements at the same time. Do you remember learning about the use of rhetorical questions in Lesson 8? Speakers often use this form of questioning because they know it can be a very persuasive way of putting forward their viewpoint.

Writing your own poem

In this lesson you've looked at a few poems to explore how creative writing is used to give us a sense of history. Now you can practise your creative writing by writing your own poem.

The poem you'll write will only be five lines long. A special French word for five-line poems is 'cinquains' (pronounced 'sank-an'). The French word for five is 'cing', so the name 'cinquain' refers to the length of this kind of poem.

A cinquain has specific rules for each line:

1. In the first line, write one word naming a thing.
2. In the second line, write two words describing the thing.
3. In the third line, write three words expressing its action (what it does, or did).
4. In the fourth line, write four words expressing a feeling about the topic.
5. In the fifth line, write a synonym for the word in line 1.

For example, if I chose to write a five-line poem about 'History', I could do it like this, using the rules listed above:



ACTIVITY 4

If you are really stuck for ideas, choose one of the topics:

- slavery
- apartheid
- education
- mineworkers
- Crossroads
- Sophiatown
- Mandela
- freedom
- family
- community

The aim of this activity is for you to write your own five-line poem. This will help you to use language creatively.

1. To write anything, especially poems, you need ideas. You need to feel inspired, which means 'filled with creative energy'. For your five-line poem, choose a topic on the history of South Africa, or of your own personal history, that will make you feel inspired. If a topic does not come to mind, try brainstorming.
2. Next, choose one word which in your opinion is the most important, the one you want as your first line. Remember, according to the rules of this poem, your first line is your title.

In your poem, the first line could be the name of a place in which a community you knew once lived, or it could be the name of an idea. These are just suggestions. If you have other ideas use them. (Usually there aren't such strict rules when you write creatively, but because this may be your first attempt at writing a poem, they may help to make it easier.)

3. Now go through the rules. Make sure you use adjectives in the second line, words expressing action in the third line, words which show your feelings in the fourth line and a synonym in the fifth line.
4. When you have completed your poem, share it with your fellow learners or family members.

COMMENT

Do you like your own poem? Perhaps you found it exciting to write? You may have had so many ideas in your brainstorm that you want to use them to write a few more poems. Please do! The more you write, the more you'll discover how interesting words can be when you put them together into a poem.

CHECKLIST

Are you able to:

- r distinguish between creative and academic writing
- r recognise images used in poems
- r describe how poems can enrich our knowledge and understanding
- r write a five-line poem of your own .

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?

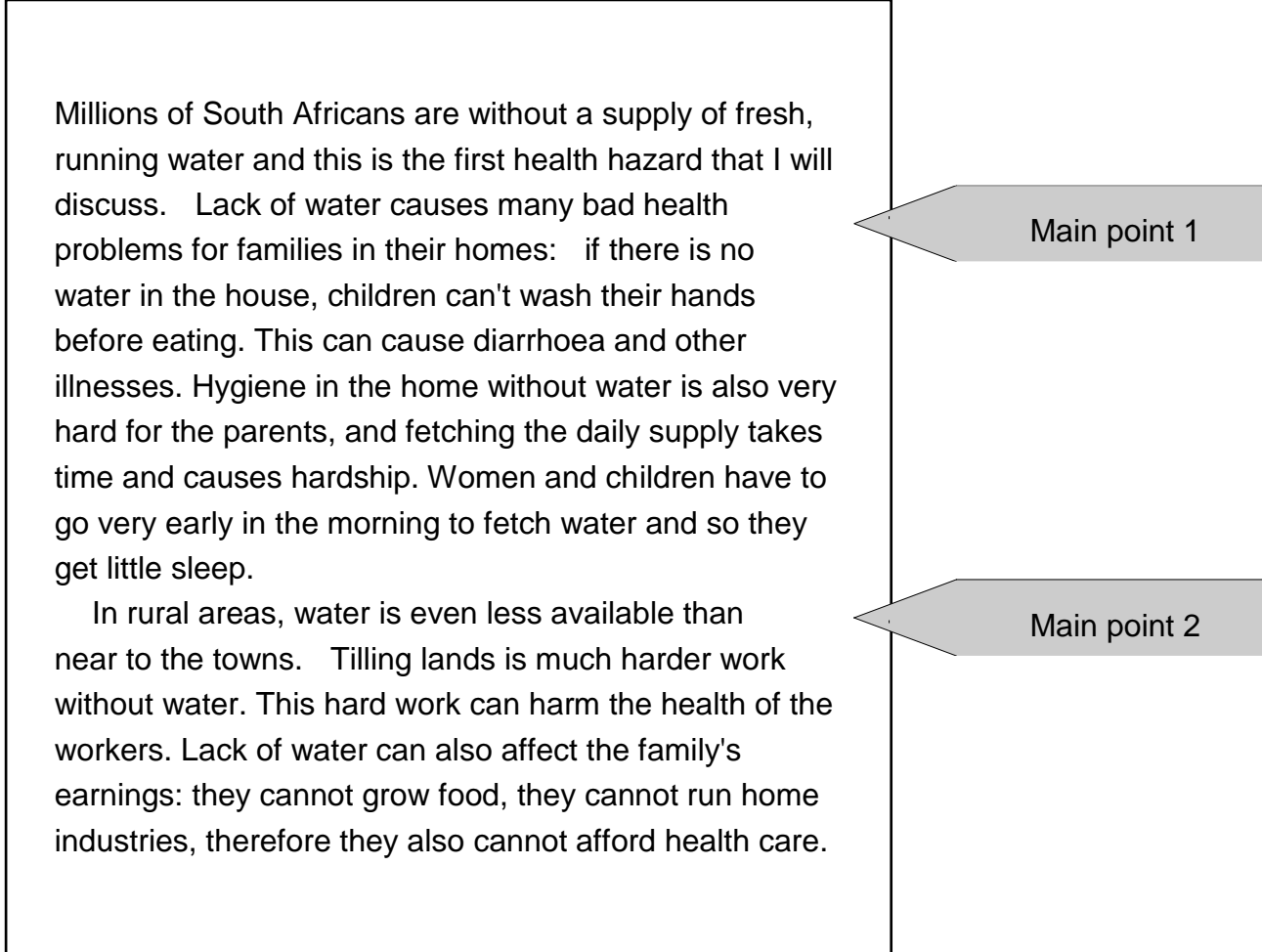
You should have one main point in each paragraph and all the other sentences should be explanations or examples which support the main point.

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.

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 1

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:

Millions of South Africans are without a supply of fresh, this is the first health hazard that I will discuss. Lack of ~~many problems~~ for families in their homes: if there is no ~~water~~, ~~children~~ can't wash their hands before eating. This can ~~cause~~ ~~illnesses~~. Hygiene in the home without water is also very ~~difficult~~ ~~and~~ ~~parents~~ ~~and~~ daily supply takes time and causes hardship. Women and children have to go very early in the morning ~~they~~ ~~get~~ little sleep. Lack of water can also affect the family ~~they~~ ~~cannot~~ grow food, they cannot run home industry, therefore ~~they~~ ~~cannot~~ afford health care.

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 punctuation
- ü paragraphs
- ü bibliography
- ü tenses
- ü spelling
- ü quotes and references

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.

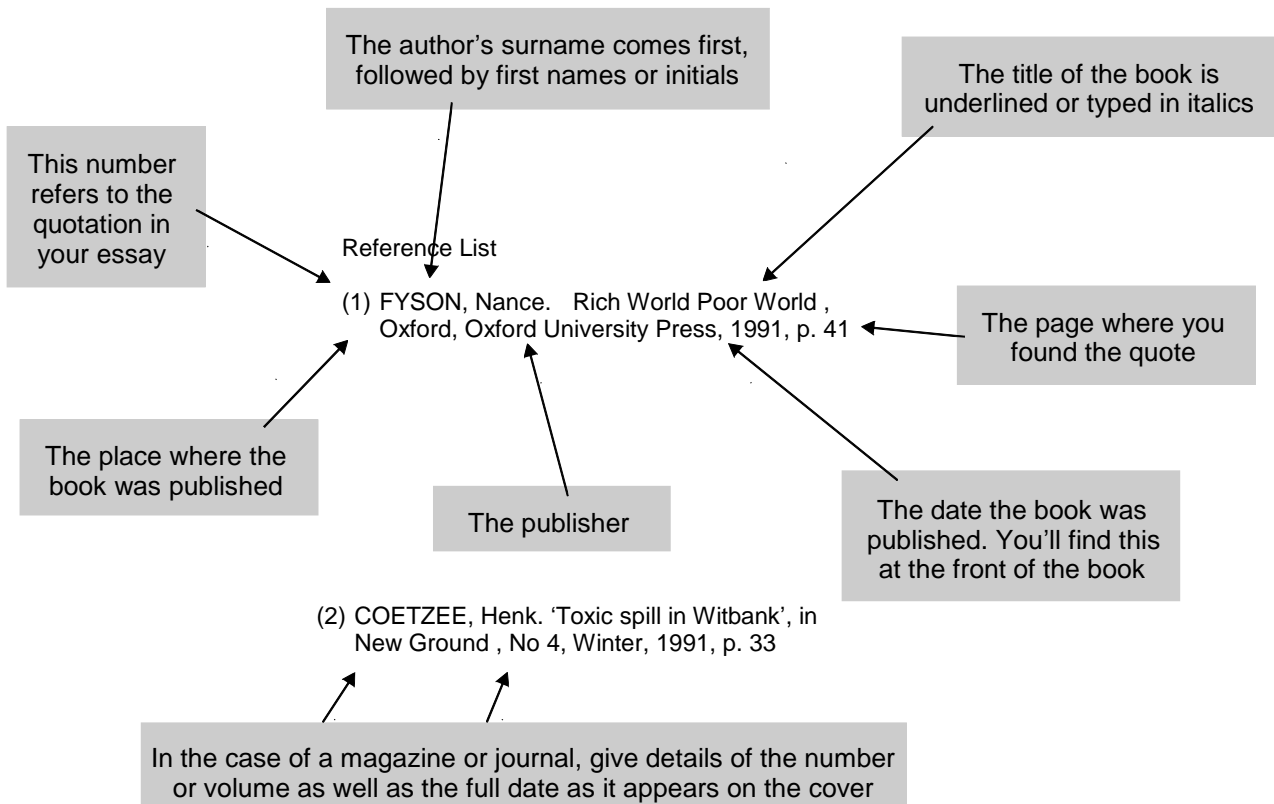
For example:

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.

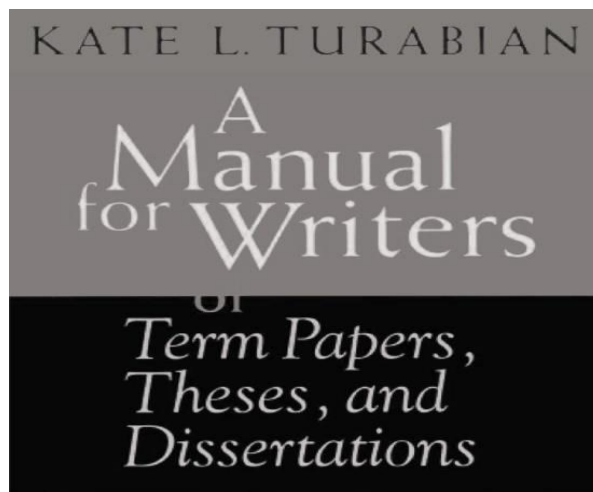
Reference lists and bibliographies

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.

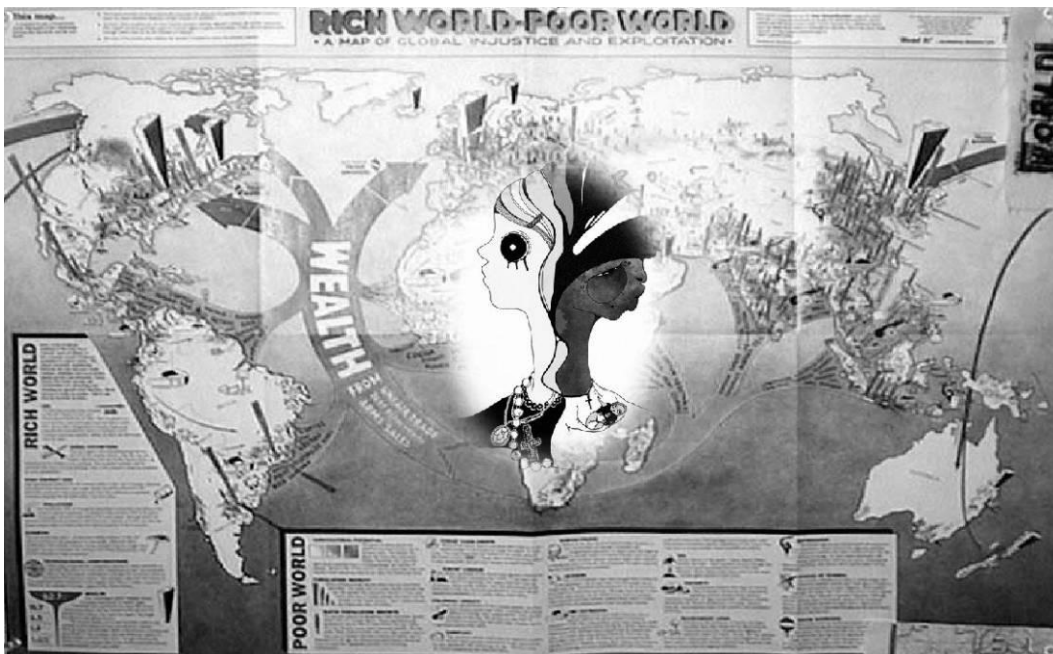
ACTIVITY 11

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.

3. In the cartoon, the police officer asks three different people to describe the same person. From the tall, long-haired man's point of view, the man looked 'small, with short hair'. From the small, short-haired man's point of view, the man seemed tall and his hair looked long. From the neatly dressed, wealthy woman's point of view, the man looked untidy. Each one of the three who was asked how the same man looked, said something different, according to the way they related to, or saw him.
4. The cartoon points out that 'truth' is often based on individual perception or point of view. The fable has the same message. However, the cartoon is much shorter and uses pictures as well as words to communicate its message.

Activity 4

1. You may have thought the woman in the picture was unhappy, because in the 'cut' picture you only see her looking down. Here you can see she is sewing a garment.



2. Perhaps your caption was something like this: 'Family member at a funeral', until you looked at the uncut version of the picture!
3. The postcard shows only pretty pictures of Cape Town. You probably know from your experience of the place in which you live that a city has suburbs and townships which are not cared for and don't look beautiful. The postcard is supposed to encourage tourists to visit the city. It cuts out the uglier parts of Cape Town in order to give a particular message to people from overseas.

Activity 5

2. • writing opinions as if these were facts, for example:

Mabele lived side by side with the sounds of Sophiatown.
This cannot be proved, but it is stated as if it were a fact.

- | giving you selective information, that is, only the information they choose to give you, for example:

Natural, nutritious, convenient and affordable.
We are not told what makes this meal 'natural' or 'nutritious'.
We are not told how long it takes to cook, just that it is 'convenient'. Also, we are not told the price, just that it is 'affordable' .

- | appealing to our emotions or our feelings and our senses, for example:

Some things simply never change.
We all need to feel secure, or sure, about some things.

- | trying to get us to associate, or link, the product with something very pleasant, for example:

Jive to the natural taste.
This makes us link music to the taste of the product.

3. This appeals to our emotions, or our feelings, especially our need to feel secure, and our need to feel that some things stay the same. It's supposed to make us feel secure about the idea that for many years the people we know, or know of, have used Mabele meal.
4. The word 'the' suggests that a fact is being stated which everyone knows. The advertisement makes an assumption that there is a 'natural morning taste' which is preferred and shared by everyone.
5. This is another example of the way in which the advertisement persuades us to associate the product with a part of our history that we remember as 'good times'. The advertisement makes another assumption: that we share a common feeling of love and nostalgia for Sophiatown. But it tells us nothing about what Mabele meal is really like.
6. Sophiatown was destroyed through forced removals due to the Group Areas Act. This is an unpleasant association, which the advertisement leaves out altogether. You'll read more about Sophiatown in Lesson 11.

7. There are possibly two facts in the advertisement:
- | Mabele has been on sale as a breakfast cereal for many years
 - | 'things have changed' in South Africa.

Lesson 2

Activity 1

2. a. We know that Jabu supports Chiefs because he says 'Chiefs beat Pirates 3-2'.
- b. We know that George supports Pirates. He says 'Pirates ... gave the game away as a gift' (to Chiefs).
- c. (i) This is a fact because it shows what happened in the match.
- (ii) This statement is an opinion, because it cannot be proved, and it is more likely that a supporter of Chiefs would say it.
- (iii) This is also an opinion, because it depends on whether you think Pirates could have played better than they did. It cannot be proved.
- d. The journalist would probably have reported that Chiefs won the match 3-2. This is a fact, because it can be proved by the score. But even facts can be used, or manipulated, by speakers to put forward their point of view. If the journalist, like Jabu, supported Chiefs, he or she would probably have praised Chiefs highly for winning. If, on the other hand, the journalist, like George, supported Pirates, he or she would have made a fuss of how well Pirates had played.
- e. George may have liked headlines such as 'Pirates = so close!', or 'Pirates edged out!'
- f. Jabu would have liked headlines like 'Chiefs sink Pirates!', or 'Great victory for Chiefs'.

Activity 2

Table on next page.

Who is speaking?		What does he / she want?	Which of his / her words persuade?	How would the listener feel?
a.	a youth	permission to go out with someone	'You don't understand... if I don't, the others will think...'	old fashioned
b.	a teacher	she wants the student to work hard and pass the exam	'You'll fail if you don't...'	threatened
c.	lover	he wants his partner to go to bed with him	'Forget... rubbish... Darling... you look so lovely... And you said...'	stupid flattered pressurised
d.	employer	he wants the workers to stop striking	'... need not bother... you people think money should just fall into your laps'	threatened humiliated
e.	parent	she wants her child to work hard to achieve things	'You'll never... Look at your sister'	not good enough a failure

Activity 3

Most of this letter consists of facts. Ms Abrahams gives factual details of her purchase and her previous communication with the company. She uses certain facts (she is a mother of seven and she had to save for a long time to buy the battery) to persuade by appealing to the reader's emotions (sympathy). She also uses the technique of threatening to take action if the company does not respond.

2.
 - a. third
 - b. 27 December
 - c. one month
 - d. 31 January
 - e. Mr Lindique
 - f. a replacement
 - g. 28 February
 - h. wrote
 - i. cash slip
 - j. R150,00
 - k. keep your promise
 1. take the matter further
 - m. Legal Aid.

Activity 4

3. Nthombekhaya shows more interest in AIDS at the end of the conversation than she did at the beginning.
4. Nthombekhaya says' ... Do you still have that pamphlet?'
5. When Nthombekhaya hears that AIDS can be passed on through blood, she is worried because she donates blood. This raises her interest in the disease and she asks Sandra for more information. You probably noticed that she is persuaded to be interested through the facts which Sandra gives her. This leads her to ask for more information.
6. Facts about AIDS:
 - | people found out about AIDS 12 to 15 years ago. Now people are dying from AIDS
 - | you can get AIDS by having sex with someone who has had different partners
 - | you can get AIDS if you use someone's razor and you cut yourself with it, because AIDS is passed on through blood. At clinics the same needle is never used twice, so you won't get AIDS if you donate blood.

Lesson 3

Activity 1

1. Photograph I, of the decomposing body of a climber, matches the headline *At Death's Outdoor Banquet* because it suggests that death has been feasting on the mountaineer.
2. The second photograph goes with the headline *SA climbers triumph at summit* because it shows them looking happy next to the flag at the top of the mountain.

Activity 2

1. How we planted the flag for Mandela.
2. Low farce on highest mountain.
3. Low farce on highest mountain
4. How we planted the flag for Mandela.

Activity 3

1. In this article the word 'ambitious' has negative connotations of being foolhardy or unwise.

2. Words with negative connotations:
 - | 'stunt'; connotations of a stupid action done for publicity purposes
 - | 'degenerating'; connotations of something getting out of hand/starting out bad and getting worse
 - | 'farce'; connotations of a laughable, worthless experience that keeps becoming more ridiculous
 - | 'ill-prepared'; connotations of stupidity, foolhardiness, lack of foresight
 - | 'scramble'; connotations of desperation, disorder.
3. The journalist writes for the *Mail & Guardian* whereas O'Dowd is being sponsored by the *Sunday Times*. The writer might be biased against his rival newspaper.
4. Yes, he gives the fact that three South African climbers had resigned from the expedition. This is the only fact given in support.

Activity 4

1. It implies that she was only chosen because she was black.
2. It is reported speech because it is introduced by the source ('the mountaineers') followed by a verb of communication ('warned'). It summarises or reports their warning.
3. The quote is contained in the following sentence:

February is one of three climbers who returned to South Africa in protest at Woodall's 'militaristic, secretive and disempowering leadership style.
4. In many instances, his sources are experts. He quotes people who hold office in the Mountain Club or who are experienced climbers. However, one could argue that when he reports the words of 'one mountaineer' we have no way of judging the reliability of that source.

Activity 5

1. Four words with positive connotations:

Word	Connotation
proudly	achievement
passion	commitment and devotion
first	unique, special or outstanding
congratulated	success

2. The connotations of the word 'textbook' are correctness, strictness, following the rules, knowing the subject and proceeding in the right manner. He wants to persuade us that the climbers used the right method and are beyond criticism.
3. The words 'lifeless', 'hell' and 'unforgiving' have negative connotations and they are used to describe Mount Everest. The writer may be trying to emphasise the climbers' achievement in conquering Everest by describing it this way.

Activity 6

1. The first report gives the point of view that the climbers may not have reached the summit whereas the second report asserts that they did.
2. Yes, because only a photograph can really prove that they reached the summit.
3. Grade your paragraph by deciding which of the following best describes what you have written:

Merit	Upper Credit	Credit	Retry
<p>I wrote a paragraph saying whether I believed or did not believe Cathy O'Dowd's claim that she reached the summit. I began with a statement like 'I believe' or 'In my opinion'. I used lots of information from her article to support my answer. I quoted her using quotation marks or reported speech. I gave reasons for my opinion, using words like 'because', 'therefore'. I spelt words like 'Everest', 'summit', 'O'Dowd' correctly.</p>	<p>I wrote a paragraph saying whether I believed or did not believe Cathy O'Dowd's claim that she reached the summit. I began with a statement like 'I believe' or 'In my opinion'. I used some information from her article to support my answer. I quoted her using quotation marks or reported speech. I gave reasons for my opinion, using words like 'because', 'therefore'. I spelt words like 'Everest', 'summit', 'O'Dowd' correctly most of the time. Although I edited my paragraph, there were some errors.</p>	<p>I wrote a paragraph saying whether I believed or did not believe Cathy O'Dowd's claim that she reached the summit. I used information from her article to support my answer. I tried to give reasons for my opinion, using words like 'because', 'therefore'. I spelt words like 'Everest', 'summit', 'O'Dowd' correctly most of the time. I edited my paragraph, but not very carefully.</p>	<p>I wrote a paragraph. I gave my opinion but I didn't give reasons for my opinion. I also wrote generally on the topic of Everest and on the truth of photographs. I didn't refer to Cathy O'Dowd's article very much. I didn't edit my paragraph.</p> <p>OR</p> <p>I wrote generally about the topic. I didn't refer to Cathy O'Dowd's article at all. I didn't edit my paragraph.</p>

Lesson 4

Activity 1

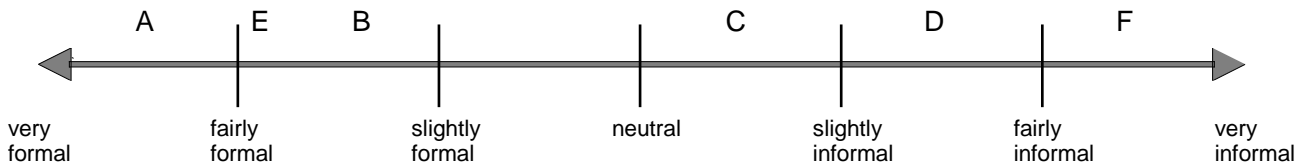
1. Your dictionary probably gave many meanings for the word 'formal'. These may have included 'methodical', 'precise', 'correct and serious', 'behaving according to particular conventions', and 'regular and controlled'.
2.
 - a. formal
 - b. informal.
4.
 - a. Cynthia Peni uses formal language because she has come for a job interview.
 - b. Sindile Mathaba uses informal language because he wants to be over-friendly.
 - c. There are many examples. Here is one:
Cynthia Peni: Good-morning Mr Mathaba.
Sindile Mathaba: Hello my dear...
 - d. This is a formal interview, so both should have used formal language. Also they are strangers to each other.
 - e. Mathaba harrasses Cynthia Peni. In other words, he makes comments which are not wanted and are inappropriate for the situation.

Activity 2

Compare your answers with these:

1.
 - A. social studies book (Fisher, A. Africa Adorned . Collins Harvill: London , 1987 , p. 145.)
 - B. recipe book
 - C. workshop report
 - D. transcript of an interview
 - E. social studies book or history article in a magazine (Molobi S. Learn & Teach, Johannesburg, 1994 , p. 4)
 - F. magazine (Lloyd, F. Learn & Teach . Johannesburg. 1994. p. 18).

2. Compare your continuum with this one— perhaps you rated the extracts slightly differently:



Activity 3

Your report should contain as much factual information as possible. It may not be exactly the same as the following, but it should not contain opinions or personal description.

Investigation of a complaint from a member of the public

1. Nature of the complaint: Disturbing the peace,
 consumption of alcohol by minors.

2. Date investigated: 31 January 1998

3. Place where alleged misdemeanour took place:
 Kenilworth Race Course

4. Investigating officer's observations:
 I observed a group of young people shouting, swearing and
 fighting on the grass section between the picnic site,
 members' stand and the parade ring. I noticed three girls
 lying unconscious and several boys consuming vodka.

5. Action taken (specify):
 I contacted course officials who assisted me by checking
 whether the youths in question had valid entry tickets.

I asked for identification which the youths were unable
 to produce. I took them back to the station and notified
 their parents. Charges of illegal entry and disturbing the
 peace were laid against six fourteen-year-old youths.

Activity 4

2. c. I am frightened and sickened by the crush of people who force their way past me to get onto the train, showing no respect for my age.
3. c. Spornet acknowledges your complaint and assures you that it is doing everything in its power to improve the quality of its service.

Lesson 5

Activity 1

1. A conservative older relative would probably enjoy the films *Au Petit Marguery*, *Brassed Off* or *Jerusalem*. Other choices could be justified except for: *Devil's Advocate*, *The Full Monty* and *I Know What You Did Last Summer*. The reviews suggest that these films contain sex, nudity or violence which would be inappropriate for a conservative older relative.
2. A friend who likes action films would probably enjoy *Copland* or *I Know What You Did Last Summer*. Other choices could be justified. However, *Au Petit Marguery*, *Jerusalem* and *The Ice Storm* are noted for their nostalgic or slow-moving qualities and someone who likes action films would probably find them very boring.
3. A friend with a good sense of humour would especially enjoy a comedy like *The Full Monty*, but you might also see how they like *Bean: The Ultimate Disaster Movie*, *Au Petit Marguery*, *Brassed Off* or *Beaurnarchais* as these films are described as having witty qualities.

Activity 2

3. Both reviews describe the topic or theme of *The Ice Storm*. It is a film about a troubled family.
4. The first review gives more detail about the setting and also gives both the name of the actor and the name of the character. It does not even mention sexual content except for perhaps by using the adjective 'slow-boiling'. The first review gives a positive or favourable opinion of the film whereas the second review complains of the sexual content and rough language in the film. The first review is interested in the film only from an artistic/entertainment point of view. The second review judges the film from a moral standpoint and rates its suitability according to a code (A-IV).

5. Family, religious or moral values.

Activity 3

1. The words 'quality' and 'style' are repeated. The advertisement claims that 'style' is what 'you've always wanted'. You may agree that you have always wanted style, or you may never have thought about it before. The point is that the advertiser wants you to believe that style is what you want and need.
2. See the Comment section.
3. The advertiser has chosen this photograph because it will appeal to many of the readers. Men will be attracted by the pretty, smiling model. Women may feel that they would like to be like or at least look like the woman in the photograph. Both men and women will see that the picture makes a connection between femininity, beauty, success and jewellery. This encourages people to buy jewellery, because they like and want beauty and success.

Activity 4

2. According to this advert, a woman's body should look slim, firm and youthful.
3. This advert uses the words 'cellulite and ugly bulges' to describe excess weight.
4. See the Comment section.
6. The women described in the article are not very worried about their weight because they don't experience much social pressure to lose weight and they don't associate their weight with any illness apart from hypertension. They are new to the city, thus they have not been exposed to many media images that portray slim women as the most desirable. Also, they have probably not read much about the links between heart disease and obesity.
7. 'Social pressure' refers to the negative comments, opinions and advice of friends, family members and acquaintances. If a woman constantly hears people complaining that she is overweight, then she experiences social pressure. This might make her want to lose weight in order to gain the approval and admiration of these people.
8. If you think these women should be told to lose weight, then you should explain the health risk of obesity. You could also refer to the difference between weight loss for health reasons and weight loss

because of social pressure. If you think they should not be told to lose weight, you should explain the cultural and economic circumstances of these women (who associate food with health and wealth). You could also discuss the negative aspects of imposing a different set of values on someone who is quite happy as they are.

Activity 5

1. The South African flag is represented on the postcard, and it is shot through with bullet holes.
2. Grade your paragraph according to the following grid:

Merit	Upper Credit	Credit	Retry
<p>I explained that the South African flag symbolises or represents South Africa and that the bullet holes symbolise crime and the way it is destroying the South African nation. I used the words 'symbol', 'symbolic' or 'symbolises' correctly or I used words like 'represents' or 'stands for'. My sentences are linked by using words such as 'so' or 'therefore' or I used other kinds of links, e.g. pronouns like 'that' or 'it'.</p>	<p>I explained that the South African flag symbolises or represents South Africa and that the bullet holes symbolise crime and the way it is destroying the South African nation. I used the words 'symbol', 'symbolic' or 'symbolises' correctly or I used words like 'represents' or 'stands for'. My sentences are not clearly linked and I have not thoroughly edited my work.</p>	<p>I explained that the South African flag symbolises or represents South Africa and that the bullet holes symbolise crime and the way it is destroying the South African nation. I used words like symbolises' or 'represents' but I used them slightly incorrectly, for example, I said that 'the flag symbolised South Africa'. I have not linked my sentences clearly and I did not edit my work.</p>	<p>I explained that the flag is for South Africa and the bullet holes are for crime but I find it too difficult to use words like 'symbolises' or 'represents'.</p> <p>OR</p> <p>I found this question too difficult and I still don't know what 'symbolic meaning' is.</p>

3. Words in the postcard that have very negative connotations are: 'crime', 'epidemic', 'raping', 'murdering', 'tearing', 'gunned down', 'cold blood', 'desperation', 'fear' and 'anxiety'. The writer chose these words to emphasise the horror of crime ('raping', 'murdering', 'shooting') and the terrifying way it has gone out of control (like an 'epidemic'). The writer also wanted to show the emotional effect of crime on citizens, who experience desperation, fear and anxiety.

Activity 6

2. The writer of the first article seems to believe that Farrakhan is a sinister force. The writer uses the word 'bizarre' twice when referring to Farrakhan's beliefs and describes Farrakhan as 'controversial' and 'shadowy'.

Lesson 6

Activity 3

Here are some possible answers. Compare your captions with ones given below.

- | Street children are a typical result of poverty and urbanisation.
- | Just a picture to show you what life is like in the big city!
- | The Midnight Girls.
- | Hot City Nights. A raw, gritty drama about sex, drugs and crime in the city.
- | Street children are one of the problems facing local government structures.
- | Street children and prostitutes: curse of the cities. Meet at St. Matthew's Church Hall on Thursday at 20h00 to discuss ways of getting rid of these evils.

Activity 5

- | The poster uses the symbol of a bird to represent freedom.
- | Grade your paragraph by deciding which of the following best describes what you have written:

Merit	Upper Credit	Credit	Retry
<p>I wrote a paragraph that explains how the poster represents the role of women in the struggle. I picked out the babies on their backs and the guns as symbols of the different aspects of women: as soldiers / fighters themselves and as bearers of soldiers. I commented on the way the women are holding a circle in their hands and I said that this gesture symbolises their role as preservers or treasures of unity and hope. I used words like 'shows', 'represents' or 'symbolises'. My paragraph has a topic sentence and all the other sentences are linked to it. I edited my work and there are no spelling errors.</p>	<p>I wrote a paragraph that explains how the poster represents the role of women in the struggle. I picked out the babies on their backs and the guns as symbols of the different aspects of women: as soldiers / fighters themselves and as bearers of soldiers. I commented on the way the women are holding a circle in their hands and I said that this gesture symbolises their role as preservers or treasures of unity and hope. I used words like 'shows', 'represents' or 'symbolises'. My paragraph has a topic sentence and most other sentences are linked to it. I tried to edit my work but there are still errors.</p>	<p>I wrote a paragraph that explains how the poster represents the role of women in the struggle. I picked out the babies on their backs and the guns as symbols of the different aspects of women. I used words like 'shows', 'represents' or 'symbolises'. There is not really one sentence that I can identify as a topic sentence. I did not edit my work carefully enough, and there are spelling errors and other mistakes.</p>	<p>I wrote a paragraph about the role of women in the struggle. I find it difficult to write sentences about how one thing symbolises another thing. I did not edit my work. OR I wrote one or two sentences. I just saw two women with babies and guns on their backs.</p>

Activity 6

1. The man is a soldier in the South African Defense Force (a 'troepie') and he is upset or despairing.
2. The chain symbolises the oppression and restrictions of the apartheid government. The links at the end are broken to show how this oppression can also be broken. The chain is broken by links that look like the letters ECC, the acronym of the End Conscription Campaign. In other words, the chains of apartheid can be broken by achieving the aims of the ECC.
3. There are a number of possible answers, including:
 - | the words are addressed to P W Botha, an Afrikaans speaker
 - | conscription was limited to white males, many of whom are Afrikaans speaking
 - | the language most often used in the old SADF was Afrikaans.
4. The word ' gatvol ' is not polite or formal. It is what we call a colloquialism (pronounced 'co-loke-wheel-ism'), which means a word in everyday, conversational use. The poster uses this word because it is a true reflection of the way a 'troepie' or conscript would speak. It is a word that expresses disgust and exhaustion.
5. The message may be printed in two languages to reach as wide an audience as possible. The fact that the message is in Xhosa underlines the fact that many of the key figures in the struggle, including Jabu Ndlovu, were not English-speaking by birth.
6. This answer is a matter of personal opinion. However, it is unlikely that many South Africans would feel excluded by the words that are not translated into English because this is a multilingual country. In particular, certain words and phrases— like 'gatvol' and 'Hamba Kahle'— have been taken into South African English.

Activity 7

Grade your paragraph by deciding which of the following best describes what you have written:

Merit	Upper Credit	Credit	Retry
<p>I wrote a paragraph in which I discussed the artwork I liked best. I put the title of the work and the name of the artist in my first sentence. I commented on the title, message and visual content of the picture. I also described my emotional response. I used an adjective to describe my feeling, e.g. 'peaceful' or I say 'This picture gives me a feeling of peace'. My paragraph has a topic sentence and all the other sentences are linked to it. I edited my work and there are no spelling errors.</p>	<p>I wrote a paragraph in which I discussed the artwork I like best. I put the title of the work and the name of the artist in my first sentence. I commented on the title, message and visual content of the picture. I also described my emotional response. I used an adjective to describe my feeling, e.g. 'peaceful' or I say 'This picture gives me a feeling of peace'. My paragraph has a topic sentence and most other sentences are linked to it. I tried to edit my work carefully, but there are still errors.</p>	<p>I wrote a paragraph in which I discussed the artwork I liked best. I put the title of the work and the name of the artist in my first sentence. I found it difficult to comment on the message and/or visual content of the picture. However, I did describe my feelings about it. There is not really one sentence I can clearly identify as a topic sentence. I did not edit my work carefully enough, and there are spelling errors and other mistakes.</p>	<p>I wrote a paragraph in which I discussed the artwork I liked best. I found this activity very difficult and did not really know how to find meaning in the picture or how to explain the feelings it evoked in me. I did not edit my work.</p> <p>OR</p> <p>I wrote one or two sentences. I described what I saw in the picture.</p>

Lesson 7

Activity 1

2. The writers are journalists who believe that press censorship hides the truth and denies the public their right to know. The Minister of Law and Order, on the other hand, believes that censorship prevents the press from inciting violence. According to the authors, the Minister believes that by censoring photos of violence, the violence itself will go away.
3. 'cause of '.
4. You may have come up with many examples of posters, T- shirts, newspapers, books and magazines being banned.
6. It would be very difficult for the Minister of Safety and Security to censor the press today, but it would be possible.

If you answered 'no,' your reasons could have included:

- | he would be accused of acting like an apartheid official
- | he would be accused of infringing the newspaper's right to report.

If you answered 'yes,' you could have included a reason like:

- l he could do so on the grounds that the photographer or reporter was inciting violence or encouraging hate speak.

Activity 2

- c. John Grisham believes that the film presents murder as 'cool' and 'fun'. He thinks that *Natural Born Killers* is 'a repulsive story of two mindless young lovers' who kill 'everything in their wake.' Grisham would like Oliver Stone to be prosecuted for the film. Stone objects to this view, saying it is an attempt 'to shackle artistic freedom.' He believes that people are responsible for their own actions.

Activity 4

- 3. Derogatory words used to describe women tend to portray them as immature, animal-like, without intelligence, or only having a sexual function.
- 4. Grade your answer by deciding which of the following best describes what you have written:

Merit	Upper Credit	Credit	Retry
<p>I wrote a paragraph expressing my opinion on the topic. I related my argument directly to the Constitution as well as the Convention. I gave reasons for my opinion. I edited my paragraph. I used the conditional tense, i.e. 'should' when I stated my opinion. I spelt words like 'Constitution', 'Convention' and 'derogatory' correctly. My paragraph has a clear topic sentence and all my other sentences are related to it.</p>	<p>I wrote a paragraph expressing my opinion on the topic. I related my argument directly to the Constitution as well as the Convention. I gave reasons for my opinion. I tried to edit my paragraph, but it still contains one or two spelling or tense errors. My paragraph has a clear topic sentence and most of my other sentences are related to it.</p>	<p>I wrote a paragraph expressing my opinion on the topic. I gave reasons for my opinion. I did not edit my paragraph carefully and it contains several errors. I tried to write a topic sentence, but the sentences in my paragraph are not all linked.</p>	<p>I struggled to write a paragraph because I don't really understand how to relate the music and the Convention and the Constitution to each other.</p> <p>OR</p> <p>I wrote a sentence or two about Kwaito music. I did not edit my work or try to write a topic sentence.</p>

Activity 5

- a. 'Framed' here means 'incriminated on a false charge' or 'a set-up to make an innocent person appear guilty'.
- b. The Attorney-General was most angry with the Mail & Guardian because it spread the allegation to thousands of people without checking to see if it was true. (Even if it were true, sex between consenting adults of any gender is not a crime.)
- c. No, the Attorney-General points out that van Schalkwyk's life will have been affected ('tainted') by this negative publicity.
- d. Grade your paragraph by deciding which of the following best describes what you have written:

Merit	Upper Credit	Credit	Retry
<p>I wrote a paragraph giving my opinion on the set topic. I defined or discussed what the terms 'irresponsible journalism' and 'abuse of press freedom' mean. I also spelt these words correctly. I gave reasons for my opinion. I edited my paragraph so that it is free of errors. I wrote a topic sentence and all my other sentences are connected to this sentence.</p>	<p>I wrote a paragraph giving my opinion on the set topic. I gave reasons for my opinion. I tried to edit my paragraph, but it still contain one or two errors. I wrote a topic sentence and most of my sentences are related to it.</p>	<p>I wrote a paragraph giving my opinion on the set topic. I gave reasons for my opinion. I did not edit my paragraph carefully and it contain several errors. I tried to write a topic sentence but my paragraph is still not completely linked.</p>	<p>I struggled to write a paragraph because I did not understand very well what these terms mean.</p> <p>OR</p> <p>I wrote a sentence or two on the issue of sex between men and sodomy. I did not edit my work or write a topic sentence.</p>

Lesson 8

Activity 1

1. Dr Andries Treurnicht is pointing his finger downwards. It looks as though he is emphasising a point. P W Botha is wagging his finger. He looks like he is using his finger to warn, scold or threaten.
2. De Klerk and Mandela have both hands raised with their palms facing the audience. This gesture often means that a speaker is

thanking his audience or acknowledging their applause. Priests make this gesture to show that the congregation are sharing or are united in a moment of worship. In many religions it is a way of praying. If you think about it, someone who makes this gesture is showing that they will not hurt you, they are offering themselves to you in trust. A person whose hands are up (like a criminal surrendering) is defenseless.

3. In this picture there are several examples of body language. Cyril Ramaphosa is using a gesture (pointing at his watch) to indicate that he is worried about time. Leon Wessels and Nelson Mandela are touching each other and leaning towards one another in a way that suggests great closeness, trust and even love. Thabo Mbeki is turned right towards Kobie Coetsee, his hands held loosely in his lap. This posture shows that he is listening with interest and patience (often we fold our arms if the person we are listening to is boring or if we want to keep our distance). Kobie Coetsee is using his hands to emphasise a point. Often when we turn our hands to face ourselves we are talking about a personal experience. Also, when we put our fingers close together as he is doing, we are making a very fine or detailed point.

Activity 2

1. What the speaker says, and how he or she says it are equally important. If a speaker uses fiery language to encourage workers to take action to win their rights, but his or her body language communicates a lack of enthusiasm, the speech will be a failure. Equally, if a speaker moves energetically about and shows great enthusiasm but his or her message is dull, the audience is unlikely to be convinced.
2. A.
C.
D.
B.

Activity 3

1. a. Churchill's voice sounds angry and determined. It changes from loud to soft as he makes his points.
b. He uses a lot of figurative language, for example 'the old lion with her lion cubs at her side' is a description of his country, Britain, which set out to protect 'younger' countries, less experienced in warfare. The 'cubs' could also represent the youth of Britain. Churchill also used adjectives like 'deadly' to describe Britain's enemies.

2.
 - One metaphor is described in the answer to 1b. above. Linked to the metaphor of the lioness and her cubs, the enemies are seen as 'desperate and destructive' hunters.
 - | Another example of metaphor is the image of a story. Churchill used the word 'tale' to suggest that the lives of the people are like a story, or a fairytale, which will still have a happy ending.
 - | In the sentence, 'The stars in their courses proclaim the deliverance ...', the stars represent a giant force in nature, which is on the side of the speaker and his country. Churchill used the stars to suggest a picture of bright and powerful lights which can be seen all over the world. He linked this image to one of 'the lights of freedom', which is another metaphor.
 - | The metaphor for the war is that of a 'journey' which is long and dangerous.

3.
 - a. Churchill addressed the people in his country who were engaged in fighting a war. He described them and their enemy.
 - b. Churchill referred to 'the onward progress of the peoples'. This is who he was really referring to— the people of his country.
 - c. One of the strongest metaphors is that of the people on whose side Churchill was— a lion and her cubs. His metaphor for the enemy is that of an angry hunter. This shows that he was on the side of the 'lion', because we are made to feel sympathy for the lion with her cubs.
 - d. The word 'mankind' could have been replaced by 'humankind', or 'all people'.

4. Purpose
 - | to encourage people who were involved in a war
 - | to help them to believe in the power of solidarity, or standing together.

Techniques:

In his speech, Churchill made use of:

- | exclamation, for example, 'Ah, no!'
- | a rhetorical question (a question which needs no answer).
For example, 'Is the tragedy to repeat itself once more?'
- | repetition, for example, 'not so easily', and 'but'.
- | juxtaposition (putting two very opposite ideas side by side).
For example, 'United, we stand; Divided, we fall'.

5. Churchill meant that if Britain and her Allies were divided, that Germany would conquer (beat) them easily. So Churchill's speech was about how important it was to stand together, or unite, against the enemy.

Activity 4

3. Sense:

- a. He promised freedom.
- b. No, as an individual he didn't have the power.
- c. King didn't say he had this power.
- d. He asked that oppressed black Americans meet 'physical force with soul force'. By this he meant they should resist oppression through strength of spirit and unity.

Purpose:

- e. The many metaphors that Martin Luther King used made the images, or pictures, of oppression very clear. For example, 'seared in the flames of withering injustice'. They also made the image of freedom stronger. For example, 'the palace of justice'.
- f. He was trying to help the audience remember the points he was making. Another function of repetition is to connect, or link, ideas. When a speaker is making a speech, the audience doesn't see these ideas on paper. Repetition helps the audience to follow a speaker's ideas, and to make the links.
- g. When Martin Luther King referred to that day as 'what will go down in history as the greatest demonstration for freedom', he was encouraging his listeners to feel important, to feel part of a large and very important event. He might have done this to inspire them to act against racial injustice .
- h. This speech was delivered as a political speech, but it has many references to the Bible, for example, 'drinking from the cup' suggests the suffering of Jesus, and 'the faith that unearned suffering is redemptive', and 'Jews and Gentiles'.

Techniques:

- i. People were probably inspired by what he said because he used colourful figurative language and made them feel part of a 'dream' that was about to come true, namely, that black Americans would no longer be discriminated against through the law.
- j. The use of repetition can make a speech sound poetic and almost musical. It is pleasant to listen to. Repetition also emphasises particular concepts, ideas or emotions and enables the audience to take time to internalise what the speaker is saying.
- k. The listeners were probably mostly religious believers. They probably felt strengthened, as if God was on their side. If they didn't believe in God, they may have felt alienated, or strange to the ideas.

Language:

I. Here are four examples:

- I 'the life of the Negro is still sadly crippled by the manacles of segregation'. The use of the word 'crippled' suggests the bad effects of segregation (or 'apartheid'), which is described in the metaphor, 'manacles', which means 'chains'.
- I 'we've come to our nation's capital to cash a cheque - this metaphor speaks of the promises of freedom which were given by the U.S. government when slavery was abolished; it claims that freedom for American blacks.
- I 'now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice'. In this metaphor, segregation is being compared to a dark and lonely valley, and racial justice is compared to a path in the sunlight.
- I 'sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality'. A terribly hot summer is being compared to the oppression experienced by blacks, and a refreshing autumn coolness is being compared with freedom from oppressive laws.

There are many other metaphors in this speech. You probably found different ones, but perhaps they had similar meanings.

Activity 5

1. Differences:

- I Martin Luther King gave his speech in person, whereas Nelson Mandela's daughter had to deliver her father's speech because he was in jail.
- I Luther King spoke in Washington in 1983; Mandela's speech was read in Soweto in 1985.

Similarities:

- I both speeches were heard by a massive crowd
- I both speakers were black campaigners against racism.

2. Mandela repeats the following phrases: 'a member of the African National Congress'; 'too many' and 'what freedom ...?'.

3. Mandela uses comparative and superlative adjectives when describing his relationship with Tambo. (It doesn't matter if you could not think of the words 'comparative' or 'superlative', as long as you noted words like 'much more' and 'greatest') Also, Mandela describes Tambo as 'brother', 'friend' and 'comrade' and emphasises that 'there is no difference between his views and mine'.

4. Mandela refutes the argument that the ANC is a violent organisation by stating 'I am not a violent man'. Then he emphasises how peace initiatives by the ANC were 'ignored' and 'in vain'. Finally, he uses the imperative tense (the tense of command) when he says, 'Let Botha... Let him... Let him...'. These commands to Botha to give up violence and apartheid remind his listeners that it is the Nationalist government, and not the ANC, that is responsible for violence.
5. All the sentences in paragraph 4 make us feel pity because they are about suffering and imprisonment, widows and orphans.
6. There are many sentences that communicate strength, resistance and pride. It is interesting to note how these sentences often contain a negative, in other words, they state what Mandela will NOT do: 'I cannot sell my birthright, nor am I prepared to sell the birthright of the people to be free'.
7. Paragraph 5 is made up entirely of questions. Mandela did this because he wanted to challenge the Nationalist government on their definition of freedom, and to remind his listeners of the many injustices and restrictions imposed on black people in South Africa. He used questions to remind the listeners that the apartheid government had much to answer for.
8. The short sentence is effective because it contains a promise of continued strength and hope for the future. It is very simple, so its message stands out clearly.

Lesson 9

Activity 2

2. When you prepare a speech, you should:
 - | try to get as many ideas on the topic as you can
 - | imagine who your listeners will be and think about the questions they could ask, and what their experiences are
 - | use a dictionary, thesaurus, and books on the subject and ask people you know for other ideas
 - | provide examples or jokes to reinforce the points you want them to remember
 - | believe in what you say and speak respectfully and clearly.

3.

Important parts of a speech	Techniques	Resources
introduction summary examples to illustrate	rhetorical questions repetition humour tone of voice	people you know dictionary reference books magazines and journals - special articles

4. a. dictionary
b. magazine (Upbeat , 'Upbeat visits Sempapa', P.O. Box 11350, Johannesburg 2000, 1985. p. 8.)
c. poem
d. workbook or study material (Zimbabwe Educational Books, Get Sharp , 'The role of close friends in adolescence', P.O. Box 350, Harare, Zimbabwe, 1990, p. 100.)
e. pamphlet (Students of Young Azania (SOYA), Masakhane! P.O. Box 491, Salt River, Cape Town 8000, June 1986, Cover.)
f. cartoon (The Argus , Cartoons: 'Tiger', Newspaper House, St. George's Mall, Cape Town 8000)
g. educational comic (Roxy , Life, love and sex in the nineties.)
5. A. These paragraphs could form the conclusion.
B. This paragraph could form the introduction.

Lesson 10

Activity 1

1. You may find the extracts funny for different reasons. Some of them are funny because they tell an embarrassing truth, for example, that even teachers cheat. Some are funny because they poke fun at famous people. The story about the soccer commentator is funny because what he says is stupid or illogical. Language makes us laugh too, particularly when we translate words or think of the different meanings of a single word.
2. As discussed in the Comment, people do not like to be the butt of a joke, and often do not laugh at jokes about themselves. People from countries outside South Africa might not understand the humour of some of these extracts. This is because humour often relies on an understanding of local politics and customs.
3. Extracts 1, 2 and 4 all play on the meanings of words.

4. Extract 4 could have been reported seriously. Topics like dishonesty are usually treated as bad news.

Activity 2

1. The stereotype of a sangoma is a black man dressed in skins and feathers and carrying bones. He works in a hut in a rural area. In the comic strip, the sangoma is dressed in a suit. He has a laptop computer and a cellphone. He drives a BMW and takes payment by credit card.
2. It is funny that he calls himself 'Mystical Mike... Sangoma to the Stars' as we don't normally associate sangomas with advertising. It is also humorous to realise that he is talking to a famous person — Winnie Mandela — and advising her. We don't usually think of famous people consulting a sangoma. Finally, the instructions he gives her, ending with the words 'and call me in the morning' are a take-off of the stereotyped doctor's response ('take two aspirin and call me in the morning').

take-off:
an act of
imitating or
mimicking
what someone
does, to create
humour.

Activity 3

2. a. This slogan is usually used in political contexts— at rallies or meetings, or on political posters.
b. It is humorous because it is used outside of its usual context, or setting. 'Power' is a word which suggests control, ability, skill, or opportunity. 'Power' is also a word for electricity, or energy. The advertisers used these two meanings to work together. We are asked to think of political power and battery power at the same time as two 'equal' rights which we should have. By linking the two meanings the advertisement also suggests that people who use these batteries will have more power. This play on words makes the advertisement funny and memorable.

Activity 4

1. It usually helps to understand the language and culture of people if you want to enjoy their jokes. However, sometimes the behaviour of the characters involved creates the humour and it is not as important to understand the language, or culture, as to watch or follow the action.
2. The article is fun to read because it is unusual to find a mix of different South African languages, and because the author is able to use very descriptive phrases from each language to create a humorous effect. (Also see Comment .)
3. The main point of this article is to encourage us to learn to respect each other by speaking each other's languages.

In the sentence, 'It suggests a change from linguistic arrogance to, what the cynic may call, linguistic tokenism', Dikeni is saying that he thinks it is important that people who have not had to know African languages up to now, make the effort to learn them, even if it is just as a 'gesture' of respect, a 'kwaai move'. His view of those who don't do this is that they are linguistically arrogant, or simply vain about the importance of their own language.

Activity 5

Freedom of speech, like the freedom of the press, is a basic human right. This means that everyone should have the right to speak critically of the government, the media, institutions, and so on. It is a serious political right. It is not usually about the right to swear, especially when the person swearing is four years old! In this cartoon, a serious comment is made (by Ma Zugi) about something very light. Because her comment is unexpected and made in a strange context, it's funny.

Activity 6

2. Grade your paragraph according to the following grid:

Merit	Upper Credit	Credit	Retry
<p>I wrote a paragraph. My paragraph referred to both the poem and to aspects of South African history. For example, I explained how the poem refers to the pass laws and pass books and to the fact that black people were treated as foreigners in their own land. I also referred to the way the laws kept changing and the fact that the government kept finding new ways of referring to black people. I wrote my paragraph very clearly, bearing in mind that it was for a foreign student. I edited my paragraph and it is free of spelling errors, tense and subject-verb agreement.</p>	<p>I wrote a paragraph. My paragraph referred to both the poem and to aspects of South African history. For example, I explained how the poem refers to the pass laws and pass books and to the fact that black people were treated as foreigners in their own land. I also referred to the way the laws kept changing and the fact that the government kept finding new ways of referring to black people. I wrote my paragraph very clearly, bearing in mind that it was for a foreign student. I tried to edit my paragraph carefully, but it still contains one or two errors.</p>	<p>I wrote a paragraph. My paragraph referred to both the poem and to aspects of South African history. However, I didn't mention more than one or two historical facts. I wrote my paragraph very clearly, bearing in mind that it was for a foreign student. I did not edit my paragraph carefully enough, and there are several errors.</p>	<p>I wrote a paragraph. My paragraph referred to apartheid. I struggled to understand the word 'context'. I didn't say much about the poem.</p> <p>OR</p> <p>I don't understand 'context' and I can't see what this poem is about. I wrote only one or two sentences. I did not edit my work.</p>

3. These phrases appear in official, legal documents. The poet uses this kind of language because he is putting on the voice of a government official; he is mocking that bureaucratic way of speaking.
4. No, the 'Bearer' is treated as a parcel or object to be passed on. He does not speak for himself. He is treated like a prisoner who must go back to the location 'when his services are dispensed with for the day'.
5. Even in death there is apartheid: it is bitterly ironic that the 'Bearer' is still kept apart from other races after death when skin colour is irrelevant. The poem also suggests that even among the Xhosa-speakers there is separatism between those who are Methodist and those who are not, and that this separatism, like apartheid, also extends beyond death. Thus, the 'Bearer' is doubly affected by discriminatory social practices.

Lesson 11

Activity 1

1. This metaphor is 'we made the desert bloom'. It's a strong metaphor, because it suggests that the people of Sophiatown made it beautiful, despite the difficulties of life there.
2. Modisane uses the first-person, 'I', to make his writing more personal. When we read his account of Sophiatown, it seems as if he is recounting, or telling, his experiences to us in a direct way.
3. Modisane feels very sad about the 'death', or the destruction of Sophiatown. He links it to the death of his sister, Nancy, who died of 'malnutrition' (not getting the right kinds of food), which he prefers to call 'starvation' (not getting enough food).
5. Modisane uses figurative language, for example, 'we made the desert bloom', and 'death of Sophiatown'. This is possible when a writer writes creatively. Lodge, on the other hand, uses descriptions such as 'old-established inner-city African communities', and 'wider social processes'. These descriptions are more appropriate in a formal academic style.
6. The word 'death' used by Modisane, describes what happened to Sophiatown more powerfully because it evokes a more dramatic image of a person dying.

7. The formal tone which Lodge uses is made clear by his use of the third-person.
8. The creative writer, Modisane, gives us a more vibrant (living) idea of what Sophiatown was like before it was destroyed, because he is free to use figurative language, or word pictures.

Activity 2

Title / first line of poem	Period of history the poem describes
The Rain-Sorcerer	life and times of the Khoi-San
Epilogue	Krotoa's life when colonialism started at the Cape
The child who was shot dead by soldiers in Nyanga	the anti-pass campaign, 1960
To the Butchers	the student revolts of 1976
Faraway city, there	forced removals of 'squatters' in the Western Cape in the 1970s
Guava Juice	resistance to apartheid in the 1980s, during the State of Emergency

3.
 - a. destruction
 - b. gentle relationship with nature
 - c. power and strength
 - d. desire to be remembered
 - e. preparedness (readiness)
 - f. longing.

Activity 3

Questions of a South African reading history

Who dug the great mines of Johannesburg?
In books we find the names of Europeans
Did they hammer at the rock-face?
And District Six so hideously destroyed?
Who rebuilt those uprooted communities?
In which of Cape Town's houses,
that city sparkling with sea, lived those who built them?
In the evening when the last Sun City was finished
Where did the masons go?

The Garden Route

Is full of scenes of beauty. How do its people live?
Over whom did the inmates of Triomf triumph? The dry
Kalahari lives in song,
Did all its houses have taps? Did all its people have
houses?
And even when only apartheid threatened to go,
The years the fear rushed in,
The madams still called for their maids.
One man got a prize for peace.
Was he alone in the Struggle?
Another wrote books , made speeches and finally left
his family.
Who typed the speeches?
Afterwards, who reared the children?
When the droughts destroyed the crops,
Were the farmers the only ones to cry?
The parliamentarians feasted and drank to
their collaboration.
Who footed the bills?

Each page, their record.
At whose expense the gains?
Every ten years some man?
Who stayed home to babysit?

So many reports.
So many questions.

Lesson 12

Activity 2

Grade your paragraph by deciding which of the following categories best describes what you have written:

Merit	Upper Credit	Credit	Retry
<p>I wrote a paragraph giving my opinion on whether I think crime has dropped in my area. I gave examples of incidents of crime or peace in my area today.</p> <p>I compared this current state of affairs to what happened in the past. I supported my opinion by giving examples of what used to happen.</p> <p>My examples are real, concrete incidents that I know about. I used the word 'example' or I say 'to illustrate this' or 'this shows'. My paragraph has a clear topic sentence and all my other sentences are related to it. I edited my paragraph, and it is free of errors.</p>	<p>I wrote a paragraph giving my opinion on whether I think crime has dropped in my area. I gave examples of incidents of crime or peace in my area today.</p> <p>I compared this current state of affairs to what happened in the past. I supported my opinion by giving examples of what used to happen.</p> <p>My examples are real, concrete incidents that I know about. I used the word 'example' or I say 'to illustrate this' or 'this shows'. My paragraph has a clear topic sentence and most of my other sentences are related to it. I tried to edit my paragraph, but it still contains spelling and other errors.</p>	<p>I wrote a paragraph giving my opinion on whether I think crime has dropped in my area.</p> <p>I gave examples of incidents of crime or peace in my area today.</p> <p>I compared this current state of affairs to what happened in the past. I supported my opinion by giving examples of what used to happen. My examples are real, concrete incidents that I know about. I tried to write a topic sentence, but not all the ideas in my paragraph are connected. I did not edit my paragraph carefully, and there</p>	<p>I wrote a paragraph giving my opinion on whether I think crime has dropped in my area.</p> <p>However, I found it difficult to come up with specific incidents that support my opinion.</p> <p>OR</p> <p>I wrote a paragraph on crime in general. I did know what is meant by examples. I did not write a topic sentence and I did not edit my paragraph.</p>

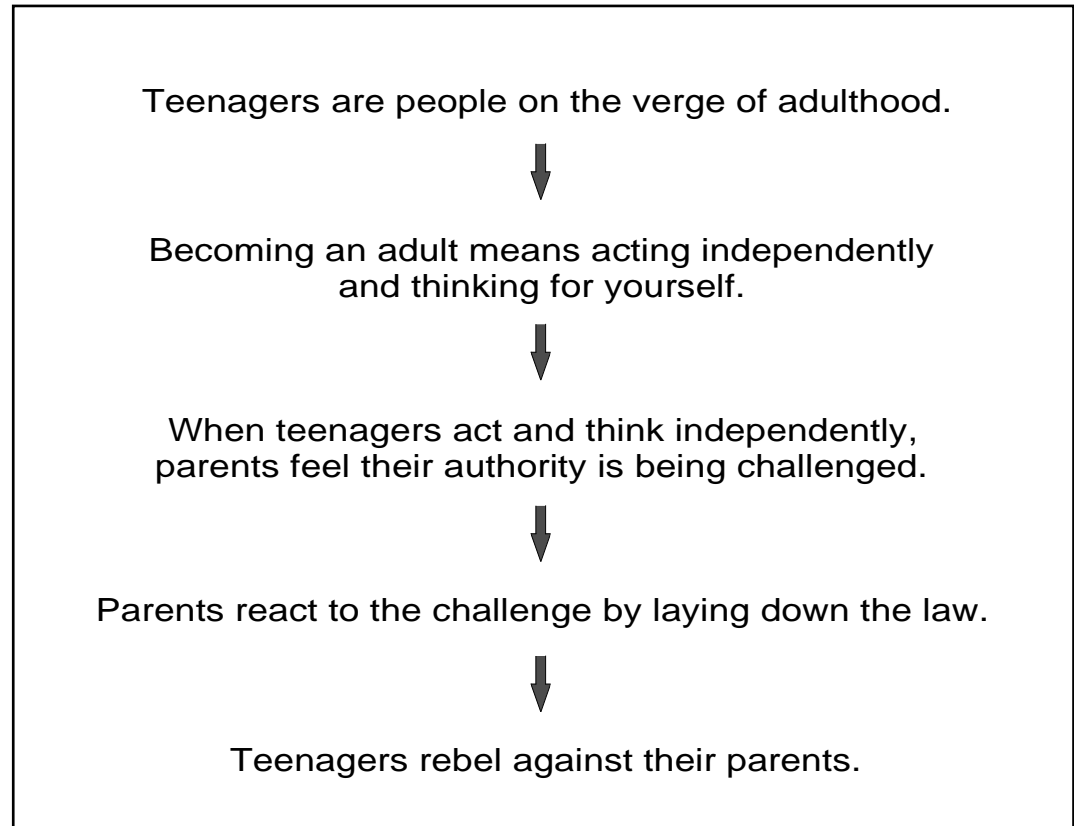
Activity 3

There is no wrong or right answers, i.e. it doesn't matter whether you think big families are a good or bad thing. What is important is how you stated your opinion giving reasons. Grade your paragraph by deciding which of the following categories best describes what you have written:

Merit	Upper Credit	Credit	Retry
<p>I wrote a paragraph giving my opinion on big families. I stated my opinion clearly in my first sentence. Then I gave at least three reasons. I expressed my reasons in general terms, for example 'Big families actually benefit society by producing caring and responsible citizens' or 'Big families drain society's resources with their welfare and education needs'. I linked my reasons, using words like 'firstly', 'furthermore', 'another disadvantage' or 'also'.</p> <p>My paragraph has a clear topic sentence and all my other sentences are related to it. I edited my paragraph, and it is free of errors.</p>	<p>I wrote a paragraph giving my opinion on big families. I stated my opinion clearly in my first sentence. Then I gave at least three reasons. I expressed my reasons in general terms. I linked my reasons, using words like 'firstly', 'furthermore', 'another disadvantage' or 'also'.</p> <p>My paragraph has a clear topic sentence and most of my other sentences are related to it. I tried to edit my paragraph, but it still contains spelling and other errors.</p>	<p>I wrote a paragraph giving my opinion on big families. I stated my opinion clearly in my first sentence. I gave at least two reasons. I tried to put my reasons in general terms. It is not always clear what the links are between my reasons. I tried to write a topic sentence, but not all the ideas in my paragraph are connected. I did not edit my paragraph carefully, and there are several errors.</p>	<p>I wrote a paragraph giving my opinion on big families. I stated my opinion in my first sentence. I struggled to think of reasons and I wrote only about my family.</p> <p>OR</p> <p>My paragraph was not really about family size, it was more about population in general. I didn't have a specific opinion on this topic or I couldn't think of the exact reasons for my opinion. I did not write a topic sentence and I did not edit my paragraph.</p>

Activity 4

A flow-chart showing your reasoning on the topic Why do teenagers rebel against their parents? might look like this:



Activity 5

The sequence of paragraphs is 4, 2, 1, 3.

Paragraph 4 starts the argument by introducing the topic. Paragraph 2 is the first link because it takes us from the poor exam results (the general topic) to the people most qualified to comment on examination performance: the markers. Paragraph 1 follows logically from this because it deals with the answers which students gave and which led to the markers' negative evaluation of them. Finally, Paragraph 3 is a conclusion which gives an opinion on the whole topic.