

Previewing to get the main idea

In this course you have learnt to preview texts so that you can read with more interest and understanding. In the first activity you'll look at a cartoon and a heading to work out the clues they give you about the text on pages 75 - 77.

ACTIVITY 1

1. Look at the cartoon on page 75 and read the speech-bubble. The man in the picture is an examiner. Answer the following questions in note form:
 - a. Look at the animals. To pass the 'exam' they have to climb a tree. Is this a fair exam, or a 'just' way of selecting those who can pass?
 - b. The cartoon is funny, but what is the serious message or purpose behind it?
2. Now read the heading. Who do we read bedtime stories to?
3. Would children be interested in the topic?
4. Why do you think the writer has chosen a 'bedtime story' to communicate his views on adult education?

ANSWERS ON PAGE 167

COMMENT

The story is written in the style of a children's story but it's for adults. Writing in story form is an unusual way for an academic to write but the story communicates the writer's ideas very clearly and it is fun to read. In the next activity you'll look more closely at what the writer achieves by using the story form.

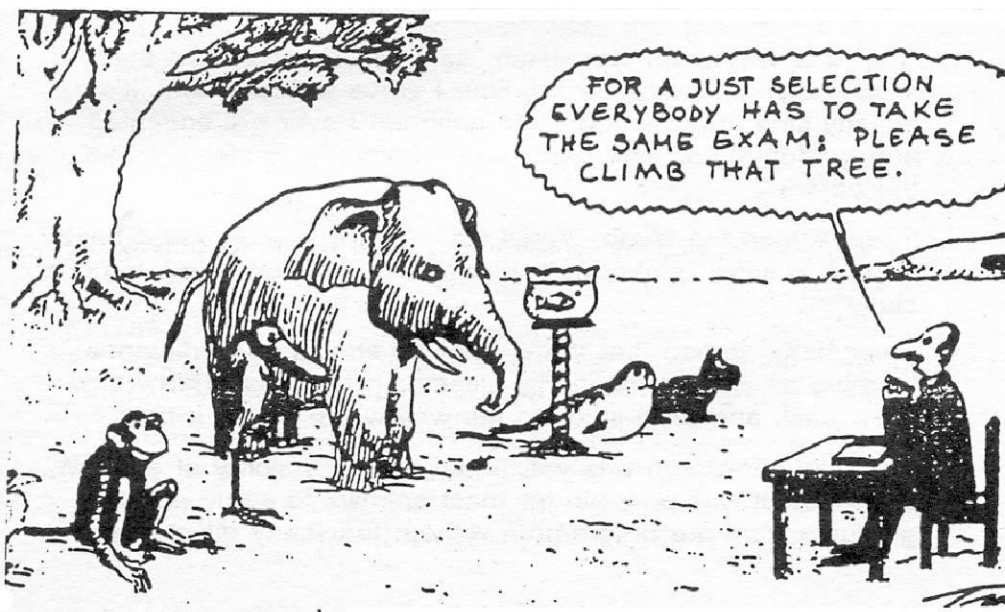
Using a fable to develop an argument

A fable is a story that teaches a moral or lesson. In a fable, the characters are usually animals but the animals are used to communicate a message about human behaviour. The story you will read is about a community of animals, some small and weak, and some big and strong. The animals who are big and strong are the leaders, and the smaller and weaker animals are the followers. The story is a fable about the struggle to have equal power and to become leaders.

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A BEDTIME STORY ON ADULT EDUCATION AND SOCIAL CHANGE

- 1 Once upon a time, there was a large community of animals living in the forest. Many different kinds of animals, big and small, lived together with each other.
- 2 In this forest, there was one school whose role was to provide formal education to all the animal cubs so that they would all grow up to become desirable members of the community. The school curriculum had been designed by a group of experts who had been chosen from the community members because of their wisdom and abilities.
- 3 The aims of this curriculum were as follows:
 - (i) It must be education for life needs food. Therefore, our education must provide sharpened skills which are important for hunting and gathering food.
 - (ii) It must enable each of the animals to be self-reliant and able to live happily in the community according to its own means and ability. As all animals are not equal or similar in terms of potential some animals will be more self-reliant than others and some will be happier.
 - (iii) It must suit the community needs and interests. The context of the community is a big and dangerous forest, and the community needs strong leaders. Our education must produce strong community leaders. Those who graduate from our school will become community leaders, whereas the rest will have to become obedient and disciplined followers, and good members of the community.



- 4 The curriculum placed strong emphasis on practical skills which the experts thought were of utmost importance to community survival and leadership. These were speed running, long jumping, stalking, pouncing on prey and devouring.
- 5 Ever since this curriculum had been in use, certain animals—particularly Tigers, Lions and Leopards—always graduated from the school. As a result, these animals always became the heads of both animal families—such as Fowls, Snakes, Mice and Snails—always had problems in their academic studies. None of them ever graduated from this school and none ever became the leaders. They always became the community's second-class citizens, the Flowers only.
- 6 It had been this way for a long time. Then one day the second-class citizens of the community lost their patience. They got together in a conference to identify the problems and devise solutions. 'I think this school curriculum does not do us justice,' contended the Turkey. They analysed and examined the skills which only they can be good at, such as speed running and long jumping. How can winged animals like me compete with them at such skills? 'It's even worse for me, who has no legs at all,' agreed the little Green Snake. 'As for skills which we are good at, these never get included in the school curriculum such as singing and catching worms, like the Blackbird.'
- 7 'I think there is only one way in which we can solve this problem,' mused the Turkey. That is, we must take charge of our own education. We must develop our own curriculum so that it corresponds to our own context, needs, and abilities.' 'Yes, yes, that is true' exclaimed the Firefly. 'That's right! Then we will also see who is going to be the head of the community!' It will be our turn! exclaimed the members of the assembly who stood and cheered and waved and clapped with excitement and expectation.
- 8 Soon afterwards they set up a committee to develop their own curriculum. It was designed to correspond to the animals' conditions and situations, so that all of their members could study and graduate from the programme. 'This is a very good curriculum,' said the Tortoise. 'But this school is so far away. By the time I arrive at the school, it's already time to go home! Then how can I ever get educated and graduate so I can become a community leader just like the others?' 'I agree,' said the Myna. 'While these are in progress, I have to earn a living, give my buffalo back. So how can I come to school?' 'I see.'
- 9 Everybody agreed that the curriculum should have a distance learning at least a part of the classroom learning. This would allow each animal to study in the way which suited it best. The new curriculum was welcomed by the majority of animals. Now it was possible for most animals to study and graduate from the programme without toiling and fighting.

- 10 After a short while, a lot of animals graduated from this non-formal programme of education. However, none of the graduates became community leaders as they had all expected. 'This is not fair! said the Turkey. 'When they graduate from their programme, they can become the leaders. So when we graduate from our programme, we must have the opportunity to become the leaders as well.' That's right, said the Mouse. 'We have been greatly deceived. We had to struggle to get through the curriculum. And yet we have not been granted the same kind of status and privileges that they enjoy. This won't do at all.' 'That's it,' said the Myra. 'We must have equal rights to become community leaders, to be able to lead programmes of change. That is only fair.' 'We must demand our rights,' said the Snake calmly.
- 11 So, eventually, all the animals marched together to voice their protest to the community leaders. 'We come here to protest your unjust leadership,' said the Turkey on behalf of the group. 'We want change. We want acknowledgement. We want equal rights and status and privileges. We want to have equal opportunities to become leaders of the community.' 'That is too much to ask, you Fowl. How can you demand such things? You are simply not equal to us. How dare you want to be leaders like us?' asked the Lion. 'How can you say that we are not equal to you?' objected the Turkey politely. 'You graduated from one academic programme and we another. It's the same case.' 'Oh no, it's not the same case, you fob! Can you talk to us? You all graduated from different programmes, so how can it be the same case? Even though you graduated from your programme, you still can't do the same things and master the same skills that we can. So how can you be equal to us?' asked the Lion. At this point, the Turkey was so angry that he dashed forwards to face the Lion and demanded: 'All right. Then let us just exactly how we are not equal to you guys.' The Lion grinned and showed a full mouth of gleaming white teeth and fangs, and replied, 'Well you don't have fangs, but we do! At that, he leapt on the Turkey, tore him apart, and ate him up in no time at all.
- 12 After the selfish tyranny of animals went on... as usual. The moral of the story is that non-formal education does not necessarily lead to social change, unless the social structures themselves have been changed.

ACTIVITY 2

1. Read the fable.
2. Re-read section 3, which tells us about the aims of the curriculum. (A curriculum includes the subjects which are taught, the textbooks used, teaching aims and methods. You read about the English curriculum in Unit 2.) Then fill in the gaps and answer the following questions:
There are three aims:
 - a. The first aim is to educate for _____ and so the skills of _____ and _____ must be taught.
 - b. Re-read section 4. Do all animals get their food using the five practical skills that this curriculum emphasises?
 - c. The second aim is to help the animals be _____ and to live _____.
 - d. Is the curriculum based on the idea that all animals have an equal chance of achieving this second aim?
 - e. The third aim is for education to be appropriate to the community context and the community's _____. The community needs strong _____ and so those who pass will be community leaders.
 - f. Will the leadership be representative of the community, or will it represent only a small section of the community?
3. This fable could be used to teach a lesson about South Africa's past education system. Write a paragraph explaining how this fable could be applied to our past.

ANSWERS ON PAGE 168

COMMENT

The aims of the curriculum in the fable are not to give everyone the same skills, and are not aimed at making everyone's life happy. It's undemocratic because the leaders are not elected by the people, they are the people who pass exams.

Reflecting on your own experience

A fable invites us to apply the message of the story to our own lives. To do this, we need to identify with one of the animals in the story. In the next activity, you'll think more deeply about your own experience of education.

ACTIVITY 3

1. Re-read section 5. Which group of animals do you identify with, the small animals or the large animals? Why?
2. Re-read section 7. Did you ever participate in a debate or protest about education?
3. Re-read section 8. Did you ever experience the problems experienced by the tortoise or the myna bird?

COMMENT

If you look back at the cartoon, you'll see how both the cartoon and the fable make the point that the selection process is not fair. Do you think that our education is designed to ensure equal access to all? Discuss with your learning group.

Thinking critically about change

Transition is not always smooth. This is because changes in policy do not always go hand-in-hand with a fundamental change in attitude, as you saw in Lesson 6.

ACTIVITY 4

1. Read the first four lines of section 6. Now read what Turkey said.
 - a. Who are 'They'?
 - b. What does Turkey say that the leaders examine?
 - c. Why does Turkey think this is not just?
2. Now read line 1 in section 7.
 - a. Underline how Turkey thinks they can solve the problem.
 - b. Skim through the rest of the section. Look at the underlined words. Which words express agreement?
3. Skim section 8 and underline what the animals did to take charge of their own education.

4. Skim section 10.
 - a. What happened when the animals graduated from the new programme?
 - b. The animals thought this was unfair. What did the animals think the leaders had done to them and what did they want?
5. Section 12 is about the argument between the 'second-class citizens' and their leaders.
Copy the table below into your notebook, and read section 12 to complete the table.

| The argument made by second class citizens | The counter-argument made by the leaders |
|---|---|
| We protest ... | How can you demand such things? You are not ... |
| We want ... | How dare you want to be ... |
| We graduated from ... and you from ... It's the same case. | No, it's not. You still can't. ... so how can you be ... to us? |
| How aren't we equal? | You don't ... |

6. How does Lion prove that they are not equal in terms of power?
7. The 'moral' of a story is the lesson which it teaches. Read the moral of the story (last line). The 'social structure' is the way society is organised politically, economically and socially. Has the story convinced you that the 'moral' is correct?

ANSWERS ON PAGE 169

COMMENT

In the story the small animals organised an education programme which suited them. They thought that if they graduated from this programme they could change the power relations, and become leaders. But the bigger animals were in power because they had fangs. The social structure of the community was organised by them to suit their needs and to keep them in power. They had the power to decide not to accept the qualifications of the smaller animals.

The writer used the fable to argue what he believes. In the next activity you'll work out why he uses a fable to communicate his point of view.

ACTIVITY 5

1. Why is the story in Activity 4 easy to read and understand?
2. The writer used the story to make his argument and to teach a moral. Do you think he wrote it just for academics to read or do you think that he wanted people like us to be able to read it as well? Why do you say so?
3. Do you think that using a fable like this is a good way of teaching something? Give reasons for your response.

ANSWERS ON PAGE 169

COMMENT

Because it is written in the form of an animal fable, the story you have read could be applied to many countries where there has been a change in the educational system. It can be read and understood by people who have different levels of education. His argument is relevant to the topic of educational and social change generally.

Identifying how the writer builds his argument

In the following activities you'll look at how the writer builds his argument through the 'bedtime story' or fable and how he makes the points he thinks are most important.

ACTIVITY 6

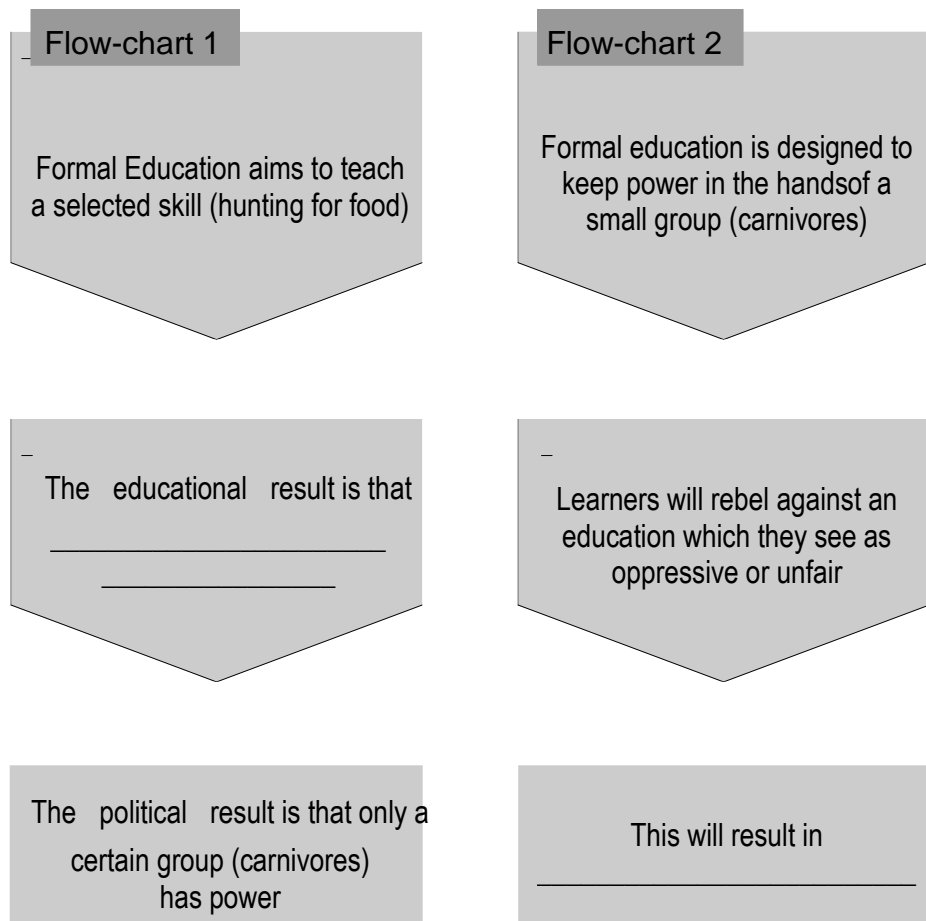
1. a. The writer contrasts formal and non-formal education. Read the following definitions of two different kinds of education:

Definition 1: This kind of education takes place at school, college, university or at a technikon. There are national syllabuses and exams, and entry requirements. The certificates are recognised by all sectors.

Definition 2: This kind of education is more flexible in syllabus and entry requirements. Although the exams and assessment are often linked to the formal examination system, some sectors (for example, business) tend to give preference to someone with a formal education.

- b. Based on what you read in the story, which definition describes formal education?
 - c. Based on what you read in the story, which definition describes non-formal education?
2. The writer argues that formal education results in the political domination of one group over another. Complete flow-chart 1 showing the steps in his argument.
3. The writer argues that learners will become dissatisfied if they are offered an education that gives them an inferior position in society. Complete flow-chart 2 showing the steps in his argument.
4. The writer argues that non-formal education is more democratic. Complete flow-chart 3 showing the steps in his argument.
5. The writer argues that non-formal education does not lead to social change if the social structures have not changed. Complete flow-chart 4 showing the steps in his argument.

ANSWERS ON PAGE 170



Flow-chart 3

Non-formal education recognises many different skills, needs and abilities

Flow-chart 4

Learners who graduate through non-formal educational programmes don't get appointed to positions of power

Everyone can cope with the curriculum and fit it into their lives

They protest

This means that

The result of their protest is that

COMMENT

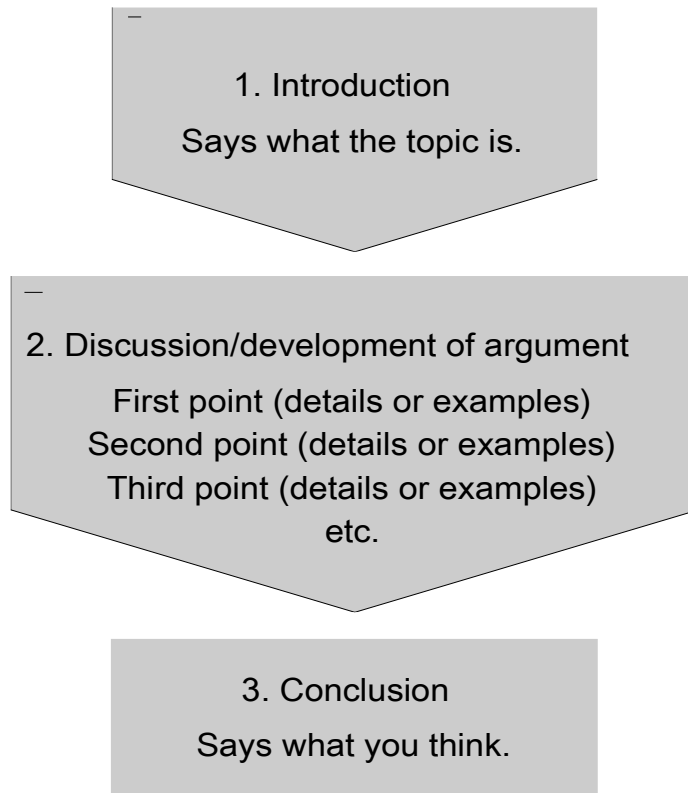
The flow-charts you have just completed show how the writer built up his argument in logical steps which lead us from cause to result. In his argument he outlined some of the problems of formal and non-formal education. In the next activity you will use his ideas as the basis for your own argument.

Writing a formal argument

The writer of *A Bedtime Story* communicated his argument in the form of a fable. In the next activity you are going to write about adult education in a formal style. You are not going to write a fable. You are going to present a formal argument, giving reasons.

As you know, most pieces of formal writing are organised into an introduction, a discussion of the main ideas and arguments, and a conclusion.

This diagram reminds you how this works:

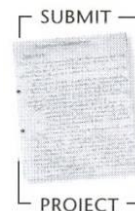


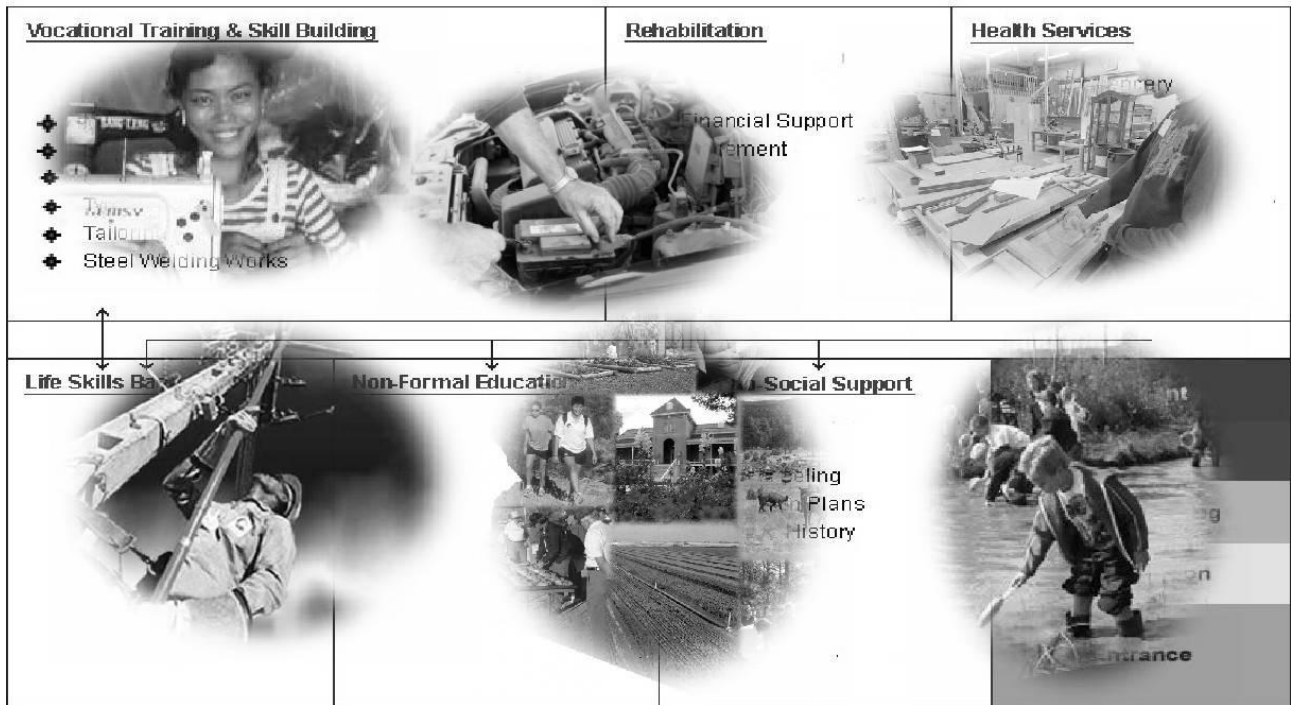
ACTIVITY 7

The purpose of this activity is to practise writing an argument in a formal style. Look back to Unit 4 to remind yourself of the differences between formal and informal styles of writing.

1. The title of the argument you will write is **Adult Education and Social Change**. Social change means changing the way society is organised.
2. The first thing you need to do is to decide how you will argue this topic. Begin by revising the arguments made by the writer of the fable. (His arguments are summarised in the flow-charts in Activity 6.) Do you agree with some or all of his arguments? Do you agree that the old, formal system of education in South Africa prevented social change? What can be done about the problem of non-formal education not being given equal status? Brainstorm your ideas on the topic until you have decided what your view is.

3. Plan what you will say in your introduction. Remember that in Lesson 6 the formal argument began with a description of the situation and some background information. Make rough notes of what you are going to put in your introduction. Your introduction must refer directly to the title of your argument. You must make at least one general statement that explains what your argument is about.
4. Plan how you will develop your argument. You are writing an argument, so you need to show the different sides of the problem. For example, you can have one paragraph discussing the advantages of the new system of adult education and one paragraph discussing disadvantages. Make a rough outline of your paragraph so that you know what you are going to discuss in each paragraph.
5. Plan your conclusion. If you have recommendations, you should put them in your conclusion. You should also make it very clear what your opinion is.
6. Now write your rough draft, using your notes as a guide. Make sure you start a new paragraph with each new idea. Check for links between your paragraphs. Read your introduction and your conclusion. Do you begin with a clear explanation of your topic? Do you end with a strong comment that gives your opinion or sums up your recommendations?
7. Check your language to make sure it is formal. Have you written too much about your own personal experience so that it actually sounds like an autobiography? Have you tried to use academic language like 'political transition', 'social change' and 'educational system'?
8. Check your spelling. Have you spelt words like 'certificate', 'recognised', 'requirements' and 'promotion' correctly?
9. Check your tenses. Have you used the present tense to describe the situation as it is now? Have you used the past tense to describe how things were? Have you used the future tense to talk about what you think should happen?
10. Write your final draft and give it to your tutor for assessment.





CHECKLIST

Are you able to:

- r identify an argument presented in the form of a fable
- r evaluate an argument in the light of your own experience
- r critically analyse the message or moral of a story
- r identify the steps in an argument
- r write and edit a formal argument.

Remember to give your written argument to your tutor for assessment.

Reading a case study

case study:
gives us
information
about a specific
case, or
situation.

In the following activities you'll read a case study to examine the cause of marital conflict between a couple, Philemina and Jabu Mohale. You are going to imagine you are a lawyer. So you'll read about the laws which affect the Mohale's situation. You'll then use what you have learned to develop an argument in favour of either the man or the woman.

ACTIVITY 1

1. Read 'The Case of Philemina and Jabu Mohale' on page 89.
 - a. Who do you think wrote the notes?
 - b. Skim through the section called 'Notes on Philemina'. What does Philemina say are the main problems between her and Jabu?
 - c. Skim through the section called 'Notes on Jabu'. What does Jabu say about the problem in the marriage?
 - d. Do Philemina and Jabu see the problem in the same way?
 - e. Do you sympathise with one person more than the other? Why?
2. Can you work out Philemina and Jabu's financial situation? Complete the table below:

| | Philemina | Jabu |
|-------------------|-----------|------|
| Earnings: | | |
| Training: | | |
| Savings/property: | | |

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3. Whose financial situation is better?

COMMENT

You now have some idea of the problem which exists between the Mohales. Each person sees the problem differently;

- l From Philemina's point of view, Jabu is having an affair, and she and the children are suffering because he doesn't always come home and he doesn't give her enough money.
- l From Jabu's point of view, he doesn't want a divorce because he loves both women. Because his girlfriend is pregnant, he believes he has two families he must care for. He says he doesn't pay Philemina enough money because she screams at him.

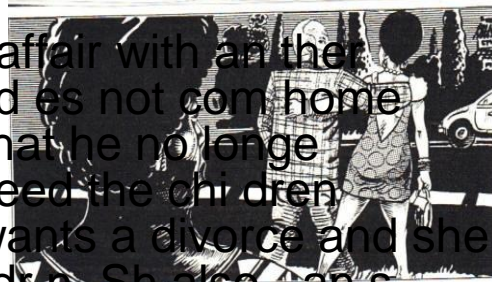
ante-nuptial:
 a Latin word which means
 'before marriage'. So an
 ante-nuptial contract is an
 agreement that two people
 sign before they get married.

THE CASE OF PHILEMINA JABU MOHALE

NOTES ON PHILEMINA

Philemina is 30 years old. She married Jabu in 2004, when she was 19 years old. They have two children, the boy is 6 years old and the girl is 3 months old. Philemina is a high school graduate, and she worked as a cashier in a shop before the children were born. She has not worked since the children were born but she looks after some of the children's needs. She has R800.00 per month.

Jabu has been having an affair with another woman for a year. He often does not come home at night and Philemina says that he no longer gives her enough money to feed the children. She wants a divorce and she wants Jabu to pay maintenance for the children. She also wants him to pay the rent. She wants him to pay maintenance for her until she finds a job to look after the children when she is at work.



The savings of R 0,000 must be shared between them.

NOTES ON JABU

Jabu is 40 years old. He has Grade 12. He is a taxi driver and owns his own taxi. He earns about R8,000.00 per month. He does not want a divorce. He says he loves his girlfriend, who is pregnant.

He says he can take care of both families and that the only reason Philemina needs more money is because she is always screaming.

He says that if Philemina wants a divorce then she must pay for her own maintenance (R500.00 per month for each child plus R100.00). Jabu says that the savings shared between them. Philemina has no right to have them.

NOTE ON THE MARRIAGE CONTRACT BETWEEN PHILEMINA AND JABU MOHALES

Married in 2004 under civil law, in Community of Property. There was an ante-nuptial contract.

Assessing the case

In the next activity you'll work out your own opinion of the situation. You'll work out whether Philemina can support herself, and whether what she is demanding is reasonable. You'll also work out your opinion of Jabu's responses.

ACTIVITY 2

1. Look at the table you filled in, in Activity 1.
 - a. Is Philemina able to support herself and the children on her present income? Is she likely to be able to increase her income? Give reasons for your answer.
 - b. Skim through the notes on Philemina and note down what she wants Jabu to pay.
 - c. Do you think her demands are reasonable?
2.
 - a. Skim through the notes on Jabu and note down what Jabu says he is prepared to pay. Does what Jabu offers match what Philemina is demanding?
 - b. Will the amount that Jabu says he will pay cover the rent and will Philemina be able to feed and clothe herself and the children on this amount of money?
 - c. Look at the amount Jabu earns. Do you think that his offer is reasonable?

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COMMENT

So far you have worked out the cause of the conflict. You have also decided whether Philemina should divorce Jabu, and whether her demands are reasonable. Now you can look at these things from the perspective of the law.

Looking at the law

Laws are based on the attitudes and beliefs of the ruling group, and they differ from country to country.

The law affects everyone's lives. It's useful for us to understand how the law works, and how it affects the kind of arguments that lawyers make in court.

We often make judgements about other people's behaviour. The judgements we make are affected by our own experiences and our attitude to those people and their behaviour, especially when we are judging personal relationships. We may side with someone because he/she is a friend, we may be more sympathetic to a woman because we are women, etc. These are subjective judgements.

The courts are not meant to take sides. They are meant to be objective and to make judgements purely in terms of the law. In the next activity you'll look at the laws on marriage and divorce which affect the case of Philemina and Jabu.

ACTIVITY 3

Read through the information about marriage and divorce on pages 92 - 95. Look at the headings, sub-headings and notes in the margin and use these to help you answer the following questions (you will need the answers when you make your argument in Activity 4):

1. What reasons (or 'grounds') does Philemina have for asking for a divorce? (Look under 'rights and duties of husbands and wives' and 'situations that may lead to divorce'.)
2. What are Jabu's responsibilities toward his two children with Philemina? (Look under 'parent's legal duties to their children' and 'father usually pays maintenance'.)
3. Based on these laws, do you think Jabu is justified in offering R500 a month for each child?
4. What are Jabu's responsibilities toward his illegitimate child?
5. Is Philemina legally justified in asking for rent? Why/why not? (Look under 'money paid to a person for support'.)
6. What kind of marriage contract do Jabu and Philemina have?
7. Under this type of contract, how must their savings be divided, according to the law?
8. According to the law, who is likely to get custody of the children in this divorce?

ANSWERS ON PAGE 172

THE RIGHTS AND DUTIES IN MARRIAGE

Things in a marriage that do not change

rights and duties of husbands and wives

A marriage creates certain rights and duties for the husband and wife. Rights are entitlements which arise out of a marriage contract. These rights also give rise to corresponding duties and responsibilities.

legal duties

A married couple have a legal duty to live together, to act as man and wife towards each other and to support each other. During the marriage the husband and wife are expected to give what support they can to the 'joint household' (what the family needs to live together). This does not only mean money. For example, traditionally a wife is expected to look after the children and the home while the husband provides the family with money. If however, the husband is very ill, the wife may have to support the family. Today in many families, both husbands and wives work to earn money.

the 'joint household'

The duty of support

husband must provide 'household necessities'

The duty of support is the duty to provide enough for the family to live on. Although there is a duty of support on both the husband and wife, usually the husband is legally responsible for providing his wife and family with food and clothing, medical and dental care, and the other 'household necessities' of family life. A 'necessary' is something a family needs in order to live at its usual standard of living. If the husband fails to provide these necessities, the wife may buy them and make her husband pay. If, however, the husband is unable to work the wife will be responsible for providing the necessities.

maintaining a 'reasonable standard of living'

The things or services regarded as household necessities must be of the standard reasonably required to keep the family at the level at which they are used to living. What is reasonable depends upon things like the social status of the family, the income of the husband, and the standard of living of the family.

PARENTS AND CHILDREN

Responsibilities between parents and children

parent's legal duties to their children

When people become parents they have certain legal duties towards their children. Parents must provide sufficient support for their minor children to survive. A minor child is a person under 18 years old. This support includes necessities such as food, clothing, accommodation, medical and dental expenses, and education. It may include more, depending on how much money the parents have, and the needs of their children. Although many people think that the duty to support only applies to the father the law says that it applies to both parents. The parents must share the duty of support between them according to how much they each earn.

Marriages in community of property

equal power
over joint
estate

For marriages in community of property there is:

- a) community of property and of profit and loss, and
- b) equal power for the husband and wife to manage their joint estate, except for certain situations where the consent of other spouse is necessary (see below).

Marriages out of community of property

the 'accrual
system'

The couple may agree in an ante-nuptial contract to be married out of community of property. The 'accrual system' (see below) is then automatically included unless the couple agree otherwise. This means that at the end of the marriage any accrual (increase) in the value of their property is shared.

DIVORCE AND SEPARATION

situations that
may lead to
divorce

There are many situations that may lead to a divorce or separation. Surveys have shown that the most common causes of divorce are:

- a) arguments with in-laws of relatives;
- b) problems at work;
- c) spouses having affairs with other people;
- d) arguments about children;
- e) sexual problems;
- f) the spouses failing to talk to each other;
- g) boredom with marriage;
- h) alcohol or drug abuse;
- i) money problems; and
- j) the loss of shared interests.

DIVISION OF THE FAMILY PROPERTY

marriages in
community of
property

The way in which the family property is divided between the spouses depends upon how they were married. If the couple were married in community of property the joint estate is divided into two equal halves. One half belongs to the husband and the other to the wife. If there is a dispute about how the property should be divided, the court must decide and, if necessary may appoint a 'liquidator' to divide the property.

marriages out
of Community
of Property
before
November
1984

If the couple were married before 1 November 1984 out of community of property with an ante-nuptial contract, which excludes community of property and of profit and loss, each party keeps his or her own property. They also take any property to which they are entitled in terms of the ante-nuptial contract. If there is conflict about the ownership of the property the court must decide how to divide it. When dividing the property the court may take into account that the wife helped to bring up the children or supported the husband in other ways.

African marriages out of Community of Property

If the couple were Africans married before or after 2 November 1988 out of community of property, without an ante-nuptial contract, each party keeps his or her own property. If there is some dispute about the ownership of the property, the court must decide how to divide it.

marriages out of Community of Property within 'accrual system'

If the couple were married after 1 November 1984 out of community of property, with an ante-nuptial contract, and the accrual system, each party keeps his or her own property which he or she brought into the marriage. The difference between any increase during the marriage in the value of the spouses' property is shared equally between them. The same applies to Africans married after 2 December 1988.

marriages out of Community of Property without 'accrual system'

If the couple were married after 1 November 1984 out of community of property, with an ante-nuptial contract, which excludes the accrual system, each party keeps his or her own property. They also take any property to which they are entitled in terms of the ante-nuptial contract. If there is a dispute about the ownership of the property, the court will decide how to divide it.

MAINTENANCE FOR THE WIFE

money paid to a person for support

Maintenance is money paid to a person for support. Usually the husband provides maintenance for the wife. On divorce a wife may claim maintenance from the husband. She should always make a claim for maintenance at the time of the divorce, otherwise she will not be allowed to claim anything from her ex-husband in future. Once the court has awarded maintenance the wife may always apply to increase the amount if her position changes. The amount of maintenance may be agreed upon during the divorce negotiations.

claim must be made at the time of divorce

CUSTODY AND MAINTENANCE OF CHILDREN

the court must decide on custody, maintenance and access to children

A court will not grant a divorce without first satisfying itself that satisfactory arrangements have been made for the care and custody of the children. Therefore the court must decide which parent will have custody of the children and who will be responsible for the maintenance of the children. It should also decide what access the other spouse should have to the children.

Custody

the best interests of the children

When the court makes a decision about custody it will always take into account the best interests of the children. The custody of very small children is usually given to the mother. The courts are also reluctant to divide children up between parents by allowing one child to go with one parent and the other with the other parent.

evidence from teachers, doctors, friends and relatives

In deciding which parent should have custody the court will look at the 'best interests' of the child. The interests, rights, or wants of parents are less important than the interests of the children. The court may obtain evidence of what is in the best interests of the children from the children's school teachers, doctors, relatives, as well as friends of the family and social workers. The court would look to see which parent can best look after the welfare of the child.

the custody order may change

The custody order may change, however, if circumstances change. For example, if the parent with custody becomes addicted to drugs or alcohol the court may change the custody order. The parent who does not have custody is usually given the right to visit (access to) the child. This means that he or she can spend time with the child during certain times of the year.

Maintenance of children

father usually pays maintenance

When the court awards custody it normally makes an order for the children's maintenance at the same time. The father is usually ordered to pay maintenance. This is because he is usually the breadwinner in the family. However, the mother is also obliged to contribute to the children's upkeep from her own income if she is able to do so.

maintenance of illegitimate children

Children are illegitimate if their parents were not married at the time they were born and do not marry later. The mother of an illegitimate child has custody and is the natural guardian.

The father of an illegitimate child may also be made to pay maintenance for the support of the child. Fathers of illegitimate children have recently gained rights of access to their children. The mother of an illegitimate child must also contribute to the support of the child if she is able to do so. An illegitimate child requiring maintenance may apply to the Maintenance Court for maintenance from his or her parents.

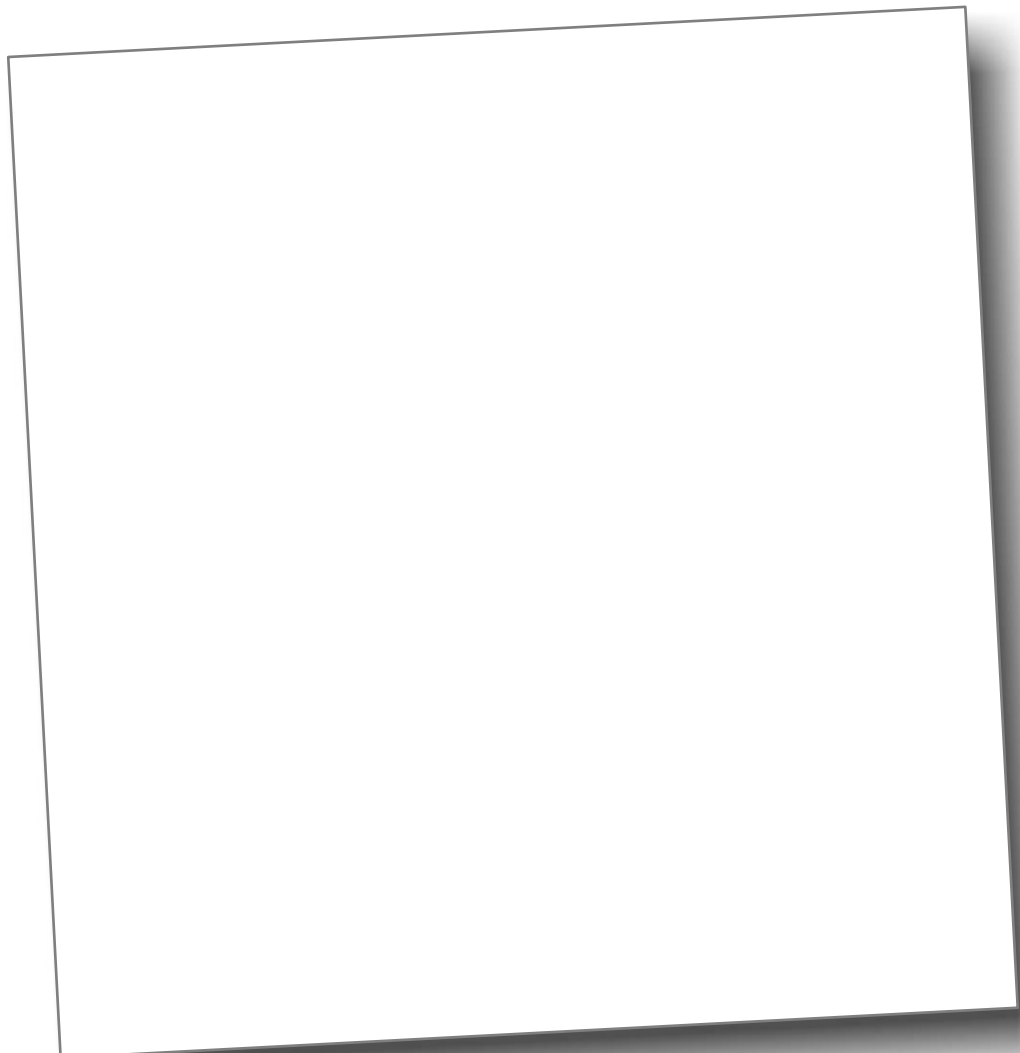
Making a legal argument

In the last activity you'll pretend to be a lawyer. Choose who you are going to represent in court, either Jabu or Philemina. Once you have done this, you need to work out the argument you would make in court to try to get the best arrangement for your client. Remember your argument should be objective and based on the law.

ACTIVITY 4

The first thing you need to do is to organise your argument:

1. Read through the notes you've made on your client and re-read *The Case of Philemina and Jabu Mohale*. Underline the points you think are most important.
2. Use the checklist below to help you to organise the points in your argument.



3. Make a rough draft of your argument before you start to write. Remember that you are arguing for your client in a court. You must therefore use the law to try to convince the judge that what your client wants is justified. You can also argue against the other party if you think that their position is not justified by the law.
4. Write your argument in a formal style. You should try to write at least a page.
5. When you've finished, read your argument aloud and make any changes you think it needs. Explain the case to a friend, or a learning partner. Then read your argument to them. Ask them if they think your argument is convincing.

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



COMMENT

If you're interested in the law and in solving problems, you could find out about training to be a paralegal. A paralegal is someone who is trained to work in the community to offer free advice at legal aid clinics. Look up the telephone number of the organisation called Lawyers for Human Rights in the telephone book, and ask for information about becoming a paralegal.

CHECKLIST

Are you able to:

- r evaluate both sides of an argument in a case study
- r apply legal information to a real-life situation
- r develop a legal argument.

Remember to give your written argument to your tutor for assessment.

LESSON 9

What have you learnt so far?

About this lesson

In this unit you have done a lot of work on different kinds of arguments. This lesson will summarise some of the key things you have done so far, and provide activities in which you can practise the skills and language you have learned. This will help you to do the tasks in the last lessons of the unit.

In this lesson you will

- | revise the purpose of arguments
- | summarise the key points in two arguments
- | revise some of the words and expressions used in argument.



The purpose of arguments

Arguments are made in many different situations. The situation may be one of conflict, or it may be a situation in which people argue different positions, so that they can work out a solution to a problem. As you have seen in previous lessons, arguments may be about personal issues, political issues, legal issues, community issues, etc. However all arguments have similar aims. In the first activity you'll revise what you have learned about the purpose of arguments.

ACTIVITY 1

1. Brainstorm what people are trying to do when they argue about something. Think of:
 - | why people argue
 - | what they are trying to express
 - | how they try to do this.
2. Think of the arguments you have examined in this unit. Choose an example and work out the reasons why that argument took place, what the argument was about, and who was involved in the argument. Write your answers in note form in your notebook.

ANSWERS ON PAGE 173

COMMENT

Arguments take place in specific contexts. Only if we understand the context of an argument can we really understand what the argument is about. That's why it is important to know something about the people who are involved in the argument, and what they hope to achieve by arguing.

Arguing well

We all need to know how to argue well. In the next few activities you can revise what you have learnt in this unit about arguing well.

Work out what you think

The main purpose of arguments is to express our views and to back them up, by explaining why we think something. We want other people to think seriously about what we are saying.

If we can't substantiate what we think with information and examples, it's unlikely that people will take us seriously.

To do this we have to work out what we think and why. We need to have enough information to decide what we think about something, and to argue our view. We need to:

- | work out what we know about the topic or issue
- | find out more information
- | work out the points for and against it.

ACTIVITY 2

1. Think again about the arguments which you have examined in this unit. Did the writers or speakers just give their opinions, or were they able to back up their opinions with information?
2. In Lesson 8, you constructed a legal argument. Did you follow the process outlined above when you organised your points?

COMMENT

In the best arguments and counter-arguments you have studied, the participants expressed their opinions strongly. They knew what they were arguing for. They tried to show up the weaknesses in their opponent's argument. They knew what they were arguing against. But in these arguments, the speaker or writer did not just have an opinion. The writer who argued that women in Yugoslavia did not get any benefits from socialism backed up her opinion with several reasons. The lawyer who argued that Clive Derby-Lewis was a racist quoted several examples to illustrate his point. In your argument in the previous lesson, you used legal facts which you researched to substantiate your argument.

Plan the structure of your argument

The second thing you have to do is to organise your argument clearly so that people will understand the points you are making and the reasons why you think something.

This means that you need to plan what you are going to say or write. In a plan you work out which points should come first and how to link your ideas together.

In this unit you have analysed the structure of several different arguments. You have also practised organising your own arguments. So you already know quite a lot about how to plan an argument.

ACTIVITY 3

Can you note down the three main sections of an argument? If you can't, then look back to the flow-charts you made of Mandela and De Klerk's speeches in Lesson 4.

ANSWERS ON PAGE 173

Link your ideas

Once you've made a plan of the points you are going to make, you have to put them together in sentences and paragraphs. To link ideas together we use 'linking' or 'joining' words. Remember you learned about linking words

ACTIVITY 4

Language note

words which add to an idea:
and, also, as well as
words which introduce a contrast:
but, yet, however
words that introduce a result:
therefore,
consequently, and so
words that show order or time:
firstly, secondly, thirdly,
lastly, next, then,
afterwards, before

Read the paragraph below and fill in the blanks with appropriate linking words. Use the language note in the margin to help you. (You can use the same linking word more than once.)

The youth are often told that the future of the country is in their hands, _____ transformation cannot take place overnight. It's going to take years for attitudes to change _____ there will be some defeats and despair along the way. _____ we have to be strong. It's going to take a lot of effort _____ struggle and _____ young people must be involved in the process of change right from the start. We must learn to resolve conflicts without resorting to violence _____ we are the future leaders.

ANSWERS ON PAGE 173



COMMENT

A good argument can be very convincing. To argue well you should:

- | work out what you think and how you can substantiate your opinion
- | plan the structure of your argument
- | make your points clear and understandable
- | link your ideas.

Summarising information

In this unit you've summarised information in different ways. For example, you summarised:

- | main points by using a flow-chart (for example, Mandela and De Klerk's speeches in Lesson 5).
- | information to make a comparison in table form (for example, what had changed and not changed for women in Zimbabwe and former Yugoslavia in Lesson 6).

If you want to use some information from a text in a written argument, you should work out which are the most important points and put them in your own words. If you copy exactly what the writer said without using quotation marks and stating the writer's name you will be accused of plagiarism. Therefore, when you research an argument you should take down the title, author and publishing details for your references and bibliography.

Do you remember learning about plagiarism in Unit 3, Lesson 12?

ACTIVITY 5

In this activity you'll summarise the key points in two arguments.

1. Read the texts on pages 104 and 105 and underline the main points.
2. Jot down the main points in note form, or in a flow-chart or a table.
3. Use your notes to write a short summary of the key points made in Text A. Your summary should be 60-70 words long.
4. Now make a summary of the key points in Text B. Your summary should be 75-85 words long.

ANSWERS ON PAGE 173

Text A

PRESS RELEASE • PRESS RELEASE • PRESS RELEASE

TO: ALL MEDIA

FROM: MEDICAL RESEARCH COUNCIL

CHILDREN ALREADY THINK ABOUT SMOKING

An alarming study of children's knowledge of cigarette brands by Medical Research Council researchers at the University of the Witwatersrand has shown that 29% of five-year-olds could identify brand names, and 19% thought they would smoke as adults. Seven percent had already tried. Over 70% of the children were exposed to environmental tobacco smoke.

The research forms part of the Birth-to-Ten longitudinal study of health and development of more than 4 000 children born in Johannesburg and Soweto in 1990. The researchers found that the children seemed to have well-developed beliefs about tobacco and smoking well before having any personal experience with it. They believe that by understanding why and when children decide to smoke, it should be possible to target specific interventions to discourage children from smoking and to prevent tobacco companies from targeting young children as potential smokers.



Text B

TRADITIONAL HERBAL MEDICINE

In South Africa, about 70 - 80% of black people visit traditional healers on a regular basis and use the locally available herbal preparations prescribed. Traditional healers are specialist botanists who, with no formal training, possess incredible knowledge of the chemistry, nutritional and medicinal value of hundreds of medicinal herbs. Many of these plants are gathered and harvested according to strict laws that govern when, where and how much may be removed at a certain time.

Most Africans know a few medicines, which they use when the need arises. To a large extent, it is believed that by ingesting plants with certain characteristics, one can take on the character that the plant exhibits, for example the Resurrection plant (vuka-kwa-bafile). Other plants are known for their curative properties which have a sound chemical basis.

Three-quarters of the plant derived prescription drugs in common use today were discovered by following folkloric 'leads'. Traditional African medicine is not just a load of 'hocus-pocus' as some would have you believe, but rather an effective form of primary health care on which many people rely.



Glossary
botanists: people who study plants scientifically
ingesting: taking into the body (by eating or drinking)
curative: healing
folkloric: coming from traditional knowledge (folklore)
hocus-pocus: magician's trickery

The language of argument

You have already learnt some ways of expressing agreement and disagreement in Lesson 5. Now you can learn some more words and phrases to use when you are arguing.

ACTIVITY 6

1. When we argue we usually introduce the argument by stating what the topic is and what our position or opinion on the topic is. Look at the topics in Activity 5. Imagine that you are going to write an argument on each of these topics. Now write a sentence introducing your argument.

You can start by writing:

In my view...

I think that...

or you can use the words in the topic heading and then state what you think, for example:

Children should not be allowed in areas where poisonous substances are emitted because it damages their health.



2. In arguments we often compare things.

Write three or four sentences in your notebook comparing the schools in your area to those in another area. Use the expressions below:

- | The difference between ... is that ...
- | They are similar in that they both ...
- | On the one hand, the schools in my area are ... on the other hand, the schools in ...

3. We also explain why things happen. Words and phrases used to explain cause and effect are:

because
the reason (is that)
this explains why
for this reason
due to
the result was that
as a result
consequently

Use the above words and phrases to help you to complete the following paragraphs:

Jabu left home _____ he went to live with his girlfriend. He said that his wife worked all day and would not cook his meals at night and _____ he had an affair.

Philemina says this was _____ to the fact that she was too tired to cook after she had done the housework and put the children to bed.

_____ the marriage is in trouble,
_____ Philemina has decided to divorce Jabu.

4. We also give examples of points we have made. Can you think of any ways of introducing examples?

ANSWERS ON PAGE 174

COMMENT

Try to practise using new words and phrases in your daily life. The more you practise new language the easier it will be to use in your writing.

CHECKLIST

Are you able to:

- r describe the purpose of different arguments
- r select and summarise information to use in an argument
- r introduce your point of view appropriately
- r organise your argument coherently
- r use linking words in an argument
- r argue convincingly.

Defining development

Do you know exactly what politicians mean when they talk about 'development' or do they seem to mean different things? You can find out more about development by reading some texts which explore this idea.

ACTIVITY 1

1. Scan the text below. It comes from a manual called *Let's build Zimbabwe together - a community manual*. The manual was written soon after the independence of Zimbabwe in 1980. The new ruling party was the ZANU PF, led by President Mugabe. What do you think the purpose of the manual was?
2. Skim the text to find the definition of underdevelopment, and then read what it says. Do you think this is a good definition of underdevelopment? Does it fit the South African situation?
3. Read the definitions of development. Count how many times the words 'people' and 'change' are used. What does this suggest about the development process?
4. Now underline all the words in the definitions of development which end with 'ing'.
Write a short paragraph describing what these words suggest the process of development involves.
5. Complete the summary of the views expressed in the comic strip by filling in the gaps:

Development is about people and change. It involves:

- | the change of _____ between people
- | the _____ of people's _____
- | the _____ of a situation and how to _____ it
- | giving _____ power and enabling people to take _____ of their lives
- | people discussing and _____ each other
- | development is not only about _____, it is about developing _____ abilities, so that they can work out what they _____, and build a future for themselves.



Community workers need a clear understanding of development. Many projects fail because they are not carefully chosen and do not relate to the needs of community as a whole.

SOME ZIMBABWEAN VIEWS ON DEVELOPMENT

Development is the growth of people, the building of their confidence. It is the understanding of a situation and how to change it for the better.

Underdevelopment results in destructive relationships that dominate people, push them aside, and prevent them from becoming strong, creative and fully human.

Development is the change of relationships between people. It is relationships that make development happen or fail.

Development is about giving people power, about enabling people to take control over their lives. The end product of development is people knowing what they want and getting it.

Development is doing things ourselves, discussing while doing, helping each other get up.

Development is not about projects, it is about building people, so that they can build a future for themselves.

6. Read the definition of underdevelopment again. Change it to a definition of development by replacing the underlined words with a word meaning the opposite:

Underdevelopment is a destructive relationship that dominates people, pushes them aside, and prevents them from becoming strong, creative and fully human.

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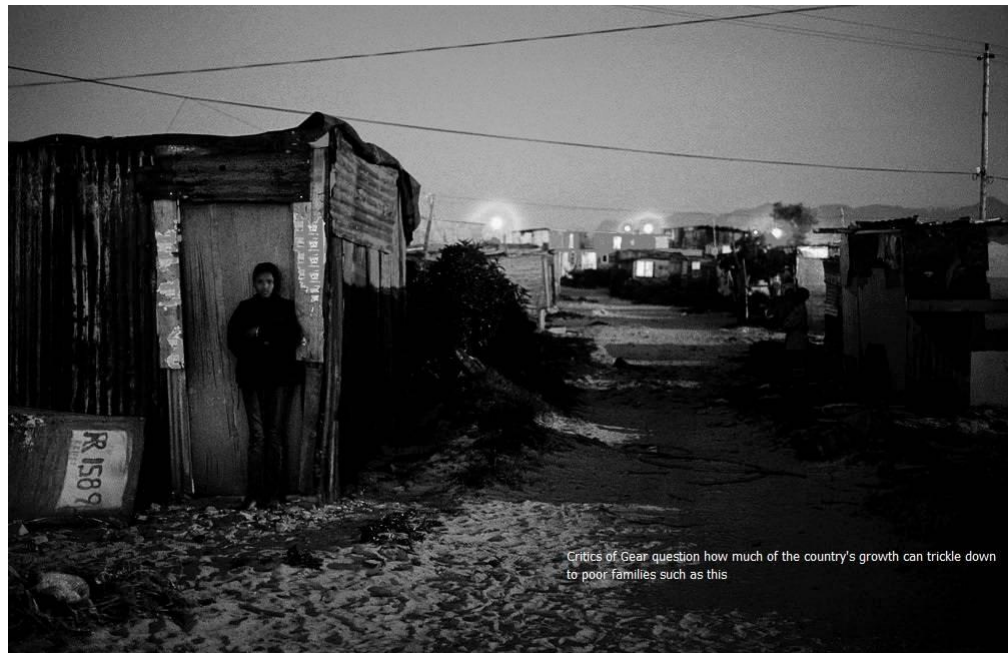
COMMENT

You have examined a view of development and underdevelopment which was supported by the ruling Zimbabwean party, ZANU PF, after independence in 1980.

However, there is a difference between the abstract ideals of a new government and what it achieves in practice. For example, in 1994 the first democratic government of South Africa committed itself to the Reconstruction and Development Programme (RDP), yet in 1996 the RDP ministry was closed. Some people and organisations, notably COSATU and the South African Communist Party, criticised the government for apparently abandoning the RDP.

The government said that this was not true. By closing the central RDP ministry, it was transferring power to the provinces and local authorities. The RDP, the government argued, was about delivery, and delivery could only take place through negotiations with communities and not through decisions taken at the top.

As you read the following views, think about whether you agree that development should be driven by communities, or whether it needs to be directed from a central government department.



ACTIVITY 2

In this activity you will read a text from Grenada, an island in the Caribbean, to find out why people's participation in development is so important. The Grenada Revolution, which was led by the New Jewel Movement, began in March 1979, and was suppressed by the United States' invasion in October 1983.

WHY IS PEOPLES PARTICIPATION VITAL IN THE DEVELOPMENT PROCESS?

'... we have always declared that the mass participation of the people in all major decisions that affect our lives, from budgets to bananas, from planning to people's control is the vital component of our development. People's participation is the blood supply of our Revolution, not only because it seeks to release our people's submerged potential, creativity and genius, but because it is the only alternative way in which our economy can grow. Our economy can only become strong if our people's input into its organisation is equally strong. We can only produce together if we plan together. We can only increase our wealth if we increase our collective investment in that wealth... For economic development is... bound absolutely to the ways we find of democratising our society and organising its growth. Every worker has a voice, has creative suggestions, has a portion of genius. Let us extract it all, and put it at the service of our economic growth... Our people are our constructors and will also be the beneficiaries of what they construct...'

Extract from a 1982 speech made by Maurice Bishop
(Prime Minister of Grenada 1979-83), p90.

1. a. Scan the extract from 'Words unchained. Language and revolution in Grenada' to get an idea of who is speaking, and what the topic is.
- b. Now read the first sentence. Underline the word which describes what kind of decisions Bishop thinks people should participate in. Underline the examples he gives.
- c. In the next sentence he gives two reasons why people's participation is the 'blood supply' of the revolution. Jot down what these are.
- d. Bishop says that the economy can only grow if 'people's input into its organisation is equally strong'. He then explains what he means. Read his explanation and fill in the gaps below:

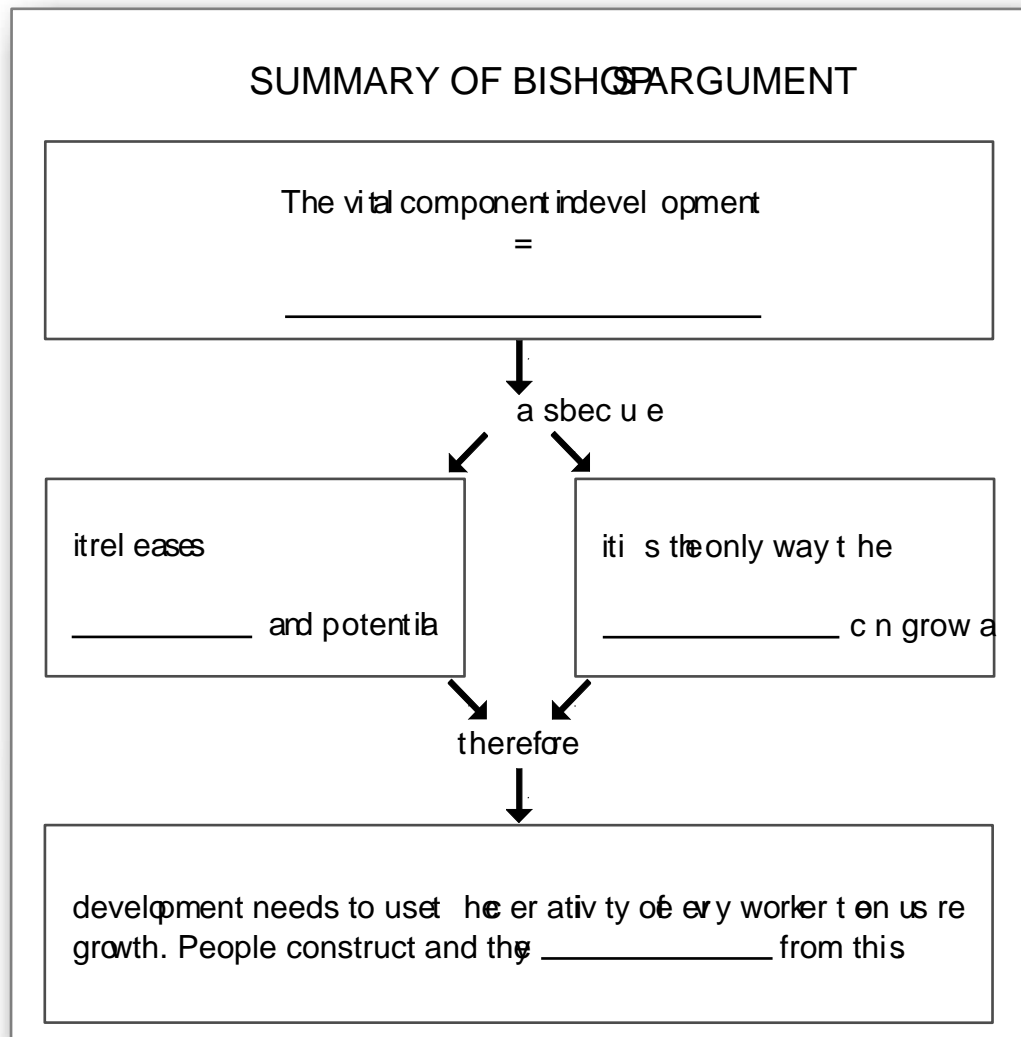
'We can only produce together if ...'

'We can only increase our wealth if ...'

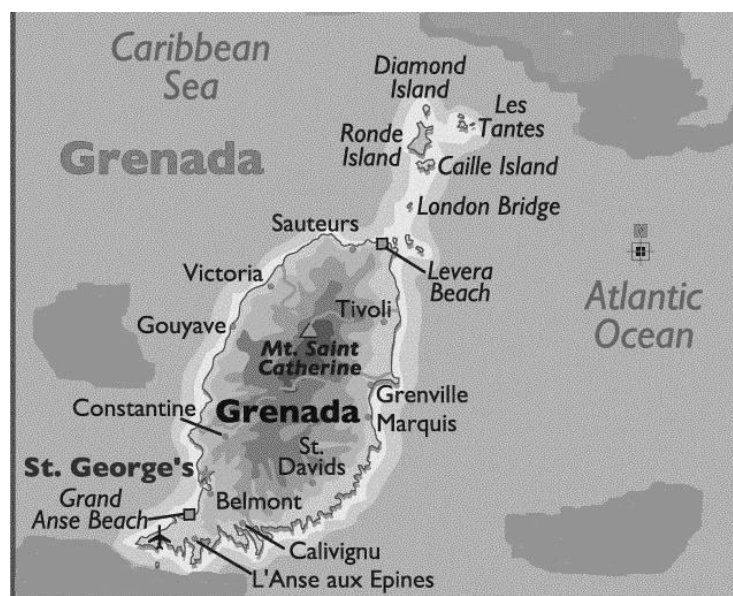
'Every worker has a voice, ...'

'Let us put it at the service of ...'

- e. Complete the flow chart which summarises the reasons why Bishop thinks people's participation is vital in the development process. Do you think his argument is convincing?



ANSWERS ON PAGE 175



COMMENT

The texts from Zimbabwe and Grenada both argue that development involves people actively participating in building a new society. Not everyone would agree that the key to development is mass participation rather than government initiative. There was a debate about the government's GEAR (Growth, Employment And Redistribution) strategy. The government claimed that GEAR would not replace the RDP but help it. People in the labour and NGO field did not agree.

GEAR aims to build the economy by making conditions favourable for overseas investors, for example by allowing businesses to pay lower wages and avoid taxes. It also aims to cut government spending by paying out less in welfare and offering fewer services. Read what Sam Shilowa who was General Secretary of COSATU said:

'For us to co-operate with big business, international finance and the Government in implementing GEAR is like being told to dig our own graves— jump in voluntarily and then wait to have the earth thrown on top of us by the representatives of those interests.

Those who support GEAR believe that if businesses are encouraged, money will 'trickle down' to the poor. GEAR's opponents believe that money does not trickle-down; instead poverty does. Unlike the RDP, GEAR was not written in consultation with the community, but by a predominantly white male team of economists. The South African government has stated that GEAR is government policy, and that 'its fundamentals are not up for negotiation'.

Many governments adopt this top-down attitude to the economy. However, in the next activity, you will read about how the government of Grenada tried to get mass participation in working out the National budget in 1982.

ACTIVITY 3

1. a. Read the first section of the extract below to find out what steps the government took to enable mass participation. Note these in your notebook.
- b. What was the result of this consultative process?

In 1982 the Government of Grenada decided to use the democratic structures to enable mass participation in the formulation of the 1982 Budget and National Plan. A book which contained all the information about the economy was circulated so that the entire population could study it.

Economists, planners and ministry officials travelled all over the country to consult with people and listen to their priorities and grievances. As a result of the process thousands of criticisms, suggestions, innovative ideas and problems were put forward to the Ministry of Finance and Planning, and Cabinet. The 1982 People's Budget emerged after three months of mass consultation and planning.

2. Read the extract from Bernard Coard's 1983 speech, and answer the questions below. Coard was the Deputy Prime Minister and Minister of Finance.

'Therefore one of our prime objectives ... as a government and party, has been to demystify economics and to recognise that economics is something which everybody can understand ... I think we can see the results of the new confidence amongst our people ... I have piles and piles of folders and files with all the criticisms, proposals and suggestions that came up from the people ... The people are beginning to realise that they can rap about these issues, that they have an instinctive grasp of them, for they are the ones that live and breathe the economy...'

Extracts in questions 1 and 2 come from: SEARLE, C. 1984. WORDS UNCHAINED. LANGUAGE AND REVOLUTION IN GRENADA. LONDON, ZED PRESS, PP. 96, 97.

- a. Coard starts by telling us about one of the government's prime objectives. Underline the objective he is talking about.
 - b. From what Coard says, identify two ways in which the new confidence of the people can be seen.
 - c. Do you think that the Grenadian government achieved its objective?
3. Now look back to the list of words ending in 'ing' you made in Activity 1, number 4. Do you think that some of these actions were taking place during the development process in Grenada in 1983? Discuss your ideas with your study group or a learning partner.
 4. You have read about the view of development the Government of Zimbabwe had when they came into power. You have also read an argument put forward by Maurice Bishop, who was Prime Minister of Grenada, about why he thought that mass participation was vital for the development of Grenada.
 - a. Think about what you have read, and note down what you agreed with and what you disagreed with. Before you do so, you should think about these questions:

- | were you convinced by the argument from Zimbabwe that people and communities must be actively involved in the development process? Why/why not?
- | is it a good idea for governments to consult the people about major decisions (for example, working out the national budget), or is it a waste of time and money?
- | is promoting people's understanding and confidence a vital part of the development process? Why/why not?
- | is mass participation in major government decisions a sensible way to increase people's understanding and confidence, or are there better ways?

b. Now write your own definition of what development is.

ANSWERS ON PAGE 176

Examples of development in health and education

In this section you will read examples Fidel Castro gave in a speech in 1989 of what development programmes have achieved in Cuba since the Cuban Revolution in 1959. You learnt about the position of women in Cuba in Lesson 6, so you already have some idea of the kinds of programmes which were implemented there. Castro supported his argument that Cuba has achieved a lot by comparing the situation which existed before the Revolution to the situation in 1989. Now that the Soviet Union has collapsed Cuba is facing great difficulties.

ACTIVITY 4

The purpose of this activity is to get some ideas about the practical things development involves, for example, the training of more doctors. This will help you to work out what kind of development is needed in your area.

Read the text *The achievements of development* and answer the questions that follow.

1. Look at the way the text is organised. In the middle are two extracts from a speech made by Castro in 1989. Read the headings. You now have an idea of what topics the text covers.
2. Castro asks: 'What did our country begin with to tackle its development plans?... How did our people become a socialist people?'

Do you think that Castro wanted someone to answer the questions? Give a reason for your answer.

THE ACHIEVEMENTS OF DEVELOPMENT

1. The situation in the past (before 1958)

In education

- | 60-70% of the population was illiterate
- | primary school attendance was 45-46%
- | secondary school attendance was 8%
- | 6 or 7 technical schools. Technical education was almost non-existent
- | 10 000-15 000 university places
- | 0% childcare facilities
- | 0% schools for children with special needs (disabled, deaf, blind, etc.).

In health

- | mortality rate - 60 deaths per 1 000 births
- | 12 out of 1 000 mothers died in delivery
- | 6 000 doctors
- | practically no health services for majority of population
- | more than 30% unemployment.

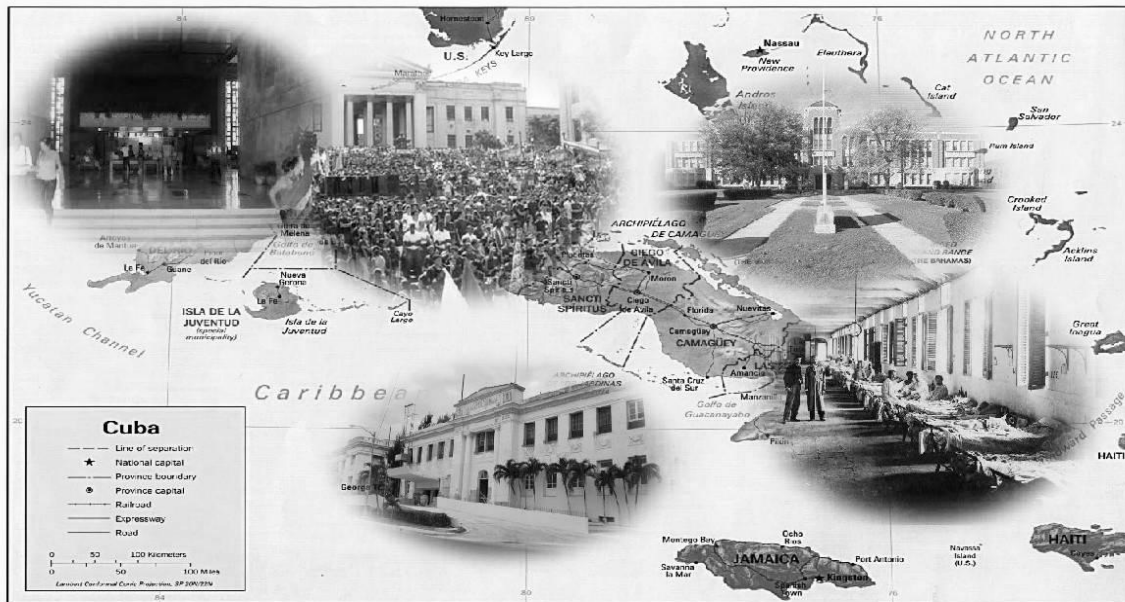
2. Situation at independence (1959)

In 1989 Castro said:

'What did our country begin with to tackle its development plans? Our country tackled its development plans with personnel who had barely finished sixth grade. Nearly all our administrators, and a large portion of our engineers, university professors, and technicians went off with their imperialist masters, with the bourgeoisie, with the landowners. We had few agronomists, few veterinarians... our country had to start from zero in facing these problems... .



'How did our people become a socialist people? It was the revolutionary laws more than the revolutionary words, preaching or reasoning... . When rents were cut, which profoundly affected the interest of the landlords, the entire population supported the measure... . The interests of the workers were taken care of. Social justice was implemented with a strong hand from one end of the country to the other. For the first time in our country's history, the state and the government ceased being on the side of the rich and put themselves on the side of the poor... . In this way a new political thinking, a true political awareness was created among our people.'



3. The achievements of the revolution (1959 - 89)

In education

(All education is paid for by the State)

- | illiteracy rate 0%
- | primary school attendance 98%
- | secondary school attendance 87% (all have the opportunity to attend school, free of charge)
- | each province has its own university
- | 21 medical schools
- | different types of schools: schools for sciences, technological schools, vocational art schools, sports schools, and schools in the countryside which teach academic subjects and production skills (e.g. making radios, farming, etc.)
- | 1 000 day care centres
- | provision of special education.

In health

(All health-care is paid for by the state and is therefore free)

- | infant mortality rate: 11,9% in 1 000 live births per annum
- | maternal mortality rate: 2,6 deaths per 10000 deliveries
- | 35 000 doctors
- | family doctors + specialists + doctors in factories, schools, day care centres.

Social welfare

- | unemployment 0%
- | social security covers every citizen 100% (pensions, retirement, other benefits, etc.).

3. Skim through section 1, 'The situation in the past', and then skim through section 3, 'The achievements of the revolution' to find the differences. Now answer these questions:
 - a. Do you think the changes in education and health in Cuba were positive and adequate? Explain your answer.
 - b. Underline the different types of educational institutions mentioned in Section 3. Make a list of the different types of schools or other educational institutions you think would help to develop the kinds of skills needed in the area where you live.
 - c. Now make a list of the kinds of health provision that your area needs, for example, dental clinics.

ANSWERS ON PAGE 176

COMMENT

In this activity you worked out some ideas for development in your area. You can use these ideas in the next lesson when you make an argument to develop your area in some way.

ACTIVITY 5

In this activity you'll examine how Castro supports his argument that Cuba's development has been a great achievement.

Skim Section 2 of the text in Activity 4, 'The Situation at Independence', and then jot down the answers to these questions in your notebook:

1. Underline who left the country.
2. Castro says that Cuba had to start from zero. What does he mean?
3. Is South Africa in a better situation today than Cuba was at independence? Explain your answer.
4. According to Castro, what persuaded people in Cuba to support the government's development plans?

ANSWERS ON PAGE 176

COMMENT

Castro argued that the people of Cuba developed a new political awareness because they were convinced that the government was serving their interests and needs.

What is your view? Do you think that the development of a country depends on building people's confidence in themselves and in their government's commitment to serving their needs?



In this lesson you wrote down your view of development, and your ideas on the kinds of changes that are needed in education and health. You thought about the situation in South Africa. All of this will be useful to you in the next lesson when you prepare an argument for the kind of development programme you think is needed in your own area.

CHECKLIST

Are you able to:

- r describe and explain your point of view on development
- r analyse extracts from political speeches
- r provide examples of development in different countries
- r apply what you have learnt about development to South Africa.

Revising your ideas on development

When you argue something in a speech or in writing, you should start off by making sure you understand the topic thoroughly. You've already got a lot of ideas and information about the topic of your argument which is 'development'. Now you are going to apply what you have learnt and your ideas to the context in which you live.

ACTIVITY 1

1. Read the notes you made on development in Lesson 10. Take some time to think about what you have written. Discuss it with a friend or fellow learner. Add any new ideas you may have and make any changes you think are necessary.
2. Write a list of some of the key features of the kind of development you read about in Lesson 10, for example:
 - l it's an active process.
3. Check your notes again to see if you want to make any changes.

ANSWERS ON PAGE 177

ACTIVITY 2

In this activity you'll read an extract from the South African Reconstruction and Development Programme (RDP) on pages 125 and 126. It was published by the ANC in 1994. The first section summarises the principles of the RDP.

1.
 - a. Read the sub-headings under the section called 'The six basic principles of the RDP' in the text. These are the broad goals of the RDP.
 - b. Read through the text to make sure you understand what these goals are, and then underline the goals which you think are most important.
2.
 - a. Read the list of the five key programmes of the RDP.
 - b. Now read the rest of the text to understand what these programmes are trying to achieve.
3.
 - a. Note down in point form the key goals and programmes of the RDP.
 - b. Compare your notes on development with the goals and programmes of the RDP. Does the RDP fit with your view of development?

ANSWERS ON PAGE 177

The reconstruction and development programme

THE SIX BASIC PRINCIPLES OF THE RDP

1. An integrated and sustainable programme

The legacy of apartheid and the over-come with piecemeal and uncoordinated policies. The RDP brings to these strategies to harness our resources in a coherent and purposeful effort that can be sustained into the future.

2. A people-driven process

Our people, with their aspirations and collective determination, are our most important resource. The RDP is focused on our people's most immediate needs, and it relies, in turn, on their energies to drive the process of meeting these needs. Regardless of race or sex, or whether they are rural or urban, rich or poor, the people of South Africa must together shape their own future. Development is not about the delivery of goods to a passive citizenry. It is about a collective involvement and growing empowerment.

3. Peace and security for all

To begin the process of reconstruction and development we must know establish security for all that reflect the national and gender character of our country. Such for all must be non-partisan professional, and uphold the Constitution and respect human rights. The judicial system must reflect society's racial and gender composition, and provide fairness and equality for all before the law.

4. Nation-building

Central to the series in our country are the massive divisions and inequalities left behind by apartheid. Nation-building is the basis on which to build a South African that can support the development of our Southern African region. Nation-building is also the basis on which to ensure that our country takes up an effective role within the world community.

5. Link reconstruction and development

The RDP is based on reconstruction and development being parts of an integrated process.

6. Democratisation of South Africa

Democratisation must begin to transform both the state and civil society. Democracy is not confined to periodic elections. It is, rather, an active process enabling everyone to contribute to reconstruction and development.

THE KEY PROGRAMMES OF THE RDP

There are many proposals, strategies and policy programmes contained in the RDP. These can be grouped into five major policy programmes that are linked on to the other. The five key programmes are:

- | meeting basic needs;
- | developing our human resources;
- | building the economy;
- | democratising the state and society, and
- | implementing the RDP.

Meeting Basic Needs

The first priority is to begin to meet the basic needs of people – jobs, land, housing, water, electricity, telecommunications, transport, a clean and healthy environment, nutrition, health care and social welfare. In this way we can begin to reconstruct family and community life in our society. In this chapter achievable programmes are set out for the next five years. These include programmes to redistribute a substantial amount of land to landless people, build over one million houses, provide clean water and sanitation to all, electrify 2,5 million new homes and provide access for all to affordable health care and telecommunications. The success of these programmes is essential if we are to achieve peace and security for all. Our people should be involved in these programmes by being made part of the decision-making on where infrastructure is located by being empowered to manage and administer these large scale programmes.

Developing Our Human Resources

The RDP is a people-centred programme – our people must be involved in the decision-making process in implementation, in new job opportunities requiring new skills and in managing and governing our society. This will empower our people but an education and training programme is crucial. The underlying approach of these programmes is that education and training should be available to all from cradle to grave.

Building the Economy

The economy has strengths and weaknesses. Mining, manufacturing, agriculture, commerce, financial services and infrastructure are well developed. At present we have a large surplus of electricity. These are strengths we can build on.

But so far they have not benefitted all our people. A process of reconstruction is proposed to ensure that less rights now benefit all our people. But we must be able to address serious weaknesses in our economy. There are still very clear racial and gender inequalities in ownership, employment and skills. Our economy must adjust to these pressures if we are to sustain economic growth and continue to develop a large domestic manufacturing sector that makes greater use of our own raw materials and minerals. A central proposal in this chapter is that we cannot build the South African economy in isolation from its Southern African neighbours. It is essential that we combine to develop effective strategies for all Southern African countries. In building the economy, programmes dealing with the following areas are dealt with: linking reconstruction and development; industry, trade and commerce; resource-based industries upgrading infrastructure; labour and worker rights, and Southern Africa.

Democratising the State and Society
Democratisation is integral to the RDP. Without thoroughgoing democratisation the resource allocation of our country and people will not be available for a coherent programme of reconstruction and development. In linking democracy, development and a people-centred approach, we are paving the way for a new democratic order.

Implementing the RDP

The RDP raises many challenges in its implementation because it involves processes and forms of participation by organisations outside government that are very different to the old apartheid order. To implement and coordinate the RDP, will require the establishment of effective RDP structures in government at a national, provincial and local level.

COMMENT

In this activity you revised the notes you made on development in the previous lesson. You worked out which of your ideas can be fitted into the goals and key programmes of the RDP. This will be useful to you in the following activities, when you decide what you think needs to be developed in your area.

Preparing your argument

In Lesson 10 you began thinking about the education and health needs in your area. In the next activities you can develop these ideas further.

ACTIVITY 3

1. Think of the area you come from or one which you know well. Decide what development you think is most needed by the community. Try to talk to other people in the community about their needs and ideas.
2. Now note down what the problem is. The problem does not have to be a major one. You could decide, for instance, that you are most interested in improving the appearance of the school your children attend, and making it a better environment for the children to be in.
3. Note down in a table what you think is the cause of the problem, and the effects the problem has had. For example:

| Problem: State of School Buildings | |
|------------------------------------|--|
| Causes | lack of state funding, poor security, lack of pride, student anger and frustration, no community recreational facilities |
| Effects | no playgrounds, posters or charters, dirty walls, graffiti, broken windows, doors and toilets |



ACTIVITY 4

1. Read the text *Comments From People in Latin America About Their Development* and answer the questions that follow.
2.
 - a. Find the paragraph which begins 'If I were president ..'. The writer is thinking of an ideal situation, where she is president, and she can set up nurseries for the children so that women can be more independent.
 - b. You have noted down a problem in your community, its causes and the effects. Now try to think of an ideal solution. For instance, what would the ideal school for your children look like?
3.
 - a. You need to decide if this ideal can be achieved. Is it a realistic and practical goal? If it isn't, then you need to work out what you think could be achieved.
 - b. You can have a long-term goal and short-term goals. The long-term goal is what you hope to achieve over a long period of time. The short-term goals are the smaller things you have to complete to achieve your long-term goal. Write your long-term goal on the top of a sheet of paper. Then write a list of short-term goals below it.

COMMENT

So far you have worked out:

- | the area of development you are interested in, for your community
- | the problem that exists
- | the causes and effects of the problem
- | the long-term and short-term goals that need to be achieved.

Revising your argument

In the last question you answered, you gave some thought to the difference between an ideal and a goal that can be realistically achieved. A year after it introduced the RDP, the South African government had to face the realisation that some of its development goals were too idealistic. In the next activity, you'll read about the government's Growth, Employment And Redistribution strategy, which was introduced to make the RDP more workable.



ACTIVITY 5

Read the extract on page 131 from the government's GEAR workbook, and answer the questions that follow.

1. Why could the promises of the RDP not be delivered?
2. Underline two sentences which summarise what the GEAR strategy aims to do.
3. Look back at the development goals you listed in Activity 4. Does your programme fit into one of the key areas in the RDP? Can you justify your goals in terms of the GEAR strategy? In other words, do you believe that the government would fund or assist your project because it furthers the aims of the RDP and of GEAR? If not, can you rewrite your goals so that they do fit in with the RDP and with GEAR? Answer in two paragraphs, giving reasons for your response.

ANSWERS ON PAGE 178

COMMENT

Just as the government had to adjust its RDP goals to fit in with economic realities, so you too have reviewed your goals to fit in with the long-term economic aims of the government.

ACTIVITY 6

1. Do you think that a development programme should be run by outside experts? Or should the programme train and develop local people? Give reasons for your answer.
2. In Activity 4 you listed your long-term and short-term goals. Now jot down all the ways you can think of to carry out your goals. Here are some things you need to consider:
 - | the kind of material support (e.g. equipment) that is needed
 - | the funds needed
 - | the skills and expertise that will be needed (leadership and technical) - are these available in the community?
 - | the kind of training that will be needed
 - | the kinds of experts needed; how to identify them
 - | the role of the community
 - | how to select people to be trained.

The GEAR strategy

1. Introduction

Towards the end of 1995, it became apparent that if the South African economy continued to grow at around 3%, as it was likely to do if no changes were made to the way it was working, government would not be able to deliver what it said it would in the Reconstruction and Development Programme (RDP).

Two alternatives for South Africa have been described as the 'Low Road' and the 'High Road'. The 'Low Road' suggests that if the new government maintained the old economic system, with a continuing trend of about 3% growth rate per year, the long-term outcome would be rising unemployment, limited scope for social spending and at the end of the day, increasing social discontent. The 'High Road' suggests a strategy for economic growth and development which targets 6% economic growth and the creation of 400 000 new jobs per year. For the government to deliver on its promises to the people, it needed to implement a strategy that would take South Africa along the 'High Road' of economic growth and development.

It is within this context that the then Minister of Finance, Trevor Manuel, presented a macro-economic framework, 'Growth, Employment And Redistribution' (GEAR) to Parliament on 14 June 1996. The strategy seeks to get the South African economy onto a new path, one that will ensure:

- | a competitive and fast-growing economy which creates enough jobs for all work-seekers
- | a redistribution of income and opportunities in favour of the poor
- | a society in which sound health, education and other services are available to all
- | an environment in which homes are secure and places of work are productive.

These are the same goals which underlie the RDP. What GEAR does, is to set out clearly the key economic plans for achieving the goals.

2. The Macro-Economic Strategy

At the heart of GEAR are two core strategies. Firstly, the framework looks at promoting growth through exports and investments. Secondly, it intends to promote redistribution by creating jobs and reallocating resources through the budget.

Growth through exports and investments

This core strategy strives to create the desired growth by changing the economy to increase the amount of goods and services that are exported, particularly in the non-gold sector. This involves the creation of a good and stable domestic environment to encourage domestic and foreign investments in South Africa.

Redistribution through jobs and the budget

This core strategy strives to redistribute the wealth of South Africa by ensuring that more and more people have access to jobs and are able to participate in economic activity. This strategy also places an important responsibility on government to redistribute wealth by reforming the budget, thereby making adequate provision for essential services like water, housing, education, social services and health.

These two core strategies are dependent on one another. The country needs economic growth to increase the amount of resources available for the development of its human potential. The core strategies are also interrelated, because investment in South Africa will promote jobs, and jobs will mean that people have more money to spend on goods and services, which will in turn promote further investment.

COMMENT

You have worked hard to find out about development in other countries and the aims of the RDP and the GEAR strategy in South Africa. You have also used everything you have learnt to work out the kind of development programme you think your community needs. You are well-prepared to argue for your programme to be supported.

Planning your argument

The last thing you need to do is to organise all your information and ideas into a written speech. Do you remember, in Unit 4, Lessons 9 and 10, you learnt about making a speech? Read through the Checklist. It will remind you of what's important when you plan a speech.

Checklist for preparing a speech:

- | what are you going to talk about?
- | when will the talk be given? (date, time)
- | where will it be given, and what equipment will be available (e.g. chalkboard, overhead projector, etc.)?
- | how long can you speak for? The amount of time you have to speak affects the amount of detail you can give.
- | who is your audience? It's important to know who you are going to talk to. It will give you clues about how much they are likely to know about the topic, what you will need to explain, and the kinds of things they will be interested in. It will also help you to decide which language/s to use, and how formal or informal your talk should be. Talking to a few people means you will probably feel less nervous and can be less formal than if you are going to talk to a large group in a hall.
- | what is your purpose? It's very important that you know why you are going to speak about something because this will affect the way you present it. For example, you might want to convince people of something, you might want to argue against something, or to explain something.
- | how are you going to present your argument? You need to work out if you are going to use a chalkboard, etc.

When you are making a speech you can either write down your talk and refer to it, or you can make notes and use them to remind yourself of what you want to say and the order of the points.

Think of the speakers you have listened to. Which speakers did you think were better— those who read their speeches never looked at you, or those who used notes and talked to you.

It's more effective to use notes, because it means you can look at people when you talk and watch their responses. For example, if they are yawning you'll know that you are boring them and that you had better do something to wake them up!

However, some people get very nervous when they are talking in public and so they read their speeches. If you decide to read a speech then you should practise reading it before the time, so that you know it well and can look at your audience.

ACTIVITY 7

In this activity you'll plan and write the full text of your speech. You have learnt how most arguments are organised into an introduction, a discussion of the points being argued, and a conclusion.

1. Note down how you are going to introduce your argument. Your introduction should tell your audience what your topic is and what you are arguing. It should also make your audience feel interested in what you are going to say.
2. Now note down the points you are going to make, and in what order.
3. Once you've done this you need to conclude your argument. In the conclusion you can sum up your argument. For example, you can say, I have argued for ... because I think that it will ...

You can finish off your talk by asking your audience to support your proposal, to add their ideas, and to work with you to implement it. You could start off with I hope that ...

4. Write your notes into a speech.
5. Read your speech aloud to yourself and check:
 - | its structure— is it clearly set out?
 - | the meaning— is it clear?
6. Then read your speech to a friend or to your fellow learners and encourage them to comment and ask questions.



7. Make any changes that you feel are necessary and check that your spelling, tenses and pronouns are correct.
Write the final draft of your speech and give it to your tutor for assessment .

CHECKLIST

Are you able to:

- r apply the key goals of a policy to a specific situation
- r define a problem, and its causes and effects
- r define the long-term goal and short-term goals that need to be achieved
- r rework your goals so that they fit in with a particular context and so that they are more realistic
- r work out how to implement your goals
- r prepare a speech for a particular audience, and to achieve a specific purpose
- r organise your argument into an introduction, discussion and conclusion
- r write and revise a speech.

Remember to give your speech to your tutor for assessment.

LESSON 12

'Rapping' for change

About this lesson

This is the last lesson in this unit. You have had to work really hard in the last lessons. Now you can relax, and learn about how argument can be used in music and poetry.

In this lesson you will

- | read about calypso music
- | read and listen to songs and poems from Zimbabwe, the Caribbean and South Africa
- | analyse the arguments being made in the songs
- | identify special features of the language in the songs
- | write your own song or poem.



Calypso music

The music you will listen to in this lesson is from Grenada and Zimbabwe. The music from Grenada is called a calypso, which is one of the popular musical forms from the Caribbean.

ACTIVITY 1

In this activity you'll find out about the history and purpose of calypso music.

1. Read the first paragraph of the extract from *Words Unchained. Language and Revolution in Granada*, on page 137.
 - a. Can you think of a famous reggae singer who came from Trinidad?
 - b. Trinidad and Grenada are both islands in the Caribbean. What else do they have in common?
 - c. How did calypso start?
2. Now read the comments by the singers.
 - a. 'Lion' says that music attracts people and so they pay attention. What does he say about calypso? Fill in the gaps.

It's a combination of _____
It's local, it's _____
 - b. What does 'Mighty Explorer' say calypso is?
 - c. Underline the phrases 'Dr Dix' uses to explain what calypso is.
 - d. What does 'Dr Dix' think the main function of song is?
3. Can you think of any South African songs which have similar features to calypso? Share your ideas with your fellow learners.

ANSWERS ON PAGE 179



COMMENTS ABOUT CALYPSO

The history of calypso's development in Trinidad cannot be seen in isolation from its history in Grenada. The most important historical reason is that the islands have much in common: the period of colonisation and the coming of the slaves. It was out of these eras that calypso began to emerge. The slaves introduced this lament as their consolation while working on the plantations. Then throughout the generations there have been different interpretations and modernisations.

Comment by Grenadian bus driver who is also a singer called 'Lion':

If you want to make the people pay attention, you ought to do it in music! Then the people would sit to you, because music attracts. This is why I came to calypso. It's a combination of feelings and music and a beat that is immortal... And it's local, it's ordinary people's music...

Comment by singer called 'Mighty Explorer':

First look for a topic, like that thing I see. Calypso is directly a message and in order to give you the message, you do it with the topic. You look for the facts in which you see, you put it together and you place the words so that you get a little rhythm.

Comment by 'Dr Dix' - a singer who has a Ph.D degree

Since calypso is one of the main forms of communication of the Grenadian people, then the calypsonians themselves are becoming aware that they can use their form to inform people about new ideas and cultures, and new attitudes to ourselves.

This calypso is an attempt to reach people with ideas that are difficult for some people to comprehend when they are expressed in a more formal way. It is an attempt to reach everybody in terms they would understand... That is the main function of the song: to challenge people to do something and then analyse and test it, and then only can you make a decision about which way you want to go.

The calypsonian has always been the social critic commenting on daily structures as well as social evils... Speaking of the language of calypso, there are no rules except that the language must be the language of the people... the words the calypso uses speak directly to the people, so that calypsonians fulfil the ultimate aim of helping the people understand themselves.

Examples from Zimbabwe and the Caribbean

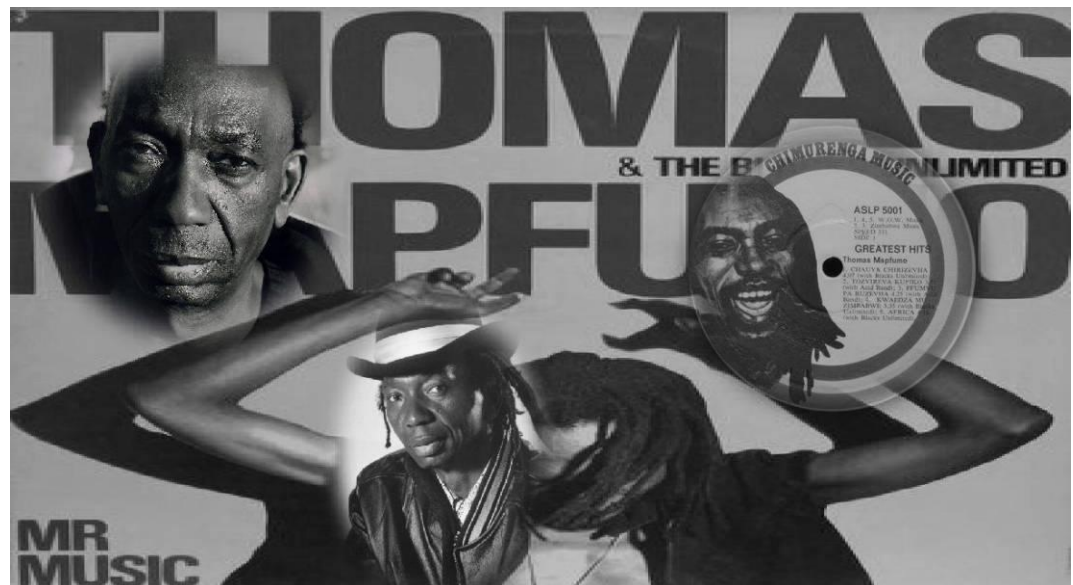
In the next activity you can listen to a song on your tape-recorder called *Corruption* by a Zimbabwean singer, Thomas Mapfumo. The song was released in 1988 when high-up government officials were exposed for their involvement in corrupt deals. It was extremely popular in Zimbabwe when it was released and was played on every local radio station.

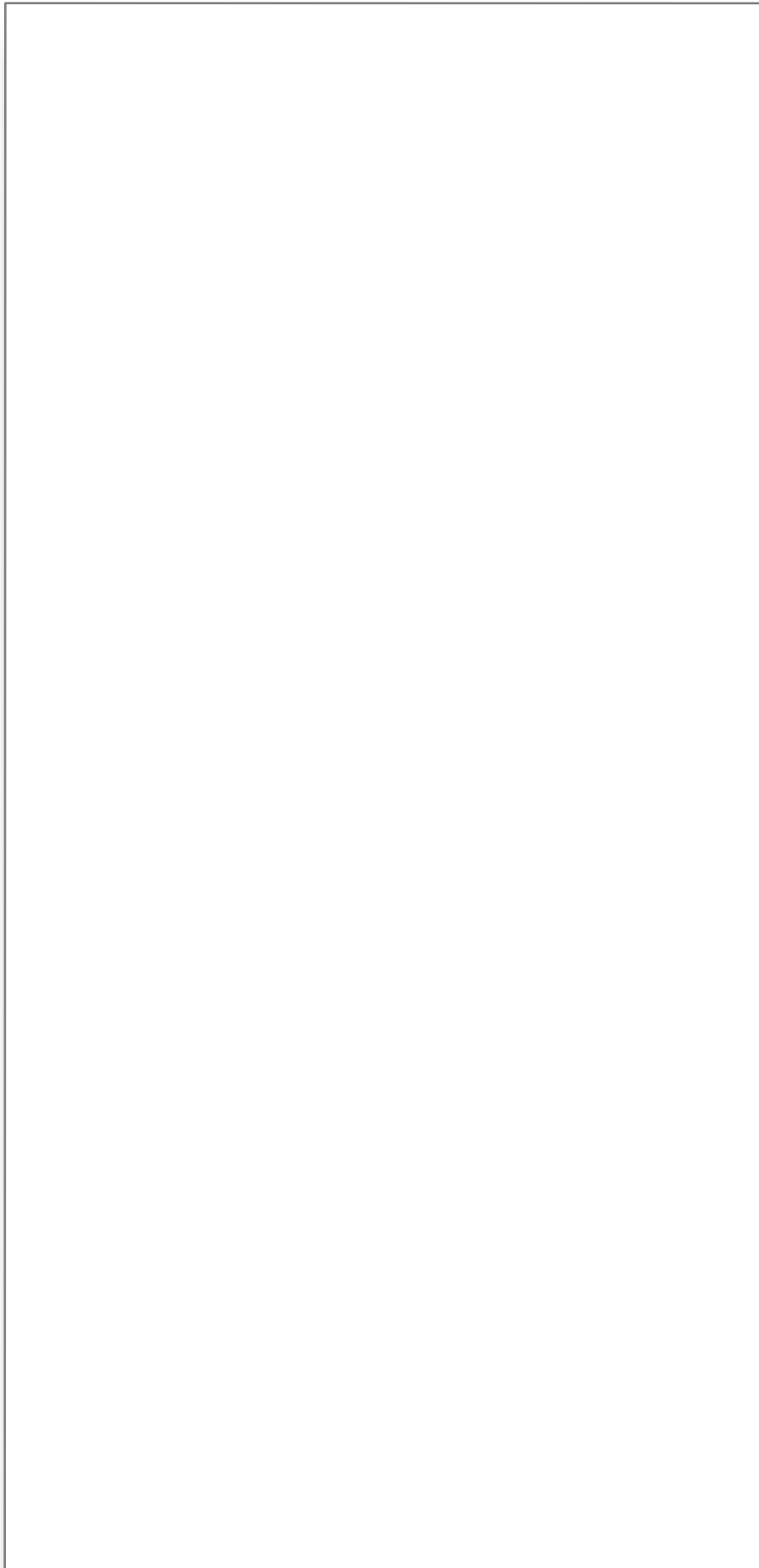
ACTIVITY 2



1. Read these questions and then listen to the tape:
 - a. What is Mapfumo arguing against?
 - b. Why do you think he is singing about this?
2.
 - a. Now turn on the tape-recorder and listen to the song. You can read the words as you listen.
 - b. Mapfumo is telling us different things. He is informing us about the situation in Zimbabwe, he is warning some people, he is comparing the life of an ordinary person to the lives of the corrupt officials, and he is asking us to think of a solution. Note down what the purpose of each of the verses is (for example, to inform).
3.
 - a. Look back at the comments made about calypso. Tick the comments which show how Mapfumo's song is similar to calypso. (Think about the song's purpose, what type of music it is, and who he is singing for.)
 - b. Do you like this song? Is it an effective way of arguing against corruption? Write your answer in a paragraph.

ANSWERS ON PAGE 179





ACTIVITY 3

The next songs you'll read are calypsos from Grenada.

1. Read the calypso 'Buy Local' by the singer 'Mighty Defender'.
 - a. What is 'Mighty Defender' arguing for?
 - b. How does he support his argument?
 - c. 'Mighty Defender' communicate a complex idea about the economy in a way that people will understand?

'Buy Local'

Buy local! A warning for one and all.
Buy local quickly, so you go build the economy.

Do as Defender say,
In a short time you must see the way -
Our little nation will develop in truth
With the good things that we produce!

Every cent you spend in this way
You go brighten this nation's day.

by 'Mighty Defender' from Grenada

2. The next calypso, 'Mr Idle Hand', is by Christine David. She said:

'In my community there are a lot of young people who have no work, and who don't like to work the lands. I was looking at them and seeing them idle every day, having nothing to do and just not trying to do something.'

- a. From the title 'Mr Idle Hand' and these comments, what do you think her argument will be?
- b. Now read the song on the next page. Was your guess correct?
- c. Skim the words in the first verse that describe 'Mr Idle Hand'. Underline them.
- d. Do these words have negative or positive connotations?
- e. Read the rest of the song. What does the singer say 'Mr Idle Hand' is afraid of?

Mr Idle Hand

Mr Idle Hand, go work the land!
Whole day you sit 'pon your bottom,
A moping, sponging, idle man.
With penny or two pence you sit
Watching the workers fence
The land that give you bread -
You calling dread.

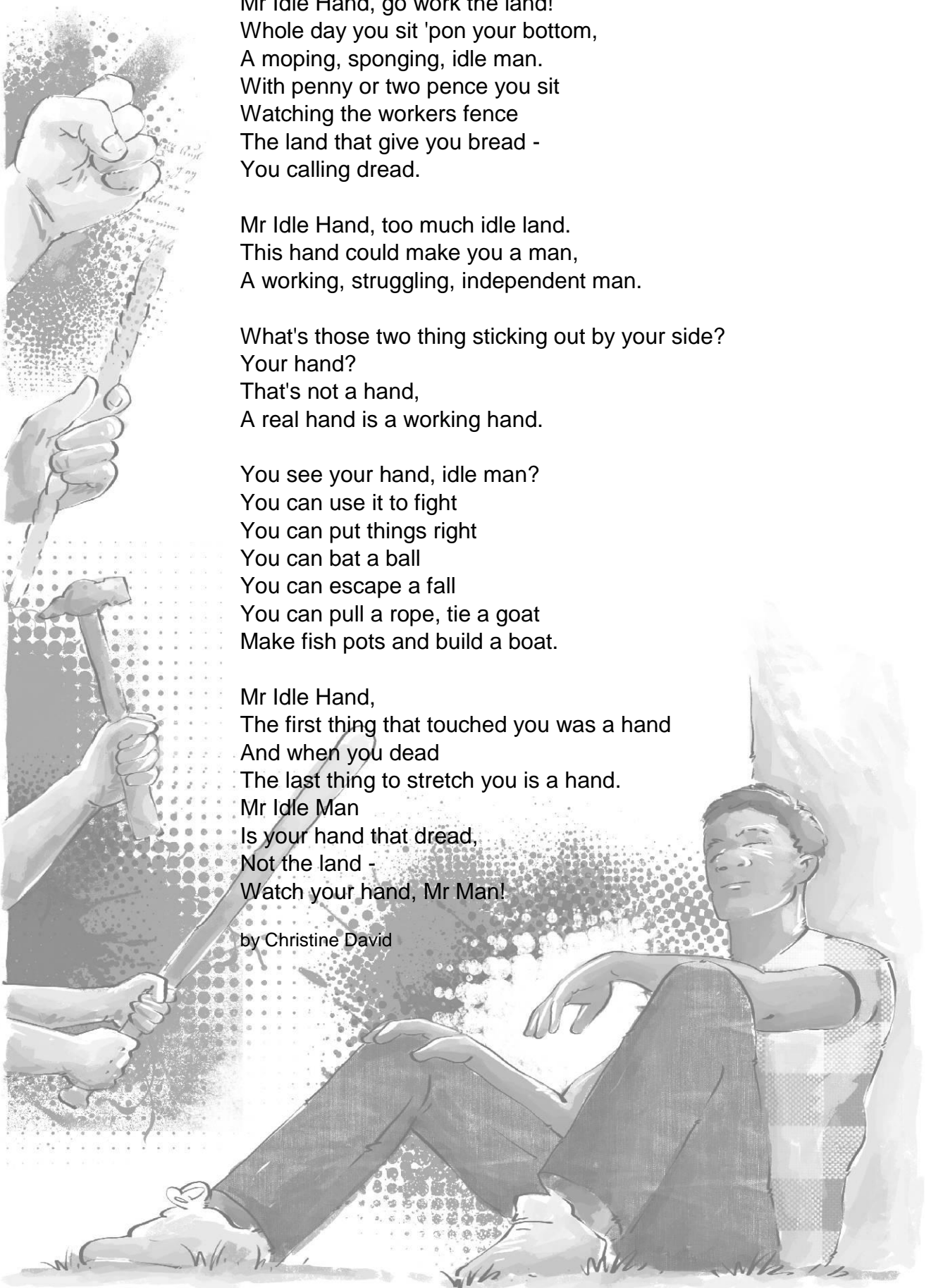
Mr Idle Hand, too much idle land.
This hand could make you a man,
A working, struggling, independent man.

What's those two thing sticking out by your side?
Your hand?
That's not a hand,
A real hand is a working hand.

You see your hand, idle man?
You can use it to fight
You can put things right
You can bat a ball
You can escape a fall
You can pull a rope, tie a goat
Make fish pots and build a boat.

Mr Idle Hand,
The first thing that touched you was a hand
And when you dead
The last thing to stretch you is a hand.
Mr Idle Man
Is your hand that dread,
Not the land -
Watch your hand, Mr Man!

by Christine David



3. The next calypso, *Ain't I Woman?*, is also by Christine David. By asking the question 'Ain't I Woman?' the woman in the song is arguing for recognition of her own worth as a woman.
 - a. Read the song and answer the questions which follow.
 - b. What does she tell us about?
 - c. Do you think her argument is valid? Has she convinced you that women deserve recognition because of their contribution to society? Share your ideas with your study group or a learning partner.
4.
 - a. Write a summary of the argument in this song.
 - b. Now compare your summary with the song. Which do you think would make people listen more - the summary or the song? Explain your response.

ANSWERS ON PAGE 179

COMMENT

The singers all use their music to express complex ideas in a way that is easy to understand. This means that their music is more likely to affect the way people think and behave. People will respond to the music with interest and remember its message.

Language variety

Did you notice that the calypsos by Christine David were written in a different kind of English? There are many different varieties of English. Your materials are written in Standard South African English (SAE) which means the grammar is the same as the standard English used in England, but the vocabulary includes some words of African origin, for example 'ubuntu'. Also, when South Africans speak English, they sound different from other speakers of the language. So accent or pronunciation is another aspect of language variety. Christine David uses a variety called Jamaican or Caribbean English. In the next activity you'll find out a little about Jamaican English.

Features of Jamaican English:

1. Nouns do not always take the plural 's' (for example, 'three book').
2. The verb 'to be' (its forms include 'am', 'is', 'are', 'was', 'were' etc.) is often dropped, for example 'I going home'.
3. The possessive is not used regularly, for example 'me' is used instead of 'my'.

Ain't I Woman?

I have ploughed the fields as a slave
Ran away to dig my husband's grave
Ain't I woman?

I have suckled babes and weaned them
I have fed and washed and clothed them
Ain't I woman?

I have caught the massa with my bait
Then I beheld his face with hate
Ain't I woman?

I can drive tractor and truck
I can scrub and cook and keep my work
Ain't I woman

While you building boat I totting wood
While you driving car I fixing road
Ain't I woman?

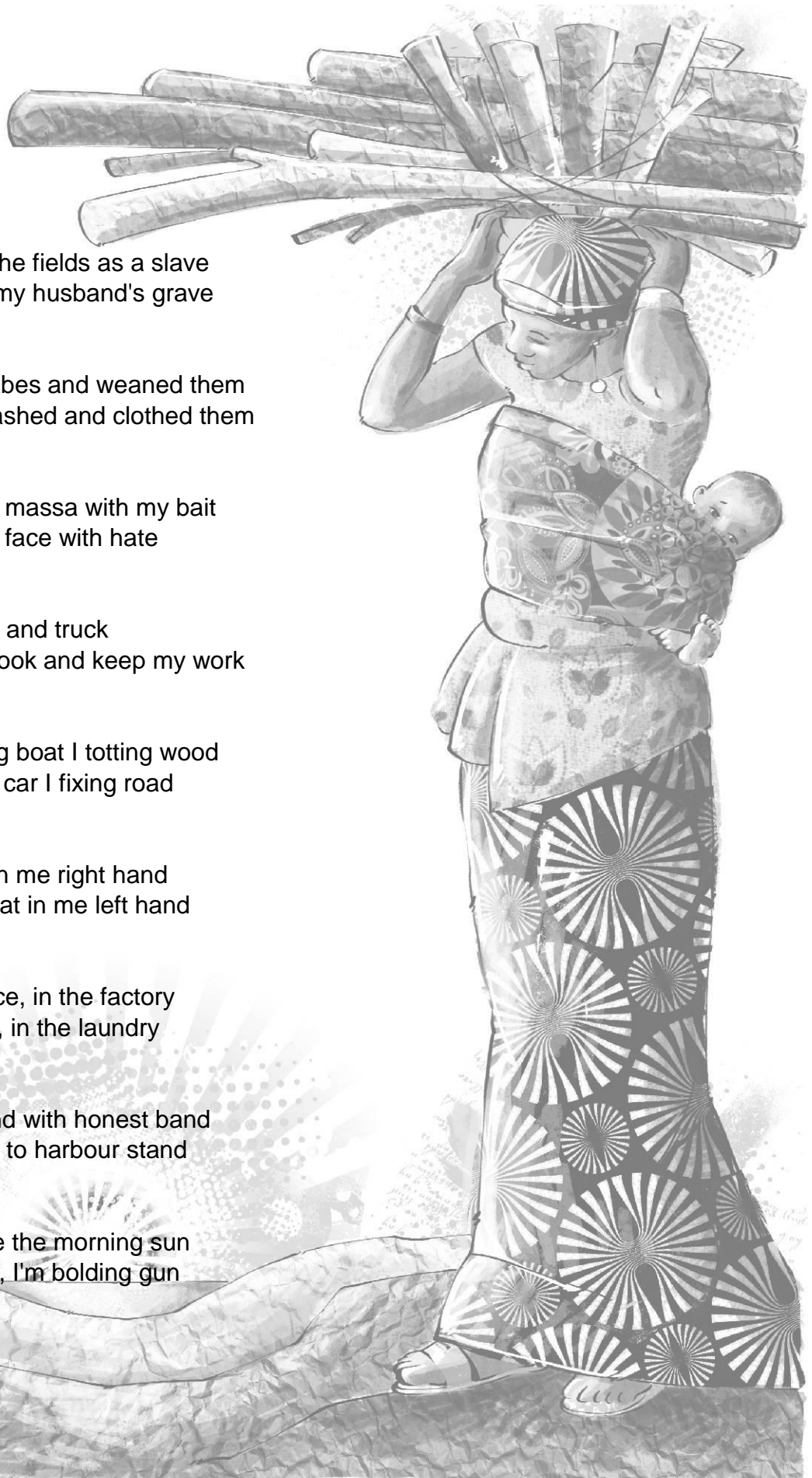
With me cutlass in me right hand
Me sheep and goat in me left hand
Ain't I woman?

In the market place, in the factory
In the kitchenette, in the laundry
Ain't I woman?

I can work the land with honest band
I can tote banana to harbour stand
Ain't I woman?

I could rise before the morning sun
I'm brave enough, I'm bolding gun
Ain't I woman?

by Christine David



4. The negative form 'ain't' is used for 'am not'.
5. There are many words in Jamaican English which are not easily understood by other speakers of English, for example 'chillum' (pipe), 'dreadlocks', 'ganja' (marijuana/dagga), 'Jah' (God), 'so-till' (until).

ACTIVITY 4

1. Read the summary of some aspects of Jamaican English.
2. Look at the calypsos by Christine David to find examples of the following:
 - a. a noun which would normally have an 's' ending
 - b. examples where the verb 'to be' has been dropped
 - c. an example of an irregular possessive .

ANSWERS ON PAGE 180

COMMENT

Language is always changing and new varieties (for example, special new kinds of English used by people with computers who surf the Internet) are constantly being born. There was a time when non-standard varieties of English were considered to be 'bad English'. Increasingly, however, teachers and linguists have come to accept and appreciate the ways different speakers of English use the language and make it their own. Similarly, many popular types of writing, including rap, pop songs and even graffiti are now recognised as literature.

Examples from South Africa

In South Africa, songs and poetry played an important role in the fight against apartheid. In this last activity of this unit, you can remember and enjoy some of these, and write a poem of your own.

ACTIVITY 5

1. In your learning group or with family and friends, try to remember examples of popular anti-apartheid songs or poems.
2. Discuss in your group: were these songs or poems examples of arguments, or were they just protest songs or poems?

3. Read the poem on pages 146 and 147 by Mzwakhe Mbuli, 'the people's poet'.
4. Mzwakhe is famous for his public performances of his poetry. He is a very tall, handsome man. His voice is very deep and resonant and he recites his poetry with a band playing in the background. Often the audience would recite with him. What effect do you think this poem would have had on you if you had heard him recite it in the 1980s?
5. Do you think you read the poem differently now than you would have ten or fifteen years ago? Give reasons for your answer.
6. Mzwakhe asks, 'When shall I write about daffodils?'. Here he is referring to a poem by British poet William Wordsworth (1770-1850). Read the first stanza of Wordsworth's poem:

I wandered lonely as a cloud
I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

7. Which do you prefer, the first stanza of Mzwakhe's poem or the first stanza of Wordsworth's poem? Why?
8. Write your own poem or song arguing for or against something you feel strongly about. Share your poem or song with your learning partners or with friends.

COMMENT

In this unit you have read a lot about change. When you read Mzwakhe's poem, you may have thought about how much things have changed in South Africa. But you might agree that it is not yet time to 'write about daffodils'. There will always be things we want changed, and there will always be politicians, activists, development workers, writers and artists to speak about that change.

In the next unit you'll look in more detail at culture, so you'll learn more about the ways in which artists express themselves.

CROCO LESDI

I am the product of hunger;
I am the product of social injustice;
I represent the hated majority;
I represent victims of tyranny;
I come from apartheid land

I represent a nation;
I recite for a nation;
A peace loving nation;
A nation that never enjoyed freedom;
Since conquest my land is blood stained;
From time immemorial;
Human corpses here replace pockets of ornament;
In building the future of post apartheid land
Nevertheless no oppressor is eternal.

How hard and tormenting it is
To write about slavery and not freedom;
How hard and tormenting it is
To write about pain and joy;
When shall I write about families?
How can I write about the beauty of nature?
When the ground is day after day
With blood of the innocent;
Nevertheless Agostinho Neto the poet-President;
Used both the pen and the cane;
To achieve the liberation of Angola.

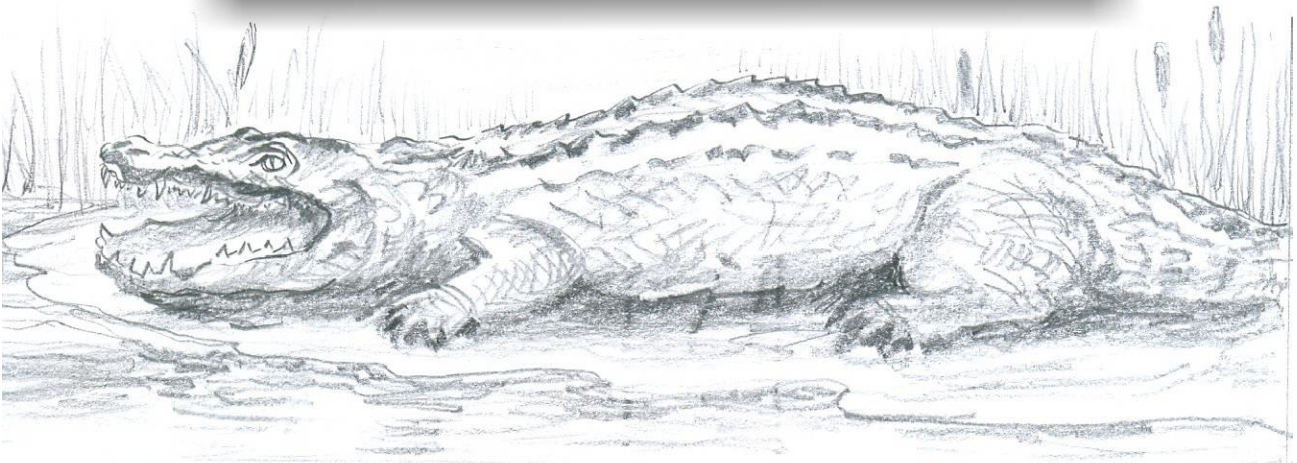


The land is the key to social order; a
 The people are like crocodiles in the river; h
 and no one can fight crocodiles in the river; n
 South Africa why therefore buy time? y
 When crocodiles are against you; l
 Why give chase to lizards? i
 When crocodiles are against you. y

The minority cannot rule over the majority forever; i
 When the world seeks justice and peace; i f
 South Africa is for reforms; c
 When ancient slavery was abolished; e
 The slaves were set free;
 When apartheid was declared abolished; a
 Freedom loving South Africans remained in bondage. i

Nevertheless the dove of peace;
 Also belongs to us in the South; o
 No regime can press over a hot lid;
 Of a boiling pot forever; v
 The land is the key to social order; r
 An the tradition of no surrender; d
 Is the name of the game to total emancipation; a
 The tradition is no give up, e
 Is the name of the game to total emancipation. m

MBULI M. BEFORE DAWN. COSAW 1989, PP39 - 40



CHECKLIST

Are you able to:

- r describe the features and purpose of calypso songs
- r give examples of songs and poems that demand change
- r analyse the content of songs and poems that demand change
- r describe language variety
- r write your own poems or songs.

By now you have had a lot of practice at understanding and structuring different arguments. Arguing well and convincingly is a skill that improves with use, and that we can draw on throughout our lives. Understanding the techniques and features of arguments enables us to become more critical listeners or readers. This unit should have helped you to develop these skills.

In the last unit of this English course, Unit 6, you can revise many of the reading, writing and listening strategies you have learnt. You can also explore what 'culture' means, and why it is important.

4. b. It is about development programmes.
c. Purpose a., to argue how something should be done.
5. b. The topic is education and health.
c. Purpose b., to argue a belief.

Activity 3

1. b. He's just a guerrilla; he isn't ambitious – he doesn't want to be a chief.
2. b. He opposes the argument made by Struggle.
c. People must study:
 - | to think for themselves
 - | to be free
 - | to be independent.
3. b. She is arguing against employing a white candidate.
c. The principle of affirmative action.
d. Whites have more qualifications because of apartheid. 'Unless other criteria are used, white candidates will always be selected and nothing will change.'

Activity 4

2. Contentious issues include: equality; the 'shape' of the National Assembly, the courts and administration of justice; the freedom of expression clause in the Bill of Rights; 'hate speech' and freedom of expression; where parliament should be situated; 11 official languages; the flag and anthem; the Bill of Rights; property rights; the right to life and its impact on abortion and the death penalty, labour's right to strike versus the employer's right to lock strikers out.
3. The ANC wanted 'hate speech' banned because it wanted to send a powerful message to South Africans that prejudice would no longer be tolerated. The DP disagreed on the grounds that in a democracy there must be freedom of expression.
4. The ANC won the argument.
5. The ACDP argued that 'ordinary' people wanted the death penalty.
6. The PAC and the ANC agreed it should be abolished.
7. Another way of resolving an issue was if one person or party changed their mind or agreed to compromise.

Activity 5

1. Your answer should include six of the following, in chronological order:
 - | Minister asks department to draft bill
 - | Minister introduces bill to Parliament
 - | bill is tabled in the National Assembly
 - | bill is debated in National Assembly
 - | bill is sent to the NCOP (National Council of Provinces)
 - | bill is debated in the NCOP
 - | bill is sent to President
 - | President signs the bill and it becomes an Act of Parliament.
2. The diagram uses pictures of talking heads and committee meetings.
3. The diagram uses many directional arrows showing different places where the bill must go.
4. If there is disagreement, a bill can be:
 - | amended
 - | sent to a Mediation Committee
 - | voted on
 - | dropped
 - | sent to the President.

Lesson 2

Activity 1

2. Derby-Lewis believes he is entitled to amnesty on political grounds, because in his opinion he planned the death of Hani as part of a 'freedom struggle against an illegitimate regime'. He also seems to believe he is justified from a religious point of view as he says he was fighting 'the anti-Christ'.
3. Derby-Lewis said it was hoped Hani's death would plunge the country into chaos, allowing the right-wing to seize power.
4. He thought the right-wing struggle was justified because of the actions of the National Party which seemed to be moving away from apartheid policies, thus opening the way for a possible Communist coup.

Activity 2

2. No, Bizos does not believe that Derby-Lewis was being truthful. He thinks Derby-Lewis was 'motivated by an exaggerated sense of self-importance rather than any political motive'.

3. In his cross-examination of Derby-Lewis, Bizos extracted the admission that Treurnicht had not personally instructed Derby-Lewis to assassinate Hani.
4. Bizos referred to a letter of thanks and appreciation Derby-Lewis wrote to his police interrogators. This contradicted Derby-Lewis's claim of maltreatment.

Activity 3

2. No, Mpshe does not accept Derby-Lewis' argument. Mpshe thinks Derby-Lewis acted out of racism.
3. No, Derby-Lewis does not concede he is a racist. Derby-Lewis says he defines a racist as someone who hates other people. He claims he does not hate people of other races.
4. The evidence given by Mpshe suggests that he defines a racist as someone who believes that members of other races are inferior, less intelligent, less capable, less gifted and less worthy.
5. The remarks quoted by Mpshe prove that Derby-Lewis is a racist according to the definition of racism given in question 4.

Activity 4

Derby-Lewis makes two main points:

1. Hani was the anti-Christ.
2. Derby-Lewis plotted Hani's death as part of an armed liberation struggle.

Bizos makes two main points:

1. Derby-Lewis is a liar.
2. Derby-Lewis acted out of arrogance.

Mpshe makes one main point:

1. Derby-Lewis acted out of racism.

Activity 5

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 my paragraph I clearly stated whether he should have been given amnesty or not. I explained and justified my opinion, using the information from the three texts. I spelt the word 'assassination' and the names of the main people involved correctly. I used terms like 'grant amnesty', 'on political grounds' and 'argued that'. My tone suits the occasion, that is, I wrote in a way that shows how strong my opinion is. My paragraph has a clear topic sentence and all the sentences are linked to the topic sentence. I used linking words correctly.</p> | <p>I wrote a paragraph. In my paragraph I clearly stated whether he should have been given amnesty or not. I explained and justified my opinion, using information from two of the three texts. I spelt the word 'assassination' and the names of the main people involved correctly. I tried to edit my paragraph correctly but there are still some</p> | <p>I wrote a paragraph. In my paragraph I clearly stated whether he should have been given amnesty or not. I explained and justified my opinion, using the information from the three texts. I did not edit my paragraph very carefully and it contains several errors.</p> | <p>I struggled to write a paragraph. I don't really understand what amnesty is or why you can apply for it. I just said whether I thought he was guilty or not guilty.</p> |

Lesson 3

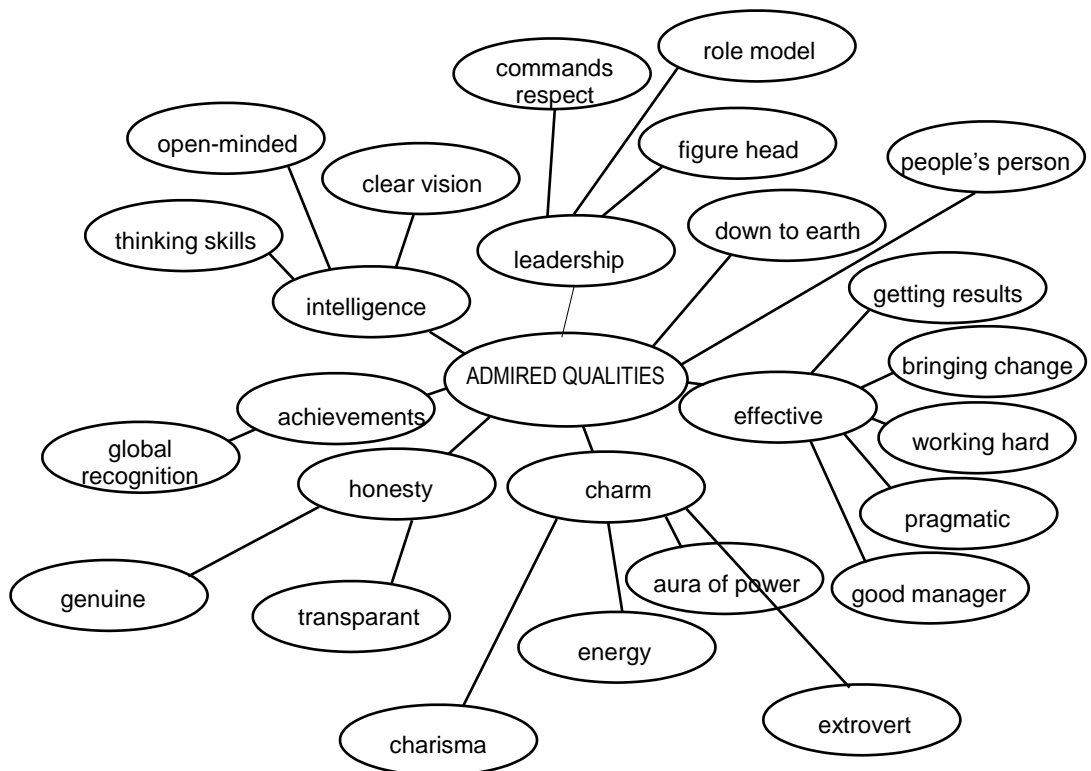
Activity 1

1. Compare your mindmap with this one:



Activity 2

2.



3. Notice that the first column contains mostly verbs and the second column contains mostly adjectives. This is because of the difference between what politicians DO and how they SEEM.

| Career achievements or work methods that are admired | Personality traits which are admired |
|---|---|
| bringing about positive change rising to challenges pragmatic approach good budgeting tight financial controls sound thinking long-term approach stabilising successful management getting results working very hard to make business competitive stimulating job creation small business development trying to get labour and business into agreements trying to make a difference knowing what he talks about sticking to his guns fighting for democracy clear goals and fresh ideas business-like approach willing to tackle all problems having the interest of the people at heart | brilliant leader people's person exceptional commands respect charm, charisma and energy conciliatory genuine approachable charming honest transparent extrovert tireless down to earth friendly aura of power open-minded intelligent practical caring |

4. The following qualities are mentioned more than once (you only needed to give two): a people's person, hardworking, charisma, caring, intelligent, honest, down-to-earth.

Activity 3

- 1
- she doesn't smile much: this could make people think she is unsympathetic or unfriendly
 - she speaks softly: this could make people think she is shy or not very strong
 - when she is arguing for a particular party policy she takes a long time to make her points and to explain how the party would implement this policy: people might think she is boring and indecisive or that she is not very clever
 - she always says 'the party believes' something should be done; she never says 'I believe' something: people might think she is not genuine or trustworthy.

2. Make sure your memo has a subject, heading and that your recommendations relate directly to the problems you discovered in Ms X's image.

| | |
|---|--|
| | |
| memomemo | <p>applauseapplaus</p> <p>MAGE QNS LTANTSI</p> <p>PO BOX 0000 HIGHT 02041 (011) 553334</p> |
| <p>to: Ms X</p> <p>from: Carla Mo pelo</p> <p>date: 12/6/ 0102</p> <p>subject: RECOMMENDATIONS F R IMPROVINGO YOUR IMAGE</p> <p>m Smile Act friendly and approachable</p> <p>m Speak loudly and clearly - It people hear whatyou er saying.</p> <p>m Give short, punchy, effective speeches</p> <p>t wishes</p> <p>ICar a</p> | |

Activity 4

1.
 - words similar to 'argument': 'clash', 'debate'
 - word which tells us the article is about political leaders: statesmen.

2. a. The caption describes Nelson Mandela as 'saintly'. In the photographs he looks serious and concerned. It is difficult to say that he actually looks saintly, unless you take his white hair for a halo! He looks perhaps more like the 'provincial schoolmaster' description in the first paragraph.
The caption describes F W de Klerk as a 'good-ol'-boy'. In the photograph De Klerk is smiling; but he is smiling with his mouth closed, which makes his apparent friendliness less convincing.

- b. The writer contrasts Mandela's regal statesmanship with De Klerk's boyish affability.

- 3.

| Words describing Mandela | Words describing De Klerk |
|--|---|
| Father of the Nation regal almost saintly statesmanlike | sharp and incisive debater good-ol'-boy affability |

4. a. De Klerk is 'more comfortable with TV'; he knows how to 'bridge', 'grab' and 'thaw'.

- b. Words that describe Mandela's image and style are 'authoritative', 'statesmanship', 'internationally acclaimed', 'saintly', 'almost Christ-like', 'thoughtful' and 'considered'.

- c. Grade your paragraph by deciding which of the follow categories best describes what you have written:

| Merit | Upper Credit | Credit | Retry |
|--|---|--|--|
| <p>I wrote a paragraph. In my paragraph I discussed the way the two leaders appeared on TV. I wrote about the importance of techniques such as 'thawing' and 'grabbing'. I compared De Klerk's skills with Mandela's slower way of talking. I gave my opinion on whether either or both of them would behave naturally or respond in a trained way in front of the camera. I pointed out that the writer of the article believes that they 'are spending fortunes' on public image. I edited my paragraph, which contains linking words and is free of errors.</p> | <p>I wrote a paragraph. In my paragraph I discussed the way the two leaders appeared on TV. I wrote about the importance of techniques such as 'thawing' and 'grabbing'. I compared De Klerk's skills with Mandela's slower way of talking. I gave my opinion on whether either or both of them would behave naturally or respond in a trained way in front of the camera. I pointed out that the writer of the article believes that they 'are spending fortunes' on public image. I tried to edit my paragraph, but it still contains errors.</p> | <p>I wrote a paragraph. In my paragraph I discussed the way the two leaders appeared on TV. I wrote my opinion on whether either or both of them would behave naturally or respond in a trained way in front of the camera. I pointed out that the writer of the article believes that they 'are spending fortunes' on public image. I did not edit my paragraph carefully enough, and it contains several errors.</p> | <p>I wrote a paragraph. In my paragraph I discussed the two leaders but I didn't know what to say about how they appear on TV, so I wrote generally about them. I am confused by the question.</p> |

Lesson 4

Activity 1

1. b. These words give the impression that he is a leader who is with the people, who knows their needs and demands.
2. Mandela mentions the ANC only twice which probably means that he is not going to talk much about the ANC, or try to convince the readers to vote for the ANC.
De Klerk mentions the NP a lot. He mentions it by name (National Party or NP) six times and as 'the party' twice. He is probably going to try to convince readers to vote for the NP.
3. a. Mandela refers to 'the people' and 'our people' five times; De Klerk not at all.

- b. Mandela uses the words 'the people', 'we', 'us', 'our', 'our people' far more than De Klerk does. This probably gives the impression that he has a close relationship with the ordinary people in South Africa.
 - c. These words probably made most people feel as though they have been actively included in the process of change, and as though they matter and can play a role.
 - d. Your choice was probably Nelson Mandela. This is because Mandela's constituency and audience was huge and united in its desire to end white minority rule. De Klerk's constituency was made up of very different groups with different interests.
- 4.
- a. De Klerk uses the words 'new' and 'better' more than once because he wants his audience to forget about the National Party's apartheid record and instead see his party as representing change and improvement.
 - b. De Klerk uses the phrase 'work together' more than once because he wants his audience to forget about his party's policy of 'separate development' and instead see it as a party of unity and equality.
 - c. De Klerk comes across more confidently in this case because he doesn't admit to any doubts or hesitations. He uses language that expresses assurance, whereas Mandela introduces some ideas as his own personal opinion ('I think') and therefore appears to be more open to debate.

Activity 2

2. Mandela's public image is 'the father of the nation' and 'saintly and statesmanlike'. The way he uses the words 'us', 'our' and 'our people' shows that he identifies himself closely with the nation, just as a father would. He does not talk very much about his party, but about the nation as a whole. This shows his statesmanship.
3. De Klerk's public image is of the 'good - ol' - boy' who is a good debater. The way he avoids talking about the problems of the past shows that he wants to be seen as friendly (a 'good - ol' - boy). His use of words like 'new' and 'better' as well as the way he directs his audience away from the sins of the past shows that he is a good debater.

Activity 3

Flow-chart of Mandela's argument: Page 160

Activity 4

Flow-chart of De Klerk's argument: Page 161

INTRODUCTION

FLOWCHART OF MANDELA'S ARGUMENT

He defines the greatest enemy in the election.

This is the ANC not the NP

because

opposition from the NP is not as dangerous as

for the ANC to proceed as if it is going to have a landslide victory



DISCUSSION

He makes these points:

He gives his view.
This is:

He gives a solution.
This is:

| | | | |
|--|--|--|---------------------------------------|
| Topic 1 <u>Problems</u> | <u>The people have high expectations</u> | <u>To address their needs will take years</u> | We must warn people against this |
| Topic 2 <u>The new period of hope in SA</u> | 1. <u>A shift from fear to excitement</u> 2. <u>Prophets of doom think of riots</u> | 1. <u>There is a feeling of hope</u> 2. <u>I don't think so</u> | 2. <u>to warn</u> |
| Topic 3 <u>Reconciliation</u> | (who) <u>to warn</u> (what they had) <u>opportunities</u> | We want <u>to warn knowledge and expertise</u> | I have appealed to them not to leave. |
| Topic 4 <u>National Unity</u> | (Approach no 1) <u>De Klerk - Afrikaner who has been dominant</u> (Approach no 2) <u>Mandela - tradition of freedom fighter</u> | <u>People who are prepared to serve the country sincerely</u> <u>Highly talented people</u> | We have a good team. |



CONCLUSION

1. His view is that there are not going to be huge differences in government because there has been a breakthrough.
2. The leadership should not engage in fighting talk.

INTRODUCTION

FLOWCHART OF DE KLERK'S ARGUMENT

This election:

- 1. is the birth of the new S.A.
- 2. will close the books on the past
- 3. will show that the injustice and bitterness of the past is over



DISCUSSION

Topic 1
The role of the NP and himself in ending Apartheid

- 1. History will say that the NP closed the book on the past.
- 2. I can give assurance that there will never again be racial discrimination.
- 3. The NP is writing a new chapter of peace and nation building.

Topic 2
The difference between the ANC and the NP

The ANC:

- 1. does not know how to build
- 2. breaks down and ruins people's lives

The NP:

- 1. is the only reliable party
- 2. looks like the S.A. nation
- 3. knows how to fulfil its promises
- 4. is the only party which can defeat the ANC

Topic 3
The Future

The Election is a new period, we must work together to make a better nation.

The greatest challenge is to defend the constitution and build democracy.

We must ensure people can approach the courts to protect their rights.

We must be vigilant against attempts to erode any aspect of the constitution or individual rights.

Our courts must provide further guarantees of constitutional rights.



CONCLUSION

- 1. He concludes by telling us that he will defend the transitional constitution.

Activity 5

1. A father is usually seen as someone who is stern and authoritative and perhaps a disciplinarian. In paragraph 2, Mandela talks about 'warnings' he has given about keeping the youth in check. He also talks about 'taking precautions' in paragraph 5, which suggests he is concerned about educating people, a very fatherly role.
2. You could quote any sentence from paragraph 10.
3. There are several sentences in Mandela's speech that show he is more interested in team work than in personal glory. For example: 'Organisations are not run by individuals, they are run by a team of men and women'.
4. De Klerk says some things which sound friendly, for example 'I can give the assurance that there will never again be race discrimination on an inch of this country's land'. However, he also criticises the ANC, saying that party 'only breaks down and ruins people's lives'.
5. De Klerk says: 'It is only the NP which can give the ANC a bloody nose'.
6. There are many sentences in de Klerk's speech that suggest he is more interested in sounding good than in doing good. For example: 'This election will unlock the door that will usher in a period in which we will succeed in reaching new horizons'.

Lesson 5

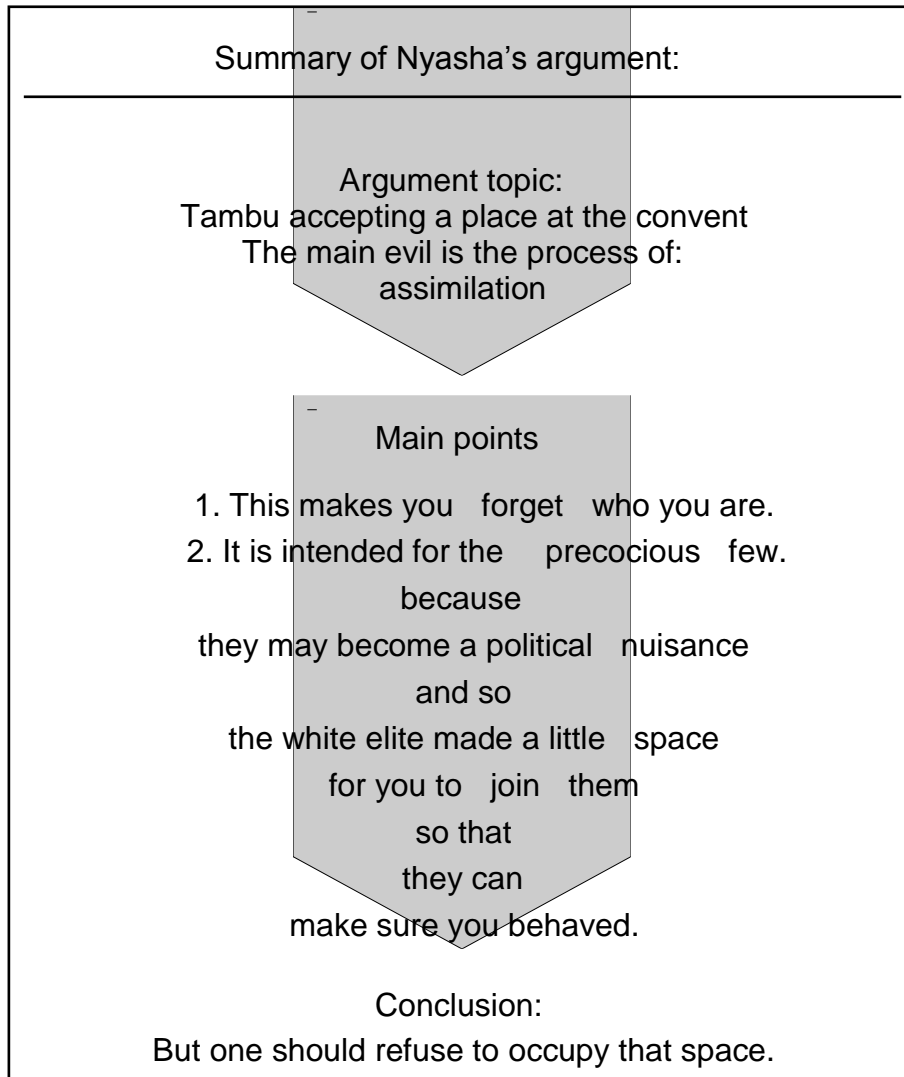
Activity 1

3. It was multi-racial; it was a prestigious private school; it was just outside the town, but on the other side; you wore pleated terylene skirts and a tailor-made two-piece linen suit with gloves; only two places were on offer for all the Grade Seven African girls in the country.

Activity 2

1.
 - a. 'alarmed', 'disappointment'. Her reaction is negative.
 - b. assimilation
 - c. the ruling white minority
 - d. to stop them being a political nuisance.

2. a.



- b. Her own experience made her feel unhappy and culturally alienated in her own country. This influences her argument.

Activity 3

1. b. Nyasha's view that she would obtain a more useful education at the mission school stops Tambu believing her. Tambu thinks this is ridiculous because the European (white) schools had better equipment, teachers, furniture, etc.
2. a. ...you went on and on until you'd finished your A-levels without worrying about eliminating exams every year.
b. She wants to escape from poverty and hardship.
c. She comes from a poor rural family. This influences her view because she sees the convent as offering an escape from this to a better world 'where burdens were light'.
d. She thinks this because Nyasha comes from a more affluent family, and it is easier to be idealistic when your life is not so hard.

- e. The two main factors which influence Nyasha's and Tambu's points of view are money and experience. Nyasha is from a wealthy family. Her experience has been far wider than Tambu's and she is more aware of the dangers of cultural alienation. Tambu feels trapped by poverty and is anxious to escape. She is attracted by possibilities which exist for people with a good education.

Activity 4

1. Babamukuru's reaction, is negative.
2.
 - a. 'for the small boy at home'.
 - b. 'You will be in a position to be married to a decent man and set up a decent home.'
 - c. 'girls who do that do not develop into decent women'.
3. The factor is his sexist attitude to women.
4.
 - b. 'I don't think', 'I am disappointed that', 'I don't know what people mean'.
5.
 - a. 'I don't think ... that Tambudzai will be corrupted by going to that school.'
 - b. 'Don't you remember when we went to South Africa everybody was saying that we, the women, were loose.'
 - c. 'It wasn't a question of associating with this race or that race at that time.'
 - d. 'Prejudiced. '
 - e. 'That was in the fifties. Now we are in the seventies. I am disappointed that people still believe the same things.'
 - f. 'After all this time and when we have seen nothing to say it is true.'
 - g. 'I don't know what people mean by a loose woman.'
 - h. 'All I know is that if our daughter Tambudzai is not a decent person now, she never will be, no matter where she goes to school.'
 - i. 'As for money, you have said yourself that she has a full scholarship.'
 - j. 'It is possible that you have other reasons why she should not go there, Babawa Chido, but these— the question of decency and the question of money— are the ones I have heard and so these are the ones I have talked of.'

Activity 6

1. 'if she hadn't said that ... I might have believed her'
'but everybody knew'
'the idea ... was clearly ridiculous'
'besides' ...
2. a. 'although'; 'but I feel'
b. ... 'it is not a good thing' ...

Lesson 6

Activity 1

2. Compare your summary with this one:
'The texts are about how change has affected the position of women. The main argument in both texts is that changes in legislation do not change attitudes to women.'

Activity 2

1. The paragraphs which are indented (have short lines).
2. education, health services,
better jobs
shared.
3. She was fairly well educated: she had passed her O-levels, was taking her A-levels and she knew how to type.
She shared a house and she enjoyed life.
4. a. She lives in a rural village.
b. She doesn't like to see how the women kneel before the men.
5. a. She thinks the rate of change is different.
b. The old system is breaking up but there are things left over such as parents not talking about sex to their children.
c. She will fight for sex education.
6. Now with the drought, many women sell themselves— it's all they have to sell. Also divorced women have no other way. Zimbabwe has legal abortion, but it's difficult to get the agreement of doctors.
7. a. 'accept that these things are happening'
'fight for family planning'
'see to it that men change their views'
'try to talk about these things'.
b. Rape.

8. She makes two points:
 - a. There has been some positive change:
 - | women get maternity leave
 - | men must pay maintenance for children.
 - b. Attitudes must change before there is real change.
9. Men still want:
 - | many children
 - | quiet traditional wives.

Activity 3

1. The introduction gives the background to Yugoslavia. It gives relevant political and social information. The conclusion gives a critical opinion.

2. a. The 'ideals' were to achieve women's equality.
- b.

| Positive changes for women | What still needs to change | What still needs to change |
|---|--|----------------------------|
| 1. rights and access to education, a career, a social life | 1. many of the old inequalities and values in relations between men and women | |
| 2. legal equality and protection against abuse and discrimination | 2. public opinion: women are still considered to be inferior and of less value | |

- c. The words 'opinion', 'judges', 'considered' are used to express attitudes. The attitudes being described are those of men and the general public.
- d. Although Yugoslavian women won legal rights and access to education, a career and cultural life, the attitudes did not change.
3. a. role as domestic servants; lack of responsibility of men for domestic chores and childcare; working a 'double day' as well as trying to remain politically and socially active.
- b. Because women do a full-time job all day, as well as manage the home and care for the children.
4. b. The attitude that liberated women are 'loose' women is an example of a patriarchal attitude. This attitude still exists in South Africa today.
- c. Men and women should consciously struggle to change their relations.

5. She argues that the position of men in society, and the relations between men and women must change.

Activity 4

2. Text A is written in an informal style. Text B is written in a formal style.
In Text A the writer quotes Dorothy's exact words to make it seem as though she is talking to us. Words like 'we', and 'my' are used a lot. This makes the text seem more informal and personal.
In Text B the writer doesn't use words like and 'we' at all. She uses words like 'the women', 'public opinion', and 'the village people' which are more general. In formal writing the style isn't usually personal. It is usually more abstract and general.

Activity 5

1.
 - a. It's unusual for leaders to admit this.
 - b. It probably affected the women in a very positive way and gave them more confidence.
 - c. Yes, by admitting his own prejudice, Castro was setting an example that other men could follow without losing face.
3.
 - a. Group 1
 - b. Group 3
 - c. Group 4
 - d. Group 2.

Lesson 7

Activity 1

1.
 - a. It is not a fair exam, or a 'just' selection because only one animal in the picture is able to climb trees.
 - b. The serious message or purpose behind the cartoon is to criticise unfair educational and examination systems.
2. We read bedtime stories to children.
3. No, children would not be interested in adult education and social change.
4. See the Comment section .

Activity 2

2.
 - a. The first aim is to educate for life and so the skills of hunting and gathering food must be taught.
 - b. No. Many animals get their food by grazing or other methods.
 - c. The second aim is to help the animals be self-reliant and to live happily .
 - d. No. The curriculum is based on the idea that only a select group of animals will have an equal chance of achieving this second aim.
 - e. The third aim is for education to be appropriate to the community context and the community's needs . The community needs strong leadership and so those who pass will be community leaders.
 - f. No. The leadership will represent only a small section of the community, namely the carnivores.

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 showing the connection between this fable and education in South Africa. My paragraph referred to the inferior education provided to the majority of children in South Africa. I also referred to new curricula that have been introduced. I explained how the carnivores could be compared to the white minority and the other animals could be compared to the black majority. 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 showing the connection between this fable and education in South Africa. My paragraph referred to the inferior education provided to the majority of children in South Africa. I also referred to new curricula that have been introduced. My paragraph has a clear topic sentence and most of my other sentences are related to it. I tried to edit my paragraph carefully, but it still contains spelling and other errors.</p> | <p>I wrote a paragraph showing the connection between this fable and education in South Africa. My paragraph referred to the inferior education provided to the majority of children in South Africa. I also referred to new curricula that have been introduced. 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 it contains several errors.</p> | <p>I wrote a paragraph. I tried to show the connection between this fable and education in South Africa but I found it difficult to say exactly what this connection is.</p> <p>OR</p> <p>I wrote only one or two sentences. I don't really understand what a fable is. It is too difficult to compare these two things. I did not write a topic sentence and I did not edit my work.</p> |

Activity 4

1.
 - a. 'They' are the big, strong animals.
 - b. Speed running and long jumping.
 - c. Because two-legged animals can't run fast or long-jump.
2.
 - a. Turkey thinks they can solve the problem by taking charge of their own education.
 - b. 'Yes, yes'; 'that's right'; 'cheered, and waved and clapped with excitement and expectation'.
3. They set up a committee to develop a curriculum to correspond to their conditions and limitations, so that they could also graduate.
4.
 - a. They graduated, but couldn't become community leaders.
 - b. They thought that the leaders had deceived them. They wanted the opportunity to become leaders; to have the same kinds of status and privileges; to have equal rights.
5. a.

| The argument made by the second-class citizens | The counter-argument made by the leaders |
|---|---|
| We protest your unjust leadership | How can you demand such things? You are not equal to us. |
| We want change; acknowledgement of equal rights, status, privileges; to become leaders. | How dare you want to be leaders like us? |
| We graduated from one academic programme and you from another. It's the same case. | No, it's not. You still can't do the same things as us and master the same skills, so how can you be equal to us? |
| How aren't we equal? | You don't have fangs. |

6. He proves that they aren't equal by eating Turkey.

Activity 5

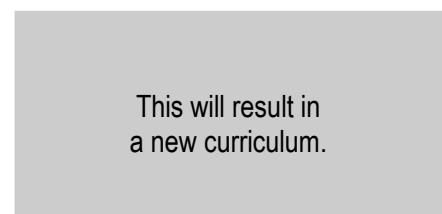
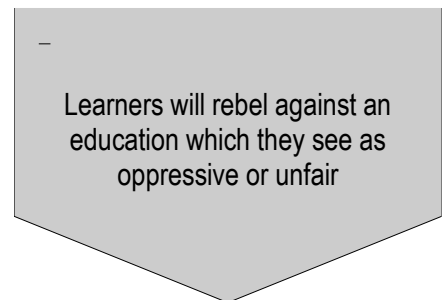
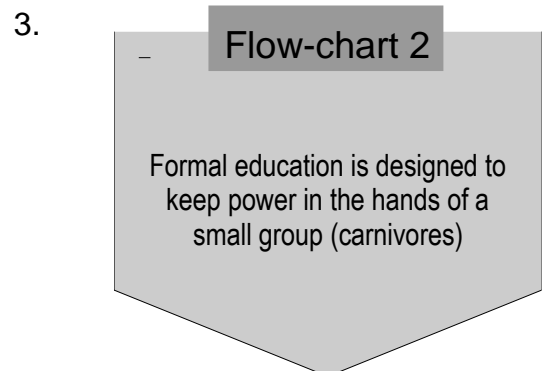
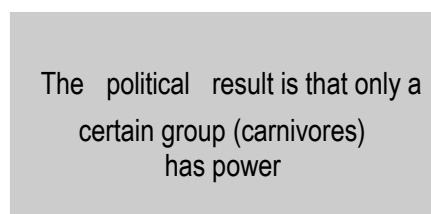
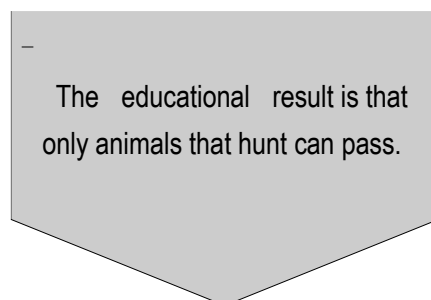
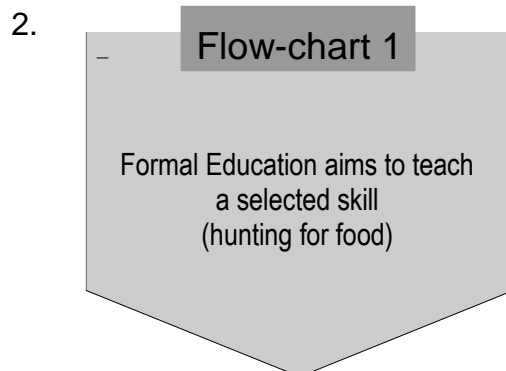
1. The story is written in simple language. In addition, the theme or idea of education is one we can all relate to or understand in terms of our personal experience.
2. If the writer had wanted only an audience of academics he would have written in a different, more complex and abstract way. The fact that he has written a fable suggests that he wants to reach as wide an audience as possible.

His message is relevant to everybody involved in education, and he particularly wants his message to reach people who may have been disadvantaged as far as education is concerned.

3. A fable or story is a good way of teaching. You may have supplied some of the following reasons:
 - | people enjoy listening to stories
 - | stories hold your attention because you want to find out what the ending is
 - | it is easy to remember a story
 - | when you hear a story, you often identify with one of the characters
 - | the message of a story is not presented in an abstract way. Instead, you get a real concrete sense or picture which illustrates an idea.

Activity 6

1. b. Definition 1.
c. Definition 2.



4.

Flow-chart 3

Non-formal education recognises many different skills, needs and abilities

Everyone can cope with the curriculum and fit it into their lives

This means that more people can pass/get qualifications

5.

Flow-chart 4

Learners who graduate through non-formal educational programmes don't get appointed to positions of power

They protest

The result of their protest is that they are attacked by those in power

Lesson 8

Activity 1

1.
 - a. The lawyer made the notes.
 - b. Philemina says the problem between her and Jabu is that he is having an affair with another woman.
 - c. Jabu says that the problem is that he loves his wife and his girlfriend, and that his girlfriend is pregnant.
 - d. No, they don't see the problem in the same way. Philemina is unhappy with the situation and wants a divorce. Jabu wants the situation to continue.

2.

| | Philemina | Jabu |
|-------------------|-----------|----------------------|
| Earnings: | R800,00 | R8 000,00 |
| Training: | Grade 10 | Grade 12 |
| Savings/property: | No | R20 000,00 A taxi |

3. Jabu's financial situation is better. He earns a higher salary, and he has R20 000 in savings. He also owns a taxi.

Activity 2

1.
 - a. No, she can't support herself because she earns only R800,00 per month. She is unlikely to be able to increase her income because she is unqualified.
 - b. Maintenance, and half the savings.
 - c. Yes, her demands are reasonable. She is not earning enough to support her children or to pay the rent. You could argue, however, that she should find a cheaper place to stay or take more children in to earn more money as a day mother.
2.
 - a. Jabu is offering to pay R500 per month for each child, and half the rent. Jabu's offer does not match Philemina's demands.
 - b. No, the amount won't cover the rent or the food and clothing.
 - c. No, his offer is not reasonable. Jabu is offering only a tiny fraction of his salary to support his wife and children. If he does not pay the full rent, his children will be homeless.

Activity 3

1. Philemina has grounds for divorce because Jabu has been having an affair. He has not been staying at home and he has not been supporting his children.
2. Jabu is the breadwinner. Therefore he must provide his children with food, clothing, accommodation and education. He must pay their medical expenses.
3. No. He must offer to cover all their expenses as Philemina cannot do so.
4. He may be required to pay maintenance for this child too.
5. Yes. Philemina is entitled to support.
6. They are married in Community of Property.
7. According to the law, Philemina must get half of their savings.
8. Philemina is likely to get custody because the children are very young.

Lesson 9

Activity 1

Compare your ideas with these:

1. Why people argue: to convince other people of something, to discuss ideas and learn from each other, to present a particular viewpoint, to share different views and try to reach a solution, to dispute something.
what they are trying to express: their opinion or belief about something that has happened, something they want, or how something should be done.
how they try to do this: by expressing opinions, explaining the reasons for their views, questioning what other people say, contradicting things, and making counter-arguments.

Activity 3

Introduction; discussion or development of the main points; conclusion.

Activity 4

The youth are often told that the future of the country is in their hands, but/however/yet transformation cannot take place overnight. It's going to take years for attitudes to change and there will be some defeats and despair along the way, but/however/nevertheless we have to be strong. It's going to take a lot of effort and struggle and therefore/as a result/ consequently young people must be involved in the process of change right from the start. We must learn to resolve conflicts without resorting to violence because we are the future leaders.

Activity 5

3. Text A could be summarised as follows:

MRC researchers at the University of the Witwatersrand have found that:

- | children as young as five say that they will smoke as adults and some have already tried
- | most children in the Soweto and Johannesburg survey were exposed to tobacco smoke in their environment

Researchers believe their findings will help them find ways to:

- | stop children smoking
- | prevent tobacco companies from targeting children.

4. Text B could be summarised as follows:

Most black South Africans visit traditional healers and use the herbs they prescribe. Traditional healers are specialist botanists. They have no formal training but they understand the value of hundreds of medicinal herbs. Some plants are taken in order to acquire their characteristics, while others are purely for healing. Three-quarters of prescription drugs with a plant base were discovered through folk lore. Traditional medicine is not trickery but an effective form of primary health care.

Activity 6

3. because
this explains why
due
as a result
consequently.
4. To illustrate my point; for example; I will substantiate my argument with some examples.

Lesson 10

Activity 1

1. The manual was produced by the Ministry of Community Development and Women's Affairs to assist communities to understand what was meant by 'development', how they could benefit from development, and what role they could play.
3. The repetition of the words 'people' and 'change' suggests that these are very important aspects of the development process.
4. Words which end with 'ing':

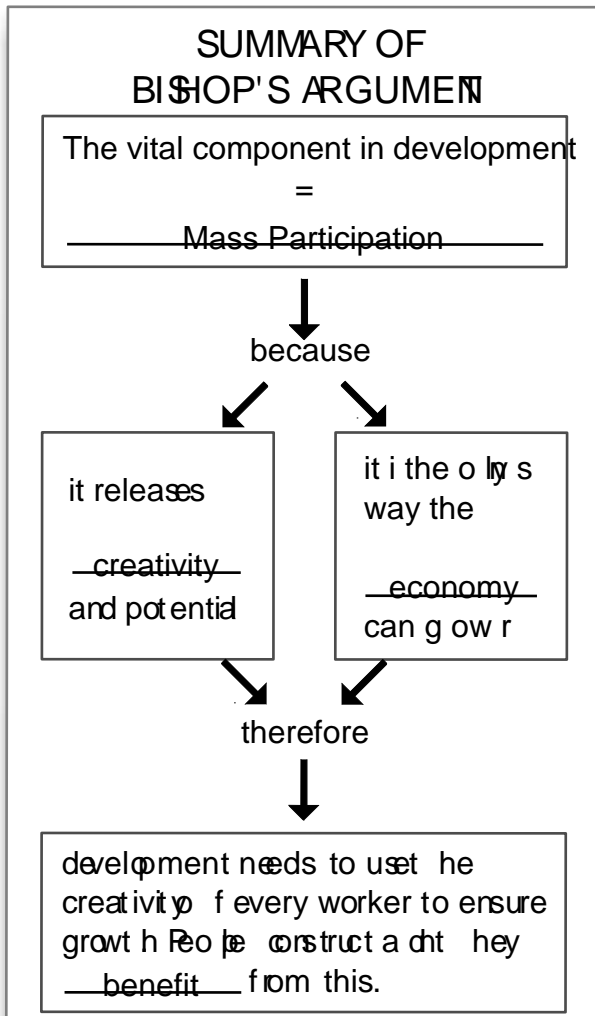
building, understanding, giving, enabling, doing, discussing, helping, knowing, getting.

These words describe different actions which take place during the development process. Some actions are physical, for example 'building', 'doing', 'getting'; some actions involve working with others, for example 'helping', 'enabling', 'discussing', and some actions involve mental processes, for example 'understanding', 'knowing'. This suggests that development involves people on a physical and mental level, and requires communication and co-operation between people.

5.
 - relationships
 - growth, people's confidence
 - understanding, change
 - people, control
 - helping
 - projects, people's, want.
6. Development is a constructive relationship that empowers people, includes them, and enables them to become strong, creative and fully human.

Activity 2

- 1
 - b. major decisions, budgets, bananas, pest control
 - c. releases people's creativity and genius
it is the only way in which the economy can grow
 - d. 'We can only produce together if we plan together.'
'We can only increase our wealth if we increase our collective investment in that wealth.'
'Every worker has a voice, has creative suggestion, has his portion of genius.'
'Let us put it at the service of our economic growth.'
 - e.



Activity 3

1. a. The government
 - | used the democratic structures
 - | circulated an information booklet on the economy for people to study
 - | used ministry officials and economists who travelled around the country to consult with people
- b. The result was that people's confidence developed and the Ministry of Finance received much criticism and ideas from people about the budget. These were worked into a People's Budget in 1982.
2. a. The objective was to demystify economics.
- b. Their confidence was demonstrated by the mass of ideas and criticism the people came up with; and by people realising that they were able to understand economic issues and talk about them.
- c. You may answer either yes or no: however, you need to give a reason to substantiate your answer.

Activity 4

2. No, Castro was telling us the topic and then explaining the answer.
3. b. Types of schools: primary, secondary, schools for the sciences, technological schools, sports schools, schools in the countryside which taught both academic subjects and production skills.

Activity 5

1. Nearly all the administrators, engineers, university professors, technicians, agronomists, veterinarians, etc. left the country (i.e. those people with skills).
2. Castro means that Cuba had no skilled people when it began to tackle its development problems. It started with nothing.
3. South Africa has many skilled people. It also has a policy of affirmative action, which aims to increase the skills of people who were educationally disadvantaged under the apartheid government.
4. Rents were cut and the state and government ceased being on the side of the rich and put themselves on the side of the poor.

Lesson 11

Activity 1

Key features of development:

- | it's an active process
- | it develops people and changes society
- | it changes the relationships between people
- | it increases people's understanding, knowledge and skills
- | it empowers people
- | it develops people's confidence
- | it promotes people's participation
- | it builds people, not just projects
- | it is supported by governments in practical ways
- | it is supported by laws which implement social justice
- | it improves living conditions for everyone.

Activity 2

3. a. The key goals of the RDP are to:
- | build a programme which is integrated and sustainable
 - | make sure it is a people-driven process
 - | create peace and security for all
 - | move away from the divisions and inequalities created by apartheid and build a unified nation
 - | link the processes of reconstruction and development
 - | build democracy so that everyone can contribute and participate.

The key programmes of the RDP are:

- | meeting people's basic needs. This means: providing jobs, land, housing, water, transport, clean and healthy environments, nutrition, health care, social welfare, etc.
- | developing human resources. This involves enabling people's participation in the decision-making process, in implementation of development programmes, in creating new job opportunities, in managing and governing society, and providing appropriate and adequate education and training .
- | building the economy. This involves building on the strengths of the economy so that all people benefit.
- | addressing problems such as inequality, the low levels of skills, low productivity and declining employment, workers' rights, etc.
- | democratising the state and civil society, This involves clearly stating the role of the Constitution and the Bill of Rights and of national and provincial government; the adequate administration of justice.

implementing the RDP. This involves establishing effective RDP structures in national, provincial and local government.

Activity 5

1. The main reason why RDP promises could not be delivered was the slow growth of the South African economy.
2. The sentences which summarise GEAR are: 'Firstly, the framework looks at promoting growth through exports and investments. Secondly, it intends to promote redistribution by creating jobs and reallocating resources through the budget.'
3. Grade your answer by deciding which of the following best describes what you have written:

| Merit | Upper Credit | Credit | Retry |
|--|---|--|---|
| <p>I wrote two paragraphs. Each paragraph deals with a different aspect of the topic, for example, paragraph 1 deals with my goals in relation to the RDP and paragraph 2 deals with my goals in relation to GEAR. My answer shows a clear understanding of what is involved in the RDP and GEAR. I edited my work and I corrected my spelling. I used language to show how my goals were dependent on something, e.g. 'If we get funding we could buy sewing machines which could in turn be a source of employment.'</p> | <p>I wrote two paragraphs. Each paragraph deals with a different aspect of the topic, for example, paragraph 1 deals with my goals in relation to the RDP and paragraph 2 deals with my goals in relation to GEAR. My answer shows a clear understanding of what is involved in the RDP and GEAR. I edited my work carefully but there are still spelling and other errors.</p> | <p>I wrote two paragraphs. I tried to keep separate issues in separate paragraphs. I understand the RDP but I have difficulty understanding GEAR. I did not edit my work very carefully.</p> | <p>I did not have enough information to fill two paragraphs.</p> <p>OR</p> <p>I simply copied extracts from the readings on the RDP and GEAR. I did not make any connections with my own list of goals. I did not edit my work.</p> |

Lesson 12

Activity 1

1.
 - a. Did you think of Bob Marley?
 - b. They both experienced colonisation and the slave trade.
 - c. Calypso began as a lament (sad song) of the slaves.

2.
 - a. 'feelings and music and an immortal beat'; 'ordinary people's music'.
 - b. He says it's a message.
 - c. It's 'one of the main forms of communication of the Grenadian people'.
It's 'an attempt to reach people with ideas that may be difficult to understand ... in terms they could understand'.
 - d. The main function of the song is 'to ask people to challenge something, and then analyse and test it'.

Activity 2

1.
 - a. He's arguing against corruption.
 - b. He wants to inform people about what is going on, and to criticise the leaders.

2.
 - b. verse 1: to inform
verse 2: to explain what corruption is
verse 3: to warn
verse 4: to compare the hardship of a poor person's life with the lives of those who are benefitting from corruption
verse 5: to give his view about whether corruption should stop
verse 6: to inform, and ask people to think about a solution
verses 7, 8, 9, 10: to explain what corruption is

3.
 - a. Most of the comments about calypso apply to Mapfumo's song:
 - | it has a strong beat
 - | it's ordinary people's music
 - | it has a message
 - | its purpose is to raise people's awareness.

Activity 3

1.
 - a. He is arguing for people to buy local goods.
 - b. He supports his argument by saying that if people do this the economy will grow and the nation will develop.

2.
 - a. She argues that unemployed people should not sit idle; they should work the land.
 - c. moping, sponging, idle.
 - d. These words have negative connotations.
 - e. She thinks he is afraid of using his hands to work.

3.
 - b. She tells us about the things she has done in the past, what she can do, what she does in the present, and what she is capable of doing in the future.

The first three verses start with 'I have ...'. This shows us that she is telling us about the things she has done already. Verses 4 and 8 start with 'I can ...'. This shows us that she is telling us what she is capable of doing.

Verses 5, 6 and 7 tell us what she does: 'I toting...', 'I fixing...', 'In the market place, in the factory. In the kitchenette, in the laundry ...'.

In the last verse she starts with 'I could ...'. This shows us what she believes she is capable of doing in the future.

4.
 - a. Summary of argument in 'Ain't I A Woman' ?

The writer argues that she is capable of doing whatever she sets her mind on doing. She has experienced hardship and suffering, and has survived. She has worked hard in many different jobs, and in many different contexts, and has a range of skills and knowledge. She feels, therefore, that she deserves an equal place in society.

 - b. The summary includes the gist of the argument, but leaves out all the interesting details and examples. People are more likely to want to listen to the song, and to remember its message.

Activity 4

2.
 - a. 'two thing'; 'tote banana'

 - b. 'when you dead'; 'you building boat'; 'I totting wood'; 'you driving car'; 'I fixing road'

 - c. 'me cutlass'; 'me sheep'; 'me left hand'.