NASCA English Materials Draft 1

THEME 2

Language and Working Life

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# Language and Working Life

## Introduction

This theme gives you the opportunity to use strategies to exchange information, ideas and opinions for work-related purposes. It provides information and exercises on job interviews, application for employment, formal letters and curriculum vitae. You will demonstrate an understanding of critical language usage and express your point of view using appropriate tone and register. You will understand the role of power in language and how meaning may be manipulated or distorted by the deliberate inclusion or exclusion of information.

**Learning Outcomes and Assessment Criteria covered in the theme:**

**LO 2.1 Listen to and give instructions in a variety of work contexts:**

AC1: Instructions are followed appropriately;

AC2: Clear and accurate instructions are given;

AC3: Instructions given are appropriate to the context and the audience.

**LO 2.2 Plan, prepare, participate in and reflect on a job interview:**

AC1: Appropriate questions are developed for the interview;

AC2: The conduct of a simulated job interview shows an understanding of the

conventions of job interviews;

AC3: Interviewing techniques such as probing, focusing and clarifying are used

appropriately;

AC4: Participants ask and answer questions clearly and succinctly;

AC5: Participants identify and reflect on strengths and weaknesses of the interview;

AC6: Participants show an awareness of voice and body language in interviews.

**LO 2.3 Read and analyse a job advertisement:**

AC1: The typical layout features of a job advertisement are identified and explained;

AC2: The kinds of information to be found in a job advertisement are identified and explained.

**LO 2.4 Read and interpret visual forms of information:**

AC1: The conventions of visual forms of information (e.g. colour coding, shape, size;

use of symbols and icons) are identified and understood;

AC2: Visual messages are correctly interpreted in relation to context.

**LO 2.5 Write a covering letter and CV in response to a job advertisement:**

AC1: The letter/CV is correctly formatted;

AC2: The letter/CV demonstrates the use of appropriate tone and register;

AC3: There is evidence of planning in the letter/CV;

AC4: The letter/CV is self-edited for grammatical and other errors.

**LO 2.6 Plan and prepare a notice and agenda for a meeting:**

AC1: Notice/agenda includes relevant information;

AC2: Notice/agenda uses appropriate format;

AC3: Notice/agenda uses an appropriately formal style, tone and register;

AC4: Notice/agenda is grammatically correct.

**LO 2.7 Take minutes of a meeting:**

AC1: Minutes of a meeting are a true reflection of the meeting;

AC2: Minutes of a meeting use an appropriate format;

AC3: Minutes of a meeting use an appropriately formal style, tone and register;

AC4: Minutes of a meeting are grammatically correct;

AC5: Minute-taker identifies a difficult issue in the meeting and how to capture it.

**LO 2.8 Research a career using a variety of sources:**

AC 1: Appropriate sources of information are identified and accessed;

AC 2: Information is summarised in note form.

**LO 2.9 Write an essay evaluating a chosen career:**

AC 1: Essay shows evidence of planning;

AC 2: Information from a variety of sources is compared and synthesized;

AC 3: Appropriateness of career is evaluated in relation to own profile;

AC 4: Essay is self-edited for grammatical and other errors.

**LO 2.10 Understand and use language conventions appropriately and**

**accurately:**

AC1: The following language structures are used appropriately and accurately:

punctuation; proper nouns; logical connectors; complex sentences; imperative and interrogative mood; modalities of formal language;

AC2: The following text units are formulated accurately and used appropriately:

instructions; questions; statements; headings and sub-headings; numbering.

**Artwork: collage of different types of work: nurse, clerk, engineer, scientist or teacher**

### UNIT 1 The world of work

**Introduction**

This unit gives you information on careers and provides the opportunity to use strategies to exchange information, ideas and opinions for work-related purposes. You will learn the appropriate ways to answer questions in a job interview, how to apply for employment, how to write a formal letter and curriculum vitae, how to give instructions in a variety of contexts and how to explain the use of a technical instrument.

**Learning outcomes:**

When you have completed this unit, you should be able to:

* Read and answer questions on an extract;
* Understand attitudes towards work and skills for different careers;
* Acquire knowledge about working life and livelihoods;
* Use the dictionary to find meanings of words;
* Give clear and accurate instructions;
* Explain the use of a technical instrument clearly and accurately; and
* Use the following language structures appropriately: punctuation; proper nouns; logical connectors; complex sentences; imperative and interrogative mood and modalities of formal language.

**Activity 1 Read and respond to an extract**

The extract below comes from a short story called*The Toilet*, written by Gcina Mhlope, who was born in Hammarsdale, near Durban. Read the extract carefully and check the meaning of new words in your dictionary.

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| --- |
| **The Toilet**  **Gcina Mhlope**  Sometimes I wanted to give up and be a good girl who listened to her elders. Maybe I should have done something like teaching or nursing as my mother wished. People thought these professions were respectable, but I knew I wanted to do something different, though I was not sure what. I thought a lot about acting… My mother said that it had been a waste of good money educating me because I did not know what to do with the knowledge I acquired. I’d come to Johannesburg for the December holidays after writing my matric exams, and then stayed on, hoping to find something to do.  My elder sister worked in Orange Grove as a domestic worker, and I stayed with her in her back room. I didn’t know anybody in Jo’burg except my sister’s friends whom we went to church with. The Methodist church up Fourteenth Avenue was about the only outing we had together. I was very bored and lonely.  On weekdays I was locked in my sister’s room so that the Madam wouldn’t see me. She was at home most of the time painting her nails, having tea with friends, or lying in the sun by the swimming pool. The swimming pool was very close to the room, which is why I had to keep very quiet. My sister felt bad about locking me in there, but she had no alternative. I couldn’t even play the radio, so she brought me books, old magazines and newspapers from the white people. I just read every single think I came across: *Fair Lady, Woman’s Weekly*, anything. But, then my sister thought I was reading too much.  ‘What kind of wife will you make if you can’t even make baby clothes or knit yourself a jersey? I suppose you will marry and educated man like yourself, who won’t mind going to bed with a book and an empty stomach.’  We would play cards at night when she knocked off, and listen to the radio, singing along softly with the songs we liked.  Then I got this temporary job in a clothing factory in town. I looked forward to meeting new people, and liked the idea of being out of that room for a change. The factory made clothes for ladies’ boutiques.  The whole place was full of machines of all kinds. Some people were sewing, others were ironing with big heavy irons that pressed with a lot of steam. I had to cut all the loose threads that hang after a dress or a jacket is finished. As soon as a number of dresses in a certain style were finished, they would be sent to me and I had to count them, and then start with the cutting of the threads. I was fascinated to discover that one person made only sleeves, another the collars, and so on until the last lady put all the pieces together, sewed on buttons, or whatever was necessary to finish. |

Artwork: picture of Gcina Mhlope

1. Read the extract again and answer the following questions in your book:

1. What did the narrator think about doing after matric?
2. What do the words ‘good girl’, ‘respectable’, ‘a waste of good money’ tell you about the elders’ attitude towards the narrator?
3. What does the older sister think a ‘wife’ should be able to do?

Do you agree with this idea? Give a reason for your answer.

1. How did the narrator feel before she found work?
2. What was she eager, or keen to experience at work?
3. What kind of work did she get?
4. The work she got was different from what she had thought about doing. Do you think she’d changed her mind?
5. The names of people and places are proper nouns and are written in capital letters. Identify five proper nouns in this extract.

2. We have different attitudes towards work, and we have different reasons for doing work. From Mhlope’s extract, decide what each person’s attitude is towards work and write it down in your own words:

1. The narrator
2. The domestic worker
3. The madam

3. From the list of jobs below, write down the one which appeals to you the most. Then write a short paragraph to explain why you think so.

Now decide which appeals to you the least, and explain why in a paragraph of five sentences.

|  |
| --- |
| Caterer dancer paramedic unemployed  Farmer mineworker banker researcher  Lawyer hairdresser motor mechanic plumber  Electrician teacher doctor writer  Secretary housekeeper gardener policeperson |

**Activity 2 What counts – education or experience?**

In this lesson, you can decide whether education or experience is important in finding work.

Below are two statements. The first statement was made by Thabo who is studying through correspondence college. The second was made by Sandra who has had many different jobs.

a. Decide, using the list below, which person would use which reasons to support their statement.

Thabo: *Education is the best way to get work because…*

Sandra: *Experience is the best way to get work because…*

* Employers always ask for experienced people
* Everyone needs papers to prove they can do the job
* It gives people what they need to understand the world around them
* What you learn from experience can help you solve your own problems
* You can do many kinds of work once you’ve learnt basic skills
* It is all you need to be able to become rich
* How else will you learn the job?
* It teaches you to be independent
* It helps you to get better jobs
* There are lots of things you can learn quickly through experience that you would otherwise take a long time to learn

Artwork: certificate/diploma on a wall

b. Now decide which reasons you agree with and which you don’t. What is your opinion: do you think education or experience is the best way to get work?

Write a short paragraph, giving reasons to support your answer.

|  |
| --- |
| COMMENT  Perhaps you found that the reasons Thabo and Sandra gave were incomplete because they didn’t give the whole story. Or you found that they were too general or subjective, and not supported with facts. You probably noticed that some of the reasons could have been given by both Thabo and Sandra. Where you placed them depends on your own point of view. |

c. What about the reasons you gave to support your opinion in your paragraph? If you go back and read them again, do you think they are incomplete, too general, or too subjective?

**Activity 3 Meaning of words**

Read the extract below. It’s taken from a document which explains the aims of the curriculum. You’ll notice that some of the words are quite difficult. Don’t worry about this because part of the activity will be to work out the meanings of certain words.

|  |
| --- |
| A general education is one which is neither **vocationally** specific, nor exclusively academic. Such a **curriculum** can best be defined in terms of its purpose, which will be to:   * Provide a learning experience that will encourage the learner to fulfil his/her **potential;** * Provide a learning experience that is **appropriate** and relevant to the individual’s concerns and interests; * Provide a sound educational base for access into further academic or vocational education and training at appropriate levels, or for movement into the formal or informal sector or employment; * Provide a sound educational base which will create in the individual a justified confidence in his/her capability to analyse, engage and impact on the world around him/her. |

1. Use your dictionary and find the meaning of the following words:

* vocational
* curriculum
* appropriate
* potential

1. In your notebook, write down the job you do or the job you would like most to do. Now complete one of the following sentences:

An exclusively academic education would not help me in my job because …

An exclusively academic education would help me in my job because …

1. List the skills you need in your workplace or for the job in which you are most interested. Compare this list with the list of skills you’ve learnt in your courses. Are there skills missing in the courses? Have you learnt skills that you will never need? Write a short paragraph describing how the courses have helped you or not helped you in your work.
2. If you had to make up a course that was ‘vocationally specific’ for your particular job, or for a job that you are interested in, what five skills would such a course have to teach? (For example, a vocationally specific education for hairdressers would teach learners about different cutting methods.)
3. Do you prefer the education you are getting from these courses or a vocationally specific education? Why? Answer in a sentence.

**Activity 4 Writing instructions**

The purpose of instructions is to explain how something is done.

Artificial respiration:

Helping someone who has stopped breathing to breathe again by placing your mouth on his or hers and blowing your air into his/her lungs.

Read and respond to the following instruction where you have been asked by your sports coach to help with artificial respiration if an emergency situation occurs in the sports field. Pay careful attention to the step-by-step manner that the instructions are written:

1. Place the person face up. Tilt the head back so his/her chin points upward.

2. Using your fingers remove any food from his/her mouth.

3. Pull the jaw down to clear the tongue from the air passage and pinch the nostrils.

4. Blow into the person’s mouth until the chest rises. Listen for air rushing out,

indicating air being exchanged.

5. Repeat blowing.

6. For adults blow 12 breaths a minute. For children blow 20 breaths a minute.

Give the instructions in a step-by-step manner.

Language should be formal and the tone factual and informative.

Organise the instructions in a logical order.

1. Think about the following and give two points for each question:

a. Why must the instructions be given in a step-by-step manner?

b. How can you confuse a reader with your instructions?

c. Why do instructions not use flowery language?

2. Write down a set of instructions for each of the following situations:

a. You have been invited by a principal of a primary school to do a short oral presentation to the learners on how to lead a healthy, balanced life. Write a list of 6–7 tips you would give the learners in your presentation.

b. You live in a block of flats and would like to start a recycling programme.

Write a set of instructions that will be posted on the wall of the entrance to the

flat.

3. Use the following instruction checklist to evaluate your work:

**Instructions checklist**

**C**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Features** | **Details of the feature** | **Yes** | **No** | **Don’t know** |
| Text type | I understand the features of instructions |  |  |  |
| Topic | I understand the topic I have chosen |  |  |  |
| **Content, planning and format** | | | | |
| Planning | I can show evidence of planning |  |  |  |
| Content | Each point in my plan is relevant to the topic.  I will use these points in my text. |  |  |  |
| Purpose/  audience | I understand the purpose of the instructions.  I understand the audience for my instructions. |  |  |  |
| Format | I have given my instructions a heading.  The instructions are written as a point-form list. |  |  |  |
| **Language, style and editing** | | | | |
| Choice of words/diction | I have chosen my words carefully to make my text interesting.  My ideas link to the topic. |  |  |  |
| Language | I have checked and corrected my grammar, spelling and punctuation. |  |  |  |

**Online resource on giving instructions:**

**https://www.lifehack.org/articles/communication/how-to-give-instructions.html**

**Activity 5 Explaining use of a technical instrument**

1. Read the following information on how to connect a laptop to a projector.

The most common way to connect a laptop to a projector is via VGA cable, with SVGA and S-Video cables providing alternative means of making the connection. A common task that arises for students and business personnel is connecting a computer to a display projector to show a presentation to a group of people.

**How to Connect a Laptop to Projector**



**Step 1** – Identify the laptop’s video output types. The VGA (Video Graphics Array) is

the most common, followed by S-Video (Separated Video), and HDMI

(High Definition [Multimedia](http://www.tech-faq.com/multimedia.html) Interface).

**Step 2** – Verify the projector’s input cable type. HDMI and VGA connectors are the

most prevalent. S-Video inputs are more commonly found on LCD or

Plasma televisions, though modern TV displays also have HDMI input.

**Step 3** – Turn on the projector and connect the laptop to the projector with the video

cable.

**Step 4** – Press the “F1” key and the “F” key corresponding to the remote display on

the computer simultaneously. There is a graphic display of a television

screen on the function key.

**Step 5** – Press the “F1” and “F” key a second time to view the laptop’s screen on the

projector’s display.

 a. Simplify the above explanation of connecting a laptop to a projector in a

simple and easy to follow manner. Write the 5 steps to connect a laptop to a

projector.

b. Search the internet or visit the library and find an instruction manual. Your task

is to explain the use of a technical instrument, for example, how to replace a sim-card in a cellphone; how to change a light bulb in a sewing machine, how to connect an electric plug, etc. Use a step-by-step approach in your answer.

The internet will assist you to get information to explain the use of a

technical instrument.

Online resource for writing technical instructions:

<https://www.prismnet.com/~hcexres/textbook/instrux.html>

### UNIT 2 Finding work

Work is very important to us. It affects how we think about ourselves and other people’s opinions about us. In this unit you will learn about formality in job interviews, application for employment, covering letters and curriculum vitae. You will also explore some of the ways to look for jobs.

**Learning outcomes:**

1. Plan, prepare, participate in and reflect on a job interview;
2. Read and analyse a job advertisement;
3. Write a covering letter and CV in response to a job advertisement
4. Understand and use language conventions accurately (synonyms, antonyms, homonyms and polysemes)

Artwork: job advertisements in the paper

**Activity 1 Reading job advertisements**

Job-hunting can be a difficult exercise. Some of the ways that people find jobs include:

* Asking people you know;
* Reading advertisements in the newspaper; and
* Going to places that advertise jobs.

When you are job-hunting, use these questions to help you find important information:

* What jobs are available?
* What qualifications and experiences do the jobs require?
* What type of work do the jobs involve?

Most newspapers advertise jobs in the classified section, and many newspapers have a special careers supplement which they publish weekly.

1. Study the following advertisements closely to see what kind of information it

gives. Look at how the advertisement is organised. It is divided into different sections.

|  |
| --- |
| **LITERACY DEVELOPMENT AND POVERTY RESEARCH UNIT**  Applications are invited from persons with a good understanding and working knowledge of poverty and poor communities in Southern Africa for the following position:  **FIELD WORKER**  As a field worker of the Projects office at the LDPRU the successful applicant’s task will be to:   * Conduct field visits to projects funded through the LDPRU * Liaise with NGOs working with poverty and literacy * Network with development organisations/agencies * Report to the Projects Officer * Represent the LDPRU at meetings and conferences locally   **Requirements:**   * Grade 12 (minimum standard of education) * Good communication skills * An understanding of development work * Appropriate work experience * Valid driver’s licence   **Conditions of service:**   * Medical aid and pension * 13th cheque * Salary negotiable depending on experience and qualifications.   The closing date is 15 December 2018.  Written application should be sent to: The Administrator, LDPRU, 1 Highbury Road, Mowbray, 7700. Applications should be accompanied by a full CV and the names and telephone numbers of two referees and emailed to [amandai@ldpru.co.za](mailto:amandai@ldpru.co.za) |

2. Answer the following questions:

1. Write down the main verbs that summarise the job.
2. What does ‘conditions of service’ mean?
3. What is another word which is similar in meaning to ‘13th cheque’?
4. What kind of person is the advertiser hoping to attract to this job?
5. How would one get knowledge of poor communities?
6. The advertisement asks for formal skills (qualifications, driver’s licence) as well as informal skills. What are the informal skills required in this advertisement?

3. When you apply for a job, the manager/head or someone senior in the department where the vacancy exists will interview you to find out if you are the most suitable person for the job. Take note of the following steps:

* Go well prepared for the interview.
* Get to know as much as possible about the firm.
* Make a list of all the tasks you think you will do in this position.
* Prepare a set of questions that you think the interviewer will ask you to answer.

**Activity 2 Job interviews**

**Artwork: manager interviews a young man**

Study the two interviews below. The interviewer is Mr Feltman. Salim and Kevin are both applicants for the same job.

**Salim’s interview**

Mr Feltman: Have a seat

Salim: (sits down)

Mr Feltman: I see you were a teacher.

Salim: Yes.

Mr Feltman: Have you worked in a factory before?

Salim: No.

Mr Feltman: Why do you want this job?

Salim: I need the money.

Mr Feltman: Do you have any experience in electronics?

Salim: Not yet.

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

Salim: What is the salary?

**Kevin’s interview**

Mr Feltman: Have a seat.

Kevin: Thank you (sits).

Mr Feltman: I see you were a teacher.

Kevin: Yes, I taught maths for 5 years as a locum teacher.

Mr Feltman: Have you worked in a factory before?

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

Mr Feltman: Why do you want to work here?

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

Mr Feltman: Do you have any experience in electronics?

Kevin: I like to mend electrical appliances and my hobby is reading

about electronics.

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

Kevin: Could you please tell me a little about the training?

1. a. What difference did you note between the two candidates?

b. Why do you think Kevin came across as a better candidate for the job?

c. Which two questions would you have answered differently and what answers would you have given?

d. Which question would you find difficult to answer? Why?

e. List five points that are important for a good interview

2. Imagine that you are being interviewed for a job in your field of expertise (e.g. administration, computer programming, hospitality, etc.) and you are being interviewed by the manager. Answer the following questions asked by the manager. Speak out your responses to the questions clearly and correctly. Use an audio or video instrument to record your answers.

1. Why did you apply for this job?
2. What experience do you have in this area?
3. How would you handle working in a team?
4. What do you feel are your strong points?
5. Why do you think you are the best candidate for this job?

**Online resources for a job interview:**

[**https://www.wikihow.com/Prepare-for-a-Job-Interview**](https://www.wikihow.com/Prepare-for-a-Job-Interview)

**Activity 3: Planning a Curriculum Vitae and Covering Letter**

**A. Curriculum Vitae**

The CV is a document that you prepare when you apply for a job. You provide the following information in your CV:

* Personal or biographical details (full name, ID number and contact details)
* Educational qualifications (highest standard passed, subjects and school; certificates, diplomas and degrees obtained)
* Work experience
* References (people that know you and can give you a reference).

1. Look at Penelope Modisane’s CV below and study the format, the headings and sub-headings, and the details that are included:

|  |
| --- |
| **CURRICULUM VITAE**  **PENELOPE LERATO MODISANE**  **PERSONAL DETAILS**  Surname: Modisane  First names: Penelope Lerato  Date of birth: 23 December 1994  Identity number: 199412235009988  Address: 54 Bhunga Avenue, Section C, Langa, 7031.  Telephone number: 0825537608  Email address: [penelopelm@gmail.com](mailto:penelopelm@gmail.com)  Language ability: English (good); isiXhosa (good); Afrikaans (fair)  **ACADEMIC QUALIFICATIONS**  **1. National Diploma in Office Management**  Cape Peninsula University of Technology, Bellville. 2015  **2. Matric certificate**  Thandokulu High School, Mowbray. 2011  Subjects: English; isiXhosa; Maths Literacy; History; Accounting; Computer  Studies; Life Orientation (distinction)  **WORK EXPERIENCE**  Cox Yeats Attorneys. In-service training. (1 year)  Part-time administrator at Shoprite, Mowbray (1 year)  **SPECIAL ACHIEVEMENTS**  Leadership roles: School prefect; Member of the school debating team; Treasurer of the Langa Youth Club.  **REFEREES**  Father Carva Pop, Good Shepherd Catholic Church, Langa (0832774556);  Mr Shaheed Hartley, Principal, Thandokulu High School, Mowbray (021 6801505) |

2. Answer the following questions based on the CV:

a. What details are most important in a CV and why?

b. What personal details are not relevant in a CV?

c. Why is work experience important for a CV?

d. How would your special achievements help you to get a job?

e. Why would you not use full sentences for the details in your CV?

f. How would you choose your referees?

3. Study the covering letter below and take note of the important parts:

|  |
| --- |
| 54 Bhunga Avenue, Section C  Langa, 7031  10 October 2018  The Manager  Jerry’s Computer Warehouse  P.O. Box 345  Claremont  7765  Dear Mr Diedericks  **Vacancy: Office Administrator**  I would like to apply for the vacant post of Office Administrator in your company as advertised in the Cape Argus (9 October 2018).  I obtained a National Diploma in Office Administration from the Cape Peninsula University of Technology in 2015 and majored in Computer Studies and Data Management. I did Computer Studies and Accounting in matric and the subjects are relevant to the job. I have two years part-time experience with office administration at Cox Yeats Attorneys and Shoprite. My communication skills are good and I participated in the school debating team for three years. I have good knowledge of Microsoft Office and enjoy working with people.  Please find attached my CV and references. You may contact me on email at [penelopelm@gmail.com](mailto:penelopelm@gmail.com).  Thank you for your kind consideration of my application.  Yours sincerely  Penelope Modisane |

4. Take note of the different parts of the covering letter and identify the following in the letter:

* Addresses: your address and the company address
* The salutation
* The subject line
* Reasons for your interest in the job
* Motivation as to why you will be good for the job
* Your contact details
* Formal and polite language

5. Answer the following questions:

a. Why do we send a covering letter with a CV?

b. Why must all the information you provide be relevant to the job?

c. What kind of information would not be relevant in Penelope’s covering

letter for the job of Office Administrator?

d. What kind of information would you use to motivate an employer to give you a job in your specific field?

**Activity 4 Writing a CV and covering letter**

In this section you will be required to write a CV and covering letter.

Read the two job adverts below and choose one. Write a CV and covering letter to apply for one of the advertised positions.

|  |
| --- |
| **TRAINEE MANAGER**  Wanted for a busy bookstore at the V and A Waterfront in Cape Town. If you have some experience with working with customers, knowledge of books and like helping people, this job is good for you. We are looking for someone that we can train to eventually manage the store. Applicants must be willing to work late and during weekends. Please send your CV and a covering letter to Ms L Adonis at Bargain Books, P.O. Box 376, Waterfront, 7800. Or you may email your application to her at [AdonisL@bargainbooks.co.za](mailto:AdonisL@bargainbooks.co.za) |

|  |
| --- |
| **LOCUM TEACHER**  We are a private primary school in rural Umtata and are  looking for a locum teacher to teach English and/or  Life Orientation to Grades 3 to 5. No experience with  teaching is necessary. However, the applicant must  enjoy working with little children, have good  communication skills and show an interest in  sports coaching. Please send your CV and a motivational  letter to Mr X Sibam, The Principal, Waterford Primary School,  P.O. Box, Umtata, Eastern Cape, 5674. |

**1. Planning and drafting**

a. Write out a rough plan of the following:

* What can you motivate about yourself for the job you chose?
* What are your qualifications and experience for the specific job?

b. Write a draft of your CV.

* Use the CV format and make sure all your details are correct.
* Include qualifications, work experience and special achievements.
* Do not use full sentences.
* Make sure that all your information is relevant to the specific job.
* For special achievements, only include information relevant to the job.

c. Write a draft of the covering letter

* Reasons for your interest in the job.
* Motivate why you will be good at the job.
* Brief description of your qualifications and experience.
* Write in full sentences.
* The letter should be 140 to 160 words long.
* Be formal and polite and the letter must be neat.

**2. Editing, revising and presenting**

a. Read your draft covering letter and check if the format is correct.

* Does the letter include only information relevant to the specific job?
* Is the format correct?
* Write out your covering letter neatly.

b. Read your draft CV and check if the format is correct.

* Did you put the information in the correct sections?
* Are all the relevant items of the CV included?
* Are the references appropriate? (Do not use parents or members of your family)
* Write out you CV neatly.

c. Evaluate your CV using the following checklist:

**CV checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Features** | **Details of the feature** | **Yes** | **No** | **Don’t know** |
|  | I understand the features of a CV and covering letter |  |  |  |
| Topic | I understand the topic I have chosen |  |  |  |
| Text type | | | | |
| Planning | I can show evidence of planning |  |  |  |
| Content | Each point in my plan is relevant to the topic. |  |  |  |
| Purpose/Audience | I understand the purpose of a CV and Covering Letter.  I understand the audience of my CV and Covering Letter. |  |  |  |
| Format | My CV is correctly laid out.  I have written a main heading.  My information is organised under the correct sub-headings (personal information; education; employment; interests; and referees).  I have listed each piece of information and given it a heading with a colon.  My covering letter uses the correct formal letter features. |  |  |  |
| **Language, editing and style** | | | | |
| Choice of words/diction | I have chosen my words carefully to make my CV and covering letter informative and clear.  My ideas link to the topic.  My covering letter has the correct formal register. |  |  |  |
| Language | I have checked and corrected my grammar, spelling and punctuation. |  |  |  |

**Online resource for CV and covering letter:**

[**https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters**](https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters)

**Activity 5 Language structures and conventions**

**A. Build your vocabulary**

Take note of the following:

|  |
| --- |
| * A **synonym** is a word with a similar meaning   e.g. huge, big, large pretty, lovely, attractive  intelligent, brilliant, smart unhappy, sad, depressed   * An **antonym** is a word with an opposite meaning   e.g. polite – impolite; noble - ignoble;  optimist – pessimist; decided – undecided.   * **Homonyms** are words that have the same sound and spelling but have different meanings.   E.g. He drank a **can** of juice.  She **can** drive a truck.   * **Polysemes** are words with the same spelling and different but related meanings.   e.g. The cricketer constantly shook his **head**.  I sent my covering letter to the **head** of the organisation.   * **Homophones** are words that sound the same but are spelt differently and have a different meaning   e.g. Her elder **son** is an engineer.  The **sun** shone brightly that morning. |

1. Choose the correct **synonym** from the list below for the underlined word in the sentences.

introverted latest humorous fair attached

1. The judge was unbiased in his decision.
2. The play was comical and made us laugh.
3. She enclosed a covering letter with her curriculum vitae.
4. The children always teased the withdrawn boy.
5. Her latest article appeared in the school newsletter.
6. Add a prefix to form an antonym (opposite meaning) of each of the words in the list below. Use the prefixes **un-, non-, in**- and **dis**-.

Entity tolerant discreet able fortunate

Decent likely payment excusable forgiving

Order decided approve moral satisfied

1. Choose the correct answer from the words within brackets:
2. The manager (accepted; excepted) her reason for staying at home.
3. The (principle; principal) was happy with the matric results of his school.
4. The bride walked down the (aisle; isle) of the church.
5. He did not have the correct (fare; fair) for the train trip.
6. The (emigrants; immigrants) into the country had to have visas to enter.
7. Each word in Column A has two meanings. Choose two sentences from Column B for each of the words in Column A

|  |  |
| --- | --- |
| Down  Bark  Bright  Head  Book | a. The lights in this room are very \_\_\_\_\_\_\_\_. |
| b. The \_\_\_\_\_\_of the firm was an unfriendly lady. |
| c. My dog would always \_\_\_\_\_\_\_ at the mail carrier. |
| d. They tried desperately to \_\_\_\_\_ a room at the hotel. |
| e. Sarah climbed \_\_\_\_\_\_\_\_ the ladder. |
| f. We met the author at the launch of her \_\_\_\_\_\_\_. |
| g. The \_\_\_\_\_\_ is the part of the body above the neck. |
| h. Peter is a \_\_\_\_\_\_ student and got good grades. |
| i. The \_\_\_\_\_ of the tree was brown in colour. |
| j. Mother bought a \_\_\_\_\_\_\_ blanket. |

### UNIT 3 Meeting procedure

In this unit you will learn skills and knowledge about meeting procedure, the planning and preparation of a notice and an agenda for a meeting. You would take minutes of a meeting using the appropriate format style, tone and register. The unit also provides you with an opportunity to write an essay evaluating a chosen career.

**Learning outcomes:**

When you have completed this unit, you should be able to:

* Plan, and write a notice and agenda for a meeting.
* Write the minutes of a meeting.
* Use the dictionary to find meanings of words.
* Understand and use language conventions accurately (adjectives, pronouns, direct and indirect speech).

Artwork: a meeting around a table. Young people, sports club

**Activity 1 Notice of a meeting and agenda**

A notice of a meeting is a short message that is sent to all the people expected to attend the meeting. Look at the notice of a meeting of the Langa Youth Club and answer the questions that follow.

|  |
| --- |
| Langa Youth Club  10 Washington Street  Langa  7450  15 October 2018  Dear Member  A meeting of the Langa Youth Club will be held on Friday 13 November 2018 at 4pm in the Langa Community Hall, 12 Bhunga Avenue, Langa. The Agenda of the meeting is attached.  Please reply to: The Secretary 0834957896 by 11 November 2016.  Yours faithfully  Lerato Modisane  Secretary |

**1. Answer the following questions:**

a. List all the details given in a notice of a meeting.

b. In what tone is the notice written?

c. Why is the notice written in the future tense?

d. Why do you think the members are requested to reply to the secretary?

**2. Write an agenda for a meeting**

People in the business world and many organisations spend hours in meetings. Following a clearly formulated agenda helps everyone focus at a meeting and maximises efficiency. An agenda has three sections:

1. The title, date and apologies.
2. Minutes of the previous meeting and matters arising from the minutes.
3. The new items to be discussed at the meeting.

Read the Agenda of the Langa Youth Club, pay careful attention to the

numbering of the items and answer the questions that follow.

|  |
| --- |
| **Langa Youth Club**  Quarterly Committee Meeting  AGENDA  13 NOVEMBER 2018   1. Welcome 2. Apologies 3. Adoption of minutes of 10 August 2018 meeting 4. Matters arising from the minutes    1. Inter-club hockey tournament    2. Youth literacy project 5. Children’s resource centre 6. Annual year-end party 7. General 8. Date of next meeting |

3. Write the notice of meeting and agenda for a School Governing Body meeting. Use the examples above to assist you. Two important items on the agenda are:

* Fundraising to build a school hall; and
* An increase in absenteeism.

**Activity 2 Minutes of a meeting**

The minutes of a meeting records what happened at a meeting. Minutes give a brief summary of what was discussed and records all formal decisions made at the meeting. The minutes are written in the past tense because the meeting has already taken place.

The following is an extract of one item from the minutes of a meeting of the Langa Youth Club.

|  |
| --- |
| **Youth literacy project**  The chairperson informed the committee that the Education department at the University of Cape Town has invited the club to participate in a youth literacy project. A meeting will be held on 26 November 2018 at UCT. Three members volunteered to attend the meeting on behalf of the club: Ms J Peters; Mr Z Mawethu and Ms P Mbete. Ms Mbete will do a presentation on the Club’s After School Reading Programme. |

1. You are the Secretary of the school governing body. Write down the minutes of the following new item discussed at the meeting:

Fundraising to build a school hall.

2. Look at an example of minutes of a meeting, pay attention to the numbering and notice how it matches an agenda of a meeting:

|  |
| --- |
| **Minutes of the meeting of the Debating Club of Thandokulu High School held on 30 October 2018 at 14:30 in the Lecture Theatre**  Present: Z Stoyi (Chairperson), N Nkuku (Secretary), A Innes, T Mda,  N Shaik.   1. Welcome - The chairperson welcomed the members to the meeting. 2. Apologies were received from Mr M Tshozi and Ms C Brown. 3. The minutes of the 29 August 2018 meeting were adopted.   Proposed: A Innes Seconded: T Mda   1. Matters arising from minutes    1. The chairperson reported that the school was placed third in the inter-school debating competition and the prize-giving will be done at the school assembly next Friday. T Mda will give a short message and encourage other learners to join the club. 2. Voice training by Fred Lubben.   The secretary reported that voice coach expert, Mr F Lubben, has offered his services to the club at no cost. The offer was unanimously accepted. The secretary will write to Mr Lubben noting the club’s appreciation.  T Mda enquired about the workshops and suggested that it be held on Saturday mornings. N Shaik agreed with T Mda. The meeting decided to have the first workshop on Saturday 5 November 2018. The Chairperson will take care of the refreshments for the workshop.   1. General    1. The meeting resolved that “All members of the debating club will pay a fee of R50 in order to cover costs for the excursion to the Shakespeare festival to be held at the Artscape Theatre in January 2019”.   Proposed: Z Stoyi Seconded: N Shaik  7. The next meeting of the club will be held on Thursday 8 December 2018. |
|  |

3. In the previous activity you wrote the agenda of the school governing body.

You must now write the minutes of the school governing body meeting.

Follow the following steps to help you write the minutes of the meeting:

**Step 1: Plan and draft the minutes of the meeting**.

* + Use the same headings as your agenda
  + Make rough notes about what you will include for each heading
  + Remember to use the past tense
  + Use numbering and sub-headings
  + Write between 50 and 80 words for the new items on the agenda.

**Step 2: Edit, revise and present your minutes**

* + Check you spelling and grammar
  + Make sure that the tone of the minutes is formal
  + Write your minutes out neatly.

Online resource for meeting procedure:

https://www.wikihow.com/Write-an-Agenda-for-a-Meeting

**Activity 3 Visual forms of information**

The use of **symbols** and graphical images is a simple **safety** system used to convey **safety** messages at a glance. Colours and **symbols** appropriately used can provide information and warnings of hazards which are essential to **safety** at work, and in some instances may be independent of language. Safety signs can assist in the **communication** of important instructions, reinforce safety messages and provide instruction for emergency situations.



1. Describe three of the visual signs that you have seen previously.

2. There are four main types of safety signage used in the workplace, and generally, they use the same colour schemes all over the world. Match the colour of the signs (A) with what it indicates (B):

A B

Red Warning. Precautionary steps must be taken

Yellow Mandatory instruction

Green Potential of immediate danger

Blue Safety sign or information sign.

3. What visual image will accompany a hazardous gas sign?

4. Name two work places where you would find the following signs:

a. The eyes are covered.

b. The ears are covered.

d. No smoking.

5. Study the warning sign below and answer the questions:



a. Name two places where you would find this warning sign.

b. What is the message in the image?

c. Why do you think this sign was put up?

6. a. The sign below is usually put up when the floors are being

cleaned in a public place (e.g. a shopping mall or gym). However, it can also be an important sign in other spaces. Name two places where one would see this sign.



b. Does this sign indicate danger or caution? Explain.

7. Use your cellphone and take a picture of a warning sign. Give a reason why the sign was put up and recommend what visuals you would add to make the sign more effective.

Online resource for visual communication:

<https://www.edrawsoft.com/visual-communication-forms.php>

### UNIT 4 Choosing a career

In this unit you will learn about power and language and engage with people’s attitudes towards unemployment. You would get information about careers and the skills needed for certain jobs. The unit provides skills and knowledge on becoming a critical reader. Different types of essays are discussed and you will have an opportunity to plan, prepare, write and edit an essay.

**Learning outcomes:**

When you have completed this unit, you should be able to:

* Read and respond critically to an extract;
* Learn how to decide on a career;
* Engage with power and language and acquire skills for critical reading;
* Plan, prepare, edit and write an essay;
* Use the dictionary to find meanings of words;
* Understand and use language conventions accurately (punctuation; complex sentences; and verb moods).

**Activity 1**

|  |
| --- |
| Father Tadeusz was sixty-two years old, tall and thin. He had spent a career in the priesthood in small parishes, despite a lifelong desire for an assignment in a city, with libraries and museums and theatres … he thought of his career as a priest – as measured against his early ambitions – as a lacklustre disappointment, if not an outright failure. |

**1. Read the extract and answer the following questions:**

1. What kind of job would have made Father Tadeusz happy?
2. Why do you think he did not leave his job earlier?
3. Write five words that describe his personality.

**2. Study the table below on careers and identify a job with the following factors:**

1. creative, independent, work from home.
2. status, thinking, office
3. security, helping others, laboratory.

|  |  |  |
| --- | --- | --- |
| **What I want most** | **What kind of job do I like** | **What sort of place do I want to work in** |
| Money  satisfaction  security  status  independence | Thinking  helping people  selling and buying  business/entrepreneur  artistic/creative | Outdoors  school  hospital  office  laboratory |

**3. Think about what you want in your job and answer the following:**

1. I want a job with ……
2. I like a job where I can ….
3. I like working in a …….

**4. Read the conversation between Firoz and his father and answer the**

**questions:**

Firoz: I’ve been accepted at chef school. I received the letter today.

Father: Being a chef is not a good career for a man. We discussed this before.

Firoz: But we didn’t discuss it! You just want me to get a degree because you never got one. Is that fair?

Father: Fine, become a chef. Just know that I’m not happy. When you have a child then you will understand.

(*Then his father got up from his seat and left the room*.)

1. What two careers were traditionally only for women or men and why do you think they were limited to one gender?
2. What are you feelings about parents deciding on careers for their children?
3. Why do you think Firoz’s father was not happy with Firoz’s choice of career?
4. From Firoz’s choice of career, what do you think he wants most from a job?

Resources: **Employability Skills - Skills You Need for a Job.** [**www.skillsyouneed.com**](http://www.skillsyouneed.com)

**Activity 2 Language and power**

The extract below is taken from a novel called *Kill Me Quick* by Kenyan writer, Meja Mwangi. His novels are often about social poverty and slum life in urban Kenya. In this extract, a boy called Meja searches for work in Nairobi. His friend, Maina, has long given up hope of finding a job. While you read the extract, try to picture Meja and to understand him and his feelings at different points in the story.

Artwork: two poor boys living on the street

|  |
| --- |
| **Kill Me Quick**  **Meja Mwangi**  He walked for the whole day from office to office until his feet were tired and sore. He talked to anybody he thought might be able to help, from office boys to managers. Few wanted even to hear him sing out his qualifications or to know whether he had any. But undaunted he carried on. He repeated his piece in so many offices that he became addicted to it. He said it without thinking and this did not make matters any better. Late in the afternoon he went into a big office and found the manager and the secretary.  The manager, obviously asleep from the effects of a heavy lunch, looked up lazily from his work. Meja looking his most humble, stood at the door and the two stared at one another for a moment. The manager was trying to focus his thoughts on the newcomer and the other waited for permission to speak. The manager woke up.  ‘Well, what do you want?’ he asked.  Meja breathed hard and put on his most intelligent look in an effort to cover his misery.  ‘First division School Certificate,’ he announced.  The manager took his cigar from the corner of his lips, placed it on the ashtray, took off his spectacles next and then scrutinised Meja. He took the youth in slowly and deliberately, the way a scientist studies a specimen.  Then: ‘Well, what about it?’ the manger spoke to the young man.  Meja’s heart faltered then recovered and hammered in his chest. He licked his lips.  ‘I…I want a job…vacancy,’ he said.  The manager put his glasses on, apparently satisfied that his adversary was harmless and stuck his cigar back at the corner of his lips. He chewed at it, sucked strongly and emitted a thick black cloud.  ‘How did you come in here?’ he asked.  ‘I…I came,’ Meja could not possibly guess what was expected of him.  ‘Through the main door, I presume,’ the big man said.  Meja nodded and said a dry ‘yes’.  ‘Can you read?’ the man asked.  Hope soared though Meja. His voice trembled with ecstasy.  ‘Yes…yes,’ he said, ‘I can also write.’  ‘Then you ought to have written down your request,’ the other said. ‘Anyhow…’  He pressed a blue button on his desk… A messenger walked into the office and stood at attention.  ‘Go with him,’ the manager said to Meja and went back to scanning some forms that needed signing. Meja’s thoughts were unfathomable as he followed the messenger down the many winding stairs. The messenger led him to the big doors and showed him the tiny white letters painted on one of the doors.  It took Meja one long minute to grasp the meaning of it all. And then he understood and could not believe. He could not believe that the messenger had gone to all the trouble to show him this. Yet, the letters were there staring boldly back at him. They screamed in two tongues: NO VACANCY. HAKUNA KAZI…  Meja never went into offices again to look for work. He followed Maina’s example and tried to forget that he ever went to school and wanted a job. The thought of his family back home haunted him for a few weeks though – of his parents expecting to hear the good news that he had job, not knowing that was exactly the bit of news that they were least likely ever to hear. Yet even had he the courage to go back and tell them the truth, there was the problem of bus fare. So he tucked the memories of his family in the darkest corner of his mind, put on a resigned smile and followed his friend faithfully wherever he went.  Maina taught him a lot of things. He taught him how to look after himself and how to avoid getting involved in other people’s business, least of all policemen’s. When a policeman was on the beat he did not like to be interfered with, not even if that beat happened to trespass on your sleeping bin. The boys fetched food from bins, slept in bins and lived in the backyards, in bins. |
|  |

**1. Answer the following questions:**

1. What are your feelings about Meja’s situation? Have you ever had a similar experience? Jot down a few words that summarise some of your feelings.
2. Comment on the manager’s body language and gestures. What messages do we get from the manager’s body language?
3. If you were the manager, how would you have acted? Write down what you would have said.
4. What do you think the following words tell us about the manager:

‘…apparently satisfied that his adversary was harmless…’

1. Meja is nervous and frightened when he talks to the manager. How does the writer show us this? Write down Meja’s reactions and what he does.
2. In your own words, describe what Maina taught Meja.
3. Find one word in the passage for each of the following phrases:

* Refusing to be discouraged, or put off
* Examine very closely
* Great happiness and joy
* Unable to be understood or described.

1. Now use each of these words to make a sentence of your own. Write the sentences in your notebook.

**2.** In the extract we learn something about each of the main characters. You are now going to look at why the writer wrote the narrative. Questioning and understanding the writer’s purpose in writing a text will help you to become a critical reader.

1. Jot down any social problems that the story has made you aware of.
2. What do the social relationships between the following people tell us about being employed or unemployed?
3. The manager and Meja
4. The messenger and Meja
5. Meja and Maina
6. Meja and his family
7. We read in the extract how the unemployed youths end up living in bins and backyards, and how they lose contact with their families and avoid the rest of society.
8. What do you think can be done to help youth to find employment?
9. Why do you think society is unequal, there are very rich people and very poor people?
10. What do you feel should be done to make society more equal?

**Activity 3 Writing an essay**

Read about the four types of essays that you can choose to write.

|  |
| --- |
| 1. A **narrative essa**y is a story. You entertain your reader. Your story must develop quickly. The introduction informs the reader about the setting (where and when the story happens), the characters and what the story is about. The story must have a plot with an exciting climax. 2. An **argumentative essay** is like a debate. You set out an argument, think logically about a topic and sum up your points. You are passionate about something and you defend or motivate or argue your point. 3. A **reflective essay** explains your feelings about something. You use a simple style of writing and you must express your thoughts and feelings clearly. 4. A **descriptive essay** is a description about something, for example, a person or place. The reader should be able to imagine how something looks and the taste, smell, sound and feel of what is described. You need to use many interesting adjectives, verbs and adverbs in your description. |

Write an essay on one of the following topics. Your essay must be 550-600 words.

1. My job clearly shows that money cannot buy happiness.
2. A day in the life of an artist.
3. It was then that I realised that teaching is my career.
4. There is dignity in labour.

**1. Planning and drafting**

1. Think carefully about which topic to choose. Try to select one that you know something about or for which you know good descriptive words.
2. Plan and write a draft of your essay. (Check the brainstorming exercises in Theme 1)

**2. Editing, revising and presenting**

1. Read through your essay to see if it meets the requirements.
2. Check your paragraphs, spelling and punctuation.
3. Make all the changes necessary to improve your essay.
4. Check that the introduction grabs the attention of the reader and the conclusion ends with a bang, not a whimper.
5. Write a final draft and hand in your essay.

**3. Use the following essay checklist to evaluate your essay:**

**Essay checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Features** | **Examples in essay** | **Yes** | **No** | **Don’t know** |
| Essay topic | I understand the essay topic I have chosen |  |  |  |
| Essay type | I understand the features of the essay type I have chosen (narrative; descriptive; reflective; argumentative; discursive) |  |  |  |
| **Content and planning** | |  |  |  |
| Planning | I can show evidence of planning |  |  |  |
| Content | Each point in my plan is relevant to the topic.  I will use these points in my essay. |  |  |  |
| Purpose/audience | I understand the purpose of the essay type I have chosen.  I understand the audience for the essay type I have chosen. |  |  |  |
| **Structure** | |  |  |  |
| Sentences | I have not repeated sentences in my paragraphs.  I have used full sentences. |  |  |  |
| Paragraphs | My ideas link and are well organised in paragraphs.  Each paragraph contains a new idea. Ideas are not repeated.  The ideas in the paragraphs link to the essay topic. |  |  |  |
| Essay structure | The first paragraph of my essay introduces the topic.  The body of my essay has a few paragraphs related to the topic.  The last paragraph is clearly the conclusion or ending of the essay. |  |  |  |
| **Language, style and editing** | | |  |  |
| Choice of words/  diction | I have chosen my words carefully to make my essay interesting. |  |  |  |
| Verb tenses | I have used the correct tenses (past, present and future) |  |  |  |
| Concord | My nouns and verbs are in agreement. |  |  |  |
| Spelling | My spelling is correct |  |  |  |
| Punctuation | My sentences start with a capital letter and end with a punctuation mark.  I have used apostrophes correctly. |  |  |  |

**Activity 4 Language structures**

**A. Punctuation**

1. A short way of writing two words joined together is called a contraction. We use an apostrophe to indicate a missing letter, for example,

isn’t doesn’t won’t

Join the following words and use an apostrophe to indicate the missing letter(s):

* can not
* I will
* you are
* they have
* she is
* I would
* she will

2. Apostrophes are also used to show ownership or belonging:

a. They’re mine.

b. We are at Kate’s house.

3. Punctuate the following sentences:

a. it is available in two colours black and white

b. she had many suitors in those six years but she sent them all away

c. go away the manager said to Meja

d. moiras car is parked at the corner right next to the exit so that shed find

it easily

e. why do you think firozs father was not happy with his sons decision

**B. Complex sentences**

A complex sentence has one main clause and one or more subordinate clauses. Each of the clauses has a verb.

1. You will find conjunctions such as ***because****,* ***although*** and ***as*** in a complex sentence. Here are some examples:

a. The lawyer came home late, (main clause) although (conjunction) court adjourned early (subordinate clause).

b. Because (conjunction) they lived next door, (subordinate clause), we knew them very well. (main clause)

c. As (conjunction) Maina moved to the rural areas, (subordinate clause)

Meja lost touch with him (main clause).

2. Identify the clauses in the sentences below and state whether each is a main clause or subordinate clause. Underline each verb and conjunction.

a. Before Maina left the city, he was unemployed.

b. His childhood was happy, even though his father was detained for

political activities.

c. Besides those families, there were two other families in the slum.

d. Cato Manor was a place that was vibrant, before it was destroyed by apartheid.

e. Although they both went to the same university, they never spoke with each other.

**C. Verb moods (modality)**

Verbs are words of action, they tell us what is happening in a sentence. The word *mood* comes from a Latin word that means *manner* or *way*. The main verb moods in English are:

The i**mperative** mood. It is a category of verb form that we use to express/give orders, instructions, commands or requests. For example:

* Go to your room! (command)
* Type this document, please. (a request)
* Open your book and complete the activity. (an instruction)

The **indicative** mood is a category of word form that is used to state a fact or ask a question. For example:

* The library will close early.
* The manager interviewed the candidate.
* Where are the keys?

The **subjunctive** mood expresses things such as wishes, possibilities, doubts, suggestions and conditions. For example:

* The judge may find him guilty. (possibility)
* I wish my CV is considered for the job. (wish)
* If I were you, I would call the manager directly. (a condition)
* We could write an article on inequality. (a suggestion)

Two other verb moods are the **potential** and the **conditional** moods.

The potential mood uses words like *may* and *can*.

The conditional mood uses words like *might* and *could*

1. Write these sentences in your book. Next to each sentence write if it is an indicative, imperative or subjunctive verb:

a. Get rid of the banned text!

b. He went to parliament for an interview today.

c. The drought has ended in Cape Town.

d. No entry without a helmet!

e. I wish that we had a way of addressing poverty.

f. If I were the manager, I would not allow such practices in the workplace.