

# NASCA WORKBOOK

## {English First Additional Language}

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## Introduction

Welcome to the English First Additional Language workbook. Language is very important as it gives you access to further education, is a vital skill for working life and we use language for participating in social, economic and political life. This workbook will give you communication and thinking skills that you will use in many areas of life. We use language to express and develop our identity and creativity. Language is integral to learning, both to learn languages themselves and for access to learning in other subjects. Language is a vital skill for working life, both in seeking and in executing work activities. Language also plays a vital function in promoting awareness of diversity, inclusivity, social and environmental justice, and human rights.

The purpose of the activities in this workbook on English First Additional Language is to develop in an integrated way the skills of listening and speaking, reading and viewing, writing and presenting and creative thinking.

The workbook adopts a thematic context structure within a standards-based curriculum in which language skills, structures and conventions are developed in relation to broad themes that are relevant to adult learners. The rationale for a thematic approach is that it provides coherence in terms of the clustering of the learning outcomes and ensures relevance to adult learning situations. It also provides a holistic integration of the language skills. The themes are based on the overall purpose of the NASCA qualification, which is to promote the holistic development of adult learners. In particular, the four themes comprise language and personal development, language and working life, language and the world around us, and language and literature.

### WEIGHTING OF LEVELS OF COGNITIVE DEMAND

Cognitive level	Example	Weighting
<b>Literal (Level 1)</b>	Questions that deal with information explicitly stated in the text	<b>20%</b>
<b>Reorganisation (Level 2)</b>	Questions that require analysis, synthesis or organisation of information explicitly stated in the text.	<b>30%</b>
<b>Inference (Level 3)</b>	Questions that require learners to interpret messages that are not explicitly stated by  linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions.	<b>30%</b>
<b>Evaluation</b>	These questions deal with judgements	<b>20%</b>

<b>(Level 4)</b>	concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.	
<b>Appreciation (Level 5)</b>	These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).	

## **STRUCTURE OF ASSESSMENT**

### **External examination**

#### **Paper 1: Reading and literature**

- Duration: 3 hours
- Marks: 100

#### **Paper 2: Writing and Language in context**

- Duration: 3 hours
- Marks: 100

Description	Marks	Weighting
<p><b>Paper 1: Reading and Literature</b></p> <p><b>A. Reading Comprehension</b></p> <p>Candidates respond to questions based on a written text of approximately 500 words. (35)</p> <p>Candidates construct a summary of 80-100 words of the text. (15)</p> <p><b>B. Literature</b></p> <p>Candidates respond to two questions (a choice of two contextual questions based on an extract from prescribed literary texts (one poem / one short story extract) (20) and an essay of 600-750 words from a choice of two questions (prose: short story and novel). (30)</p>	<p>50</p> <p>50</p>	<p>25%</p> <p>25%</p>
<p><b>Paper 2: Language in context and Writing</b></p> <p><b>A. Language in context</b></p> <p>Candidates demonstrate knowledge and use of the language conventions and structures of a short text (e.g. job or product advertisement; short news article).</p> <p><b>B. Writing</b></p> <ul style="list-style-type: none"> <li>- <b>Transactional text (Formal / Friendly Letter)</b></li> </ul> <p>Candidates write a letter of 300 words</p> <ul style="list-style-type: none"> <li>- <b>Essay</b></li> </ul> <p>Candidates write an essay of 600-750 words from a choice of topics.</p>	<p>40</p> <p>20</p> <p>40</p>	<p>20%</p> <p>10%</p> <p>20%</p>

# THEME 1 Language and personal development

## Introduction

This theme gives you the opportunity to use language for personal development. It encourages you to express and explore your own identity and opinions, and to respond to the opinions of others. You will read and write personal narratives of various kinds, including a friendly letter and life narratives. The lessons provide interesting opportunities to identify, adopt and express points of view in speaking, listening, reading and writing.

## Content Structure

Topic Heading	Sub-Topic (with Approximate Instructional Time)
Personal histories	<ol style="list-style-type: none"><li>1. Read and respond to a personal development texts</li><li>2. Summary of an extract</li><li>3. Write a paragraph</li><li>4. Language structures (verbs, past and present tense, words/phrases for comparing, parts of speech, suffixes and prefixes)</li></ol>
Stories of our lives	<ol style="list-style-type: none"><li>5. Life narratives</li><li>6. Write a prepared speech</li><li>7. Language structures</li></ol>
Writing with a purpose	<ol style="list-style-type: none"><li>8. Reading comprehension</li><li>9. Plan, write and edit a friendly letter</li><li>10. Write an email</li><li>11. Language structures</li></ol>

### **Introduction**

In this unit we read an extract from Nelson Mandela's autobiography, *Long walk to freedom*. The extract highlights his childhood in the rural countryside of Transkei and we learn of the important lessons he learnt from the games he played. You will be encouraged to reflect on your own lives and the place where you grew up. The lesson provides scope for you to apply what you have learnt to the broader context of your life.

**Artwork:** Nelson Mandela young boys playing in a rural area or a picture of Mandela's autobiography.

### **Learning outcomes:**

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

- Read and respond to a life narrative;
- Preview a text and predict purpose and meaning;
- Summarise main ideas from an extract;
- Plan and write a paragraph;
- Understand and use the following language structures appropriately and accurately: verbs, past and present tense, words/phrases for comparing, parts of speech, suffixes and prefixes.

### **Activity 1: A country childhood**

#### **A. Pre-reading.**

- When you read the title of the extract 'A Country Childhood', you are encouraged to think about your own childhood and your experiences as you were growing up. What clues do you find in the heading and picture that help you to predict what the text is about?
- What do you expect the extract to be about? Write a sentence to show what you expect to read in the extract.
- What games did you play when you were young? Discuss with a partner a game that you remember from your childhood.
- Now read the first two sentences. Is this what you expected or is it something different

#### **A Country Childhood**

As boys, we were mostly left to our own **devices**. We played with toys we made ourselves. We moulded animals and birds out of clay. We made ox-drawn **sledges** out of tree branches. Nature was our playground. The hills above Qunu were dotted

with large smooth rocks which we transformed into our own roller-coaster. We sat on flat stones and slid down the face of the large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting atop **weaned** calves – after being thrown to the ground several times, we got the hang of it.

I learned my lesson one day from an unruly donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and the donkey bolted into a nearby thorn bush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. Like the people of the East, Africans have a highly developed sense of dignity, or what the Chinese call 'face'. I had lost face among my friends. Even though it was a donkey that unseated me, I learned that to **humiliate** another person is to make him suffer an unnecessarily cruel fate. Even as a boy, I defeated my opponents without dishonouring them.

Extract from Nelson Mandela's *Long Walk to Freedom*. 1994. London: Abacus

**Terminology:**

**devices** – to do as they wished.

**sledge** – a wooden frame used for sliding over snow

**weaned** – to replace mother's milk with other nourishment

**humiliate** – to lower or hurt someone's dignity

**B. Intensive reading**

Now read the extract carefully and slowly by yourself.

Make a note of any word that you don't understand and discuss their meaning as a class.

1. What did the boys play with?
2. Name two animals that the boys used to ride.
3. Explain in your own words what the following sentence means: 'Nature was our playground.'
4. The word 'face' has two meanings in this extract.
  - a) Quote from the text to identify the two uses.
  - b) Explain in your own words what each meaning is.
5. What did Nelson Mandela learn from riding the donkey?
6. 'Even as a boy, I defeated my opponents without dishonouring them.' Do you agree with this principle? Give reasons to support your answer.

## Activity 2: Writing a summary

### A. Summary

1. Choose five words that you think are most important in the extract. Write them down.
2. Compare your words in groups and come up with five words that you agree on.
3. Write a summary of the extract using your five words.

### B. Writing a paragraph

1. Think about your own childhood. What were the most important lessons that you learnt? How did you learn these lessons? Discuss this in groups.
2. Write a paragraph about a lesson that you learnt when growing up.
  - a. Plan your paragraph by making a mind-map. Do this by writing the event that you remember in the middle of the page and circling it.
  - b. Draw lines from this circle and write down the ideas that it makes you think of.
  - c. Now choose the ideas that you want to include in your paragraph and number them according to the order that you will use them.
  - d. Write your paragraph.
  - e. Once you have written it, swop with a partner. Read their paragraph. Focus especially on the **verbs** that they have used and check if they are in the correct tense.

## Activity 3 Language structures

### A. Past and present tense

1. The text is written in the past tense because the author is writing about what happened in the past: *'As boys, we were left to our own devices. We played with toys we made ourselves.'*  
  
Write down the other verbs in the first paragraph that are in the past tense.
2. Now rewrite the first paragraph in the present tense.
3. What do you notice about the difference in verbs in the present tense as compared to the same verbs in the past tense?



Past tense verbs	Present tense verbs
moulded	Mould
made	make
was	Is
were	are
transformed	transform
sat	sit
did	do
learn	learned

4. Notice how in English some verbs in the past tense add *-ed* to the present tense verb (*moulded, transformed, learned*). These are called 'regular verbs'. Other verbs have a different form in the past tense. These are called 'irregular verbs' (*made, sat, did*). The verb "to be" changes according to the pronoun that goes with it: I am - *I was*; he is - *he was*; they are - *they were*.
5. How does putting the paragraph into the present tense change the meaning of the paragraph?
6. Do you like the paragraph better in the past or present tense? Give a reason for your answer.

## B. Vocabulary

1. This extract has many words that describe rural life. For example, 'calves', 'donkeys', 'clay'. Find other words that reflect a rural way of life.
2. If Nelson Mandela had grown up in an urban area, he would have used different words to describe his childhood? Write down five words that reflect an urban way of life.
3. There are both pros and cons to living in the city or a rural life and people have different reasons for their choice. Write down 3 words that describe for you the positive aspects and 3 words of the negative aspects of living either in an urban or rural area.
4. The main part of a word is called the stem, or the root. For example, in the excerpt you read, the stem of the word *African* is *Africa*, which is a noun.
  - a. We add a prefix before the stem, to make a new word: e.g. unnecessary: *un + necessary*. Find 5 words in the excerpt that has prefixes added to it.
  - b. We add a suffix after the stem of the word *seated* to make the word *unseated*. Find 5 words in the excerpt that has suffixes added to it.

### C. Comparisons

- Perhaps you have children of your own or children that live with you or near you. Think about the children of today and how they are growing up. In what ways is their life different from yours when you were growing up? In what ways is it the same? Discuss this as a class.
- When you compare two things, you can use the following words and expressions. Try to use the phrases for comparing in your discussion:

Words or phrases for comparing	Example
On the one hand, on the other hand	On the one hand, we used to listen to the radio. On the other hand, they watch TV.
However, but	When I grew up we used candles and paraffin lamps. However, my children are growing up with electricity in the house.  I grew up using candles and paraffin lamps but our children now have electricity in the house.
In comparison with/compared to	In comparison with the old days, today's children face more dangers.  Today's children face more dangers compared to children in the old days.
Similar/different	Today's children are similar to children in the old times because many children are still growing up in poverty.  Life now is very different for children because the technology has changed.

### Activity 4. Parts of speech

There are various parts of speech that you should be able to recognise and identify in sentences. Study the table below:

Part of speech	Definition	Example in context
NOUN	A naming word: there are common, proper, collective and abstract nouns.	Mandela made a new <i>sledge</i> . (common noun) They lived in <i>Transkei</i> . (proper noun) A <i>gaggle</i> of geese swam in the dam. (collective noun) The dancer collapsed from <i>exhaustion</i> . (abstract noun)
VERB	A word that describes an action.	Sindiwe <i>sings</i> in the school choir. (present tense) Sindiwe <i>sang</i> in the school choir. (past tense)

		Sindiwe <i>will sing</i> in the school choir. (future tense)
ADJECTIVE	It describes a noun.	A <i>sad</i> story; a <i>high</i> mountain; an <i>impossible</i> idea
ADVERB	It tells more about a verb (often when, where, how)	The children shouted out <i>loudly</i> . Come <i>here</i> . They will inform him <i>tomorrow</i> .
CONJUNCTION	Joining words; they join two nouns, clauses, sentences, and so on.	lamps <i>and</i> electricity; sad <i>but</i> relieved; boys <i>or</i> girls (these are co-ordinating conjunctions). They lived in poverty <i>because</i> their parents were unemployed (a subordinating conjunction).
PREPOSITION	Words placed in front of nouns and pronouns to link a verb to the noun that follows; usually indicators of place and time	He hid <i>behind</i> the hut. They arrived <i>before</i> dawn. He saw the lion <i>in</i> the park. They were tired <i>after</i> the game. The boys slid <i>towards</i> the dam.
ARTICLE	the words 'the' (definite article) and 'a' and 'an' (indefinite articles)	<i>The</i> priest warned the boys to behave. We noticed <i>the</i> (pronounced 'thee' before a vowel sound) elephant in the bush. Can you ride on <i>a</i> sledge? She saw <i>an</i> interesting movie (before a vowel sound).

Use the correct part of speech for each of the words in brackets:

1. The loser suffered an (unnecessary) cruel fate.
2. The boys were (help) around the house.
3. The cows were still (wean) the calves.
4. Mandela and his friends (bicycle) to the beach at the Wild Coast.
5. He felt (embarrassing) in front of his friends.
6. The sledges made a (screech) sound down the rocks.
7. They (invention) strange toys out of clay.
8. His enemies felt (dishonouring).
9. They (transformation) the veld into their playground.
10. Sindiwe (write) her autobiography when she retires.

**Introduction**

In this unit we learn why we write and who we write for. People write for many different reasons. The extract you will read comes from a book called *To my Children's Children* by Sindiwe Magona where she tells the story of the first twenty-three years of her eventful life. Although Magona was born in the Eastern Cape, she spent most of her life in Cape Town and twenty years working for the United Nations in New York. In 2016 she received the English Academy of Southern Africa Gold Medal Award for her writings.

**Artwork: Picture of book, *To my children's children* by Sindiwe Magona****Learning outcomes:**

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

- Read and respond to a life narrative;
- Answer questions based on an extract;
- Plan and write a prepared speech;
- Understand and use the following language structures appropriately and accurately: adjectives, past and present tense and sentence structures, case and concord.

**Activity 1    Early days****A.    Pre-reading**

Read through the extract below:

<b>Early days</b>	<b>Sindiwe Magona</b>
By age three I had a baby sister and was, by definition, no longer a baby and thus qualified to sit around the fire with the other children, waiting for the evening meal and evening prayers thereafter.	
The grown-ups busied themselves with evening chores; among the last, putting the grass mats on which we slept (perhaps less than one per cent of the village had beds) in place. Some, at this time, would be preparing what would be breakfast the following day.	
Always, however, there was at least one adult, usually grandmamma, sitting with us around the fire. To keep us children awake, she would tell us <i>intsomi</i> , the fairy-tales of amaXhosa.	
There were tales about ogres and giants, about animals of the forests, great beasts, and about little hopping creatures of the veld. There were tales about animals of the river, huge scale-covered reptiles that could swallow people and animals whole, crushing them to death as they did so. And later on, when hungry, they would bring them up and chew them to cud.	
There were happy tales also; princes and princesses, kings and queens, and chiefs and	

chieftainesses: stories that we listened to and believed. Stories that were told with such vivid detail and in such modulation of voice that we children saw them in our minds and lived them in our feelings; crying when a little orphaned girl, on her way to her uncle or grandparents who would look after her (this would-be guardian angel always lived far, far away) fell into the hands of an ogre disguised as a kindly little old lady, with designs to her for her dinner. We roared with laughter – the kind of laughter that leaves you feeling weak in your belly, tears streaming down your face; honest no-nonsense and no decorum laughter – whenever cruel giants and cannibals came to grief, usually by inadvertently falling prey to the very traps intended for their victims.

Both men and women tell folktales to children. These stories are handed down, by word of mouth, from generation to generation. In my own family, the outstanding storytellers of my childhood were my maternal grandmother, a paternal uncle, Masondo, and a cousin, Sondlo. When either of these two men came to visit, we would listen to their tales well into the night, willingly warding off sleep. They were masters of their art.

Sometimes other games were introduced in an evening. Sparks on the three-legged cast-iron pot, sparks produced by scratching the pot on the fire with one of the logs burning underneath, became *abayeni*, the team of negotiators for a daughter's hand in marriage.

An uncle or an aunt will say, 'Let us see how many *abayeni* will come to ask for so and so one day' (naming one of the little girls present).

So saying, they will take one of the little sticks of wood burning under the pot with one bold stroke. Immediately sparks will become visible where the pot had been scratched. Everyone, especially the one-distant-day-bride-to-be, is now spellbound. The counting begins: 'One, two, three, four, five....'. 'Goodness!' someone else will butt in, 'Where will we put such a big party?' Another will ask, 'How will we feed so many people?' 'Girl, it looks like you will marry into a well-to-do-family; otherwise how could they send so many people?' This little game ends with much leg-pulling and laughter and no little sense of importance in the future bride.

1. Try to get an idea of what the story is about.
2. When you are reading, notice that:
  - The story is written in the first person.
  - The writer writes about herself. She uses the pronouns 'I' and 'we'.  
Pick out five other pronouns in the story.
  - The writer includes many descriptions. She gives the reader much information about the things she is talking about, so that we can picture them in our minds. She uses many adjectives (describing words).  
Identify 5 adjectives in the story.

**vivid:** clear, strong  
**modulation:** changing your voice as you tell different parts of the story  
**ogre:** a giant or monster  
**decorum:** good manners and behaviour, modesty, respectability.  
**inadvertently:** by accident, unintentionally, without realising  
**leg-pulling:** teasing or making fun of someone

## B. Intensive reading

Read the extract again and answer the following questions in your notebook.

1. In this part of the story, Sindiwe Magona still lived in a rural area with her grandparents. Read the first two paragraphs and find the words or phrases that give you clues that she lived in a rural area.
2. In paragraph 5, Magona writes about the emotions (feelings) she and the other children experienced when they listened to the stories. Find the words or phrases that describe two emotions they had.
3. In paragraph 6, Magona writes about the tradition of storytelling. A tradition is like a custom, or a way of doing things that stays the same for many years. Why do you think she explains about the tradition of storytelling to her readers?
4. In paragraph 6, we read that Magona's uncle, Masondo, and her cousin, Sondlo, were 'masters of the art'. Find a word in that paragraph that helps you to work out what a master of the art is.
5. Magona writes the first seven paragraphs in the past tense. She is writing about something that happened a long time ago. But in the rest of the extract she changes to the present tense. Why do you think she suddenly changes the tense she is writing in?

## C. Biography and autobiography

Sindiwe Magona's book, *To my children's children*, is an example of writing called **narrative**. A narrative is a story. Usually, narratives are in the past tense because writers tell us stories about things that happened in the past. Narratives can also be very descriptive, like Magona's book. Magona's book is a special kind of narrative, called an **autobiography**.

1. What can you detect from the title of the book?
2. Why do you think she wrote this book?
3. Name five autobiographies and their authors.
4. What is the difference between an autobiography and a biography?
5. The word *-graphy* is Latin for *write*. Find 5 other words with contain *-graphy*.
6. Imagine that you are writing your autobiography. What title would you give it and why?

## Activity 2: Prepared speech

Imagine that you are a grandmother or grandfather. You would like to describe your childhood to your grandchildren at a formal family function (like a wedding, a

graduation, a birthday). You want to inform the audience about some of the most important experiences. Follow these steps when you write the speech:

To write something interesting and to get the attention of your audience, there should be a 'twist' in your story. This makes a sudden change in the story that your audience does not expect! In other words, it's good to surprise your audience.

1. Use brainstorming to try to think of important events in your childhood that stand out in your memory. List about 5 things that you remember best about your childhood. Remember that when you brainstorm, you write down all the words that come to mind when you think about the topic.
2. Choose one memory that you would like to write about in detail.
3. Did you choose a joyful memory or a painful memory? What are the reasons for your choice?
4. Write down the events of that memory in about five or six paragraphs. Each paragraph should contain one main idea. Organise your paragraphs so that they make sense to the reader. Make it interesting so that the audience would enjoy it.
5. Practice reading your speech a few times, paying special attention to modulation and pace (how fast or slow).
6. Correct your work, rewrite it and file it away as your prepared speech.

**Artwork: Speaker at a function**

**Activity 3**

**A. Structure of sentences**

Simple sentences have one idea and one verb. Compound sentences have two or more ideas, joined by a conjunction such as *and* or *but*.

Study the table below:

TYPES OF SENTENCE	DESCRIPTION
SIMPLE SENTENCE Has one main clause only.	Sindiwe told her story. They scraped the pot with a stick.
COMPOUND SENTENCE Contains two or more clauses usually joined the conjunctions: <i>and</i> , <i>but</i> , <i>or</i> . The two main clauses can also be joined by a correlative conjunction ('neither...nor', 'not only...but also', 'both....and', 'either...or')	She liked the story <i>but</i> felt sorry for the orphaned girl. <i>Neither</i> Masondo <i>nor</i> Sondlo was present that evening. <i>Not only</i> did the logs heat the pot, it <i>also</i> created sparks for the story.
COMPLEX SENTENCE Contains one main clause and one or more	The ogre <i>that was trapped by the hero</i> (adjectival clause giving more information

adverbial adjectival or adverbial clauses.	about the noun 'ogre) caused great fear among the children.  The ogre was trapped <i>because he did not know that the kraal was haunted</i> (adverbial clause of reason giving more information about the verb).
COMPOUND COMPLEX SENTENCE Contains two or more main clauses.	<i>Not only does</i> Sindiwe tell the best story because she is so dramatic, <i>but</i> she is <i>also</i> the best singer among the children.  <i>Because Masondo did not arrive</i> , there will be no storytelling <i>and</i> the children must go to bed early.

1. Join the sentences in each of the pairs into one sentence in each case, using a suitable conjunction:
  - a. Everybody likes Zandi. The reason is that she is pleasant and friendly.
  - b. I can't attend Sondlo's wedding. I will send a gift with Sindiwe.
  - c. I fall off my bike and hurt myself. This happens every time I go to the community cycle track.
2. The following sentences are too long. Break each one up into at least three shorter sentences:
  - a. I bought her a tea set for her wedding and she opened the parcel and she was very pleased and she hugged me and told me that she will use it every morning and it made her feel very happy.
  - b. The book the teacher wanted us to read turned out to be too difficult for us to read because it was full of jargon and difficult words and we were looking for a simple manner to do the experiment but it was too complicated and so it didn't help us at all.

## B. Case and concord

Concord means that different parts of a sentence must 'agree with' or match each other grammatically. A singular verb must have a singular subject, e.g. The donkeys on the farm *were* (not *was*) unruly.

If the subject is a pronoun, the 'subject case' must be used: 'I', 'he', 'she', not 'me', 'him', 'her'. E.g. Rolihlahla and I (not me) are going to ride the donkeys.

If the object is a pronoun, the 'subject case' must be used: 'him' and 'her', not 'he', and 'she'.

1. Correct the errors of concord in these sentences:
  - a. The last donkey that remained in the kraal were the one that kicked the farmer.
  - b. Sindiwe and Matthew needs to learn how to use the sledge.
  - c. The eldest child in the family have the best singing voice.



- d. Please inform the teacher that Sandra and me will not participate in the netball match.
  - e. My grandmother warned my sister and I to get back early from playing.
- 
2. Choose between the words in brackets:
    - a. Thobeka is a friendly person, but I don't think I could work with (she, her)
    - b. Nobody (is, are) allowed to play during lightning.
    - c. Cherith and (me, I) prefer housework to playing in the field.
    - d. Either the singer or the dancer (want, wants) their fee to be increased.
    - e. You should just ask (him, he) where the post office is.
    - f. Each of the donkeys (was, were) taken to the dam.

### UNIT 3 Writing with a purpose

In this unit you will learn to write a letter to family or friends. It is called a personal letter. The style you use when you write personal letters should suit the purpose and audience. We will read an extract from 'Noorjehan', by the South African writer, Ahmed Essop. In this extract we read that Noorjehan writes three personal letters to her teacher. You would also learn to write a personal email in this unit.

**Artwork:** wedding of a young girl, young bride, etc.

#### **Learning outcomes:**

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

- Read and respond to an extract from an extract;
- Do a comprehension exercise;
- Answer questions on your feelings and opinions;
- Plan and write a friendly letter;
- Write an email to a friend;
- Understand and use the following language structures appropriately and accurately: pronouns and punctuation.

## Activity 1 Noorjehan

1. Read the extract and pay particular attention to the three letters that Noorjehan writes to her teacher.

### Noorjehan

Ahmed Essop

When I began my career as a teacher, Noorjehan spent nine months in my matriculation English class. I shall always remember her as a very intelligent pupil, no more than five feet in height, with a smooth open forehead, hair auburn shading to brown in colour, parted in the middle and the plaits gathered neatly by mother of pearl clasps on either side of her face. The beauty of her **impeccably** fair complexion was set off by the definiteness of her dark eyes. Her refined blooming appearance, the wraith of a perfume that seemed to be her constant companion, her literary sensibility, and that subtle accord that exists between a gifted pupil and a tutor, always filled me with a singular happiness.

Then suddenly, in early October, Noorjehan left school. A friend of hers told me that her parents had decided to keep her home. That was all I learnt and she was no longer a presence. About a fortnight later I received a letter from her, brought by a maidservant to my home.

'You must have wondered why I left school at this time of the year. The truth is, my parents are convinced that I shall soon receive a marriage proposal and that in **anticipation** I should prepare myself. You will appreciate that I have no choice but to obey.

Last month the go-between of the boy (or man?) interested in marrying me came to have a look at me. At first they spoke to my parents in the lounge while I was told to stay in my room. Later my mother asked me to prepare tea and serve the guests. This was a way of allowing them to scrutinise me. There were two women and a man. One of the women smiled at me and the other asked me a few idle questions.

After they left, my father said that it would not be long before I was married. I protested, overwhelmed by the prospect of a sudden change in my life. My mother declared that God would punish disobedient children, and in any case who was I to object to the wishes of those who did everything for the happiness of their children.

Is it possible for you to come and speak to my father and try to **dissuade** him from forcing me into a marriage I do not want? Forgive me for troubling you, but could you come?'

I went to Noorjehan's house. She lived in a small semi-detached house, the outside painted lime-green. Her father asked me to enter after I had declared my identity and offered the explanation that I had come, in the ordinary course of my professional duties, to inquire about the absence of one of my pupils.

'She left for a very good reason,' said her father, a tall, austere-looking hawk-nosed man. 'Noorjehan is going to be engaged shortly.'

I said that perhaps it would be wise to allow her to complete her matriculation before she was betrothed, but he waved an impatient hand at me and said:

‘Teachers are understandably concerned about their charges, but parents know what is best for their children.’

I then said that it did not seem to me reasonable to provide girls with a modern education, and then expect them to follow tradition in their private lives.

To this he did not answer but looked at me **impassively**.

I left. I did not see Noorjehan while I was in the living-room. Outside, as I reached the front gate and turned to close it, I saw her standing at a bedroom window with one hand holding aside the froth of a lace curtain. She smiled **tepidly** and fluttered her fingers goodbye.

After a few days I received another letter from her.

‘I am engaged at the end of November. The go-betweens were here again to arrange a time and date. While they talked to my parents I sat miserably in my bedroom. You can imagine my feeling when people are **closeted**, seemingly for hours, deciding on the course of my life. I felt as if I was living two lives, one isolated in the bedroom and later in the kitchen preparing tea for the visitors, and the other captured in the living-room, the subject of much talk. All that talk about ‘me’ gave ‘me’ a kind of significance that frightened me.’

After the engagement she wrote again:

‘I was engaged two days ago. My future husband came with his family and friends. He brought the usual gifts (which remain in their boxes, unopened) and presented me with a diamond ring which stands on my dressing table which I cannot, perhaps never will, bring myself to wear. What point is there in telling you what he looks like since he is a stranger to me and I cannot love him?’

After they had left I went to my bedroom and cried bitterly. My mother came and tried to comfort me by saying that a girl must marry and what difference does it make whether she marries now or later, or whether she marries a certain man or some other man. ‘I never saw your father,’ she said, ‘until the day of the wedding, and we have been happy. You are very lucky. His family is very wealthy. Your father is only a shop assistant.’

- a. Choose three words or phrases in the story which tell you how Noorjehan feels about this arranged marriage and write them down in your notebook.
- b. Do you think Noorjehan’s teacher should visit her family? Substantiate your answer by giving a reason or proof for your opinion. Choose one of the following ways to start your answer:

**impeccably** – without a flaw

**anticipation** – expecting something

**dissuade** – to advise against something

**impassively** – calm, reserved, without emotion

**tepidly** – unenthusiastic, apathetic

**closeted** – private, secret, hidden,

- I think Noorjehan’s teacher should visit her family because ...
  - In my view, Noorjehan’s teacher shouldn’t visit her family because ...
- c. Why do you think Noorjehan’s parents wanted her to get married so early?
  - d. The father states that parents know best what is good for their children. Why do you think it is ironical in Noorjehan’s case?
  - e. What do you feel about parent’s arranging a marriage for their child?
  - f. Why do you think Noorjehan seems to have no options available to her to address this problem of a forced marriage?
  - g. Imagine you are in Noorjehan’s position. Write a paragraph of 5 sentences to explain what you would do, and give a reason (or reasons) for your answer. You can start your answer like this: *I think Noorjehan should ...*

## Activity 2 Personal letters

Personal letters can have different purposes. For example, to:

- |                   |                  |                                    |
|-------------------|------------------|------------------------------------|
| Thank             | send greeting    | apologise                          |
|                   | express sympathy | invite                             |
| make arrangements |                  | make or renew contact with someone |
| give news         |                  | request information                |

14 January 2016  
 Dear Melanie  
 Thank you so much for your hospitality and kindness last weekend. It was very kind of you to let me stay at your house at such short notice. I hope I can repay you in the same way some time. Please also convey our thanks to Ossie for the transport to the airport.  
 Regards  
 Sue

Sometimes you will write a letter which has more than one purpose and other times a short letter with only one purpose. Read through the three letters below and choose the purpose of each letter from the list above. Write the number of each letter and the purpose next to it in your notebook.

Here are some general steps to follow when you write a personal letter:

*15.2.16  
 Dear Mahendra  
 Just a short note to let you know that I won't be able to meet you at the station on Sunday. I will send Boniswa to meet you at 12.30. If she is late, don't worry! Just wait there for her. Sorry about all this.  
 See you then  
 Ivy*

2 Merino Road  
 Crawford  
 6/6/2016  
 Dear Conrad and family  
 I was very sad to hear about your mother's sudden death.  
 Please accept my deepest sympathy. I only met her briefly, but I remember her as a warm and generous person.  
 I'm sorry that I was unable to come down for the funeral. If there is any way I can help out

Imagine that a friend of yours is getting married, but his or her parents arranged the marriage. Your friend is miserable about it and doesn't know what to do. Write a letter to your friend and give him or her your advice. You can follow these steps:

- Begin by brainstorming. Write down your ideas quickly, as you think about them.
- Arrange your main points into paragraphs
- Write the body of your letter.
- Write an introductory and concluding paragraph.
- Revise your letter. You are writing to a friend, so remember to be relaxed and to write about your feelings. Does your letter give advice?
- Check your punctuation and spelling.
- Write your final draft.

(your address) 45 Stone Court  
Lavender Hill  
7945

(date) 18 February 2016

Dear Christian (greeting)

I am writing to tell you the most exciting news. I have got a place to study at the City University of New York and will be leaving in June. I am so excited I feel as if I could burst! Remember the scholarship I told you about from the teachers' union? I was successful with my application and this is going to be a dream come true to study at CUNY and spend two years in the Big Apple!

My parents are happy. But, my mom is still a bit anxious and is always commenting on what I will eat and where I will stay and whether it would not be too cold during the snow. I have made contact with our classmate Thomas from primary school and he says he looks forward to see me.

I hope that I will be able to see you before I leave at the end of June. I know that you will have your winter vacation in June so please do come down to Cape Town and spend a few days with us. My brother says that it is safe to surf at Muizenberg as all the sharks have disappeared!

Your friend (expression of friendship)

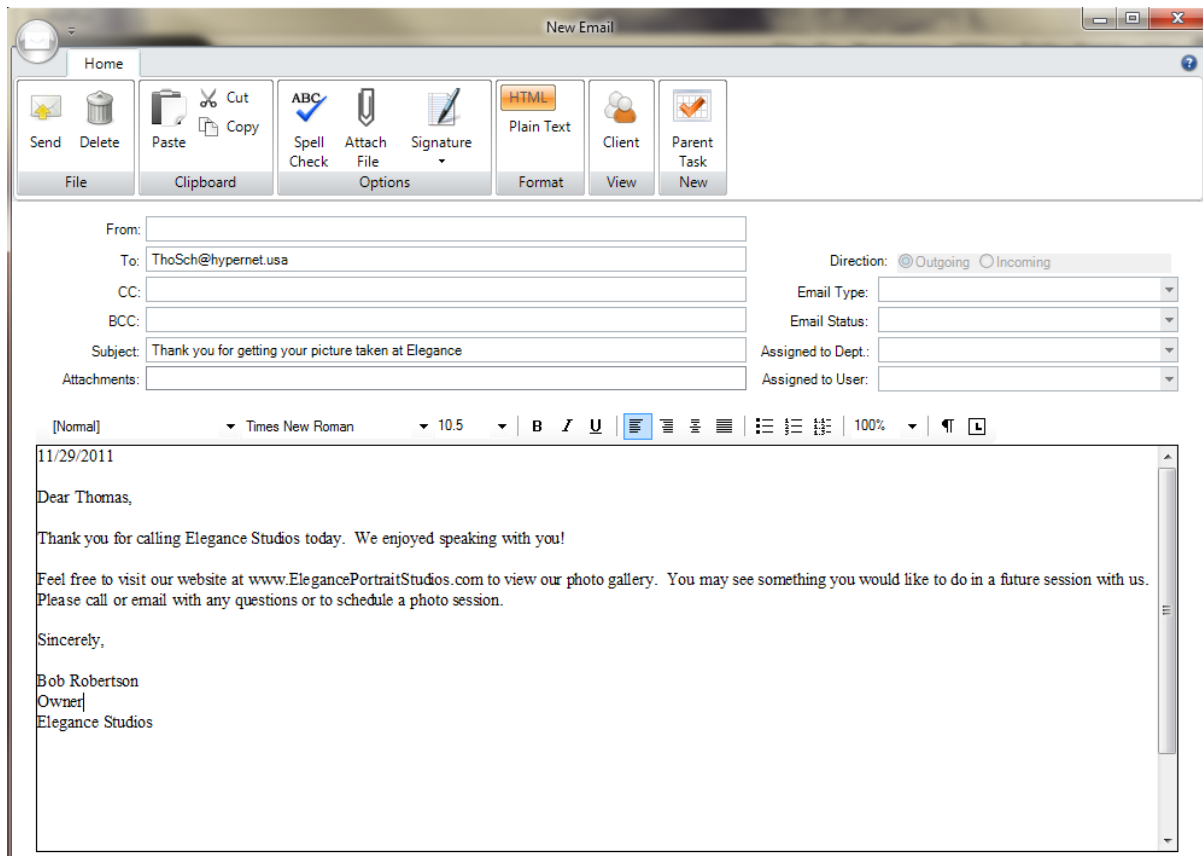
Mervin

PS. Bring your hiking boots so we can go up Lions Head. (you can add anything you forgot to say as a postscript: PS.)

### Activity 3 E-mails

The style and tone of your e-mail will depend on your target audience and the requirements of the exam topic. An e-mail can be formal (e.g. when you are requested to send a covering and attach your CV electronically) and informal when you send an e-mail to your friend or family.

An e-mail needs the e-mail address of the recipient (receiver) as well as a subject heading for it to be sent successfully. It is important to include these details on e-mails written for assessment.



Remember:

- The body of the e-mail is divided into paragraphs, just like any other written text.
- The subject line sums up with the e-mail is about.
- Informal language can be used if the topic of the e-mail is informal.

In a business e-mail you would use only formal language.

1. Send an e-mail message to a family member overseas and share information about your grandfather's 90<sup>th</sup> birthday. Your message should also give details about interesting things that happened at the party.

#### Activity 4 Language structures

In this activity we look at two important language structures, pronouns and punctuation.

##### A. Pronouns

##### 1. Interrogative pronouns

**Who, what, which** are interrogative pronouns and they help us to ask questions. Fill in the correct pronoun in the following questions:

- a. .... is Noorjehan's teacher? Answer: He is Mr Smith.
- b. .... should I carry the wedding gift in? Answer: Carry in in a gift bag.
- c. .... nationality is the bridegroom? Answer: He is Kenyan.
- d. .... is worse, dropping out of school or getting married early? Answer: Both are serious.

## 2. Indefinite pronouns

When we refer to something that is not specific, we use indefinite pronouns like **all, everyone, nobody, somebody**. Fill in the correct pronoun in the following sentences:

- a. .... the children had a turn to visit Noorjehan at home.
- b. .... in the class gave good answers.
- c. .... failed the English test in the class because they all liked the poem.
- d. .... must have waved a magic wand as we have heard that Noorjehan is back in school.

## 3. Reflexive pronouns

Reflexive pronouns like **who** (to describe people), **that** (to describe things) and **whose** (to describe possession) are used to start an adjectival clause. For example, we use **who** to describe people:

The people **who** protested at the university today are medical students.

Fill in the pronouns **who, that, whose**, in the following sentences:

- a. The gift .... she bought yesterday went missing.
  - b. Learners .... work is completed are allowed to go home.
  - c. The teacher .... visited the learners after school is a very caring woman.
  - d. Parents .... children do well in school should encourage them to think about further studies.
4. Write three sentences using each of these indefinite pronouns:  
**everybody, any** and **someone**.
5. Choose the correct reflexive pronoun from the words in brackets:
- a. Learners wished (themselves, **themselves**) strength for the examination.
  - b. The teacher gave (her, **herself**) a pat on the back for her success with her class.
  - c. The school had built (himself, **itself**) a new hall.
6. Join the sentences using the relative pronoun in brackets:
- a. The learners went for extra maths lessons. The learners who achieved low marks in the test. (**who**)

- b. Schools need guidance counsellors. Schools in high crime communities. (that)



## B. Punctuation

1. Place an appropriate punctuation mark in the position marked by brackets in each of these sentences:
  - a. Stop doing that immediately ( ) Don't you know that there should be no talking during a test ( )
  - b. Journals ( ) books ( ) magazines and the internet should be used as sources for the assignment ( )
  - c. The ship was called the ( ) Star of the Sea ( ) ( )
  - d. ( ) Mark my words ( ) ( ) said Noorjehan ( ) ( ) I will not let them do that to me.
  - e. ( ) Don't believe everything you read in newspapers ( ) ( ) advised the teacher ( ) ( ) because journalists ( ) I have often found ( ) make things up ( ) ( )
  
2. Punctuate the following sentences:
  - a. what an awesome idea joan exclaimed
  - b. how many cases like this do you think we have in society asked thobeka
  - c. we are going to study how culture influences such decisions said the teacher
  - d. many thousands of guests visitors and well wishers will be present at the event
  - e. I like the auburn brown hair colour better than the shiny silk.

### Summary of key learning:

- Read and respond to life narratives;
- Summarise main ideas from an extract;
- Plan and write a paragraph;
- language structures
- Plan and write a prepared speech;
- Write a friendly letter
- Language structures: adjectives, past and present tense and sentence structures. verbs, words/phrases for comparing, parts of speech, case and concord, pronouns, punctuation.

## SUMMARY ASSESSMENT

### 1. Summary

Summarise the following text in your own words.

- Note:
- Your summary should include 7 points and not exceed 90 words.
  - You must write a fluent paragraph.
  - You are NOT required to include a title for the summary
  - Indicate your word count at the end of the summary.

### **The fascinating science behind ‘talking’ with your hands**

If someone has ever made fun of you for making elaborate hand gestures while talking – or you’ve seen footage of yourself speaking, only to be horrified by your flailing forearms – don’t be too concerned. According to psychologists, those gestures are probably helping you express your thoughts more effectively.

‘Hand gestures are really a powerful aspect of communication, from both the speaker’s and the listener’s end,’ says Dr Carol Kinsey Goman, body language expert. Last year, a study analysing human gestures found that the most popular, prolific speakers used an average of 465 hand gestures, which is nearly twice as many as the least popular speakers used. Other research has found that people who ‘talk’ with their hands tend to be viewed as warm, agreeable and energetic, while those who are less animated are seen as logical, cold and analytical.

Gesturing is a healthy and normal aspect of human communication. Hand gestures help us take what’s in our mind and make it intelligible to others. ‘Gesture is really linked to speech, and gesturing while you talk can really power up your thinking,’ Kinsey Goman said. Gesturing can help people form clearer thoughts, speak in tighter sentences and use more declarative language. A brain region known as Broca’s areas is connected to speech production, but is also active when we wave our hands.

We gather information from others’ body language, as well as from their specific words because gestures often underscore the important points someone is making. Furthermore, hand motions can reveal information that may be absent in our speech. Research demonstrates that the movements we make with our hands when we talk constitute a kind of second language, adding information that’s absent from our words. Gesture reveals what we know. It also reveals what we don’t know.

A child’s use of hand gestures early in life can be a sign that she will later develop a strong vocabulary, as well as skills related to sentence structure and storytelling, according to a study published last year in the *Journal of Child Language*. From cradle to grave, body language is crucial in helping communicate our emotions and motivations to others.  
(Adapted from [www.huffingtonpost.com](http://www.huffingtonpost.com))

<b>2.</b>	<b>Language structures and conventions</b>	
2.1	Write the sentence in the past tense: We gather information from others' body language, as well as from their specific words because gestures often underscore the important points someone is making.	3
2.2	Punctuate the following sentences: a. Kinsey Goman exclaimed exaggerated gestures are dangerous b. don't believe everything you read in newspapers said the actor because I found that journalists often make up stories.	2 3
2.3	Join the sentences using the relative pronoun in brackets: The children use gestures when they speak. The children are adding information that is absent from their words. (who)	2
2.4	Correct the errors of concord in these sentences: a. Speakers and actors needs to use gestures effectively. b. She noticed that Cyndy and me were not present during the performance.	2
2.5	Use the correct part of speech for each of the words in brackets: a. Gestures are a (power) form of body language. b. He was (fascinate) by her talk.	2
2.6	Identify the part of speech of the underlined word: a. The speaker spoke <u>animatedly</u> . b. She stood <u>alongside</u> the lectern. c. She did <u>an</u> interesting PowerPoint presentation	3
2.7	Anthony Sampson wrote Mandela's <i>Long walk to Freedom</i> . Is the book a biography or an autobiography? Give a reason for your answer.	3
		<b>20</b>
3.	Your best friend is getting married and asked you to speak at his/her wedding. Write down the first paragraph of your speech. The paragraph should contain 5 sentences.	<b>10</b>
4.	You are leaving the country to study overseas and hopefully emigrate. Write an email to your best friend that has been in school with you for the past 5 years. It would be good to add a touch of humour to the email without diminishing the serious decision that you have taken to leave the country.	20
	<b>TOTAL</b>	<b>60</b>

**Suggested sources of additional information**

[www.sahistory.org.za/sindiwemagona](http://www.sahistory.org.za/sindiwemagona)

[www.south-african-autobiographies-between-memoir-and-self-help](http://www.south-african-autobiographies-between-memoir-and-self-help)

[www.nelsonmandela.org](http://www.nelsonmandela.org)

**My Notes**

Use this space to write your own questions, comments or key points.

## **THEME 2            Language and Working Life**

### **Introduction**

The theme 'Language and working life' gives you the opportunity to read and write about the world of work. It helps you to prepare for the world of work, your future career and also for advancement in your career if you are employed. For those of you who will be entering the job market, you will learn how to write a CV and a covering letter for a job as well as how to prepare for an interview.

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

<b>Topic Heading</b>	<b>Topic (with Approximate Instructional Time)</b>
The world of work	12. Listen, read and respond to a text 13. Attitudes towards work and skills for careers 14. What counts – education or experience? 15. Dictionary work and vocabulary
Finding work	16. Preparation for a job interview 17. Write a CV and covering letter 18. Read job advertisements 19. Language structures
Meeting procedure	20. Notice of meeting and agenda 21. Minutes of a meeting 22. Language structures
Choosing a career	23. Critical reading of a text 24. Language and power 25. Plan, edit and write an essay 26. Language structures

**Introduction**

This section gives you the opportunity to use strategies to exchange information, ideas and opinions for work-related purposes. You will learn about the appropriate ways to answer questions in a job interview, applications for employment, formal letter and curriculum vitae.

**Artwork: domestic worker or factory worker or girl reading/writing a book****Learning outcomes:**

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

- Read and answer question 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.

**Activity 1**

The extract below comes from a short story called *The Toilet*, written by Gcina Mhlope, who was born in Hammarsdale, near Durban. Listen to the extract read by your teacher or a partner.

**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 bought me books, old magazines, and newspapers from the white people. I just read every single thing 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 an 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

Read the extract carefully and answer the questions in your notebook:

- a. What did the narrator think about doing after matric?
- b. What do the words 'good girl', 'respectable', 'a waste of good money' tell you about the elders' attitude towards the narrator?
- c. 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.
- d. How did the narrator feel before she found work?
- e. What was she eager, or keen to experience at work?
- f. What kind of work did she get?
- g. The work she got was different from what she had thought about doing. Do you think she'd changed her mind?

### Activity 2 Attitudes towards work

1. 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:
  - a. The narrator
  - b. The domestic worker
  - c. The madam
2. 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 5 sentences.

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

### Activity 3 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. 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...*

- a. Which uses which reason?
- 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 perhaps 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 either Thabo or 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 4

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.

- a. Use your dictionary and find the meaning of the words that are highlighted in the extract above.
- b. 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 ...
- c. 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.
- d. 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.)

- e. Do you prefer the education you are getting from these courses or a vocationally specific education? Why? Answer in a sentence.
- f. Use your dictionary and find the meaning of the following words:
  - vocational
  - curriculum
  - appropriate
  - potential

## 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'll learn about appropriate degrees of formality in job interviews, application for employment, covering letters and a curriculum vitae. You can also explore some of the ways we can look for jobs.

### Learning outcomes:

- a. Plan, prepare, participate in and reflect on a job interview;
- b. Read and analyse a job advertisement;
- c. Write a covering letter and CV in response to a job advertisement
- d. 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 ways that people find jobs include:

- Asking people you know
- Reading advertisements in the newspaper
- 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 job finding supplement which they publish weekly.

- A. 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
- 13<sup>th</sup> cheque
- Salary negotiable depending on experience and qualifications.

The closing date is December 15 2016.

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)

1. Answer the following questions:
  - a. Write down the main verbs that summarise the job.
  - b. What does 'conditions of service' tell you?
  - c. What is another word which is similar in meaning to '13<sup>th</sup> cheque'?

- d. What kind of person is the advertiser hoping to attract to this job?
  - e. How would one get knowledge of poor communities?
  - f. The advertisement asks for formal skills (qualifications, driver's licence) as well as informal skills. What are the informal skills required in this advertisement?
2. When you apply for a job, the manager/boss 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.
- 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.

Read the two interviews below: The interviewer is Mr Feltman. Salim and Farouk are both applicants for the same job. Then answer the questions which follow:

**Artwork: manager interviews a young man**

**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?

**Farouk's interview:**

Mr Feltman: Have a seat.

Farouk: Thank you (sits).

Mr Feltman: I see you were a teacher.

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

Mr Feltman: Have you worked in a factory before?

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

Mr Feltman: Why do you want to work here?

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

Mr Feltman: Do you have any experience in electronics?

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

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

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

- a. Whose answers do you think are better and why?
- b. What can you notice about Salim from his interview?
- c. Why do you think Farouk came across as a better candidate for the job?
- d. Which questions would have answered differently and how would you have answered?
- e. Which question would you have difficulty with? Why?
- f. What do you do in a good interview? Jot down a list of five points.

3. 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. How will you answer the questions asked by the manager? Speak out your responses to the following questions clearly and correctly.

- a. Why did you apply for this job?
- b. What experience do you have in this area?
- c. How would you handle working in a team?
- d. What do you feel are your strong points?
- e. Why do you think you are the best candidate for this job?

## Activity 2: 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).

Look at Penelope Modisane's CV below:

<b>CURRICULUM VITAE</b>	
<b>PENELOPE LERATO MODISANE</b>	
<b>PERSONAL DETAILS</b>	
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:	<a href="mailto:penelopelm@gmail.com">penelopelm@gmail.com</a>
Language ability:	English (good); isiXhosa (good); Afrikaans (fair)
<b>ACADEMIC QUALIFICATIONS</b>	
<b>1. National Diploma in Office Management</b>	
Cape Peninsula University of Technology, Bellville. 2015	
<b>2. Matric certificate</b>	
Thandokulu High School, Mowbray. 2011	
Subjects: English; isiXhosa; Afrikaans; History; Accounting; Computer Studies; Life Orientation (distinction)	
<b>WORK EXPERIENCE</b>	
Cox Yeats Attorneys. In-service training. (1 year)	
Part-time administrator at Shoprite, Mowbray (1 year)	
<b>SPECIAL ACHIEVEMENTS</b>	
Leadership roles: School prefect; Member of the school debating team; Treasurer of the Langa Youth Club.	
<b>REFEREES</b>	
Father Carva Pop, Good Shepherd Catholic Church, Langa (0832774556)	

**B. Discuss a CV**

Discuss with your partner or on your own:

1. What details are most important in a CV and why?
2. What personal details are not relevant in a CV?
3. Why is work experience important for a CV?
4. How would your special achievements help you to get a job?
5. Why would you not use full sentences for the details in your CV?
6. How would you choose your referees?

**C. A covering letter**

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

	54 Bhunga Avenue, Section C Langa, 7031 10 October 2016
The Manager Jerry's computer warehouse P.O. Box 345 Claremont 7765	
Dear Mr Diedericks	
<b>Vacancy: Office Administrator</b>	
I would like to apply for the vacant post of Office Administrator in your company as advertised in the Cape Argus (9 October 2016).	
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 of 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 am a hardworking and reliable person 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

1. Take note of the different parts of the covering letter above 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
2. Discuss these questions with your partner or on your own:
  - Why do we send a covering letter with the CV?
  - Why must all the information you provide be relevant to the job?
  - What kind of information would not be relevant in Penelope's covering letter for the job of Office Administrator?
  - What kind of information would you use to motivate an employer to give you a job in your specific field?

### Activity 3 Writing a CV and Covering letter

In this section you will be required to write a CV and Covering Letter.

Read through the two job adverts below and choose one. Write a CV and Covering Letter to apply for the job you chose.

#### 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 K Ndlovu, 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 as to 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?

- Give your draft to a partner or friend to read and use the feedback to correct your letter.
  - 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. Look at the rubric at the end of the workbook so that you can get an idea how your Covering letter and CV will be evaluated.

#### Activity 4 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

- a) The judge was unbiased in his decision.
- b) The play was comical and made us laugh.
- c) She enclosed a covering letter with her curriculum vitae.
- d) The children always teased the withdrawn boy.
- e) Her latest article appeared in the school newsletter.

2. 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

3. Choose the correct answer from the words within brackets:

- a. The manager (accepted; excepted) her reason for staying at home.
- b. The (principle; principal) was happy with the matric results of his school.
- c. The bride walked down the (aisle; isle) of the church.
- d. He did not have the correct (fare; fair) for the train trip.
- e. The (emigrants; immigrants) into the country had to have visas to enter.

4. Each word in Column A has two meanings. Choose two sentences from Column B for each of the words in Column A

Down	a. The lights in this room are very _____.
Bark	b. The _____ of the firm was an unfriendly lady.
Bright	c. My dog would always _____ at the postman.
Head	d. They tried desperately to _____ a room at the hotel.
Book	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

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

Dear Member

A meeting of the Langa Youth Club will be held on Friday 13 November 2016 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

Answer the following questions:

1. List all the details given in a notice of a meeting.
2. In what tone is the notice written?
3. Why is the notice written in the future tense?

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

### **Activity 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 a meeting and maximise efficiency. An agenda has 3 sections:

- a. The title, date and apologies
- b. The minutes of the previous meeting and matters arising from the minutes
- c. The new items to be discussed at the meeting.

Read the Agenda of the Langa Youth Club and answer the questions that follow.

**Langa Youth Club**  
Quarterly Committee Meeting

AGENDA  
13 NOVEMBER 2016

1. Welcome
2. Apologies
3. Adoption of minutes of 10 August 2016 meeting
4. Matters arising from the minutes
  - 4.1 Inter-club hockey tournament
  - 4.2 Youth literacy project
5. Children's resource centre
6. Annual year-end party
7. General
8. Date of next meeting

1. Write the agenda for the School Governing Body meeting. Use the example above to assist you. Two important items on the agenda are fundraising to build a school hall and an increase in absenteeism.

### **Activity 3 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 Langa Youth Club meeting.

### **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 2016 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 and you wrote the minutes of the last meeting. Write down the minutes of the following new item discussed at the meeting:
  - a. Fundraising to build a school hall
2. Look at an example of minutes of a meeting 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 2016 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 everyone to the meeting.
2. Apologies were received from Mr M Tshozi and Ms C Mosito.
3. The minutes of the 29 August 2016 meeting were adopted.

Proposed: A Innes

Seconded: T Mda

4. Matters arising from minutes
  - 4.1 The chairperson reported that the school was placed third in the interschool 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.
5. Voice training by Fred Lubben.

The secretary reported that voice coach expert, Mr Fred Lubben, has offered his services to the club at no cost. The offer was unanimously accepted by the club. 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 2016. The Chairperson will take care of the refreshments for the workshop.

6. General

6.1 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 Artscapes Theatre in January 2017”.

Proposed: Z Stoyi

Seconded: N Shaik

7. The next meeting of the club will be held on Thursday 8 December 2016.

3. You are going to write the minutes from the agenda of the school governing body that you wrote in the previous activity.

Follow the following steps to help you write the minutes of 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 140 and 160 words for each item.

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

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

**Activity 4 Language structures**

**1. Adjectives and prepositions**

We use adjectives to describe nouns. Some adjectives are followed by a certain preposition, such as **to, of, about, with, for** and **at**. For example:

- The speech coach is **kind to** the learners.
- It is time that we are **serious about** addressing the rising school drop-out rate.
- The chairperson is **tired of** members talking during the meeting.
- She was **sorry for** being absent during the debating competition.

**2. Use these word groups to write interesting sentences:**

- |                |                  |                 |
|----------------|------------------|-----------------|
| 1. friendly to | 2. afraid of     | 3. pleased with |
| 4. shocked at  | 5. worried about | 6. Bored with   |

**3. Direct and Indirect Speech**

- a. Write the following conversation between Cheryl and Zukiswa in indirect speech:

Cheryl said, "The meeting was very successful and the chairperson did a good job."

Zukiswa laughed, "The discussion about the refreshments was really funny and I don't think the chairman handled it well."

- b. Write the following two conversations as:

- Direct speech
- Indirect speech

Chad	Would you like to work with me on the screenplay for the new movie?
Cherith	I would sure enjoy that!

Deborah	I am really not sure if the group has completed their tasks
David	Would then require more time to write the workbooks?



## 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 the different 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.
- Understand and use metaphors and images.
- Plan, prepare, edit and write an essay.
- Learn use the dictionary to find meanings of words.
- Understand and use language conventions accurately (adjectives, pronouns, direct and indirect speech).

### 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.

(from *In the Memory of the Forest*, Powers 1997:41)

#### 1. Discuss the following with a partner:

- a. What kind of job would have made Father Tadeusz happy?
- b. Why do you think he did not leave his job earlier?
- c. Write down 5 words that describe his personality.

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

- a. creative, independent, work from home.
- b. status, thinking, office
- c. 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	Thinking	Outdoors
satisfaction	helping people	school
security	selling and buying	hospital
status	business/entrepreneur	office
independence	artistic/creative	laboratory

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

- a. I want a job with .....
- b. I like a job where I can ....
- c. 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.)

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

**Activity 2**

- A. Think about some of your past experiences of job hunting. What were they like – were you successful or unsuccessful? Share with your partner how your experiences left you feeling.
- B. The extract below is taken from a novel called *Kill Me Quick* by a 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 sleep 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 work 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 ash tray, 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 bean 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:**

- a. What were your feelings about Meja's situation? Have you ever had a similar experience? Jot down a few words that summarise some of your feelings.
- b. How did the manager's behaviour make you feel?
- c. If you were the manager, how would you have acted? Write down what you would have said.
- d. What do you think the following words tell us about the manager: '...apparently satisfied that his adversary was harmless...'
- e. 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.
- f. In your own words, describe what Maina taught Meja.
- g. 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.

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

## 2. Metaphors

You are now going to look at how the writer uses **metaphors**, or **images** to build up Meja's character and to create sympathy in the reader. A metaphor compares two things that are not usually compared but which share similar qualities.

Questions on metaphors often look like this one:

Describe what is being compared in the following metaphors, or images. Do you find them effective?

- His mind raced ahead of him...
- So he tucked his memories of his family into the darkest corner of his mind...

To answer a question like this, first read each metaphor in context. Then work out the different parts of it. Your answer should have two parts to it. The first part should explain the image, and the second part should say why the image is effective.

- a. In the first metaphor, Meja's mind is compared to something running a race with the rest of himself. What does this tell us about the kind of thoughts he is having?
- b. Now look at the second metaphor: 'so he tucked the memories of his family into the darkest corner of his mind...'

Use these questions to guide your answer:

- Meja's mind is being compared to something with corners. What has corners?
  - What happens to something tucked away in a dark corner?
  - Why does he do this to the memories of his family? What does it tell us about these memories?
  - How has the image helped you understand Meja better? Is it effective?
- c. Explain the following two metaphors:
    - Maina is **the anchor** that keeps Meja from drifting into a life of crime.
    - If you think I am keen on opening a spaza shop, you're **barking up the wrong tree**.

### Activity 3 Becoming a critical reader

You have looked at strategies the writer has used to tell us 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?
  - a. the manager and Meja
  - b. the messenger and Meja
  - c. Meja and Maina
  - d. Meja and his family
3. We read in the story 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.
  - a. What do you think can be done to help youth to find employment?
  - b. Why do you think society is unequal, there are very rich people and very poor people?
  - c. What do you feel should be done to make society more equal?

#### Activity 4 Writing an essay

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

- a. A **narrative essay** 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.
- b. 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.
- c. A **reflective essay** explains your feelings about something. You use a simple style of writing and you must express your thoughts and feelings clearly.
- d. 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

- a. Think carefully about which topic to write about. Try to choose one that you know something about or for which you know good descriptive words.
- b. Plan and write a draft of your essay.

## 2. Editing, revising and presenting

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

### Summary of key learning:

- Plan a job interview;
- Read and analyse a job advertisement;
- Write a covering letter and CV;
- Write a notice of meeting, agenda and minutes.
- Understand and use metaphors and images.  
Plan, prepare, edit and write an essay.
- Language conventions: synonyms, antonyms, homonyms, polysemes, adjectives, pronouns, direct and indirect speech.

## SUMMARY ASSESSMENT

1. Your dream job has been advertised. It requires someone with a minimum of five years experience. Create the part of your CV that shows that you have enough diverse experience through having worked at three different companies during the past five years.  
Your answer should be 150 words. 10
  
2. Write the covering letter that will persuade the employer to grant you and interview for the post. 20
  - a. You are the secretary of the Rocky Road Athletics Club. Write an agenda for the meeting that will contain four issues for discussion at the club's first meeting for the season. 10
  - b. Write the minutes for two of the issues. Each minute should be five lines. 10

### 3. Language conventions and structures

Read the following text carefully and answer the questions set. Be careful, there are some deliberate errors!

#### **Exaggeration is the official language of the Internet**

When fans have witnessed a live performance, only the most strident 1  
statements have any impact. Oversell, all the time.  
The feverish level of excitement – even on their way in, before a 3  
note had been sung – was palpable. So majestic was the performance,  
all the molecules in their bodies were temporarily rearranged into 5  
a pulsating jellyfish of pure enjoyment. Crawling from the venue  
on all fours, uncontrollably weeping all the way home. Maybe, 7  
with those smartphones tucked away, a sizeable percentage of  
the audience were being shocked by their reality of their first  
non-screen expedience of the past five years. 10

- 3.1. Write down a synonym and an antonym for these words:
- |             |               |   |
|-------------|---------------|---|
| a. official | b. excitement | 4 |
|-------------|---------------|---|
- 3.2. Provide one word for the phrase, 'all the time'. 1
- 3.3. What is the punctuation mark used in line 3? 1
- 3.4. Identify the word used wrongly and provide the correct word in lines 7-10: 'Maybe, with those...past five years.' 1
- 3.5. Which the word from the list that does not mean 'strident'.  
(forceful, loud, vociferous, noisy, gentle) 1
- 3.6. Write two sentences to show the difference in meaning of  
the word 'fan'. 2
- TOTAL 60**

#### **Suggested sources of additional information**

[www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au)

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



### **My Notes**

Use this space to write your own questions, comments or key points.

- Leave this blank for students to fill in their own comments

## THEME 3 Language and the world around us

### Introduction

In this theme you would be given the opportunity to engage with a variety of texts concerned with language as used in the world around us. The purpose of this theme is to develop your speaking, listening, reading and writing skills through an integration of language skills. You will engage in authentic and purposeful activities that speak to the theme of the world around us. The theme also provides opportunities to critically engage with texts around you such as news articles, advertisements, posters, cartoons, tourist maps, graphs and tables.

### Content Structure

Topic Heading	Sub-Topic (with Approximate Instructional Time)
We save the world	27. Discuss and debate current issues; 28. Dialogues; 29. Radio/TV news clips and interviews; 30. Design a poster.
South Africa the tourist destination	31. Analyse and interpret a bar graph and table; 32. Compose a visual text. 33. Design an advertisement
Argument in our lives	34. Analyse and interpret an argument 35. Websites 36. Analyse a cartoon

**Introduction**

This is an interesting unit that engages with current issues in our environment and our society, both locally and internationally. This unit values your knowledge and experiences as a potential resource for learning, therefore the unit will link all the activities and learning to your lives and community contexts. We also provide scope in this unit for you to apply what you have learnt to the broader context of your life.

**Learning outcomes:**

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

- Read and respond to texts on current issues;
- Write a news clip;
- Design a poster;
- Language structures: clauses and effects.

**Activity 1****A. Pre-reading:**

Discuss the following questions on water shortage as a class, with you partner or on your own:

1. Where does your water come from? Is it clean and easy to get?
2. Have you ever experienced a water shortage? If so, what caused it?
3. The text that you are going to read comes from a magazine. Discuss the following questions:
  - a) What are some of the magazines that you know and/or read?
  - b) Which articles or sections of the magazine do you like best? Why?
4. What is the title and the sub-title of the article? Write them down. Write a sentence for each in which you explain what you think they mean.

**Artwork:** picture of a dam; or water pollution;

**B. Intensive Reading:**

Read the following article carefully and answer the questions that follow.

**Liquid Damage**

Water scarcity poses a threat to global security.

The world isn't running out of usable water. Fresh water is a very small portion of the planet's entire water supply: it accounts for only about 2.5% of all water, and just 1% of fresh water is readily accessible. But it is all over the world, and

it's renewable.

The main problem with water isn't volume, it's about distribution. Water isn't always where people need it, and all societies need it for everything: health, sanitation, agricultural production, energy and industry.

The ability to handle the distribution of water to meet these demands is related to how rich a country is. While affluent countries are generally able to manage water resources to meet the demand, poorer countries struggle. They often lack the infrastructure to deliver clean, safe water. Their economies tend to rely too much on industries like mining that are not well controlled and that dirty the water.

Poor nations are already suffering from serious water problems. Three quarters of a billion people lack access to clean water, and water-related diseases take the lives of about 840, 000 a year, according to Water.org. Together women and children across the world spend 140 million hours a day collecting usable water, often from unclean sources.

Lack of water has played a role in countless conflicts both inside countries and between countries. For example, there have been riots in South Africa over lack of access to clean water. In Sudan, the civil war in the 2000s was driven by conflict over water resources. As the world's population grows, there are likely to be more conflicts over water.

The world's water supply crisis is serious but not hopeless. The global community can develop institutions and technologies to manage water supplies better. Many of the policies that are needed already exist. What's most badly needed is political will and action.

1. How much of the world's water is fresh water?
2. Is the following statement True or False?  
Quote from the passage to support your answer.  
There is not enough fresh water in the world for all the people.
3. Explain why water is a problem for poor countries.
4. According to the article, what is needed most to solve the water crisis?
5. Do you agree that this is most important to solve the water crisis?  
Give a reason to support your answer.
6. The article refers to service delivery riots in South Africa over water.
  - a. Do you think the people are justified in their protest for basic needs like water?
  - b. Why do you think the protests are only in poor areas?

**scarcity:** shortage

**distribution:** how things are divided up and handed out

## Activity 2

### A. Reviewing:

Fill in the table below to summarise the main points in the article. Some answers have been inserted to assist you.

Uses of water	Problems that people have with water	Conflicts over water	Solutions to the water crisis
Sanitation (1) ..... (2) ..... (3) ..... (4) .....	Time taken to collect water. (5) ..... (6) ..... (7) .....	Civil war in Sudan (8) .....	Good institutions (9) ..... (10) .....

**B. Language Structures and Vocabulary:**

Writing about causes and effects.

A cause is something that leads to something else and makes it happen. For example, smoke from factories can cause lung sickness.

An effect is something that is caused by something else. For example, lung sickness is an effect of smoke from factories.

This article gives us information about the effects of the water crisis in the world. Look at the sentence below:

Water-related diseases take the lives of about 840, 000 a year.

1. Re-write this sentence as indicated below. Use the word “effect” in your sentence:

The death of about 840, 000 people...

2. Now re-write the sentence as indicated. Use the word “cause” in your sentence:

Water-related diseases....

Here are some other ways of expressing cause and effect:

Water-related diseases lead to the death of about 840, 000 a year.

About 840, 00 deaths a year result from water-related diseases.

3. Look at the sentence below:

There have been riots in South Africa over lack of access to clean water.

Re-write the sentence in three different ways using the following words:

- 3.1 result of
- 3.2 cause of
- 3.3 led to

### Activity 3 News clips

**Artwork:** picture of the fees must fall protest or a service delivery protest

You would have heard news clips on the radio or watched news clips on the television on protests either in locally or internationally. In the article we read of riots over water shortage. Look at the following radio news clips by journalists at the scene of protests:

#### **Fees must fall**

10/09/2016. 10am

Students at the University of Cape Town staged a mass protest against the increase in fees. The situation was very tense with a large police presence and private security hired by the university. A spokesperson for the FeesMustFall group indicated that all academic activities will be stopped until management accedes to their request for a meeting over the suspension of five members of the SRC. The protest has been peaceful and students are mostly marching around the administration building singing protest songs and holding banners.

This is Melissa Petersen reporting for SAFM from Cape Town.

#### **Service delivery**

9/11/2016 14h00

The main road leading into the Marikana informal settlement in Umbombela, Mpumalanga has been barricaded with burning tyres and rocks since this morning. This is the third day of service delivery protests in this area. The Mayor of Mbombela municipality has condemned the protest action and lamented the fact that businesses and schools have been affected by the closure of the main road into the township. The spokesperson for the residents, Liteboho Matsoso, told journalists at a media briefing this morning that protests will intensify unless the municipality addresses the list of grievances handed to the mayor at yesterday's march to the city hall. Hlaudi Ramaphosa for Mpumalanga Radio in Marikana, Mbombela.

1. Notice that although the news clip is short, it contains much information. Write down 5 points that you pick up from each of the news clips.
2. How does the journalist end the news clip?
3. Look at the news clip on the community protest. Identify an instance where the journalist is objective in the reporting.
4. In the news clip on 'Fees must fall', the journalist has a statement from the students but not from the management of the university? What are your feelings about the objectivity of this news clip?
5. You are a journalist covering a riot over water shortage in an informal settlement. Provide a news clip of 5 lines on the riot.

Follow the following guidelines:

- Keep it short. Include facts.

- Your opinion should be minimised as the aim is to report on facts.
- Give most important details.
- Avoid emotive language.
- Include a statement by a key person associated with the event.
- Remember the name of the reporter, the name of the radio station and the place at the end of the clip.

#### Activity 4 Posters

All events are advertised by posters to inform the public and interested people with key details of an event. Posters are used to advertise political events, community happenings, film or book festivals, etc. The following table explains different aspects of a graphic-text, one of which is a poster:

Term	Explanation
Logo	Short word for 'logogram', which is a single symbol that represents the company. Think of the logo for Nike, Woolworths, etc.
Manifesto	A public declaration of intent, policy and aims issued by a political party, a government or a movement.
Poster	A large printed picture used for decoration or a placard or bill posted in a public space as an advertisement.
Slogan	A distinctive expression used in advertising or politics. For example: the slogan for the Obama presidential campaign was "Yes, we can!"
Tag line	An amusing or memorable phrase designed to catch attention in an advertisement. For example, the coffee creamer advert tag line "it's not inside, it's on top".

**Artwork: Marikana massacre**

#### A. Designing a poster

Look at the following poster that advertises a commemoration of the Marikana massacre that took place in August 2012 in Rustenburg, near Johannesburg. Read it carefully and then do the activity that follows.

### **REMEMBER MARIKANA**

Commemorate the workers' struggle for a just wage.

10am

Thursday 12 August 2016

Kliptown stadium, Soweto.

Keynote address: Archbishop Desmond Tutu

Demand a living wage for all workers. Aluta Continua

### **Tips:**

The heading;  
The tag line;  
The factual details;  
The images;  
The slogan.

Interpret a political poster:

1. What does Marikana refer to?
2. What does the phrase 'Keynote address' mean?
3. Who do you think is this poster aimed at?
4. The poster refers to 'a just wage' and 'a living wage'. What does it tell you about the purpose of this event?
5. Do the illustrations complement the tag line: 'Commemorate the workers' struggle for a just wage'?
6. What message does the slogan 'Aluta Continua' suggest?

### **B. Writing and Presenting**

Create a poster which gives people information about how to save water. Follow the steps below to do this.

1. Find out about ways of saving water. You can do this by: speaking to people, e.g. NGOs, municipality, community leaders; looking up information on the Internet; getting literature from water authorities, e.g. NGOs, water boards, municipalities; looking for information in a library.
2. Decide what information to include in your poster. Remember, a poster must not have too much writing.
3. Find or create pictures to illustrate your poster.
4. Choose a heading for your poster. This should give the main message of the poster.
5. Arrange the information on your poster in a way that is easy and interesting to read.



6. Check the information on your poster and correct any mistakes in the language or content.
7. Finish your poster and display it in the class.

## UNIT 2 South Africa - the tourist destination

### Introduction

In this unit we would learn to read graphs, interpret tables and analyse advertisements. Information is not only provided through words. We can communicate information in interesting and exciting ways and in a visually appealing manner, for example, different colours are used in a bar graph to show data and a table is valuable for understanding intricate statistical data.

### Learning outcomes:

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

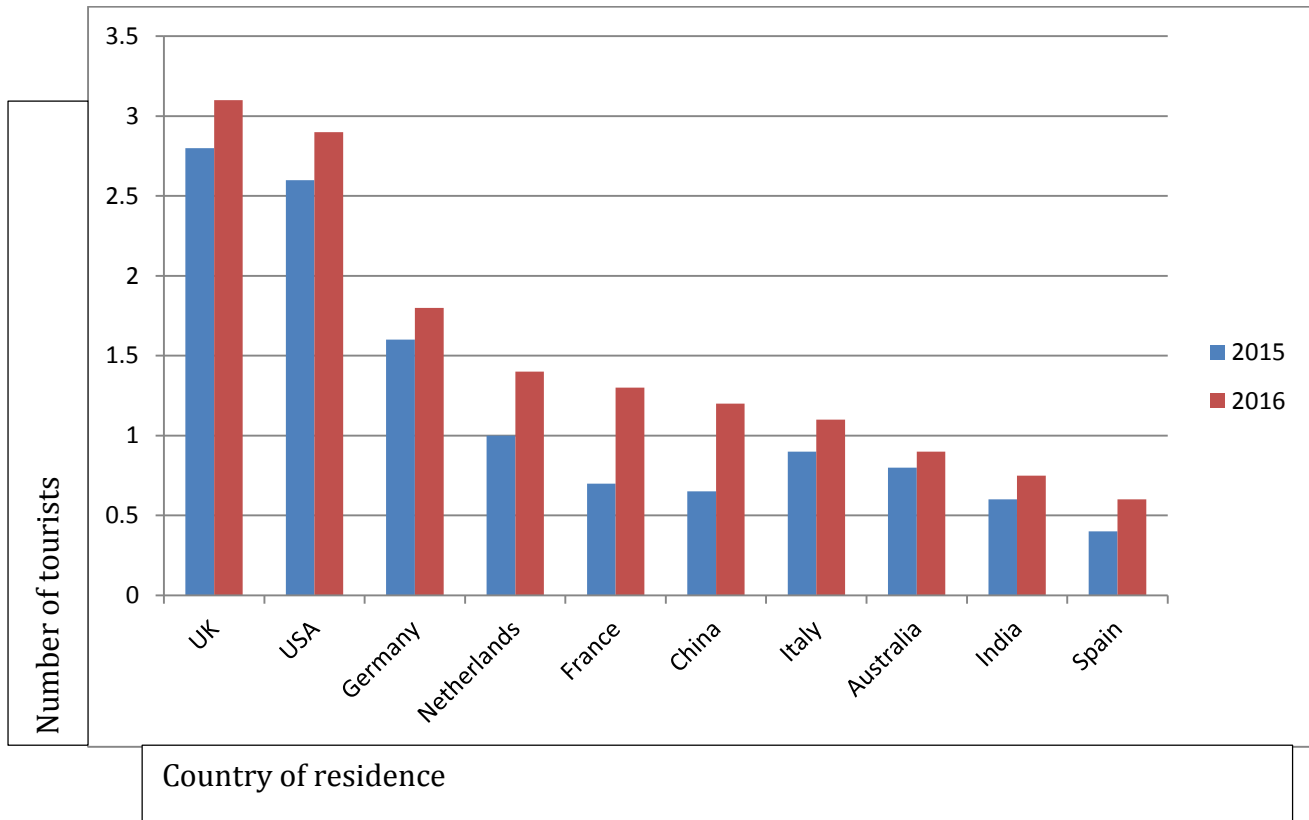
- Analyse and interpret a bar graph;
- Read and interpret statistical information in a table;
- Read and interpret a map and poster as visual forms of information;
- Understand graphic information; and
- Plan, prepare, compose and edit a visual text.

**Artwork:** picture of tourist destination in SA for example Table Mountain

### Activity 1

- A. Read the information provided by Statistics South Africa on foreign travellers who visited South Africa in August 2015 and August 2016. The tourists are classified by country of residence and details of the purpose of visit are provided.

**Figure 1. Number of tourists to South Africa from the ten leading overseas countries in August 2015 and August 2016.**



1. Categorise the countries from Figure 1 into the following continents:
  - a. Europe
  - b. Asia
2. Which overseas country shows the highest increase in tourists over the one year period?
3. Which 2 countries show very little change in tourists over the one year period?
4. Identify all the English speaking countries.
5. Compare and comment on the number of tourists arriving in South Africa from the different overseas countries.
6. 0.5 represents 5000 tourists. How many tourists from the UK visited SA in 2016?

## B. Analysing statistics and making assumptions

**Table. Number of tourists by country of residence and purpose of visit**

Country of residence	August		Purpose of visit		
	2015	2016	Business	Holiday	Study
Asia	21 571	29 742	2 115	27 351	276
Bangladesh	432	516	29	478	9

China	7 172	11 914	821	11 057	36
India	6 126	7 299	789	6 416	94
Japan	1 965	2 471	93	2 350	28
Malaysia	533	807	46	753	8
Pakistan	1 371	1 281	46	1 208	27
Philippines	426	646	39	597	10
Singapore	515	596	27	566	3
South Korea	1 434	2 113	67	2 013	33
Thailand	403	786	30	752	4
Other	1 194	1313	128	1 161	24

Study the table and answer the questions below:

1. Rank the 5 Asian countries that had the highest number of visitors to SA in 2016.
2. Which 3 countries had the lowest business visits to South Africa?
3. Rank the 5 Asian countries that had the highest tourists to SA for vacation purposes.
4. Of the 11 914 Chinese tourists to SA, only 36 have study as the purpose for their visit. Why do you think the figure is so low?
5. Name 3 countries that can be considered in the 'other' category for this table.
6. Compare and comment on the number of Asian tourists and the purpose of their visit to SA.
7. Which three countries in the table were originally one country and what was that country called?

## Activity 2 Reading a tourist map

Look at the South African tourist map and answer the questions that follow:



1. Name two major South African cities not indicated in the map but could be considered as important tourist destinations.
2. Find two interesting places for one of the cities you identified in question number 1 above.
3. Which city has the most tourist destinations according to the tourist map?
4. Describe the kind of tourist that will be interested in visiting the following places:
  - a. Apartheid Museum
  - b. Kimberley Big Hole
  - c. Ado Elephant Park
5. In which provinces would you find the following places:
  - a. Blyde River Canyon
  - b. Augrabies National Park
  - c. Isimangaliso Wetland Park
6. What do you think can be added to the map to make it more interesting and attractive? List two suggestions.

### Activity 3 Advertisement

Study the provincial tourism advertisement below and answer the questions that follow:

# World Tourism Day Celebrations



LIMPOPO  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
ECONOMIC DEVELOPMENT, ENVIRONMENT & TOURISM

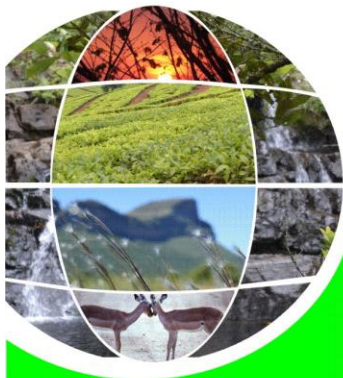


# A million new experiences are a sho't left to Limpopo

#sharelimpopo | [www.golimpopo.com](http://www.golimpopo.com)

**Fri 25 Sept 2015**

**Phalaborwa, Kruger gate**



1. Who is the host of this celebration?
2. "Sho't Left" is derived from everyday South African "taxi lingo". A commuter wanting a ride to a destination close by will say "Sho't left, driva" - meaning, I want to jump off just around the corner.

- What do you understand by the term 'taxi lingo'?
3. The webpage of the tourism department is indicated in the poster. What do you think will be advertised in the webpage?
  4. What figure of speech is 'a million new experiences'?
  5. Why do you think the venue is not indicated as 'Kruger National Park'?
  6. What details do you think are missing from the advertisement? List two.

The name "Ba-Phalaborwa", given to the area by the Sotho tribes who moved here from the south, means better than the south. The Sotho mined and smelted copper and iron ore here as far back as 400 AD. Masorini, near Phalaborwa gate, is a reconstructed Ba-Phalaborwa hill village, with huts, grain storage areas, and an iron smelting site.

#### **Activity 4 - Designing an advertisement**

Design an advertisement to attract tourists to your city or province. Advertisements 'speak' to us in words and pictures. A few words and attractive images is all we need to get a message. This is because words and pictures, together or apart, evoke feelings in us.

Follow the following steps to design your advertisement:

1. Planning and drafting
  - a. Decide what event or destination you want to advertise and who your audience is (e.g. local or international tourists)
  - b. Think about what pictures/images will go well with your theme.
  - c. Write a rough draft of the words you will use in the advertisement.
  - d. Decide on the most important words. Remember to use a catchy phrase and as little words as possible!
  
2. Editing, revising and presenting
  - a. Show your advertisement to a peer or group and get their feedback:
    - Is the advertisement appealing?
    - Is the message interesting and catches the attention of the target audience?
  - b. Listen to the feedback, make changes and prepare the final draft
  - c. Present your advertisement to your class.
  - d. Discuss and evaluate all the posters.

**Introduction:**

Arguments go on every day in different situations. When we argue we are usually trying to convince people of something. It is because we believe what we think is right and the importance of a certain viewpoint. An important purpose of argument is to share views and to reach a solution. In this unit you will learn about the kind of argument where opinions are stated, questioned, reasoned and supported with example or facts.

**Learning outcomes**

1. explore and understand what makes a good argument
2. Analyse and interpret an argument

**Artwork:** two people arguing

**Activity 1**      **Why do people argue?**

1.
  - a. In your notebook write your own definition of ‘argument’.
  - b. What are the similarities and differences between the meanings of the following words? Look up the definitions of each word in the dictionary:

*argue*      *fight*      *disagree*      *quarrel*      *discuss*

- c. Copy the table below into your notebook and complete it.

<b>Who was arguing?</b>	<b>What was the reason for the argument?</b>	<b>Was it a quarrel or a discussion?</b>	<b>Was it a personal or political argument?</b>
teenager and parent	spending money	Quarrel	Personal
teacher and learner		Discussion	
two neighbours		Quarrel	
politician and professor			Political

**Activity 2**      **Fees must fall!**

In this activity you will read examples of arguments and then work out the purpose of each argument.

Purpose of arguments:

- a. to argue how something should be done;
- b. to argue a belief;
- c. to discuss and debate differences and reactions;
- d. to argue the importance of a particular view or policy;

- e. to oppose what someone says and try to convince them to change their view.

### **Argument 1**

I think lion hunting should be banned in South Africa. Firstly, because the breeding-to-be-hunted industry is cruel and inhumane and involves hundreds of lions. Secondly, it seems in this country we have a culture of killing that extends to conservation. The old SA prided itself on its conservation image internationally. This image is a false one. In the new SA we need to transform our conservation image into one of compassion, reverence and respect for wild animals.

*African Panorama, 42(2):66.*

### **Argument 2**

I believe that the provision of free education and free health care should be a priority of the government. This would mean that the next generation of children will all have the opportunity to develop into strong and skilled adults. If these things are not provided by the state how will inequality be addressed?

1. Read Argument 1 and answer the following:
  - a. Look at the first sentence and identify the topic of the argument.
  - b. Match the argument with one of purposes on the list.
  - c. Explain the false image of the old SA with regard to conservation.
  - d. The words, 'we have a culture of killing' can also be regarded as political. What do you think is being referred to with that phrase?
  
2. Read Argument 2 and answer the following:
  - a. What is the topic of this argument?
  - b. What do you think is the purpose of this argument?
  - c. Can you describe the person that will make an argument like this?
  - d. What do you understand by the term 'inequality'?
  - e. Do you feel it is the state's responsibility to address inequality? Give reasons for your answer.
  
3. Very similar to Argument 2 is the protest in South African universities during the latter part of 2015 and 2016 when students demanded that 'Fees must fall'.
  - a. Access and read information on this matter on the Internet. What webpage did you use and why did you choose this webpage?



- b. Would you argue for or against the students' case that 'fees must fall'? Give reasons.
  - c. There has been great damage to property during this protest. Write a paragraph where you argue that students should not damage property during protests.
4. We will now debate the topic: 'Fees must fall'. Look at the following arguments:
- a. Higher education should be free for all citizens.
  - b. Violence on the campus should not be condoned.

Choose one of the arguments and argue for or against it. Write five points that you will use to argue your viewpoint.

### Activity 3 Analysing a cartoon

Cartoons are humorous drawings aimed at communicating messages that usually pertain to current affairs. You have to understand the context of a cartoon before you can analyse it successfully. You would learn about satire, irony, caricature and bias in the activity.

Study this cartoon by Zapiro that appeared in The Sowetan on 16 August 1995. Nelson Mandela, the President of South Africa, visits Betsie Vervoerd, the wife of Hendrik Vervoerd, the Prime Minister when Mandela was imprisoned in Robben Island in the early 1960s.

**Artwork: Zapiro cartoon (Mandela visits Betsie Vervoerd – cartoon is attached)**

- A. Cartoonists often use satire to comment on current issues. To satirise something means to mock or ridicule a person, thing or issue in order to communicate a serious underlying message. Look at the cartoon and comment on the satire in the following:
- a. The billboard outside the house have the words 'Net vir Blankes' which is Afrikaans for 'Only whites'.
  - b. Mandela sits in the chair labelled 'Hendrik se plek'.
  - c. Mrs Verwoerd's words: 'That's just Hendrik rolling in his grave – he does that a lot these days.' You will have to understand what Vervoerd stood for to comment on the satire in these words.
- B. Answer the following questions:
- 1. The idiom is normally 'turning in his grave'. But, in the cartoon, it is an earthquake. Why do you think the reference to the earthquake is effective?
  - 2. Caricature is the gross exaggeration of certain physical features of people in a cartoon. Note the enlarged facial features of the characters.

- a. What emotion do you detect in the faces of the people peering into the room?
  - b. Comment on Mr Vervoerd's nose.
  - c. Mrs Vervoerd is dressed in a stereotypical manner. Comment on her clothes and hairstyle.
  - d. How is Mr Mandela dressed?
3. Mr Mandela visits Betsie Vervoerd, the wife of one of the architects of apartheid. Why do you think Mr Mandela made this visit?
  4. Write two sentences on Mr Vervoerd's policies. Use the internet to access information for your answer.
  5.
    - a. Where in South Africa is Orania?
    - b. Why can one say that the existence of Orania is ironical?
  6. The word 'bias' means *slant* in French. Most cartoons have a strong bias in favour or against an issue or person. Cartoons are never neutral! They aim to make strong statements. What do you think is the statement that this cartoon is making?

### Summary of key learning:

- Discuss and debate current issues
- Dialogues
- Radio/TV news and interviews
- Design a poster
- Analyse and interpret a bar graph and table;
- Design an advertisement
- Analyse and interpret an argument
- Websites
- Analyse a cartoon

## SUMMARY ASSESSMENT

### 1. Questioning the validity of an argument

Read how George Bizos and Issy Maisels, famous South African lawyers cross-examine the policemen at the inquest after the death of Ahmed Timol. Timol, like Solwande 'Looksmart' Ngudle, Joseph Mdluli, Hoosen Haffejee, Steve Biko, Neil Aggett, the Imam Haroon and many others died in detention during apartheid. On October 27<sup>th</sup>, 1971, Timol plunged ten storeys and hit the ground under bushes at Johannesburg's John Vorster Square police station.

Excerpt of the inquest from George Bizos's book, *No one to blame*.

*The 29-year old schoolteacher lay dead on the southern side of John Vorster Square, 10 floors below the room where he had been interrogated for the past four days. In a matter of seconds Timol had managed to dash across the tiny room, open the window (which was closed because of traffic noise), and hoist himself up and out. It was an incredible story. Rodrigues was vague on details. "How it happened I cannot say precisely, it all happened very quickly," he explained.*

*Maisels asked him how Timol had opened the window.*

*"He opened the catch with his hand," Rodrigues replied.*

*"Then what did he do?"*

*"He opened it, and in one movement he dived through, head and arms first."*

*Reconsidering, Rodrigues said Timol had fallen more than dived.*

*"He must have almost wriggled through the window," Maisels suggested, referring to Timol's height (1,6m) relative to the window (almost 1m).*

*Magistrate De Villiers interrupted, "I cannot agree. I stood at the window myself."*

*"I will argue that point later," Maisels re-joined.*

*"I will not allow unfair questions to be put to the witness."*

*"I will ask the witness to say what he saw. What did you see?"*

*"He opened the window and pushed it and then he fell through," Rodrigues answered.*

*A strange enough story, made even stranger by the fact that it differed from the one given by General Buys. Buys had claimed that Timol initially made for the door, before jumping through the window. Gloy had also testified that Rodrigues told him that Timol had pretended to be aiming for the door.*

*"Did Mr Timol ever aim at the door?" Maisels asked Rodrigues.*

*"No, not that I saw." There must have been a misunderstanding, Rodrigues explained. Rodrigues, it seemed, had given a number of different versions.*

*Brigadier CW St John Pattle had conducted his own investigation in the wake of the incident. Rodrigues had given him a different version of events, in which he ran round the table in the opposite direction.*

*Rodrigues gave his version to the court, as did Van Niekerk, Gloy, Pattle and Buys. They all cited Rodrigues as their source, despite the anomalies. Which of the various versions, if any, was the truth?*

*Buys had taken a statement from Rodrigues two weeks after the incident. "I seems strange to me," Maisels observed, "that the most important person, as far as we can see should be asked two weeks later to make a statement."*

*Although Van Niekerk and Gloy claimed to have made notes at the time, they had destroyed these after making their affidavits.*

*I put it to Van Niekerk: "Not even children in standard four would write notes out and then throw them into the wastepaper basket?"*

*"I did not think them necessary."*

*"I am going to put it to you that between these statements there was a substantial change of front as how Timol met his death."*

*The policeman did not have to answer, as Fanie Cilliers interjected, "I object – this is a fishing expedition."*

*"In my day," Maisels argued, "one took a statement from a witness as soon as one could. It is quite inexplicable that no written statement was taken from the man on the spot, Rodrigues, before November 11 – a fortnight after the occurrence."*

Answer the following questions:

- 1.1 Rodrigues states that Timol opened the window with his hand and dived through head first. Give reasons why you think this was not plausible. 1
- 1.2 Note the phrase 'aimed for the door' very carefully. How did Maisels use this effectively in his argument? 2
- 1.3 Bizo's response to Van Niekerk's statement that he threw his notes away is interesting. Give a reason why Van Niekerk's statement is not credible. 1
- 1.4 Why do you think Fanie Cilliers interjected and prevented the witness from answering? 2
- 1.5 What is meant by the words 'a fishing expedition'? 2
- 1.6 Identify an example of how the magistrate, De Villiers, is biased. 2

(10)

2. Imagine that you are the lawyer for the Timol family. Access more information about the inquest from the internet and formulate five questions that you will use to argue for the Timol family. 10
3. You were the news reporter at the inquest. Formulate a news clip for the radio based on the excerpt above. The news clip should not be more than 5 lines. 10
4. Study the cartoon and answer the questions:
  - 4.1 Explain the facial expression of the bishop. 2

4.2 What does the building represent?	1
4.3 Notice the buttons of the jackets of the cats. Why is it appropriate?	2
4.4 What does the words “Desmond’s pulling rank again’ mean?	2
4.5 Who is Desmond’s boss?	1
4.6 Comment on the use of the word “thy” in the cartoon?	2
	(10)
<b>TOTAL</b>	<b>40</b>

### **Suggested sources of additional information**

Information on Ahmed Timol: [www.sahistory.org.za/people/ahmed-timol](http://www.sahistory.org.za/people/ahmed-timol)  
 South African tourism information: [www.tourism.gov.za](http://www.tourism.gov.za)  
 Marikana massacre: [www.marikanacomm.org.za](http://www.marikanacomm.org.za)

### **My Notes**

Use this space to write your own questions, comments or key points.

- Leave this blank for students to fill in their own comments

## THEME 4 Language and Literature

### Introduction

This theme gives you the opportunity to engage with a variety of literary texts, including poetry, novel and short story. You will read and respond to creative expressions, learn how to analyse and interpret literary texts, and relate them to the context of production and to your own contexts. The theme encourages an imaginative and critical engagement with language and literature.

**Artwork: collage of South African writers**

### Content Structure

Topic Heading	Sub-Topic (with Approximate Instructional Time)
Poetry	37. Form and content of poems 38. Explore figurative language in poetry 39. Critically analyse and apply literary elements 40. Language conventions in poetry
Short Stories	41. Form and content of short stories 42. Literary elements in short stories 43. Summarise the plot of literary texts 44. Strategies to determine meaning of words in context
Review of a book	45. Evaluate a review of a literary text 46. Writing a review 47. Explain meaning of words in context
Novel	48. Critically analyse a novel 49. Plot, theme and characterisation 50. Writing a literary essay 51. Increase vocabulary and writing skill

Poetry	The song of sunrise - Oswald Mbuyiseni Mtshali Let me not to the marriage of true minds - William Shakespeare Death be not proud - John Donne On aging – Maya Angelou An elementary classroom in a slum – Stephen Spender Lake morning in autumn – Douglas Livingston
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	Prayer before birth - Louis MacNeice Where I become You - Antjie Krog Mirror – Sylvia Plath On his blindness – John Milton
Short Stories	The Soft Voice of the Serpent - Nadine Gordimer The Coffee-cart Girl - Es'kia Mphahlele The toilet - Gcina Mhlope The sisters – Pauline Smith The Dube Train – Can Themba Saris Bangles and Bees – Ronnie Govender Rain – Richard Rive Market days – Jayapruga Reddy
Novel	<i>Nervous Conditions</i> - Tsitsi Dangarembga,

**Introduction**

What do you think about poetry? Perhaps you think that poetry is 'high' culture, that poets are special, clever people, not like us. Well, in this lesson you learn that poetry is about life, about simple things, and about feelings we all share.

Poets often use images in similes and metaphors to communicate and describe ideas or feelings. Good writers use images that we can easily relate to, to help us to understand deep feelings, or new experiences, or simply to think about a familiar experience in a new way. The images can help us look at our own lives with new eyes.

**Learning outcomes:**

- Show an understanding of the form and content of the poem.
- Explore figurative language in poetry.
- Critically analyse and apply literary elements
- Language conventions in poetry

**Artwork: Picture of Oswald Mtshali****A. The song of sunrise by Oswald Mbuyiseni Mtshali**

Listen to a reading of the poem, 'The song of sunrise', by Oswald Mbuyiseni Mtshali. Mtshali was born in Vryheid in KwaZulu Natal in 1940. His first book of poetry, *Sounds of a Cowhide Drum*, was published in 1971. He lived in the United States for some time and then moved to Johannesburg. Mtshali wrote this poem about a simple experience: waking up in the morning and going to work.

**The song of sunrise**

The sword of daybreak  
snips the shroud  
of the night from the sky  
and the morning  
peeps through the blankets  
like a baby rising  
from its cot  
to listen to the peal of the bell.  
Arise! Arise!  
All workers!  
To work! To work!  
You must go!

**shroud:**

sheet or cloth  
used to cover  
a dead body



Buses rumble,  
Trains rattle,  
Taxis hoot.  
I shuffle in the queue  
with feet that patter  
on the station platform,  
and stumble into the coach  
that squeezes me like a lemon  
of all the juice of my life.

### Activity 1

1. While you listen to the poem, notice how the poet uses sound to appeal to our sense of hearing.
2. Try to imagine the many sounds the poet describes. Write down three sounds the poet writes about.
3. The writer starts the poem softly, as the dawn breaks, but the poem becomes louder and louder. Read the lines:

*'Buses rumble, /Trains rattle, /Taxis hoot.'*

You can hear all the sounds in the words themselves. Why do you think the writer uses these images of noise in the poem?

4. Say these lines:  
*'I shuffle in the queues/with feet that patter...'*  
What sounds do you hear?
5. Why do you think the poet uses the word 'song' in the title?
6. How do we know that the train is full?

### Activity 2

1. Now carefully read the poem.
  - a. The first three lines read: 'The sword of daybreak/snips the shroud/of the night from the sky'. The image in the first line of a long, gleaming sword. We can compare the sword to the long, gleaming strip of light just before the sun rises in the morning. (Remember when a writer makes a comparison like this, it's called a metaphor.)
  - b. Now read the next two lines and describe the metaphor Mtshali uses. What image does the metaphor create?
2. The image changes in the next few lines: 'and the morning/peeps through the blankets/like a baby rising/from its cot'.  
What picture do you get in your mind now?
3. Now read the last lines of the poem: '...and stumble into the coach/that squeezes me like a lemon/of all the juice of my life.' The writer compares the way he feels

to a squeezed lemon. (Notice he uses the word 'like', so the comparison is called a simile.)

- a. Use your own words to describe how he feels.
  - b. Describe how you feel when you get into a train, bus or taxi for work. Try to think of a good comparison to describe your feelings.
4. Why do you think the writer uses the simple present tense? In other words, what is he trying to show us?
5. The writer uses images in the poem that describe a simple, everyday experience, for example, a waking baby and a squeezed lemon. He uses images that we know to communicate how he feels. Would you have thought of describing the first light of day as a 'sword', or getting on to a train like being squeezed like a lemon? That's being called creative! Describe the following using your own images:
- a. The dawn of a new day.
  - b. In a crowded bus.
  - c. A busy street in the city.
6. When writers use images to create pictures, they appeal to our sense of sight. Writers also use image to appeal to our other senses like our sense of touch. For example, in these lines from the poem *Winter* by Mafika P Gwala:

*'They say problems don't melt like soap  
but itch under the skin like a ringworm.'*

Explain how Gwala appeals to two different kinds of physical feeling in these lines:

- a. a pleasant sensation
  - b. an unpleasant sensation
7. Here is another example of how a poet appeals to our sense of touch. It comes from a poem called *The man of smoke* by Njabulo Ndebele:

*'Even in my blanket,  
I can feel the dust of the wind  
Pecking at me, like many needles.'*

The image is of dust blown forcefully against a body, even when it is trying to protect itself in a blanket. What feelings does the image convey to show discomfort?

### Artwork: Picture of William Shakespeare

#### **B. Let me not to the marriage of true minds by William Shakespeare**

*Let me not to the marriage of true minds* (Sonnet 116) was written by William Shakespeare (1564-1616). He lived in England at the time of Queen Elizabeth 1 and he is one of the most famous English writers. Most of his poems are sonnets which deal with themes of love, time, and their effect on people and relationships.

*Let me not to the marriage of true minds* has the theme of love – love is constant and everlasting. Not even time can destroy true love, which lasts forever. The poet is so sure of what true love is that he says that, if he is wrong, then he has never written anything, including this poem! The poem is written in Elizabethan English.

### Activity 1 Structure of the poem

Read the poem carefully. Then study the form of an Elizabethan sonnet as outlined below. It has 14 lines in one verse that is made up of:

- 3 quatrains of four lines each; and
- A rhyming couplet of two lines at the end of the poem.
- Notice the rhyming scheme – abab cdcd efef gg  
[Rhyme: words at the end of the lines which have the same sound such as ‘minds’ and ‘finds’.]

#### Sonnet 116

by William Shakespeare

Let me not to the marriage of true minds	a
Admit impediments. Love is not love	b
Which alters when it alteration finds,	a
Or bends with the remover to remove.	b
O, no! it is an ever-fixed mark,	c
That looks on tempests and is never shaken;	d
It is the star to every wand'ring bark,	c
Whose worth's unknown, although his height be taken.	d
Love's not Time's fool, though rosy lips and cheeks	e
Within his bending sickle's compass come;	f
Love alters not with his brief hours and weeks,	e
But bears it out even to the edge of doom.	f
If this be error, and upon me prov'd,	g
I never writ, nor no man ever lov'd.	g

### Activity 2

1. In Shakespeare's day, sailing ships were made of wood. The captain steered the ship by measuring the position of the stars to guide the ship across the ocean.

In the second quatrain the poet uses two metaphors based on ships and sailing to tell us what love really is. Find the two metaphors in the poem and explain them briefly.

2. Did you know that Father Time is also called the Grim Reaper or Death? He carries a sickle to harvest people, as a farm worker cuts grass with a sickle. He destroys our youth and beauty so that we get old and wrinkled.
  - a. The poet writes about Time as if it is a man. What figure of speech is used?
  - b. Why is love not the fool of Time?
3. The poet ends the poem with a little joke. What is the poet's argument in the rhyming couplet?
4. The tone of the poem is confident. He believes so strongly in love that he does not say love is 'like' anything (simile). Instead, he uses metaphors to say that love IS a start and love IS an ever-fixed mark. Have you noticed there are no similes in the poem, only metaphors?
  - a. The tone changes in the third quatrain. How would you describe the tone here and why is it appropriate?
  - b. In the rhyming couplet the poet wants to persuade the reader to agree with his views about true love. How would you describe the tone in the rhyming couplet?
5. Do you agree with Shakespeare's view of love? Explain your answer.

**C. Death be not proud by John Donne**

This poem was written by John Donne (1572-1631) who lived at the same time as Shakespeare. Donne had an adventurous early life. He travelled by sailing ship on two expeditions to the New World (the United States). He also ran away with his employer's 16-year-old niece, Anne, whom he married, and so he was fired from his job! Donne was a Christian and became an Anglican priest and later the Dean of St Paul's Cathedral in London.

**Artwork: Picture of John Donne**

**Activity 1 Structure of the poem**

Read the poem carefully. The poem is an Italian sonnet. It is has 14 lines are made up of:

- An **octave** of 8 lines made up of 2 quatrains; and
- A **sestet** of 6 lines. The sestet is made up of one quatrain and a rhyming couplet at the end of the poem.

Discuss with your partner or on your own the difference between the Elizabethan sonnet and the Italian sonnet.

## Death be not proud

John Donne

Death be not proud, though some have called thee	a
Mighty and dreadful, for thou art not so,	b
For those, whom thou think'st thou dost overthrow,	b
Die not, poor death, nor canst thou kill me.	a
From rest and sleep, which but they pictures be,	c
Much pleasure, then from thee, much more must flow,	d
And soonest our best men with thee do go,	d
Rest of their bones, and soul's delivery.	c
Thou art slave to Fate, Chance, kings, and desperate men,	e
And dost with poison, war, and sickness dwell,	f
And poppy, or charms can make us sleep as well,	f
And better than thy stroke; why swell'st thou then?	e
One short sleep past, we wake eternally	g
And death shall be no more; death, thou shalt die!	h

**Thee** – you

**Art** – are

**Dost** – does

**Pictures** –  
representations, likeness

**Dwell** – live

**Poppy** – drug

**Charms** – magic spells

**Stroke** – attack

## Activity 2

Answer the following questions in your notebook:

1. The speaker talks to Death as if Death was a person. What figure of speech is this and why is it appropriate?
2. **Apostrophe** is when you speak directly to an absent person or thing as if he or she was standing in front of you (different from the punctuation mark!).  
  
The poet gives orders to Death and is critical of Death. What tone do you identify in the poem?
3. Poor can mean financially poor; or someone deserving pity. In the poem the word is used scornfully. Why can we say that the poet is using the word poor in an **ironical** way here?
4. Who do you think are the 'desperate men'?
5. The poet personifies Death as a slave; he is used by other forces which causes death. What meanings does the word slave connote? (**Connotations** of a word are extra meanings or associations with that word)
6. Notice that the poet uses a small 'd' for death in the last line of the poem. Why is this effective?
7. Discuss the message the poem has for its readers.

## LITERARY FEATURES FOUND IN A POEM

Diction	The poet's choice of words and how he/she organises them.
Euphemism	A mild or vague expression in place of a word that is more harsh or direct.
First person	The poem is written from the point of view of 'I' or 'we'.
Hyperbole	A deliberate exaggeration. For example, a 'big place' of food is described as 'a mountainous' plate of food.
Irony	A statement or situation that has an underlying meaning that is different from the literal meaning.
Metaphor	A figure of speech that uses one thing to describe another in a figurative way.
Mood	The emotions felt by the reader when reading the poem.
Oxymoron	A combination of words with contradictory meanings (meanings which seem to be opposite to each other). For example, 'an open secret'.
Personification	Giving human characteristics to non-human beings.
Pun	A play on words which are identical or similar in sound. It is used to create humour.
Rhyme	Lines of poetry that end in the same word.
Rhythm	A regular and repeated pattern of sounds.
Sarcasm	An ironic expression which is used to be unkind or to make fun of someone.
Simile	Comparing one thing directly with another. 'Like' or 'as' is used to make this comparison.
Symbol	Something which stands for or represents something else.
Theme	Themes are the main messages of a text. There are usually a few themes in each poem.
Third person	The poem is written from the point of view of 'he', 'she' or 'they'.
Tone	The feeling or atmosphere of a poem.
<b>SOUND DEVICES</b>	
Alliteration	A pattern of sounds that includes the repetition of consonant sounds. The repeated sound can be e
Assonance	The vowel sounds of words that occur close together are repeated.
Consonance	A sound that occurs at the end of words that are close together is repeated.
onomatopoeia	The use of words to create the sounds being described.

**Introduction**

This unit focuses on short stories. A short story is one of the most accessible and attractive of all literary forms. You will read and analyse a range of short stories in this unit. Our focus will be on South African short stories as this genre has become a brilliant vehicle of literary expression in our country. As one reads these stories, one gets a fine sense of South African history. The large public events and epochs are discernible in the stories. Apartheid is an element in the stories of Nadine Gordimer and Es'kia Mphahlele.

**Learning outcomes:**

- Show an understanding of the form and content short stories.
- Explore theme, setting, plot, characterisation, and mood/tone in short stories.
- Analyse and apply literary elements in a short story.
- Critical perspectives to literary texts.

**Artwork: man sitting in a garden, in a wheelchair****A      *The Soft Voice of the Serpent* by Nadine Gordimer**

Nadine Gordimer (1923-2014) was a South African writer who wrote many short stories and novels. Most of her work concerns the political situation in South Africa. She often spoke out against apartheid and censorship. *The Soft Voice of the Serpent* comes from her first collection of short stories, published in 1952. She won many international prizes for her work. In 1991 she won the most important prize a writer can win, the Nobel Prize for Literature.

**Activity 1**

In this activity we will read the short story. Thereafter we discuss the different aspects of this story: the title, an allegory, themes, setting, plot, characterisation, style, figurative language and tone/mood.

1. Read the short story carefully.
2. The title of the story brings to mind the biblical story about Adam and Eve in the Garden of Eden. In the Bible story the serpent tempts Eve to do what she has been told not to do, with the result that she and Adam are thrown out of Eden.
  - a. The use of **alliteration** in the title (repetition of 's') reminds us of the hissing sound that snakes make.  
Why do you think this alliteration is appropriate in the title?

**Allegory:**

A story in which the characters and events are to be understood as representing other things; they become symbols.

- b. In the story the locust is like the serpent. It tempts the man in the story into feeling that he can cope with his situation. Just as Adam makes a mistake by believing in the serpent, so the man makes a mistake in believing that the locust can help him cope.
- The biblical references indicate that the story is an allegory. In an allegory the characters and events become symbols because they express a deeper, often spiritual or moral meaning. The symbolism of the locust in the garden is symbolical.
- What does the locust symbolise?
  - What does the garden symbolise?
  - Who does the man and woman symbolise?
3. The man is struggling to come to terms with the loss of his leg. He finds comfort when he notices that the locus is also struggling to cope without a leg. At the end of the story the man realises that he must not depend on others, but must learn to cope on his own.
- a. Explain the theme of **loss** in the story.
  - b. There is also hope, but the hope is lost at the end. What gives the man hope?
  - c. Why is the sense of hope lost?
4. The story is set in a garden. The garden reminds us of Eden.
- a. Complete the following sentence:  
**Just as Adam was in Eden before entering the wider world, so the man can adjust in the garden before .....**
  - b. Find a sentence in the story that clearly indicates the idea portrayed in the sentence above.
5. The story starts with a complication: the man has to get used to having only one leg. This causes a mental struggle in him and **tension** in the story.
- a. How does his wife's reaction to the locust increase the tension in the story?
  - b. The man uses the locust's dilemma to make fun of his wife: 'Don't encourage it to self-pity'. What deeper meaning do you detect in his words?
  - c. What is the climax of this story?
  - d. What do you think the man realises at the end of the story?
6. The main characters in the story are the man and his wife. The man is the main character or **protagonist** in the story. The wife is the **antagonist** in the story.
- a. What does the man share about his internal emotional and mental conflict with his wife?
  - b. Why do you think the woman does not speak to the man about the loss of his leg?



- c. The locust is also a character in the story. The writer emphasises this by the way the other characters refer to the locust. Find two quotations in the story to substantiate that the locust is a character.
  - d. There is a narrator in this story. The narrative is told using the third person. Give two examples of how the narrator refers to the characters.
- 7.
- a. You will notice that the writer does not give the characters names or describe what they look like. Why do you think the writer used this style in this story?
  - b. What does it mean: 'The man's distress is internal'?
  - c. The description of the locust is very detailed. The reader, like the man, feels empathy for the locust. What do you understand by the term 'empathy'?
  - d. Notice that the only dialogue in the story is between the man and his wife about the locust. The locust becomes a symbol of what the man is experiencing. Find one quotation to substantiate this point.
8. Match the figure of speech with the words in the second column:

Figure of speech	Example
Sarcasm	A first slight wind lifted again in the slack, furred sail of himself
simile	Flimsy paper stretched over a frame of matchstick, like a small boy's homemade aeroplane.
metaphor	Just as man might take out a handkerchief and pass it over his brow.
personification	Shame, isn't he a funny old man; the poor old thing.
	Or maybe he could be taught to use crutches
	Get another little chair for him and you can wheel him out here with me.

9. How does this story make you feel? Happy, sad, angry or indifferent?  
What are the reasons it makes you feel this way?

**Activity 2** Read the extract below and answer the questions that follow:

Extract 1 (The lady wheels the man into the garden.)

A first slight wind lifted again in the slack, furred sail of himself; he felt it belly gently, so gently he could just feel it, lifting inside him.

So she wheeled him along, pushing hard and not particularly well with her thin pretty arms – but he would not for anything complain of the way she did it or suggest that the nurse might do better, for he knew that would hurt her – and when they came to a spot that he liked, she put the brake on the chair and settled him there for the morning. That was the first time and now he sat there every day. He read a lot, but his attention was arrested sometimes, quite suddenly and compellingly, by the sunken place under the rug where his leg used to be. There was his one leg, and next to it, the rug flapped loose. Then looking, he felt his leg not there; he felt it go, slowly, from the toe to the thigh. He felt that he had no leg. After a few minutes he went back to his book. He never let the realisation quite reach him; he let himself realise it physically, but he never quite let it get at him. He felt it pressing up, coming, coming, dark, crushing, ready to burst – but he always turned away, just in time, back to his book.

1. Complete the following sentences by filling in the missing words. Write down only the word(s) next to the question number (1[a] – 1[d]).  
The man is being pushed in a ...(a)... by his ...(b)... He spends much time ...(c)... in the garden. Sometimes he thinks about the ...(d)... he lost.
2. Refer to “slack, furred sail of himself” (line 1).
  - a. Identify the figure of speech used here.
  - b. Why do you think the writer has used this figure of speech?
3. How do you know that the woman is not good at pushing the man?
4. The man does not complain about how the woman pushes him. What does this tell you about him? State two points.
5. Using your own words, briefly describe how the man feels about his loss?
6. Refer to lines 15-16. (‘He felt it ... ready to burst.’)  
What does the use of the word ‘crushing’ tell you about the man’s feelings?
7. In your view, should the man keep quiet about how he feels about his loss? Give a reason for your answer.

Artwork: Girl selling coffee from a stall on a street

**B. The Coffee-cart Girl by Es'kia Mphahlele**

Es'kia Mphahlele (1919-2008) was born in the slums of Pretoria and went on to become a world famous writer, educationist, artist and activist.

He began attending school regularly when he was 15 and went on to finish high school by private study. He was a schoolteacher in Soweto and in 1955 joined *Drum* magazine where he became a serious writer. In 1957 he went into exile and completed his first autobiography, *Down Second Avenue*, which was banned in South Africa. He returned home in 1977, where he went on to found the University of the Witwatersrand's African Literature Department in 1983. He is widely celebrated as the Father of African Humanism.

**Activity 1**

In this activity we will read the short story. Thereafter we discuss the different aspects of this story: the title, themes, setting, themes, setting, plot, characterisation, style, figurative language and tone/mood.

1. Read the short story carefully.
2. The story takes place in the industrial part of a city during apartheid, where a young woman called Zodwa (known as Pinkie in the story) works at a coffee-cart. She is caught up in the conflict between the police and the oppressed black workers and it is China that ensures that she is not hurt.

Later in the story is personally affected by the apartheid laws. In what ways was she affected?

3. Look at the following main themes in the story:
  - Life affected by apartheid
  - Violence against women
  - Love
  - Jealousy
  - Loss

Choose one of the themes and write a paragraph of 5 lines on the theme.

4. We are constantly aware of the poverty in the city and the fact that the lives of the people are worth little. Give two examples from the story to substantiate this statement.
5. The complication in the story is that Pinkie has two admirers, China and Naidoo. The main tension arises around a ring. Explain

the circumstances around the ring and how it creates tension in the story.

6.
  - a. Pinkie is the protagonist in the story. What is the irony around her 'peach-coloured skin'?
  - b. Pinkie is small and fragile. Find two descriptions used by the writer to describe her.
  - c. China is the antagonist in the story. What reasons can we find for his tendency towards violence?
  - d. In what way is the relationship between Pinkie and China different from that of Pinkie and Naidoo?
7. The writer uses contrast very effectively in the story. Find at least two contrasts between Pinkie and China. The words in the box gives you clues.

Personality	violence	fragility	gift
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8. At the end of the story the writer uses ellipsis twice to indicate the incompleteness of the story:

- *'I'll tell her all about myself, all about my wicked past; she'll get used to me, not be afraid of me any more ...'*
- *'And still he sat in the coffee-cart which was once Pinkie's all though the lunch hour...'*

**Ellipsis:** the use of three dots ... either at the end of a sentence to show that the situation is incomplete or in the middle of a quotation to show missing words

What does the ellipsis indicate in each of the quotations?

9. Indicate which of the following figures of speech are similes and which are metaphors:
  - a. 'The crowd moved like one mighty being; and swayed and swung like the sea'.
  - b. Pinkie had 'a peach-coloured face'.
  - c. When Pinkie realises that China is angry: 'She sensed a gathering storm'.
  - d. 'She panted like a timid little mouse cornered by a cat'.

10. An example of personification in the story is: 'the law was brandishing batons'. This is an image of the law being armed instead of the law protecting the citizens. What does this show about the apartheid laws? Choose the correct answers:

Violence justice inequality fair oppression democracy injustice

11. The writer uses an oxymoron when writing about the confused feelings that China and Pinkie have for each other. Pinkie has a 'repelling admiration' for China. Repelling and admiration are words with opposite meanings, like 'bitter sweet'.
- Why do you think Pinkie admired China and was also repulsed by him?
12. How does the story make you feel? Happy, sad, angry or indifferent? What are the reasons it makes you feel this way?

## Activity 2

Read the following extract that describes the attack on Pinkie in her coffee-cart by China and answer the questions that follow.

At that very moment she realised fully the ghastliness of a man's jealousy, which gleamed and glanced on the blade and seemed to have raised a film which steadied the slit eyes. Against the back wall she managed to speak.

"All right, China, maybe you've done this many times before. Go ahead and kill me; I won't cry for help, do what you like with me."

She panted like a timid little mouse cornered by a cat. He couldn't finish the job he had set out to do. Why? He had sent two men packing with a knife before. They had tried to fight, but this creature wasn't resisting at all. Why, why, why? He felt the heat pounding in his temples; the knife dropped, and he sank on to a stool and rested his head on the wall, his hands trembling.

After a moment he stood up, looking away from Pinkie. 'I'm sorry, Pinkie, I pray you never in your life to think about this day.'

She looked at him, mystified.

"Say you forgive me." She nodded twice.

Then she packed up for the day, much earlier than usual.

The following day China did not visit Pinkie; nor the next. He could not decide to go there. Things were all in a barbed wire tangle in his mind. But see her he must, he thought. He would just go and hug her; say nothing but just press her to himself because he felt too mean even to tell her not to be afraid of him anymore.

1. Why does the writer compare Pinky to a mouse?
2. What do we learn about China's past behaviour in this extract?
3. Refer to line 12 – "She looked at him, mystified." Explain why Pinkie feels this way.
4. Refer to the last paragraph.
  - a. Why does China's behaviour change at this stage in the story?
  - b. In your opinion, is China being realistic when he hopes that Pinkie not be afraid of him anymore?
5. Pinky and China do not meet again. Is this an effective conclusion to this story? Discuss your view.
6. The ring Pinky received from Naidoo is the reason for China's jealousy. How would you describe the relationship between Pinkie and Naidoo?
7. Pinkie is innocent in this story, yet she endures much abuse. What are your feelings towards the abuse that Pinky experienced?

### Introduction

Writers all over the world produce hundreds of books a day. So it is impossible to read them all, or even to know anything about them. How can you find out about books you might be interested to read? Many newspapers and magazines have a section where you can read reviews about new books. Reviewers are people who read new books and write a short account, telling what the book is about and what they thought of it.

A review is both a report and an argument – it provides information about the book, and it also states an opinion which is supported with reasons. For example, the reviewer will state whether he or she thought the book was enjoyable and why.

### Learning outcomes:

- Evaluate a review of a literary text
- Writing a review
- Explain meaning of words in context

### Artwork: cover of book: *The Moon Cycle* by Effie Mihopoulos

#### Activity 1

The book review below appeared in a South African magazine about women, called *Agenda*.

#### Book review

*The Moon Cycle* by Effie Mihopoulos

Reviewer: Orenna Krut

The cover of *The Moon Cycle* displays four panels filled with moons: happy, sad, worried and even sleeping moons. Each panel is a different shade of blue – from very deep blue to pale; full moon through to pale, new moon. These are the faces and phases of the moon described by poet, Effie Mihopoulos.

Mihopoulos is an American-based woman poet who has published poetry for over twenty years. She has taped her poetry on to 'Dial a Poem' programmes, been featured on poetry videos and even had her poems set to music.

Why do women write poetry? Some critics say the purpose of poetry is self-expression. Women's poems are experiences turned into words to be communicated to others, usually other women. What Mihopoulos says to her audience is very personal, and very varied. In fact, the variety is something of a problem.

Mihopoulos discusses variety. She says, 'we are... duplicates of such complex cycles as those of the moon's, phases of the whole.' She also describes the moon's cycles as including a 'darker side' and a 'laughing, merry self.' With these words Mihopoulos tells us that life is (and we are) various, differentiated, changing. It has joy and darkness, and it proceeds in phases which are distinct from one another, but which are part of a bigger whole.

Her poems, too, differ from one another in content and style, united only by the theme of the moon which appears in almost every one of the 43 poetry and prose pieces in the collection. The role of the

moon is always changing. It is both shadow and walnut, it is a tired clown, a monster, a jigsaw puzzle, a baby in the womb, a paper cut-out and a precious jewel. In fact, the moon is so many things to Mihopoulos that in the end, it becomes a meaningless symbol. Symbolising everything and, therefore, nothing.

In *The Moon Cycle*, the moon also represents something fixed and unchanging. As Mihopoulos tells us: 'there will be other rivers in your life, other trees. And that same moon overhead, dangling.' Just as life changes, so the moon waxes and wanes.

But unlike human life, the moon is a constant. It 'dangles' above us always, giving a sense of meaning and order to the mystery and chaos of human life.

What gives meaning to the point is, above all, love. Like the poems of so many other women, Mihopoulos's poetry examines the theme of love. She writes one very beautiful piece to a lover who has written her a letter from afar. Instead of writing back to him she writes a poem, to us, her readers. She tells him:

*suddenly this letter is meaningless  
to me without you here.  
I don't want to reply, want only to throw  
It away, what can I say about this  
moment and the previous one  
and the one I am about to feel?  
what can I say to cross the gulf  
between us?*

As readers we feel her writing has crossed an even greater gulf than that between two parted lovers. Through poetry, she has crossed a gulf between herself and readers she will never know – readers as far afield as the southern tip of Africa!

And this, perhaps, is the single lesson we can learn from this collection. For even though *The Moon Cycle* doesn't speak to local experience, or even black or 'Third World' experience, what it does show us is that a book of poems, with blue moons on the cover and nothing especially grand to recommend it, finds its way across the world to speak to women the poet has never heard of.

With pens and paper, South African women too can make their voices heard, in our own country and far beyond.

*(The Moon Cycle is published by Ommation Press, Chicago)*

1. By skimming the review, you will find a lot of information. You skim by looking at the following:
  - The title
  - The introduction and conclusion
  - Any other writing that is not in the main text.
  - Pictures (if they are included with the review).

2. Facts or opinions?

One of the main features of a review is that it gives the opinion of the reviewer. When you read a review, you must make sure that you can tell the difference between the opinion of the reviewer, and facts about the book.

In paragraph 5, the reviewer starts the last sentence: 'In fact....'. We expect the rest of the sentence to include a fact about the book. Now look at the rest of the sentence: '*In fact the moon is so many things to Mihopoulos that in the end, it becomes a meaningless symbol, symbolising everything and, therefore nothing.*'

- Is this a fact?
  - What can you say about how she starts the sentence: 'In fact ...'?
3. Read the review carefully again and underline some of the reviewer's opinions about the book.



The reviewer uses the first two paragraphs of the review to give information about the book. Then she starts the third paragraph with a question; 'Why do women write poetry?' She answers her question by offering us an opinion (Some critics say...').

- a. What is your opinion?
  - b. Why do you think women write poetry? Give reasons for your answer.
4. Now draw two columns in your notebook. Give one column the heading **Facts** and the other, **Opinions**.

In the columns write down five facts and five opinions from the review of *The Moon Cycle*.

Reviewer's opinions are useful and can give you some ideas about a book you want to, or need to, read. But the final decision about what is good or bad, meaningful or meaningless, enjoyable or boring, is yours. When you read, be careful of sentences which start with 'In fact...'. Make sure the reviewer is not trying to disguise, or hide, an opinion as a fact!

### Activity 2

1. In paragraph 3 the reviewer mentions the 'problem' with *The Moon Cycle*. What do you think is the problem?
2. The reviewer continues to explain the problem. Read paragraph 5 and try to explain the problem in your own words.
3. Finally, the reviewer gives a positive opinion. Explain what this is.
4. In the second last paragraph, the reviewer writes, 'And this, perhaps, is the single lesson we can learn from this collection.' Read the last two paragraphs again and write down what 'this' refers to, in your own words.
5. In the last paragraph the reviewer says she has been inspired by the book. How has she been inspired?
6. Why do you think this is a fair review, i.e. is the review both critical and positive?
7. Why do you think reviews are very subjective?

### Activity 3

1. Choose a text you have read recently which you would like to review. It could be a novel, a short story, a magazine article, an anthology or even a book you've used to help you study. In other words, it could be fiction or non-fiction. It could also be a book you enjoyed, did not enjoy or had mixed feelings about.

#### Anthology:

A collection of poems or other creative writing, usually by different authors but with some kind of thematic link.

2. Start off with a clean page and write down all the ideas that come into your mind when you think of the text you have chosen to review. Here are some questions to make you think and get you started:
  - How did you feel when you read it?
  - Did you learn something?
  - Did it make you laugh or cry?
  - Did it have a message for you?
3. Think about your audience. Your task is to write a review for a magazine for other learners. Your audience could be learners or adults with jobs and families. When you write make sure you keep the audience's interest in mind.
  - Who is your audience for your review?
4. Your aim is to tell the readers about a book or article you have chosen. You could persuade them it's a terrible book, or that it is worth reading, or perhaps you have mixed feelings.
5. Remember, a review must provide readers with:
  - Information about the text, for example, what it is all about, who wrote it, who it is aimed at, etc. Include the title of the book, the author, the publisher and date of publication.
  - Opinions about the text, for example, how enjoyable, interesting, useful or relevant it is.
  - Critique the text, but also note the positive aspects of the book.
6. Remember to write in the present tense, as if you are discussing the book with someone now.
7. Include some quotations from the text to give your audience a 'taste' of the contexts.
8. Remember to write your name at the top of the review.
9. Edit your draft using the grid supplied in the Answer section to help you to write the final version of your review.

## INTRODUCTION

In this section we will critically analyse a novel by Tsitsi Dangarembga, *Nervous Conditions* (1988). Dangarembga drew inspiration for her title from the quote “the condition of the nation is a nervous one”, from Frantz Fanon’s book *Wretched of the Earth*. The reader sees this idea of nervousness displayed within the female main characters of this novel. “It’s bad enough, when a country gets colonised but when the people do as well! That’s the end, really, that’s the end. (p150). This quote stated by Nyasha addresses how colonialism and imperialism are not just cultural, political and economical, but psychological as well. The title alludes to the influence imperialism has on the minds of Tambu, Nyasha and Maiguru as they struggle to re-define themselves in the colonial world of Rhodesia.

### Learning outcomes:

- Critically analyse a literary text in a written format
- Examine the context of an argument
- Understand ways of expressing disagreement and critique
- Summarise the plot of a literary text
- Explain the meaning of words, phrases and sentences used in context

**Artwork:** picture of cover of book - Tsitsi Dangarembga, *Nervous Conditions*

### Activity 1

1. Read the background to the novel:

*Nervous Conditions* is a partially autobiographical novel by Zimbabwean author Tsitsi Dangarembga that takes place in Rhodesia in the late 1960s and early 1970s. It focuses on the themes of race, class, and gender through the eyes of Tambu, the young female protagonist. The title references Jean Paul Sartre's introduction to Frantz Fanon's 1963 book *The Wretched of the Earth*, in which he writes, "the status of 'native' is a nervous condition introduced and maintained by the settler among the colonized people with their consent." Dangarembga expands Fanon's exploration of African people oppressed by a colonial regime by incorporating the gender-specific role of black women, who are arguably doubly oppressed. The women in Dangarembga's novel grapple with "nervous conditions" borne from years of colonialism as well as the continued oppression under the Shona power system. The theme of remembrance permeates the novel, especially in the case of Tambu's

grandmother, who teaches Tambu about the history of women's oppression in Zimbabwe and this provides the basis for Tambu's identity.

Discuss the following questions with your partner:

- a. Who was Franz Fanon?
- b. What do you know about Jean Paul Sartre?
- c. Who was the last leader of Rhodesia before it became Zimbabwe?
- d. What do you know about the first leader of Zimbabwe?

## Activity 2

In this lesson you will read an extract from *Nervous Conditions* to examine the context of an argument and learn some ways of expressing disagreement and critique.

### *Nervous Conditions*

**Tsitsi Dangarembga**

We might not have paid much attention to the nuns when they drove up to the school in their sparkling Kombi. But ours was a Protestant mission. We had no knowledge of nuns except as spiritual, chaste beings and we thought the Roman Catholic Church was superior to our own: it created such virtue.

They made us write a test, which we thought was unfair because we had not been warned and had not prepared. After the examination the nuns wanted to talk to us. One by one we were ushered in to see them. We were actually very impressed with them after that. We thought they were very kind and definitely holy to take such an interest in us, for interested they were, asking us all sorts of questions about our parents and our friends and what we liked to do in our free time. I was delighted that people, white people for that matter, thought my background was interesting.

As it turned out, the nuns had come to recruit us. There was much excited discussion when we found out that we had written an entrance examination. One or two girls knew some Catholics and they told us that when they took you to school and after Form Two they persuaded you to join the order. Their methods were not particularly subtle. Further scholarships were offered and it was made clear that refusal indicated a damnable lack of grace. These were the widespread accusations against the nuns, but they didn't do much to dispel the glamour that surrounded the prospect of going to school at a convent. A prestigious private school that manufactured guaranteed young ladies. At that convent, which was just outside town but on the other side, to the south, you wore pleated terylene skirts to school every day and on Sundays a tailor-made two-piece linen suit with gloves, yes, even with gloves!

We all wanted to go. That was only natural. But only two places were on offer, two places for all the African Grade Seven girls in the country. I was far ahead on my peers in both general knowledge and general ability. So it was not in the least surprising that I performed brilliantly in that entrance examination and was offered a place.

Of course, I did not appreciate the gravity of my situation at that time, my only experience of those people had been with the missionaries on the mission. But Nyasha knew them and was alarmed. She could not hide, did not even try to hide, her disappointment when I told her how thrilled I was. She thought there were more evils than advantages to be reaped from such an opportunity. She said sarcastically it was an opportunity to forget. To forget who you were, what you were and why you were that. The process, she said, was called assimilation, and that was what was intended for the precocious few who might prove a nuisance if left to themselves, whereas the others – well really, who cared about the others?

So they made a little space into which you were assimilated, an honorary space in which you could join them and they could make sure that you behaved yourself. She insisted, one ought not to occupy that space. Really, one ought to refuse. In any case that meant not going to the nun's mission. 'You'll fall

for their tricks,' she said, pointing out that I would obtain a much more useful education at the mission.

If she hadn't said that, that last bit about education at the mission, I might have believed her, but everybody knew that the European schools had better equipment, better teachers, better furniture, better food, better everything. The idea that anything about our mission could be better than theirs was clearly ridiculous. Besides, once you were given a place at one of their schools, you went on and on until you'd finished your 'A' levels. You didn't have to worry about eliminating exams at every stage of the way. That was how it was. That was how it would be. If you were clever, you slipped through any loophole you could find. I was going to take any opportunity that came my way. I was quite sure about that; I was very determined. The latest opportunity was this one of going to the convent. How could I possibly forget my brother and the mealies, my mother? These were all evidence of the burdens my mother had succumbed to. Going to the convent was a chance to lighten those burdens by entering a world where burdens were light. I would take the chance. I would lighten my burden. I would go. If Babamukuru would let me.

Still Nyasha was not impressed. 'Really, Tambudzai,' she said severely, 'there'll always be brothers and mealies and mothers too tired to clean latrines. Whether you go to the convent or not. There's more to be done than that.' This was typical of Nyasha, this obstinate idealism. But she could afford it, being my affluent uncle's daughter. Whereas I, I had to take whatever chances came my way.

Babamukuru was of the opinion that enough chances had come my way, and on another level he agreed with Nyasha that the experience would not be good for me. From his armchair opposite the fireplace he told me why I could not go to the convent.

'It is not a question of money,' he assured me. 'Although there would still be a lot of expense on my part, you have your scholarship, so the major financial burden would be lifted. But I feel that even that little money could be better used. For one thing, there is now the small boy at home. Every month I put away a little bit, a very little bit, a very little bit every month, so that when he is of school-going age everything will be provided for. As you know, he is the only boy in your family, so he must be provided for. As for you, we think we are providing for you quite well. By the time you have finished your Form Four you will be able to take your course, whatever it is that you choose. In time, you will be earning money. You will be in a position to be married by a decent man and set up a decent home. In all that we are doing for you, we are preparing you for this future life of yours, and I have observed from my own daughter's behaviour that it is not a good thing for a young girl to associate too much with these white people, to have too much freedom. I have seen that girls who do that do not develop into decent women.'

Marriage. I had nothing against it in principle. In an abstract way I thought it was a very good idea. But it was irritating the way it always cropped up in one form or another. I had even begun to think about it seriously. 'This,' continued my uncle, 'is what I shall tell your father: if he wishes to send you there to that school, he may do so if he can find the money. Myself, I would not consider it money well spent. Mai,' he concluded, turning to my aunt, 'is there anything that you would wish to say?'

'Yes, Baba,' Maiguru spoke up softly from the sofa. My inspection came to an abrupt end. I listened incredulously.

'You do!' exclaimed Babamukuru and, recovering himself, invited her to continue. 'Speak freely, Mai. Say whatever you are thinking.'

There was a pause during which Maiguru folded her arms and leant back in the sofa.

1. Why do you think the girls at the mission school all wanted to go to the convent?
2. What is Nyasha's view about the convent?
3. Why was Tambu not convinced with Nyasha's view of convent education?
4. Why is Babamukuru's arguing against going to the convent?
5. Nyasha thinks that the worst evil is a process which makes you forget who you are. What do you understand by this process?
6. There is a constant reference to 'they' and 'them' in the extract. What is your understanding of this difference in Zimbabwe?

### Activity 3

The following activity will assist you to understand the novel better. Answer the questions in your notebook.

1.
  - a. Look at the theme of space in this extract. Why do 'they' make a space for some Africans to join them, according to Nyasha.
  - b. What kind of space does Tambu occupy in her home?
  - c. What kind of space does Tambu want to escape to?
2. Nyasha was brought up in England and she can no longer even speak her mother-tongue. She feels culturally alienated (a stranger) in Zimbabwe and this makes her unhappy. In what ways does this affect her view of Tambu entering the convent?
3. Think about what you know about South African education during apartheid. Things in Rhodesia (now Zimbabwe) were very similar. Do you think what Nyasha says is likely to be true?
4. Summarise the main reasons why Nyasha and Tambu have different points of view.
5. When does Tambu's nervous condition manifest itself?

### Activity 4

Immediately after this extract above, we read of Maiguru's counter argument to that of Babamukuru. The factor influencing both arguments is gender. The arguments Babamukuru makes against Tambu going to the convent are all linked to her being a girl. Maiguru is an educated woman. The counter-argument she makes is linked to her view that people are prejudiced against educated women.

There was a pause during which Maiguru folded her arms and leant back in the sofa. 'I don't think,' she began easily in her soft, soothing voice, 'that Tambudzai will be corrupted by going to that school. Don't you remember, when we went to South Africa everybody was saying that we, the women, were loose.' Babamukuru winced at this explicitness. Maiguru continued. 'It wasn't a question of associating with this race or that race at that time. People were prejudiced against educated women. Prejudiced. That's why they said we weren't decent. That was in the fifties. Now we are in the seventies. I am disappointed that people still believe the same things. After all this time and when we have seen nothing to say it is true. I don't know what people mean by a loose woman, sometimes she is someone who walks the streets, sometimes she is an education woman, sometimes she is a successful man's daughter or she is simply beautiful. Loose or decent, I don't know. All I know is that if our daughter Tambudzai is not a decent person now, she will never be, no matter where she goes to school. And if she is decent, then this convent should not change her. As for money, you have said yourself that she has a full scholarship. It is possible that you have other reasons why she should not go there, Babawa Chido, but these – the questions of decency and the question of money – are the ones I have heard and so these are the ones I have talked of.'

Read the abstract that outlines Maiguru's argument. The language she uses helps her do this. Find an example of each of the following in Maiguru's argument. You can simply underline the answers in your workbook and insert a, b, c, etc.

- a. She draws on her personal experience to make a point.
- b. She rejects the main point of her opponent's argument.
- c. She repeats a word for effect.
- d. She suggests that her opponent's thinking may be old-fashioned.
- e. She doubts that there is evidence to support her opponent's view
- f. She questions the way a key term has been defined.
- g. She dismisses the issue of decency as being irrelevant
- h. She takes up another point made by her opponent
- i. She concludes her argument.

In this extract you have learnt to take into account the context of an argument as well as factors (such as gender) that influence a person's point of view in an argument. Studying Babamukuru's argument and Maiguru's counter-argument gave you some useful ideas about how to state your disagreement and argue against someone in a systematic way.

### **Activity 5**

Write an essay of 600 words on one of the following topics:

1. The bridging of native traditions with modern western ways has a direct effect on the minds of Zimbabwean girls and women.
2. Although critics have privileged the interpretations of nervous conditions that focus and emphasise gender struggles, the class and racial narratives of the novel can be said to be the ones through which the gender struggles are mediated.

### **Hints for writing a literature essay**

Read the hints carefully and practise throughout the year using as many examples of literature essay-type questions as you can find on the short stories and the novel that has been prescribed. You need to master the writing of a literature essay within a 45-minute time-frame.

1. Read the question carefully and ensure that you understand what the question asks you to do. For example, if the question says 'explain', you should explain, not reflect, argue or describe.
2. If the question focuses on two main characters and you answer about other characters and only mention the two main characters in passing, you are not answering the question. You should focus on the characters indicated in the

question and not digress into a discussion of someone not asked about as this would make a poor impression on the marker of your essay.

3. Always remember to write down the right question number that you have chosen. If the marker/examiner is not sure which question you have answered, he/she will be confused and annoyed.
4. If you disagree with the wording of the question or an opinion offered to you in the question, it is fine. However, your challenge is to respond in a logical and intelligent manner to the question and give reasons to substantiate your viewpoint.

### **The structure of a literature essay:**

#### **Introduction:**

- Introduce your topic by suggesting the direction the essay will take.
- Indicate which aspect of the short story or novel that you intend to deal with.
- The introduction must be short and succinct.
- Try to get the attention of the reader from this opening paragraph of your essay.

#### **Paragraphs:**

- A paragraph must contain a central idea. Give evidence in the paragraph to back up your idea.
- Plan your essay around major points and each major point should form the focus of a paragraph.
- Remember that you also need to link your paragraphs through logical connectives between the last line of the previous paragraph and the first line of the next paragraph. Paragraphs that are linked logically leads to a smooth reading of the essay.

Examples of logical connectives:

***Having discussed*** the view of Babamakuru on women, ***we now highlight*** Tamba's perspective on his gender bias.

***Given that*** Nyasha has experienced the prejudice of the English in the United Kingdom, ***it becomes apparent*** that Tambu's choice of the convent will be critiqued from an anti-colonial perspective.

- How to join sentences with connectives? Words that you can use to join sentences that are linked through logic or theme include:  
*However...; moreover...; nevertheless...; furthermore...; what is more...; on the one hand... On the other hand...; therefore...; hence.....*



## Evidence

- Every view or opinion or point that you make must be substantiated with evidence from the text. You need to support and justify why you hold a certain view. It is fine to have a different/radical/strange view, but you must motivate your reason for having that view.
- During your preparation for an essay (when you are brain-storming or mind-mapping) you should think about major points regarding characters, relationships, themes, styles and so on. Create a list of items of evidence to justify each point.
- If you cannot remember the direct quotation to support your point, refer the reader to the scene or incident in the story, for example: *In the incident where Maiguru provides a counter-argument to Babamakuru's decision on the convent ....*
- It is not acceptable to use the wrong quotation to justify a point as it would indicate that you do not understand the text.

## Quotations:

- Quotations not only substantiate your argument very well; they also enhance your essay.
- You don't have to keep the quotation apart from your point of view, it is far better to integrate it into your own sentence as seamlessly as possible. For example:  
*It is clear that, when Hamlet says 'to be or not to be', he is contemplating suicide.*
- Longer quotations should be indented. Start on a new line and indent from the left-hand margin.
- Always remember to use open and close quotation marks to begin and end your quotation.
- It is not advisable to write long quotations. Just the essence of the quote is needed to support your point of view.
- Do not include quotations to impress the reader! Only if the quotation is appropriate and strengthens your argument, should it be used. Students have received high marks for their essays without using a single quotation!

## Conclusion

- The conclusion, like the introduction, should be brief. Your conclusion should consist of two paragraphs.
- In the first paragraph indicate how your major points come together in the essay.
- In the second paragraph reiterate or emphasise the stand that you have taken in the essay. You are making a conclusive statement in this paragraph.

- The conclusion must fit with the logic of the argument in your essay. Do not introduce a new point in the conclusion as it may be in opposition to the view taken in your essay.
- End your essay with a bang, not a whimper; hence your conclusion must hold the reader's attention right till the end of the essay.

### **Style**

- The literature essay should be written in a formal manner. Avoid the use of colloquialisms, slang, vulgar words or abbreviations.
- It is fine to write in the first person, "I". However, don't overdo use of the word "I" or "me".
- Don't get bogged down with a single point and extend that point through the essay. It can become boring if you have made a point and continue to make the same point! Don't say the same thing in different words.
- Be clear and be crisp.
- Always remember that you are writing for a reader. Hence you need to be interesting and get the reader's attention from the beginning to the end of your essay.

#### **Summary of key learning:**

- Form, content and literary elements of poems
- Explore figurative language in poetry
- Language conventions in literature
- Form, content and literary elements of short stories
- Review of a literary text
- Critical analysis of a novel
- Writing a literary essay
- Vocabulary and writing skill

## SUMMARY ASSESSMENT

### 1. THE TOILET by Gcina Mhlope

Read the following extract from the short story (the narrator relates what it was like to stay with her sister) and answer the questions set. Remember that the number of marks allocated to each question should serve as a guide to the expected length of your answer.

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 nearby 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 thing 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 an 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.

- 1.1 Refer to lines 1 – 2 of the extract ('On weekdays, I ... wouldn't see me').  
From your knowledge of the story as a whole, describe the Madam's lifestyle. (2)
- 1.2 Refer to lines 5 – 6 ('My sister felt ... had no alternative').  
Explain why the narrator says her sister 'had no alternative'. (2)
- 1.3 The narrator takes up a job while she is living with her sister in the city.  
(a) What job does the narrator take up? (2)  
(b) Suggest TWO reasons why she takes up this job. (2)
- 1.4 Is the following statement TRUE or FALSE? Give a reason for your answer.  
The narrator was breaking a law by living with her sister. (2)
- 1.5 Discuss how the narrator's attitude to life differs from her sister's. (4)
- 1.6 Later in the story, the narrator is caught out by the white madam. (2)  
(a) How does the sister react when the narrator is caught out? (2)  
(b) Is the sister justified in reacting in this way?  
Give a reason for your answer. (2)

## QUESTION 2 POETRY

**On aging – Maya Angelou**

When you see me sitting quietly,	1
Like a sack left on a shelf,	
Don't think I need your chattering,	
I'm listening to myself.	
Hold! Stop! Don't pity me!	5
Hold! Stop your sympathy!	
Understanding if you got it,	
Otherwise I'll do without it!	
When my bones are stiff and aching	
And my feet won't climb the stairs,	10
I will only ask one favor:	
Don't bring me no rocking chair.	
When you see me walking, stumbling,	
Don't study and get it wrong.	
'Cause tired don't mean lazy	15
And every goodbye aint gone.	
I'm the same person I was back then,	
A little less hair, a little less chin,	
A lot less lungs and much less wind,	
But aint I lucky I can still breathe in.	20

- 2.1 Refer to line 2 of the poem ('Like a sack left on a shelf').  
Discuss what the simile reveals about the speaker's feelings. (3)
- 2.2 Pick out THREE separate phrases that show that the language used in this poem is very casual and informal. (3)
- 2.3 According to the speaker, what does she need from her family and friends? Quote a line to support your answer. (2)
- 2.4 Refer to lines 5 – 6. Why, do you think, does the speaker say 'Don't pity me! ... Stop your sympathy!?' (2)
- 2.5 Refer to line 9. Suggest a synonym (word of similar meaning) for 'aching' as used in the context of the poem. (1)
- 2.6 Name TWO difficulties the speaker experiences in his/her daily life. (2)
- 2.7 Name TWO changes mentioned by the speaker that her body has already undergone. (2)
- 2.8 Would you say the speaker is grateful to still be alive? Quote a

	line from the poem to support your answer.	(2)
2.9	Discuss whether this poem has changed your attitude towards old people in any way.	(3)
		<b>20</b>

**3. REVIEW**

Your favourite international author visited your city to launch his/her new book. You were invited to attend the function and you had an opportunity to discuss the book with the author. Write a review of the book for a local newspaper and include your impressions of the author. Your review should be about 250 words.

10

**TOTAL**

**50**

**Suggested sources of additional information**

Mind the gap study guides.

[www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials\(LTSM\)MindtheGapStudyGuides](http://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)MindtheGapStudyGuides)

Notes on Nervous Conditions.

[www.wmich.edu/dialogues/texts/nervousconditions.html](http://www.wmich.edu/dialogues/texts/nervousconditions.html)

### **My Notes**

Use this space to write your own questions, comments or key points.

- Leave this blank for students to fill in their own comments

## SOLUTIONS

### THEME 1 Language and personal development

#### UNIT 1

##### Activity 1

- A. Pre-reading
- B. 1. Toys that they made themselves out of clay.  
2. calves and donkeys  
3. They played in the fields and outdoors.  
4. a. 'scratched my face' and 'I had lost face'.  
b. face is part of the body; lose face means to be embarrassed or humiliated  
5. to humiliate another person is to make him suffer an unnecessarily cruel fate  
6. Address the issue or problem and not to attack the person. Separate the person from the issue

##### Activity 3

- A 1. Moulded, made, was, dotted, transformed, sat, slid, did, learned, weaned, thrown, got  
2. As boys, we are mostly left to our own devices. We play with toys we make ourselves. We mould animals and birds out of clay. We make ox-drawn sledges out of tree branches. Nature is our playground. The hills above Qunu are dotted with large smooth rocks, which we transform into our own roller-coater. We sit on flat stones and slide down the face of the large rocks. We do this until our backsides are so sore we could hardly sit down. I learn to ride by sitting atop weaning calves – after being thrown to the ground several times, we get the hang of it.  
3. There is a change in the verbs. The regular verbs have the suffix -ed. The irregular verbs change completely.  
5. This autobiography is a recollection of Mandela's childhood. The meaning changes and it seems as if he is a child now talking about the experiences that he is encountering.  
6. It makes more sense in the past tense because a recollection of one's childhood is the past.
- B. 1. Ox-drawn, rocks, hills, donkey, thorn bush, etc.

2. Urban way of life: city, cars, electricity, parks, technology, shopping centres, etc.
3. Urban area: Positive – modern facilities for health, education, social, shopping.  
Negative – noise, pollution, stress, crowded, etc.
- Rural: Positive - serene, pure, clean, green, calm, no traffic, etc.  
Negative – poor facilities for health, education. No shops, poor roads, etc.
4. a. ourselves, backsides, atop, unruly, unseat, dishonouring  
b. mostly, moulded, weaned, climbing, embarrassing, Chinese.
- C. 1. Technology is advanced in the urban areas.

#### Activity 4

1. unnecessarily
2. helped
3. weaning
4. bicycled
5. embarrassed
6. screeching
7. invented
8. dishonoured
9. transformed
10. wrote

## UNIT 2

### Activity 1

- A. 2. Pronouns: they, her, she, their, it  
Adjectives: great, little, huge, happy, far, weak, kind, etc.
- B. 1. Fire, grass mats, slept on the floor, village.  
2. happy, sad, laughter, grief  
3. not all the readers would be familiar with rural life and the traditions that she experienced during her childhood.  
4. outstanding storyteller



5. It is for dramatic effect; the audience feels like they are present in the story and are characters in the story.
- C.
1. She is writing the stories for her grandchildren.
  2. To record her childhood experiences for her grandchildren. For the public to know about her early life. Or, to record an important part of the history of rural life.
  3. Bloke Modisane's *Blame me on history*, Alan Paton's *Towards the mountain*, Can Themba's *The will to die*, Ellen Kuzwayo's *Call me woman*, Ezekiel Mphahlele's *Down Second Avenue*.
  4. An autobiography is written by a person to record his/her life. An author writes a biography about a famous person.
  5. bibliography, photography, radiography, calligraphy, historiography
  6. Students will choose various titles for their autobiographies.

### Activity 3

1.
    - a. Everybody likes Zandi because she is pleasant and friendly.
    - b. I can't attend Sondlo's wedding but I will send a gift with Sindiwe.
    - c. I fall off my bike and hurt myself whenever I go to the community cycle track.
  2.
    - a. I bought her a tea set for her wedding. She was very pleased. She said that she will use it every morning.
    - b. The book the teacher recommended was too difficult. It was full of jargon and difficult words. We were looking for a simple manner to do the experiment.
- B.
1.
    - a. was
    - b. need
    - c. has
    - d. I
    - e. me
  2.
    - a. her
    - b. is
    - c. I
    - d. wants
    - e. him

- f. was

### UNIT 3

#### Activity 1

- a. isolated, captured, frightened, cannot love him, cried bitterly, sad,  
b. I think Noorjehan's teacher should visit her family because it seems that Noorjehan trusts him. She is looking to him for support because she doesn't want to get married and he should respond to her.

In my view, Noorjehan's teacher shouldn't visit her family because this is a private family matter. If the teacher gets involved he will cause problems in the family. He should keep out of the matter.

- c. It is a tradition for daughters to be married off early; It was a rich boy; They didn't want her to sit on the shelf, i.e. not get married.  
d. It is not the best for Noorjehan to be married so early.  
e. Students can either feel it is good or bad. Good – parents know the family of the boy/girl. Bad – people should marry because they love each other.  
f. Her parents are very strict. Her father is an autocrat. Or, she is scared of her father.  
g. There are many actions that Noorjehan could take. There are stories of women who kill themselves rather than face a life of unhappiness with a man they barely know.

She could run away from him. She is obviously a sensitive, intelligent woman and this marriage will not bring her any happiness.

#### Activity 3

- A. 1. a. who  
b. what  
c. what  
d. which  
2. a. all  
b. everyone  
c. nobody  
d. somebody  
3. a. that  
b. whose  
c. who

- d. whose
  - 4. Everybody from her class came to her birthday party.  
Any of the children could be responsible for opening the tap.  
She looked around the room for someone that has completed all their work.
  - 5.
    - a. themselves
    - b. herself
    - c. itself
  - 6.
    - a. The learner who achieved low marks in the test went for extra maths lessons.
    - b. Schools that are in high crime communities need guidance counsellors.
- B.
- 1.
    - a. Stop doing that immediately! Don't you know that there should be no talking during a test?
    - b. Journals, books, magazines and the internet should be used as sources for the assignment.
    - c. The ship was called the 'Star of the Sea.'
    - d. "Mark my words", said Noorjehan, "I will not let them do that to me."
    - e. "Don't believe everything you read in the newspapers", advised the teacher, "because journalists, I have often found, make things up."
  - 2.
    - a. "What an awesome idea!" Joan exclaimed.
    - b. "How many cases like this do you think we have in society?" asked Thobeka.
    - c. "We are going to study how culture influences such decisions," said the teacher.
    - d. Many thousands of guests, visitors and well-wishers will be present at the event.
    - e. I like the auburn-brown hair colour better than the shiny-silk.

## Summary Assessment

- 1. Summary

According to psychologists, gestures help you express your thoughts more effectively. People who talk with their hands are viewed as warm, agreeable and energetic. Gestures can help people form clearer thoughts, speak in tighter sentences and use more declarative language. Gestures underscore the important points someone is making when they talk and can reveal information that may be absent in their speech. A child's early use of hand gestures can be a sign that she will later develop a strong vocabulary. (81 words)

- 2.1 We gathered information from others' body language, as well as from their specific words because gestures often underscored the important points someone was making.
- 2.2 a. Kinsey Goman exclaimed: "Exaggerated gestures are dangerous!"  
b. "Don't believe everything you read in newspapers," said the actor, "because I found that journalists often make up stories."
- 2.3 The children who use gestures when they speak are adding information that is absent from their words.
- 2.4 a. need  
b. I
- 2.5 a. powerful  
b. fascinated
- 2.6 a. adjective  
b. preposition  
c. article
- 2.7 Biography. It is written by Sampson about the life of Mandela.
3. prepared speech
4. e-mail

**THEME 2**

**Unit 1**

**Activity 2**

- a. The narrator wanted to work and was looking out for work. She wanted work that was different, like acting.
- b. The domestic worker felt that there was work for women and work for men. She was a hard worker and took her work seriously. She also felt that women should know how to make baby clothes and knit, as preparation for being a good wife.
- c. The madam was a woman of leisure and did not work. Her attitude was that she was a home executive and her husband had to work.

2. Students would two paragraphs. The first paragraph is one the job that appeals to him/her the most and the second paragraph on the job that appeals to him/her the least.

### Activity 3

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

#### **Education is the best way to get work because**

- everyone needs papers to prove they can do the job
- it helps you get better jobs
- it gives people what they need to understand the world around them

#### **Experience is the best way to get work because**

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

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

### Activity 4

- a. vocationally – relating to work, jobs and careers  
curriculum - a course of study in a school or college; a list of all the courses offered in a programme  
potential - capability or possibility to do something or become something.  
appropriate - something that is right or suitable
- b. An exclusive academic education would not help me in my job because *there is much that I have to learn from the practical experience in the work situation.*  
An exclusive academic education would help me in my job because *I can transfer the skills I learn in any workplace.*
- c. List workplace skills that are specific for your career, for example, a teacher would need to have a teaching qualification, communicate clearly, be patient, enjoy working with children and have a passion to teach and share knowledge.
- d. Many of the courses offered at the TVET colleges are vocationally specific, e.g. motor mechanics, welding, hairdressing, computer programming, nursing, etc. Vocationally specific courses at university include law, medicine, teaching, etc.
- e. Give a reason for your choice.

**Unit 2**  
**Activity 1**

- A.
1.
    - a. visit, liaise, network, report, represent
    - b. The benefits that the person gets with the job
    - c. bonus
    - d. A person that will enjoy community work and working in the field, someone with good communications skills and with an understanding of development work.
    - e. Reading about development work, attending meetings of NGOs, studying courses like sociology, listening to political debates, etc.
    - f. communication skills, understanding of development work, work experience and a driver's license
  2. Questions an interviewer would ask you:
    - Why did you apply for this job?
    - What skills do you have for this particular job?
    - What is your experience in this field?
    - Do you enjoy working in a team?
    - In which area do you still need training?
    - How do you handle conflict?
- a. Farouk. He is more engaging, answers in full sentences and is courteous.
  - b. He is not courteous, he answers in monosyllables (yes, no) and he gives poor answers.
  - c. His answers were appropriate and he handled the questions very well and he provided good information about himself in his answers.
  - d. You should choose questions from Salim's interview because of the poor answers he provided.
  - e. Answer in an appropriate manner, be courteous, and provide as much relevant information as possible, show that you have an understanding of that specific job through your answers. Do not answer in monosyllables, show the interviewer that you are interested in the job.
3. Provide as many answers as possible and also read out your answers loudly as a rehearsal for a proper job interview.

**Activity 2**

- B.
1. Biographical details, qualifications, work experience, referees.
  2. information about marriage, number of children, likes and dislikes, the car you drive, etc.
  3. Most employers prefer appointing candidates with work experience. It saves the company time and money in providing training about the job for the person.

**Activity 4**

- A
1.
    - a. fair

- b. humorous
  - c. attached
  - d. introverted
  - e. recent
2. non-entity; intolerant; indiscreet; unable; unfortunate; indecent; unlikely; non-payment; inexcusable; unforgiving; disorder; undecided; disapprove; immoral; dissatisfied.
3. a. accepted  
b. principal  
c. aisle  
d. fare  
e. immigrants
4. a. bright  
b. head  
c. bark  
d. book  
e. down  
f. book  
g. head  
h. bright  
i. bark  
j. down

#### Unit 4

##### Activity 1

1. Name and address of organization; date, time and venue of meeting; secretary's contact details.
2. formal and polite
3. the meeting has not yet taken place
4. To ascertain if they would have a quorum for the meeting; also for catering purposes.

##### Activity 2

1. Write the agenda (similar to the example) but add the two new items (fundraising and absenteeism).

##### Activity 3

1. a. Fundraising to build a school hall.  
After much discussion the governing body decided to hold a fair in the school grounds on 5 December 2016. It will start at 9am and end at 5pm. Each class would be responsible for a stall at the fair. The principal will address the matter at the next staff meeting and provide the governing body with a list of stalls at the next meeting. Mr Singh would be responsible for the hire of tents and Ms Peters will provide a list of responsibilities for all the members. The chairperson will speak with the manager of the youth pop group, 'Prophets of the City' to provide entertainment during the fair.

#### Activity 4

2.
  - a. The family was friendly to the visitors.
  - b. The child was afraid of ghosts.
  - c. We were all pleased with her performance.
  - d. The country was shocked at the outcome of the presidential voting.
  - e. Parents are always worried about the future careers of their children.
  - f. The learners were bored with the lesson on frogs.
  
3.
  - a. Cheryl said that the meeting was successful and the chairperson did a good job.  
Zukiswa laughed that the discussion about the refreshments was really funny and she didn't think that the chairman handled it well.
  - b. Chad asked: "Would you like to work with me on the screenplay for the new movie".  
Chad asked if she would like to work with him on the screenplay for the new movie.  
Cherith exclaimed: "I would sure enjoy that!"  
Cherith exclaimed that she sure would enjoy that.  
Deborah said: "I am really not sure if the group has completed their tasks".  
Deborah said that she was not really sure if the group has completed their tasks.  
David asked: "Would they require more time to write the workbooks?"  
David asked if they would require more time to write the workbooks.

#### Unit 4

##### Activity 1

1.
  - a. work in a library or museum or the theatre.
  - b. It is not easy for a priest to leave his job as they are committed to their parishes and see their work as religious.
  - c. any five words to describe him e.g. sad, disappointed, committed, humble, etc.
  
2.
  - a. entrepreneur, baker, dressmaker
  - b. lawyer, professor
  - c. chemist, scientist
  
4.
  - a. Women: nursing and secretary. The traditional thinking was that women are caring (nurse) and typing and office work was easy work (secretary).  
Men: motor mechanic and fireman. Men were considered to be strong and are able to handle dangerous situations.
  - b. you can either agree or disagree.
  - c. He thought that being a chef was a woman's job and also it did not pay well.
  - d. cooking, working with food, creative.



- Activity 2**    B    1.    a.    sorry; he was very brave; tragic.  
b.    angry; cruel and unnecessary; he is a bully  
c.    The manager could have said he was impressed by his good results and how well he spoke, but he was afraid that they had no vacancies. He could have offered some sympathy for the boy and the hard task of job-hunting and wished him luck.  
d.    The words tell us that the manager views this young boy as both harmless and as an opponent or an enemy. His attitude shows us that the manager is easily threatened by others and enjoys feeling superior. He wants to make Meja feel small and stupid because this makes him feel powerful.  
e.    His heart faltered and then hammered in his chest and he licked his lips. The punctuation marks of repeated words and dots show us that he was leaving words out and stammering (speaking in a hesitant way, repeating words and not saying them smoothly). People stammer when they are nervous and afraid.  
f.    Maina taught Meja how to live in backyards, finding food from bins and sleeping in bins, as well as staying out of trouble by avoiding involvement in other people's business, especially policemen's.  
g.    undaunted; scrutinize; ecstasy; unfathomable

- Activity 4**    2.    a.    In the metaphor, Meja's mind is compared to something running a race with the rest of himself. It tells us that his thoughts are moving much faster than his body. It is an effective metaphor because it shows us Meja's excitement and how important it is to him to have a job. He is so excited he can't control his thoughts, like a wild horse racing ahead.  
b.    His mind is compared with a large room, where he hides the memories of his family in a dark corner so that he can forget them. The metaphor is effective because it tells us how hard it is for Meja to forget his family. He does not do so easily but deliberately hides the memories away to escape from the pain.  
c.    Maina is a great support for Meja and keeps him focused and prevents him from getting into trouble and crime. An anchor keeps a ship steady. Have the wrong information or have the wrong solution to something.

- Activity 3**    1.    Youth unemployment; poverty; power of middle

class people, people's attitude to unemployed youth; family ties being broken

2.
  - a. The manager is hostile and treats Meja terribly because Meja is unemployed and younger than the manager.
  - b. The messenger, although 'working class', sides with the manager against the unemployed. He probably does this because he fears losing his job if he is 'disloyal'.
  - c. Meja and Maina stick together and are friends because they are both unemployed.
  - d. Meja loses contact with his family because he is ashamed to tell them that he cannot get a job and doesn't want them to know how he lives.
3.
  - a. Youth development programmes; vocational education in schools; career guidance for youth; special programmes in companies to train youth.
  - b. Capitalism and the way in which the economy is structured makes some people very rich and the worker class people are very poor.
  - c. Government should have policies to help poor people and to control the profits that firms make and ensure that workers are paid well, there would be less inequality.

### **THEME 3**

**UNIT 1** We save the world

**Activity 1** A. Pre-reading

B. Intensive reading

1. 2.5 %
2. False. "But it is all over the world, and it's renewable."
3. They struggle to handle the distribution of water and manage water resources.
4. The local communities should develop institutions and technologies to manage water supply.
5. Yes. New technologies would help with the distribution of water and ways to make water renewable.
6.
  - a. Yes or No. But it must be supported with reasons.
  - b. Poor areas are ignored by the authorities because

they do not pay high rates like people in rich suburbs. Poor people are also not listened to. Many of the social problems are experienced in poor areas like poverty, violence, alcohol and drug abuse, etc.

**Activity 2 A.**

Uses of water	Problems that people have with water	Conflicts over water	Solutions to the water crisis
Sanitation (8) .....	Time taken to collect water. (12) .....	Civil war in Sudan (8) .....	Good institutions (11) .....
(9) .....	(13) .....		(12) .....
(10) .....	(14) .....		
(11) .....			

- B.
1. The death of about 840 000 people is an effect of water-related diseases.
  2. Water-related diseases is the cause of the death of about 840 000 people.
  - 3.1 Riots in South Africa is the result of lack of access to clean water.
  - 3.2 The lack of access to clean water is the cause of riots in South Africa.
  - 3.3 The lack of access to clean water in South Africa has led to riots.

**Activity 3**

1. Fees must fall: mass protest; fee increase; situation tense; police presence; academic activities stopped; peaceful protest  
Service delivery: informal settlement; barricaded; delivery protests; mayor condemned protest; schools affected; road closure; etc.
2. name of radio statement; name of reporter
3. View of the mayor and the spokesperson of the residents included
4. Balanced reporting requires views from all the stakeholders.
5. News clip of 5 lines. Follow the guidelines carefully.

- Activity 4**
- A.
1. The shooting of miners during a worker strike at Marikana in August 2012.
  2. The main speaker at the event
  3. The public; sympathisers of workers; students; activists; labour unions.
  4. It refers to worker struggles in an unequal society. It is resistance to the capitalist framework of the government and society.
  5. Yes, it depicts workers striking. Both refer to worker struggles.
  6. That the workers and poor people have always struggled and they will continue to struggle for justice.

## UNIT 2

### Activity 1

- A.
1.
    - a. Europe: UK, Germany, Netherlands, France, Italy, and Spain
    - b. Asia: China and India
  2. France
  3. Australia and India
  4. UK, USA, Australia, India
  5. There has been an increase in the number of tourists visiting South Africa in all the countries in the graph. The largest number of tourists is from the UK and the lowest number from Spain. It is mostly Europe and the USA that have the most tourists to SA and the only Asian countries are India and China.
  6. 310 000 tourists
- B.
1. China, India, Japan, Pakistan, South Korea
  2. Bangladesh, Singapore, Thailand
  3. China, India, Japan, Pakistan, South Korea
  4. The language of instruction at universities is English so it may be the problem for Chinese students.
  5. Burma, North Korea, Malaysia, etc.

6. There are mostly tourists from China, India, Japan and South Korea. The most students come from India, China and South Korea. The business visitors are mostly from China and India. So overall, the tourists and visitors from China and India are the highest.
7. India, Pakistan and Bangladesh. It was called India

### **Activity 2**

1. Durban, Bloemfontein, Port Elizabeth.
2. Durban: The beach; the Drakensberg mountains, Zulu and Indian culture.
3. Cape Town
4.
  - a. Historian, politician, anthropologist, students
  - b. miners, geologists, engineers, scientists
  - c. nature lovers, animal lovers, zoologists, families.
5.
  - a. Mpumalanga
  - b. Northern Cape
  - c. KwaZulu Natal
6. The different provinces and major cities; train routes; airports; mountains, etc.

### **Activity 3**

1. Department of Development, Environment and Tourism of the Limpopo Provincial Government.
2. The language associated with the taxis and spoken by the driver and the passengers of a taxi.
3. All the activities, a gallery of pictures, contact information, key staff, etc.
4. Exaggeration; hyperbole
5. The venue is at the gate of the park and not in the park.
6. Time of the event, the key speakers, significant aspects of the celebration, etc.

## UNIT 3

### Activity 1

Who was arguing?	What was the reason for the argument?	Was it a quarrel or a discussion?	Was it a personal or political argument?
teenager and parent	spending money	Quarrel	Personal
teacher and learner	Interpretation of a text	Discussion	political
two neighbours	Dog damaged garden	Quarrel	personal
politician and professor	Difference in opinion on protest action	Discussion	Political

### Activity 2

1.
  - a. lion hunting should be banned
  - b. to argue a belief
  - c. it was false because there was no compassion shown towards animals, and no reverence and respect for wild animals.
  - d. The apartheid government pre-1994 is known for the killing of political activists and protesters against their policies.
2.
  - a. free education and health care should be a priority of the state
  - b. to argue the importance of a particular view or policy
  - c. a political activist; a leader that stands for justice and fairness
  - d. people are not treated equally because of factors like race, gender, disability, sexual orientation, etc.
  - e. You can agree or disagree but your reasons and argument is important.

### Activity 3

- A. 1. It is ironical because 1994 marked the beginning of democracy and the end

of apartheid. The billboard was part of the apartheid and it indicates that things have not changed and there is still apartheid.

2. Hendrik Verwoerd was the architect of apartheid and he was one of the people responsible for Mandela's incarceration. But, now Mandela is the new President and he has sits on Verwoerd's chair.
  3. The idiom is that people turn in their graves, but in this case, Verwoerd is rolling in his grave means that it is an extreme case. The architect of apartheid led to the oppression of black people; but with democracy there is freedom for black people and also a black president.
- B.
1. The reference to the earthquake is appropriate because it is a major change in the policy from apartheid to freedom. There is the first black president after a long line of Afrikaner presidents. There is now equality among the races instead of people living apart like during the time of Verwoerd.
  2.
    - a. They are shocked.
    - b. It is shaped like a pig's nose. It is also fat and gives him an air of authority.
    - c. It is the Afrikaner voortrekker style of clothing and hairstyle.
    - d. He is formal and looks like a leader and a person of authority.
  3. To reconcile with the Afrikaner community. It was the Afrikaner government under Verwoerd that incarcerated him for 27 years. Meeting the wife of the leader of the Afrikaner people was a sign of forgiveness.
  4.
    - a. The races should live apart.
    - b. Children of the different races should go to schools designated for their race. Etc.
  5.
    - a. Orania is an Afrikaner-only South African town located along the Orange River in the Karoo region of the Northern Cape province.
    - b. The democratic government has removed all the apartheid laws and people may live together. It is ironical that this community chose to live like they did during apartheid.
  6. Mandela is a good statesman and leader and is choosing the path of reconciliation and forgiveness. The Afrikaner people in Orania still prefer to live separate from black people.

## Summary assessment

- 1.1 It was not possible to open a closed window and dive out without being noticed or prevented by the policeman guarding him. He was 1.6m tall and the window was 1m above the ground and it is not easy to dive out due to the height of the window from the floor. 1
- 1.2 Maisels wanted to see if Rodrigues is consistent in his version of the events. Rodrigues explained that it was a misunderstanding and it is evidence that Rodrigues is not a good witness. 2
- 1.3 Van Niekerk wrote notes after the death of a prisoner and he claims to have thrown it away. It is not credible because a policeman will not throw away important information about a death of a prisoner. 1
- 1.4 Cilliers interjected because he was scared the witness may answer the question and give the truth about the death of the prisoner. Maisels was a brilliant lawyer and his questioning was leading to the truth. 2
- 1.5 Trying to get information from someone through the questioning technique or strategy used. 2
- 1.6 He indicated that he will not allow unfair questions to be put to the witness. He was defending the witness instead of allowing the lawyer to question the witness. 2

**10**

2. Any five questions can be posed to the witnesses who are all policemen. 10
3. News clip based on the inquest. 10
- 4.1 Happy, elated, excited. He is giving a message to the people in government from his boss, who is God. 2
- 4.2 Parliament. The seat of power. 1
- 4.3 The buttons are bursting. They are fat cats. They are rewarding themselves from the state coffers. 2
- 4.4 The archbishop is using the Christian message or Christian morality to chastise them. 2
- 4.5 God 1
- 4.6 It is Biblical language and refers to the commandments. 2

**10**



**THEME 4**

**Unit 1**

**A. The song of sunrise by Oswald Mbuyiseni Mtshali**

**Activity 1**

- 1 and 2. the peal of the bell; trains rattle; buses rumble; I shuffle; taxis hoot; feet that patter.
3. Think about the sounds at the station, or the taxi rank. They are noisy places to be in. The writer uses the images to remind us about the rush and bustle of going to work, and to emphasise that the peace and quiet of daybreak is very quickly disturbed.
4. 'shuffle' is a soft sound, scraping sound of feet rubbing against the ground; 'patter' is a soft sound of lots of feet moving quickly.
5. The word 'song' suggests music. The poet uses the word 'song' to contrast with the real sounds of morning, which are noisy and jarring, and not harmonious. Perhaps he wants the reader to think of bird song, which you can hear in the morning if you live in a quiet, more peaceful place.
6. The word 'squeezed'.

**Activity 2**

- A.
1. The poet is comparing the night to a shroud or cloth that covers a dead body. The comparison makes us think of night as death or a wrapping that imprisons.
  2. The night is no longer a shroud. It has been transformed into an image of soft baby blankets. The morning peeps out of these blankets like a baby. The feeling conveyed is of warmth, sweetness, youth and new birth.
  3.
    - a. He feels exhausted, drained and lifeless. All the lifeblood, sap or energy has been squeezed out of him.
    - b. You can use: 'like' or a metaphor; a comparison to convey your feelings about going to work in a way that your reader can understand.
  4. The writer is trying to give us a sense of something happening right now, so that we are almost transported into his shoes. This is a feeling of immediacy. Or  
The writer is trying to give us a feeling of monotony, of things happening over and over again, to millions of people. There is no change in the routine, so he feels exhausted and lifeless.

5.
  - a. images to describe the sun rising
  - b. images of being in a crowded bus
  - c. images of a busy street in the city.
6.
  - a. soft and gentle melting of soap with water; in a shower or bath.
  - b. itching under the skin like a ringworm; an unpleasant sensation.
7. The dust of the wind is uncomfortable, especially when it blows into the eye or stings one's body. The pecking of needles on the skin is the stinging of the dust on the body.

**B. Let me not to the marriage of true minds**

**Activity 1**

1. Love is an "ever-fixed mark" is like a lighthouse. It stays shining and constant as a guide even during storms. The metaphor tells us true love is faithful and steady and will help you to manage even the worst of life's problems.  
  
The second metaphor is the star that guides a ship that has gone off course (wand'ring bark). This star refers to the North Star, which was used by a ship's captain to steer a ship in the right direction as it is a constant star, always in the same place in the sky.
2.
  - a. personification
  - b. Love is not a servant that has to obey Time's rules and although Time destroys youth and beauty, love does not change. Love will last forever.
3. He says that if anyone can prove that his views of love are wrong then it would mean that he didn't write anything and that no one has ever loved anyone. This is a clever argument because we all know that Shakespeare has written and of course people have loved before, and so what he says about love must be correct.
4.
  - a. In the third quatrain, the tone is scornful of Time's "brief hours and weeks" because true love is not affected by time. Time passes and we grow old and die but love does not die.
  - b. The tone is persuasive. The poet wants to persuade the reader to agree with his views about true love.
5. Yes, I agree with the poet that love can last forever. People who really love each other can overcome any problems. Or  
  
No, I disagree with the poet because these days love is superficial and

often marriages do not last.

### C. Death be not proud

#### Activity 2

1. Personification. By personifying death, and giving it a human quality – pride - the poet makes death less scary. Death then only has the same power as normal people.
2. The tone is mocking and scornful. The poet mocks death by pretending to feel sorry for death, calling it “poor death”. The tone is also critical of death.
3. The poet uses the word “poor” in an ironical way here, as he does not really pity death. He is feeling sorry for death because death is not really powerful.
4. Men who rob and murder people.
5. The poet personifies death as a slave who has not freedom to act on his own. He is used by other forces like fate and chance, which cause death. Fate and Chance are important people and death is their slave.
6. Death is not important anymore and does not get the capital D of a proper noun.
7. You should not be afraid to die. Death has no power. Death is temporary and does not last forever. There is life after death.

## UNIT 2 Short stories

### Activity 1

2. b. the locust symbolises the serpent in the Biblical story of Adam and Eve.  
The garden symbolises Eden.  
Adam and Eve.
3. a. The man in the story feels a connection with the locust when he realises they share the same loss of their limbs.  
b. The locust’s struggle to walk and its persistence gives him hope.  
c. The sense of hope is lost again at the end of the story when the locust flies away.

4.
  - a. Just as Adam was in Eden before entering the wider world, so the man can adjust in the garden before going out into the world with one leg.
  - b. Perhaps there was something in this of the old Eden idea; the tender human adjusting himself to himself in the soothing impersonal presence of trees and grass and earth, before going out into the stare of the world.
5.
  - a. She is afraid of it and jumps up, knocking it away. The man notices that the locust has lost a leg and is struggling to walk. He immediately identifies with the locust's physical defect. She caused the locust to lose its leg.
  - b. The woman does not realise that her pity for the locust is an extension of her unspoken pity for her husband. He does not want her pity and his irritation becomes clear in his use of sarcasm in her response to her comments about the locust.
  - c. The climax of the story takes place when the locust suddenly flies away. The situation does not have a happy resolution because the man feels foolish and let down when he remembers that locusts can fly and he can't.
  - d. He realises that he has to face his situation alone.
6.
  - a. He shares very little about his internal emotional and mental conflict with his wife. He tries to come to terms with his condition in his mind.
  - b. it is a sensitive manner and she makes no reference to his leg.
  - c. "I've been watching it, and honestly, it's uncanny. I can see it feels just like I do."  
"Funny thing is, it's even the same leg, the left one". etc.
  - d. "... he felt it belly gently."  
"So she wheeled him along."
7.
  - a. The main focus is on the complication – the man trying to cope with the loss of his leg. Neither the man nor the woman makes direct references to the lost leg and they hardly talk at all.
  - b. He tries to come to terms with his condition in his mind. Although he feels very fearful and powerless he does not talk about it to his wife.

- c. To identify with and have sympathy for someone.
  - d. "I know." He nodded, laughing. "The two of us ..." And then he shook his head and, smiling, said it again: "The two of us."
8. Sarcasm: Or maybe he could be taught to use crutches.  
Get another little chair for him and you can wheel him out here with me.
- Simile: Just as a man might take out a handkerchief and pass it over his brow.  
Flimsy paper stretched over a frame of matchstick, like a small boy's homemade aeroplane.
- Metaphor: A first slight wind lifted again in the slack, furled sail of himself.
- Personification: Shame, isn't he a funny old man; the poor old thing.
9. Sad. The main theme of the story is about coming to terms with one's disability. It is sad because it is so hard for disabled people to come to terms with their loss. They also want to be independent but not to be treated as outcasts.

## Activity 2

1.
  - a. wheelchair
  - b. wife
  - c. reading
  - d. leg
2.
  - a. metaphor
  - b. To show that he feels just like a sail that has lost its air.
3. She has to push hard. She is not doing particularly well. Her arms are thin. The man actually thinks that the nurse may do better.
4. He is sensitive.  
He is tolerant.  
He is patient.
5. Emotionally he has not come to terms with his loss and he feels a sense of helplessness/sadness/hopelessness.

6. He emphasises the impact the loss had on him. He feels devastated. He is extremely hurt.
7. No. It is better for him to share his feelings. It helps with the healing process. Or Yes. He needs to come to terms with his loss. He must accept his loss before anybody else can help him.

## **B. The Coffee-cart Girl**

### **Activity 1**

#### 3. Themes

- Life affected by apartheid.  
The strike takes place because of the political situation where white-owned businesses and apartheid laws work together to oppress and impoverish black people. It is because of the strike that the two young people meet. If it had not been for the difficult working conditions China would not have met Pinkie. At the end of the story the political situation interferes again in their lives by forcing Pinkie to work elsewhere, preventing them from meeting again.
- Violence against women  
Pinkie is the only female character. The story shows her to be very vulnerable both to the general violence of the strike and to personal violence from China. She has no control over her own life and is pushed around by individuals like China, and by the apartheid state.
- Love  
A young man meets a young woman and a bond is established between them.
- Jealousy  
When another man, Naidoo, shows an interest in Pinkie, China becomes violently jealous. China's uncontrolled emotion becomes an obstacle in his relationship with Pinkie.
- Loss  
China loses his job and he loses Pinkie. We lose Pinkie at the end of the story, because she is chased away by the police. Like China, we don't know what happens to her.

4. Pinkie tells China that unless he accepts her coffee and buns he will "starve to death in this cruel city".

A dreary smoky mist lingered in suspension, or clung to the walls; black sooty chimneys shot up malignantly.

5. One day China notices that Pinkie is wearing a ring. She says Naidoo gave it to her to pay for three days' worth of coffee and cake. China's jealousy becomes so great that he accuses Pinkie of being in love with Naidoo and threatens her with a knife. This is the climax in the story.
6.
  - a. It is ironic because apartheid oppressed black people on the basis of the colour of their skin, and yet here is a black woman with light-coloured skin. It points to how unworkable the system of racial oppression really was.
  - b. Looking like a bird frightened out of its nest.  
She panted like a timid little mouse cornered by a cat.
  - c. He was in jail in the past. He is not able to express his emotions well with words. Instead, he is quick to get angry and use violence.
  - d. The seriousness of China and Pinkie's relationship is contrasted with Naidoo's ability to chat easily and joke with Pinkie. His anecdotes 'sent Pinkie off into peals of laughter.' Naidoo's relationship is a source of jealousy for China.
7. There was something sly in those soft, moist, slit eyes, but the modest stoop at the shoulders gave him a benign appearance. (personality)  
His eyes travelled from her small tender fingers as she washed a few things, to her man's jersey which was a faded green and too big for her, her thin frock, and then to her peach-coloured face, not well fed, but well framed and compelling. (fragility)
8. The ellipsis indicates that we will never know whether this wish of China comes true.  
The second ellipsis emphasises that we, like China, do not know whether they will ever see each other again.
9.
  - a. simile
  - b. metaphor
  - c. metaphor
  - d. simile
10. violence; oppression

11. She was in love with him and admired him but she also found his violent behaviour distasteful and repulsive.
12. Angry when China threatens Pinky with a knife. Ends on a hopeful note as China imagines meeting up with Pinky again.

### Activity 2

1. A mouse is timid. She has no chance against China because he is violent and can overpower her.
2. He was aggressive/violent. He was a murderer.
3. She is puzzled. She does not understand that his aggressive behaviour has changed to that of being apologetic.
4.
  - a. He realises that she is innocent. He still loves her.
  - b. He is being realistic because she nods her head to say she forgives him and he knows he must never be violent with her again. Or He is not being realistic. Now that she has seen for herself how violent China can be, she will never be able to trust him again.
5. It is an effective conclusion to the story because it show how uncertain their lives are and keeps us guessing about what happens next. Or It is not an effective conclusion to the story because it is dissatisfying to the Reader not to know what happens next. The writer should have been clearer about the outcome.
6. Naidoo has the ability to chat easily and joke with Pinkie. He makes Pinky laugh. They were good friends.
7. One has empathy for Pinky. China is violent towards her and does not trust her. The police and the apartheid laws were also unkind to her. She is a victim of gender abuse by China and oppression by the apartheid police.

## UNIT 3 Book Review

### Activity 1

2. It is not a fact but an opinion.  
The words 'in fact' are misleading, because it is possible that another reader will find meaning in the many things the moon symbolises.
3.
  - a. You might disagree with the opinion that women write poetry for other



women.

- b. Perhaps, women like men, write poems because there are things they want to say about life, love and death that can't be said in ordinary conversation. Perhaps women write poetry for men, to tell them how they feel. Or they might write for themselves, because when you write you get a chance to use your own voice and to think.

4.

FACTS	OPINIONS
The book's cover displays panels filled with moons.	The variety is something of a problem.
Each panel is a different shade of blue.	The moon is so many things to Mihopoulos that it becomes a meaningless symbol.
The poet describes the faces and phases of the moon.	She writes one very beautiful piece to her lover.
Mithopoulos is a poet who lives in America.	As readers, we feel her writing has crossed an even greater gulf.
She has published poetry for over 20 years.	And this, perhaps is the single lesson we can learn from this collection.

## Activity 2

1. The reviewer says Mihopoulos writes about many different things. She says the writing is 'varied' and this is a problem.
2. The reviewer thinks that Mihopoulos wrote about the moon in too many different ways. For example, the moon could be a clown, or a monster, or a baby in the womb. The reviewer says that because it means too many things, in the end it doesn't mean anything at all.
3. She says that Mihopoulos writes a very beautiful poem about love, which has meaning for readers thousands of kilometres away.
4. 'This' refers to the poet's ability to 'talk' to women who lead very different lives, and who are far away. The theme of love is universal, and so can be understood by all. In this way poetry can serve as a bridge.
5. The book has made her realise that South African women can use their own writing to communicate with the rest of the world.
6. This is a positive and critical review. The reviewer quotes some of the

poems from the book in her review to give us a taste of what it's all about. She discusses her ideas in a fair manner. The reviewer highlights the problems as well as the strengths of the book.

7. Our feelings about the books we read are subjective. This means that we react to the books because of the kind of people we are and our feelings and experiences. That is why reviews are full of opinions.

## Unit 4 Novel

### Activity 1

1.
  - a. Frantz Fanon was a Martiniquais-French psychiatrist, philosopher, revolutionary, and writer whose works are influential in the fields of post-colonial studies.
  - b. Jean-Paul Sartre was a French philosopher, playwright, novelist, political activist, biographer, and literary critic.
  - c. Ian Smith
  - d. Robert Mugabe. He is a dictator.

### Activity 2

1. It was multiracial; it was a prestigious private school; it was just outside the town, but on the other side; you wore formal uniform.
2. Nyasha's view is that Tambu would obtain a more useful education at the mission school. She thinks there are more evils than benefits offered by the convent school. They will make Tambu forget who she is.
3. Tambu thinks her view is ridiculous because the European schools had better equipment, teachers, furniture, etc.
4. He makes three points. The first is about money, the second is about Tambu's future life, and the third is about associating with whites.
5. Her own experience made her feel unhappy and culturally alienated in her own country, i.e. she was introduced to white values.
6. It is the difference between the black and the white people. The white school was the convent school and was mostly for European girls. The mission school was for black girls.

### Activity 3

1.
  - a. It is done to include and co-opt some Africans into the white society

- through education and white values.
- b. She is a girl and in a gender-biased society, girls are not treated equal to boys. She is young and has to listen to the elders and she does not have a voice in matters that affect her.
  - c. She wants to escape to a modern space where she gets a better education and can follow a good career. This she feels can be achieved through an education at the convent.
2. She is aware of cultural alienation because she has experienced it. She does not want Tambu to be co-opted or influenced by white values and in the process to forget her African culture.
  3. Nyasha has a good point about cultural alienation. But, a learner can go to a good school and get a better education and still keep her values and respect and protect her culture.
  4. The main difference is that Nyasha comes from a wealthy family. Tambu comes from a poor family and she wants something better in life.
  5. Tambu's nervous condition manifests clearly in her reaction to her parents' wedding. "Whenever I thought about it... I suffered a horrible crawling over my skin, my chest contracted to a breathless tension and even my bowels threatened to let me know their opinion." She is angry and resentful of Babamukuru for insisting that this embarrassing event take place. But she is generally anxious about many other things; "deep in the less accessible areas of my mind, although outwardly I would have hotly denied it, I was ashamed of what to me was a pervasive and enervating vagueness."

In addition, she becomes anxious about her inability to speak up for herself and her family regarding the wedding, which she sees as a joke, of which her family is the butt. She worries that she is weak and lets "guilt, so many razor-sharp edges of it, slice away at me. My mother had been right: I was unnatural; I would not listen to my own parents, but I would listen to Babamukuru even when he told me to laugh at my parents. There was something unnatural about me."

#### Activity 4

- a. 'Don't you remember when we went to South Africa everybody was saying that we, the women, were loose.'
- b. 'It wasn't a question of associating with this race or that race at that time.'
- c. 'Prejudiced'

- d. 'That was in the fifties. Now we are in the seventies. I am disappointed that people still believe the same things.'
- e. 'After all this time and when we have seen nothing to say it is true.'
- f. 'I don't know what people mean by a loose woman.'
- g. '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.'
- h. 'As for money, you have said yourself that she has a full scholarship.'
- i. 'it is possible that you have other reasons why she should not go there, Babawa Chido, but these – the questions of decency and the question of money – are the ones I have heard and so these are ones I have talked of.'

### Summary assessment

- 1.1 She was a social person who liked having tea with friends, painting her nails and lying in the sun next to the swimming pool. She also had a regular dinnertime with her family.  
(2)
- 1.2 There was nowhere else to hide her sister. /The sister would lose her job if the narrator was discovered. /She was not allowed to stay in this area. /The Group Areas Act/apartheid laws/the law at the time made it illegal for her to live there.  
(2)
- 1.3 (a) She got a job at a clothing factory. (2)  
(b) She had to keep away from the house so that she would not get caught. (2)
- 1.4 True. (1) Under the Group Areas Act the narrator, a black woman, was not allowed to live in a white area. /She was living on this property without the permission of the owner. (2)
- 1.5 The narrator has a very positive attitude to life. She does not allow obstacles to prevent her from achieving her goals. She does not give up easily.  
The sister accepts whatever comes to her without any resistance.  
She believes it is better to be obedient and subservient.  
The narrator holds onto her dreams and is not serious about more feminine pursuits. (2)
- 1.6 (a) She is angry/not entirely sympathetic as she thinks the narrator has not been careful enough. /She says she has been dumb to be found out. (2)  
(b) Open-ended. Accept a well-substantiated response, e.g. Yes. She could have lost her job and would not be able to take care of both of them.

OR

No. It is partly her fault as she came back late.

(20)

- 2.1 The speaker feels defiant towards those who wish to pity him/her because he/she is old. He/she wishes to be understood and treated with respect. OR He/She is offended/upset that others think he/she is worthless and do not expect him/her to do much because they perceive him/her as old./ OR She feels neglected./She is offended/upset that others think she cannot contribute to her society/environment. OR She feels upset/offended that others consider her useless. 3
- 2.2 'if you got it' ; 'bring me no rocking chair' ; 'aint gone' ; 'tired don't mean lazy' ;'aint I lucky'. 3
- 2.3 She needs understanding: 'Understanding if you got it'. OR She needs peace and quiet: 'Don't think I need your chattering'. 2
- 2.4 People around him/her are treating him/her as if he/she is not capable of doing anything and he/she cannot stand that. 2
- 2.5 painful/sore/hurting 1
- 2.6 He/She struggles to climb the stairs. He/She finds it difficult to walk/She stumbles. He/She has difficulty breathing. 2
- 2.7 The hair is thinner. Her bones have become stiff. She has less chin. /Her chin is less defined. She experiences shortness of breath. 2
- 2.8 Yes. 'But aint I lucky I can still breathe in.' 2
- 2.9 Open-ended. Accept a well-substantiated response, e.g. Yes. The poem teaches me that old people may just be slower in going about their business but that does not mean that they are lazy or incapable of doing things. They must be treated patiently and helped only when they ask for it.

OR

No. Old people can be moody and difficult to live with. This poem has not really changed my attitude towards old people. NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. The motivation/reason must suit the initial YES/NO response. 3

(20)

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## Glossary OF TERMS

**abbreviation** – a shortened form of a word, e.g. ‘com’ for ‘comrade’, ‘Dr’ for ‘Doctor’.

**acronym** – a word made up from the first letters of the name of something, e.g. *NASCA is National Senior Certificate for Adults*

**active voice:** a form of a sentence in which the actor (or subject) comes before the verb, which is in the active form, e.g. *The doctor (subject) examined (verb) the patient.*

**adjective** – (part of speech) a word that describes a noun, e.g. the *sick* patient.

**adverb** - (part of speech) a word that describes a verb, e.g. he studied *diligently*.

**aesthetic** – the use of language to create something artistic, fine and beautiful

**alliteration** – the use of several words together that begin with the same sound or letter, e.g. *Round the rocks the ragged rascal ran*

**allusion** – writing or speaking that mentions a subject, person, etc. indirectly, e.g. *He alluded to the president’s ill health*

**ambiguity** – a possible double meaning which may make a message unclear when used by mistake, e.g. *I am going out for the present may mean I am leaving for this time OR I am going to get a gift*

**anecdote** – a short story of based on personal experience

**anti – climax** – a situation or event that is less exciting because it happens after something that was much better. In literature study anti – climax suggests that the expectations built up by the writer are deliberately disappointed.

**antonym** – a word that is opposite in meaning to another word in the same language, e.g. *tall* and *short* are antonyms.

**appreciation** – pleasure you express when you realise something is good, useful, or well done; an understanding of the importance or meaning of something

**appropriate** – correct or suitable for a particular time, situation, or purpose

**assonance** – repetition of vowel sounds in two or more words, e.g. *All is in tune in the world in June*

**assumptions** – something that you think is true although you have no definite proof.

**bias** – an opinion about whether something is good or bad which influences how you deal with it.

**character** – a person in a story. The way that a person is presented in a story is called characterisation. Character can also refer to a person’s personality, values and beliefs.

**cognitive academic skills** – these are skills such as inferencing, synthesising and evaluating; the term *cognitive academic language proficiency (CALP)* was coined by Jim Cummins to describe abstract, decontextualised, cognitively demanding language i.e. the kind of language that you would find in a science textbook

**coherent** – something which makes logical sense; a coherent paragraph has a clear development of ideas and sentences have logical links

**cohesive** – a cohesive text is one which flows and has unity. It makes use of connectives, conjunctions and pronouns, which hold the text together, e.g. *Punctuation is important because it makes written language easier to understand.*

**colloquial** – language or words that are used mainly in informal conversations rather than in writing or formal speech, e.g. *just chuck it there* (colloquial) instead of *please place it there* (formal)

**connotation** – the meanings which a word suggests, e.g. *plump* has positive connotations such as *attractive, comfortable, cheerful*; whereas *fat* has more negative connotations

**climax** – the most exciting, effective or important part of a story, which usually comes near the end.

**complex sentence** – sentence with a main clause, which can stand as a sentence on its own, and one or more subordinate clauses, e.g. *The man, who bought a second-hand car and travelled to Gauteng, is still looking for a job.*

**compound sentence** - a sentence that is made up of two main clauses joined by a conjunction, e.g. *He went to town and he bought a carton of milk.*

**conflict** – struggle that arises between characters, between characters and their circumstances or from opposing desires or values

**conjunctions** - (also called link words) words that are used to join sentences, e.g. and, but, however.

**critical language awareness** – the analysis of how meaning is constructed by those in power to maintain their position; the analysis of language forms to reveal the mechanics of power – based relationships. It empowers the learner to resist manipulation and to use language sensitively

**critique** – a detailed explanation or evaluation of something such as political beliefs

**denotation** – the literal or straightforward meaning of a word

**denouement** – the exciting last part of a story or play

**direct speech:** the exact words that a person has said. Quotation marks are used to show direct speech, e.g. "I love you," said Thabo.

**disjunctions** - conjunctions that link two sentences by showing that they are different, e.g. but, however, nevertheless (He went to school but he was sick.)

**emotive language**– language which arouses strong feelings.

**essay** – a piece of prose writing that deals with a particular topic.

- narrative essay: tells the story of an event, e.g. *The best day of my life.*
- descriptive essay: describes something by creating a picture in words, e.g. *The most beautiful season.*
- argumentative essay: presents a specific opinion or viewpoint on a topic and supports it with relevant argument, e.g. *'Why we should reduce the speed limit in South Africa'*.
- discursive essay: presents both sides of an argument in a clear and well-balanced way, e.g. *The case for and against choosing a woman as president of South Africa.*

**euphemism** – a polite word or expression that you use instead of a more direct one to avoid shocking or upsetting someone, e.g. *Pass away* is a euphemism for *die*

**genre** – a genre is a particular kind of text written with a specific purpose and audience in mind; it has a recognisable structure and language features. Examples are: novel, drama, poetry, short stories, film, diaries, journals, academic articles, comics, etc.



**homograph** – a word that is spelled the same as another, but is different in meaning, origin, grammar, or pronunciation, e.g. the noun *record* is a homograph of the verb *record*

**homonym** – a word which has both the same sound and spelling as another word but a different meaning, e.g. the noun *bear* and the verb *to bear*

**homophone** – a word which sounds the same as another but is spelled differently and has a different meaning, e.g. *one* and *won*

**hyperbole** – an exaggeration, e.g. to describe something so that it appears bigger than it really is, for example, *He gave me a mountainous plate of food.*

**icon** – a small sign or picture on a page or computer screen that is used to indicate or start a particular operation or activity, e.g. *To open a new file, click on the icon.*

**impact** – the effect or influence that an event, situation etc. has on someone or something

**implied** – meaning that is suggested but not directly stated, e.g. *“It’s ten o’clock” may imply that the other is late*

**infer** – to read between the lines to form an opinion about something

**inference** – something that you think is true based on the information you have

**inflection** – the way your voice goes up and down when you are speaking to communicate meaning

**indirect speech** (or reported speech): when a person’s words are reported by another person, e.g. *Thabo said that he loved her.*

**intonation** – a pattern of rise and fall in the pitch of one’s voice which contributes to the meaning of sentences, e.g. questions are spoken with a rising intonation

**irony** – something which is the opposite of what is expected; using words to mean the opposite of what is expected

**key word searches** – these can be carried out when the text is on the internet or in the computer’s memory. The programme can be asked to search for specific words or phrases

**manipulative language** is aimed at getting an influence or unfair advantage over others, e.g. in advertising or political speeches – a language (or terminology) used to talk about language, e.g. *irony, hyperbole, alliteration.*

**metaphor** – a direct comparison without using the words ‘like’ or ‘as’, e.g. *He is a rising star.*

**metre** – the arrangement of sounds in poetry into patterns of strong and weak beats. It creates rhythm

**mode** – a method, way or manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode (which includes graphic forms such as charts); information can be changed

from one mode to another (e.g. by converting a graph into a passage). There are different modes of communication: the written mode, the spoken or oral mode, the visual mode, the kinetic mode which makes use of gestures; some texts combine these modes and are therefore called *multimodal texts*

**narrator** - the one who tells a story

**narrative point of view** - the point of view adopted by the narrator, e.g. first person point of view uses “I”; third person point of view uses “he, she, they”.

**nouns** (parts of speech) - people, places or things. Abstract nouns are words for ideas such as love, irony, faith. Proper nouns are names of people, places and organisations, and use capital letters, e.g. John Dube, University of Johannesburg.

**onomatopoeia** – words which sound like what they describe, e.g. a brush *swishes*, a cow *moos*

**pace** – the speed at which something happens or is done

**passive voice** (opposite of active voice): a form of a sentence in which the actor (or subject) is removed from the sentence or put at the end, e.g. The patient was examined by the doctor.

**perspective** – a way of thinking about something, especially a way of thinking which is influenced by the type of person you are or by your experiences

**plot** – the way that events are arranged in a short story or novel.

**point of view** – a particular way of thinking about or judging a situation, e.g. *From an economic point of view, the new development will benefit the town greatly.* Also someone's personal opinion or attitude about something, e.g. *I respect your point of view, but I'm not sure I agree with you.*

**prefix** – groups of letters used at the beginning of words, with certain meanings, e.g. *automatic, preview, misbehave.*

**pronoun** – a word that replaces the noun, e.g. she, he, it, we they.

**proofread** – the last step in the writing process before submitting, where you carefully read and check for errors.

**pun** – a play on words, e.g. *Seven days without water makes a person weak.*

**referencing - a list indicating where information comes from, e.g. He included a list of references at the end of his essay.**

**reflect** – to think carefully about something, or to say something that you have been thinking about

**refrain** – part of a song or poem that is repeated, especially at the end of each verse

**register** – the words, style and grammar used by speaker and writers in different contexts or situations, e.g. official documents are written in a bureaucratic register, legal documents are written in a legal register

**resolution** – when a problem or difficult situation in a story, play or novel is solved

**rhetorical question** – a question that is asked for emphasis or dramatic effect rather than to get an answer, e.g. *Do you know how lucky you are?*

**rhythm** – a regular and repeated pattern of sounds, e.g. of strongly and weakly stressed syllables

**rising action** – in the early part of a play, novel, story or film one or more conflicts are developed. Because of the increased sense of conflict the action is said to be 'rising' towards a climax.

**sarcasm** – speaking or writing using expressions which clearly mean the opposite of what is felt in order to be unkind or offensive in an amusing way, e.g. saying to someone who has arrived at a meeting very late, *So good of you to come.*

**scan** – to run one's eyes over a text in order to find specific information, e.g. you scan a telephone directory for a name and number, or a timetable for the time of a train or bus

**skim** – to read a text very quickly to get an overview, e.g. skim the newspaper headlines for the main news

**simile** – an indirect comparison using the words 'like' or 'as', e.g. *The politician is like a charging bull, She is as quiet as a mouse.*

**stereotype** – a fixed (and often biased) view about what a particular type of person (e.g. a woman, a foreigner, a particular race group) is like

**strategies** – a planned series of actions for achieving something

**suffix** – groups of letters used at the end of words, with certain meanings, e.g. *kindness, kindly, celebration.*

**summarise** – record main points in a brief way.

**symbol** – something which stands for or represents something else, e.g. a dove is a symbol of peace

**synonym** – a word which has the same meaning or nearly the same meaning as another word in the same language, e.g. *big* and *large* are synonyms in English

**synthesise, synthesis** – to draw together and combine information or ideas from a variety of sources; a synthesis is a clear and succinct summary of these combined ideas

**tense** – the time indicated by a verb, e.g. he runs (present tense), he ran (past tense).

**theme** – the general message or main idea explored in a literary work, e.g. love, jealousy, violence, friendship are common themes.

**tone** – tone is the emotional message of a text. In a written text it is achieved through words (e.g. neutral words to create an objective tone). In a film it could be created through music or the setting.

**turn – taking conventions** – customs of behaviour and attitudes that people accept in order to cooperate and communicate

**understatement** – a statement which is not strong enough to express the true or full facts or feelings, e.g. *To say I am angry is the understatement of the year.*

**verbs** (part of speech) - words that show what the subject in a sentence is doing, e.g. He *is studying*, The driver *raced* away.

**visualise (visualising)** – to form a picture of someone or something in your mind

**voice projection** – to enable listeners to hear clearly what you are saying; to “throw” your voice into an audience

**word attack skills** – strategies for working out the meaning of unfamiliar words by recognising parts of them, e.g. that *rearrange* suggests that the action is being repeated because of the prefix *re*

**word family** – A group of words that share a common root, to which different prefixes and suffixes are added, e.g. *agree – agreeable, agreement, disagree, disagreement*