



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

LEARNER GUIDE

Interpret And Use Information From Texts

Unit Standard 119457

NQF Level - 3 Credits - 5



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
PERSONAL INFORMATION	1
INTRODUCTION	3
Programme methodology.....	3
What Learning Material you should have.....	4
Different types of activities you can expect	6
Learner Administration	8
Assessments	8
Learner Support	9
Learner Expectations.....	10
UNIT STANDARD 119457	12
Glossary	16
READING AND VIEWING STRATEGIES	24
Introduction	24
Identify Unfamiliar Words	26
Dictionaries.....	27
Syntax	29
Contextual Clues	29
Word-Attack Skills	30
Borrowed Words	32
Acronym.....	32
Abbreviations	33
Neologisms	33
Colloquialism.....	33
Slang	34
Dialect.....	34
Jargon.....	35
Complex and technical terms	35



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Legalisms	36
Schema	36
Ambiguous Words	37
Formative Assessment 1: Group work	37
Reading Skills	37
Reading Strategies	37
Skim	38
Scan	38
Sift	39
Prediction	39
Linking devices:	39
Formative Assessment 2	39
Summaries	40
Paraphrasing	41
Point Form	41
Mind-Map	42
Formative Assessment 3	44
Visual and Graphic Representations	44
Diagram	45
Photographs	45
Aerial Photography	46
Pie Chart	47
Bar Graph	49
Cartoons	51
Formative Assessment 4	51
Pictures And Drawings	51
Maps	53
Production Techniques In Visual Aids	54
Photographs And Slides	54
Posters	55
Videos And Films	55
Visual Texts	56



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Formative Assessment 5	56
IMPLICIT MESSAGES AND LANGUAGE STRUCTURES	57
Explicit Versus Implicit	57
Omissions And Silence	58
Language Structures And Features	59
Dealing With Bias	59
Humour	60
Sarcasm	60
Irony	60
Satire	61
Hyperbole	61
Generalisations	61
Stereotyping	61
Figurative Expressions	61
Repetition	62
Diction	62
Punctuation/NMF	62
Figurative Language	63
Idioms And Proverbs	63
Grammar	64
Captions	66
Reading Critically	66
Reading for pleasure	67
Formative Assessment 6	67
RESPOND TO TEXT	68
What you should know about communication	68
What you do when you communicate:	68
Feedback	69
Interpreting the written word	69
Why we read	70
Formative Assessment 7	71



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Register	72
Informal Register	72
Formal Register	72
Different ways of communicating	74
Oral and written feedback	75
Formative Assessment 8	75
Think about this	76
LANGUAGE STRUCTURES AND FEATURES	77
Explore distortion of a contributor's position on a given issue	77
Reading to comprehend and learn	77
Reading a paper or chapter	77
Reading Books	80
Read with insight and understanding	81
Factors that help you to read and remember	81
Formative Assessment 9 - 10	82
Formative Assessments	83
Formative Assessment 1: Group work	83
Formative Assessment 2	85
Formative Assessment 3	86
Formative Assessment 4	91
Formative Assessment 5	94
Formative Assessment 6	99
Formative Assessment 7	109
Formative Assessment 8	111
Formative Assessment 9	112
Formative Assessment 10	129



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

PERSONAL INFORMATION

<i>NAME</i>	
<i>CONTACT ADDRESS</i>	
<i>Code</i>	
<i>Telephone (H)</i>	
<i>Telephone (W)</i>	
<i>Cellular</i>	
<i>Learner Number</i>	
<i>Identity Number</i>	

<i>EMPLOYER</i>	
<i>EMPLOYER CONTACT ADDRESS</i>	
<i>Code</i>	
<i>Supervisor Name</i>	
<i>Supervisor Contact Address</i>	
<i>Code</i>	
<i>Telephone (H)</i>	
<i>Telephone (W)</i>	
<i>Cellular</i>	



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

INTRODUCTION

Welcome to the learning programme

Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take notes and share information with your colleagues. Important and relevant information and skills are transferred by sharing!



This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you!

Programme methodology



The programme methodology includes facilitator presentations, readings, individual activities, group discussions and skill application exercises.



Know what you want to get out of the programme from the beginning and start applying your new skills immediately. Participate as much as possible so that the learning will be interactive and stimulating.

The following principles were applied in designing the course:

- ✓ Because the course is designed to maximise interactive learning, you are encouraged and required to participate fully during the group exercises
- ✓ As a learner you will be presented with numerous problems and will be required to fully apply your mind to finding solutions to problems before being presented with the course presenter's solutions to the problems
- ✓ Through participation and interaction the learners can learn as much from each other as they do from the course presenter
- ✓ Although learners attending the course may have varied degrees of experience in the subject matter, the course is designed to ensure that all delegates complete the course with the same level of understanding
- ✓ Because reflection forms an important component of adult learning, some learning resources will be followed by a self-assessment which is designed so that the learner will reflect on the material just completed.

This approach to course construction will ensure that learners first apply their minds to finding solutions to problems before the answers are provided, which will then maximise the learning process which is further strengthened by reflecting on the material covered by means of the self-assessments.

Different role players in delivery process

- ✓ Learner
- ✓ Facilitator
- ✓ Assessor
- ✓ Moderator

What Learning Material you should have

This learning material has also been designed to provide the learner with a comprehensive reference guide.

It is important that you take responsibility for your own learning process; this includes taking care of your learner material. You should at all times have the following material with you:



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Learner Guide



This learner guide is your valuable possession:

This is your textbook and reference material, which provides you with all the information you will require to meet the exit level outcomes.

During contact sessions, your facilitator will use this guide and will facilitate the learning process. During contact sessions a variety of activities will assist you to gain knowledge and skills.

Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take and share information with your colleagues. Important and relevant information and skills are transferred by sharing!

This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you!

Formative Assessment Workbook



The Formative Assessment Workbook supports the Learner Guide and assists you in applying what you have learnt.

The formative assessment workbook contains classroom activities that you have to complete in the classroom, during contact sessions either in groups or individually.

You are required to complete all activities in the Formative Assessment Workbook.

The facilitator will assist, lead and coach you through the process.

These activities ensure that you understand the content of the material and that you get an opportunity to test your understanding.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Different types of activities you can expect

To accommodate your learning preferences, a variety of different types of activities are included in the formative and summative assessments. They will assist you to achieve the outcomes (correct results) and should guide you through the learning process, making learning a positive and pleasant experience.



The table below provides you with more information related to the types of activities.

<i>Types of Activities</i>	<i>Description</i>	<i>Purpose</i>
<i>Knowledge Activities</i> 	You are required to complete these activities on your own.	These activities normally test your understanding and ability to apply the information.
<i>Skills Application Activities</i> 	You need to complete these activities in the workplace	These activities require you to apply the knowledge and skills gained in the workplace
<i>Natural Occurring Evidence</i> 	You need to collect information and samples of documents from the workplace.	These activities ensure you get the opportunity to learn from experts in the industry. Collecting examples demonstrates how to implement knowledge and skills in a practical way



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects





Learner Administration



Attendance Register

You are required to sign the Attendance Register every day you attend training sessions facilitated by a facilitator.

Programme Evaluation Form

On completion you will be supplied with a "Learning programme Evaluation Form". You are required to evaluate your experience in attending the programme.

Please complete the form at the end of the programme, as this will assist us in improving our service and programme material. Your assistance is highly appreciated.

Assessments

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners' ability to perform a task.

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

This programme has been aligned to registered unit standards. You will be assessed against the outcomes as stipulated in the unit standard by completing assessments and by compiling a portfolio of evidence that provides proof of your ability to apply the learning to your work situation.





How will Assessments commence?

Formative Assessments

The assessment process is easy to follow. You will be guided by the Facilitator. Your responsibility is to complete all the activities in the Formative Assessment Workbook and submit it to your facilitator.

Summative Assessments

You will be required to complete a series of summative assessments. The Summative Assessment Guide will assist you in identifying the evidence required for final assessment purposes. You will be required to complete these activities on your own time, using real life projects in your workplace or business environment in preparing evidence for your Portfolio of Evidence. Your Facilitator will provide more details in this regard.

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

Learner Support

The responsibility of learning rests with you, so be proactive and ask questions and seek assistance and help from your facilitator, if required.



Please remember that this Skills Programme is based on outcomes based education principles which implies the following:

- ✓ You are responsible for your own learning – make sure you manage your study, research and workplace time effectively.
- ✓ Learning activities are learner driven – make sure you use the Learner Guide and Formative Assessment Workbook in the manner intended, and are familiar with the workplace requirements.
- ✓ The Facilitator is there to reasonably assist you during contact, practical and workplace time for this programme – make sure that you have his/her contact details.
- ✓ You are responsible for the safekeeping of your completed Formative Assessment Workbook and Workplace Guide



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

- ✓ If you need assistance please contact your facilitator who will gladly assist you.
- ✓ If you have any special needs please inform the facilitator

Learner Expectations

Please prepare the following information. You will then be asked to introduce yourself to the instructor as well as your fellow learners



Your name:
The organisation you represent:
Your position in organisation:
What do you hope to achieve by attending this course / what are your course expectations?



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

UNIT STANDARD 119457

Unit Standard Title

Interpret and use information from texts.

Unit Standard ID

119457

NQF Level

3

Credits

5

Purpose

Learners at this level read and view a range of texts. People credited with this unit standard are able to read and view a variety of text types with understanding and to justify their views and responses by reference to detailed evidence from texts. They are also able to evaluate the effectiveness of different texts for different audiences and purposes by using a set of criteria for analysis. Learners credited with this unit standard are able to: Use a range of reading and viewing strategies to understand the literal meaning of specific texts; Use strategies for extracting implicit messages in texts; Respond to selected texts in a manner appropriate to the context; Explore and explain how language structures and features may influence a reader/viewer

Learning Assumptions

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: Level 2 unit standards: US: FET-C/02 Access and use information from texts and Write/present/sign for a defined context.

Unit Standard Range

A variety of written and visual texts used in socio-cultural, learning and workplace contexts.

Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Specific Outcomes And Assessment Criteria

Specific Outcome 1: Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts





Assessment Criteria:

- ✓ Unfamiliar words/signs are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills/sign parameter/analysis skills, and contextual clues: Borrowed words/signs, complex terms, acronyms, neologisms, colloquialisms, slang, jargon, dialect
- ✓ Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context
- ✓ Main ideas are separated from supporting evidence and paraphrased or summarised
- ✓ The purpose of visual and/or graphic representations in texts are recognised and explained
- ✓ Features of visual texts are explained in relation to the way they impact on meaning: Composition, layout, light, foregrounding, backgrounding, perspective, camera angle, frame, sequence, use of colour/black and white, font type, font size, headlines, captions, subtitles

Specific Outcome 2: Use strategies for extracting implicit messages in texts

Assessment Criteria:

- ✓ Source of text is identified and discussed in terms of reliability and possible bias: Attitudes, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly
- ✓ Techniques are explored and explained in terms of purpose and audience: Length of sentence, punctuation/non-manual features (NMFs), diction/choice of words, use of figurative language/jargon/technical terms/slang/dialect/ irony/humour/satire/sarcasm/ legalisms, choice of visuals, choice of camera angle, type of shot, cinematographic techniques.
- ✓ Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials

Specific Outcome 3: Respond to selected texts in a manner appropriate to the context

Assessment Criteria:

- ✓ Instructions and requests are acted upon
- ✓ Text-type, format and register used are on the appropriate level of formality

Specific Outcome 4: Explore and explain how language structures and features may influence a reader/viewer

Assessment Criteria:

The choice of words/signs, language usage, symbols, pictures and tone/sign size and pace is described in terms of how a point of view is shaped or supported: Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony;



sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar

Unit Standard Essential Embedded Knowledge

Learners can understand and explain that languages have certain features and conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes. Knowledge of formats, conventions, protocols and contexts is acquired through activities used to attain this unit standard.

Critical Cross-Field Outcomes

Upon successful completion of this course, the learner will be able to:

- ✓ Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading, signed and written activities
- ✓ Work effectively with others and in teams: using interactive speech/signing in activities, discussion and research projects
- ✓ Organise and manage oneself and one's activities responsibly and effectively through using language.
- ✓ Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study
- ✓ Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications
- ✓ Use science and technology effectively and critically: using technology to access and present texts and exploring the ethics of science and technology through studying texts from and about these fields.
- ✓ Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts
- ✓ Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

Unit Standard Notes

This unit standard replaces unit standard 8969, "Interpret and use information from texts", Level 3, 5 credits.



Glossary

Acronym

A pronounceable word formed from the first letter or letters in a phrase or name e.g. SADTU for South African Democratic Teachers Union.

Additive multilingualism

A form of bilingual education in which the language of instruction is not the 1st language of the children, and is not intended to replace it. In an additive bilingual education programme the first language is maintained and supported, but the language of learning and teaching is taught alongside it. When the language of instruction is likely to replace the children's first language, this is called subtractive bilingualism.

Appropriate dress (footnote in u std):

Solid colour that contrasts your skin colour; appropriate for the context/audience, for example, jewellery.

Audience

The intended reader, listeners, or viewers of a particular text - in planning a piece of writing/signing learners (speakers/signers/writers/presenters) must take into consideration the purpose and audience in choosing an appropriate form of writing/signing.

Author

The creator or originator of a piece of narrative, whether signed or written.

Coherence

The underlying logical relationship, which links ideas together. Coherence is to do with ideas and meanings. A paragraph (see definition below) is coherent if all its sentences (see definition below) are connected logically so that they are easy to follow. An essay/signed narrative is coherent if its paragraphs are logically connected and the ideas have a unity, forming a logical whole.

Cohesion

Linking ideas by means of language (e.g. the grammar or syntax of a sentence or paragraph) and/or use of space, using logical connectors or linking words/signs such as conjunctions, non manual features (see definition below), pronouns to hold a paragraph together and give it a linguistic unity.

Collage

A form of art in which a variety of materials, such as photographs, fabric, objects, hand-drawn pieces, and printed text, are attached to a surface. Learners can demonstrate their understanding of many themes and issues through the choice of materials and design elements of a collage.

Colloquialism



A word or expression used in everyday conversation but not in formal language.

Constructed dialogue/role shifting

Constructed dialogue is when the signer alternately assumes the role of various characters within a story/narrative, using first person perspective. Ways of doing this can include use of space, head movements, eye gaze, body orientation and movements, etc.

Context

That which precedes or follows a word/sign or text and is essential to its meaning.

The broader literal, social or cultural environment to which a text (or part of a text) is related and which affects its readers'/viewers' understanding.

Controlling idea

An important or central concept, theme, or argument that is used to unify a signed, written, oral, or media text.

Conventions

Accepted practices or rules in the use of language. Some conventions help convey meaning (e.g. use of space, the rules of grammar of a language, punctuation typefaces, capital letters, etc.); others assist in the presentation of content (e.g. use of sign placement, table of contents, headings, footnotes, charts, captions, lists, pictures, index, etc.)

Creative thinking

The process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner. Learners think creatively in all subject areas when they imagine, invent, alter, or improve a concept or product.

Critical thinking

The process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do.

Discourse

Connected speech or signing or writing which is longer than a conventional sentence; a formal term for a talk, a conversation, or the written/signed treatment of a subject.

Diction

The choice of words or phrases or signs in speech or writing or signing; the particular words or phrases or signs chosen to express an idea.

Editing

The process of correcting grammatical, usage, punctuation/non manual features, and spelling errors to ensure that the writing/signing is clear and correct. The editing process also includes checking writing/signing for coherence of ideas and cohesion of structure. In media, editing involves the selection and juxtaposition of sounds and/or images.



Essay/signed narrative

A prose composition that discusses a subject or makes an argument. This type of writing often presents the writer's/presenter's own ideas on a topic. The SASL equivalent of this would be a signed narrative.

Etymology

The origin and history of the form and meaning of a word/sign.

Figurative language

Words or signs or phrases used in a non-literal way to create a desired effect (e.g. simile, personification, metaphor).

Fluency

The word comes from the flow of a river and suggests a coherence and cohesion that gives language use the quality of being natural, easy to use and easy to interpret.

Foreshadowing

A device in literature in which an author provides an indication of future events in a plot.

Forms of text

Any particular type of text, having specific and distinctive characteristics arising from its purpose, function, and audience.

Written/signed forms may include narratives (folklore/short stories/novels/dramas), dialogues, sets of instructions, advertisements, editorials, brochures, manuals, agendas and minutes, diary entries, journals, lists, charts, plays, reports, journals, essays/signed narratives, poems and letters.

Oral/signed forms may include conversations, debates, seminars, panel discussions, interviews, role play, monologues, prayers, lectures, negotiations, and speeches/presentations

Visual genres may include photographs, documentaries, travelogues, feature films, soap operas, and cartoons. These can be analysed into more specific genres, for example, feature films could be grouped as westerns, thrillers, dramas, romances, musicals and comedies. Free verse

Poetry written/signed without a regular metrical pattern, but based on natural rhythms of speech/signing and free expression rather than on a predetermined form. Free verse may be rhymed or unrhymed.

Genre

The types or categories into which literary works are grouped (e.g. signed narrative, novel, short story, essay, poetry, drama, or film)

Grammar

A description of the structure of a language, particularly the way words, signs and phrases are formed and combined to produce sentences. It takes into account the meanings, functions and organisation of these sentences in the system of the language.



Graphic organiser

A visual representation such as a chart, table, timeline, flowchart, or diagram used to record, analyse, synthesise, and assess information and ideas.

Hyperbole

A literary device in which exaggeration is used deliberately for effect or emphasis (eg a flood of tears).

Iconicity

Iconicity as a poetic strategy is the use of signs to represent action/movement, and is often used in conjunction with repetition of parameters and rhythm.

Idiom

A group of words/signs that, through usage, has taken on a special meaning different from the literal meaning (e.g. "keep your shirt on! Or "It's raining cats and dogs").

Implicit meaning

Ideas and concepts that are present but stated indirectly.

Inference

A conclusion drawn from evidence.

Information processing

A general term for the process by which information is identified, understood, stored, organised, retrieved, combined and communicated to form new knowledge.

Irony

A statement or situation that has underlying meaning different from its literal or surface meaning.

Jargon

Speech, signing or writing used by a group of people who belong to a particular trade, profession, or any other group bound together by mutual interest, e.g. the jargon of law, medical jargon. Jargon is useful when used within a trade or profession, but when it is used to exclude listeners, /readers/viewers from an interaction, it is potentially hurtful or even harmful.

Key questions

There are five common questions that help discover the essential facts: who, what, where, when, and why? In newspaper reports, it is important to cover these questions at the beginning.

Literary (stylistic) device

A particular pattern of words/signs, a figure of speech, or a technique used in literature to produce a specific effect (e.g. hand shape repetition, rhythm, rhyme, parallel structure, analogy, comparison, contrast, irony, foreshadowing, simile, metaphor, personification, pun, oxymoron, symbol).



Skills and approaches used before, during and after reading/viewing to determine the meaning and increase understanding of a text.

Examples are:

- ✓ **Scanning:** a type of reading/viewing used to locate a particular piece of information without necessarily attending to other parts of a text
- ✓ **Skimming:** a type of reading/viewing used to identify only the main idea or ideas or to pick out any words in capitals/ in italics/underlined, as well as any visuals or font indicators that would help a reader/viewer to understand a passage.
- ✓ **Sifting:** selecting the most important ideas, words, facts or finding only those details relevant to a task or purpose

Register

Speech/signing variety used by a particular group of people, usually sharing the same occupation or the same interests. A speaker/writer/presenter/signer must choose signs/words/images that are easily understood by the listener/reader/viewer/audience - the pitch must suit the purpose.

Research

Involves a systematic investigation involving the study of materials and sources in order to establish facts and seek out truth. The following stages are involved: selecting a topics, narrowing the focus, locating appropriate resources, gathering information, analysing material and forming conclusions, presenting the information in written and/or oral/signed form, and documenting the sources of information and ideas.

Rhetorical question

A question not asked for information but for dramatic effect. The question is usually either one that does not need an answer, as the issue is self-evident, or one that the speaker/signer/writer/presenter proceeds to answer immediately.

Role play

A dramatic technique in which participants act the part of another character, usually in order to explore the character's thoughts, feelings, and values.

Paragraph (in relation to SASL)

A paragraph is a coherent and cohesive collection of sentences. Its boundaries may be indicated by manual or non manual devices.

Presenting/signing (also refer to viewing)

SASL does not have a written form. Therefore, reading and writing/presenting outcomes take on a different form, that is, a receptive and productive competence. For simplicity, the unit standards refer to viewing and presenting respectively.

Sentence (in relation to SASL)

A sentence is a unit of meaning made up of a collection of signs and non manual features, always including a verb, and adhering to specific grammatical rules of SASL



Sign devices

Sign devices are visual strategies used in signed poetry, for example, rhythm, placement, role shifting, and repetition of handshape, location, movement, palm orientation, and non manual features.

Sign parameter

The building blocks of the sign/word: handshape, location, movement, palm orientation, non-manual sign.

Sign devices

These include register, non-manual features (NMFs), placement, role-shift, parameter

Slang

Casual, very informal speech/signing, using expressive but informal words and expressions. Slang is usually related to age or social group rather than to trade or profession (jargon). It is used to stress an identity for those in the know and to exclude those who do not know the terms, for example, words to describe money, grown-ups, police, and activities.

Stylistic devices

A particular pattern of words, a figure of speech or technique used in literature to produce a specific effect, e.g. rhyme, parallel structures, short or one word sentences, analogies, comparisons, contrasts, irony, foreshadowing, similes, metaphors.

Symbol

Something that stands for or represents an abstract idea.

Syntax

The way in which words are arranged to form larger grammatical structures (e.g. phrases, clauses, and sentences).

Technical language

The terminology used in a field or understood by a trade, profession or group of people e.g. in metal -working, the term "pig" means a mould for casting metal. It differs from jargon in being more generally understood and used, for example, by many people rather than a few and it does not have the negative connotations that the word "jargon" carries.

Text

Texts refer to signed, spoken, written, or visual communications, including sign language that communicates meaning to an audience or reader/viewer. A text may be considered from the point of view of its structure, context and function.

- ✓ ***Spoken/signed texts:*** May include conversations, speeches/presentations, prayers, and songs,
- ✓ ***Written/signed texts:*** May include poetry, drama, novels, letters, magazine and newspaper articles, paragraphs, essays/signed narratives, and scripts



- ✓ **Visual texts:** May include photographs, posters, cartoons, advertisements, environmental prints (road signs), maps, diagrams, charts, and films

Tone

The quality and timbre (distinctive character) of the voice used in speaking; the height of pitch and change of pitch which is associated with the pronunciation of syllables or words and which affects the meaning of the word.

Topic sentence

The sentence that expresses the central idea in a paragraph. In SASL, repetition of important signs occurs throughout the paragraph to express the topic of the paragraph or a number of paragraphs.

Voice

In writing: a work's distinctive style of expression, personal or impersonal, conveyed through the author's use of vocabulary, sentence structure, and imagery. In oral/signed communication: the quality of sound produced by a speaker. In grammar: a property of verbs (e.g. active and passive voice).

Writing process

The process involved in producing a polished piece of writing. It comprises several stages. The main stages are:

- ✓ Generating ideas
- ✓ Choosing a form of writing to suit the topic, purpose and audience
- ✓ Developing a plan for writing
- ✓ Organising ideas
- ✓ Writing and revising drafts
- ✓ Editing
- ✓ Proofreading
- ✓ Producing and publishing

Venn diagram

Graphs that use circles to present connections and intersections.

Viewing (also referring to signing)

SASL does not have a written form. Therefore, reading and writing/presenting outcomes take on a different form, that is, a receptive and productive competence. For simplicity, the unit standards refer to viewing and presenting respectively.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

READING AND VIEWING STRATEGIES

Specific outcome

Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts.

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Unfamiliar words/signs are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills/sign parameter/analysis skills, and contextual clues. *Assmt Crit Range: Borrowed words/signs, complex terms, acronyms, neologisms, colloquialisms, slang, jargon, dialect.*
- ✓ Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context.
- ✓ Main ideas are separated from supporting evidence and paraphrased or summarised.
- ✓ The purpose of visual and/or graphic representations in texts are recognised and explained.
- ✓ Features of visual texts are explained in relation to the way they impact on meaning. *Assmt Crit Range: Composition, layout, light, foregrounding, backgrounding, perspective, camera angle, frame, sequence, use of colour/black and white, font type, font size, headlines, captions, subtitles.*

Introduction

Reading is an essential part of communication. When a writer (the communicator) wants to communicate with a recipient (the reader) and they are not in direct contact with each other, the writer will communicate his message in writing.

We see this every day in the form of advertisements, newspapers, magazines, CD covers, comic books, etc.

When you are reading something it is that the **writer wants to give a** when Game sends out flyers about want you, the reader, to consider buying products.

This is true of all forms of advertiser wants to introduce himself



important to remember **specific message:** special offers, they one or more of their

advertisement: the and his products to you



in such a way that you are persuaded to buy from him, rather than from his competition.

A newspaper, on the other hand, contains articles that have at least two purposes: to inform you, the reader, and also to convince you, the reader, of the writer's point of view. They use various methods to persuade you to buy the newspaper, so that you can read it: they have big advertisements about the headlines or main stories in the paper, they also print their headlines in big, bold letters in order to grab your attention.

You must always be aware that the writer's purpose is to persuade you that their point of view is the right one. This is true of advertisements, magazines, newspapers, anything you read, even company policy.

What needs to be remembered is that in the case of company policy, you have to follow the rules as laid down.

With almost everything you read, that is not directly work related, especially in newspapers and magazines, you have to remember that the writer wants to persuade you to believe his point of view.

Some writers are very good at this, so you must always analyse what you are reading in order to come to your own conclusions about the matter. One way of doing this is, of course, to read more than one writer's point of view. You can do this by reading more than one newspaper or magazine that has articles of the same subject and you will be surprised by the differing points of view that are put forward.

An excellent example could be a newspaper headline that reads:

ALL WHITE RUGBY TEAM

This could mean that the Springbok rugby team was chosen with only white players. It could also mean that the coach, Jake White, has the right to put together the team without interference from the rugby administrators. It could also be a humorous play with words in order to grab your attention.

This means that whenever you read something, you have to be able to analyse what you are reading. You also have to be able to "read between the lines" – when things are not stated directly, but only hinted at.

If we look at the newspaper headline that was quoted as an example, we could take the headline to be a speculation that, if Jake White was able to choose players for the team, he would only choose white players.

So, how would you know what the headline means? By reading the article and then analysing it, taking into consideration

- ✓ What the writer states in the article,
- ✓ Who would probably read the article
- ✓ And very importantly, what the writer's normal point of view is about the choice of rugby players for the Springbok rugby team.

Only then can you really determine what the writer is trying to tell you.



lev@mweb.co.za
www.sakhisisizwe.co.za

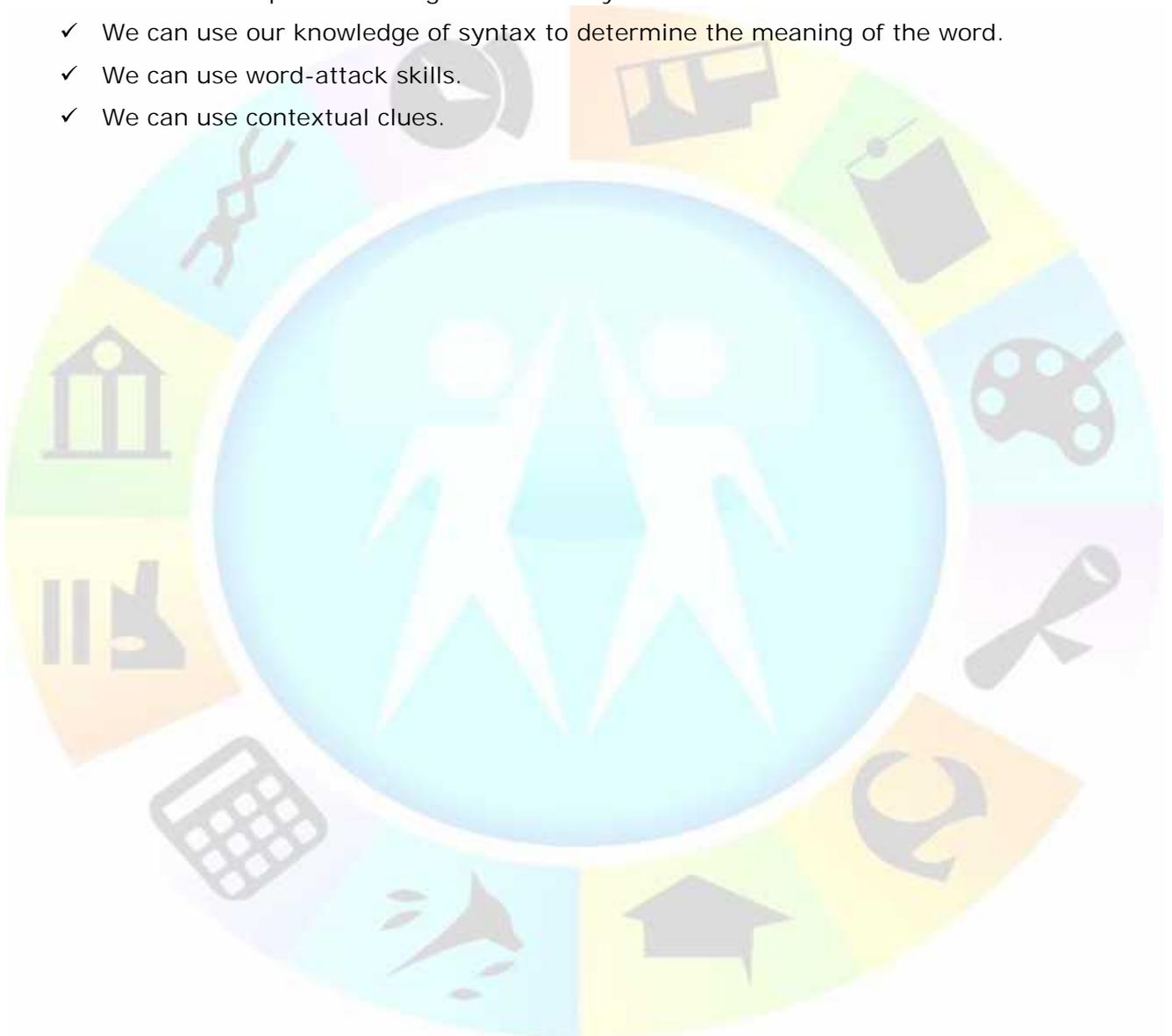
0825722599

Sakhisisizwe Projects

Identify Unfamiliar Words

Whenever we read something, we are bound to come across words that we don't know. There are many methods of determining the meaning of the words:

- ✓ We can look up the meaning in a dictionary or thesaurus.
- ✓ We can use our knowledge of syntax to determine the meaning of the word.
- ✓ We can use word-attack skills.
- ✓ We can use contextual clues.





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Dictionaries

There are various kinds of dictionaries available:

Bilingual Dictionary

A bilingual dictionary, e.g. an Afrikaans/English dictionary will give the word, in Afrikaans with the English equivalent, and vice versa.

... pelling; ~werend, (-e), stench-preventing
stanniet, stannite.
stanniool, (tin foil, stanniol.
stan'sa, (-s), stanza.
stap, (s) (-pe), step, pace, stride, footstep: move: *met*
AFGEMETE ~, with measured tread; ~ *DOEN*, take steps; take action; *die EERSTE* ~
doen, take the first step; *by ELKE* ~, at every step;
op ~ *GAAN*, set out; *dit GAAN op 'n* ~ *pie*, it is so
so; *daarmee is ons geen* ~ *NADER* nie, that brings
 us no farther; *die NODIGE* ~ *pe*, the necessary
 measures; *so OP 'n* ~ *pie*, so-so; fairly well; ~ *1/2*
 ~, step by step; 'n ~ *VOORUIT*, a step forward. =
 progressive movement; 'n ~ *WAAG*, take the
 plunge; (w) (ge-), walk, step, go on foot, stride
 move, pace, march, stalk; hike: 'n *ENDJIE* *gaa*
 ~, go for a walk; *op die TREIN* ~, board the train.
 ~ *dans*, two-step; one-step (dance).
sta'pel, (s) (-e), staple (wool).
sta'pel, (s) (-s), pile, heap, stack; stock (of cattle
 -stocks (shipbuilding); accumulation; cumula-
goed van ~ *LOOP*, pass off without a hitch; *op* ~
 ~ *LE*, arrange in a pile; *OP* ~, on the stocks; *op* ~
SIT, put on the stocks; launch something; *van* ~
STUUR (toat loop), launch; get going; (w) (ge-)
 heap up, pile, stack; ~ *artikel*, stock (staple) com-
 modity; ~ *benodigdhede*, stock-pile; ~ *blok*, kee
 block; ~ *boor*, pile-drill; ~ *gek*, mad as a hat:
 raving mad, stark mad; ~ *goed*, (-ere), staple com-
 modities; ~ *ing*, (-e, -s), (stock-)piling; palletiza-
 tion; ~ *muur*, dry-wall(ing); ~ *plaas*, depot, empor-
 rium, mart; dumping-place; ~ *riool*, French drain.
 ~ *wolk*, stack-cloud, cumulus.

Explanatory Dictionary

walk **v.** **1** move at a fairly slow pace using one's legs. **2** travel over (a route or area) on foot. **3** guide or accompany (someone) on foot. **4** take (a dog) out for exercise. **n.** **1** a journey on foot. **2** an unhurried rate of movement on foot. **3** a person's way of walking. **4** a path for walking.

— PHRASES **walk (all) over** informal **1** treat unfairly or thoughtlessly **2** defeat easily. **walk off with** (or **away with**) informal **1** steal. **2** win. **walk of life** the position within society that someone holds.

— ORIGIN Old English, 'roll, wander'.

walkabout **n.** **1** esp. Brit. an informal stroll among a crowd conducted by an important visitor. **2** Austral. a traditional journey on foot undertaken by an Australian Aboriginal.

An explanatory dictionary gives the word, its meaning as well as advice on how to use it in practice. This dictionary would be in one language only, English or Afrikaans or Sotho, etc. There is only one language involved, so there will not be references to the Afrikaans or Sotho equivalent.

Dictionaries usually also tell you how to pronounce the word correctly.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects





Thesaurus

A thesaurus is a dictionary that contains lists of words that have the same, similar or related meaning.

Syntax

A set of rules for the formation of sentences

We all know that each sentence should have nouns, verbs and so on and that they should be in the correct order.

If we do not quote them in the correct order, we can actually change the meaning of the sentence.

If you say: "My husband and I have been nearly married for two years." It literally means that for two years you and your husband have been almost married, but have not gotten married yet. You probably mean that for two years you have been thinking about getting married, but cannot make up your minds to actually do it.

If you say: "My husband and I have been married for nearly two years" it means that you and your husband got married nearly two years ago and you are still together.

This means that you must always write and speak sentences in the correct order. At the same time you must be aware that, when we write as we speak, everybody sometimes put the words in the incorrect order. You must learn to understand what the writer is trying to say.

Contextual Clues

The parts that immediately come before or after a word or passage and clarify its meaning.

Context: That which precedes or follows a word/sign or text and is essential to its meaning. The broader literal, social or cultural environment to which a text (or part of a text) is related and which affects its readers'/viewers' understanding

Sometimes when you read a piece of writing, there will be words that you don't know the meaning of. Very often, when this happens, you can determine the meaning of the word by looking at the whole sentence.

Below is a quote from a newspaper article in the Pretoria News of 26 July 2005 about Orlando Pirates:

"Orlando Pirates will not take part in future Telkom Charity Cup tournaments.

That's unless what club chairman Irvin Khoza called a "fake voting contest to select the participating teams, which in no way resembles reality" is abolished.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

The scathing outburst by the "Iron Duke" of South African football, follows the bizarre omission of The Buccaneers from Saturday's four-team annual extravaganza at FNB stadium."

If there are words you don't understand, you can infer the meaning by looking at the whole sentence, for example in the last paragraph the word scathing is used. Without knowing the meaning of the word, we can deduce that it means something like angry, disgusted, nasty or something similar.

Scathing means: harshly critical

Word-Attack Skills

Word-Attack skills are a variety of strategies that experienced readers use in order to understand text. Using these strategies help people to decode, pronounce and understand unfamiliar words.

Make Predictions

Look at the pictures, table of contents, chapter heading, maps, and diagrams of a book before reading it. Write down:

- ✓ The subjects contained in the book.
- ✓ Make predictions about what the text contains. During reading, look for words or phrases from these predictions.
- ✓ While reading, revise the predictions to make new ones.

Visualise

Many people think visually, in other words in pictures. They use shapes, movement and colours. These people can benefit from this technique:

- ✓ Imagine a fictional story taking place as if it were a movie. Imagine the character's features. Picture the plot in time and space.
- ✓ Imagine processes and explanations happening visually. Use nouns, verbs and adjectives to create pictures, diagrams or other mental pictures.
- ✓ Use graphic organisers to lay out information. Make sketches or diagrams on scrap paper.

Ask And Answer Questions

Using this technique will help you to recognise when you are confused and it encourages active learning. This technique is similar to predicting.

- ✓ Before reading, think about the subject based on the title, chapter heads and visual information. Make notes about anything you are curious about.
- ✓ While reading, pause and write down any questions. Be sure to write down questions if you are confused.



- ✓ Look for the answers while reading. Pause and write down the answers.
- ✓ Were all your questions answered? Could the answers come from other sources?

Retell And Summarise

Retelling the text in your own words clears up language issues; it challenges you to aim for complete retention. Summarising allows you to discriminate between main ideas and supplementary information.

- ✓ While reading, make a note of the main ideas or events. Put a check mark in the book or write a note to point out a main idea.
- ✓ At the ends of chapters or sections, review the information or story. Note main ideas or events and the details that support them.
- ✓ After reading, retell or summarise the text. Focus on the important points and support them with relevant details.
- ✓ Refer to the book to check the retelling or summary.

Connect The Text To Life Experiences, Other Texts And Prior Knowledge

When you connect text to your experience and knowledge it helps you to personalise the information and it also helps you to remember the information.

- ✓ Is the subject familiar? Do the characters resemble people that are familiar to your? Where did you learn about the concept: from school, at home or from other experiences?
- ✓ Is the style or genre familiar? Does it resemble other texts? For this purpose you may consider Television shows, movies and games as texts. Anything that reminds you of the current text will help.
- ✓ Write down similarities between the current text and experiences, knowledge or other texts.

Individual Words

- ✓ Use picture clues, if they are available. Look at the picture: are there people, objects or actions in the picture that might make sense in the sentence?
- ✓ Sound out the word. Start with the first letter and say each letter out loud. Blend the sounds together and try to say the word. Does the word make sense in the sentence?
- ✓ Look for chunks in the word. Look for familiar letter chunks. They may be sounds, prefixes, suffixes, endings or whole words. Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentence?
- ✓ Connect to a word you know. Think of a word that looks like the unfamiliar word. Compare the familiar word to the unfamiliar word. Decide if the familiar word is a



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

chunk or form of the unfamiliar word. Use the known word in the sentence to see if it makes sense. If so, the meaning of the two words are close enough for understanding.

- ✓ Reread the sentence. Read the sentence more than once. Think about what word makes sense in the sentence. Try the word and see if the sentence makes sense.
- ✓ Keep reading. Read past the unfamiliar word and look for clues. If the word is repeated, compare the second sentence to the first. What word might make sense in both?
- ✓ Use prior knowledge. Think about what you know about the subject of the book, paragraph or sentence. Do you know anything that might make sense in the sentence? Read the sentence with the word to see if it makes sense.

Borrowed Words

Borrowed words are words that are incorporated into a language from another language.

These are words that actually come from another language, time or culture. When these words are borrowed their original meaning is often lost. This happens a lot in South Africa, where we have Afrikaans, Zulu and Xhosa words in English, and so on.

The English language has borrowed from other languages for a long long time, that is why there is an estimated vocabulary of over one million words in English.

In Afrikaans, we have borrowed words such as lorry and box from English. In Afrikaans it is spelled differently: a lorrie and a boks, but the word originated from English.

- ✓ Surveillance – To watch (French). You also speak of watch the instrument that tells the time.
- ✓ Entrepreneur – a business person (French). A person who starts his or her own small business.

Acronym

A word formed from the first letter of other words

Acronyms are words created by the initial letters of a number of words used to describe something. They are used as a shortcut to getting your message across and are usually related to a specific industry although some are accepted in general conversation.

- ✓ COSATU – Congress Of South African Trade Unions
- ✓ POWA – People Opposing Woman Abuse
- ✓ SARS – South African Revenue Services



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

- ✓ AIDS – Acquired Immune Deficiency Syndrome
- ✓ FNB: First National Bank
- ✓ ABET: adult basic education and training
- ✓ ESCOM: Electricity Supply Commission
- ✓ Soweto: South Western Township

Abbreviations

Abbreviations fall loosely into the acronym category as well, although they are not strictly words. For example: Security industry specific acronyms or abbreviations:

- ✓ DART – Defence and Restraint tactics
- ✓ SOP – standard operating procedure
- ✓ OB – occurrence book
- ✓ SO – security officer
- ✓ CIT - cash in transit Acronyms/abbreviations used in general communication:
- ✓ ASAP – as soon as possible ANC – African National Congress
- ✓ ID – identity document

Neologisms

A new word or expression

This is, of course, a borrowed word, before it is officially incorporated into the language. It can also be a new word that is created around a particular circumstance or happening.

- ✓ Surf the web
- ✓ Internet
- ✓ World Wide Web
- ✓ e-mail

All the above are words and expressions that were created when computers became popular and new terms had to be found to describe the functions available.

Colloquialism

Colloquialism: A word or expression used in everyday conversation but not in formal language. An informal word or phrase.



This will be used in ordinary conversation, not when addressing a conference or writing business letters.

- ✓ Ag sis man
- ✓ I'm going to latch onto my connection (I'm going to see my friend)
- ✓ Don't take you eye off the ball (don't lose sight of the goals)

Slang

Casual, very informal speech/signing, using expressive but informal words and expressions.

Slang is usually related to age or social group rather than to trade or profession (jargon). It is used to stress an identity for those in the know and to exclude those who do not know the terms, for example, words to describe money, grown-ups, police, and activities.

- ✓ My Bra
- ✓ Howzit Broe
- ✓ Whazzup

Dialect

A form of language used in a particular region or by a particular social group

The way we speak English and Afrikaans in Gauteng is different to how it is spoken in the Cape. The people in the Cape have their own unique way of speaking, which is legitimate even though not always grammatically correct. When this happens, it is called a dialect.

A dialect is usually mainly one language, but with a lot of borrowed words and neologisms, and a unique way of pronouncing the words.

If you write in a dialect, most people will not understand you. The only people who will understand you, will be those who speak like that every day. If you send an e-mail to England or Australia and you base your e-mail on a dialect of Afrikaans or English as it is spoken in the Cape, chances are that the recipient of the message will not be able to understand.

Most languages have dialects spoken in certain areas. In the United Kingdom (Britain) the way the Scots and the Welsh people speak English is different to the way we speak English. Even in London you will find more than one dialect of English, the most common one being "Cockney" English. We all find it difficult to understand what they are saying.



Jargon

Words or expressions that are used by a specific trade, business or industry.

Jargon is the name for words, phrases or expressions that belong to a specific group, profession or industry that would not be understood outside that group. Often that is the reason why the words were thought up in the first place. For instance: In soccer you talk about fouls, off sides, hand ball, goals etc. In security you use expressions like occurrences meaning 'fouls' or mistakes that are noted in the occurrence book. Teenagers and school children use their own jargon that confuses adults or parents. Often the truth of a matter is hidden when jargon is used.

- ✓ A paper tiger: when a committee or other body is established to investigate an occurrence, and nothing much happens, it is called a paper tiger.
- ✓ It means that the committee is not doing what it is supposed to do, the members of the committee postpone actions and make up imaginary problems as to why they cannot do the work in time.
- ✓ In the training environment in South Africa we find a lot of jargon – words that are used in a context not previously used and existing words put together to mean something that is unique to the education and training environment.
- ✓ We talk about Unit Standards, which previously was called training courses, we talk about assessments rather than tests and we have standards generating bodies and standards governing bodies, and so on.

Complex and technical terms

Words or phrases that are complex and usually technical and related to a specific industry or sector.

- ✓ Electrocardiograph: monitors the heartbeat
- ✓ Government fiscal matters: to do with the governments budget and how they spend the money that we pay in taxes.
- ✓ The metallurgist in charge is Karis Allen, 35, a specialist in fractions and corrosion: a metallurgist is a person who specialises in studying metals, fractions and corrosion in this instance means how metal, such as steel, breaks and corrodes



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Legalisms

Legalism can be broadly defined as jargon used in the legal profession.

People involved in the legal profession love to quote legal terms in Latin, presumably so that the rest of us cannot understand a word they are saying.

Terms such as:

- ✓ Prima facie: it appears to be so when first looked at.
- ✓ Sub Judicae: means the investigation is still ongoing, no judgment has been given yet
- ✓ Crimen Injura: libel – when you say rude and unpleasant and, usually untrue, things about other people.
- ✓ Actus Reus: behaviour
- ✓ Mens Rea: culpability / guilt
- ✓ Dactilos copy: finger print identification
- ✓ Nolle prosequere: not prosecuted

You can use jargon, legalisms and technical terms when writing, but only when the readers will understand, for example when they are also involved in your specific industry.

When you are writing for the general public, you have to be careful of using jargon and complex terms, unless you also enclose explanations.

Schema

An outline of what the written piece is about.

The outcomes for this course, as well as the Course Content on page 7 gives you an outline of what this course is about.

A schema is a schematic presentation of a piece of writing, the outline without the content. If you were writing an article for a magazine, the schema could look as follows:

- ✓ Introduction: a summary of the article where you answer the Who? What? Where? When? and Why? questions. Who did what, where, when and why.
- ✓ Body or development: here you will present the contents in paragraphs that follow one another in a logical way.
- ✓ Conclusion: where you arrive at the conclusion of the article.



Ambiguous Words

Ambiguous means unclear or undecided, having more than one meaning. So an ambiguous word can have more than one meaning. When you come across a word like this, you have to refer to the context in which it is used in the sentence.

The boxer was boxed in.

- ✓ A boxer can be a person who boxes as a sport or a medium-sized breed of dog with a brown coat and pug-like face.
- ✓ Boxed: a box can be a container with a flat base and sides and a lid; it can also be an enclosed area for a group of people in a theatre, sports ground or law court, it can also be a service at a newspaper office for receiving replies to an advertisement, and so on.

The boxer was boxed in a small area between the house and the gate and was barking his head off.

During the fight, the boxer in the red shorts was boxed into one corner of the boxing ring by the boxer in the blue shorts.

If the sentence and the context the word is used in still does not make the meaning of the word clear, look up the word in a dictionary.

Formative Assessment 1: Group work

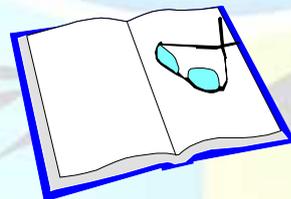
Reading Skills

Taking into account the various reading strategies that we employ, as well as the strategies that are used to capture our attention, how do we analyse written material to ensure that we understand what the writer is trying to say?

To start off, you would use more than one strategy when reading an article in a newspaper, for example.

You could skim or scan, in order to determine the main points, read and then reread in order to ensure that you are reading correctly and then you would summarise the main points:

- ✓ Who?
- ✓ What?
- ✓ When?
- ✓ Where?
- ✓ Why?
- ✓ How?



Reading Strategies

Whenever we read something, we employ a certain strategy:



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

- ✓ When you are in a hurry, you might skim over the reading material
- ✓ Sometimes we also predict what the writer is going to say, before we get to the section where he actually says it
- ✓ Scanning
- ✓ Sifting

Skim

To form an overview or a rough idea of the material you have to read

A type of reading/viewing used to identify only the main idea or ideas or to pick out any words in capitals/ in italics/underlined, as well as any visuals or font indicators that would help a reader/viewer to understand a passage.

When you read through something very quickly, noting only the main points, you are skimming. We tend to do this when we are in a hurry, or when we are not interested enough in the writing to read the whole article. We skim, looking only for the main points, and do not take notice of the body of the writing.

Skimming allows you to go through a lot of reading material, that might not be relevant to your need for information, in a very short time.

Technique

Skim through pages ask yourself questions, encouraging yourself to read with a purpose in mind. Focus on creating visual images of what you are reading. Ignore all unnecessary details and examples and concentrate on the required facts.

Take note of chapter headings, subheadings and the layout of pages and decide whether it is necessary to read the whole chapter or only the relevant components.



See if there is a summary at the end of the chapter. Read it first to create an initial mind picture of the contents of the chapter.

Refer to the diagrams, if you are able to interpret them you will have a better understanding of the text, and they will add detail to your initial mind picture.

Read the first paragraph of each section or chapter as it provides the clues or introduces the topics to be discussed. The first sentence of each paragraph usually introduces a topic or main idea. The conclusion is usually outlined in the last sentence of a paragraph, the last paragraph of a section and either the final chapter or last two chapters of a book.

Scan

A type of reading/viewing used to locate a particular piece of information without necessarily attending to other parts of a text.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

This is different from skimming: when you skim, you look for the main points of the reading material, when you scan you look for information that is important to you. This information may not be included in the main points.

As an example place. Very happened, where not read what had to say about and I therefore



let's take a newspaper article about a crime that took often, I only read the basic details of the crime: what and when did it happen, were the criminals caught. I do witnesses and bystanders or even the victims of the crime it. I am only interested in certain aspects of the article skim through it.

This morning I skimmed the newspaper article about the crime, now it's evening and I want to know what one specific eye witness said. I'm not going to read the entire article, instead I scan only for the witness's name in order to get to the part that I am interested in.

Technique

Let your eyes "run down" the page with only one thought or question in mind, the other facts are of less importance. Read headings and subheadings. Focus on the key concept or the specific information you are looking for.

Sift

Selecting the most important ideas, words, facts or finding only those details relevant to a task or purpose.

Prediction

When you anticipate what the writer is going to say next, or further on in the article or other piece, you are predicting. We often do this when we have read items from the same author a number of times and we more or less know what his views on the subject are.

This can happen often with sports writers and writers of political text, especially when they tend to put across their own points of view. If you read this person's work often enough, you can predict what he is going to say about the match over the weekend or the political rally that took place.

Linking devices:

- ✓ Directional words are like signposts
- ✓ Go ahead words: and, more, likewise, also, to keep going
- ✓ Words which indicate that one needs to increase concentration: thus, therefore, consequently
- ✓ The end is near: finally, in conclusion, as a result
- ✓ Turnabout words: but, nevertheless, otherwise, yet, although, despite, however

Formative Assessment 2



Summaries

A summary is a brief statement of the main points of something.

The purpose of using reading strategies and then rereading a piece of written word is to separate the main ideas from supporting information and also to identify the author's purpose.

"At the first cracks of gunfire, the villagers of Nyamlell in southern Sudan dropped their hoes and scattered into the bush. Abuk Marou Keer also heard the guns. But the blind Dinka woman could only pull her seven-year-old son and twelve-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed."

If we take the first paragraph of the article about slavery, we can summarise as follows, using the who what where when how and why questions:

What happened? Where did it happen? Who fled? Why did Abuk not flee with her children?

"During the day, the villagers heard gunfire and fled. A blind Dinka woman could not flee, so she and her children hid in their hut."

I have now summarised a 54-word paragraph into a 24-word paragraph, quoting only the main ideas of the paragraph.

Everything else is supporting information:

- ✓ The villagers dropping their hoes indicate that they were working in the fields, so it must be daytime. The blind woman's name is supporting information, as well as the ages of her children.
- ✓ The last sentence is also supporting information.

The purpose of a summary is to take a big piece of text and break it into smaller parts that are easy to understand and, when you are learning something, memorise it easily, separating main ideas from supporting information.

In everyday life we break big things into smaller parts all the time: when you have a big piece of steak in your plate, you don't put the whole steak into your mouth, you cut it into smaller pieces so that you can eat it.

We also do this with big tasks: doing the weekly washing, we break it into smaller pieces by sorting clothes into colours and materials and then we wash them, using more than one load. When we mow the lawn, we start with one piece, once that is finished we do the next piece, and so on.

It therefore makes sense to do this with reading material as well.

A summary can take many forms:

- ✓ As per the example above, which is called paraphrasing. Paraphrasing is when you rewrite something using different words.
- ✓ You can summarise in point form
- ✓ When you are summarising a big piece of text, you will make use of headings and sub-headings. This manual is an example of using headings and sub-headings to break a big piece of text into smaller pieces



- ✓ Another method of summarising is using a mind-map.

Paraphrasing

As mentioned, paraphrasing is rewriting something using different words. In SASL (South African Sign Language) paraphrasing is a restatement/expression of an idea or text using one's own words/signs

You can also rewrite the entire text in your own words, without summarising it: in other words quoting main ideas as well as supporting information. Then you rewrite the entire text, using your own words. A paraphrase of a document is usually longer than the original document.

"One day, while the villagers of Nyamllell, a village in southern Sudan, were busy tilling their fields, they heard gunfire. Everybody dropped their hose and fled helter-skelter into the surrounding bush. Unfortunately, one blind woman named Abuk Marou Keer could not flee. She and her children, a seven-year-old son and a twelve-year-old daughter, took shelter in their hut, where they sat in the dark, praying that they would not be found. You could smell their fear in the windowless hut."

Now I have rewritten the entire paragraph, using my own words. Can you see that the paragraph still means the same thing, the message is still the same. This is paraphrasing.

Point Form

This is when you summarise, using points. If we use the same example, it would look like this:

- ✓ The villagers heard gunfire and fled.
- ✓ A blind woman could not flee, so she and her children hid in their hut.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Mind-Map

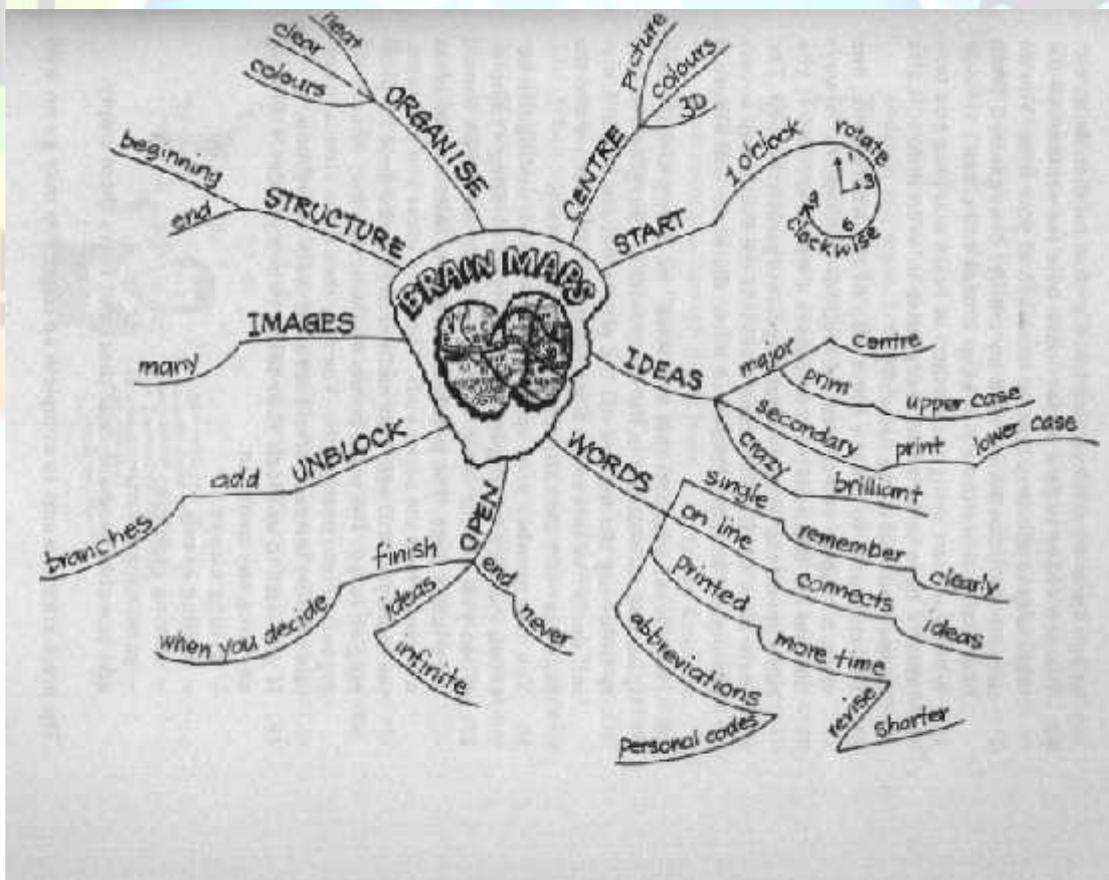
A mind-map is a summary that looks like a diagram. When you are learning and trying to memorise facts, a mind-map is your easiest and best method of summarising.

A mind-map is more effective for studying than summarising facts in points, underneath each other, since the human brain is capable of absorbing facts in all directions. Not only from top to bottom, but also from left to right.

With a mind-map, you follow the same procedures as for any other summary. You take a big piece of writing, break it into smaller parts by using headings and sub-headings, and then you summarise in point form or paragraph form.

A mind-map looks different, since it resembles a diagram. The one main point of the summary is quoted in the middle. This would be a heading in your summary.

The sub-headings are written on lines that flow out of the main point. Any further points would branch out from the lines that contain sub-headings.





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects

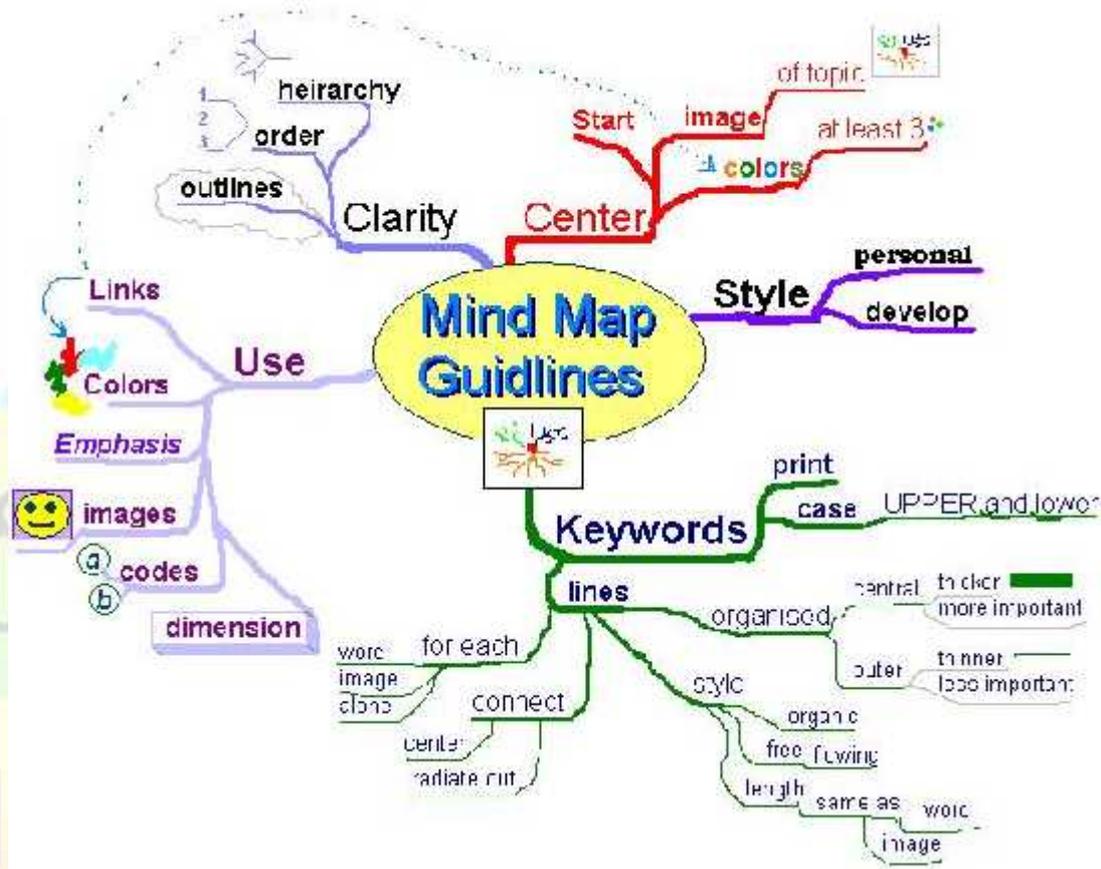




lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects



Formative Assessment 3

Visual and Graphic Representations

Visual and graphic representations are used to illustrate what the written piece is about. It is used to give more information about the subject, without writing long lines of text to explain the point the author is trying to make.



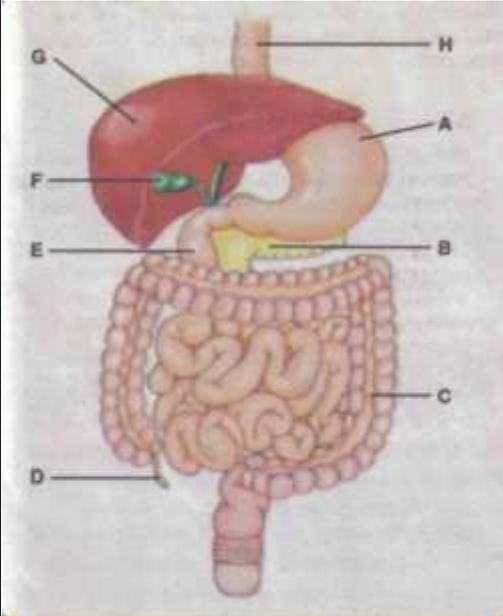
lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Diagram

A simplified drawing showing the appearance or structure of something.

	<p><i>This is a diagram of a human's intestines. Can you see how easy it would be to explain the look, position and function of each separate organ in the human body by making use of a diagram?</i></p>
--	---

Photographs

<p><i>When the manufacturer decided to advertise these shoes, they chose to use a photograph of the shoe to illustrate what it looks like, rather than saying to you, the reader:</i></p> <p><i>"This is a lace-up shoe, with soles fit to walk or climb in, made from leather and suede, with added protection at the back for your heels, durable, long-lasting and comfortable. These shoes are made with your comfort in mind. Go out now and buy your Search and Enjoy Phaser Inferno climbing and hiking shoes."</i></p>	
--	--



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Aerial Photography

Aerial photography has been around for a long time. It was used as early as 1858 from hot air balloons. Aerial photography was used widely during the first World War. Photos taken from the air was used to gather information about the enemy's position, moves and strength. At times, this was done daily. During the second World War and the Korean War aerial photography was also used a lot to gather information about the other side's movements.

Today, aerial photography is used for the following purposes: to gather military information, to draw maps, to make survey photographs of natural resources such as forests, crops, rivers and so on.

Photos taken from the air can be done from a hot air balloon, a helicopter, a parachute (although this will be difficult) and an aeroplane.

The view from the air is vastly different from the view from the ground. Compare the following two photographs, both are of rice paddies. One was taken from the air and the other one was taken from a slightly higher viewpoint than the woman collecting rice seeds.





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Of course, the height at which the photo is taken also affects what the photo looks like.

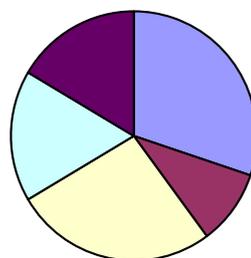
In an aerial photo all vertical lines, such as poles and tall buildings, tend to disappear at a "vanishing point" in the centre. In other words, it is difficult to judge the height of things from an aerial photo.



Pie Chart

Rent	900
Transport	300
Food	800

Monthly Budget



■	Rent
■	Transport
■	Food
■	Clothes
■	Spending



lev@mweb.co.za
www.sakhisisizwe.co.za
0825722599

Sakhisisizwe Projects

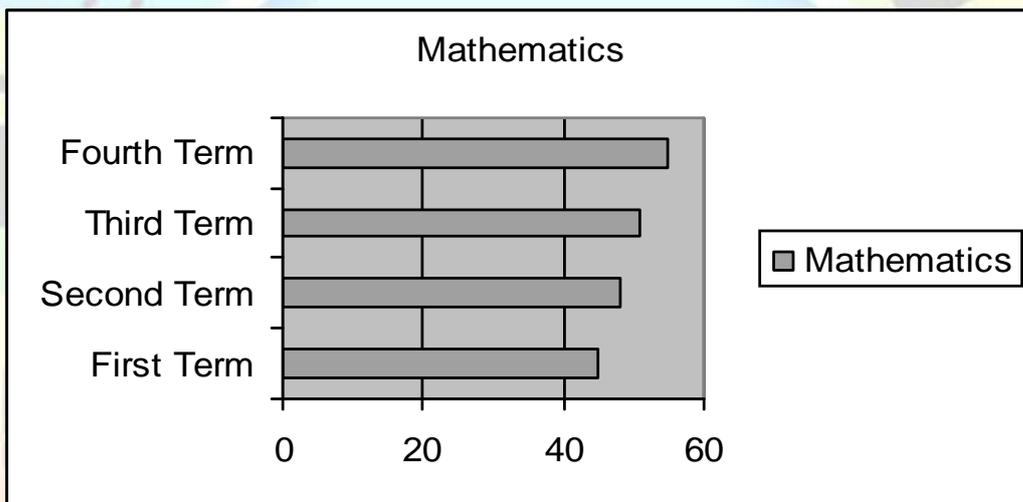
A pie chart is used to show how a total breaks down. For example, you have R3000 per month to spend on rent, transport, food, etc. You can use a pie chart to give a visual demonstration of how you spend your R3000. Or you could write/sign an explanation of a paragraph or two to prove to your parents that you are not spending money on unnecessary things.

Bar Graph

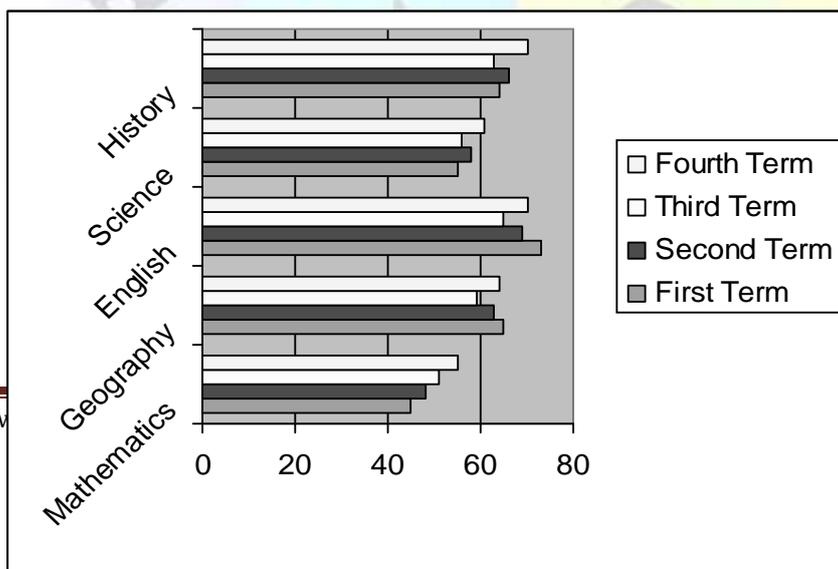
A bar graph is used to compare values at intervals, the bars run horizontally. For example, you can compare your marks for your matric subjects per school term.

You can compare the results on paper, which is lengthy, or you can use a bar graph.

- ✓ This example shows only your mathematics results.



This example shows all your subjects





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects





Cartoons

Cartoons in magazines and newspapers usually make a statement about something newsworthy that happens.

Cartoons are usually the author's point of view about a subject and should be read with the enjoyment of the cartoon in mind and should not be taken literally, since it only conveys one person's point of view.

One of my favourite cartoons is Madam and Eve, because it is so uniquely and typically South African. They usually make a statement about something that has happened in our own country and, while I do not always agree with them, I can really enjoy the cartoon. Incidentally, the cartoon was started by an American who was very amused by the way the word Madam is used in South Africa. In America, a madam is an owner and manager of a brothel, so there is humour even in the name of the cartoon.

Formative Assessment 4

Pictures And Drawings

Writers also use pictures to illustrate their points and to influence your thinking of the matter.



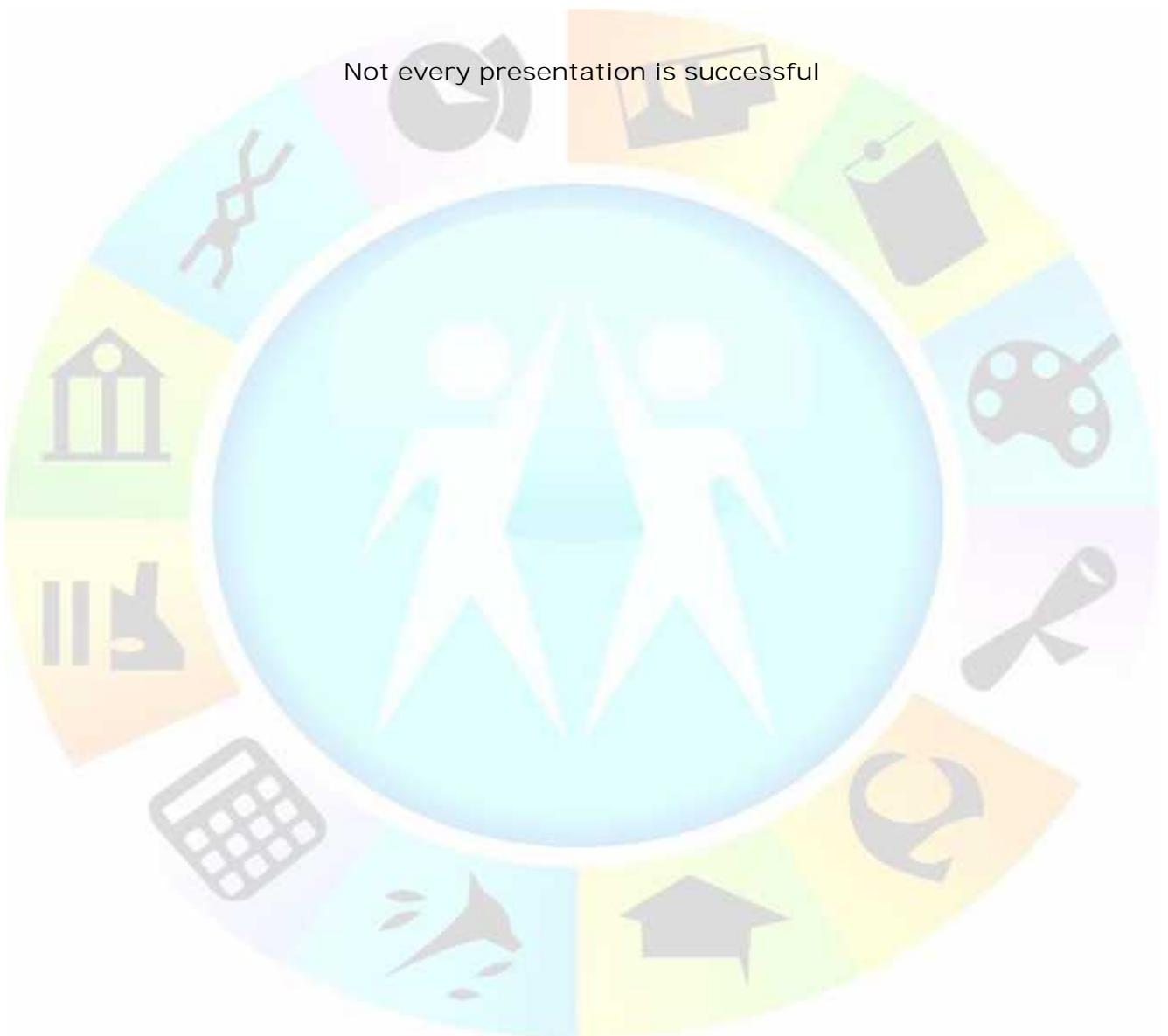


lev@mweb.co.za
www.sakhisizwe.co.za

0825722589

Sakhisizwe Projects

Not every presentation is successful





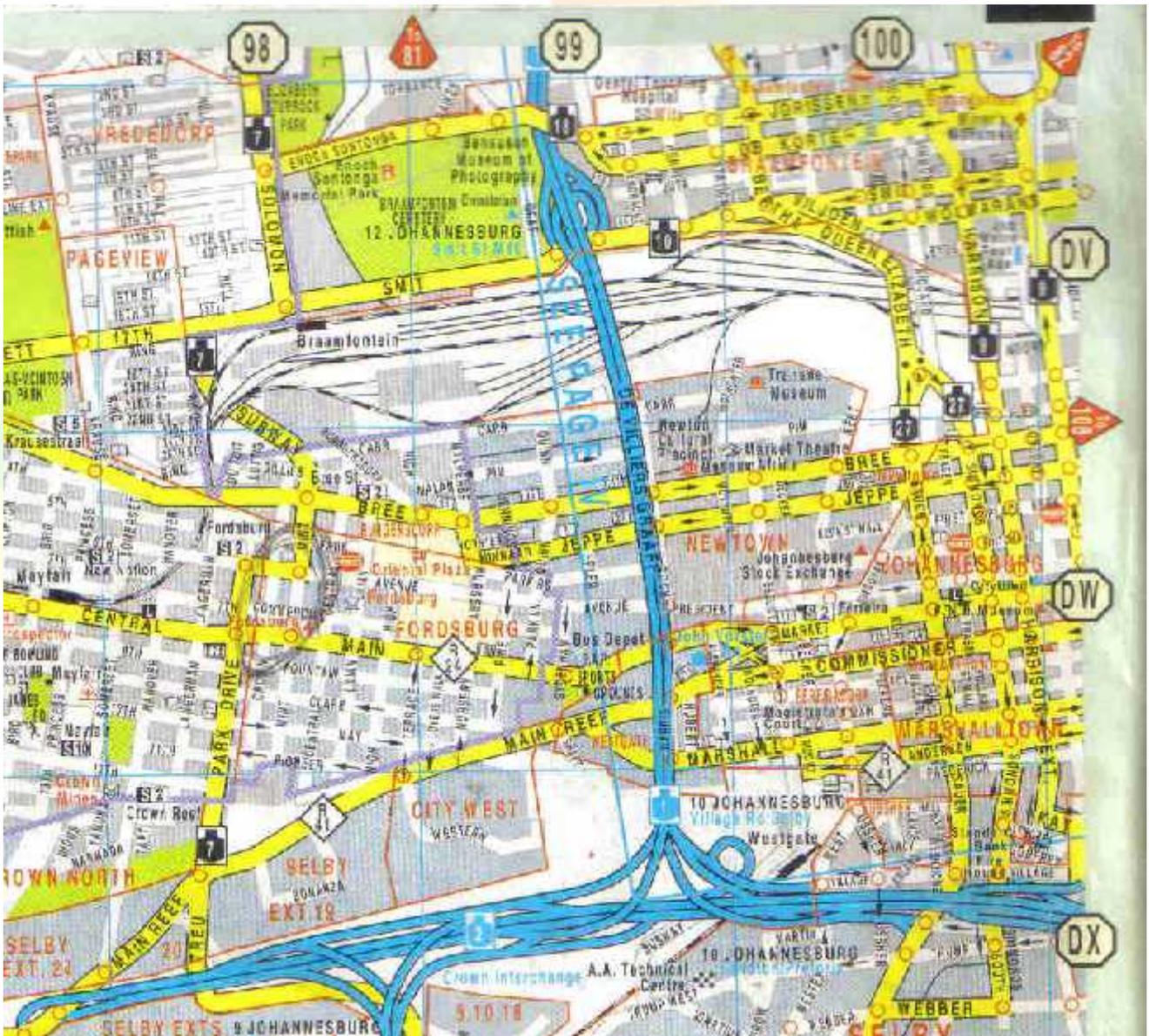
lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Maps

It is much easier to explain a route through using a map than giving long written instructions.





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Production Techniques In Visual Aids

Most of us use visual aids to enhance and explain our writing as well as oral presentations. Visual aids give important visual clues about the text or the presentation and can enhance and emphasize our points of view and also convince the audience of our point of view.

Photographs And Slides

Photographs

One of the most written communication visual representation written material, The old saying: "A is very true of photos.

Newspaper photos of illustrate what natural disaster, such 2004, or a hurricane train that has derailed, want to see what it

Of course, photos are negative ways and it is using photos with your add to your writing, not relevant to your

Photos are very persuade readers to your point of view: If you want investors to buy a nice seaside or bushveld property, including a colourful, clear photo of the property will give the reader a positive visual stimulation.

If you want readers to contribute towards a hunger relief fund, showing photos of hungry children will encourage many people to contribute.

If you want voters to vote for you, show them photos of what you have achieved, for example, the houses that have been built, the roads that have been built, and so on.

Slides

Slides are photographs taken on positive film. The quality and colour that is given by slides cannot be equalled by any photograph. Unfortunately, slides usually have to be viewed through a slide projector. On the other hand the quality of the image makes up for this disadvantage.



popular techniques used in is photographs. As with any that is used to supplement photos can have a big impact. picture paints a thousand words"

the weekend's sport events happened. Photos, of a big as the tsunami around Christmas or earthquake, a plane crash or a sells many newspapers, as people looks like after the disaster.

used in more positive ways than important for you to consider written work. The photo has to please don't use photos that are written work.

effective when you want to



Colour Or Black And White?

Printing colour photos in articles is very expensive. Magazines use a lot of colour photos, but they cost more than a newspaper. Newspapers make more use of black and white photos with the occasional colour photo.

If you are going to print your writing in black and white, use black and white photos. If you only have colour photos, change them to greyscale on your PC or ask your printer to change them. You will have a better image.

If you are going to give a presentation on the computer, you will use more colour images than black and white. On the other hand, black and white photos and slides are more dramatic. Think about the photos of Sharpeville and the Soweto uprising. They will not have the same dramatic impact in colour as they have in black and white.

Posters

Just  Say No

There are many examples of posters for us to view every day. Posters about violence against women, AIDS, soccer games, films, TV shows, advertisements, etc.

Videos And Films

There are many training videos available for use with live presentations, especially about meeting and telephone technique.

However, the best examples of the visual impact that videos and films have on an audience is advertisements. Nando's are known for making controversial advertisements in order to advertise their products and, if there is some controversy about the ad, it gives them even more free exposure.

Some advertisements are aimed at the general public, such as the Nando's, KFC and motor car ads. Others are aimed at serious people or people who have to make provision for their families if something happens to them, such as insurance advertisements.

Films (movies) are also used at times to make a statement, such as the film Tsotsi, which recently won an Oscar for the best foreign film.

In advertisements, films and even training videos, a lot of use is made of dialogue (spoken words), pictures and music to emphasize the point of view of the filmmaker and also to dramatise events.

What we all have to be careful of is that any advertisement, film or video usually gives only one side of the story. Expository TV shows such as Special Assignment and Third Degree have to show the point of view of both sides, especially if it is a controversial subject that people feel strongly about. If they don't, they can be sued for libel.

This is not true of advertisements, films and documentaries. Be aware that, although it is pleasant to watch, it usually still only reflects one point of view. Also, you do not know what the author has left out, so always do some research of your own before you blindly believe what is stated in film and video.



Visual Texts

In the printed media, newspapers, magazines, brochures, text books, use is made of different techniques in order to:

- ✓ get your attention,
- ✓ help the writer to get the message across,
- ✓ indicate a change of topic, a main point or sometimes both,
- ✓ encourage you to read the written piece,
- ✓ influence you, the reader.

They use the following techniques:

- ✓ Different font types and **sizes**.
- ✓ Bold, italics and underline.
- ✓ Visual aids, such as cartoons, diagrams, and so on.
- ✓ Titles and subtitles.
- ✓ Captions: a title or brief explanation printed with a visual aid, which can be a photo, an illustration, a diagram or a cartoon.
- ✓ Photos.
- ✓ The layout of the page.
- ✓ A summary of a piece of the article is quoted.

Advertisements are very good examples of using text and visuals to get a message across, using as little words as possible.

Formative Assessment 5



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

IMPLICIT MESSAGES AND LANGUAGE STRUCTURES

Specific outcomes

Use strategies for extracting implicit messages in texts

Assessment criteria

On completion of this section you will be able to ensure that:

- ✓ Source of text is identified and discussed in terms of reliability and possible bias: Attitudes, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly
- ✓ Techniques are explored and explained in terms of purpose and audience: Length of sentence, punctuation/non-manual features (NMFs), diction/choice of words, use of figurative language/jargon/technical terms/slang/dialect/ irony/humour/satire/sarcasm/ legalisms, choice of visuals, choice of camera angle, type of shot, cinematographic techniques.
- ✓ Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials The choice of words/signs, language usage, symbols, pictures and tone/sign size and pace is described in terms of how a point of view is shaped or supported: Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar

One of the reasons why we read written text is to determine the purpose of the text – why did the author write this specific article, textbook, instruction manual or whatever you are reading.

Once we have determined what we think is the purpose of the text, we have to be able to justify what we think in terms of what is written in the article, textbook, etc.

In other words, we have to be able to understand what the author means, and we must be able to support our arguments from what the author writes.

Explicit Versus Implicit

Whenever an author writes some text, certain facts will be stated clearly, while others are not stated clearly, only hinted at.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

When facts are stated clearly, we call them explicit. Explicit means clear and detailed, with no room for confusion. In the article about slavery, the name of the blind woman is stated clearly, as well as the fact that she is blind. These are stated explicitly.

The opposite of explicit is implicit. Implicit means suggested, though not directly expressed. In other words, it is hinted at and you, the reader, should be able to identify what the author means. Referring back to the article about slavery, the writer states:

“At the first cracks of gunfire, the villagers of Nyamlell in southern Sudan dropped their hoes and scattered into the bush.”

The author does not say that it happened during the day, he also does not say that the villagers were working in their fields, yet we know this.

How do we know this? The author says **the villagers dropped their hoes**. A hoe is a long-handled gardening tool with a thin metal blade that is used to turn earth and cut through weeds. So, in one sentence the author tells us implicitly that it was daytime and that the villagers were working in their fields.

Omissions And Silence

Two of the tactics most used by journalists who write for newspapers and magazines are omissions and silence. Many people are misquoted in this way.

Omission is something that has been left out.

Below is a paragraph from the article about slavery. If I leave something out, it changes the entire meaning of the paragraph.

Salt – and human booty. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, “Now you belong to me!” in all, 282 Dinka, including Abuk’s mother, sister and niece were herded up and forced to march north.

Now read the paragraph where human booty and the last sentence has been left out:

Once the Arabs seized the cattle, they moved from hut to hut gathering grain, blankets and salt. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, “Now you belong to me!”

Do you see that the whole meaning of the paragraph has now changed and that there is now no reference to slavery?

Silence means not saying or writing anything.

If the author of the article about slavery did not write the article, we would never have known that it is going on. Silence can be just as dangerous as omission. If we don’t write and talk about what is going on in the world around us, we will never be able to identify problems. If problems are not identified, solutions cannot be found.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Language Structures And Features

Writers use language structures and features all the time, in order to influence what you, the reader, thinks when you have read the written piece.

Language structures and features include

- ✓ The choice of words.
- ✓ Use of language.
- ✓ Symbols.
- ✓ Pictures.
- ✓ Tone.

If we look at the article about slavery, we can see some examples in the first paragraph.

“But the blind Dinka woman could only pull her seven-year-old son and twelve-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed.”

If the author had not told us that they were shaking with fear, we would have felt differently about the paragraph.

Dealing With Bias

What Does Bias Mean? An opinion or tendency to be strongly for or against a person or thing.

We are all biased in some way or other. We feel strongly about certain subjects, such as pornography, schooling in mother language, and many other subjects. Then there are subjects over which are biased, but do not necessarily feel too strongly about it, so we don't get all worked up about it. This could be school uniforms, what to wear to the movies, and so on.

We all have opinions about everything, some opinions are stronger than others. Unfortunately, although we would like it to be so, our opinions and views are not always the right ones and, when we do not want to be convinced otherwise, we are biased.

I have a bias- I hate school uniforms and believe that it should be done away with totally. Children should be allowed to wear what they choose to school. I feel strongly about this and I refuse to be convinced otherwise. This is, of course based totally on my own dislike of uniforms and having to look like anyone else, so I am not necessarily right in my point of view, especially since most other people seem to like school uniforms. Luckily, this bias of mine is relatively harmless.

Unfortunately, not all biases are harmless. Bias can take many forms: it can be based on cultural or religious beliefs, it can show itself in a misrepresentation of facts, it can be discriminatory in terms of race, sex or age. It can also be due to peer preferences.

Most of us have suffered from other people's biases in some way or other. I have suffered from bias because I am a woman, it was thought that I cannot do what a man can do and, further, that I should not be allowed to prove that I can do administrative and managerial work as good as my male counterparts. To me, it was not a pleasant experience.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

If I were biased against Muslims, I would interpret the article about slavery as meaning that all Muslim Arabs are kidnapping people to use and sell as slaves, even though the author of the article does not state this. My bias would then end in me disliking all Arabs and all Muslims, since, in my view they are all slave traders. Clearly, this is not true, since most races and nations have good and bad people and there are slave traders in South Africa as well, who are not Muslims or Arabs.

Whenever you read a written piece of text, you have to bear in mind that you yourself are biased and also that the author is also probably biased. You must always be able to determine the bias in yourself and the author.

Also, whenever you communicate in writing or verbally, bear in mind your own bias as well as the bias of your audience.

Lastly, remember your painful experience at the hands of some other person and his/her bias, before you treat people with disrespect because they disagree with you.

Whenever you read a written piece of text, you have to bear in mind that you yourself are biased and also that the author is also probably biased. You must always be able to determine the bias in yourself and the author.

Also, whenever you communicate in writing or verbally, bear in mind your own bias as well as the bias of your audience.

Lastly, remember your painful experience at the hands of some other person and his/her bias, before you treat people with disrespect because they disagree with you.

Humour

In the dictionary, humour is stated as being: "the quality of being amusing". Jokes are humorous, so can text in an article be humorous or even a novel (long story) or parts of a novel.

Sarcasm

Is a way of using words that implies the opposite of what they mean, so as to upset or mock someone.

If you were talking to one of the team players that lost the game badly, and you say to him: "Well, you guys really played well" you are being sarcastic.

Irony

The expression of meaning through the use of language which normally means the opposite.

When an author uses irony, he states one thing, while meaning the opposite.

Your sport team lost a game badly over the weekend. On Monday morning you discuss the game with colleagues and you say: "Well, they played really well", you are being ironic, since you mean the opposite



Satire

When an author uses satire, he portrays human weaknesses and shortcomings in a mocking way, usually in order to encourage people to improve their behaviour. The satirist uses his writing to show people how silly and ridiculous their behaviours and attitudes are. The cartoonist Zapiro is a satirist who uses cartoons to express his views of people in a mocking way in order to emphasize how silly we can be.

The Madam and Eve cartoon also uses satire, sometimes irony and also humour to portray South Africans in all their silly behaviours and beliefs.

Hyperbole

An exaggerated statement that is not meant to be taken in the strict sense of the words.

"I have told you ten million times that it is a bat habit to exaggerate."

Generalisations

Make a general or broad statement based on specific cases.

"Nobody from the Cape eats pap"

This is not true, most people from the Cape prefer to eat something else, but some of them do eat pap as much as anyone else.

When the soccer or rugby team loses two or three games in a row, we tend to say things like: "We can't play soccer or rugby, we always lose". This is also not true, since they do win games.

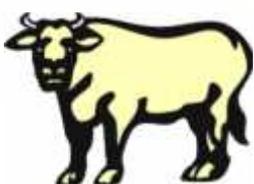
Beware of general statements when you read or write/sign something. Writers should be careful of using general statements, as readers tend to believe what they read.

Stereotyping

An over-simplified idea of the typical characteristics of a person or thing.

All blondes are stupid. This is a stereotyping, since not all people with blonde hair are stupid. We just notice it, since blonde women are more noticeable to men, and when a blonde woman does something stupid, all blondes are called stupid.

Figurative Expressions



A word or phrase used in a non-literal sense to add interest to speech or writing.

- ✓ Food for thought. We cannot really eat our thoughts. The expression means that it is something to think about.
- ✓ He is as strong as an ox. He is not really as strong as an ox, we only say this in order to illustrate how strong he is



Repetition

The saying of the same thing over again in different words. This is incorrect use of grammar.

We tend to get into the bad habit of using more than one word that has the same meaning, to illustrate what we are saying:

- ✓ Milk dairy
- ✓ Reverse backwards
- ✓ I will kill you dead
- ✓ They arrived one after the other in succession
- ✓ Hurry up quickly
- ✓ We smell it in our noses

Diction

Particular words or phrases or signs chosen to express an idea.

In most languages, but especially in English, words can have more than one meaning, depending on the context they are used in.

Watch can mean:

- ✓ To watch something, in other words to look at something attentively – watch TV or a soccer game or a movie
- ✓ It can also mean a watch that you wear on your arm and use to tell the time.
- ✓ When you watch out for something it can mean that you have to be careful. Watch out for that car/rock in the road, etc.
- ✓ A watch is also used to describe a fixed period of duty, usually four hours, on a ship, or in the Army. Firefighters also divide their working shifts into watches.

The actual meaning of the word will be determined by the context – the sentence and paragraph that it is used in.

Punctuation/NMF

Punctuation/NMF's (non manual features) is used to:

- ✓ Clarify meaning.
- ✓ Make material more readable.
- ✓ Help the reader understand what you are writing/signing.

The most commonly used punctuation marks are:

- ✓ Comma (,) is used to separate two independent clauses that are separated by a conjunction. I have given the matter much thought, but decided to cut my hair.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

- ✓ Semicolon(;): is a stronger punctuation mark than a comma, but not as strong as a full stop. Children begin by loving their parents: as they grow older they judge them, sometimes they forgive them.
- ✓ Colon: replaces "for instance" or "as follows". Be careful not to use a colon too often. He did not understand several parts of the speech: market trends, market prices and the GDP. Colon is also used to separate chapters and verses of the Bible: Genesis 2: 4
- ✓ Full stop or period is used to indicate the end of a sentence.
- ✓ Exclamation mark!: is used to indicate surprise or strong emotion. You look beautiful today!
- ✓ Question Mark?: appears at the end of a direct question. Where do you think you are going?

Figurative Language

Figurative language: Words or signs or phrases used in a non-literal way to create a desired effect (e.g. simile, personification, metaphor). This is done when we use a word or phrase in a non-literal sense (not to be taken literally) to add interest to speech or writing. In SASL it is words or signs or phrases used in a non-literal way to create a desired effect (e.g. simile, personification, metaphor).

When mothers say to their children " I am so angry I could kill you..." they usually don't mean this literally. Most mothers don't kill their children. It is a figurative expression of how angry the mother is.

Idioms And Proverbs

According to the dictionary, an idiom is an expression that is natural to a specific language, while a proverb is a short saying stating a general truth or piece of advice. They are actually the same – a saying that originates in a specific language and is usually applicable to that language, region or culture. In SASL idiom is a group of words/signs that, through usage, has taken on a special meaning different from the literal meaning (e.g. "keep your shirt on! Or "It's raining cats and dogs").

Many proverbs and idioms can be translated into other languages, but many cannot, since what is applicable in Germany is not necessarily important in South Africa.

Idioms and proverbs tend to be culturally based, as they originate as a saying that is popular with the people who speak the same language and undergo similar experiences.

- ✓ Beauty is in the eye of the beholder. This means that everybody has his own idea about beauty.
- ✓ Business is business. In business, there should be no other considerations.
- ✓ Easy come easy go. When you have not earned it, you tend to be wasteful.
- ✓ To be green with envy. To be very envious of what someone else has or has achieved. This is a good example of differences in language, since in Afrikaans envy and jealousy is yellow, not green. So, if you were making this statement in Afrikaans, you would say



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

that someone is yellow with envy – the actual expression is to wear a yellow jacket. (die geel baadjie aanhê)

- ✓ To be as like as two peas. To be similar. In Afrikaans, we would say: soos twee druppels water op mekaar lyk (to look as similar as two drops of water)
- ✓ To cross the Rubicon. To commit oneself to an enterprise or a course of action.
- ✓ To live in grand style. To lead a life of wealth and luxury. In Afrikaans this is stated as: "op groot voet lewe", which, when translated literally would state: "living in a big foot".

Grammar

Grammar is the whole structure of a language, including the rules for the way words are formed and their relationship to each other in sentences. In SASL grammar is a description of the structure of a language, particularly the way words, signs and phrases are formed and combined to produce sentences. It takes into account the meanings, functions and organisation of these sentences in the system of the language

This has to do with the words we use in sentences and also how we use them.

In the section about textbooks I quoted the following example:

If you say: " My husband and I have been nearly married for two years." it literally means that for two years you and your husband have been almost married, but have not gotten married yet. You probably mean that for two years you have been thinking about getting married, but cannot make up your minds to actually do it.

If you say: "My husband and I have been married for nearly two years" it means that you and your husband got married nearly two years ago and you are still together.

Below is a quote from the article about slavery, as written by the author.:

Once the Arabs seized the cattle, they moved from hut to hut gathering grain, blankets, salt – and human booty. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, "Now you belong to me!" In all, 282 Dinka, including Abuk's mother, sister and niece were herded up and forced to march north.

If I substitute the word "booty" in the first sentence with "bodies", it would mean that the slave traders gathered the remains of dead people to take with them.

If I change the word order of the third sentence, I can change the meaning of the sentence as well:

"Grabbing the woman by her bead necklace, a terrified militiaman growled"

This, of course, means that the militiaman is terrified, and not the woman.

It is easy to change the meaning of a sentence or paragraph just by changing the order of the words in the sentence or paragraph. You must always be aware of this and ensure that, when you are writing something (especially your summaries) you use grammar correctly. If you don't you can be misunderstood and this could sometimes have serious consequences.



lev@mweb.co.za
www.sakhisizwe.co.za

0825722599

Sakhisizwe Projects

People can be misquoted simply by changing the word order of the sentences. When we read and write/sign text, we have to be careful of our use of grammar.





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Captions



A caption is a title or brief explanation printed with an illustration or cartoon.

Captions can be added to a photo, an illustration, a cartoon, a graph or any other picture.

I can add the following captions to the above pictures, and with each different caption the meaning of the pictures change:

- ✓ 'My father is laughing at our neighbour, whose dogs are taking her for a walk.'
- ✓ 'My uncle, looking at our neighbour because he likes her and wants to date her.'
- ✓ 'Our neighbour, whose dogs have been scared off by our dog.'
- ✓ 'The person on the left's dog has been to doggy school and knows how to behave, whereas the person on the right's dogs obviously have not been to doggy school.'

I hope that in future, when you see a picture with captions, you will analyse the picture and take into consideration that captions can influence what you think.

Reading Critically

People are easily influenced by the opinions expressed by other people. It is important to remember that you are allowed to differ from the opinions of others. Perhaps your opinion is more acceptable and to the point. Thus it is important to be subjective when regarding the opinions of others.

Critical reading is also applicable when doing research on a specific topic. You will be required to read the findings and opinions of a number of people, you will not only learn from them but you can add to their findings by expressing your own opinion.

A typical example of critical reading is the newspaper or even a magazine where a point of view is explicitly (directly and clearly) expressed e.g. by one newspaper editorial only, and implicitly (indirectly) e.g. various newspapers that give different interpretations of the same



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

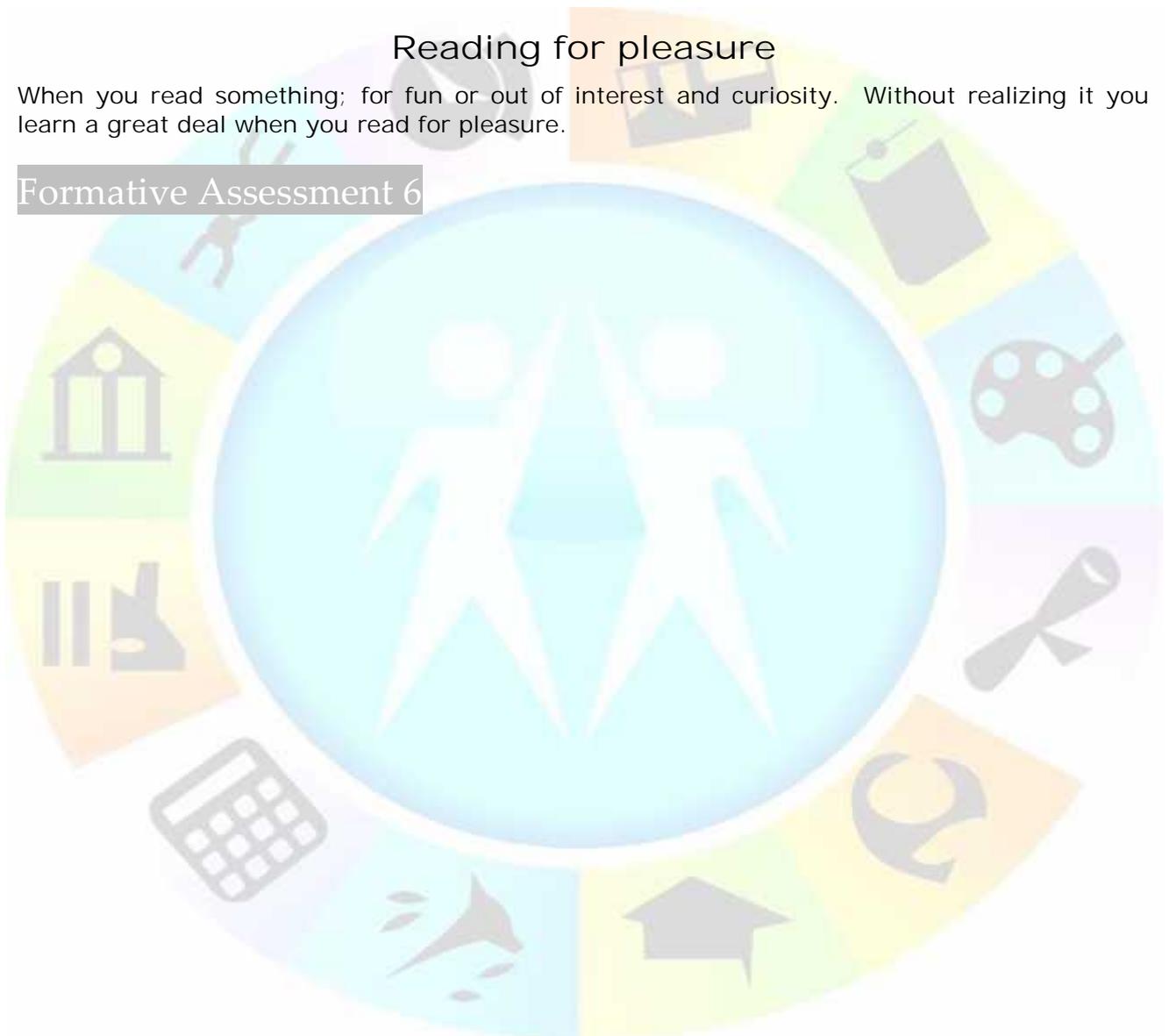
principles. Newspapers give people's opinions. More than one paper per day means more than one opinion!

Distinguish between fact (cannot be argued or changed) and opinion (can be changed or influenced) and then express your own point of view on the topic. You cannot express your own opinion if you do not have a clear understanding of the topic being critically examined!

Reading for pleasure

When you read something; for fun or out of interest and curiosity. Without realizing it you learn a great deal when you read for pleasure.

Formative Assessment 6





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

RESPOND TO TEXT

Specific outcome

Respond to selected texts in a manner appropriate to the context

Assessment criteria

- ✓ Instructions and requests are acted upon
- ✓ Text-type, format and register used are on the appropriate level of formality

What you should know about communication

You always communicate with someone else and it is always with a specific purpose in mind that you either speak or write:

- ✓ To interact
- ✓ To inform
- ✓ To find out
- ✓ To influence
- ✓ To regulate
- ✓ To entertain
- ✓ To record

You communicate by means of a language that is understood by the person or persons you are communicating with:

- ✓ You are communicating when you are speaking face-to-face, or speaking over the telephone or cell phone, or even the Internet.
- ✓ You communicate when you read an article written by an author in a newspaper, in a magazine, in a letter; in a report; and in a book.
- ✓ When you write you are communicating through written words rather than spoken words. You write the words in stead of speaking the words.

What you do when you communicate:

- ✓ You listen to what someone is saying – you think about what has been said - you respond;



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

- ✓ You think about what you want to say- you speak your thoughts, opinions, etc. you wait for a response
- ✓ You read the words written by an author- you think about what you have read - you respond
- ✓ You think about what you want to say– you write the words you want to speak – you wait for a response.

Feedback

Response refers to the feedback you give or get when communicating. It can either be oral or spoken, or it can be written. It can be in the form of a suggestion, advice, recommendation, statement, instruction, command, etc or it can be in the form of an assessment; a test, task, examination, demonstration, observation, etc.

- ✓ Each type of feedback has different criteria or outcomes against which it is measured or assessed. These outcomes are in fact the skills you are required to demonstrate to prove that you are competent in what you are doing, saying, reading or writing.
- ✓ Meaningful feedback requires purposeful preparation and presentation.

Interpreting the written word

Remember all writing has:

- ✓ a beginning where the main ideas, themes or key concepts are outlined.
- ✓ a middle where these concepts are explained; arguments are developed and examples are discussed.
- ✓ an end where the writer shows how the relevant points made in the beginning are related to the ideas outlined in the middle.

Read, interpret and respond

When you read it is also for a purpose, even if the purpose is to pass time paging through a magazine. The difference between reading and listening to someone speaking to you is: when you read you listen to the words someone is speaking to you on paper (written down) instead of listening to what they are saying to you in person. It is sometimes more difficult to interpret the written word because you have to read for key words and key concepts. Purposeful preparation is very important if you want to give meaningful feedback.

First you plan:

You extract or unpack key words and key concepts by underlining them. (Don't underline full sentences. Key words refer to the nouns and the verbs in the sentence). Read chapter or module titles, section headings and sub-headings and in paragraphs for key words. Make use of reading skills and techniques. It may be necessary to read more than one reference to find all the information you may be looking for.

Then you prepare:



Take time to repack or rearrange and restructure the key ideas (keywords and key concepts) into sentences. Extend these sentences into paragraphs that you organise into a logical sequence to make your feedback meaningful. You have to repack or rearrange the information you have gathered to make it your own or to understand it.

Only then do you respond:

Now only can you present feedback or respond either verbally or in writing in the correct format. Meaningful feedback is prepared:

- ✓ It is planned – key information has been collected
- ✓ All the key issues are sequenced logically
- ✓ They are organized and well structured
- ✓ The final task is presented accurately in the correct format.

Why we read

We read, or look at and interpret a variety of written and visual material during our lives, including:

- ✓ Textbooks
- ✓ Magazines: a periodical publication containing articles and pictures
- ✓ Newspapers: a daily or weekly publication containing news, articles and advertisements
- ✓ brochures: a leaflet containing information about a product or service
- ✓ policies: a document containing the course of action adopted or proposed by an organisation – how the organisation goes about its business
- ✓ questionnaires: a document containing printed questions that have to be completed, usually done to conduct a survey
- ✓ notices: announcements or advertisements printed in the media
- ✓ memorandum: a note sent from one person to another in an organisation
- ✓ agenda: a list of matters that have to be discussed and/or dealt with in a meeting
- ✓ application forms: forms similar to questionnaires, that have to be completed when you are applying for something – job applications, credit applications at shops and so on
- ✓ documentary: a factual report of real events where use is made of documents, film, photographs and sound recordings in order to convey the message
- ✓ novel: a story of book length about imaginary people and events
- ✓ photographs: still pictures made with cameras
- ✓ diagrams: are discussed fully later on
- ✓ blueprints: design plans or other technical drawings
- ✓ films: a story or event recorded by a camera and shown in a cinema or on television



We also read the following in order to familiarise ourselves with the instructions and directions given:

- ✓ instructions to play games and effect basic repairs to objects
- ✓ classroom and workplace procedures
- ✓ recipe: a list of ingredients and instructions for preparing a dish
- ✓ schedule: a plan for doing something, giving lists of intended events and times
- ✓ map: a diagram of an area showing physical features, cities, roads, etc
- ✓ warranties: a written guarantee that promises to repair or replace an article if necessary within a certain period, if certain conditions are met.

Each of the above serves a different purpose, but all of them influence how we read and look at things.

Formative Assessment 7



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Register

Register refers to the type and style of written work produced by writers.

Informal Register

This kind of writing is informal. It would include letters to your friends, e-mails to friends and colleagues. It would also include internal correspondence in an organisation.

If you write/sign a note to your facilitator about one of your assignments, this would fall under the informal register.

While your grammar and punctuation/NMF should still be correct, you can use a more informal tone and style and also more informal words. Newspaper and magazine articles are usually written in the informal register.

Formal Register

Letters to the head of a department or branch or head office of an organisation and also letters to clients would be more formal, therefore you will use the formal register.

If you write a letter to the head of the college the format of the letter, the grammar, words and style would be formal.

For example, if you are writing a letter to the president of our country, you will not write like this:

Howzit Jacob, my Bra

I just want to tell you that the trains are late everyday. You must do something about it or I will not vote for you again.

If the trains are late again tomorrow, I am going to set fire to it, because my boss has said that he will fire me if I am late again.

Bye



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects

When he has a meeting in your city or town and you are addressing him personally, you can certainly talk to him like this. Writing, however, is always more formal than talking so you have to choose the correct register if you want people to take you seriously.

A letter to our president should rather be written as follows:





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Dear Mr Zuma

I live in Soweto and have to travel to the centre of Johannesburg every day. When I arrive late for work, I get into trouble.

For the past two weeks, the trains have been late every day and I have been late for work every day. My supervisor is now threatening me with disciplinary steps if the situation does not improve.

Please look into the matter from your end.

Yours faithfully

Different ways of communicating

You communicate in four different ways or different modes:

Narrative

When its like telling a story, where the emphasis is on the sequence of events. Articles in the newspaper, on the radio, on TV and in news reports are written in a narrative mode. Diary entries, autobiographies, a report, etc are also written in this mode. A narrative is easier to follow because it is easier to visualise.

Description

When saying what something looks like. Is used any many different situations such as writing about specific events where detail is necessary as in travel writing, biographies when you write about specific people and specific events, technical and scientific works where detail is very important.

Exposition

When explaining how something works. This writing is concerned with the pattern of things, how things work, how to do something and the underlying reality of a situation. It is clear, logic, ordered and to the point. The focus is on what is practical and useful such as articles on gardening, features in newspapers, articles about institutions, organizations, etc.

Argument

When expressing and opinion and giving reasons for it. The audience may or may not agree with the arguments. An argument can be for persuasive reasons, or it ca be informative or to



interact. Always be precise and clear in your reasoning. Consider arguments that could be against your reasoning. Remember:

- ✓ People tend to accept factual evidence.
- ✓ Work progressively and systematically through your reasoning to reach the point you want to make. This approach could be convincing.
- ✓ Take contrary arguments into consideration. In the beginning mention both sides of the argument then focus on your reasoning. Explain your reasoning carefully. State your opinion and express your views yet acknowledge the contrary arguments even if you don't agree.

Oral and written feedback

Examples of oral feedback or verbal responses	Types of written feedback or responses
<ul style="list-style-type: none"> ✓ Face to face conversations regarding a specific topic of interest or concern ✓ Telephonic and electronic discussions ✓ Presenting speeches, explaining and demonstrating procedures and schedules, discussing concerns and interests with groups of people. ✓ Interviews both formal and informal ✓ Giving instructions, guidelines, advice ✓ Receiving instructions and requests. ✓ Negotiations, debates, ✓ Conversations, discussions ✓ Practical demonstration ✓ A verbal proposal ✓ A coaching session ✓ A presentation 	<ul style="list-style-type: none"> ✓ Letters ✓ Reports, schedules, minutes, agenda's, statements ✓ CV's, advertisements, ✓ Messages, Memo's, E-mail message, notes, fax. ✓ Instructions, guidelines, ✓ Directions ✓ Articles, Essays ✓ Speeches, presentations ✓ Projects. Tasks, Assignments ✓ Tests and exams ✓ Questionnaires ✓ Portfolio's ✓ Summaries ✓ Paragraphs ✓ Open book examinations

Formative Assessment 8



Think about this

Purpose

Why are you reading this article and what do you want to get out of it?

Skim

To get an overview, glance over the paragraphs. Find the central theme. What is it all about?

Questions

- ✓ What do you already know about this topic?
- ✓ Turn the heading into a question. What were the wrongs which needed to be put right?
- ✓ What were the effects of democracy?

Read selectively

- ✓ Read to find the answers to the questions.
- ✓ By reading the first sentence of each paragraph you may well get the answers.
- ✓ Sometimes the text will "list" the answers by saying, "The first point is..."

Reflect

Recent work in cognitive psychology indicates that comprehension and retention are increased when you "elaborate" new information. This is to reflect on it, to turn it this way and that, to compare and make categories, to relate one part to another, to connect it with your other knowledge and personal experience, and in general to organise it and reorganise it.



LANGUAGE STRUCTURES AND FEATURES

Specific outcome

Explore and explain how language structures and features may influence a reader/viewer

Assessment criteria

- ✓ The choice of words/signs, language usage, symbols, pictures and tone/sign size and pace is described in terms of how a point of view is shaped or supported: Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar

Explore distortion of a contributor's position on a given issue

The sender of the information has what is called an ulterior motive (hidden reason or hidden agenda). In other words they want something from you without you even knowing it.. .For instance: A politician wants your vote. He promises so many things but in reality he cannot fulfil a third of the promises that were made. The advertisers of diet pills promise you a thinner body. But all they see is the money that can be made out of sales.

Reading to comprehend and learn

You have now practised your ability to read and comprehend what you are reading. The following paragraphs on reading and comprehension contain useful hints on reading and will assist you to further improve your skill.

Reading a paper or chapter

(THIS SECTION IS TAKEN FROM THE LEARNING SKILLS PROGRAM OF THE UNIVERSITY OF VICTORIA)

PSQ5R is a formula that stands for the basic steps in learning from reading in an efficient manner.

- ✓ The P stands for Purpose,
- ✓ the S for Survey,
- ✓ the Q for Question,
- ✓ the 5 Rs for Read Selectively, Recite, Reduce-record, Reflect, and Review.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Purpose

Why are you reading this article or chapter, and what do you want to get out of it? When you have accomplished your purpose, stop reading. For instance, your purpose in seeking a number in the telephone book is specific and clear, and once you find the number, you stop "reading." Such "reading" is very rapid indeed, perhaps 100,000 words a minute! Perhaps it should be called by its proper name, "scanning", but when it suits your purpose, it is fast and efficient. This principle, of first establishing your purpose, whether to get the Focus or Theme, or main ideas, or main facts or figures, or evidence, arguments and examples, or relations, or methods, can prompt you to use a reading method that gets what you want in the minimum time.

Survey-Skim

Glance over the main features of the piece such as:

- ✓ the title,
- ✓ the headings,
- ✓ the lead and summary paragraphs, in order to get an overview and to find out what ideas, problems and questions are being discussed.

In so doing you should find the focus of the piece; that is the central theme or subject, what it is all about; and perhaps the perspective, which is the approach or manner in which the author treats the theme. This survey should be carried out in no more than a minute or two.

Question

Compose questions that you aim to answer:

- ✓ What do I already know about this topic? - In other words, activate prior knowledge.
- ✓ Turn the first heading into a question, to which you will be seeking the answer when you read. For example: "What were 'the effects of the Hundred Years' War'?" - and you might add "on democracy, or on the economy"? Or "What is 'the impact of unions on wages'?"

Read Selectively

Read to find the answers to your question. By reading the first sentence of each paragraph you may well get the answers.

Sometimes the text will "list" the answers by saying "The first point.... Secondly...." and so on.

And in some cases you may have to read each paragraph carefully just to understand the next one, and to find the focus or main idea buried in it.

In general, look for the ideas, information and evidence that will meet your purpose. Looking at the book, recite the answers to the question, using your own words as much as possible. If you cannot do it reasonably well, look over that section again.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

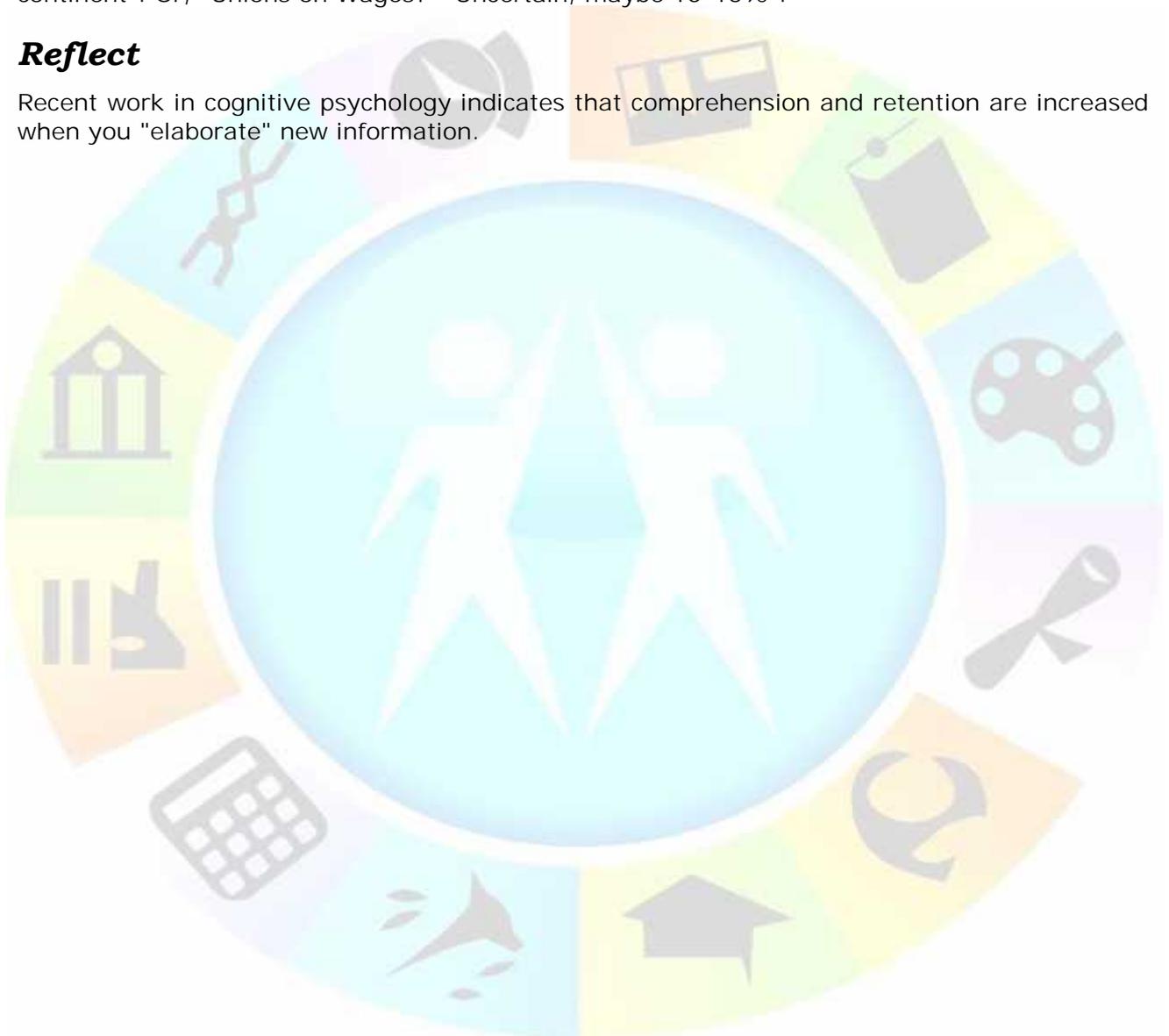
Sakhisisizwe Projects

Reduce-Record

Make a brief outline of the question and your answers. The answers for a reading study should be in full sentences. However, for research or for skimming use only key words or phrases, not long sentences. For example, "Effects of 100 Yrs' War? - consolidate Fr. King's power, Engl. off continent". Or, "Unions on Wages? - Uncertain, maybe 10-15%".

Reflect

Recent work in cognitive psychology indicates that comprehension and retention are increased when you "elaborate" new information.





This is to reflect on it, to turn it this way and that, to compare and make categories, to relate one part with another, to connect it with your other knowledge and personal experience, and in general to organize and reorganise it.

This may be done in your mind's eye, and sometimes on paper. Sometimes you will at this point elaborate the outline of step 6, and perhaps reorganise it into a standard outline, a hierarchy, a table, a flow diagram, a map, or even a "doodle." Then you go through the same process, steps 3 to 7, with the next section, and so on.

Review

Survey your "reduced" notes of the paper or chapter to see them as a whole. This may suggest some kind of overall organization that pulls it all together. Then recite, using the questions or other cues as starters or stimuli for recall. This latter kind of recitation can be carried out in a few minutes, and should be done every week or two with important material.

Reading Books

In reading books, there are several stages to go through, and one must make a judgment at the end of each stage. The question to answer is "Have I gone far enough to achieve my purpose?" If you have, **stop**. If not, go on.

Steps:

1. Note who the author is, and the date of publication. Read preface and table of contents. Look at the diagrams and pictures.
2. Skim; read the first and last chapters. Frequently these are introductory and summary chapters, and may give you all the information you need.
3. Read the first and last chapters and skim the intervening chapters. This takes you into the book in greater depth, and allows you to decide which, if any, of the intervening chapters you should read.
4. Read intervening chapters as demanded by your purpose.
5. Go into the glossary, index, and appendixes as needed.

Skimming and selective reading are speedy and efficient techniques for getting what you need out of books and articles. Many students think it is cheating not to read every word in a book. Not so. You are cheating yourself when you waste time reading material not essential to your purpose

Reading critically can sharpen the learner's awareness of values. Teaching learners to think critically and read critically promotes general public awareness of social justice and human rights. The teacher responsible for language and literacy has a specially powerful role to play in developing these values.



Sakhisisizwe Projects

lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Read with insight and understanding

Insight

You gain an accurate and intuitive understanding of something - to know something without conscious reasoning.

Understand

You interpret or view or explain clearly in a particular way

Unpack

You gather, collect, analyse, decode and part with information

Repack

You restructure, sequence, organize and internalise information.

Factors that help you to read and remember

Interest:

Being interested in what you are reading stimulates and encourages you to read for more information.

Attention:

If the style of writing or the topic of discussion arouses your attention you are able to visualise more clearly remember better. Make use of "attention-getters" to develop attention. Ask questions while reading. Unpack and repack, analysing words and phrases into mind maps.

Repetition:

Through frequent reading you become more familiar with words and phrases and they become more mentally digestible, easily visualised and better remembered. They become your own.



lev@mweb.co.za
www.sakhisisizwe.co.za

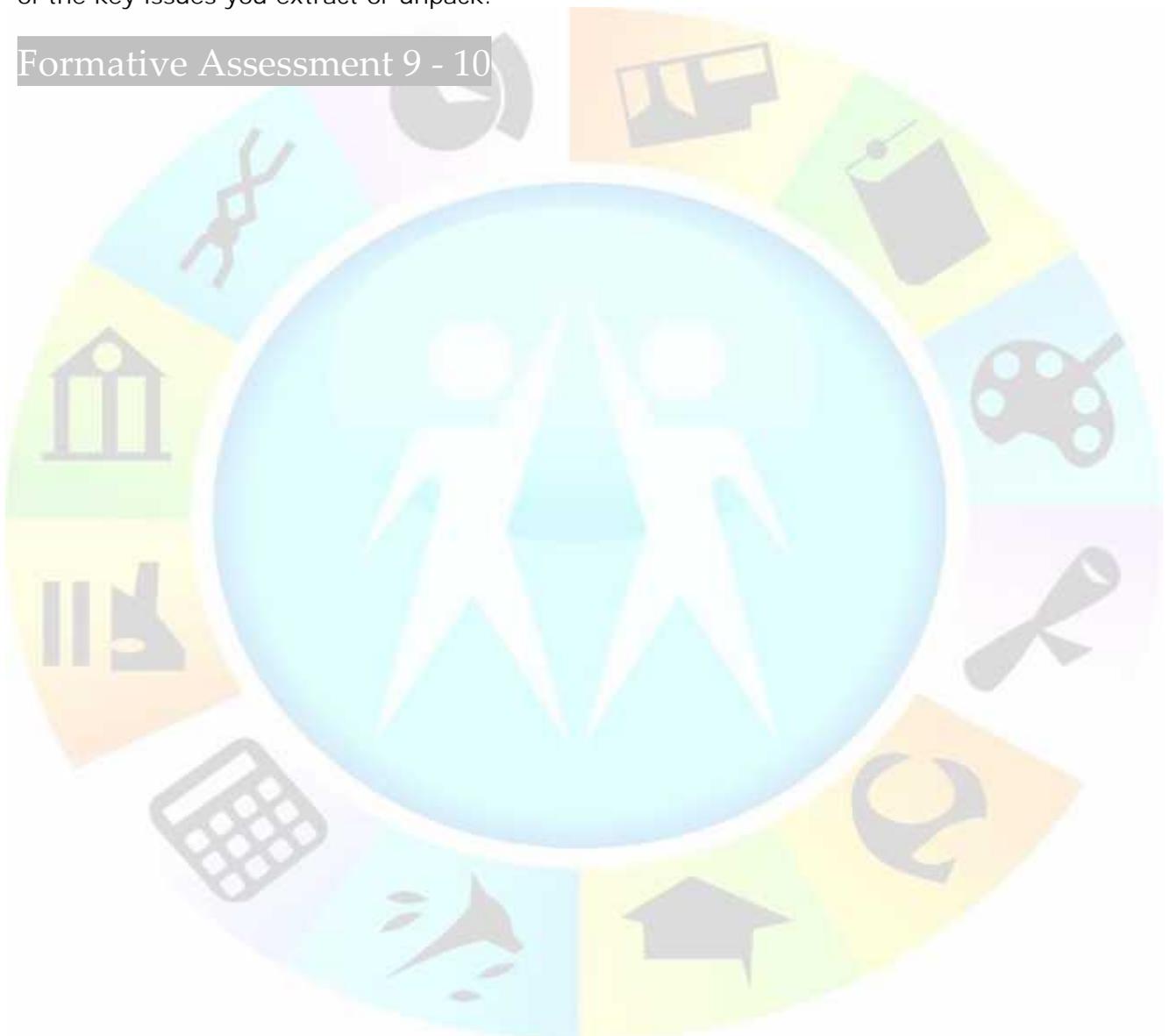
0825722589

Sakhisisizwe Projects

Note:

These factors contribute towards creating visual mind pictures and to providing the key to memory by encouraging association where certain details are associated with familiar situations or incidents,. They also contribute towards developing accurate detailed mind maps of the key issues you extract or unpack.

Formative Assessment 9 - 10





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects





lev@mweb.co.za
www.sakhisisizwe.co.za
0825722599

Sakhisisizwe Projects

Formative Assessment 2

Following is an extract from an article about slavery in Africa. Read the extract and then answer the questions.

“At the first cracks of gunfire, the villagers of Nyamlell in southern Sudan dropped their hoes and scattered into the bush. Abuk Marou Keer also heard the guns. But the blind Dinka woman could only pull her seven-year-old son and twelve-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed.

Minutes later 300 men on foot, horseback and camels crashed through the fields of maize. Clad in turbans and the long, white robes of the desert, they brandished rifles, pangas and spears. Soon 80 village men lay dead.”

The invaders were Muslim Arabs from northern Sudan; the victims darker-skinned Dinka tribes people who are Christians or practice native religions

“Once the Arabs seized the cattle, they moved from hut to hut gathering grain, blankets, salt – and human booty. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, “Now you belong to me!” in all, 282 Dinka, including Abuk’s mother, sister and niece were herded up and forced to march north.

Two days later Abuk and the rest of the prisoners reached a compound, which she was told would be her “home.” Like the other Dinka women and children, she was ordered to carry water, wash clothes and collect firewood for her Arab masters. Abuk had become a slave.”

What happened to the villagers of Nyamlell?
Who did that to them?
Where were they forced to go?
Where did the invaders come from?
Why did the invaders take the villagers with them?



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

How did the invaders overpower the villagers?

When did it happen – during the day or the night?

How do you know this?

What were the invaders wearing?

Which weapons did they use?

Why couldn't Abuk run away with her children?

How many invaders were there?

What did the invaders take with them when they left the village?

Formative Assessment 3

- ✓ Refer back to the section where you answered the who, what, where, why and how questions and write a summary of the article in your own words.
- ✓ Remember to use headings, sub-headings and paragraphs.
- ✓ Compare your summary with the rest of the class.

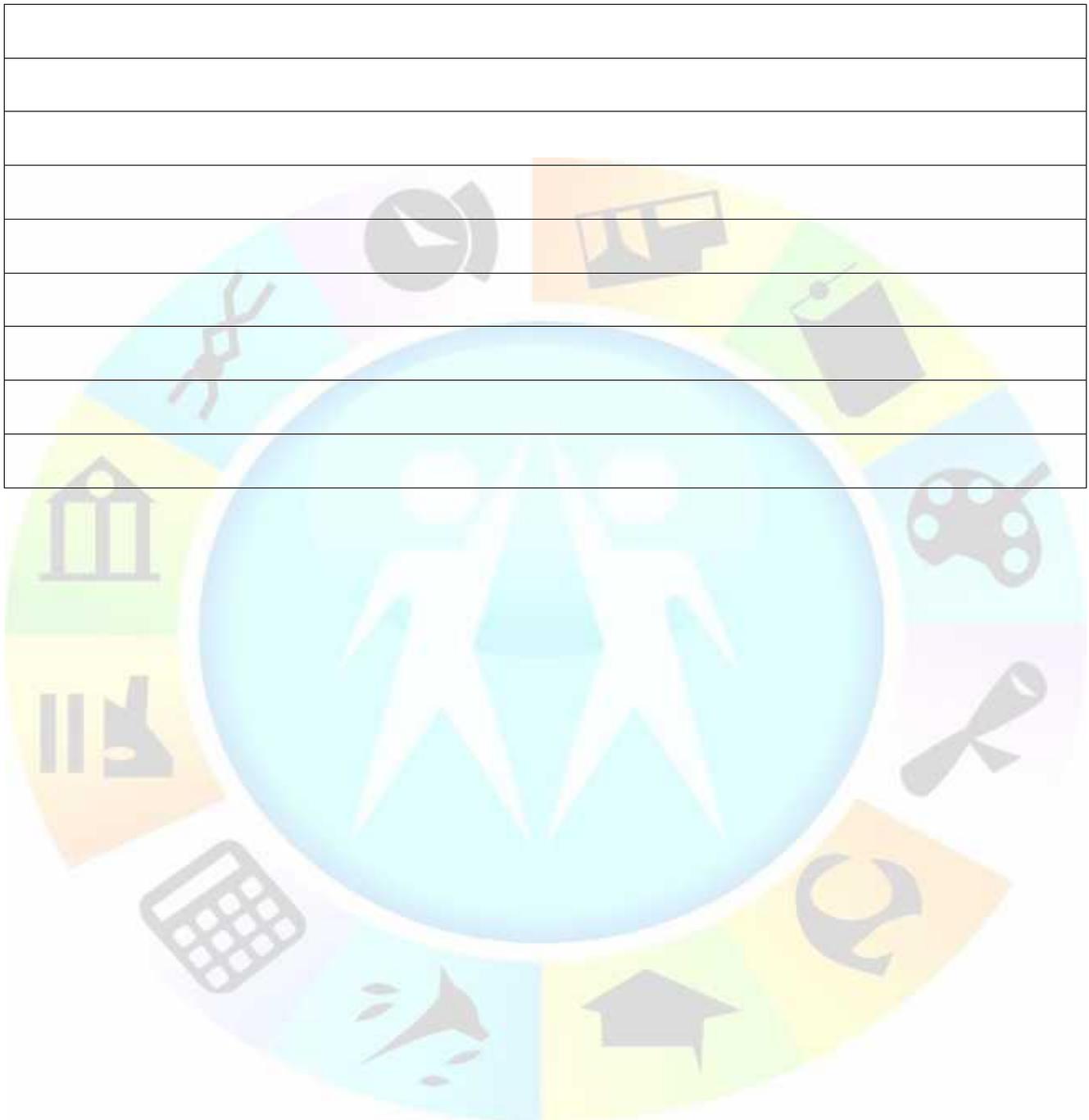
--



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

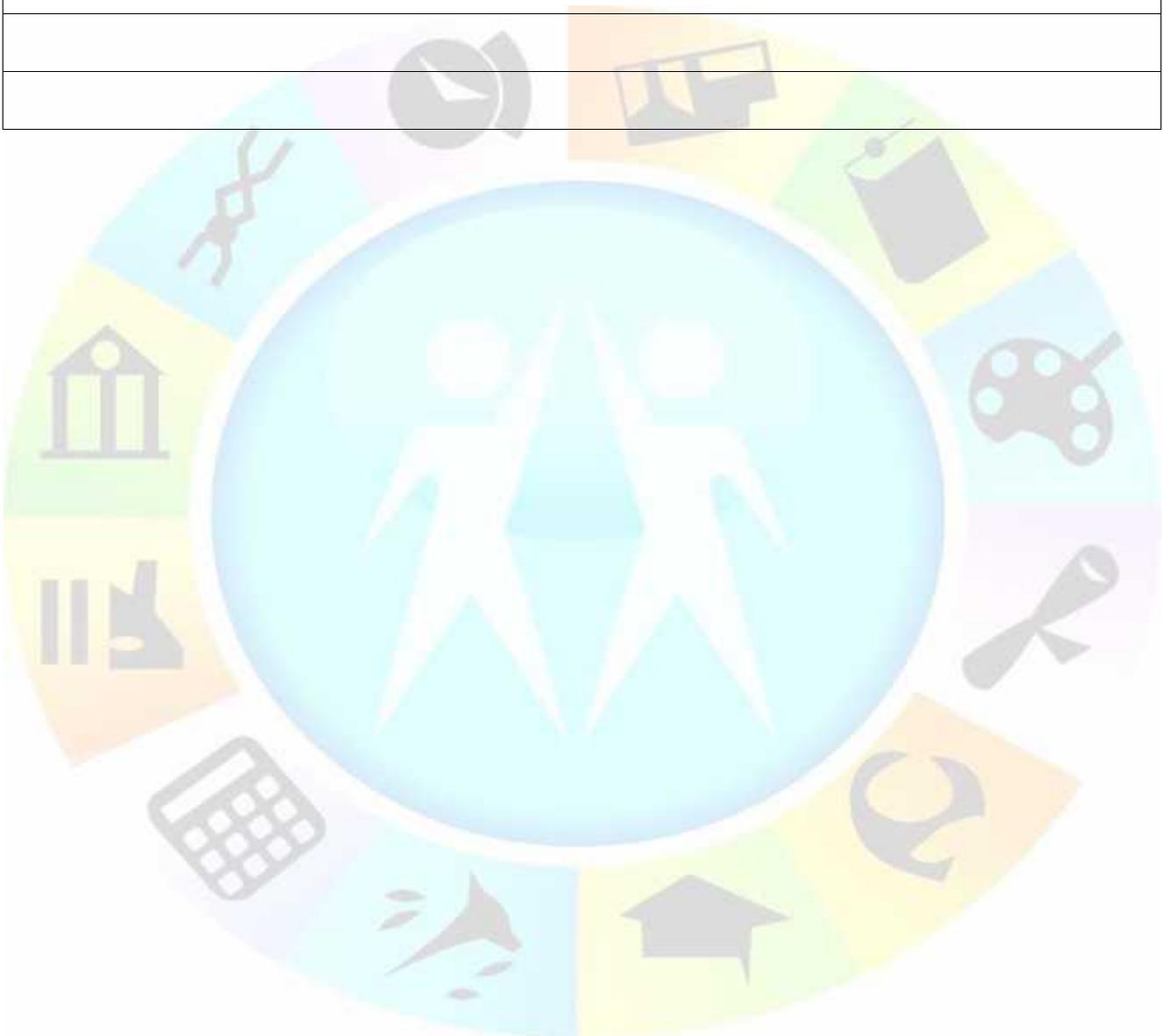




lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

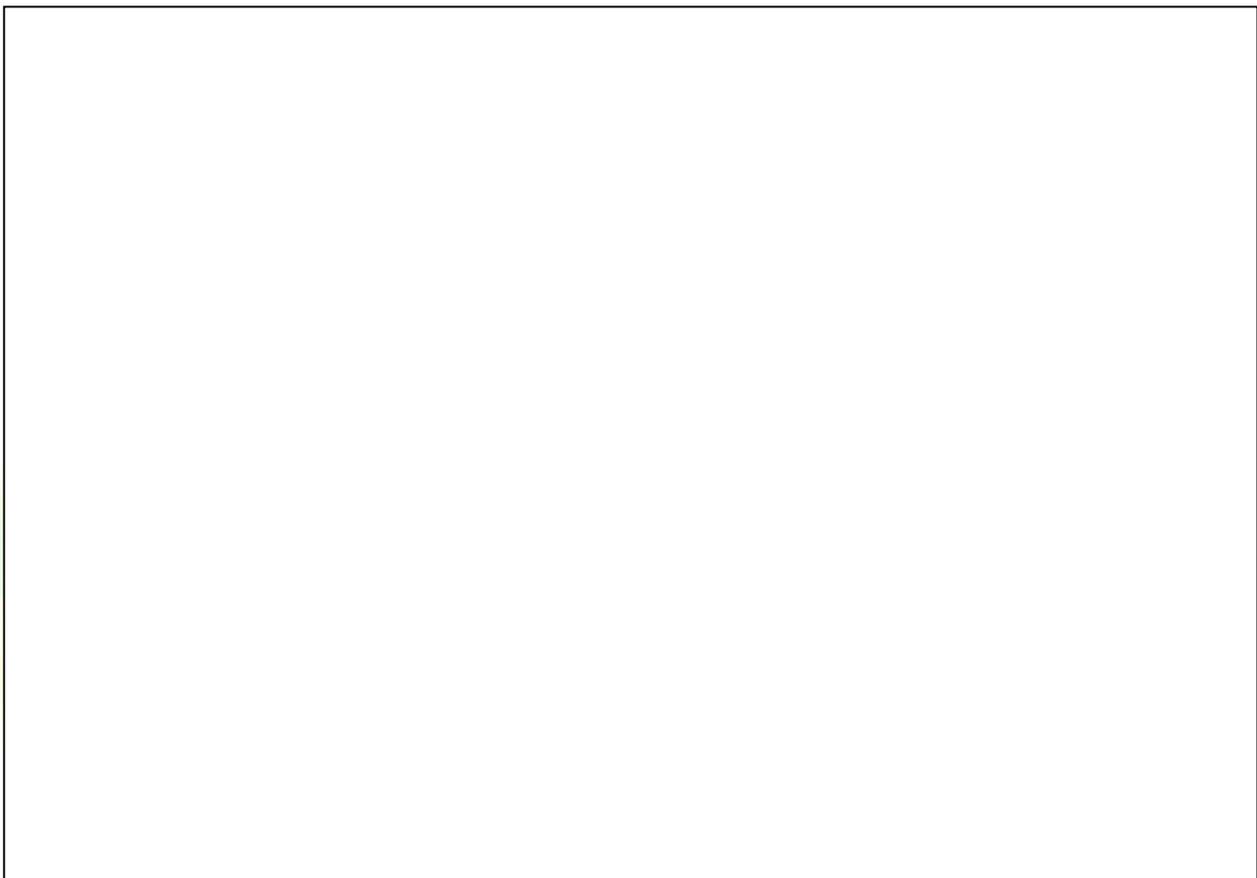




lev@mweb.co.za
www.sakhisisizwe.co.za
0825722589

Sakhisisizwe Projects

- ✓ Summarise the article as a mind map. Compare your mind-map with that of the rest of the class.





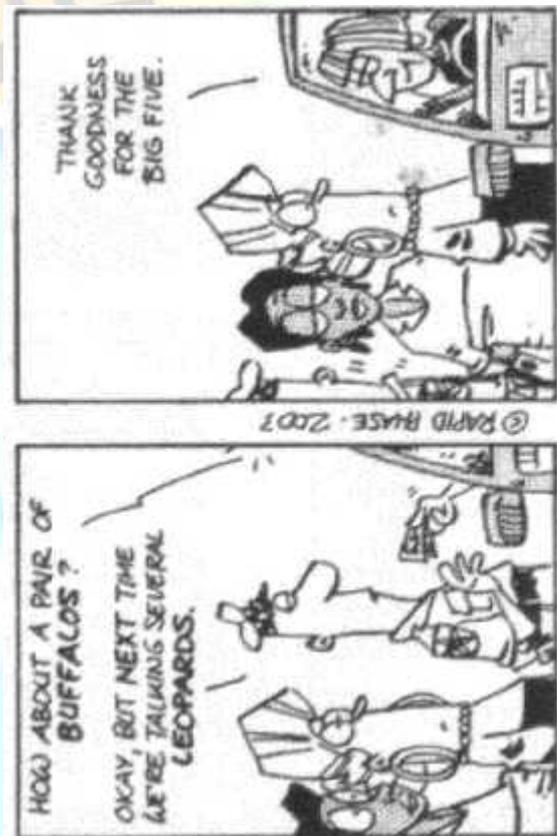
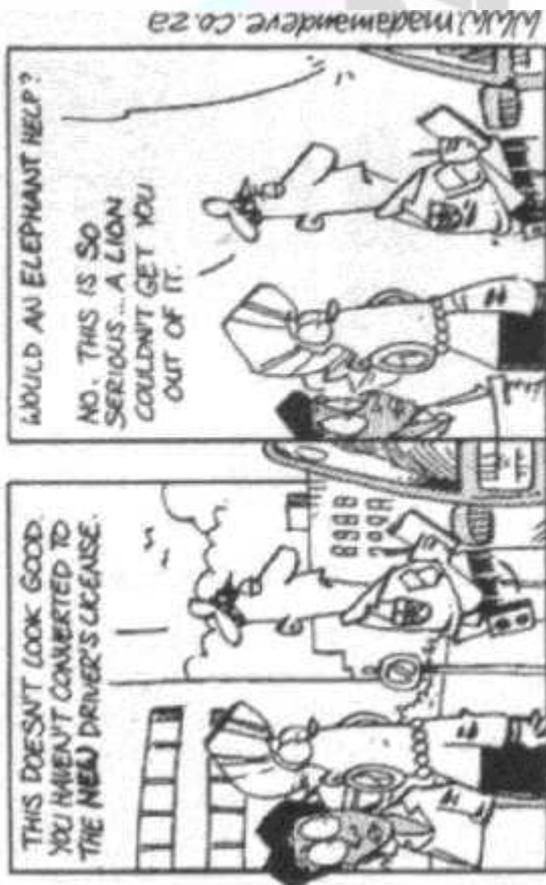
lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Formative Assessment 4

- ✓ Read the cartoon and then, in a group, discuss how the author uses a cartoon to demonstrate the corruption of traffic officers.





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

- ✓ As an experiment, look at something that is low down on the ground – a flower, a dog or a cat or anything else – from above. You can stand on a chair or something high if you want to, then stand upright and look down on the subject. Lastly, lie down on your stomach and look at the object from its height. Can you see how different the views are? In photography, it is called perspective.
- ✓ Write down in your own words what the object looked like from above and how different it was when you were lying on your stomach.

- ✓ Find two photos or pictures: one that has a high viewpoint and one that is on the same level as the subject. Compare what they look like. Glue and stick the pictures on a blank piece of paper for inclusion in your portfolio of evidence.
- ✓ In a group, discuss how the photos differ.



lev@mweb.co.za
www.sakhisizwe.co.za

0825722599

Sakhisizwe Projects





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Formative Assessment 5

- ✓ What do you think of when you look at the following pictures? Write down your observations. Also write down why you think so.



Picture 1

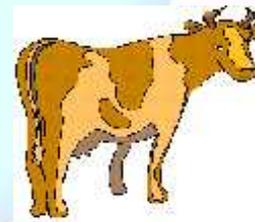
Picture 2



Picture 3



Picture 4



Picture 5





lev@mweb.co.za
www.sakhisisizwe.co.za
0825722599

Sakhisisizwe Projects

Picture 1:

Picture 2:

Picture 3:

Picture 4:

Picture 5:

In a group, discuss the following scene and answer the questions:

What do you think is happening in the scene below?

- ✓ Why do you think so?
- ✓ I put three pictures together. How does your feeling about what is happening differ from the previous pictures?

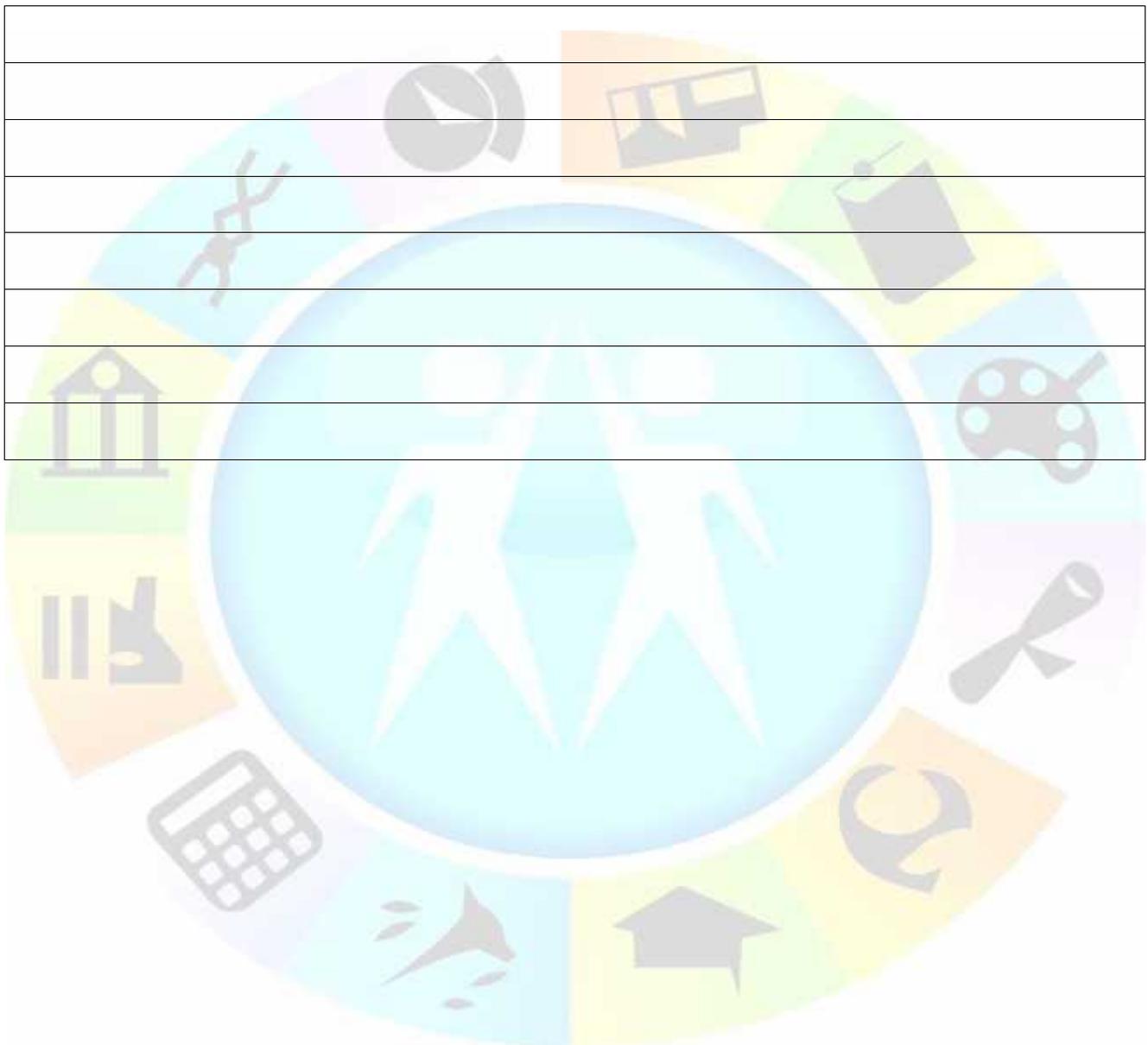




lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

In a group, discuss the following scene and answer the questions:

- ✓ What do you think of when you look at the scene below?
- ✓ Why do you think so?
- ✓ I put two pictures of the previous Formative Assessment together. How does your feeling about the picture differ from the previous pictures?



In a group, discuss the following scene and answer the questions:



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects

- ✓ What do you think is happening in the scene below?
- ✓ Why do you think so?





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects



Formative Assessment 6

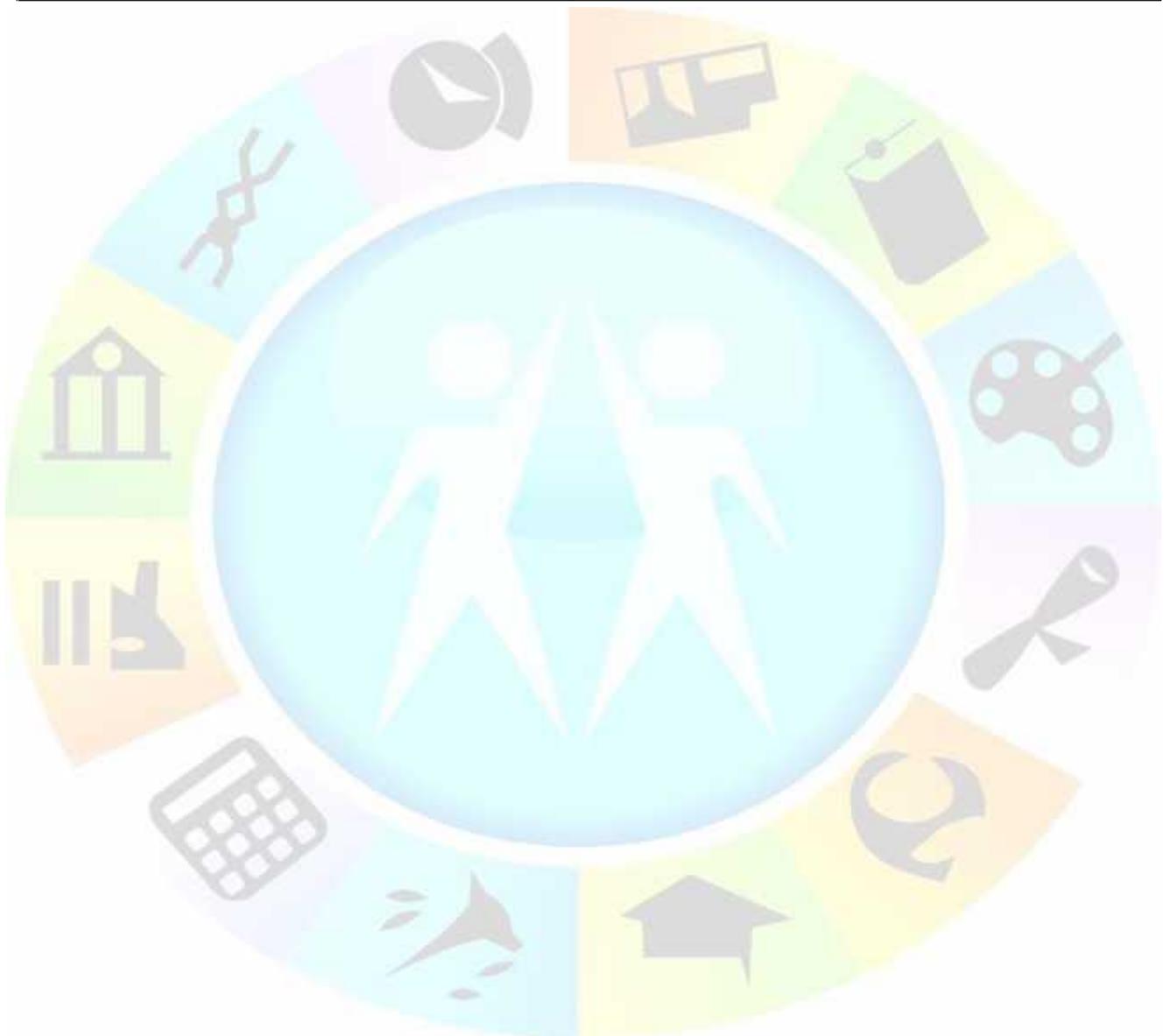
In a group, find the equivalent in your mother tongue (home language) of at least three of the previously mentioned expressions.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects





lev@mweb.co.za
www.sakhisisizwe.co.za
0825722599

Sakhisisizwe Projects

In a group, quote at least three other expressions from your mother tongue. Explain what they mean in English.

In a group, give three examples of generalisations.

In a group, give three examples of stereotyping.

In a group, give at least three examples of figurative expressions.



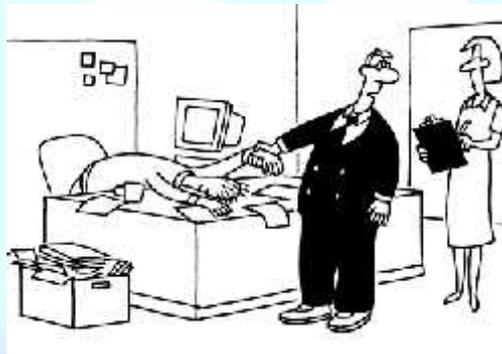
lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

In a group, think of more examples of repetition.

In a group, add some captions to the following picture:



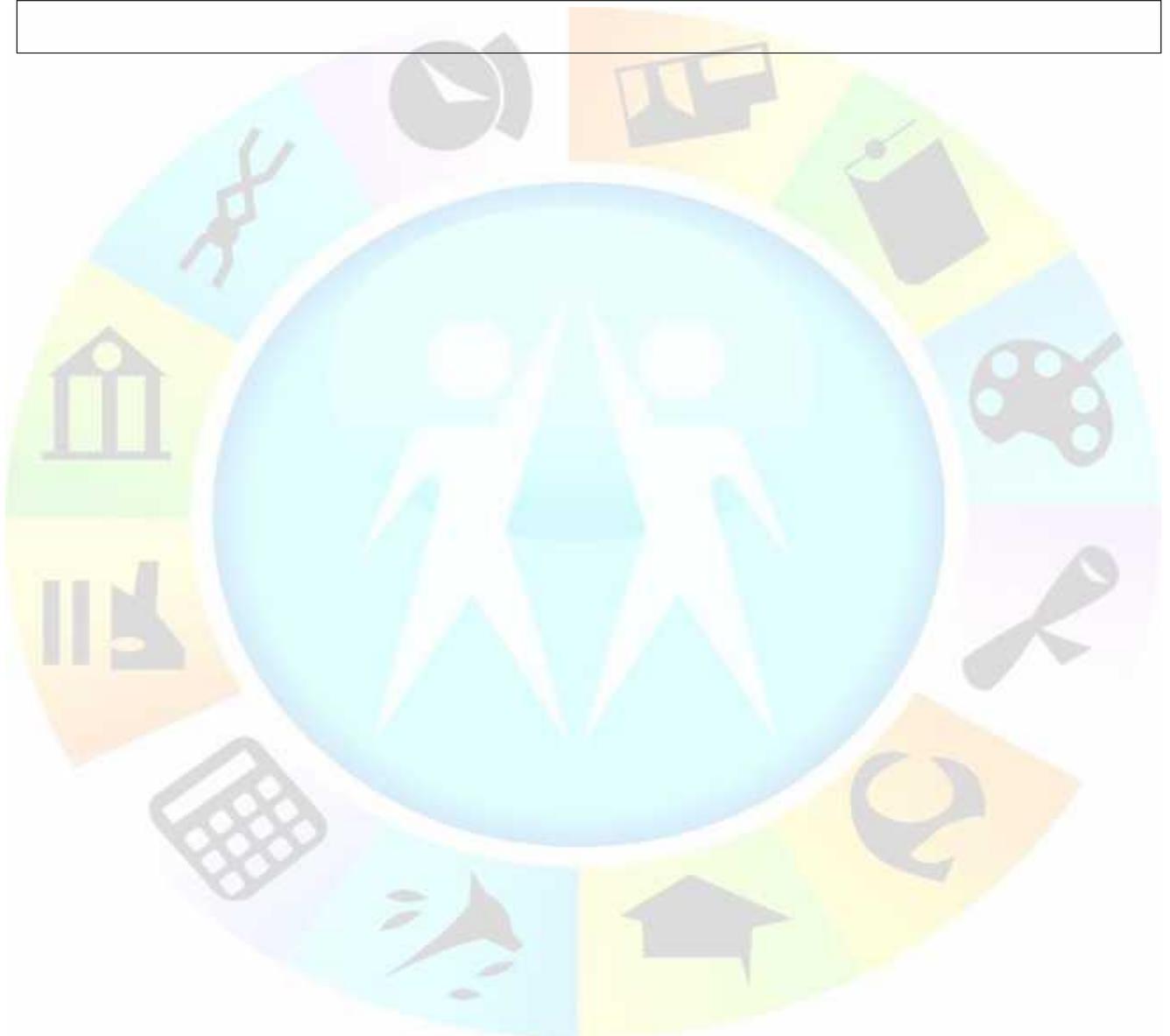
What was your most painful experience as a result of bias? You must also state whether the bias was due to cultural differences, religious beliefs, racist or sexist beliefs, due to discrimination or due to peer pressure.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects





lev@mweb.co.za
www.sakhisisizwe.co.za
0825722599

Sakhisisizwe Projects

Give one example of each of the following biases:

Cultural

Religious

Peer pressure

Racial discrimination

Discrimination due to your gender

Discrimination due to age

In the article about slavery, the slave traders discriminate against the Dinka tribe. At least two forms of discrimination are mentioned. Identify them.

Following is a quote from a book called *My Family and Other Animals*, by Gerald Durrell. The book contains short stories about his family's move from England to Greece, in the time before



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Who is the author?
Does the author express any view of his own? Motivate your answer
Who got married?
When did they meet?
Who died of AIDS and AIDS related complications?



Sakhisisizwe Projects

lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Spectre of Aids at Mandela nuptials

CHARLES MOLELE

AIDS brought former President Nelson Mandela's grandson and his wife to the altar.

Mandla Mandela and his wife Thando hosted high-profile guests, including President Thabo Mbeki, and hundreds of villagers when they tied the knot at one of a series of colourful wedding ceremonies during a two-day celebration at the Mandela homestead at Qunu in the Eastern Cape last weekend.

Speaking at his reception, Mandla, clutching his weeping 27-year-old bride's hand, told the 800 guests that Aids had killed both his and his wife's parents.

"My parents, Makgatho and Joyce Zondi Mandela, died of Aids," said Mandla. "But I also want to tell you that my wife Thando's parents died of the disease as well."

Mandla told the guests that he met Thando at a difficult time in her life.

The couple met five years ago in Johannesburg. In 2002, her 55-year old mother, Yolisa Mabunu, died of Aids-related complications. Two years later her 56-year-old father, Mpumelelo Mabunu, also died of the disease.

"In both cases I was there to support

and comfort her," he said.

The two-day event included a formal wedding ceremony on Saturday, followed by a traditional function for hundreds of local villagers on Sunday.

Traffic on the N2, which passes the homestead's gates, came to a halt as motorists tried to catch a glimpse of the couple or Nelson Mandela.

Thando, who had chosen her three sisters as her bridesmaids, wore a flowing white gown created by Johannesburg designer Andre Croucamp.

Mandla was flanked by his close friend, Craig Moffat, and his three brothers — Andile, Ndaba and Mbuso.

The guests were treated to a meal by Mthatha chef Allen Paul, who prepared a variety of seafood dishes, including crayfish, calamari and prawns. Beef Stroganoff and a spit braai of pork, lamb and chicken were also on the menu.

The couple are expected to find time in their busy schedules to escape on a honeymoon only during the Easter holidays.

Mandla is studying politics at Rhodes University in Grahamstown, and Thando works at South African Airways as a service quality auditor.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Formative Assessment 7

In a group, discuss how you would go about preparing the following dish:

Dried bean soup

1 c dried beans (brown beans such as sugar beans are preferable)

1 onion

8 c cold water

28 g (1 oz.) pork or bacon fat

250 g shin (optional)

1 T flour

1 T butter or margarine

1 c milk

Salt and pepper

1 T lemon juice

Toasted croûtons

1. Wash beans thoroughly and soak overnight in cold water.
 2. Drain and put into a saucepan with the fresh cold water.
 3. Bring to boiling point slowly, add the pork or bacon fat, shin and cook 1 hour.
 4. Add finely sliced onion and cook for another hour.
 5. Mash the beans and rub through a wire sieve, using a wooden spoon.
 6. Reheat to boiling point, adding salt and pepper.
 7. Combine flour with melted butter, add milk and stir over slow heat till it thickens. Add to the soup and stir till the soup binds.
 8. Cook for 5 to 10 minutes, adding lemon juice just before serving.
 9. Garnish with toasted croûtons before serving.
- N.B. $\frac{1}{2}$ or 1 lb. shin may be added at step No. 2.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Abbreviations

c	cup, containing 250 ml
T	tablespoon, containing 12,5 ml
t	teaspoon, containing 5 ml
lb	pound
A pinch	less than $\frac{1}{2}$ t
l	litre
ml	millilitre
kg	kilogram
g	gram
cm	centimeter
mm	millimeter





Formative Assessment 8

Talk about

Do you read and interpret pictures, photographs, diagrams, graphs? What is your opinion?

Why do you write words when it is so much easier to speak them instead?

News paper articles, magazines, text books, these are usually written by one or more persons. Yet they can influence the way an entire society thinks. Discuss your views.

Activity 1

Activity 1 is to read the article below to understand its meaning, to acquire background knowledge and to practise the skills of reading, both aloud and silently, and to be able to respond orally or in writing to the questions that follow in Activity 2.

Read this article on South African literature, taken and adapted from Time Magazine, January 2006.

Many wrongs to write

Although the injustices and inhumanities of apartheid have been assigned to the scrap heap, now more than a decade after the establishment of democracy, South African novelists are still finding material enough to instill their fiction with new ideas and vibrancy.

South Africa can still boast two current Nobel prizewinners; L.M. Coetzee and Nadine Gordimer. Other renowned writers are Breyten Breytenbach, Andre Brink, Zakes Mda and dramatist Athol Fugard.

With the triumph of democracy more than a decade ago, some South African writers and readers have worried that the thrill is gone, the edge lost, the fire dimmed. Like apartheid itself those fears are groundless. As it happens four of South African's leading writers - Brink, Coetzee, Gordimer and Mda – have produced novels this year. Not all are great, but none is dull and together they confirm that the new South Africa is an exciting place to be a writer. The country's literary tradition has long been in white hands, but now black and mixed-race writers are clamouring to be heard. Move over India (pop 1 billion). South Africa (pop 45 million) may well be the developing world's new literary superpower.

Asked if the end of apartheid would take the zip out of South African fiction, Gordimer once responded, "On the contrary. We've got plenty of problems." Among these are an educational system still reeling from the inequities of the past, plus stubborn poverty, environmental degradation, corruption and an aids epidemic that has left 1 out of 5 adults HIV positive. But the literacy rate is a respectable 86% and

5 000 new titles are published each year. Besides as in India and other poor countries that export fiction, great troubles can make for great novels.

The most powerful novel by a black writer in recent years is Zakes Mda's "The Heart of Redness". It tells about the assault of modernity on traditional ways. "The Whale Caller" is a



subtler tale about a whale-caller who has retired from itinerant labouring to Hermanus, a pleasant holiday mecca in the Cape, where he spends his days blowing a kelp horn to attract whales for his own amusement.

This year will see novels by Achmat Dangor, Dido, Niq Mhlongo, Wally Serote, Miriam Tlali and Zoe Wicomb. This is a thoroughly new African generation of writers emerging; a literature born in equality and fired with impatience.

Activity 2: Reading for meaning

Answer the following questions on the article in Activity 1 to test your comprehension skills:

- ✓ What values are inculcated in this piece of writing?
- ✓ What is the main thrust of this article?
- ✓ Why are you reading this article?
- ✓ The metaphors "the edge lost" and "the fire dimmed" have a raw meaning. What is it?
- ✓ List some of South Africa's pressing problems.
- ✓ What do you understand by the "assault by modernity on traditional ways"?

Formative Assessment 9

Activity 1

Read the local newspaper and identify the articles that make use of manipulative language to impress an opinion on you the reader. Discuss your reactions to these articles.

Activity 2

Read the following for enjoyment and to improve your reading skills.

Read also to appreciate healthy eating habits.

A wellness diet for healthy living

(CROSS-CURRICULAR LIFE ORIENTATION LO 1 HEALTH PROMOTION)

- ✓ Aim for variety and include at least five fresh fruits or vegetables in your daily diet
- ✓ Minimize consumption of processed and fast food
- ✓ Include carbohydrates, fat and protein in every meal
- ✓ Adults need between 2 000 and 3 000 calories daily
- ✓ Women and smaller and less active people require smaller amounts
- ✓ The distribution of calories should be:
 - 40% - 50% from carbohydrates
 - 30% from fat



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

- 20% - 30% from protein
- Carbohydrates
- eat whole grains, beans, squashes and sweet potatoes
- cook pasta al dente
- avoid products made with high-fructose corn syrup

Fat

- ✓ reduce your intake of saturated fat by eating less butter, cream, cheese and other full-creamed dairy products, unskinned chicken, fatty meats and coconut and palm kernel oil
- ✓ use extra virgin olive oil

Protein

- ✓ eat less protein if you have liver or kidney problems, allergies or if you have autoimmune disease



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

✓

Fibre

- ✓ try to eat 49 g of fibre daily
- ✓ eat fruit, vegetables (especially beans) and whole grains

Avoid

- ✓ sunflower oil, corn oil, cottonseed oil and mixed vegetable oil
- ✓ margarine and all products made with hydrogenated oils

Include

- ✓ avos and nuts especially walnuts, cashews and almonds
- ✓ for omega-3-fatty acids eat salmon, sardines, herring, black cod or take a fish oil supplement

Activity 3

Answer these questions on the article in Activity 3 to test your comprehension skills:

1. Name at least ten fresh fruits and vegetables that could be included in your diet.
2. What oils and products should one avoid consuming?
3. What ailments which you have, should make you cautious about eating protein?
4. Name foodstuffs which include saturated fats.
5. What is the healthiest oil to eat?
6. What excellent oils do salmon and sardines contain?
7. Name the food categories which should be included in every meal.
8. Why do you think fast food is unhealthy?

Activity 4

Listening, Speaking, and Reading and Viewing

Now let us **read** purely for enjoyment and to expand your vocabulary. Try to create your own sound effects.

Sea Fever

I must go down to the sea again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by,
And the wheel's kick and the wind's song and the white sails shaking,
And a grey mist on the sea's face, and a grey dawn breaking.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

I must go down to the sea again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the sea again, to the vagrant gypsy life,
To the gull's way and the whale's way where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And a quiet sleep and a sweet dream when the long trick's over.

JOHN MASEFIELD

(ENJOYING MORE POETRY SADLER & HAYLAR)

This poem is the basis for the next activity.

Activity 5

Speaking (as a way of expanding your vocabulary).

Discuss the poem:

Words

- ✓ fever is like a disease has taken possession of him
- ✓ lonely sea and the sky are carefully chosen words
- ✓ wheel's kick is "kicked" as the current hits the rudder: the wheel's kick is the steering helm
- ✓ the running tide is the rising and falling of the surface of the ocean twice daily caused by the gravitational attraction of the sun and moon, occurring unequally on different parts of the earth
- ✓ the flung spray is water flying in small drops
- ✓ the blown spume is the froth and foam blown from the waves
- ✓ the vagrant wanders from place to place: a gypsy, originally from India migrated to Europe and the USA in the fourteenth and fifteenth century and leads a migratory life
- ✓ whet is to sharpen by rubbing on or with something like a stone
- ✓ a yarn is a "tall" tale

Activity

Answer these questions to practise your skills in understanding poetry:



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

1. The poet keeps repeating "I must go down to the sea again" What is it about the sea which makes him say this?
2. The terms "the sea's face" and "the wind's song" are examples of personification. Explain in what way the sea and the wind have become human.
3. Why is the life of a sailor "the vagrant gypsy life"?
4. What quality of the wind is the poet emphasising when he describes it as "like a whetted knife"?
5. Why is "Sea Fever" a good title for Masefield's poem?

Activity 7

Further practise reading to improve your reading and comprehension skills

The sly fox

There was once a lion who lay sick in his den. He said to his beloved neighbour, the fox, "If you want me to live, use your clever tongue to bring a fat deer within reach of my claws. I am very hungry."

The sly old fox thought for a minute, then off he trotted into a nearby forest. Soon he came up with a handsome, big deer who was frisking among the trees.

"Pardon me, my friend," said the fox, I have good news for you. Our king, the lion, is dying. He is worried about an heir to the throne, for as you know, he is a bachelor. The pig is too ugly, the elephant too stupid, the bear too lazy, the tiger brags too much and the leopard has too quick a temper. But you are tall, strong and handsome. We all admire your splendid horns. You are to be the new king of the animals."

And with that the sly old fox bowed low and continued, "I think you should come and say goodbye to the lion before he dies. He wishes to speak to you." The deer felt very proud indeed so he followed the fox.

Something for you to do

Read the fable again and answer the following questions to test your skills in comprehending a story.

1. Where was the lion?
2. What was wrong with him?
3. Who was his neighbour?
4. Did the lion like his neighbour?
5. What did the sick lion want to eat?
6. Where did the fox look for the deer?



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Activity 8

Read the following poem by Oswald Mthali to test your sensitivity culturally and emotionally and to improve your reading skills:

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 bell.

Arise! Arise!
All workers!
To work! To work!
You must go!
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.

(From *Modern South African Poetry*, 1984, edited by Stephen Gray)





lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Activity 9

Discuss then write the answers in full sentences.

- ✓ What do you think of the title? If you happened to just read the title without reading the poem or seeing the illustration would you think it could be a happy poem? Why?
- ✓ Lines 1 and 2 are examples of two figures of speech. Say which figures of speech are being used and briefly explain how each one works.
- ✓ "... the morning peeps through the blankets like a baby rising from its cot ..." This is an example of and because
- ✓ What is the tone in stanza 3? Explain how the poet uses punctuation in this stanza in order to create atmosphere.
- ✓ The last three lines of stanza 2 are examples of as the poet uses verbs to imitate sounds made.
- ✓ In the final stanza the poet concentrates on verbs depicting to portray the feeling of being trapped.
- ✓ Explain the simile found in the final line of the poem.
- ✓ What is the effect achieved by appealing to people's sense of taste? What does the image of the lemon being squeezed tell you about the space in the compartment.
- ✓ What means of transport does the speaker make use of ?
- ✓ What does the image of the lemon being squeezed tell you about the space in the compartment?
- ✓ Name the three examples of transport mentioned in this poem.



lev@mweb.co.za
www.sakhisisizwe.co.za
0825722599

Sakhisisizwe Projects

Activity 10

Look at the advertisements on the following pages and answer the following questions about them:

What is being advertised?
What was the first thing you noticed?
How did they make use of font types and sizes to make key points stand out?
Is the layout of the page done in a way that is interesting and gets your attention? Why do you think so?
Was it easy to understand the message? Why do you think so?

14 Pretoria Homemakers Fair June/July 2005

SUMO HUTS

A must on every site!
Special Offer!

Toolshed ONLY 2.1 x 1.6m R2050.00

Size	Windows	Price
2.1 x 1.6m	0	R2230
2.1 x 2.4m	0	R2620
2.1 x 3.2m	1	R3810
2.1 x 4.0m	2	R4710
2.1 x 4.8m	2	R4890
2.1 x 5.6m	3	R5670

Manufactured from SABS approved materials

(012) 666 5196
(011) 487 3628
A/h 082 363 4159
www.sumo.co.za

Breakdown Units

Size	Windows	Price
1.6 x 1.6m	0	R2230
2.4 x 1.6m	0	R3190
2.4 x 2.4m	0	R4160
2.4 x 3.2m	1	R4510
2.4 x 4.0m	2	R5630
2.4 x 4.8m	2	R6270
2.4 x 5.6m	3	R7050

Delivery in PTR / JHB R200 (incl. vat)

Speedy Delivery! Maintenance Free!

Storage • Sleeping Quarters • Toolsheds

SUMO HUTS
Manufacturers of Steel Huts
A Division of Steel A Steel Pty Ltd



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects



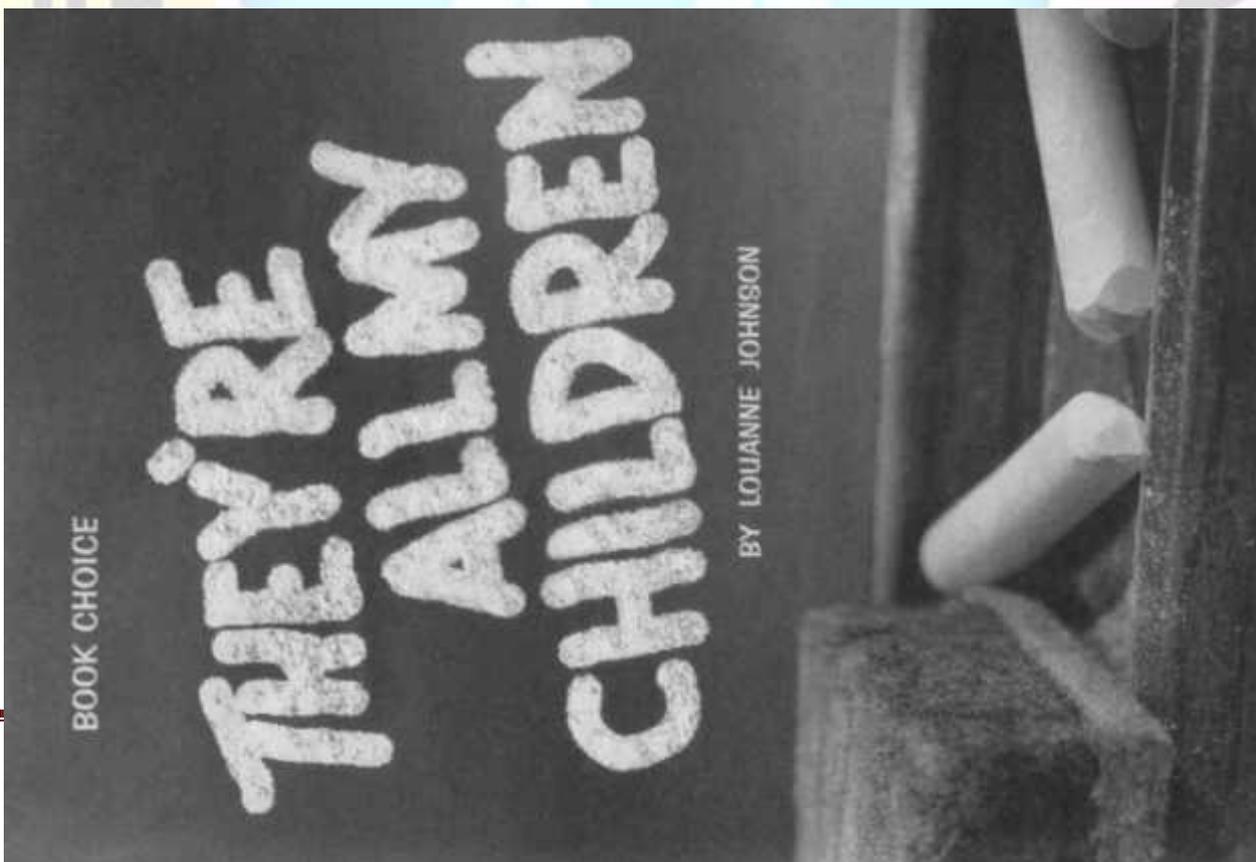


lev@mweb.co.za
www.sakhisisizwe.co.za
0825722599

Sakhisisizwe Projects

Look at the cover page of a novel that tells you at a glance what the story is about. The novel is called "THEY'RE ALL MY CHILDREN". Answer the following questions:

Who wrote the book?
What do you think the book is about? A mother writing about her children, a grandmother writing about her children and grandchildren, a teacher writing about the schoolchildren she taught or someone saving war orphans?
Why do you think so?
There are two clues in this cover page that helps you identify what the story is about. What are they?
What do you think of the page layout?





Sakhisisizwe Projects

lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

The next piece of writing is called: "Notes from all over".

Note how titles, subtitles and visual aids are used to highlight main points and helps you to decide whether to read the article or simply skim until you get to something that interests you.

Which part of the written piece would you read first?

Why?

NOTES FROM ALL OVER

GALAPAGOS ISLANDS
TRADITION has it that visitors to these 18 Pacific islands leave unstamped, addressed postcards in a barrel at Post Office Bay, to await pickup by other tourists who hand-deliver them when they return home. Some cards in the barrel date from the late 1960s, when tourists started visiting the Galapagos, which straddle the equator 900 kilometres west of Ecuador.
The self-perpetuating post office was set up by whalers in the late 1700s as a way to get news to and from friends and family. In the early days, a tortoise shell resting on a boulder served as the postbox. By the early 1900s, a barrel had taken the place of the shell. The tradition persisted even after the Ecuadorian government established a post office on Floreana, the largest island, in 1957.
The barrel has been replaced numerous times, but not the weather-worn rocks where sailors long ago carved their names. Today's tourists can easily affix an Ecuadorian stamp on their postcards and hand them to a ship's purser. But using the barrel is more exotic.
- Jennifer Morris, AP

SOUTH AFRICA
TO A BLACK-MARKET botanist, the single most valuable status symbol is the South African cycad *Encephalartos woodii*, a thick-stemmed plant resembling a palm. The few that exist are practically doomed to extinction because they're all male. As a result, keepers of one such South African cycad fitted their specimen with two silicon microchips before shipping it to London for the Chelsea Flower Show. The South African government has required border-crossing cycads from certain provinces to be fitted with the plant-tracking, thief-thwarting chips since the technology became available more than a year ago. Of course, stationing low-tech bodyguards round the plant doesn't hurt, either.
- Chris Kvell and Lucy Howard in Newswatch

THE PHILIPPINES
PRESIDENT Fidel Ramos has allocated about R450 000 to provide television cables to some northern areas of his country. He said he was concerned about population growth in the area. Television, he said, would enable people there "to do something else in the hours of darkness."
- Universal Press Syndicate

PAPER SCULPTURE SALLY HIGSON

51



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Which technique is used to indicate main points in the article: "Tips for Beating the Clock"?

Tips for Beating the Clock

Follow a nutrient-dense diet. Choosing foods rich in vitamins and minerals, and avoiding those with empty kilojoules from fat and sugar, will help keep down your total kilojoule count.

Walk. Aerobic exercise boosts circulation, burns kilojoules, cuts stress, builds muscles and reduces risk of heart disease. Brisk walking will also do the trick. Such exercise can postpone muscle atrophy, bone deterioration and shrinkage of lung capacity.

Flex your mental muscle. Many people who retain their mental abilities into old age are those who pursue environmental stimulation, particularly formal and informal education. To keep your brain in topnotch shape, learn a language, take up bridge — do anything that's mentally challenging. Stay independent and take responsibility for managing your own affairs as long as possible.

Lower your cholesterol. Eat more vegetables and fish, and avoid animal fats. Nutritionists also recommend the fibre found in beans, oat products, and fruits with pectin, such as oranges and apples.

Stop smoking. Besides hurting your lungs and heart, smoking causes wrinkling, gauntness and an off-colour complexion.

Stretch. Inflexibility leads to stiffness and back trouble. If you can't work out, perform gentle lower-body stretches in bed for five minutes each morning and upper-body ones for five minutes during the day.

Lose weight. Obesity figures in adult-onset diabetes, heart disease and breast cancer. A recent study by the Harvard School of Public Health links it with premature death. If you're 20 per cent over your ideal weight, follow a moderate diet to take off half to one kilogram a week.

Relax. High blood pressure, gastrointestinal upsets, headache, chronic muscle tension and heart disease have all been linked to stress. Master a relaxation technique, such as self-hypnosis, progressive muscle relaxation, biofeedback or meditation.

— Nancy Stedman in *Woman's Day*



lev@mweb.co.za
www.sakhisisizwe.co.za
0825722599

Sakhisisizwe Projects

On the next page is the first page of a magazine article about slavery.

Answer the following questions about this page:

Who wrote the article?
Which techniques are used to catch your attention and encourage you to read further?
To which continent did slavery return, according to the author?
Why do you think so?
Who is being taken prisoner?



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

AT THE FIRST cracks of gunfire, the villagers of Nyamlell in southern Sudan dropped their hoes and scattered into the bush. Abuk Marou Keer also heard the guns. But the blind Dinka woman could only pull her seven-year-old son and 12-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed.

Minutes later 300 men on foot, horseback and camels crashed through the fields of maize. Clad in turbans and the long, white robes of the desert, they brandished rifles, pangas and spears. Soon 80 village men lay dead.

The invaders were Muslim Arabs from northern Sudan; the victims, darker-skinned Dinka tribespeople who are Christians or practise native religions.

Once the Arabs seized the cattle, they moved from hut to hut gathering grain, blankets, salt — and human booty. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, "Now you belong to me!" In all, 282 Dinka, including Abuk's mother, sister and niece, were herded up and forced to march north.

After an hour the ragged column stopped. When three men tried to escape, militiamen shot two and slit the throat of the third with a panga. Then Abuk listened in horror as women were pulled scream-

Thousands of men, women and children are being taken into bondage. Who will speak out for them?

Slavery's Shameful Return to Africa

BY BRIAN EADS

ing into the undergrowth. Soon she was taken too. After a third man had forced himself on her, Abuk passed out. When she came to, she was pushed back into the procession — only to find that her children had been taken from her.

Two days later Abuk and the rest of the prisoners reached a compound, which she was told would be her "home." Like the other Dinka women and children, she was ordered to carry water, wash clothes and collect firewood for her Arab masters. Abuk had become a slave.

SLAVERY has returned in Sudan, Africa's largest country. Behind the cloak of a brutal civil war, tens of



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722589

Sakhisisizwe Projects





lev@mweb.co.za
www.sakhisisizwe.co.za
0825722599

Sakhisisizwe Projects

Activity 11

Refer back to the article on slavery, what do you think is the author's purpose in writing this article? Motivate your answer by quoting from the article.
Identify at least two examples of explicitly stated facts in the article about slavery.
Identify at least three examples of implicitly stated points in the article about slavery.



lev@mweb.co.za
www.sakhisisizwe.co.za

0825722599

Sakhisisizwe Projects

Formative Assessment 10

Checklist

How do I rate my progress?

Having done this module you should now be able to respond positively to the questions in the following table. If you feel that you must answer "no", go back and find the relevant activity and revise. If you are still unsure, discuss the relevant section with the facilitator.

A tick for "yes" and a cross for "no"

No.	Can you now ...	Yes	No
1	respond critically to text?		
2	identify and discuss social, cultural, environmental and ethical issues?		
3	identify and discuss literary devices?		
4	reflect on their personal skills as a readers?		
5	present creative oral presentations?		
6	be aware of posture and body language?		
7	display sensitivity and feeling towards others?		
8	make judgements and draw conclusions?		
	TICKS		
		TOTAL	

Count your ticks and give yourself a rating out of 8