

UNIT ONE

Speaking, Listening, Reading and Writing

In this unit you will address the following:

Unit Standard 12462

- Speak and listen well
- Use different ways to find meaning and structure in oral communication

Unit Standard 12469

- Use different ways to read different things
- Judge why something was written, who it was written for, and what the circumstances might be
- Look for meaning and understand writing

Unit Standard 119636

- Write things which show that you know who are writing for and why you are writing
- Use grammar (the way words are used in sentences) to arrange or structure what you write.
- Use accepted practice for structuring what you write
- Plan your writing, do a practice, check it and correct it.



1. Introduction

You know that communication has four main parts:

- Speaking
- Listening
- Reading
- Writing.

You cannot separate any of the four parts of communication. That is why in this manual we have chosen to work with speaking, listening, reading and writing together.

But let's not forget about grammar. We believe that you learn good grammar by reading, listening to, speaking and writing good grammar. So in every unit you will think about grammar and practice using it well. But we also believe that there are some things in grammar that need to be focused on and taught more clearly. So in different places in the Manual there is a focus on grammar.

In Unit 1 you will explore some of the skills you already have in speaking, listening, reading and writing. The other units will help you to extend these skills further, in the context of your daily work as an early childhood practitioner.



2. Being a good listener

We all need to learn to listen better. A good listener is someone who

- pays full attention to the speaker
- shows respect to the speaker

One important part of good listening is body language. Body language is all of the things you do with your faces and bodies that send messages to people. For example, you may raise your eyebrows when you are interested or frown when you are angry. All of these messages do not use words. But they can be seen by your listeners. Sometimes your body language matches your feelings or your thoughts. But sometimes your body language sends a different message.



Time needed
40 minutes

Activity 1: Listening well

Work with a partner

1. Look at the lists below and then do the tasks with a partner.

To pay full attention to the speaker:

- Do look directly at the speaker
- Do nod your head from time to time
- Do smile when you appreciate a joke
- Don't look around at other people
- Don't fiddle with your cell phone
- _____
- _____

To show respect for the speaker

- Do keep a pleasant expression on your face
- Do sit still
- Don't pull faces or frown
- Don't fold your arms and lean back
- _____
- _____

2. Discuss with your partner if you agree with the Do and Don't in each list.
3. Add at least one new idea to each list.



What have you learned?

There are many ways to show someone that you are listening. Perhaps you will look at your partner and respond with a nod of your head. Or maybe you will lean forward to show that you are interested. Think about what message you will give your partner if you turn away while he or she is speaking, or if you fold your arms.



Time needed
40 minutes

Activity 2: Practice listening

Work with a partner

1. Tell your partner about your first memory of reading or your memory of someone reading to you. Take turns listening and speaking to each other.
2. When your partner has finished speaking ask her for feedback. Use the following questions to get feedback:
 - a. Did I show you that I was listening? How did I do it?
 - b. Did I show you respect through my body language? How did I do it?



What have you learned?

When you get feedback in this way it helps you to know what other people think about your body language. Perhaps you were not aware of how you use body language. Maybe you can see now that your body language is an important part of your own way of communicating.



3. Being a good speaker

Good speaking means:

- speak clearly and correctly
- speak your words out loud so that others can hear
- Pronounce your words well
- Use words in the correct order
- What you say needs to be logical
- Use body language. Use your hands and arms to show your feelings
- Face the person while you are talking.
- There are ways of speaking that are disrespectful in different cultures. For example, for some people it is rude to speak while you are standing. For other people it is disrespectful to look someone in the eye when you are speaking.

Think about these things when you do the next activity.



Time needed
35 minutes

Activity 3: Speaking well

Work with a partner.

1. Add to this list of things you do and things you don't do when you speak well. Think of your own ideas. Don't just copy the list above.

To speak well

- Do speak clearly
- Don't speak into your hand
- _____
- _____

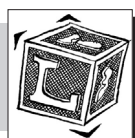


Time needed
60 minutes

Activity 4: Speaking and Listening

Work with a partner.

1. Discuss with your partner some of the rules in your culture about listening and speaking.
2. Write down what your partner says.
3. Show her what you have written. Ask her to tell you if you wrote down what she said.
4. Now let your partner do the same.
5. Discuss together
 - a. What does the writing tell you about your speaking and listening skills?



What have you learned?

One way to listen accurately is to write down what you hear while you are listening. But perhaps you disagreed with some things your partner said. Maybe you even wanted to correct your partner's grammar. If you were thinking about these things while you were writing, perhaps it means that you were not listening accurately. You were thinking about your own thoughts. You were not listening to what your partner was saying.

You may be able to check with the person if you heard accurately. You can tell them what you heard, or they can check if what you have written down is correct.



Linking your learning with your ECD work

- News ring is a good time for children to practice speaking and listening skills.
- Sometimes children do not say what they are thinking or feeling. You can tell a lot from their body language.



Trainer's Note:

Whenever the learners write in their journals, try and give them as much time as they need, especially in the beginning.

Journal Reflection

Spend time thinking about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- What did you learn about your own speaking and listening skills?
- How do you think you will be able to improve your speaking and listening skills?
- Write down one or two questions that you still have about speaking and listening.
- How will you use what you learned in your everyday life and work?
- Will you change your way of working with children because of what you have learned? What will you change?



4. Reading for pleasure

Reading for pleasure means reading because you want to not because you have to. For some people any reading is fun. You probably know of many different kinds of writing that people read, such as novels in books, poems, cartoons etc. These are all different kinds of literary texts. In this course you will read different types of literary texts. Do the next activity to see how much you read for pleasure and what type of text you read most.



Time needed
30 minutes

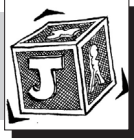
Activity 5: Are you a reader?

Work alone.

This is not a test for assessment. This activity will help you to think about how much you read for pleasure and what type of text you read most. You can do the activity again later in the course to see if your reading habits have changed.

Fill in the table below. For example if you read an English newspaper once a day then tick 'Once a day' and 'English'.

	Once a day	Once a week	Once a month	Almost never	Home language	English
Poems						
Novels						
Short Stories						
Newspapers						
Magazines						
Drama						
Folklore and Traditional Stories						
Your own, and others' writing						
Non-fiction: biographies (true stories of a person's life)						
Non-fiction: Information books, speeches						
Cartoons or comics						



Journal Reflection

Spend some time now thinking about your reading habits. Look at what you have filled in on the table in Activity 5. Complete these sentences in your journal.

- I don't spend enough time reading for pleasure because ...
- I read for pleasure because ...
- The types of text I read are ...
- I would like to read more types of text because ...
- I think I am a reader because ...



Time needed
40 minutes

Activity 6: Reading for pleasure

Work alone.

Your Trainer will give you a number of different texts to read. Spend some time looking through these texts and see if you can identify them according to the list of text types in the quiz above. If there are some types of text you don't recognise ask others or your Trainer about them. Then find one text which you think you would want to read for pleasure. Spend 15 minutes reading it. With a partner discuss what you read, whether you enjoyed it, and why or why not. If you didn't enjoy it, talk to your partner about what kind of texts you prefer to read when you are reading for fun. During this course you will be expected to read for pleasure every day. Try to read different text types throughout the course.

At least once a week use your journal to write about your experience of reading for pleasure. When you read for pleasure write about it in your journal. These questions might help you:

- What text did you read (say briefly what it was)?
- Why did you choose that particular text?
- Did you enjoy reading it? Why or why not?
- Do you know someone else who would like to read it??

Remember to date all your work in your journal.

Remember that this is for fun – learning will be an extra benefit!

5. Reading for information

You often need to read for information. Most of the time, people read because they have to get some information from a text or try to understand something.

But information does not just pour into your head from looking at the words on the page. You have to do some work while you are reading.

Trainer's Note:

You will need to spend some time beforehand making sure you have examples of different text types, at the right level for the participants. You will need to think about how you are going to organize all the different books and documents that you bring in. On the first day you may need to factor in more time for people to get used to what is available. For Activity 6 do a quick check to make sure that the text types have been correctly identified. Some people may prefer to read in pairs, which is fine. Some others may want to read outside alone. Others may want to read aloud. Make sure there is a space for them to do this so that other readers are not disturbed. Try and allow other time during the course for reading for pleasure. You can encourage participants to arrive early each day and read for pleasure. You may even want to try and set up a lending system for the week or days you are together as a group. If you do this you can use your lending system as an example for the activity in unit 8.



Different levels of reading

Reading is more than just looking at words on the page and putting the words together. It is really about finding meaning from what you read. You have to work at the reading task and not just take everything at face value. You need to ask yourself “What is the author really saying here?”

Even when you look at a picture you are ‘reading’. When you look at pictures you think about them. You try to work out what the picture means. Pictures carry messages but you need to think about the pictures to find their meaning. You have to ask yourself “What is the artist really saying here?”

A lot of text is badly written. If you cannot understand it, it is not always your fault. But if the text is well written and is at the right level of difficulty for you, you can understand it in different ways. There are different levels of reading. The process and skills that you use to read can be at different levels. Look at each level and think about the differences:

- The first level of reading is when you know enough vocabulary and grammar to get the obvious, surface meaning. You do not lose your basic understanding while you read.
- A reader who can do second level reading can find meanings that are not obviously stated by the words on the page. He/she can read between the lines. A second level reader also knows the way texts are usually written. For example, he can recognise introductions, conclusions, what is an example, how a paragraph hangs together.
- Critical reading is the third level of reading. At this level a reader can make judgements about the writing. A level three reader can tell the difference between facts and opinions and can form her own opinion too. Also in the critical level, the reader can ask “What is the writer trying to say to me?”, “What is the authors’ purpose?”

We think that a reader at NQF 1 is a reader at Level 3. The next set of activities should help you to understand these levels better.



Time needed
100 minutes

Activity 7: Understand levels of reading

Work alone.

Read the following extract from Education White Paper 5 on Early Childhood Education¹ and then answer the questions.

'1.2.3.2. Through childhood development research, the influences of the first three years on the rest of a child's life are now well documented. Local and international research provides a wealth of evidence to show that the early years are critical for the development of the potential of human beings. This research has demonstrated that the period of gestation and the first seven years after birth are characterised by rapid physical, intellectual, emotional, social and moral development. For example, by the age of $2\frac{1}{2}$ years, a child's brain has achieved 50% of its adult weight, and by the age of 5, the brain has grown to 90% of its adult weight. In addition, many of the brain's structures and biochemical routes are developed in the first two years of life. Unless the conditions under which poor children are raised and nurtured are addressed, the risk of irreversible brain damage and stunted physical development is inevitable for 40% of our children.'

1. Which years are critical for the development of human beings?

2. What happens during gestation and in the first seven years after birth?

3. How heavy is the brain of a $2\frac{1}{2}$ year old child compared to an adult brain?

4. What percentage of our children could be at risk of irreversible brain damage?

5. What else could these children be at risk of?

Now look at these next questions. Try and answer them. Talk about what reading level you think you need to find the answers.

6. Give one example of the development of a child in the first seven years after birth.

7. How is the paragraph concluded?

8. Are rich children at the same risk of irreversible brain damage as poor children? Why or why not?



What have you learned?

You can find the answers to the first five questions in the extract, if you understand all the words and basic grammar. A person who got these answers is reading at the first level of reading:

1. The early years are critical for the development of the potential of human beings.
2. During gestation and the first seven years after birth there is rapid physical, intellectual, emotional, social and moral development.
3. By the age of $2\frac{1}{2}$ years a child's brain has achieved 50% of its adult weight.
4. 40% of our children could be at risk of irreversible brain damage.
5. These children could also be at risk of stunted physical development.

For the next three questions you had to find the two examples of the development of a child's brain and the write one of them down. You also wrote down the conclusion of the paragraph, which is the last sentence. You had to read between the lines because the extract does not talk about rich children. So a person will need to read at the third level of reading to find these answers:

6. One example of the development of a child in the first seven years after birth is that by the age of 5, the brain has grown to 90% of its adult weight.
7. The paragraph concludes by saying that 'Unless the conditions under which poor children are raised and nurtured are addressed, the risk of irreversible brain damage and stunted physical development is inevitable for 40% of our children.'
8. Rich children are not at the same risk of irreversible brain damage as poor children because they are raised and nurtured under better conditions.



Time needed
100 minutes

**Activity 8:
Reading pictures**

Work alone.

Look at this cartoon². Answer the following questions about the cartoon.



a. Who is the boy in the pictures?

b. Who is speaking in the second picture?

c. What is the boy seeing in his head (thinking) in the first picture?

d. What is the boy seeing in his head in the second picture?

e. Who is speaking in the first picture?

f. Who is the boy standing on the cliff in picture 1?

g. What is he trying to do?

h. What will happen if he falls?

i. Who is the boy in picture 2?

j. What is he trying to do?

k. What will happen if he falls?

l. Why do you think the artist put the ladder and the net there?

m. How are the two pictures related?

n. What message do you get from the two cartoons?

Work with a partner

1. Compare and discuss your answers with a partner.
2. Discuss what reading level a person might need to answer the above questions.
3. Discuss how you can apply the message of the pictures to your ECD teaching.



What have you learned?

You can see that you can get important meaning or messages from the pictures. But reading a picture is much more difficult than just seeing a picture. You can learn when you ask questions about the pictures. You can ask questions such as “What did the artist want to tell me?” “What does this mean?” “Is there more than one message?” “Do I agree with the artist? Why?” “Do I disagree? Why?”

When you find meaning in a picture you are reading the picture. So it is important to let children read books even if they only look at the pictures.

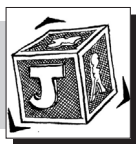
It doesn't matter what level of reading you managed. You know that your reading will improve if you practise reading. You can also see that if you talk with others about what you read it will become easier.



Linking your learning with your ECD work

- Do you agree with the cartoon above?
- What do you think children can learn from reading pictures and talking about them?
- How do you think you can help children to be proud of their scribbles?
- How can you help children to enjoy books?

You have explored reading for pleasure and reading for information. Children can read for information and for pleasure. But what is most important for young children is to encourage them to love reading, to read just for the fun of it, all the time.



Journal Reflection

Again, think about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- a. What did you learn about your own level of reading?
- b. How do you think you will be able to improve your level of reading?
- c. Will you change your way of working with children because of what you have learned? What will you change?



Preparing for Reading

By now you have done some reading for pleasure and you have begun to think about reading for information. You have seen that you have to work at reading. Now let's look at reading for information in more detail.

For the next activity you will focus on how to prepare yourself for reading.



**Time needed
60 minutes**

Activity 9: Getting your attention

Work with a partner.

The next piece of writing is a newspaper article³. Look at the article, but do not read it.

1. Make a list of things that grab your attention.

'Slumlords must find another playground'

Crackdown on health, safety cheats as concerns raised about creche buildings

BY THEMBA SPOTOKELE

The City of Johannesburg has vowed to continue to shut down high-rise buildings that do not comply with the health and safety regulations.

Most buildings in the inner city, according to the council's task force, are fire hazards, and not suitable for human habitation.

Caregivers and parents have also raised concern about the state of buildings that have been converted to creches.

This comes after a fire engulfed the third floor of Miller Weeton House, at the corner of Twist and Wolmarans streets, this month. During the blaze, 64 children had to be evacuated from a creche on the eighth floor.

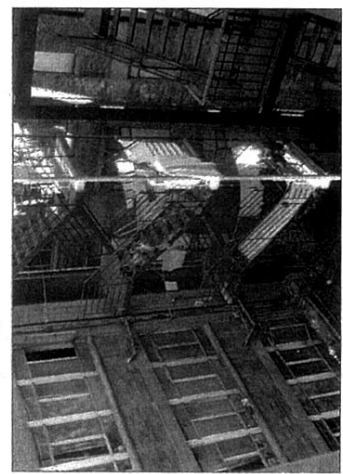
The Star inspected various buildings in the inner city and Hillbrow and found that most did not comply with safety and health regulations. Some owners were also operating creches illegally.

At some buildings, *The Star* team was refused entry.

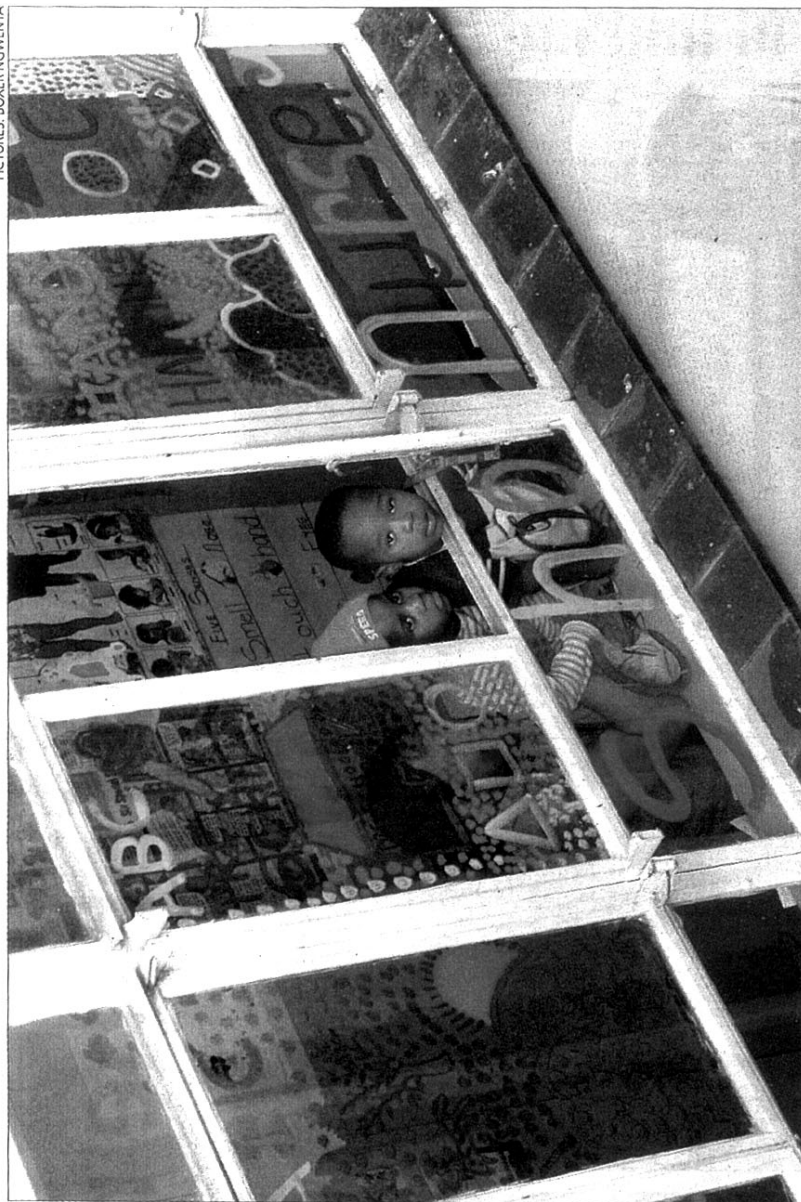
At Banket, in Hillbrow, for example, someone grumbled through a security gate: "The children are asleep right now and cannot help you with what you are looking for," before slamming the door.

The few who would open their doors included Eden Garden and Sweet Melody in the inner city.

Eden Garden is situated on the second floor in Platinum House on Von Wielligh Street. The owner of the building, Rich Lasker, said he was



Safety steps ... the ABC Nursery school is on the sixth floor, but will soon move to the second as a safety measure.



Good vision ... children peep through the window of ABC Nursery and Pre-School, one of the few buildings in the inner city to comply with the council's safety laws.

"We cannot risk it in any way. We have 59 children aged between six months and six years and have to ensure that they are in a safe environment.

Gloria Molelokoa of ABC Nursery and Pre-School, which is located on the sixth floor of Saffron Building, said they would move to the second floor on July 1.

Molelokoa has 63 children aged between 6 months and 6 years under her wing.

A parent, Sophie Nyembe, said most parents were unaware of the problems plaguing nursery schools.

"We take our children to creches because we believe they are in capable hands.

"The burning of the building has made us aware of the risks we put our children under," Nyembe said.

Martin New, the head of

the City of Johannesburg multi-disciplinary law enforcement team said they had been channeling efforts to close down buildings deemed unfit for human habitation.

"We are working together with the departments of fire, emergency services management, town planning, health and building control to identify buildings that are deemed dangerous," said New.

"In terms of our strategy, we are going around the city identifying high rise buildings in terms of compliance.

"If the building does not comply, we send out notices to rectify problem depending on the severity of the contravention," added New.

"However, if a notice is ignored or a building is not fit for human habitation, we go to the high court and apply for

closure of that building.

"We do that for the safety of the occupants and the immediate environment."

He said most high-rise buildings had illegally reconnected water and electricity.

"Our services in terms of water and lights are not paid for and that is detrimental to the city."

New added: "The more action we are taking, the more people do necessary maintenance and repairs."

"There is no more room for the slumlords, they must find another playground."

Health department spokesperson Simon Zwane said those registered with local government were issued a certificate of health for compliance.

"We then come in in terms of poverty relief programmes and subsidise them with food," Zwane said.

She said about 300 daycare centres in the inner city were catering for thousands of children.

All stakeholders, including caregivers, parents, building owners, the education department, health and development, non-governmental organisations and community-based organisations should come on board to ensure that the buildings were safe, she said.

And besides peace of mind, there is an extra perk for needy creches that comply with health and safety regulations.

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"We then come in in terms of poverty relief programmes and subsidise them with food," Zwane said.

PICTURES: BOBENYENTWA

2. Look at where the pictures are. Discuss and write down why you think they put the pictures in those places.

3. Why did the heading grab your attention?

4. Find the word 'crackdown' in the sub-heading. Think about what that word means. What does it make you think about? Who is usually involved in a 'crackdown'? Why do you think they have used that word?

5. Why do you think the heading and sub-heading are bigger than the rest of the text?



What have you learned?

You can see that the things that first get your attention when you look at the article are the pictures, the heading and the sub-heading. Maybe you also noticed that the pictures have captions underneath them. The heading is in big bold text so that you can see it easily. Maybe the word 'crackdown' in the sub-heading also grabbed your attention. The word 'crackdown' is often associated with the police. Many people have strong feelings when they think about the police. So this is a strong word which can be emotional. Maybe there were other emotional words which grabbed your attention.

The pictures, headings, sub-heading and emotional words have another purpose too. Let's look at this a bit closer.



Time needed
50 minutes

Activity 10: Preparing for reading

Work alone

You are going to prepare to read the article. Do not read the article word for word. Just look at headings, the sub-heading, pictures and captions (words under the pictures).

Now answer the following questions:

1. The headings, subheading, pictures and captions give you some clues about what the article will be about. What do you think the article will be about? List at least four things.

2. Write down some questions you think the article will have answers for. What do you think you will learn from this article?



What have you learned?

Now you realize that the heading, sub-heading, pictures and captions also give you some information about the article. You can read them and have an idea about what the article is about. So you have learned to prepare yourself to read something for information by looking at the headings and pictures without reading the article word for word. This is called pre-viewing. When you have pre-viewed an article you can decide if you want to read it or if you need to read it. Pre-viewing also prepares your mind for what you will find in the article and gives you a chance to ask yourself questions before you read.

Think about reading for pleasure and reading for information. Who do you think will read this article for pleasure? Who do you think will read it for information?



The purpose of reading

Maybe you feel that you want to read the whole article now because it looks interesting. There might be important information in the article that is useful for you because you run a preschool in a city. So your purpose for reading the article is to get information. Someone else may want to read the article for a different purpose



**Time needed
50 minutes**

**Activity 11:
Reading for a purpose**

Work alone

1. Read what Mrs Maseko is saying here about the same newspaper article. Think about her purpose for reading the article and complete the sentence below.



I read the article about slumlords because I know someone who runs a preschool in the city. I also wanted to find out what the safety regulations are for preschools.

Mrs Maseko's purpose for reading the article is ...

2. Think about when you read something to children and complete the sentence below.

My purpose for reading to children is ...

3. Think about when you read a novel or a comic and complete the sentence below.

My purpose for reading a novel or a comic is ...

Work with a partner

Discuss the following question:

4. When you read a novel or a comic do you read in the same way as you read the article on slumlords? What do you think the similarities and differences are?



What have you learned?

When you read, you read for different reasons. You might read a newspaper article to get information. When you read the article you will read carefully to make sure you do not miss any information. When you read a novel you probably read in a more relaxed way because you are reading for fun. Your main purpose is not to get information from a novel.

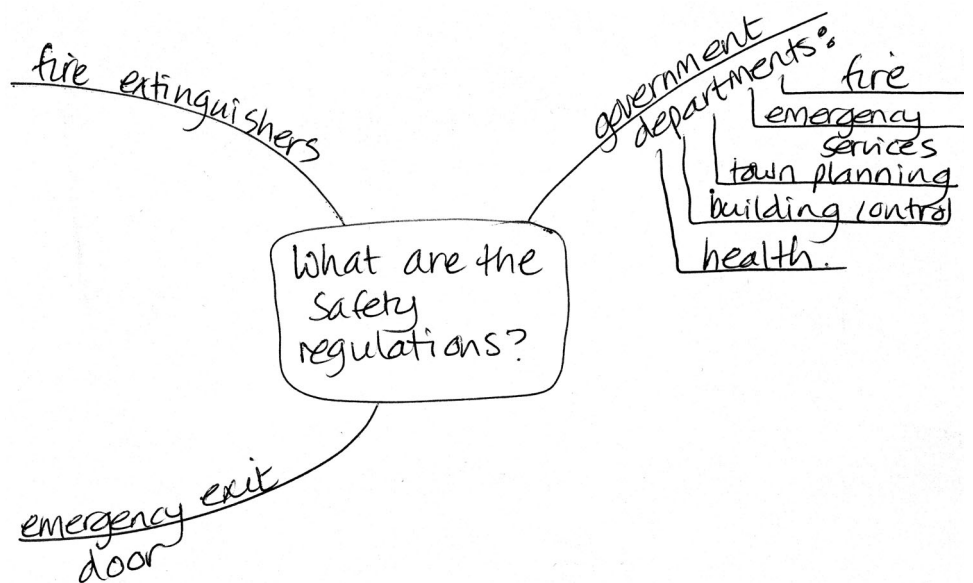


6. Writing

There are many reasons why we write things down. Maybe we want to send a message to someone, or we want to write down an idea for someone else to read and think about. Sometimes we make lists of things to help us remember.

There are also times when we read something and write down what we have read because we want to refer back to it later.

Think again about Mrs Maseko's purpose for reading the article. She has a personal interest in reading it. But she also wants to find out information about the safety regulations. Remember that you wrote down some questions about the article when you were preparing to read it. Mrs Maseko's question is 'What are the safety regulations?' She decided she wanted to write down the information she found out. This is what she wrote:



Mrs Maseko read the whole article and found some information about safety regulations that was useful to her. She read that she needs to have fire extinguishers and an emergency exit. But she wondered if that was enough so she wrote down the government departments mentioned in the article, so that she can contact them and get more information.



Using Mind Maps

The way Mrs Maseko has written her information down is known as a mind map or a spider diagram. There are some special features about a diagram like this. Look at how Mrs Maseko wrote her mind map:

- In the middle she wrote her main question, 'What are the safety regulations?'
- On the branches coming off the main question she wrote some answers that she read. You can see that she did not write full sentences. She only wrote the word or words that will make sense to her.
- On one of these branches there are other little branches or 'twigs'. This gives her more detail about government departments.

A mind map can be useful for many writing tasks. It can be useful if you want to prepare for reading, or to plan before you write a speech or presentation. You can also use a mind map to take notes while you are studying.

A mind map is quick to write because you don't have to write full sentences. You can write down your thoughts quickly. This can also help to keep you focused. Some people find it easier to remember things in pictures. For these people a mind map is good because it is more like a picture. You can even draw pictures in a mind map as well as writing words.

Not everyone likes to use mind maps when they write. Give yourself time in this course to use mind maps and then decide for yourself whether they are useful. In the next activity you have an opportunity to practice.

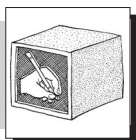


Time needed
90 minutes

Activity 12: Writing

Work alone

1. Go back to Activity 10. Choose one of the questions that you wrote down when you were preparing to read. Read the whole article with that question in your mind.
2. Write down on a mind map any answers that you find to your question.
3. Discuss your mind map with someone else. Make any changes to your mind map that you think you need to.



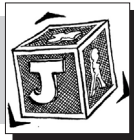
Write your mind map on a separate paper and make a copy to put into your portfolio. Put the first mind map and the edited one into the portfolio.



What have you learned?

Hopefully you found some useful information in the article and you have learned about a new way to write that information down. If you found one answer to your question you will only have one main branch in your mind map. It does not matter how many branches there are. Did you remember to write your question in the centre?

Maybe there were some difficult words in the article which you did not understand. Your mind map is a good place to write those words so that you don't forget them. You can fill in the meaning when you know it. You will be able to find these words again quickly on the mind map.



Journal Reflection

Think about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- Do you think you will use mind maps again? Why or why not?
- Write down one or two questions that you still have about mind maps.
- How do you think you will be able to improve your mind map skills?
- How will you use what you learned about mind maps in your everyday life and work?



Building sentences.

In this section you will start learning how to build good sentences.

Look back at the newspaper article about city creches. Did you notice how newspapers use paragraphs?

- Each paragraph consists of one sentence.
- Each paragraph is indented like this:

Look at paragraph 6. The sentence says

'At some buildings, the Star team was refused entry.'

This is one sentence and it is a simple sentence. It has one main clause and there is one main verb. The verb is 'was refused'. The main clause contains the main idea that 'The Start team was refused entry'.

But usually, the writer had to squash a lot of information into one sentence. This makes most of the sentences a bit difficult to read.

Here is an example:

Lucy Thornton, director of Woz'obona Early Childhood Community Service Group, which provides training for the caregivers who own creches in the city, said her organisation was pro-active about preventing accidents.

Here are the ideas that had to be squashed into one sentence:

Lucy Thornton is director of Woz'obona Early Childhood Community Service Group.

1. The Woz'obona Early Childhood Community Service Group provides training for caregivers.
2. The caregivers own creches in the city.
3. Lucy Thornton said something.
4. "My organisation is pro-active about preventing accidents."

You can see that the newspaper article would look silly if the writer used lots of simple sentences like this.

Later in the course, you will do more work with combining ideas into one sentence. Now just for fun, do the following activity.



Time needed
50 minutes

Activity 13: **Learning about sentence building**

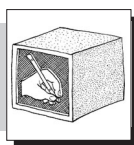
Work alone

1. Try to combine the following ideas into one sentence.
 - a. Gloria Molelokoa works at ABC Nursery and Pre-School.
 - b. ABC Nursery and Pre-School is located on the sixth floor of Safton Building.
 - c. Gloria Molelokoa said something.
 - d. "We will move to the second floor on July 1."

Do this activity on a separate paper. Make a copy to put into your portfolio.

2. Now check how the writer did it in the article.

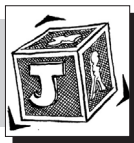
Gloria Molelokoa of ABC Nursery and Pre-School, which is located on the sixth floor of Safton Building, said they would move to the second floor on July 1.





What have you learned?

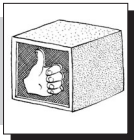
A complex sentence is made up of lots of simple sentences squashed into one. In Activity 13 you saw that the writer of the newspaper article did a good job of combining the ideas. But there are other good ways of building this sentence. His was not the only way. With practice, you will even learn how to write using complex sentences.



Journal Reflection

Think about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- a. What did you learn from this unit that you did not know before?
- b. How do you think you will be able to improve your listening, speaking, reading and writing?
- c. Write down one or two questions that you still have about something that you learned.
- d. How will you use what you learned about listening, speaking, reading and writing in your everyday life and work?



Self-assessment Checklist

Reflect on the Outcomes that were set for this unit. Use one of these icons to record how well you can do these things now. Think about what you know, what you can do and how you can use what you have learned.



Well



Quite Well



Not Well

I can:	
Speak and listen well	
Use different ways to find meaning and structure in oral communication	
Use different ways to read different things	
Judge why something was written, who it was written for, and what the circumstances might be	
Look for meaning and understand writing	
Write things which show that I know who I am writing for and why I am writing	
Use grammar (the way words are used in sentences) to arrange or structure what I write.	
Use accepted practice for structuring what I write	
Plan my writing, do a practice, check it and correct it.	