

Part 3:

Values-based living in a changing world

English Literacy & Language Development, Workshop Series 2010

Part 3: Values-Based Living in a Changing World

# 1. Introduction

Much of what we do in our daily lives is driven by the values we hold. These values define *(identify)* our responses, guide our choices, and set us on the journey of life. Our journeys may be seen as evidence *(proof)* of our choices. We choose who we want to be, how we want to live, what we will experience and where our journeys will take us. We will need to develop emotional intelligence while on this journey. This competence *(ability)* will allow us to be successful at various levels. So, we need to make sure that our values are positive and strong, which will display our emotional intelligence.

## Learning outcomes

By the end of part 3, learners will demonstrate their ability to:

* defend a choice of a specific set of values in a logical, ordered manner.
* study the different values expressed in different fables.
* discover personal values by writing journal entries.
* read texts and ask questions about the ways in which the words and ideas are connected in these various texts.
* write responses in which learners reflect critically on their own values.
* look at how personal values play a part in reasoning and change this reasoning to accommodate other learners’ meanings in a group.
* reflect critically on own learning.
* answer questions to follow-up activities that are aimed at making learners aware of and improving skills in reading, listening, speaking and writing.

# 2. Learning Activities

**Scan** the text, “Emotional stability sends you to the top”, before you start with the pre-reading activities below.

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| Icon_3.jpg | Pre-reading ActivitiesStart-up activity 2.1: [±40 minutes] |

1. Look at the following situation:

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| There is a group of popular students at university and you very much want to be accepted as a member of their group. They tell you that you can be a member of their group if you agree to help them vandalise some classrooms on campus one Saturday night. You agree and participate in the vandalism. However, they all get caught by security on campus, and you manage to escape without being spotted. They do not let on that you were also party to the vandalism, but they do not accept you as one of their group after the incident either. |

1. Now, let’s look at one of Aesop’s fables; see if you can determine who the Crane and Wolf are in terms of the above-mentioned situation and note how values can influence behaviour:

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| **The Wolf and The Crane**A WOLF who had a bone stuck in his throat hired a Crane, for a large sum, to put her head into his mouth and draw out the bone. When the Crane had extracted the bone and demanded the promised payment, the Wolf, grinning and grinding his teeth, exclaimed: "Why, you have surely already had a sufficient recompense *(reward),* in having been permitted *(allowed)* to draw out your head in safety from the mouth and jaws of a wolf." In serving the wicked, expect no reward, and be thankful if you escape injury for your pains. |

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Last updated Monday, 23-May-2005 15:56:05 GMT

<http://www.literature.org/authors/aesop/fables/chapter-10.html>

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| Icon_3.jpg | Group activity 2.1.1: [±30 minutes] |

In pairs, discuss the values that are evident *(clear)* from the behaviour of both the Wolf and the Crane. Then, on your own, write a 50-word paragraph in which you give an outline of these values. Use the space below for your paragraph:

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Pre-reading learning activity 2.1* | *±40 minutes* |  |
|  |  | *Activity 2.1.1* | *±30 minutes* |  |

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| Icon_3.jpg | Learning activity 2.1.2: [±60 minutes] |

Now, on your own, search the world-wide web for on-line collections of fables. Select two of them, and in pairs, discuss the actions of the characters and what you think their values are. Then, individually (on your own), write out what you have learnt about the values from these two fables. Do not write more than two short paragraphs. Use the space below.

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| Icon_3.jpg | Group activity 2.1.3: [±30 minutes] |

In pairs, re-tell the story of the Wolf and the Crane from the Crane’s perspective; in other words re-tell the story as if you were the Crane.

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Activity 2.1.2* | *±60 minutes* |  |
|  |  | *Activity 2.1.3* | *±30 minutes* |  |

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| Icon_3.jpg | Pre-reading ActivitiesStart-up activity 2.2: [±40 minutes] |

Read the text, “Emotional stability sends you to the top”, below before you match the words and their meanings in the following table. For each of these words, prepare a concept card. If you do not know what a concept card is, please search the following URL for more information:

<http://www.indiana.edu/~l517/concept_cards.htm>

This website explains why and how concepts cards are used. An example is also discussed. Using concept cards is a useful way of promoting *(helping)* one’s reading skills.

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| **Stability** | Making an effort to establish and develop something |
| **Progressive** | To deem (believe) equal or the same |
| **Instinctively** | To act with caution  |
| **Edge** | When something is not likely to change |
| **Cultivate** | To pass on to |
| **Implement** | Something challenging or trying |
| **Tactfully** | Victories |
| **Transferred** | Able to identify with another person |
| **Equate** | Reactions given unthinkingly, and spontaneously  |
| **Empathy** | Recognizing someone or something |
| **Triumphs** | Stubbornly committed to an idea |
| **Trials** | Overreacting to criticism |
| **Acknowledge** | To have an advantage over others |
| **Adamant** | To put a plan or system into operation |
| **Defensive** | New and modern ideas, encouraging positive change |

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Pre-reading learning activity 2.2* | *±40 minutes* |  |

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| Icon_3.jpg | Pre-reading ActivitiesLearning activity 2.3: [±30 minutes] |

Complete the following sentence beginnings:

If I had to select three important values, I would select the following:

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| **Firstly, I believe that…** |
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| **Secondly, I am committed to…** |
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| **Finally, if we want to survive as a nation, we have to…** |
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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Pre-reading learning activity 2.3* | *±30 minutes* |  |

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| Icon_3.jpg | While-reading ActivityLearning activity 2.4: [±120 minutes] |

While you read the text below, apply the principles of **SQ4R[[1]](#footnote-0)**. For a summary of the strategy, page to the while-reading section of **Part 4** of the module (on **Xenophobia**). Then answer the questions that follow after the text in the space following each question:

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| Reading 1:Emotional stability sends you to the top  |
| – Published on the Web by IOL on 2003-01-30 10:31:05 |

**Emotional stability sends you to the top**

**1.**

Progressive leaders are emotionally stable leaders. They are the ones others instinctively *(automatically)* turn to during a crisis *(emergency/disaster).*

**2.**

This quality of leadership is called emotional intelligence, and it's the competitive *(ready for action)* edge that professionals can cultivate *(develop)* to help themselves make it to the top.

**3.**

Changing your emotional response to others is considered a "behaviour change".

**4.**

These are the most difficult changes to implement *(apply)* and maintain *(keep).*

**5.**

Changing habits and behaviour takes more than awareness and self-knowledge.

**6.**

This is why traditional training, such as books, audio tapes, video training and workshops, often fall short in creating long-term change.

**7.**

Monique Rissen-Harrisberg, CEO of The Voice Clinic, offers the following advice:

**Tactfully** *(thoughtfully/sensitively)* **handle the negative.** It seems regardless the size of the organisation you work for, that negative people will always be present.

**8.**

These are the ones who continually complain, create confrontations *(conflict)* and lack control of their emotions. If their contribution to your team does not outweigh *(overshadow)* the damaging attitude, you may want to consider having them transferred to a position where they would be more suited.

**9.**

Be aware of these personality types and prepared to handle the challenges they will bring to you.

**10.**

**Stay in integrity** *(honesty)* **with your values.** Emotional control does not equate *(compare)* to silence. Just the opposite. When a difficult subject needs to be addressed, you will be fully able to do so with a level head.

**11.**

When the truth needs to be told, you will be a person others look to. By showing others you have integrity and stand by your values you will define your reputation.

**12.**

**Express your emotions.** Expressing empathy and being emotionally honest is one of the things that will make you a true leader.

**13.**

When you share your strengths, weaknesses, triumphs and trials honestly with those around you, you make a more personal connection.

**14.**

Let us never forget, people follow those they like. While your primary *(main)* concern at the office may not be to make friends; opening yourself up to your team will help develop a sense of trust and loyalty towards you.

**15.**

**Acknowledge rather than agree.** It is possible to acknowledge *(accept)* that someone has a different point of view than you have without agreeing with it.

**16.**

What happens, more often than not, is that the more strongly someone disagrees with us the more adamant *(obstinate)* we become about convincing them we are right.

**17.**

Before the situation gets out of control, ask yourself: "How important is it that they agree with me?" If the answer comes down to a matter of personal pride - let it go.

**18.**

**Learn rather than defend.** Instead of going into a defensive mode and trying to protect or force your views, learn from the situation.

**19.**

Ask yourself what is really going on with that upset employee or co-worker.

The Voice Clinic can be contacted at 011 880 2334 or visit [www.thevoiceclinic.com](http://www.thevoiceclinic.com" \t "_blank)

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Answer the following questions once you have read the whole text. Remember to use the spaces provided below. To make it easier for you, the relevant text has been repeated in blocks.

**Read paragraphs 1 and 2:**

1. Progressive leaders are emotionally stable leaders. They are the ones others instinctively turn to during a crisis.
2. This quality of leadership is called emotional intelligence, and it's the competitive edge that professionals can cultivate to help themselves make it to the top.
3. Paragraph 1: To which word in sentence 1 does the personal pronoun**[[2]](#footnote-1)**, “they,” refer?

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1. Find two words that have opposite meanings in paragraph 1.

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1. Identify a redundant**[[3]](#footnote-2)** *(unnecessary)* word in the first paragraph.

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1. What does the phrase, “this quality of leadership”, in paragraph 2 refer to in sentence 1?

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1. The phrase “competitive edge” refers back to several phrases in the two sentences. Identify them.

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**Read paragraphs 3, 4, 5 and 6:**

1. Changing your emotional response to others is considered a "behaviour change".
2. These are the most difficult changes to implement and maintain.
3. Changing habits and behaviour takes more than awareness and self- knowledge.
4. This is why traditional training, such as books, audio tapes, video training and workshops, often falls short in creating long-term change.
5. Summarise paragraphs 3 to 6 in six words.

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1. What are the most difficult changes to implement *(put into action)* and maintain?

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1. According to the author, why does traditional training often fail to create change in individuals?

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**Read paragraphs 8 to 10:**

1. **Tactfully handle the negative.** It seems regardless the size of the organisation you work for, that negative people will always be present.
2. These are the ones who continually complain, create confrontations and lack control of their emotions. If their contribution to your team does not outweigh the damaging attitude, you may want to consider having them transferred to a position where they would be more suited.
3. Be aware of these personality types and prepared to handle the challenges they will bring to you.
4. Explain how the various words in paragraphs 8 to 10 are physically linked together in the text, and how they are linked together in a logical way.

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1. Identify all the words in these paragraphs that are related to the word “challenges” in paragraph 10.

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**Read paragraphs 11 to 15**

1. **Stay in integrity with your values.** Emotional control does not equate to silence. Just the opposite. When a difficult subject needs to be addressed, you will be fully able to do so with a level head.
2. When the truth needs to be told, you will be a person others look to. By showing others you have integrity and stand by your values you will define your reputation.
3. **Express your emotions.** Expressing empathy and being emotionally honest is one of the things that will make you a true leader.
4. When you share your strengths, weaknesses, triumphs and trials honestly with those around you, you make a more personal connection.
5. Let us never forget, people follow those they like. While your primary concern at the office may not be to make friends; opening yourself up to your team will help develop a sense of trust and loyalty towards you.
6. Rewrite paragraphs 11 to 15 in the form of two 35-word paragraphs.

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**Read paragraphs 16 to 20**

1. **Acknowledge rather than agree.** It is possible to acknowledge that someone has a different point of view than you have without agreeing with it.
2. What happens, more often than not, is that the more strongly someone disagrees with us the more adamant we become about convincing them we are right.
3. Before the situation gets out of control, ask yourself: "How important is it that they agree with me?" If the answer comes down to a matter of personal pride - let it go.
4. **Learn rather than defend.** Instead of going into a defensive mode and trying to protect or force your views, learn from the situation.
5. Ask yourself what is really going on with that upset employee or co-worker.
6. Summarise these paragraphs in two 12-word sentences.

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Skills pack – SQ4R study* | *±60 minutes* |  |
|  |  | *While-reading learning activity 2.4* | *±120 minutes* |  |
|  |  | ***Total time*** | ***±180 minutes*** |  |

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| ***Comment section:*** * These activities are aimed at developing your skills to access the meanings in a text.
* To understand how words in a text are related will develop your view of the meanings in a coherent *(logical)* message.
* To produce text of your own is proof that you understand the messages you have processed, and that you are able to produce original text.
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| Icon_3.jpg | Group activity 2.9: [±240 minutes] |

Read the text above once more before you complete the following communication-gap exercise. First, you will work individually, and then in the **scenario** section, you have to debate *(discuss)* your point of view with your class mates:

**Communication-gap exercise**

1. **Mind-map[[4]](#footnote-3)** the five points associated with mature and well-developed emotional intelligence.



1. **Prepare a PowerPoint** presentation of the five points.
2. **Scenario**: You have to convince *(encourage/persuade)* your audience of your point of view. Using your PowerPoint presentation as a support device *(tool)*, argue a case for your position. Your class mates are required to question the position you take.
3. **Follow-up**: How would you modify *(adapt)* your reasoning? How would you accommodate the points your friends made in their questioning your thinking?
4. **Task**: List at least three points you would want to add and/or change in your presentation to make the message more successful. List them in the space below:

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Group Learning Activity 2.9* | *±240 minutes* |  |

# 3. Assessment Activities

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| Icon_3.jpg | Assessment activity 3.1:Journal entries[±90 minutes] |

The purpose of this assessment task is to assess your ability to write a page on your experience, or any topic you may have selected.

Select two of your journal entries from the past two weeks. You have to feel comfortable sharing the information with your facilitator. Improve them so that they clearly show that you are a person with strong values.

**(the rubric can be found on the next page)**

The following rubric will be used:

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| **Dimension [Poor]** | **Scale** | **Dimension [Excellent]** |
| Coherence: illogical ideas, confusing and incomplete  | **1 2 3 4 5 6 7 8 9 10** | Coherent, integrated ideas, holistic response |
| Cohesion: Sentence and paragraph inconsistency | **1 2 3 4 5 6 7 8 9 10** | Sentence and paragraph consistency and balance |
| grammar and communication errors | **1 2 3 4 5 6 7 8 9 10** | Very accurate and style excellent  |
| Values are not identified, nor clearly expressed | **1 2 3 4 5 6 7 8 9 10** | Values are clearly expressed  |
| **Score**Performance-enhancing feedback: |

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Assessment Activity 3 activity 2.3* | *±90 minutes* |  |

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| Icon_3.jpg | Assessment activity 3.2:PowerPoint presentation[±90 minutes] |

The purpose of this assessment task is to see whether you are able to use PowerPoint successfully for a presentation based on your work in **Group learning activity 2.9** above.

Your PowerPoint presentation, prepared and presented as part of the group activity, will be assessed in terms of the following rubric:

**PowerPoint Presentation Rubrics [30 marks per presentation]**

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| **Criteria [Unacceptable]** | **Scale** | **Criteria [Exemplary]** |
| Content and ideas are not at all clear | **1/2 3/4 5/6 7/8 9/10** | Content and ideas are clear |
| The presentation is poorly organised (with no introduction or conclusion) | **1/2 3/4 5/6 7/8 9/10** | The presentation is well organised (with a clear introduction and conclusion) |
| Language use (e.g., spelling; grammar) is very poor | **1/2 3/4 5/6 7/8 9/10** | Language use (e.g., spelling; grammar) is excellent |
| **Comments and Suggestions for Improvement:****Score:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 30/3 = 10 MARKS** |

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| Icon_3.jpg | Assessment activity 3.3:Consolidating *(joining/fusing)* your vocabulary[±90 minutes] |

The purpose of this assessment task is to see whether you have mastered the meanings and structures linked to the vocabulary exercise

Return to the diagram in **Pre-reading learning activity 2.2** where you had to match the words and their meanings. Now, in a paragraph of not more than 150 words, use all these words in your written response.

The rubric following will be used to assess the response: **(the rubric continues on the next page)**

| **Dimension [Poor]** | **Scale** | **Dimension [Excellent]** |
| --- | --- | --- |
| Coherence: illogical ideas, confusing and incomplete  | **1 2 3 4 5 6 7 8 9 10** | Coherent, integrated ideas, holistic response |
| Cohesion: Sentence and paragraph inconsistency | **1 2 3 4 5 6 7 8 9 10** | Sentence and paragraph consistency and balance |
| grammar and communication errors | **1 2 3 4 5 6 7 8 9 10** | Very accurate and style excellent  |
| Values are not identified, nor clearly expressed | **1 2 3 4 5 6 7 8 9 10** | Values are clearly expressed  |
| **Score**Performance-enhancing feedback: |

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *3.3 Consolidating (joining/fusing) your vocabulary* | *±90 minutes* |  |

# 4. End of section comments

Please note that all these activities are based on your ability to use background knowledge (information you already know) to help you understand and access new information. In order for you to understand any new information, you must be able to understand what you read in terms of how ideas are. The questions are formulated to help you see the relationships between how ideas are formed in a text and the meanings they have. You are required to produce both written and spoken responses. In the next section, you are given feedback so that you can evaluate yourself. The responses below are often follow-up tasks and examples which serve as guidelines as you produce your own responses.

# 5. Tracking my progress

You have reached the end of this section. Check whether you have achieved the learning outcomes for this section.

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| **Learning outcomes** | **✓ I feel confident** | **✓ I don’t feel confident** |
| Defend a choice of a specific set of values in a logical, ordered manner. |  |  |
| Study the different values expressed in different fables. |  |  |
| Discover personal values by writing journal entries. |  |  |
| Read texts and ask questions about the ways in which the words and ideas are connected in these various texts. |  |  |
| Write responses in which learners reflect critically on their own values. |  |  |
| Look at how personal values play a part in reasoning and change this reasoning to accommodate other learners’ meanings in a group. |  |  |
| Reflect critically on own learning. |  |  |
| Answer questions to follow-up activities that are aimed at making learners aware of and improving skills in reading, listening, speaking and writing. |  |  |

Now answer the following questions honestly:

1. What did you like best about this section?

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1. What did you find most difficult in this section?

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1. What do you need to improve on?

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1. How will you do this?

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1. How has your journaling helped you in becoming more productive?

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Tracking my progress* | *±40 minutes* |  |

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| Icon_3.jpg | PART 3 – Values-based living in a changing world:Glossary of difficult words[±40 minutes] |

Match the meanings of the words in columns A and B by placing the correct numbers of the synonyms in column B next to the words in column A

**Example:**

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| --- | --- | --- | --- | --- |
| **A** |  |  |  | **B** |
|  |  |  |  |  |
| **radical** |  |  **2** |  | 1. complete
 |
|  |  |  |  | 1. drastic
 |
|  |  |  |  | 1. favourable
 |

**Now do the following:**

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| --- | --- | --- | --- | --- |
| **A** |  |  |  | **B** |
|  |  |  |  |  |
| **recompense** |  |  |  | 1. clear
 |
| **implement**  |  |  |  | 1. ability
 |
| **promoting**  |  |  |  | 1. ready for action
 |
| **equate**  |  |  |  | 1. out of use
 |
| **novel**  |  |  |  | 1. believe
 |
| **perspective**  |  |  |  | 1. honesty
 |
| **define**  |  |  |  | 1. method
 |
| **acknowledge**  |  |  |  | 1. conflict
 |
| **tactfully**  |  |  |  | 1. understandable
 |
| **instinctively**  |  |  |  | 1. overshadow
 |
| **consolidating**  |  |  |  | 1. develop
 |
| **adamant**  |  |  |  | 1. emergency/disaster
 |
| **evident**  |  |  |  | 1. reward
 |
| **confrontations**  |  |  |  | 1. logical
 |
| **logically**  |  |  |  | 1. identify
 |
| **evidence** |  |  |  | 1. accept
 |
| **latter** |  |  |  | 1. main
 |
| **activate**  |  |  |  | 1. thoughtfully/sensitively
 |
| **outweigh**  |  |  |  | 1. tool
 |
| **redundant**  |  |  |  | 1. apply
 |
| **competence**  |  |  |  | 1. keep
 |
| **competitive**  |  |  |  | 1. viewpoint
 |
| **debate**  |  |  |  | 1. automatically
 |
| **maintain** |  |  |  | 1. allowed
 |
| **deem**  |  |  |  | 1. compare
 |
| **primary**  |  |  |  | 1. obstinate
 |
| **comprehensible**  |  |  |  | 1. adapt
 |
| **device**  |  |  |  | 1. last
 |
| **coherent**  |  |  |  | 1. sensibly
 |
| **crisis**  |  |  |  | 1. proof
 |
| **convince**  |  |  |  | 1. joining/fusing
 |
| **modify**  |  |  |  | 1. discuss
 |
| **procedure**  |  |  |  | 1. original
 |
| **integrity** |  |  |  | 1. trigger
 |
| **permitted**  |  |  |  | 1. helping
 |
| **cultivate** |  |  |  | 1. encourage/persuade
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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Glossary of difficult words*  | *±40 minutes* |  |

## Part 3 – Overall time check

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| Icon_10.jpg | TIMECHECK | **Sections** | **Suggested time input** | **Actual time spent** |
| *Pre-reading learning activity 2.1*  | *±40 minutes* |  |
|  |  | *Activity 2.1.1* | *±30 minutes* |  |
|  |  | *Activity 2.1.2* | *±60 minutes* |  |
|  |  | *Activity 2.1.3* | *±30 minutes* |  |
|  |  | *Pre-reading learning activity 2.2*  | *±40 minutes* |  |
|  |  | *Pre-reading learning activity 2.3*  | *±30 minutes* |  |
|  |  | *Skills pack – SQ4R study* | *±60 minutes* |  |
|  |  | *While-reading learning activity 2.4*  | *±120 minutes* |  |
|  |  | *Group Learning Activity 2.9* | *±240 minutes* |  |
|  |  | *Assessment Activity 3*  | *±90 minutes* |  |
|  |  | *3.3 Consolidating (joining/fusing) your vocabulary*  | *±90 minutes* |  |
|  |  | *Tracking my progress*  | *±40 minutes* |  |
|  |  | *Glossary of difficult words activity* | *±40 minutes* |  |
|  |  | ***Estimated total time for Part 3*** | ***15 hours***  |  |

# References

**FABLES**

Online Literature Library, sponsored by [Knowledge Matters Ltd.](http://www.knowledge-matters.co.uk/) The URL for fables in Part 4: <http://www.literature.org/authors/aesop/fables/chapter-10.html>

**CONCEPT CARDS**

Visit the following URL: <http://www.indiana.edu/~l517/concept_cards.htm>

**IOL ARTICLE**

“Emotional stability sends you to the top” at [www.iol.co.za](http://www.iol.co.za)

1. Skills Pack: Review material (pg 21) [↑](#footnote-ref-0)
2. Skills pack: Cohesion in texts (pg 15) [↑](#footnote-ref-1)
3. Skills pack: a section on redundancy should be included under Cohesion in texts (pg 15) [↑](#footnote-ref-2)
4. Skills pack: include a section on mind-mapping [↑](#footnote-ref-3)