

Part 8:

Let’s rewrite nominalised texts – Has SA’s constitution failed?

English Literacy & Language Development, Workshop Series 2010

Part 8: Let’s rewrite nominalised texts – Has SA’s constitution failed?

# 1. Introduction

When lawyers and judges begin to comment on the world of law, they tend to use heavy nouns and adjectives to express their ideas. So, if we page along to the article on the SA Constitution, we see phrases such as “becoming an impediment” and “resolution of disputes”. These phrases may be replaced by simple verbs such as “impede” and “resolve disputes” as in

**1a** Does the SA Constitution **impede** our ability speedily **to resolve** legal disputes (disagreements) which **may lead to penalties?**

Instead of the longer form:

**1b** Is the South African Constitution becoming an **impediment** to reasonably speedy **resolution of legal disputes** that hold **punitive** **consequences**?

If you compare (1a) and (1b), you will notice that (1a) does not have a sequence *(series)* of heavy nouns. This unit deals with a procedure *(formula)* to denominalise texts. In other words, the heavy nouns in (1b) have been converted *(changed)* into active verb forms, and subjects have been added to these verbs:

**Nominalise** to change a verb into a noun

**denominalise** to change the noun back into a verb

http://www.gwiztraining.com/Nominalise.pdf

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| **Changes from nominalised** | **🡪** | **Denominalised text** |
| Impediment (noun) | **🡪** | [Subject] + Impede (verb) |
| Resolution (noun) | **🡪** | [Subject] + Resolve (verb) |
| Hold punitive consequences | **🡪** | May lead to penalties |

## Learning outcomes

By the end of this Part of the module, students will demonstrate the ability to:

* analyse the relationship between form and meaning in texts that are socially relevant *(significant)*;
* change words into related functional categories, for example, noun to verb; adjective to verb; adjective to noun; and noun to adjective for purposes of denominalising text;
* eliminate *(get rid of)* heavy abstract nouns from text by means of changing these nouns into verbs and adding subjects;
* produce subject-verb constructions, focusing on denominalised text;
* write about topics relating to the SA Constitution; and
* use various forms of learning, including group work, group presentations, PowerPoint presentations, speaking-directed and writing-directed learning

# 2. Learning Activities

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| Icon_3.jpg | Pre Reading Activity  Learning activity 2.1: |

TASK A: The SA Constitution

Draw a **Mind-map** of all the human rights stated in the SA Constitution. Look at the Bill of Rights in the SA Constitution at the following URL:

<http://www.constitutionalcourt.org.za/site/constitution/english-web/ch2.html>

1. **Concept cards**: Draw up detailed concept cards for five unfamiliar words in the text “**Devil in the detail**”. Prepare them in the spaces below:

**Front of card Back of card**

1. **Write** an outline of three rights recorded in the SA Constitution. You may not write more than 120 words, and you have to use your own words.

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1. **Look at** the SA Constitution and the ANC’s Freedom Charter. Question:

Does the one document conflict *(disagree)* with the other or would you say that the SA Constitution subsumes *(includes)* the Freedom Charter?

URL for the Freedom Charter: <http://www.anc.org.za/ancdocs/history/charter.html>

1. **Your opinion**: In pairs, discuss the following claims:

**Claim 1:** Land distribution *(allocation/sharing)* in South Africa is an explosive *(tense)* issue, and government are not addressing *(dealing with)* the issue adequately *(sufficiently).*

**Claim 2:** We need to protect the rights of law-abiding citizens rather than the rights of criminals and murderers.

**Claim 3:** In real life, politicians talk about the rights of citizens, but they don’t protect them against abuses.

TASK B: Sentence Beginnings

Complete the following sentences once you have read the **first paragraph** of the text, *Devil in the detail,* below:

1. An impediment is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. When I impede a process, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. The word ***resolution*** may have several meanings. Two of these are the following: Firstly, it refers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Secondly, it refers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. The phrase “a punitive consequence” refers to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TASK C: Vocabulary Word Search

**Find the word or phrase in the text “Devil in the detail” that will describe the definitions below:**

1. This **word** is used in the second paragraph and it means “preceding”.

**Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. This **word** is used in the second paragraph and it means “to consider”.

**Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. This **paragraph** is the first in the text to refer to events earlier this year when judges from the Constitutional Court lodged a complaint against Judge Hlophe with the JSC.

**Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. This **phrase** deals with a speculative *(rough/approximate)* and conditional *(unconfirmed)* scenario which the judges were required to have considered before they lodged their complaint against Judge Hlophe.

**Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. This **phrase** has been underlined in the text and refers to how the constitutional judges’ complaint had humiliated *(shamed)* Judge Hlophe.

**Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. This **five-word phrase** refers to the fact that the judges did not explain why they had acted so quickly against Judge Hlophe.

**Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. This **paragraph** refers to a finding in the supreme court that Judge Hlophe’s rights had indeed been violated.

**Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. This **paragraph** deals explicitly *(openly)* with the reasons why Judge’s treatment at the hands of the constitutional judges may be seen as unfair.

**Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

TASK D: Rewriting a Nominalised Text

1. Look at the introduction again. Then, re-write the following sentence so that you leave out the “heavy” nouns:

*The court emphasised that no explanation had been proffered nor justification given by the Constitutional Court judges for their speed and haste in pursuit of a complaint.*

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1. Let’s look at a more difficult example from an academic text. Try this more difficult example, taken from an article on parental control:

*Although understanding the role of parents’ use of control in the development of perfectionism in children is important in and of itself, this endeavour is also of significance because it has the potential to elucidate why parents’ use of control may foster depressive symptoms (Kenney-Benson and Pomerantz, 2005: 27).*

* 1. Identify the nouns in the paragraph.
  2. Change them into verbs.
  3. Add subjects to all these newly formed verbs.

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1. Compare your response with our attempt at denominalising the text directly above:

*Researchers argue that parental control may impact significantly on children’s function-ing. Such control, they state, may promote perfectionist and depressive tendencies in children.*

* 1. **Task:** How close does this paragraph come to your own and the original nominalised text?

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1. Finding your own example: Scan some of your academic texts for an example of a nominalised paragraph. Then, re-write the paragraph so that you leave out these “heavy” nouns.

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| Icon_3.jpg | While-Reading Activity  Learning activity 2.2: |

Using the SQ4R strategy and other techniques you have mastered, read the text below. Once you have done so, answer the questions that follow after the text. Use the spaces following each question for this purpose.

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| Reading 1:Devil in the Detail |

**Devil in the detail**

**SERJEANT AT THE BAR**

**1.**

Is the South African Constitution becoming an **impediment** to reasonably speedy **resolution of legal disputes** that hold **punitive** consequences? Leaving the merits *(virtues)* of Judge Chris Nicholson's judgement aside, the implication, if correct, is to make life very difficult for the National Prosecuting Authority (NPA).

**2.**

Each time the NPA finds itself losing a **preliminary** challenge to charges laid by it, it may well find itself having to entertain *(consider)* representations from the accused before **proceeding** with the case.

**3.**

And, if an accused **can make** representations that **are rejected**, the way is open for him or her to take that decision to the high court on review and, if necessary, all the way to the Constitutional Court. Well, you **may ask**: when will the trial even begin?

**4.**

Following hard on this judgement came a majority judgement from three of the five judges of the Johannesburg High Court in favour of the Cape Judge President John Hlophe. The facts are well known. On May 30 2008, judges of the Constitutional Court **issued** a statement in which they **announced** that they **had lodged** a complaint with the Judicial Service Commission (JSC) against Judge Hlophe.

**5.**

The **initial** **statement** was of a very general nature, although **it** indicated that the **judge** had **allegedly** somehow interfered in the **deliberations** pertaining *(relating)* to the case before the Constitutional Court, S v Jacob Zuma. Only on June 17 was the complaint specified by the Constitutional Court in any detail.

**6.**

Hlophe **approached** the high court for relief. Initially *(at first)* it appeared to prevent the JSC from conducting a hearing into the complaint as well as a complaint brought by him against the Constitutional Court judges for **infringing his dignity**, equality and privacy by publishing the complaint and by failing to give him a hearing before bringing the complaint into the public domain *(field/area).* The relief about preventing a JSC hearing was not pursued *(followed up on)*.

**7.**

The **majority** of the high court found that, until the Constitutional Court specified the complaint on June 17, Judge Hlophe's rights were violated *(dishonoured).*

**8.**

He **should have been heard** before the complaint **was lodged** in the public arena and this failure **infringed** his rights.

**9.**

In particular, the court **emphasised** that no **explanation** had been **proffered** nor **justification** given by the Constitutional Court judges "for the speed and haste in which the steps were taken … It is that speed and haste that brought about the unfair treatment of the applicant and a violation of his rights."

Source: Mail & Guardian Online

Web Address: <http://www.mg.co.za/article/2008-10-16-devil-in-the-detai>l

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| Icon_3.jpg | Post-reading Learning activity 2.3:  Making form-meaning connections |

Read paragraph 1:

1. Why does the author claim that the SA Constitution delays the processes of justice?

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1. The author qualifies his statement that the SA Constitution has a disruptive effect on legal disputes. How does the author use specific phrasing to exclude a specific significant event from his reasoning?

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Read paragraph 2:

1. How can the accused disrupt the NPA’s challenge?

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Read paragraph 3:

1. Explain the sequence of events when an accused contests an NPA challenge or charge.

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1. How is the question “when will the trial even begin?” related to specific words in paragraph 1? List at least two phrases and explain how these phrases are related to the question.

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Read paragraph 4:

1. Three verbs [verbal phrases] have been underlined in this paragraph. Explain the sequence of events on a time line for the three events.

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Read paragraphs 4 and 5:

1. Are the following statements true or false? Give a reason for your view.
   1. The Judicial Services Commission lodged a complaint **TRUE FALSE**

against Judge Hlophe.

* 1. Judge Hlophe lodged a complaint against Jacob Zuma. **TRUE FALSE**

Read paragraph 6:

1. Which word in this paragraph signals *(indicates)* that Judge Hlophe approached the high court to intervene *(interfere/get involved)?*

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1. What was Hlophe’s response to the constitutional judges’ complaint lodged against him?

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Read paragraph 7:

1. Rewrite the paragraph so that the meanings expressed here are the opposite of those in the text.

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Read paragraph 8:

1. Study the underlined verb phrases. What was the sequence of events for the last two verbs?

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Re-read the text:

1. Using discourse *(conversation)* markers, list five facts that you are able to confirm from the text.

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| Icon_3.jpg | Group activity 2.4: |

**Group task 2.4.1**: Individually, visit the SA Constitution website at the following URL:<http://www.constitutionalcourt.org.za/site/constitution/english-web/ch2.html>.

Then, argue a case for two clauses you would select from the constitution if you were forced to make a choice. In groups, then debate your choices and come up with a group-selection of two clauses. Prepare a PowerPoint presentation in which you present an outline of your choice. Each group member must present a section of the presentation.

**Group task 2.4.2**: Write your personal “constitution” for integrity-based living. You have to capture this “constitution” in five sentences of not more than 18 words each.

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**Group task 2.4.3:** The words, underlined in the text above, have been entered into a diagram below.

Alongside this column, there are columns for various word types. Convert the words into forms appropriate for the specific column. Leave spaces blank where the word cannot be converted into that word type:

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| --- | --- | --- | --- | --- |
| **Word from the text** | **Noun forms** | **Verb forms** | **Adjectival forms** | **Adverbial forms** |
| **Impediment** |  |  |  |  |
| **Resolution** |  |  |  |  |
| **Legally** |  |  |  |  |
| **Dispute** |  |  |  |  |
| **Preliminaries** |  |  |  |  |
| **Proceed** |  |  |  |  |

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| **Word from the text** | **Noun forms** | **Verb forms** | **Adjectival forms** | **Adverbial forms** |
| **Rejection** |  |  |  |  |
| **Ask** |  |  |  |  |
| **Issue** |  |  |  |  |
| **Announcement** |  |  |  |  |
| **Lodge** |  |  |  |  |
| **Initially** |  |  |  |  |
| **Statement** |  |  |  |  |
| **Judgement** |  |  |  |  |
| **Allege** |  |  |  |  |
| **Deliberations** |  |  |  |  |
| **Approach** |  |  |  |  |
| **Infringe** |  |  |  |  |
| **Dignity** |  |  |  |  |
| **Hear** |  |  |  |  |
| **Emphasise** |  |  |  |  |
| **Explain** |  |  |  |  |
| **Proffer**  **Justification** |  |  |  |  |

# 3. Assessment Activities

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| Icon_3.jpg | Assessment activity 3.1: |

The purpose of this assessment activity is to establish whether you are able to express *(communicate)* an informed *(knowledgeable/educated)* opinion on the SA Constitution and legal processes.

Return to the section **Pre-reading learning activities in 2.1.** Review your written contributions on the tasks under the heading **“The SA Constitution”.**

For assessment purposes, write out your opinion on the rights and responsibilities of individuals under the SA Constitution [specifically Chapter 2, “The Bill of Rights”]. Your response has to be approximately 250 words, and you have to use your own words throughout.

Please note that you will be required to focus on specifying the subjects and the active verbs you want to assign to them. The following rubric will be used in assessing your work:

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| **Dimension [Poor]** | **Scale** | **Dimension [Excellent]** |
| Coherence: Incoherent, disconnected, fragmentary | **1 2 3 4 5 6 7 8 9 10** | Coherent, integrated, holistic response |
| Cohesion: Sentence and paragraph inconsistency | **1 2 3 4 5 6 7 8 9 10** | Sentence and paragraph consistency and balance |
| Inaccuracies of grammar mar communication | **1 2 3 4 5 6 7 8 9 10** | Accuracy and style superb |
| “Heavy” nouns occur, abstract nouns are used, and subjects cannot be identified clearly. | **1 2 3 4 5 6 7 8 9 10** | Denominalised text is used; subjects and their actions are specified; active rather than passive verbs. |
| **Score**  Performance-enhancing feedback: | | |

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| Icon_3.jpg | Assessment activity 3.2: |

The purpose of this assessment activity is to establish whether you are able to denominalise a text.

Review the examples of denominalisation in the introduction and the **“Start up activities”** section of the module before you attempt this task. Rewrite the following text so that it remains cohesive, coherent and accurate. In addition, you have to denominalise the text:

Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken [from Chapter 2, the Bill of Rights, SA Constitution].

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| **Dimension [Poor]** | **Scale** | **Dimension [Excellent]** |
| Coherence: Incoherent, disconnected, fragmentary | **1 2 3 4 5 6 7 8 9 10** | Coherent, integrated, holistic response |
| Cohesion: Sentence and paragraph inconsistency | **1 2 3 4 5 6 7 8 9 10** | Sentence and paragraph consistency and balance |
| Inaccuracies of grammar mar communication | **1 2 3 4 5 6 7 8 9 10** | Accuracy and style superb |
| “Heavy” nouns occur, abstract nouns are used, and subjects cannot be identified clearly. | **1 2 3 4 5 6 7 8 9 10** | Denominalised text is used; subjects and their actions are specified; active rather than passive verbs. |
| **Score**  Performance-enhancing feedback: | | |

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| Icon_3.jpg | Assessment activity 3.3: |

The purpose of this assessment activity is to establish whether you are able to abstract *(extract/take out)* the key arguments from a text.

Read the text entitled, **“Devil in the detail”**, before you respond to the following writing task:

Write a 120-word summary of the article in which you refer to the focal points of the article. The following rubric will be used to assess your text.

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| **Dimension [Poor]** | **Scale** | **Dimension [Excellent]** |
| Coherence: Incoherent, disconnected, fragmentary | **1 2 3 4 5 6 7 8 9 10** | Coherent, integrated, holistic response |
| Cohesion: Sentence and paragraph inconsistency | **1 2 3 4 5 6 7 8 9 10** | Sentence and paragraph consistency and balance |
| Inaccuracies of grammar mar communication | **1 2 3 4 5 6 7 8 9 10** | Accuracy and style superb |
| “Heavy” nouns occur, abstract nouns are used, and subjects cannot be identified clearly. | **1 2 3 4 5 6 7 8 9 10** | Denominalised text is used; subjects and their actions are specified; active rather than passive verbs. |
| **Score**  Performance-enhancing feedback: | | |

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| Icon_3.jpg | Assessment activity 3.4: |

The purpose of this assessment task is to assess students’ communication skills in the context of a PowerPoint presentation.

Return to the **group task** in **Group Activity 1.1**. Students will be assessed as individuals in their groups on their PowerPoint presentations.

The following rubric will be used:

**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** | | |

# 4. End of section comments for assessment

These assessment tasks are intended to create a framework for you to produce text, either spoken or written, aimed at establishing how your ability to produce extended *(comprehensive)* text is developing. It is meant as an opportunity to put into practice your emerging discourse competence. You will be given feedback on these tasks. Please pay close attention to the feedback as this information is intended to assist you in re-visiting the tasks for purposes of further growth and development. In the next section, we provide feedback on the tasks that precede the assessment section.

# 5. Feedback

As stated in Parts 2 and 4 of the module, you will receive feedback from your facilitator once you have completed the activities. You are required to re-visit your responses, comparing your attempts with our sample responses. Remember that language is novel – in open-ended activities, we cannot produce definitive responses. It is also important that you engage in further activities based on the feedback. Your facilitator will attend to this cycle in the feedback loop.

# 6. 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** |
| Analyse form-meaning relationships within a text on a socially relevant topic; |  |  |
| Convert words into related functional categories, for example, noun to verb; adjective to verb; adjective to noun; and noun to adjective for purposes of denominalising text; |  |  |
| Eliminate heavy abstract nouns from text by means of converting these nouns into verbs and inserting subjects; |  |  |
| Produce SV constructions, focusing on denominalised text; and |  |  |
| Generate extended text on the SA Constitution |  |  |
| Use various modes of learning, including group work, group presentations, PowerPoint presentations, speaking-directed and writing-directed learning |  |  |

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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# References

**BOOKS**

**WEB-BASED REFERENCES**

Chapter 2 of the Constitution (The Bill of Rights) at the following URL: <http://www.constitutionalcourt.org.za/site/constitution/english-web/ch2.html>

Freedom Charter, ANC document, accepted at Kliptown in 1955, at the following URL: <http://www.anc.org.za/ancdocs/history/charter.html>

**IMAGES**

logo.cafepress.com/nocache/9/635957.410879.jpg[cgtshirts.blogspot.com/](http://cgtshirts.blogspot.com/)

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| Icon_3.jpg | PART 8 – Sa’s constitution:  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** |
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| **radical** |  | **2** |  | 1. complete |
|  |  |  |  | 1. drastic |
|  |  |  |  | 1. favourable |

**Now do the following:**

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| --- | --- | --- | --- | --- |
| **A** |  |  |  | **B** |
|  |  |  |  |  |
| **abstract** |  |  |  | 1. tense |
| **eliminate** |  |  |  | 1. includes |
| **humiliated** |  |  |  | 1. communicate |
| **procedure** |  |  |  | 1. sufficiently |
| **intervene** |  |  |  | 1. knowledgeable/educated |
| **speculative** |  |  |  | 1. series |
| **merits** |  |  |  | 1. comprehensive |
| **distribution** |  |  |  | 1. granted |
| **pertaining** |  |  |  | 1. unconfirmed |
| **explosive** |  |  |  | 1. at first |
| **discourse** |  |  |  | 1. openly |
| **domain** |  |  |  | 1. changed |
| **informed** |  |  |  | 1. followed up on |
| **sequence** |  |  |  | 1. significant |
| **signals** |  |  |  | 1. extract/take out |
| **express** |  |  |  | 1. dishonoured |
| **extended** |  |  |  | 1. interfere/get involved |
| **disputes** |  |  |  | 1. virtues |
| **entertain** |  |  |  | 1. get rid of |
| **conflict** |  |  |  | 1. disagreement |
| **adequately** |  |  |  | 1. rough/approximate |
| **subsumes** |  |  |  | 1. formula |
| **violated** |  |  |  | 1. shamed |
| **conditional** |  |  |  | 1. indicates |
| **Initially** |  |  |  | 1. relating |
| **explicitly** |  |  |  | 1. allocation/sharing |
| **pursued** |  |  |  | 1. consider |
| **relevant** |  |  |  | 1. disagreements |
| **accorded** |  |  |  | 1. conversation |
| **converted** |  |  |  | 1. field/area |