

NATIONAL CERTIFICATE IN
WHOLESALE AND RETAIL
OPERATIONS SUPERVISION, NQF
Level 4, ID 49397

Written Communication

**Aligned to unit
standard: 12155**

Learner Study Guide

Table of Contents

Introduction to this programme.....	4
Purpose of the learning programme.....	6
Purpose	6
Critical cross-field outcomes	6
Entry level requirements	7
Learning programme schedule	8
Unit Standard	10
Unit Standard: 12155.....	10
Introduction to this Learning Programme	16
Lesson 1	17
Textual features and conventions.....	17
SECTION 1: Business texts.....	17
SECTION 2: Producing business texts.....	20
ACTIVITY 1.....	21
SECTION 3: Terms used in business correspondence.....	21
Competence check for Lesson 1.....	23
Lesson 2	24
Identify and collect information.....	24
SECTION 1: Planning the communication	24
Competence check for Lesson 2.....	26
Lesson 3	27
Composing texts.....	27
SECTION 1: Composing business correspondence	27
ACTIVITY 2.....	27
Competence check for Lesson 3.....	27
Lesson 4	28
Organising and structuring texts	28
SECTION 1: Inferring information	28
ACTIVITY 3.....	31
Competence check for Lesson 4.....	31
Lesson 5	32
Presenting written texts	32
SECTION 1: Proofreading	32
SECTION 2: Assessing your work.....	32

Competence check for Lesson 5.....	35
References	37
Web pages.....	37
Images	37
Authors.....	37



BCONSULT

This Learner Study Guide articulates in the following programme and manner:

**NATIONAL CERTIFICATE IN WHOLESALE AND RETAIL OPERATIONS
SUPERVISION, NQF LEVEL 4, ID 49397**

WHOLESALE AND RETAIL Learning Programme

Written Communication

Apply comprehension skills to engage written texts in a business environment, US ID 12155



BCONSULT

Introduction to this programme

Dear learner

Welcome to the learning programme – **Apply comprehension skills to engage written texts in a business environment, US ID 12155**

The unit forms part of Written Communication for the NATIONAL CERTIFICATE in Wholesale and Retail Operations Supervision, which is registered with the WHOLESALE and RETAIL SETA.

Congratulations on choosing to upgrade your skills. We believe that this is one of many learning programmes that will develop and improve your skills.

Over the past couple of years, South Africa has made a significant shift from the old dispensation in education (where learners used to be bombarded with theory and very little practical work) to an outcomes-based education model (based on competency rather than on theory). The aim of the shift is to make the South African labour force more productive and show them how to apply the knowledge that they have gained from training programmes.

The learning programme you are about to start is outcomes-based and in line with the outcomes as stipulated in the applicable unit standard. The assessment is also in line with the assessment criteria as stipulated in the unit standard. Once you have been declared competent on the outcomes of this unit standard, you will receive **credits** towards a nationally recognised qualification.

You will be assessed formatively and summatively. The **formative** assessment will be conducted as you work through the lessons of this Study Guide and the **summative** assessment will be conducted when you have completed your training. Assessment can also be defined as the method that is used to determine whether you have mastered the skills that you will be taught during this learning programme. Assessment usually consists of two components, namely **instructional learning** (as conducted during this learning programme) and the **workplace assessment** – to determine your practical skills and your ability to implement what you have learnt.

The purpose with the Practical Guide Logbook (which will be handed to you by your assessor) will be to assess whether you can apply what you have learnt in the workplace.

Another added advantage to the new dispensation is the fact that recognition of prior learning is also considered and can count towards achieving credits towards a skills programme or qualification. Life experience, work experience and previous courses attended can be taken into consideration for recognition of prior learning purposes, should it relate to the specific learning programme or qualification you are working towards. This is merely a brief description to the new dispensation and barely covers what one can learn about this.

So, you will undergo theoretical training; receive your Practical Guide Logbook and Learner Assessment Guide & Portfolio of Evidence. At this point, you and your assessor will sign the Assessment Plan and your assessment will commence! You will be guided all the way.

We hope that this makes you as excited as it does us and it is a real privilege for us to be able to facilitate and assess you on the outcomes of the unit standard that we are about to start.

Please feel free to communicate any questions to your facilitator or to your assessor.

Remember, look out for the following icon in your Study Guide:

This icon indicates an activity that must be completed and placed in your Portfolio of Evidence (PoE).



BCONSULT

Purpose of the learning programme

Purpose

The purpose of this learning programme is to enable learners to interrogate a technical text in order to maximise understanding and to acquire the skills needed to extract relevant information from the text in the business environment. Learners will be able to identify textual features specific to business texts including legal documents.

Critical cross-field outcomes

During the Lessons (and theoretical process), the practical component and the workplace experience you will complete during the course of this programme, there are also CCFO's

These CCFO's are as follows:

CCFO	Details
Identify and solve problems	The ability to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made. The ability to reflect on and explore a variety of strategies to learn more effectively in learning skills to improve comprehension of a variety of texts used in the business sector.
Work effectively with others and as part of a team	The ability to work effectively with others and in teams when using interactive speech in activities, discussions and research projects
Organize and manage oneself and one's activities effectively and responsibly	The ability to organize and manage oneself and one's activities responsibly and effectively through using language
Collect, analyse, organize and critically evaluate information	The ability to collect, analyse, organize and critically evaluate information that is fundamental to the process of growing language capability across language applications and fields of study
Communicate effectively	The ability to communicate effectively using visual, mathematics and language skills both orally and in writing in applying the comprehension skills indicated to texts
Demonstrate an understanding of the world as a set of related system	The ability to demonstrate an understanding of the world as a set of related systems by being culturally and aesthetically sensitive across a range of social contexts in responding personally to a variety of reports and documents used in the business sector.

Entry level requirements

Learners being registered against this learning programme, must **already demonstrate the following competence:**

- ➡ They must have achieved competence in Communication at NQF Level 3

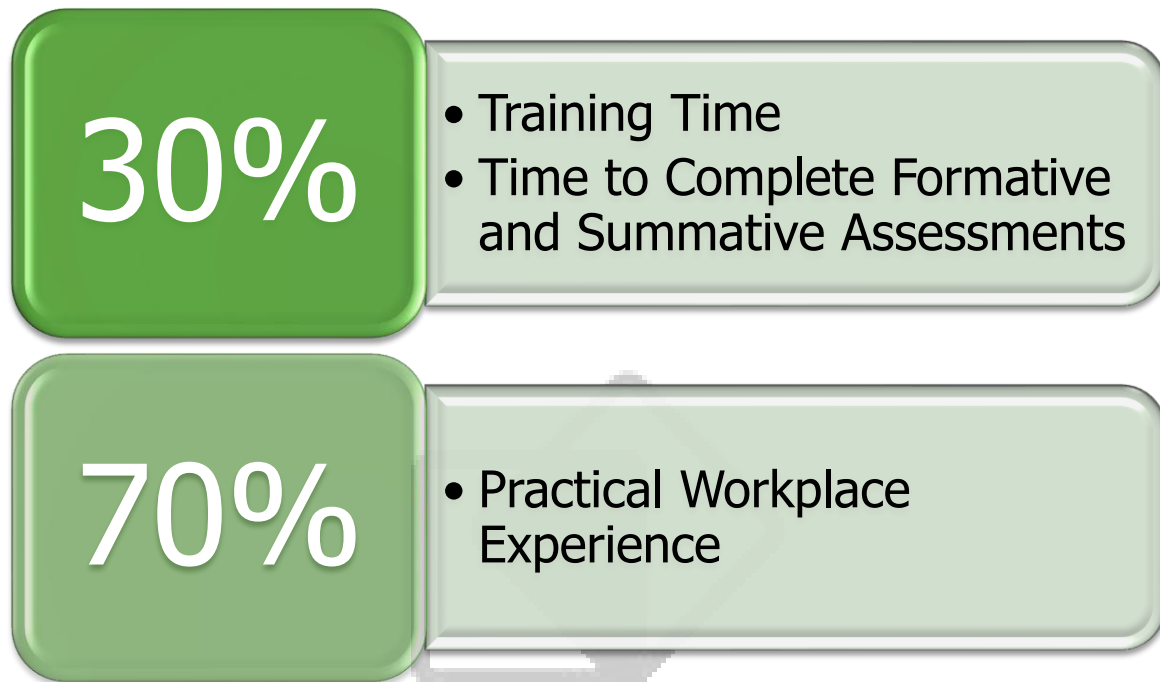


BCONSULT

Learning programme schedule

This Learning Programme carries a weight of 5 credits. These credits are converted into actual working hours which equate to a total of 50. This means it will take approximately 50 hours for you to undergo the training, assessment and all other requirements before you are found competent against this unit standard.

These 50 hours are broken up as follows:



30% of 50 = 15 Hours

5 Hours (1 Day)

This time is for the actual training session. Here, you will be attending class or tuition with the rest of the learners. Learning will be based on the requirements of the unit standard.

15 Hours (2 Days)

During the training session, the facilitator will inform you of the assessment requirements for the unit standard – both Formative and Summative. During this time you will need to complete your Formative Assessments and also ensure that all required forms and preparation sheets are signed together with your Assessor for you to undergo the Summative Assessment requirements. These may include components of Knowledge, Practical and / or Case Studies or Projects.

During this time, you may also contact the Assessor for assistance on the requirements of the Assessments. The learning group may also make use of this time to self-help on the Assessments.

70% of 50 = 35 Hours

35 Hours (5 Days)

During these 5 days, you will need to be based at a workplace – assisted by the workplace mentor, coach or assessor to ensure that you achieve the specific outcomes and assessment criteria as detailed on the Practical Workplace Logbook. These will need to be signed off by the workplace mentor, coach or assessor and submitted as part of your PoE.

Any other activity (outside of the PWL) that will assist you in demonstrating competence on any of the specific outcomes should be included as evidence in your PoE.



BCONSULT

Unit Standard

Unit Standard: 12155

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Apply comprehension skills to engage written texts in a business environment

SAQA US ID	UNIT STANDARD TITLE			
12155	Apply comprehension skills to engage written texts in a business environment			
ORIGINATOR				
SGB GET/FET Language and Communication				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	NQF Level 04	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This unit standard introduces both cognitive and affective dimensions of reading comprehension skills that enable learners to interrogate a technical text in order to maximise understanding and to acquire the skills needed to extract relevant information from texts used in a business environment. It enables learners to identify textual features specific to texts in a business environment including legal documents.

The qualifying learner is capable of:

- identifying and responding to textual features specific to texts.
- recognising information explicitly stated in a text.
- recalling from memory ideas and information explicitly stated in a text.
- analysing, synthesising and organising information explicitly stated in a text.
- using information explicitly stated in a text as well as his/her industry or sector knowledge, intuition and personal experience as a basis for conjectures and hypotheses.
- making an evaluative judgment by comparing ideas presented in a text with external criteria from other written or oral sources and own experience and knowledge of the business sector.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

There is open access to this unit standard. Learners should be competent in Communication at level 3.

UNIT STANDARD RANGE

The typical scope of this unit standard is:

- Texts and sources include both written and oral texts, recordings, interviews, discussions, radio broadcasts, video recordings, advertisements, Internet, photographs.
- Technical texts include sector specific documents, reports, policy wordings, brochures, pamphlets, information documents, newspapers, journals, magazines, financial newspapers and magazines, legislation, regulations, rules, letters, articles and any other texts used within the sector and field of learning.
- Recognition requires the learner to locate or identify information explicitly stated in the text itself or in exercises that use the explicit ideas and information presented in the text.
- Recall requires the learner to produce from memory ideas and information explicitly stated in a text.
- Re-organisation requires the learner to analyse, synthesise and/or organise ideas or information explicitly stated in a text. The learner may use the statements verbatim or paraphrase or translate the author's statements in order to produce the required thought product.
- Inferential comprehension is demonstrated when a learner uses the ideas and information explicitly stated in a text, his/her intuition and personal experience and industry knowledge as a basis for conjectures and hypotheses. Inferences may be convergent or divergent and the learner may or may not be asked to verbalise the rationale underlying his/her inferences. Inference requires thinking that goes beyond the printed page.
- Evaluation requires the learner to compare ideas in the text with external criteria or material provided by the facilitator or other sources with internal criteria provided by his/her own experiences, industry knowledge and ethics. Evaluation is about judgment and focuses on qualities of accuracy, acceptability, desirability, worth or probability of occurrence.
- Appreciation involves all the above cognitive dimensions. It deals with the psychological impact of a text on a reader. It includes a response to form, style and structure of a text and its appropriateness for the intended audience and purpose.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Identify and respond to textual features specific to written texts in a business environment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Texts used in a business environment are identified for a specific transactional function and an indication is given of the purpose of each document.

ASSESSMENT CRITERION 2

2. Commonly used conventions for texts used for a specific business function are identified and an indication is given of whether these conventions are the result of legislation, industry requirements or company policy.

ASSESSMENT CRITERION 3

3. Terminology specific to a particular business function is explained with examples.

SPECIFIC OUTCOME 2

Recognise or recall ideas and information that are explicitly stated in a written text.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Details are correctly identified from a technical text.

ASSESSMENT CRITERION 2

2. An explicit statement is correctly identified as the main idea of a paragraph or larger portion of a text.

ASSESSMENT CRITERION 3

3. Incidents, processes or actions explicitly stated in a text are identified in the correct order or sequence in which they occur.

ASSESSMENT CRITERION 4

4. Information is compared by identifying similarities and differences explicitly stated in a text(s).

ASSESSMENT CRITERION 5

5. Requirements, incidents or actions in the selection are explained in own words using reasons that are explicitly stated in a text.

ASSESSMENT CRITERION 6

6. Characteristics that indicate a customer profile are identified from explicit statements about a person in a text.

SPECIFIC OUTCOME 3

Re-organise information from a written text.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. People and/or other items (events, places, equipment, options, policies, investment instruments) are classified by placing them in appropriate categories.

ASSESSMENT CRITERION 2

2. An outline of a text is produced using direct statements or statements paraphrased from the text.

ASSESSMENT CRITERION 3

3. A text is summarised using direct or paraphrased statements from the text.

ASSESSMENT CRITERION 4

4. Explicit ideas or information from more than one source is consolidated into a synthesised text.

SPECIFIC OUTCOME 4

Infer information from a written business text.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Information explicitly stated in a written text, supplemented by the learner's intuition, product or industry knowledge or personal experience, is used to infer supporting details and add facts or information that could make a text more informative.

ASSESSMENT CRITERION 2

2. The main idea or general significance of information not explicitly stated in a written text is inferred using the learner's intuition, product or industry/sector knowledge or personal experience.

ASSESSMENT CRITERION 3

3. An action or incident that might have taken place between two explicitly stated actions or incidents is inferred from the learner's own knowledge of the industry or sector and personal experience.

ASSESSMENT CRITERION 4

4. A possible outcome or consequence of an explicitly stated series of actions is inferred from personal knowledge and business experience.

ASSESSMENT CRITERION 5

5. Comparisons about times, places, events, and other occupation related aspects that revolve around then and now, here and there, this and that are made by inferring similarities and differences using information explicitly stated in a written text and the learner's own knowledge and business experience.

ASSESSMENT CRITERION 6

6. The relationship between cause and effect is inferred from information explicitly stated in a written text and the learner's own knowledge and business experience.

ASSESSMENT CRITERION 7

7. Information about a person is inferred from information explicitly stated in a written text and the learner's own knowledge and business experience.

SPECIFIC OUTCOME 5

Evaluate information in a written text used in the business sector.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Ideas or events presented in a report or policy document are compared with external criteria provided by the facilitator, other authorities and other written sources or with internal criteria such as own experience, knowledge or values in order to make a judgment as to whether an event indicated in a text could really have happened.

ASSESSMENT CRITERION 2

2. A report is analysed and a judgment is made as to whether the information in the text represents an objective fact or a subjective opinion.

ASSESSMENT CRITERION 3

3. Information in a report is analysed for adequacy and validity when compared to other sources or texts in order to make about the report's completeness or incompleteness in relation to its intended purpose.

ASSESSMENT CRITERION 4

4. Information in a financial services text is evaluated and is accepted or rejected based on own knowledge and experiences and comparison with other documents.

ASSESSMENT CRITERION 5

5. Information in a text is judged in terms of its appropriateness for the intended audience and purpose.

ASSESSMENT CRITERION 6

6. Judgements about worth, desirability and acceptability of a product are made using external criteria provided by the facilitator, other authorities and other written sources or with internal criteria including own experience, industry or sector knowledge and business ethics.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

This unit standard will be internally assessed by the provider and moderated by a moderator registered by a relevant accredited ETQA. The mechanisms and requirements for moderation are contained in the documents obtainable from the framework for assessment and moderation of the SETA concerned.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through the specific outcomes in terms of the stipulated assessment criteria. This includes the direct assessment of knowledge.

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Use the comprehension skills indicated in order to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made

Reflect on and explore a variety of strategies to learn more effectively in learning skills to improve comprehension of a variety of texts used in the business sector.

UNIT STANDARD CCFO WORKING

Work effectively with others as a member of a team, group, organisation or community.

UNIT STANDARD CCFO ORGANISING

Organise and manage his/her own learning activities responsibly and effectively.

UNIT STANDARD CCFO COLLECTING

Collect, organise and critically evaluate information from a variety of business texts.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematics and language skills both orally and in writing in applying the comprehension skills indicated to texts.

UNIT STANDARD CCFO DEMONSTRATING

Be culturally and aesthetically sensitive across a range of social contexts in responding personally to a variety of reports and documents used in the business sector.

UNIT STANDARD ASSESSOR CRITERIA

Integration and portfolio assessment:

It is strongly recommended that this unit standard be integrated with other unit standards wherever learners are required to work with technical texts. Evidence that the assessment criteria have been demonstrated competently should be included in a portfolio of evidence that will be assessed formatively on completion of each task and summatively on completion of the portfolio for the unit standard.

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.



BCCONSULT

Introduction to this Learning Programme

Effective writing in the workplace is an essential skill. The rules are basically the same for any type of writing, however there are some special issues which arise in the business context. Knowing the elements of good business writing can make or break a career.

This Learner Study Guide introduces us to the different types of texts that are used in the workplace and how we can write these in a correct and clear manner.



BCONSULT

Lesson 1

Textual features and conventions

In order for you to demonstrate competence against the specific outcome indicated above, you will need to achieve the following:

LO1 → List texts that are used in the business

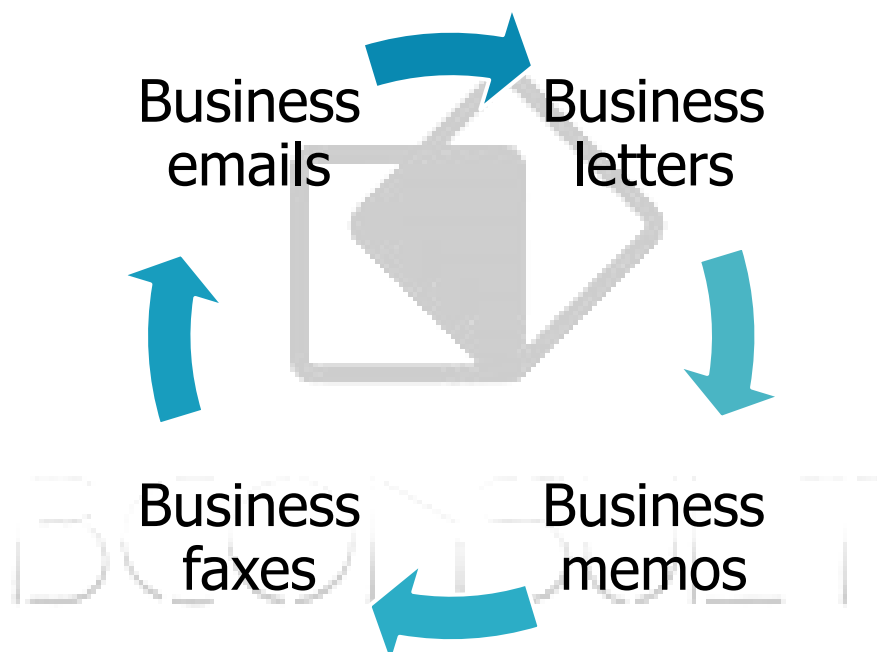
LO2 → Produce texts that are used in the business

LO3 → Explain the implications of not following organisational or legislative requirements when composing texts

LO4 → Use terminology and conventions specific to the business

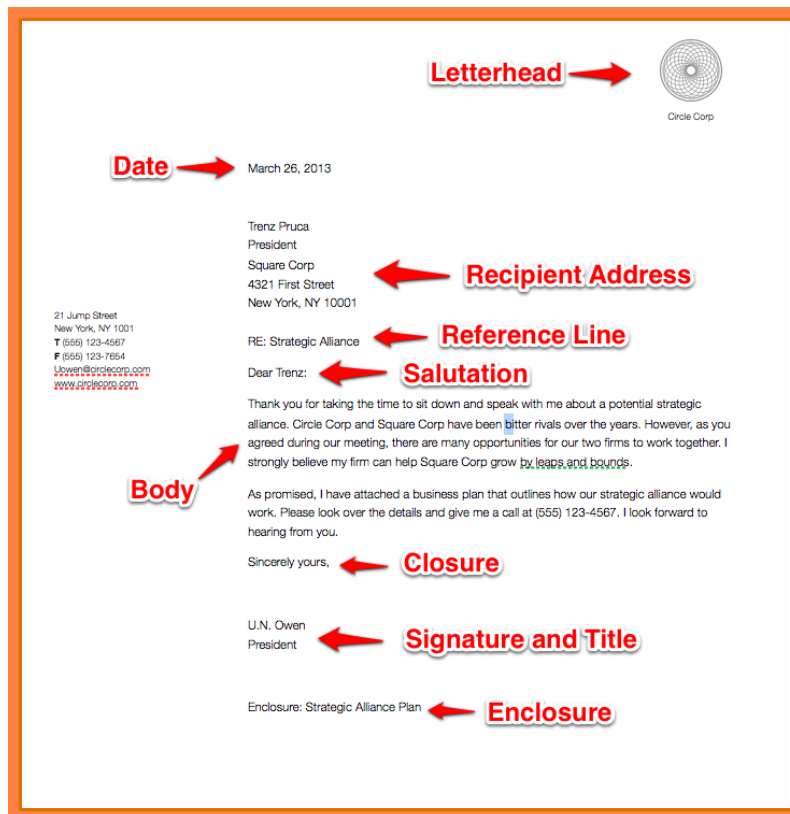
SECTION 1: Business texts

The major types of business correspondence includes:



Business letters

Business letters have been the only type of business correspondence for much longer than any of us can remember, so business correspondence is still associated with them more than with any other type. As anything that has been there for a long time, business letters just have to have very well-established rules and regulations. There are some rules you cannot afford to ignore when writing business letters. Though a lot of the rules can be adjusted to your needs, you need to be familiar with them before you can start “bending” them.



Business memos

There are much fewer rules for writing business memos than business letters. They appeared around the 1920s and are much younger than business letters. Every business uses lots of business memos, and a lot of them nowadays are sent by email which makes them even more important.

Memo

To: Danielle Nicole DeVoss
From:
Date: 3/3/2011
Re: Final Project Proposal

Project Purpose

The purpose of this project is to present new ideas and suggestions for the web site of MSU's Sexual Assault Crisis Intervention Center in the format of a paper including visual pictures of screen layouts. This organization has an existing web site, however this site is uninviting, difficult to navigate and less informative than it could potentially be. In this paper, I will explain the importance of a well developed site for this type of organization, and show the serious potential an improved site provides. I myself am an active volunteer for the Sexual Assault Crisis Center, and I know exactly where it is that the organization is lacking. The organization is short on volunteers, lacks public understanding and knowledge of existence. This project may or may not actually be used to create a new site, but at least suggestions will have been made, and an attempt to expand will have been provided.

Project Product

The final product of this project will be a 6-10 page paper including:

- Comparisons of this site to other sites with similar goals
- Provide specific examples of both what is good *and* bad about the site, and explain why these elements are positive or negative
- Create both textual and visual suggestions for a future site for this particular organization
- Break apart and reorganize the navigation and content of the site
- Include what is missing from the site and where the information fits best

Project Audience

The most targeted audience is Michigan State University students and possibly even some faculty, both male and female. The main goal is to inform people about the crisis center, include information about sexual assault and try to gain more volunteers for the program. These key goals are relative to men and women, so the site needs satisfy the needs and interests of both.

The best way to go about including all the information and directing it to the target audience is to make it an attractive and welcoming site, and make sure that the importance of this issue is understood. One of the best features of the web site is the confidentiality it provides, and so the site should portray that. The site also needs to be expressed in an unbiased manner, so that anyone approaching the site is not turned off to

1

Business faxes

Faxes have been around even longer than memos, but for a long time very few people had access to fax machines. Most of us would therefore say that faxes have been a part of the business environment for about 30 years. There are not many rules established for writing faxes. Everybody writes them the way they consider appropriate.

Faxes are not almost non-existent. There is such a thing as faxing via the computer of course, but it is so close to email it should probably be treated like one.

Business email

Business email is the reigning queen of business correspondence. It is probably even more important than business letters nowadays though it does not substitute them, and probably won't for quite some time. How could we have lived and even conducted business without email?

Email is the blessing and the curse of modern life, modern businesses included. It is very helpful as a means of instant communication but becomes a burden for those who have thousands of unopened messages sitting in their inbox. Spam is also a very big issue.

Other types of business correspondence

Business newspapers and magazines, journals, press releases and to some extent greeting cards are types of business correspondence, including minutes of business meetings.

SECTION 2: Producing business texts

Business letters

Business letters are the main way businesses officially communicate with their customers and other businesses.

There are a lot of rules established for writing business letters, some of them are strict. Many organisations have strict rules in terms of templates, fonts, layouts, etc. that must be followed at all times when business correspondence is being produced.

There are legislative requirements that need to be complied with at times. These are important when writing business correspondence that relates to any legislative framework or if the business operates under any national department or is a public entity.

Standard operating procedures and legislative requirements must be followed at all times.

Business memos

Business memos are not that much different from letters. They are a piece of interoffice correspondence sent between employees in a company or between company subsidiaries to transmit ideas, decisions, requests or announcements. They are more private and more formal than emails but less formal than letters. They can also be compared to short reports.

A business memo contains: a **header** and a **body**. **You can further subdivide the body into some segments like opening, discussion segment and closing or a summary. Keep memos as simple and as brief as possible.**

Memo header

This is one of the very distinctive features of a business memo. It looks like this in most cases:

MEMO

To: John Carson, Judith Lindsay

From: Carol McLaren

Date: April 15, 2007

Subject: Competitiveness Workshop Presentation

Memo body

The body of a business memo is very similar to the body of a letter, and most of the principles of letter writing can be applied in writing this part of the memo. In most cases the first paragraph in a memo is a purpose or a topic statement.

Further in the memo, provide the reader with any necessary background information including dates, a brief description of the current situation and the related problems.

Close the memo with a courteous ending that states your request or the action you want the reader to take.

The tone you use in the body of the memo depends on who the memo is addressed to. Some companies have a very strict format for business memos that each employee is to follow.

Business faxes

The word **fax** is a short form of the word **facsimile** which in Latin means *makes similar*.

The fax is a piece of business correspondence is a paper document created as a result of the transmission of written or printed words, photographs, drawings or maps by electric signals. Faxing involves optical scanning, signal encoding, modulation, signal transmission, demodulation, decoding and copy making.

Business email

Business email has in it some features of each type of business correspondence and at the same time it is unique.

Email is a combination of informal speech, formal written communication and instant delivery. Before email only the fax has been a type of business correspondence capable of delivering itself, but email delivers messages quicker and easier.

Treat business email with care

Due to its capability of being instantly delivered we often tend to treat email as something close to conversation and even informal conversation. So, the number one rules for using business email is **remember who you are communicating with through your email message!** Treat business email with the same respect as any business letter or business document you write because ultimately that is what it is and most of the rules of business writing apply.

Email or e-mail?

You may wonder which of the two is more correct. Nowadays they are used almost interchangeably, especially on the internet. In most of the books though you would rather see the word spelled like **e-mail**, which is understandable given that some time in the very beginning of the email used to mean electronic mail.

ACTIVITY 1



Activity 1

Please complete this activity in your Learner Assessment Guide and PoE.

This activity is aligned to SO1, AC1 and AC2

SECTION 3: Terms used in business correspondence

Let us look at the more common terms and vocabulary used when writing business correspondence:

To act on behalf of	To be late	To have the power to hereby
To agree with	To be overrun with orders	In case of need

Always at your service	To be prepared to – to be willing	In compliance with – accordingly
As agreed	Before the date we agreed upon	In due time – in due course
As far as I'm concerned	Best regards	In good condition
As far as the payment is concerned	Body of letter	In our favour
As follows	Circular letter	In partial payment
As per invoice	To come to a decision	In reply to your letter
As per the conditions	To come to an agreement – to reach an agreement	In the absence of
As per your request	Complimentary close	To inform in due time
As requested	To cope with the competition	Inside address
As soon as possible	Correspond to the sample	To let someone know in advance
At your convenience	To correspond with	Letter opening – beginning of the letter
At your earliest convenience	Covering letter	Letterheading – heading
At your expense	Due to an oversight	Looking forward to your earliest reply
Awaiting your reply	Enclosure – attachment	Looking forward to hearing from you
To be able to	To arrange an appointment	To make the goods available
To be authorised to	Following your instructions	To meet a demand
To be confident in	Further to our letter	To meet customer requirements
Am delighted to	Goods listed below	To notify in advance about
To be held responsible for	Greetings	On advance payment
To be in arrears with a payment	Half-price	We have received
To be in difficulty	To have the pleasure of	We hope you will receive the goods soon
To be interested in	To stop negotiations	We look forward to your kind reply
On arrival of the goods	To submit a sample	We must apologise for
On behalf of	To suit the quality – to meet the quality	We remain – our kindest regards
On condition that – provided that	To take into consideration	We sent you
On delivery	The aim of this letter	We thank you in advance
On receipt of the order	The following items	We wish to inform you that
On short notice	The goods are available in our warehouse	We would appreciate it if you could answer
On written request	The goods are not similar to the sample	We would appreciate your reply
Order to be confirmed	The goods are sold out	With no obligation – without commitment
Our best attention	The goods arrived in good condition	With reference to – in reference to

Our offer is still open	The letter remained unanswered	With the compliments of
To pay the maximum attention to the matter	The matter in reference	With the utmost care
Payable in advance	The meeting was cancelled	With two weeks' notice
Please allow us	To our mutual benefit	Within the end of the month
Please send us	To the kind attention of	Within which
Please send us your instructions	Under separate cover	Without delay
Prices are increasing	Up to an amount of	Without notice
To reach the destination	Utmost care	Would you please let us have
To refer to	We acknowledge receipt of	Would you please let us know
To return a letter to the sender	We apologise again for	You ordered
To sell at the best	We apologise for	You requested
To send under separate cover	We apologise for the delay	You sent us
Sender address	We apologise for the mistake	Your faithfully
Short term	We are sorry to have to inform you	Yours sincerely
Similar to sample – up to the sample		Yours truly

Competence check for Lesson 1

Now that you have completed Lesson 1, are you able to understand and demonstrate such understanding?



Make necessary comments in the appropriate column so you can check / follow up on later during the learning programme. Ensure that if you are unsure of the concept, note your comments / questions to discuss with your assessor.

Learning Outcome	Check / Comments / Questions
I can list texts that are used in the business	
I can produce texts that are used in the business	
I can explain the implications of not following organizational or legislative requirements when composing texts	
I can use terminology and conventions specific to the business	

Lesson 2

Identify and collect information

In order for you to demonstrate competence against the specific outcome indicated above, you will need to achieve the following:

LO1 → Access information that is required

LO2 → Check information for relevance

LO3 → Define the focus of the text

SECTION 1: Planning the communication

Once you have clarified your objectives and got a full understanding of the different audiences you need to communicate with, it is time to plan the communication – that means working out the messages needed to meet your objectives and when and how these will be delivered.

Before starting on the detail of your plan, first jot down all the possible communication channels you could use. Think broadly and creatively. You probably already use lots of great ways to communicate in your workplace, and some new ones may help get your message across. Here is a list to get you started:

- Email
- Newsletter
- Tele-conference
- Notice boards
- CEO briefing
- Lunchtime meeting
- Intranet article
- Launch event
- Team meeting

To plan out the message for each audience, start by thinking about the broadest audience groups first. As you consider each audience in turn, ask the following questions:

- What does the audience need and want to know?
- When do we need to communicate?
- What is the regular or preferred channel for reaching this audience?
- For this specific audience and message, what is the most effective way to get your message across?

Collecting information

There are types of business correspondence that require you to collect information. This is also known as research. Research includes collecting information from different sources, for example:

- Interviewing other people
- Surveys
- Databases
- Existing documents and correspondence

- Observation
- Looking for information using the library or the internet

You may need to collect information when you are writing a report and need to include facts in the writing. Or you may be writing a proposal and need to make comparisons of some sort – researching information will enable you to make this in an easier way.

However you collect the information, you need to check it for relevance to your purpose and audience. There are times when you research information on the internet and simply copy and paste. This is known as plagiarism and at times, the information does not align itself to your requirements. Make sure you read through the information you are collecting and make sure you **acknowledge your sources!!!!**

Let us consider planning the communications for the implementation of new security passes in your office. The overall objective is to **ensure a smooth transition from the current security pass system to the new one.**

Who are the audiences and what do they need? First consider the universal audience **All office based** staff. Everyone will need to know that the change is scheduled, what to expect and when. If people at each site need to receive different instructions about how to get a new pass and so on, each site needs to be listed as a separate audience. And what about the people who manage security? They are a further audience group as they have specific needs including more detailed information on how to manage the new system.

Consider the specific messages for each audience. As well as receiving all staff announcements about the new system, **Staff at Site A** must know when and where at Site A to get their new pass photos taken. This information must be communicated several days ahead of time. The day before the change-over, people may need to be reminded to have their new passes ready.

Punctuation and grammatical errors

Nothing can kill your credibility in a business setting faster than to have grammatical or punctuation errors, especially in a formal report. Many errors are simply due to insufficient proofreading of the document.

Business lawyers routinely have a secretary read aloud to another person a very long document, while the second person checks for errors in copy. Obviously, you will not always have time for this procedure. However, before you issue a formal report, especially one that will be seen by senior management, or outside the business, you must have someone else proofread the document.

The reason is simple – you cannot proofread your own work with 100% accuracy. It is easier to find errors in someone else's work.

Some errors stem not from lack of proofreading, but from simple grammatical mistakes. The most common mistakes include the misuse of apostrophes, splitting of infinitives, using contractions in formal writing, misuse of commas, incomplete sentences, ending a sentence with a preposition, verbs not agreeing with subjects and pronouns not agreeing with their antecedents.

Competence check for Lesson 2

Now that you have completed Lesson 2, are you able to understand and demonstrate such understanding?



Make necessary comments in the appropriate column so you can check / follow up on later during the learning programme. Ensure that if you are unsure of the concept, note your comments / questions to discuss with your assessor.

Learning Outcome	Check / Comments / Questions
I can access information that is required	
I can check information for relevance	
I can define the focus of the text	



BCONSULT

Lesson 3

Composing texts

In order for you to demonstrate competence against the specific outcome indicated above, you will need to achieve the following:

LO1 → Select the format and structure of the text

LO2 → Identify the main points in the message

LO3 → Write a first draft

SECTION 1: Composing business correspondence

In the workplace, you will often need to write a business letter. From applying to a new job, to writing a thank you note, sending a note of apology, or sending a farewell email when you depart, there are many circumstances that will require an appropriately formatted letter.

In this Lesson 3, you will be writing your first draft of 3 different types of business correspondence. Be sure to pay attention and refer back to Lessons 1 and 2 for any information you may need to complete the activity that follows.

ACTIVITY 2



Activity 2

Please complete this activity in your Learner Assessment Guide and PoE.

This activity is aligned to SO3, AC1, AC2, AC3 and AC4

Competence check for Lesson 3

Now that you have completed Lesson 3, are you able to understand and demonstrate such understanding?



Make necessary comments in the appropriate column so you can check / follow up on later during the learning programme.

Ensure that if you are unsure of the concept, note your comments / questions to discuss with your assessor.

Learning Outcome	Check / Comments / Questions
I can select the format and structure of the text	
I can identify the main points in the message	
I can write a first draft	

Lesson 4

Organising and structuring texts

In order for you to demonstrate competence against the specific outcome indicated above, you will need to achieve the following:

LO1 → Infer information required to respond in a relevant manner

SECTION 1: Inferring information



Look at the photo above. What, literally, do you see?

Now: what can you infer – or make an educated guess about – based on what you see and why?

In this Section 6 we look at ways to strengthen the key skill of making inferences – something all good readers do constantly, mostly without even realising they are doing it.

First, though, if you inferred from a few clues (the bathing suit, the open arms, the fact that humans cannot fly) that the photo above shows a diver in mid-dive, you are right. It comes from the Lens Blog's Aug 3 Pictures of the Day post, and the caption reads, Carlos Gimeno of Spain competing in the preliminary round of the men's high-dive at the FINA World Championships in Kazan, Russia.

Below, more possibilities for practice – with both visual and written texts.

The skill: making inferences

An inference is an idea of conclusion that is drawn from evidence and reasoning. An inference is an educated guess.

We learn about some things by experiencing them first-hand, but we gain other knowledge by inference – the process of inferring things based on what is already known. When you make an inference, you are reading between the lines or just looking carefully at the facts and coming to conclusions. You can also make faulty inferences. If you hear a person's weight is 125kg, you may make the inference that they are overweight – but what if they are over seven feet tall?

Times applications

Practice inference making with images

Doing what you did with the photo at the top of this Section 6 is a great way to practice the skill and become aware of how often, and in how many ways, you employ it.

Make inferences as a pre-reading strategy

By skimming through the newspaper and looking just at headlines, photographs and opening, you can practice making inferences about articles will be about.

Try and skim and scan any day's newspaper to find headlines, photos and paragraphs to use to practice this skill.

Making inferences and drawing conclusions

Drawing conclusions refers to information that is implied or inferred. This means that the information is never clearly stated.

Writers often tell you more than they say directly. They give you hints or clues that help you READ BETWEEN THE LINES. Using these clues to give you a deeper understanding of your reading and writing is called INFERRING. When you infer, you go beyond the surface details to see other meanings that the details suggest or imply (not stated). When the meanings of words are not stated clearly in the context of the text, they may be implied – that is, suggested or hinted at. When meanings are implied, you may infer them.

INFERENCE is just a big word that means a CONCLUSION or JUDGEMENT. If you infer that something has happened, you do not see, hear, feel, smell or taste the actual event. But from what you know, it makes sense to think that it has happened. You make inferences every day. Most of the time you do so without thinking about it. Suppose you are sitting in your car stopped at a red robot light. You hear screeching tires, then a loud crash and breaking glass. You see nothing, but you infer that there has been a car accident. We all know the sounds of screeching tires and a crash. We know that these sounds almost always mean a car accident. But there could be some other reason, and therefore another explanation, for the sounds. Perhaps it was not an accident involving two moving vehicles. Maybe an angry driver rammed a parked car. Or maybe someone played the sound of a car crash from a recording. Making inferences means choosing the most likely explanation from the facts at hand.

There are several ways to help you draw conclusions from what an author may be implying. The following are descriptions of the various ways to help you in reaching a conclusion.

Description	What
General sense	The meaning of a word may be implied by the general sense of its context, as the meaning of the word INCARCERATED implied in the following sentence:

Description	What
	Murderers are usually INCARCERATED for longer periods of time than robbers. You may infer the meaning of INCARCERATED by answering the question: what usually happens to those found guilty of murder or robbery? What have you inferred as the meaning of the word INCARCERATED? If you answered that they are locked up in jail, prison or a penitentiary, you correctly inferred the meaning of INCARCERATED.
Examples	When the meaning of the word is not implied by the general sense of its context, it may be implied by examples. For example: Those who enjoy belonging to clubs, going to parties and inviting friends often to their homes for dinner are GREGARIOUS. You may infer the meaning of GREGARIOUS by answering the question: what word or words describe people who belong to clubs, go to parties a lot, and often invite friends over to their homes for dinner? What have you inferred as the meaning of the word GREGARIOUS? If you answered SOCIAL or something like: people who enjoy the company of others, you correctly inferred the meaning of GREGARIOUS.
Antonyms and contrasts	When the meaning of a word is not implied by the general sense of its context or by example, it may be implied by an antonym or by a contrasting thought in a context. ANTONYMS are words that have opposite meanings, such as happy and sad. For example: Ben is fearless, but his brother is TIMOROUS. You may infer the meaning of TIMOROUS by answering the question: if Ben is fearless and Jim is very different from Ben with regard to fear, then what word describes Jim? If you answered a word such as timid, or afraid or fearful, you inferred the meaning of TIMOROUS. A CONTRAST in the following sentence implies the meaning of CREDENCE: Dad gave CREDENCE to my story, but Mom's reaction was one of total disbelief. You may infer the meaning of CREDENCE by answering the question: If Mom's reaction was disbelief and Dad's reaction was very different from Mom's – what was dad's reaction? If you answered that Dad believed the story, you correctly inferred the meaning of CREDENCE. It means BELIEF.
Be careful of the meaning you infer!	When a sentence contains an unfamiliar word, it is sometimes possible to infer the general meaning of the sentence without inferring the exact meaning of the unknown word. For example: When we invite the Paulsons for dinner, they never invite us to their home for a meal, however when we have the Browns to dinner, they always RECIPROCATE.

Description	What
	In reading this sentence, some people may infer that the Browns are more desirable dinner guests than the Paulsons without inferring the exact meaning of RECIPROCATE. Other people may conclude that the Browns differ from the Paulsons in that they do something in return when they are invited for dinner, these people conclude correctly that RECIPROCATE means to DO SOMETHING IN RETURN. In drawing conclusions and making inferences, you are really getting at the ultimate meaning of things – what is important, why it is important, how one event influences another, how one happening leads to another.

Simply getting the facts in reading is not enough.

You must THINK about WHAT those facts MEAN to you

ACTIVITY 3

	Activity 3 Please complete this activity in your Learner Assessment Guide and PoE. This activity is aligned to SO4, AC1, AC2, AC3, AC4, AC5, AC6 and AC7
---	---

Competence check for Lesson 4

Now that you have completed Lesson 4, are you able to understand and demonstrate such understanding?



Make necessary comments in the appropriate column so you can check / follow up on later during the learning programme. Ensure that if you are unsure of the concept, note your comments / questions to discuss with your assessor.

Learning Outcome	Check / Comments / Questions
I can infer information required to respond in a relevant manner	

Lesson 5

Presenting written texts

In order for you to demonstrate competence against the specific outcome indicated above, you will need to achieve the following:

LO1 → Evaluate the information for relevance

LO2 → Proofread the final draft

LO3 → Assess the final copy

SECTION 1: Proofreading

Proofreading is the process of looking for and correcting errors in your work. Learn how to proofread accurately and effectively before submitting anything you write.

Proofreading is the process of finding and correcting spelling, grammar, punctuation and formatting errors. Proofreading errors, even if they cost nothing as far as money, can be pretty embarrassing. Failing to properly proofread your text before it leaves your desk can not only be embarrassing, but also lead to miscommunication.

It is the last step in your writing and editing process. You should have written and edited your work for general coherence and flow before proofreading. In the publishing world, there are several stages of editing before the proofreading stage, including substantive editing and copy or line editing. However, when you are revising your own work, you will probably continue line editing, a grammar and spelling check, with proofreading, checking for typos, formatting and style.

SECTION 2: Assessing your work

What we write for others must stand on its own because we are not present when it is read – we rarely get to explain to readers why we did what we did and what it means. So we need to make our writing as good as we can before we submit, post or publish it. It is always a good idea to assess your writing in two stages, first considering how well it meets the needs of your particular purpose, then studying the text itself to check its focus, argument and organisation. Sometimes simple questions can get you started:

- What works?
- What still needs to work?
- Where do you need to say more or less?

Criteria	Details	✓	✗
Purpose	What is your purpose for writing? If you have multiple purposes, list them and then note which ones are the most important. How does your draft achieve your purpose?		
Audience	To whom are you writing? What do those readers need and expect, as far as you can tell? Does your draft answer their needs? Do you define any terms and explain any concepts they don't know?		

Criteria	Details	✓	✗
Genre	What is the genre, and what are the key features of that genre? Does your draft include each of those features?		
Stance	Is it clear where you stand on your topic? Does your writing project the personality, voice and tone that you want? Look at the words you use – how do they represent you as a person?		
Media / design	At this point, your text is not likely to be designed, but think about the medium (print, spoken, electronic?) and whether your writing suits it. What design requirements can you anticipate? Lists? Headings? Charts? Visuals?		

Consider your focus

Your writing should have a clear point, and every part of the writing should support that point. Here are some questions that can help you see if your draft is adequately focused:

#	Details	✓	✗
1	What is your topic? Even if it is not stated overtly, you should be able to summarise it for yourself in a single sentence		
2	Is your topic narrow or broad enough to suit the needs and expectations of your audience?		
3	How does the beginning focus attention on your main point?		
4	Does each paragraph support or develop that point? Is there another way of concluding the text that would sharpen your focus?		

Consider the support you provide for your argument

Your writing needs to give readers enough information to understand your points, follow your argument, and see the logic of your thinking.

#	Details	✓	✗
1	What reasons and evidence do you give to support your topic? Where may more information be helpful or useful?		
2	What key terms and concepts do you define? Are there any other terms your readers may need to have explained?		
3	Where may you want more description or other detail?		
4	Do you include any comparisons? Especially if your readers are not familiar with your topic, it can help to compare it with something more familiar		
5	If you include narrative, how is it relevant to your point?		

Consider the organisation

As a writer, you need to lead readers through your text, carefully structuring your material so that they will be able to follow your argument.

#	Details	✓	✗
1	Analyse the structure by outlining it. An informal outline will do since you mainly need to see the parts, not the details		
2	Does your genre require an abstract, a works cited list or other elements?		

#	Details	✓	✗
3	What transitions help readers move from idea to idea and paragraph to paragraph?		
4	Would headings help orient readers?		

Check for clarity

Nothing else matters if readers cannot understand what you write.

#	Details	✓	✗
1	Does your title announce your subject of your text and give some sense of what you have to say?		
2	Do you state your topic directly? If not, how will readers understand your main point?		
3	Does your beginning tell readers what they need to understand in your text, and does your ending make sense of what they have just read?		
4	How does each paragraph relate to the ones before and after?		
5	Do you vary your sentences?		
6	Are visuals clearly labelled, positioned near the text they relate to and referred to clearly in the text?		
7	If you introduce materials from other sources, have you paraphrased or summarised ideas provided?		
8	Do you define all the words that your readers may not know?		
9	Does your punctuation make your writing more or less clear? Incorrect punctuation can make writing difficult to follow or worse, change the intended meaning.		

Editing paragraphs

#	Details	✓	✗
1	Does each paragraph focus on one point? Does it have a topic sentence that announces that point, and if so, where is it located?		
2	Does every sentence in the paragraph relate to the main of that paragraph?		
3	Is there enough detail to develop the main point of the paragraph?		
4	Where have you placed the most important information – at the beginning? The end? In the middle?		
5	Are any paragraphs especially long or short? Consider breaking long paragraphs if there is a logical place to do so		
6	Check the way your paragraphs fit together. Does each one follow smoothly from the one before?		
7	Does the beginning paragraph catch readers' attention?		
8	Does the final paragraph provide a satisfactory ending?		

Editing sentences

#	Details	✓	✗
1	Is each sentence complete? Does it have someone or something (the subject) performing some sort of action or expressing a state of being (the verb)? Does each sentence begin with a capital letter and end with a period, question mark or exclamation point?		

#	Details	✓	✗
2	Check your use of the active voice (e.g. the choir sang Amazing Grace) and the passive voice (Amazing Grace was sung by the choir).		
3	Check for parallelism. Items in a list or series should be parallel in form, all nouns (lions, tigers, bears), all verbs (hopped, skipped, jumped), all clauses (he came, he saw, he conquered) and so forth		
4	Do many of your sentences begin with it or there? Sometimes these words help introduce a topic but too often they make your text vague or even conceal needed information.		
5	Are your sentences varied? If they all start with a subject or are all the same length, your writing may be dull and maybe even hard to read.		

Editing words

#	Details	✓	✗
1	Are you sure of the meaning of every word? Use a dictionary, be sure to look up words whose meanings you are not sure about.		
2	Is any of your language too general or vague?		
3	What about tone? If your stance is serious make sure that your words all convey that tone.		
4	Do all pronouns have clear antecedents? If you write he or they or it or these, will readers know whom or what the words refer to?		
5	Have you used any clichés – expressions that are used so frequently that they are no longer fresh?		
6	Be careful with the language you use to refer to others. Make sure your words do not stereotype any individual or group. Mention age, gender, race, religion, sexual orientation only if they are relevant to your subject		
7	Edit out language that may be considered sexist.		
8	How many of your verbs are forms of be, do and have? If you rely too much on these words, try replacing them with more specific verbs.		
9	Do you ever confuse its and it's? Use it's when you mean it is or it has. Use its when you mean belonging to it.		

Competence check for Lesson 5

Now that you have completed Lesson 5, are you able to understand and demonstrate such understanding?



Make necessary comments in the appropriate column so you can check / follow up on later during the learning programme. Ensure that if you are unsure of the concept, note your comments / questions to discuss with your assessor.

Learning Outcome	Check / Comments / Questions
I can evaluate the information for relevance	

Learning Outcome	Check / Comments / Questions
I can proofread the final draft	
I can assess the final copy	



BCONSULT

References

Web pages

US ID 12155

www.saga.org.za

<https://www.writerswrite.com/journal/aug97/effective-writing-for-the-workplace-8976>

<http://www.savvy-business-correspondence.com/TypesBusinessCorrespondence.html>

<https://www.thoughtco.com/vocabulary-for-writing-business-letters-1210145>

<http://smallbusiness.chron.com/purposes-business-letters-3067.html>

<https://www.mindtools.com/CommSkill/CommunicationsPlanning.htm?route=article/CommunicationsPlanning.htm>

<https://www.thebalance.com/business-letter-examples-samples-and-writing-tips-2059673>

<https://www.skillsyouneed.com/write/structure.html>

<http://www.whitesmoke.com/the-stages-of-writing>

<https://www.hrpayrollsystems.net/avoid-jargon-for-better-workplace-communication/>

https://en.wikipedia.org/wiki/Text_types

<http://www.learnnc.org/lp/editions/writing-process/5814>

<https://study.com/academy/lesson/what-is-proofreading-definition-symbols-quiz.html>

https://www.wwnorton.com/college/english/write/fieldguide/writing_toolbar.asp?pgname=processes.asp&number=24&title=Processes&title01=ASSESSING%20YOUR%20OWN%20WRITING

<https://learning.blogs.nytimes.com/2015/09/02/skills-and-strategies-making-inferences/>

https://www.cuesta.edu/student/resources/ssc/study_guides/reading_comp/308_read_infer.html

Images

www.acocorten.com

www.pinterest.com

www.wordsmithuk.wordpress.com

<https://learning.blogs.nytimes.com/2015/09/02/skills-and-strategies-making-inferences/>

Authors

Maria J Capão