

Learner Guide

Module 7 – Workplace Communication Skills

FETC Generic Management –
Level 4 - SAQA ID: 57712 LP
74630



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The Materials Developer
Ulita Kloke
trainingkzn@gmail.com

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Designed and Developed for:

T Wagenaar

Contact: Tracey Wagenaar
1st floor, Virginia Airport Office Block
Virginia, Durban
Tel: 082 093 2416
Email: tracey@bhungane.co.za

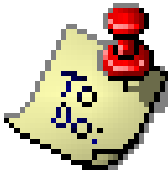
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Key to Icons used in this book

We have used symbols (also called icons) throughout the text in this module which can help you quickly identify what you need to do. Here is an example of what each one will require you to do:

Activity



This icon indicates that you are required to complete certain activities that will assist you with your studies.

NB / Note well



This icon indicates information of particular importance.

Definition



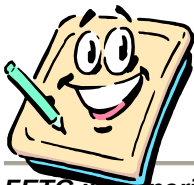
This icon indicates a clarification of a word/concept or the nature of something.

Portfolio



This icon indicates an activity that can form part of evidence for assessment.

Self-Evaluation



If you answer the self-evaluation questions indicated by this icon, you will be able to assess the degree of success you have achieved in mastering the study material.

This module comprises of the following unit standards:

SAQA ID	Unit Standard Title	Level	Credits
119457	Interpret and use information from texts	3	5
119465	Write / present / sign texts for a range of communicative contexts	3	5
119459	Write / present / sign for a wide range of contexts	4	5
119469	Read / view, analyse and respond to a variety of texts	4	5
12153	Use the writing process to compose texts required in the business environment	4	5
242816	Conduct a structured meeting	4	5
242820	Maintain records for a team	3	4

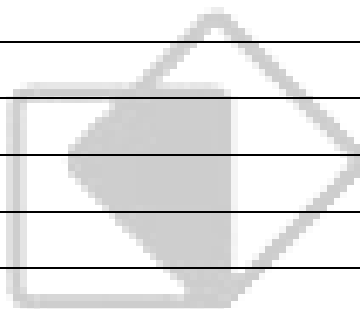
When you have completed this manual you will be able to:

- Use a range of reading and viewing strategies to understand the literal meaning of specific texts
- Use strategies for extracting implicit messages in texts
- Respond to selected texts in a manner appropriate to the context
- Explore and explain how language structures and features may influence a reader/viewer
- Write/sign for a specified audience and purpose
- Use language structures and features to produce coherent and cohesive texts for a wide range of contexts
- Draft own writing/signing and edit to improve clarity and correctness
- Write/sign effectively and creatively on a range of topics
- Choose language structures and features to suit communicative purposes
- Edit writing/signing for fluency and unity
- Critically analyse texts produced for a range of purposes, audiences and contexts
- Identify and explain the values, attitudes and assumptions in texts
- Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts.
- Use textual features and conventions specific to texts
- Identify the intended audience for the communication
- Identify the purpose of a text
- Select the appropriate text type, format and layout for the purpose
- Organise and structuring a technical text appropriately
- Use appropriate grammar conventions
- Draft and edit a technical text
- Recognise errors and check for accuracy
- Present the same information in different ways



- Use plain language in business
- Prepare for a meeting.
- Conduct a meeting.
- Deal with differing views in a meeting.
- Distribute records of a meeting.
- Explain why organisations record and keep information.
- Identify and describing the type of records a team leader is required to keep.
- Record team performance against agreed targets.
- Record performance data.

NOTES



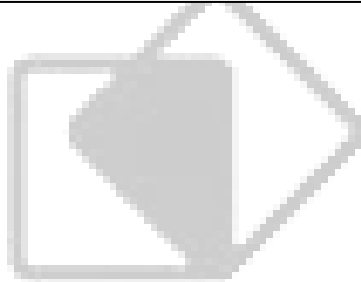
DEPARTMENT OF EDUCATION

Unit Standard: 119457

Interpret & use information from texts

When you have completed this section, you will be able to understand and explain the following:

- ☆ Use a range of reading and viewing strategies to understand the literal meaning of specific texts
- ☆ Use strategies for extracting implicit messages in texts
- ☆ Respond to selected texts in a manner appropriate to the context
- ☆ Explore and explain how language structures and features may influence a reader/viewer



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Specific Outcome 1

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

In order to understand the true meaning of written text, you would first need to identify unfamiliar words and correctly determine their meanings. Sometimes, identification of the meanings could be sought through the knowledge of syntax, word attack skills and contextual clues.

What we mean by this is to have the understanding and recognise when the following is being used: Borrowed words, complex terms, acronyms, neologisms, colloquialisms, slang, jargon, dialect.

Let's have a look at what this all means:

Borrowed words

Borrowed words mean just that. Words that have been borrowed from another language and are so familiar that we use them just as they are, without translating them into our language.

Can you think of some?

Complex Terms

Complex terms are sentences, which contain two different clauses or idea. One is normally the main idea and the other the secondary or complimentary idea.

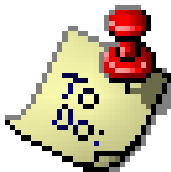
Neologisms

Neologism means buzz word, coinage, a new phrase, a new word, a vogue word. These are newly developed words. Words that have been developed to express something that previously did not exist. Think technology! The industry with the most neologisms.

Think of some neologisms that you know?

Colloquialisms

Colloquial language is often conversational, every day, familiar, informal language. Language that is termed “old” or that needs a refreshing look at it is often colloquialised. Colloquial language is often mistaken as slang.

**Exercise 1:**

Colloquialise the following sentences:

Throw the pillow over here.

--

I don't want to hear about it!

--

Can you think of any others?

1.

--

2.

--

Slang

The dictionary definition of slang is to abuse, berate, call names, hurl insults at, insult, etc. One could say that is exactly what we have done to our language! Words like ok, hey bro, check you, ja man, lekker, are all classified as slang. Slang is definitely not part of the professional business world and tends to be more part of the informal, teenage, hip hop world.

Jargon

Jargon is normally words or phrases specific to a particular field of work or industry. It would not be appropriate to use jargon unless you are talking or writing for same field audience.

Can you think of some jargon for the motor industry?

What about the labour brokering industry?

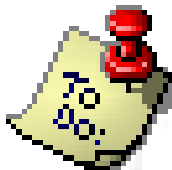
Dialect

Dialect can be described as the uses of vocabulary and grammar by different groups of people but still speaking the same language. For example, South Africans speaking English in the Western Cape will use different choices of words and grammar than those speaking English in Gauteng. Dialect could happen by province or locally within regions.

Acronyms

An acronym is first letter of a long name or the main letters from a long word that is commonly used. For example: NQF

Do you know what this stands for? _____



Let's play a game!

In your groups, brainstorm all the acronyms you can think of? The group with the most wins! (You must know the meaning of each acronym!!!!)

Acronym	Meaning

Ambiguous Words

Ambiguous words are words that are unclear as to the meaning of the word or even sentence. Ambiguous means puzzling, cryptic, inconclusive, vague, or uncertain. Ambiguous words are those that actually have two very different

meanings and therefore have to be read in the context of the sentence in order to understand what is meant by it.

For example:

What is meant by “concentrate”?

Meaning 1	Meaning 2

Can you think of more ambiguous words?

1.	
2.	
3.	
4.	

Main ideas are separated from supporting evidence

In order to understand the meaning of the written material, the main ideas must be separated from the supporting evidence. In this way you will be able to quickly and clearly summarise the meaning of the entire paragraph, page and even complete text.

Visual and/or graphic representations

Visual and / or graphic representations in written text must also be identified as they can assist in defining the meaning.

Photographs, aerial photographs, schema, bar graphs, pie charts, pictures, drawings, illustrations, cartoons, maps, mind-maps, diagrams, etc can all be classified as visual and / or graphic representations.

Specific Outcome 2 & 3:

Use strategies for extracting implicit messages in texts.

Respond to selected texts in a manner appropriate to the context.

Source of text is identified

In order to ascertain the validity and reliability of certain texts one must sometimes ascertain where the text comes from, who the author is and whether the text is classified as fiction or non-fiction.

This is even the case for newspaper articles and news on TV. As you all know, certain events are particularly dramatized or sensationalized in order to gain a bigger target market.

Certain information could be biased or lean towards a certain viewpoint.

Author's attitude, beliefs and intentions

All information must be read with the knowledge that the Author's attitude, beliefs and intentions could come through the written or visual material.

Author's techniques

Some techniques used by authors are specifically used to enhance the purpose of the message being delivered to a certain target market. Techniques used: Length of sentence, punctuation, diction/choice of words, use of figurative language / jargon / technical terms / slang / dialect / irony / Humour / satire / sarcasm / legalisms, choice of visuals, choice of camera angle, type of shot, cinematographic techniques.

Promotion of, or support for, a particular line of thought/cause

Sometimes the promotion of / or support for a particular line of thought / cause is shown by the selection of the contents as well as the omission of certain materials.

NOTES:

Specific Outcome 4:

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

Instructions can also be seen as direction or orders. This means that when instructions are given to someone it is usually the wish that they are carried out. A request normally allows the receiver to decide whether they are able to comply or not.

In order for you to carry out an instruction or a request it is important to identify which category the selected text falls into.

In your groups, think of an instruction that you would need to give someone at work?

--

Now turn it into a request?

--

The first approach is more formal and perhaps demanding, whilst the second is more informal and less rigid. However, there will always be a time and place for both.

You would not use cartoons and happy faces to illustrate your point / sale to the client, just as you would not use the formal approach when inviting colleagues to the monthly departmental company braai.

When would you use the more formal, instruction approach?

When would you use the more informal, request approach?

The appropriate text type, format & register must be used in the appropriate place. Text type refers to the font being used, whereas the format refers to the design & layout of the document. The register is how the text is actually impressed on the page- single column for a formal document or multiple columns in a newspaper. Register can also refer to the language being used.

The choice of words, language usage, symbols, pictures and tone in written text can influence how a point of view is shaped or supported. Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist), humour, irony, sarcasm, use of omission and silence, figurative expressions, repetition, hyperbole, generalisations, stereotyping, pictures and captions, typography and grammar can all be supported.

NOTES:



Formative Assessment Activity 1

Please open your Portfolio of Evidence (PoE) logbook and complete the activities for this specific outcome, following the instructions found in your Logbook.

Your facilitator will advise you as to the requirements and deadlines for completing and handing in these formative assessments. Write these instructions here:

NOTES

Unit Standard 2: 119469

Read / view, analyse and respond to a variety of texts

Specific Outcome 1:

Critically analyse texts produced for a range of purposes, audiences and contexts

Texts produced for a range of purposes, audiences and contexts can be identified through combining parts of information from texts, and the generalisation of patterns and trends.

Depending on the reason and or purpose for reading a text, an appropriate reading strategy will be adopted. The two main reading strategies which are adopted when reading organisational reports are skim and scan reading.

Reading Strategies (AC 1)

Skim Reading is when a person reads the text but only picks out a few important words per line when doing so, so as to be able to get a general idea of what the text is about.

Scan Reading: is when a person looks at the text and picks up only on the main points. This is done through looking at headings, bold writing, italics the conclusion, introduction, index and other genres.

Prediction: Often when reading text, you are able to predict the outcome of a particular idea or premise. Should you predict correctly, you are thus aware of the facts contained in the argument or observation and can skip the section, particularly if it contains arguments to prove a premise with which you already familiar.

When reading, there are many different features used in text that are useful in making meaning of readings and viewing much easier. Each feature plays an important role which will be discussed below.

Organisational Text features (AC 2)**Titles:**

A clear informative title is important. It informs the reader of the overall subject of the presentation. It can be a word or a phrase. If a title is a good strong title readers will be drawn to the text. The purpose of the title is to get the readers interested as well as giving the reader an idea on what the text is about.

Headings:

Headings are used to introduce individual ideas or subjects in a presentation. They are always followed by a new paragraph. A heading can consist of a word or a phrase. A heading should be very clear and well set out. It should inform the reader at once what the following section is about. Headings are generally shown in bold type

Introductions:

An Introduction prepares the reader for the presentation that is to follow. It is usually found at the start of the presentation. And it sets the scene so that the readers:

- Understand why the text is necessary
- Are prepared for the text

An effective Introduction contains the following sections:

- **Background to the presentation.**
This tells the reader why the presentation was necessary. It gives the essential historical background to the problem investigated.
- **Purpose of the text**
This section tells the reader what the writer plans to achieve in the text.
- **Plan of Development:**
The writer uses this section to prepare the reader for the organization of the text. It tells the reader what the main sections are and their order in the text.

Paragraphs:

There are three types of paragraphs:

- **Opening paragraph** – this should give the reader an overview of the message.
- **Middle paragraph** – these should be very well set out with high readability. The facts should be highly organized.
- **Final paragraph** – this should summarize key points; stress action and express goodwill.

Paragraphs present ideas in sections, and each new paragraph will present a new idea or a new way of discussing an idea that has already been introduced.

Conclusions:

Conclusions are based on the facts gathered. They are the implications gleaned from the facts, or the insights that the reader has gained from the investigation.

Since the writer is expressing opinions, (s)he may use some emotive language and relative words, but should take care not to be too emotive. At this stage the writer should not introduce any new information.

Summaries:

A summary should be so well written that it replaces the complete text for the reader. It should be brief, but complete. It should be clearly written for a wide lay audience. A good summary should help the reader decide whether to read the main text or not.

A summary can be found at the beginning or the end of a document. A business Plan will typically have a summary up front, so that a person reading it is able to assess whether the ideas presented in the Plan are worth pursuing further. Other presentations can have a summary that is just before the conclusions are presented, a kind of 'summing up'

Chapters:

Chapters are usually numbered and are used to divide a text into sections. They are always organised at the break or change of a section, and divide the whole presentation into manageable and logical sections

Outcome Statements:

An outcome statement presents in summarised form what a person will have learnt from reading the presentation. It is normally presented in point form.

Table of Contents:

This lists all the major and minor headings and shows the reader:

- How the information has been organized
- The pages where each section may be found.

Diagrams

Diagrams give information in a wide variety of messages. They are very useful for simplifying complex material and ideas.

Appendices or Addenda:

Material that is too detailed for the Body of the text is placed in the appendices. The writer should refer to this material in the body of the text.

Appendices should contain the following:

- Detailed tables
- Detailed calculations
- Computer printouts
- Examples of questionnaires
- Very detailed specifications
- Transcriptions of conversations

- Case histories.

Foreword:

A foreword is an introductory remark at the beginning of a text, usually written by someone other than the author.

Index:

An index is a list of names, titles and subjects which indicate where in the book each can be found.

Glossary:

A glossary is a special dictionary of terms that might not be understood by readers. All technical terms are listed in alphabetical order and defined.

Hyper-links:

Hyper-links are used by writers when wanting to provide links to information in other parts of the text or via the internet. Of course, this pre-supposes that you are using a computer or have access to the internet. It is a convenient way of cross-referencing information. Hyper-links are usually indicated by different coloured text together with an underline. Clicking on the hyperlink will take you elsewhere in the existing document, another document, or to an internet web page.

Layout:

Layout is the way in which a text is arranged. The layout of a text should make a text easy to read and follow. Verbal, visual and design elements are taken into consideration when preparing a layout. But too many different styles; type that is too small; too many illustrations or boxed items; and unnecessary copy all make a layout complex and too busy. This makes the message difficult to read and reduces the overall effect.

Tables:

A table is any grouping of numbers and other information in rows and columns. They are very effective for presenting large amounts of information in a small space.

A table should have the following sections:

- **Table Number:**
Every table should be numbered above the table. Tables can be numbered from the beginning to the end of a whole text. They can also be numbered within each chapter.
- **Title of Table:**
Every table should have a clear title telling the reader exactly what the table is about. This title appears above the table.
- **Stub heading:**

This heading is at the top of the left-hand column. The items in the column refer to information across the table.

- **Column Headings:**
This heading is a general heading that describes the data in the columns
- Sub Headings:
Each sub-heading describes the data in the column.

Graphics

Graphics should be:

- Included in the text where they are needed
- Properly numbered with good titles
- Properly introduced
- Properly analysed so that the reader knows what to look for.

Font Size and/or Type:

There are many different font sizes and types.

A font type is a style of font thus:

- This is Arial font
- This is Times New Roman font.
- This is Comic Sans font

There are literally millions of different types of fonts, and they can all be used to create individual impressions or effects.

Font sizes are variations of font size with a particular font thus:

- This is Arial 9 point
- This is Arial 12 point
- This is Arial 14 point
- **This is Arial 22 point**

A font style is variations of style within a font thus:

This is Arial 12 point standard

This is Arial 12 point bold

This is Arial 12 point Italic

This is Arial 12 point underline

You can also mix and match:

This is Arial 12 point bold and Italic

A writer can choose many different fonts to help make reading easier. For example a writer can choose to make headings in a size 16 point in Arial font and a sub-heading in a size 14 point with Arial font while the actual message can be written in a size 12 point. Different sizes of fonts will provide differing amounts of emphasis – for instance a heading at the top of a page could be 36 point in size, and the sub headings 14 or 16 point. Be careful not to mix fonts in a document unless you deliberately wish to create an effect. Mixing fonts creates an impression of clutter, untidiness, and amateurism.

Photographs:

Photographs are used to illustrate or embellish general and specific points in the text. If a writer chooses to use a photograph to illustrate a specific point, it is important that an indicator in the text is provided, showing which photograph is referenced. The photograph should have the same indicator (e.g. 'Figure 1'). Readers must not be left to guess which photo references which bit of text. Figure 1 below illustrates the point.

Captions:

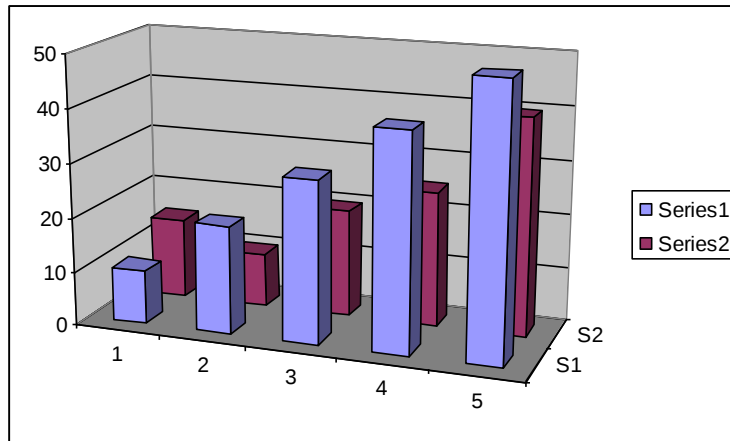
A caption is a short title or heading, which helps writers grab the attention of a readers. It will explain the contents of the photograph or illustration. Figure 1 below shows how a caption is used. A caption can either be above or below the illustration

Figure 1

**Visuals:**

Good visuals have a great impact. As they say a picture is more than a thousand words. As we have pointed out, illustrations can take the form of photographs, illustrations, line drawings, or graphs. A good visual is a great aid in illustrating a point, or grouping information together for analysis. A good example of presenting a grouping of information is a graph. Note the compact way the information in Figure 2 is presented

Figure 2



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Specific Outcome 2

Identify and explain the values, attitudes and assumptions in texts

Surface and Embedded meaning (AC 1)

When conveying a message either written or spoken there is always an embedded meaning and or surface meaning in the text.

An embedded meaning is the fixed meaning in a message. It is often not directly stated – it is embedded in the message, and therefore not apparent on a surface examination. The surface meaning is the general meaning of the message, and is immediately apparent and stated.

A message's meaning is obviously influenced by the author. How a text is written will depend on the author's values, attitudes, assumptions and views. An author's view may impact on an audience either positively or negatively depending on the message itself, the type of message and the reason for conveying the message. For instance, negativity in a message could be considered as the embedded meaning (i.e. so-and-so is wrong, don't touch it) although it is not directly stated. In this context, the surface meaning could be the direct arguments used to produce the embedded meaning.

However, for an author to convey his or her viewpoint of a message, it is important that he/she – when arguing according to his or her own values – shows or gives evidence cited from texts in defense of the message being portrayed. In other words an author should quote or mention an example to support their message or argument.

Values (AC 2)

Values are enduring and difficult to change. They serve as a guide for culturally acceptable behaviour and are widely interpreted by members of a society.

Values are mental images affect the way we think and behave.

The thing that influences a person's values is their socio-culture.

Socio-culture can be segmented as follows:

Cultures	American, Italian, African, Mexican, Pakistani
Religion	Catholic, Jewish, Moslem, Protestant, other
Subcultures (race/ethnic)	African American, Caucasian, Asian, Hispanic
Social class	Lower, middle, upper
Family life cycle	Bachelors, young married, full & empty nesters

Because personal values are determined by one's socio-cultural influences, it can be argued that everything a person thinks or writes is coloured by these influences.

As a consequence personal values will have an influence on the way text is written and presented, and can differ widely between people of different cultures. It is easier to choose a target audience with the same values, because you will find it easier to put your ideas across, gaining approval of your writing as a consequence.

Whilst many people do not share the same personal values, an author can write successfully by presenting to people with the same interests but dissimilar values. In this case, interest and approval can be gained by sticking to the subject of interest, but beware of putting a personal spin on interpretations - in other words, colouring things with your personal values.

Differing socio-cultures can produce totally different interpretations of the same word. Let's take the word "Fanny". In England, it's a woman's first name. In America, it means a lady's backside. As a consequence, one should be very careful to examine text for dual meanings of this kind.

A well-presented text paper, presentation, or book will often use arguments to prove or disprove a position. These arguments are often based on an author's personal experience, and a well-argued case should always contain the reasoning that caused the author to arrive at his position. Whether the arguments are valid or not will be a matter of personal interpretation by the audience. One tool that helps an author prove a position is to cite evidence from other texts, and as such is a valid tool.

NOTES

Specific Outcome 3

Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts

Length of sentences

Let's investigate a number of different writing techniques and explore their possible effect on readers.

The content of a text refers to what is physically written in the text. In other words, what the text contains. A text's content may have a variety of effects on a reader. Each reader may, however, be affected in a different way. It depends on what was written in the text.

Different writing techniques

The different writing techniques are explained below in terms of their particular effect they may have on readers.

Length of Sentence:

The less complicated a sentence the easier the reader is able to read and understand the text. Therefore it is important that a writer maintains a good sentence structure so as to make the text readable, understandable and easy to follow. In general, you should adapt your sentence lengths so as to achieve the effect you want. Short sentences promote snappiness and crispness. Long sentences are usually better when describing things that flow. Here are two examples to illustrate what we have discussed

John stood up. "I'm not going", he snapped.

Kate blanched. "Why not?", she whispered

"Because I hate the moron" he shouted

Note the use of short snappy sentences and words like "snapped" and "whispered" to promote the feeling of high emotion.

Contrast this with the following one sentence paragraph, which also works:

Kate stood up, stretched, and slowly walked toward the water's edge where she regarded her reflection with wonder that grew, as she looked back at a face that seemed like a stranger to her.

This long sentence is in line with the tone and mood, and short and snappy would not work here.

Punctuation:

Punctuation has a complex function, but in general, the aim of punctuation is to indicate the logical structure of sentences. In addition punctuation is used to add meaning or emphasis to sentences and denote pauses in reading aloud. Punctuation too should help one to express oneself in logical, clear language in essays and all business messages.

Examples of Punctuation are:

- **The full-stop.** The principal use of a full stop is as a punctuation mark to end a sentence that is neither a direct question nor an exclamation. Full stops are the most used tool that is used to divide text into logical sentence sized chunks. The full stop may also mark the end of a group of words that does not conform to the conventional description of a sentence. For instance:

He had drunk six pints of beer and two whiskies. Two very large whiskies.

A full stop is also known as a period. Remember that it is used extensively in decimal fractions, times and dates.

- **The question mark:** Here are some techniques for the use of a question mark.

The primary use of a question mark is as a substitute for a full stop at the end of a sentence that is a direct question. For instance:

Where are you going?

It is also used at the end of a quoted question (text in quotation marks) where a spoken question is asked:

"Where are you going?" he asked

A question mark may appear after a question that is not a complete sentence:

Beer? Wine? Red or White?

It may appear in a sentence that is not actually in question form but where the rising intonation in speech would indicate a question:

You can't mean that? She's really going to do it?

A question mark usually follows a request:

Could I possibly have a glass of water?

However, if the request is more of an instruction, it usually ends with a full stop, not a question mark:

Would all ladies who wish to travel by coach kindly remain here.

If a thinking verb follows a direct question it takes a question mark:

Where are they now, I wonder?

...unless the question is in the past:

Where were they now, I wondered

It's occasionally possible for a question mark to appear in the middle of a sentence:

The question Why me? Is one that cannot be answered.

It can be used humorously or ironically to express doubt, but only in informal contexts:

My devoted (?) little brother

Avoid the use of double question marks in formal writing

- **The exclamation mark** is used to indicate strong feeling or urgency.

Hurray! Go Away! Help!

Exclamation marks come at the end of a sentence in place of a full stop, or at the end of a quotation, within quotation marks:

"Ouch!" he cried

Exclamation marks are used after interjections, oaths, and words representing loud noises:

Oh! Ow! Crash! Damn! Gracious!

...after alarms and commands:

Look out! Quiet! Fire!

...after alarms and curses

You Bastard! Rot in hell!

The exclamation mark is also used to express surprise, indignation, pleasure or displeasure, often starting with *how* or *what* and some have the forms of questions:

How beautiful! What fun! What a mess! How we laughed! Aren't you silly!

They are also used after longer sentences when strong emotion is being expressed:

I'm absolutely sick to death of the lot of you!

There are no words or utterances that always need an exclamation mark. The presence or absence of one indicates the intonation required when reading a word or sentence. Consider the difference in intonation of the three examples that follow

You can't be serious!
You can't be serious?

You can't be serious

Each has a very different emphasis.

Use the exclamation mark sparingly. Never double or treble it. The excessive use of exclamation marks in writing, particularly when used in an attempt to create an atmosphere of excitement, fun, or humour, generally has a negative effect on the reader

- **The colon:** introduces a clause or word which amplifies, interprets, explains, or reveals what has gone before it.

He was beginning to be anxious: they had been gone for five hours.

Only one party cares: the ANC

The other main use of the colon is to introduce lists:

The Gauteng Police Authority covers three areas: Johannesburg, Randburg, and Sandton

Colons can be used after formal salutations:

To whom it may concern:

Note:

Colons can be used to introduce speech in plays:

Cecily: Are you called Algernon?

Algernon: I cannot deny it.

They are used between titles and subtitles:

Men who play God: The story of the Hydrogen bomb

In business correspondence:

Note: Our terms are strictly 30 days

For Attention: James Farber

The colon is used to identify biblical text between chapter & verse:

James 2:14

And finally, the colon is used to indicate ratios:

2:8 is the ration of 2 to 8

- **The semi-colon** is a useful punctuation mark, but unlike many of the other punctuation marks, it's use is not compulsory. It's mainly used between clauses that are linked by sense but are not joined as a conjunction, and that each section can stand as a separate sentence

I am very tired; I am also hungry.

The night was dark; the rain fell in torrents

The semicolon can sometimes be replaced by a comma, but in sentences where clauses already contain commas, the semicolon is often used to separate the clauses:

Applicants must have a good business degree, preferably in Marketing; a lively writing style, knowledge of market research techniques, and proven management experience.

- **The dash:** can be used singly and in pairs. Although the dash is useful, most of its functions can be performed by other punctuation marks, and excessive use of the dash is sometimes considered to be the mark of a careless writer. Never use more than two dashes in a sentence

The double dash is used to mark a break in a sentence:

My Mother - a woman born and raised in the Cape – had little time for Johannesburgers.

Note that the dashes could be replaced by commas or even blanks, and the sense would remain the same.

A single dash is used to introduce a statement summarising what has gone before.

Beer, chips, and cigarettes – these are the main threats to the nation's health.

It can be used to introduce an afterthought or a sharp change in subject:

I'm surprised to see Nigel here – he's usually late

The dash can be used to hyphenate words:

Double-decker bus

Or connect times and places:

London-Paris

- **The comma:** Of all the punctuation marks, the comma is most likely to cause confusion or ambiguity through its misuse, overuse, or ambiguity. The comma separates clauses in a sentence. Excessively long sentences divided by commas are best divided into shorter units. Similarly, short sentences that require many commas for clarity should be reworded if possible.

Individual items of a series of three or more are divided by commas and the use of a comma before the final 'and' is optional.

We have invited Peter, Paul, and Mark

In the following examples, the omission of the comma could cause ambiguity or confusion:

Bright, blue curtains

A freshly ironed, neatly folded shirt

Commas separate non-defining clauses and phrases from the rest of the sentence:

The mayor, who is very fond of gardening, presented the prizes at the flower show.

In some cases the removal or insertion of a comma can change the meaning of a sentence

My daughter Elizabeth is a doctor

Implies that the author has more than one daughter

My daughter, Elizabeth, is a doctor

Implies that the author has only one daughter

Slang: Is basically unauthorised language. It is often, but not always coarse, and stands in the linguistic hierarchy between general informal speech, and specific vocabularies of professional and occupational jargon. Innovative and dramatic, slang is the most ephemeral of languages, continually coining new terms and discarding old ones. Many slang words are transferred into the respectability of the Standard English language.

Slang includes:

- Shortening of words: *Biz* (Business), *vibes* (vibrations)
- Onomatopoeic words: *Zap*
- Coined words: *Grass* (Dagga), *Speed* (An amphetamine)

As slang words tend to age very quickly, use of them can make speech or writing seem dated and tedious

Jargon: Is the technical language used within a particular subject or profession, such as science, computing, medicine, law, accountancy and others.

CVA or *cerebral vascular accident* is the medical jargon for a stroke.

The term can be used to denote complex, obscure, pretentious, or euphemistic language. Jargon is acceptable, and often indispensable, in professional journals and in written and spoken communications between members of the same group. It should be avoided, however, in communications that are to be seen or read by lay people. Misuse of jargon has the tendency to blur communication and to make people feel excluded if they don't understand – or superior if they do understand.

Figurative Language

There are three (3) types of figurative language that can be outlined: namely simile, metaphor and allegory.

Metaphor: is a figure of speech that in a word or phrase suggests an analogy with something else. The comparison is implicit, and not introduced by *like* or *as*.

Valley Fresh Goodness (Green Giant Vegetables).
An icy voice
Stone deaf

Simile: A simile is a figure of speech which, like a metaphor, suggests a comparison or analogy. However, a simile expresses the comparison explicitly and is usually introduced by *like* or *as*.

Similes are used in many well-known idioms:

Good as gold
Bold as brass
Fresh as morning dew (Timotei shampoo)

Many similes are so overworked that they have become clichés

Run like the wind.
A voice like thunder

Simile uses a comparative term such as *like* or *as* to join items from different classes of experience. For example,

Allegory:

Allegory is a word derived from a Greek term meaning 'other-speak'. Allegory conveys meaning in a story when something other than what is literally presented is occurring. For example, the Camel man that you see in ads is always a cool,

adventurous character doing something other than just smoking a Camel. The story behind the story, the implication if you like, is that smoking Camel cigarettes is the 'with-it' thing to do for adventurous types of people.

Technical Terms:

A successful communicator both in written and spoken texts will use language that contains technical terms which suit their audience. If the person who is trying to communicate to a particular audience does not identify with their audience first, the audience receiving or listening to the message may lose interest. Identify your audience first, and pitch your technical terms to suit the audience. Audience types have been covered, but are presented again here in a different context.

A lay audience – when communicating to this particular audience it is important that the writer explains all technical terms as well as give background detail on the subject being communicated.

An expert audience – when communicating to this particular audience the writer need not have to explain technical terms or give much background information.

A technical audience – this type of audience has a detailed technical knowledge, therefore there is little need to explain technical terms.

A mixed audience – it is better to use fewer technical terms and to explain the terms that you as the writer have chosen when communicating with this particular audience.

Dialect: refers to an established variety of a language, confined either to a region, or to a social group or class. The dialect used by educated, upper middle-class people is often regarded as the standard form of a language, and other forms as non-standard. How does this affect reader perspective? The use of dialect can identify a reader or audience with a particular region or class of people, often just by the way a sentence is formed:

He'll not be coming identifies with Northern England

He won't be coming identifies with Southern England

Often, therefore, dialect can be used in the written word to associate a reader with a particular place, person, or mental picture.

Irony:

Irony is the expression of a person's meaning by using words of the opposite meaning in order to make their remarks forceful or sarcastic. It frequently is used

to make a point – for instance establishing approval or disapproval. This writing technique is commonly used in poems as well as in William Shakespeare's plays.

Oh he's fantastic – where quite the opposite is meant.

Humour:

Humour is the quality of being amusing or funny. Humorous messages are designed to amuse, entertain and provoke smiles or laughter. Humorous appeals are very popular because they are considered to be attention-grabbing.

Satire:

Satire is a form of ridicule, irony, or parody which is used in both spoken and written text. It's main use is in poking fun at vice or folly or caricaturing individuals. It's use can be either constructive or destructive, but more often the latter. It can be used to shape a reader's view or perspective of a person

Sarcasm:

Ironically scornful language can be bitter and wounding, and rarely used in a constructive way. Also used to make a point about someone or something

Legalisms:

Legalisms are technical legal phrases that are used to establish a (usually legal) point

Specific language structures and features are analysed below.**Bias**

Bias is an opinion or influence that strongly favours one side in an argument. Bias is most commonly expressed in the following contexts. Here are a few examples of possible bias:

- Religion – All Muslims are terrorists
- Preferences – I prefer to employ South Africans
- Discrimination – I do not employ men because they are lazy
- Racist – I hate whites
- Sexist - I prefer to employ female staff because they work better
- Ageist – old people are no good in business

Humour

Humour is used as an emotional appeal because it can attract attention, stimulate interest and put the receiver (listener or reader) in a positive mood. Also receivers in a positive mood are likely to process messages with little cognitive effort.

Humour is effective because the level of counter-argument can be reduced quite substantially. However, humour may distract attention away from the message, that is, while attention is attracted, the message itself is lost. The type of humour is difficult to gauge in the context of what is perceived to be humorous to the audience. Humour also has a short life: nothing stays funny for long. Humour as a form of appeal is therefore potentially powerful, yet dangerous.

Irony (see previous page).

Sarcasm (see previous page).

Omission and silence

This deals with what is included in a message and what has been omitted, leaving it to the receiver to make his or her own conclusions. (Persuasive messages are most effective if the source explicitly draws the conclusion rather than leaving it to the receiver. (Runyon 1984:271).

Figurative expressions

See above in figurative language.

Repetitions

Repetition increases the likelihood of a message being remembered.

Hyperbole

A hyperbole is an exaggerated statement that is not meant to be taken literally. For example: a mile high.

Generalisations

Generalisation means being general. Many communicators drawing general conclusion from particular instances.

Stereotyping

A writer uses stereotyping when trying to portray a person or thing as a conventional type rather than an individual. For example, it is said that all accountants are boring.

Pictures and captions

Pictures and captions are used by the communicators to force the reader to start at the beginning and follow the sequence in order to grasp the message wanting to be conveyed.

Typography

Typography is a style or appearance of a printed message.

Grammar

Grammar is the study of words and of the rules of their formation as well as their relationships to each other in sentences.

When deciding on which type of visuals will be best to use for your message make sure the visual achieves your objective, helps you get your meaning and the images you want to convey understood.

Different types of visual aids used in a message are:

Photographs

Photographs are used to illustrate general and specific points in messages.

Transparencies

The main advantages of transparencies are that:

- The speaker can remain facing the audience.
- The speaker can plan in advance, or write on transparencies in front of the audience.
- It can be used with the lights on.
- It is suitable for large or small venues.
- Transparencies can be stored and re-used.

The main disadvantage is that they need a good screen at the correct angle for the best image.

Slides

The main advantage of a slide is that the pictures are very attractive and can hold an audience's attention.

Their disadvantage is that the communicator may lose contact with their audience when the communicators switch off the lights.

Posters

Posters must be:

- Designed to stand on their own
- Prepared in advance
- Professional in appearance

Their main advantages are that:

- They can be prepared in advance and re-used.
- They can also be left on permanent display for added impact.

Their main disadvantages are that:

- They need specialist knowledge to prepare.

- There is no guarantee that viewers will understand the full impact of the message without explanation

Graphics

Graphic communication is communication using devices such as tables, bar-graphs, line graphs, cartoons, pictures and pictograms. These graphic devices often combine numbers, shapes and words. They help senders to communicate more effectively. They:

- Show groups of numbers that would be very difficult to show in a written message.
- Show relationships that would take many sentences to explain.
- Give a quick visual impression that enables a reader to compare amounts quickly.

The great advantage of graphic devices is that the audience can see all the components and relationships at once. Graphics also help explain difficult ideas, show relationships, simplify and summarize.

Videos

The advantage of a video is that it illustrates vividly the spoken and visual together and it can be professionally presented with less pressure (and potential for mistakes) than a real time presentation.

The main disadvantage of video is that it may draw attention away from the speaker.

Techniques used in writing to make a message more visual are the use of:

Colour vs. black and white – an effective way of drawing attention to a particular element is with the use of contrast in colour; high and low intensities of colour; and the saturation of colour.

Borders – used to hold elements together.

Layout features

Cinematographic devices – are devices used to project motion pictures.

Foregrounding

Back-grounding

Overlays – is when a picture or element overlaps another.

Selection and/or omission

Scale – less important features are given a relatively smaller space.

Size – attract attention because readers are drawn to the biggest and most dominant element on the page and then to the smaller elements.



Exercise 1 - With your partner

Problem 1

There are three (3) types of figurative language, explain each one using your own examples.

Problem 2

List and explain the differences between features used in texts and writing techniques.

Problem 3

List the different visuals (bearing in mind their advantages and disadvantages). Once you have done that imagine you were a spokesperson wanting to give a speech on AIDS, which visual aid(s) would you use and why?



Formative Assessment Activity 2

Please open your Portfolio of Evidence (PoE) logbook and complete the activities for this specific outcome, following the instructions found in your Logbook.

Your facilitator will advise you as to the requirements and deadlines for completing and handing in these formative assessments. Write these instructions here:

NOTES

119465 –Write / present / sign texts for a range of communicative contexts
119459 – Write / present / sign for a wide range of contexts

SO1 - Write / sign for a specified audience and purpose

Introduction

If you are not very skilled at writing it can be a drag. It's a skill, like learning to play golf; you need to practice your swing before you can attempt to play like Tiger Woods. You need to develop your writing skill to be competitive in today's society.

Up to 30% of work-time involves some sort of written communication. It is therefore very important to develop your writing skills so that you will be able to write present good presentations, memoranda, reports and letters. Much of the

communication between you and senior management takes place in the form of writing.

The way you express yourself on paper will tell your colleagues a lot about your personality

Written communication holds one great advantage over oral communication. Can you guess what it is? You can carefully think and plan what you want to say before it is set in stone. This gives you the opportunity to edit your work, to rethink and to restructure your thoughts and ideas better.

Write on target (SO1 AC1)

Keep the following in mind when planning your written communication:

- ✓ Purpose
- ✓ Topic
- ✓ Your audience

Determine the topic, audience and purpose by doing proper research so that you can plan and present your final writing to suit the topic, the purpose and the needs of your audience. These three components will be discussed further below

Purpose of your writing

What do you want to accomplish?

Your purpose is the reason why you are writing. Before you write one word, you need to know what you want your writing to accomplish. If you aren't sure what your purpose in writing is, your writing will not be clear.

We often write to communicate information to a group of people.



Topic

The following questions will lead you to explore your topic further:

- ✓ What do I have to write about? (For example a new technique in paper making, to report working conditions, etc.)
- ✓ What do I know about the topic or what experience do I have?
- ✓ Which facts are relevant or irrelevant for my purpose?
- ✓ What are facts and what are opinions about the topic?
- ✓ What reliable sources can I use?
- ✓ What is the situation?
- ✓ What format will best suit my topic?

Targeting your audience

The number one rule of all communications - written or spoken - is to know your audience. You should ask yourself who you are writing to. Are you writing to the media, the president of your company, your manager or a client? Your tone must change accordingly. Generally; memos or e-mails are less formal than letters written to clients, but whether you are communicating internally with staff or externally with customers, you should write in a friendly and professional tone. Use the same words and tone you would use if you were meeting the reader face to face

Style (SO 1 AC2)

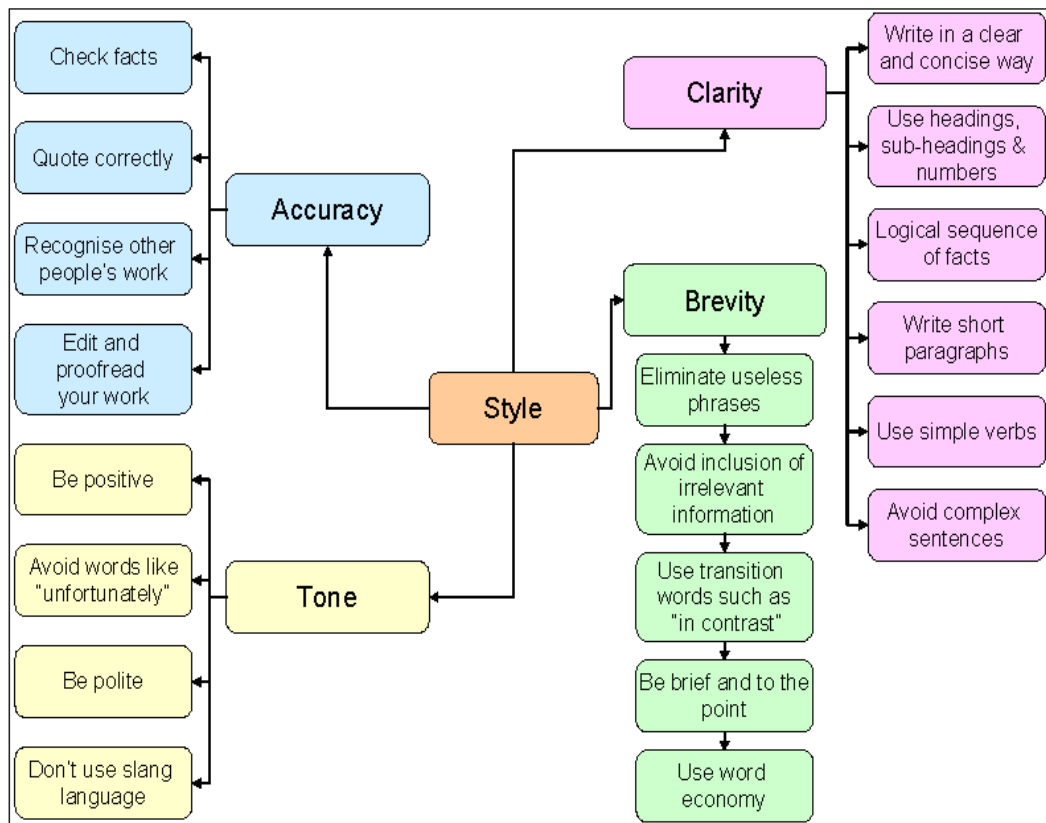
Style in business writing refers to the shape, voice (active or passive voice) and force (or impact) of sentences. If you would like to improve your writing style you can use the following strategies:

- ✓ Write from the company's point of view
- ✓ Refer to the action rather than referring to the individual
- ✓ Avoid personal and individual references

The style you use when writing factual documents will differ from those you write for personal purposes. An informal letter, for example, will reflect on personal experiences. You will not use headings, the language is more informal and you would not be concerned about issues such as choice of words, logic, sentence length, etc. In a formal document, every word counts. You need to write in a logical, structured way. The choice of words and variety in sentences are very important.

NOTES

(SO1 AC2)



The main elements of style

- ✓ **Tone**
The tone of a professional document should always be positive and polite, even if you complain about service or convey a negative message
- ✓ **Clarity**
Your readers shouldn't have to consult a dictionary when reading your work
- ✓ **Brevity**
Avoid giving too much detail. Choose descriptive words rather than long phrases
- ✓ **Accuracy**
Make sure about your facts when writing. If you are not sure when making a statement, check your facts in a reliable source such as the shift records, a manual or a knowledgeable person.

Language structures and features (SO2, AC1, AC2) (SO1, AC3)

Language structures include grammar, spelling, pronouns, punctuation, length of sentences and paragraphs.

Avoid using jargon, insensitive or offensive choice of words. Keep in mind socio-cultural differences

Draft and edit writing (SO3 AC1)

Gathering Information

The first step in the writing process is to gather information. You can do this by:

- ✓ Deciding what is the main objective of the communication.
- ✓ Think about issues relevant to your objective.
- ✓ Jot down a few thoughts.
- ✓ Write a few sample sentences that spring to mind.

The following strategies can be used when planning your draft

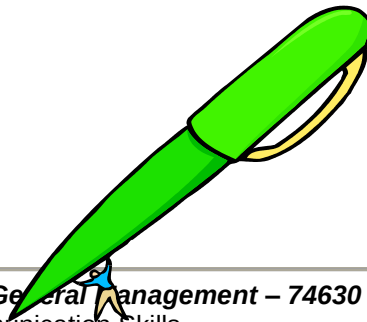
- ✓ Brainstorming
- ✓ Mind-mapping
- ✓ Spider-diagrams
- ✓ Highlighting

Organise Information (SO1, AC5)

- ✓ *Organize your ideas into a simple outline plan.*
- ✓ Choose one main idea for each paragraph and write it down.
- ✓ Write short illustrative sentences/ideas which support the main idea under each main idea.
- ✓ Write one key sentence that summarizes the main idea of each paragraph. The rest of the sentences must support the main idea.
- ✓ Decide what you want to write about in your introductory paragraph.
- ✓ Remember that your introductory paragraph should give a brief overview of your essay. Its purpose is to introduce the reader to the essay.
- ✓ Decide on a conclusion. The concluding paragraph summarizes the content of the essay

You should organise your writing by carefully structuring your piece according to:

- ✓ An outline, Introduction, The Body and Conclusion



Introduction

Write a captivating introduction. Your introduction has the following functions:

- ✓ It tells the reader the specific topic of your essay.
- ✓ It states the limits of the topic.
- ✓ It tells the reader how information is organised.

Your introduction should say to the reader: "I've thought about this topic, I know what I believe about it, and I know how to organise it."

The Body of the document

The body of a written piece of work is the main part where you develop the ideas that you introduced in the introduction. Every paragraph should explain one aspect to support the thesis of the essay, report or article.

Organise your information in a logical way by using paragraphs as readers are intimidated by long chunks of information. You need to ensure that your reader does not miss important information

Drafting your work (SO3 AC1, 2, 3, 4)

When you are preparing a document and you will probably not write it correctly from the start. You will do a first draft, which you will then consider and change. The second draft will contain these changes and you might still need to rephrase certain sentences, check spelling, punctuation, etc.

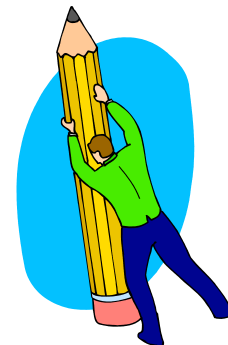
The purpose of a draft is to help you shape the writing so that it is as perfect as you can get it. It is a rough copy of what you intend to say.

Editing your work (AC5, 6, 7, 8)

Once you have completed the final draft, you start editing your writing. You need to proof read the entire piece of writing.

In the editing phase of a document, you carefully go through your writing to make sure it is good enough to be the final product. You will:

- ✓ Make sure you have included all the facts.
- ✓ Check that it is free from mistakes.
- ✓ Check the grammar for common mistakes.
- ✓ Check punctuation.
- ✓ Check spelling.
- ✓ Correct common mistakes.
- ✓ Remove inappropriate or offensive words.



A piece of writing is only complete once you have checked it thoroughly and are 100% satisfied that it is: (SO1, AC4)

- ✓ Appropriate
- ✓ Easily understood
- ✓ Accurate
- ✓ Clear
- ✓ Logical

Different layout and options for presentation (AC6)

In a business / corporate environment, an employee regularly has to write pieces such as memoranda, reports and business letters.

Formal Letter

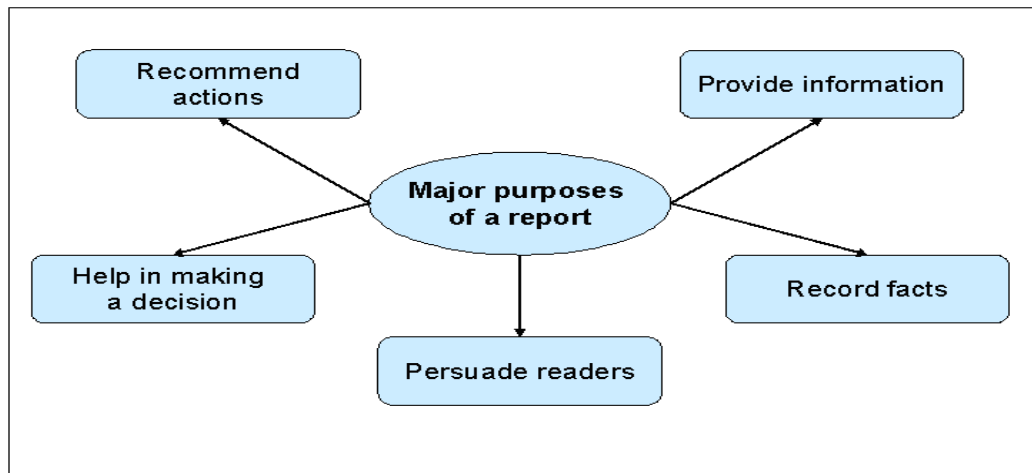
The formal letter is also called a business letter and is usually written to people whom do not know each other. These letters tend to be less personal, and more polite. The formal letter could be any letter that you write for business

Electronic Messaging (e-mail)

Electronic messaging (or e-mail) is the latest addition to technologically smart communication methods. Electronic messaging was designed as a quick replacement for letters. It allows people to communicate with others speedily, effectively and is much less expensive than a fax.

Reports

Reports are documents with a fixed format. They are written as a result of instructions given to someone.



Memorandum

Memorandums are messages written inside organisations. They are used to:

- ✓ Communicate the same information to a group of people who have to attend a meeting
- ✓ Inform people about company policies
- ✓ Summarise points made in a conversation or meeting
- ✓ Confirm decisions or agreements
- ✓ Keep people informed about events in the company
- ✓ Make sure staff members are informed about an issue



Reflect on the past section and answer the following questions. These form part of your Formative Assessment

Question 1

Name 3 things you need to keep in mind when planning written communication

Question 2

Discuss the 4 main elements of style

Question 3

What 4 strategies can be used when planning your draft?

Question 4

Name 4 uses of a memorandum

**Formative Assessment Activity 3**

Please open your Portfolio of Evidence (PoE) logbook and complete the activities for this specific outcome, following the instructions found in your Logbook.

Your facilitator will advise you as to the requirements and deadlines for completing and handing in these formative assessments. Write these instructions here:

NOTES

Unit Standard 12153

Use the writing process to compose texts required in the business environment

Introduction

This learning module aims for learners to follow a process in writing texts and reports required in business. It intends to promote clear, unambiguous communication in plain language and to improve the quality of written reports and other texts that are specified to the business environment, require a particular format and may include specified legislated requirements.

On conclusion of the learning module, the learner is required to be able to:

- Use contextual features and conventions specific to texts
- Identify the intended audience for the communication
- Identify the purpose of the text
- Select the appropriate text-type, format and layout for the purpose
- Use appropriate grammar conventions
- Draft and edit technical text
- Recognise errors and check for accuracy
- Present the same information in different ways

- Use plain language in business

It is vital that the language used in communication is clear and understood by all. This ensures that the most appropriate message emerges out of the text. Communication is the cornerstone to all businesses. This learning module should assist the learner in achieving greater levels of appropriate communication.

Specific Outcome 1

Use textual features and conventions specific to business texts for effective writing

The different types of texts that are specific to a particular function in a business context include:

- sector specific documents
- written comparisons of products
- reports on specifics of cover
- historical reviews over a period of cover
- claims reports
- explanations of how changes in legislation will impact on rules of the fund or pension benefit
- financial needs analyses
- financial plans
- reports to investors
- reports to statutory bodies
- customised insurance policies
- statistical reports
- actuarial reports
- promotional proposals



Each of these are required to be written using the text that is specific to the particular industry. For example, technical language for one specific industry is not standard to all other industries. Think about the medical industry, when medical reports are written, the language that is used in the report is not standard to the insurance industry.

Specialists in their different fields use technical words when they communicate with other specialists. These words are appropriate if:

1. They are used in the context of the occupation
2. If the intended audience understands the terminology

In the insurance industry, such as premiums, policy documents and installments are terms used in any documents written for the insurance industry. These terms

are industry specific for the insurance sector. Each of the different texts that are specific to a particular function in a business environment, have different legislative requirements.

Due to the fact that the different functions in business environments have specific text requirements, it is vital that the text is written according to the defined requirements. Most of the texts specific to a particular function in the business context require a report of some sort to be written. When writing reports, it is important that they are based on careful research, are written clearly and objectively in an impersonal style, are constructed with the appropriate sections, are presented with high readability and are written with a specific audience in mind.

Reports are documents that have the following characteristics:

- They have clearly defined sections
- They are based on facts
- They are used for making decisions
- They often give detailed technical information
- They should be set out in a highly readable way
- They should be written in a formal, impersonal style
- They are often accompanied by a letter of Transmittal. This is a letter that records that the work has been done

When reports are written, they are written with a wide range of purposes in mind. For example, to help people make decisions, to inform, to recommend action, to persuade and to record facts. Reports are especially useful in large organisations, as management ask subordinates to write reports regarding a wide variety of problems. These are kept as records and can also be sent around to other people and organisations, to keep them informed of what is going on in the firm.

The audiences for reports are very wide and many different people will read the reports. The writers of reports are required to cater for experts as well as non-experts. Basically, writers should write for mixed audiences who have different needs. The information should be set out in sections, as some of the readers of the report are only interested in specific parts.

There are many different type of reports that are written in organisations. Some of these are:

- Committee reports
- Reports on sales
- Interim project reports
- Reports to Boards of Directors
- Reports to large conferences



These types of reports can be classed into these kinds:

- **Informative reports**

These give the facts of the situation. These reports also include the procedure that was taken for the results to be achieved.

- **Investigative reports**

These are written when the writer is instructed to investigate a problem, draw conclusions from the facts and recommend action.

- **Feasibility reports**

These reports are related to investigation reports and they are written to determine if something should be done or not.

- **Evaluative reports**

Investigation and feasibility reports are used to evaluate the facts. This evaluation report is written to determine a set of conclusions.

- **Technical reports**

These reports contain a large amount of technical information. This information is set out in the form of tables and graphs of various kinds. These reports may be informative, investigative or feasibility reports.

- **Interim reports**

These are written to inform managers of the progress of a particular project. Many of these reports can be written during the course of a project.

Documents that are written for a specific industry will not be accepted, if they are not written according to the industry specific or legislative requirements. The writers of this text will be required to edit the document so that it is written in accordance with the specific requirements. When the specific type of text requirements are ignored, the document will not be accepted as being legal by the different legislative bodies.

In business it is vital that the terminology and conventions specific to a particular business environment are used appropriately. For example, in the Information Technology industry, terms such as bytes, megabytes, pixels, mouse and monitor should be used. These should be used in the appropriate context so that people within the industry understand what is being spoken about. Specific terminology is important when people within the same industry are communicating a problem.

Specific Outcome 2

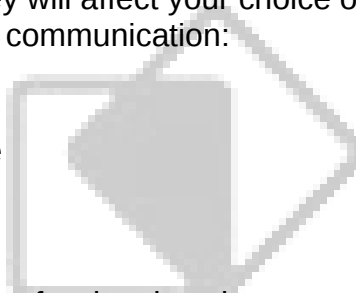
Identify and collect information needed to write a text specific to a particular function

When communicating in the organisational context and the communicator wishes for the content to be focused and to achieve the desired results, there are two main aspects that should be considered. These are:

- what you wish to achieve from the message i.e. the purpose
- who is going to receive the message i.e. the audience

Determining your purpose and audience are the essential preliminary stages before planning and collecting information for both oral and written messages. The reason for this is that the purpose and audience will govern the shape and nature of the message. They will affect your choice of the following aspects of the communication:

- the medium
- the tone
- the level of language
- the style
- the emphasis



When communicating in a professional environment, there should be a defined purpose so that the message that you are presenting has a clear focus, you will avoid being misled from the topic and you will be able to contribute towards effectively readability of your message. Purposes can be identified within a specific field or sub-field and also according to the information. Examples of some of the different purposes that the communicator may have are to given information, to request information, to persuade to express personal feeling or to express social feeling. These are very general purposes, thus some more specific ones are as follows; to explain, describe, instruct, specify, record, provoke debate, protest, reinforce, reject, stimulate, establish rapport or to entertain.

The term audience refers the person or group of people who receive the message. The audience could be the receivers of an oral or nonverbal message, in which case they could be physically facing the speaker, or on the other end of a telephone; alternatively, they could be reading the message distanced by both space and time from when it was originally sent. Audiences are also identified according to a specific field or sub-field in order to focus on the informational needs.

For the message to reach and to have the desired effect, it is not only necessary for you to have determined your aims in communicating, but also to have

analysed relevant characteristics of the receiver of the message. The characteristics that are important to consider will change according to the different communication situations; in fact, with some messages, you may not know in advance who your audience is likely to be.

Information must be identified and gathered before it can be used to write text specific to a particular function. The information that is gathered should be done through a variety of different sources, for example, books, the Internet, asking questions to people and via e-mail, magazines and the newspapers. When a broker is gathering the information regarding a client's portfolio, each of the different banking institutions must be contacted. After doing this the relevant information about the different investments is collected so that the client will receive an update. The different banks can be contacted via telephone, fax or e-mail. This illustrates that the information that is gathered should be collected through a variety of sources.

Relevant questions are asked to help the information collector to help understand client needs and to focus on information gathering. Usually when relevant questions are asked, the information that is extracted is useful and assists in understanding the various angles of the client's needs. For example, in the insurance industry, questions need to be asked to the client in order to establish which part of their investment they wish to receive an update for. In addition to this the investment broker should ask questions regarding length of the update that they wish to receive. The information that is gathered through asking questions is quite focused and the specific information is obtained.



After a suitable amount of information has been collected, it must be checked for accuracy, bias, stereotypes and other offensive details. Information that is classed as any of the above is normally discarded. There is little use in transferring information that is considered to be inaccurate, bias, stereotyped or offensive in any way.

The text that is included in reports, reviews, comparisons, policies and plans should be well planned, and only the relevant material included. The focus of the proposed text is defined and the decision is made about what information should be included or omitted in order to ensure that the focus remains. For example, when a report is being written about the progress of project, there is little use in including information about the financial position of the organisation. This additional information should be omitted to ensure that the focus is kept.

During the editing process a checklist is kept by the person performing the activity. This is to assist in editing so that the editor can keep a record of the

aspects that have been checked. For example, the checklist would look something like this:

- structure
- spelling
- grammar
- style
- content
- introduction
- conclusion

Once each of these has been checked, the editor will mark the activity as being performed.

Specific Outcome 3

Compose a text using plain language for a specific function

Below is an article that was published in the Sunday Times.

Match-fixing kingpin still on the run

The alleged middleman in South Africa's soccer match-fixing scandal was still at large yesterday as a Premier Soccer League club boss handed himself to the police.

Police spokesman Superintendent Selby Bokaba confirmed that a co-director of Bloemfontein Celtics was arrested yesterday morning.

The club was promoted to the Premier Soccer League (PSL) in May. Stura Pasiya, who is the boss of the Bushbucks, the other team promoted to the PSL, was also arrested last night.

Bokaba refused to identify the Celtics co-director. "The suspect who is the 31st person to be arrested since the beginning of Operation Dribble, will appear in court on Monday".

He did not want to reveal the identity of the suspect. The arrest was one of eight this week.

Among these was the award winning former South African Football Association referee Herman Nkuna, now a Sifa official responsible for appointing referees in the Second Division, and Mike Mokoena, owner of Free State Stars.

Mokoena appeared in the Bloemfontein Magistrate's Court and was released on bail of R5 000. The club's chief executive, Bareng Kholoane, was also arrested.

Match commissioner Peter Mathopha was arrested at his home in Vryburg in the North West on Friday and appeared in court.

Bokaba refused to explain why the alleged kingpin in the scandal was still at large three weeks after a warrant for his arrest had been issued.

The man, whose name is known to the Sunday Times, is a member of Safa's technical committee which selects referees for PSL and First Division matches.

It is alleged that he was the middle-man and the co-ordinated the matches to be fixed with some of the referees.

In a statement issued this week, the police said they could not arrest the remaining suspects in the scandal because the men were no longer sleeping at their homes. Bokaba refused to confirm or deny whether the alleged kingpin was on the run or not sleeping at home.

The format and structure of an article of this nature that was published in the national newspaper should be written in columns. This is the way that most newspapers are structured. What we mean by columns is this:

Match-fixing kingpin still on the run

The alleged middleman in South Africa's soccer match-fixing scandal was still at large yesterday as a Premier Soccer League club boss handed himself to the police.

Police spokesman Superintendent Selby Bokaba confirmed that a co-director of Bloemfontein Celtics was arrested yesterday morning.

The club was promoted to the Premier Soccer League (PSL) in May. Stura Pasiya, who is the boss of the Bushbucks, the other team promoted to the PSL, was also arrested last night.

Bokaba refused to identify the Celtics co-director. "The suspect who is the 31st person to be arrested since the beginning of Operation Dribble, will appear in court on Monday".

He did not want to reveal the identity of the suspect. The arrest was one of eight this week.

Among these was the award winning former South African Football Association referee Herman Nkuna, now a Safa official responsible for appointing referees in the Second Division, and Mike Mokoena, owner of Free State Stars.

(This is not the entire article, only a part)

Recall that in newspapers that you read, many of the stories are written in columns. When writing in story books the text is written on two pages, and on both sides of the pages.

The heading of this item that was published in the Sunday Times is **Match-fixing kingpin still on the run**. This illustrates the main point of the article, which is basically that the person who is suspected for being in charge of the soccer match-fixing that has taken place in South Africa has not yet been arrested. He has been identified, but he has not been caught yet, either as he is on the run, or that he is not sleeping at his home. Other supporting details that are included are that many other people have been arrested and that not many of those who have been arrested are willing to submit any information to assist the police in catching the person who could be held fully responsible for the match-fixing.

When the first draft of this article was written it would have been written roughly in a framework that includes the information in point form. The rough frameworks would look something like this:

- All of these people were arrested
Stura Pasiya - Bushbucks
Herman Nkuna – Safa official
Mike Mokoena – Free State Stars
Bareng Kholoana – Free State Stars
chief executive
Peter Mathopha – match commissioner
- The police spokesperson Superintendent Selby Bokaba is not revealing much information
- Unable to arrest the other suspects as they are either on the run or are not sleeping at home
- The main suspect has not yet been caught

The information shown above illustrates all the necessary information that should have been included in the published article.

Specific Outcome 4

Organise and structure a text appropriately for a business function

Businesses are often required to make presentations to shareholders, to brokers, to clients, to their staff and to the public. This means that decisions such as the content, the method, and



illustrations and diagrams that will be used must be made according to the nature of the audience and the purpose of the presentation.

Typical of the technical terms that are used in the financial industry are words such as 'brokers', 'hedging', 'diversifying', 'instalments', 'retirement annuities' and 'life assurance'. When you are developing a presentation to be presented to an audience in this industry, it is generally unnecessary to explain each of these terms. However, when a training presentation is made, each of these terms should be introduced in some detail so that the trainees have a greater understanding of the presentation.

Before you commence your presentation, check the content for accuracy and factual correctness. Presenting information that is incorrect and inaccurate can also get your organisation into real difficulties, often of a legal kind as well!

Once the content of the presentation has been determined, the document is reviewed and ordered in a way that ensures that the sequence of events is logical and meaningful. The sequence should ensure that the presentation will flow easily and that the information provided will lead onto the next topic or area to be covered. The sequence should be ordered in a way that is logical - for example when presenting information on the importance of paying into a pension fund, it is logical to begin the presentation by providing information about pension funds, then show how pension funds will benefit the client in the long-run and then provide some examples on the different payment and benefit schemes that are offered. This sequence will provide the listeners with a substantial amount of meaningful information that is ordered in a logical way.

Exercise

Choose a suitable business subject. Create a presentation of about two pages. Take the first draft of the text and check the following:

- Has the appropriate grammar been used? Replace language that has overly complicated syntax and long words.
- Are the sentences overlong and clumsy? Break the sentences up if necessary, so that they are smaller and more succinct.
- Can you make points by using bullets instead of writing paragraphs? Bulleted points are far easier to read, and can emphasize the main aspects of the presentation. Bullets can come in a variety of different shapes, for example solid squares, solid circles, hollow squares and hollow circles.
- Large headings, *italics*, **bold writing** and underlying are some of the techniques that can be used to enhance the meaning of text.



- The use of colour in presentations is very useful in emphasising parts of your presentation.
- Take a highlighter and highlight all terms that are technical and all terms that could be considered to be jargon. Now consider each term in turn
 - Will your audience understand the technical term(s)? If so, leave it. If not, find a simpler word or phrases too replace it with.
 - Does the jargon fit in with the presentation? If not, replace it. It is vital that the audience is able understand the message that the presenter is trying to express.
- Check the presentation for accuracy, and also check that you have presented the correct facts. Where you are presenting opinion, say so.
- Make your corrections. Redraft as many times as necessary. Remember, the document must *flow*. Ideas must be in an ordered sequence that moves from the start to the finish
- Finally, get someone else to read your document and tell you whether the presentation is logical and meaningful

By utilising different techniques as described above, the message is remembered more clearly by the people who are viewing your presentation

Specific Outcome 5

Present a written text for a particular function in a business environment

Only once the presentation is completely correct is the final copy self-assessed using a rubric or checklist based on the requirements of the writing task. The items that are listed on the checklist must be verified to ensure that all of the requirements have been met. Some of the items that will be found on the checklist are:

- Catchiness
- Colour
- Information
- Illustrations
- Humour

All of these should be checked by the assessor before the presentation is made.

Your final presentation can have additional information included in the form of graphics. Well laid out headings and figures will enhance the quality of the presentation. Some of these techniques are:

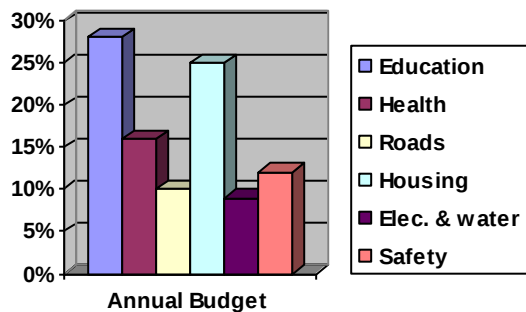
Text: Text can be enhanced using different effects within the font.

These are:

Different font sizes, styles, colours, *using italics*, underlining and **bold**.

Bar Graphs

Bar graphs are easy to read. They are good for showing discrete information and comparing amounts. Bar graphs are suitable for uneducated audiences.



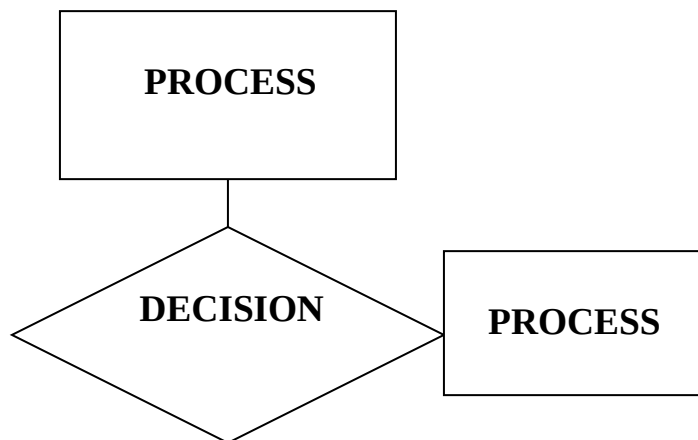
Tables

A table is any grouping of numbers and other information in rows and columns. They are very effective for presenting large amounts of information in a small space.

Expenditure item	Percentage of the budget
Education and training	28 %
Health services	16 %
Roads and infrastructure	10 %
Housing	25 %
Electricity and water	9 %
Safety and security	12%

Flow charts

A flow chart would look similar to the illustrated below. The processes will be written in the rectangle blocks and the resulting decisions to be made will be shown in the diamond shaped blocks. These help readers to understand each step in a process. Flow charts are aimed at educated lay audiences and also at specialists.



The different ways of presenting information are useful in assisting to express meaning and to ensure that the reader understanding the content of the text. Diagrams normally also help the reader in remembering the different aspects of the report, document or presentation.



Exercise 2

You will take the rough draft of the presentation created above, and use the tools that we have described above to enhance your presentation. We suggest that you create a table, and if possible a chart created from the table. You can also import clip art that is deemed to be suitable to the subject.

Lay out the presentation according to your skills. We suggest that you use Microsoft Word, and plan your layout so that it contains both text and graphics in places that you consider appropriate.

If your skills do not run to placing graphics or Word Processing, you have two choices

- Get a friend with the requisite computer skills to help you with the layout or:
- Get the text and graphics printed and then use scissors to cut and paste the text onto a sheet of white cardboard. Glue with Pritt. With care, you can make a professional looking presentation. Photo-copy the glued sheets to get your final presentation

Remember to make sure that you graphic illustrations are labeled and placed on the page so that they are adjacent to the text that refers.

Finally, use the checklist created in Exercise 1 to check your final document

Group Exercises



Problem 1

Define ten technical terms that are specific to the business industry that you work in. Ensure that you write the definitions in a manner that people in different industries will be able to understand.

Problem 2

Illustrate the same data in numerous ways, for example, text, graphs, tables, flow charts, and diagrams.

Problem 3

Different text-types, format and layout are used for different audiences. Assume that the audience that you are required to do a presentation for is scholars in Grade 8. What are some of the techniques and features that you will make use of in this presentation?

Individual Exercises

Problem 1

Assume that you are required to make a presentation that includes headings, bullets, numbering and other layout features. Illustrate each of these different features in the format that would be used when making a presentation. Decide on a topic and choose the appropriate headings.

Problem 2

Explain the importance of checking and editing written work.

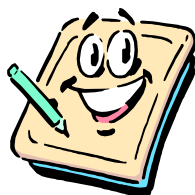


Formative Assessment Activity 4

Please open your Portfolio of Evidence (PoE) logbook and complete the activities for this specific outcome, following the instructions found in your Logbook.

Your facilitator will advise you as to the requirements and deadlines for completing and handing in these formative assessments. Write these instructions here:

Self-Evaluation



Complete the following Self-Evaluation to see if you are ready to start the next module:

Standard / Legend:

Above average Competence	5
Competence – Meet the standard	4
Almost there	3
Not quite there yet	2
Still need to improve in this area	1

By the end of this module I feel that I can do the following:

Use a range of reading and viewing strategies to understand the literal meaning of specific texts	
Use strategies for extracting implicit messages in texts	
Respond to selected texts in a manner appropriate to the context	
Explore and explain how language structures and features may influence a reader/viewer	
Write/sign for a specified audience and purpose	
Use language structures and features to produce coherent and cohesive texts for a wide range of contexts	
Draft own writing/signing and edit to improve clarity and correctness	
Write/sign effectively and creatively on a range of topics	
Choose language structures and features to suit communicative purposes	
Edit writing/signing for fluency and unity	
Critically analyse texts produced for a range of purposes, audiences and contexts	
Identify and explain the values, attitudes and assumptions in texts	
Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts.	
Use textual features and conventions specific to texts	
Identify the intended audience for the communication	
Identify the purpose of a text	
Select the appropriate text type, format and layout for the purpose	
Organise and structuring a technical text appropriately	



Use appropriate grammar conventions	
Draft and edit a technical text	
Recognise errors and check for accuracy	
Present the same information in different ways	
Use plain language in business	
Prepare for a meeting.	
Conduct a meeting.	
Deal with differing views in a meeting.	
Distribute records of a meeting.	
Explain why organisations record and keep information.	
Identify and describing the type of records a team leader is required to keep.	
Record team performance against agreed targets.	
Record performance data.	

What I would have liked to spend more time on:

Annexure: No 1

Training Evaluation



Please complete this form and tear it out and leave it on your facilitator's desk before leaving the course on the last day.

Your honest and helpful opinions will only contribute to making this course even better in the future. Thank you for taking the time to be with us on this **Written Communication Skills Programme**.

Ratings:

1	Poor
2	Areas for Improvement
3	Meet the standard requirements
4	Very Good
5	Excellent

<i>Was the facilitator:Tick where appropriate</i>	1	2	3	4	5
Prepared for the training					
Knowledgeable of the subject matter?					
Able to handle all the questions posed by the delegates?					
Able to interact with the delegates?					
Voice clarity of the facilitator?					
Able to use the training aids (flip charts, hand-outs, etc.) effectively?					
Dis the facilitator make the training exciting?					
Would you recommend the facilitator for future training?					

Other comments on the facilitator's delivery of this training:
