LEARNER GUIDE

Learner Guide
Primary Agriculture

Communications

My name: . . . .

Company: . . . .

Commodity: . . . .   Date: . . . .

Before we start…

Dear Learner - This Learner Guide contains all the information to acquire all the knowledge and skills leading to the unit standard:

Title: Write texts for a range of communicative contexts	
US No: 8970	**NQF Level:** 3	**Credits:** 5

The full unit standard will be handed to you by your facilitator. Please read the unit standard at your own time. Whilst reading the unit standard, make a note of your questions and aspects that you do not understand, and discuss it with your facilitator.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently doing:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	49048	3	120	❏
National Certificate in Plant Production	49052	3	120	❏

Please mark the learning program you are enrolled in:

Your facilitator should explain the above concepts to you.

Are you enrolled in a:	Y	N
Learnership?	❏	❏
Skills Program?	❏	❏
Short Course?	❏	❏

This Learner Guide contains all the information, and more, as well as the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed and include it in your **Portfolio of Evidence**. Your PoE will be required during your final assessment.

What is assessment all about?

You will be assessed during the course of your study. This is called *formative assessment*. You will also be assessed on completion of this unit standard. This is called *summative assessment*. Before your assessment, your assessor will discuss the unit standard with you.

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

Your activities must be handed in from time to time on request of the facilitator for the following purposes:

♦ The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.

♦ It is important that you complete all the activities, as directed in the learner guide and at the time indicated by the facilitator.

♦ It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.

♦ When you have completed all the activities hand this in to the assessor who will mark it and guide you in areas where additional learning might be required.

♦ You should not move on to the next step in the assessment process until this step is completed, marked and you have received feedback from the assessor.

♦ Sources of information to complete these activities should be identified by your facilitator.

♦ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.

Enjoy this learning experience!

How to use this guide …

Throughout this guide, you will come across certain re-occurring "boxes". These boxes each represent a certain aspect of the learning process, containing information, which would help you with the identification and understanding of these aspects. The following is a list of these boxes and what they represent:

Definition

What does it mean? Each learning field is characterized by unique terms and **definitions** – it is important to know and use these terms and definitions correctly. These terms and definitions are highlighted throughout the guide in this manner.

ACTIVITY

You will be requested to complete **activities**, which could be group activities, or individual activities. Please remember to complete the activities, as the facilitator will assess it and these will become part of your portfolio of evidence. Activities, whether group or individual activities, will be described in this box.

Example

Examples of certain concepts or principles to help you contextualise them easier, will be shown in this box.

How am I doing?

The following box indicates a **summary** of concepts that we have covered, and offers you an opportunity to ask questions to your facilitator if you are still feeling unsure of the concepts listed.

My Notes …

You can use this box to jot down questions you might have, words that you do not understand, instructions given by the facilitator or explanations given by the facilitator or any other remarks that will help you to understand the work better.

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What are we going to learn?

What will I be able to do?

When you have achieved this unit standard, you will be able to:

♦ Write for a specified audience and purpose.

♦ Use language structures and features.

♦ Draft own writing and edit to improve clarity and correctness.

My Notes ...

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Session 1 — A specific audience and purpose

After completing this session, you should be able to:
SO 1:**Write for a specified audience and purpose**

In this session we explore the following concepts:
♦ This section will look in particular at how to write for a specified audience and purpose. This includes:
♦ Purpose, audience and context
♦ Selection of appropriate text
♦ Selection of appropriate language
♦ Structuring writing

1.1 Introduction

In this section, we will look carefully at Specific Outcome One and the Assessment Criteria linked to this. We will look carefully at **why** we need to write something, **what** that piece of writing will say and **how** it will say it in the best manner. In the process, we will work with examples of the basic types of written text, and improve our skills of gathering and organizing information to produce an effective piece of writing.

1.2 Purpose, audience and context

Many people feel intimidated by having to produce a piece of writing, and you may be one of them. We may feel quite comfortable speaking to people, but when we have to write, it feels quite different. It's just that we are more used to **speaking** than to **writing**. Yet, there are occasions in our lives when we have to produce something in written format. We may even *want* to write.

So the first thing to keep in mind is that writing is essentially speech that has been written down. And just as when you speak, there is a **context** - you are saying something to someone - so when you write, you are writing to a reader or an **audience** and you are writing for a **purpose***.* The advantage is, writing is a process that gives you the chance to 'get it right' – you can think about why you are writing, what you are going to write and how best to say it. You can make thoughtful choices, try things out, correct or change what you have written and finally produce the best piece of writing that you can. This Section will start you on the process of becoming an effective writer.

We will use the word *text* to refer to any piece of writing that is presented for consideration. This includes writing of any length (from a single letter or word to a book).

More generally, the term text may be used to refer to any product that can be read, decoded (understanding of any other kind of text e.g. picture) or deconstructed (analysed to understand how it works). Thus, although we will be working mainly with written texts, other examples of 'text' are: oral (spoken) text, a movie, a painting, a chocolate wrapper.

1.3   Selection of appropriate text

Consider the following email:

Hi Mom

I am writing to tell you of my latest disaster. I am in bed with one hell of a sore ankle! Poor me - wish you were her to spoil me with nice food and a mug of coffee. I went and twisted the stupid thing while I was out collecting plant samples with my mates Ronnie and George and now I am in big trouble. I had two mega projects due today and with all the drama I have been unable to complete them so I have to write notes to the lecturers and tell them the whole sad story.
Anyway I guess it could be worse - remember when I broke my arm when I was just a silly little kid?

Love
Roberto
PS If you could send me some koeksisters to help heal the ankle that would be great!!

Now compare it with the following note to a lecturer.

<div align="right">

Harfield House Res
Leliefontein Street
Worcester
25 April 2005
</div>

Dear Ms Adams,

Please excuse me from lectures for the next two days. Please could I also have a two day extension on my project on Fynbos of the Overberg Region? I injured my ankle whilst doing yesterday's plant practical and have been unable to get to the resource centre.

I do have a doctor's certificate which I will give you when I return to lectures on the 2nd May.

Yours sincerely,

Roberto Jones

Both are written by the same person, in response to the same set of events, but what is different about these two pieces of writing?

There are differences in **style:** the email is informal, chatty and colloquial (using every-day language).The letter on the other hand is formal, serious and distant.

There are differences in **form**: the email has no address, and is not as carefully punctuated. The letter has an address, is well punctuated and ends with a formal salutation (greeting).

Now let us account for *why* these pieces of writing are so different.

Consider the **context, audience** and **purpose** of each text, and think about how these factors affect what is written and how it is expressed.

Context refers to the circumstances, or environment, in which a text is produced and/or read. This can refer to the time of writing (anything from time of day to historical period), the place (from physical space to geographical location), as well as to the social and/or cultural environment in which the text operates. The context can impact significantly on the way a text is produced or read, as we shall see.

Audience refers to the reader or 'consumer' of the   text. The term usually refers to an intended audience, i.e.   the target reader for whom the writer produces the text.   This may be a specific person or a wider audience, as   when something is written for publication.

> Your writing needs to suit your audience.

Purpose: this is what motivates the production of   the text.

Firstly, we will look at the context of each piece. A careful reading of the text can tell us quite a lot about the context in which it was produced.

The context for the example of the <u>email</u> is a son writing to his mother. He is informing her that he had an accident. He is also writing from the point of view of a son missing the care he would get at home. The letter, however, is written in the context of a student asking for exemption from lectures and due dates.

Remember, when you produce a piece of writing, your reader may be picking up a range of cues regarding the context in which you are writing that piece. You should therefore be aware of the implications (intentional or otherwise) of what you write.

What about the audience and purpose? How do they affect what is written and how it is written?

The **audience** for the first piece – the email – is his mother, clearly someone he knows intimately. So *what* he writes about is detail of his accident and how he is feeling, as well as his nostalgia for home. By analysing his writing we can detect an informality that reminds us of spoken language. Roberto's email resembles a chat with his mum.

What is his **purpose**? His purpose is to inform his mother of what has happened to him. Partly it is also to ask for sympathy and to make a request for a gift.

The **audience** of the second text is a lecturer. This person is able to excuse Roberto from lectures and give him an extension of his due date for one of his projects.

Thus we can see how the writer chooses a form of writing that is suited to the context, audience and purpose of the text.

1.4   Selection of appropriate language

Using appropriate language is a critical factor in writing. You have done work on issues such as sexism, racism and ageism. You are aware that using language that is insensitive to these and other socio-cultural issues is inappropriate.

Similarly, using a particular form of writing or type of text is critical to the message being conveyed. Choosing an inappropriate form for a piece of writing may have an effect that is entirely unintended.

What happens if an inappropriate text-type, style and register are used?

We can gauge the effects of this if we try writing each of Roberto's texts in a different form. Let us see how each example might work (or not work!).

First, consider the piece written by Roberto to his mother. It happens that his mother used to be the owner of a small business. Consider how appropriate it would be for Roberto to write her a business letter in the form of an email:

The Director
Ajax Supplies
P.O. Box 455
Cape Town
8000

Dear Ms Jones
INFORMATION REGARDING TEMPORARY DISABILITY

You are aware that I am currently studying plant production at Boland College. This necessitates undertaking practical field trips with fellow students. During one such field trip I unfortunately met with a small accident which resulted in some minor damage to my ankle. This in turn necessitates my being away from lectures and failing to hand in two projects.

This accident has also caused me to recall how in the past you displayed a sympathetic manner towards me under similar circumstances. Ideally I would appreciate such care at the present juncture.

I have also recently recalled a prior occasion on which I broke my arm some years ago.

Finally I wish to place an order for some koeksisters to be delivered as soon as possible.

Yours sincerely
(Mr) R Jones

As a business letter, it has a perfectly correct form. But is it **appropriate** in this context?

Roberto's email to his mother is inappropriate in the following ways:-

The **form** of greeting is formal (although as an email it does not put in details of address).The **content** leaves out details that would be relevant to a mother.

The **style**: uses an over-formal register, vocabulary (*present juncture*, *necessitates*), syntax (*You are aware..., finally I wish, this in turn...*)

Clearly, this letter is totally inappropriate to the context, the audience (his mother as mother, not his mother as businesswoman) and the purpose (to share his feelings and make a very personal request, not to make a business proposal).

This is, of course, unlikely to happen. But let us consider Roberto's letter to the lecturer.

Let us suppose that the context were not as simple as we first assumed. What would happen if the relationship between Roberto and the lecturer had another side to it? Let us suppose that Roberto and the lecturer are members of the same church and know each other quite well as they have served on the church youth group committee together for two years. How could that affect the way Roberto writes his letter?

Learning Task
Imagine that Roberto had sent the following letter:

Hi Annie

Listen I hurt my ankle yesterday and have to stay in bed for two days. This means I will miss class and also won't be able to do my projects - sorry!

See you at the meeting on Sunday. I don't know what we are going to do about that situation – you know what I am talking about!

Cheers
Roberto

Do you think this letter is appropriate?

Before you answer, imagine that you are the lecturer and that in your department all requests for extensions get sorted by the administrative assistant to send to the academic committee. They are therefore read by three different staff members.
Now list anything you think is inappropriate in this letter. You can use the following categories: Format, style, register.
Here are some points you might have noted:
- Format: Too casual, no address given
- Style: Too informal, personal and intimate
- Register: Inappropriate - too familiar and too indiscreet

In the above example, Roberto may know the lecturer personally, but he is still writing to her *as the lecturer.* It would therefore be inappropriate for him, in this situation, to make any reference to their church connection, or to adjust his approach to writing an official letter.

Remember that, in official communication, personal relationships are not relevant and reference to them would be insensitive to the reader. Making the wrong choices could undermine the integrity of both the writer and the reader.

In the examples we have just worked through, we looked at how the same events can be written about in two very different ways. In each case a different type of text was used. The choice for using the particular type of text depended on the audience being written for, and the purpose of the writing. We made sure that the language being used was appropriate to the sensitivities of the recipient.

We then considered the consequences of choosing the wrong form and inappropriate language.

Let us now give some attention to types of text. We have so far looked at a friendly email, a formal letter, a friendly letter and a business letter. We will now expand our scope to include not only letters, but many more types of text, or genres, which can be used for writing.

■ **Genre:**

Genre is a form or category of written text.

Examples of common genres are:

♦ Narrative:

Narrative tells a story which consists of a series   of linked events. The narrative may be fiction (imaginary e.g. novel) or non-fiction (reality e.g. history), or it may mix the two (e.g. mixing fictional characters with real people).

The events of the story are arranged in an order or sequence – the *plot*. The plot may follow a chronological sequence (the order in which things happened), or it may re-organise events to create a more complex plot (e.g. going back in time). A narrative may be any length (a 3-line joke or a whole novel) and is conventionally told in past tense.

♦ Discursive:

Discursive presents a discussion of a controversial topic by presenting both sides of an argument. The discussion maintains a balance between the two sides of the argument, and uses evidence to support any point made. A conclusion is reached after weighing up the two points of view that have been presented. It is usually in the present tense, although past events may be presented in the past tense.

♦ Reflective:

Reflective presents the writer's thoughts and reflections on looking back on a process, experience, person, memory, event etc. Although it may include opinions, it goes further than that.

♦ Argumentative:

Argumentative presents an argument for or against a topic. The writer has a definite point of view which is based on a clear premise or basis for the argument. The discussion is consistently based on that viewpoint. In support of the viewpoint, the writer may present evidence derived from experience, research etc.

♦ Descriptive:

Descriptive presents a description of a subject such as an object, person, scene, experience etc. Usually in the present tense and, depending on the subject and context, may use figurative language (comparisons such as simile or metaphor).

♦ Expository:

Expository is an explanation of how something works. The subject may be, for example, a system, process or object but the purpose of the writing is to make its workings clearer to the reader.

♦ Transactional:

Transactional refers to writing that has a functional nature, some examples of which are described in more detail below. Transactional writing may be done for personal reasons (e.g. diary, journal, friendly letter) or for business reasons (business letter, advertisement etc.).

♦   **Business letters** have a specific format and conventions.
♦   **Advertisements** can be in the form of fliers, brochures, magazine adverts, television adverts etc.
♦   Electronic texts e.g. email, sms
♦   Multi-media presentations e.g. power-point, video

Please complete Activity **1:**
Types of writing (Individual/Peer assessed)
For this activity you will need a pen and paper.
Look at these descriptions of various texts which are indicated by letters. Then look at the list of types of writing or genres which are numbered. Now match the text with the genre. (Just write down the numbers and letters).

Texts:

A. A novel set in Malaysia dealing with a tea grower.

B. A text giving reasons for and against the use of euthanasia (mercy killing) by trained medical personnel.

C. An article promoting the view that genetic modification of plants is of overall benefit to a country.

D. A brochure describing a new holiday resort in the Maldives.

E. A pamphlet accompanying a complicated new digital camera in which directions for use are given.

F. A diary entry reflecting on one's feelings about the death of a much loved friend.

G. A letter to a wine estate's manager asking for vacation employment.

Genres:

1) Discursive

2) Descriptive

3) Narrative

4) Reflective

5) Argumentative

6) Transactional

7) Expository

1.5   Structuring writing

We are now going to turn briefly to structuring writing in order to convey a message clearly.

Consider the following. A medical aid organisation has posted a new membership card to each member, together with a sticky plastic covering. The following instructions for covering the card came in the letter:

Please use the attached plastic sticker to cover the card. Cut out the card along the dotted line. First you should make sure you sign it before you cut it and cover it with the plastic. This card is proof of your membership. If your signature is not sealed under the plastic cover, the card is not valid.

Are these instructions clear? If you follow them, will you end up with what you need?

Notice that the first instruction tells you to cover the card with the plastic sticker. Then it tells you that you should first cut it. Then it instructs you to sign it. Near the end it explains what the card is for. Lastly it warns you of the importance of signing the card before covering it with plastic – but after you may already have invalidated it.

Of course, it is advisable to read instructions through completely before starting a task, but even so, the instructions should be presented in the exact order in which the steps of the task are to be done. If you followed these instructions as they were given, you would have stuck the plastic on before you had signed it – and the card would be invalid.

What genre of writing is this? This is expository writing as it is an explanation of how the process of assembling a membership card is performed.

Learning Task
The following piece of writing expresses the writer's opinions on the lotto.

"So why do people throw money away week after week? They would know that their money would grow steadily. Instead, it seems that they would rather live with the probability of kissing it goodbye every week. The chances of winning the lotto are very slim. After all, if they put that same money in a bank account they could bet on one thing with certainty."

It is confusing to read because the sentences are disorganised. The writer has jotted down a series of thoughts, but has not planned properly.

Rearrange the sentences to make the meaning clearer for the reader. (You may need to make minor final adjustments to the wording, as in the above example, but you should not make major changes to the sentences.)

Can you identify the genre of the text?
Note: Any minor changes in wording are shown in *italics*.
The genre is given after the passage.

The chances of winning the lotto are very slim. So why do people throw money away week after week? After all, if they put the same money in a bank account, they could bet on one thing with certainty. They would know that their money would grow steadily. Instead, it seems that they would rather live with the probability of kissing it goodbye every week.

Genre – Argumentative

ACTIVITY

Please complete Activity **2:**
Jumbled Sentences (Pairs)
For this activity you will need a pen and paper.
In the following pieces of writing the sentences are jumbled. Rearrange the sentences to make the meaning clearer for the reader. (Make minor final adjustments to the wording, as necessary, but do not make major changes to the sentences.)

Identify the genre of each text.

EXAMPLE A
He supports natural methods of plant production. He famously ensures that the farming of his 1,200-acre estate at Highgrove, Gloucestershire, is pursued by organic methods. One of his interests is organic farming. He is active in using his position to speak out on issues of national concern. He has many different interests. In 1999 he attracted some criticism for potentially compromising the delicate balance between monarchy and partisan politics. He chose to raise questions about the genetic modification of food crops. Prince Charles is heir to the British throne.

EXAMPLE B
This phenomenon is called hybrid vigour (heterosis). Almost all the maize now grown in the United States and Europe is started annually from hybrid seed. Hybrid breeding has expanded in recent years. For example, hybrid seeds have helped to double United States maize yields since the 1940s. Hybrid varieties are now common in grain crops (maize, sorghum), vegetables (cabbage, tomatoes, squash), and many flower species. Hybrids may be more vigorous than either parent. It has been widely used by plant breeders to increase crop yields.

We have considered how important it is for a paragraph to be well structured in order to provide a clear message to the reader. Now, we must look at how we can work at producing a longer piece of writing so that it is well structured, in order for its message to be clear to the reader.

You have learned in an earlier lesson about the importance of planning in producing an effective oral text. The same principle applies to writing. When producing a piece of writing, you need to **plan carefully** by using similar techniques: brainstorming, highlighting, mind-mapping. We will revise these techniques, by planning a letter to a community newsletter.

Your local community newsletter has been running a column on the HIV-AIDS epidemic. They recently ran an informative article on the ABC programme (Abstain, Be faithful, Condomise). While reading the article, you felt strongly that although the programme has value, it is an inadequate response to the epidemic. You decide that you want to write a letter to air your point of view.

How do you set about planning your letter?

We will go through **3 basic steps in planning the letter**:

♦ **brainstorming** - to mobilise ideas
♦ **highlighting** – to sort and sift those ideas
♦ **mind-mapping** – to organise and begin shaping the letter.
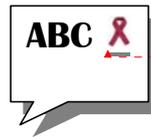
♦ **Step 1: Brainstorm**

Jot down all the thoughts you have on the subject. In this process, remember:

- Go back to the original article to 'spark' your memory and ideas.
- Then set it aside and let your own ideas come.
- Be brief (one-word notes are best, use abbreviations if you want to).
- Write ideas as they come.
- Do not 'censor' yourself – anything goes (you can eliminate later).

An example of a brainstorm might result in the following:

- ABC – meaning?
- Individualistic
- Simplistic
- Reality
- Infection rates - Figures
- Friend
- Testing
- Rape
- ARVs (Anti-retroviral medicines)
- Scale of epidemic
- Holistic Solutions?
- Workplace
- Know status
- Counselling
- Disclosure
- Prejudice
- Rejection
- Fear
- Normal disease
- Youth
- Ignorance
- Education
- Barriers
- Babies
- Mindset

ABC

Formatted

Once you have brainstormed a range of ideas, you can start looking at them more critically.

♦ **Step 2: Highlight MAIN IDEAS and cluster others**

From the random points that you have jotted down, select the ones that you think are **key points**.

For example, with the above brainstorm, we might want to highlight the following as key points:

- Reality
- Barriers
- Holistic solutions

You should select an idea that you would use in your introduction. Remember that it should relate to the topic of your letter.

e.g. ABC – what?

Highlight any point that you could use in your conclusion

e.g. Simplistic

Then cluster (group) other points under these main ideas. If you think a point is not relevant to any of the main ideas, discard it.

Your brainstorm list may now look like this:

•	ABC – meaning?	Use for INTRO
•	Individualistic	INTRO
•	Simplistic	CONCLUSION
•	Reality *	Main idea
•	Infection rates – Figures	REALITY
•	Testing	H/SOLUTIONS
•	Rape	REALITY
•	ARVs (Anti-retroviral medicines)	H/SOLUTIONS
•	Scale of epidemic	REALITY
•	Holistic Solutions *	Main idea
•	Orphans	
•	Workplace	H/SOLUTIONS
•	Know status	H/SOLUTIONS
•	Counselling	SOLUTIONS
•	Disclosure	BARRIERS
•	Prejudice	BARRIERS
•	Rejection	BARRIERS
•	Fear	BARRIERS
•	Normal disease	CONCLUSION
•	Youth	REALITY
•	Ignorance	BARRIERS
•	Education	H/SOLUTIONS
•	Orphans	REALITY
•	Barriers *	Main idea
•	Mindset	CONCLUSION

♦   Step 3: Mind-map

This is the stage when we start to plan the shape of our argument. The points produced by the brainstorm are the materials with which we work, but how we put these points together is as important as the ideas themselves. We can work in these stages:

At the centre of the mind-map is our **topic**. Why? Because everything we write must link with that topic – we must "stick to the point".

The highlighted key points as our **main ideas** are each set out linked to our topic. It is important to put the main ideas in a logical order e.g. we may

want to go from Introduction to Reality, then to Barriers, then to Solutions before our Conclusion. In that way, the body of the letter will look at 2 sets of difficulties (Reality and Barriers) before looking at solutions. How do we select Main Ideas from our list? A Main Idea must be one that can *include* other ideas. Some points are broader *categories*; others are examples that fall into those categories. E.g. holistic solutions is a category, which includes *examples* such as education, testing, ARVs, counselling etc.

The other points from the brainstorm are then examined to see what they can add to the Main Ideas. If relevant, they are **clustered** (grouped) under the relevant main point. Any point that is not relevant to any main idea is discarded. In this way, you will sift through your list of ideas, classifying your material as you do so. Look at the example on the left to help you.

INTRODUCTION - ABC
Previous article
Meaning of ABC
Individualistic

This mind-map is then the plan for your letter.

Once the plan has been drawn up as a mind-map, it can be written out in full. Each Main Idea will form a paragraph and the points will be written out in full sentences.

> **Example**
>
> From the Introduction in our mind-map above, we might develop the following paragraph:
> **Introduction**- ABC
> Previous article
> Meaning of ABC
> Individualistic
>
> Your newspaper recently ran an article on the ABC Programme as a response to the AIDS epidemic. The programme encourages people to change their sexual practice by firstly A - abstaining, secondly B - being faithful to one partner and thirdly C - condomising with every sexual encounter. While I agree with encouraging people to be responsible, this seems a highly individualistic way to deal with it.
>
> Now, take the Main Idea of **Reality** from the mind-map and write it out in full sentences.
>
> Your paragraph will not be the same as this, but should include all the points listed in the mind-map, and should be logical and clear.
>
> "The reality is much more complicated. We have a huge epidemic with people being infected at an alarming rate. The highest rate of infection is among youth, and the message of ABC has failed miserably there. Sadly, too, there are many cases of rape in our society; increasingly it seems on very young children, even babies. It is clear that infection does not always take place where the ABC choices are likely to be made."

Another strategy for planning is a **spider diagram** which is similar to mind maps. There is the central topic (the "body" of the spider. From this "body" the eight "legs" (it does not have to be precisely 8!) emerge. Each "leg" represents a separate idea.

Learning Task

Imagine you have brainstormed the topic of nurseries.

You then have done a spider diagram the body of which is labelled "Nurseries".

You have eight legs which are as follows:-

- Commercial nurseries.
- Some examples of successful nurseries;
- Types of nurseries;
- Basic requirements for setting up a nursery:
- The way forward for nurseries;
- Sourcing plants for nurseries;
- Reasons nurseries are established;
- Research nurseries;
- Commercial nurseries.

You will use each point to guide you in writing a paragraph. How would you order the legs or points so that there is a logical progression between each paragraph?

This is the most logical order of paragraphs:-

- Reasons nurseries are established
- Basic requirements for setting up a nursery
- Sourcing plants for nurseries
- Some examples of successful nurseries
- Types of nurseries
- Research nurseries
- Commercial nurseries
- The way forward for nurseries

Your final 'spider diagram' might look like this:
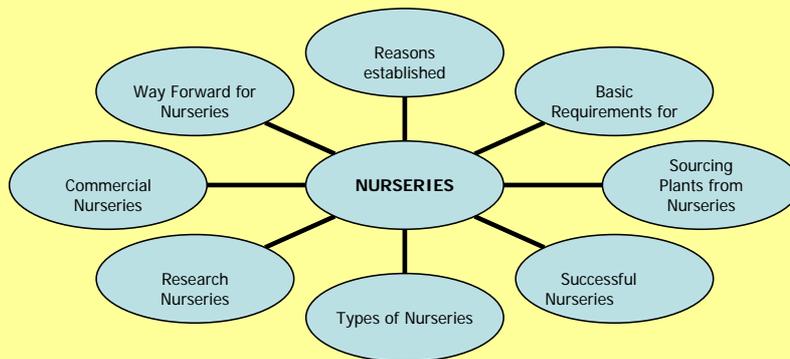
Do you agree with this Answer? Think of reasons if your answer differs.

Please complete Activity **3**:
Producing Paragraphs (Individual)
For this activity you will need a pen and paper.
Using the points listed in your mind-map, and with guidance from the Example above, produce a paragraph for each of the Main Ideas, namely Barriers, Solutions and Conclusion.
From this, you would produce the first draft of the letter. You would then edit it into the final draft before sending it to the editor of the newspaper.

Please complete Activity **4**:
Planning Writing (Pairs or Small Groups)
For this activity you will need access to library, Internet, magazines, newspapers and pen and paper.
This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO1-AC 1,2,3,5
Please note that you will need to hand in your planning and your checklists.
In this activity, you are going to plan a piece of writing that will end up being at least 250 words in length. Choose one of the following options:
A letter to a newspaper on your opinion of alien vegetation.
An article for your college newspaper on an issue that you think will interest fellow students.
A story for an 8-year-old who is struggling with a long-term illness.
Whichever option you choose, decide on a focus for that piece. It may be an opinion (for the letter), an institutional demand (for the article) or a theme (for the story). Whatever that topic is, think about it in relation to your audience, purpose and context.
Before beginning your planning, arm yourself with information. Use at least two different sources to research your topic: books, newspapers, magazines, internet, a knowledgeable person
For the letter to the newspaper or the article, find resources on the chosen topic
For the child's story, find resources on the illness and the kinds of issues that are confronting the child
For all information, ask yourself: Is it relevant? Is it valid (true)? Is it reliable? (Look back at reliability and bias Unit 8969 SO2, AC1)
Referring back to our process for drawing up a mind-map, plan a piece of writing on the topic you have chosen.
Note: For this activity, you should only
•   Brainstorm ideas
•   Highlight and cluster your ideas
•   Draw up a mind-map
Use the following checklist to assess your brainstorm:
•   I decided on a single topic
•   I developed a clear point of view on that topic
•   I made use of my research to get ideas
•   I thought of my own points on the topic
•   I have jotted down at least 15 points

Use the following checklist to assess your highlighting and clustering of ideas
- I have sifted through my brainstorm ideas
- I have highlighted not less than 3 and not more than 5 main ideas
- For my main ideas I have selected general categories
- I have sifted through my other ideas, selecting those relevant to each Main idea
- Each cluster of ideas is relevant to its main idea
- I have discarded any ideas irrelevant to my purpose

Use the following checklist to assess your mind-map
- I have planned for an introduction
- I have sequenced the main ideas in a logical order
- I have planned for a conclusion

Every idea links directly (main ideas) or indirectly to the topic

We have done the basic planning for a piece of writing. Let us now proceed to use this plan to produce a written text.

Please complete Activity **5**:
Producing a Text (Same Pairs or Small Groups as before)
For this activity you will need a pen and paper.
You are going to use your mind-map from Activity 4 to produce a piece of writing that is at least 250 words long. You have already decided on the type of text, the topic and the focus for your piece.

Using your mind-map as guide, write your paragraphs out in full.
Refer back to our work on the letter to the editor about AIDS.
Make sure each paragraph sticks to its point

Use the following checklist to assess your story/article/letter:
- I have followed my mind-map and included all the planned points.
- I have made use of information from two research sources
- The introduction orientates the reader to the topic
- Each paragraph has its own focus
- The conclusion rounds it off

My Notes …

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How am i doing?

Concept (SO 1)	I understand this concept	Questions that I still would like to ask
The purpose for writing, the target audience and the context is clear, in relation to the learning task or activity.		
The text-type, style, and register selected are appropriate to audience, purpose and context.		
Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.		
Writing is well-structured and conveys its message clearly.		
Critical thinking skills are used as strategies for planning.		
Arguments are supported with sound reasons and facts, and writing reflects a clear point of view, and shows logical development of a clearly articulated premise.		
Research skills are evident in the way data and information relevant to the context is identified, located and selected for inclusion in the final text.		

Session **2** Language structures and features

After completing this session, you should be able to:
SO 2: Use language structures and features

In this session we explore the following concepts:

♦ This section will look in particular at how to use language structures and features to produce cohesive texts. This includes:

- Coherent writing
- Sentences:- Lengths, Types, & Complexities
- Paragraphs

2.1 Introduction

In Section 2 we will look at how to use language structures and features in ways that help us produce coherent and cohesive texts. We will look at various writing contexts as we do this. We will focus on sentence lengths, types and complexities. We will then move on to look at the use of paragraphs. Finally, we will look at the overall structure of a piece of writing, paying particular attention to the conclusion of a text.

In this Section there will be comparatively little theory - you will however be asked to do a fair amount of writing on your own.

2.2 Coherent writing

We know that texts are written in a variety of styles or genres. You have looked at how the purpose, context and audience determine the style of writing chosen. We will now look at some features and structures of language in more detail. Before we do this however, we need to be sure that we understand what it means to produce coherent and cohesive texts.

■ **Coherence**

Coherence refers to the quality of being logically consistent; writing to ensure that all the separate parts fit together to form a harmonious and credible whole; e.g. "Even though the arguments were complicated, her written report had a great deal of coherence - it all fitted together very well."

■   **Cohesiveness**

Cohesiveness is similar in meaning - it refers to the quality of sticking, holding, or working together to form a united whole; "The very complex data on HIV/AIDS was presented in such a way that it had a great deal of cohesiveness."

How do you ensure that your writing never lacks coherence? Primarily this relates to how you express your ideas and the links you make between different ideas. Let us look at how you can use a range of sentence types to ensure coherence. Sentences are the basic building blocks of a written text. Sentences, like all aspects of language, have certain features and structures.

What exactly do we mean when we talk about language features and structures? A **feature** is something which distinguishes one thing from another. It can also refer to the appearance of something; e.g. "A feature of her writing is her use of unusually long sentences."

■   **Structure**

Structure as used here, refers to the way in which the different parts of something link or work together; e.g. "He uses very complicated sentence structures; her sentences are very long but are well structured."

2.3   Sentences – lengths, types and complexities

As writers, there is a range of ways that we can structure our sentences. Let us look at short simple sentences.

Every sentence needs a verb...

Technically, a **simple** sentence is one which contains a single verb (or action word). Generally a simple sentence is relatively **short;** e.g. "Nelson Mandela is admired world wide." "He still travels widely."

The term **compound** is used to describe two simple sentences that are joined by using a common joining word such as 'but' or 'and'; e.g. "Nelson Mandela is admired world wide and he still travels widely." The word **complex**, which as we know means the opposite of simple, is used to describe **longer**, more complicated sentences; e.g. "Nelson Mandela, who is still admired world wide, manages to find time in his busy schedule, to still travel widely."

Learning Task

Read this extract on some aspects of genetic modification of food.

"There is a widespread food shortage in Southern Africa. This has led to an impending famine in Southern Africa at present. Despite this a number of countries refused to accept GM maize as food aid. This is firstly because of fears about the environmental impact. It is also because of fears for the safety for people. Most people in these countries eat a great deal of maize. They therefore consume relatively large amounts. Some countries were willing to accept flour milled from GM maize. They were not however prepared to accept intact grain."

- Did you notice that all the sentences were all fairly short and simple?
- Imagine you have been asked to write a brief article for the local newspaper on a new harvesting plan in the area in which you live. Your readership is the general public and you have been asked to explain the development in simple terms.
- Now write a short passage of between 100 - 150 words for the newspaper. Try to keep your sentences as simple and short as possible.

When you are satisfied that you have written a series of short, simple sentences that could be understood by a general audience, you will have successfully completed this learning task.

We are now going to look at more complex sentences. Sometimes, when writing for an audience that has a good command of the English language, it is more appropriate to use more complex sentences.

The challenge is for you to be able to use complex, longer sentences without losing the coherence and cohesiveness of your written text.

Learning Task

Read through the following text. The intended audience is a fairly well educated readership with an interest in health and food research.

As you read through the text, take note of the length of the sentences.

"Food Labelling refers to the method of informing the consumer as to the nature of the contents of a food package offered for sale, how much the package contains, how it should be prepared and served, and what ingredients and additives are present. Food labelling also provides information on the nutritional value of the food, thus permitting appropriate choices in order to form a healthy balanced diet. In addition, the name and address of the manufacturer, or supermarket chain on whose behalf the food was manufactured, must be shown. Growing concern in the late 1990s about genetically modified produce has led to some voluntary food labelling of foods derived in whole or in part from genetically engineered produce. However, there is growing pressure to make such labelling compulsory; a number of manufacturers label foods as being specifically free from genetically modified ingredients.

The description of the contents (and any illustrations) must be truthful, accurate, and not misleading—this is the basis of much food legislation. The health and other claims that may be made on the label are also controlled by law. The weight or volume must, obviously, be correct to within tightly controlled limits of tolerance; many manufacturers also label produce packaged in juice or syrup with the weight of the drained contents. Within the European Union (EU), packages of standard size are declared to the regulatory authorities, and such packages bear the letter "e" beside the weight or volume.

All ingredients must be listed, in decreasing order of the amount present in the product, and since February 2000 EU legislation requires a quantitative declaration as well, showing the percentage of each ingredient. Food additives must also be declared on the label. In most countries it is not sufficient to state simply that the food contains permitted additives, they must be named on the label. In the EU they may be listed by name or by their number in the list of permitted additives (the E-numbers)."

- You may notice that each sentence is fairly long.
- Even given this however, the writer has managed to produce a coherent and cohesive piece of writing.

Even if you were not familiar with this style of writing, or there were some unfamiliar words and terms in this piece of text, you hopefully understood most of it.

You can probably all write short simple sentences without too much effort.

We will now move on to an activity in which you practice combining short simple sentences into complex ones. This is to prepare you for writing a text in which you use complex, long sentences but still maintain coherence of meaning.

ACTIVITY

Please complete Activity **6**:
Combining Sentences
For this activity you will need a pen and paper.
Read the following sets of short simple sentences and then combine them into complex sentences.
Use the words in brackets after the sentences to join the sentences.
Remember when you are combining short sentences you can leave out words from the adjoining sentences.

- Writing clearly is a challenge. You can always learn to improve. (however)
- Plant production is an interesting field. There are various specializations. (in which)
- Nelson Mandela is a great man. He recently celebrated his 86th birthday. He celebrated it in Qunu. Qunu is his birthplace. (who; which)
- AIDS is a terrible pandemic. Millions have already died. We could stop it. (in which; however)
- Racist language is offensive. Racist language comes from fear. It also comes from stereotyping. (which; and)
- Women used to be discriminated against. Women have now demanded equal rights. Women are prepared to fight for these rights. (however; and)
- Professionalism is important. Professionalism guarantees respect in the workplace. It should be practiced by everyone. (as; and therefore)

By this stage of the Section you should be able to see how sentences can vary in length, type and complexity.
The purpose, context and audience often determine sentence length. If the readership level for your text is not known to you, then it is probably better to use shorter sentences. If however you are confident that you have sufficient command of English to use long sentences appropriately, then do so.
The important point always to bear in mind is that your written text must show coherence and cohesiveness.
You are now going to do an Activity in which you experiment with sentences of various lengths and levels of complexity.

My Notes ...

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Please complete Activity **7**:

Writing Sentences

For this activity you will need a pen and paper.

- This Activity requires you to write different sentence types and lengths.
- We have put suggestions in brackets for you.
- You may want to ask an objective reader whether your texts are clear and coherent before you hand this in.
  1. Write an email to a fellow student in which you ask for some information that you need to continue with your project. (Short sentences)
  2. Write part of a text (150 words) for a brief talk you have been asked to give to a group of emerging farmers. The talk is entitled "How to rotate crops effectively." (Short simple sentences)
  3. Write a brief report (100 -150 words) on an incident at college where you feel you have been discriminated against and unfairly treated. The report is for a lecturer so you can assume a good command of English. (Complex sentences)

Do some research on a place you have always wished to visit. Write a short essay (180-250 words) for a competition to win tickets to your dream destination. (Complex sentences, with quite detailed descriptions; assume a good command of English).

2.4   Paragraphs

We are now going to move on to looking at the use of **paragraphs**. You have already done a fair amount of work with paragraphs when you did brainstorming, but we will now look at the conventions of paragraph writing. All of the work on paragraphs is done to ensure that your writing shows evidence of cohesion and coherence.

A **paragraph** is a section of writing; it is a piece of writing that consists of one or more sentences; begins on a new line, and contains a distinct idea or the words of one speaker; e.g. "The essay on substance abuse contained eight distinct paragraphs." Paragraphs are used in order to obtain logical progression through a text. They can also be used to show cause and effect and contrast.

The Examples you were given earlier on in the Section, when we were dealing with sentences, showed texts which were divided up into paragraphs. Look back at these before you read through the next example.

Read through the following extract from a text on Communication Theory. As you read, be aware of where each new paragraph begins.

Perceptual barriers:

Perception refers to how we understand or see situations and people as a result of our personal desires, views and values. Perceptual barriers refer to situations in which people don't manage to communicate well as a result of these differences. So when we communicate with one another, we need to keep in mind that perception plays an important part in how the message will be received.

Different people can interpret the same message in different ways. In the work environment, all people do not share the same view and will have different perceptions about how things need to be done. These differences stem from a wide variety of factors, which influence the way we look at and experience life. Some of our perceptions may be sexist, racist or elitist.

For example, the junior assistant might have a very creative idea, which is radically different to what the company has been doing. The manager, who is used to the old way of running the company, might not even pay attention to this idea if the assistant has little experience, is a woman, or has a different cultural background.

However, if they share their thoughts and ideas, they might come up with a practical solution, where they combine the idea with the manager's experience to be more effective in their company.

You need to be sensitive, understanding and tolerant when people differ from you. You need to realise that your way of thinking and doing is not necessarily the only way or the best way. You should practise good listening and negotiating skills when dealing with people who have different perceptions.

Can you see how each paragraph contains one single main idea?

- Paragraph 1 defines what is meant by perception;
- Paragraph 2 explains differences in perception;
- Paragraph 3 gives an example of how a barrier to perception might arise;
- Paragraph 4 gives a possible solution to such a barrier; and
- Paragraph 5 gives a brief, general overview of how to avoid barriers to perception.

How can you ensure that when you write texts your paragraphs progress logically and promote coherence and cohesion? In the examples that follow we will be looking at ways in which to arrange paragraphs logically.

Let us go on to do another example of logical sequencing of paragraphs. Again we will be referring to spider diagrams.

Learning Task

Imagine you have brainstormed the topic "Communication". You have done a spider diagram, the body of which is labelled "Communication".

You have eight "legs' labelled as follows:

- Oral communication;
- Who is the communicator?
- Who is the audience for the communication?
- A definition of communication;
- Concluding arguments about why clear communication is important;
- Why do we communicate?
- Different forms of communication;
- Written communication;

You will use each point to guide you in writing a paragraph.

How would you order the legs or points so that there is a logical progression between each paragraph?

The most logical way to order the paragraphs is as follows:-

- A definition of communication.
- Why do we communicate?
- Who is the communicator?
- Who is the audience for the communication?
- Different forms of communication;
- Oral communication;
- Written communication;
- Concluding arguments about why clear communication is important.

Do you agree with the Answer? Think of reasons if your answer differs.

We can also use paragraphs to **contrast** ideas or points. Look at the following Example.

Let us say you had been asked to write a brief text as a filler for the college magazine on something to do with contrast in nature.

- You decide to write an article on colours of leaves.
- You choose green and autumnal colours as your examples.
- You write a brief description of these.
- You then contrast each of the types you have chosen.
- Your finished text might look something like this:-

Colours are an important part of all of our lives. Imagine how dull it would be to live in a totally grey world, with only different shades to enliven our lives. Different colours are used to represent different moods. Colours abound in nature from the brilliant hues of various flowers to the more subtle shades of leaves of which we will look at two examples. The first example is the most common leaf colour of green. Of course we all know that the green in leaves is caused by chlorophyll, which is used by the plant to manufacture carbohydrate sugars from water and carbon dioxide in the process known as photosynthesis. Not all leaves are green; many have additional pigments that produce colours other than green despite the presence of chlorophyll, and some may lack chlorophyll in all or part.

The brilliant autumn colours characteristic of the leaves of many plants result from the presence of accessory leaf pigments that normally assist the plant during photosynthesis by capturing specific wavelengths of sunlight. These pigments, called carotenoids, become visible when the leaf dies in the autumn.

Which is your favourite colour for a leaf? Is it the bright green we associate with summer and spring or the more muted yet still varied colours in autumn? Or does this depend on your mood? Do you sometimes just have days when everything simply seems grey? Hopefully not! Go out there and enjoy our rainbow world!
Do you see how each paragraph is used for contrast?

How can you ensure that when you write texts your paragraphs progress logically

Please complete Activity **8**:

Paragraph writing (Individual)
For this activity you will need a pen and paper.
This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO2-AC 1, 2, 3
You are now going to write a text in which you demonstrate that you can use paragraphs in a logical way that contributes to the cohesion of your text.
Imagine you have been asked to write an article for the college magazine. The theme of this issue of the magazine is "Getting to know each other."
You need to write a text in which you give a short autobiography (life story).
Brainstorm the topic, using the words "My life" as your central topic.
Draw a mind map or a spider diagram to guide you and help you plan.
Some branches, or legs, might be:-
• Where I grew up;
• My family;
• My education;
• My interests;
• My dreams for the future.

Write a text in which you use these (and other) branches or legs as guides for each separate paragraph.
Your text should have at least five paragraphs, and should be about 200 - 240 words long.

2.5 Longer texts: Introduction and conclusion

We have looked at writing sentences and paragraphs.

Let's take the next step and look at how we can put together a whole piece of writing, one that is a number of paragraphs long, to make sure that the whole piece is coherent (acts as a whole) and presents a clear message to the reader.

Learning Task

Read the following text:

"If I had to live my life all over again, I'd try to make more mistakes next time. I'd try not to be so perfect. I'd relax more, I'd exercise more, I'd be sillier than I've been on this trip. I'd be crazier and I certainly would be less concerned about hygiene. I'd take more chances, go on more trips, climb more mountains. I'd swim more rivers and watch more sunsets, eat more ice-creams and fewer beans. I'd have more actual troubles and fewer imaginary ones.

You see, I was one of those people who lived sensibly hour after hour and day after day. Oh, that doesn't mean I didn't have good moments – but if I had to live it all over again, I'd have more of those moments. I was one of those people who didn't go anywhere without a raincoat, a toothbrush and a parachute. "

If I had to live it all over again, I'd travel lighter next time."
(written by an 88-year-old man who had just learned that he was about to die).

- What is the message that this writer wants to get across?
- How does he structure his writing to get this message across clearly?

In looking back on his life, the writer reflects on his attitude to living: what he got wrong and what he should have done instead. Let's look at how he organises his ideas, paragraph by paragraph.

He starts with 'If I had to live my life all over again ...' and so immediately sets up the context: someone who has lived his life, and has some regrets. The next half of that sentence gives the key idea for that paragraph: ... *I'd try to make more mistakes next time*. This is a rather unusual thing to regret, as most people might regret having made so many mistakes. But then he explains why, by a series of examples that show how his caution made him lose out on the enjoyment of life.

The second paragraph explains (using the linking words *You see*) how his caution inhibited him, and prevented him from enjoying life to the full.

The third paragraph is short for emphasis, as it summarises the key idea. Notice that he echoes the opening words of the passage. Why? Because it connects the ending with the beginning, and therefore helps to round it off. He uses a figure of speech (*'travel lighter'*) to describe an attitude to life, and having read the passage we understand what he is referring to.

Now let us look at another Example before you go on to write your own conclusion and introduction.

Learning Task

Consider the following article from a community newspaper:

TRACKWAY

"Passengers travelling by rail complain that trains are cancelled frequently. According to the management of Trackway many of these delays are caused by theft of copper wiring along the lines, and that they are doing what they can to prevent this theft.

Travelling on some of Trackway's lines can present a grave risk to passengers; frequent robberies, attacks and even rapes and stabbings have been reported on trains. In one case, after passengers threatened to sue the company, Trackway increased the number of guards on the worst-affected lines.

Many train coaches are in a terrible condition, with torn seating, broken windows and dirty interiors. Trackway has announced that 200 new state-of-the-art coaches have been ordered and will soon be in service."

What seems wrong with this report? Each paragraph makes sense in its own right, but the whole article seems to be going nowhere. We may find ourselves asking: what is the point of this article?

To answer this, read the three paragraphs again, looking for a pattern. (Clue: count the sentences, compare paragraphs and see if you can find a common pattern in the sentences).

What would you say the point of the article is?

a)   to describe the habits of train travellers

b)   to highlight some of the difficulties of train travel

c)   to introduce Trackway to the reader

d)   to explain Trackway's improvements

Each paragraph has one sentence describing a problem, and one sentence giving Trackway's comment on how it will improve that problem.
But the article does not link these paragraphs in any way. What it needs is something to hold it together. It needs:
a more explicit headline - to orientate the reader to the topic
an introduction – to give the scope of what is coming
a conclusion - to summarise the point of the article as a whole.
Compare this with the original article:

TRACKWAY ANSWERS ITS CRITICS

"Recent surveys have shown a tremendous public negativity towards Trackway, the company that runs the suburban train services in all the country's cities. The company has therefore issued a statement defending its efforts to improve services.
Passengers travelling by rail complain that trains are cancelled frequently. According to the management of Trackway many of these delays are caused by theft of copper wiring along the lines, and that they are doing what they can to prevent this theft.
Travelling on some of Trackway's lines can present a grave risk to passengers; frequent robberies, attacks and even rapes and stabbings have been reported on trains. In one case, after passengers threatened to sue the company, Trackway increased the number of guards on the worst-affected lines.
Many train coaches are in a terrible condition, with torn seating, broken windows and dirty interiors. Trackway has announced that 200 new luxury coaches have been bought and will soon be in service.
Trackway acknowledges that it is facing severe problems, but says it is doing what it can to stay ahead of these problems."

Does this make it more coherent to read?

Now let us go on to do an Activity in which you will draw on these two Examples given above.

Please complete Activity **9:**
Introduction & Conclusion (Pairs)
For this activity you will need a pen and paper.
The following letter has been written to a newspaper.
Read it carefully and then make changes to make the whole article clearer for the reader:
- choose a suitable heading that the newspaper might write for it;
- write an introductory paragraph;
- write a conclusion

> Dear Sir
> Organic Farming, about which there has been much discussion, refers to the production system that avoids or largely excludes the use of synthetically produced fertilizers, pesticides, growth regulators, and livestock feed additives. As far as possible, it relies on crop rotations, crop residues, animal manures, legumes, green manures, off-farm organic wastes, and aspects of biological pest control to maintain soil productivity and tillage, to supply plant nutrients, and to control insects, weeds, and other pests.
>
> It has been successfully used in many developing countries due to economic considerations and technological constraints. Increasingly it has been successfully used in the developed world where it is known by a variety of other names including biodynamic farming.
>
> Yours sincerely

Heading:
Choose a suitable heading:
- Biodynamics - the way of the future
- Organic farming in the developing world
- Advantages of crop rotation
- Support for conventional farming
- Organic farming - a perspective

Now write a short but to-the-point introduction and conclusion.

Concept (SO 2)	I understand this concept	Questions that I still would like to ask
Meaning is clearly expressed through the use of a range of sentence lengths, types, and complexities.		
The use of paragraph conventions, including links between paragraphs in texts, promotes coherence and cohesion in writing. Their use is explained with reference to logical progression, cause and effect, and contrast.		
The overall structure of a piece of writing is controlled and the conclusion is clearly formulated.		

3 Draft and edit own writing

After completing this session, you should be able to:
SO 3: Draft own writing and edit to improve clarity and correctness

In this session we explore the following concepts:
♦ This section will look in particular at how to draft your own writing and edit to improve clarity and correctness. This includes:

- Writing:- Purpose, Context & Audience
- Grammar features
- Consistency
- Logic & Unity
- Editing out errors
- Removing offensive language
- Layout & presentation options

3.1   Introduction

In Section 3 we will be looking, in some detail, at how you can use drafting and editing to improve your own writing. At all times you must remember that the purpose and audience are essential aspects to consider when it comes to your own writing.

What do we mean when we say you will learn to draft written texts?

A **draft** is a preliminary version of a piece of writing such as a speech, essay, or report. In other words it is the work we do before we actually complete a piece of text. To **edit** means to prepare a text by correcting errors and ensuring clarity and accuracy.

3.2   Writing: Purpose, context and audience

Before you practise on your own writing, let us look at some texts and see if you can judge whether they are appropriate in terms of purpose and audience.

Learning Task

Look at the following texts. Each one is labelled with a letter. The audience and purpose are stated before each set of texts. Read through them carefully and then decide which one is "better" in terms of purpose, audience (reader) and context. Look back at Section 1 if you are not sure about any of these)

1. An email to a friend telling him/her about a party you attended. Your purpose is to describe an event you are sorry he/she missed.

A) Howzit Bonita! Wow, I wish you had been at Brendan's possie last night - it was awesome! Everyone who is anyone was there. The vibe was so cool. Brendan had got this really wicked DJ and she was the best, I tell you! Of course we all missed you and even had a drink in your honour, to absent friends (nudge, nudge, wink, wink, know what I mean!) Anyway bra, that's all the news for now. Cheers Abbie XXXX

B) Bonita we all missed you sorely at the event at Brendan's residence last night, the 18th June 2004. Many people attended and your absence was noted and mentioned when a toast was proposed to absent friends. An extremely talented disc jockey played some interesting music and there was a nice atmosphere.

That is all the current information I have for you, my friend. Regards Abbie.

2. You work as a part-time waiter while studying. Now produce a written report to a superior at work. The purpose of the brief report is to inform him/her about an argument you had with a client the previous day.

A) Jeez, I've got to tell you that that old bag who fought with me yesterday is lucky she didn't get yelled at even louder. I was doing nothing - just asking the granny what she wanted to chow when she gets furious and starts screaming her head off and giving me serious attitude about how I'm cheeky and too young to know what the heck is going on! Like yes lady - get a grip - I'm just doing my job as they say. Then like suddenly she goes all quiet and says she's like really sorry! Anyway that's all I can tell you - I guess she just woke up on the wrong side of the bed or whatever!

B) Report on incident on May 31st 2005

I was assisting an elderly woman to place her order for lunch yesterday. This meant I had to explain the specials to her which were not on the menu. She became angry at this and suggested that I was "cheeky" and too young to be doing my job properly.

Unfortunately I became irritated and raised my voice. Fortunately however she changed her mind and apologised and the incident was over.

Answers

In question 1, A) is the most appropriate in terms of purpose and audience. It is friendly, casual, and is a good example of how we communicate with people we know well.

2) is too formal in tone for a friendly email - it sounds more as if we are writing a report than communicating with a friend.

In question 2, B) suits the context (a written report), purpose (describe the incident) and audience (superior colleague) best. It is formal in tone and is unemotional. It states the facts in a clear way and the writer does not avoid taking responsibility for her/his actions.

A) is far too casual. It uses inappropriate language (slang and insensitive descriptions) that would not be acceptable for a report.

From the example above we can see that when writing it is very important that we bear the context, audience and purpose in mind.

Now you are going to do an Activity in which, bearing all the above in mind, you make some corrections. These corrections will be to improve the original.

Please complete Activity **10:**
Editing a letter (Individual)
For this activity you will need a pen and paper.
Read the following letter written to a lecturer, written by Tania explaining why she was absent from college on the previous two days:

Dear Esmerelda Potgieter

Sorry about disappearing like that - I was kidnapped - no only joking! Actually I was at res feeling really disgustingly sick -sick as a dog in fact. I puked all night and there was no way I could drag myself off the old bed for two days. So sorry for messing you around.

Love
Tania

Rewrite the letter so that it is more appropriate in terms of context, purpose and audience.
•   When you have completed this, read through the original and then read through your corrected one.
•   Is the version you have written more appropriate? Make any other improvements you can.
If, when you read your version you are sure it is more formal, contains no slang or jokes, and is appropriately ended, you will have successfully completed this activity.

3.3   Grammar features

Let us now move on to look at how we can ensure that our written work is of as high a standard as possible. There are certain key things we need to be aware of when writing. These have to do with grammar, vocabulary, syntax (sentence structure) and paragraph structure.

Let us look at each of these elements in turn.

■   **Grammar**

Grammar refers to the system of rules by which words are formed and put together to make sentences. Correct grammar is important because it ensures clarity. It is extremely irritating to receive written documents that are ungrammatical. We can often get away with making grammar errors when we speak but it is not acceptable to make them when we are writing something.

If you are unsure of whether or not something is grammatically correct, rather express yourself more simply, in order to avoid making grammar mistakes.

Example

Look at the following memo and see if you can spot the grammar mistakes.

"I is real sorry about the confuse today during the fire drill it all went wrongly. Yous is to ignoring the previous notice and is to assembling in The lounges what is prepared for us."
This should read: - (Corrections in bold)
I **am really** sorry about the **confusion** today during the fire drill. **It** all went **wrong. You are** to **ignore** the previous notice and **are** to **assemble** in **the** lounges **that are** prepared for us.

- How many of these errors did you spot? Hopefully most of them.
- If you did not see the errors, try reading the text out loud.
- See if you can hear the errors more easily.
- The second passage should sound better to you.

English grammar rules can be quite complicated. If you are not sure whether you use correct grammar, try the following:-

♦ Ask someone whom you know to be good at English, to point out all your errors to you.
♦ Try to correct those errors that have been pointed out to you.
♦ Try reading as much English as possible. Focus on reading short articles in newspapers or magazines. Choose topics that interest you. As you read, be aware of the language use. Mentally check whether that is how you express yourself.
♦ If you are using a computer that has a grammar check facility, always use that when you have to write something. Try to understand the reasons for the errors that are highlighted.
♦ Always remember to use your spelling check facility on your computer. Take note of errors that are highlighted and try to improve your spelling - poorly spelt documents create a very bad impression on your readers or audience.
♦ If you do not use a computer, then invest in a dictionary and use it when you are unsure of any spelling.
♦ You will be amazed at how following all these tips will improve your communication skills!

3.4 Consistency

Now let us look at how sentence and paragraph structure should be checked for consistency.

■ **Consistency**

Consistency means the ability to maintain a particular standard or repeat a particular task with minimal variation. In other words it means to maintain an even and equal standard.

How does this apply to sentences and paragraphs? Think of length and tone of sentences. If the purpose of a piece of writing was to tell a story (narrative text) it would probably be appropriate to use quite long sentences. This would also be true in descriptive writing. It would become confusing in terms of clarity, if the sentences were **inconsistent** in length and tone.

Look at the example below.

Learning Task
Look at the following example of a text written to inform somebody about the variety of the flora in the Western Cape. Each sentence has been numbered. As you read, bear in mind whether or not the sentences are consistent in terms of length and tone.

1. The varied landscape of the Western Cape is a joy to behold.
2. It is a very imposing and beautiful terrain with an incredible range of flora.
3. There are large vineyards.
4. The vineyards are so cool!
5. The flora in the Western Cape boasts the most varieties of indigenous plants in Africa.
6. You want a treat.
7. You should go there.
8. It is worth the sweat.

- Identify which sentences are too short in this context.
- Identify which sentences are consistent with a piece of descriptive writing.
- Identify two sentences where the tone is inconsistent with a serious piece of writing.
- Combine sentences 6, 7, & 8 (change where necessary) to form a more appropriate sentence.

Now look at the answers:
- Sentences 3, 4, 6, 7 & 8 are too short in this context.
- Sentences 1, 2 & 5 are consistent with a piece of descriptive writing.
- The tone of sentences 4, 6 & 8 is too casual.
- "A visit to the beautiful Western Cape will be time well spent."

Do you agree with the Answers? Can you see the logic behind the answers? If you are confused, read the text above the example again, until you are clear about what is meant by consistency.

You have done a lot of work on paragraphs in Section 1 & 2. Read over those parts again if you are unsure about main ideas and paragraphing. When you feel confident that you are clear about paragraphs, do the Activity that follows.

ACTIVITY

Please complete Activity **11**:
Editing a Text (Pairs)
For this activity you will need a pen and paper.
Imagine you are the editor of a news leaflet that is going to run an article on Genetic Modification. One of your writers hands you this text for the publication. You think the content is good and appropriate but are worried that the structure makes it unclear. How would you edit it to improve the clarity and consistency? Divide the text into paragraphs and give reasons for why you have chosen each section to stand as a paragraph.

"Genetic Modification of food refers to the alteration of the genome of plants grown for food in order to produce crops with specific advantages, such as improved yield or resistance to herbicides and insect pests. We have been modifying the genetic material of crops since the dawn of agriculture, by selection of seeds from better yielding plants, then later by deliberate cross-pollination to select desirable characteristics. The difference with modern genetic modification (recombinant DNA technology) is that we can now introduce specific genes for a defined purpose, not only from another strain of the same plant, but from a totally different species. There are potential advantages of genetically modified crops for three groups of people:(i) Growers, who will benefit from the resistance of crops to insect pests, viruses, and fungi, by the introduction of natural insecticides or fungicides from other species, so reducing the need for application of agricultural chemicals, hence also an environmental gain; resistance to herbicides, so that a field of the crop can be sprayed with a weedkiller without damaging the crop, so reducing the amount of work required; increased yields or specific tolerance to cold, salinity, or drought, so permitting crops to be grown in regions that at present have low agricultural productivity. (ii) Food processors and manufacturers, who will benefit from produce with a longer shelf-life, and better properties for processing and manufacture. (iii) Consumers, who will have cheaper and more plentiful food as a result of the advantages to growers and processors, as well as possibly better flavour, colour and texture in the food, and possibly also increased nutritional value or other health benefits. GM varieties of canola (oil-seed rape) have been designed to modify the proportions of different polyunsaturated fatty acids, and so improve the nutritional quality of the oil. Concerns have been raised about the business ethics that may drive the application of these powerful technologies, especially since the products concerned are often staple foods. Many people are unhappy about a herbicide-resistant crop being developed and marketed by a company that also manufactures the herbicide, raising the suspicion that the main beneficiary will be the company concerned rather than the consumer."

By this point in the lesson you should be aware of how writing needs to be appropriate to audience, purpose and context. You should also have found ways to ensure that corrections are an improvement on the original draft of work. We have also looked at how the control of grammar and the structure of sentences and paragraphs can be checked and adapted for consistency. You have started the process of editing written texts.

3.5 Logic and unity

Now let us move on to look at how the logical sequencing of ideas and overall unity can be achieved through redrafting.

What do we mean when we talk about a **"logical sequence"**? This refers to the way ideas follow one another in a way that makes sense to the reader. Sometimes you can have very good ideas about a topic but because these are not presented in a well thought out way, the meaning of what you are writing about, gets lost.

It is very important to make sure that your main points are arranged in a sensible and logical way. For example, if you were trying to explain to someone how to use a lamp, you would start by telling them to check it was plugged in because that is the logical place to start. It is the same principle when you are writing a longer text - the ideas must flow logically.

Learning Task

Imagine you have brainstormed the topic "Sexual harassment". You have thought of a whole lot of ideas about it. You have then just written down the ideas as they occurred to you. Your finished text might look something like this:-

- This is because it is very disruptive in the work and study place.
- We all need to work to get rid of this evil.
- However men can sometimes be the victims of sexual harassment.
- Women are the main victims of sexual harassment.
- Sexual harassment can be defined as any comment or action of a sexual nature that makes the recipient feel uncomfortable.
- People are increasingly recognising it as a problem in the work and study place.
- It is punishable by law and victims are urged to take action.
- Always be aware of whether you could be guilty of sexual harassment unintentionally.

When you have finished the brainstorming, look at all the points you have jotted down. Remember that the above is just an example.

A) Now put the sentences from the example into a logical sequence.

B) Then put your own points into a logical sequence.

A) Sexual harassment can be defined as any comment or action of a sexual nature that makes the recipient feel uncomfortable. People are increasingly recognising it as a problem in the work and study place. This is because it is very disruptive.

Women are the main victims of sexual harassment. However, men can sometimes be the victims. It is punishable by law and victims are urged to take action.

We all need to work to get rid of this evil. Always be aware of whether you could be guilty of sexual harassment unintentionally.

B) There is no set Answer for question 2. You simply need to ensure that your second draft is more logically sequenced that the first.

3.6 Editing out errors

It is now time to move on to doing some redrafting of your own work.

ACTIVITY

Please complete Activity **12:**
First draft (Pairs)
For this activity you will need kokis, pen and paper.
1) Choose one of the following topics:
- Some possible solutions to the AIDS pandemic.
- Arguments for and against genetic modification of food.
- How we could combat alcohol abuse amongst farmworkers.
- Reasons for affirmative action and black economic empowerment.
- Land redistribution.
2) **Brainstorm** for ideas.
3) Create a **mind-map**.
4) **Cluster** and order ideas.
5) Now write out your **first draft** of this text.
6) Read through what you have written down and **redraft** your text to ensure that your ideas are logically sequenced.
7) Check your draft for **overall unity and flow**.
8) When you are satisfied that you have made all the necessary alterations to your text, ask another pair of learners to read over it. Ask them whether they think it is logical and well integrated.
We now need to move on to some more writing and redrafting. This time the focus will be on editing out grammar and linguistic (language) errors. Once again we are going to do a practice example and then you will do your own piece of writing.

Learning Task

Read the following piece of text. As you read it, be constantly aware of any grammar or spelling errors you can pick up. It is an extract from a short story in which the main character, who is an agricultural worker, is being described.

"Mista September wokes up real early. Today mite be like anys other day in his life. He are to be getting dresst for werk and seting of to catches a taxi. His choices of cloths is limited - hes must be choosing from his black pant or his navey blue one.

He is thinks weather hes going to has to planting the tops feeld todays. Hes hopings not - it are a vaery steeped clime. But hes know he must be pacient and hart wurking all the times. Such are the life of a agreeculture wurker "

Mister (or **Mr**) September **woke** up **really** early. Today **might** be **like any** other day in his life. He **is to get dressed** for **work** and **set off** to **catch** a taxi. His **choice** of **clothes** is limited - **he** must **choose** from his black **pants** or his **navy** blue **ones**.

He **thinks whether he's** going to **have** to **plant** the **top field today**. **He hopes** not - it **is** a **very steep climb**. But **he knows** he must be **patient** and **hard working** all the **time**. Such **is** the life of **an agricultural worker.**

Hopefully once again, you could spot most of the mistakes. Read through both versions if you are not in total agreement with the Answer, or are unsure of something. Make sure you understand the necessity for the corrections.

We are now going to do an activity in which the focus is on redrafting in order to edit out major grammar and linguistic, or language errors.

Please complete Activity **13:**
Editing a Text (Individual)
For this activity you will need a pen, paper, texts, internet & an "editor".
This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO3 - AC 1, 2, 3, 4
For this Activity you will need to ask a friend, fellow student or family member, to assist you. Choose someone whom you know has a good command of the English language. Imagine you are a member of a team that has been asked to help draft a report on the current state of plant production in terms of meeting South Africa's food needs. Your part of the work is to cover a report about what you see your future role as being. You have been asked to go into some detail about this. You need to produce about 200 - 250 words.
First do whatever research is necessary on this topic.
- Brainstorm the topic.
- Write down the points you have covered in your brainstorming.
- Now order these points into sentences.
- Then put your sentences into paragraphs - check for consistency.
- Now check your draft and edit out any grammar or language errors you can see.
- Then give your work to your chosen "editor".
- Ask them to point out any further grammar errors you may have made.
- Write your final draft.
Read over your final draft - is it an improvement on the first draft?

Thus far we have been concentrating on the structure of what you write. We have also tried to look at improving grammar wherever possible. All of this is to ensure that you can control writing tasks and write for a range of purposes. At all times you need to bear the audience, context and purpose of your writing in mind.

3.7   Removing offensive language

We are now going to look at ensuring that you do not use inappropriate or offensive language when you are writing. It is important in any form of communication to use appropriate and inoffensive language. This is however, particularly true when dealing with people in positions of authority over you and in formal settings. Friends may forgive you if they feel insulted, but strangers or our seniors will rarely be so forgiving!

What do we mean by offensive language?

Offensive language is language which is upsetting, insulting, or irritating; it is language that causes anger, resentment, or moral outrage; e.g. "My parents find all the swearing on TV very offensive"; or "Aneesa finds people making fun of Islam very offensive".

In an earlier Unit you looked at examples of racism, sexism, ageism, and other prejudices, biases and stereotypes. All language that reflects **a negative bias towards a group of people is offensive and inappropriate**. You must avoid using such language in your writing. We also mentioned in an earlier Unit that extremely offensive language is classified as "hate speech" (even if it is written) and you can be prosecuted for using it.

How can we ensure that we do not use offensive language? One way is to think how we would feel if we read about our own cultural, sporting, family, or economic level being described in insulting terms. We would feel upset and possibly even angry.

Let us look at some examples of offensive writing.

Learning Task

Look at these extracts from various texts:-
1. "Hi there my mate, Howzit today?" (extract from a labourer to his managing director.)
2. "The man is unashamedly a moffie." (extract from a report about a staff member from the human resources manager.)
3. "Ms Garrett, representing the inferior sex, reported on maternity leave." (extract from Minutes of a meeting).
4. "Mr Monwabisi, who is obviously filthy rich, has bought another farm." (extract from a memo to a fellow student.)

1. Look at the explanations for why words can be offensive or inappropriate. Match each extract to the matching reason. (Reasons are indicated by letters.)
A) Offensive choice of word for sexual orientation.
B) Offensive sexist language.
C) Offensive way of referring to wealth.
D) Inappropriate register; insensitive choice of words in terms of rank.

2. Now try replacing the offensive or inappropriate words with more appropriate ones.
Answers:
1=D;   2=A;   3=B;   4=C
Make sure you understand why the original extracts were offensive or inappropriate.

At all times be aware that offensive language is potentially very harmful and destructive. Ensure that in your writing you avoid using terminology to describe people which could be classed as offensive. All racist, sexist, ageist, lookist (regarding the way people look) or ethnicist remarks are offensive and potentially very damaging. They will lead to a breakdown in communication and are to be avoided at all costs.

We need to look at obfuscation and excessive use of jargon as examples of insensitive and inappropriate language use. Both of these are to be avoided in written texts. What do we mean by obfuscation?

Obfuscation refers to making something obscure or unclear, especially by making it unnecessarily complicated; e.g. "The directions on how to get to the party were obfuscated by so much detail, that we got lost."

That's confusing!

Learning Task

Look at these examples of obfuscation. Try rewriting the text so that its meaning is clear.

- "Go along the Big road, which is marked with a green street marker, as Voortrekker Road. Do not turn at the Caltex Garage - just go straight on towards Durbanville. Then, pass Loerie Street on your left but do not go down that street. Go on past a whole lot of houses painted different colours until you get to the T-Junction. The T-Junction is at Bowa to the left and Mesa Street to the right. Take the left turn, not the right and then go to number 56, which is a big house with beige paint and green roof with matching green guttering." (extract from a fax titled 'Directions to Conference'.)
- "When you get your CD player home, you will probably want to assemble it. Firstly open the box, you can use your hands or you can try using a knife - it doesn't matter which. Now look at the white Styrofoam. You are not going to use that at all, so you can just throw it away. Then take all the bits and pieces out of the box. Now look and see if the power point is close enough. If it is not then you have got a problem. Then find the book of labelled instructions and start putting your machine together in such a way that you can play it whenever you want to." (extract from brochure accompanying a CD player)

Your redrafted text might look something like this:-

- Drive along Voortrekker Road, which is clearly marked. Drive past a Caltex Garage in the direction of Durbanville. Go past Loerie Street on the left and through a residential area. Continue until the T-Junction. Turn left at Bowa Street. Go to number 56 which is a large beige house.
- To assemble your CD player, first open the box. Remove the Styrofoam packaging. Remove all the parts from the box. Test the position of the power point. Follow the labelled book of instructions on how to assemble your machine.

You may not have the identical answer but you should have ended up with clearer and shorter instructions.

Do you see how the versions in the Answer are clearer than the original? Always aim for total clarity in all your writing.

Let us now look at how the excessive use of jargon can result in inappropriate writing. You have covered jargon in an earlier Unit so we will just refresh your memory here.

Jargon refers to specialist language that is used by a particular group, profession, or culture, especially when the words and phrases are not understood or used by other people; e.g. "The doctor used so much medical jargon that the patient did not understand what she was saying".

Jargon is seldom advised when writing something for the general public.

There is a great deal of difference between writing a text full of jargon for a skate-boarding article and writing a report full of jargon for fellow students who know nothing about the sport.

Let us imagine you are a semi-professional juggler and magician in your spare time. You are asked to write an article for a magazine entitled "Magician's Tricks!" You are also asked to submit an article on your hobbies for the student magazine.

In the first case it would be entirely appropriate to write an article that was full of jargon - you would be writing for people who are familiar with the particular language and terminology of juggling and magic. In the second case you would have to write an article in which you described your activities avoiding any jargon.

Do you understand why this would be appropriate?

If you wrote an article for the college magazine in which you used a lot of jargon, the average reader would not understand what you were writing about. You would have used inappropriate language.

Please complete Activity **14**:
Offensive language (Individual)
For this activity you will need a tape recorder, pen and paper.
Many of today's songs have lyrics that are potentially very offensive to certain listeners.
- Find one example of such a song.
- Tape it.
- Transcribe (write down) the lyrics.
- Identify those that are offensive.
- Indicate to which group of people they would be offensive and give a reason why.
Re-write the lyrics, replacing the offensive words with more acceptable ones.

3.8 Layout and presentation options

Now let us look at how you can experiment with different layouts and options for presentation. These options need to be appropriate to the nature and purpose of the task.

With word processing and computers we now have a wide range of formats available to us when we need to present written texts. You should feel free to experiment with various things like fonts, font size, italics, the bold function and space bar. Remember though to bear the context, purpose and audience in mind at all times.

Look at these examples of different layout. Each one has an A and a B section.
Decide in each case which layout and presentation you think is the most appropriate.
College email:-
A) Hi everyone, this is just a quick email to let you all know I am back from my fabulous holiday. Zanzibar is really the most fascinating place I have ever been to. The food was fantastic, so exotic, and the sea was this really deep turquoise colour. It was really outstanding. Bye for now, Kind regards Pieter.

B) Hi everyone!
This is just a quick email to let you all know I am back from my **fabulous** holiday.

Zanzibar is really the most fascinating place I have ever been to. The food was fantastic, (so *exotic*) and the sea was this **really** deep turquoise colour - it was really outstanding!!

Bye for now!
Kind regards
Pieter

Fax to a supplier from whom you have purchased seedlings:

A)

Fax to:	Mr Abrahams
Fax from:	Zelda Dlamini
Date:	20th June 2005
Subject:	Details

Please could you supply me with your Bank details. I need these so that I can make a deposit into your account. What I need is detailed below:-

Name of Bank:-
Name of Branch:-
Branch code:-
Account name:-
Account number:-
Account type:-
[Savings/Current/Transmission/Credit Card]

Please fax these details to me as soon as possible at (028) 678 3469

Many thanks.
Zelda Dlamini
Boland College
Phone: (028) 678 3451

B)

Fax to: :Mr Abrahams
Fax from:: Ms Dlamini
Date:: 20th June 2005
Subject:: Banking details
Please could you supply me with your Bank details. I need these so that I can make a deposit into your account. What I need is detailed below:-
Name of Bank, Name of branch, branch Code, account Name, Account Number, and account Type Savings, Current, Transmission, Credit Card
Please fax these details to me as soon as possible at (028) 678 3469
Many thanks.
Zelda Dlamini
Boland College
Phone: 021 6783451

In the first example, B is probably the most appropriate. The email is better set out and conveys greater enthusiasm by the use of exclamation marks and the use of a casual font with the occasional word in bold for emphasis.
Do you agree? Think of reasons for your answer.

In the second example of the fax, A is the most appropriate choice in terms of presentation.

- It is clearly laid out;
- The font is appropriate for a formal written communication;
- The use of bold serves to highlight important points;
- The use of brackets and spaces in the fax and phone numbers gives greater clarity;
- The font size would be easily transmitted by fax.

On the other hand the example, B, would not be an ideal form of presentation for a fax-:
- The font is quite difficult to read and would become even more unclear when transmitted by fax;
- The font is too "fussy" for a formal written communication;
- The information required is not clearly laid out;
- Phone and fax numbers would be difficult to read.

You must feel free to experiment but always bear the following questions in mind:-
♦ What is the context of your presentation?
♦ Who is the intended audience?
♦ What is the purpose of your written communication?
♦ Does your presentation lead to greater clarity?

You may like to develop a particular presentation style for each of the following:-
♦ Emails to friends;
♦ Emails to peers;
♦ Emails or letters to lecturers;
♦ Business letters;
♦ Faxes to friends;
♦ Faxes for business purposes;
♦ Reports for academic purposes;
♦ Any other form of written presentation, such as essays, that you do regularly.

ACTIVITY

Please complete Activity **15**:
Presentation Styles (Individual)
For this activity you will need a computer and printer.
Write a memo to a person with whom you have a business relationship, in which you ask for their personal details, e.g. date of birth; Surname; First names; Profession; Address; Contact details, etc.
For your first draft do the memo with no formatting.
Then read through your draft and add some of the following features:-
- Choose a different font type;
- Choose a different font size;
- Use the **bold** function for some words or phrases;
- Experiment with underlining;
- Try out the *italics* function;
- Use space bars and tabs.
Do this until you are satisfied that you have experimented successfully with your presentation.
Now compare the two texts.
Which do you prefer? (Give reasons) [Hopefully you will choose the one with more features to the presentation.]
You may wish to show the results of your experiments to some fellow students and ask for their opinions of your work.

How am I doing?

Concept (SO 3)	I understand this concept	Questions that I still would like to ask
Writing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original.		
Control of grammar, diction, sentence and paragraph structure is checked and adapted for consistency.		
Logical sequencing of ideas and overall unity is achieved through redrafting.		
There is clear evidence that major grammatical and linguistic errors are edited out in redrafts.		
Inappropriate or potentially offensive language is identified and adapted/removed.		
Experimentation with different layout and options for presentation are appropriate to the nature and purpose of the task.		

Summary

Conclusion

In this Unit Standard we have focused on how to write texts for a range of communicative contexts. We have looked at how to write texts of some complexity aimed at a wide range of audiences.

- In Section One we have covered how to write for a specific audience and purpose. You looked at various different types or genres of writing. You learnt how to choose language that was sensitive to the socio-cultural context and looked at some strategies like mind-mapping and planning. You also looked at how to structure arguments and to do research.

- In Section Two, we examined how to use language structures to produce cohesive and coherent texts. We looked at sentence and paragraph lengths and structures. We also discussed how to formulate an appropriate conclusion.

- In Section Three we went on to discuss how to draft and edit your own writing, thereby improving your writing skills. We looked at how to edit out offensive language and how to ensure that there is a logical sequence to your own writing.

Finally, we discussed how you can experiment with the format of your written work. All of this was done to help you build confidence in your ability to produce good, appropriate, clear and attractive writing.

Am I ready for my test?

♦ Check your plan carefully to make sure that you **prepare in good time**.

♦ You have to be found **competent** by a qualified **assessor** to be declared competent.

♦ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.

♦ Use this worksheet to help you prepare for the test. These are **examples** of **possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.

1. *I am sure* of this and understand it well

2. *I am unsure* of this and need to ask the Facilitator or Assessor to explain what it means

Questions	1. I am sure	2. I am unsure
1. What do we mean by target audience?		
2. Define context.		
3. Give an example of a text that is written in the narrative genre.		
4. Name three other kinds of genre.		
5. What is the basic starting-point for an argument called?		
6. What is meant by socio-cultural sensitivities? Give two examples.		
7. If you make a list of basic ideas in planning, what would you call this?		
8. What is a spider diagram?		
9. What is meant by validity?		
10. Name 3 resources you could use for researching a subject.		
11. What do we mean by the structures and features of language?		

12.	What do we mean by the cohesiveness of a piece of text?		
13.	What is the technical definition of a simple sentence?		
14.	What do we mean by the complexity of a sentence?		
15.	How would you define a paragraph?		
16.	Why does each paragraph contain a separate idea?		
17.	How could we use paragraphs to contrast ideas? You may use an example to support your explanation.		
18.	Why are conclusions to texts important?		
19.	Explain what is meant by drafting a piece of written work.		
20.	Explain what happens in the process of editing.		
21.	What do we mean by consistency of written work?		
22.	Write a definition of grammar.		
23.	What do we mean by logical sequencing?		
24.	What is another term for linguistic errors?		
25.	Why should we avoid excessive use of jargon in our written work?		
26.	What is meant by offensive language?		
27.	What do we mean by the word register when applied to written work?		
28.	Name three functions on the computer that can change the appearance of a written presentation.		

Checklist for practical assessment …

Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- ♦ The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- ♦ The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- ♦ You will be asked to give your own feedback and to sign this document.
- ♦ **It will be placed together with this completed guide in a file as part of you portfolio of evidence.**
- ♦ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

Paperwork to be done …

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form				
Unit Standard	**8970**			
Program Date(s)				
Assessment Date(s)				
Surname				
First Name				
Learner ID / SETA Registration Number				
Job / Role Title				
Home Language				
Gender:	Male:		Female:	
Race:	African:	Coloured:	Indian/Asian:	White:
Employment:	Permanent:		Non-permanent:	
Disabled	Yes:		No:	
Date of Birth				
ID Number				
Contact Telephone Numbers				
Email Address				
Postal Address			Signature:	

Terms & Conditions

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Write texts for a range of communicative contexts

SAQA US ID	UNIT STANDARD TITLE		
8970	Write texts for a range of communicative contexts		
SGB NAME	**NSB**	**REGISTERING PROVIDER**	
SGB GET/FET Language and Communication	NSB 04-Communication Studies and Language		
FIELD		**SUBFIELD**	
Communication Studies and Language		Language	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular-Fundamental	Level 3	5
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
Reregistered	2004-10-13	2006-02-09	SAQA 0356/04

PURPOSE OF THE UNIT STANDARD

Learners at this level write texts with complex subject matter and a need for various levels of formality in language and construction. They select text type, subject matter and language to suit specific audiences and purposes. Writers can use linguistic structures and features to influence readers. They edit own writing to meet the demands of a range of text-types. They use language appropriate to the socio-cultural, learning or workplace/technical environment as required.

Learners credited with this unit standard are able to:
- write 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 and edit to improve clarity and correctness

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF Level 2 Unit Standard.

US: FET-C/03 Write for a defined context

UNIT STANDARD RANGE

Controls language patterns and structures and engages with context, purpose and audience.

Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Write for a specified audience and purpose.

OUTCOME RANGE

Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The purpose for writing, the target audience and the context is clear, in relation to the learning task or activity.

ASSESSMENT CRITERION 2

2. The text-type, style, and register selected are appropriate to audience, purpose and context.

ASSESSMENT CRITERION 3

3. Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.

ASSESSMENT CRITERION 4

4. Writing is well-structured and conveys its message clearly.

ASSESSMENT CRITERION 5

5. Critical thinking skills are used as strategies for planning.

ASSESSMENT CRITERION RANGE

Brainstorming, mind-mapping, spider diagram, highlighting.

ASSESSMENT CRITERION 6

6. Arguments are supported with sound reasons and facts, and writing reflects a clear point of view, and shows logical development of a clearly articulated premise.

ASSESSMENT CRITERION 7

7. Research skills are evident in the way data and information relevant to the context is identified, located and selected for inclusion in the final text.

ASSESSMENT CRITERION RANGE

Accessing information from different sources; sorting; categorising; classifying; sifting for relevance, validity and reliability; recording; reporting; formulating conclusions.

SPECIFIC OUTCOME 2

Use language structures and features.

OUTCOME NOTES

Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Meaning is clearly expressed through the use of a range of sentence lengths, types, and complexities.

ASSESSMENT CRITERION 2

2. The use of paragraph conventions, including links between paragraphs in texts, promotes coherence and cohesion in writing. Their use is explained with reference to logical progression, cause and effect, and contrast.

ASSESSMENT CRITERION 3

3. The overall structure of a piece of writing is controlled and the conclusion is clearly formulated.

SPECIFIC OUTCOME 3

Draft own writing and edit to improve clarity and correctness.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Writing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original.

ASSESSMENT CRITERION 2

2. Control of grammar, diction, sentence and paragraph structure is checked and adapted for consistency.

ASSESSMENT CRITERION 3

3. Logical sequencing of ideas and overall unity is achieved through redrafting.

ASSESSMENT CRITERION 4

4. There is clear evidence that major grammatical and linguistic errors are edited out in redrafts.

ASSESSMENT CRITERION 5

5. Inappropriate or potentially offensive language is identified and adapted/removed.

ASSESSMENT CRITERION RANGE

Obfuscation, excessive use of jargon, jargon used to exclude, insensitive choice of words, (gender, rank, hierarchies in familiar settings or organisations, family, sports, wealth) offensive or incorrect register.

ASSESSMENT CRITERION 6

6. Experimentation with different layout and options for presentation are appropriate to the nature and purpose of the task.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.

Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria:

Learners can understand and explain that language have certain features and conventions which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.

Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate`s performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

UNIT STANDARD CCFO WORKING

Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.

UNIT STANDARD CCFO ORGANIZING

Organise and manage oneself and one`s activities responsibly and effectively through using language.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically: using technology to access and present texts.

UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

UNIT STANDARD CCFO CONTRIBUTING

Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.

UNIT STANDARD ASSESSOR CRITERIA

Assessors should keep the following general principles in mind when designing and conducting assessments against this unit standard:
• focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. The goal is to declare the learner competent in terms of the title. Where assessment at title level is unmanageable, focus assessment around each specific outcome, or groups of specific outcomes
• make sure evidence is gathered across the range as expressed under the title. Specific range statements under individual outcomes or assessment criteria are illustrations, from which Learning Programme developers can select.

• Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation
• do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and that sufficient evidence around all the assessment criteria is gathered
• the assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required
• the task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes in a number of different contexts. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible
• all assessments should be conducted in line with the following well-documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning. Assessment should be valid, direct, authentic, sufficient, systematic, open and consistent.

UNIT STANDARD NOTES

This unit standard has been replaced by unit standard 119465 which is "Write/present/sign texts for a range of communicative contexts ", Level 3, 5 credits.