



Learner Workbook

LP2: Business communication

| | |
|---------------------------------|--|
| Learner Name and Surname | |
| Learner ID | |
| Company / Branch | |
| Date | |
| Learner Signature | |


SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts;
NQF Level 4, 5 Credits
SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits
SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits
SAQA ID 12153: Use the writing process to compose texts required in the business environment;
NQF Level 4, 5 Credits

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Class Activities

During and after the initial training the learner will be required to complete a number of activities. These activities will be both individual and group activities (class activities formative activities). The activities are numbered and are to be included in the learner's portfolio of evidence. These activities will measure the progress of the learner through the programme. For authenticity reasons these activities must be handwritten.

| | |
|--|-----------------|
|  <p><i>Class Activity 1: Respond critically yet sensitively as a listener/audience</i></p> <p>Complete the following in small groups / individually as per the instructions from your facilitator:</p> | <p>119462.1</p> |
| <p>1. Discuss the following passage in your groups and draw up a list of at least 10 questions that you will ask to check your understanding and ensure that you remember the contents of the passage:</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>If you lift heavy boxes all day long every day, you know what will happen – your back will be too stiff for you to stand up straight. And that is if you're lucky. If you're not, you will be stuck with a bad back until you get proper treatment, and even then, it might not get better. If that can happen to your back because of strain, consider what can happen to a part of your body that is so much more delicate, like your wrist.</p> <p>No part of your body can take repeated strain and still function properly. Repetitive Strain Injuries or Cumulative Trauma Disorders, or CTDs, are serious problems facing the work force today.</p> <p>Cumulative Trauma Disorders affect people from all walks of life, but the people who are the most susceptible to these disorders are those who work in assembly lines, those who work on computers, musicians and people who do hard labour. There are many Cumulative Trauma Disorders that affect these people – Focal Dystonia, Cubital Tunnel Syndrome, Radial Tunnel Syndrome and Intersection Syndrome, to name but a few. The most common Cumulative Trauma Syndrome that affects people today, though, is Carpal Tunnel Syndrome.</p> <p>Whichever CTD you have, there will be warning signs that can help save you a lot of pain and discomfort if you can learn to distinguish them.</p> <ul style="list-style-type: none"> • Tingling or numbness • Pain, especially during the night, maybe bad enough to wake you up in your hand, wrist shoulder, arm or neck • General weakness, difficulty in gripping things <p>If you feel that you have any of these symptoms, there is a chance that you might have a CTD, but it will still be its early stages, when it can easily be tackled.</p> <p>Once you know that you have a CTD, you have to give your arm, in the case of</p> </div> | |

CTS, as much rest as possible. If you can't give it complete rest, wear a brace and take frequent breaks.

From: <http://ctsplace.com/category/cts-computer-related-repetitive-strain-injuries/>

My TEN questions:

2. Summarise the passage in a bulleted list, ensuring that you have captured all the main ideas.

3. Based on the discussions, make a recommendation to people who have a CTD:

4. Role play a discussion with a colleague whose behaviour makes you angry in a sensitive yet assertive manner that supports the goal of effective interaction in the workplace in future. Refer to the rules for expressing anger in your Learner Guide.

Request your partner to sign off the following form to confirm that you have expressed a point of conflict sensitively in a manner that supports further interaction

| | | | |
|---|---------------|-----------------|--|
| Learner Name | | Date | |
| Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction Did the learner: | Yes/No | Comments | |
| 1. Express anger objectively and specifically? | | | |
| 2. Request a small change in behaviour? | | | |
| 3. State the reasons for the request and the benefits to all? | | | |
| 4. Listen to the other party's point of view and suggestions? | | | |
| Person Signature | | | |
| Person Name | | | |
| Person Designation | | | |
| Person Contact Details | | | |

5. Refer to the case study in your Learner Guide: **How to Alienate Your Audience Every Time**

Discuss the characteristics of Gwyneth Paltrow's style and tone/register that alienated the audience with reference to the particular effect of each feature in creating audience response:

| What she said | How it alienates the audience |
|---|-------------------------------|
| She was quoted in a Spanish newspaper as saying that the British are more intelligent and interesting than Americans. She explained that Americans talk about what they do for a living and are concerned with money. She found British conversations more "civilized." | |

6. Read the following extract from Barack Obama's acceptance speech and discuss the techniques he uses to attract his audience:

If there is anyone out there who still doubts that America is a place where all things are possible; who still wonders if the dream of our founders is alive in our time; who still questions the power of our democracy, tonight is your answer.

It's the answer told by lines that stretched around schools and churches in numbers this nation has never seen; by people who waited three hours and four hours, many for the very first time in their lives, because they believed that this time must be different; that their voice could be that difference.

It's the answer spoken by young and old, rich and poor, Democrat and Republican, black, white, Latino, Asian, Native American, gay, straight, disabled and not disabled - Americans who sent a message to the world that we have never been just a collection of individuals or just a collection of Red States and Blue States: we are, and always will be, the United States of America.

| Obama | Analysis |
|--|----------|
| Anchoring his speech across time in the first paragraph: | |
| Referencing schools and churches in the second paragraph: | |
| "It's the answer spoken by young and old, rich and poor, Democrat and Republican, black, white, Latino, Asian, Native American, gay, straight, disabled and not disabled": | |

| | | | |
|---|--|--|--|
| | How does Obama reference Martin Luther King's "I have a dream" speech? | | |
| <p>7. Read the article called Assumption-Free Conversation in your Learner Guide and summarise the writer's views about how to clarify understanding, remove bias and underlying assumptions and/or sustain interaction:</p> | | | |

Place any extra evidence after this page, clearly marked for easy reference.



Class Activity 2: Analyse own responses to spoken/signed texts and adjust as required

Complete the following in small groups / individually as per the instructions from your facilitator:

119462.2

1. Analyse your regular “audience” in your work environment: who are they and what are their most frequently asked questions?

| Audience | FAQs |
|----------|------|
| | |

2. How do you ensure that your responses to these FAQs are always appropriate?

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3. Your partner is going to ask you a work/project-related question. Answer appropriately.

Request your partner to sign off the following form to confirm that your responses to spoken/signed texts are appropriate in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly

| | | | |
|---|--|---------------|-----------------|
| Learner Name | | Date | |
| Own responses to spoken/signed texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly | | Yes/No | Comments |
| Did the learner: | | | |
| 1. Respond according to the level of understanding of the audience? | | | |
| 2. Adapt inappropriate responses to accommodate the audience? | | | |
| Person Signature | | | |
| Person Name | | | |
| Person Designation | | | |
| Person Contact Details | | | |

4. Role play the following situation:

You: You ruined the month end report!

Partner: What do you mean I ruined the report?

You: You didn't complete it and now the managers are blaming me.

Partner: Well, if you'd given me the help and information I needed earlier, it would have been done.

You: That's typical. You always put the blame on someone else!

Partner: Well, if you weren't so rude, I wouldn't make mistakes!

Explain why this is not an effective way to resolve a conflict situation:

| | |
|-------------------|------|
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5. Rewrite the dialogue, but in such a way that conflict is avoided, interaction is sustained and both parties put their point across with confidence:

Why is this version more effective?

6. Explain the importance or effect of each of the following in terms of effective oral communication. Give an example of each:

| | |
|---------------------|--|
| Tone/register | |
| Approach or style | |
| Pedantic language | |
| Illogical language | |
| Aggressive language | |

Place any extra evidence after this page, clearly marked for easy reference.

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|-------------------|------|
| Learner Signature | Date |
|-------------------|------|



Class Activity 3: Use strategies to be an effective speaker in sustained oral interactions

Complete the following in small groups / individually as per the instructions from your facilitator:

119462.3
119462 EEK2

1. You have to choose a topic for a presentation that you will do to staff members regarding a problem that you have identified in the workplace and the impact it is having on productivity.

Plan your content and presentation techniques in point form below:

Content:

Presentation techniques:

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2. Analyse the possible impact of the following non-verbal cues/body language and signals on audiences:



3. You are going to give an impromptu speech to your group on how you are going to approach your presentation to your colleagues (see above) as you expect a negative response.

My notes:

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Date

Request your partner to sign off the following form to confirm that your non-verbal cues are appropriate in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly

| | | | |
|---|-----------------|-----------------|--|
| Learner Name | | Date | |
| The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately | Yes / No | Comments | |
| Did the learner: | | | |
| Use appropriate gestures? | | | |
| Make sufficient eye contact? | | | |
| Maintain a comfortable, upright posture? | | | |
| Smile and look approachable? | | | |
| Person Signature | | | |
| Person Name | | | |
| Person Designation | | | |
| Person Contact Details | | | |

4. Summarise the shortcomings in your presentation style identified by your partner (and yourself) above. Explain which strategies you will implement to address these shortcomings in future presentations:

| | |
|--------------------------------|------------------------------|
| Identified shortcomings | Strategies to correct |
| | |

| | |
|-------------------|------|
| Learner Signature | Date |
|-------------------|------|

5. Explain how you will use the following rhetorical devices for effect on your colleagues during your upcoming presentation (above):

| Rhetorical device | How and when I will use it. Give an example. |
|---------------------------|--|
| Pause | |
| Rhetorical question | |
| Exclamation | |
| Analogy | |
| Emphasis | |
| Repetition | |
| Use of inclusive pronouns | |
| Volume/ sign size | |
| Pace | |

Place any extra evidence after this page, clearly marked for easy reference.

| | |
|-------------------|------|
| Learner Signature | Date |
|-------------------|------|



Class Activity 4: Evaluate spoken/signed discourse

Complete the following in small groups / individually as per the instructions from your facilitator:

119462.4
119462 EEK1

1. Read the following passage before answering questions regarding the author's point of view and how s/he conveys it in a text:

Most city people think farm life must be relaxing because it avoids all the fast-paced foolishness that goes along with urban living. However, running a successful farm is extremely challenging because it requires a lot of hard work and perseverance.

Every single morning, you must wake up before the sun rises to start working. Every single day, no matter how tired you get, you must work the fields. Though you get to enjoy the fruits of your labor (quite literally) at mealtimes, the day's work isn't over until after the sun has set. If it is harvest season, you're out there in the hot sun gathering the crops. And if it's not harvest season, you probably still have the cows, sheep, chickens, and pigs to feed. In addition to feeding the animals, you must attend to them in other ways: milking them, shearing their wool, or gathering their eggs.

So if you think you'll find rest and relaxation in farm life, think again.

- What main idea is the author trying to convince readers to agree with?
- How does the author's choice of words influence how readers think about the topic?

c. How does the author's choice of facts or examples influence how readers think about the topic?

d. What does the author want to accomplish in this text?

2. Role play a discussion where you are pointing out a problem to a colleague and s/he uses all of the techniques below to evade or dissipate responsibility:

- **Denial**
- **Blaming you**
- **Splitting hairs**
- **Stalling**

Ensure that you calmly and rationally counter his/her arguments and focus on the issue at hand.

Request your partner to sign off the following form to confirm that your reactions are appropriate and focused.

| | | | |
|---|---------------|-----------------|--|
| Learner Name | | Date | |
| The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately | Yes/No | Comments | |
| Did the learner: | | | |
| Counter the denial? | | | |
| Counter the blaming game? | | | |
| Counter the tactic of splitting hairs? | | | |
| Counter the stalling tactics? | | | |
| Person Signature | | | |
| Person Name | | | |
| Person Designation | | | |
| Person Contact Details | | | |

| | |
|-------------------|------|
| Learner Signature | Date |
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3. The impact (e.g. clarity of purpose, speaker's/signer's capability) of your presentation is described, explained and judged

Deliver your final presentation to the group and ask your partner to evaluate it:
Request your partner to sign off the following form to confirm that your presentation is appropriate in relation to audience, purpose and context.

| | | | |
|---|---------------|-----------------|--|
| Learner Name | | Date | |
| The impact (e.g. clarity of purpose, speaker's/signer's capability) of your presentation is described, explained and judged | Yes/No | Comments | |
| Did the learner: | | | |
| Clarity of purpose? | | | |
| Speaker's/signer's capability? | | | |
| Audience contact? | | | |
| Successful presentation? | | | |
| Person Signature | | | |
| Person Name | | | |
| Person Designation | | | |
| Person Contact Details | | | |

Place any extra evidence after this page, clearly marked for easy reference.

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| Learner Signature | Date |
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Class Activity 5: Critically analyse texts produced for a range of purposes, audiences and contexts

Complete the following in small groups / individually as per the instructions from your facilitator:

119469.1
119469 EEK2

1. You have 2 minutes to skim read this passage, then close the book and tell your partner what the passage is about:

THE PERSONAL QUALITIES OF A FACILITATOR

Here I want to try to give you an answer to the question: What personal qualities are desirable in a facilitator? Probably no two people would draw up exactly similar lists, but I think the following would be generally accepted. First, the facilitator's personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over-excitable, melancholy, frigid, sarcastic, cynical, frustrated, and over-bearing : I would say too, that it excludes all of dull or purely negative personality. I still stick to what I said in my earlier book: that learners probably 'suffer more from bores than from brutes'.

Secondly, it is not merely desirable but essential for a facilitator to have a genuine capacity for sympathy - in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, especially, since most facilitators are school facilitators, to the minds and feelings of children. Closely related with this is the capacity to be tolerant - not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induce people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a facilitator to be both intellectually and morally honest. This does not mean being a plaster saint. It means that he will be aware of his intellectual strengths, and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a facilitator should be a bit of an actor. That is part of the technique of facilitation, which demands that every now and then a facilitator should be able to put on an act - to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A facilitator must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually - and that means to deteriorate intellectually. A facilitator must be quick to adapt himself to any situation, however improbable and able to improvise, if necessary at less than a moment's notice. (Here I should stress that I use 'he' and 'his' throughout the book simply as a matter of convention and convenience.)

On the other hand, a facilitator must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training; we are none of

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us born like that. He must be pretty resilient; facilitation makes great demands on nervous energy. And he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally, I think a facilitator should have the kind of mind which always wants to go on learning. Facilitation is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of study: the subject, or subjects, which the facilitator is facilitation; the methods by which they can best be taught to the particular pupils in the classes he is facilitation; and - by far the most important - the children, young people, or adults to whom they are to be taught. The two cardinal principles of British education today are that education is education of the whole person, and that it is best acquired through full and active co-operation between two persons, the facilitator and the learner.

(From *Facilitation as a Career*, by H. C. Dent)

Write the main points here:

2. Now scan the text for answers to the following questions:

a) What should a facilitator's personality be like?

b) Why should a facilitator be like an actor?

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c) What are the two cardinal principles of British education?

3. What do you expect to read when you look at the following text?

When you are old and grey and full of sleep,
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

How many loved your moments of glad grace,
And loved your beauty with love false or true,
But one man loved the pilgrim Soul in you,
And loved the sorrows of your changing face;

And bending down beside the glowing bars,
Murmur, a little sadly, how Love fled
And paced upon the mountains overhead
And hid his face amid a crowd of stars.

William Butler Yeats



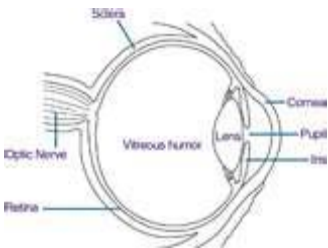
Write down some of the features of this type of text that make it instantly recognisable:

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4. Identify the organisational features of the following text and explain their usefulness in making meaning of readings and/or viewing

Choose from: Titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, content lists glossary, hyper-links, layout, icons, tables, graphics, font size and/or type, photographs, captions, visuals, cinematographic techniques

| Text feature | Name and role |
|---|---------------|
| 1.  | |
| <p>2. Darren meets Bieber</p>  <p>The 16-year-old superstar arrived in South Africa last week with some friends for a "mini-vacation", but he appears to be having lots of fun.</p> <p>Kurt Darren managed to bump into him, and was shocked to learn that Bieber was familiar with his music.</p> <p>Darren saw him at the OR Tambo International Airport and walked up to him to ask for a photograph. Although Bieber initially asked for no photos to be taken as he was trying to avoid catching any attention, his brother told him it was "the guy [they] saw on a music video" in the morning.</p> <p>Darren posted a picture of himself and Bieber, after the 'Baby' singer asked him some questions about how he had become the biggest-selling musician in South Africa</p> | |
| 5.  | |
| 6. <i>The quick brown cow jumped over the lazy moon</i> | |

7.

The **Moon** is [Earth's](#) only [natural satellite](#) and is the [fifth largest](#) satellite in the [Solar System](#).

5. Determine the purpose, audience and context of the following texts:

Rhinoceros Greek ῥινόκερως – often colloquially abbreviated **rhino**, is a group of five extant species of odd-toed ungulates in the family **Rhinocerotidae**. Two of these species are native to Africa and three to southern Asia.

The rhinoceros family is characterized by its large size with all of the species able to reach one tonne or more in weight; a herbivorous diet; and a thick protective skin, 1.5–5 cm thick, formed from layers of collagen positioned in a lattice structure; relatively small brains for mammals this size (400–600 g); and a large horn. They generally eat leafy material, although their ability to ferment food in their hindgut allows them to subsist on more fibrous plant matter, if necessary.

From Wikipedia, the free encyclopedia

A Hot Day in the Jungle

By Margo Fallis

It was one of those hot days; so hot that the animals in the jungle could barely move. They all headed down to the watering hole. The elephant, zebra, fox, monkey, duck, rabbits and mice couldn't wait to dive into the cool water and splash around.

They were disappointed when they saw the rhino lying in the middle of the watering hole. There was no room for any of the other animals. When the elephant tried to step in, the rhino poked him with his horn. When the zebra tried to slide in, the rhino nudged him right back out with his other horn.

"Hmm. This is going to be a problem," said the fox. "We all want to get in the water, but the rhino is hogging it up to himself. What should we do?" The fox glanced at the other animals.

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A total of 204 rhinos have been killed in South Africa this year, SABC reported, including five in the past week.

That compares to 122 rhinos killed in all of 2009. According to South Africa's Kruger National Park, there were an estimated 19,409 white rhinos and 1,678 black rhinos in the entire country at the end of 2009.

Rhinos are sought for their horns, which are ground into powder and used in traditional Asian medicine, with China, Taiwan and South Korea being the major markets, according to the World Wildlife Fund. Full horns are also prized as dagger handles in Yemen.

Place any extra evidence after this page, clearly marked for easy reference.

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Class Activity 6: Identify and explain the values, attitudes and assumptions in texts

119469.2

Complete the following in small groups / individually as per the instructions from your facilitator:

1. Discuss the **surface and embedded meaning** in the following texts:

Refer to: fact and opinion, literal and implied meaning, ambiguity, discrimination, manipulation

**WASH AWAY FAT
AND YEARS OF AGE**

**With La-Mar
Reducing Soap**

REDUCE!

The new discovery. Results quick and amazing—nothing internal to take. Reduce any part of body desired without affecting other parts. No dieting or exercising. Be as slim as you wish. Acts like magic in reducing double chin, abdomen, ungainly ankles, unbecoming wrists, arms and shoulders, large busts, or any superfluous fat on body. Sold direct to you by mail, post paid, on a money-back guarantee. Price 2/- a cake or three cakes for 4/-; one to three cakes usually accomplish the purpose. Send postal or money order to-day. Surprising results. **LA-MAR LABORATORIES, Ltd., 48, Rupert Street (110L), London. W.1.**

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The president has a point. He has in fact proved himself to be an ideological extremist, governing as far to the left as he possibly can. That's why he's lost Middle America. The left's anger with him is misplaced; the actual source of their frustration is not Obama's policy preferences but the constraints on his ability to act that are entailed by the phrase "as he possibly can."

Yet the interview reveals one of Obama's worst character flaws: his insufferably condescending attitude. He is the kind of guy who is convinced he's always right and suffers from a compulsion to let everyone know he's right. This attitude is no less unattractive on the rare occasion when he actually is right.

Retrieved from: <http://online.wsj.com/article/SB10001424052748703882404575520070819132424.html>

2. Read the following description of authors' values and views. Explain which values are mentioned and describe what impact these values will have on the meaning of the text and the target audience:

Whatever genre a writer works in, his or her values underlie every single word. Mystery writers weave tales of good and evil; much of fantasy is taken up with the same struggle (witness Harry Potter, for example), and classic literature deals with the nature of humans, the meaning of life--all the deep philosophical questions that we resolve (or don't resolve) within ourselves by crafting a value system.

| | |
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3. Find a newspaper article, paste it here and discuss the author's values and views, as well as the target audience:

4. Choose a work-related topic for debate in your group and then find evidence in a newspaper article in defence of your position:

Paste the article here

Write down the main points of your argument:

Place any extra evidence after this page, clearly marked for easy reference.

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Class Activity 7: Evaluate the effects of content, language and style on readers' responses

Complete the following in small groups / individually as per the instructions from your facilitator:

119469.3
119469 EEK1

1. Summarise the content below and discuss its possible effects on different readers/viewers

Snake in room adds to Commonwealth Games' woes

Two more Australian athletes withdrew and a South African competitor reportedly found a snake in his room as complaints over cleanliness, security and construction continued to dog the troubled Commonwealth Games a week before the event opens in New Delhi.

While international sports officials have said the situation had improved dramatically in the athletes' village over the past couple days - after inspections last week turned up rooms spattered with chewing tobacco and human excrement - some teams said the situation remained grim.

Tuelo Serufho, head of the Botswana contingent, told Press Trust of India that his team's rooms in the village were "unliveable for our athletes," with filthy bedsheets, bathroom fixtures that did not work and construction debris yet to be cleared away.

"Our athletes will be here by Tuesday," he said, warning they would have to check into hotels if the rooms were not ready by then.

The multi-sport games, held every four years, bring together nearly 7 000 athletes and officials from 71 countries and territories from across the former British empire. The games were meant to be a coming-out party for India to cement its reputation as a growing regional power. Instead, its image has been battered by negative publicity about its frantic last-minute efforts to get ready for an event it knew it was hosting seven years ago. The games open October 3.

Last week, a pedestrian bridge leading to the main stadium collapsed, and adding to the organisers' woes earlier, two tourists were shot and wounded outside one of New Delhi's top attractions.

That led to talk of postponing or cancelling the games. But those discussions dissipated after the government poured enormous resources into addressing the problems, particularly with the long-overdue athletes' village. The village opened as scheduled on Thursday although some teams delayed their arrival because of concerns that the accommodation was not yet ready.

Among the problems to surface this weekend: a snake found in the room of a South African athlete in the village.

"We have very grave concerns," South African High Commissioner Harris Mbulelo told the Press Trust of India news agency. "If snakes are found we can't ask our teams to stay there".

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It was not immediately clear if the snake was poisonous. The athletes' village is built on the banks of the Yamuna River, which is swollen from monsoon rains. Heavy rains often force snakes into residential areas.

Complaints also came from Indian competitors.

Boxer Akhil Kumar, who won gold for India in the 2006 Commonwealth Games in Melbourne, Australia, said he was disappointed with his accommodation. "When I sat down on my bed to take a rest, it collapsed," Kumar was quoted as saying by the Times of India newspaper.

On Sunday, Australian cyclist Travis Meyer and table tennis player Stephanie Sang announced they would pull out of the competition -following a string of other athletes who have decided to stay away, either because of health and security concerns or injuries.

Australian Commonwealth Games chief Perry Crosswhite said he was disappointed with the withdrawals, but respected the athletes' decisions.

The English team, meanwhile, which had checked into hotels last week because of the filthy conditions, said athletes would move into the village Monday.

"It's exciting but also a relief to be able to occupy our accommodation," team leader Craig Hunter said. "It has been a challenging experience but one which will make us stronger as we strive to be successful now on the field of play".

| | |
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| Learner Signature | Date |
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2. Study the following texts (1 and 2) in terms of the language used in each. Identify and mark the following on the texts, where appropriate:

- a) Formality of language used
- b) Factual language
- c) Figurative language
- d) Grammar
- e) Jargon
- f) Slang
- g) Imagery
- h) Repetition
- i) Purpose of the text

Q: When I make ice cubes out of distilled water, a stalagmite appears at the centre of each cube, pointing upward like a handle. This doesn't happen with tap water. Why?

Submitted by Tom Goldsborough from Iowa City, IA

A: You probably have amoebic contamination of your distilled water supply. Those little handles may be the sex organs of a protozoa, paramecium, or even Giardia. For heaven's sake, don't use them in mixed drinks. Tap water in most cities is so full of caustic chemicals that even though these parasites are still present, they're dead. I filter my tap water through a reverse osmosis screen, then run it by a proton beam and, finally, distil it in a perfect vacuum. Still, it often tastes like swimming pool water, and leaves a scale on the coffee maker. Lower your standards, and close your eyes when you drink. That's the easiest solution.

Learner Signature

Date

No one wants to be a nightmare boss, but stories of crazy, overbearing, and controlling bosses abound, which means a whole lot of supervisors and managers are bad bosses without even realizing it. Whether you're a volunteer supervisor, a yearbook editor at your school, or a manager at a large company, the benefits of being a good boss are vast at every level. From better productivity to higher morale, it's in everyone's best interest for their boss to be a good one.

Now rewrite the 2nd passage so that it is slightly more formal:

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3. The effect of selected production techniques in visuals is explained

Apply the following as appropriate: Composition, layout, light, foregrounding, backgrounding, perspective, camera angle, frame, sequence, use of colour/black and white, font type, font size, headlines, captions, subtitles, borders, overlays, selection and/or omission, scale, size

Draw up a series of five slides based on the following article:

NEESA MOODLEY

Durban – The Medical Research Council (MRC) has developed a drug to treat malaria using extracts from an indigenous plant of the Asteraceae family and is now seeking a partner to commercialise the drug.

Gilbert Matsabisa, the MRC's director of indigenous knowledge systems, said tests had shown "promising results", indicating that the drug could eradicate the malaria infection from the bloodstream.

The MRC stumbled upon the plant's use as a treatment for malaria through "pure serendipity". It was traditionally used as a

remedy for stomach ailments.

Matsabisa said the plant was indigenous to sub-saharan Africa and was concentrated in central South Africa up to Zimbabwe and Zambia, but he would not divulge the name of the plant.

The Asteraceae family has more than 25 000 species worldwide with more than 2 300 species in southern Africa. It is commonly known as the aster, daisy or sunflower family. Well-known medicinal plants in this family include the African wormwood and the wild camphor bush.

According to the World Health Organisation, between 80 percent and 90 percent of malaria deaths

occur in sub-saharan Africa, where 90 percent of people infected with the disease live.

There are 300 million to 500 million cases of malaria each year, resulting in 1.5 million to 2.7 million deaths annually.

"Our aim is to develop a drug that is accessible and affordable to treat the malaria problems of sub-saharan Africa and other third world countries," Matsabisa said.

But unlike the development of the *Hoodia gordonii* extract for weight loss products, the MRC will not issue licences but intends to retain the intellectual property in South Africa.

Learner Signature

Date

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Place any extra evidence after this page, clearly marked for easy reference.

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Class Activity 8: Write effectively and creatively on a range of topics

Complete the following in small groups / individually as per the instructions from your facilitator:

119459.1

1. Read the following extract from a newspaper report. Write an imaginative text (e.g. short story or poem) of 3-5 paragraphs/verses loosely based on the report.

Nine suspects in a major South African rhino poaching ring are due in court Wednesday after arrests Monday that targeted the leaders of a syndicate that sent the horns of the animals to the international black market, media reports said. Among those arrested were two veterinarians who were believed to be the masterminds of the ring, according to a report from South Africa's Eyewitness News.

Learner Signature

Date

Request your partner to provide you with feedback on your imaginative text:

| | | | |
|---|---------------|----------------|--|
| Learner Name | | Date | |
| Imaginative writing that is convincing, and appropriate to the topic and purpose Did the learner: | Yes/No | Comment | |
| 1. Write in a convincing manner? | | | |
| 2. Write in a way that is appropriate to the topic? | | | |
| 3. Write appropriately for the purpose of the text? | | | |
| 4. Manage to interest you in the topic? | | | |
| Signature | | | |
| Name | | | |
| Contact Details | | | |

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| Learner Signature | Date |
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2. Read the following imaginative text. Write a factual report of 3-5 paragraphs giving the facts of the story.

I was driving home from work one dark and rainy night, only one exit away from my house. It was about 10 pm and I was dying for a hot meal and a bath. The traffic had slowed due to some construction. I crawled along at about 20 kilometres per hour in the right hand lane right next to the exit lane.

Bam! A car going way too fast to realise that I had slowed down hit me from the rear. As I spun out of control, I hit the car in front of me, which caused her to get knocked into the exit lane causing a car to hit her from the side.

I took the worst of all the damage of the four cars involved. My car was totalled. Miraculously I walked away without a single scratch. Luckily no one else was hurt at all...

This is what happened to my sister-in-law, Sandra on Saturday when she was on her way home from work. My brother, Peter, called me to give me the news. The kicker in the whole story is the fact that this car was actually mine. I had lent it to them for the past year or so because I didn't need a second car.

She was really nervous that I would be upset, but really I was just glad she was ok. Material things are replaceable, life is not.

Retrieved from: <http://authspot.com/short-stories/accident-2/#ixzz10p4lcx36>

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| Learner Signature | Date |
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Request your partner to provide you with feedback on your factual text:

| | | | |
|---|---------------|----------------|--|
| Learner Name | | Date | |
| Factual writing that is convincing, and appropriate to the topic and purpose Did the learner: | Yes/No | Comment | |
| 1. Write in a convincing, purposeful manner? | | | |
| 2. Write in a way that is appropriate to the topic? | | | |
| 3. Use fully developed paragraphs? | | | |
| 4. Manage to achieve a unified text? | | | |
| Signature | | | |
| Name | | | |
| Contact Details | | | |

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3. Write a cover letter to persuade someone you are the right person for the job/tender. You may use the letter in your Learner Guide as a model.

Learner Signature

Date

Request your partner to provide you with feedback on your personal interest text:

| | | | |
|---|---------------|----------------|--|
| Learner Name | | Date | |
| Writing/signing on personal interests is convincing in terms of issues and concerns addressed | Yes/No | Comment | |
| Did the learner: | | | |
| 1. Write in a convincing, persuasive manner? | | | |
| 2. Write in a way that is appropriate to issues and concerns addressed? | | | |
| Signature | | | |
| Name | | | |
| Contact Details | | | |

4. Identify the narrative voice or register chosen in the following sentences (there can be more than one answer):

Choose from: Passive, first person, second person, third person, subjective, objective, comedic

| Sentence | Narrative voice or register |
|---|-----------------------------|
| I thought about it, then shook my head. I told myself I didn't care, but I picked up the paper anyway and glanced over the business column. | |
| When Jane and Elizabeth were alone, the former, who had been cautious in her praise of Mr. Bingley before, expressed to her sister how very much she admired him. | |
| The accused was found guilty on six counts of fraud on Monday. | |
| "I used to work at XYZ Pizza Hut, and it's great working there because you get free diarrhoea." | |

Place any extra evidence after this page, clearly marked for easy reference.

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| Learner Signature | Date |
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Class Activity 9: Choose language structures and features to suit communicative purposes

Complete the following in small groups / individually as per the instructions from your facilitator:

119459.2
119459 EEK1
119459 EEK2

1. Explain why these arguments are fallacious (incorrect):

Every year, when the asphalt starts to get sticky, people die of heat stroke. It seems that heat stroke is a disease caused by the fumes emitted by sticky asphalt.

"Are you willing to elect my opponent and risk total bankruptcy of the social grant and healthcare systems within five years?"

2. Which devices has the writer employed to create particular rhythmic or tonal effects in the following piece? **Indicate on the text itself in a coloured pen.**

Choose from: Punctuation (ellipsis marks, semi-colons and dashes), rhetorical devices (repetition, questioning, emphasis), symbol, imagery, irony, understatement, index and icon, logos, hyperbole, visuals, graphics

In prison, the only thing worse than bad news about one's family is no news at all. It is always harder to cope with the disasters and tragedies one imagines than with the reality, however grim or disagreeable. A letter with ill tidings was always preferable to no letter at all.

But even this miserable restriction was abused by the authorities. The anticipation of mail was overwhelming. Mail call took place once a month, and sometimes six months would go by without a letter. To be allowed one letter in six months and then not to receive it is a great blow.

One wonders: What has happened to my wife and children, to my mother and my sisters?

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When I did not receive a letter I felt as dry and barren as the Great Karroo desert.

Often the authorities would withhold mail out of spite. I can remember warders saying, "Mandela, we have received a letter for you, but we cannot give it to you." No explanation of why, or who the letter was from. It required all my self-discipline not to explode at such times. Afterward, I would protest through the proper channels, and sometimes get it.

When letters did arrive, they were cherished. A letter was like the summer rain that could make even the desert bloom.

When I was handed a letter by the authorities, I would not rush forward and grab it as I felt like doing, but take it in a leisurely manner. Though I yearned to tear it open and read it on the spot, I would not give the authorities the satisfaction of seeing my eagerness, and I would return slowly to my cell as though I had many things to occupy me before opening a letter from my family.

Extract from Nelson Mandela's autobiography: Long Walk to Freedom

Place any extra evidence after this page, clearly marked for easy reference.

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| Learner Signature | Date |
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Class Activity 10: Edit writing for fluency and unity

Complete the following in small groups / individually as per the instructions from your facilitator:

119459.3

1. Edit the following text, making sure that your corrected text complies with the following requirements:
 - Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow
 - Information is rearranged in ways that promote interest in, and impact of, the text for a defined purpose, target audience and context
 - Layout, spelling, punctuation, appropriate SASL structures (such as non-manual features) and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified and changes made as required
 - The completed text is checked against the purposes for writing/presenting to verify that these purposes have been satisfied

Pigspotter hires lawyer

Twitter's traffic celebrity Pigspotter hires a lawyer and approaches the Director of Public Prosecutions to have charges against him dropped.

Pigspotter has an innocent explanation for the term "pig" he uses to describe metro cops, according to him, it is an abbreviation for Police in Gauteng.

National Prosecuting Authority spokesman Mthunzi Mhaga confirmed this.

"I can confirm that we've handed in representations to the Director of Public Prosecutions in Gauteng for them to make a decision as to whether to carry on with the matter," Schuler told Sapa. "We've requested them not to institute prosecution."

The metro police opened a case of crimen injuria and obstructing and defeating the ends of justice at Sophiatown police station earlier this month.

Schuler said the DPP needed to decide whether a crime had in fact taken place. "The essence of the matter comes down to, has there been a crime committed? Is it a crime to make information which is publicly available, available to the public?," asked Schuler. "The root of this matter speaks to freedom of speech and the freedom to receive and impart information and ideas," said Schuler.

He said the representations were handed in to the DPP on September 23. He did not know when a decision would be made. If the State decided to prosecute, Pigspotter would consider handing himself over. "Yes, most certainly. We've played open cards," said Schuler.

Mhaga said Pigspotter's docket was "still under consideration with a view as whether anyone can be prosecuted". He said he could not "commit to time frames" as to when a decision would be made.

On Tuesday, Pigspotter continued to do provide updates on his Twitter profile.

Twitter's traffic celebrity Pigspotter has hired a lawyer and approached the Director

Learner Signature

Date

of Public Prosecutions to have charges against him dropped. The Twitter user, who faces trouble with the law for warning motorists about speed traps, is being represented by lawyer Karl Schuler.

Schuler, who said he would hold any information about Pigspotter's identity "close to his chest", was hired by the Twitter user who has raised the ire of law enforcement agencies. Already boasting 20,716 followers on the social networking site Twitter, Pigspotter, also known as Cliff, tweets to tip motorists off about speed traps and road blocks.

Retrieved from: <http://news.za.msn.com/article.aspx?cp-documentid=154794064>

Notes:

Place any extra evidence after this page, clearly marked for easy reference.

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| Learner Signature | Date |
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Class Activity 11: Use textual features and conventions specific to business texts for effective writing

Complete the following in small groups / individually as per the instructions from your facilitator:

12153.1

1. Study the following email and indicate a) what its purpose is, b) in what way it does not comply with industry specific and/or legislative requirements and c) what the possible consequences of non-compliance are, then d) rewrite the email so that it is more compliant:

Subject: Meeting

Hi Jim,

I just wanted to remind you about the meeting we have scheduled next week. Do let me know if you have any questions!

Best wishes,

Mark


2. Interpret the technical terms and jargon in bold print and rephrase them in plain language:

“Mindset Network is a **non-profit organisation** that creates, sources and delivers mass education. It reaches primary and secondary schools, the healthcare sector, and under-developed and **under-resourced communities**. It also installs equipment at schools, provides training for communities, develops technology to assist **under-developed communities**, and ensures that educational material can be re-used. However, Mindset needs to **maximise efficiencies** and **increase capacity** as it grows.”

| Jargon/technical term | Paraphrase/ explanation |
|-----------------------------|-------------------------|
| Non-profit organisation | |
| Under-developed communities | |
| Under-resourced communities | |
| Maximise efficiencies | |
| Increase capacity | |

| | |
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| Learner Signature | Date |
|-------------------|------|

3. A colleague has brought you this job advertisement for which she intends applying, but says that she does not understand exactly what is required from the incumbent. Please see if you can help:



**R A N D F O N T E I N L O C A L
M U N I C I P A L I T Y**

PROJECT MANAGER:
Project Management Unit
Randfontein (Ref : PMU 001)

**ALL INCLUSIVE REMUNERATION PACKAGE: R250 000
PER ANNUM THREE YEARS FIXED TERM (Renewable)**

This appointment is subject to the signing of a performance agreement. The applicant will be reporting to the Municipal Manager and must be committed, effective, yet flexible and objective.

REQUIREMENTS:

- The applicant must be in possession of a three - year technical degree or equivalent qualification, a minimum of five year's experience in project management, financial and project management skills - Articulate, with excellent interpersonal; report writing and computer skills, sound managerial skills and ability to manage staff, knowledge of government policy environment and familiarity with infrastructure/ construction sector. ▪ A postgraduate qualification in project management will be an added advantage.

DUTIES

- Primarily responsible to intergrate, co-ordinate, project-manage and financially administer the MIG in his area of jurisdiction ▪ Ensure project compliance with all applicable legislation, policies and conditions applicable to MIG ▪ Project performance and cash flow reviews ▪ Liaison with the Provincial and the Senior MIG Manager as well as other line function departments through formal regular evaluation / progress meetings and on an ad hoc basis ▪ Submission of monthly, quarterly, bi-annual, annual and ad hoc reports to DPLG as determined in applicable legislation or required by the MIG Management Unit ▪ Responsible for the management of the management of the PMU team and their respective outputs.

- a. Make a list of the skills / competencies and personal attributes required of the applicant (5 each):

| Skills/ competencies | Personal attributes |
|----------------------|---------------------|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10. |

Learner Signature

Date

- a. List 3 abbreviations that have been used in this advertisement:
- b. If you could ask the potential employer (client) 2 questions based on the text to help you understand his needs and to focus your colleague's information gathering for her CV, what would they be?
- c. The person who wrote this advertisement does not seem to have edited or proof read very well. There are at least 3 language errors (spelling, punctuation, etc.) that have slipped through. Can **you** correct them?

| Mistake | Correction |
|------------------------|------------|
| enviroment | |
| intergrate | |
| five year's experience | |

Place any extra evidence after this page, clearly marked for easy reference.



Class Activity 12: Identify and collect information needed to write a text specific to a particular function

Complete the following in small groups / individually as per the instructions from your facilitator:

12153.2

1. Identify the type and purpose of each of the following texts¹:
 - a. My first political awareness began in high school during the Vietnam War, when I remember wearing silver “Missing In Action” bracelets with names on them. Those names were mysterious and terrifying. I staged my first political protest in sixth grade assembly. I think these early experiences had a lot to do with my political leanings today.
 - b. Public protest against the Vietnam War eventually brought that war to an end.
 - c. The Iraq War is as much a quagmire as Vietnam. It's time for us to face reality, admit failure, and leave.

¹ Retrieved from: <http://brainstorm-services.com/wcu-2004/expressive-writing.html>

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2. Identify and know your audience: how will you adapt your writing for each of the following?

a) Skimmer:

b) Sceptic:

3. Write down 5 open-ended questions that one would ask a client to determine their needs for a product/service.

4. Correct the bias, stereotypes, or any other offensive details in the texts below:

a) The astute leader always listens to his men

b) Men show their true nature in time of crisis.

c) Policemen, mailmen, chairman or businessmen

d) the following advertisement:



5. What is the focus of the following article²?

At a clinic in a poor South African township, Themba Grammary puts five anti-tuberculosis pills in his mouth, then sticks out his tongue so his nurse can make sure he's swallowed his medicine.

"Some patients hide the pills because they say it's too much for them," says the 48-year-old, who lives in the impoverished neighbourhood of Alexandra, north of Johannesburg.

Tuberculosis treatment lasts at least six months and requires taking multiple pills on a regular schedule each day. As Grammary knows all too well, the side effects can be debilitating.

"Sometimes I am feeling numb in my legs," he says.

But for him, the pills are a life-or-death matter. Like 5.7% of South Africa's 48

²Retrieved from: <http://news.za.msn.com/article.aspx?cp-documentid=154984909>

million people, Grammar is HIV positive, making him highly vulnerable to TB. Every year, more than 300,000 people with HIV contract TB in South Africa, and 110,000 die of the bacterial lung infection.

Grammar, who says he feared his neighbours would ostracise him for having HIV, had never sought anti-retroviral treatment.

But when he caught tuberculosis for the second time at the beginning of 2010, he had no choice but to go to the local health centre.

"When I came here, I was very skinny. I could not walk. I waited too long," he says.

His nurse, Vuyelwa Twalo, says test results showed Grammar's immune system was on the verge of collapse.

"His CD4 count was 24. Ours is around 800!" she says.

"Without his treatment, he would be gone by now."

For 40 days, Grammar received daily injections. Since then, he's been going to the small clinic every day to get five pills that he takes under Twalo's watchful eye.

Patients who abandon their treatment regimen can develop a drug-resistant strain of the disease and infect those around them.

"We have to make sure that they take the medication at a regular time and don't defect," Twalo says.

To fight multi-drug resistant TB, the World Health Organisation has since the 1990s recommended a treatment strategy called DOTS (Directly Observed Treatment Short course), which requires taking pills under the surveillance of an observer.

According to a report by the Stop TB Partnership released on Wednesday, 49 million TB patients worldwide have been treated under the system in the past 15 years. Of those, 41 million have been cured, a success rate of 86%.

In Alexandra, when patients refuse to come to the clinic every day, Twalo tries to find an observer at the patient's home or work place.

But multi-drug resistant TB still strikes in South Africa, where the WHO detected at least 14,000 cases in 2008.

Christian Lienhardt, senior research advisor for the Stop TB Partnership, says a massive investment in treatment research is needed to dramatically reduce the prevalence of the disease.

"We need a treatment that takes two to four months and has less side effects," he says.

Grammar says he knows he has to stay with his current treatment regimen in the meantime. He doesn't want to risk returning to his emaciated condition at the beginning of the year.

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"Now, I look fine," he says. "People are very impressed!"

6. In your group, draw up a 10-point checklist that you can use for editing and quality-checking your own and others' texts. (See 2.7 in your Learner Guide)

| The writer has... | ✓ |
|-------------------|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Place any extra evidence after this page, clearly marked for easy reference.

Learner Signature

Date



Class Activity 13: Compose a text using plain language for a specific function

12153.3

Complete the following in small groups / individually as per the instructions from your facilitator:

1. Rewrite the following text so that it is easier for your audience to read (use headings, bullets, etc. as appropriate):

My room is the most comfortable room in my house. I really enjoy having my TV, DVD, Computer, VCR, Game Boy, and CD player all in one place that I can truly call my very own. The bed is comfortable, when I can find it. Often it's covered with clothes, school books, papers, CD's and junk. I like to hang out with my friends in my room and turn the music up loud. That's fun. Most of my friends like the same music I do, like Def Leppard and Iron Maiden. Other friends like more classic rock, like Bruce Springsteen. We get along okay though. Sometimes I just lie there and think about my day. I enjoy thinking, because it helps me concentrate.

Learner Signature

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2. Write the cover letter that you will send with your CV when applying for a job/funding to start your own business:

3. Describe how your cover letter is appropriate for the:
- a. intended audience – who are you writing it to?
 - b. business function – what is the purpose of a cover letter?

Place any extra evidence after this page, clearly marked for easy reference.

Learner Signature

Date



Class Activity 14: Organise and structure a text appropriately for a business function

Complete the following in small groups / individually as per the instructions from your facilitator:

12153.4

1. Proofread your cover letter (Activity 13) and then after making corrections in a different colour pen (on your first draft), create a final draft that it is completely correct:

Final draft:

2. How can you use graphics, a table or a diagram to enhance your cover letter without exceeding the 1-page requirement?

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Date

3. How would you advise Jane to change her message to George? **(At least 3 changes should be recommended)**. **Explain** why you are recommending these changes.

| | |
|---|------------------------|
| ! This message is high priority | |
| From | jane@myconnect.co.za |
| To | george@myconnect.co.za |
| cc | |
| Subject | |
| <p>I HAVE STILL NOT RECEIVED YOUR MONTH-END FIGURES.WHAT IS YOUR PROBLEM? DO YOU NEED HELP?</p> <p>JANE</p> | |

| Recommended change | Reason |
|--------------------|--------|
| | |
| | |
| | |
| | |
| | |

4. Select **two** of the “words that every résumé should include” (teamwork, flexibility, detail-oriented, self-motivated) and write a **paragraph of 3-5 lines** in which you describe yourself in relation to your **current job**:

| | |
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| Learner Signature | Date |
|-------------------|------|


5. Complete and extend the following sentence in your cover letter into a paragraph to reflect your **experience** in the job that you are currently in. Refer to both **length of time** and **one specific skill/ task**:

As my attached résumé notes, I have

Place any extra evidence after this page, clearly marked for easy reference.

Learner Signature

Date

| | |
|--|---------|
|  <p><i>Class Activity 15: Present a written text for a particular function in a business environment</i></p> <p>Complete the following in small groups / individually as per the instructions from your facilitator:</p> | 12153.5 |
| <p>1. Improve the following bulleted list according to the guidelines in your Learner Guide:</p> <ul style="list-style-type: none"> • Insert a picture • Centering the picture • On the right of the picture, telling a little bit about the picture • Filling the space on the left with text • If it does not look good, take the picture out | |

| | |
|-------------------|------|
| Learner Signature | Date |
|-------------------|------|

2. Change the following sentences to **highlight the “good news”** in each instance:

- a) ABC Vitamins will help keep you from getting sick.
- b) We are sorry that we cannot deliver the widgets by August 16.
- c) I have no experience other than clerking in my father's grocery shop.

3. Self-assess your cover letter.

| The writer has | ✓ |
|---|---|
| 1. Stated the main point early in the document | |
| 2. Used language that the audience will be able to understand | |
| 3. Used the appropriate tone for the audience | |
| 4. Ensured that the document proceeds in a logical and organised way | |
| 5. Organised each paragraph around one main idea | |
| 6. Included enough details and examples to support the main point | |
| 7. Provided enough background information | |
| 8. Ensured that the document conforms to standard business writing convention | |
| 9. Proof read for spelling and grammatical errors | |
| 10. Cut out any superfluous words and phrases | |

| | |
|-------------------|------|
| Learner Signature | Date |
|-------------------|------|

4. Ask your partner to assess your cover letter, using the same checklist and give you constructive feedback. Ask him/her to write the feedback here and then sign and date it:

Feedback:

Name and signature:

Date:

Place any extra evidence after this page, clearly marked for easy reference.

Learner Signature

Date



Reflection

Individually complete the following:

119462
119469
119459
12153

The purpose of reflection is for you to consider what you have learnt and how you will use it in the future. Answer the following questions as honestly as you can:

1. After the training programme, I can now (tick):

- ☐ Respond critically yet sensitively as a listener/audience
- ☐ Analyse own responses to spoken/signed texts and adjust as required
- ☐ Use strategies to be an effective speaker/signer in sustained oral/signed interactions
- ☐ Evaluate spoken/signed discourse
- ☐ Critically analyse texts produced for a range of purposes, audiences and contexts
- ☐ Identify and explain the values, attitudes and assumptions in texts
- ☐ Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts
- ☐ Write/sign effectively and creatively on a range of topics
- ☐ Choose language structures and features to suit communicative purposes
- ☐ Edit writing/signing for fluency and unity
- ☐ Use textual features and conventions specific to business texts for effective writing
- ☐ Identify and collect information needed to write a text specific to a particular function in a business environment
- ☐ Compose a text using plain language for a specific function
- ☐ Organise and structure a text appropriately for a business function
- ☐ Present a written text for a particular function in a business environment

2. How would you apply what you have learnt during this skills programme in the workplace?

3. What was the most significant thing you have learnt in this programme?

4. What do you think you still need to learn more about? (Action Plan)

Learner Signature

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5. What did you enjoy most about the training?

6. If there was something about the training that you could change, what would it be?

| | |
|-------------------|------|
| Learner Signature | Date |
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**Facilitator Observation Checklist**

The facilitator needs to provide feedback on the participation of each learner in the class:

119462
119469
119459
12153

The purpose of the facilitator observation checklist is to provide the learner with feedback about his/her participation during the formative class activities and also to highlight the observed strengths and perceived weaknesses that the learner displayed during the workshop and/or learning programme.

The facilitator is required to complete the Facilitator Observation checklist for each learner in his/her Learner Workbook. The learner needs to sign-off the document to confirm that he/she has received the observation feedback.

| Learner Name | | | Facilitator Name | | | Date | |
|---|--------------------|------------------|------------------|---|---|---|--|
| Class Activity | Group / Individual | Completed ✓ x | Participation | | | Comments on perceived strengths and weaknesses of the learner | |
| | | | 😊 | 😐 | 😞 | | |
| 1. Respond critically yet sensitively as a listener/audience | | | | | | | |
| 2. Analyse own responses to spoken/signed texts and adjust as required | | | | | | | |
| 3. Use strategies to be an effective speaker in sustained oral interactions | | | | | | | |
| 4. Evaluate spoken/signed discourse | | | | | | | |

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| Learner Signature | Date |
|-------------------|------|

| Class Activity | Group / Individual | Completed ✓ x | Participation | | | Comments on perceived strengths and weaknesses of the learner |
|---|--------------------|------------------|---------------|---|---|---|
| | | | 😊 | 😐 | 😞 | |
| 5. Critically analyse texts produced for a range of purposes, audiences and contexts | | | | | | |
| 6. Identify and explain the values, attitudes and assumptions in texts | | | | | | |
| 7. Evaluate the effects of content, language and style on readers' responses | | | | | | |
| 8. Write effectively and creatively on a range of topics | | | | | | |
| 9. Choose language structures and features to suit communicative purposes | | | | | | |
| 10. Edit writing for fluency and unity | | | | | | |
| 11. Use textual features and conventions specific to business texts for effective writing | | | | | | |
| 12. Identify and collect information needed to write a text specific to a particular function | | | | | | |

Learner Signature

Date

| Class Activity | Group / Individual | Completed ✓ x | Participation | | | Comments on perceived strengths and weaknesses of the learner |
|--|---|------------------|--|---|--|---|
| | | | 😊 | 😐 | 😞 | |
| 13. Compose a text using plain language for a specific function | | | | | | |
| 14. Organise and structure a text appropriately for a business function | | | | | | |
| 15. Present a written text for a particular function in a business environment | | | | | | |
| 16. Reflection | Individual | | | | | |
| Has the learner sufficiently demonstrated application of the following CCFO's during the facilitated session? | | | | | | |
| CCFO1: Identify and solve problems: using context to decode and make meaning individually and in groups in oral/signed, reading/viewing and written/signed activities | CCFO2: Work effectively with others as a member of a team, group or organisation: using interactive speech/signing in activities, discussion and research projects | | CCFO3: Organise and manage him/herself and his/her activities responsibly and effectively: through using language | | CCFO4: Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study | |
| Yes / No | Yes / No | | Yes / No | | Yes / No | |

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| Learner Signature | Date |
|-------------------|------|

Facilitator Observation Checklist

| | | | |
|---|---|---|---|
| CCFO5: Communicate effectively: in formal and informal communications in writing/signing | CCFO6: Use science and technology effectively and critically: using technology to access and present texts and exploring the ethics of science and technology through studying texts from and about these fields | CCFO7: Demonstrate an understanding of the world as a set of related systems: through using language to explore and express links, and exploring a global range of contexts and texts | CCFO8: Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process |
| Yes / No | Yes / No | Yes / No | Yes / No |
| | | | |
| Statement by the facilitator: The learner has demonstrated sufficient knowledge and skill during class to proceed with the summative assessment (<i>circle</i>) | Yes | No | Additional comments: (optional) |
| Learner Signature | | | Facilitator Signature |

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|-------------------|------|
| Learner Signature | Date |
|-------------------|------|