

# LEARNER GUIDE



**Write/present/sign texts for a range  
of communicative contexts**

Unit Standard 119465/8970

Level 3 Credits 5

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## PERSONAL INFORMATION

<b>NAME</b>	
<b>CONTACT ADDRESS</b>	
<b>Code</b>	
<b>Telephone (H)</b>	
<b>Telephone (W)</b>	
<b>Cellular</b>	
<b>Learner Number</b>	
<b>Identity Number</b>	

<b>EMPLOYER</b>	
<b>EMPLOYER CONTACT ADDRESS</b>	
<b>Code</b>	
<b>Supervisor Name</b>	
<b>Supervisor Contact Address</b>	
<b>Code</b>	
<b>Telephone (H)</b>	
<b>Telephone (W)</b>	
<b>Cellular</b>	

# INTRODUCTION

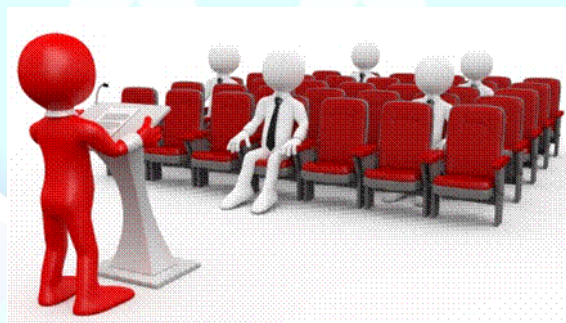
## *Welcome to the learning programme*

Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take notes and share information with your colleagues. Important and relevant information and skills are transferred by sharing!



This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you!

## **Programme methodology**



The programme methodology includes facilitator presentations, readings, individual activities, group discussions and skill application exercises.

**Know what you want to get out of the programme from the beginning and start applying your new skills immediately. Participate as much as possible so that the learning will be interactive and stimulating.**

The following principles were applied in designing the course:

- ✓ Because the course is designed to maximise interactive learning, you are encouraged and required to participate fully during the group exercises
- ✓ As a learner you will be presented with numerous problems and will be required to fully apply your mind to finding solutions to problems before being presented with the course presenter's solutions to the problems



- ✓ Through participation and interaction the learners can learn as much from each other as they do from the course presenter
- ✓ Although learners attending the course may have varied degrees of experience in the subject matter, the course is designed to ensure that all delegates complete the course with the same level of understanding
- ✓ Because reflection forms an important component of adult learning, some learning resources will be followed by a self-assessment which is designed so that the learner will reflect on the material just completed.

This approach to course construction will ensure that learners first apply their minds to finding solutions to problems before the answers are provided, which will then maximise the learning process which is further strengthened by reflecting on the material covered by means of the self-assessments.


### ***Different role players in delivery process***


- ✓ Learner
- ✓ Facilitator
- ✓ Assessor
- ✓ Moderator

### **What Learning Material you should have**

This learning material has also been designed to provide the learner with a comprehensive reference guide.

It is important that you take responsibility for your own learning process; this includes taking care of your learner material. You should at all times have the following material with you:

<p><b><i>Learner Guide</i></b></p> 	<p><b><i>This learner guide is your valuable possession:</i></b></p> <p>This is your textbook and reference material, which provides you with all the information you will require to meet the exit level outcomes.</p> <p>During contact sessions, your facilitator will use this guide and will facilitate the learning process. During contact sessions a variety of activities will assist you to gain knowledge and skills.</p> <p>Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take and share information with your colleagues. Important and relevant information and skills are transferred by sharing!</p> <p>This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are</p>
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	<p>regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you!</p>
<p><b>Formative Assessment Workbook</b></p> 	<p>The Formative Assessment Workbook supports the Learner Guide and assists you in applying what you have learnt.</p> <p>The formative assessment workbook contains classroom activities that you have to complete in the classroom, during contact sessions either in groups or individually.</p> <p>You are required to complete all activities in the Formative Assessment Workbook.</p> <p>The facilitator will assist, lead and coach you through the process.</p> <p>These activities ensure that you understand the content of the material and that you get an opportunity to test your understanding.</p>








## Different types of activities you can expect

To accommodate your learning preferences, a variety of different types of activities are included in the formative and summative assessments. They will assist you to achieve the outcomes (correct results) and should guide you through the learning process, making learning a positive and pleasant experience.



The table below provides you with more information related to the types of activities.

<b>Types of Activities</b>	<b>Description</b>	<b>Purpose</b>
<b>Knowledge Activities</b> 	You are required to complete these activities on your own.	These activities normally test your understanding and ability to apply the information.
<b>Skills Application Activities</b> 	You need to complete these activities in the workplace	These activities require you to apply the knowledge and skills gained in the workplace
<b>Natural Occurring Evidence</b> 	You need to collect information and samples of documents from the workplace.	These activities ensure you get the opportunity to learn from experts in the industry. Collecting examples demonstrates how to implement knowledge and skills in a practical way

## Learner Administration



### ***Attendance Register***

You are required to sign the Attendance Register every day you attend training sessions facilitated by a facilitator.

### ***Programme Evaluation Form***

On completion you will be supplied with a "Learning programme Evaluation Form". You are required to evaluate your experience in attending the programme.

Please complete the form at the end of the programme, as this will assist us in improving our service and programme material. Your assistance is highly appreciated.

## **Assessments**

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners' ability to perform a task.

**To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.**

**This programme has been aligned to registered unit standards. You will be assessed against the outcomes as stipulated in the unit standard by completing assessments and by compiling a portfolio of evidence that provides proof of your ability to apply the learning to your work situation.**



### ***How will Assessments commence?***

#### ***Formative Assessments***

The assessment process is easy to follow. You will be guided by the Facilitator. Your responsibility is to complete all the activities in the Formative Assessment Workbook and submit it to your facilitator.

#### ***Summative Assessments***

You will be required to complete a series of summative assessments. The Summative Assessment Guide will assist you in identifying the evidence required for final assessment purposes. You will be required to complete these activities on your own time, using real life projects in your workplace or business environment in preparing evidence for your Portfolio of Evidence. Your Facilitator will provide more details in this regard.

**To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.**

### **Learner Support**

**The responsibility of learning rests with you, so be proactive and ask questions and seek assistance and help from your facilitator, if required.**



Please remember that this Skills Programme is based on outcomes based education principles which implies the following:

- ✓ You are responsible for your own learning – make sure you manage your study, research and workplace time effectively.
- ✓ Learning activities are learner driven – make sure you use the Learner Guide and Formative Assessment Workbook in the manner intended, and are familiar with the workplace requirements.
- ✓ The Facilitator is there to reasonably assist you during contact, practical and workplace time for this programme – make sure that you have his/her contact details.
- ✓ You are responsible for the safekeeping of your completed Formative Assessment Workbook and Workplace Guide
- ✓ If you need assistance please contact your facilitator who will gladly assist you.
- ✓ If you have any special needs please inform the facilitator

## Learner Expectations

Please prepare the following information. You will then be asked to introduce yourself to the instructor as well as your fellow learners



Your name:
The organisation you represent:
Your position in organisation:
What do you hope to achieve by attending this course / what are your course expectations?

**Sakhisisizwe fundamental level 3 119465 COMMUNICATION**

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## UNIT STANDARD 119465

### ***Unit Standard Title***

Write/present/sign texts for a range of communicative contexts

### ***NQF Level***

3

### ***Credits***

5

### ***Purpose***

Learners at this level write/present/sign 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, purposes and contexts. Writers/signers can use linguistic structures and features to influence readers/their audience. They draft, redraft and edit own writing/signing 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. They explore presentation techniques as an alternative to writing/signing own texts.

Learners credited with this unit standard are able to: write/sign for a specified audience and purpose; Use language structures and features to produce coherent and cohesive texts for a wide range of contexts; Draft own writing/signing and edit to improve clarity and correctness

### ***Learning Assumptions***

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: Level 2 unit standards: US: FET-C/02 Access and use information from texts and Write/present/sign for a defined context.

### ***Unit Standard Range***

A variety of written and visual texts used in socio-cultural, learning and workplace contexts.

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/sign for a specified audience and purpose: Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations.

#### ***Assessment Criteria***

- ✓ The purpose for writing/signing, the target audience and the context are 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/signing is well-structured and conveys its message clearly.



## Sakhisisizwe fundamental level 3 119465 COMMUNICATION

- ✓ Critical thinking skills are used as strategies for planning: Brainstorming, mind-mapping, using spider diagrams, highlighting
- ✓ Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise.
- ✓ Research skills are evident in the way data and information relevant to the context is identified, located, selected and synthesised for inclusion in the final text: 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 to produce coherent and cohesive texts for a wide range of contexts

### **Assessment Criteria**

- ✓ Meaning is clearly expressed through the use of a range of sentence structures, lengths and types
- ✓ The use of paragraph conventions and links between paragraphs in texts, promotes coherence and cohesion in writing/signing. Their use is explained with reference to logical progression, cause and effect and/or contrast
- ✓ The overall structure of a piece of writing/signing is controlled and the conclusion is clearly formulated

**Specific Outcome 3:** Draft own writing/signing and edit to improve clarity and correctness

### **Assessment Criteria**

- ✓ Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original
- ✓ Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency
- ✓ Logical sequencing of ideas and overall unity are 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: 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
- ✓ Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task

## ***Unit Standard Essential Embedded Knowledge***

Learners can understand and explain that languages have certain features and conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes. Knowledge of formats, conventions, protocols and contexts is acquired through activities used to attain this unit standard.

## ***Critical Cross-Field Outcomes***

Upon successful completion of this course, the learner will be able to:

- ✓ Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading, signed and written activities
- ✓ Work effectively with others and in teams: using interactive speech/signing in activities, discussion and research projects
- ✓ Organise and manage oneself and one's activities responsibly and effectively through using language.
- ✓ Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study
- ✓ Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications
- ✓ 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.
- ✓ 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
- ✓ Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

## ***Unit Standard Notes***

This unit standard replaces unit standard 8969, "Interpret and use information from texts", Level 3, 5 credits.

# LANGUAGE STRUCTURES AND FEATURES

## **Outcome**

Write/sign for a specified audience and purpose: Narrative, discursive, reflective, argumentative, descriptive, expository, transactional, business correspondence, electronic texts, multi-media presentations

## **Assessment criteria**

- ✓ The purpose for writing/signing, the target audience and the context are 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/signing is well-structured and conveys its message clearly.
- ✓ Critical thinking skills are used as strategies for planning: Brainstorming, mind-mapping, using spider diagrams, highlighting
- ✓ Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise.
- ✓ Research skills are evident in the way data and information relevant to the context is identified, located, selected and synthesised for inclusion in the final text: Accessing information from different sources, sorting, categorising, classifying, sifting for relevance, validity and reliability, recording, reporting, formulating conclusions

## **Communication**

**Communicate** - ..according to the Oxford English Dictionary, it means the “share or exchange of information”.

Since the beginning of time man has communicated with his fellow beings. This “sharing or exchange of information” may take on many forms and many instruments may be utilised to convey this information. The reaction to the transfer of information may also vary, depending on a number of factors, which will be discussed later.

**Communication is a two way street** – information is shared with another party and the other party normally reacts in some way, even if they do absolutely nothing.

A bus driver communicates with other people all the time. It starts when he receives his instructions about his schedule and route. He receives information and reacts to this exchange of information by getting into his bus and driving according to schedule. Upon his return to the depot he communicates information about the route and schedule e.g. road conditions, number of passengers, etc., as well as the condition of his vehicle back to the **appropriate authorities**.

Along his route he communicates with **passengers** when they board the bus. He communicates with the **controller** and **fellow drivers**. In the event of a breakdown he will communicate with the **workshop personnel** to inform them about the problem.

The most important communication the driver engages in is with **other road users**. By using warning devices like brake lights, indicators, hazard lights, hand signals (not the one- or two finger kind), he communicates his intentions to his fellow road users.

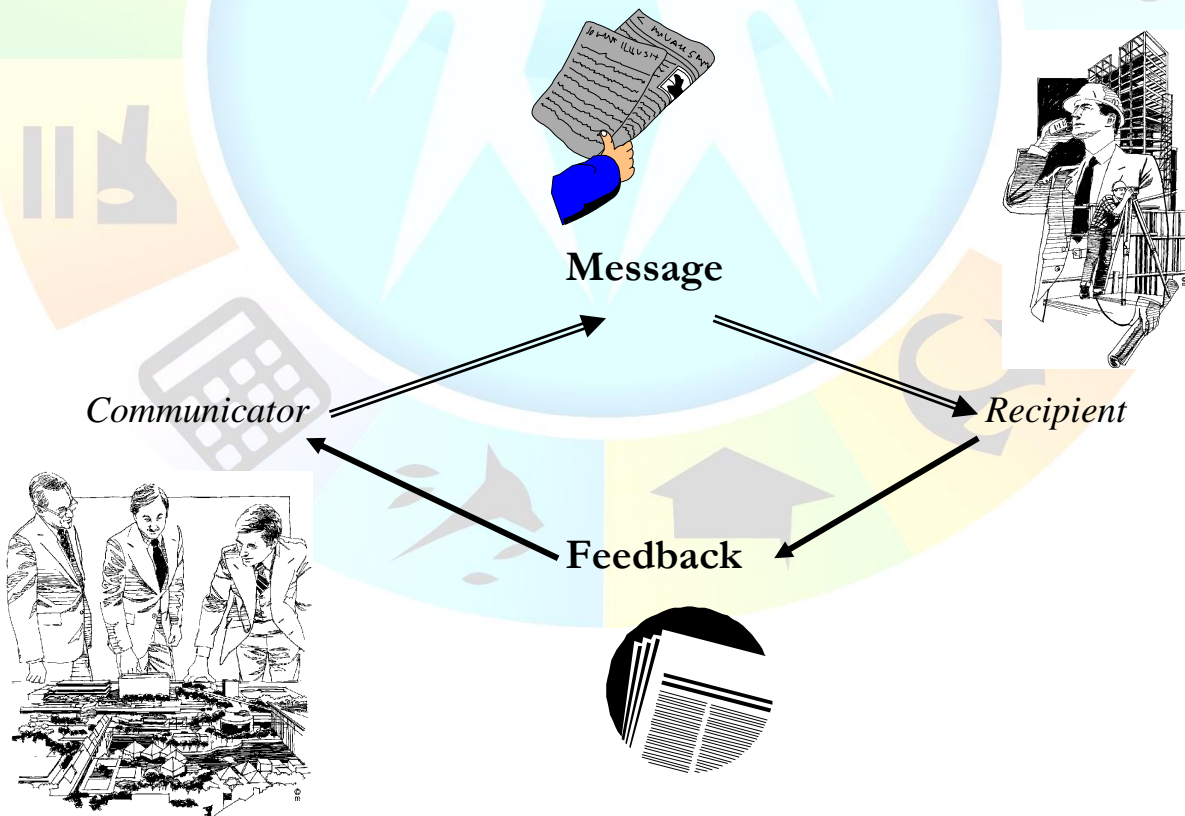
In the event of the driver NOT communicating his intentions he might cause an accident and have to communicate with **the police** and ultimately **a magistrate**. Avoid communication with these two at all cost!!

## Formative assessment 1: Communication

**DEFINITION OF COMMUNICATION:** “Human communication is the process whereby meaning is created between two or more people.” (Tubbs & Moss, 1994)

### The Communication Process

**Communication is the interaction between at least two people, the communicator and the recipient.** There can, however, be more than one recipient, like an audience listening to a speech or watching a movie.

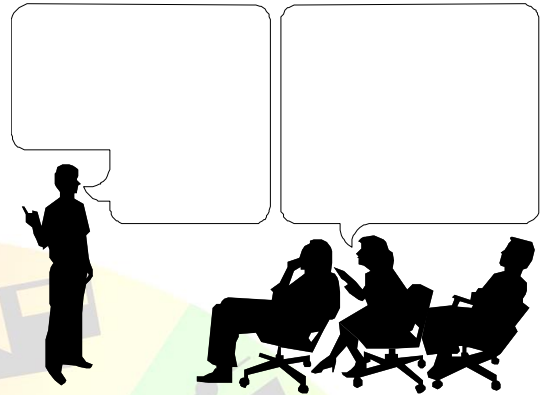




## What you should know about communication.

You always communicate with someone else and it is always with a specific purpose in mind that you either speak or write:

- ✓ To interact
- ✓ To inform
- ✓ To find out
- ✓ To influence
- ✓ To regulate
- ✓ To entertain
- ✓ To record



**You communicate by means of a language that is understood by the person or persons you are communicating with:**

- ✓ You are communicating when you are **speaking** face-to-face, or speaking over the telephone or cell phone, or even the Internet.
- ✓ You communicate when you **read** an article written by an author in a newspaper, in a magazine, in a letter; in a report; and in a book.
- ✓ When you **write** you are communicating through written words rather than spoken words. You write the words in stead of speaking the words.

### What you do when you communicate:

- ✓ You **listen** to what someone is saying – you **think** about what has been said – you **respond** (feedback);
  - ✓ You **think** about what you want to say- you **speak** your thoughts, opinions, etc. you **wait** for a response (feedback)
  - ✓ You **read** the words written by an author- you **think** about what you have read - you **respond** (feedback)
  - ✓ You **think** about what you want to say– you **write** the words you want to speak – you **wait** for a response (feedback).



Response refers to the **feedback** you give or get when communicating. It can either be oral or spoken, or it can be written. It can be in the form of a suggestion, advice, recommendation, statement, instruction, command, etc. or it can be in the form of an assessment; a test, task, examination, demonstration, observation, etc.

Remember it is not always what you say that is important. **It is how you say it.** You are continuously being assessed either directly or indirectly in all you say, or do, or write. Your knowledge, competency or your capabilities are measured when you respond or give feedback

Each type of feedback has different criteria or outcomes against which it is measured or assessed. These outcomes are in fact the skills you are required to demonstrate to prove that you are competent in what you are doing, saying, reading or writing.

Meaningful feedback requires purposeful preparation and presentation.

## Thinking (interpreting)

**When participating in a conversation you are constantly interpreting the words you hear so that you can unpack or extract important information.**

This you do in order give an appropriate response. It is a process that you work through instinctively before you respond or give feedback or say something.

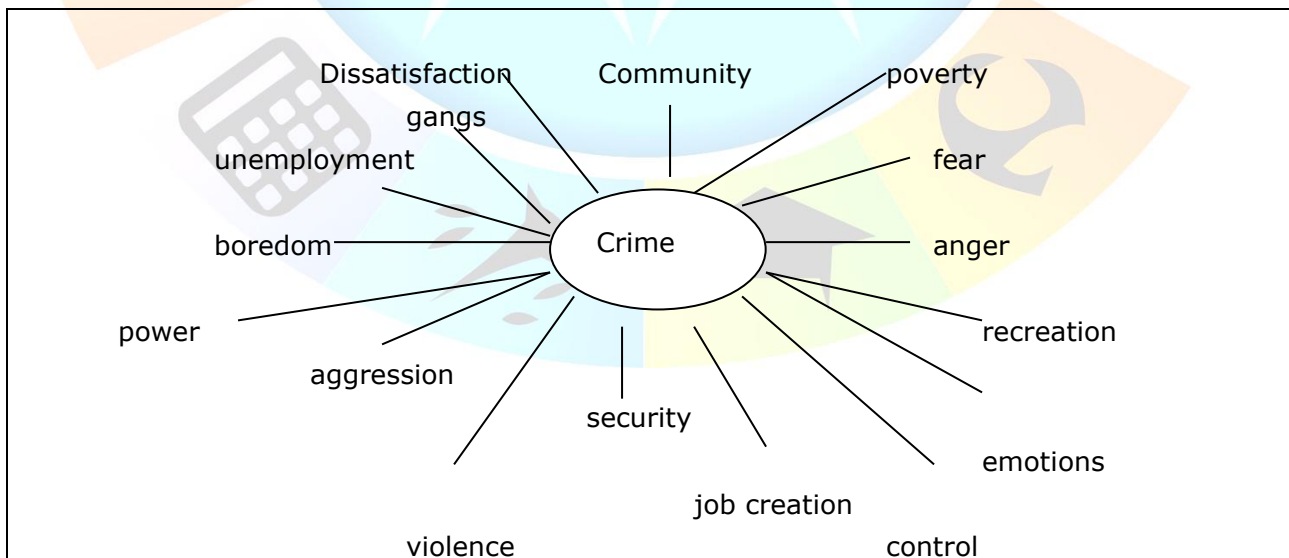
**You first have to interpret** what you have heard, or read before you can respond or give meaningful feedback. Your, response or reaction demonstrates your interpretation, and your understanding of what you have heard, seen, felt, tasted, smelled, experienced or read.

When you interpret a message, whether it is a picture you look at; words someone is speaking; or the written word you are reading; your mind instinctively works through the following steps:

1. First you **extract or unpack** key words and key concepts so that you can speak about what is relevant. They can be extracted from your general knowledge bank or your experience, or from what you have heard and read about.

**Note Unpacking or extracting key ideas is like a brainstorm. Ideas are randomly thought of and not placed in a specific order. This is part of preparing a response starting with careful planning what you want to say.**

**Example:** You are required to give feedback on the effect crime has on a community and how it can be minimised: A Brainstorm to unpack or collect information



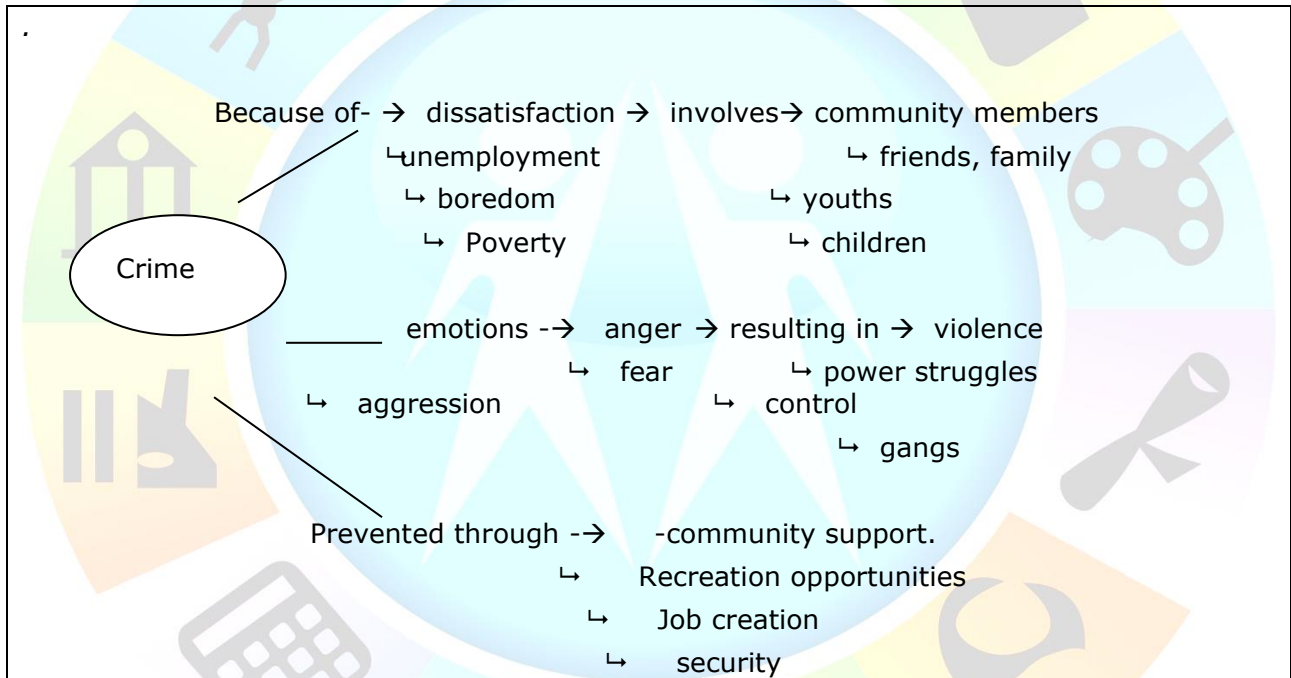


2. Secondly you **repack or rearrange** and restructure these key ideas (keywords and key concepts) into sentences. Sentences are developed into paragraphs and organised into a logical sequence so that the information you share is meaningful.



**Note** In order to repack or make an interpretation of these key ideas you have to make use of questions (what, when where, why who and how) to rearrange or restructure the brainstorm into a mind map or a flow diagram. This you do by means of grouping key concepts or related key ideas to show how they link or flow into each other in a logical sequence, to make sense.

**Example:** A **mind map** or **flow diagram** to restructure and organise the key ideas generated on Crime in a logic way



3. Then only do you **respond** by giving either verbal or written feedback. This is the final part of your preparation where you focus on how you are going to present your response or feedback. It is important to be familiar with the correct format in which you choose to give feedback or to respond.

Examples of oral feedback or verbal responses	Types of written feedback or responses
<ol style="list-style-type: none"> <li>1. Face to face conversations regarding a specific topic of interest or concern</li> <li>2. Telephonic and electronic discussions</li> <li>3. Presenting speeches, explaining and demonstrating procedures and schedules, discussing concerns and interests with groups of people.</li> <li>4. Interviews both formal and informal</li> <li>5. Giving instructions, guidelines, advice</li> <li>6. Receiving instructions and requests.</li> <li>7. Negotiations, debates,</li> <li>8. Conversations, discussions</li> <li>9. Practical demonstration</li> <li>10. A verbal proposal</li> <li>11. A coaching session</li> <li>12. A presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Letters</li> <li>2. Reports, schedules, minutes, agenda's, statements</li> <li>3. CV's, advertisements,</li> <li>4. Messages, Memo's, E-mail message, notes, fax.</li> <li>5. Instructions, guidelines,</li> <li>6. Directions</li> <li>7. Articles, Essays</li> <li>8. Speeches, presentations</li> <li>9. Projects. Tasks, Assignments</li> <li>10. Tests and exams</li> <li>11. Questionnaires</li> <li>12. Portfolio's</li> <li>13. Summaries</li> <li>14. Paragraphs</li> <li>15. Open book examinations</li> </ol>

## **SASL**

**South African Sign Language** does not have a written form. Therefore, reading and writing/presenting outcomes take on a different form, that is, a receptive and productive competence.

**Sign devices** These include register, non-manual features (NMFs), placement, role-shift, parameter

**Sign parameter** : The building blocks of the sign/word: handshape, location, movement, palm orientation, non-manual sign

**Sign devices:** Sign devices are visual strategies used in signed poetry, for example, rhythm, placement, role shifting, and repetition of handshape, location, movement, palm orientation, and non manual features

## ***Language structures and features***

Writers use language structures and features all the time, in order to influence what you, the reader, thinks when you have read the written piece.

Language structures and features include

- ✓ The choice of words.
- ✓ Use of language.
- ✓ Symbols.
- ✓ Pictures.
- ✓ Tone.

If we look at an article about slavery, we can see some examples in the following paragraph.

***“But the blind Dinka woman could only pull her seven-year-old son and twelve-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed.”***

If the author had not told us that they were shaking with fear, we would have felt differently about the paragraph.

### ***Purpose for writing***

When you write/sign, you always have to take the audience into consideration. For a letter to friends, you will use the ***informal*** register, you can use slang and jargon freely and your layout will be informal. The diction, language features and structures, pictures and sentence lengths will all be more informal than you would use for a business document.

When you are writing a document for the Information Technology department, your presentation will be formal, so you will use the ***formal*** register. You can use jargon and technical language freely, without explanatory notes. Your diagrams and other visual aids can be technical, as long as it relates to the IT industry.

When you are writing a note to a friend, telling him/her about something funny that happened to you, you will use the ***comedic*** register: something funny is always written in the comedic register.

When you are writing to a client who is not an expert in IT, you will still use the formal register. You will, however, use less jargon and technical language and, where you have to, you will add explanations. Language structure and features will be formal.

**ABC COMPANY**

15 FIRST STREET, NOWHERE  
Tel: 012-123-456

November 30, 2005

XYZ Company  
25 Tenth street  
Nowhere

Dear Sir or Madam:

Type your letter here. For more details on modifying this letter template, double-click on this icon.

To return to this letter, use the Window menu.

▪ Sincerely,

▪

You Are

▪ Manager Sales Department

This is a layout of a letter done in the formal register. Your choice of words will be formal, you will use headings and sub headings, you will use bold or italic fonts (or NMF's to emphasise certain aspects), and so on.

Can you see that this letter does not look the same as the letter to your friend? It is important to use the register that is appropriate to the audience you are writing to. If you don't, the reader can feel insulted or even refuse to take you seriously.

For example, a friend's mother has died and you must write a letter of condolence. Your writing will be more formal than if you were writing to the friend, although not quite as formal as when you are writing to our President. You will not use humour, jargon, technical or ambiguous words. The style will be ***sympathetic***.

When you are inviting a client to a Christmas function, you will use the formal register but you will tone down the formality. You could introduce the theme of the party with a little humour or a funny picture, you will not use titles, heading and so on.

If you are unsure of the difference in the registers, go to a stationer that sells cards and look at birthday cards, cards about illness and death, invitations.

There will be more than one example of each and some will be more formal than others. Take note of the tone and style that is used, note the diction and the language structure. Make notes, if necessary and refer back to your notes when necessary.



## ***Text type***

In the printed media, newspapers, magazines, brochures, text books, use is made of different techniques in order to:

- ✓ get your attention,
- ✓ help the writer to get the message across,
- ✓ indicate a change of topic, a main point or sometimes both,
- ✓ encourage you to read the written piece,
- ✓ influence you, the reader.

They use some of the following techniques:

- ✓ Different font **types** and **sizes**.
- ✓ **Bold**, *italics* and underline.
- ✓ Visual aids, such as cartoons, diagrams, and so on.
- ✓ Titles and subtitles.
- ✓ Captions: a title or brief explanation printed with a visual aid, which can be a photo, an illustration, a diagram or a cartoon.
- ✓ Photos.
- ✓ The layout of the page.
- ✓ A summary of a piece of the article is quoted.

Advertisements are very good examples of using text and visuals to get a message across, using as little words as possible.

Formative assessment 2: (SO2, AC1-3) Language structures and features



## Styles of writing

To express yourself clearly in writing you should pay special attention to:

- Reading and understanding, also called comprehension.
- Assembling facts and constructing prose (text).
- Sentence structure/collection of signs and non manual features
- Paragraphing: coherent and cohesive collection of sentences. In SASL its boundaries may be indicated by manual or non manual devices, usually chunks of sign
- Assembling paragraphs.
- Making a summary
- Taking notes.
- Expanding notes.
- Paraphrasing.
- NMF's

Written/signed forms may include stories/novels/dramas), advertisements, editorials, minutes, diary entries, journals, journals, essays/signed

We have already covered some and understanding, paraphrasing to actual writing of text.

include narratives (folklore/short dialogues, sets of instructions, brochures, manuals, agendas and lists, charts, plays, reports, narratives, poems and letters.

of these topics, such as reading and so on. We will now move on

### Narrative

Narrative style means to ***tell the story without using dialogue.*** It is also used to provide a commentary for a film or television programme. SASL equivalent of this would be a signed narrative

***“Scared but holding steady, a Brazilian boy offers his arm for vaccination against the mosquito-born yellow fever virus. Bringing misery to the vulnerable, viruses cause diseases ranging from the common cold and measles to hepatitis and AIDS. Viruses appear to infect all living things – yet are not quite alive themselves. Particles of genetic material – the essence of life – they lie as inert as the dead until an opportunity arises to invade a host.”***

You can see it's like telling a story, where the emphasis is on the sequence of events. Articles in the newspaper, on the radio, on TV and in news reports are written in a narrative mode. Diary entries, autobiographies, a report, etc are also written in this mode. A narrative is easier to follow because it is easier to visualise.

### Discursive

Write/sign about a topic in detail, similar to when you are having a ***discussion*** with friends about a topic. It might also happen that you include unrelated topics in the text.

### Reflective

***Thoughtful.*** In the following text, the person is thinking about growing up.

***“As my stepfather’s postings and later my own were all at the whim of the Foreign Office, I’d mostly lived those twenty years abroad in scattered three- or four-year segments, some blazing, some boring, from Caracas to Lima, from Moscow to Cairo to Madrid, housed in Foreign Office lodgings from one-bedroom concrete to gilt-decked mansions, counting nowhere home. I was rootless and nomadic, well used to it and content.”***

## Argumentative

***A set of reasons given in support of something.*** Following is an extract from National Geographic October 1995, when civil war was raging in Rwanda with devastating effects not only on the people but also on the wildlife.

***A fragile home threatened by war***

***“Among the last of its kind, a young gorilla peers from its leafy refuge in Rwanda – a nation bloodied by ethnic slaughter. Conservationists fear that Rwanda’s instability could endanger the gorilla’s survival. Others ask: How should the plight of the world’s rarest ape be weighed against more than 500,000 human dead?”***

When you are expressing an opinion and giving reasons for it, you are using the argumentative style of writing. The audience may or may not agree with the arguments. An argument can be for persuasive reasons, or it can be informative or to interact. Always be precise and clear in your reasoning. Consider arguments that could be against your reasoning. Remember:

- ✓ People tend to accept factual evidence.
- ✓ Work progressively and systematically through your reasoning to reach the point you want to make. This approach could be convincing.
- ✓ Take contrary arguments into consideration. In the beginning mention both sides of the argument then focus on your reasoning.
- ✓ Explain your reasoning carefully. State your opinion and express your views yet acknowledge the contrary arguments even if you don’t agree.

## Descriptive

***Describing without expressing judgement.*** In the following passage, the writer does not try to persuade you to buy the item, he merely states the features of the product.

***“The Nokia HS-12W Wireless Stereo Headset has been designed for people who listen to MP3s on their phones and need to effortlessly switch between music and phone mode in an instant. The display serves to provide music information, caller ID and MMS/SMS notification, while the built-in stereo FM RDS radio provides automatic channel search.”***

A descriptive text is when you are saying what something looks like. It is used in many different situations such as

- ✓ writing about specific events where detail is necessary as in travel writing,
- ✓ biographies when you write about specific people and specific events,
- ✓ technical and scientific works where detail is very important

## Expository

***A full description and explanation of a theory.*** Usually used in the media to reveal something discreditable. Any scandal that is reported in the media is written in expository style.

Expository style is also when you are explaining how something works. This writing is concerned with the pattern of things, how things work, how to do something and the underlying reality of a situation. It is clear, logic, ordered and to the point. The focus is on what is practical and useful such as articles on gardening, features in newspapers, articles about institutions, organisations, etc

## Transactional

**Relating to a business transaction.** This would usually be invoices, debit and credit notes, notes to purchase and so on. When you complete a deposit slip at the bank to deposit money into your account, and you hand the deposit slip and the money to be deposited to the bank teller, the communication is transactional.

## Business correspondence

Will include all business correspondence: letters, faxes, memos, buying orders, invoices, credit notes, debit notes and so on.

## Electronic texts

**Would be sent via e-mail.** There is a specific set of rules regulating e-mails.

## Sending e-mails: Start Outlook



Once Outlook has been installed on your computer you can start the application double-clicking the Outlook icon .

**OR**

On the Taskbar, click the Start button then select the All Programs menu item.

- ✓ The All Programs submenu is displayed.
- ✓ Click the Microsoft Office program item

Click the Microsoft Outlook program item

### ***Enter Data Into The Mail Window***

#### ***To...***

Enter the e-mail address of the recipient in the **To...** box. You can enter the names of more than one recipient in the **To...** box, as long as you separate the names with a semicolon(;), for example:

[narina@photography.co.za](mailto:narina@photography.co.za);[albert@hotmail.co.za](mailto:albert@hotmail.co.za);[yourname@timdutoit.co.za](mailto:yourname@timdutoit.co.za)

#### ***Cc...***

To enter an e-mail address in the **Cc...** box, follow the same procedure as above. Cc stands for Carbon Copy. CC means that the e-mail is sent to that recipient for information only, the recipient does not have to respond or reply to the message.

#### ***Bcc...***

Bcc stands for Blind Carbon Copy. When you enter a recipient's address in the **Bcc...** box, the recipients in the **To...** and **Cc...** boxes will not see the names of the recipients in the **Bcc...** box - that is why it's called Blind Carbon Copy. You will use the **Bcc...** box when you do not want the recipients in the **To...** and **Cc...** boxes to see that you are sending the message to a specific recipient.

If the **Bcc...** box is not displayed, click the down arrow to the right of the Options... button and select Bcc.

You can use either the **Cc...** or **Bcc...** boxes without using the **To...** box, as long as there is at least one recipient in one of the three boxes the e-mail can be sent.

### ***Enter a Subject Heading***

Once you start sending and receiving e-mails, you will find that a lot of correspondence and communication is conducted this way. It is possible that you will send and receive up to 300 e-mails daily. You will therefore appreciate it when people who send you e-mails give an appropriate subject heading, as the e-mail will be listed in your Inbox under the subject heading.

Giving the mail a subject heading such as: Thabo's mail will be silly. When you write or type a document at work for a client or a superior, you always include a subject heading that gives details about the letter. The same principle will apply to an e-mail subject heading.

If the mail is about a weekly or monthly meeting, for example, include the full details of the meeting and the purpose of the e-mail, which could be the agenda or minutes of the meeting:

Agenda for weekly meeting to be held on 25 Jan 06

#### ***OR***

Minutes of meeting held 15 Jan 06

If you only state minutes of meeting and the meeting is held every week, you will end up with about 50 e-mails with the same subject, which will make your life and the lives of the recipients very difficult when you want to find the minutes of a particular meeting.



Think carefully about the subject heading and make sure that it makes sense, conforms to the protocol as prescribed by your organisation and, above all, ensure that it will be easy to find this particular e-mail again.


- ✓ **Tab** to or click in the Subject: box
- ✓ Type a subject heading for the message

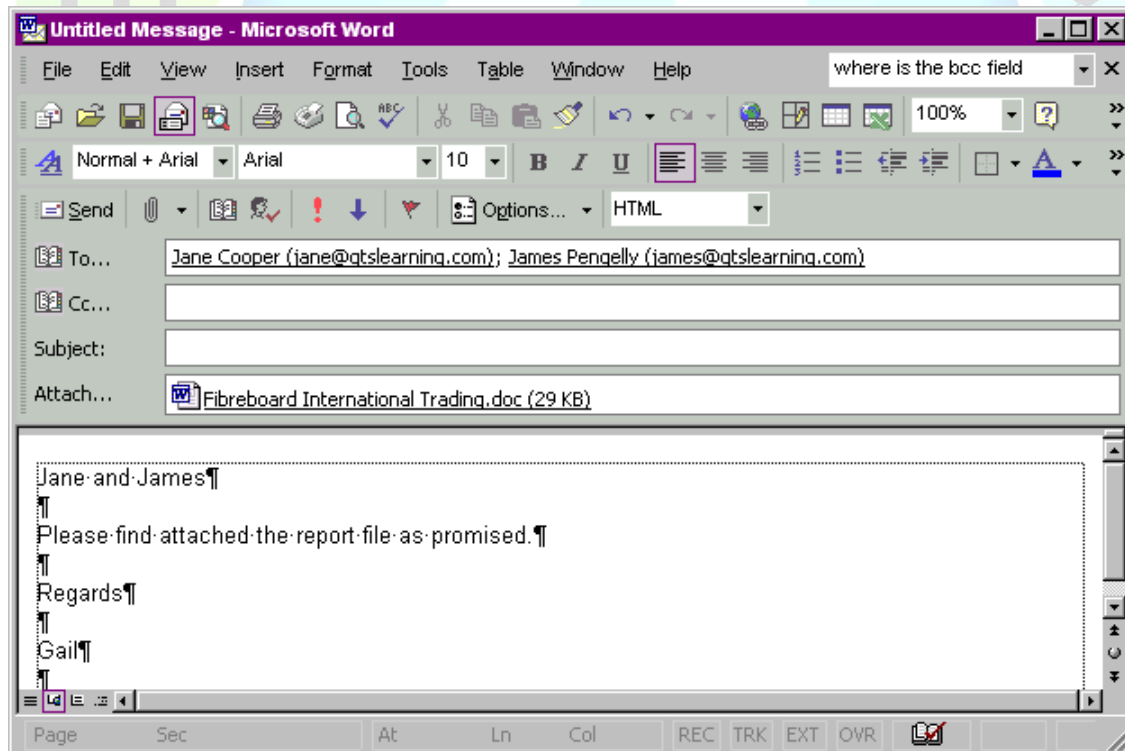
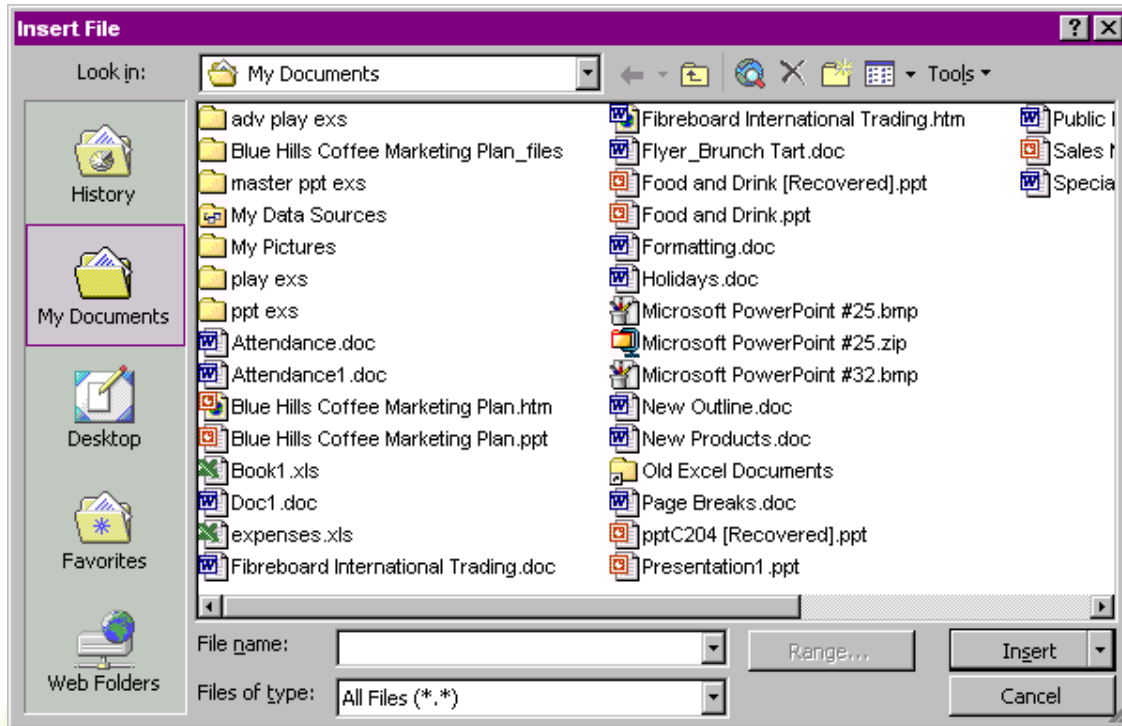
### ***Body of the message***

**Tab** to or click in the main box, where you will enter the message.

Remember that an e-mail is usually an electronic form of a letter. Follow the same format as if you are typing a letter. If it is to a friend, it can be informal, if it is to a manager, it has to be more formal.

### ***Attach A File To A Message***

- ✓ Click the Insert File button on the Message toolbar, **OR** 
- ✓ Select the Insert, File menu. The Insert dialogue box will be displayed. Ensure that the Files of type text box is set to All Files. This way you will see all the files that are available.
- ✓ Browse to select the file you want to insert and then click the Insert button in the dialogue box. You will usually find the file that you want to attach in the My Documents folder.
- ✓ You will see the file attachment in the **Attach...** box underneath the Subject: box.
- ✓ If you attached the incorrect file and want to delete the attachment, click the attachment icon in the **Attach...** box and press **Delete**.
- ✓ To attach more files, follow the same procedure for each file.



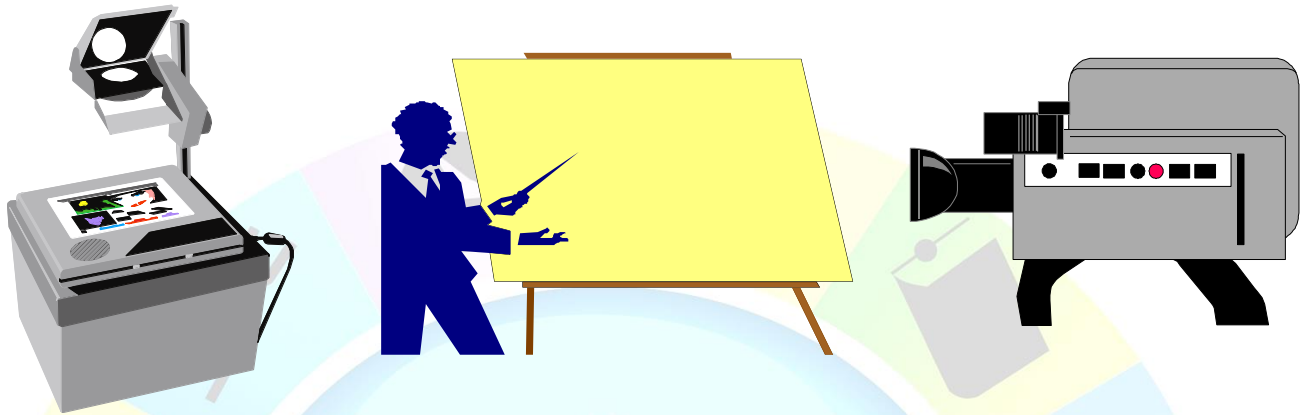
## Multi-Media Presentations


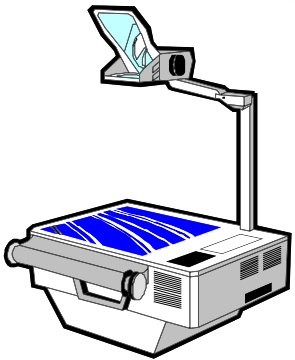
A multi-media presentation is what it says: **a presentation using more than one medium**. In other words, you include a visual presentation on a PC, you can also use a

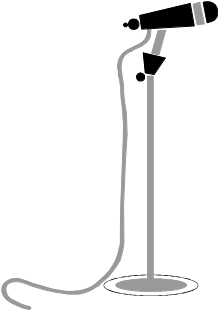

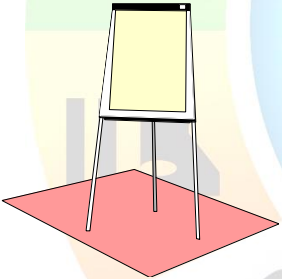
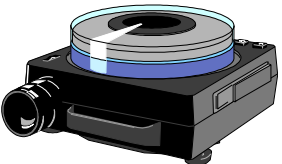


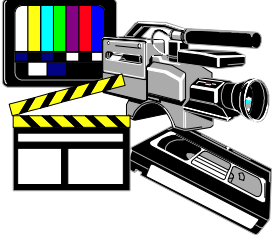
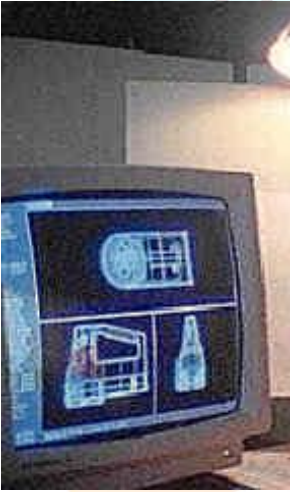
projector or a TV and video combination, or even photos and other visual images posted against the wall, as long as you use more than one medium.

The first medium is usually paper-based in the form of a manual, a book, notes and so on. Multi-media presentations are very effective since they make use of more senses than just our eyes.



PRESENTATION AIDS		
PRESENTATION AID	ADVANTAGES	DISADVANTAGES
Posters. 	<ul style="list-style-type: none"> <li>✓ Can be re-used</li> <li>✓ Used to summarise Colourful</li> <li>✓ Portable</li> <li>✓ Easy to prepare</li> <li>✓ Build up a library</li> <li>✓ Relatively cheap</li> <li>✓ No electricity needed</li> <li>✓ Permanent display</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can contain too much information</li> <li>✓ Easily damaged or removed</li> <li>✓ No movement or sound</li> <li>✓ Leave marks on walls</li> <li>✓</li> </ul>
Overhead Projectors. Projecting transparencies on a screen 	<ul style="list-style-type: none"> <li>✓ Portable</li> <li>✓ Transparencies can be colourful</li> <li>✓ Transparencies can be kept (library)</li> <li>✓ Easy manageable</li> <li>✓ Can make transparencies yourself</li> <li>✓ Image sharp enough for daylight use</li> <li>✓ Presenter does not turn back on students</li> <li>✓ Presenter has full control over sequence of material</li> <li>✓ Presenter can point at, write on or make notes on the transparency</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lamps can fuse</li> <li>✓ No sound</li> <li>✓ Time consuming to prepare transparencies</li> <li>✓ Cord/extension could be in the way</li> <li>✓ Dependable on electricity</li> <li>✓ Too many Transparencies or information</li> <li>✓</li> </ul>

<p>Microphone</p> 	<ul style="list-style-type: none"> <li>✓ Reach large audience</li> <li>✓ Portable</li> <li>✓ Cordless</li> <li>✓ Convenient</li> </ul>	<ul style="list-style-type: none"> <li>✓ Expensive</li> <li>✓ Breaks easily</li> <li>✓ Distortions</li> </ul>
<p>Pictures</p> 	<ul style="list-style-type: none"> <li>✓ Good for overall view</li> <li>✓ Good for describing new processes, machinery, products, etc.</li> <li>✓ Colourful</li> <li>✓ Easy to handle</li> <li>✓ Easy to prepare</li> <li>✓ Interesting</li> <li>✓ Pre-planned</li> <li>✓ Used for individuals and groups</li> <li>✓ No electricity is necessary</li> </ul>	<ul style="list-style-type: none"> <li>✓ No sound or movement</li> <li>✓ Could be too small</li> <li>✓ Can be lost or damaged</li> <li>✓ Different interpretations</li> <li>✓ Cultural context</li> </ul>
<p>Flipcharts</p> 	<ul style="list-style-type: none"> <li>✓ Making lists of steps or main points</li> <li>✓ New words, terminology, definitions</li> <li>✓ Prepared in advance or during presentation</li> <li>✓ Simple sketches</li> <li>✓ Calculations</li> <li>✓ Assignments</li> <li>✓ Group work, brainstorming</li> <li>✓ Easy and fast to prepare</li> <li>✓ Easy to use User-friendly</li> <li>✓ Used in daylight conditions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lose information when pages are flipped over</li> <li>✓ Leave marks on walls if pasted</li> <li>✓ Distracting</li> <li>✓ Bad writing</li> <li>✓ Can lose eye contact</li> <li>✓ Spelling mistakes</li> <li>✓ Tripping hazard</li> <li>✓ Small audiences only</li> <li>✓ Back could be turned to group</li> <li>✓ Eye contact could be broken</li> </ul>
<p>Slides</p> 	<ul style="list-style-type: none"> <li>✓ Re-usable</li> <li>✓ Sequential</li> <li>✓ Mobile</li> <li>✓ Professional</li> <li>✓ Colourful</li> </ul>	<ul style="list-style-type: none"> <li>✓ Electricity</li> <li>✓ Depend on notebook and data projector.</li> <li>✓ Needs electricity</li> </ul>
<p>Television and Video</p>	<ul style="list-style-type: none"> <li>✓ Professional</li> </ul>	<ul style="list-style-type: none"> <li>✓ Depend on TV and video machine</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Colourful</li> <li>✓ Sound</li> <li>✓ Can be repeated / rewind / re- used</li> <li>✓ Can be stopped / paused</li> <li>✓ Can build up a library</li> <li>✓ Brings reality into the training room</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Takes time to set up</li> <li>✓ Needs electricity</li> <li>✓ Can be lost</li> <li>✓ Expensive to make</li> <li>✓ Small screen</li> <li>✓ Audience must adjust to pace of video</li> <li>✓ Passivity may develop</li> <li>✓ Contact is lost with trainer</li> <li>✓ Dim lights</li> </ul>
<p>Computer Graphics</p> 	<ul style="list-style-type: none"> <li>✓ Update immediately</li> <li>✓ Colourful</li> <li>✓ Professional</li> <li>✓ Immediate corrections</li> <li>✓ Pre-planned</li> <li>✓ Can repeat / look again</li> <li>✓ Students can work at own pace</li> <li>✓ Records on stiffy</li> <li>✓ Can be used again and again</li> <li>✓ Can be used in business and training presentations</li> <li>✓ Can be used as alternative for slides or overhead transparencies</li> <li>✓ They can provide video-like effects, such as wipes, animation, fades, etc.</li> <li>✓ Portable (Note-book)</li> <li>✓ Can be used for individual and groups</li> </ul>	<ul style="list-style-type: none"> <li>✓ Needs electricity</li> <li>✓ Venue must be appropriate</li> <li>✓ Need expertise</li> <li>✓ Time consuming to set up</li> <li>✓ Expensive</li> <li>✓ Computer illiterates</li> </ul>

## Summaries

A summary is a **brief statement of the main points of something.**

The purpose of using reading strategies and then rereading a piece of written word is to separate the main ideas from supporting information and also to identify the author's purpose.

***“At the first cracks of gunfire, the villagers of Nyamlell in southern Sudan dropped their hoes and scattered into the bush. Abuk Marou Keer also heard the guns. But the blind Dinka woman could only pull her seven-year-old son and twelve-year-old daughter close. Shaking with fear, they hid in their windowless hut and prayed.”***

If we take the first paragraph of the article about slavery, we can summarise as follows, using the who, what, where, when, how and why questions:

- ✓ What happened?
- ✓ Where did it happen?
- ✓ Who fled?
- ✓ Why did Abuk not flee with her children?



***“During the day, the villagers heard gunfire and fled. A blind Dinka woman could not flee, so she and her children hid in their hut.”***

I have now summarised a 54-word paragraph into a 24-word paragraph, quoting only the main ideas of the paragraph.

Everything else is supporting information:

- ✓ The villagers dropping their hoes indicate that they were working in the fields, so it must be daytime. The blind woman’s name is supporting information, as well as the ages of her children.
- ✓ The last sentence is also supporting information.

The purpose of a summary is to take a big piece of text and break it into smaller parts that are easy to understand and, when you are learning something, memorise it easily, separating main ideas from supporting information.

In everyday life we break big things into smaller parts all the time: when you have a big piece of steak in your plate, you don’t put the whole steak into your mouth, you cut it into smaller pieces so that you can eat it.

We also do this with big tasks: doing the weekly washing, we break it into smaller pieces by sorting clothes into colours and materials and then we wash them, using more than one load. When we mow the lawn, we start with one piece, once that is finished we do the next piece, and so on.

It therefore makes sense to do this with reading material as well.

A summary can take many forms:

- ✓ As per the example above.
- ✓ You can summarise in point form.
- ✓ When you are summarising a big piece of text, you will make use of headings and sub-headings. This manual is an example of using headings and sub-headings to break a big piece of text into smaller pieces
- ✓ Another method of summarising is using a mind-map.

## Paraphrasing

Paraphrasing is ***rewriting something using different words***. In SASL (South African Sign Language) paraphrasing is a restatement/expression of an idea or text using one’s own words/signs

You can also rewrite the entire text in your own words, without summarising it: in other words quoting main ideas as well as supporting information. Then you rewrite the entire text, using your own words. A paraphrase of a document is usually longer than the original document.

***“One day, while the villagers of Nyamlell, a village in southern Sudan, were busy tilling their fields, they heard gunfire. Everybody dropped their hose and fled helter-skelter into the surrounding bush. Unfortunately, one blind woman named Abuk Marou Keer could not flee. She and her children, a seven-year-old***



***son and a twelve-year-old daughter, took shelter in their hut, where they sat in the dark, praying that they would not be found. You could smell their fear in the windowless hut.”***

Now I have rewritten the entire paragraph, using my own words. Can you see that the paragraph still means the same thing, the message is still the same. This is paraphrasing.





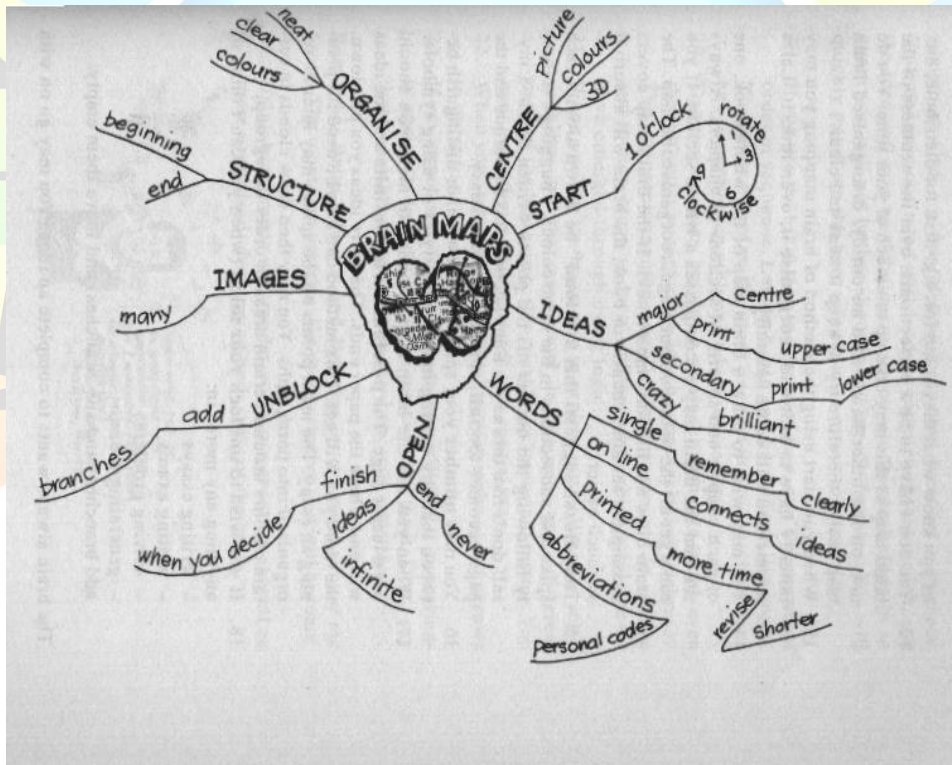
## Point Form

This is when you summarise, using points. If we use the same example, it would look like this:

- ✓ The villagers heard gunfire and fled.
- ✓ A blind woman could not flee, so she and her children hid in their hut.



## Mind-Map



A mind-map is a summary that looks like a diagram. When you are learning and trying to memorise facts, a mind-map is your easiest and best method of summarising.

A mind-map is more effective for studying than summarising facts in points, underneath each other, since the human brain is capable of absorbing facts in all directions. Not only from top to bottom, but also from left to right.

With a mind-map, you follow the same procedures as for any other summary. You take a big piece of writing, break it into smaller parts by using headings and sub-headings, and then you summarise in point form or paragraph form.

A mind-map looks different, since it resembles a diagram. The one main point of the summary is quoted in the middle. This would be a heading in your summary.

The sub-headings are written on lines that flow out of the main point. Any further points would branch out from the lines that contain sub-headings.

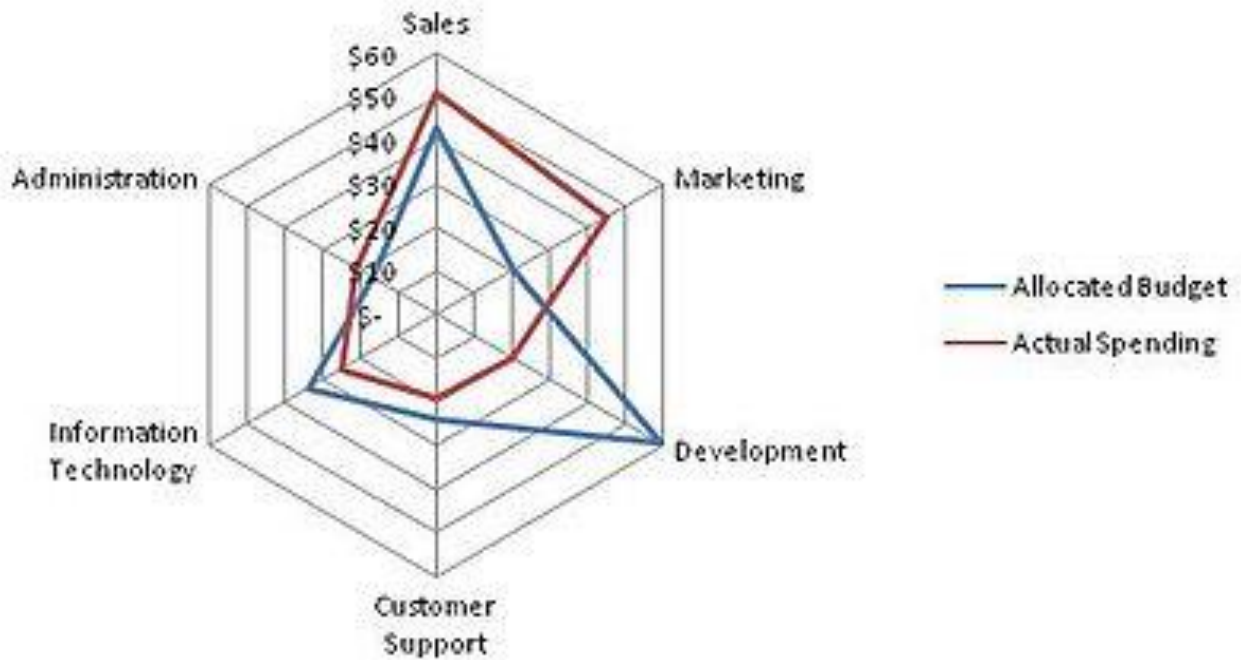
If we were to summarise an article about slavery in a mind-map, it could look like this:



## Spider diagram

A spider chart or star chart, is a two-dimensional chart of three or more quantitative variables represented on axes starting from the same point. The relative position and angle of the axes is uninformative.

Spider charts are usually used to compare performance of different entities on a same set of axes.



**Note** Spider charts are also called radar charts

This spider chart represents the allocated versus budgeted spending for a given organization. We can see that:

- ✓ sales were more than budgeted
- ✓ marketing spent more than was budgeted for
- ✓ development spent a lot less than was budgeted for.

The chart looks like a spider's web where the lines of the web have values allocated to them. The amounts allocated according to the budget are marked at each category, after which the marks are connected with a coloured line. Do the same with the actual spending but in a different colour to enable you to compare the two at a glance.

## ***Register***

Register refers to the type and style of written work produced by writers.

### **Informal Register**

This kind of writing is informal. It would include letters to your friends, e-mails to friends and colleagues. It would also include internal correspondence in an organisation.

If you write/sign a note to your facilitator about one of your assignments, this would fall under the informal register.

While your grammar and punctuation/NMF should still be correct, you can use a more informal tone and style and also more informal words. Newspaper and magazine articles are usually written in the informal register.

### **Formal Register**

Letters to the head of a department or branch or head office of an organisation and also letters to clients would be more formal, therefore you will use the formal register.

If you write a letter to the head of the college the format of the letter, the grammar, words and style would be formal.

For example, if you are writing a letter to the president of our country, you will not write like this:

Howzit Jacob, my Bra

I just want to tell you that the trains are late everyday. You must do something about it or I will not vote for you again.

If the trains are late again tomorrow, I am going to set fire to it, because my boss has said that he will fire me if I am late again.

Bye

When he has a meeting in your city or town and you are addressing him personally, you can certainly talk to him like this. Writing, however, is always more formal than talking so you have to choose the correct register if you want people to take you seriously.

A letter to our president should rather be written as follows:

Dear Mr President

I live in Soweto and have to travel to the centre of Johannesburg every day. When I arrive late for work, I get into trouble.

For the past two weeks, the trains have been late every day and I have been late for work every day. My supervisor is now threatening me with disciplinary steps if the situation does not improve.

Please look into the matter from your end.

Yours faithfully

## **Socio-cultural sensitivities**

Socio-cultural sensitivities include:

- ✓ bias
- ✓ sarcasm
- ✓ irony
- ✓ Satire
- ✓ Hyperbole
- ✓ Generalisations
- ✓ Stereotyping
- ✓ Figurative Expressions
- ✓ Diction
- ✓ Punctuation/NMF
- ✓ Idioms And Proverbs

Of this list, the following should not be used in written language in the business world at all:

- ✓ bias
- ✓ sarcasm
- ✓ irony
- ✓ Satire
- ✓ Generalisations
- ✓ Stereotyping

And the following should be used sparingly, as they are unique to a language and could lead to misunderstandings:

- ✓ Hyperbole
- ✓ Figurative Expressions
- ✓ Idioms And Proverbs

## **Dealing With Bias**

What Does Bias Mean? An opinion or tendency to be strongly for or against a person or thing.



We are all biased in some way or other. We feel strongly about certain subjects, such as pornography, schooling in mother language, and many other subjects. Then there are subjects over which are biased, but do not necessarily feel too strongly about it, so we don't get all worked up about it. This could be school uniforms, what to wear to the movies, and so on.

We all have opinions about everything, some opinions are stronger than others. Unfortunately, although we would like it to be so, our opinions and views are not always the right ones and, when we do not want to be convinced otherwise, we are biased.

I have a bias- I hate school uniforms and believe that it should be done away with totally. Children should be allowed to wear what they choose to school. I feel strongly about this and I refuse to be convinced otherwise. This is, of course based totally on my own dislike of uniforms and having to look like anyone else, so I am not necessarily right in my point of view, especially since most other people seem to like school uniforms. Luckily, this bias of mine is relatively harmless.

Unfortunately, not all biases are harmless. Bias can take many forms: it can be based on cultural or religious beliefs, it can show itself in a misrepresentation of facts, it can be discriminatory in terms of race, sex or age. It can also be due to peer preferences.

Most of us have suffered from other people's biases in some way or other. I have suffered from bias because I am a woman, it was thought that I cannot do what a man can do and, further, that I should not be allowed to prove that I can do administrative and managerial work as good as my male counterparts. To me, it was not a pleasant experience.

If I were biased against Muslims, I would interpret the article about slavery as meaning that all Muslim Arabs are kidnapping people to use and sell as slaves, even though the author of the article does not state this. My bias would then end in me disliking all Arabs and all Muslims, since, in my view they are all slave traders. Clearly, this is not true, since most races and nations have good and bad people and there are slave traders in South Africa as well, who are not Muslims or Arabs.

Whenever you read a written piece of text, you have to bear in mind that you yourself are biased and also that the author is also probably biased. You must always be able to determine the bias in yourself and the author.

Also, whenever you communicate in writing or verbally, bear in mind your own bias as well as the bias of your audience.

Lastly, remember your painful experience at the hands of some other person and his/her bias, before you treat people with disrespect because they disagree with you.

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## **Sarcasm**

Is a way of using words that implies the opposite of what they mean, so as **to upset or mock someone**.

If you were talking to one of the team players that lost the game badly, and you say to him: "Well, you guys really played well" you are being sarcastic.

## Irony

***The expression of meaning through the use of language which normally means the opposite.***

When an author uses irony, he states one thing, while meaning the opposite.

Your sport team lost a game badly over the weekend. On Monday morning you discuss the game with colleagues and you say: "Well, they played really well", you are being ironic, since you mean the opposite

## Satire

When an author uses satire, he portrays human weaknesses and shortcomings in a mocking way, usually in order to encourage people to improve their behaviour. The satirist uses his writing to show people how silly and ridiculous their behaviours and attitudes are. The cartoonist **Zapiro** is a satirist who uses cartoons to express his views of people in a mocking way in order to emphasize how silly we can be.

The **Madam and Eve** cartoon also uses satire, sometimes irony and also humour to portray South Africans in all their silly behaviours and beliefs.

## Hyperbole

***An exaggerated statement that is not meant to be taken in the strict sense of the words.***

"I have told you ten million times that it is a bad habit to exaggerate."

## Generalisations

***Make a general or broad statement based on specific cases.***

***"Nobody from the Cape eats pap"***

This is not true, most people from the Cape prefer to eat something else, but some of them do eat pap as much as anyone else.

When the soccer or rugby team loses two or three games in a row, we tend to say things like: "We can't play soccer or rugby, we always lose". This is also not true, since they do win games.

Beware of general statements when you read or write/sign something. Writers should be careful of using general statements, as readers tend to believe what they read.

## Stereotyping

***An over-simplified idea of the typical characteristics of a person or thing.***

***All blondes are stupid.***

This is a stereotyping, since not all people with blonde hair are stupid. We just notice it, since blonde women are more noticeable to men, and when a blonde woman does something stupid, all blondes are called stupid.

## Figurative Expressions

A word or phrase used in a non-literal sense to add interest to speech or writing.

- ✓ Food for thought. We cannot really eat our thoughts. The expression means that it is something to think about.
- ✓ He is as strong as an ox. He is not really as strong as an ox, we only say this in order to illustrate how strong he is



## Idioms And Proverbs

According to the dictionary, an idiom is an expression that is natural to a specific language, while a proverb is a short saying stating a general truth or piece of advice. They are actually the same – a saying that originates in a specific language and is usually applicable to that language, region or culture. In SASL idiom is a group of words/signs that, through usage, has taken on a special meaning different from the literal meaning (e.g. "keep your shirt on! Or "It's raining cats and dogs").

Many proverbs and idioms can be translated into other languages, but many cannot, since what is applicable in Germany is not necessarily important in South Africa.

Idioms and proverbs tend to be culturally based, as they originate as a saying that is popular with the people who speak the same language and undergo similar experiences.

- ✓ Beauty is in the eye of the beholder. This means that everybody has his own idea about beauty.
- ✓ Business is business. In business, there should be no other considerations.
- ✓ Easy come easy go. When you have not earned it, you tend to be wasteful.
- ✓ To be green with envy. To be very envious of what someone else has or has achieved. This is a good example of differences in language, since in Afrikaans envy and jealousy is yellow, not green. So, if you were making this statement in Afrikaans, you would say that someone is yellow with envy – the actual expression is to wear a yellow jacket. (die geel baadjie aanhê)
- ✓ To be as like as two peas. To be similar. In Afrikaans, we would say: soos twee druppels water op mekaar lyk (to look as similar as two drops of water)
- ✓ To cross the Rubicon. To commit oneself to an enterprise or a course of action.
- ✓ To live in grand style. To lead a life of wealth and luxury. In Afrikaans this is stated as: "op groot voet lewe", which, when translated literally would state: "living in a big foot".

## Critical thinking skills

**Critical thinking: The process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do.**

Before you start writing/signing an essay, a summary, a message to someone or business correspondence you have to plan what you are going to write/sign. Remember, writing



something is formal and it forms a permanent record. It is not as easy to correct a mistake as with verbal communication.

Part of your planning process is to write/sign an outline of what you want to write/sign – the main points that you wish to express. In order to do this, most of us have to improve our thinking skills. Luckily, there are strategies available to help us with our critical thinking skills.

Critical thinking is when you understand how others think and you also understand your own thinking process. When you can gather evidence to support your reasoning and also evaluate this evidence objectively, you are also applying critical thinking skills.

A mind map is an excellent technique to improve your critical thinking skills.

## **Brainstorming**

This is a highly effective way of finding solutions to problems, provided you implement the process correctly.

It involves the generation of a large number of unconventional ideas whilst eliminating the usual tendencies to criticise or prematurely reject these unusual ideas.

### **The Brainstorming Process**

#### ***Selection***

Select a topic for brainstorming and also select the members of the group.

#### ***The Topic***

The group is given advance notice of the topic in the form of a brief description of one or two sentences. The group facilitator discusses with the group a limited amount of background information relating to the problem.

#### ***Warm-Up Session***

Members are introduced to the concepts of brainstorming in a relaxed manner.

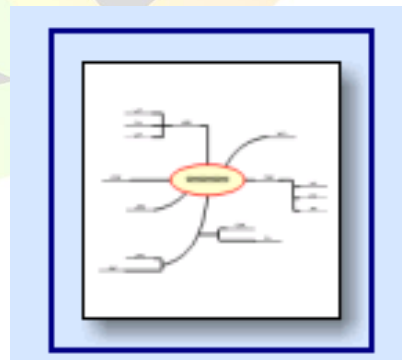
The group discussion should try to identify the barriers of creative thinking and show how they can be overcome.

The purpose of brainstorming is to generate as many ideas as possible in a short period of time. It does not matter if the ideas are silly, this is actually the purpose of brainstorming.

When using brainstorming, creative thinking is very important, as is overcoming the barriers to creative problem-solving.

The actual brainstorming process is explained, together with the four rules of brainstorming:

- ✓ Free association: participants must state the first idea that came into their heads, no matter how silly or absurd it may seem.
- ✓ Clarification: the person whose idea it was can elaborate on the idea, or someone else can, as one idea leads to another. No evaluation of the idea is allowed at this time.
- ✓ Suspension of judgement: nobody is allowed to pass any comment on anyone else's ideas. This is not the purpose of brainstorming at all.
- ✓ Speed: brainstorming should happen as quickly as possible.



Short practice-runs will demonstrate how little time it takes to produce 50 to 100 ideas. At the end of the warm-up session, the original problem is restarted in as many ways as possible. For example, the problem of reduced profit could be redefined as how to beat competitors, or how to improve marketing. All statements are written down by the leader.

It should develop in a light-hearted, easy-going atmosphere. Brainstorming is a fun thing to do and it should be so for everyone.

## Brainstorm

The facilitator reads out the statements and calls for ideas. As they flow, they are numbered and written up on a large flipchart with a large felt-tip pen.

Each sheet is torn off when full and displayed elsewhere in the room. Freedom of expression should be encouraged. The ideas may number from 150 to 600, or more.

There should be pre-set timescale for this session.

Now the solutions can be considered for practicality and so on.

## Highlighting

While you are reading text you are always looking for the main points. You can make notes of the main points while reading, or you can highlight them. Highlighting can be done by making a note in the margin of the book, by underlining the relevant passages or you can use a highlighting pen.

If the book is your property or belongs to your organisation, feel free to highlight important points. When the book belongs to someone else or a library, please don't use the highlighting technique – make photo copies of the pages you require and highlight important points on these.

You can also use various coloured highlighters to distinguish between different main points or headings and sub headings. How you use the different colours is up to you, as long as there is method and order in the way you use colour.

You can, for example, highlight all the points relating to one topic in blue, all the points relating to another topic in yellow and so on. Or you can highlight all the main points, irrespective of topic, in blue, all the supporting information in yellow.

Feel free to experiment but make sure that you have your system worked out before you start using your highlighter.

When you use a computer, you can also highlight text by using **bold**, *italics* or underline. You can also use the highlight tool.

## Research

### Sources Of Information

Before you start writing your document, you have to plan what you are going to write/sign. First, you are going to define the topic and then you have to gather information about the topic.

Information can be gathered from:	In the case of business correspondence, you will find information in:
Libraries	Minutes of meetings.
Encyclopaedias	Correspondence with clients and suppliers.
Manuals	Operations and procedures manuals



Magazines	Internal correspondence between departments, branches and regions.
Newspapers	Correspondence between management and their departments.
Interviews with experts	
Internet	

When doing research about a topic it is important that you gather as much information about a subject as possible. The more information you have, the better. Of course, the information and data must be relevant to the topic that you are going to write/sign about.

### **Organise The Material**

Once you have gathered information, the material you have collected has to be organised.

### **Sorting And Categorizing**

Arrange or organise the information with common features or characteristics systematically in groups. All the information with similar content is grouped together. Your classification will depend on the order in which you are going to write/sign the document: you can sort the information chronologically, using contrast or cause and effect.

### **Sifting For Relevance**

Once you have classified the information and data, you have to sift through it for relevance. You should keep only the information that is relevant to your topic, everything else can be discarded. In other words, if you are writing about plants that flower in summer, all information about plants that flower in autumn is not relevant, you cannot use it to enhance your writing and you should discard it.

### **Validity And Reliability**

Now you have to check your information for validity and reliability. The obvious way of doing this is to check your facts with more than one source: check more than one manual, talk to more than one person, visit more than one website, to ensure that your facts are correct. Preferably, you should use more than one manual, more than one website and the knowledge of more than one expert for each aspect that has to be checked. If most or all you sources state the same basic fact, you can be reasonably sure that the fact is correct.

### **Recording**

Once you have sifted and verified your information, record it in the categories you have selected. This recording is in draft form, usually in the form of rough notes.

Now you are ready to draft your first copy of the final document.

Formative Assessment 3 SO1 AC1-7 group and individual activities

## PRODUCE TEXT

### Outcome

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

### Assessment criteria

- ✓ Meaning is clearly expressed through the use of a range of sentence structures, lengths and types
- ✓ The use of paragraph conventions and links between paragraphs in texts, promotes coherence and cohesion in writing/signing. Their use is explained with reference to logical progression, cause and effect and/or contrast
- ✓ The overall structure of a piece of writing/signing is controlled and the conclusion is clearly formulated

### Grammar

**Grammar is the whole structure of a language**, including the rules for the way words are formed and their relationship to each other in sentences. In SASL grammar is a description of the structure of a language, particularly the way words, signs and phrases are formed and combined to produce sentences. It takes into account the meanings, functions and organisation of these sentences in the system of the language



This has to do with the words we use in sentences and also how we use them.

If you say: " My husband and I have been **nearly** married for two years." it literally means that for two years you and your husband have been almost married, but have not gotten married yet. You probably mean that for two years you have been thinking about getting married, but cannot make up your minds to actually do it.



If you say: "My husband and I have been married for **nearly** two years" it means that you and your husband got married nearly two years ago and you are still together.

Below is a quote from the article about slavery, as written by the author.:

**Once the Arabs seized the cattle, they moved from hut to hut gathering grain, blankets, salt – and human booty. Deep in the shadows of one hut, they discovered Abuk. Grabbing the terrified woman by her bead necklace, a militiaman growled, "Now you belong to me!" In all, 282 Dinka, including Abuk's mother, sister and niece were herded up and forced to march north.**

If I substitute the word "booty" in the first sentence with "bodies", it would mean that the slave traders gathered the remains of dead people to take with them.

If I change the word order of the third sentence, I can change the meaning of the sentence as well:

*"Grabbing the woman by her bead necklace, a terrified militiaman growled ...."*

This, of course, means that the militiaman is terrified, and not the woman.

It is easy to change the meaning of a sentence or paragraph just by changing the order of the words in the sentence or paragraph. You must always be aware of this and ensure that, when you are writing something (especially your summaries) you use grammar correctly. If you don't you can be misunderstood and this could sometimes have serious consequences.

People can be misquoted simply by changing the word order of the sentences. When we read and write/sign text, we have to be careful of our use of grammar.

## Writing techniques

Authors make use of various writing techniques in order to persuade readers to their point of view. These techniques were discussed during module 1, but will be repeated here.



### Diction

Particular words or phrases or signs chosen to express an idea.

In most languages, but especially in English, words can have more than one meaning, depending on the context they are used in.

**Watch** can mean:

- ✓ To watch something, in other words to look at something attentively – watch TV or a soccer game or a movie
- ✓ It can also mean a watch that you wear on your arm and use to tell the time.
- ✓ When you watch out for something it can mean that you have to be careful. Watch out for that car/rock in the road, etc.
- ✓ A watch is also used to describe a fixed period of duty, usually four hours, on a ship, or in the Army. Firefighters also divide their working shifts into watches.

The actual meaning of the word will be determined by the context – the sentence and paragraph that it is used in.

### Punctuation/NMF

Punctuation/NMF's (non manual features) is used to:

- ✓ Clarify meaning.
- ✓ Make material more readable.
- ✓ Help the reader understand what you are writing/signing.
- ✓ Punctuation marks indicate the **emphasis**, **tone** and **undertone** in a piece of writing

Writers are not free to punctuate as they wish, certain rules have to be followed:

- ✓ A period or full stop at the end of a sentence indicates a long pause.
- ✓ A question is always indicated by a question mark. (?)
- ✓ An exclamation mark always indicates an exclamation. (!)
- ✓ A quote must always be placed within quotation marks. ("...")

When using SASL, attention must be paid to handshape, location, movement, palm orientation, non-manual signs, where appropriate.

### **Period**

- ✓ Use at the end of a sentence.
- ✓ Use after a declarative or imperative statement: Write in pencil.
- ✓ Used after certain abbreviations: etc.

Do not use periods at the end of a heading or a theme title.

### **Comma**

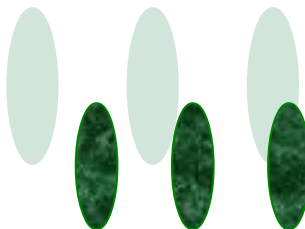
Commas are used to:

- ✓ Separate an introductory phrase from the body of the sentence: "During the discussions in parliament, it was decided that ...." Doing this, tells the reader that the introductory phrase is less important than the main part of the sentence. In the example, the important part of the sentence is the decision that was made, the place where it was made is not that important.
- ✓ Separate two independent clauses that are joined by a conjunction. Examples of conjunctions are: "and", "but", "or", "nor", "for", "yet", "so". You will place the comma after the first independent clause and before the conjunction: "I have finished reading this book, and I am taking it back to my friend. "It is raining outside, but inside the room it is dry and warm."
- ✓ A separable (non-restrictive) clause from the principal clause. This is when you insert an interesting clause, word or phrase into a sentence: "The water, polluted by industrial waste, is poisonous." The clause that was inserted is interesting, but not essential to the point of the sentence. Of course, when the clause is essential to the sentence, you will not use commas.
- ✓ Separate elements in a simple series. When you quote a list or series of things in a sentence, you must separate them with a comma: "All the furniture, domestic appliances, office equipment and other business articles must be included in the inventory." "I want to buy the red dress, yellow jersey, white slacks and black shoes."
- ✓ Separate transitional words or phrases such as: "well", "yes", "no" and "finally" from the rest of the sentence. "Yes, I will make the opening speech for the debate." "No, the blue jacket does not look good with the brown slacks."

### **Ellipses**

The ellipse (...) is three intentional omission of words complete or to show that the information: "I understand

When you use an ellipse with



spaced periods that indicate the in a quotation, a remark that is not author did not cite all the your problem..."

other punctuation marks, such as a



question mark, the ellipse follows the question mark: "Why don't you tell me what is bothering you?..."

### **Semi-colons**



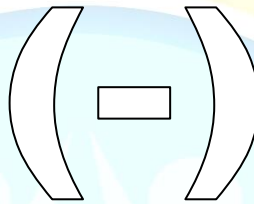
The semi-colon (;) is a stronger punctuation mark than a comma, but not as strong as a period. When you use a semi-colon, you are indicating a longer pause than a comma, but the pause is not as long that of the full stop.

- ✓ Use a semi-colon when you want to separate ideas that are related that follow a colon: "the secretary should: prepare the chairman's agenda; take minutes of the meeting; read the minutes ..."
- ✓ Semi-colons are also used if items in a series contain a comma: "Are you going to Parys, Free State; or Paris, France?"



### **Dash**

- ✓ Use the dash sparingly. To of writing is bad style.
- ✓ The dash shows an abrupt construction of a sentence: "I - that he is responsible."
- ✓ A dash takes the place of **to**: "1994 - 2004".



many dashes in a piece

break in the thought or believe - no, I am sure

"January - March" or



## Sentence Length

The sentence may be regarded as the core of language communication, because a sentence is a complete thought that conveys (gives) a meaning. In other words, you use a sentence to explain yourself to other people, or to give your opinion about something. The end of a sentence is indicated by a full stop, called a period these days.

Sentence (in relation to SASL): A sentence is a unit of meaning made up of a collection of signs and non manual features, always including a verb, and adhering to specific grammatical rules of SASL

A sentence/collection of signs and non manual features must make sense, therefore a sentence/collection of signs and non manual features must express a complete thought. In order to do this a sentence must contain a verb (doing something) and a noun ( a subject) and the sentence/collection of signs and non manual features must contain a thought that includes an idea that is relevant to the subject or the doing.

If you say: "The accident happened as I crossed the road.", it makes sense to everyone who hears it and reads it. If you say: My dog was run over and Vin Diesel visited South Africa.", it will not make much sense to other people. The two concepts have nothing to do with each other. In an instance like this, you will have to use two or more sentences or even two paragraphs.

A short sentence could be: ***Thabo takes the dog for a walk.***

Authors use short sentences to heighten (increase) tension in a written piece. Longer sentences make a written piece more relaxed and not as filled with tension. If you are writing about strikes and unrest, your sentences would be shorter, while the sentence in a written piece about farming would be longer to create a more relaxed atmosphere.

Generally, we would try to vary the length of sentences in any written piece. A written piece that has only long or short sentences can be tiring to read.

There are three basic types of sentences.

### ***Simple Sentences***

These have one verb and one subject and object. "The boy is playing with the ball."

### ***Compound Sentences***

A compound sentence is thoughts or sentences The thoughts or each other to form one words: but, and, or.

**but, and, or**

made up of two or more that are related to each other. sentences are then connected to sentence by using the following

"The boy is playing with the ball, but his mother is calling him."

"The boy is playing with the ball and some other children are watching."

Sentences should have the same topic if you want to create a compound sentence. The following two sentences are not related to each other and should not be joined: "It is late." and "I like reading." "It is late and I like reading" does not make sense, since they do not share the same topic: lateness and reading do not have anything to do with each other.

"It is late and I am going to bed." is a better example.

### ***Complex Sentences***

Consist of one independent clause that relates to it. The sentence with one or more dependent sentence and the clauses are separated by

a comma.

“Although it is raining, the boy is playing outside.” Can you see that: “Although it is raining” is not a full sentence, it does not have a subject, so it is called a clause and has to be added to a sentence.

The clauses and the sentence must relate to the same topic if you want to create a complex sentence. “Although it is raining, I like reading.” Is a pointless sentence, since they do not share the same subject. “I have to go to the shop, even though it is raining,” is a better example of a complex sentence.

**Remember:**

- ✓ Too many short sentences will make your text appear choppy and curt.
- ✓ Too many long sentences will have the opposite effect, your text will appear confusing.
- ✓ Short sentences should be varied with longer sentences to give your text an even flow.

## ***Paragraphs***

Writers use paragraph conventions in texts in order to promote coherence and cohesion when writing or signing their texts.

As an introduction to writing your own texts, herewith an overview about writing paragraphs and documents.

Paragraph (in relation to SASL) A paragraph is a coherent and cohesive collection of sentences. Its boundaries may be indicated by manual or non manual devices. Paragraphs can also be seen as chunks of sign.

The sentences in a paragraph should form a unit. The reader/viewer must be able to easily see how a sentence follows on the one preceding it. A paragraph/chunks of sign starts with a topic sentence/collection of signs and non manual features, that introduces the topic of the paragraph to the reader. The topic sentence acts as a base and holds the paragraph together. Sentences/collection of signs and non manual features that follow in the same paragraph should enlarge on the topic or theme introduced in the first sentence. We call them supporting sentences. Supporting sentences should provide **specific details** about the topic in order to clarify the topic sentence and make the paragraph interesting.

If the sentence/collection of signs and non manual features does not contribute to the theme of the paragraph, it should not be included. You should also avoid adding data that is not relevant to the topic

### **Hints for writing/signing good paragraphs**

- ✓ Each paragraph should have only one theme.
- ✓ Do not write/sign paragraphs that are longer than 10 or 12 lines, as longer paragraphs become boring and confusing.
- ✓ Mix long and short paragraphs in a document to create interest and attention with the reader.



## ***Document***

When you are writing a document, it should be about a specific topic or theme. The text you are writing will usually consist **of more than one paragraph**, each with its own topic but relating to the main topic of the document.

Your piece of writing should start with an **introduction of** the theme of the document. Your first paragraph would therefore be the introductory paragraph. Keep your introductory paragraph short, relevant, and introduce the theme of the document. The introductory paragraph must get the **attention of the reader**.

Your paragraphs must follow each other in a logical way, from point A to point B to point C. The last sentence of the previous paragraph should lead to the next paragraph. One thought should be connected to the next thought in a logical way. Do not jump around from one topic to another without giving the reader some clues about your purpose.

## Arranging The Paragraphs In A Logical Order

You can use cause and effect and contrast to help you arrange your paragraphs in a logical way.

- ✓ **Contrast** is when you contrast one theme, thought, opinion or product with another.
- ✓ **Cause and effect:** you can, for example, progress from the causes of war to the consequences(effect) of the civil war on ordinary people.

If you are writing about something that happens over a period of time, you can arrange your paragraphs **chronologically**: start with the earliest date and end with the latest date. When writing about droughts in South Africa you can start with the big drought in the 1930s and end with the current drought.

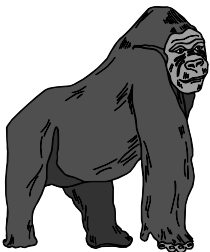
1930 - 2006

Any arguments used in your document must be **supported by sound reasons and facts**. You have to justify your feeling about the matter with facts in order to persuade the reader to your point of view. Something your neighbour said about the matter is not fact – you have to verify the statement your neighbour made.

Ensure that you **state your point of view clearly**. Remember other people also have to understand your point of view.

### ***A fragile home threatened by war.***

***Among the last of its kind, a young gorilla peers from its leafy refuge in Rwanda – a nation bloodied by ethnic slaughter. Conservationists fear that Rwanda’s instability could endanger the gorilla’s survival. Others ask: How should the plight of the world’s rarest ape be weighed against more than 500,000 human dead?***



As it stands the paragraph above is clear. If I leave out certain key words, I can change the paragraph so that it does not make any sense:

“A young gorilla peers from its leafy refuge and instability could endanger the gorilla’s survival.” What on earth am I talking about? Where is the gorilla, why would its survival be endangered and what is the instability that I wrote about?

If you want your writing to be clear, you have to ensure that you give the reader **all the information** he/she requires to understand your reasoning.

"They said it is going to rain today." This is a terrible sentence. Who are "they", where did they get their information from, where is it going to rain, where do they live – do they even live in the same area as you and I?

**Always check your facts for correctness** before you commit them to writing. Readers are very critical and will never forgive you if you get your facts wrong. Anything you write/sign in future will be viewed with suspicion

"The Weather Bureau predicts that chance of rain in Gauteng today." the source of your fact, you have statement with an estimate of the you have also made it clear where it rain, your readers cannot be angry only reported what the Weather Bureau predicted.

there is an 80% Now you have stated backed your possibility of rain and will rain. If it doesn't with you, since you

At the end of your document, you have to come to a **conclusion**, where you connect all the facts that you stated previously. State your conclusion or recommendation clearly and make sure that it is based on the facts you stated. The conclusion can be:

- ✓ A short **summary** of the main points of your document.
- ✓ A **direct-approach** conclusion where you show the reader how the message relates to him/her.
- ✓ **Plan of action** conclusion where you answer the question of what should be done about the matters discussed in the body of your document.

Formative Assessment 4 SO2 AC2 group activity



## DRAFT OWN WRITING/SIGNING

### **Outcome**

Draft own writing/signing and edit to improve clarity and correctness

### **Assessment criteria**

- ✓ Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original
- ✓ Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency
- ✓ Logical sequencing of ideas and overall unity are 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: 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
- ✓ Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task

## ***Meaningful written communication***

### **The ten golden rules of meaningful written communication**

- Correctness** grammar, spelling, punctuation, style, format and composition
- Conciseness** Brief, specific and to the point, include only what is really necessary. Don't elaborate on facts and details.
- Completeness** Include all the relevant information you want to share as well as what the reader wants to know
- Clarity** Clarity and readability – choose words carefully to eliminate any assumptions and misinterpretations.
- Courtesy** be considerate of the readers, respect their feelings and their rights. Test your approach by asking yourself; "Would I enjoy reading what I have written?"
- Simplicity** Keep writing simple, use short yet detailed sentences, avoid using too many descriptive words ( adverbs and adjectives)
- Accuracy** Always give accurate honest information – incorrect information can cost time and money.
- Concreteness** be realistic, positive, appeal to the readers by keeping their background, needs, and level of understanding in mind.
- Personality** the readers must know that you care about their interests
- Sincerity** being sincere builds confidence, watch the tone of your writing, focus on expressing yourself clearly and creating a good



## There are many reasons why authors write texts

- ✓ To **persuade** readers to his/her point of view: When an author is writing to persuade, he wants you to accept his opinion about issues, policies and situations.
- ✓ To **inform** readers: in SA Computer you will find a lot of articles that inform readers about new developments in Information Technology. In other magazines you will find fashion articles, articles about healthy eating and fitness, etc. These articles were all written to inform readers.
- ✓ To **entertain** readers: the short stories found in magazines were written to entertain. Fables, fairy tales, fictional novels, cartoons, short, funny pieces in magazines were all written to entertain.

## Before you start writing/signing your text you have to plan what you are going to write/sign

- ✓ Who will you be writing/signing for: your friends and family, the general public, a business document, a newspaper or magazine article, etc.
- ✓ In which register will you be writing/signing the text: formal or informal
- ✓ Sign devices non-manual features (NMFs), placement, role-shift, parameter
- ✓ Sign parameter: handshape, location, movement, palm orientation, non-manual sign
- ✓ Which writing style will you use: narrative, discursive, expository, etc.
- ✓ Determine the research you will do
- ✓ Organise your writing: make sure ideas and facts flow logically

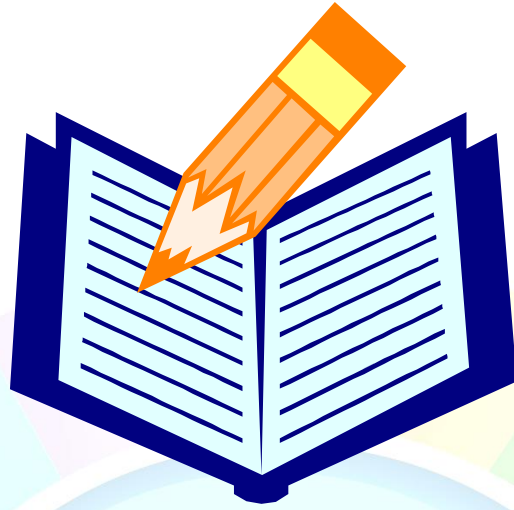


## Pointers to think of before you write

- ✓ If you are uncertain **ask questions**. Do not make assumptions make sure your interpretation is correct.
- ✓ Be well **prepared**. If you have a clear understanding of what is required of you, your feedback will be more meaningful. Know your topic or subject matter and you will command attention and respect.
- ✓ **Choose** your words carefully as they not only express your thoughts, they also impress the receiver. The impression your words make motivates the reaction you receive.
- ✓ Think before you write. **Organise your thoughts** and know what you want to say. Don't just ramble on. Develop a logical pattern when putting pen to paper.
- ✓ Use **clear simple language**. Select vocabulary that your audience will relate to and understand.
- ✓ Be **specific** in your choice of words so that your message or information can be correctly interpreted. Focus on what you want to say.
- ✓ Give **complete details**- address all the relevant facts and answer all the questions and give the necessary explanatory information.
- ✓ Apply the **KISS** rule (Keep it Short and Simple) too much unnecessary information can lead to reading boredom.
- ✓ Focus on **correctness**. Correct facts, correct answers, correct language usage, correct grammar, correct spelling, correct punctuation, correct format and style. Always use a dictionary.
- ✓ Be **polite and considerate**: respect the thoughts and opinions of others even if you do not agree.
- ✓ Always try to write as **you would speak**. Don't make the written format too complicated.
- ✓ **Avoid** using slang (its cool) make sure you use appropriate jargon and subject vocabulary that is relevant.

## Make your writing/signing interesting

- ✓ Use numbers and bullets to separate ideas, facts and paragraphs. You will find examples of bullets and numbers in this learner guide
- ✓ Use punctuation/NMF's correctly: commas, periods, etc.
- ✓ Use titles, subtitles, headings, contents and index
- ✓ Use an introduction and a conclusion
- ✓ Use visual images and captions with these images
- ✓ Vary the length of your sentences
- ✓ Structure your paragraphs correctly
- ✓ If any action is required, make suggestions about the actions
- ✓ Put ideas forward
- ✓ Use appendices or addenda if required
- ✓ Use NMF's (non manual features) appropriately
- ✓ Sign devices non-manual features (NMFs), placement, role-shift, parameter
- ✓ Sign parameter: handshape, location, movement, palm orientation, non-manual sign



**Remember:**

- ✓ People tend to accept factual evidence.
- ✓ Work progressively and systematically through your reasoning to reach the point you want to make. This approach could be convincing.
- ✓ Take contrary arguments into consideration. In the beginning mention both sides of the argument then focus on your reasoning. Explain your reasoning carefully. State your opinion and express your views yet acknowledge the contrary arguments even if you don't agree.

**All writing has:**

- ✓ **a beginning** where the main ideas, themes or key concepts are outlined.
- ✓ **a middle** where these concepts are explained; arguments are developed and examples are discussed.
- ✓ **an end** where the writer shows how the relevant points made in the beginning are related to the ideas outlined in the middle.

A **beginning** where the main ideas, themes or key concepts are outlined

A **middle** where these concepts are explained; arguments are developed and examples are discussed.

An **end** where the writer shows how the relevant points made in the beginning are related to the ideas outlined in the middle.

### Think about and remember

- ✓ Always apply the process of unpacking and repacking when preparing any written task.
- ✓ Brainstorm to unpack all the key information you need.
- ✓ Then systematically develop this information into a mind map or flow diagram using questioning techniques to help you interpret the information correctly.
- ✓ Next you sequence and restructure all the key issues you have included in your flow diagram.
- ✓ Finally you repack (speak or write) this information in the required format e.g. a report, an assignment, a letter, a statement, a presentation, etc.
- ✓ The document must be edited before it is submitted.

### ***Rewrite/resign your first draft***

#### **Writing and revising**

You will never use your first draft for the final document without reading and rereading and making changes.

Your first draft is never good enough for the final product, you have to check and recheck and recheck again in order to make corrections to your writing that is an improvement on the original.

You have unpacked all the information you require, maybe you used a mind map for this purpose. You can refer to the mind map, or your notes, and explain in detail what it is all about. The next step is to put this information onto paper in the required format.

- ✓ Keep in mind that you are speaking on paper to an audience.



- ✓ Choose words and phrase carefully so that the meaning thereof is interpreted correctly.
- ✓ Use the sequence you have identified in the mind map.
- ✓ Develop each element consisting of a number of facts and ideas into a paragraph.
- ✓ Then arrange these paragraphs into a pattern consisting of an introduction or beginning, a middle part and the conclusion or ending. Note a paragraph is made up of a number of related sentences.
  - It has an **introductory** sentence that introduces the subject matter.
  - The **body** of a paragraph has a number of sentences that describe or inform the reader about the subject matter.
  - The **conclusion** is contained in the final sentences that either round the paragraph off or link it to the next paragraph.

### **It is important to edit**

or read over the final product before you submit it. Decide how you must revise it by asking yourself:

- ✓ Whether all the required aspects of the subject have been addressed?
- ✓ If all the information is relevant
- ✓ If you have achieved the purpose you had in mind?
- ✓ Whether it will be suitable for the audience you have identified; Will they understand what you have written and will they be able to identify with the contents?
- ✓ If the tone you have used is suitable to the audience?
- ✓ If your approach and writing style is user friendly approach
- ✓ If the paragraphs link in a logical sequence
- ✓ If your sentences are clear and easy to read and interpret?
- ✓ Make sure your sentences are not too long or too short.
- ✓ Is the vocabulary you have used applicable to the level of the audience?
- ✓ Is the language polite and acceptable and without slang, jargon, clichés?
- ✓ Make sure you have not repeated yourself.

### **When you are checking your document, check the following:**

- ✓ Your use of grammar.
- ✓ Diction.
- ✓ The sentence and paragraph structure.
- ✓ If necessary, which it usually is, make changes to ensure consistency.
- ✓ Ensure that your ideas and topics flow logically from one to the other in the sentences as well as the paragraphs.
- ✓ Identify and remove inappropriate or potentially offensive language.
- ✓ Be on the lookout specifically for jargon and technical language. Don't use them too much, replace them with other explanatory words. Too much jargon and technical language confuses a reader who is not familiar with it. The reader will lose interest and stop reading. I am sure you have stopped reading an article or document because of excessive use of jargon and technical language.
- ✓ Beware of using offensive language with regards to gender, rank, family, sports and wealth



- ✓ You might find a sexist joke funny, the other party might not. Do not make fun of a person's gender or rank. Also, do not refer to "that old woman", she might be someone's mother. Do not call your boss the "Big Chief", call him by his proper rank.
- ✓ Experiment with the layout of your writing/signing: change the headings, change the font type and size, move the pictures around until your writing looks pleasing to the eye
- ✓ Check your sign devices non-manual features (NMFs), placement, role-shift, parameter
- ✓ Check your sign parameters: handshape, location, movement, palm orientation, non-manual sign

## Jargon

***Words or expressions that are used by a specific trade, business or industry***

- ✓ A paper tiger: when a committee or other body is established to investigate an occurrence, and nothing much happens, it is called a paper tiger. It means that the committee is not doing what it is supposed to do, the members of the committee postpone actions and make up imaginary problems as to why they cannot do the work in time.

In the training environment in South Africa we find a lot of jargon – words that are used in a context not previously used and existing words put together to mean something that is unique to the education and training environment. We talk about Unit Standards, which previously was called training courses, we talk about assessments rather than tests and we have standards generating bodies and standards governing bodies, and so on

## Obfuscation

***Note Obfuscation is the deliberate use of words/signs/phrases/jargon/idioms that will not be understood by the listener/reader/viewer.***

Authors who do this cloud the issue in order to avoid taking responsibility for an action or to confuse the listener/viewer into accepting something that should not be lightly accepted

## Insensitive choice of words

Be careful of words, sentences and paragraphs that may appear insensitive or give offence, especially regarding the following topics: gender, rank, hierarchies in familiar settings or organisations, family, sports, wealth.

Do not make fun of rich or poor people, do not make fun of people based on their gender, etc.

## Putting pen to paper

The format in which you present the final task makes a decisive impression. Each format has its own specific layout: There are certain features you have to take note of when putting

pen to paper. Please note that not all the features listed below will be relevant in every written task you submit, it will depend on the required format.

## Features of a written document

Features	Purpose
Lay out	<ul style="list-style-type: none"> <li>✓ This will depend on the type of text and the purpose of the text, as well as the intended audience.</li> <li>✓ The layout must make the text clear and easy to read.</li> <li>✓ Make generous use of space so that it is easy to recognise the different section.</li> </ul>
Table of contents	<ul style="list-style-type: none"> <li>✓ This is only required when you write a manual, workbook, guide or even a report. Indicate page numbers making it easy to find topics.</li> </ul>
Title	<ul style="list-style-type: none"> <li>✓ This can be derived from the topic or the theme. The title tells you what the subject is all about.</li> </ul>
Chapters or modules	<ul style="list-style-type: none"> <li>✓ The title of a module or chapter can be extracted from key components that have been grouped together.</li> <li>✓ These can be seen as sub sections if the title or main topic.</li> </ul>
Sub headings and headings	<ul style="list-style-type: none"> <li>✓ These can be extracted from the keywords and key concepts that have been grouped together.</li> <li>✓ Use different weights for each heading as it will help to identify the structure of the text.</li> <li>✓</li> </ul>
Paragraphs	<ul style="list-style-type: none"> <li>✓ They can be developed from the individual key words and key concepts (the puzzle pieces) starting with a single sentence and then using questioning techniques to develop it into a paragraph.. The purpose of a paragraph is to:                             <ul style="list-style-type: none"> <li>✓ Develop the structure the whole text</li> <li>✓ Shape the argument/thought while you are writing</li> <li>✓ Ensure that the argument/thought flows through the text or links with other paragraphs making the text easy to read.</li> </ul> </li> </ul>
Font	<ul style="list-style-type: none"> <li>✓ Choose a font that is easy to read such as Arial, Times New Roman or Tahoma at 12pts.</li> <li>✓ Make sure your text is readable and that there are not too many words in a line. Limit to 15 words per line.</li> <li>✓ If you write free hand please write neatly and legibly.</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>✓ Remember to write as you speak. Watch your tenses and concord (when to use the singular or plural form of the verb)</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>✓ Use a dictionary to check spelling when you are uncertain.</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>✓ Take care to choose your words correctly and with care. Do not use slang. Keep your intended audience in mind when writing. Make sure you use subject vocabulary or jargon correctly.</li> </ul>

Features	Purpose
Punctuation.	<ul style="list-style-type: none"> <li>✓ Do not over punctuate. Punctuation marks:- full stop., comma, question mark?, exclamation mark!, colon:, semi colon;, apostrophe', inverted commas""'. Capital letters. Hyphen - and a dash-.</li> </ul>
Visuals photographs diagrams	<ul style="list-style-type: none"> <li>✓ When making use of visual aids make sure they are relevant and they supplement or define the written text. They must also be appealing to the audience.</li> </ul>
Edit	<p>Always read through your document or text when you have completed a first draft and revise where necessary. Revision can include the following changes to:</p> <ul style="list-style-type: none"> <li>✓ the structure or organization of the document</li> <li>✓ the choice of words and the construction of some sentences.</li> <li>✓ Spelling, punctuation, choice of vocabulary and the grammar used.</li> </ul>

Formative Assessment 5 SO2 AC1-3; SO3 AC1-6 individual activity

## **119465 Learner workbook: formative assessments**

### Formative assessment 1 Communication

#### **Group assignment**

Use the bus driver as an example and discuss all the ways in which your department communicates, from the start of the working day to the end of the working day.

### Formative assessment 2 (SO2, AC1-3)

#### **Individual activities**

Look at the advertisements and answer the following questions about them:

What is being advertised?
What was the first thing you noticed?
How did they make use of font types and sizes to make key points stand out?
Is the layout of the page done in a way that is interesting and gets your attention? Why do you think so?
Was it easy to understand the message? Why do you think so?



14 Pretoria Homemakers Fair June/July 2005

# SUMO HUTS

**A must on every site!**  
*Special Offer!*

**Assembled Units**

Size	Windows	Price
2.1 x 1.6m	0	R2330
2.1 x 2.4m	0	R2620
2.1 x 3.2m	1	R3810
2.1 x 4.0m	2	R4710
2.1 x 4.8m	2	R4850
2.1 x 5.6m	3	R5670

Delivery in PTA / JHB R250

**Manufactured from SABS approved materials**

(012) 664 6166  
(011) 487 3628  
A/h 082 363 4159  
www.sumo.co.za

**Toolshed ONLY 2.1 x 1.6m**

**R2050.00**

**Breakdown Units**

Size	Windows	Price
1.6 x 1.6m	0	R2230
2.4 x 1.6m	0	R3160
2.4 x 2.4m	0	R4160
2.4 x 3.2m	1	R4510
2.4 x 4.0m	2	R5630
2.4 x 4.8m	2	R6370
2.4 x 5.6m	3	R7050

Delivery in PTA / JHB R290 (incl. VAT)

**Speedy Delivery! Maintenance Free!**

**Storage • Sleeping Quarters • Toolsheds**

**HUTS**  
Manufacturers of Steel Huts  
A Division of Rent A Shed Pty (Ltd)

MERRELL INVITES YOU TO GET OUT THERE AND ENJOY THE WORLD AROUND YOU

MERRELL

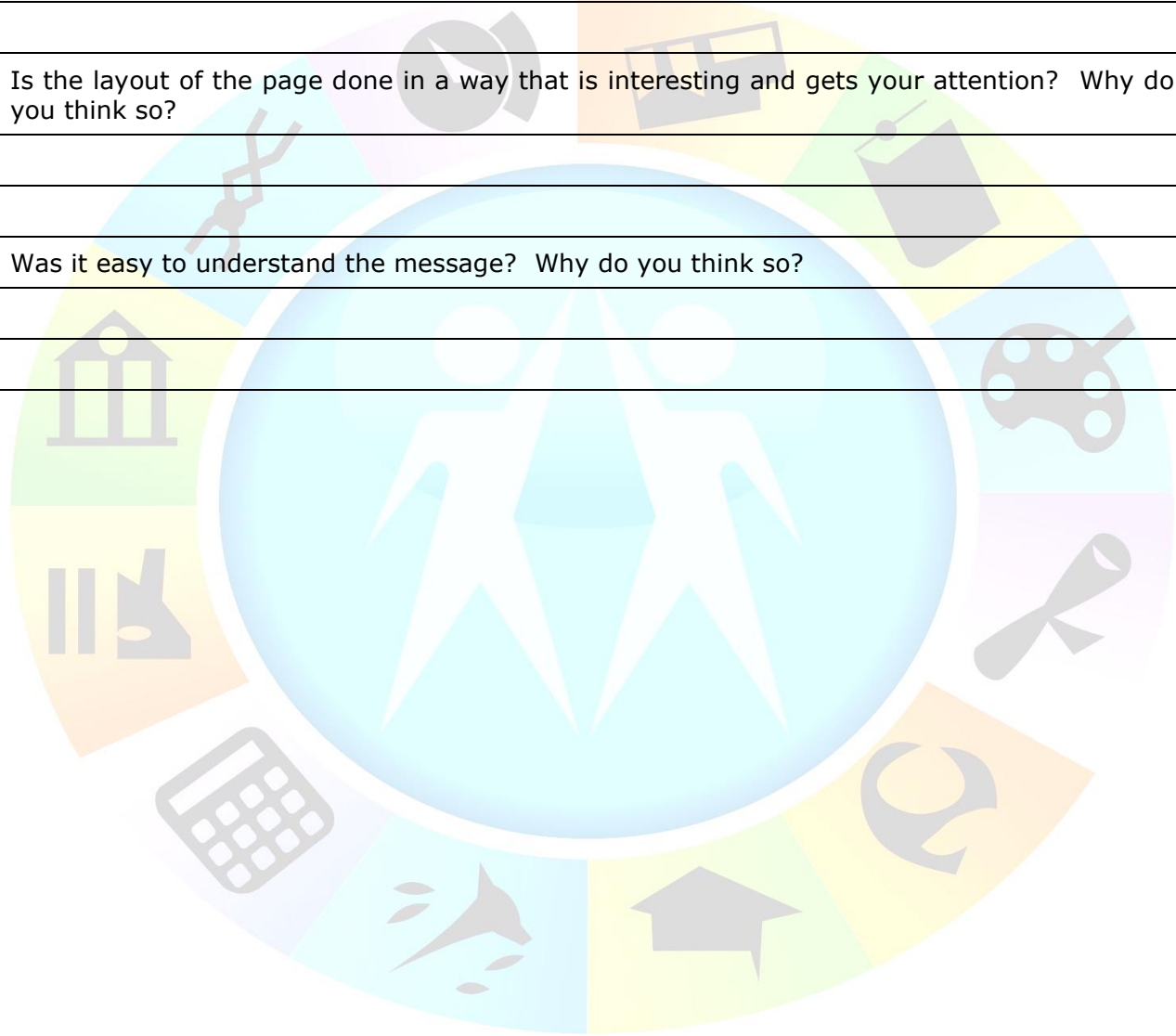
PHASER INFERNO

**SEARCH AND ENJOY™**

NIGEL PATIENCE OF WORTH, ENGLAND, IS RUNNING THE ALPHABET. HE'LL RUN IN 26 DIFFERENT LOCATIONS AROUND THE WORLD, EACH BEGINNING WITH A LETTER OF THE ALPHABET. AND-OF COURSE-HE'S RUNNING THEM IN ALPHABETICAL ORDER. FIRST STOP, ANTIGUA. LAST STOP, ZANZIBAR.



What is being advertised?
What was the first thing you noticed?
How did they make use of font types and sizes to make key points stand out?
Is the layout of the page done in a way that is interesting and gets your attention? Why do you think so?
Was it easy to understand the message? Why do you think so?



## Formative Assessment 3 SO1 AC1-7

### **Group and individual activities**

#### **Group activity**

- ✓ Have a brain storming session about cultural and gender insensitivity.
- ✓ As a group, write an essay in the reflective style about the effect of cultural and gender insensitivity on people.
- ✓ Refer to the examples in the learner guide and discuss the challenges of combating crime in your community. You can use the example and just unpack more key issues. Use examples relevant to your community. You must set out your interpretation in a mind map or flow diagram.
- ✓ Rewrite the article about farmers guarding the jail in the expository style
- ✓ Do research about the communication resources such as telephone, fax, computers that your organisation (or the college) makes use of. Make a list of the resources and then find out who the suppliers are and what guarantees exist and what the maintenance procedures are. Once you have done the research, classify and sort your information in writing, check the validity of your sources of information and record your findings. Make sure that your recording includes the list of sources that were used.
- ✓ Select any two cell phones and summarise their features in the form of a spider diagram.

#### **Individual activities**

- ✓ Refer to the article about the marriage of Mr Mandela's grandson in further in this learner guide. Rewrite/sign the article in the narrative style, without any dialogue.
- ✓ Find articles written in the argumentative style. Attach copies of the articles to your assessment. Rewrite one article in the discursive style.
- ✓ Select a different article and highlight the main points of the article.
- ✓ Give your views on the article about farmers guarding the jail in the argumentative style. Draw a mind map before writing.
- ✓ Write a letter to the manager of the Putco Bus Company, complaining about the bus driver's behaviour
- ✓ Send your facilitator an e-mail to comment about this assessment.
- ✓ Select a PC you would like to own (or a car, bike or piece of furniture). Describe the features of the item, making sure you write in the descriptive style. Add pictures or other visual aids to your text. Give a brief presentation to the group, using your visual aids to emphasize your text.
- ✓ Write an e-mail to order something from the Internet, e.g. tickets to a show, a book , a CD, etc. **Do not send the mail**, you only need to attach a copy of the e-mail to your assessment
- ✓ Attach all your work to the assessment

# Spectre of Aids at Mandela nuptials

**CHARLES MOLELE**

AIDS brought former President Nelson Mandela's grandson and his wife to the altar.

Mandla Mandela and his wife Thando hosted high-profile guests, including President Thabo Mbeki, and hundreds of villagers when they tied the knot at one of a series of colourful wedding ceremonies during a two-day celebration at the Mandela homestead at Qunu in the Eastern Cape last weekend.

Speaking at his reception, Mandla, clutching his weeping 27-year-old bride's hand, told the 800 guests that Aids had killed both his and his wife's parents.

"My parents, Makgatho and Joyce Zondi Mandela, died of Aids," said Mandla. "But I also want to tell you that my wife Thando's parents died of the disease as well."

Mandla told the guests that he met Thando at a difficult time in her life.

The couple met five years ago in Johannesburg. In 2002, her 55-year old mother, Yolisa Mabunu, died of Aids-related complications. Two years later her 56-year-old father, Mpumelelo Mabunu, also died of the disease.

"In both cases I was there to support

and comfort her," he said.

The two-day event included a formal wedding ceremony on Saturday, followed by a traditional function for hundreds of local villagers on Sunday.

Traffic on the N2, which passes the homestead's gates, came to a halt as motorists tried to catch a glimpse of the couple or Nelson Mandela.

Thando, who had chosen her three sisters as her bridesmaids, wore a flowing white gown created by Johannesburg designer Andre Croucamp.

Mandla was flanked by his close friend, Craig Moffat, and his three brothers — Andile, Ndaba and Mbuso.

The guests were treated to a meal by Mthatha chef Allen Paul, who prepared a variety of seafood dishes, including crayfish, calamari and prawns. Beef Stroganoff and a spit braai of pork, lamb and chicken were also on the menu.

The couple are expected to find time in their busy schedules to escape on a honeymoon only during the Easter holidays.

Mandla is studying politics at Rhodes University in Grahamstown, and Thando works at South African Airways as a service quality auditor.



# Farmers guard jail during strike

Prison authorities call for help after inmates run amok

## PREGA GOVENDER

AN EMBATTLED prison this week urgently asked Limpopo farmers to help prevent dangerous prisoners from breaking out of the facility.

Armed with handguns and rifles, 60 farmers from Makhado in Limpopo stood guard at the perimeter fence of the privately owned Kutama Sinthumule Correctional Centre on Tuesday night after prisoners ran amok during a strike by warders.

A 37-year-old inmate died and another was injured during the unrest.

Gideon Meiring, chairman of the Transvaal Agricultural Union's safety and security committee, said the chief of the prison, Alfred Makgaila, had called him out of desperation.

In a letter to Meiring to confirm his call for assistance, Makgaila said the understanding would be that the TAU would provide "a number of suitable candidates to assist with our external

back-up without getting involved in the staff-related disruptions currently being experienced at the prison".

Makgaila said the TAU's "willingness to assist the institution in a time of need . . . is highly appreciated".

Said Meiring: "When I arrived with

**'The prisoners verbally abused us, telling us to go back to our farms, but we stood our ground'**

my group, there was a lot of teargas and smoke as inmates set the place alight."

Limpopo police spokesman Superintendent Ailwei Mushavhanamadi said rubber bullets were fired to stop

the prisoners from escaping.

According to Sapa, extensive damage running to millions of rands was caused to one of the units, which accommodates about 1 152 maximum-category offenders.

Meiring told the Sunday Times that the mostly fruit and game farmers had borne the brunt of taunts and jibes from an angry mob of inmates as they stood guard for more than six hours.

"The prisoners threatened and verbally abused us, telling us to go back to our farms, but we stood our ground. Our actions definitely helped prevent any prisoner from escaping."

He said chaos would have reigned in the town had the prisoners escaped from the prison.

"Often after a farm attack, because of the rugged terrain, it takes days to apprehend the culprits."

He said the farmers returned home after the SA National Defence Force arrived to provide assistance.

## Formative Assessment 4 SO2 AC2

### Group activity

In a group, analyse the written piece about farmers guarding the jail

- ✓ How many short sentences are used in the article?
- ✓ How many long sentences?
- ✓ Give one example of a complex sentence
- ✓ Give one example of a compound sentence.

Analyse the article called: Spectre of AIDS at Mandela Nuptials.

- ✓ How many short sentences are used in the article?
- ✓ How many long sentences?
- ✓ Give one example of a complex sentence
- ✓ Give one example of a compound sentence
- ✓ Give one example of a compound sentence

## Formative Assessment 5 SO2 AC1-3; SO3 AC1-6

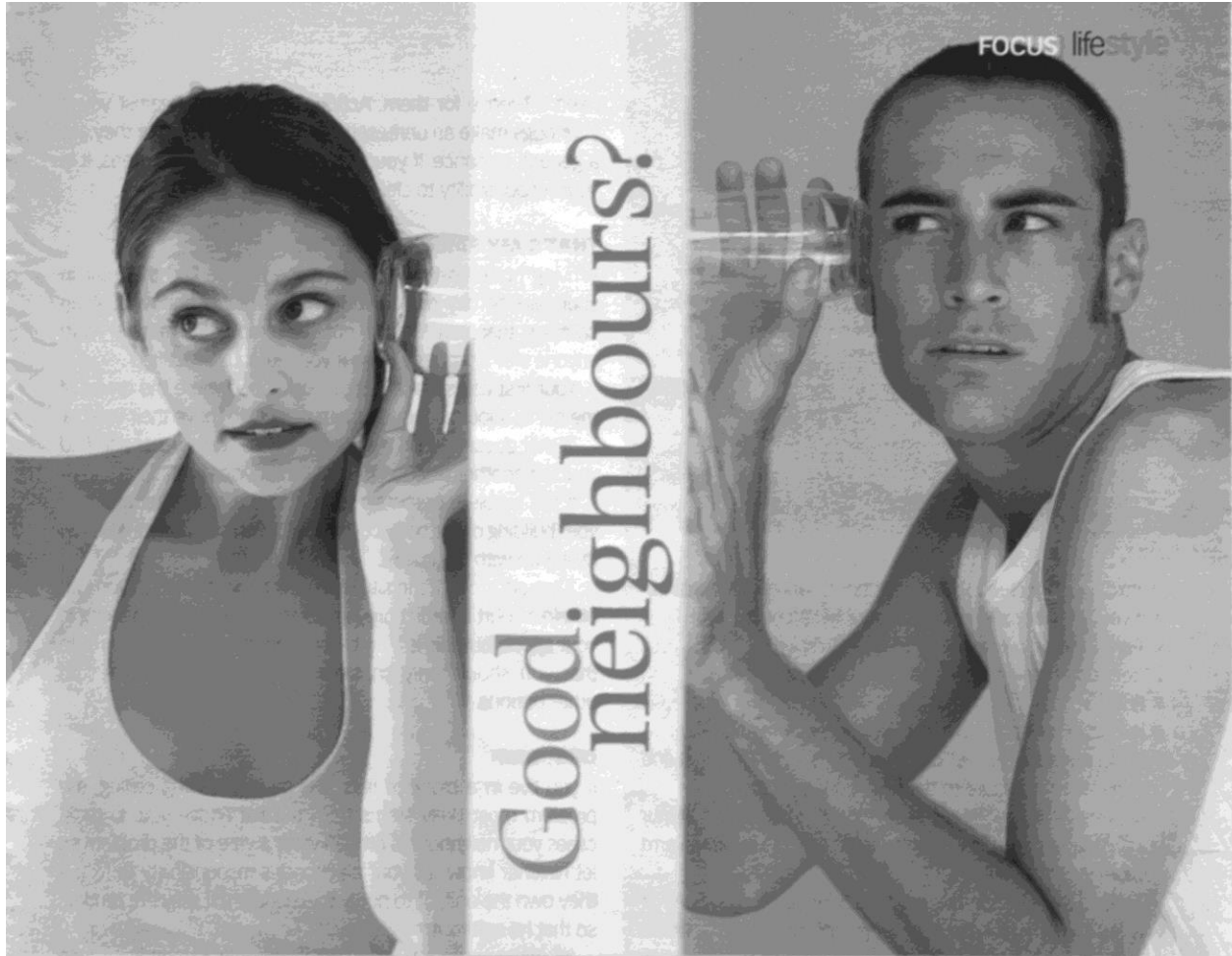
### Individual activity

The following pages contain an article called Good Neighbours? From the Clicks ClubCard magazine of October 2005.

Do the following:

- ✓ Identify the style of writing.
- ✓ Identify the structures and features of text that was used.
- ✓ Do the visual aids add to your understanding of the article?
- ✓ How are sentence lengths varied to capture and hold your attention? Use any paragraph as an example.
- ✓ Do the author's paragraphs flow logically?
- ✓ How does the author link paragraphs? Use the first and second paragraphs as an example.
- ✓ Do the paragraphs vary in length? Motivate your answer.
- ✓ Where do you think the author collected information and data from?
- ✓ Summarise the article
- ✓ Rewrite/resign your summary
- ✓ Rewrite/resign your summary from formative assessment 4. Make sure that you change the layout of your writing/signing
- ✓ Rewrite the piece from a previous assessment where you gave your views on the article about farmers guarding the jail article in the argumentative style. Draw a mind map before writing





From grand to grotty – neighbours are an inevitable aspect of most of our lives. **Marina Green** takes a look at the good and the bad.

'Good fences make good neighbours,' declares the English proverb. In South Africa we have perhaps taken things to an extreme, especially in more affluent areas, where six-foot concrete walls topped with spikes, razor wire and/or electric fencing seem to be the norm – a rather serious deterrent for neighbours who may be tempted to pop their heads over the wall! But while we may sometimes be depriving ourselves of neighbourly camaraderie, there's more than a couple of people who'll tell you about their neighbours from hell.

#### WHEN NOISE ANNOYS

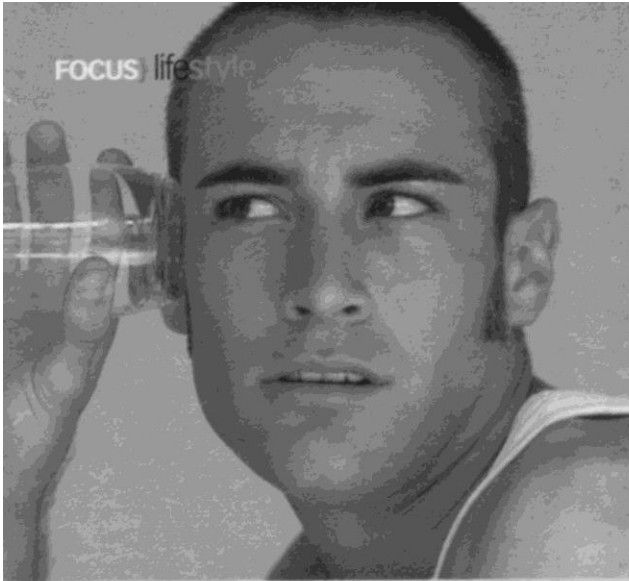
Neighbourhood noise from animals, alarms, machines and parties can make you irritable and disrupt your sleep. This is a particularly common problem in flats because you are sharing walls and communal areas with virtual strangers. Allan Spicer, a managing agent at Pears Property Management in Cape Town, points out that modern flats are

not as well sound-proofed as older units – the walls allow sound to travel far better.

The best way to approach pretty much any neighbourly dispute, is to try and resolve matters informally and amicably. Politely explain to your neighbour what the noise is and how it is troubling you. If your neighbour persists in making a noise, or you don't want to approach them in person, put your concerns in writing. An excellent template letter is available on the UK-based Neighbours from Hell website ([www.nfh.org.uk](http://www.nfh.org.uk)). A letter helps you to list your complaints and it serves as proof that you have brought the matter to the attention of your neighbour if the matter lands up going to a higher authority.

If that doesn't work, lodge a complaint with a higher authority. If you live in a complex, sectional-title unit or block of flats, approaching the body corporate is probably your best course of action.

IMAGE: GALLO IMAGES/GETTYIMAGES.COM



### How to be a good neighbour

- Introduce yourself to your neighbours when you move in.
- If you are planning a party, let your neighbours know.
- Park in your own parking area and make sure that your visitors don't park in other people's bays or driveways.
- Position noisy appliances away from common walls.
- Keep the pavement outside your home neat and tidy.
- Try to restrict noise activities such as hanging pictures and moving heavy furniture to daytime working hours.
- Make sure someone with a key can be contacted if your burglar alarm goes off while you are away, or that the alarm company can reset it.
- Make sure you are aware of the rules and regulations of your building or complex regarding renovations, pets, noise, visitors and security.
- Don't repeatedly honk your hooter late at night. If you absolutely have to hoot, one short hoot should do.
- If you have children, understand that many of your neighbours don't. If you don't have children, understand that your neighbours' children have a right to be there, and that they are, after all, children.
- If a neighbour complains, try to see things from their perspective. Try not to escalate problems with a confrontational approach.
- Respect your neighbours' right to peace and enjoyment of their own property. Ask yourself if you are treating your neighbour the way that you would like to be treated.

### PETS OR PESTS?

As a pet owner the onus is on you to find out about the rules and regulations regarding keeping pets in your area. It is your responsibility to make sure that dogs are contained within your property, or under your control if you take them out of it. Check with your local authority what the by-laws are regarding the number of animals you are permitted to keep and if you

need a license for them. Action can be taken against you if your dogs make an unreasonable amount of noise or they are a general nuisance. If your dog defecates in public areas, it is your responsibility to clean up after it.

### THAT'S MY PARKING SPOT!

Arriving home to find that someone has parked their car in your parking bay or your driveway is highly annoying. Allan cautions that you 'should not be tempted to tamper with anyone else's property, even if you feel totally justified'.

Your first course of action, if you know where the driver of the car is, should be to ask them politely to move their vehicle.

'If that doesn't work, then leave a note on their car and find yourself another place to park,' Allan advises.

If the problem persists, report it to the managing agent of your building or the body corporate (if you live in a flat), who will take it up with the culprit.

Allan adds that if the situation gets serious enough you can obtain a court interdict preventing that person from parking in your space, but this is a time-consuming and expensive route that you should only consider when you have exhausted other options.

### DRIP, DRIP

If you live in a block of flats and have a leaking ceiling, the problem most likely stems from the flat above you. In most cases your neighbour is probably not aware of the problem so let him/her know. It's your neighbour's responsibility to fix it if they own the unit, or to notify their landlord if they are renting, so that he can fix it.

'In many cases a leaking ceiling is subject to an insurance claim covered by building insurance. This can extend to damage done to your property as a result of the leak,' explains Allan.

### I WANT A FIREPLACE!

If you would like to do renovations to your property, go through the proper channels. In a flat, you have to have your plans approved by the body corporate to make sure that the building operations do not contravene the standards of the building and that your neighbours are inconvenienced as little as possible.

In a house, you need to submit your plans to the council for approval. ©

### Useful contacts

Department of Provincial and Local government, ☎ (012) 334-0600, [www.dpig.gov.za](http://www.dpig.gov.za)  
City of Cape Town, ☎ (021) 400-1111, [www.capetown.gov.za](http://www.capetown.gov.za)  
eThekweni Municipality, ☎ (031) 311-2294/2287, [www.durban.gov.za](http://www.durban.gov.za)  
City of Johannesburg, ☎ (011) 375-5555, [www.joburg.org.za](http://www.joburg.org.za)