WRITE/PRESENT/SIGN TEXTS FOR A RANGE OF COMMUNICATIVE CONTEXTS

FACILITATOR/LEARNER GUIDE

Unit Standard No: 119465
Unit Standard Credits: 5
NQF Level: 3

SKILLS PROGRAM 2
BOOK 6
REVIEW AND ALTERATION OF TRAINING MATERIAL

What follows is a brief explanation of the process that was followed in the alteration of this training material. A working group was formed after inviting interested parties to attend a meeting at SASSETA.

The working group was mandated to review the material and thereafter make the necessary changes so as to provide the industry with a more user friendly set of materials which better reflects the needs of the security industry.

It must be understood that this is the first review and by no means the final review. The working group was placed under enormous pressure to get a workable set of materials into the hands of the accredited security industry training providers as quickly as possible. We therefore have no doubt that even though the materials have been vastly improved upon, there are still areas that may require change. This we plan to do in the next renewal phase after we receive feedback from training providers who have used the material for approximately a year.

Our review process focused on the following:

- Removal of unnecessary information/duplication from the learning material.
- Ensure alignment with the unit standards.
- Re-draft all formative and summative assessments.
- Correct inappropriate use of language.

TASK TEAM

The task team that completed the work on this training material deserves a very special “thank you”, considering that all their time and efforts were provided free of charge. Nobody was paid for any of the work done on behalf of the task team. SASSETA provided funding for the expenses incurred in printing, typesetting, lunch and refreshments.

The task team members are as follows:

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Lionel Arries     SASSETA (observer/adviser)
Marion Colley     Pexco Security and Training

A very sincere thank you to all of these individuals and the companies they work for, who allowed them to participate during business hours. This could not have been done without your commitment.

Sincerely

Andre Pretorius
Task Team Chairman
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1. Introduction

This learning program is part of a complete qualification. The qualification is General Security Practices NQF level 3.

2. Purpose of this learning program

A person credited with this unit standard will be 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

2.1 Target group

This program is compiled for the following target group:

• Security members
• South African Defense Force members
• South African Police Force members
• Correctional Services
• Individuals who wishes to complete the NQF level 3 National Certificate in security practices

3. Standards and qualifications

Unit standards are the “building blocks” of qualifications. All qualifications are plotted on the National Qualifications Framework (NQF).

Unit standards comprises of outcomes. An outcome is a statement that describes the required competency that must be demonstrated by the learner on successful completion of a training intervention.

4. Assessments

The assessment criteria describe the evidence that is needed that will show that the learner has demonstrated the outcome correctly.

Kindly refer to the unit standard attached hereto for the assessment criteria listed under each Specific Outcome in order for you to see what you will be assessed against.

You will be required to complete 2 written exams. The first is a formative assessment (open book exam) and the second is a summative assessment (closed book exam). The purpose of the formative assessment is to prepare you for the summative assessment.

The learner guide will remain the property of the learner once the LEARNING PROGRAM has been completed.
## 5. Security program matrix

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<td>246694</td>
<td>Explain the requirements for becoming a security service provider</td>
<td>Level 3</td>
<td>4 Credits</td>
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<td>2</td>
<td>244184</td>
<td>Apply legal aspects in a security environment</td>
<td>Level 3</td>
<td>8 Credits</td>
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<td>3</td>
<td>244182</td>
<td>Give evidence in court</td>
<td>Level 3</td>
<td>4 Credits</td>
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<td>4</td>
<td>244176</td>
<td>Use security equipment</td>
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<td>244181</td>
<td>Perform hand over and take over responsibilities</td>
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<td>6</td>
<td>244177</td>
<td>Conduct a security patrol in area of responsibility</td>
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<td>7</td>
<td>244179</td>
<td>Handle complaints and problems</td>
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<td>12484</td>
<td>Perform basic fire fighting</td>
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<td>9</td>
<td>116534</td>
<td>Carry out basic first aid treatment in the workplace</td>
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- **Patrol Security officer/Grade E**

### SKILLS PROGRAM 2: SASSETA D

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<td>Conduct access and egress control</td>
<td>Level 4</td>
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<td>2</td>
<td>242825</td>
<td>Conduct evacuations and emergency drills</td>
<td>Level 4</td>
<td>4 Credits</td>
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<td>3</td>
<td>11505</td>
<td>Identify, handle and defuse security related conflict</td>
<td>Level 4</td>
<td>12 Credits</td>
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<td>4</td>
<td>117705</td>
<td>Demonstrate knowledge of the Firearms Control Act 2000 (Act No. 60 of 2000)</td>
<td>Level 3</td>
<td>3 Credits</td>
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<td>5</td>
<td>113924</td>
<td>Apply basic business ethics in a work environment</td>
<td>Level 2</td>
<td>2 Credits</td>
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<td>6</td>
<td>119465</td>
<td>Write/present/sign texts for a range of communicative contexts</td>
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<td>7</td>
<td>114979</td>
<td>Operate a computer workstation in a business environment</td>
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- **Access control officer/Grade D**

### SKILLS PROGRAM 3: SASSETA C

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<td>4</td>
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<td>Apply occupational health, safety and environmental principles</td>
<td>Level 3</td>
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<tr>
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<td>Outline the legal environment of a selected industry</td>
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<td>6</td>
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<td>7</td>
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- **Asset & Reaction officer/Grade C**
LEARNING OUTCOMES

On completion of this study unit the student will.....

♦ Identify the purpose for writing, the target audience and the context are clear in relation to the learning task or activity
♦ Use the appropriate test-type, style and register selected appropriate to audience, purpose and context
♦ Ensure that language appropriate to social-cultural sensitivities are selected and used in an appropriate manner without compromising own values or arguments
♦ Compose writing that is well structured and conveys its message clearly
♦ Identify examples of critical thinking skills and how they are used as strategies for planning
♦ Produce writing that reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premises
♦ Understand how 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
1. Introduction

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

Before you write anything, it is important to understand why you are writing and who are you writing to?

Why you are writing falls into four general categories:

• to provide information
• to persuade the reader
• to give instructions
• to enact (or prohibit) something

Who you are writing for is determined by your identification of the reader in terms of:

• their level of expertise - i.e. are they experts, managers, technicians or laypersons, as well as a mixed group of readers
• their purpose in using the document
• their attitude to both you and the content of your document

2. Writing to provide information

There are various styles to use when writing to provide information.

2.1. Narrative (or telling a story)

♦ Its purpose is to relate a series of real or imaginary events:
  • Simple language is usually the most effective.
  • Long passages are rare without description as it soon bores the reader.
  • Present tense may be used, but it is important to be consistent! Use the same tense throughout – that is, either the past or the present.

2.2. Reflective

♦ Writer gives own opinions on a particular topic.
♦ Writer is seeking not to establish the truth, but to air his/her opinions.

2.3. Descriptive

♦ Purpose is to paint a clear and distinct picture of the person, place, issue or thing being described.
♦ Try to avoid over-using 'you' - instead write as if you were a fictitious observer.

2.4. Expository

♦ Purpose is to inform the reader.
♦ It is an explanation that emphasizes well-organised and concise information.
♦ Be careful not to show personal feelings.
♦ Report the facts as accurately as possible.
♦ Include who? what?, where?, when?, why? and how?

HINT: This style is best when writing a security report or a statement
2.5. Electronic texts

♦ purpose is to represent, store or transmit information by electronic systems.
♦ transmission of information, messages, facsimiles, etc., from one computer terminal to another.

2.6. Multi-media presentations

♦ Purpose is to write presentations to be given as slide shows or presented on the computer
♦ Mainly intended to combine illustrations, texts, photos, etc.
♦ Use skills in drawing, graphics and image editing, animation, photography, video and presentations, and the use of the Internet

3. Writing to persuade the reader

3.1. Discursive

♦ Purpose is to argue about a subject.
♦ Must give BOTH sides of the argument.
♦ Sum up at the end where you may give your own point of view.

3.2. Argumentative

♦ primary purpose is to sway the reader to accept your point of view.
♦ issue must be arguable.
♦ avoid issues that cannot be won.
♦ become an expert on the issue.
♦ discuss the issue in depth so that the reader will understand the issue fully.
♦ writer must take a clear position.
♦ tone must be reasonable, professional and trustworthy.

4. Writing to give instructions

Transactional

♦ purpose is to get things done: to inform or persuade the reader to understand or do something.
♦ takes the form of letters, memos, abstracts, summaries, proposals, reports, and planning documents of all kinds.
♦ must be done clearly, correctly, concisely, coherently and carefully.

HINT: Security job instructions or Standard Operating Procedures (SOPs) would normally be written in this way.

5. Writing to enact (or prohibit) something

For security purposes, business correspondence would be the best way to write anything when dealing with a client or customer.

5.1. Business correspondence

♦ comprises letters, faxes, e-mails, memos, but usually letters.
♦ purpose is to introduce yourself and state your objective.
♦ try to address it to a particular person by name.
HINT: always try to:

- keep as short as possible
- should be unique and specific to the individual.
- remember - no errors or crossings out – keep it neat and use good paper
- always proofread!

5.2. When starting, it helps to:

♦ to make reference to previous correspondence
♦ to say how you found the recipient's name/address
♦ to say why you are writing to the recipient

5.3. 10 good opening lines are:

- With reference to your letter of 8 June, I ...
- I am writing to enquire about ...
- After having seen your advertisement in ..., I would like ...
- After having received your address from ..., I ...
- I received your address from ... and would like ...
- We/I recently wrote to you about ...
- Thank you for your letter of 8 June.
- Thank you for your letter regarding ...
- Thank you for your letter/e-mail about ...
- In reply to your letter of 8 June, ...

5.4. When ending, it helps to:

♦ to make a reference to a future event
♦ to repeat an apology
♦ to offer help

5.5. 10 good closing lines:

- If you require any further information, feel free to contact me.
- I look forward to your reply.
- I look forward to hearing from you.
- I look forward to seeing you.
- Please advise as necessary.
- We look forward to a successful working relationship in the future.
- Should you need any further information, please do not hesitate to contact me.
- Once again, I apologise for any inconvenience.
- We hope that we may continue to rely on your valued custom.
- I would appreciate your immediate attention to this matter.

5.6. Salutation

It is very important to make sure that the way you sign a business letter, which is called the salutation, matches the way you have addressed it.

The following guidelines will help you to use the correct pairs:

If the recipient's name is NOT known to you the you:-

- start with: Dear Sir / Madam / Sir or Madam
- end with: Yours faithfully
If the recipient’s name is known to you :-

• Start with: Dear Mr Murray / Mrs Murray / Miss Murray / Ms Murray
• End with Yours sincerely

Addressing a good friend or colleague :-

• Start with: Dear Jack
• End with: Best wishes or Best regards

Addressing whole departments:-

• Start with: Dear Sirs
• End with: Yours faithfully

5.7. General

Whatever writing you do, it should always have:

a BEGINNING – an introduction so that the reader immediately knows what he/she is going to read about

a MIDDLE – the body where the person gets all the relevant information, and

an END – the conclusion so that you can make sure that he/she has understood correctly and knows what to do

The general format of a business letter is shown on the next page:
Format of a business letter: EXAMPLE

No open line between the date and the recipient's address.
Recipient's address in full, starting with their title.
Your own address, blocked not slanted.

The Manager
Eskom
P.O. Box 35624
Menlo Park
0102

12 South Street
Brooklyn
0181
29 February 2008

Dear Sir/Madam/Sir or Madam

The topic of your letter must be underlined or written in capital letters.

The introduction must contain briefly the reason for the letter.

The body contains a paragraph or two in formal English. Sufficient facts must support your argument and your style should be concise.

Your conclusion must suggest what action should be taken in the light of your letter. Obviously this depends on the kind of letter.

Yours faithfully

N. Murray

Salutation has capital 'Y' and Signature is compulsory.

Real name is compulsory.
Other factors which need to be taken into account when writing a business letter or other business correspondence include:

6. **Reader type and their level of expertise**
   - where are the readers from?
   - are they from within the organisation or from outside?
   - are they from the same socio-cultural group or do they form a mixed group where various sensitivities may be present?
   - are they experts? (do they perhaps know more than you about what you have written?)
   - are they managers? (do they have more power than you? do they also know more than you about what you have written?)
   - are they technicians? (do they have more technical knowledge about what you have written?)
   - are they laypersons? (are they ordinary people who know something, or nothing, about what you have written?)
   - do the readers form a mixed group from all the above?

7. **Reader's purpose in using the document**
   - do they have to read your work?
   - do they want to read your work?

8. **Reader's attitude towards you and the content of the document**
   - are they positive or negative towards you?
   - do you hold a higher position?
   - is there some reward in it for them?
   - does it mean more work needs to be done?
   - does it make them feel more positive or more negative?

9. **Writer's choice of text-type, style and register**
   - How we present and tell depends on the purpose of the written task. At the beginning of this unit we looked at the purpose of a written task - please refer.
   - How we present and tell also depends on the readers that are going to read the written task - please refer to points 5, 6 & 7.

In order for the writer to communicate the message successfully, style, text-types and register need to be well selected.

- **Style** is the manner in which a writer addresses a matter, a manner which reveals the writer's personality, or 'voice'.

- **Text-types** are used to achieve the above (style). There are ten basic text-types, namely: description; discussion; explanation; exposition; information report; narrative; poetry; procedure; recount and response.

- **Register** reflects the situation and determines the most appropriate language. Socio-cultural sensitivities must be kept in mind, so that offensive language is not used. Own values or arguments must, however, not be compromised in doing so.
10. Writing must convey the message clearly

In order to convey a message clearly, you need to understand the Communication Model below:

![Communication Model Diagram]

There are many factors which influence the communication process, all of which impact each other in a variety of ways.

- **Sender** - the sender is the speaker/writer. A sender starts with what he or she wishes to express, and then encodes that idea into symbols (words) and signs (facial expressions, tone of voice, etc.) – some of which might not be intended by the sender!
- **Message** - the message is the actual message transmitted, including all the symbols and signs
- **Receiver** - the receiver is the listener/reader. The receiver decodes the symbols and signs of the message in order to fully receive it. Decoding can involve working through one's own perceptions to understand what it is thought the sender meant.
- **Feedback** - feedback is how the receiver signals to the sender how the message was received – this can be while the sender is sending the message or a reply after the message has been received.
- **Environment** - environment is the circumstances in which the communication takes place and can include the physical, social and emotional influences (often referred to as 'noise').
11. Critical thinking skills are to be used as strategies for planning

11.1. Mind-mapping

Mind maps are tools which can help you think and learn.

It involves writing down a central idea/topic and thinking up new and related ideas which radiate out from the centre.

By focussing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember information.

This example of a mind-map is where someone was asked to think about Units of Measurement, which are also called Scalar quantities:
11.2. Brainstorming

Brainstorming is similar to mind-mapping but it involves a number of people, such as when different people who have an interest in the matter, get together and share thoughts and ideas on a specific topic. These thoughts and ideas should not be pre-meditated and are recorded linking the ideas, such as how communication issues as shown in the example below:
11.3. Spider diagrams

Spider diagrams are useful because they allow you to think about the main idea and then how the ideas are seen to be present elsewhere.

An example of this could be how a security company organises its operations around the Country as shown below:

![Spider Diagram](image)

11.4. Highlighting

Highlighting words, sentences or paragraphs enables you to see what is important or relevant in a text at a glance. Take extra care when highlighting not to highlight unnecessary information. Use highlighters that are clearly visible.
12. Research skills

Research is essential to ensure that all relevant information is identified and obtained to enable people to make decisions that are properly informed.

Below are some of the processes that are involved when conducting research. Consider that you are being asked to research Access Control measures at your place of work and try to answer all of the questions below with that in mind:

Focus

♦ What is my research challenge? Purpose?
♦ What are the critical questions?
♦ Who is my audience?
♦ What do I know? What do I need to know?
♦ What will my product be?
♦ How will I plan my time?

Find and Filter

♦ Locate different types of resources. (All formats)
♦ Decide which resources might be suitable.
♦ Select the most appropriate resources.
♦ Do the resources answer your critical questions?
♦ Did you find information that points you in another direction?
♦ Revise research questions if necessary.

Work with the Information

♦ Read, review, listen.
♦ Interpret, record, organize.
♦ Collect sources of information and quotations.
♦ Look for patterns. Make connections.
♦ Check for understanding.
♦ Review, revise, reorganize, and edit.
Communicate

♦ Prepare final results.
♦ Prepare list of information sources
♦ Share ideas, findings, and product.
♦ Act on findings.

Reflect

♦ What did we learn about the topic?
♦ How does this new knowledge fit in a wider context?
♦ What worked well?
♦ What would we do differently next time?
♦ What did we learn about research?
STUDY UNIT 2
PRODUCE COHERENT AND COHESIVE TEXTS

LEARNING OUTCOMES

On completion of this study unit the student will....

♦ Clearly express meaning through the use of a range of sentence structures, lengths and types.
♦ Use paragraph conventions and links between paragraphs in texts, promoting coherence and cohesion in writing/signing.
♦ Explain the use with reference to logical progression, cause and effect and/or contrast
♦ Control the overall structure of a piece of writing/signing and clearly formulate the conclusion
1. Coherent and Cohesive text

Coherent and cohesive texts mean that:

♦ your paragraphs have a logical flow
♦ there will be no unnecessary words and phrases.
♦ sentences will be simple and in manageable units.
♦ repetitious or closely related material is avoided by combing or deleting words and sentences that repeat information
♦ they will be specific, without vague phrases and words
♦ words will be used accurately

In order to achieve the above, you need to understand something about the structure of basic English language.

2. The anatomy of a sentence

2.1. The Verb

The verb is the fundamental part of the sentence. The rest of the sentence, with the exception of the subject, depends very much on the verb. It is important to have a good knowledge of the forms used after each verb (verb patterns), for example: to tell [someone] TO DO [something]

Verbs also show a state of being. Such verbs, called BE VERBS or LINKING VERBS, include words such as: am, is, are, was, were, be, been, being, became, seem, appear, and sometimes verbs of the senses like tastes, feels, looks, hears, and smells.

EXAMPLE

♦ "Beer and wine are my favourite drinks." The verb "are" is a linking (be) verb.

Fortunately, there are only a limited number of different verb patterns. Verbs can describe the action (something the subject actually does) or state (something that is true of the subject) of the subject.

EXAMPLE

♦ ACTION: I play football twice a week.
♦ STATE: I've got a car.

Some verbs can represent both actions and states, depending on the context.

♦ ACTION: David's working in the bank.
♦ STATE: David works in a bank.

Finding the Verb

When you analyze a sentence, first identify the verb. The verb names and asserts the action or state of the sentence.

♦ "Working at the computer all day made David's head ache."

The main verb of the sentence is "made", not working.

Verbs identify our activity or state.

♦ eat, sleep, run, jump, study, think, digest, shout, walk ....
2.2. The Subject

The subject is the person or thing the sentence is 'about'. Often (but not always) it will be the first part of the sentence. The subject will usually be followed by a verb.

Finding the Subject

Once you determine the verb, ask a wh...? question of the verb. This will locate the subject(s).

EXAMPLE

- David works hard.
  - Who "works hard"? = David does = the subject.
  - Beer and wine are my favourite drinks.
  - What "are my favourite drinks"? Beer and wine are = the subjects.

3. Types of sentences

If it helps you, think about a sentence as if it were a skeleton, the skeleton contains various bones and these bones are put together to form different parts of the body. So are sentences formed by words, the words are the bones and they are put together in different ways to form sentences.

3.1. Simple Sentences

It describes only one subject, thing, idea or question, and has only one verb expressing a complete thought.

A simple sentence must have a verb. A verb shows action or state of being. The subject tells who or what about the verb.

**EXAMPLES**

- Jill reads.
- The guard dog with the red collar always barks loudly.
3.2. Compound Sentences

Compound sentences are made up of two or more simple sentences combined using something such as **and, or, but**.

**EXAMPLES**

* "The sun was setting in the west and the moon was just rising."
* I walked to the stores, but my supervisor drove.
* I might watch the CCTV, or I might patrol the site
* My colleague enjoys searching vehicles, but she didn't like the man driving the Mercedes.

3.3. Complex Sentences

Complex sentences describe more than one thing or idea and have more than one verb in them.

**EXAMPLE**

* "My supervisor likes guard dogs that don't bark."
* "My supervisor doesn't like guards that are late for work."

4. Kinds of Sentences

Let's look at four kinds of sentences: declarative, imperative, interrogative, and exclamatory.

* A declarative sentence makes a statement.

**EXAMPLE**

The emergency exercise will take place tomorrow.

* An imperative sentence gives a command or makes a request.

**EXAMPLE**

Open the boot please.

* An interrogative sentence asks a question

**EXAMPLE**

Can you tell me whether that door is locked?

* An exclamatory sentence shows strong feeling.

**EXAMPLE**

Stop that man!

Declarative, imperative, or interrogative sentences can be made into exclamatory sentences by punctuating them with an exclamation point.
5. **Paragraph conventions**

As previously mentioned, writing should be organised with a beginning, middle and ending:

- organize ideas into logical chunks of information (e.g. paragraphs)
- use transitions to connect episodes, descriptions, explanations or facts (e.g. afterward, later on, in addition, also)
- describe procedures sequentially (e.g. steps leading up to the commission of a crime)
- write a variety of beginnings and endings

*A paragraph is a coherent block of text, such as a group of related sentences that develop a single topic or a coherent part of a larger topic.*

The beginning of a paragraph is indicated by………

- the beginning of the content, that is, the paragraph is the first content in the document, or
- exactly one blank line preceding the paragraph text

The end of a paragraph is indicated by ………….

- the end of the content, that is, the paragraph is the last content in the document, or
- one or more blank lines following the paragraph text

5.1. **A paragraph should:**

- have a topic sentence:

A topic sentence is a sentence whose main idea controls the rest of the paragraph and is usually the first sentence of the paragraph, but not necessarily, it may even be at the end of the paragraph

- have a body

The body of a paragraph explains, develops or supports, with evidence, the topic sentence’s main idea - it usually consists of supporting ideas

- be coherent

Supporting ideas must clearly relate to the topic sentence - when sentences are connected or organised in a paragraph, a reader can easily follow a writer’s train of thought.

5.2. **Conjunctions:**

As their name implies, conjunctions join together elements of thought - words, phrases, sentences, and paragraphs.

- John and Sally built a large guard hut.
- The train was late, and Tom was tired.
- Just as the smell of good pies brought back memories, so too did the taste of the fresh coffee.
- Sally steamed the corn while Fred fried the steaks.
- After the rain stopped, the guard dog went out on patrol.
- The snowman melted because the sun came out.
- Even though John fell asleep, his dog barked and woke him up when someone came to the gate
CONCLUSION!

First and last impressions are important in any part of life, especially in writing. The introduction is what makes the reader want to continue reading your paper. The conclusion is what makes your paper stick in the reader's mind.

The conclusion to any paper is the final impression that can be made. It is the last opportunity to get your point across to the reader and leave the reader feeling as if he or she learned something.
STUDY UNIT 3
DRAFT AND EDIT OWN WRITING

LEARNING OUTCOMES

On completion of this study unit the student will....

♦ Edit a draft to improve on the original
♦ Control grammar, check and adapt diction/clarity of sign, sentence and paragraph structure for consistency
♦ Achieve logical sequencing through logical sequencing of ideas and overall unity
♦ Edit out major grammatical and linguistic errors
♦ Inappropriate and potentially offensive language is identified and adapted/removed
♦ Experiment with different layouts and options for presentation appropriate to the nature and purpose of the task
1. **Introduction**

This Unit deals with the drafting and editing of a writing in order to improve and produce an acceptable final version.

2. **Drafting is essential!**

This is because it allows you to put down your initial thoughts and then to refine them into a coherent piece of writing by redrafting until you are satisfied with the completed product.

**Steps to follow:**

- write down your title (heading). Make sure you are not misinterpreting your topic
- decide on the tone of your written work - will it be formal, friendly, demanding, outraged, ....?
- choose your tense. The past tense is easiest to use. Do not attempt mixing tenses unless you are very skilled at using the language
- start with a brief introduction. Write three options and decide which is the strongest
- divide paragraphs so as to preserve continuity. One event follows another in chronological (date/time) order
- build sentences carefully but plainly (less is sometimes more!). Vary the lengths and don't repeat yourself
- vary types of sentences - statements, descriptive and more complex
- avoid starting sentences with conjunctions (and, but, so, then, because, well, etc.)
- watch spelling, punctuation and tenses
- use all your senses in order to obtain detail
- end with a conclusion that has impact. The ending is important as it's the last impressions you leave your reader with. It must be strong, revealing and conclusive. It is always the final word that counts! It must give satisfaction to you as well as the reader - it must give closure.

3. **Editing**

*Editing* is when you check your essay for mistakes and correct them. No matter how sound your document may be technically, your credibility will be undermined by errors in *sentence construction* or *grammar, word choice and usage, punctuation, mechanics or spelling*. Use a ruler and don't make a sudden, hurried sweep, but look for one type of error at a time.

The editing stage goes hand in hand with drafting, as you will see that some of the steps are repeated.

**Editing steps to follow:**

3.1. **Grammar and spelling**

- check your spelling
- check your grammar
- read your written work again
- make sure each sentence has a subject
- make sure your subjects and verbs agree with each other
- check the verb tenses of each sentence
- make sure that each sentence makes sense

3.2. **Style and organisation**

- make sure your written work has an introduction, supporting paragraphs, and a summary (closing) paragraph
- check that you have a thesis (topic) statement that identifies the main idea of the written work
- check that all your paragraphs follow the proper paragraph format
- see if your written work is interesting
It is true that prevention is better than cure! Time spent on planning the contents and care taken in formulating your ideas, will help you to make fewer mistakes.

Guard against confusion or over complicating thing, avoid excessive use of jargon (specialized language concerned with a particular subject, culture or profession), exclusive or insensitive choice of words (gender, rank, ……) and offensive or incorrect register.

4. Layout

The layout of the written work must be appropriate to the nature and purpose of the task.

Here are some pointers:
 margins - all text should have consistent and appropriate margins

4.1. Capital letters:
Do not use capital letters throughout a piece of written work but ensure that the use of capital letters is correct: for example, sentences, names and titles should always start with capital letters.

4.2. Font size:
When using computers, font size 12 is normally appropriate. Longer quotations size 10.
Main headings size 14 and sub-headings size 13.

4.3. Font style:
Do not use flashy styles. Never mix fonts. Bold can be used for headings, sub-headings and special emphasis. Italics can be used for special emphasis and book/journal/newspaper/film titles, as well as foreign words spacing - use 1.5 spacing for shorter tasks and double spacing for long tasks (this is to make it easier to read). Long quotations (four lines or more), must be single spaced.

4.4. Indentation:
The two most commonly used methods are:

♦ all paragraphs are indented. Do not use block style. Do not leave an empty line between paragraphs.
♦ paragraphs are in block style (no indentations). Leave an empty line between paragraphs

4.5. Chapter headings:
Place chapter headings at the top of a new page. Sub-sections, unlike chapters, do not start on a new page, but are separated from the preceding section by an empty line

4.6. Quoting:
This means reporting someone else's words. Remember to use quotation marks/inverted commas at the beginning and the end of the actual words that were spoken. If quoting long sections in a computer document, it is usual to also write these sections in italics.

Write the way you talk: talk to your reader - simply 'talk' on paper

Use ordinary words: here are two points to think about:

♦ good professionals use ordinary words, unless they need something more precise!
♦ bad amateurs use impressive words all the time, unless they can't think of them!
UNIT STANDARD

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

<table>
<thead>
<tr>
<th>SAQA US ID</th>
<th>UNIT STANDARD TITLE</th>
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<tbody>
<tr>
<td>119465</td>
<td>Write/present/sign texts for a range of communicative contexts</td>
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<td>2012-02-24</td>
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<th>LAST DATE FOR ACHIEVEMENT</th>
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<td>2016-02-24</td>
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PURPOSE OF THE UNIT STANDARD

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 ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

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

UNIT STANDARD RANGE

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

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

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Write/sign for a specified audience and purpose.

OUTCOME RANGE

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

ASSESSMENT CRITERIA
ASSESSMENT CRITERION 1
The purpose for writing/signing, the target audience and the context are clear in relation to the learning task or activity.

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

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

ASSESSMENT CRITERION 4
Writing/signing is well-structured and conveys its message clearly.

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

ASSESSMENT CRITERION RANGE
Brainstorming, mind-mapping, using spider diagrams, highlighting

ASSESSMENT CRITERION 6
Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise.

ASSESSMENT CRITERION 7
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.

ASSESSMENT CRITERION RANGE
Accessing information from different sources, sorting, categorising, classifying, sifting for relevance, validity and reliability, recording, reporting, formulating conclusions

SPECIFIC OUTCOME 2
Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.

ASSESSMENT CRITERIA

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

ASSESSMENT CRITERION 2
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.

ASSESSMENT CRITERION 3
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

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

ASSESSMENT CRITERION 2
Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency.

ASSESSMENT CRITERION 3
Logical sequencing of ideas and overall unity are achieved through redrafting.

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

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

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

ASSESSMENT CRITERION 6
Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS
• This Unit Standard will be assessed by an assessor and moderated by a moderator, registered with the relevant accredited ETQA responsible for the quality assurance of this Unit Standard.

• Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the appropriate quality assuring ETQA, or Learning Programme approval with an ETQA that has a Memorandum of Understanding with the quality assuring ETQA.

• Verification (external moderation) of assessment and moderation by the provider, will be conducted by the relevant quality assuring ETQA according to the moderation guidelines in the relevant Qualification and the agreed ETQA policy and procedures.

• An individual wishing to be assessed through RPL against this Unit Standard, may apply to an assessment agency or provider institution accredited by the relevant quality assuring ETQA, or by an ETQA that has a formal agreement/accreditation with the relevant quality assuring ETQA.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE
The essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria.

Learners can understand and explain that 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.

Learners are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the learner’s performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.
UNIT STANDARD DEVELOPMENTAL OUTCOME
N/A

UNIT STANDARD LINKAGES
N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING
Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading/signing and/or written activities.

UNIT STANDARD CCFO WORKING
Work effectively with others and in teams: using interactive speech/sign in activities, discussion and research projects.

UNIT STANDARD CCFO ORGANISING
Organise and manage oneself and one's activities responsibly and effectively through using language.

UNIT STANDARD CCFO COLLECTING
Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.

UNIT STANDARD CCFO COMMUNICATING
Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications in writing/signing.

UNIT STANDARD CCFO SCIENCE
Use science and technology effectively and critically: using technology to access and present texts.

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

UNIT STANDARD CCFO CONTRIBUTING
Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.
LEARNER WORKBOOK SECTION
FORMATIVE ASSESSMENT (OPEN BOOK EXAM)

WRITE/PRESENT/SIGN TEXTS FOR A RANGE OF COMMUNICATIVE CONTEXTS - UNIT STANDARD 119465

Full Name and Surname: ___________________________________________

ID Number: _______________ Date of Assessment: _________________

Name of Assessor: _______________________________________________

Learner Signature: _______________ Assessor Signature: ______________

Pass mark is 70% (34 out of 49)

Competent: ☐ Not Yet Competent: ☐

SKILLS PROGRAM 2
BOOK 6
Scenario

Background information

Lerato Mondise is the Security Manager at East Rand Engine Supplies and is in charge of security at their warehouse situated in Queens Road, Boksburg, 1956.

You are one of Lerato’s security officer who has completed your SASSETA Skills Programme 1 and so has been working as a patrol officer.

You have been very good so Lerato arranged for you to get training in Skills Programme 2 so that you can become an access control officer.

You have attended some training sessions and Lerato, who is an accredited assessor, now wishes to assess you to see whether you are competent. Lerato has set a number of questions for you in order to assess you against Unit Standard 119465 - Write/Present/Sign Texts for a Range of Communicative Contexts.

You should answer all questions contained within this assessment.

Lerato started off by asking you some basic questions regarding writing just to make sure that you understand the basics.

1. Lerato would like to know how much you understand about ensuring that your written work is appropriate for a specified audience and purpose. *(4 Marks)*

She has listed four general categories of writing below, followed by four types of written work. In the space provided, write the type of written work that corresponds to the general category.

<table>
<thead>
<tr>
<th>General Category of Writing</th>
<th>Corresponding Type of Written Work *</th>
</tr>
</thead>
<tbody>
<tr>
<td>to provide information</td>
<td></td>
</tr>
<tr>
<td>to persuade the reader</td>
<td></td>
</tr>
<tr>
<td>to give instructions</td>
<td></td>
</tr>
<tr>
<td>to enact (or prohibit) some-thing</td>
<td></td>
</tr>
</tbody>
</table>

* Choose from: Business Correspondence, Argumentative, Transactional, Narrative

2. Your training included when to use ‘Yours faithfully’ and ‘Yours Sincerely’ in a business letter. Lerato would like to know which ending to use for each of the following cases: *(4 Marks)*

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Required ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Ms Modise</td>
<td></td>
</tr>
<tr>
<td>Dear Lerato</td>
<td></td>
</tr>
<tr>
<td>Dear Sirs</td>
<td></td>
</tr>
<tr>
<td>Dear Madam</td>
<td></td>
</tr>
</tbody>
</table>
3. Whatever writing you do there are three sections that you must always have. Fill in the missing three words in the following sentence which refer to these sections. (3 Marks)
An ________________ so that the reader immediately knows what he/she is going to read about, the ________________ where the person gets all the relevant information and the ________________ so that you can make sure that he/she has understood correctly and knows what to do.

4. A few weeks ago, Leratho asked you to go to Blankfields Hardware Shop at 29 Kings Road, a couple of streets away from the warehouse, to buy a replacement padlock for one of the gates. Lerato told you to find a specific padlock which you could not find. (11 Marks)

You asked Alison, one of the shop assistants to help you. She was extremely rude and unhelpful and told you to “find it yourself”. You ended up leaving the shop empty-handed.

Lerato asked you to write a letter to the manager of the shop, complaining about the shocking service you received. You did this and your original letter is shown below. Having now studied for this Unit Standard, edit the letter on the next page to improve it and make it more appropriate to send to the shop manager.

East Rand Engine Supplies
Boksburg

The Manager
Blankfields Hardware

The Manager

I really think it’s about time you fired that idiot Alison that you employ – she wouldn’t help me last week and is a totally useless.
I do not understand why you keep employing this women because she doesn’t understand anything about padlocks which is not a job for woman anyway.
She is so fat that she cannot walk around the shop quickly and is very ugly.

Signed

(Your name)
5. Lerato frequently tells her staff that communication is one of the most important things for security officer to understand so that they can ensure that they do a professional job. Complete the missing words in the following diagram of the communication model: (3 Marks)

![Communication Model Diagram]

6. Lerato is really impressed at this stage and decides to ask you about critical thinking skills. She has listed four tasks that she would like to be completed and asks which of the methods that you have learned about would be the most appropriate in each case: (4 Marks)

<table>
<thead>
<tr>
<th>Task requirement</th>
<th>Most appropriate critical thinking method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different people get together and have a vested interest in the matter and share thoughts and ideas on a specific topic</td>
<td></td>
</tr>
<tr>
<td>You need to think and learn by writing down a central idea/topic and think up new and related ideas which radiate out from the centre.</td>
<td></td>
</tr>
<tr>
<td>You need to think about the main idea and then how the ideas are seen to be present elsewhere</td>
<td></td>
</tr>
<tr>
<td>Enabling you to see what is important or relevant in a text at a glance</td>
<td></td>
</tr>
</tbody>
</table>

7. Lerato intends to ask you to do some research into security at the warehouse next week and would like to ensure that your understanding of research skills is sufficient. List the 5 (five) areas of research skills. (5 Marks)
8. What is the “subject” of a sentence? (1 Mark)

9. The following list of sentences includes examples of simple, compound and complex sentences. Indicate which type of sentence each is: (6 Marks)

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Type (simple, compound or complex)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The shark is a fish, but the whale is a mammal</td>
<td></td>
</tr>
<tr>
<td>Lorna, who was very talented, became a world famous musician</td>
<td></td>
</tr>
<tr>
<td>She came home with two snakes around her</td>
<td></td>
</tr>
<tr>
<td>Solly is a good guard</td>
<td></td>
</tr>
<tr>
<td>Jacob is an expert at searching cars, but he dislikes searching people</td>
<td></td>
</tr>
<tr>
<td>Steve likes dogs but only if they are good at worrying people</td>
<td></td>
</tr>
</tbody>
</table>

10. Combine the following sentences: (that, because, until) (3 Marks)
   a) He tried very hard. He wanted to win the race.
   b) He felt very pleased. He was told the news. His brother had beaten him.

11. Rewrite the following paragraph by correcting all errors. (5 Marks)
    Michael has been a senior security guard for a long time but has never been to Court. He does not want to get involved in any cases that might go to Court. He is worried he might make a mistake and look silly in front of his guards.

TOTAL ____________

49