

WRITE AND PRESENT TEXTS FOR A RANGE OF COMMUNICATIVE CONTEXTS

US ID 119465

LESSON 1: WRITING FOR A SPECIFIC AUDIENCE AND PURPOSE

1

Identify the purpose of writing, the audience and the context

2

Use the appropriate text style, style and register

3

Select language that is appropriate and sensitive to the purpose, audience and context

4

Structure the writing well to ensure the message is conveyed

5

Use critical thinking skills such as brainstorming, mind-mapping, spider diagrams and highlighting

6

Support the writing with a clear point of view, sound reasons, facts and a logical flow

7

Use research skills when required

Outcomes:

Activity 1

What type of text type would you use most frequently in the workplace? Motivate your response in relation to the style and register that would be used, including appropriate language, getting the message across with a clear point of view.



Activity 2

When do you think you would need to use research skills in the workplace? What types of written communication would require this skill?



LESSON 2: LANGUAGE STRUCTURES AND FEATURES

1

Express the meaning of the text through a range of sentence structures, lengths and type

2

Use paragraph conventions to create coherence and cohesion in the writing

3

Formulate clear and controlled writing

Outcomes:

Activity 3

In the following paragraph, find the sentence that is off-topic:

1. Each of the Russian manned space exploration projects had specific major goals. 2. For example, the Vostok project was designed to test whether or not human beings could survive and function in outer space. 3. Another example was the Voshkhod project, which was intended to find out whether people could work in the weightless environment of space. 4. One Voshkhod cosmonaut experimented with weightlessness by taking a spacewalk. 5. That is, he floated in a spacesuit outside his Voshkhod spacecraft, connected to it by a tether. 6. The cosmonaut to do this was Alexei Leonov. 7. Several weeks later, Leonov's spacewalk was followed by that of US astronaut Ed White. 8. Finally, the Soyuz project, with three cosmonauts, had goals of testing spacecraft and spaceflight skills so that people could fly long missions in Earth orbit.

The sentence that is off topic is:

.....



LESSON 3: DRAFTING AND EDITING OWN WRITING

1

Produce writing that is appropriate to the audience, purpose and context

2

Check the control of grammar, diction sentence and paragraph structure and adapt to ensure it is consistent

3

Sequence the ideas and overall structure in a logical manner

4

Edit major grammatical and linguistic errors

5

Identify, remove and adapt inappropriate or offensive language

6

Experiment with different layouts and options for presentation

Outcomes:

Activity 4

Find out the alphabet used in the airline industry.
List it from A – Z.



READ, ANALYSE AND RESPOND TO A VARIETY OF TEXTS

US ID 119469

LESSON 1: ANALYSING TEXTS

1

Describe different
reading strategies

2

Identify
organizational
features used in
texts

3

Achieve required
results through
correct analysis and
synthesis of texts

Outcomes:

Activity 1

Identify the types of organisational features the illustrations display.



Activity 2

Consider the following texts and state who you conclude is the reader:

The morning air was crisp and sharp as Sibusiso walked down the road

Put all ingredients into a bowl together. Whisk until fully mixed

The Board of Directors has taken the decision to close the business between Christmas and New Year. All staff will be required to take compulsory leave

I really think that you need this holiday. You have been working very hard lately and are so worn out. Just think of how nice it would be to lie on the beach in the sunshine



LESSON 2: VALUES, ATTITUDES AND ASSUMPTIONS

1

Reflect an understanding of surface and embedded meaning in texts

2

Identify and explain values and views in texts

3

Provide opinions based on relevant evidence in texts

Outcomes:

Activity 3

Determine the author's value in the text below and explain its impact in terms of meaning and the intended reader:

Judgement is such a self-centred action. Who gives us the right to judge others?



LESSON 3:
EVALUATING THE
EFFECT OF
CONTENT,
LANGUAGE AND
STYLE ON THE

READERS'
RESPONSE

1

Outline the content of a text and identify the possible effects on different audiences

2

Explain the impact of different writing techniques on readers

3

Analyse the influence of language structures and features

4

Explain various production techniques in visuals

Outcomes:

Activity 4

Find an example of the following writing techniques in a magazine, book or on the internet. Write it down and explain its impact on you as the reader:

Length of sentence

Jargon

Slang

Humour

Sarcasm



ACCESS INFORMATION IN ORDER TO RESPOND TO CLIENT ENQUIRIES IN A FINANCIAL SERVICES ENVIRONMENT

US ID 9302

LESSON 1: ELECTRONIC SYSTEMS

1

Describe
electronic
systems

2

Access
information on
the system based
on client's needs

3

Use the keyboard
accurately

4

Use the different
screens as
required

5

Match the client
query to the
appropriate
screen

Outcomes:

Activity 1

Refer to the Learner Assessment Workbook and PoE for this Activity 1.



LESSON 2: ACCESSING GENERAL INFORMATION

1

Locate electronic documents to assist with the query

2

Skim and scan through the documents

3

Obtain the information and assist the client

Outcomes:

Activity 2

Think of a time when you needed to access a document that was stored electronically. Perhaps a client needed information or maybe your manager or a colleague required information. How did you access the document? And how did you skim or scan through the contents to find the information you were looking for? What techniques did you use? For example, did you use a “search” option to find a particular word or term?



LESSON 3: IDENTIFYING TECHNICAL INFORMATION

1

Identify keywords
or technical terms

2

Use scanning
techniques to
search the
document

3

Use the most
appropriate
method to assist
the client

Outcomes:

Activity 3

Refer to the Learner Assessment Workbook and PoE for this Activity 3.



LESSON 4: READ DOCUMENTS

1

Assess the document to ensure it addresses the query

2

Provide the client with solutions or answers to their query

Outcomes:

Activity 4

Your client has called in with the following query. Explain how you would assist the client in terms of obtaining the relevant documents and establishing whether you need further assistance from your team:

Your client made a purchase last month. They were invoiced and made a payment. Two days after the payment was made, the client called in to say the product was faulty and they wanted a refund. No one has provided any feedback to the client.

