

**Harvest and Market the Crop**

**PoE Workbook**

# Individual Formative Exercise 1

**US 116297**

1. Using all sources of information available to you, determine all the techniques and equipment used in harvesting the crop produced at your place of work.
2. Name all potential techniques that can be used for their specific crop.
3. Determine the potential effects that the harvest technique may have on the quality of crop.
4. Now determine the *specific* techniques used on your farm and motivate why these are used rather than other alternatives generally used for the specific crop.
5. Determine the market requirements of the harvested crop .
6. What are the farm market requirements?
7. Identify at least 2 products and identify their target clients.
8. Determine the specific procedures followed to facilitate the harvested produce to reach the client in the condition they required.
9. Determine the specific procedures for each of the main quality requirements.
10. Trace the process from the point of picking/cutting/ etc, up to the point of delivery to the client.
11. Identify the various locations that the harvested crop is transported to.
12. Determine the number of labour units required to reach the target volumes.
13. How many harvesters are required to reach the target volumes for each of the harvest groups. This calculation is normally done on a per day basis.
14. Determine the equipment quantity required for the harvest.
15. The quantity of each tool or pieces of equipment is identified and calculated, using data gained from step 5 to do this calculation.
16. Determine the ideal harvesting time to ensure that both quality and volume requirements are met.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 2

## US 116297

Using the information gathered during activity 1, develop a harvest equipment plan for the major crop grown at your place of work. The plan should be aimed at fulfilling the requirements of the major clients.

Ensure that you address the following when developing the plan:

1. Market requirements relevant to the main target market.
2. The equipment selection that will allow harvested crop to meet these requirements.
3. Identification of all the equipment needed; the specific locations where it is required; the physical positioning of every site; and the ideal placement of equipment at each site.
4. The quantity of equipment required, considering the volumes to be delivered and the numbers of labourers required.
5. An implementation plan is designed that provides timelines on how and when the harvest plan is to be implemented.
6. Details on when, how and from what sources equipment is procured.
7. Which equipment checks are to be performed and the procedures in case equipment do not meet requirements?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 3

## US 116297

Develop a Labour plan for harvesting the major crop grown at you place of work.

The plan should be aimed at fulfilling the requirements of the major clients.

Pay special attention to risk and risk management surrounding the labour issues, procurement and training.

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| **Where Risk Occurs** | **Hazard Sources** | **Possible Actions** | **Potential Cost Benefit** |
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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 4

## US 116297

Develop a Maturity Indexing Plan to determine when the crop at your place of work is ready for harvest. Take into account:

1. Quality requirements for the major client (target market)
2. Timing requirements and volumes required by the main client (target market)
3. Identification of specific individuals to conduct the indexing
4. Timelines and locations of all relevant fields or orchards
5. Risk management plan that takes all relevant risks into account.

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| **Where Risk Occurs** | **Hazard Sources** | **Possible Actions** |
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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 5

## US 116297

Develop a Health, safety and hygiene plan for the major crop produced at your place of work.

Use the harvest specification and requirements for the crop and client used in Activity 3.

Ensure that you take into account:

1. On farm health and safety procedures and plans
2. Accident and emergency procedures
3. Procedures that could be put in place to avoid accidents
4. Hygiene logistics requirements – i.e., when, where and how many facilities and equipment required.
5. Suitable safety wear and equipment is sourced and identified.
6. The labour training schedule fits into existing training plans.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 6

## US 116297

Develop a waste management plan for use on the crop identified in Activity 2.

Ensure that you take into account:

1. The type of waste expected
2. Waste segregation
3. Site of waste build up
4. Timing and volume of waste expected
5. Responsibilities, procedures, and logistics for personnel handling waste.
6. Any training that may be required must also be planned.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 7

## US 116297

By using the information and plans developed in activity 1 – 6; compile a harvest plan that will enable the farm to meet the criteria set out below:

1. Crop Quality to meet with that of the major markets
2. Produce delivery within specified market requirement
3. Overall harvest period available is known
4. Labour training requirement can be met
5. Risks are identified, and a management plan is in place
6. Record keeping in planned – relevant forms is designed, and responsibilities are assigned.
7. Harvest logistics are planned
8. Harvest techniques are identified
9. Storage identified and planned
10. Equipment and labour plan is in place • Labour training is in place.
11. Health and Safety plan is in place
12. Procedures are in place for handling minor and major accidents
13. The required hygiene practices
14. Maturity indexing plan in place
15. Waste management plan in place
16. Training requirements are in place.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S1

## US 116297

## Instructions:

Answer the following questions:

1. What are the market quality requirements for the main crop grown at your place of work?
2. What is major market for the crops grown at your place of work?
3. Describe the harvest techniques required to fulfil market requirement?
4. What tools are typically used during harvest? Describe their use.
5. Describe the harvest process followed at your place of work?
6. What are the major risks associated with the harvest?
7. What are the quality criteria measured by the maturity index and why should this be determined?
8. How is the maturity of the crop influenced by environmental effects?
9. Explain the different factors that need to be considered when developing a harvesting plan.
10. Discuss the health, hygiene, and safety plan for the farm in relation to harvest.
11. Discuss the waste handling plan for the farm in relation to harvest.

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# Individual Formative Exercise 8

## US 116278

Explain to a group of co-workers by means of a PowerPoint presentation - at least five slides:

1. What is traceability?
2. What is traceability system for the food industry?
3. What is the purpose of traceability?
4. Name six important elements of traceability.
5. How does recordkeeping support the efficiency of traceability?
6. Which records are kept ensuring traceability for an off-farm pack house?
7. How can a producer show evidence of compliance with traceability systems?

Put the print of your slides in the PoE.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 9

## US 116278

Obtain an example of a recording system from a farm in your area and discuss it critically. If you were the manager of a fruit farm, how will you prove that you comply with traceability standards?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
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# Individual Formative Exercise 10

## US 116278

1. Conduct workplace research to obtain information about implementing a recordkeeping system that will meet all the requirements of traceability. i.e., give a list of all the documented records.
2. Conduct a food safety hazard analysis.
3. Identify your critical control points (CCPs).
4. Establish critical limits for each critical control point.
5. Develop procedures to monitor critical control points.
6. Design corrective actions to handle critical limit violations.
7. Create a food safety record keeping system.
8. Validate and verify your system.
9. Draw up a suggested HACCP plan.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
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# Individual Formative Exercise 11

## US 116278

Give at least two examples each related to any three of the following concepts, from perspective of the workplace or organisation where you are currently employed.

1. Good Agricultaral Practices (GAP)
2. Good manufacturing Practices (GMP)
3. Good Health Practices (GHP)
4. Good Social Practices (GSP)
5. Good Environmental Practices (GEP)

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 12

## US 116278

Explain in your own words what the principle of Good Agricultural Practice is and how it

might be of value to a commercial crop grower to adhere to and report on their implementation thereof.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 13

## US 116278

Look at the diagram below and summarise what you understand this diagram to mean in

terms of the flow process of Good Agricultural Practices.



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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 14

## US 116278

Conduct research regarding the following factors that should be considered in the management of Good Agricultural Practices, based on information from the farm where you are completing your practical duties:

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 15

## US 116278

Do a walk-about on your own farm and identify at least two areas where possible nonconformance to the implemented Food Safety Management System’s Protocols and Procedures may potentially occur, and what corrective actions may be applicable.

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| **Factors** | **Your Findings** | **Recommendations** |
| Soil:Current or prior use of adjacent land |  |  |
| Water resources and Irrigation Practices:Potential produce contamination associated with water  |  |  |
| Organic fertilizer:Hazards associated with animal manure |  |  |
| Pest control:Pesticide handling |  |  |

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Stages of Process** | **Potential Hazards** | **Yes/ No** | **Hazard Description** | **Control Measures** | **CCP or CP** | **Critical Limits** | **Monitoring Process** | **Corrective Action** | **Records** |
| Orhards | Chemical |  |  |  |  |  |  |  |  |
|  | Physical |  |  |  |  |  |  |  |  |
|  | Biological |  |  |  |  |  |  |  |  |
|  | Quality control sampling |  |  |  |  |  |  |  |  |

# Individual Formative Exercise 16

## US 116278

Write a report after investigating the internal and external audits that take place where you are completing your practical duties:

1. Give details of the role that these audits play in ensuring food safety for the produce from your farm.
2. Draft process flow of how these audits is conducted.
3. Give examples of at least 5 different areas related to the HACCP plan or the Food Safety
4. Management Plan upon which Internal Audits are performed regularly.
5. Draw conclusions regarding the affectivity of the current internal audit system and make
6. recommendations regarding possible improvements that might benefit the organisation.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 17

## US 116278

1. What does Standing Operating Procedures mean?
2. How does a standing operating procedure contribute to food safety?
3. Describe at least one SOP that directly affects food safety.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S2

## US 116278

## Instructions:

Based on your experience, design a PowerPoint presentation in which you identify, discuss and explain the impact of non-conformance to the basic regulatory processes on the trade of the product. You must compile at least 5 slides. Put in in the PoE.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 18

## US 116684

1. Explain in your own words what a value chain is.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 19

## US 116684

What is the role of producers?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 20

## US 116684

Explain the difference between a strategy to capture value and a strategy to create value.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 21

## US 116684

Name five non-conventional markets.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S3

## US 116684

## Instructions:

Using the market plan template in your learner guide, compile a marketing plan for your farm.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 22

## US 116306

Explain in your own words what organic farming is.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 23

## US 116306

Why do we have production standards and certification standards?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 24

## US 116306

1. Why are the certification organisations so important?
2. What does the information on the label of a certification agency mean?
3. name the different elements of a certification system.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 25

## US 116306

1. Name the three certification options for USDA?
2. Describe the guidelines for organic farming in Japan.
3. Write a short paragraph on the requirements for the European Community.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 26

## US 116306

1. What are the standards that are promoted by IFOAM?
2. What does phytosanitary certification mean?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 27 A

## US 116306

1. Name any two requirements for regulatory services.
2. name three of the actions of the National Food safety regulations.
3. Explain what the PPECB is.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 27B

## US 116306

1. Name the principles of Farmer's Associations.
2. What are the functions of Farmer's Associations?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 28

## US 116306

Explain the difference between SAFDA and AFASA.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S4

## US 116306

## Instructions:

Write a short report with the following headings:

1. Why should I certify as an organic farmer?
2. The elements of my certification system.
3. What I should do to develop my system.
4. What the inspection for verification will involve.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 29

## US 119466; 119465; 119457

Explain in your own words the following terms:

1. Word attack
2. Complex terms

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 30

## US 119466; 119465; 119457

Look at these ambiguous newspaper headlines.

1. Kids Make Nutritious Snacks
2. Milk Drinkers are Turning to Powder

Rewrite each one so that the ambiguity is eliminated, in other words the double meaning is fully explained. To do this you will need to rewrite each sentence twice. Write the literal (but incorrect) version first then what the headline is actually trying to say).

Example:

Grandmother Of Eight Makes Hole In One

1. Grandmother makes a hole in one of her eight children! (Literal)
2. Grandmother of eight children achieves a hole in one (in golf) (What it is actually saying)

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 31

## US 119466; 119465; 119457

Look at these examples of biased statements and identify what source you think they came from.

Match the number of the statement with the appropriate number of the source given in the list. Keep in mind that a source can be biased for or against something.

Statements:

1. Baboons are a menace and should be shot on sight.
2. The Israeli forces are evil and are illegally occupying Palestine.
3. The Palestinians have no right to own land in the Gaza strip - it belongs to Israel.
4. Eminem is one of the greatest rappers of all times.
5. Eminem's lyrics are disgusting. He should be banned.
6. Baboons are peaceful, fun-loving animals that do no harm.
7. Men are lazy and our lives would be improved if they were all eliminated.
8. Gambling is a vice - it will lead to moral decay.
9. Women are the best! Long live women!
10. Charities benefit enormously from the Lotto therefore gambling is a good thing.
11. Farm labourers are unable to negotiate with management.
12. Farm workers preferred the ‘tot system’.

Sources:-

1. A newspaper article in favour of gambling.
2. An article from a leaflet entitled "Protect All Animals!"
3. A writer who dislikes swearing and obscenities in music.
4. A fan writing to a fan club newsletter.
5. A pamphlet promoting Israel's right to occupy the Gaza Strip.
6. An article written by someone who dislikes men intensely.
7. A letter from someone who has been plagued by baboons.
8. A poster advertising Women's Day.
9. An article that is written by someone whose life was ruined by gambling.
10. A brochure published to support the Palestinian struggle for land.
11. An Apartheid era, anti-union, farm policy document.
12. A letter from a farmer who wanted to extract cheap labour from workers.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 32

## US 119466; 119465; 119457

Look at these examples of extracts from articles. Then match the extract with the attitude or belief being expressed either directly or indirectly. A list of attitudes and beliefs is given below - some of which are correct, some of which are not. Choose the one you think best describes the attitude and beliefs of the author. Match appropriate numbers.

Extracts:

1. Children are a mixed blessing. On the one hand they give meaning to our lives, are entertaining, fun to be around and keep us young. On the other hand, they are a great responsibility.
2. Modern music is in a strange state. There are no more great guitarists like Clapton and Hendricks from the 60's. Today's guitarists think it is sufficient to learn a few chords, and then blast the audience with their new-found skills.
3. The abuse of Iraqi prisoners was to be expected. The Americans have always shown little regard for those they hold captive in times of war. Abuse has occurred frequently in previous wars.
4. The current trend of concern about genetic modification of food crops is based on various scientific misconceptions. The potential benefits of GM crops far outweigh the few disadvantages.
5. Studying by correspondence is challenging. The advantages are that you can pace yourself and decide when you wish to study. You can also earn a wage while being a student. A disadvantage is that you cannot have class discussions.

Attitudes and beliefs:

1. Negative attitude to correspondence courses
2. Positive attitude to genetic modification; belief that its advantages outweigh any disadvantages
3. Negative attitude to the USA; belief that they tend to abuse prisoners of war
4. Belief that modern music is better than it was 40 years ago
5. Belief that having children is a positive thing, positive attitude to children
6. Positive attitude to the USA; belief that they are a humane nation
7. Negative attitude to genetic modification; belief that it is ultimately harmful
8. Negative attitude to modern music; belief that it has got worse over the years
9. Positive attitude to studying through correspondence colleges; belief that they are better than full-time institutions
10. Belief that having children is a bad thing, negative attitude towards children

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 33

## US 119466; 119465; 119457

Explain in your own words how humour is used in text.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 34

## US 119466; 119465; 119457

Read the following two extracts carefully.

## Extract1:

Cats are all tigers at heart - just one look at those huge flashing eyes and you know you are in serious trouble if you don't deliver cream and caviar instantly! Out will come the claws - the gloves will be off, so to speak, and woe betide your furniture! Anything that can be shredded will be and you had better watch out. Of course, your favourite kitty can lull you into thinking she's just a sweetheart. When she really wants something she will curl up next to you, rub against you and in a seductive purr tell you that you are just the best owner in the world. Don't be fooled, under that gorgeous sound lurks the spine-chilling growl of a tiger on the prowl.

## Extract 2:

Ms Miller, the Honourable Member for Xanadu Park, has been up to her usual tricks. Using all the charm she has (and we all know how well-endowed she is in that area) she has convinced the high-minded, law-abiding citizens of this suburb that prostitution and drug dealing are quite respectable ways for people to earn their living. So now, thanks to her efforts, we can all look forward to wonderful street scenes in which gorgeous ladies of the night tempt lonesome passers-by and the brave sellers of illegal substances cruise the streets offering their delights for sale.

Both these passages rely on humour to make their points.

1. Which one is a light-hearted entertaining extract? How do you know that? What purpose do you think the author had in mind when he/she wrote this? Is the passage trying to influence the reader to support a particular point of view? Give reasons for your answer.
2. Which one is a piece that relies on sarcasm and irony to make a serious point? What purpose do you think the author had in mind when he/she wrote this? What point of view are they supporting? How are they trying to influence the reader? Give reasons for your answer.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 35

## US 119466; 119465; 119457

Look at these sentences. They are all taken from an article written by someone who is trying to convince readers of something.

1. This is the saddest story ever told in history.
2. You will weep buckets of tears at this movie.
3. The most beautiful child of the best mother in the world is kidnapped.
4. The kidnappers demand a ransom of 2 million rand from the estranged father.
5. Action scenes galore follow, enough to satisfy the most bloodthirsty audience.
6. Above all however, the movie breaks your heart.
7. The two lead actors act their hearts out and the end result is a tear-jerker of note.
8. Your life will not be complete if you don't see "The Boy Who Never Was."

Now see if you can find:

1. Two examples of hyperbole.
2. Two examples of figurative language.
3. What sentence contains a fact and not an opinion?
4. What message about the movie is repeated several times?
5. Would this review convince you to go and see the movie? Why or why not?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 36

## US 119466; 119465; 119457

Look at these descriptions of various texts, which are indicated by letters. Then look at the list of types of writing or genres, which are numbered. Now match the text with the genre. (Just write down the numbers and letters).

Texts:

1. A novel set in Malaysia dealing with a tea grower.
2. A text giving reasons for and against the use of euthanasia (mercy killing) by trained medical personnel.
3. An article promoting the view that genetic modification of plants is of overall benefit to a country. D. A brochure describing a new holiday resort in the Maldives.
4. A pamphlet accompanying a complicated new digital camera in which directions for use are given. F. A diary entry reflecting on one's feelings about the death of a much-loved friend.
5. G. A letter to a wine estate's manager asking for vacation employment.

Genres:

1. Discursive
2. Descriptive
3. Narrative
4. Reflective
5. Argumentative
6. Transactional
7. Expository

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 37

## US 119466; 119465; 119457

Using the points listed in your mind-map in the learner guide, produce a paragraph for each of the Main Ideas, namely Barriers, Solutions and Conclusion.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 38

## US 119466; 119465; 119457

1. Name the three basic steps when you plan to write a letter.
2. Then write a letter to a newspaper on your opinion on alien vegetation.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 39

## US 119466; 119465; 119457

Read the following sets of short simple sentences and then combine them into complex sentences. Use the words in brackets after the sentences to join the sentences. Remember when you are combining short sentences you can leave out words from the adjoining sentences.

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

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 40

## US 119466; 119465; 119457

You are now going to write a text in which you demonstrate that you can use paragraphs in a logical way that contributes to the cohesion of your text.

Imagine you have been asked to write an article for the college magazine. The theme of this issue of the magazine is "Getting to know each other."

You need to write a text in which you give a short autobiography (life story). Brainstorm the topic, using the words "My life" as your central topic.

Draw a mind map or a spider diagram to guide you and help you plan.

Some branches, or legs, might be:

1. Where I grew up.
2. My family.
3. My education.
4. My interests.
5. My dreams for the future.

Write a text in which you use these (and other) branches or legs as guides for each separate paragraph.

Your text should have at least five paragraphs and should be about 200 words.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 41

## US 119466; 119465; 119457

Imagine you are the editor of a news leaflet that is going to run an article on Genetic Modification.

One of your writers hands you this text for the publication. You think the content is good and appropriate but are worried that the structure makes it unclear.

Divide the text into paragraphs.

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

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 42

## US 119466; 119465; 119457

Write a formal letter to the editor of the local paper to inform him/her of the new community centre that is opening in a week's time in your town.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 43

## US 119466; 119465; 119457

Give the letter that you wrote in Activity 42 to a fellow classmate. Let him or her edit the letter in a blue pen.

Put it in your PoE.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S5

## US 119466; 119465; 119457

## Instructions:

Answer the following questions:

1. What do we mean by target audience?
2. Define context.
3. Give an example of a text that is written in the narrative genre.
4. Name three other kinds of genre.
5. What is the basic starting point for an argument called?
6. If you make a list of basic ideas in planning, what would you call this?
7. What is a spider diagram?
8. What is meant by summary?
9. What do you understand by "summary"?
10. What do we mean by "bias"?
11. Write a definition of a request.
12. What is a stereotype?
13. How can typography influence a reader?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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