

NATIONAL CERTIFICATE IN
WHOLESALE AND RETAIL
OPERATIONS SUPERVISION, NQF
Level 4, ID 49397

Written Communication

**Aligned to unit
standard: 119469**

Learner Study Guide

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This Learner Study Guide articulates in the following programme and manner:

**NATIONAL CERTIFICATE IN WHOLESALE AND RETAIL OPERATIONS
SUPERVISION, NQF LEVEL 4, ID 49397**

WHOLESALE AND RETAIL Learning Programme

Written Communication

Read, analyse and respond to a variety of texts, US ID 119469



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Introduction to this programme

Dear learner

Welcome to the learning programme – **Read, analyse and respond to a variety of texts, US ID 119469**

The unit forms part of Written Communication for the NATIONAL CERTIFICATE in Wholesale and Retail Operations Supervision, which is registered with the WHOLESALE and RETAIL SETA.

Congratulations on choosing to upgrade your skills. We believe that this is one of many learning programmes that will develop and improve your skills.

Over the past couple of years, South Africa has made a significant shift from the old dispensation in education (where learners used to be bombarded with theory and very little practical work) to an outcomes-based education model (based on competency rather than on theory). The aim of the shift is to make the South African labour force more productive and show them how to apply the knowledge that they have gained from training programmes.

The learning programme you are about to start is outcomes-based and in line with the outcomes as stipulated in the applicable unit standard. The assessment is also in line with the assessment criteria as stipulated in the unit standard. Once you have been declared competent on the outcomes of this unit standard, you will receive **credits** towards a nationally recognised qualification.

You will be assessed formatively and summatively. The **formative** assessment will be conducted as you work through the lessons of this Study Guide and the **summative** assessment will be conducted when you have completed your training. Assessment can also be defined as the method that is used to determine whether you have mastered the skills that you will be taught during this learning programme. Assessment usually consists of two components, namely **instructional learning** (as conducted during this learning programme) and the **workplace assessment** – to determine your practical skills and your ability to implement what you have learnt.

The purpose with the Practical Guide Logbook (which will be handed to you by your assessor) will be to assess whether you can apply what you have learnt in the workplace.

Another added advantage to the new dispensation is the fact that recognition of prior learning is also considered and can count towards achieving credits towards a skills programme or qualification. Life experience, work experience and previous courses attended can be taken into consideration for recognition of prior learning purposes, should it relate to the specific learning programme or qualification you are working towards. This is merely a brief description to the new dispensation and barely covers what one can learn about this.

So, you will undergo theoretical training; receive your Practical Guide Logbook and Learner Assessment Guide & Portfolio of Evidence. At this point, you and your assessor will sign the Assessment Plan and your assessment will commence! You will be guided all the way.

We hope that this makes you as excited as it does us and it is a real privilege for us to be able to facilitate and assess you on the outcomes of the unit standard that we are about to start.

Please feel free to communicate any questions to your facilitator or to your assessor.

Remember, look out for the following icon in your Study Guide:

This icon indicates an activity that must be completed and placed in your Portfolio of Evidence (PoE).



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Purpose of the learning programme

Purpose

The purpose of this learning programme is to enable learners to use analytical skills to make sophisticated judgements about complex human and social issues. Learners will be aware of the functions of both language and its drama and power.

Critical cross-field outcomes

During the Lessons (and theoretical process), the practical component and the workplace experience you will complete during the course of this programme, there are also CCFO's

These CCFO's are as follows:

CCFO	Details
Identify and solve problems	The ability to identify and solve problems using context to decode and make meaning individually and in groups in oral, reading and written activities
Work effectively with others and as part of a team	The ability to work effectively with others and in teams using interactive speech, discussion and research projects
Organize and manage oneself and one's activities effectively and responsibly	The ability to organize and manage oneself and one's activities responsibly and effectively through using language
Collect, organize, analyse and critically evaluate information	The ability to collect, analyse, organize and critically evaluate information that is fundamental to the process of growing language capability across language applications and fields of study
Communicate effectively	The ability to communicate effectively using visual, mathematical and language skills in formal and informal communications
Use science and technology effectively and critically	The ability to use science and technology effectively and critically using technology to access and present texts and exploring the ethics of science and technology through studying texts from and about these fields
Demonstrate an understanding of the world as a set of related systems	The ability to demonstrate an understanding of the world as a set of related systems through using language to explore and express links and exploring a global range of contexts and texts
Contribute to full development of self	The ability to contribute to self-development by engaging with texts that stimulate awareness and development of life skills and the learning process

Entry level requirements

Learners being registered against this learning programme, must **already demonstrate the following competence:**

- ➡ They must have achieved competence on Literacy at NQF Level 3, in specific relation to unit standard **Interpret and use information from texts**

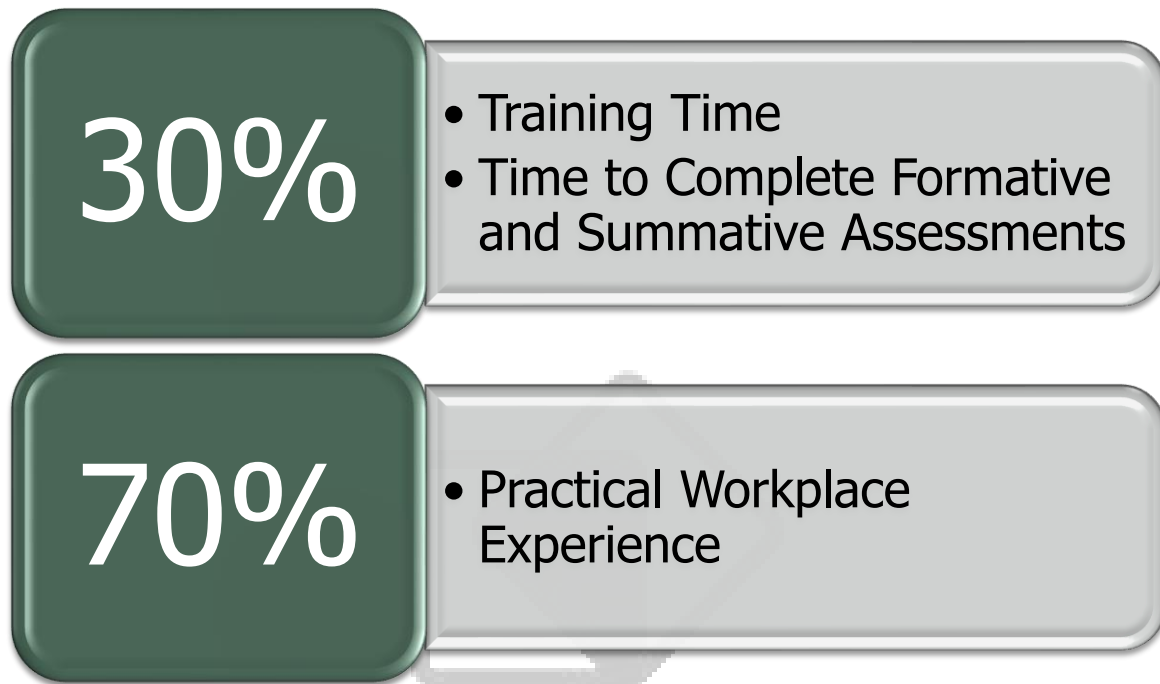


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Learning programme schedule

This Learning Programme carries a weight of 5 credits. These credits are converted into actual working hours which equate to a total of 50. This means it will take approximately 50 hours for you to undergo the training, assessment and all other requirements before you are found competent against this unit standard.

These 50 hours are broken up as follows:



30% of 50 = 15 Hours

5 Hours (1 Day)

This time is for the actual training session. Here, you will be attending class or tuition with the rest of the learners. Learning will be based on the requirements of the unit standard.

15 Hours (2 Days)

During the training session, the facilitator will inform you of the assessment requirements for the unit standard – both Formative and Summative. During this time you will need to complete your Formative Assessments and also ensure that all required forms and preparation sheets are signed together with your Assessor for you to undergo the Summative Assessment requirements. These may include components of Knowledge, Practical and / or Case Studies or Projects.

During this time, you may also contact the Assessor for assistance on the requirements of the Assessments. The learning group may also make use of this time to self-help on the Assessments.

70% of 50 = 35 Hours

35 Hours (5 Days)

During these 5 days, you will need to be based at a workplace – assisted by the workplace mentor, coach or assessor to ensure that you achieve the specific outcomes and assessment criteria as detailed on the Practical Workplace Logbook. These will need to be signed off by the workplace mentor, coach or assessor and submitted as part of your PoE.

Any other activity (outside of the PWL) that will assist you in demonstrating competence on any of the specific outcomes should be included as evidence in your PoE.



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Unit Standard

Unit Standard: 119469



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Read/view, analyse and respond to a variety of texts

SAQA US ID		UNIT STANDARD TITLE		
119469		Read/view, analyse and respond to a variety of texts		
ORIGINATOR				
SGB GET/FET Language and Communication				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	NQF Level 04	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
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8975	Read analyse and respond to a variety of texts	Level 4	NQF Level 04	5	Complete
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PURPOSE OF THE UNIT STANDARD

Competence at this level will enable learners to use analytical skills to make sophisticated judgements about complex human and social issues. They are aware of both the functions of language and of its drama and power.

Learners are critical, reflective and responsive readers and/or viewers of written/signed and visual texts. They are able to draw comparisons between texts, and to compare and contrast themes and issues in texts with those in the contexts in which they live and work. They identify and analyse style and tone/sign size and pace and account for their effectiveness in different texts. They are willing to challenge the assumptions and values expressed in texts. They are especially critical readers/viewers of both the written/signed and/or visual mass media. They can access, process and use information from a wide variety of texts.

Learners credited with this unit standard are:

- Critically analyse texts produced for a range of purposes, audiences and contexts
- Identify and explain the values, attitudes and assumptions in texts
- Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts.

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 3 unit standard entitled Interpret and use information from texts.

UNIT STANDARD RANGE

A wide variety of complex and extended written/signed and visual texts from socio-cultural, learning and workplace contexts.

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

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Critically analyse texts produced for a range of purposes, audiences and contexts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Reading and/or viewing strategies appropriate to the purposes for reading/viewing are adopted.

ASSESSMENT CRITERION RANGE

Skim, scan, prediction, knowledge of form and features of text types and different genre.

ASSESSMENT CRITERION 2

Organisational features of texts are identified. The role of each of the features is explained in relation to usefulness in making meaning of readings and/or viewing.

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 3

Synthesis of information from texts, and generalisation of patterns and trends, result in appropriate conclusions about purpose, audience and context.

SPECIFIC OUTCOME 2

Identify and explain the values, attitudes and assumptions in texts.

OUTCOME RANGE

Socio-cultural, learning and/or workplace contexts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints.

ASSESSMENT CRITERION 2

Values and views in selected texts are identified and explained in terms of the impact on meaning and target audience.

ASSESSMENT CRITERION 3

Evidence cited from texts in defence of a position is relevant.

SPECIFIC OUTCOME 3

Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Content is outlined and its possible effects on different readers/viewers are explored.

ASSESSMENT CRITERION 2

The impact of different writing/signing techniques on reader/viewer perspective are identified and explained in terms of the particular effect produced by each.

ASSESSMENT CRITERION RANGE

Length of sentence, punctuation/non-manual features (NMFs), diction/choice of words, use of figurative language jargon/technical terms/slang/dialect/irony/humour/satire/sarcasm/legalisms

ASSESSMENT CRITERION 3

The influence of specific language structures and features is analysed.

ASSESSMENT CRITERION RANGE

Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist), humour, irony, sarcasm, use of omission and silence, figurative expressions, repetition, hyperbole, generalisations, stereotyping, pictures and captions, typography and grammar.

ASSESSMENT CRITERION 4

The effect of selected production techniques in visuals is explained.

ASSESSMENT CRITERION RANGE

Range of visuals:

- Photographs, transparencies, slides, posters, graphics, videos, films

Range of techniques:

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

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.

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/signed, reading/viewing and written/signed activities.

UNIT STANDARD CCFO WORKING

Work effectively with others and in teams: using interactive speech/signing 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.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically: using technology to access and present texts and exploring the ethics of science and technology through studying texts from and about these fields.

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.

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.



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Introduction to this Learning Programme

The way you read texts depends very much on your reasons for reading it. This is why it is so important to know your reading purpose. For example, reading a question in your math exam is different from an entry in an encyclopaedia which you are looking at quickly to find out the date of an event. The kind of reading you do in relation to your studies is always different to that you would do whilst you are relaxing and reading a book.

In the workplace, it is just as important to ensure that we understand why we are reading certain texts or bits of information – they may be an instruction that we need to follow or research that we need to conduct.



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Lesson 1

Analysing texts

In order for you to demonstrate competence against the specific outcome indicated above, you will need to achieve the following:

LO1 → Describe different reading strategies

LO2 → Identify organisational features used in text

LO3 → Achieve required results through correct analysis and synthesis of texts

From an early age we are all exposed to a variety of information, which we can refer to as text (any piece of writing). Some people become interested in reading and make it one of their main hobbies. Others will read only the information or material that is essential for them to get by, either in school or the workplace, but do not see reading as a leisure activity.

Developing an interest in reading is a very worthwhile skill. You can learn a lot about business from reading newspapers and journals. You can learn a lot about life and how to become successful from the writings of specialists, teachers and motivators. You can expand your vocabulary and this in turn enables you to become a more eloquent speaker.

To be an effective reader you must be able to critically look at text. Critically here does not have a negative context. It means to be able to objectively view the text and understand what it is all about, and decide for yourself whether or not you think it achieves its purpose.

SECTION 1: Types of texts

A text is any piece of writing, such as a letter, an email, a book, a poem, a recipe, a note, instructions for D.I.Y., an article in a newspaper or magazine, writing on a web page or an advertisement. All of these examples can be called texts. The purpose of a text determines its 'type', as shown in Table 1.

Table 1 – Different types of text and their purpose

Type of text	Purpose	Example
Persuasive text	To persuade you to something	An advertisement may be trying to persuade you to buy something
Informative text	To inform you about something	A letter from school may be to inform you about a meeting that will take place
Instructive text	To instruct you to do something	A training manual may instruct you how to operate a piece of equipment
Descriptive text	To describe something to you	A book may describe a place or a person to you

SECTION 2: Genre

Genre is an expressive style – a way of expressing something (in language, art or music) that is characteristic of a particular person, group of people or time. For example 'all the journalists writing for the newspaper were expected to write their articles in the newspaper's style'.

There are essentially two categories of genres:

Poetic Genre

Prose Genre

- Poetic genres (poetry) may include the following:
 - epic (poetry celebrating the deeds of some hero);
 - lyric (poetry expressing deep, personal emotion); and
 - dramatic (poetry that uses the communication of the characters involved to tell a story or portray a situation);
- prose genres (prose) may include the following:
 - fiction (a story 'made up' i.e. fabricated, as opposed to being based on fact or reality);
 - non-fiction (essays, articles and columns written about factual things, including personal journals, web logs, websites, letters and books).

SECTION 3: Reading strategies

There are different styles of reading for different situations. The technique you choose will depend on your purpose for reading. For example, you might be reading for enjoyment, to get information or to complete a task.

Here are three reading strategies that you can use:

1. If you are exploring or reviewing, you may **skim** a document.
2. If you're searching for information, you may **scan** for a particular word.
3. If you want to predict what the author is going to say next and or how the author is going to say it, so that you don't have to read all the information, you may use the **prediction** technique.

Let us look at each of the above strategies in more detail.

Skimming

You can use skimming to quickly identify the main ideas of a text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research. Skimming is a step you should always take

before you read any article of factual or practical description. You will soon be able to detect most important facts, technical vocabulary, and words that are clues to important parts of the text.

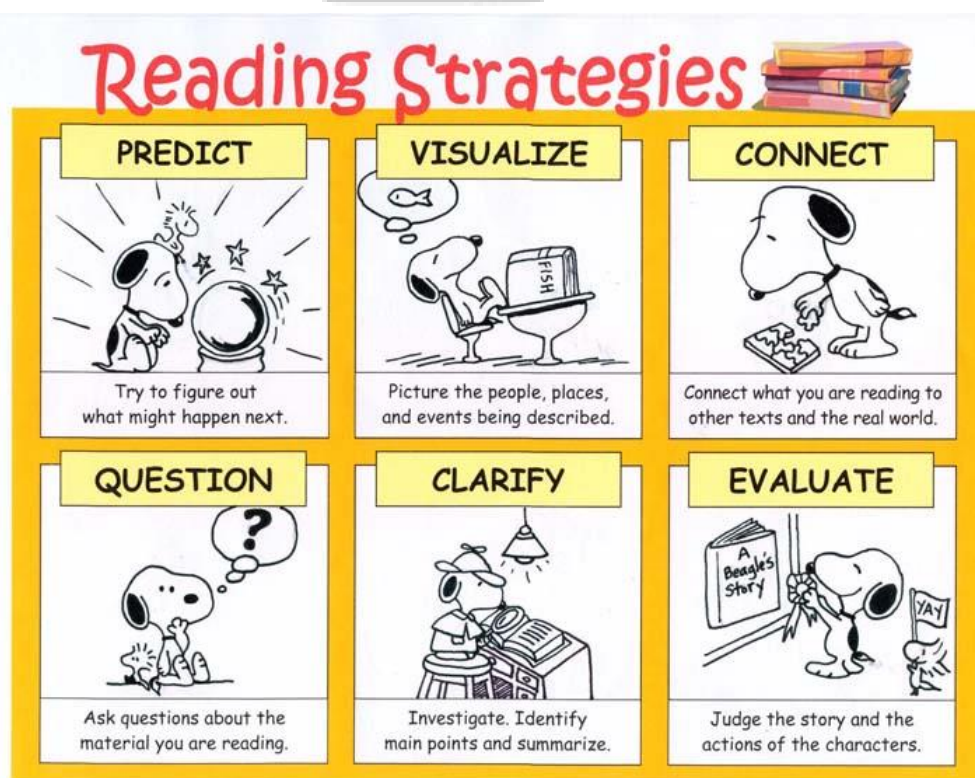
Since you don't know exactly what you are looking for while skimming, ask lots of questions and prepare yourself by reading the title, source, author, and picture caption. You can ask yourself the following questions:

- Who is this about?
- What is this about?
- Within what time frame has this information occurred within (when)?
- Where is this information from?

Tips for skimming

Follow the tips below when you are skimming through a text:

- Direct your eyes down the column of print, or in a zig-zag, if the lines are long
- Look for exact names of people, places, things, ideas, numbers and words such as **therefore, whenever, until, because** and **instead** to answer your questions: HOW, WHY
- Skim everything after reading the title and first and last paragraphs
- Note organisational clues such as summaries
- Skim everything you intend to read before you make a final decision to read, discard or study the material
- When you first start to learn to skim, you may see only the words in bold type, italics, digits or capitalised words. You will soon note new or unusual vocabulary. As you become an efficient skimmer, your understanding of text will develop and your ability to make conclusions will increase



Scanning

Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer.

Recall how you find a name in a telephone book. You don't read any more than necessary to find the name you are looking for. Notice how you go directly down a column of names. Maybe you use your finger to guide your eye. This type of reading is usually called scanning. Skimming uses the same type of skill mechanically, but a different skill mentally.

Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

Tips for scanning

- Read the first sentence of every paragraph more carefully than the rest of the paragraph
- Take notes on headings and first sentence of each paragraph before reading the chapter itself, then close your book and ask yourself what you now know about the subject that you didn't before you started
- Focus on nouns and the main suggestion in each sentence
- Look for words that are bold, italics or in a different font size, style or colour
- Identify the sections to which the author devotes the most amount of space

Prediction

When we use prediction, we predict what the author is going to say next or how the author is going to say it. To predict is to be able to tell what will happen in the future.

The following features help you to predict what will happen next in a text:

- Repeated phrases
- Grouped patterns
- Rhymes
- Catch phrases
- Familiar sequences
- Events
- Ideas and situations
- Headings, sub-headings and questions

To successfully predict, we activate or use the relevant background knowledge that we already possess regarding the topic and so we find it easier to use prediction when we are familiar with the topic. From past knowledge, you can predict the likely future outcome.

Prediction is a useful technique in that it gives you the opportunity to:

- Confirm or disprove assumptions or theories
- Link the new knowledge you encountered in the text with the knowledge you already have
- Check your understanding of what you are reading

SECTION 4: Organisational features in texts

Organisational features of texts are the different elements that are used to organise the texts. The three main purposes of organisational features are to make any text:

- More visually appealing
- Reader friendly
- More easily understood

Table 2 – Definitions and purposes of organisational features in texts

Organisational features	Definition	Purpose
Appendices / addenda	Additional material that is collected and added at the back of a book or document	To list information that complements or enhances but is not part of the topic
Caption	Brief description accompanying an illustration or picture	To give the details of a picture
Chapter	A subdivision of a written work, usually numbered and titled	To state the subject of the text that follows
Conclusion	Statement of ending a document	To indicate the end of a book or document
Content / content lists	List of divisions (chapters or articles) and the pages on which they start	To give the reader a map of the divisions and their page numbers
Diagrams	A drawing intended to explain how something works, or a drawing showing the relation between the parts	To explain a process visually in order to optimise the reader's understanding
Font size and type	A specific size and style of printed characters within a type family	To add visual appeal to text
Foreword	A short introductory essay preceding the text of a book	To introduce the document or book
Glossary	An alphabetical list of technical terms in some specialist field of knowledge that is usually published as an appendix to a text on that field	To explain the meanings of words
Graphics	Photographs or other visual representations in a printed publication	To create interest in the text by adding visual appeal for the reader
Headings	A line of text serving to indicate what the passage below is about	To give an indication of the focus of the text that follows

Organisational features	Definition	Purpose
Hyperlinks	A link from a hypertext file to another location or file that is typically activated by clicking on a highlighted word or icon on a computer screen	To link additional information to the text without actually including it
Icons	A graphic symbol (usually a simple picture) that represents a programme, command, concept or piece of information	To create visual appeal for the reader as well as to save time and space because they are easier to read and take up less space than words
Index	An alphabetical listing of names and topics, along with page numbers where they are discussed	To provide a map of the text for the reader for ease of reference
Introduction	The first section of text that introduces the topic of the text and positions it	To prepare and grip the reader into reading the rest of the document or book
Layout	The plan or design of how the text and graphics are arranged	To show how text and graphics are laid out
Outcome statement	Statements declaring the results of an action that are used when writing narrative stories	To inform the reader of the results
Paragraph	A distinct subdivision of a text intended to separate ideas	To separate ideas and thoughts so that the reader is able to process the information more easily
Photographs	A picture that was recorded by a camera	To add visual appeal to the text
Summaries	A brief statement that presents the main points	To conclude all major points discussed in the text
Tables	A set of data arranged in rows and columns	To show information in a simple and more easily read format; to enable information to be easily highlighted for purposes of comparison
Title	A general or descriptive heading for a document or other written work	To inform the reader of the topic or theme of the text
Visuals	All types of pictures in a printed publication	To make the document or book more visually appealing

ACTIVITY 1



Activity 1

Please complete this activity in your Learner Assessment Guide and PoE.

This activity is aligned to S01, AC2

SECTION 5: Identifying patterns and trends

A text's purpose will either be to persuade, inform, instruct or describe an event, situation or person (or people) to a reader. We define a reader as the people who will be reading the text. When we identify a pattern or trend in text we notice a customary style to the text. This customary style may be the words in the text or the layout of a text. For example, if we think about a persuasive text such as an advertisement, the words 'save!', 'buy now' 'but wait, there's more!' come to mind. The use of these words draws us to the conclusion that the purpose of the text is to persuade, and that the reader would be people possibly looking to buy the product or service.

Let's look at persuasive, informative, instructive and descriptive texts separately.

Persuasive texts

Persuasive texts may use:

- Repeated words
- Text in capital letters
- Exclamation marks
- Rhetorical questions (questions where no answer is needed)
- An emotional one-sided argument; and
- Humour

Example:

SPECIAL OFFER! Buy today! Would you want to miss this SPECIAL offer? Call us NOW...

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 will be to lie on the beach in the sunshine...

Informative texts

Informative texts usually:

- Avoid repetition
- Contain facts
- Give information in a clear way – introducing the subject and then developing it

Example:

Make a plan to help you try and give up smoking. Plan the date you will give up, how you will try to deal with temptations and a list of the reasons why you are giving up to remain motivated.

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.

Instructive texts

Instructive texts:

- Are written as though the reader is being spoken to (although the word **you** is not usually used)
- Use language that is direct, leaving unnecessary words out
- Often use **must** and **must not**
- Sometimes use diagrams or pictures to help understanding

Example:

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

Go to the end of the road and turn left past the shopping centre on the corner. Keep walking until you come to a park and then turn right into Hawker Street.

Descriptive texts

Descriptive texts usually:

- Use adjectives and adverbs
- Use comparisons to help picture it
- Something is like something else
- Employ your five senses – how it feels, smells, looks, sounds and tastes.

Example:

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

The pavement was slippery and cold beneath his feet, like a slimy wet fish.

Drawing conclusions

Often the types of words used in a text will tell us about whom the text is aimed at, and who the readers are. Now do the following activity to test what clues different texts give you about who the readers are likely to be.

ACTIVITY 2



Activity 2

Please complete this activity in your Learner Assessment Guide and PoE.

This activity is aligned to SO1, AC3

Drawing conclusions about the reader from the layout of the text

If you picked up a book that had very few words in it and many pictures, what conclusion could you draw about its reader?

You would probably conclude that it was a children's book based on its layout of many pictures and few words. You would also draw this conclusion from the words used – they

would be simple and easy to understand. However, if you picked up a thesis (essay) with complex diagrams, words and explanations, you could probably safely conclude that the reader for the document would be professional adults qualified in that particular field of knowledge.

Competence check for Lesson 1

Now that you have completed Lesson 1, are you able to understand and demonstrate such understanding?



Make necessary comments in the appropriate column so you can check / follow up on later during the learning programme.

Ensure that if you are unsure of the concept, note your comments / questions to discuss with your assessor.

Learning Outcome	Check / Comments / Questions
I can describe different reading strategies	
I can identify organizational features used in texts	
I can achieve required results through correct analysis and synthesis of texts	



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Lesson 2

Values, attitudes and assumptions

In order for you to demonstrate competence against the specific outcome indicated above, you will need to achieve the following:

LO1 → Reflect an understanding of surface and embedded meaning in texts

LO2 → Identify and explain values and views in texts

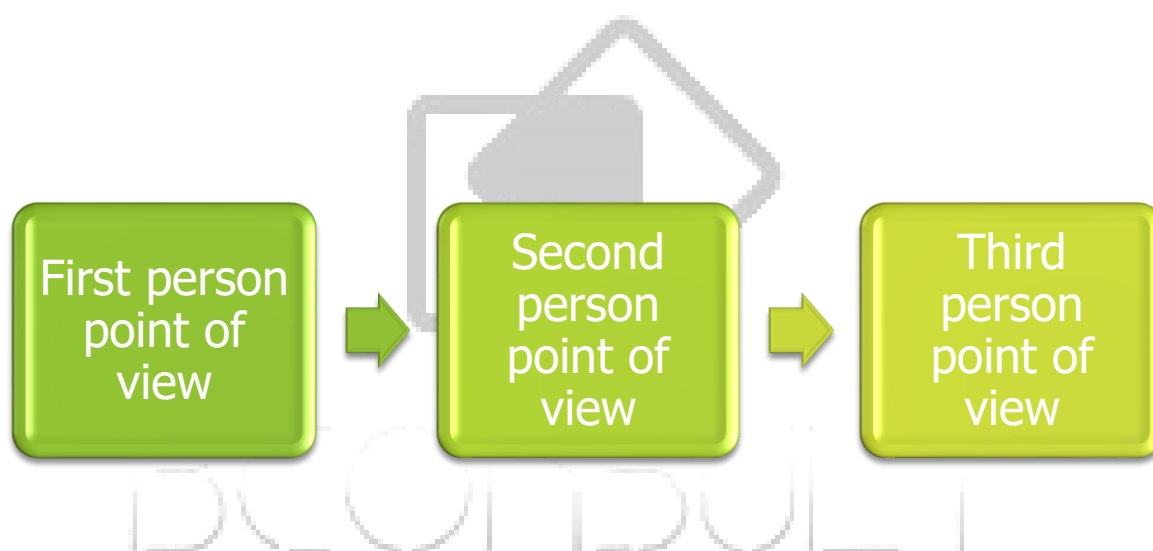
LO3 → Provide opinions based on relevant evidence in texts

SECTION 1: Surface and embedded meanings

In texts we can find different types of meaning in the opinions or point of view of the author. We will now look at different types of point of view in text.

Different types of point of view in text

We will now look at the three different types of points of view in text:



First person point of view

In a text that is written from a first-person point of view, the narrator (or person telling the story) is 'I' or 'we.'

Only things that are heard, seen, thought or known by the narrator can be revealed. An example of first-person point of view is the following:

Example:

I knew I shouldn't have let Grandmother go down there. She isn't too steady on her feet to start with, and then she gets those dizzy spells. But she insisted, and the next thing I know, she's tumbling down those stairs like a gymnast . . .

Second-person point of view

The narrator addresses the reader as 'you'. An example of second-person point of view is the following:

Example:

You know how it is. You think you shouldn't intervene, you think she'll get mad at you if you don't let her do what she's always done.

Third-person point of view

The third-person point of view consists of the following three categories:

- Panoramic point of view
- Controlled consciousness point of view
- Omniscient point of view

Panoramic point of view

The narrator sees all the action, but cannot read the minds of the people he or she is speaking about.

This can best be understood as being like a movie camera--anything that can be seen or heard can be described, but we are not privileged to see into any character's thoughts.

Example:

Mrs Smith stood at the top of the stairs, her son John next to her. Clinging to the handrail, she planted her trembling foot on the first step. But the other foot caught on the carpet and ...

Controlled consciousness point of view

The controlled consciousness point of view is probably the easiest point of view to identify.

As with the first-person point of view, we see all the action through the eyes of a single character, and we can only see what that character sees. The difference is that 'he' or 'she' is used instead of 'I' or 'we'.

Example:

John knew he shouldn't have allowed his grandmother to go down the stairs alone. She wasn't steady on her feet and sometimes she grabbed onto the nearest object when dizziness overwhelmed her.

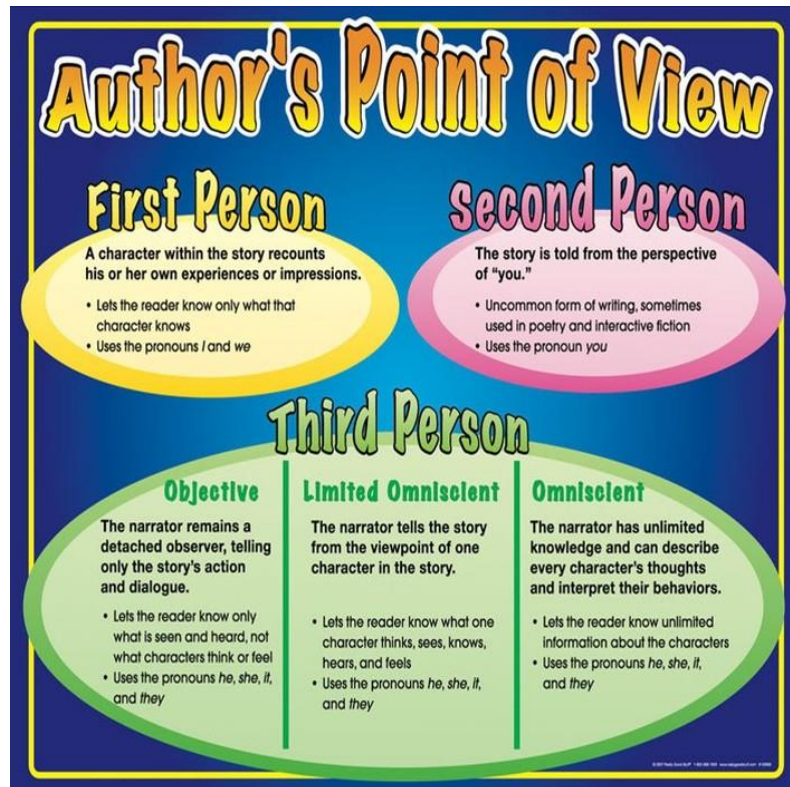
In a controlled consciousness point of view, the author uses one character for us to experience the story through. This character is called our point of view character. There can be more than one point of view character in text.

Omniscient point of view

Omniscient point of view is god-like; the narrator knows and sees everything, and can move from one mind to another.

Example:

John stood next to his grandmother. He wanted to help her down the stairs. Mrs. Smith looked at her grandson, her blue eyes sharp, and moved a strand of hair from her face. She was determined to do this on her own, to prove she wasn't a helpless old lady . .



Surface and embedded meaning

In texts, we find the following two categories of meaning:

- Surface meaning
- Embedded meaning

In terms of 'meaning', embedded meaning is not blatantly obvious – it is the deeper, hidden meaning, in a text.

Surface meaning is meaning that is easily determined and obvious. Surface meaning is the obvious meaning, whereas embedded meaning is often implied (suggested).

Example:

I knew I shouldn't have let Grandmother go down there. She isn't too steady on her feet to start with, and then she gets those dizzy spells. But she insisted, and the next thing I know, she's tumbling down those stairs like a gymnast . . .

We can find the following meanings in the text above:

- The **surface meaning** is that the narrator is criticising them for letting their grandmother go down there
- The **embedded meaning** is that they are concerned about their grandmother's safety, because the grandmother is elderly and unsteady on her feet

You know how it is. You think you shouldn't intervene, you think she'll get mad at you if you don't let her do what she's always done.

In the above text we can find the following meanings:

- The **surface meaning** is that the narrator believes they shouldn't intervene
- The **embedded meaning** is that they are worried about their grandmother's response to them and that this is an unpleasant experience for them

To reflect an understanding of surface and embedded meaning in the text in presentations of point of views, we need to review the language and apply logic, drawing on our real-world knowledge, to determine the surface and embedded meaning.

Inferring meaning

When determining embedded meaning, we **infer** a meaning. To INFER means to establish by deduction, i.e. reasoning or conclusion. When we infer information, we establish information through reasoning.

As we don't have direct access to the author's intended meaning in the text, we rely on a process of inference to arrive at an acceptable interpretation of the meaning in the text.

We arrive at the acceptable interpretation through a process of:

- Reviewing the language; and
- Using problem-solving procedures, involving logic and real-world knowledge

SECTION 2: Values and views

In selected text, an author may either state or imply a belief, a mission, or a philosophy that is really meaningful to them. In other words, they may state or infer their value (these values can range from belief in hard work, independence and punctuality), to more psychological values, such as concern for and trust in others.

Below are examples of common values often expressed in text:

- Accuracy
- Accountability
- Accomplishment
- Achievement
- Change
- Collaboration
- Communication
- Commitment
- Competence
- Concern for others
- Customer satisfaction
- Democracy
- Discipline
- Education
- Equality
- Efficiency
- Excellence
- Fairness

- Global view
- Hardwork
- Honesty
- Innovation
- Integrity
- Justice
- Knowledge
- Leadership
- Loyalty
- Persistence
- Positive attitude
- Practicality
- Privacy
- Punctuality
- Quality of work
- Reliability
- Resourcefulness
- Results-oriented
- Responsibility
- Risk
- Safety
- Simplicity
- Skills
- Style
- Teamwork
- Timeliness
- Tolerance
- Truth
- Trust
- Unity
- Wisdom

Whether or not these values are stated or inferred, they will impact the meaning that we derive from the text and how we respond to it. Therefore an author needs to consider the impact and meaning of his or her stated values on the intended reader.

ACTIVITY 3



Activity 3

Please complete this activity in your Learner Assessment Guide and PoE.

This activity is aligned to SO2, AC1 and AC2

SECTION 3: Evidence in texts in defence of opinions

To defend a position means to protect or guard a standpoint, attitude, stance or line of thinking. This occurs when you are prepared to protect a point of view against the criticism of other people. Defending a position can either be done negatively or positively:

POSITIVELY DEFENDING a position is where we stick to the facts and remain unemotional.

NEGATIVELY DEFENDING a position is when we seek to attack another person's evidence, reasoning, judgement, character and competence.

You will gain clues as to what is in the author's mind when she or he was writing the text. Their views or values will 'colour' the writing and you will be able to identify what his position is on the topic. You may be sympathetic to their views and this will make it easier for you to read. Where you find yourself in disagreement with their views, you may struggle a little more to read, or may even give up, feeling irritated and alienated from the author. This may depend on whether you feel that they are 'defending a position' or trying to pass off their opinion as fact.

It will help you in creating any text yourself, whether it is a letter, memo, or proposal. to see that you need to separate your personal views from objective views if you are writing in a business context. You may be in danger of alienating your reader.

If the writing is personal and intended for a reader you know, or one that you want to influence, it may be appropriate to give your opinion. Just be sure you have considered your reader carefully before you create the text so that you obtain the response or outcome you desire.

Competence check for Lesson 2

Now that you have completed Lesson 2, are you able to understand and demonstrate such understanding?



Make necessary comments in the appropriate column so you can check / follow up on later during the learning programme. Ensure that if you are unsure of the concept, note your comments / questions to discuss with your assessor.

Learning Outcome	Check / Comments / Questions
I can reflect an understanding of surface and embedded meaning in texts	
I can identify and explain values and views in texts	
I can provide opinions based on relevant evidence in texts	

Lesson 3

Evaluating the effect of content, language and style on the reader's response

In order for you to demonstrate competence against the specific outcome indicated above, you will need to achieve the following:

LO1 → Outline the content of a text and identify the possible effects on different audiences

LO2 → Explain the impact of different writing techniques on readers

LO3 → Analyse the influence of language structures and features

LO4 → Explain various production techniques in visuals

SECTION 1: The effect of content on readers

Content is the information contained in a text, or its subject matter. Whether the ultimate purpose of the text is to persuade, describe or inform, it is important that the text is organised, appealing, believable and easy to use. When we explore the possible effects of content on selected readers, we explore whether the following elements have been taken into consideration:

- The reader's prior knowledge and interest
- The relevance of the content to the target reader
- The layout of the content, for example, in terms of the use of white space, a title and an introduction
- Presentation of the content should be such that readers can orient themselves and access relevant prior knowledge
- The grouping of information
- The use of organisational cues
- The use of words that readers can easily and accurately understand
- Concisely stated ideas; and
- A tone that fits the message and the reader

Impact of the elements

Table 3 below displays how elements in text impact the reader.

Table 2 – The effect on the reader

Element	Effect on the reader if the element is not included or considered
Reader's prior knowledge	They lose interest or become agitated with the pitch of the information due to it being either above or below their level of understanding
Relevance of the content to the target reader	They become bored and do not read further or in-depth if text is of no relevance to them
The layout of the content, for example in terms of the use of white space, a title and an introduction	They are overwhelmed and put off by text that is visually unappealing. As a result they may not read the text or just skim through, losing important details

Element	Effect on the reader if the element is not included or considered
Presentation of the content should be such that readers can access relevant prior knowledge	They are not able to comprehend new information with ease as there is no frame of reference (prior knowledge) which they can use to relate the new information to
Grouping of information	They are not able to create an ordered structure of the text which will make it difficult for them to store incoming information in long-term memory
Use organisational cues	They will not be able to easily scan or skim the text, which will make search tasks, comprehension and recall difficult
Use of words that readers can easily and accurately understand	They do not understand the text or they misunderstand it
Concise stated ideas	They will become frustrated and annoyed with longwinded explanations and ideas, which will detract their full attention from the text
A tone that fits the message and the reader	They will question the credibility of the author if the tone and the message do not fit. They will not pay attention to the message if the tone is not appropriate

As mentioned previously, all of these elements directly impact how readers are affected by text and, therefore, whether they will choose to buy from, work with or simply believe the author

SECTION 2: The effect of writing techniques

Writing techniques in texts can have different effects on readers. Table 4 explores this in more detail.

Table 4 – The effect of writing techniques

Writing technique	Definition	Effect	Example
Length of sentences	A sentence is a string of words satisfying the grammatical rules of a language	The length of a sentence impacts on the reader's attention span and ability to retain information. If the sentence is too long the reader may lose the meaning of the text. Short sentences are more effective for retaining information and clarity of understanding	The length of the sentence impacts on the reader's attention span and ability to retain information, as if the sentence is too long the reader may lose the meaning of the text, whereas a short sentence will be more effective for retaining information and clarity of understanding.
Punctuation	The marks used to clarify meaning by indicating separation of words into sentences, clauses and phrases	Punctuation clarifies meaning. Without punctuation, the reader would not be clear on which information conveyed in the sentences, was relevant to which	, : ' ? !

Writing technique	Definition	Effect	Example
Diction	The way in which something is expressed in words, formal or informal	thoughts, ideas or points Diction needs to be relevant to the intended reader. Diction influences the reader's level of understanding. If the diction is too formal, the reader may not understand the message	Formal diction: Yet his style, for the most part devoid alike of artifice and art, almost baldly simple and direct, seems hardly compatible with the disingenuousness of a merely literary intention; one would call it the manner of one more concerned for the fruits of research than for the flowers of expression Informal diction: The way he expressed himself showed how much he cared.
Figurative language	Not factual; using figures of speech	Figurative language is very descriptive and therefore is useful for creating a vivid picture in the mind of the reader	Life is but a dream. Getting money from him is like pulling teeth
Jargon	A characteristic language of a particular group	Communicating with a reader through use of their jargon immediately captures their attention as they are able to relate to and understand the message. The use of jargon also builds the credibility of the author – the reader will see him or her as 'one of them'	The project delivered an excellent ROI (return on investment)
Technical terms	Specialised vocabulary specific to fields that require extensive study and mastery of specialised knowledge	The use of technical terms that are relevant to the reader builds the credibility of the author as the reader will believe him or her to be knowledgeable on the subject being written about	The cost of the ACD system was well below budget
Slang	The non-standard use of words in a language, and sometimes the creation of new words or importation of	Like jargon, slang captures the attention of the reader, as they are able to relate to and understand the message. However,	That was a lekker party!

Writing technique	Definition	Effect	Example
	words from another language	slang must only be used when appropriate – if not, it can prevent the author achieving his or her purpose	
Dialect	The usage or vocabulary that is characteristic of a specific group of people	Effective if the correct dialect is used with the correct group of people. However, very ineffective if used inappropriately, as it will distance the reader	'Jy! Ek gaat jou slaan jong!'
Irony	A form of speech in which the real meaning is concealed or contradicted by the words used	be effective if used appropriately and skilfully, with an appropriate reader. If used on an reader with a low level of understanding, the irony may be lost and therefore its impact lessened	And with now three months left to live, she can proudly say that she has achieved more in her sixteen years than most achieve in an average lifetime. She's still just a normal sixteen-year old girl, though. Each one the same as the next. Each one blooming into womanhood. Each one carrying dreams and aspirations in their hearts that they wish to fulfil and are still holding an underlying passion that has yet to be tapped. Just your average sixteen-year old girl. That's how she wants people to remember her and that's exactly how she'll be remembered: as plain old Taycee Lawrence. A normal girl inside and out. Extraordinary just happened to come with the name.
Humour	A message that has the power to evoke laughter	Effective provided it is used timeously, in an appropriate manner and is not overdone. Humour serves to lift the tone of a message and is often useful in creating a break in a serious message	I mean, just look at fast food of the past compared to now. I believe somewhere in 1983 the preparation time and the quality of the food passed each other going in opposite directions.

Writing technique	Definition	Effect	Example
			And people still get upset when their food isn't ready in 13 nanoseconds. What if these people lived before fast food, when food was just food and it was decent? 'Sir Walter, where is my hamburger deluxe with large fries?' 'We're still trying to get the cow cornered in the meadow, but the potatoes are coming along nicely. It shouldn't take another, oh, 12 hours, your majesty.' 'Excellent.' See? Satisfied customer! That's what fast food was back then, half a day! I digress though, times continue to change. Now we enter the health craze.
Sarcasm	Saying the opposite of what you mean	Effective if used subtly and infrequently. Sarcasm used often may be off-putting and distracting for the reader	Now that was very bright of you wasn't it!
Legalism	Legal words or terms	Effective if used with the correct reader. Ineffective if used with an reader that does not understand legal terms	Injunction – any court order prohibiting some parties from specific actions or activities, pending the settlement of some other case

ACTIVITY 4



Activity 4

Please complete this activity in your Learner Assessment Guide and PoE.

This activity is aligned to SO3, AC2 and AC3

SECTION 3: The influence of language structures and features

Let us look at Table 5 to see the different language structures or features that can be used, their definition and the effect they may have on a reader:

Table 5 – Language structure or feature, its definition and effect on the reader

Language structure or feature	Definition	Effect
Bias	A prejudice (pre-judgment) in a general or specific sense, usually in the sense for having a tendency to one particular view or beliefs	Bias affects the degree of influence an author will have on a reader. If the reader has a bias similar to that of the author, the bias will attract and engage the reader. However, if the reader does not have the same or similar bias, the author may well distance himself or herself from the reader
Humour	A message that has the power to evoke laughter	Effective, provided it is used timeously, in an appropriate manner and is not overdone. Humour serves to lift the tone of a message and is often useful in creating a break in a message of a serious nature
Irony	A form of speech in which the real meaning is concealed or contradicted by the words used	May be effective if used appropriately and skilfully, with an appropriate reader. If used on an reader with a low level of understanding, the irony may be lost and therefore its impact lessened
Sarcasm	Saying the opposite of what you mean	Effective if used subtly and infrequently. Sarcasm used often may be off-putting and distracting for the reader
Use of omission	Intentionally leaving out wording in a text for a specific purpose	Prompts the reader to arrive at his or her own conclusion
Figurative expressions	Not factual; using figures of speech	Figurative expressions are descriptive and therefore are useful for creating a vivid picture in the mind of the reader
Repetition	The re-stating of a word/s or phrases that have been stated before in the text	Ensures logic and reason; emphasises information, highlighting its importance, which impacts on a reader's memory and his or her rating of the importance of the information
Hyperbole	An extravagant exaggeration	Has the effect of enabling the reader to imagine the feeling, effort or reaction being emphasised
Generalisations	Putting individuals or groups in a particular group or class	Often a generalisation annoys or aggravates an reader, particularly if they are the group being generalised about
Stereotyping	Treat or classify according to a mental stereotype	As with generalisations, stereotyping often alienates an reader which results in them not being receptive to the message of the text

Language structure or feature	Definition	Effect
Pictures and captions	Visual representations of images; wording describing the picture	Creates a visual image for the reader, often useful in describing a process or processes. Useful for readers who absorb information visually
Typography	Letterforms on a printed page, usually using a recognised typeface in order to achieve a combination of both aesthetic and functional goals	An aesthetic effect, created by typography, can entice a reader to read the text due to its visual appeal
Grammar	Set of rules governing the use of language	The correct use of grammar gives the author credibility and therefore makes the reader more receptive to his or her text

SECTION 4: The effect of production techniques in visuals

Visuals

Visuals are images, or video or film, which support text to communicate a message. Examples of visuals are photographs, transparencies, slides, posters, graphics etc. We have many different types of visuals available to help us communicate effectively to the readers of our documents. Our task is to select the visuals that will best convey our intended message. The type of visual you use depends upon the message, the situation, and the technical level of your reader.

Types of visuals that can be used in text include the following:

- Text figures – tables, lists and outlines
- Graphic figures – graphs, charts, bar charts, pie charts, flow charts, illustrations; and
- Photographs

Visuals are used for:

- **Emphasis:** they are used to emphasise facts, ideas or trends. Often, this emphasis is placed on things that are measurable.
- **Clarity:** visuals are used to achieve clarity. Ideas may be clear to one reader but obscure to another for a number of possible reasons. In order to understand text, the reader must not only decode the text but also in some sense see things from the writer's perspective. This is especially true when the material is somewhat complex
- **Condensing:** visuals are used to condense information. When presenting statistical information, researchers often find that words are inadequate for presenting data and in fact sometimes get in the way. Condensing information through the use of visuals can be accomplished in a variety of ways but most commonly through the use of tables
- **Comparing:** they are used to compare information through sharp and vivid comparison. A table, for example, may make comparisons possible for readers, but they must make these comparisons themselves. What is needed therefore, to make a more graphic comparison between variables or quantities, is the use of charts

- **Illustration facts:** visuals are used to illustrate facts, ideas or processes. In this sense, the visual itself conveys information and provides a basis for comparison

Production techniques

Various production techniques are used in creating visuals. They are used to enhance the impact of the visual on the viewer. These include the following techniques:

- Use of colour or black and white: Images or photographs that are either printed as black and white or colour.
- Borders: Strips or stripes arranged along or near the edge of diagram, page or website; used as an ornament or finish.
- Layout features: The features of a plan or design of something that is laid out.
- Cinematographic devices: A device used for recording visual images for motion pictures such as film.
- Foregrounding: Using images at the forefront of a visual presentation.
- Backgrounding: Using images in the background of a visual presentation.
- Overlays: Screen printed or digitally printed sub-surfaces to protect an image.
- Selection and omission: To choose text or leave it out.
- Scale: A means of determining comparative size.
- Size: The physical magnitude of something (how big it is).

Competence check for Lesson 3

Now that you have completed Lesson 3, are you able to understand and demonstrate such understanding?



Make necessary comments in the appropriate column so you can check / follow up on later during the learning programme. Ensure that if you are unsure of the concept, note your comments / questions to discuss with your assessor.

Learning Outcome	Check / Comments / Questions
I can outline the content of a text and identify the possible effects on different audiences	
I can explain the impact of different writing techniques on readers	
I can analyse the influence of language structures and features	
I can explain various production techniques in visuals	

Summary

Effectively reading, analysing and responding to text requires us to focus on three areas: the text, the author and the reader.

Text

You should use appropriate reading strategies to optimise your reading time. When you are searching for information, skimming and scanning are two invaluable timesaving techniques – they save you from having to read through pages and pages of text!

When you understand the organisational features of text, you are able to understand their purpose in establishing meaning. These features are also useful when you analyse and criticise the text. You know what should be included in order for the text to effectively communicate its message.

When you identify patterns and trends in text, you are able to draw appropriate conclusions about purpose and the reader, as do the content, language and style of the text.

Author

Being able to identify the values, attitudes and assumptions in text enables you to gain insight into the thoughts, beliefs and opinions of the author. As a result of this insight, you are able to understand surface and embedded meaning in the text. You can learn a lot about authors just from being able to identify their values.

Reader

Without a reader, an author has no purpose or reader for his or her writing. Therefore it is vitally important that the author consider the reader at all times. Writing techniques, layout, language structures and features all need to be considered to ensure that they engage, not alienate, the reader. When you consider the impact or influences of techniques on a reader, apply your own opinion – you are after all a reader too!



Research has shown that effective readers:

- Understand that they must take responsibility for constructing meaning using their prior knowledge;
- Develop a repertoire of reading strategies, organisational patterns and genres;
- Are good strategy users – they think strategically, plan, monitor their comprehension and revise their strategies; and
- See success as the result of hard work and efficient thinking.

These characteristics, coupled with your ability to analyse and criticise text, will go a long way in ensuring that you are able to effectively read/view, analyse and respond to a variety of texts.

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