

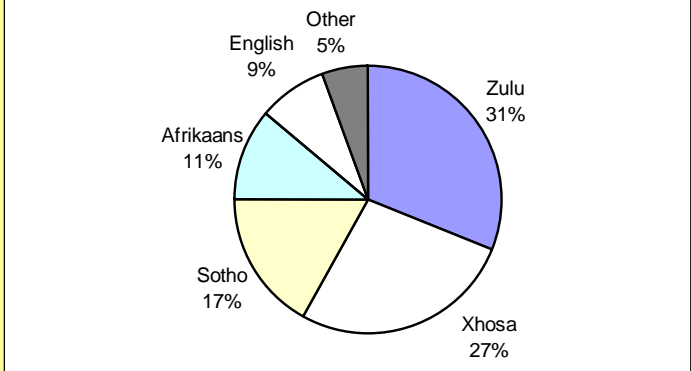
NQF Level: 3                      US No: 8969

# Learner Guide

## Primary Agriculture

### Interpret and use information from texts

First Language Distribution



My name: .....

Company: .....

Commodity: ..... Date: .....

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA. Terms and conditions apply.



## Before we start...

Dear Learner - This Learner Guide contains all the information to acquire all the knowledge and skills leading to the unit standard:

<b>Title:</b> Interpret and use Information from texts
<b>US No:</b> 8969 <b>NQF Level:</b> 3 <b>Credits:</b> 5

The full unit standard will be handed to you by your facilitator. Please read the unit standard at your own time. Whilst reading the unit standard, make a note of your questions and aspects that you do not understand, and discuss it with your facilitator.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently doing:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	49048	3	120	<input type="checkbox"/>
National Certificate in Plant Production	49052	3	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Your facilitator should explain the above concepts to you.

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

This Learner Guide contains all the information, and more, as well as the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed and include it in your **Portfolio of Evidence**. Your PoE will be required during your final assessment.

## What is assessment all about?

You will be assessed during the course of your study. This is called *formative assessment*. You will also be assessed on completion of this unit standard. This is called *summative assessment*. Before your assessment, your assessor will discuss the unit standard with you.

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

Your activities must be handed in from time to time on request of the facilitator for the following purposes:

- ◆ The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- ◆ It is important that you complete all the activities, as directed in the learner guide and at the time indicated by the facilitator.
- ◆ It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- ◆ When you have completed all the activities hand this in to the assessor who will mark it and guide you in areas where additional learning might be required.
- ◆ You should not move on to the next step in the assessment process until this step is completed, marked and you have received feedback from the assessor.
- ◆ Sources of information to complete these activities should be identified by your facilitator.
- ◆ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.

**Enjoy this learning experience!**

# How to use this guide ...

Throughout this guide, you will come across certain re-occurring “boxes”. These boxes each represent a certain aspect of the learning process, containing information, which would help you with the identification and understanding of these aspects. The following is a list of these boxes and what they represent:



**What does it mean?** Each learning field is characterized by unique terms and **definitions** – it is important to know and use these terms and definitions correctly. These terms and definitions are highlighted throughout the guide in this manner.



You will be requested to complete **activities**, which could be group activities, or individual activities. Please remember to complete the activities, as the facilitator will assess it and these will become part of your portfolio of evidence. Activities, whether group or individual activities, will be described in this box.



**Examples** of certain concepts or principles to help you contextualise them easier, will be shown in this box.



The following box indicates a **summary** of concepts that we have covered, and offers you an opportunity to ask questions to your facilitator if you are still feeling unsure of the concepts listed.

## My Notes ...

You can use this box to jot down questions you might have, words that you do not understand, instructions given by the facilitator or explanations given by the facilitator or any other remarks that will help you to understand the work better.

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# What are we going to learn?

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## What will I be able to do?

When you have achieved this unit standard, you will be able to:

- ◆ Identify unfamiliar words.
- ◆ Determine their meanings by using knowledge of syntax, word-attack skills, and contextual clues.
- ◆ Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context.
- ◆ Main ideas are separated from supporting evidence and paraphrased or summarized.
- ◆ The purpose of visual and/or graphic representations in texts are recognized and explained.
- ◆ Source of text is identified and discussed in terms of reliability and possible bias.
- ◆ Author's attitude, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly.
- ◆ Author's techniques are explored and explained in terms of purpose and audience.
- ◆ Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials.
- ◆ Instructions and requests are acted upon.
- ◆ Text-type, format and register used are on the correct level of formality.
- ◆ The choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported.

## Learning Outcomes

At the end of this learning module, you must be able to demonstrate a basic knowledge and understanding of:

- ◆ Learners can understand and explain that language has certain features and conventions which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.

## What do I need to know?

It is expected of the learner attempting this unit standard to demonstrate competence against the unit standard:

- ◆ US: FET-C/02 Access and use information from texts

# Introduction

Communication plays a critical role in all of our lives. Every time we open our mouths to speak, listen to someone or put pen to paper we are in the process of communicating.

Communication can be described as the process of transmitting and receiving ideas, information, and messages. The rapid transmission of information over long distances, and ready access to information, have become conspicuous (very noticeable) and important features of human society, especially in the past 150 years, and in the past few decades, increasingly so.

As individuals we need to ensure that our communication with one another is as clear as possible. In this Module you will cover topics like speaking in public, presenting your ideas in a debate, learning to become more effective listeners and acquiring the skills to become effective writers.

All the skills you will learn here will help you in terms of your studies, your everyday interaction and assist you in your future occupations.

Although you are studying plant production you are also individuals with a wide and diverse range of interests. The content that you are exposed to in this Module will reflect this. There are many examples and activities relating to your field of study but there are also many that require you to think outside the box and use your imagination.

We have also attempted to highlight some issues of concern to all South Africans such as the AIDS pandemic and gender and race issues. Thus you will experience a wide range of content in this Module.

## My Notes ...

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## Session

# 1 Interpret and Use Information from Text

*After completing this session, you should be able to:*

**SO 1 : Use a range of reading and viewing strategies to understand the literal meaning of specific texts.**

In this session we explore the following concepts:

This section will look in particular at how to use a range of reading and viewing strategies to understand the literal meaning of specific texts. This includes:

- ◆ Unfamiliar words
- ◆ Ambiguous words
- ◆ Summarizing or paraphrasing main ideas
- ◆ Graphic and visual aids

## 1.1 Introduction

In this section, we will look carefully at Specific Outcome 1 and the Assessment Criteria linked to this. We will also examine various key concepts and ideas, and participate in a range of activities. The activities will help us to increase our understanding of the subject, as well as to put this into practice. There will also be some self-assessment tasks to ensure that students are on target.

## 1.2 Unfamiliar words

What do we do when we come across a word we do not understand? We are going to explore techniques you can use in order to understand the exact (literal) meaning of certain unfamiliar words in a piece of writing or part of a talk.

If a word is unfamiliar to us there are certain strategies or techniques we can use to help us make an intelligent guess at what the meaning of the word is. In order to do this we need to know a little bit about how sentences are structured.



### **Syntax**

The word syntax can be defined as the organisation of words in sentences the ordering of and relationship between the words and other structural elements in phrases and sentences.



Look at the difference between these two sentences:-

- ◆ Drinking water from the streams is very dangerous as the run-off from mines and commercial farms have poisoned a lot of rivers.
- ◆ Commercial farms and mines run-off drinking water from very dangerous streams, which have poisoned a lot of rivers.

The orders in which we have placed the words, the syntax, have made all the difference in meaning between the two sentences.

Now look at this sentence:

- ◆ Themba was playing a pleasant tune on the mbiro when his mother called him.

We may not know what the word "mbiro" means but from where it is in the sentence we can guess that it is an object of some sort. It is a musical instrument which may be described as a 'thumb piano' and is of sub-Saharan origin. We can thus see how syntax gives us some clue as to the meaning of an unfamiliar word.

## Word attack

Another useful strategy for trying to understand what an unfamiliar word means is word-attack skills.

Word-attack skills refer to looking at the unfamiliar word in its context, and trying to see what you can work out from the context and the syntax and any other clues, such as capital letters, to help you understand the word.

An example could be the word 'agri business'. If we had never heard the word before and heard the following sentence "The statistics for the production of wheat was poor compared to last year in the agribusiness" we could do a word attack on "agribusiness" by thinking of its parts. We are familiar with "agri" from terms like "agriculture" which we associate with farming. We also know the word "business" as referring to trade, industry or a company. So we could guess that 'agribusiness' is something, which could be seen as a group of industries or trade dealing with farm produce and services.



### Context

Context can be defined as the text surrounding a word or passage; the words, phrases, or passages that come before and after a particular word or passage in a speech or piece of writing. The context helps to explain the word's full meaning.

When we looked at the word "agribusiness" the context in which it was used also helped us guess at its meaning. We picked up clues from the fact that it was connected to agriculture and farming and concerned with trade.

## ■ Unfamiliar words

Sometimes we borrow words from another language. **Borrowed words** are foreign words and we can usually only use the context and syntax in our word-attack to try and work out what they mean, as the parts of the word will not be familiar to us.



Look at the syntax, and context in which the word that is in bold is used. Use your word-attack skills to try and work out what it means if you are unfamiliar with the word. Then look at the solutions.

- **Escargot** is my favourite dish" said Francois.
- My hunger was satisfied with the ostrich **biltong** which was so **lekker**.
- I would rather watch **flamenco** than classical ballet.
- Will you be having the **legumes** and chips with your steak?
- That **gogo** must be over 80 years old.
- These **samoosas** are delicious.
- We survived poverty through sharing and **ubuntu**.
- We can see from the context and syntax that escargot refers to a food item. It is in fact French for snails.
- We can see from the context and syntax that biltong is a food. This is derived from Afrikaans and is dried raw meat. 'Lekker' is Afrikaans for delicious.
- We can see from the context and syntax that flamenco refers to a type of performance. It is a Spanish word describing a particular style of dancing.
- We can see from the context that legumes are a type of food to be eaten with steak. Legumes in French means vegetables.
- We can see from the context and syntax that gogo refers to an old person. It means granny in Zulu.
- We can see that samoosas refer to a food item. It is an Urdu (Indian) word for a spicy delicacy that is triangular.
- We can see that poverty was alleviated through ubuntu. Ubuntu is a Xhosa word for family/friends helping each other in all circumstances.

See what other examples of borrowed words you can think of. We have many from Afrikaans and from Malaysia.

## ■ Complex Terms

A complex term is a word made up of more than one word in order to combine two ideas together. Complex is the opposite of simple; it means having many parts: made up of many interrelated parts.



We all know what marine means and we know what biology means. Marine Biology is the specific complex term used to refer to the study of life forms that are related to the sea and coast.



Please complete Activity 1:

#### Word Attack Skills

This is an individual activity. For this activity you will need a pen and paper.

Look at this list of complex terms on the left hand of this table, and match them with the correct explanations. For example, the first correct answer would be **1- j**. Use your word attack skills to help you complete this activity.

1. Multi-national
2. Multi-millionaire
3. Groundwater
4. Biodiversity
5. Information Technology
6. building Science
7. Eco-systems
8. Eco-tourism
9. Geochemistry
10. Hypothermia
11. Alien vegetation

#### Explanations

- a. Having lots of money
- b. Sum total of the variety of life and its interaction and can be divided into genetic diversity; species diversity; ecological or ecosystem diversity
- c. The study of construction
- d. The study of machines related to communication
- e. The chemistry of the earth
- f. Study of how all life systems function in the environment
- g. Condition of having body temperature below normal
- h. When visitors and tourists use the environment in a non-damaging way
- i. Water found underground in cracks and spaces in soil, sand and rock.
- j. More than one country
- k. Vegetation not indigenous to South Africa which needs constant monitoring and removal to keep it in check.



#### Acronyms

An **acronym** can be defined as a word formed from initials; or parts of several words, for example 'NATO', from the initial letters of 'North Atlantic Treaty Organization'.

The context will usually help us understand what the acronym might be referring to, whether it is an organization or a group of people. Sometimes we use acronyms without knowing what the individual letters stand for. For example we talk about SMS-ing somebody. Did you know that SMS stands for Short Message System? Did you know that e-mail stands for electronic mail? Do you know what AIDS stands for?

## Example

List these acronyms with their less familiar full names. Match the appropriate numbers

GMO	a. South African Bureau of Standards
UNICEF	b. Personnel Protective Equipment
UNISA	c. Zimbabwean African National Unity Patriotic Front
WHO	d. Keep It Straight and Simple
ARC	e. Agricultural Research Council
KISS	f. United Nations Children Education Fund
AZAPO	g. World Health Organization
ZANU (PF)	h. University of South Africa
SABS	i. Azanian People's Organization
PPE	j. United Nations Educational, Scientific and Cultural Org.
DWAF	k. Department of Water Affairs
UNESCO	l. Genetically Modified Organism
EIA	m. Environmental Impact Analysis

### Answers:

Next time you see an acronym try to work out from the context what the letters might stand for. Remember it is another unfamiliar word on which to practise your word-attack skills.

## Definition

### Neologism

A **neologism** can be defined as a new word or meaning, or a recently coined word or phrase.

An example is the word 'hoover'. This was the name of a popular make of vacuum cleaner in the 1950's that then started to be used as a word in its own right, meaning 'to clean with a vacuum cleaner' as in "I will Hoover the room with the Electrolux."

## My Notes ...

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Look at these neologisms, done in bold, in the context of the sentence. Use your word-attack skills to try to match the examples with the definitions given in the list below the examples. Match appropriate numbers then look at the solution.

1. Jabulani was amazed by the **geocomputation** used to analyze the area.
2. Local DJ Sammy is a great **turntablist** and is very popular.
3. Members of **boybands** often all look alike.
4. Johannes was found guilty of **drug-rape** after police discovered Rohypnol in his possession.
5. The new **cultipacker** attached to the tractor was extremely effective in tilling the soil.
6. Andrew is hopeless on the computer and is a real **technophobe**.
7. The sudden fall in the price of **dot-com** shares could have been predicted.
8. **Boardsailers** should be careful of huge swells in the ocean.
9. The women used the water sparingly when growing their vegetables because they were **water-wise**.

**Definitions:**

- a People using e.g. windsurfers on water.
- b Companies that do business using the Internet.
- c A farm tool (a large metal roller with grooves) that is pulled behind the tractor to tighten-up the soil following ploughing/disking/seed.
- d High performance computing in geographic information systems.
- e A group of musicians who form a young all-male pop group.
- f A person who plays records in an unconventional way for an audience.
- g A form of sexual assault in which a chemical substance to reduce memory is used.
- h A person who fears all modern inventions and machinery.
- i Being aware of water restrictions and the need to conserve water.



### Colloquialisms and slang.

A colloquialism is an informal expression; an informal word or phrase that is more usual in conversation than in formal speech or writing, e.g. "I am beat" meaning I am tired; "I am now finished and klaar" meaning "I am tired."

Or "I want to give up".

Slang is also an informal manner of speech. Slang can be defined in two ways, firstly as very casual speech or writing when words, or expressions, are casual, or playful replacements for standard ones; slang words or phrases are often short-lived, and are usually considered unsuitable for formal contexts.

Secondly it can be defined as language of an exclusive group; a form of language used by a particular group of people, often deliberately created and used to exclude people outside the group, e.g. "hang ten" is a phrase that comes from surfers' slang.

We all use colloquialisms and slang in our ordinary day-to-day speech and also in emails or other forms of written communication to our friends and family. In the formal settings however we should guard against using them to our superiors and to our colleagues. In the professional world it is more acceptable to use more formal standard ways of expressing ourselves, whether in writing or in oral communication. As always we need to be aware of our audience (listeners).



Look at these examples of slang and colloquialisms that are in bold font. If you are not familiar with them, look at the syntax and context, and use your word-attack skills to try to figure out what they mean. Then look at the explanations below and match the appropriate numbers.

1. Charlize is an **ace** actress.
2. Thabo asked where the **action** was in Mbekweni.
3. Has the **greenchop** been fed to the grazing animals yet?
4. Tomorrow our boss is bringing in the **big guns**.
5. Is the sheep suffering from **bloat**?
6. If Marlena doesn't go on diet soon she will end up a **blimp**.
7. Ismail never touches any **booze**.
8. The **fresh cow** is looking after its young.
9. If the weather is nice tomorrow Senta is going to go and **catch some rays**.
10. I did an **all-nighter** to get my work finished on time.

**Explanations:**

- a most interesting place
- b important people
- c very fat person
- d alcohol
- e cow has recently given birth
- f suntan
- g freshly cut forage fed directly to animals
- h abnormal accumulation of gases in ruminant animals which causes the upper left side of the animal to swell
- i stayed up late
- j very impressive

Think carefully about whether you use too much slang or too many colloquialisms in your formal communications.



**Jargon**

**Jargon** can be defined as specialist language; it is language that is used by a particular group, profession, or culture, especially when the words and phrases are not understood or used by other people, e.g. farmers' jargon, or medical jargon.

Jargon is not a good way of communicating with the general public. Often the words used are so specialized that unless we are familiar with the field it is very difficult for a person off the street to work out what is meant by something. If we are with people who are in the same profession or a group of friends who share the same hobby, it is perfectly acceptable to use jargon.





Read this extract that is aimed at people in the computer field (the jargon is in bold)

"Many people use MWEB as their ISP. When doing a search on the net you may just want to browse. If the page is written in Java or in HTML then you can scroll up and down. You can also download on to a floppy or a stiffy. A frustrating thing that happens is when the URL can't be located, even though you have done a good search with keywords, or the server is down".

How much did you understand? If you are very computer literate you may have understood quite a bit. If you know little about computers or the Internet this talk would not have meant very much to you.

This is an example of jargon. Can you think of ways that could help you understand this better? You could ask someone who is an expert or you could find a good reference book to explain these terms.

Remember, do not get intimidated by jargon. If someone like a doctor or a salesperson uses jargon that you do not understand you should always ask for a clear explanation.

Now think of a field in which you know quite a bit, such as plant growing techniques. Do you ever use jargon that would not be understood by people outside this field? How do you think it makes your listener (audience) feel?



***Dialects***

A **dialect** can be defined as a regional variety of language, with differences in vocabulary, grammar, and pronunciation e.g. In the United Kingdom there are many different dialects such as Scottish, Irish, Welsh, Cockney etc.

South African English as used by native English speakers can be seen as a single dialect with the main differences being in accent. It is not very different from standard (British) English although a number of different dialects have been identified with non-native speakers, these include a number of varieties of 'township' English and the Cape Flats dialect (although this is a mixture of English and Afrikaans).





Here is an example of Standard English "translated" into Scottish dialect.

"We are having a great time and are learning to communicate better in South African English."

"We ur havin' a braw time an' ur learnin' tae communicate better in sooth african sassenach" .

Here is an example of Standard English "translated" into an Ali G dialect:

"Hallo everybody! What are you up to on this fine day ?"

"Alo everyone! wot iz yous up to on dis wicked day?"

Could you have used your word-attack skills to work out what "braw", "sassenach", and "wicked" mean in this context?



Please complete Activity 2:

GROUP Activity Dialect Interpretation

*Learners should work in groups of no larger than four. For this activity, you will need a tape recorder; group of people.*

- Think of a group of people that you know, or can make contact with, who use a dialect. These could be learners at the college, members of your family, or from your community.
- As a group, you will focus on only one such group – so discuss this in advance and decide who you will approach. Ask them if you can tape an informal conversation they are having. Then once you have their permission, tape about 10 minutes of conversation. You may want to ask them to discuss the latest party they went to or some other topic which will interest that particular group.
- After you have taped them, listen carefully to the tape and make a note of any non-standard use of English. Write down these phrases or words and then "translate" them into Standard English. Use syntax, context and word-attack skills to help you with your translation.
- Then check with the group you taped whether or not your "translation" is correct.

NOTE: If it is not possible for learners to make tapes this activity can be adapted, however this will require your group to record in writing the conversation. This will be more difficult, but is still possible to do. Discuss this with your facilitator.

## 1.3 Ambiguous words

Ambiguous words are words that have more than one meaning.

A word, phrase, sentence, or other communication is called **ambiguous** if it can be reasonably interpreted in more than one way. The simplest case is a single word with more than one sense: Let us look at the word "bank", for example, which can mean "financial institution" or the "edge of a river". Sometimes this is not a serious problem because a word that is ambiguous by itself is often clear in the particular context in which it is used. Someone who says "I deposited R100 in the bank" is unlikely to mean that she buried the money beside a river!

## Example

Look at these sentences. They will not make sense in terms of the word in bold (which has more than one meaning) unless we know the context.

- Choose which phrases from the list below the sentences you need to add to each sentence to clearly show the difference in the meaning of the ambiguous word. Match appropriate numbers.

- Sophie picked up the **bat** (small animal/sport's equipment)
- Henry went to the **bank** (financial institution/edge of the river)
- We will not finish at this **rate**. (speed or pace/amount you get paid)
- Mandla is obviously **absent** today (not present/inattentive)
- Imelda brought the **acid** (type of drug/chemical solution)
- We are going to sit under the **planes** (type of tree/aeroplane)

Additional phrases

- they are shady and green.// their wings are very long.
- he is really not focused.// I wonder if he is ill?
- so they could get high.// for her science experiment.
- unless we speed up.// we need more money!
- to draw some money.// to settle down to some fishing.
- and it squeaked loudly.// so she could play cricket.

Answer:

You should be able to see from these examples how important context is when selecting meaning.

## ACTIVITY

Please complete Activity 3:

What do these sentences mean?

Look at these ambiguous newspaper headlines.

- KIDS MAKE NUTRITIOUS SNACKS
- GRANDMOTHER OF EIGHT MAKES HOLE IN ONE
- MILK DRINKERS ARE TURNING TO POWDER
- DRUNK GETS NINE MONTHS IN VIOLIN CASE
- FARMERS HOOKED ON NITROGEN FIXATION

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 makes a hole in one of her eight children!
  - Grandmother of eight children achieves a hole in one (*in golf*).

In the section above you looked at ambiguous words and how to test for the meanings in relation to the context.

# 1.4 Summarizing and Paraphrasing



**Paraphrase** is to rephrase and simplify; to restate something using other words, especially in order to make it simpler or shorter, e.g. "he was suffering from an acute case of influenza and thus absented himself from his place of learning", could be much more simply put as "he had bad flu and so didn't come to college".

**Summarize** is to make a summary; to make or give a shortened version of something that has been said or written, stating its main points, e.g. "The farm could have been over a million acres, it looked as if it could stretch to outer space" can be summarised as "the farm was very big"

In order to paraphrase (and summarize) we need to be able to separate the main ideas from the supporting evidence used as examples or additional material.



Look at the examples of fairly long complicated sentences given here and see if you can separate the main idea from the supporting evidence in each case. Write down what you think the main idea of each sentence is.

- Dr Tshabala, who is a kind and honourable man who has received much recognition for his excellent service to the community, is currently working at the university.
- AIDS is a terrible illness which strikes at the immune system of rich and poor alike and has caused the death of millions world wide in a horrible and tragic manner.
- All the players in the orchestra, and by this I mean even the most insignificant clasher of cymbals, need to focus their total and undivided attention on the conductor at all times, indeed, for every second of the performance.
- The successful Farming Institute, which has been conducting classes since the year 2000 and is situated in the Boland with more than a thousand students registered at the moment, is investigating merging with other agricultural educational institutions.

**My Notes ...**

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Please complete Activity 4:

Summarising a text (Pairs)

For this activity you will need a pen and paper.

Read the following two articles through carefully. Summarise article 1 first, followed by article 2. Your points should cover the main ideas.

ARTICLE 1

Champions of the Earth award

- At a glittering event hosted by the United Nations Environment Programme (UNEP) at the UN Headquarters in New York on Tuesday night, President Thabo Mbeki and the people of South Africa were recognised for outstanding achievements in the field of the environment. Accepting the Champions of the Earth award on behalf of the President and all South Africans, Marthinus van Schalkwyk, Minister of Environmental Affairs and Tourism said: "For our world to perish, all that is required of us is to do nothing. It is possible to integrate environmental protection and poverty eradication in a sustainable synergy. In beating poverty and in building prosperity we must not sacrifice our future by pillaging the planet."
- The premier environmental award of the United Nations, this was the first time that the Champions of the Earth awards were presented. The six other recipients were the King and people of Bhutan; the late His Highness Sheikh Zayed bin Sultan Al Nahyan of the United Arab Emirates; the Prince of Orange of the Netherlands; Ms. Julia Carabias Lillo of Mexico; Ms. Sheila Watt-Clourier of Canada; and Mr. Zhou Qiang and the All-China Youth Federation.
- South Africa was recognised both for its own commitment to cultural and environmental diversity and its strong leadership role on the African continent through the environmental component of the New Partnership for Africa's Development (NEPAD). "The timing of this ceremony could not be more significant," said the Minister. "With the UN Commission on Sustainable Development (CSD13) meeting at the same time here in New York, we are demonstrating that the needs of people and the needs of our planet are one and the same. Sanitation, fresh water resources, global warming, climate change, biodiversity loss, and desertification – these are all intertwined and interconnected challenges, shared by both the developed and the developing world."
- Amongst the many specific South African achievements highlighted by UNEP was the fact that South Africa had pioneered the Peace Parks initiative, brought nearly 19% of its coastline under direct protection through the declaration last year of four new Marine Protected Areas, had created specialist environmental courts to back up a wide range of cutting-edge environmental legislation, and was party to more than 43 multilateral environmental agreements.
- "There is no greater asset for humanity than the long-term health and well-being of our planet. There can be no goal more crucial to our survival than the protection and nurturing of our natural environment," said Minister Van Schalkwyk.
- "One of our most urgent challenges as the global community is to convince all nations to join and support the international effort to reduce the emissions of greenhouse gases.
- I have no doubt that the next few years will be crucial to move us out of an approach of stalling, of avoidance, and of excuses to one where we all accept our responsibility to deal with climate change within an inclusive multilateral international framework. Climate change is a global scourge and requires a unified global partnership for action."
- Thanking UNEP for the award the Minister added: "Such recognition is high praise and greatly motivational for our further efforts in environmental protection and promotion."

*Dept of Environmental Affairs Government Website 20 April 2005*

## ARTICLE 2

## Soil texture

The texture of the soil refers to the particles that make up a soil. These could be tiny clay particles, coarse sand particles and even larger gravel particles. Most soils contain a mix of the above three, and the combinations of the mix determine the soils texture.

- Clay soils- are heavy and difficult to dig when wet and impossible to work when dry. Clay soils are usually high in minerals but the availability to the plant is limited.
- Silty soils- are less compact than clay soils, air and water does not move easily and drains slowly becoming powdery when dry. A silty soil is fairly high in minerals but is not always freely available to the plants.

Sandy soils- hold very little water and nutrients. Easy to work but require lots of compost and feeding.

To determine the type of soil you are working with here is a very easy test:

Take a spade full of the soil and moisten it with a bit of water. Work the soil until it no longer changes in feel. Now press the soil between your thumb and fingers, note the feel of the soil and now try to squish the soil into a long thin strip.

- Clay soil – would become like plasticine and be quite smooth to the touch.
- Clay loam- they are like putty but tend to crack. Still feels smooth to the touch.
- silty loam- they hold together a bit but tends to crumble. This is still a smooth soil.
- Fine sandy loams- these still tend to hold together but crumble very easily. The sand texture can be felt. And tend to be greasy because of high organic matter.
- Loamy sand soils- this does not easily stay together and tends to discolour the fingers.
- Sand – falls apart and will not be moulded and the grains of sand can easily be felt.

## Structure of the soil

This refers to the shapes and arrangements of the particles that form in a soil.

- Each soil has its own characteristic shapes and forms. These shapes and forms allow the movement of air and moisture to move in the soils. Organic matter acts as the cement to hold the particles together with the chemical bonding between the elements in the soil.
- To determine the type of soil structure that you are working with here is a simple test:
- Tilth test- dig out a spade full of soil and drop it onto a hard surface. Watch how the soil breaks up. A good structure will fall apart easily into crumbs of varying sizes. A poor structure, when it falls, will break up into blocks like clumps that are difficult to break by hand.
- Plants need 15 elements obtained from the soil. These essential elements fall into two main groups. If the plant requires large amounts they are called macro elements (nitrogen, phosphorus, potassium, calcium, magnesium and sulphur) The tiny amounts that a plant requires are called micro or trace elements. These are the following. (Iron, manganese, copper, zinc, boron, molybdenum, cobalt chlorine and sodium.)
- It is very important to understand that if all the elements are available in the required quantities except for one the growth of the plant will be poor.
- Extract from Plant Production, Resource Guide
- formative assessment assessment criteria: SO1 – AC 1,3

## 1.5 Graphic and Visual aids

Graphic representations are a form of non-verbal communication.

### ■ **Graphic communication**

Tells us information at a glance and is often a more effective way of communication than words. Graphic communication includes the use of devices such as pictures, drawings, photographs, aerial photographs, mind maps, maps, schema, bar graphs, pie charts, illustrations, cartoons and diagrams.

### ■ **Illustration**

An **illustration** is a general term that refers to the picture that complements a text; an illustration can be a drawing, photograph, or diagram that accompanies and complements a printed, spoken, or electronic text

### ■ **Photographs**

We are all familiar with **photographs**. It is said that the camera cannot lie but of course we can be selective about what we include in a photograph, so photographs do not necessarily always tell the whole truth. They do, however, always provide a permanent record of visible objects. On some occasions photos can be too realistic and will not be included with text, e.g. a close-up photo of a child mutilated in a hand-grenade attack. Can you think of any other examples where a photo would be too realistic?

### ■ **Aerial photography**

Refers to a particular type of photo that is taken from an aeroplane. It can be used to show the layout of a neighborhood (similar to a map) or used to estimate the number of people living in a particular area. It could also be used to show the particular features of a piece of land, relative to surrounding areas. Think of the view you get from an aeroplane when you are coming in to land and try to think how this perspective could be used to illustrate a text.

### ■ **Pictures**

We are also familiar with the notion of **pictures** which can be described as something drawn or painted; a shape or set of shapes and lines drawn, painted or printed on paper, canvas or some other flat surface, especially shapes that represent a recognisable form or object.

### ■ **Drawings**

A **drawing** is an outline picture; a picture of something made with a pencil, pen or crayon, usually consisting of lines, often with shading, but generally without colour. An example is that of the capsicum plant structure, seen on your right. Advertisers might choose to use drawings rather than coloured pictures if there is a financial constraint. Sometimes it might also be felt that a coloured picture is too distracting,



so in certain text books or reference books a simple drawing might be chosen. Next time you see a drawing ask yourself whether a more detailed coloured picture would improve the message or detract from the point of the illustration.



Look at the following examples of marketing campaigns and decide whether you think the producers would use a photograph or a picture as an illustration to promote their ideas. When you have made your choices, write down your answers. When you are given the answers by your facilitator, see if you agree with the reasons for the choices given.

1. A brochure advertising a really impressive hotel with stunning views of the sea.
2. An advert trying to sell a farm that has been neglected but shows potential.
3. A pamphlet promoting a range of carefully crafted African beaded jewellery.
4. An illustration for promotional material showing a range of different fruits that are being sold at cost price because they are slightly damaged.
5. An illustration for a children's book showing happy puppies all playing together.
6. An illustration for an advert trying to sell a tractor.
7. An advert for a sea cruise portraying the large, impressive but neglected ship.
8. An illustration for a brochure promoting a range of practical courses that can be attended by a smiling, enthusiastic bunch of students.
9. An illustration for an advertising campaign showing contented old people in a particular Old Age Home.
10. An illustration for an advert demonstrating the effect of a successful insecticide on plant production.

#### Answers

Did you agree with all the Answers? Why or why not? Think of some reasons if you had a different opinion.



## Graphs

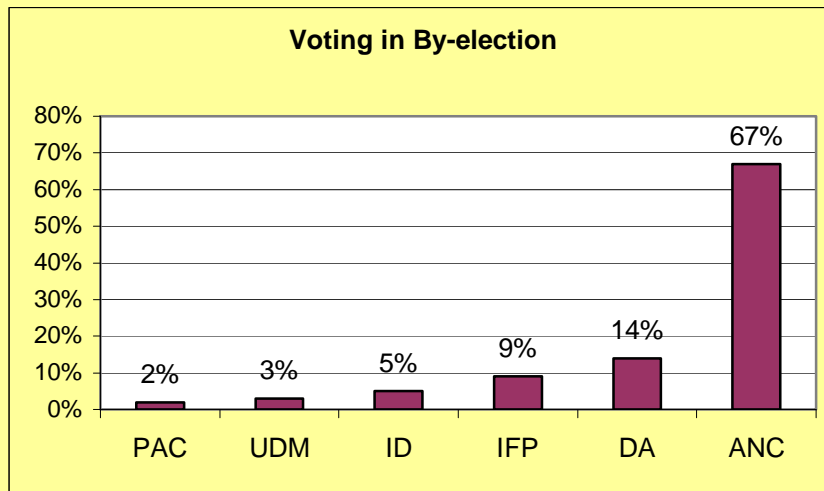
### ◆ The Bar Graph

A **bar graph** is a graphic representation where vertical or horizontal bars or columns represent some information. The length of the bar tells us the size of the illustrated item. If the numbers in the bar graphs are representing percentages, these must add up to 100%. Bar graphs are sometimes called bar charts or bar diagrams.

When drawing a bar graph remember the following:-

- Bars should be of equal width;
- There should be spaces of equal width between the bars;
- Bars can be vertical or horizontal;
- The bars are usually of different colours to show the difference between the various sets of information;
- Label each bar showing the exact value of each bar.





Each column or bar represents the number of votes received by a political party in the last local by-election. The bars are numbered 1 - 6 from left to right. Number 1 represents the PAC; number 2 represents the UDM; number three represents the ID ; number 4 represents the IFP; number 5 represents the DA and number 6 represents the ANC.

Now see if you can answer these questions based on this example.

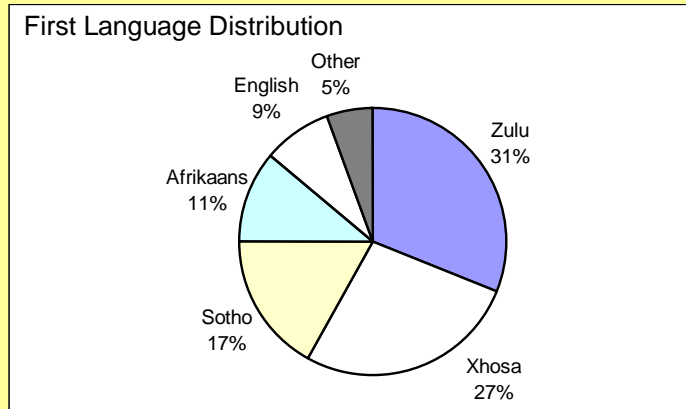
- Which party received the most votes?
- Which party received the least votes?
- Which party received the second highest number of votes?
- Which party received the second lowest number of votes?
- Which party received the third highest number of votes?
- Which party received the third lowest number of votes?

### ■ The Pie Chart

A **pie chart** is a graphic representation of data in the form of a circle or pie, which is divided into wedges. The total of the pie represents 100%. Pie charts are relatively easy to understand and are popular ways of graphically representing numerical data to the public.

Tips for reading pie graphs:

- ◆ Read the title of the pie graph if there is one. It explains what the pie graph is about.
- ◆ Look at the different colours or shadings. This tells you how many parts or sections there are of the whole.
- ◆ Notice the size of each section. Find the biggest and smallest sections.
- ◆ Look for any numbers that give you information about how big or small each section is.



Above is a pie chart representing first language distribution in Johannesburg. (Please note - it is not an actual reflection - it is a made-up example.).

The languages represented are English, Afrikaans, Zulu, Sotho, Xhosa and Other (a combination of all other languages).

Look at the pie chart carefully and see if you can answer these questions:-

- What first language is the most common?
- What first language is the least common?
- What first language is the second most common?
- What language is the second least common?
- Into which category would Hindi fall?

What type of article would this pie chart illustrate? Think of reasons for your answer.



### Diagram

A **diagram** and a **schema** can be defined as a simple explanatory drawing; a simple drawing showing the basic shape, layout, or workings of something.



Example of a diagram are:

- a diagram showing the cross-section of a flower;
- a diagram showing the manner in which a piece of machinery should be put together;
- a schema of the layout of a garden;
- a schema of an irrigation system

Diagrams and schema should have all parts clearly labelled. Diagrams often accompany products we buy, for example a video machine will come with a booklet that has diagrams showing us what each piece represents and how it should be used. Textbooks on subjects such as life sciences will often be illustrated with diagrams as will medical books.



Look at these examples and decide what the most appropriate form of graphic representation for each would be.

- A leaflet on how to assemble a Weber braai.
- A graphic representation to a group of language experts showing the number of English, Afrikaans, Xhosa, and Zulu speakers living in Khayelitsha.
- A graphic representation showing the percentages of people infected by HIV in four provinces for a talk at the community centre.
- A section in a textbook dealing with the reproductive system of the plant.



### Maps

A **map** can be defined as a geographical diagram; it is a visual representation that shows all or part of the Earth's surface with geographical features, urban areas, roads, and other details, e.g. "We carefully studied the map of Africa to see exactly where Zanzibar is when we won tickets to go there

- ◆ It can also be defined as a drawing showing a route or location; a diagrammatical drawing of something such as a route or area made to show the location of a place or how to get there, e.g. "I asked her for a map showing where her house was as I had never been to Bellville before."



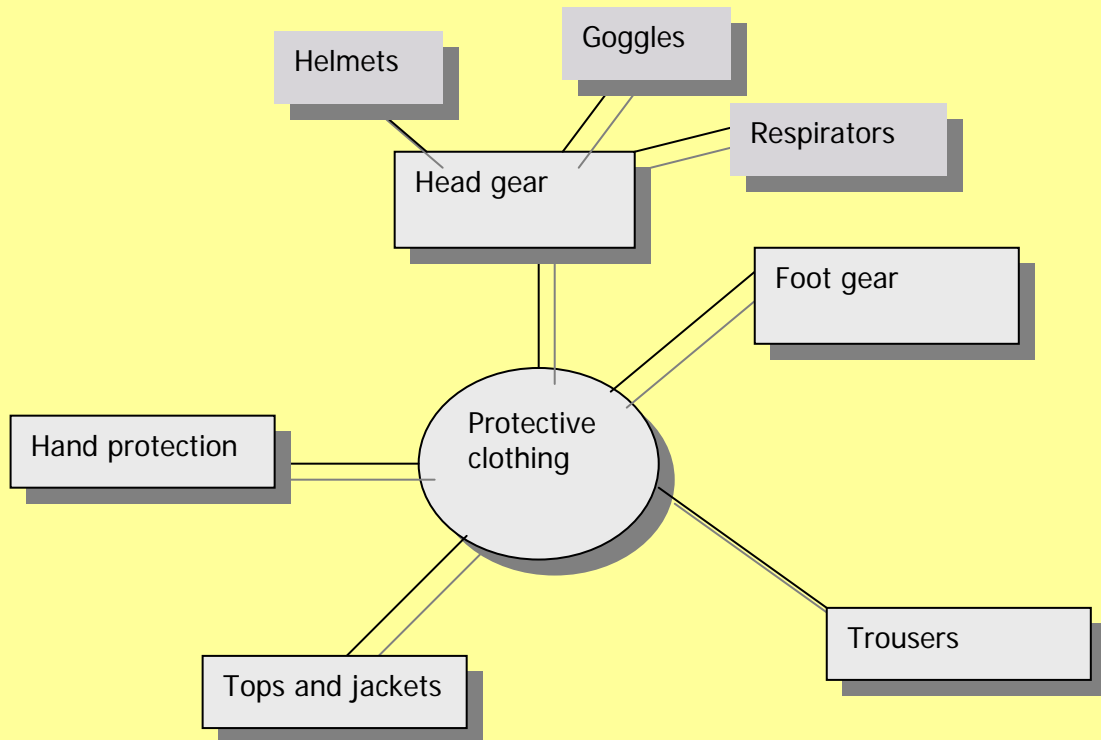
Try drawing a simple map showing someone how to get to your house from the nearest highway. Show a friend who is familiar with the area the map and see if they find it clear and easy to understand.

Think of some examples of texts, which could be effectively illustrated with accompanying maps. Mind maps and brainstorming. A **mind-map** is a diagram that shows us graphically how we could think about a particular subject. It is often linked to the process known as **brainstorming** when you write down all your ideas about a particular topic.



You have been asked to give a talk on 'wearing protective clothing' to your local farming community. This topic should be broken down into key topics. One way of doing this is to create a mind-map.

- In the middle of an A4 page draw a circle and label it "Protective Clothing".
- Now draw "branches" off the circle; In each branch write a word related to protective clothing, e.g. Branch 1 could be labelled "Head gear"; Branch 2 -Trousers; Branch 3 - Tops; Branch 4 - Footwear; Branch 5 – Hand protection.
- Then we could go on to draw smaller branches off the big branch, e.g. off Branch 1 we could have branches labelled helmets, goggles; respirators; off Branch 2 we could have different types of plastic or material for trousers; different designs such as elasticated at the ankle or not; off Branch 3 we could have different materials for tops and designs; off Branch 4 we could have boots, or shoes or softer plastic coverings; off Branch 5 we could have different sorts of gloves such as mittens or hand gloves.
- This would give us a good idea of how to write a text on the subject of protective clothing.
- You could then use your mind-map to illustrate your points as you spoke.



**■ Cartoons**

A **cartoon** can refer to a sequence of drawings that tell a short story, or are humorous, published in a newspaper or magazine, e.g. the comic strips that appear in the newspaper are done in cartoon form; cartoon versions of written texts such as "The Tale of Two Cities" in cartoon form.

It can also refer to a satirical drawing or a humorous drawing published in a newspaper or magazine and commenting on a current event or theme. For examples,

look at the ‘Letters Page’ in all daily newspapers for a cartoon on some current event.

Cartoons are used to lighten the mood of a text or to make a serious point in a humorous way. They can convey a message in a powerful way. They are often used in campaigns aimed at the youth, e.g. a campaign launched in June 2004, to prevent the spread of HIV/AIDS made use of cartoons, in the form of talking condoms.



Concept (SO 1)	I understand this concept	Questions that I still would like to ask
Unfamiliar words are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills, and contextual clues.		
Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context.		
Main ideas are separated from supporting evidence and paraphrased or summarised.		
The purpose of visual and/or graphic representations in texts are recognised and explained.		

**My Notes ...**

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Session

## 2

# Accommodate Audience and Context needs in Oral Communication

*After completing this session, you should be able to:*

**SO 2: Use strategies for extracting implicit messages in texts.**

In this section will look in particular at how to use a range of strategies for extracting implicit messages in texts. This includes:

- ◆ Source of text
- ◆ Author's attitude
- ◆ Promotion of line of thought

## 2.1 Introduction

### ■ Implicit

An **implicit message** is an indirect message, which can be picked up directly from the context. To imply something is to suggest it without stating it directly. If I say "Gee you are very early for lectures today!" when you are exactly on time, my implicit message to you is that you are generally late. Authors of texts often imply or suggest a message without stating it directly. We need to explore how to recognize this.

## 2.2 Source of text

We are exposed to a range of texts in our everyday lives. We read adverts, listen to news broadcasts that have been written by someone, receive emails, read lecture notes, notices, marketing material, magazines, newspapers and books.

### ■ Reliability

**Reliability** means the extent to which the text is likely to be accurate. The extent to which text is to be trusted to be accurate, correct or to provide a correct result, e.g. "I don't think the report that aliens have landed is very reliable."

One way to check reliability is to look at the source. If we heard on the 7 o'clock news that aliens had landed we might be seriously concerned. We assume that news reports are fairly reliable. We also assume that newspaper reports are fairly reliable, so again if we read in the "Cape Times" that aliens had landed we would take it fairly

seriously. If however we read this in a sensationalist magazine we should have serious doubts about it.

**Sensationalism**

**Sensationalism** refers to the use of shocking material; the practice of emphasising the most horrifying, shocking, and emotive aspects of anything under discussion or investigation, especially by the media.

Some magazines specialise in sensationalism. They publish stories, which are difficult to back up or prove, and they appeal to that part of our nature that enjoys being shocked. Such magazines may be fun to read but their claims should not be taken too seriously. We need objective and reliable evidence to back up wild claims.

**Objective**

**Objective** refers to statements which are free of bias or prejudice caused by personal feelings; based on facts rather than thoughts or opinions, e.g. it is an objective fact that drug use among teenagers is increasing in Cape Town.

Sometimes an implicit or implied message is transmitted through a biased source.



**Bias**

Bias can be defined as a preference; it is an unfair preference for or dislike of something, e.g. "The teacher is biased against black learners - she always picks on those learners unfairly"; "The report on the gay club was biased against homosexuals - it gave a very negative impression of them."

**My Notes ...**

A large rectangular area with horizontal dotted lines for writing notes.





Please complete Activity 5.: Identifying bias (Pairs)

*For this activity you will need a pen and paper.*

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.

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:-**

- a) A newspaper article in favour of gambling.
- b) An article from a leaflet entitled "Protect All Animals!"
- c) A writer who dislikes swearing and obscenities in music.
- d) A fan writing to a fan club newsletter.
- e) A pamphlet promoting Israel's right to occupy the Gaza Strip.
- f) An article written by someone who dislikes men intensely.
- g) A letter from someone who has been plagued by baboons.
- h) A poster advertising Women's Day.
- i) An article that is written by someone whose life was ruined by gambling.
- j) A brochure published to support the Palestinian struggle for land.
- k) An Apartheid era, anti-union, farm policy document.
- l) A letter from a farmer who wanted to extract cheap labour from workers.

## 2.3 Author's attitude

### ■ Attitude

**Attitude** can be described as a personal view of something; an opinion or general feeling about something, e.g. "Many people in South Africa have a positive attitude to change"; "Rapists have a very negative attitude to women".

### ■ Belief

**Belief** can be described as the acceptance of the truth of something; acceptance by the mind that something is true or real, often underpinned by an emotional or spiritual sense of certainty, e.g. "She has a strongly held belief in an afterlife".

It can also mean to have trust or confidence that somebody or something is good or will be effective, e.g. "He has a great belief in democracy".

Finally belief refers to an opinion that is a firm and considered one, e.g. "I have a firm belief in the superiority of women".

What an author believes and what his/her attitude to something is will have an influence on the message he/she is putting across. The attitudes and beliefs of the author may be directly stated or put across in an indirect, implied, more subtle manner. An example to illustrate this is:- when someone states "I do not like women." they are directly stating their attitude; if they were to say "Women are a very difficult bunch." they would be indirectly expressing a negative attitude to women; the message would be implied.



Please complete Activity 6:

Identifying attitudes and beliefs

For this activity you will need a pen and paper. You may work in pairs.

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.

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:**

- a) Negative attitude to correspondence courses
- b) Positive attitude to genetic modification; belief that its advantages outweigh any disadvantages
- c) Negative attitude to the USA; belief that they tend to abuse prisoners of war
- d) Belief that modern music is better than it was 40 years ago
- e) Belief that having children is a positive thing; positive attitude to children
- f) Positive attitude to the USA; belief that they are a humane nation
- g) Negative attitude to genetic modification; belief that it is ultimately harmful
- h) Negative attitude to modern music; belief that it has got worse over the years
- i) Positive attitude to studying through correspondence colleges; belief that they are better than full-time institutions
- j) Belief that having children is a bad thing; negative attitude towards children

## Intentions

**Intentions** can be described as the aim or objective of something; something that somebody plans to do or achieve, e.g. "The students learnt about agricultural practices so that they would become good farmers". Authors can have a huge variety of aims or intentions, e.g. they may wish to entertain, to educate, to convince readers of a political point of view, to persuade people to believe in a cause, to convince readers to purchase something, to express their own point of view publicly and so on.

We can usually work out what the author's intention in writing something was but sometimes their point of view may be hidden or implicit because the stated intention is not the only one. For example in the Apartheid era, the stated intention of history textbooks was to educate learners on national and international history. However, by conveying history from a certain perspective learners were educated to reinforce their position within Apartheid society, rather than to question the injustices of Apartheid.



Please complete Activity 7.:

Sources and intentions (Pairs)

For this activity you will need a pen and paper.

Match the following extracts with the appropriate description of intentions/points of view from the list given below the extracts. Look also at the list of possible sources and match each extract with the most likely one. The points of view/intentions and sources are numbered.

- In my day it was unheard of for young women to be in charge of men at the workplace. Women knew their place in those days. I'm not saying women are not equal to men but there must be a limit.
- Men have it all their own way. They get higher salaries than women; they stand a better chance of being promoted; they do not have the domestic responsibilities that women have; they get more respect from their colleagues than women do.
- Date-rape is on the increase. Young women should be extremely careful when they go to public places. If they are offered a drink by a stranger they should refuse. It is better to be safe than sorry.
- The drug cannabis, also known as marijuana and in South Africa, as dagga, is a controversial one in terms of the effect it has. Some would claim it is a safe recreational drug, especially when compared to alcohol, but there is still debate on the subject.
- The book 'Notes on Nature' is an interesting compilation of five years of nature columns published in the Windhoek Advertiser newspaper in Namibia.
- When using a microwave oven it is very important to remember that metal objects of any description cannot be put into the microwave without damaging it.
- Save hours of time cultivating the soil! Buy the new cultipacker and spend more time with the family!
- In 1999 you turned your back on the best candidate ever to stand in Blikkiesfontein. Now in 2004 you have a chance to vote for her again. Do not make the same mistake again!
- Intention/point of view:
- To convince readers that men are better treated than women; women have a more difficult time than men do;
- To educate readers about the debate on substance abuse; point of view is that the issue needs to be looked at carefully;
- To inform readers about a particular product; fairly neutral or objective point of view;
- To convince readers to vote for a certain politician; point of view is that this candidate is better than the others;
- To persuade readers that their lives could be changed if they bought a certain product; the point of view promoted indirectly is that people always want more free time;

- To spark interest in readers to buy a book;
- To persuade readers that women are not the equal of men; point of view is against women's rights although this is indirectly expressed;
- To inform young women about life-style choices; point of view is that life can be dangerous for a young woman.

**Source:**

- A. Information leaflet from Rape Prevention Bureau;
- B. Article entitled "Why it pays to be male!";
- C. Pamphlet accompanying a newly purchased product;
- D. Article in a magazine aimed at young readers who wish to be better informed about current issues;
- E. Book review on nature topics;
- F. Advertisement for an agricultural product;
- G. Political Poster;
- H. Letter to the press from a "Retired Gentleman."

■ **Writing techniques and purpose**

In a text that is relatively simple and aimed at a general public, where the author wished to make sure his/her purpose is clearly transmitted, shorter sentences will be used. Shorter sentences are generally easier to follow than very long complicated ones.



Look at these two texts and decide which one would be aimed at an audience consisting of computer experts and which one would be aimed at people who were not yet computer literate. Give reasons for your choices.

- First turn on the computer. You do this by pressing the button on the tower. Your computer is then on. Next look at the keyboard. You will see the familiar typewriter's keyboard. There will however be some additions. These additions are called Function keys. You will notice other differences as well. There is a section to the right of the keyboard. You will see numbers and words on these keys. We will learn what each one means.
- Your Internet Service Provider should ensure an excellent connection to the Web at all times otherwise your browsing and searching or scrolling up and down the pages will be to no effect. As you all know, the uniform resource location of your web page will reflect either hyper text mark-up-language or Java script which is closely linked to the former, both in design and function and both of which originate with the beginnings of icon based word-processing.

**Answer**

Both the sentence length and the content tell us about the purpose and the audience.

■ **Punctuation**

**Punctuation** is critical to the reader as it helps us know when to pause, when to stop and when people are speaking amongst other things. A poorly punctuated piece of writing is usually very difficult to understand.

If an author was composing an advert that had dialogue it would be critical both for his/her audience and purpose that the punctuation was correct. For **example**, look

at the difference in meaning between:- Ms Viljoen said I am too slow when I move, and, Ms Viljoen said: "I am too slow when I move!".

### Choice of words

The choice of words depends a great deal on whom the intended readers are and what the purpose or intention of the author is. If we want to ensure that our communication is understood by any reader we would obviously choose simple, clearly understood words. If we knew we were writing to a person, or people, who were totally familiar with the topic, we could use words they could understand. Technical jargon may not be understood by the general public. This could apply to slang as much as to jargon.

Another technique used by authors is to vary the extent to which they use figurative language.

### Figurative language

**Figurative language** refers to language that is not literal. Literal is the actual meaning of the word, so figurative means using language that contains a non-literal sense of a word or words, "she will bite your head off if you tell her that" literally means she will use her teeth to remove your head; the sense in which it is used is figurative here, meaning "she will get very angry if you tell her that".



Choose which is the literal meaning and which the figurative for each of these pairs of sentences.

1. The chameleon turns green when walking on a leaf.
2. When Cindy saw Buyiswa's new hairstyle she went green.
3. If Lunga drops it, the goat will eat his hat.
4. If you finish Comrades I will eat my hat.
5. There were millions of people at Ayesha's party - she is so popular!
6. Millions of people live below the bread line in the Third World.
7. The weather is so hot today it is boiling outside.
8. You can hear when the water in the kettle is boiling.
9. You can never believe politicians - their words are made of straw.
10. The new basket I bought is made from straw.
11. Ask Simpiwe to monitor the plants – he has such green fingers.
12. Busieka put his hands in the paint and when he took them out he had green fingers.
13. The workers were given the boot without any compensation.
14. Sharon was given the boot which she thought she had lost.
15. The team of farmers worked shoulder to shoulder to get the harvest done on time.
16. The people were standing shoulder to shoulder during the funeral prayer.



Please complete Activity 8:

Who and Why (Individual)

*For this activity you will need a pen and paper.*

Read through the following extracts and match them with the sets of author and purpose given in the list below the extract. Then decide what type of writing technique each one is an example of. These are listed after the list entitled Author & Purpose and are given letters.

1. G'day mate! I'm taking the ute and my Sheila down to watch the Kiwis play rugger t'day.
2. Jeez last night was way cool - that club is so not old style, it's awesome!
3. The following diagram is a pie chart representing infant mortality rates by province for 2002.
4. Chronic obstructive pulmonary disease is when the bronchi and alveoli become inflamed. There is a high incidence among smokers.
5. A picture of the Telly Tubbies waving goodbye and saying "Good bye Winkie!"
6. Two isotopic forms deuterium and tritium, in which the atomic nuclei also contain one or two neutrons respectively, found to a small degree in water.

**Author & Purpose:**

1. An illustration accompanying a schedule for the day's TV programmes, written by the entertainment editor in order to keep viewers informed.
2. Text from an article on child death rates written for a factual reliable magazine by a serious journalist who wishes to inform the public.
3. Extract from an email to a friend, written by an Australian with the purpose of friendly communication.
4. Extract from a medical journal written by an expert with the purpose of informing first year medical students about lung diseases.
5. A quick note written by a friend to another friend with the purpose of informal friendly communication.
6. Extract from Learner Guide on Generic Agricultural Practices.

**Type of device:**

- A. Slang/colloquialism
- B. Jargon/technical terms
- C. Graphic illustration of data
- D. Picture accompanying text
- E. Dialect
- F. Technical terms

## ■ Humour

**Humour** is a way of relaxing and entertaining the reader. It is used when the purpose of the author is to entertain or amuse the reader. Humour would be out of place in a very formal text. Advertisers often make use of humour; certain companies such as 'Vodacom' and 'Kulula dot com' have very humorous advertisements.





Please complete Activity 9.:

Humorous Adverts (Pairs)

For this activity you will need magazines, scissors, pen & paper

Find two examples in a magazine of humorous adverts. Cut them out. Analyse them by answering the following questions.

1. How is the text humorous?
2. Are the accompanying visuals also humorous? Explain.
3. What is the author's or creator's purpose in this advertisement?
4. What audience is the advertisement aimed at?



### Irony

Irony can be defined as a type of humorous device or technique based on using words to suggest the opposite of their literal meaning, e.g. "That is great news!" as a response to hearing your working hours are to be extended.

**Sarcasm**  
Sarcasm is cutting language: remarks that mean the opposite of what they seem to say and are intended to mock or deride, or make fun of something or someone. Sarcasm and irony are effective ways of communicating for friends or in informal settings. It would generally be considered inappropriate to use sarcasm or irony when addressing people formally or people who are senior to you.



Look at these examples of sarcasm:-

- In Hollywood a marriage is a success if it outlasts milk. -- Rita Rudner
- I love being married. It's so great to find that one special person you want to annoy for the rest of your life. -- Rita Rudner
- Politics is perhaps the only profession for which no preparation is thought necessary. -- Robert Louis Stevenson
- Politics is the skilled use of blunt objects. -- Lester Pearson
- Every time I look at you I get a fierce desire to be lonesome. -- Oscar Levant
- Zimbabwe kicked out its best source of income, employment and food. – Richard Perks (letter to Farmer's Weekly May 2005)

### ■ Satire

**Satire** can be described as the use of wit: especially irony, sarcasm, and ridicule, to attack the evils and stupidity of humankind, e.g. the play in which politicians were represented as greedy children was a satire - it was making fun of politicians.

In South Africa Pieter-Dirk Uys is the best known satirist. His creations of Evita Bezuidenhout and others were done in order to poke fun at the Nationalist government. During the Apartheid era, his plays were sometimes prevented from being performed. Some politicians however found his satires amusing.

### ■ Visual techniques used by authors

There are various camera angles that can be used for different purposes.



A **Low angle** is used to dramatise and make the product or subject seem larger than life, e.g. a low angle shot of specific flowers to illustrate a Nature text; a low angle shot of faces to illustrate a text entitled "Beauty is in the eye of the beholder".

A **Natural angle** is used to get the audience to relate to a product in its everyday setting e.g. a series of pictures of houses could be shot using a natural angle to accompany a text on architectural styles.

You can also use an **Unnatural angle** where the camera is tilted during filming or shooting. This can be used to give the impression that something is looming or leaning over, e.g. a shot of tall skyscrapers in New York taken at an unnatural angle to illustrate a text on how buildings are blocking out natural light.

### ■ Video, TV and Movies

A **Cinematographic technique** is a term that includes camera angle, lighting, background, use of music, use of accompanying text and so on. Thrillers for example are often shot using dark lighting and in dark colours to add to the suspense, e.g. the film "Seven" is very dark and grainy. (Can you think of another example?)

A movie that is set outdoors such as Lord of the Rings makes great use of the natural beauty of the countryside. (Can you think of another example?)

A feel good movie like "Wondrous Oblivion" is shot using natural camera angles and with bright naturalistic lighting. (Can you think of another example?)

Adverts aimed at young people for example are often very brightly coloured and are fast moving and make use of colloquialisms and slang. The implied message here is that young people are always on the move, busy and active and need products to suit their lifestyle. Think of cell phone adverts, or adverts for Fast Food places. Can you think of any other examples of adverts aimed at young people that use a particular type of cinematographic technique?



Please complete Activity 10:

Analysing an Advert. (Pairs)

For this activity your facilitator will show you some adverts which have been videotaped from television. Once you have watched these, select three which appeal to you the most, and proceed with the activity.

In pairs, select three adverts that appeal to you the most. Examine them carefully for use of colours, camera angles, accompanying music, and any other details you can pick up.

Then see if you can answer the questions that follow.

1. What is the purpose of the advertisement?
2. What was the creator's intention when he/she devised the advert?
3. What is the implicit message in the advert?
4. Who is the audience that the advert is aimed at?

## 2.4 Promotion of line of thought

Let us now move on to look at how a particular line of thought or a cause is promoted and supported. This is achieved by **selecting or omitting** (leaving out) certain materials. In the Apartheid era history textbooks often used to leave out critical information relating to the role black people played in creating our nation. We simply need to recap now, focussing on how a particular cause can be promoted in this manner.



Let us look at this example. An author wants to promote the cause of allowing baboons in Pringle Bay free range of the neighborhood. Imagine that he/she has four facts at /his/her fingertips. These are:

1. It is the baboons' natural dwelling place.
  2. The baboons are causing great destruction in the neighbourhood.
  3. It is relatively simple to 'baboon-proof' your house.
  4. The baboons have attacked two children and three dogs.
- Which two facts would he/she choose to include in a letter to the press promoting the cause of allowing baboons free range?
  - What would the implicit message in the letter be?



Concept (SO 2)	I understand this concept	Questions that I still would like to ask
Source of text is identified and discussed in terms of reliability and possible bias.		
Author`s attitude, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly.		
Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials.		
Author`s techniques are explored and explained in terms of purpose and audience.		

## Session

# 3 Write Texts for a range of Communicative Contexts

*After completing this session, you should be able to:*

**SO 3: Respond to selected texts in a manner appropriate to the context.**

This section will look in particular at responding to selected texts in a manner appropriate to the context.

This includes:

- ◆ Instructions and Requests
- ◆ Text-type, format and register

## 3.1 Introduction

Session 3 deals with following instructions and requests and at how to use text-type, format and register on the correct level of formality.

Different texts have different contexts and require us to respond in different ways. We need to ensure that we respond appropriately.

### ■ Request

Let us look at text that consists of a **request**. Certain texts require us to respond in certain ways - we are asked or requested for example to supply our personal details when we apply for a student loan or bursary.

There are times however when in order to respond to a request we would need more information. There are other times when in order to respond to a request we need to sort out the order of things being requested so as to be able to respond appropriately.

If you were asked to help a developing farmer choose the most suitable crops for her area you would first need to establish a lot more information about where her farm was, how much land she had, what type of soil she had and other relevant points. Requests are often, but not always, phrased as questions.

## Instructions



### Instructions

Instructions can be defined in two ways:- firstly as orders, e.g. "I was just following instructions when I forwarded that email"; "acting on instructions we received we went on to the next Lesson". Or they can refer to a list of things to do; printed information about how to do, make, assemble, use, or operate something, e.g. "the instructions are printed on the back of the packet".



Look at the following statements and decide whether they are instructions or requests.

1. Finish the work today or you will be fired.
2. Please go to Worcester then to Robertson.
3. You must fill in this form.
4. Will you help the grape grower choose his cultivars?
5. You need to first check the plug and the switch carefully, then use the power point.
6. Please fill in Section A followed by B, then C, then D.
7. Please could I have more information?

To determine the type of soil you are working with here is a very easy test: Take a spade full of the soil and moisten it with a bit of water. Work the soil until it no longer changes in feel. Now press the soil between your thumb and fingers, note the feel of the soil and now try to squish the soil into a long thin strip.



Please complete Activity 11:

Following instructions (Pairs)

For this activity you will need a pen & paper.

See if you can follow these instructions:-

Write out the alphabet.

Now assign a number to every third letter:- start with A = 1; D = 2; G = 3 and so on;

- Now add G & J & Y together;
- Next subtract the sum of A & D
- Add M to this number
- Subtract P from this.
- What is your answer?

## 3.2 Text-type, Format and Register

The use of text-type, format and register at various levels of formality are as follows:

### Text-type

**Text-type** refers to the font you choose to use when using the word processor. This text you are reading has been done in Arial, Font size 12.



Here are some examples of text-type or font:-

- Hi! My name is Avela and I live in Gugs.
- Please reply to this letter by return of post.
- Old texts looked like this.
- This is a more formal type of font.
- *This is quite a complicated font and is not so easy to read.*
- When would you use this font?
- Which one is your favourite font?



### Format

**Format** refers to the structure of something; the way in which something is presented, organized, or arranged; specifically in this context it refers to the way a written communication is presented or structured.



Look at these two examples of business letters. Which one do you think has the more appropriate format? Give reasons for your answer.

**A)**

22 June 2004

Cape Town

7780

11 Firfireld Road

Athlone

Re my order for seedlings

Cape Town

P.O. Box 121

Garden Goodies

Salesperson

Dear Mr Hendricks I want to ask about my order for seedlings that I placed six weeks ago. I have heard nothing yet from you. My address is given above and you can write to me there. The order was for 6 daisy bushes, 12 Peace rose bushes and 14 Pinotage grape cultivars. When can I expect a reply. Thank you very much. You can phone me on 0217624989. Regards Annie Blackburn



B)

11 Firfield Road  
Athlone  
7780  
Cape Town  
22<sup>nd</sup> June 2005

Salesperson  
Garden Goodies  
P.O. Box 121  
Cape Town  
8000

Re: My order for seedlings

Dear Mr Hendricks

I want to ask about my order for seedlings that I placed six weeks ago. I have heard nothing from you yet. The order was for a variety of plants. When can I expect a reply?

Just to remind you, the list of things required was:-

- 6 daisy bushes;
- 12 Peace roses;
- 14 Pinotage grape cultivars.

My address is given above and you can write to me there. You can phone me on (021) 762 4989.

Regards  
Annie Blackburn.

## Register

**Register** in this context means language of a type that is used in particular social situations or when communicating with a particular set of people, e.g. when speaking to her boss Meranisa used a formal register; when you are using slang you are using an informal register.

We use different registers depending on whom we are communicating with and what the purpose of our communication is. Friendly emails, notes or letters would tend to be written using an informal register, if our purpose was to communicate with someone we know well.

Office memos, business letters, faxes (for official business) and business emails would be written using a formal register.

We all have the ability to use either register and we swap between the two depending on who our audience is. This is referred to as **code-switching**. Watch how your style changes depending on who you are writing to. A lecturer or a business associate would be very surprised to receive a letter that started with "Howzit?" and ended with "Lots of love"!

**Example**

Look at these examples and decide which is written using a formal register and which is written in an informal register.

1. We should all assemble at 8.30 a.m. in the Main Hall for the fire drill.
2. Let's go out and party tonight guys!
3. I wish to inform you that your article on genetic modification has arrived at the Library.
4. Kindly re-instate your debit order for R235 per month.
5. All students in residence must read, agree to and sign the rules in the admissions book.
6. I am really taking serious strain trying to finish all my work today.
7. My mom and I are so excited about our fantastic trip to Knysna.
8. When completing an order form for plants, please ensure it is done in duplicate.
9. I haven't written for ages because I've been killing myself studying for the exams.

**How am I doing?**

Concept (SO 3)	I understand this concept	Questions that I still would like to ask
Instructions and requests are acted upon.		
Text-type, format and register used are on the correct level of formality.		

**My Notes ...**

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Session

## 4

# Use language and communication in occupational learning programmes

*After completing this session, you should be able to:*

**SO 4: Explore and explain how language structures and features may influence a reader.**

In this session we explore the following concepts:

- ◆ This section will look in particular at exploring and explaining how language structures and features may influence a reader. In particular, we focus on Shaping Point of View.

## 4.1 Introduction

Language structures and features can influence a reader. We are all influenced by what we read. Sometimes we are very aware of this and at other times the influence is more indirect.

## 4.2 Shaping a point of view

Point of view is shaped by choice of words, language usage, accompanying visuals, or pictures, tone and style.

### ■ Bias

**Bias** can shape or support a particular point of view.. We have mentioned bias in an earlier section. Remember that we said bias was an unfair preference for or dislike of something. Bias is unfair, because it is not representative of how we should treat people. In South Africa we are lucky enough to have an extremely good constitution through which we are all protected. Our constitution does not permit us to discriminate against, or treat unfairly, people on the basis of cultural or ethnic identity, gender, religion, age or sexual preference. This guarantees us all our basic human rights.



These are all statements made by someone about somebody else. When you have looked at the examples, see if you can match the bias with the speaker, given in the list below the examples.

1. "Of all the Nguni speakers, Xhosas are the most intelligent."
2. "All Moslems are fanatically against the Jewish people."
3. "Only people under the age of 25 are capable of learning anything new."
4. "All the American forces have been involved in torturing Iraqis."
5. "Only black people should be allowed to vote in the next election."
6. "All white people are greedy and power-mad."
7. "Women belong in the kitchen, not in the workplace."
8. "I will only let my own age-group join any club I run."
9. "Old people are just a burden on society, they contribute nothing."
10. "Gay people are really evil and should not be allowed into churches."

**Possible speakers:**

- a) A person who is biased against homosexuals; a homophobic person;
- b) A person who is biased against women; a sexist person;
- c) A person who is biased against old people; an ageist person;
- d) A person who is biased against a certain culture; culturally biased;
- e) A person who discriminates against a particular group; treats them unfairly;
- f) A person who is biased against people on the basis of their race; racist person;
- g) A person who is showing bias towards their own peer group;
- h) A person who is against people of a certain religion; showing religious bias;
- i) A person who is showing bias by misrepresenting facts;
- j) A person who is biased towards a certain age group; an ageist person.

Bias is encountered frequently. We have to guard against it influencing us to make unfair judgements about people. Most of the research done in South Africa shows that we have more in common with each other than we think. Newspaper surveys show that people from all race groups, income groups and age groups, of both sexes or genders have similar fears about life in South Africa. We all worry about crime, unemployment, the cost of living and corruption. Of course there will also be differences, but to be biased against people for any of the reasons shown in the example above is to cut yourself off from experiencing the rich diversity this country has to offer us all.

If an author has a particular point of view which is biased, what he/she writes will reflect this bias. The choice of words used by the author may influence us. The difference between facts and opinions have previously been dealt with. **Facts** are statements we can test where as **opinions** are what someone thinks. If the author has a biased opinion about some group they will express their point of view by using biased language. Always be alert to statements about groups of people that contain the word "All" in them. It is seldom possible to make statements like "All black people are bad-tempered" or "All fat people are lazy" or "All young people use drugs" or "All Zulu's are brave" without being guilty of bias. Groups of people vary enormously in their behaviour and generalised statements are seldom accurate. We will look at generalisations in greater detail later on in the Lesson.

We must also guard against misrepresenting facts and showing bias in that way - because some members of a particular group behave in a certain way that does not

mean that all members follow this behaviour. It is a misrepresentation to say, for example, that all British soccer fans are thugs.

How else can the written word influence the reader? What other language usage or choice of words do authors use to shape or support a point of view?



Please complete Activity 12:

Identifying Humour (Individual)

For this activity you will need a pen and paper.

Read the following two extracts carefully.

- 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.
- 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.

- 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.
- 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.

Humour can influence the reader in indirect ways. If we constantly read or hear jokes about how dumb blondes are or how stupid a particular race is, we can start to be influenced by this. There are many examples of humour that are based on negative messages about a particular group. Some examples are jokes about fat people, disabled people, old people, and so on. We have already mentioned earlier in this Module how humour can be used in adverts to influence a reader. While humour can add a great deal to our enjoyment of things and can successfully be used to influence readers in positive ways, we should be aware that humour that is based on the supposed weakness or vulnerability of a particular group is usually being used to attempt to influence us in a negative way about that group.

See if you can find any **examples** of humour that are based on an implied negative message about a group.

Now we are going to move on to look at how the use of **omission** and **silences** can influence a reader. We have already looked at the example of the baboons that

wreaked havoc earlier in the Lesson. Let us look again at how not including information about something can influence a reader.



Look at this list of facts available to an author who is going to write an article on "Banning of Smoking in Public Places to be considered."

1. Passive smoking is a danger to non-smokers.
2. The most toxic fumes are produced by factories, not smokers.
3. Smokers have rights as well.
4. Banning smoking on aeroplanes has led to increased incidents of air-rage.
5. Non-smokers need to be protected.
6. Banning smoking in the workplace has led to a decrease in productivity.
7. Banning smoking in public places is supported by 60% of the people surveyed in a recent poll.
8. There has been a decrease in litter in cities where smoking in public places is banned.

Which facts would:-

- A writer who wished to support the ban, use?
- A writer who is against the ban, use?

### ■ Figurative expressions

**Figurative expressions** make written language more interesting. To say someone was a tiger in a fight or as strong as an ox, is to enliven the written word. Because figurative expressions grab our attention, they can be used as devices or strategies by authors to convince us of a point of view.

Consider the earlier example, above. If the author had written a passage describing smokers in a highly figurative way, he/she could make their point even more strongly. An example might be "Huffing and puffing, the smokers clutch desperately on to their cancer-sticks, dragging at them for all they are worth. What a pitiful bunch! They pollute the perfect atmosphere with foul smelling yellow clouds of poison!" Would the reader of this be in any doubt as to what point of view was being put across? If you had no particular objection to smokers, would reading a passage like that influence you at all? In what way?

### ■ Repetition

**Repetition** is another example of a technique an author can use to influence the reader and build support for a point of view. By stating the same facts or opinions over and over again in different ways, the author can push his/her point of view.

### ■ Hyperbole



**Hyperbole** Hyperbole can be defined as exaggeration; it is deliberate and obvious exaggeration used for effect, for example, "I could eat a million of these"; "There are miles of people waiting in the queue".

Hyperbole is an effective way for a writer to make his/her point of view and attempt to influence the reader.



Please complete Activity 13:

### Identifying Techniques (Pairs)

For this activity you will need a pen and paper.

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:-

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

This activity will be a formative assessment and provide the evidence for the following assessment criteria: SO 4– AC 4,1

## ■ Stereotypes



### **Stereotypes**

**Stereotypes** can be defined as an oversimplified idea; an oversimplified standardised image or idea held by one person or group of another, e.g. the stereotype of a blonde is that she is dumb; the stereotype of an Italian is that he/she is very emotional.

Stereotypes are not accurate, as no single group of people ever have exactly the same characteristics as each other. There are plenty of highly intelligent blondes and plenty of cold, rational Italians. It is wrong to judge someone according to a stereotype - it will simply be inaccurate, and unfair. Authors could also use stereotypes to support their points of view. We know that to stereotype people is wrong yet it still happens, and we need to be aware of it.

Stereotypes are closely linked to generalisations.

## ■ Generalisation

A **generalisation** can be described as a sweeping statement; a statement presented as a general truth but based on limited or incomplete evidence, e.g. "All Americans are greedy capitalists"; "All Homosexual men like flowers".

We are more easily swayed by stereotypes and generalisations when an author is writing about something we have very limited knowledge about. Imagine that someone had encountered Martians. If she/he wrote something in which Martians were described as amazingly ugly, bad-tempered creatures, who were lazy and greedy, we would have almost no way of checking up on this. If however an author



wrote this about a group of people living in the jungles of the Amazon, even if we had not been there, we could check whether other authors had the same view. We also could check up on the source of the report - is it a reliable source? Is this a fact or an opinion?

Many times generalisations and stereotypes are used together. Authors use them to build up support for a point of view. Extremely negative forms of stereotypes, bias, and generalisation are actually forms of hate speech (the term is applied to the written and the spoken word) are not allowed by law.



Look at these examples:-

- Men are not emotional.
- Women are too emotional.
- Jewish people are good business people.
- The French are great lovers.
- Old people are useless.
- Young people are sex mad.
- Black people are poor.
- Thin people are self-disciplined.
- Fat people are clumsy.
- Rock stars are drug addicts.

To what extent do you agree with these statements? Make a note of which ones you agree with.

### ■ Pictures and captions

An author can use **pictures** and **captions** (headings to pictures) to attempt to influence readers and support a particular point of view.

Carefully chosen pictures can influence us more even than the written word. If we are reading a text on starving children in Rwanda, and there is no visual material, we may not be too distressed. This would especially be true if the text was written in a factual, unemotional manner. If however photographs of children on the brink of death from starvation accompanied this text, we would probably feel upset and disturbed by what we were reading. The photos would make even more of an impact if they were headed with a caption such as: "Mwangi's last minutes."

Some time ago (2003) the Argus published a picture of a dead child, killed in the Iraqi war, on the front page. Many readers were upset and said that such an image was too graphic and detailed a representation of the horrors of war to be shown. Journalists might argue that this is the truth of what war is.

What do you think? Do you think really detailed pictures of horrific scenes should be published? You decide.

Advertisements of course use accompanying visuals to attempt to influence readers to buy products.



Please complete Activity 14:

Analysing Visuals (Individual)

For this activity you will need magazines, scissors, pen & paper

Find two adverts from a magazine or newspaper where the visuals really caught your attention.

Study the pictures and the accompanying text carefully and then answer the questions that follow.

1. What about the picture captured your attention?
2. Describe the picture in words - is it as effective?
3. Did the picture have a caption? If so, was it effective? If not, try making one up.
4. Would the picture alone make you interested in purchasing the product? Why or why not?
5. Decide whether the text that is written alongside the picture would influence you in any way. Give reasons for your answer.
6. At whom is the text aimed (audience)?
7. Of what is the author of the text trying to convince you?

## ■ Typography

**Typography** refers to the layout of a page or pages. The visual impression created by a piece of text is important and can influence the reader. If a page is well and neatly laid out we are more likely to take its contents seriously.

Magazines that appeal to a broad based readership, popular magazines in other words, tend to use typography that is quite eye-catching. There will be lots of big headlines and accompanying pictures.

Magazines that appeal to a more serious readership such as specialist current affairs magazines will use a much less dramatic layout.

Go to a bookstore and look at the magazines that are for sale. In particular, look at a "You" magazine and an "Economist" magazine. Take note of the differences between them. Can you see how their typography differs? What other differences do you notice?

Can authors influence readers by their use of typography? A fast zippy layout that is eye catching and accompanied by many pictures is likely to signal to readers that they are about to be entertained. A more serious appearing, straight forward layout with not much variation in font and few accompanying visuals, would signal to a reader that what they were reading was fairly seriously written.

## ■ Grammar

**Grammar** or correct language usage is another technique of which authors need to be aware if they are trying to build support for an argument. A well-written piece of text is likely to have a greater impact on us than something which is full of errors.

Grammar and typography together form the **style** of the written word. Style refers both to appearance and to how a text reads. We talk about authors as writing in a particular style.





# Am I ready for my test?

- ◆ Check your plan carefully to make sure that you **prepare in good time**.
- ◆ You have to be found **competent** by a qualified **assessor** to be declared competent.
- ◆ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.
- ◆ Use this worksheet to help you prepare for the test. These are **examples of possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.

1. *I am sure of this and understand it well*
2. *I am unsure of this and need to ask the Facilitator or Assessor to explain what it means*

Questions	1. I am sure	2. I am unsure
1. Write a definition of context.		
2. How would you define a neologism?		
3. How would you define slang?		
4. What is meant by an ambiguous word or phrase?		
5. What is meant by 'summary'?		
6. What do you understand by 'to paraphrase'?		
7. What is the purpose of visual material that accompanies texts?		
8. What are two graphical ways we can represent numerical data that makes it easy to understand?		
9. How would you define a diagram?		
10. Define what is meant by an implied message.		
11. How would you judge whether a source was reliable or not?		

12. What do we mean by 'bias'?		
13. The language used specifically by lawyers is known as 'legalisms'. What is this an example of?		
14. What is meant by 'point of view'?		
15. What is the difference between 'figurative' and 'literal'?		
16. How would you define humorous writing?		
17. What type of camera angle would be used in a picture of a child playing with a kitten, with an implied message that children and kittens are sweet innocent creatures?		
18. What is meant by the omission of materials in a text?		
19. What is meant by the selection of certain materials in a text?		
20. Write a definition of an instruction.		
21. Write a definition of a request.		
22. How would you describe text-type?		
23. What is meant by the format of a written communication?		
24. What do we mean when we use the word register in language use?		
25. What is an informal register?		
26. What is a formal register?		
27. What is another term for 'changing register'?		
28. Write a definition of bias.		
29. How would you describe discrimination?		
30. What are irony and sarcasm, in your own words?		



# Checklist for practical assessment ...

Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- ◆ The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- ◆ The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- ◆ You will be asked to give your own feedback and to sign this document.
- ◆ **It will be placed together with this completed guide in a file as part of you portfolio of evidence.**
- ◆ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

# Paperwork to be done ...

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form				
Unit Standard	<b>8969</b>			
Program Date(s)				
Assessment Date(s)				
Surname				
First Name				
Learner ID / SETA Registration Number				
Job / Role Title				
Home Language				
Gender:	Male:		Female:	
Race:	African:	Coloured:	Indian/Asian:	White:
Employment:	Permanent:		Non-permanent:	
Disabled	Yes:		No:	
Date of Birth				
ID Number				
Contact Telephone Numbers				
Email Address				
Postal Address				Signature:

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**No user is allowed to sell this material whatsoever.**

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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED UNIT STANDARD:**

**Interpret and use information from texts**

SAQA US ID	UNIT STANDARD TITLE		
8969	Interpret and use information from texts		
SGB NAME	NSB	PROVIDER NAME	
SGB GET/FET Language and Communication	NSB 04-Communication Studies and Language		
FIELD		SUBFIELD	
Communication Studies and Language		Language	
ABET BAND	UNIT STANDARD TYPE	NOF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 3	5
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered	2004-10-13	2007-10-13	SAQA 0356/04

**PURPOSE OF THE UNIT STANDARD**

Learners at this level read and view a range of texts. Learners credited with this unit standard are able to read a variety of text types with understanding and to justify their views and responses by reference to detailed evidence from text. They are also able to evaluate the effectiveness of different texts for different audiences and purposes, by using a set of criteria for analysis.

Learners credited with this unit standard are able to:

- use a range of reading and viewing strategies to understand the literal meaning of specific texts
- use strategies for extracting implicit messages in texts
- respond to selected texts in a manner appropriate to the context
- explore and explain how language structures and features may influence a reader.

**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: Level 2 unit standards.

US: FET-C/02 Access and use information from texts

**UNIT STANDARD RANGE**

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

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

**Specific Outcomes and Assessment Criteria:**

**SPECIFIC OUTCOME 1**

Use a range of reading and viewing strategies to understand the literal meaning of specific texts.

## **ASSESSMENT CRITERIA**

### **ASSESSMENT CRITERION 1**

1. Unfamiliar words are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills, and contextual clues.

### **ASSESSMENT CRITERION RANGE**

Borrowed words, complex terms, acronyms, neologisms, colloquialisms, slang, jargon, dialect.

### **ASSESSMENT CRITERION 2**

2. Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context.

### **ASSESSMENT CRITERION 3**

3. Main ideas are separated from supporting evidence and paraphrased or summarised.

### **ASSESSMENT CRITERION 4**

4. The purpose of visual and/or graphic representations in texts are recognised and explained.

### **ASSESSMENT CRITERION RANGE**

Photographs, aerial photographs, schema, bar graphs, pie charts, pictures, drawings, illustrations, cartoons, maps, mind-maps, diagrams.

## **SPECIFIC OUTCOME 2**

Use strategies for extracting implicit messages in texts.

## **ASSESSMENT CRITERIA**

### **ASSESSMENT CRITERION 1**

1. Source of text is identified and discussed in terms of reliability and possible bias.

### **ASSESSMENT CRITERION 2**

2. Author's attitude, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly.

### **ASSESSMENT CRITERION 3**

3. Author's techniques are explored and explained in terms of purpose and audience.

### **ASSESSMENT CRITERION RANGE**

Length of sentence, punctuation, diction/choice of words, use of figurative language/jargon/technical terms/slang/dialect/irony/humour/satire/sarcasm/legalisms, choice of visuals, choice of camera angle, type of shot, cinematographic techniques.

### **ASSESSMENT CRITERION 4**

4. Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials.

## **SPECIFIC OUTCOME 3**

Respond to selected texts in a manner appropriate to the context.

## **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

1. Instructions and requests are acted upon.

#### **ASSESSMENT CRITERION 2**

2. Text-type, format and register used are on the correct level of formality.

#### **SPECIFIC OUTCOME 4**

Explore and explain how language structures and features may influence a reader.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

1. The choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported.

##### **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.

#### **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.

Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

#### **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

The following essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria:

Learners can understand and explain that language have certain features and conventions which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.

Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate`s performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

### **Critical Cross-field Outcomes (CCFO):**

#### **UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities.

#### **UNIT STANDARD CCFO WORKING**

Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.

#### **UNIT STANDARD CCFO ORGANIZING**

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 developing 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.

### **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 self by engaging with texts that stimulate awareness and development of life skills and the learning process.

### **UNIT STANDARD ASSESSOR CRITERIA**

Assessors should keep the following general principles in mind when designing and conducting assessments against this unit standard:

- focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. The goal is to declare the learner competent in terms of the title. Where assessment at title level is unmanageable, focus assessment around each specific outcome, or groups of specific outcomes
- make sure evidence is gathered across the range as expressed under the title. Specific range statements under individual outcomes or assessment criteria are illustrations, from which Learning Programme developers can select. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation
- do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and that sufficient evidence around all the assessment criteria is gathered
- the assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required
- the task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes in a number of different contexts. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible
- all assessments should be conducted in line with the following well-documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning. Assessment should be valid, direct, authentic, sufficient, systematic, open and consistent.

### **UNIT STANDARD NOTES**

This unit standard will be replaced by unit standard 119457 which is "Interpret and use information from texts", Level 3, 5 credits, as soon as 119457 is registered.

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