Achieve your potential

Developed exclusively with the Caribbean Examinations Council®, this study guide will provide you with additional support to maximise your performance in CAPE® Communication Studies.

Written by an experienced team comprising teachers and experts in the CAPE® Communication Studies syllabus and examination, this study guide covers the elements of the syllabus that you must know in an easy-to-use double-page format. Each topic begins with the key learning outcomes from the syllabus and contains a range of features designed to enhance your study of the subject, such as:

- Engaging activities that help you develop the analytical skills required for the examination
- Examination tips with essential advice on succeeding in your assessments
- Did You Know? boxes to expand your knowledge and encourage further study

Also includes a fully interactive CD, incorporating multiple-choice questions and sample examination answers with accompanying examiner feedback, to build skills and confidence in preparation for the CAPE® Communication Studies examination.
Study Guide

Communication Studies
for CAPE®

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2nd edition
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Learning outcomes

■ to identify the elements of oral and written communication
■ to differentiate between the two forms of communication
■ to recognise the different forum required for oral and written communication forms
■ to select the appropriate form of communication needed to convey a specific message.

In our daily lives we communicate with each other both orally and in the written form. When we communicate orally, we do so using conversations, arguments, speeches, debates, oral recordings, songs and poetry. Sometimes when communicating orally, we add gestures such as hand movements or facial expressions and we modulate our voices by regulating the volume, pitch, tone, rate and pronunciation. Sometimes it is useful to incorporate presentation aids such as pictures, videos or music to reinforce our ideas while we speak. All of these methods, known as non-verbal communication, help to make our communication efforts more effective and interesting.

So when do we use the written mode? We use the written mode to write notes, reflections, reports, letters, text messages or different types of essays. When we write, we have to decide whether to explain our thoughts at length or to be brief depending on the form and purpose of the message. Regardless of which form we use, the process of communication involves the effective transfer of information from one person to another.

As a form of expression, writing shares certain characteristics with oral communication but generally they differ in terms of structure and style. The table below specifies the differences between oral and written communication.

<table>
<thead>
<tr>
<th>Oral communication</th>
<th>Written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>temporary unless recorded</td>
<td>permanent (words cannot be retracted)</td>
</tr>
<tr>
<td>dynamic</td>
<td>static</td>
</tr>
<tr>
<td>flexible</td>
<td>precise</td>
</tr>
<tr>
<td>auditory information</td>
<td>visual information</td>
</tr>
<tr>
<td>use of rhythm, stresses, intonations, volume, pitch, pause to convey emotion</td>
<td>use of punctuation, emotional words to convey the writer’s tone and attitude to the subject</td>
</tr>
<tr>
<td>use of gestures, movement, appearance and visual aids</td>
<td>use of visual aids, such as pictures alongside writing</td>
</tr>
<tr>
<td>uses techniques to keep the interest of the audience, known as audience appeal</td>
<td>pace of reading is controlled by reader – opportunity for re-read</td>
</tr>
<tr>
<td>supports ideas with compelling arguments</td>
<td>supports ideas with relevant details, such as evidence</td>
</tr>
<tr>
<td>acknowledges the point of view of others by allowing and facilitating discussion and debate</td>
<td>acknowledges the point of view of others by representing both viewpoints in writing</td>
</tr>
</tbody>
</table>

Here is a question that you may not have asked yourself: how much of your daily communication is written and how much is oral? A lot of today’s communication is written using text messages, emails and blogs.
Despite this, face-to-face oral communication is still generally preferred. With modern technology, audio and visual applications allow us to communicate orally despite the separation of time and place. For example, Skype can allow us to see and talk to a person who is not there with us.

Both forms of communication have their uses, and the choice to use either written or oral communication depends on:

a. The situation: for example, a presentation for a group of students at school about AIDS might require a different form to a presentation about AIDS at the United Nations Headquarters.

b. The forum that it is intended for: a meeting, gathering, seminar, protest or television.

Let us explore some of the advantages of both forms of communication using the table below:

<table>
<thead>
<tr>
<th>Advantages of oral communication</th>
<th>Advantages of written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>improves relationships – makes communication more personal</td>
<td>facilitates lengthy, and detailed, communication</td>
</tr>
<tr>
<td>captures emotions through gestures and modulation</td>
<td>emotions such as anger can be hidden</td>
</tr>
<tr>
<td>time saving and cost effective</td>
<td>available across time and place</td>
</tr>
<tr>
<td>uses speech to negotiate meaning – communication can be more persuasive</td>
<td>ideas can be thought about before being expressed</td>
</tr>
<tr>
<td>confidentiality</td>
<td>can be made public</td>
</tr>
<tr>
<td>less potential for misunderstanding</td>
<td>permanent and legally binding</td>
</tr>
<tr>
<td>immediate feedback</td>
<td>can be edited or re-written</td>
</tr>
</tbody>
</table>

When planning oral or written work for school and other projects, it is useful to use a general format, to assist with organising your ideas for presentation. The table below outlines the main components of written presentations and oral presentations. Note that oral presentations will generally be prepared in written form before they are communicated, which allows for some of the advantages associated with written communication.

<table>
<thead>
<tr>
<th>Written presentation</th>
<th>Oral presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction – thesis statement, topic sentences, writer’s purpose</td>
<td>Topic – purpose and audience, theme</td>
</tr>
<tr>
<td>Body – main points, supporting ideas, coherent, supporting examples and details, comparison, classification, cause-effect.</td>
<td>Body – logical arguments developed with supporting evidence; issues analytically explored; issues summarised</td>
</tr>
<tr>
<td>Vocabulary and mechanics – punctuation, grammar, spelling, transitional words, tone etc.</td>
<td>Audience appeal – punctuation, emotional words, anecdotes, interesting vocabulary, tone, rhetorical questions, references etc.</td>
</tr>
<tr>
<td>Conclusion – bring together major issues explored</td>
<td>Conclusion – summarises argument, provokes thoughts, make recommendations</td>
</tr>
<tr>
<td>Editing</td>
<td>Editing</td>
</tr>
</tbody>
</table>

Activity 2
Study the features of oral and written communication, and the advantages of each, and answer the following:

1. Identify one or two other characteristics of oral and written forms of communication.
2. Explain each characteristic listed as it relates to the form of communication.
3. Select one communication form (oral or written) and state how its unique features will allow you to effectively communicate an idea or message.

Activity 3
Study the two scenarios below and identify the appropriate form of communication needed to communicate the messages. Keep in mind the forum it is intended for and the situation involved.

a. In the monthly church meeting on the church compound, Hamida wants to convince the members of the Woman’s Group to host the annual Church Bazaar.

b. Aiden, a student at Signal Hill Secondary, wants to publish his research findings from his physics project using academic standards.
1.2 Levels of comprehension

Learning outcomes

- to identify and understand the different levels of comprehension
- to examine the different levels of comprehension, using several excerpts
- to analyse an excerpt representing the different levels of meaning
- to write questions that represent the different levels of comprehension.

The way that writers think, and readers make sense of the information, can be presented as a hierarchy. This is known as the six levels of comprehension. We begin at the lowest literal level, and as we gain a greater understanding, we reach the highest level, referred to as evaluation. At each stage, we are able to make informed judgments from our understanding. Below are the six levels of comprehension:

![Diagram of the six levels of comprehension]

Let us look at some examples of the different levels of meaning.

- **Literal**
  
  *Carnival is over and I am tired and weak,
My head is spinning and I am now a freak.
Come Ash Wednesday and free me from this madness,
Restore me to my place of gladness.*

*Carnival Madness, anonymous.*

In the poem, the poet expresses the negative impact of carnival on her life. This is the literal meaning. Beyond this, there is an implicit religious plea to be free of carnival.

- **Interpretive**

  *I quickened my footsteps when I saw him coming. I could feel his eyes on me. My movement was too slow.*

In this sentence the literal actions of the speaker allow us to deduce that the character is trying to flee from the other person, although it is not stated explicitly.

- **Analysis**

  *In order to perform the operation several steps had to be taken. The nurses had to ensure that all of the equipment was sterilised. It was also important to remove unwanted hairs from the patient as these could cause infections. The last procedure was to dress the patient in the appropriate apparel.*
Notice that the procedure is broken down into smaller parts, which can now be illustrated using various methods.

**Application, synthesis and evaluation**

When Christopher Columbus came to the West Indies, his main agenda was to seek wealth and develop trade routes for the Spanish empire. During his voyage in 1492, he landed in the Bahamas and called it San Salvador. In his other voyages, he landed on the rest of the Caribbean and continued to explore and harness the **resources** to develop Spain. This trend continued for many years with the same pattern and opened up the new world to further exploits.

From this extract, you could:

- apply and compare what the Spaniards did in the Bahamas to other scenarios (application)
- dramatise this episode in a skit (synthesis)
- assess the purpose of his agenda to the benefit or demise of the Caribbean people, or express your opinion on the role of the Spaniards in the West Indies (evaluation).

Let us consider some words associated with each level of understanding.

<table>
<thead>
<tr>
<th>Literal</th>
<th>Interpretive</th>
<th>Analysis</th>
<th>Application</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>name</td>
<td>describe</td>
<td>compare</td>
<td>solve</td>
<td>predict</td>
<td>assess</td>
</tr>
<tr>
<td>identify</td>
<td>summarise</td>
<td>contrast</td>
<td>illustrate</td>
<td>compose</td>
<td>criticise</td>
</tr>
<tr>
<td>outline</td>
<td>explain</td>
<td>explain</td>
<td>use</td>
<td>design</td>
<td>support</td>
</tr>
<tr>
<td>recall,</td>
<td>contrast</td>
<td>conclude</td>
<td>dramatise</td>
<td>assess</td>
<td>compare</td>
</tr>
<tr>
<td>state</td>
<td>distinguish</td>
<td>criticise</td>
<td>interpret</td>
<td>create</td>
<td>defend</td>
</tr>
<tr>
<td>write</td>
<td>generalise</td>
<td>explain</td>
<td>report</td>
<td>propose</td>
<td>conclude</td>
</tr>
<tr>
<td>select</td>
<td>determine</td>
<td>determine</td>
<td>review</td>
<td>construct</td>
<td>judge</td>
</tr>
<tr>
<td>list</td>
<td>discuss</td>
<td></td>
<td></td>
<td>invent</td>
<td>determine</td>
</tr>
</tbody>
</table>

**Activity 1**

Find an extract from a newspaper or online news source, and:

1. write a question for each level of comprehension
2. discuss the questions with your peers and teacher
3. ask another student to respond to your questions.

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**Activity 2**

Read the text below and then answer the questions that follow.

It was a hostile work environment but Fredrick needed employment and he knew that he had to muster the courage to approach the obnoxious boss in Scrappy’s Construction Company. He stealthily strode into the small, musty, white-washed office and approached the owner behind the desk.

“Good day,” said Fredrick.

Without looking up from his desk Mr. Scrappy aggressively responded, “What is so good about the day and what is your business here?”

“I am here to see if you need a truck-loader or driver, Sir?” and he continued eyeing the expressionless man with conviction as he continued, “I am very good at both and hard working too.”

“Oh, so you say, but let me be the judge of that since very few men have been able to please me lately.”

Mr. Scrappy then turned and proceeded towards the back of the building, followed closely by Fredrick who walked with poise and wore a slight smile on his face.

1. Who is seeking employment in this text?
2. What do you think will be his fate?
3. Describe the character of Fredrick.
4. How would you feel faced with a similar confrontation?
5. Summarise the situation orally for your class.
6. If you could, how would you change the character Mr. Scrappy?
1.3 Modes of comprehension

Learning outcomes

- to identify the different modes of understanding
- to recognise the importance of reading for different purposes
- to understand the importance of listening for different purposes.

Writers and speakers have different intentions when they communicate: they might be writing/speaking to inform, to entertain or to persuade. This section focuses on the reader/listener and how they extract information from a written or spoken communication by reading or listening, and to understand the writer or speaker's intention.

The purpose of reading

As you read, you attempt to make sense of the information in front of you, in order to get a deeper understanding of the message that the writer is trying to convey. When you read, you are using the different levels of comprehension. These include: interpretation, integration, analysis and evaluation.

Sometimes you will find yourselves reading a variety of materials for different purposes such as billboards, text messages or teacher's notes. For example, at school you may have to read a novel:
- for pleasure
- for information to answer questions in class
- to write a critical report for a book review.

As a reader, you use a variety of comprehension strategies to understand what you're reading. The three major modes of comprehension are:
1. Efferent mode – reading to the information or main points that support the meaning of the text
2. Aesthetic mode – reading and focusing on the expressive and affective language in the text, and to form an opinion.
3. Critical mode – reading to engage with the text in debate, discussion and analysis of the author's intentions.

The purpose of listening

Listening is also a very important aspect of communication. We do it even before we speak. While it is used effortlessly, it is a skill that also needs to be developed. An effective listener: identifies the speaker's purpose, only interrupts when necessary, observes the non-verbal cues of the speaker and shuts out the barriers to listening, such as noise and technological devices [refer to section 14.7 for more on barriers to communication]. We listen for the following purposes:
- to get information
- for enjoyment
- to understand and learn.

The modes of comprehension in listening are the same as for reading:
- Efferent mode – listening in order to understand the meaning of a message, report, song, or poem. You can brainstorm or take notes in this process.
- Aesthetic mode – listening to a story, song, or poem for pleasure and to connect with the presenter in some way.
- Critical mode – listening for to evaluate, to express an opinion or to make a judgement.

Exam tip

It is important to listen effectively by:
- making notes
- summarising the ideas mentally
- getting cues from the speaker's tone of voice
- being mindful of the context in which listening takes place (efferent or aesthetic, for example).
Critical reading and listening

Critical reading and listening are very important aspects of comprehension and are necessary for effective communication to take place. What you hear or read is often applied to your existing knowledge and views. In this way, it reinforces what you already know or adjusts your ideas and opinions.

A critical reader and listener must be conscious of the following when listening and reading:

- the speaker or author's purpose
- techniques of persuasion being used
- emotional language
- logical ideas and supported arguments.

Activity 1
Read the following excerpt and identify when the different modes of comprehension listed above are used.

*The holidays were approaching and Marcelle was getting worried. He so loved this time of the year in Barbados. In his small cramped college apartment, he reflected on his mother's warm fruit cake and the warm, crisp air in Bridgetown. This brought tears to his eyes as he knew he may not be able to experience this – at least not this year. Marcelle has lost his part-time job at the restaurant and the Christmas airfares were too high to be offset by his scholarship fund. He decided to email his mother, with the hope that she could offer a solution. He knew he had to repeat a semester of examinations, but felt excited that he would be graduating soon. He stayed up all night hoping that his request would not be fruitless or seem unreasonable.*

Activity 2
Read the two compositions below then identify and discuss the different modes of comprehension used in each.

Rapso
*Money goin around but
None for we
Politicians driving mercedez benz
And we cyah get no tinn for free.
Liberate we
Liberate we.*

Poem
*I am lonely, calm and proud,
in this holy land – where I wear my shroud.
My labours are not in vain,
and my mind, not put to shame.
Come mother of glory and
unite me with my history.*
1.4 Purpose of communication and audience

Learning outcomes

- to understand the purpose of communication
- to evaluate the relationship between the audience and the author’s purpose
- to explore the strategies used for different communicative purposes.

The purpose of communication

When you communicate, you usually do so with specific aims, goals and intentions. Consider some of the following reasons for communicating: to inform; to persuade; to argue; to evaluate a situation; to explain; to negotiate meaning; to express feeling; to entertain; to explore an idea.

For effective communication to take place, you usually have to identify the audience, the purpose and the situation at hand. You may want to consider the following:

- Is your audience made up of adults, teenagers or children?
- What is the profession of the audience?
- What is the culture of the audience?
- What is the social background of the audience?
- Is it a formal or an informal setting?
- Is it an oral, written or media presentation?
- What graphics are you going to use?
- What is your point of view?

Now that you have your audience, purpose and situation in mind, you can consider several strategies to effectively communicate your message. Here are some useful ones:

- use of emotional appeal – the writer/speaker draws on emotion to engage the audience.
- use of examples
- use of dialogue
- use of appropriate vocabulary
- persuasive devices
- use of descriptions
- use of characterisation – actions and words.
- use of cause and effect
- use of comparison and contrast
- use of point of view – the first, second or third person voice to allow the audience to identify with the perspective
- sequence of ideas
- use of bias – to persuade the audience to accept a point of view
- use of language – formal/informal, tone of voice, attitude, irony, sarcasm, hyperboles
- reliability of the source and validity of the information – fact, opinion, quotes from experts, scientific data, published data, web pages, libraries, newspapers, journals, books, statistics
- visual and auditory aids – pictures, 3-D images, captions, music, recording, cartoon, Internet pop-up advertisement etc.

Did you know?

There are times when two or more purposes may be combined. For example if you are writing an advertisement, the intention may be to inform and to persuade.

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Module 1 Gathering and processing information

Activity 1
Study the following scenarios and identify the criteria (audience, purpose, situation and writing strategies) to be considered for the message to be effectively communicated.

1. Jeremiah, the President of the Seaside Secondary School Environmental Club, has to prepare a speech on littering to give to the students during morning assembly.

2. Randolph, a student at Catholic Boys Primary School, sends a text message to his cricket team members to meet him for an impromptu practice match, the same day.

3. A politician is making a speech in the city square to promote his party in the upcoming election campaign.

Activity 2
Read the advertisement below and:
1. State the writer’s purpose in no more than 30 words
2. Identify the audience it is intended for
3. State the strategies used to communicate the information.

Hey Businessmen, Marketing Professionals, Advertising Representatives – Leading Phones Advertising Marketing wants to give your business the EDGE.

We offer the best Mobile Applications to serve your business needs.
We create them, place them and track them for your growing business.
We do floating Ads, Audio Ads., Banner Ads. and Video Ads.
Since we already have 60% of the leading Mobile Advertising market share, how can you go wrong?
Join us today and let us place your advertisement in the palm of everyone’s hands.

Leading Phones Marketing – taking your advertisements into the 21st century.

Activity 4
Look at the cartoon and comment on the purpose of the language used.
1.5 Punctuation and the organisation of ideas

Learning outcomes

- to explore the role of punctuation in enhancing oral and written communication
- to use punctuation marks to effectively communicate ideas.

Punctuation marks may appear to be simple symbols, but they serve an important function when it comes to organising your ideas and facilitating the reading process. Without the use of the relevant punctuation marks, the ideas that you are trying to convey can be distorted and lost. The strategic use of punctuation marks can also help you to create a distinctive style of writing and to emphasise the tone of your writing.

Types of punctuation marks and some strategic functions

1. A full stop or period (.) is used:
   a. at the end of a sentence e.g. I like to walk in the evening.
   b. at the end of indirect speech e.g. My mother asked me to come home.
   c. with abbreviations e.g. The student got her Ph.D after five years.

2. Comma (,)
   a. to separate elements in a series e.g. I looked around, jumped over the fence, picked the fruit and attempted to jump the fence again.
   b. to introduce words or phrases e.g. Hesitantly, I approached the abandoned house.
   c. to connect two independent clauses e.g. I love football, but I prefer swimming.

3. Question mark (?)
   a. at the end of a direct question e.g. Can I come with you?
   b. with rhetorical questions e.g. Who is responsible for educating us? We are?

4. Exclamation marks (!)
   a. to issue a command e.g. “Help!” he cried, “I need a rope!”
   b. to convey sarcasm e.g. Are Sunshine products made in the Caribbean? What a creative choice of name!
   c. to close questions that emphasise emotion e.g. Where do you think you are going? Halt!

5. Quotation marks (“...”)
   a. to capture the direct words of a speaker e.g. My mother said, “Do not leave until you have something to eat.”
   b. when speech comes in the middle of quoted language and is set apart e.g. “I have an opinion,” she said, “What is yours?”
   c. when a new paragraph begins with the change of a new speaker e.g. “I am free to do as I please,” she said, stamping her feet on the ground and staring at her father. “Not in this house,” he replied.
   d. may be used to report silent speech e.g. “I wish I could fly like a bird,” Mark said to himself.

6. Semi-colon (;)
   a. for a stronger division than a comma e.g. I love all kinds of cakes: fruit; sponge; marble; cheese, cherry and chocolate; Dundee and lemon pound.

Did you know?

You should not use the question mark at the end of an indirect sentence. For example: I asked my teacher if she had another book.
Activity 1
Punctuate the following sentences appropriately.
1. Dr Rodriguez said AIDS is rampant in the Caribbean
2. Calmly I walked up to the step to greet her
3. The dress was grey the shoe black
4. The thirty five year old woman bought all the anti aging products that she could find Anti Wrinkle 500 Face Perfect Wrinkle Free and Smooth Skin
5. Mrs Jones hat flew off her head fell onto the streets was smashed by a car and destroyed

Activity 2
Punctuate the unedited paragraph below with the appropriate punctuation marks.

The reflective piece a struggle with peer pressure traces the life of a high school student Volander Huggins and her struggle with peer pressure in the monologue a combination of registers dialectal variations and communicative behaviours are used to capture the different experiences in her school life based on social interactions with her peers and school leaders

Both formal and informal registers are used to capture Volander’s experiences formal register is used when she relates her experiences to the audience and informal register is used when she describes her interactions with her peers the informal register effectively captures the mood of the atmosphere and adds to the trauma of her experiences the colloquial words and the Creole language is used to pass insults on her for example

‘Ey bumpy skin guyal you would might rise to the top of we class but then fall flat on you face like a buss jonnny bake.’
1.6 Literary devices

Learning outcomes

- to identify the different types of literary devices
- to explore the uses of literary devices
- to use literary devices to enhance meaning.

Exam tip

When you are critically analysing questions, you are expected to:

- identify the literary devices used
- comment on the effectiveness or suitability of the literary devices used
- explain how the literary devices relate to the theme of writing
- state whether the author’s purpose is achieved with the use of the literary devices.

Literary devices and their function in communication

Literary devices are used to make writing clear, effective and to evoke interest among the readers. Some devices are used to demonstrate emotions, mood, and attitude to a subject. Other devices are used as persuasive tools to convince the reader or audience of the writer's point of view.

Some literary devices used for narrative writing and descriptions allow the reader to be part of the author’s experience and make reference to the five senses. Here are some of the main literary devices, and their function:

- simile – making comparisons between things that are not similar using ‘as’ or ‘like’
- metaphors – making comparisons between two things, where one subject is implied to be the other so as to make a connection between them
- personification – gives human traits to inanimate objects
- symbolism – uses an object to create metaphoric meaning
- imagery – creates mental pictures based on the five sensory experiences
- allegory – a narrative that serves as an extended metaphor such as a fable, parable or poem

Sound devices

In addition to the main literary devices listed above, an author may also choose to make use of sound effects in their writing, for emphasis. These include:

- onomatopoeia – a word whose sound is close to the meaning
- alliteration – a repetition of similar sounds in the sentence
- assonance – the repetition of vowel sounds within a sentence
- rhyme – repetition of identical or similar sounds or words

Tone and mood

The tone and mood of a piece refers to the emotions that are conveyed in writing and speech.

Tone specifically refer to the author’s attitude towards a subject, a topic or a character. Mood is the emotional perspective of the author, which establishes the atmosphere of the piece of writing. See the table below for examples of words that can be used to describe the tone or the mood of a piece.

<table>
<thead>
<tr>
<th>Words to describe ‘tone’</th>
<th>Words to describe ‘mood’</th>
</tr>
</thead>
<tbody>
<tr>
<td>anxious, courteous, curious, depressed, desperate, disgusted, encouraging, friendly, frustrated, formal, happy, hopeful, indifferent, ironic, judgmental, melancholy, optimistic, sad, sarcastic, tense</td>
<td>amused, angry, bewildered, bored, calm, cynical, dark, disappointed, excited, hopeful, thankful</td>
</tr>
</tbody>
</table>
Other literary devices are used for persuasive writing

- diction – the author’s choice of words to create the mood and reveal the attitude
- rhetorical question – a question where the response is implicit
- irony – words that convey the opposite idea of the literal meaning
- sarcasm – a mild form of irony
- exaggeration – a device used to create emphasis by making it bigger, worse or better
- hyperbole – specific words used to exaggerate a situation
- analogy – a device used to establish a relationship between two concepts
- oxymoron – contradictory concepts placed together to reinforce meaning
- paradox – an absurd statement that contains conflicting ideas but that may have some truth
- repetition – saying the same thing over, to reinforce the point
- euphemism – the use of more pleasant words to describe what is in reality harsh or repulsive
- innuendo – a device which suggests something unpleasant without saying it directly
- pun – a play on words based on the similarity of the sounds with different meanings
- litotes – an understatement

Activity 1
Identify the literary device used in the following sentences:

a. ‘Oh! what beautiful weather this is on this fine rainy morning.’
b. ‘I am sorry to say but your brother has gone to heaven.’
c. She is like a giant in front of the other students.
d. Makaila is a warrior on the battlefield.
e. Peter Piper picked a peck of pickled peppers.
f. ‘I am so sleepy that I could fall asleep standing.’
g. Crack! The whip went on the boy’s back as he howled.
h. She had a brave tremble in her voice as she approached her boss.
i. ‘My conscience hath a thousand several tongues, And every tongue brings in a several tale, And every tale condemns me for a villain.’
   Richard III, William Shakespeare
j. The wind stood up and gave a leap as it blew everything in its path.

Activity 2
Have a peer read the poem and then answer the questions that follow.

She crossed the river in the last glow of the evening
The water encircling her angelic feet
And shadows dancing to the swaying trees’ beat.

On the river bed
She was met with applause
As the squirrels circled all aroused

There she met solitude, the lively lord
And was greeted by the night
With its tender whispers

While time did pass their sacred meet
Childish echoes now rant discreet
The melody resonating at the water’s edge
Without memories of footprints of the times she tred.
‘Placidity’, anonymous.

1. Identify two literary devices used by the poet and suggest how these reinforce the meaning of the poem.
2. What is the writer’s tone of voice?
3. What is the mood of the poem?
4. What is the poet’s intention by naming the poem ‘Placidity’?