

## QUESTION 3

### 3.1 The purpose of each source:

**Source A:** This is a conversation between two individuals, likely serving as an example of informal communication. The purpose could be to share personal experiences or opinions, or simply to engage in a friendly chat.

**Source B:** This is an advertisement for a back-to-school sale. The purpose is to attract customers with discounts and promote the sale of school-related items.

**Source C:** This appears to be an article or excerpt discussing unicorns in southern Africa's rock art. The purpose is to provide information or storytelling, possibly with an educational or cultural focus.

### 3.2 The style of writing and language:

**Source A:** This source uses informal language indicative of a personal conversation. The language is likely to be conversational and may include colloquialisms, idioms, and slang. The sentences might be shorter and more fragmented, reflecting the natural flow of a spoken conversation. The tone might be friendly, casual, or intimate, depending on the relationship between the two individuals. This style of writing is often used in personal letters, emails, text messages, and social media posts.

**Source B:** This source employs promotional language to advertise a sale. The language is likely to be persuasive, using positive adjectives and phrases to make the products or discounts sound appealing. There might be a sense of urgency created through phrases like "limited time offer" or "while supplies last". The tone is likely to be enthusiastic and encouraging, aiming to motivate potential customers to take action. This style of writing is commonly used in advertisements, sales pitches, and marketing materials.

**Source C:** This source utilizes informative language to convey historical or cultural information. The language is likely to be formal and objective, presenting facts and details without personal bias or emotion. The sentences are likely to be well-structured and grammatically correct, reflecting the academic nature of the content. The tone is likely to be neutral and factual, focusing on providing information rather than evoking emotion or persuading the reader. This style of writing is often used in textbooks, academic articles, reports, and news articles.

## QUESTION 4

**4.1** The book "Scary Footsteps" appears to be an intriguing choice for a Foundation Phase EFAL class. The title suggests an element of suspense and adventure, which could potentially captivate the young minds. However, the term 'scary' might be a bit intense for some students in the foundation phase, and it's crucial to ensure that the 'scary' elements are age-appropriate and not too frightening.

The language level of the book is a critical factor. It should be simple and accessible, allowing students to easily follow the narrative and engage with the text. Complex vocabulary or sentence structures could hinder comprehension and discourage reading. Therefore, a thorough review of the language used is necessary.

Illustrations play a significant role in children's books. They not only make the book visually appealing but also aid in comprehension, especially for students who are still developing their reading skills. Hence, the quality, appropriateness, and inclusivity of the illustrations in "Scary Footsteps" should be evaluated.

Cultural relevance is another important aspect. The book should respect and reflect the diverse backgrounds of the students. Any content that could potentially be offensive or inappropriate for certain cultures should be avoided.

Lastly, the book should align with the educational objectives of the EFAL class. It should not only entertain but also educate, promoting language skills, critical thinking, empathy, and other important values.

In conclusion, while “Scary Footsteps” seems to be an interesting choice, a comprehensive evaluation considering the above factors would determine its suitability for a Foundation Phase EFAL class.

**4.2. Question 1 :** What do you think this book is about based on the cover? **Relevance:** This question encourages students to make predictions about the story, which is a key reading comprehension skill. It allows students to use visual cues from the book cover to anticipate the content of the book. This can stimulate their curiosity and interest in the story. It also helps in developing their inferencing skills as they use limited information to make an educated guess about the story.

**Question 2 :** What do you think might happen in the story? **Relevance:** This question encourages students to use their imagination and think critically about the story. It allows them to draw on their prior knowledge and experiences to make predictions about the story. This not only enhances their understanding of the story but also makes the reading experience more engaging and personal. It also promotes the development of narrative skills as they construct possible scenarios for the story. These questions are designed to engage students’ prior knowledge, stimulate their curiosity, and prepare them for the reading task ahead. They also help in developing important reading skills like predicting, inferring, and making connections. The relevance of these questions lies in their ability to enhance the students’ reading experience and comprehension skills