1. **Please write the definition for Language(2 marks): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Please write the definition for Communication (2 marks):**

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1. **What is Formal communication? Please provide a definition and two examples. (4 marks)**

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1. **What is Informal communication? Please provide a definition and two examples. (4 marks)**

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1. **What Verbal Communication? Please provide a definition and two examples. (4 marks)**

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1. **What is Non- Verbal Communication? Please provide a definition and two examples. (4 marks)**

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1. **Please name 2 advantages to Verbal communication. (2 marks)**

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1. **Please name 2 disadvantages to Verbal communication. (2 marks)**

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1. **Please provide 1 example of how animals communicate. (2 marks)**

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1. **Please fill in this 5 W’s chart for the article provided. Please include one point for every bullet in each section. Each Bullet is worth 1 mark each, Total 16 marks.**

**Who(is the article written for? Who is it about? Who wrote it?):**

**- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**What(is this article about? Pick out the most important key points from the beginning, middle and end:- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Where (does this article take place? Is it relevant elsewhere in the world?):**

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**When (does this article take place? Is it talking about the past, present or future?**

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**Why (is this article important? What is it teaching you?)**

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Singing to children may help development of language skills

New book claims that 'signature' melodies and inflections of traditional rhymes prepare children's brains for language

By Amelia Hill,

The Guardian Newspaper, May 11, 2012.

Singing to children may help avert language problems developing in later life, according to a new book.

Parents should sing to their [children](http://www.theguardian.com/society/children) every day to avoid language problems developing in later life, according to a consultant. Too much emphasis in the early years is placed on reading, writing and numeracy, and not enough on the benefits of singing, according to Sally Goddard Blythe, a consultant in neuro-developmental (Brain development) education and director of the Institute for Neuro-Physiological Psychology.

Singing traditional lullabies and nursery rhymes to babies and infants before they learn to speak, is "an essential precursor to later educational success and emotional well being", argues Blythe in a book. "Song is a special type of speech. Lullabies, songs and rhymes of every culture carry the 'signature' melodies and inflections of a mother tongue, preparing a child's ear, voice and brain for language." Blythe says in her book, The Genius of Natural Childhood, to be published by Hawthorn Press, that traditional songs aid a child's ability to think in words. She also claims that listening to, and singing along with rhymes and songs uses and develops both sides of the brain. "Neuro-imaging has shown that music involves more than just centralized hot spots in the brain, occupying large swathes on both sides," she said.

Growing numbers of children enter nursery and school in North America and around the world with inadequate language and communication skills, according to the National Literacy Trust, often because their parents have not helped them develop communication skills. Blythe believes that singing to and, later, with a child is the most effective way to transform their ability to communicate.

"Children's response to live music is different from recorded music," she said. "Babies are particularly responsive when the music comes directly from the parent. Singing along with a parent is for the development of reciprocal communication."

Beverley Hughes, the former children's minister who established a national curriculum to set down how babies are taught to speak in childcare from the age of three months, agreed that nursery rhymes can "boost child development".

Hughes cites research showing that music and rhyme increase a child's ability in spatial reasoning, which can enhance a child's mathematical and scientific abilities.

"Singing nursery rhymes with young children will get them off to a flying start," she said.

Daniel Dwase, editor of the online Child Development Guide, agreed that nursery rhymes set to music can aid a child's development. But, he added, teaching a child to dance is also important.

"Music assists in the development of a child's speech," he said. "Singing nursery rhymes and simple songs teach children how language is constructed and assists with the acquisition of language. Singing songs with your child will also teach them about tone, beat and rhythm.

"Even better than just singing, though, is to teach songs with actions and encourage your child to dance along to the music, they will learn balance, co-ordination, body awareness and rhythm," he said.