Transactional Writing

A guide to formats
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Introduction

A transactional writing piece is written for a specific purpose and audience. While an essay is a more creative exercise, with the purpose of entertaining, arguing or reflecting, a transactional writing piece has a more specific purpose. For example, the purpose of a letter of complaint could be to receive a refund, while the purpose of a speech could be to get the audience to take some sort of action. When writing a transactional piece, your choices of the content, style, tone and format of your writing should always be appropriate to and aligned with the purpose and the audience of the piece.

This booklet is a guide to the formats of some of the transactional pieces you should be familiar with, and includes tips on content and style. At the end of the booklet, you will find topics taken from past Grade 11 and 12 Paper 3 examinations from the last few years for you to use as practice, as well as a rubric showing the aspects that will be considered when your teacher is assessing your work.

Remember that planning your work before you start writing the piece is essential if the content is to be well structured or organised. After you have written the piece, ensure that you reread your work, revising what you have written, if necessary, by changing the order of the content, adding or removing content, and rewording sentences to ensure that they are clear. Once you have revised, edit your work to remove any errors in spelling, sentence structure or punctuation. All these changes can be made on the first draft of your writing, known as your rough draft. Only once this process is complete, should you rewrite your piece neatly, to help make your work legible for your teacher. This should take you 35 minutes per transactional piece. Remember that the word count given is only a guide.
Dear Grandma

I just finished my first day as a Grade 10 at Alex and it was such a shock!

The first part of the process was being divided up into new subject classes. I had to say goodbye to most of my friends in my registration class and was put in English, Maths, Science and Art classes with a bunch of virtual strangers! At least I still see my friends in Afrikaans and Life Orientation.

Then when we finally reached our new classrooms, we were given long lectures about how we are now Seniors and what a big difference there is between Grade 9 and 10. Our new textbooks are twice as thick as any of our Grade 9 textbooks and we were even given homework – on the first day – in Maths!

For the first five minutes of break, everyone sat around in stunned silence until the new Grade 8s walked past with their enormous book bags and even more dazed expressions than ours. That made us feel a bit better.

I can see Grade 10 is going to be a big challenge but I look forward to all the good times we'll have and to achieving all the goals I've set for myself, even though it'll mean a lot of hard work. I'll keep you updated on my progress!

Your grandson
Sino
Notes on format:

1. The address of the sender – no abbreviations (e.g. St. for street).
2. Date.
3. Greeting using the name you would use if speaking to the person (for a friend, only the person’s first name).
4. The first paragraph introduces the reason for writing the letter. It can be brief but should be interesting. Do not start with “I am writing this letter because…” (or any other variations of this).
5. Each new idea should be contained in its own paragraph.
6. The last paragraph is the conclusion of the letter and sums up your ideas.
7. End of your letter with “Love” or “Your friend” or anything else appropriate to your relationship. There is no punctuation.
8. Write your name (as you are well-known to the person to whom you’re writing, your surname is probably not necessary).

Note:

- Informal or friendly letters can be written in informal register. This means that
  o everyday, ordinary language is used
  o contractions e.g. “didn’t” may be used
  o slang, texting abbreviations or smiley faces, however, should not be used
  o even though the register is more informal, full sentences should still be used; in other words, the sentence must have a subject and a finite verb e.g. “I hope you have a great day” NOT “Hoping you have a great day.”
**Formal Letters: Letter of Complaint**

The address format of a letter of complaint remains the same as all the other formal letters. The use of formal language is also still compulsory. The only difference will be the content of the body of your letter. A letter of complaint consists of two parts:

1. The first part of the letter of complaint states the subject of your complaint i.e. a faulty product, poor service, an incorrect item. Keep your tone neutral and your sentences short. Remember a letter of complaint is not an excuse to become emotional. This part of the letter should:

   (a) Clearly and specifically explain the nature of the complaint: where and when did the situation occur? When did you discover something was wrong? What is the exact issue?
   (b) Provide the reader with all of the information needed to respond appropriately: who assisted you, how much was your purchase etc.? (Do not include unnecessary details.)

2. A conclusion that clearly states what you would like done to fix your problem. If you have purchased a faulty item, for instance, you may request a refund or an exchange. Poor service might require an apology. Again make sure that you are using a very polite tone.

---

**68 Wilson Street**  
Mooi River  
3300  
13 April 2016  

---

The Manager  
Ridley’s Music Store  
P.O. Box 214  
Rivonia  
2128  

---

Dear Sir or Madam  

Incorrect CD

While I was staying in Johannesburg, I bought a copy of “The Best Opera Album in the World – Ever!” from your store on 8 April and paid R150,00 in cash for it. I had listened to parts of this EMI double CD album in the store. However, on my return to my home in Mooi River, I opened the CD and found that, inside the cover, there was only one CD, called “Roger Whittaker Greatest Hits” (Tembo).

I am returning the CD with this letter. Please send me the double CD album that I paid for as soon as possible.

Thank-you for your attention.
Yours faithfully

Saraya Govender

(Ms) Saraya Govender

Notes on format:

1. Place the address of the sender on the right-hand side. No abbreviations – write “Street” or “Road” in full.

2. Place the date on the right-hand side.

3. Leave one line open between the sender’s address and the addressee’s address.

4. Always write to a person, not to a bank or a business. Refer to the person’s position if you do not know the actual person’s name, e.g. The Reservations Manager.

5. Include the address in full as on the envelope, with the postal code. Businesses usually use a post office box.

6. Leave a line open between the addressee’s address and the salutation.

7. If you know the relevant person’s name, use it. Otherwise include both sexes in your greeting. Note the capitalisation.

8. Leave a line open between the salutation and the subject line.

9. The subject line should be brief. Underline it.

10. Supply the full details and all the necessary facts and figures.

11. Very politely state what action you require without being threatening.

12. The closing should be brief and polite.

13. If you start with “Dear Sir or Madam”, finish with “Yours faithfully”. If you start with the addressee’s name (e.g. Dear Mrs Jones), finish with “Yours sincerely”.

14. Sign with your normal signature.

15. Print your name in full under your signature. Put your title (Mr, Ms, Mrs) in brackets before your name.
**Formal letters: Letter to the Press**

A letter to the editor is a formal letter, addressed to the editor of a newspaper, in response to an article which recently appeared in the newspaper or another topical issue, with the idea that the body of the letter will be published in the “Letters to the Editor” section of the newspaper, normally found on the Opinions page. The purpose of the letter is to add to, criticise or provide an alternative view of the story contained in the article. The example letter to the press provided was written in response to the article of which an extract is given below.

**There Are 3 Things We Have to Do to Get People Wearing Masks**

*Hong Kong has so far reported a grand total of four coronavirus-related deaths, while New York City has reported over 20,000.*

*Here’s another striking comparison: Close to 99 percent of Hong Kong residents have been wearing masks, to prevent the wearer from spreading the virus, since early February. According to a mid-April Gallup poll, only a third of Americans say they always wear a mask or cloth face covering outside the home. Another third of us sometimes wear a mask in public, and a third never do.*

*Masks — even just a scarf, bandanna or an old T-shirt and two rubber bands — are widely viewed as critical to stopping the transmission of the novel coronavirus.*

*The most obvious path to universal masking is to pass laws and punish infractions. But enforcing legal edicts to wear masks in public can be difficult and costly, and amid widespread ambivalence can lead to backlash and even violence. So edicts are not a complete solution.*

*As experts in public health and human behaviour, we propose a complementary approach: Make wearing a mask easy, understood and expected.*
Dear Sir or Madam,

Wear a mask – protect yourself.

The public health establishment makes a mistake in suggesting that a mask should be worn not to protect the wearer but to protect others (“There Are 3 Things We Have to Do to Get People Wearing Masks”, The Herald, 27 May 2020). Immediately this provokes two responses — first, I’m not sick, so I don’t need to wear a mask, and second, I don’t care about others.

A plain old fabric mask may not provide as much protection as an N95, but I understand that depending on the type of fabric, it will stop as much as 70 percent of virus-size particles. Certainly that qualifies as “protection.” And fabric masks obviously protect the wearer from inbound globs of snot or saliva that might come from other people sneezing, coughing, singing or shouting.

Even Covid questioners might get with the program if it were put in these terms: I don’t wear a mask to protect others; I wear it to protect myself.

Masked for myself.

(Ks) Kathleen Loomis


Notes on format:

1. Place the address of the sender on the right-hand side. No abbreviations – write “Street” or “Road” in full.

2. Place the date on the right-hand side.

3. Leave one line open between the sender's address and the addressee's address.

4. Address your letter to the editor of the newspaper.

5. Instead of the name of the company, as in a normal formal letter, use the title of the newspaper (make sure it is underlined or, if your letter is typed, italicised).

6. Include the address in full as on the envelope, with the postal code. Businesses usually use a post office box.

7. Leave a line open between the addressee’s address and the salutation.

8. Include both sexes in your greeting. Note the capitalisation.

9. Leave a line open between the salutation and the subject line.

The subject line is like the title of the body of your letter. It should be written in headline style and could make use of alliteration, assonance or a play on words, to catch the reader’s attention. Remember to underline the subject line.

10. Leave a line between the subject line, and between each subsequent paragraph.

11. As a letter to the press is often in response to an article that previously appeared in the newspaper, the headline of the article, the title of the newspaper and the date on which it was published should be referred to in the opening paragraph.

12. Your perspective on the topic should be presented with your reasoning provided. It is your opinion, but you should be able to explain how you arrived at it, without baselessly attacking different perspectives.

13. Instead of “Yours faithfully” or “Yours sincerely”, provide a pseudonym based on the topic of your letter. The pseudonym could be used in place of your real name should you wish to remain anonymous.

14. Include your signature

15. Print your name in full under your signature. Put your title (Mr, Ms) in brackets before your name. A newspaper will not consider publishing your letter, if you do not provide your real name and contact details, even if they, at your request, keep your identity private.
Formal letters: Letter of Application

The Human Resources Manager
Edgars
PO Box 26
Greenacres
2000

Dear Sir or Madam

Application for Position of Sales Clerk

With reference to your advertisement in the Herald of 22 August 2012, I would hereby like to apply for the position of Sales Clerk.

I am currently a Matriculant at Alexander Road High School. I do the following subjects: English Home Language, Afrikaans First Additional Language, Mathematics, Life Sciences and Life Orientation.

I have served on the Board of the Interact Society and I played Second Team Hockey in Grade 11 and 12. I am also a leader at Newton Park Methodist Church’s Sunday School.

I have a talent for working with people and I am friendly and confident. I have worked in the service industry as a waitron at the Silver Cloud Spur. I am sure that I will be an asset to your company as I am enthusiastic, positive and hard-working.

I have enclosed a full Curriculum Vitae for your perusal.

I can be contacted at jones.mary@gmail.com or at (tel) 041 365 5555 or (cell) 083 555 5555 should I be required for an interview.

Yours faithfully

(Ms) Mary Jones

Notes on format:

1. Place the address of the sender on the right-hand side. No abbreviations – write “Street” or “Road” in full.

2. Place the date on the right-hand side.
3 Leave one line open between the senders address and the addressee’s address.

4 Always write to a person, not to a bank or a business. Refer to the person’s position if you do not know the actual person’s name, e.g. The Manager.

5 Underneath the name of the person to whom the letter is addressed, indicate the name of the company or organisation.

6 Include the address in full as on the envelope, with the postal code. Businesses usually use a post office box.

7 Leave a line open between the addressee’s address and the salutation.

8 If you know the relevant person’s name, use it. Otherwise include both sexes in your greeting. Note the capitalisation.

9 Leave a line open between the salutation and the subject line.

10 The subject line should briefly indicate the purpose of the letter and should make specific reference to the position for which you are applying. Underline it.

11 In your opening paragraph, refer to the title of the newspaper in which the job advertisement appeared, as well as the date on which it appeared.

12 State again the purpose of the letter, and mention the specific position for which you are applying.

13 The second paragraph refers to your educational background.

14 The third paragraph refers your extra-curricular involvement. Rather than merely listing your activities, try to emphasise how these activities demonstrate your suitability for the position.

15 The fourth paragraph refers to the personal characteristics that make you suitable for the position. Make sure they are relevant to the requirements of the position.

16 State that your Curriculum Vitae is included with the letter.

17 Finally, give your contact details. Make sure your email address is a professional one.

18 If you start with “Dear Sir or Madam”, finish with “Yours faithfully”. If you start with the addressee’s name (e.g. Dear Mrs Jones), finish with “Yours sincerely”.

19 Sign with your normal signature.

20 Print your name in full under your signature. Put your title (Mr, Ms) in brackets before your name.
“Curriculum Vitae” translated from the Latin means “the story of life”. It contains all relevant information that a company or organisation might need in order to make the decision of whether you are suitable for a position for which you have applied. Some of the information may be referred to in the letter of application which accompanies the CV, but the CV goes into greater detail.

<table>
<thead>
<tr>
<th>Curriculum Vitae of Mary Jones</th>
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<tr>
<td><strong>PERSONAL DETAILS</strong> ²</td>
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<tr>
<td>Surname and full names:</td>
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<td>Date of birth:</td>
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<tr>
<td>Identity number:</td>
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<tr>
<td>Address:</td>
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<tr>
<td>Contact numbers:</td>
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<tr>
<td>Criminal record:</td>
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<td>Health:</td>
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<tr>
<td><strong>FORMAL QUALIFICATIONS</strong> ³</td>
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<tr>
<td>Secondary education ⁴</td>
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<tr>
<td>Name of the institution:</td>
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<tr>
<td>Highest qualification obtained:</td>
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<tr>
<td>Year of completion:</td>
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<tr>
<td>Subjects:</td>
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<tr>
<td><strong>SPORTS INVOLVEMENT</strong> ⁵</td>
</tr>
<tr>
<td>Hockey (Second Team)</td>
</tr>
<tr>
<td><strong>CULTURAL INVOLVEMENT</strong> ⁶</td>
</tr>
<tr>
<td>Interact Committee</td>
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<tr>
<td><strong>LEADERSHIP INVOLVEMENT</strong> ⁷</td>
</tr>
<tr>
<td>Sunday school teacher</td>
</tr>
<tr>
<td>(Newton Park Methodist)</td>
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WORK EXPERIENCE

Name and address of employer: Silver Cloud Spur
Trafalgar Centre, Cape Road
Newton Park
Date of employment: 3 March 2018 – 16 February 2020
Position: Waitron

REFEREES

1. Mr C. Berndt
   English teacher
   Contact details 041-3651270

2. Dr D. McGregor
   School counsellor
   Contact details 041-3651270

3. Mr S. Cilliers
   Manager (The Silver Cloud Spur)
   Contact details 041-485 5555

Signed: 12 September 2019

M. Jones

Notes on format:

1 “Curriculum Vitae of …” should appear at the top of each page of the CV.

2 Under the heading of “Personal Details,” give your full name, ID number, address, contact details and any other relevant personal information.

3 Under “Formal Qualifications”, give information about your educational background, starting with your most recent grade/qualification.

4 For each qualification, include the name of the school/university, the year in which the grade/qualification was completed, as well as the specific subjects taken. Academic results should also be included.

5 Under “Sporting Involvement”, refer to your sporting activities. Sport involvement indicates an ability to work in a team as well as commitment and dedication, especially if you played for a top level team. Include the team on which you played as well as the year(s) that you played. Give the name of the club or province if the team was not a school team.

6 Under “Cultural Involvement”, refer to your cultural activities. Involvement in Toastmasters, for example, indicates you have public speaking skills; being on a committee indicates you are organised and can take leadership. Include activities that demonstrate skills or abilities that are relevant to the position for which you are applying. Indicate the year(s) in which you participated, as well as the name of the organisation, if not the school.
7 Under “Leadership Involvement”, refer to any leadership positions you were given, including the year(s) you occupied the position and the name of the organisation, if not the school.

8 Provide details of any work experience you have, including the name of the company/organisation, the exact duration and the nature of the work. Almost any work experience is relevant when you are at the beginning of your work career, as it shows another company found you suitable to work for them.

9 Referees are people who have agreed to speak to potential employers about you. They should be people who have come to know you through your education, your sporting, cultural and leadership involvement, or past work experience, not a friend or family member. Their contact details must be given.

10 Sign to show that the information provided is accurate.

11 Include the date. Your CV should be updated on a regular basis.

12 Below the signature, give your name.

Note:
- It is very important that your CV is neatly laid out, in a way that the information is easy to take in.
- As a CV is a business document, the language used should be business-like and the register should be formal.
**Dialogues**

A dialogue is a conversation between two or more people, written in a special form. It is written like a play and follows definite rules in the way it is set out and punctuated.

Teammates Thabo and Alex discuss Alex’s soccer performance. Thabo has something difficult to say to Alex.

Thabo: C’mon bru, soccer is in 15 minutes.

Alex: (Looking grim) I’m not coming. Mr Peters told me not to come. He says he’s sick and tired of me being selfish with the ball, and he doesn’t like the way I dribble and don’t pass.

Thabo: (Nods his head) You know, I hate to tell you this, but he’s right. You’re my mate and I’ve been wanting to tell you for a long time but I’ve just been too scared. All the guys in the side say you only play for yourself.

Alex: Jeez, why haven’t you said something? (Anxious) I had no clue that you all felt this way.

Thabo (Thinking) Maybe it’s not too late to do something. Let’s go to Mr Peters and say you’ve only just realised how selfish you’ve been. (Excitedly) I’m sure if you speak up, he’ll let you come to practice!

Alex: Thanks, Thabo. Are you sure you don’t mind?

**Notes on format:**

1. Introduce the situation at the start of your dialogue in a short paragraph written in present tense. This is called the action.

2. Write the name of each speaker on the left followed by a colon.

3. Leave a space before you begin writing what each speaker says.

4. Although dialogues are written in direct speech, there are no inverted commas.

5. Leave a line before each new speaker.

6. Write down any extra information, such as the speakers’ actions or tone of voice, in brackets before their words are spoken, e.g. (sadly). This is known as B-text.

7. Make sure the register suits the speaker and context. An informal register is acceptable if it is appropriate to the situation.

8. Punctuation marks can be used, for example an exclamation mark to show tone.
Dialogues: Interview

An interview is when someone well-known or accomplished is asked a series of questions about their achievements or other relevant topics, normally for the purpose of using their answers to write an article about them. Alternatively, the interview could be televised or broadcast on radio. The dialogue is the transcript (written record) of what was said in the interview. It is written in the same format as the dialogue in the example above.

Greta Thunberg cut a frail and lonely figure when she started a school strike for the climate outside the Swedish parliament building last August. Eight months on, the picture could not be more different. The teenager is feted across the world as a model of determination, inspiration and positive action. On 15 March, when she returns to the cobblestones, it will be as a figurehead for a vast and growing movement. Ahead of the global climate strike this Friday, which is gearing up to be one of the biggest environmental protests the world has ever seen, Guardian reporter Jonathon Watts asked her some questions.

Watts: How are you feeling about the protest set for this Friday?

Thunberg: It's amazing. It's more than 71 countries and more than 700 places, and counting. It's increasing very much now, and that's very, very fun.

Watts: Tell me about your life before you started your climate protest outside parliament.

Thunberg: Nothing really was happening in my life. I have always been that girl in the back who doesn’t say anything. I thought I couldn’t make a difference because I was too small.

Watts: How did you go from being the girl who doesn’t say anything to an inspiration for a global movement?

Thunberg: I overthink. Some people can just let things go, but I can’t, especially if there’s something that worries me or makes me sad. I remember when I was younger, and in school, our teachers showed us films of plastic in the ocean, starving polar bears and so on. I cried through all the movies. My classmates were concerned when they watched the film, but when it stopped, they started thinking about other things. I couldn’t do that. Those pictures were stuck in my head. I kept thinking about it and I just wondered if I am going to have a future. And I kept that to myself because I’m not very much of a talker, and that wasn’t healthy. I became very depressed and stopped going to school.

Watts: How did you turn it around?

Thunberg: When I was home, my parents took care of me, and we started talking because we had nothing else to do. And then I told them about my worries and concerns about the climate crisis and the environment. And it felt good to just get that off my chest. They just told me everything will be all right.
That didn't help, of course, but it was good to talk. And then I kept on going, talking about this all the time and showing my parents pictures, graphs and films, articles and reports. And, after a while, they started listening to what I actually said. That’s when I kind of realised I could make a difference.

Watts: So your parents were your guinea-pigs?

Thunberg (laughing): Yes! And how I got out of that depression was that I thought: it is just a waste of time feeling this way because I can do so much good with my life. I am trying to do that still now.


Notes on format:

1. The opening paragraph should explain who is being interviewed. It could refer to some of their achievements as a way of explaining why they are being interviewed. It is written in present tense. The name of the interviewer (as well as their publication or show’s name) could also be included.

2. Write the name of each speaker on the left followed by a colon.

3. Leave a space before you begin writing what each speaker says.

4. Although dialogues are written in direct speech, there are no inverted commas.

5. Leave a line before each new speaker.

6. Each response should lead to the next question – an interview is not merely a series of questions and answers that are separate from and unrelated to one another.

7. An interview transcript will probably have less B-text than a dialogue written like a script, because they have two different purposes. An interview is to record what was said (included accompanying actions, like laughing) whereas a script includes direction to those who will be performing it.
A newspaper article is normally written on a very recent, newsworthy event. It is written in a factual and informative style.

**Record-breaking grandma started running at 78**

By Anita French

SANDTON - AN OCTOGENARIAN music teacher is representing South African running to the world having broken the 10km record for South African women over 80 with a time of 54 minutes and 17 seconds at the World Championships in Geneva, Switzerland in May.

Deidre Larkin never had record-breaking ambitions. Born with a missing vertebra, she only took up running when she was 78 years old. But once her feet hit the ground there was no stopping her. Larkin’s journey as a runner started after her doctor diagnosed her as being at risk for osteoporosis. The medication made her ill, and despite following advice from health experts for years, she knew she had to try something else. Inspired by her son’s regular jogs, she put on a pair of takkies and stepped out onto the streets of Johannesburg. At first, all she could manage was a few steps of running interspersed with bouts of walking. She kept going. Larkin’s bone density improved thanks to a combination of diet and exercise and a short month later she had completed the Randburg Harriers Valentine’s 10km. Hooked for good, she ran 36 races in 2009, her first year of taking to the tarmac, and increased her annual tally to 58 the following year. By participating in at least one race per weekend, she never gives herself the chance to slow down. Since those first tentative steps, Larkin has accumulated over 500 medals. She trains by covering seven kilometres a day four days a week, starting at 5:30am. This may seem excessive at her age, but Larkin is determined to make the most of her vitality and strength. And despite preparing to turn 86 in September, Larkin has no intention of slowing down. “I can imagine a life without running but it’s a kind of slow death,” she said. “I’m going to run as long as I can – even if I only have one leg, I’ll manage.”


Accessed: 16 October 2017
1. Headline – big, bold, written in abbreviated style

2. The by-line – the name of the journalist who wrote the article

3. The first line of the opening paragraph is written in **capital letters** and starts with the name of the **city** in which the events took place

4. The first mention of the person whom the article is about does not include their name, but rather their role – “what” they are

5. The first paragraph must answer all five questions: who, what, where, when and why?

6. The next mention of the person is by their **full name** – first name and surname

7. After that, the person’s surname can be used

8. The basic but most important information is given first – the details then follow

9. Quotes from the people involved are included in direct speech

10. Newspaper articles are written in columns and use short paragraphs

**Note:**

- An **objective** perspective must be given – the journalist should not include his or her own reaction or feelings about the events nor should the article include any emotional statements (unless they are quotes of statements of people involved)
- The language used should be **formal** – no contractions
- First person pronouns (like I or we) or second person pronouns (you) are not used (unless they are part of a quote) – the article must be written in **third-person**.
**Tech, teens & trouble: Parenting in the Digital Age**

Got a kid with a smartphone? Catriona Ross shares guidelines on how you can help them stay safe online and avoid the risks.

You can’t help wondering what they’re really doing, curled up in the corner, tapping their devices. Is that new online friend actually a creepy old guy with a false profile? Is your daughter considering WhatsApping her first boyfriend a nude photo? Is your son grumpy because no-one ‘liked’ his latest Instagram post?

Our digital-native children are growing up in an increasingly online world, a place of speed, splendour, global connectivity — and potential danger. Tech companies are devising strategies to claim teens’ time for advertising revenue and a future customer base. Therefore, parents and kids need to be savvy to avoid the dark side of life online.

Risky business

“My daughter regulated herself in terms of Instagram,” says a Cape Town parent of a 16-year-old. “She said it was all fake and didn’t make her feel good about herself. Other friends’ kids developed eating disorders around the pressure to look good; the number of likes they got affected their self-esteem. Apparently a way of bullying often used is to crop someone out of a photo. The best advice is to avoid cellphones for as long as possible.”

But smartphones come, and feed into teenage issues. “The number one anxiety in adolescence is fear of rejection by their peers,” says Lance Heath, a Cape Town clinical psychologist and school counsellor. Of course, adolescents’ issues predate the digital age — depression, anxiety, stress and academic overload, inexperience and limited perspective, body image issues, risky yet age-appropriate experimentation — but technology may have exacerbated some of them, he believes.

“There’s evidence to suggest that screen time correlates with increased anxiety, and that various games and social media sites affect dopamine levels in ways reminiscent of behavioural addictions such as gambling and sex addiction.

Pre-teen access to online pornography is another concern. Finally, “parents who are out of their depth regarding technology also undermine the teenager’s sense of security and confidence, often making the transition towards independence even more scary and fraught with difficulty.”

Stay on top of it

Keep communication open so you’re able to discuss these issues with your kids without alienating them. For one parent, talking to her teenager while they’re driving works. “It feels less confrontational,” she says.

“Ideally, communication and relationships will be healthy enough for adolescents to tell their parents when things are going seriously awry. Signs include exhaustion because their online activity is coming at the expense of sleep; drastic changes in academic results; deterioration of healthy relationships; tearfulness and sudden changes in attitude to school, hobbies and extramurals.”

“One needs to be able to trust teenagers to be responsible for their own use and have a say in determining how much use is right for them,” says Heath. “But trust needs to be earned over time. Parents also have rights and their feelings need to be respected too.”

Consider instituting general rules for technology that apply to the whole family, such as ‘all mobiles sleep in the kitchen at night’.

Encourage your kids to be kind online, advises social media law expert Emma Sadleir, and not beat themselves up for every mistake.

Ultimately, online life can teach them a crucial lesson: be yourself.
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<td>1</td>
<td>Catchy headline – uses alliteration; sums up the content of the article.</td>
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<td>2</td>
<td>The lede could contain the name of the writer, or this could be separate.</td>
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<td>3</td>
<td>Lede – opening paragraph to entice the reader to read the whole article.</td>
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<td>4</td>
<td>The first paragraph after the lede should be introductory, talking in a general way about the topic in an interesting way to keep the reader's attention.</td>
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<td>5</td>
<td>Magazine articles are often laid out in columns to make them easier to read.</td>
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<td>6</td>
<td>The tone is more “chatty” or conversational than a newspaper article – informal phrasing can be used.</td>
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<td>7</td>
<td>Different sections could be given their own sub-headings.</td>
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<td>8</td>
<td>Quotes from real life people who have had experiences relevant to the topic are an important part of the magazine article. Quotes should be written in direct speech.</td>
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<td>9</td>
<td>Quotes from experts are also important to give the facts about the topic, as well as to provide advice.</td>
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<td>10</td>
<td>Solutions and suggestions are given to the reader on the topic.</td>
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<td>11</td>
<td>The last paragraph should conclude the article, summing up an important “take-away” that links to the rest of the article.</td>
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**Note:**

- Even though a magazine article is more informal than a newspaper article, it is still a report and should therefore focus on the experiences of interviewees and what the experts say, rather than on the writer’s own opinions.
- Second person (“you”) can be used, as if the writer is talking directly to the reader. First person (“I”, “me” etc.) is in the most cases avoided.
To All the Boys I’ve Loved Before Is a Witty, Sweet Teen Romance


Teen comedy To All the Boys I’ve Loved Before does full justice to an entire history of teen rom-coms. The film’s boy lead, Peter Kavinsky (Noah Centineo), is a good, solid boy, which is rare in a teen comedy, making him worth all the fuss that inevitably bubbles up around him. The film uses teenage fantasy to fuel all manner of cute hijinks while at the same time delivering a romantic interest that in every way lives up to the burning ball of emotion that is the girl lead, Lara Jean Covey (Lana Condor). With the larger-than-life direction of Susan Johnson, and the excellent casting of Condor and Centineo, the film delivers all the feels as well as the satisfying wit that is so essential to the genre.

Lara Jean is the middle child in a trio of sisters, Korean-Americans with a dead mom and a well-meaning Caucasian gynaecologist father (yikes!). Her older sister Margot (Janel Parrish), we are told by way of prologue, snatched Lara Jean’s crush Josh Sanderson (Israel Broussard) out from under her — but before leaving Portland for college in Scotland, Margot unceremoniously dumps him. As the school year begins and Lara Jean once again finds herself in a rut of social stagnancy, her younger sister, 11-year-old Kitty (Anna Cathcart) takes it upon herself to intervene, digging into her secret stash of unsent love letters, slapping stamps on them, and sending them off into the world. Lara Jean wakes up to a nightmare world where all her crushes — past and present — know her feelings, in florid detail. This includes Josh, but it also includes Peter, the jockish player she kissed once during a seventh-grade game of spin the bottle, and the recent ex of her former-best-friend-turned-mean-girl Genevieve (Emilija Baranac). In order to throw Josh, and the world, off the far more scandalous scent of her crush on her sister’s ex, she and Peter go in on a “fake relationship” — Peter to make Genevieve jealous, and Lara Jean as shelter until the whole love letter thing blows over.

There are five letters in total, and if there’s a flaw in To All the Boys, it’s one it shares with Jenny Han’s bestselling YA book: I would have liked to see the ramifications of all five ousted crushes. We only meet a third one besides the two most pressing: Lucas (Trezzo Mahoro), who has since come out as gay and is an intermittent sounding board for all of Lara Jean’s woes. But it would be a fun teenage nightmare/fantasy for all five boys to come back into Lara Jean’s life as a kind of Greek chorus of adolescent emotions.

But other than that, it’s hard to find much to dislike about Johnson’s sweet and savvy film, particularly Condor as its sparkling lead. Like most movie characters, she’s Wittier and quicker with a comeback than any actual teenager, but she’s also a fully human creation, never relegated to one mode, and by turns mortified and certain and exhilarated. Condor is a ready-made star, and Centineo rises to meet her, the adoring, throaty lunk any introverted teenage girls would enjoy or worthwhile seeing. Ultimately, the review should give its readers an idea of whether or not they should watch the movie under review.

EMILY YOSHIDA

**Notes on format:**

1. Because a review is a newspaper article, it should have a headline. This should never merely be the title of the movie, but should be a headline-style summary of the review (i.e. the reviewer's opinion of the movie).

2. Whether it consists of a five-star score or a numerical score out of 10, the rating gives the reader an at-a-glance impression of how “good” the movie is.

3. The rating is followed by the title of the movie (underline or, if typed, in italics).

4. The title of the movie is followed by the full names of the main actors as well as the director.

5. The opening paragraph should refer to the genre of the film.

6. The opening paragraph clearly states the writer’s opinion of the movie.

7. Adjectives should be used to convey the reviewer’s impressions.

8. When mentioning the characters in the film, link them to the actors who portrayed them by giving their names in brackets.

9. A review must outline the basic premise of the movie, **without** talking in detail about the plot and giving away the ending.

10. The review must mention **and explain** the aspects of the movie that contributed to the reviewer’s opinion, like casting, screenplay, plot, music or special effects.

11. The concluding paragraph reiterates the reviewer’s overall impression of the movie, and could include a recommendation about whether the readers should see the movie, or who would likely enjoy the movie.

12. The review should end with the reviewer’s name in capitals.

**Note:** the format of a movie review could easily be adapted to a novel. Instead of a cast, the name of the author and publishing house would be used.
# Article: Obituaries

An obituary is an article about a person who has recently passed away, describing their life and achievements. It appears in a newspaper, and therefore is laid out like a newspaper article.

## Johnny Clegg, South African Singer Who Battled Apartheid With Music, Is Dead at 66

By Alan Cowell

Johnny Clegg, a British-born South African singer, songwriter and guitarist whose fusion of Western and African influences found an international audience and stood as an emblem of resistance to the apartheid authorities in his adopted land, died on Tuesday in Johannesburg. He was 66.

Mr. Clegg’s music crossed racial divides. In the bands Juluka (“Sweat” in the isiZulu language) and Savuka (“We have risen”) and as a solo artist, Mr. Clegg became known for songs and performances, such as “Impi” and “African Sky Blue”, that resonated through South Africa’s long struggle against racial separation. “Scatterlings of Africa,” reflecting the myriad dislocations of South African society, became a breakthrough commercial success in Britain and elsewhere in 1984, enabling Mr. Clegg to abandon an academic career in Johannesburg as an anthropologist and devote himself full time to his music.

In 1999, at a concert in Frankfurt, during the performance of his song “Asimbonanga” (“We have not seen him”) about the imprisoned Nelson Mandela, Mandela, by then a free man, joined a surprised Mr. Clegg onstage. With his spectacular onstage enactment of high-kicking Zulu war dances and stick fighting, Mr. Clegg was often referred to as “the White Zulu”, a nickname he said he loathed.

Throughout the apartheid era, Mr. Clegg and his bands were harassed by the authorities and occasionally detained, and apartheid proscriptions kept Mr. Clegg’s music off state-run radio shows. Despite being censured by the Musicians’ Union of Britain precisely because he performed in South Africa, in contravention of an embargo that was supposed to reinforce the isolation of the apartheid regime, Mr. Clegg toured widely, securing an international following.

He was particularly popular in France, where he was made a Chevalier of Arts and Letters in 1991. Britain named him an officer of the Order of the British Empire in 2015. In South Africa, he received the country’s highest civilian medal, the presidential Ikhamanga Award, in 2012. After going into remission following a pancreatic cancer diagnosis in 2015, he embarked on his last tour in 2017, entitled the Final Journey Tour, taking him to Britain, the United States, Canada, South Africa and elsewhere.

Jonathan Paul Clegg was born on June 7, 1953, in Bacup in northwest England. His mother, Muriel, a jazz singer from a Lithuanian Jewish family, moved back from Britain to her native Rhodesia, as Zimbabwe was known before independence, in 1980.

Mr. Clegg’s musical journey began when he was an adolescent and met Charlie Mzila, a Zulu migrant from whom he learned a new kind of guitar playing, with the instrument tuned and strung differently than in the West. He formed the band Juluka after meeting Sipho Mchunu, a Zulu migrant worker at the time and later the more rock-oriented Savuka, which was nominated for a Grammy in the world music category for its 1993 album, “Heat, Dust and Dreams.” But the band was dissolved that year, soon after Dudu Ndlovu, Mr. Clegg’s drummer and onstage dance partner, death.

Mr Clegg is survived by his wife, Jenny, and two sons, Jesse and Jaron. Jesse Clegg has a successful career of his own as a singer and songwriter.

Notes on format:

1 In the headline, the death of the person is announced. The headline could include their age as well as what they were well-known for.

2 As in the case of a newspaper article, the by-line gives the name of the writer.

3 The opening paragraph is one sentence that gives basic information about the person’s main “claim to fame”, and where and when the person died, as well as their age. It gives slightly more detail than the headline.

4 The obituary then shifts to giving a detailed description of the achievements of the deceased, focusing on the career or aspect which made them well-known. This could include awards, successes and any other highlights. This is the focus of the obituary, and may take up to three or four paragraphs.

5 After detailing the person’s achievements and successes throughout their career, the obituary then goes back, giving basic biographical information such as their date and place of birth, family history and educational background.

6 The way the person began their career, long before they became well known, should follow the basic biographical information.

7 The last paragraph mentions the family members by whom the person “is survived”.

Note:

- An objective perspective must be given – the journalist should not include his or her own reaction or feelings about the person’s death nor should the article include any emotional statements (unless they are quotes of statements of people close to the deceased)
- The language used should be formal – no contractions
Speeches

Speeches must be written to be heard, as opposed to read. You need to write a speech in a way that keeps the attention of an audience. There are certain types of speeches, and each type has certain characteristics.

Types of Speeches:

- **Informative** speeches inform your audience about a topic, event, or area of knowledge. Most of the orals you have done in high school are informative speeches.
  Possible topics: The First Heart Transplant; Teenage Drinking; Air Travel

- **Instructional** speeches tell your audience how to do something.
  Possible topics: How to Shape Perfect Eyebrows; How to Stand on Your Head; How to Take Over the World.

- **Persuasive** speeches attempt to convince or persuade the audience. Debaters would use this style as they rely on being able to argue and persuade listeners that their side deserves to win. Persuasive speeches might also use propaganda techniques such as statistics and half-truths. The speaker may also use a strong voice and serious tone to get his/her points across more effectively.
  Possible topics: Blood donation should be compulsory; Teachers should be older than 30; Creativity decreases as you get older; Fairy tales are dangerous

- Finally, speeches are also common at special occasions such as weddings, prize-givings and assemblies.

- **Impromptu speeches** are unprepared and some speeches are written purely for entertainment.
  Possible topics (entertainment): Marshmallows should be a food group; Life is like a dirty classroom; Books should be shorter; Can potatoes predict the future?

Angelina Dukic is a Grade 5 student at King's College in Caledon, Canada. Her speech on bullying was selected as the winner in the school's speech contest. Mayor Allan Thompson was a judge and chose the winning speech.

1 Bullying is a topic that has been exercised and entertained millions of times yet still remains a hot topic and causes death among teenagers, depression in the workplace, it has even been pinpointed as a cause for wars and genocides.

2 So what is the definition? The definition of bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. While the bullying definition is broad and can occur in a variety of environments it usually is a relationship problem and requires relationship-based solutions. Those who bully are more likely to feel like their friendships and family relationships aren’t very secure. They are more likely to feel like those who are closest to them make them do things that they don’t feel comfortable doing and aren’t very supportive or loving.

3 Let’s look at some hard facts that occur as a result of bullying. Suicide is the third leading cause of death among young people, resulting in about 4,400 deaths per year, according to Canada statistics. For every suicide among young people, there are at least 100 suicide attempts. Over 14 per cent of high school students have considered suicide, and almost seven per cent have attempted it. Bullying victims are between two to nine times more likely to consider suicide than non-victims, according to studies by Yale University. Our research shows that those who have experienced bullying are twice as likely to go on and bully others. Often it’s used as a defence mechanism and people tend to believe that by bullying others, they will
become immune to being bullied themselves. In fact, it just becomes a vicious cycle of negative behaviour.

Knowing what we know now we have to ask ourselves two very important questions: 1 How can we help those who are bullied and how can we equally help those who bully so that ultimately we can stop bullying? Do not define people by their nationality, race, and economic status. Create a culture of belonging where everyone feels comfortable, welcomed, accepted and happy. Stop judging and stereotyping! If you are a friend, educator, parent or sibling, commit to becoming a good listener. When someone has been bullied or is experiencing a difficult time in their life listen, listen, listen — even at the expense of having to put duct tape to your mouth. You may not have the solution but you have two ears and one mouth for a reason — listen empathetically, acknowledge someone’s feelings. Instead of focusing on their actions focus on their feelings. It is the only way that a person can develop trust and start to open up to the possibility of finding solutions. Small steps.

Before saying or doing something ask yourself — is this going to make someone feel better? Is it going to enhance the quality of their life? What is it inside of us that makes us think that putting someone down is going to increase our worth value and make us look more liked and important? Be the change you want to see today. Because the best time to make a difference is RIGHT NOW!


Notes on format:

1 In your introduction, outline what the topic of the speech is. Capture attention your audience’s attention by using a rhetorical question, a random observation or a very controversial statement. Your audience will decide based on your introduction if your speech is worth listening to.

2 The body of your speech will have about three main points, each with examples or supporting evidence. When writing your speech, start each new main point in a new paragraph.

3 Use “signposts” at the beginning of each new point to indicate that you are moving on to a new section of the speech. This will give your speech a good “flow”.

4 Statistics are also good for making your speech convincing. Be careful when using statistics not to overwhelm your audience with a lot of figures.

5 Finally, your conclusion sums up the idea you want the audience to leave with. Be careful of merely repeating what you have already said. You may decide to end with a quote, question or strong statement for impact.

Note:
• The tone of the speech should match the occasion. A speech given at a formal occasion will be written in formal register, while a speech at a more relaxed event can be more informal.
Speeches: Eulogy

A eulogy is the speech given at a funeral in honour of the person who has passed away. Just as in the case of an ordinary speech, it should have an introduction, body and conclusion.

On 31 October 2005, Oprah Winfrey delivered a eulogy for Rosa Parks at Metropolitan AME Church, Washington D.C. Rosa Louise Parks was nationally recognised as the “mother of the modern day civil rights movement” in America. Her refusal to surrender her seat to a white male passenger on a Montgomery, Alabama bus, on December 1, 1955, triggered a wave of protest on December 5, 1955 that reverberated throughout the United States. Her quiet courageous act changed America, its view of black people and redirected the course of history.

To Reverend Braxton, family, friends, admirers, and this amazing choir:

I feel it an honour to be here to come and say a final goodbye. ¹

I grew up in the South, and Rosa Parks was a hero to me long before I recognised and understood the power and impact that her life embodied. ² I remember my father telling me about this Black woman who had refused to give up her seat. And in my child’s mind, I thought, "She must be really big." I thought she must be at least a hundred feet tall. I imagined her being stalwart and strong and carrying a shield to hold back the white folks.

And then I grew up and had the esteemed honour of meeting her. And wasn’t that a surprise. Here was this petite, almost delicate lady who was the personification of grace and goodness. And I thanked her then. I said, "Thank you," for myself and for every Black girl, every Black boy, who didn’t have heroes who were celebrated. ³

I thanked her then.

And after our first meeting I realised that God uses good people to do great things. And I’m here today to say a final thank you, Sister Rosa, for being a great woman who used your life to serve, to serve us all. ⁴ That day that you refused to give up your seat on the bus, you, Sister Rosa, changed the trajectory of my life and the lives of so many other people in the world. I would not be standing here today nor standing where I stand every day had she not chosen to sit down. I know that. I know that. I know that. I know that, and I honour that. Had she not chosen to say, “We shall not – we shall not be moved.” ⁵

So I thank you again, Sister Rosa, for not only confronting the one white man whose seat you took, not only confronting the bus driver, not only for confronting the law, but for confronting history, a history that for 400 years said that you were not even worthy of a glance, certainly no consideration. I thank you for not moving.

And in that moment when you resolved to stay in that seat, you reclaimed your humanity and you gave us all back a piece of our own. I thank you for that. I thank you for acting without concern. I often thought about what that took, knowing the climate of the times and what could have happened to you, what it took to stay seated. You acted without concern for yourself and made life better for us all. ⁶ We shall not be moved.

I marvel at your will. I celebrate your strength to this day. And I am forever grateful, Sister Rosa, for your courage, your conviction. I owe you – to succeed.

I will not be moved. ⁷

Adapted from: https://www.rosaparks.org/biography/ [accessed 26 June 2020]
Notes on format:

1. Start off by introducing yourself and describing your relationship to the person who has passed away.

2. A eulogy could include what the person who has passed away meant to you personally.

3. Describe a special memory you have of the person.

4. You can talk about what kind of person they were, giving examples to illustrate your point.

5. Part of a eulogy could be written as if addressing the person who has passed away.

6. A eulogy can cover a person’s achievements, what they did in their life and what they stood for.

7. Just as in the case of an ordinary speech, the conclusion of a eulogy is your strongest point and should bring together all the points you have made, leaving the audience with one final thought that they can take away from hearing about the life of the person who has passed away.

Note:

- A eulogy does not have to be sombre and serious throughout; light-hearted moments can be incorporated, as long as they are appropriate to the occasion.
Agendas

An agenda is a document distributed before a meeting which both gives notice of the meeting as well as the topics that will be discussed at the meeting.

Notice of a meeting to be held by the Interact Society in PB01 on 18 August 2019 at 2:30.

AGENDA

1. Welcome / opening
2. Members present
3. Apologies
4. Minutes of previous meeting
5. Matters arising from the minutes
6. Discussion topics
   6.1. Funds raised
   6.2. Future suitable charities
   6.3. Ideas for spending money raised
7. General
8. Closing

Notes on format:
1. Includes the name of the group, venue, date and time
2. After the notice, use the heading “Agenda”
3. Each point is numbered
4. Any person who has sent an excuse for his or her absence at the meeting
5. The minutes of the previous meeting should be signed off as correct and any issues raised from the minutes discussed
6. The reason for the meeting, broken up into sub-points

Note:
- An agenda is sent to members of the group before the meeting takes place
The minutes of a meeting are a detailed record of the discussion that took place at a meeting. The minutes mirror the agenda which was distributed before the meeting took place. Minutes are normally drawn up by the secretary of the organisation/committee based on the notes taken by them during the meeting.

Minutes of the meeting of the Interact Society in PB01 on 18 August 2019 at 2:30

1. G. Sass opened the meeting and welcomed all present.
2. Members present: All but one of the 15 members were present including board members.
3. Apologies: J. J. Nieuwerth was unable to attend due to a hockey match.
4. C. Naidoo proposed that the minutes of the previous meeting were correct and T. Matthews seconded the proposal and all voted in favour of accepting the minutes.
5. There were no matters arising from the minutes.
6. Discussion:
   6.1. Funds raised:
      6.1.1. S. Niekerk (board member) said that of the funds raised from all the Interact activities, i.e. the cake sale, cultural evening and civvies day, a portion should be used by the committee members for an event and to one last charity of their choice for the year.
      6.1.2. A vote was taken and the majority of the committee members agreed.
6.2. Future suitable charities:
6.2.1. It was suggested that this be discussed at the next meeting and that the committee members should put forward ideas for suitable charities and/or homes.
6.3. Ideas for spending money raised:
   6.3.1. A braai (fellowship)
      6.3.1.1. E. van Wyk proposed that the money be used for the wood, coal and cooldrinks but everyone should bring their own meat.
      6.3.2. An outing to the beach
      6.3.2.1. It was agreed that the money be used for the transportation only and everyone would bring something for a “bring and share” picnic.
      6.3.3. A vote was taken, with four voting for a braai and 10 for an outing to the beach. It was decided that the date for the outing would be set at the next meeting.
6. General: T. Burger asked when the badges would be ready and how much they would cost. S. Goliath (board member) said it would be confirmed at a later date.
7. There being no further business to discuss, the meeting was declared closed at 3:30.

Chairman Date
Notes on format:

1. Includes the name of the group, venue, date and time of the meeting
2. Each point is numbered and corresponds to the item on the agenda
3. Minutes are written in past tense as they are a record of a meeting that has already taken place
4. As minutes are a form of a report, first or second person pronouns should not be used. Some sentences will therefore need to be written in passive voice.
5. Be as detailed about the discussion as possible.
6. Minutes must be dated and signed by the Chairman after they are voted correct at the next meeting.

Note:

- The minutes of a meeting are an official document and should therefore be written in a formal, business-like style. Do not make use of informal language, such as contractions.
- Use third person; passive voice can be used to avoid using first person (e.g. “It was decided” … rather than “We decided …”)


Short Report

A short report is a summary of an investigation of an issue. The person who has investigated the issue draws up a report in a formal and business-like way. In the report, recommendations are made based on the results of the investigation. These are submitted to a committee so that they can choose a course of action. Examples of issues which could be investigated: long queues at the Heart, lack of support of House matches, noise in the corridor.

1. Person addressed: Mr R. Summer (Principal)
2. Title of report: Investigation into noise in corridors during exams
3. Terms of reference: As requested by the Principal, this report investigates the noise in the corridors during exams.
4. Procedure:
   4.1. The exit of learners after their exams was observed by the Grade Heads, who made note of potential reasons for noise.
   4.2. The Deputy Principal inspected passages frequently and asked learners found in the passages for the reason for their being there.
   4.3. Any complaints made by invigilators in the course of an exam regarding noise was noted along with the source of the noise.
5. Findings:
   5.1. Where staff accompanied classes out of the building, Grades Heads noted much decreased noise levels.
   5.2. Learners were frequently found in the corridors after their exams for the purposes of going to their lockers or using the bathrooms.
   5.3. Noise complaints from invigilators most frequently resulted from the gathering of groups of learners finished with their exam near exam venues.
6. Conclusions: Noise during the exams most frequently resulted after learners were accompanied out of the building after their exam, rather than while exiting the building.
7. Recommendations:
   7.1. Staff should be reminded regularly to accompany their classes out after they have completed an exam as this was found to be an effective strategy.
   7.2. Learners should be instructed to empty their lockers on the last day of school before exams start to reduce the need to re-enter the building.
   7.3. The bathrooms on the sports fields should be unlocked to provide an alternative to re-enter the building to use such facilities.
   7.4. Areas, such as the sports stands and the tables in the West Quad, should be cordoned off to prevent learners from congregating near exam venues.

13 June 2019

Mr M. Burton
Member of Discipline Committee
Notes on format:

1. Each item of the report is numbered and given a heading.

2. Use formal language. Avoid first person (use passive voice if necessary).

3. Each step of the investigation is listed as a point under the heading “Procedure”

4. The conclusion is a summary of the findings.

5. Recommendations should be based on the findings.

6. The report ends with the date on which it was compiled as well as the name and position of the person who compiled it.

Note:

- A short report is a formal, business document, and should therefore make use of formal, business-like language.
- First person (“I”, “we”) and second person (“you”) should be avoided. Write a short report in third person, using passive voice where necessary.
- It is important that it is laid out in an organised and logical way.
Sample topics

The following topics were taken from departmental English Home Language Paper 3 exams for Grade 11 and 12, from 2016 to 2019.

INFORMAL LETTER

A friend and his/her family emigrated at the end of your Grade 11 year.

Write a letter to your friend informing him/her them of a distressing experience you endured this year that you wished you could have shared with him/her. [25]

FORMAL LETTER

You are the chairperson of an organisation that promotes the interests of young innovators.

Write a letter of congratulations to the winner of the 'Young Innovator Award 2018'. [25]

FORMAL LETTER

As a regular commuter, using public transport, you are concerned about the unreliability of the service.

Write a letter to the Mayor of your town/city in which you highlight solutions to your grievances. [25]

LETTER TO THE EDITOR

16 Days of Activism for No Violence Against Women and Children, held annually from 25 November to 10 December, is a worldwide campaign to highlight and oppose violence against women and children.

Write a letter to the editor of your local newspaper in which you express your opinion about the campaign. [25]
FORMAL LETTER

WOWEE MAGAZINE
Writers wanted!

Wowee Magazine is looking for writers for its website. Pay is based on the number of people who read your articles. You may also receive free tickets to events and free products to test. This is a great opportunity to get valuable work experience.

We want people who are: chatty interesting

Contact us at Wowee Magazine, 4911 Hades Road, Ashburton, 4321

[Adapted from www.learningenglishteens.britishcouncil.org]

You have submitted your curriculum vitae (CV) to Wowee Magazine and have received a response requesting a letter that highlights your strengths and suitability for the position.

Write the letter that you would send.

CURRICULUM VITAE AND COVERING LETTER

Your local Sports and Recreation Department is recruiting young people as marshals and referees at the new ‘Park Run’ events. There is the potential for recruits to become part of the management and marketing teams.

The team’s aim is to promote healthy, active lifestyles among the youth.

Write a covering letter and accompanying curriculum vitae to apply for this opportunity.
DIALOGUE

Using the picture below as a stimulus, write the conversation that ensues between any two of the characters.

[Source: www.qingdaonese.com]

INTERVIEW

A young adult recently experienced a dramatic change in fortune.

As a talk show host of a popular television/radio programme, write the interview that takes place between you and this young adult.

NEWSPAPER ARTICLE

A person who once attended your school has risen to fame and made something of himself/herself.

Write a newspaper article for your local newspaper publication in which you highlight this person’s journey to success.
MAGAZINE ARTICLE

Over 21 million people volunteer in the UK at least once a year and this contributes an estimated £23.9 bn to the UK economy. Behind these big numbers is a big contribution.

These 21 million people are a shining example of how we can all make a big difference to individuals and communities every day from improving the environment we live in, spending time with those who may otherwise be lonely and contributing to a range of other essential services and support. We believe such a big contribution is worth a big celebration!


The UK ‘celebrates’ its annual national Volunteer Week this year from 18–24 February, Australia, 20–26 May and Canada, 7–13 April. Why does South Africa not have such a campaign?

Write a magazine article in which you express your views on the idea of a Volunteer Week, how it can be beneficial to all parties concerned and how such an initiative could be realised.

Give your article a suitable title. [25]

BOOK REVIEW

Bouquet for Anne is the biography of a local flower seller.

Write a review of the biography. [25]
FILM REVIEW
You watched a film that is based on a South African story and in which international actors were cast in the main roles.

Write a review of this film. [25]

OBITUARY
An award winning and celebrated actor/actress has been fatally injured while performing his/her own stunts for a new movie due for release early next year. The incident occurred while being filmed on location in Toronto, Canada.

Write his/her obituary for publication in the Hollywood Reporter. [25]

SPEECH
You have just read a research paper, titled The Future of Planet Earth.

As a national motivational speaker, deliver a speech to youth leaders and influencers on the changes that the current generation will have to make to ensure that the planet is protected for the next generation. [25]

AGENDA AND MINUTES
You are your school’s TADA (Teenagers against Drugs and Alcohol) chairperson. A meeting has been convened with the TADA representatives from other schools to discuss the problems of alcohol and drug abuse in schools and steps to combat the problems.

Write the minutes and agenda for the meeting. [25]

FORMAL REPORT
Recycling is one of the best ways of protecting the environment. Your principal has asked you to investigate the possibility of implementing an effective recycling programme at your school.

Draw up the report which you will submit to your principal. [25]
## ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skillful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT, PLANNING AND FORMAT</strong></td>
<td>13–15</td>
<td>10–12</td>
<td>7–9</td>
<td>4–6</td>
<td>0–3</td>
</tr>
</tbody>
</table>
| Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context | - Outstanding response beyond normal expectations  
- Intelligent and mature ideas  
- Extensive knowledge of features of the type of text  
- Writing maintains focus  
- Coherence in content and ideas  
- Highly elaborated and all details support the topic  
- Appropriate and accurate format | - Very good response demonstrating good knowledge of features of the type of text  
- Maintains focus – no digressions  
- Coherent in content and ideas, very well elaborated and details support topic  
- Appropriate format with minor inaccuracies | - Adequate response demonstrating knowledge of features of the type of text  
- Not completely focused – some digressions  
- Reasonably coherent in content and ideas  
- Some details support the topic  
- Generally appropriate format but with some inaccuracies | - Basic response demonstrating some knowledge of features of the type of text  
- Some focus but writing digresses  
- Not always coherent in content and ideas  
- Few details support the topic  
- Has vaguely applied necessary rules of format  
- Some critical oversights | - Response reveals no knowledge of features of the type of text  
- Meaning is obscure with major digressions  
- Not coherent in content and ideas  
- Very few details support the topic  
- Has not applied necessary rules of format |
| **LANGUAGE, STYLE AND EDITING** | 9–10        | 7–8      | 5–6      | 3–4        | 0–2        |
| Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling | - Tone, register, style and vocabulary highly appropriate to purpose, audience and context  
- Grammatically accurate and well-constructed  
- Virtually error-free | - Tone, register, style and vocabulary very appropriate to purpose, audience and context  
- Generally grammatically accurate and well-constructed  
- Very good vocabulary  
- Mostly free of errors | - Tone, register, style and vocabulary appropriate to purpose, audience and context  
- Some grammatical errors  
- Adequate vocabulary  
- Errors do not impede meaning | - Tone, register, style and vocabulary less appropriate to purpose, audience and context  
- Inaccurate grammar with numerous errors  
- Limited vocabulary  
- Meaning obscured | - Tone, register, style and vocabulary do not correspond to purpose, audience and context  
- Error-ridden and confused  
- Vocabulary not suitable for purpose  
- Meaning seriously impaired |