GUIDELINE FOR TEACHING AND WRITING ESSAYS AND TRANSACTIONAL TEXTS

English Grades 10 - 12

Home Language

First Additional Language

Second Additional Language
CONTENTS

1 Introduction
2 Process writing
3 Essays
3.1 Narrative essay
3.2 Descriptive essay
3.3 Reflective essay
3.4 Argumentative essay
3.5 Discursive essay
3.6 Expository essay

4 Longer Transactional Texts
4.1 Informal letter
4.2 Formal letter
4.2.1 Letter to the editor
4.2.2 Letter of application
4.3 Curriculum Vitae (CV) and covering letter
4.4 Writing an article
4.5 Agenda and minutes of the meeting
4.6 Report (Formal and Informal)
4.7 Speech
4.8 Dialogue/ interview
4.9 Review
4.10 Obituary

5 Shorter Transactional Texts
5.1 Advertisement
5.2 Invitation
5.3 Flyer
5.4 Poster
5.5 Diary
5.6 Postcard
5.7 Direction
5.8 Instructions
5.9 Writing an email
5.10 Filling in a form
1. INTRODUCTION

The purpose of this guideline is to briefly guide teachers and learners on the aspects of writing and presenting. Also, the guideline aims to produce competent, versatile writers who use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

Writing and presenting allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively. Knowledge of language structures and conventions will enable learners to produce coherent and cohesive texts. Language structures should be taught for constructing texts in their context of use. The application of language structures should not be restricted to the analysis of isolated sentences. It should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters and reports which learners learn to read and write in school.

The above skills, writing and presenting, should be integrated. In integrating these skills, the focus on one skill can lead to practice in another. For example, a learner involved in a debate will read an argumentative/discursive essay and then produce his own written argumentative/discursive essay using language structures.

This guideline may be used by teachers and learners of English Home (HL), First (FAL) and Second Additional Languages (SAL). Teachers and learners should be guided by the relevant CAPS document for each language level as this document covers a range of writing texts.

2. WRITING AND PRESENTING

Writing and presenting combines three elements:

1. using the writing process;
2. learning and applying knowledge of the structure and features of different text types;
3. learning and applying knowledge of paragraph and sentence structure and punctuation.
PROCESS WRITING

Writing instruction usually involves producing a text through the writing process. However, not every step of the process will be fully required on every occasion. For example, if learners are writing a familiar text type, they will not need to analyse its structure and language features in so much detail. Writing and designing texts is a process and learners need the opportunity to put this process into practice. The process may unfold as stated below:

A learner should:

- decide on the purpose and audience of a text to be written and/or designed;
- brainstorm ideas using, for example mind maps, flow charts or lists;
- organise ideas;
- read draft critically and edit. At this stage, the following must be kept in mind
  - avoid fancy characters and capital letters in the middle of sentences
  - sms language is not allowed (u vs you)
  - identify careless errors (they’re vs their/ its vs it’s)
- produce a well-designed final version.

Note

- Learners should often be given the opportunity to write freely without an assessment requirement. In this regard, teachers may focus on a particular skill or sub-skill being dealt with during that particular stage of the process, without fully assessing the produced text.
• Teachers should ensure that learners are familiar with the rubrics for assessment, as well as how descriptors are used to assess the texts. Learners may be given a copy of each rubric so that they may use such in self and/or peer assessment.

• Peers should also learn to edit one another’s work as this interaction is an important part of the process writing which improves own and other’s awareness of the process.

• Teachers should provide learners with positive feedback to ensure improved writing skills.

3. ESSAYS
An essay is an extended piece of writing, in which a writer expresses his/her point of view on the topic given. It should have an introduction, body and conclusion. A brief explanation of each follows:
Introduction
The introduction should catch the reader’s attention. It must be striking and entice the reader to continue reading.

Body
The body comprises the full content of the essay. The body must be divided into paragraphs, each of which must have a main idea with supporting details.

Conclusion
The conclusion rounds-off of the essay. This should effectively tie up all that was presented by the writer.
BrainStorm

INTRODUCTION
- The introduction is the most important part.
- It should not exceed five short sentences.
- Avoid starting your essay with "One day..." or "In this essay I am going to..."

CONCLUSION
- The conclusion should be thought provoking and leave the reader with a lasting impression of your work.

TOPIC:
- Underline the key words to ensure you do not go off the point.
- Ask the questions: Who, what, when, where and how.
- Plan the essay by using a mind map.

Main idea 1
- Each paragraph should have a main idea with supporting detail that develop the main idea.

Main idea 2
- Paragraphs should be varied in length.
- There should be a logical sequence of ideas/events.

Main idea 3
- Avoid sentences that are too long. They should be well-constructed and varied.
The length of texts ranges from:

<table>
<thead>
<tr>
<th>Language level</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English HL</td>
<td>300-350 words</td>
<td>350-400 words</td>
<td>400-450 words</td>
</tr>
<tr>
<td>English FAL</td>
<td>150-200 words</td>
<td>200-250 words</td>
<td>250-300 words</td>
</tr>
<tr>
<td>English SAL</td>
<td>150-180 words</td>
<td>180 – 200 words</td>
<td>200 – 250 words</td>
</tr>
</tbody>
</table>

3.1 Narrative essay

A narrative essay tells a story or tells of a past event. It does not have to be a true story, or based on your life/experience. It can be written from any perspective.

Hereunder follows possible topics:

- The last time I saw them.
- #Hashtag
- Hidden away at the back of a drawer

Consider the following when writing a narrative essay:

- The story must have a strong story line and be convincing even if it is fiction.
- A narrative essay is usually written in the past tense.
- The introductory paragraph should capture the reader’s attention.
- An unusually interesting ending gives a story the final touch.
- The reader’s interest must be maintained until the end. The style, rhetorical devices and action must ensure sustained interest.
• A successful narrative vividly highlights sensory details such as sight, sound, taste, smell and tactile sensations.
• A narrative essay often has a strong descriptive element.

Below follows an example of how a narrative story may be introduced:

Suddenly there was absolute silence….
It was a cold stormy night. The thunder was screaming in a gruesome voice. The rain was pouring like a waterfall onto the window sill. As usual I was alone – scared.

3.2 Descriptive essay

In a descriptive essay, the student describes a person, memory, situation, place, experience or any object. In contrast to other types of essays, the descriptive essay allows the writer to use many figures of speech, and, descriptors like adjectives and adverbs, thus enabling him to create a powerful image of what he is describing. The writer presents the text in a manner that leads the reader into the writer’s perspective of the subject the writer is describing.

Example topics:
• Beauty
• An explosion of colours
• The season that brings out the best in me

Consider the following when writing a descriptive essay:
• The writer should create a picture in words using adjectives and adverbs.
• It is usually written in the present or past tense.
• Words and expressions are chosen carefully to achieve the desired effect.
• Images of sight, sound, hearing, taste and touch can be used to make the description vivid.
• Figures of speech are used in original ways.
• Learners should ideally have experience of the topic. It is very difficult to describe something without having first-hand knowledge.

Hereunder follows an example of an introductory paragraph for a descriptive essay.

The Karoo

A vast expanse of scorched sand, small bushes, trees covered by dust. A dome of rich blue, governed by the fierce ball of fire, then dipping slowly downwards to meet the sand on the horizon. Lifeless, you would think. Think again? The Karoo has a life of its own.

3.3 Reflective essay (Home and First Additional Language)

In a reflective essay the writer contemplates an idea and gives his or her emotional reactions and feelings. The writer could, for example, reflect on dreams or aspirations. It presents a set of thoughts and ideas about a topic, with no particular attempt to argue for or against anything.

See a graphic presentation of a definition and guide on how to write a reflective essay below.

What is a reflective essay?

An analytical piece of writing

Describe the facts that made up the event or the experience – set the scene

Evaluate the experience

https://www.slideshare.net/b.nicolls/how-to-write-a-reflective-essay
Hereunder follows possible topics:

- Today I am wiser than before.
- The challenges of life today.
- The Joy of helping others

Consider the following when writing a reflective essay:

- A reflective essay is subjective.
- Feelings and emotions play a major role.
- A substantial part of the essay may be descriptive. These descriptions should be vivid and aim to recreate recollections or feelings of the writer in the reader.
- The ideas, thoughts or feelings expressed should reveal sincerity and personal involvement.

Below follows an example of an introductory paragraph for a reflective essay.

**The moment of truth.**

Everyone has that one moment which changes one’s life. A moment that wish had never happened. A moment that you cannot avoid or escape. The moment of truth.

- Hereunder, see an illustration of how the same topic can be interpreted either as a descriptive essay or reflective essay.

<table>
<thead>
<tr>
<th>Descriptive vs Reflective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic (Past experience)</strong></td>
</tr>
<tr>
<td>My first day at high school</td>
</tr>
</tbody>
</table>
confirmed, skills he had to develop or acquire to fit in to his new environment

https://www.slideshare.net/b.nicolls/how-to-write-a-reflective-essay

3.4 Argumentative essay (Home and First Additional Language)

In an argumentative essay, the writer has a specific opinion or viewpoint and argues to defend or motivate his or her position. The opinion of the writer should be clear throughout. This is a subjective essay in which the writer tries to convince the reader to share his or her point of view.

Below follows possible topics:

- Teenagers are not really rebellious they are just misunderstood.
- Young people are influenced more by their friends than by their parents.
- The future of South Africa depends on foreign investment.

Consider the following when writing an argumentative essay:

- The essay should start with the writer's view of the topic in an original and striking way.
- The writer should give a range of arguments to support and substantiate his or her view.
- The writer focuses on points for OR against a statement.
• An argumentative essay is subjective and strong opinions are expressed. A variety of rhetorical devices and persuasive techniques should be used.

• The language used is emotive and can be emotional but should not be rude.

• The conclusion should be a strong, clear and convincing statement of the writer's opinion.
Argumentative and Discursive writing:
building an argument

Main Idea
Here's what I think

Evidence to back up my reasons

1.
2.
3.

Here are my reasons

1.
2.
3.

You could argue that...

But here's the weakness...

Counter Argument

PRO

CON

When you weigh all the evidence, you can conclude that...

STRONG

FINISH
3.5 Discursive essay (Home and First Additional Language)

A discursive essay is objective and aims to give a balanced view of both sides of an argument. The writer considers various aspects of the topic under discussion and presents opposing views impartially. The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well balanced and clearly analysed in the course of the essay.

Hereunder follows possible topics:

- Giving children pocket money as a reward for hard work builds character.
- Your future is not created by others, but by yourself.
- Freedom of choice has both advantages and disadvantages.

Consider the following when writing a discursive essay:

- The writer should understand and be able to reflect both sides of the argument in an impartial and well informed way.
- The writing must be lucid, rational and objective. Calm, well-reasoned and well supported statements should be made.
- The tone should be unemotional and convincing without being condescending.
- The writer may give an indication of his or her opinion at the end of the essay but this should only be done in conclusion.

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**Technology has improved our lives**

Some people believe that technology is bad, whilst others believe that it is fantastic. However, everyone must agree that now it is hard to imagine the world without it. Technology cannot be blamed for what goes wrong in the world, we should rather blame the people who use it badly.
3.6 Expository essay (for enrichment only)

Expository writing communicates ideas or information in a logical way. This is a factual essay in which the writer explains ideas or gives facts in a systematic way. An expository essay is well researched and ideas are supported by facts and figures.

Example topics:

- More than a thousand people are killed in road accidents during the December holiday. How can this carnage on our roads be stopped?
- Discuss how you would go about collecting funds for the matric farewell party.

Consider the following when writing an expository essay:

- A thorough understanding of the topic is required.
- Good research is vital as statements have to be supported by facts.
- As the reader may not have a specialised understanding of the topic, the writer should clarify any concepts which may be unfamiliar.
- Ideas must be organised logically and take the reader from the known to the unknown.
- An expository essay is generally written in the present tense.

Note:

While the various essay kinds seem independent of each other a learner’s response may be a combination of different types of essays.
LONGER TRANSACTIONAL WRITING
4. **LONGER TRANSACTIONAL TEXTS**

Transactional writing texts are either a response or an initiation of a response. As implied, these texts are a transaction. For example, a letter of appreciation will possibly yield a response, as much as a speech will get the audience won over or yelling in disagreement.

The length of texts ranges from:

<table>
<thead>
<tr>
<th>Level</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL</td>
<td>180 –200 words</td>
<td>180 –200 words</td>
<td>180 –200 words</td>
</tr>
<tr>
<td>FAL</td>
<td>120-150 words</td>
<td>120-150 words</td>
<td>120-150 words</td>
</tr>
<tr>
<td>SAL</td>
<td>80 – 100 words</td>
<td>80 – 100 words</td>
<td>80 – 100 words</td>
</tr>
</tbody>
</table>

The table below illustrates the differences between Informal and Formal letters:

<table>
<thead>
<tr>
<th></th>
<th>Informal</th>
<th>Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience</strong></td>
<td>• writing to a friend or a member of your family.</td>
<td>• writing to a person you may not know personally or who you know in a more formal way.</td>
</tr>
<tr>
<td></td>
<td>• language and tone will be informal with a friendly approach</td>
<td>• language and tone is formal</td>
</tr>
<tr>
<td></td>
<td>• may have a chatty tone but slang is not allowed</td>
<td>• always be polite</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>• to keep in touch with someone you know or are related to.</td>
<td>• to apply for a job</td>
</tr>
<tr>
<td></td>
<td>• to give information and enquire about things that are of mutual interest e.g. family matters, gossip or sharing news, congratulate or sympathise</td>
<td>• to give your views on an issue of concern to you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• to complain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• to request information</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>• include your address and the date.</td>
<td>• include your address and the date</td>
</tr>
<tr>
<td></td>
<td>• salutation will be formal with use of the first or</td>
<td>• include the address of the recipient.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Content | familiar name e.g. Dear Gran, Dear Andy.  
bullet ending/closing will be informal, such as ‘Your best friend/ Yours sincerely/Your favourite niece’ | salutation is more formal, ‘Dear Mr Monyaki’ or ‘Dear Sir/Madam’  
bullet include topic line  
bullet ending/closing will be formal such as ‘Yours faithfully.’ (If letter was started with the name of the person ‘Dear Mr Monyaki’ then the letter may end with ‘Yours sincerely’  
bullet signature and name of sender  
bullet topic will tell you what the content should be.  
bullet plan opening paragraph, central points and organise what you want to say. | topic will tell you what the content should be.  
bullet plan opening paragraph, central points and organise what you want to say.  
bullet arguing or putting across your points logically is important and strengthens your case  
bullet be concise and to the point |
4.1 Informal letter

Example of an informal letter

Instruction

Your uncle sent you money to pay for your matric farewell outfit. Write a letter to thank him for his contribution.

8 Serengeti Street
Triangle
Smallville
2037
12 February 2018

Dear Uncle Bully

It was great………………………………………………………………………………………………
………………………………………………………………………………………………
I am planning to …………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………...
My mother ……………………………………………………………………………………..
…………………………………………………………………………………………………….
…………………………………………………………………………………………………….
I want to thank ………………………………………………………………………………..
……………………………………………………………………………………………….
………………………………………………………………………………………………
Yours sincerely

Bongani
### 4.2 Formal letter

#### 4.2.1 Letter to the Editor

**Instruction**

You have had many electricity and water disruptions in your area. Write a letter to the editor of your local newspaper expressing your views and feelings about it.

<table>
<thead>
<tr>
<th>8 Serengeti Street</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangle</td>
</tr>
<tr>
<td>Smallville</td>
</tr>
<tr>
<td>2037</td>
</tr>
<tr>
<td>12 February 2018</td>
</tr>
</tbody>
</table>

The Editor  
The Triangle Tribune  
PO Box 123  
Smallville  
2037  

Sir /Madam

Electricity and water disruptions

During the past month we have experienced ........................................

..............................................................................................................

The consequences of these disruptions .................................................
Several requests were made to the municipality to investigate the cause of these disruptions but to date they have not responded. Going public with our plight is our last resort…….

Yours faithfully

B Monyaki

4.2.2 Letter of application

8 Serengeti Street
Triangle
Smallville
2037
12 February 2018

The Manager
Name of firm
Address

Dear Sir/Madam

APPLICATION FOR VACANT POST

I, name and surname, would like to apply for the post of (name the post) as advertised in (name magazine/ newspaper).

Give details of yourself and qualifications.

Mention why you consider yourself suitable for the post.

I am available for an interview at any time convenient to you.
I hope my application will be considered favourably.

Yours faithfully

Signature

Initials and surname

<table>
<thead>
<tr>
<th>Type of letter</th>
<th>Informal</th>
<th>Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A letter of thanks to a family member that contributed to your studies.</td>
<td>A letter to a company thanking them for their donation.</td>
<td></td>
</tr>
</tbody>
</table>
4.3 Curriculum Vitae and covering letter

A Curriculum Vitae (CV) is a document through which the writer presents himself/herself to the world. The document should present a strong, first impression of the candidate. It should present information clearly, objectively and concisely.

Remember, a CV must address the post for which the candidate seeks employment. For example, a candidate who applies for a sports-related post will present a CV which speaks more about the candidate’s prowess in sports than in the academic.

The following aspects must be addressed:

- Personal details
- Formal Qualifications
- Work experience (if applicable)
- Referees
According to the CAPS and the Examination Guideline 2017, the CV and covering letter is assessed as a combination. For the format of the covering letter, please refer to the letter of application at 4.2.2.

A covering letter is a summary of the contents of the CV and is always accompanied by a detailed CV. The purpose is to introduce the applicant and provide information on why the applicant would be the most suitable candidate for the position.
CURRICULUM VITAE OF ______________

PERSONAL DETAILS
Surname and full names
Date of birth
Identity number
Address
Contact numbers
Gender
Marital status
Dependants
Religion
Nationality
Criminal record

FORMAL QUALIFICATIONS
Secondary education
Name of institution
Highest qualification obtained
Year of completion

Tertiary education
Name of institution
Highest qualification obtained
Year of completion

WORK EXPERIENCE
Name and address of employer
Date of employment
Position

REFEREES
Name  Relationship  Contact number
1.
2.
3.
4.4 Article

A magazine or newspaper article is written to inform, persuade and entertain. The style and tone of an article written for a school magazine will differ from an article written for a local newspaper or magazine.

- The heading must be attractive and interesting.
- The style should be lively, neutral or informal, speaking directly to the reader. It can be descriptive and figurative, appealing to the imagination of the readers.
- Names, places, times, positions and any other necessary details should be included in the article.
- Divide your ideas into clear paragraphs.
- The article should stimulate interest and keep the reader absorbed.

Instruction:

You have been asked to write an article on the happiest days of your life. This article will be published in a teen magazine.

<table>
<thead>
<tr>
<th>The happiest days of your life?</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Mpho Dlamini</td>
</tr>
</tbody>
</table>

School days should be a happy time in a young person’s life. What can make people’s lives a misery during this time, then? In my opinion, there is one word which answers this question - bullying.

Bullying is quite common in schools. It can affect learners of any age and gender. Cyber bullying has become a modern hazard to many teenagers. A friend of mine had a very negative experience last year when nasty messages were posted about him on Facebook. His school work deteriorated and some days, he did not want to come to school at all.

What can we do to stop this problem? Personally, I think teachers need to be aware that bullying may be happening in their classes and be very strict when they are aware of it. As for learners, if they find out a classmate is being bullied, they should support them as much as possible.

Bullying can be a nightmare but there are things we can do to prevent it. Hopefully, one day all student will be able to go to school without fear of being bullied. School days will then be the happiest days of your life.
4.5 Agenda and minutes of the meeting

An agenda gives an outline of what is to be discussed at a meeting.

The following items must be included in an agenda.

<table>
<thead>
<tr>
<th>Name of organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and time and venue of meeting</td>
</tr>
</tbody>
</table>

Agenda items:
1. Opening and Welcome
2. Apologies
3. Attendance
4. Reading and adoption of minutes of previous meeting
5. Matters arising
6. New matters
6.1 Dwindling number of library users
6.2.
7. General
8. Date of next meeting
9. Closure

The minutes of a meeting are a record of what happened at a meeting and decisions that were taken.

The minutes must:
- Reflect the name of the organisation
- Show the date, the place and the time at which the meeting was held
- State the name of the people who attended the meeting – can be added as an annexure, attendance register
- Quote resolutions word for word
- Provide a summary of what was proposed and finally agreed upon
- Be written in the past tense
- Leave out trivialities like jokes
- Only become legal and binding once signed and dated by the chairperson after being read and adopted in the next meeting
- Indicate time meeting ended

Example of format:

Name of Organisation
Smallville Public Library

Date and time and venue of meeting
Minutes of meeting held on 12 February 2018 in the Smallville Public Library boardroom at 9h00.

Agenda items:

Opening and Welcome
1. The chairperson, Mr Blue, opened the meeting and welcomed all members present.
   Apologies
2. Mr Grey was on leave.
   Attendance
3. Refer to attached attendance register
   Reading and adoption of minutes of previous meeting
4. Minutes of previous meeting were read and adopted by Mrs Black and seconded by Mr Green.
5. Matters arising from the minutes
5.1 Mrs Yellow reported on the progress of the farewell function arrangements of Mr Orange who was retiring at the end of March.

6  
6.1 It was noted with concern that the number of secondary school learners visiting the library had dwindled. It was decided that Ms Violet and Ms Indigo would embark on a campaign to recruit learners from the local secondary schools by visiting the school.

6.2

7. General
The staff was reminded of the black and red theme for Valentine’s Day.

8. Date of next meeting
12 March 2018 at 9h00.

9. Closure
The meeting closed at 10h00

4.6 Report (formal and informal)

Reports are factual accounts or summaries written in a formal concise manner. They are usually assigned or requested.
<table>
<thead>
<tr>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A recipient</td>
</tr>
<tr>
<td>• A sender</td>
</tr>
<tr>
<td>• A topic</td>
</tr>
<tr>
<td>• Introduction</td>
</tr>
<tr>
<td>o Briefly explain background and purpose of report</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<td>• Introduction</td>
</tr>
<tr>
<td>o Briefly explain background and purpose of report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigation</td>
</tr>
<tr>
<td>o Procedure followed to gather information</td>
</tr>
<tr>
<td>• Findings</td>
</tr>
<tr>
<td>o Based on investigation</td>
</tr>
<tr>
<td>• Recommendations</td>
</tr>
<tr>
<td>o Based on findings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Should be factual account of incident/accident/ situation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Briefly draw together findings and recommendations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Briefly summarise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Sign and date report</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formal language to be used</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Sign and date report</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Informal format but formal language to be used</td>
</tr>
<tr>
<td>• No slang or colloquial language</td>
</tr>
</tbody>
</table>

### 7 Speech

A speech is a written account of an oral address with a specific purpose in mind. The purpose will be determined by the topic.

- The sign of a good speech is capturing and holding the attention of the audience.
Example of a Speech

**Instruction:** You, as a former learner of your school, were asked to deliver a motivational speech to the current matric class. Write the speech you will deliver.

---

**Why Dreaming Big Is Not Always Good**

Good morning matrics.

I have an important question for you, – which way of thinking is better, dreaming big or being satisfied with small things?

My whole life I thought I was going to be huge. I constantly scored at the top of the class. Over time, however, my motivation turned into something unhealthy. I started to believe that I was entitled to success. The first ominous sign came when I didn’t get a perfect score at the university entrance exams.

I started to feel like a failure. Now you are probably wondering, “What does it have to do with dreaming big?” Here’s my answer: I always dreamed big, and this made me overlook tiny successes. Dreaming
big is good, as it helps a person set far-reaching goals and do bold things. But it can only work if a person has a healthy relationship with failure and takes tiny steps.

My wish for you is that you will always dream big despite setbacks on your road to success.

4.8 Dialogue/Interview

- A dialogue is a conversation between two people. It is a record of the exchanges as they occur, directly from the speaker’s point of view.
- An interview is similar to a dialogue. The major difference is that the one speaker probes the other by asking questions.

When writing a dialogue/interview:
- write the names of the characters on the left side of the page;
- use a colon after the name of the character who is speaking;
- use a new line to indicate each new speaker;
- avoid using long greetings and introductions – respond to the brief in the question
- advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken;
- sketch a scenario before you start writing.

Scenario
Suzanne and Renske have just realised that they share a passion for popcorn.

4.9 Review

A review is an individual’s response to a work of art, film, book, TV programme, Reviews might appear in a magazine or newspaper.
When writing a review the following must be included:
  o the title of the movie/book
  o the author/ director/producer

A review must contain a brief discussion of:
  o the setting
  o characterisation
  o stylistic effects
  o style of writing
  o a judgement and recommendation

Format:
  o **Introduction:**
    providing brief background, e.g. ‘This is the third book/film in …’
  o **Body**
    brief discussion of key incidents without giving away the plot
  o **Conclusion**
    opinion/ recommendation

Style and tone
  o formal tone
  o subjective

An example of a book review follows

---

*Born a Crime: Stories from a South African Childhood*
I am generally a pretty critical reader, and it's almost embarrassing to write such a glowing review, but I can say without reservation that this book is a treasure.

Trevor Noah is a superb storyteller, and this memoir is his eloquent and touching account of growing up as the mixed race child of a single mother, living in poverty in deeply racist and sexist South Africa. He provides an inside look at a life very different from what almost anyone has experienced. The book reads like a novel, but it is so much more affecting because it is true.

It is a superbly written story of a perceptive and resilient child thriving in very difficult circumstances, and it beautifully captures these circumstances seen through the eyes of a child.

As I turned the last page, I smiled at the ending, which was perfect, but I also felt sad that the story ended. I want to know what happened next. I hope he will write a sequel.

https://www.amazon.com/gp/customer-reviews/

4.10 Obituary

An obituary is a notice of the passing on of someone known by the target audience. Over and above ‘formally’ announcing the death, it also sketches the cause of death as well as the funeral arrangements.

The aspects below must be included:

- full name of the deceased
- date of birth, date of death
- where person was living at time of death
- birthplace
- key survivors and their names
- time date place of funeral
- a tribute

Some of the following may be included:
- cause of death
- biographical information

**Style and tone**
- formal tone
- concise
- euphemisms may be used, e.g. *passed away* instead of *died*

---

### Basic Obituary Template

<table>
<thead>
<tr>
<th>Heading: name and surname of deceased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of birth and year of death</td>
</tr>
<tr>
<td>Name and surname of deceased ....... , age ......, passed away on ........(date) at</td>
</tr>
<tr>
<td>.....(place). Cause of death ...... .</td>
</tr>
</tbody>
</table>

Born in ...(town/city), he was the son/daughter of ...... (parents). He/she attended...
(school) / graduated at ...( University/CUT/ College). He/she was employed at ...
(place of work) and worked as .... (job title).

He/she (name) was a member of (church /organisations/ groups/ committees/RCL).

He /she enjoyed .... (hobbies/activities, etc).

Pay tribute *(depending on what is asked in question paper)*

He/she is survived by wife/husband, children, grandchildren, etc. *(be very careful to determine this. If it is a child, then it will be parents and siblings. If a grandmother/grandfather then there must be grandchildren)*.

The funeral service will be held on .... (date) at ....(time) at ....(place and address).
He/she (name) will be remembered for his/her ... (personality traits/things)

SHORTER TRANSACTIONAL WRITING
5. **SHORTER TRANSACTIONAL TEXTS (Only FAL and SAL)**

The length of texts ranges from:

<table>
<thead>
<tr>
<th>Language level</th>
<th>Gr 10</th>
<th>Gr 11</th>
<th>Gr 12</th>
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</thead>
<tbody>
<tr>
<td>English FAL</td>
<td>80-100 words</td>
<td>80-100 words</td>
<td>80-100 words</td>
</tr>
<tr>
<td>English SAL</td>
<td>50 -70 words</td>
<td>50 -70 words</td>
<td>50 -70 words</td>
</tr>
</tbody>
</table>

5.1 **Advertisement and Flyer/Poster**

The purpose of an advertisement is to persuade someone to buy something or use a service.
An advertisement must include:

- persuasive techniques
  - grab the attention of the reader
  - keep the interest of the reader
  - create a desire for the product
  - persuade the buyer to act

- a description of the product/company/service/event
- where applicable include brand name and slogan
- if it is a product/service/company, information on where to find it
- contact information
- if it is an event, the retails of the venue and the date
- style and tone
  - use figurative language such as similes, metaphors, puns, alliteration and assonance, hyperbole and onomatopoeia

- Note: no marks will be awarded for illustrations.

Example of an advertisement

Instruction:

Your family wants to start a transport service for learners to and from school. They have asked you to create an advertisement that will be placed in a local newspaper.
Tired of those Transport woes?
Struggling to get your kids to school safely and on time?

Change to HIPPO’S HAPPY HOP TRANSPORT SERVICES for transport that is
- safe
- reliable
- affordable.

Learners are picked up and dropped in front of your home.

We pride ourselves on punctuality and all our vehicles are roadworthy.

R400 per month per child. 10% discount if you pay in advance for the year.

We cover all school routes in Smallville.

Contact Strini or Harold at 074 456 7890 to secure a seat for your child today.
5.2 Invitation

An invitation is a short text to invite someone to an event or to do something. An invitation must include

- the date, venue and time at which the occasion will start
- the nature of the event

An invitation may also include

- RSVP
- dress code

Style and tone

- the context will determine if it is formal or informal
- full sentences are not necessary

Example of Invitation

Instruction

Your school will be hosting a yearly concert in which learners will perform. As the chairperson of the Representative Council of Learners (RCL), you have been asked to invite members of the school Governing Body (SGB) to attend this concert.

Write out the content of your invitation card.

INVOICE TO ANNUAL SCHOOL CONCERT

The RCL cordially invites members of the School Governing Body to attend The Smalville Secondary School annual evening of magical entertainment. Come and see our learners showcase their talents at this special event in the school hall on 17 August at 17h30 for 18h00. You will be blown away by the variety of items and the flair with which our learners perform.

RSVP Miss Seema Wallace (school secretary) by 14 August 2018 at 073 2567891 or wallaces@smallville.co.za.
5.3  Diary entry

A diary entry is a record and reflection on personal experience. The number of entries will be determined by the question.

A diary entry

- must reflect a date for each entry
- must be written in the first person
- must express feeling and emotions
- will be informal in style

Example of a diary entry:

Instructions
You recently participated in a talent contest. Write TWO diary entries. The first entry must indicate how you felt before the talent contest and the second entry must express how you felt after the contest.

27 APRIL 2018
Dear Diary
My nerves are shattered. My stomach is filled with butterflies and my hands are sweaty and won’t stop shaking. I’m so nervous about this talent show tonight. What on earth made me decide to compete in the first place and why did I choose singing as my talent?

28 APRIL 2018
Dear Diary
The show wasn’t so bad after all. I went on stage and did great. I obtained second place and couldn’t be happier. I guess the nervousness was unnecessary; after all, everybody applauded me! I am so proud of myself!
5.4 Postcard

A postcard has limited space; as a result the writing will be concise.

A postcard must

● have concise and brief sentences
● have an informal tone,
● have greeting/ salutation and the name of the sender

Note: avoid slang or colloquial language

Example of postcard

Instruction:

You are on holiday. You have decided to send your parents a postcard, telling them about the holiday. Write the text of the postcard that you will send them.

Mom and Dad

Having a fantastic holiday! The scenery is stunning, very different from place to place. We have driven quite a distance so far. After two weeks we are getting used to the foreign culture and food. Now tanning on the beach. Frederick is the only one swimming in the sea! He must be crazy - still too cold for me! Leaving tomorrow for the mountains - looking forward to hiking and abseiling if the weather permits. Missing everybody back home.

Love you lots.

Zanele and Frederick
5.5 Directions

We use directions when we are telling someone how to get somewhere.

Directions must
- have a scenario
- be concise and clear
- be in chronological order (listing them will be easier)
- refer to a specific direction
- indicate the approximate distance
- provide information about landmarks along the way
- be written using the imperative form

Example of Directions:

Instruction:
You have decided to start a study group at your house, but not all learners know where you live. Give them directions from the school to your house.
Directions from school to house
1. Exit the school and turn right into Walter Street.
2. Walk down Walter Street for approximately 100m.
3. At the four ways crossing, turn left into Church Street.
4. Pass Checkers on your left-hand side.
5. Keep straight on that road until you have crossed the second set of traffic lights with Pick & Pay on your left-hand side.
6. Turn right into Boom Street.
7. On your right-hand side you will see Pep stores.
8. Walk a further 500m until you reach a T-junction.
9. Turn left into Solomon Street. The third house on the left-hand side is my house.

5.6 Instructions
We give instructions when we are describing how something is done through a series of sequenced steps.

Instructions must
● have a scenario
● be concise and clear
● be in chronological order (listing them will be easier)
● be written using the imperative form

Example of Instructions

Instruction:
Your cousin, who is in Grade 8, has to prepare and present a speech. He/She has asked you for assistance. Write a set of instructions that he/she must follow when preparing and presenting the speech.

Some tips on preparing and delivering an outstanding speech:
1. Research your topic comprehensively and gather facts and statistics to use.
2. Write a powerful and attention-grabbing introductory first sentence.
3. Use note cards; this will help you deliver a more fluent speech.
4. Practise your speech by saying it aloud.
5. Ask for help with words you cannot pronounce.
6. Use illustrations or graphs, this will help your audience to understand your statistics.
7. Don’t stress! Stress will cause you to stutter and stumble over your words.
8. Good luck with your speech. I have confidence that you will do wonderfully.

5.7 Write an email

The email, short for electronic mail, is the transmission of messages/sharing information via the internet to a recipient

TO: harold@hotmail.co.za; strini@webmail.co.za

CC: benadex@lantic.org.za; suffo@yahoo.uk;

SUBJECT: Outstanding reports
MESSAGE:

Dear Colleagues

You are reminded to submit all the outstanding reports by no later than Friday, 29 May 2018. A mid-term report template will be sent to you hereafter to facilitate uniformity. You are advised to consult Mr Foxtrot if you encounter any problems with the template.

Kind regards

Name of sender of email

Nomsa Twala

Note: the sender's email automatically reflects on the email.

5.7 Filling in a form

A form is used for various reasons, e.g. to apply for a job or leave, to enter competitions or contests.

When filling in a form:

- provide information as required
- be concise and accurate
- writing should be neat and legible

APPLICATION FOR ADMISSION TO TERTIARY INSTITUTION

<table>
<thead>
<tr>
<th>SURNAME</th>
<th></th>
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<tbody>
<tr>
<td>FULL NAMES</td>
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<tr>
<td><strong>GENDER</strong></td>
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<td><strong>ADDRESS</strong></td>
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<td><strong>SECOND CHOICE</strong></td>
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