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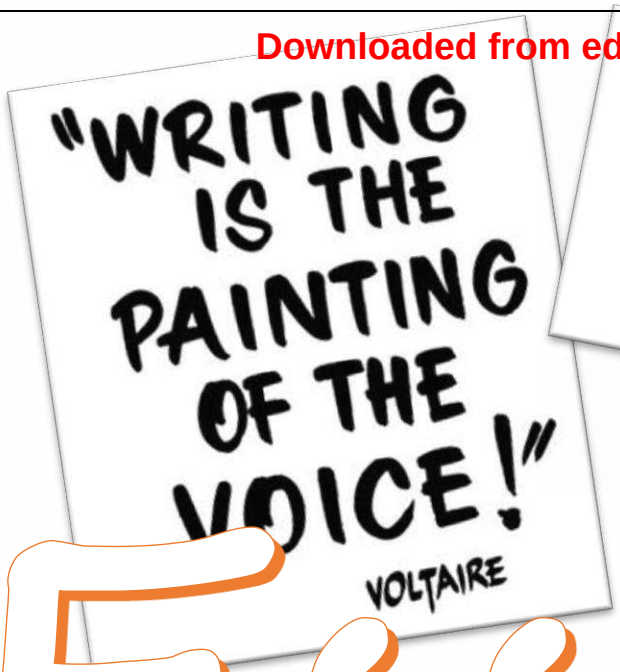

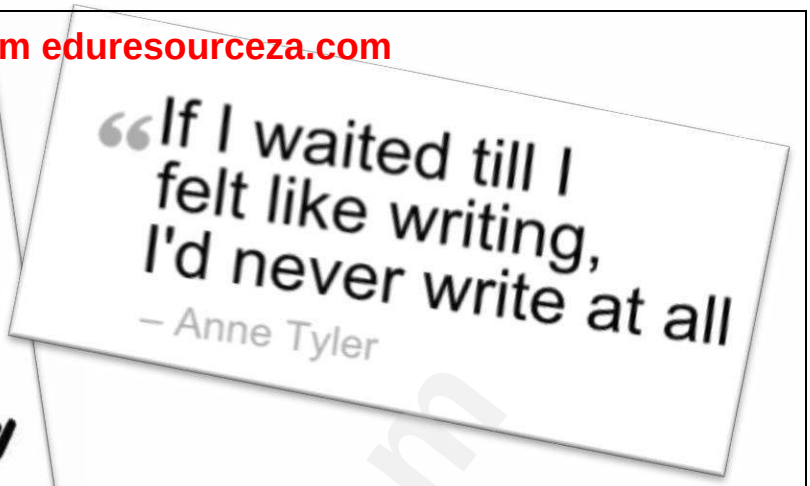

WBHS

Essay Preparation Pack

Understanding, Teaching, Marking

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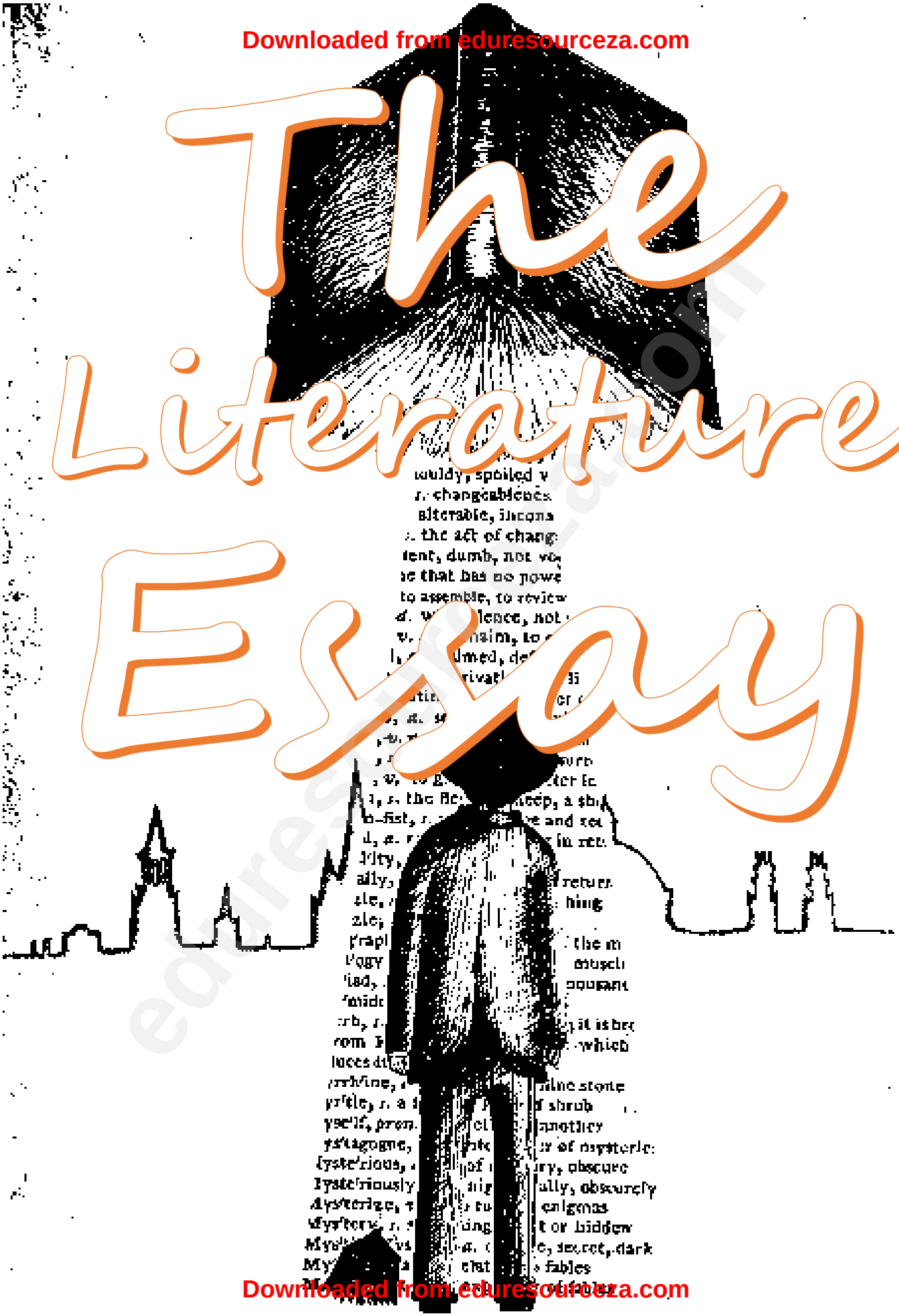
The Literature Essay



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HOW TO WRITE A LITERATURE ESSAY

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How to start

1. Underline the important instructional words in the essay question above. Make sure that you understand the question. When you understand the topic, you can now start planning.
2. Decide on your stance/ argument/ position (In this case whether you agree or disagree with the statement).

Planning phase- what to do.

- **Brainstorm all your ideas**. In this case, write down all the reasons why you agree or disagree with topic.
- **Structure your ideas:** Once you have all of your ideas, you can start evaluating which ones you think will be best for your topic. Eliminate ideas that will not work.
- **Prepare your evidence:** Next to each of your major points put examples from the novel/ play that support your argument. **NB** *Ask yourself if this argument answers the essay question.* **NB**
- **Decide on paragraphs**: Put your ideas in an order. Each major argument should form one paragraph.
- **Structure your paragraph like this** :
  - **P: Point – state your point**
  - **E: Explain your point**
  - **E: Provide evidence/ examples from the play/ novel**
  - **R: Relate your point back to the essay question.**

Keep the essay question in your mind at all times

Writing phase- what to do.

- Introductory paragraph:
  - Rewrite the essay topic in your own words and state your stance (say whether you agree or disagree).
  - Briefly mention the points you will give in support of your stance on the topic.
- Body paragraphs:
  - Have one paragraph for each major point.
  - Never retell the whole story. Only retell the bits of the story (examples) that back up your point and say something like this " this example shows us that…" and relate that example back to your point and the essay question.
  - Make sure that each paragraph follows the PEER outline.
- Concluding paragraph:
  - Never introduce new facts into your conclusion.
  - Here briefly say what you covered in your essay, and what you have now "shown" the reader. (Sum up your argument)
  - Never put in rhetorical questions in your conclusion.

Remember

- **Always give your essay a title.**
- **Always write in the present tense.**
- **When you mention the name of a play or a novel, put it in inverted commas.**
- **In plays you speak about the audience, in novels you speak about the reader.**
- **Your language must be formal. (No abbreviations, slang or colloquialism)**
- **Do not write conversationally** (E.g. So now you guys see ☹)
- **DO not write in the first person** (" I think …" rather say "so one can see…)
- **Your tone (your attitude to the subject) must be appropriate** – don't sound arrogant and don't attack.
- **You may make use of rhetorical questions**. (E.g. Why must looking after the house be considered a woman's job? Why do people assume that men are not nurturing?)
- **If needed, place points/facts in chronological order**.
- **Make sure that your paragraphs flow from one into the other**.
- Use words like "Also/ Furthermore/In Addition / Moreover" if you want to add to a point that you made in the previous sentence.

Use words like " Contrary/ However/ Conversely/ In opposition/ On the other hand" if you want to use the word "but" to start a sentence

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RUBRIC FOR MARKING THE ESSAY QUESTION FOR NOVEL AND DRAMA (SECTIONS B AND C)
Note the difference in marks awarded for content versus structure and language

CODES AND MARK ALLOCATION		CONTENT [15] Interpretation of topic. Depth of argument, justification and grasp of text.		STRUCTURE AND LANGUAGE [10] Structure, logical flow and presentation. Language, tone and style used in the essay
Code 7 80 – 100%	Outstanding 12 – 15 marks	- In-depth interpretation of topic, all aspects fully explored. - Outstanding response: 90%+. Excellent response: 80 – 89%. - Range of striking arguments extensively supported from text. - Excellent understanding of genre and text.	Outstanding 8 – 10 marks	- Coherent structure. - Excellent introduction and conclusion. - Arguments well structured and clearly developed. - Language, tone and style mature, impressive, correct.
Code 6 70 – 79%	Meritorious 10½ – 11½ marks	- Above average interpretation of topic, all aspects adequately explored. - Detailed response. - Range of sound arguments given, well supported from text. - Very good understanding of genre and text.	Meritorious 7 – 7½ marks	- Essay well structured. - Good introduction & conclusion. - Arguments and line of thought easy to follow. - Language, tone & style correct and suited to purpose. - Good presentation.
Code 5 60 – 69%	Substantial 9 – 10 marks	- Shows understanding and has interpreted topic well. - Fairly detailed response. - Some sound arguments given, but not all of them as well motivated as they could be. - Understanding of genre and text evident.	Substantial 6 – 6½ marks	- Clear structure & logical flow of argument. - Introduction & conclusion & other paragraphs coherently organised. - Flow of argument can be followed. - Language, tone & style largely correct.
Code 4 50 – 59%	Adequate 7½ – 8½ marks	- Fair interpretation of topic, not all aspects explored in detail. - Some good points in support of topic. - Most arguments supported but evidence is not always convincing. - Basic understanding of genre and text.	Adequate 5 – 5½ marks	- Some evidence of structure. - Essay lacks a well- structured flow of logic and coherence. - Language errors minor, tone & style mostly appropriate. Paragraphing mostly correct.
Code 3 40 – 49%	Moderate 6 – 7 marks	- Very ordinary, mediocre attempt to answer the question. - Very little depth of understanding in response to topic. - Arguments not convincing and very little justification from text. Learner has not fully come to grips with genre or text.	Moderate 4 – 4½ marks	- Structure shows faulty planning. - Arguments not logically arranged. - Language errors evident. Tone & style not appropriate to the purpose of academic writing. - Paragraphing faulty.
Code 2 30 – 39%	Elementary 4½ – 5½ marks	- Poor grasp of topic. - Response repetitive and sometimes off the point. - No depth of argument, faulty interpretation/ Arguments not supported from text. - Very poor grasp of genre and text.	Elementary 3 – 3½ marks	- Poor presentation and lack of planned structure impedes flow of argument. - Language errors and incorrect style make this a largely unsuccessful piece of writing. Tone & style not appropriate to the purpose of academic writing. - Paragraphing faulty.
Code 1 0 – 29%	Not achieved 0 – 4 Marks	- Response bears some relation to the topic but argument difficult to follow or largely irrelevant. - Poor attempt at answering the question. The few relevant points have no justification from the text. - Very poor grasp of genre and text.	Not achieved 0 – 2½ marks	- Difficult to determine if topic has been addressed. - No evidence of planned structure or logic. - Poor language. Incorrect style & tone. - No paragraphing or coherence.

NOTE: If a candidate has ignored the content completely and written a creative essay instead, award a 0 for both content, and structure and language.

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Creative Essays

Narrative

Descriptive

Discursive

Argumentative

Reflective

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Name: _____ Gr.11:___

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ASSESSMENT RUBRIC: ESSAY HOME LANGUAGE (50 MARKS)

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and content **30 MARKS**		28 -30	22-24	16-18	10-12	4-6
	Upper level	~Outstanding /striking response; beyond normal expectations; ~Exceptionally well organised and coherent (Connected), including introduction, body and conclusion	~Very well crafted response ~Fully relevant and interesting ideas with evidence of maturity ~Very well organised and coherent (Connected), including introduction, body and conclusion	~Satisfactory response ~Ideas are reasonably coherent and convincing ~Reasonably organised and coherent including introduction, body and conclusion	~Inconsistently coherent response ~Unclear ideas and unoriginal ~Little evidence of organisation and coherence.	~Totally irrelevant response ~confused and unfocused ideas ~Unorganised and incoherent
		25-27	19-21	13-15	7-9	0-3
	Lower Level	~Excellent attempt but lacks the exceptionally strong qualities of an outstanding essay ~Mature, intelligent ideas, ~Skilfully organised and coherent (connected) including introduction, body and conclusion	~Well-crafted response, ~Relevant and interesting ideas ~Well organised coherent (Connected), including introduction, body and conclusion	~Satisfactory response but some lapses in clarity ~Ideas are fairly coherent and convincing ~Some degree of organisation and coherence including introduction, body and conclusion	~Largely irrelevant response ~Ideas tend to be disconnected and confusing ~ Hardly any evidence of organisation and coherence.	~No attempt to respond to the topic ~Completely irrelevant and inappropriate ~Unfocused and muddled.
LANGUAGE STYLE AND EDITING Tone, register, style, vocabulary, appropriate to purpose/ effect and conventions, punctuation, grammar and spelling. **15 MARKS**		14-15	11-12	8-9	5-6	0-3
	Upper level	~Tone, register, style and vocabulary highly appropriate to purpose, audience and content ~Language exceptionally impressive ~Virtually error-free in grammar and spelling ~Highly skilfully crafted	~Tone, register, style and vocabulary largely appropriate to purpose, audience and content ~ Language is effective and a consistency appropriate tone is used ~Largely error free in grammar and spelling ~Very well crafted	~Tone, register, style and vocabulary appropriate to purpose, audience and content ~ Appropriate use of language to convey meaning ~Rhetorical devices used to enhance content	~Tone, register, style and vocabulary not appropriate to purpose, audience and content ~Very basic use of language ~Tone and diction are inappropriate ~very limited vocabulary.	~Language incomprehensible ~Tone, style, register and vocabulary less appropriate to purpose, audience and content ~Vocabulary limitation so extreme as to make comprehension impossible
		13	10	7	4	
	Lower Level	~Language excellent and rhetorically effective in tone ~Virtually error-free in grammar and spelling ~ Skilfully crafted	~Language engaging and generally effective ~Appropriate and effective tone ~Few errors in grammar and spelling ~Well- crafted	~Adequate use of language with some inconsistencies ~Tone generally appropriate and limited use of rhetorical devices	~Inadequate use of language ~Little or no variety in sentence ~Exceptionally limited vocabulary	
STRUCTURE Paragraph development and sentence construction **5 MARKS**		5	4	3	2	0-1
		~Excellent development of topic ~Exceptional detail ~Sentences, paragraphs exceptionally well-constructed.	~Logical development of detail ~Coherent ~Sentence, paragraphs, varied	~Relevant details developed ~Sentences, paragraphs well – developed Essay makes sense	~Some valid points ~Sentences and paragraphs faulty ~Essay still makes some sense despite flaws.	~~Necessary points lacking ~Sentences and paragraphs faulty ~Essay lacks sense

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CREATIVE WRITING ESSAY TIPS

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General tips

- Always plan : If you do not have some sort of plan you will inevitably waffle and your piece will lack good flow and structure.
- Always have a title that relates to your topic (topic 5 is not a title). A creative title is even better (Adrian's Adventures= boring title).
- Indicate the topic you have chosen above your title.

The Writing Paper – Do's and Don'ts

SECTION A: ESSAYS (ANSWER 1 QUESTION)

The marker will assess your **essay** based on 3 categories. If you want a good mark, you will need to do well in each of them.

1. CONTENT

• ANSWER the question! Every topic is asking a question or giving you an instruction – read your topic carefully and respond appropriately.

• An original response (unique story, unconventional opinion) will grab the marker's attention.

• Use what you know as inspiration for your piece.

• Be sincere and remain realistic – the marker will spot a fake a mile off.

• An imaginative introduction will do the trick.

• Make sure that your conclusion echoes your introduction - this will show off your ability to craft your response well. Make sure your story makes sense.

• In the body of your essay, remain thought-provoking and mature – ask rhetorical questions (but not too many) and then follow them up with a non-conventional answer.

2. LANGUAGE

• Correct language and proper use of punctuation, will obviously earn you high marks here.

• Avoid comma splices, split infinitives and be mindful of swopping tenses and pronouns.

• If you're telling a story, it is better to write in the past tense. Do not change tense. (Do not jump from present tense to past tense)

• Use inverted commas to indicate dialogue only. (Some students use inverted commas at the start of every sentence and that is not necessary)

• NEVER use foul or derogatory language – it shows a lack of self-respect and a miniscule vocabulary.

• Try and keep your tone in tune with your topic – don't be too familiar, but similarly, if you're too aloof, the marker will get the impression that you are being insincere.

• Use figurative language originally and appropriately – avoid clichés and overused, everyday similes. Try to incorporate the extended metaphor or use personification in your writing.

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• Do not use contractions or abbreviations. (e.g. etc., can't, don't, YOLO)

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3. STRUCTURE

- Now your construction is key – you MUST use paragraphs.
- Back up your opinions and arguments by providing detail – the more, the better (but don't overdo it).
- Vary the lengths of your paragraphs AND your sentences (so most of your paragraphs should contain a simple, complex and compound sentence).
- Remember, a short simple sentence can stand on its own as a paragraph. This technique is highly effective when you want to make a point. Make sure that your essay flows logically – use paragraph connectors to help you (moreover, later, hence, etc. and avoid starting with Then ...or So ....).
- Ensure that you remain within the allocated length.

Common mistakes in essay writing:

- Lack of proper punctuation
- Lack of capital letters
- Commas (using too many commas (comma splicing) or not using any commas at all)
- Full stops
- Misplaced apostrophes (Its' vs. It's)
- Lack of structure (i.e. No flow of ideas ; and information not logically organised)
- No paragraphs
- Not using time properly (most times running out of time)
- Changing tenses
- Lack of proper spelling (Their vs. There)
- Lack of proper planning
- Incorrect word usage (malapropisms, slang etc)
- Inappropriate or irrelevant content
- Beginning sentences with **and** or **because**
- Essays that are too long or too short
- Changing from first to third person or visa versa
- Trying to sound clever by writing total rubbish

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WRITING AN ARGUMENTATIVE ESSAY

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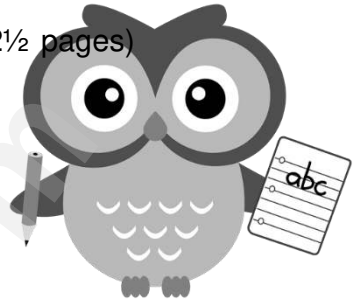
-Work through the example below and look at the notes for help.

Essay question

"Wynberg Boys' High School gives too much homework and this negatively affects students" **[50]**

Do you agree with the above statement? In an essay of 400–450 words (2–2½ pages) argue your position.



Steps:

3. Underline the important instructional words in the essay question above.
4. Choose your position (either agree or disagree with the statement).
5. Write your opinion as a sentence. This sentence will become your thesis statement.
6. Plan in the block below.

Agree / Disagree?

WHY?

Remember PEER

Point

E.g. Students are exhausted

Explanation

E.g. Students have a lot of homework which takes up three to four hours extra a night. This means that students end up going to bed much later than they should, which in turn means they wake up tired and cannot concentrate in class.

Evidence

E.g. Ask any teacher who works at the school and they will tell you that in every class there is at least one student who is sleeping. Additionally if one were to ask every student how they were feeling that day, they would undoubtedly answer "tired".

Relate it back to the essay topic

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What needs to go in each paragraph?

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Introductory paragraph:

-Start with a grabbing line.

-Rewrite the essay topic (say whether you agree or disagree) and briefly mention what evidence you will give in support of your stance on the topic.

Example of an introduction:

Topic : Women should not join the army. Agree or disagree?

In previous years it was unheard of for women to perform jobs that were stereotypically for males. Women were thought to be the weaker gender, unable to cope with the harshness of military life. However women have continually performed tasks throughout the ages, from leading, feeding and supporting large families singlehandedly, to keeping society going during world wars that disprove this notion altogether. Women have proven themselves to be equal to their male counterparts and they are capable of handling the physical and emotional stress one experiences during war and thus should be allowed to enlist in the services.

Body of your essay:

-Must be written in paragraphs.

- You may start off your first main paragraph by briefly stating the counter argument but only because you are going to counter it. This sets the reader up to hear your argument.

E.g. " *It may be true that women are considered "emotionally unstable" and prone to irrational emotional behaviour during their monthly hormonal changes, but are we in the habit of punishing people for their biological makeup? Do we stop men from going to war because their biological makeup means they have more testosterone and thus are more aggressive, and in their own right prone to aggressive and irrational behaviour? ….*

- Once you've detailed the opposing side, introduce your position. Again, you should use one paragraph per main point, and include evidence to support your position.

-Start every main paragraph with a topic sentence. This is the main point of that paragraph and you will use the rest of the paragraph to explain and expound upon that point. *E.g Since a woman's brain functions differently from a man's, it is only logical that they would see and interpret things differently. Thus the first reason why women should serve in the military is because they are able to offer an alternative perspective which would strengthen the military rather than detract from it.*

Conclusion:

-Never introduce new facts into your conclusion.

-Briefly say what you covered in your essay, and what you have now "shown" the reader. (Sum up your argument)

REMEMBER

- **Always give your essay a title.**
- **Your language must be formal.**
- **Do not write conversationally** (E.g. So now you guys see ☹)
- **DO not write in the first person** (" I think …" rather say "so one can see…)
- **Your tone (your attitude to the subject) must be appropriate** – don't sound arrogant and don't attack.
- **You may make use of rhetorical questions**. (E.g. Why must looking after the house be considered a woman's job? Why do people assume that men are not nurturing?)
- **If needed, place points/facts in chronological order**.
- **Make sure that your paragraphs flow from one into the other**.
- Use words like "Also/ Furthermore/In Addition / Moreover" if you want to add to a point that you made in the previous sentence.
- Use words like " Contrary/ However/ Conversely/ In opposition/ On the other hand" if you want to use the word "but" to start a sentence.

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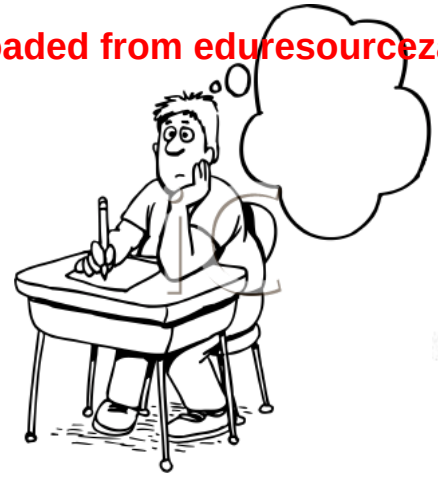

WYNBERG BOYS' HIGH SCHOOL

TRANSACTIONAL WRITING PACK

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LONGER TRANSACTIONAL TEXT HOME LANGUAGE (25 MARKS)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING AND FORMAT -Response and ideas -Organisation of ideas for planning -Purpose, audience, features, conventions and context. **15 MARKS**	**13-15** -Outstanding response beyond normal expectations. -Intelligent and mature. -Extensive knowledge of features of type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support topic -Appropriate and accurate format	**10-12** -Good response -Good knowledge of features of type of text -Maintains focus – no digressions -Coherent in content and ideas -Well elaborated -Minor inaccuracies in format.	**7-9** -Adequate response -Adequate knowledge of features of text -Not completely focused -Some digressions -Reasonably coherent Some details support the topic -Generally appropriate but with some inaccuracies	**4-6** -Basic response -Limited knowledge of features 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	**0-3** -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 -Tone, register, style, purpose/effect, audience, and content. -Language use and conventions. -Word choice -Punctuation and spelling. **10 MARKS**	9-10 **-Tone, register, style, vocabulary highly appropriate to purpose, audience and context** **-Grammatically accurate and well-constructed** **-Virtually error free**	7-8 -Tone, register and style, etc. very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Mostly free of errors	5-6 -Tone, register and style appropriate -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3-4 -Tone, register and style less appropriate -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning is obscured	0-2 -Tone, register and style does not correspond to purpose -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired.

A method of planning for TW

F (Format)

A (Audience)

R (Register)

T (Tone)

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Transactional writing notes:

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SHORTER PIECES (B)

Friendly / Informal Letters

Friendly/ Informal letters are usually written to people who are close to the writer, e.g. friends, family, etc. They are mainly written to express an emotion, e.g. congratulations, sympathy or to advise.

- Style

-Informal letters must be written in simple English. However, the writer may elaborate a little on a point, for example, reminding the recipient about a shared moment that might have partially led to the letter being written.

-The letters should be logical and pursue the intended point to the end.

- Structure

All letters should have an introduction, a body and a conclusion.
There must be only one address, the writer's, with a date on which it was written below it;
An informal/semi-formal salutation (greeting) –Dear Jerry, Dear Aunt Juliet, Dear Father and Mother, etc.-follows the writer's address;
The language register is mainly informal, but could be semi-formal to formal, depending on who the recipient is. For example, the writer will use a different register when writing to parents compared to that used when writing to a friend; The conclusion ranges from informal to semi-formal: Yours sincerely; Your loving son; etc–followed by the writer's first name.

- **Even though the language is more informal, don't use: ☹**

Slang and colloquial language;

Contractions, abbreviations and acronyms; (Like "OMG; and then I was like, WTF?")

Awful language and strange abbreviations one would use in texts (DV8, INOV8 H8 etc are not actually words)

Foul language.

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Example of a friendly letter

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25 Picket Lane
Wynberg
7780
25 January 2016

X
Dear John
X
[Introductory paragraph]
Thank you for the lovely letter you sent me last week. I am so happy to hear that you are doing so much better in Maths and that you are feeling much happier at your school. I, too, have a lot going on and would like to take the time to tell you my good news.
X
[Body of your letter- may also be in paragraphs]
Although I started school on Monday with a terrible headache and thought the week was going to drag by slowly, I was pleasantly surprised that…
X
[Concluding paragraph]
I hope that you do very well in your upcoming match and I am looking forward to hearing all about your Scout camp. Please tell Jenny, Sam and Garth that I send my regards. I hope to see you in the school holidays.
X
All the best for the upcoming week.
X
From
Marc

The body of your letter is longer and filled with all the detail. The introductory and concluding paragraphs may be shorter.

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Formal Letters

There are different kinds of formal letters, e.g. a letter of application, a letter to the editor of a newspaper, a letter of complaint, etc. While the letters may set different requirements for the writer, the following are applicable to all of them:

- **Style**

The writer must **keep in mind that the intended audience** should understand what is communicated for the results/ response to be positive.

The letter should be:

- clear and straightforward – the recipient must not be left wondering at what you are trying to communicate;
- concise and to the point; and
- logical.

- **Structure**

- All letters should have an introduction, a body and a conclusion.
- **There must be two addresses, the writer's and the recipient's;**
- A formal salutation – Dear Sir, Dear Mrs Bukov, etc. - follows the recipient's address;
- A title or subject line follows the salutation. This is a one-line summary of the letter and should be underlined;
- The language register must be formal;
- The conclusion must also be formal – Yours faithfully – followed by the writer's surname and initials.

- **DON'T USE: ☹**

- Slang and colloquial language;
- Contractions, abbreviations and acronyms;
- Unsubstantiated accusations/ threats that cannot be carried out, emotional language, sarcasm, clichés, etc.

Be careful when writing to the Press to highlight an issue or to complain – never use First Person (*I* and *You*) because it's it NOT the Editor's job to solve your problem (his/her job is to bring awareness of your issue by printing your letter in the newspaper).

Tone is VERY important – do not threaten anyone (eg. I will get my lawyers on to you) as this shows that you lack negotiation skills and that could be perceived as you not really wanting a solution.

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LETTER OF COMPLAINT

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Write your address here

Put the date here

25 Pearson Road
Wynberg
7708
08 May 2015

X (skip a line)

Address the person/ department responsible here

Mr P. Manacle
Big Concerts
Box 222
Cape Town
0708

Put the address of the company to whom you are writing, here

X

Dear Sir

Address the person. If it is a man, write "Dear Sir" or a woman "Dear Madam"

Put the reason for the complaint here
(Write in Capitals)

X

COMPLAINT ABOUT LADY GAGA CONCERT

X

Introductory paragraph
In this paragraph, write one or two lines about why you are writing this letter.

For example:
I write this letter as I am extremely unhappy about the substandard Lady Gaga concert which I saw at Grand West Casino on the 19 July 2015. To say the concert was a disaster is an understatement and I would like to take the time to point out the many misgivings which contributed to the awful experience.

X

Main paragraph
State exactly what happened and how it made you feel.

For example:
When your advertising posters said that the concert was sure to "blow you away", I never knew you meant it literally. I refer specifically to the large, industrial fans at the front of the stage that blew cold air onto the crowd the entire evening. My friends and I had to hold onto each other for dear life for fear of flying off. Not only is our skin that much looser but our concert experience was lessened by the distorted sound. Furthermore, when Lady Gaga came on stage …

X

Concluding paragraph
Say what you would like the person you are writing to, to do about the situation.

For example:
Unfortunately the whole experience has left me with a poor perception of your company and I am loathe to support you in future. The exorbitant price I had to pay for the concert does not justify the inferior quality we were subjected to. However I feel an apology and a full refund will go a long way in restoring my faith.

X

Sincerely, Have a closing line / salutation

Sign here

Miss Christina Apple Your name here

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LETTER TO THE EDITOR

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Write your address here →

25 Wolly Road
Wynberg
7708

Put the date here →

08 May 2014

X (skip a line)

Address the person/ department responsible here

The Editor
The People's Voice
Box 222
Cape Town
0708

← Put the address of the company to whom you are writing here

Address the person. If it is a man, write "Dear Sir" or a woman "Dear Madam"

X

Dear Sir

Put the reason for the complaint here
(Write in Capitals)

X

BIASED JOURNALISM IS THE REAL REASON EDUCATION IS IN TROUBLE

X

Introductory paragraph [Briefly outline the problem]

For example:
I was enraged when I read the article entitled" TEACHERS ARE LAZY" (Peoples Voice, 23 April 2014) as the journalist could to have been further from the truth. It was apparent that they had conducted very little research and their use of sensationalist language had me believing I was reading an article from a smutty magazine or newspaper.

X

Main paragraph

State exactly what upset you, why it had upset you and how it made you feel.

- ☺ State the issue immediately and clearly.
- ☺ Criticise another writer's points logically and calmly BUT be constructive.
- ☺ Use relevant examples to support your viewpoint.
- ☺ End with a challenge / question/ memorable statement

X

Concluding paragraph

State what you would like to see done about the situation BUT do not directly call on the editor to rectify the situation if it is beyond their control.

For example:
It would be nice if teachers were appreciated and supported more by society, than being misrepresented by journalists who themselves are too lazy to get their facts straight. I think an apology to all teachers in the country would do well to restore the name and reputation of your publication.

X

A concerned teacher, ← Have a closing line

← Sign here

Miss Christina Apple ← Your name here

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Letter of application

READ THESE NOTES

In your letter make sure that you:

- Customise your cover letter so it is relevant to the employer and the job.
- Focus on what the employer wants to know, not what you want from them.
- Try to convince them that you can do the job, that you'll do a great job, you'll fit in and be an asset to their organisation.
- Make sure you include your contact details.
- Keep your letter no longer than one page.
- You should summarise your qualifications, skills, abilities and experience. State what makes you perfect for the job advertised.

- **DO NOT USE: ☹**

- Slang and colloquial language; emotional language, sarcasm, clichés
- Contractions, abbreviations and acronyms;
- Do not make claims about yourself that are not true, or promise things you won't be able to deliver.

Example of a letter of application:

25 Ocean Bay Road
Woodview
Cape Town
7751
25 May 2010

Mr John Derry
Ultimate Computer Solutions
Peery Park
Abbotsville
05012

Dear Mr Derry

APPLICATION FOR WEB CONTENT SPECIALIST POSITION

I'm writing to express my interest in the Web Content Specialist position listed on Monster.com. I have experience building large, consumer-focused health-based content sites. While much of my experience has been in the business world, I understand the social value of the non-profit sector and my business experience will be an asset to your organization.

My responsibilities included the development and management of the site's editorial voice and style, the editorial calendar, and the daily content programming and production of the web site. I worked closely with health care professionals and medical editors to help them provide the best possible information to a consumer audience of patients. In addition, I helped physicians learn to utilize their medical content to write user-friendly, readily comprehensible text.

Experience has taught me how to build strong relationships with all departments at an organization. I have the ability to work within a team as well as cross-team. I can work with web engineers to resolve technical issues and implement technical enhancements, work with the development department to implement design and functional enhancements, and monitor site statistics and conduct search engine optimization.

Thank you for your consideration. I trust that my letter will be viewed favourably and that I will granted an interview.

[Signature]

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Kevin Tingle

FORMAT FOR A LETTER OF APPLICATION

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Write your address here

Put the date here

X (skip a line)

Address the person/ department responsible here

Put the address of the company to whom you are writing here

X

Dear

Address the person. If it is a man, write "Dear Sir" or a woman "Dear Madam", if you don't know just write, "Dear Sir"

X

Put the reason for the letter here (Write in Capitals)

APPLICATION FOR

X

Introductory paragraph

In this paragraph, explain the purpose of your letter. Mention the position you are applying for and where you heard about it or where it was advertised.

X

Main paragraphs

In this paragraph show you can do the job and do it well. You should summarise your qualifications, skills, abilities and experience. State what makes you perfect for the job advertised.

Next, state that you are keen to work for the company and why. Try to give some information about what type of person you are. Keep in mind what you know about the employer. Mention your personal qualities which you think they are looking for.

X

Concluding paragraph

Before finishing, thank them for taking the time to review your application. Also mention any attachments including your CV and any work experience.

X

Yours Sincerely,

Have a closing line- Write "Yours sincerely" when you don't know the name of the person you are writing to, and "Yours faithfully" when you do know their name.

Sign here

Mr

Your name here

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Dialogue/Interview

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Dialogue:

A dialogue is a conversation between two or more people. It is a record of the exchanges as they occur, directly from the speaker's point of view.

When writing a dialogue:

- write the names of the characters on the left side of the page; do NOT use "Me"
- use a colon after the name of the character who is speaking;
- use a new line to indicate each new speaker;
- advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken;
- sketch the scenario in a couple of lines before you start writing.
- Do not use quotation marks to indicate speech.

Example of a written dialogue

(Siphon and Thembyo have not completed a task given to them by their teacher. They are contemplating bunking class.)

Siphon: Good morning Thembyo.

Thembyo (wearing a frown): There is nothing good about his morning my friend. I hope yours is better.

Siphon: If it is about the writing task we are expected to submit today, then you are not alone. I am so stressed.

Thembyo (with a twinkle in his eye): You know what?

Siphon: I do not have to know anything. I know exactly what that look means.

Thembyo: Do you know me that well? My friend, you know what they say about desperate measures. Why don't we bunk the English period? Mr Green is half blind anyway and will never notice we are not there. We can cook up a better story to explain our absence, than to sit in class and be told what failures we are.

Siphon: Are you crazy? My parents will kill me if they find out. You are something else, you have more tricks up your sleeve than the devil himself. Bunk Classes? I would rather face Mr Green's wrath than my father's anger.

Thembyo: Okay 'Mr Morals' let us see what Lisbeth will think of you after the dressing down you will receive in class. Mr Green is going to rage. Pity I will not be there to see it (laughs jeeringly).

Siphon (with a worried expression): Sheesh okay, you make a good point. (Thinks for a bit) Do you think we have spoken enough English today for it to count as a lesson?

Thembyo (with a vicious smile): And I thought I was the devil?

Siphon (laughing): Do not rub it in.

Thembyo still smiling and feeling proud of himself, puts his arm around his friend and leads him away.

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Interview

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An interview is, in many ways, similar to a dialogue. The major difference is that the one speaker probes the other by asking questions. The result is more often than not, what the interviewer wanted to portray of the interviewee, i.e. their strong points, talents, weak points, etc.

As with the dialogue:

- The names of the speaker are given on the left side of the page;
- A colon is used after the name of the character who is speaking;
- A new line is used to indicate each new speaker.
- Creativity is important. Imagine you are the person in that situation and think of the answers that person would give.
- Write a brief introduction about the situation, the person and where the interview is happening.
- Do not ask Yes/No type questions.
- Ask questions that require an explanation.

For every piece you do, always indicate the number of words used

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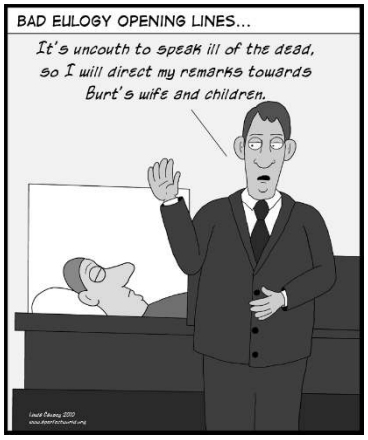
Eulogy

A eulogy is a speech given at a memorial service in memory of the deceased that is heartfelt and meaningful. It should capture the essence of the deceased. The best eulogies are brief while being specific, as well as thoughtful and not without the occasional touch of humour.

- **Decide on the tone.** How serious or light-hearted do you want the eulogy to be? The tone can also be partially determined by the way the deceased passed away. If you're giving a eulogy about a teenager who met an untimely death, then your tone would be more serious than it would if you were giving a eulogy about a grandparent who happily lived to see his ninetieth birthday.
- **Consider the audience.**
- **Briefly introduce yourself.** Give a few words that describe your relationship to the deceased.
- **Give a little bit of information about the deceased.**
- **Share a few stories/ anecdotes.**
- **Conclusion.** Here mention how much the person meant to everyone and how much he/she will be missed.



(http://www.write-out-loud.com/eulogy-write.html)

Obituary

At a minimum, an obituary is a notice in the newspaper of a death and funeral arrangements. But it can be much more: a record of the extended family – both living and dead, a thank you to those who helped out, a request for memorial donations. Most importantly, an obituary can be a compelling story of a life.

In addition, an obituary can be the background or inspiration for a funeral eulogy, the start of a longer memorial on the Internet or elsewhere, a piece of a family history or genealogical research.

It is emotionless and slight impersonal. Funeral details are not necessary (however, do try to include them) , but there MUST be an allusion to the funeral at least (e.g. Please send flowers in lieu of donations, to XXX Charity Organisation).

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Below is an example:

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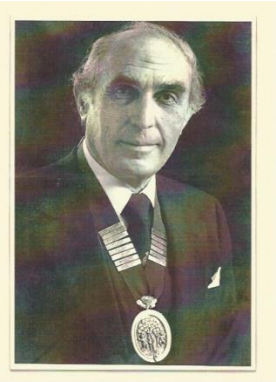
Obituary Mr Martin Singer 1921 – 2015



It is with great sadness that we record the death of Mr Martin Singer on 5 July this year. Mr Singer was an integral part of Maitland Cottage Home from 1956 when he started as an honorary orthopaedic surgeon, he was instrumental in the design and commissioning of the current operating theatre and served as honorary medical superintendent until 31 October 2014, a 58 year partnership. Mr Singer made an extremely significant contribution to Maitland Cottage Hospital and UCT. Mr Singer will be missed by all who knew him.

Mr Martin Singer made a significant contribution to UCT Orthopaedic Department and South African Orthopaedics for a period of almost 60 years, from the time he started in private practice in 1956 in Cape Town until his death in July this year.
At Maitland Cottage he treated mainly children with bone and joint tuberculosis and children recovering from polio. He always had an interest in club feet and took over the club foot clinic from Ginger Keen.He worked at MCH from 1956 until he was succeeded by Prof Teddy Hoffman in 1987, i.e., 31 years. He continued to visit the hospital weekly until his death. Pure dedication to a place that was so very dear to him.

Although he retired in 1986, he still remained actively involved with MCH as superintendent. He was actively involved at MCH for 58 years. Mr Singer was academically involved in 35 peer review publications. He enthusiastically encouraged all Registrars and nothing made him more happy and proud than when a paper was published or presented coming from MCH or the Hand Unit in which he was so involved. He left a legacy that is MCH

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Newspaper/ Magazine article

Newspaper article

When called to write a newspaper article, the reporter should state facts briefly but accurately. The article must not be long-winded or include unnecessary detail. The reporter must strive to communicate the essence without losing the reader. The following approach is recommended:

- Use formal register.
- Be objective (in the way you deal with the topic) and avoid sensationalism and too many emotive words.
- Summarise accurately, without slanting the truth.
- Be creative but believable.
- Adding quotes and eye-witness account adds credibility to your story.
- You must write in paragraphs.
- Give a clever and succinct (clear/ short) title and add a clear sub-title.
- **The first paragraph should tell the reader the whole story in as few words as possible, so that, even if someone reads no further, they will know what has happened.**
- Add more detail to the report over the next few paragraphs putting the most important information near the top.
- **Make sure the report answers the following questions: WHAT happened? WHEN did it happen? WHY did it happen? WHERE did it happen? WHO did it happen to? Or WHO did it? And lastly HOW did it happen.**
- Look at a newspaper article if you get lost.

Example of a newspaper article

Officer Outreach Program Shatters Stereotypes

BY JAMES MAGDEN

Elk Creek, Alberta – Any mention of teenagers and police officers in the same setting generally conjures up images of wild house parties getting busted—which is precisely the image Sgt. Karin Occino wants to change.

Starting September 1, the Alberta Police Station is organizing daily office hours, officially known as "Officer Hours," that place a designated sergeant at the high school for an hour each day in an effort to improve relations between teens and the police in town.

"There wasn't always such a strained relationship with the kids in this town," said Occino. "A few years ago, the majority of teens and youths knew most of the officers by name and viewed them as a source of protection. Now it seems like we're distrusted—seen only as the bad guy that comes out and ruins their fun. That's not how it's supposed to be."

Senior class president Carly Roy fully endorses the idea: "Having access to an officer who can answer our questions and just maintain a presence in the school will be a really great step toward keeping things friendly between us and the cops. They won't just be these stiff, mean people who are out to get us. It won't be an 'us vs. them' thing anymore."

Officers Roger Filmore, Cecilia Moore, and Guy Perrier have already volunteered to spend time in the high school's guidance office from 3 to 4 pm and talk to students on a first-come, first-served basis.

This has been designated as a school program and hopes are high that it will be successful and beneficial to the town's students.

For more information on Officer Hours, please contact Sgt. Occino at 587-555-0108.

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Magazine article

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When writing a magazine article, consider the following:

- **The heading/title must be attractive and interesting**
- The style should be personal, speaking directly to the reader.
- The style 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.
- The article should stimulate interest and, like an advertisement, encourage the reader to use the product or service.
- Paragraphs should not be too long thus encouraging the reading of the article.

Example of a magazine article

The happiest days of your life?

by Jamie Field

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.

Unfortunately, bullying is quite common in schools where I live. It can affect students of any age, and both boys and girls. A friend of mine had a very negative experience at school last year as an older boy continually called him names and sometimes used to post nasty messages about him on Facebook. Obviously, my friend felt very upset about this and it affected his self-confidence. Some days, he didn't want to come to school at all.

What can people 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 have a case of bullying. Another thing teachers could do is prepare lessons to talk about the problem with their pupils, which might make bullies realise how badly they hurt their victims. As for students, if they find out a classmate is being bullied, they should support them as much as possible and let a teacher know.

Bullying can be a nightmare but there are things we can do to prevent it. Hopefully, one day all students will be able to go to school without fear of being bullied.

Source taken from:

https://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/magazine-article

Top Tips for writing

1. Use a catchy title to get people interested.
2. Ask direct questions to get the reader's attention.
3. Use opinion adverbs to introduce your points.
4. Give a real-life example or talk about personal experience.
5. Choose a neutral or informal style, depending on the audience.
6. Divide your ideas into clear paragraphs.

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Reviews

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A review is an individual's response to a work of art, film, book, occasion, etc. The reviewer projects his/her 'judgement' to the work presented. It is written from a personal viewpoint and therefore uses the first person pronouns (I, me).

- The present tense is generally given.
- The tone must be used to inform and/or entertain the audience.
- A judgment of the subject is made and recommendations may be included.

Make sure that you:

- Give relevant facts, for example, the name of the author/producer/artist, the title of the book/work, the name of the publisher/production company/ name of the place you went and where it was situated.
- ALWAYS WRITE IN PARAGRAPHS.
- Use formal language.
- Use adjectives and emotive words appropriately to convey thoughts and feelings.
- It is possible to praise and criticise within the same review.
- Comment on technical things (like lighting, sound, atmosphere, décor, etc.) where applicable but make sure you substantiate (back up with evidence) your comments.
- Give a recommendation (either positive OR negative)
- Star ratings are not a necessity, but should be used as they are in keeping with modern trends.

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***The Dark Knight Rises* (2012)**

Cast: Christian Bale, Tom Hardy, Anne Hathaway, and Joseph Gordon-Levitt

Director: Christopher Nolan

Synopsis: Christian Bale stars as both the classic caped crusader and his billionaire alter-ego, Bruce Wayne. In this third instalment of Christopher Nolan's *Batman* films, Bruce Wayne no longer feels that the City of Gotham needs a hero and goes on a secluded hiatus. However, when a new villain, Bane (Tom Hardy), threatens Gotham City, Wayne dons his cape and mask once more.

Review:

Christopher Nolan brings yet another adrenaline-filled, comic-inspired movie to the big screen. We see all sorts of familiar faces this time around, but the audience is introduced to a few new characters as well.

When crisis threatens Gotham City, Bruce Wayne jumps back into the Batmobile to fight crime. Batman is joined on his quest by an eager orphaned cop (Joseph Gordon-Levitt), a seductive cat burglar (Anne Hathaway), and a violent masked villain (Tom Hardy).

This film served as great entertainment with its colourful cast and numerous plot twists. Nolan used actors that had either appeared in previous *Batman* films or in his blockbuster hit *Inception*, and all of them shone in their respective roles: Tom Hardy was almost unrecognizable in his Bane costume, while Joseph Gordon-Levitt and Marion Cotillard were both excellent—and obviously comfortable with Nolan's directing style and the film's dramatic tone.

The one actor that gave this reviewer pause was Anne Hathaway as Selina Kyle. She has historically been typecast as the girl next door, so it was a shock to watch her steal and fight her way through the City of Gotham. After a few scenes, however, we were convinced that the casting decisions was a good one, as Hathaway portrayed the darker Catwoman role brilliantly.

True to Nolan's style, at 164 minutes, this film is fairly long. There were a few times when the movie felt a bit drawn out, but the gorgeous action scenes and impressive dialogue really held the audience's attention and kept them on the edge of their seats. However, the timeline was a bit unclear at times. For a number of scenes, it was hard to tell whether it had been days or months or years that had passed since the last time a given character had been on screen.

Despite the films minor shortcomings, *The Dark Knight Rises* is exciting, creative, and dark—and well worth a few hours of your time.

Marc Villainy http://www.wikihow.com/

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The Zebra Diner in Need of New Stripes

The mark of a good restaurant is not necessarily its size, but the quality of its food and the generosity of its staff. Along that line, some of the finest dining experiences I've had throughout my career have been in the small diners and dives scattered throughout the suburbs of Cleveland. Regrettably, Zebra's Diner is not among these gems.

The location of the diner makes it appear promising. The owners were at least wise in this regard, having selected a spot with a splendid view of a small man-made lake. Furthermore, because the building stands on its own instead of being wedged between other storefronts, patrons are granted full view of the scenery regardless of whether they choose to sit at one of the three outdoor tables or one of the two dozen tables set up indoors. This is fortunate, considering the fact that as I approached Zebra's Diner, fully intending to take a seat outside, I noticed layers of bird droppings and cigarette ash caked onto the tables and chairs. I suppose I should have taken that as an omen, but being drawn in by the concept of a "Zebra Burger" and curious as to what such a sandwich consisted of, I decided to press on.

The seats inside the restaurant were not much better than those outdoors, but dustings of crumbs and smears of ketchup stains are at least a little less appalling than animal excrement. I seated myself at the cleanest table I could find. Looking around, I only noticed two other customers. Since it was lunchtime on a Sunday afternoon, this should have been my second warning signal, but I still continued on in my culinary adventure.

Fifteen minutes after I sat down, a teenage boy with long, greasy hair finally arrived to take my order. I began with the diner's trademark "Zebra Burger" that had intrigued me enough to draw me to the restaurant in the first place. I also ordered side of onion rings, a side of fruit salad, a sweet tea, and a "Sahara Fudge Brownie," instructing my server to bring my dessert out last, after I finished my meal.

After another 25 minutes passed, my food arrived—including my dessert. I had already begun to expect as much, especially considering the fact that, in the 40 minutes I had been there thus far, the only other customers I had spotted were the original two patrons I saw when I first came. I decided to give the hasty waiter one final chance to redeem himself by asking him about what exactly made the Zebra Burger so special. The information on the menu had been sparse at best and provided me with no clues. My server simply shrugged his shoulders and replied, “It’s just a burger,” before shuffling back off to the kitchen.

At the very least, I should give him credit for his honesty. The Zebra Burger is, in fact, just a burger. A simple hamburger with ketchup, mustard, and pickle. No special “Zebra” sauce or other distinguishing features to be found. I will take the blame for my disappointment at its ordinariness, though, seeing as how I did not inquire about what the burger consisted of in the first place. What I will not take the blame for, however, is the fact that the burger was lukewarm and served on stale bread. The onion rings were hot, at least, but otherwise nothing special, and the fruit salad was cold but made of nothing but sour grapes and flavourless chunks of out-of-season melon. Humorously, the Sahara Fudge Brownie was, perhaps, the most honest and straightforward dish of the entire meal, having been about as dry as the Sahara Desert itself.

Visiting the Zebra Diner was certainly an experience to remember, but one that I never hope to repeat and would not wish upon anyone else. If you are tempted by the luscious landscape and the intriguing black-and-white-striped storefront, you would be better off bringing a camera to the restaurant than your appetite.

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Marc Villainy http://www.wikihow.com/

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Diary Entry

A diary is a portrayal of daily events. The author presents his/her evaluation of the day or events. Written from the writer's point of view, the first person narration is the most appropriate approach.

- Ensure that you follow the instructions (you will either be asked for a series of entries –usually no more than 3 – or for a single, specific entry)
- The language choice is simple and direct to the point.
- Colloquial language is acceptable, but NOT slang.

NB: The tone will be determined by the nature of the entry. For example, a sad experience will carry a sad tone, while a celebratory entry will portray a jubilant tone.

Example of a diary entry:

Thursday July, 21st

It is three days until my birthday, yet I feel no excitement whatsoever. We have been defending our arms base atop Mount Everest for two days straight and it does not seem like the onslaught will stop any time soon. We have many casualties and the smell of the medic's disinfectant hangs in the air. This was not what I expected to be doing when I signed up for the arm. The death, the violence, the inhumanity, I just can't take much more of it. Seeing my brothers in arms dying and in pain is just sick. Having to kill others and watch life drain from their writhing bodies is too much for my laden soul to handle. I am losing myself.

Friday July, 22nd

Day three of defending our base has just ended. We have lost six men today, I do not know how much more I can take. All I want to do is go home, but on top of this mountain I feel closer to the moon than home. Sometimes when I sleep I hear the echoes of the world I left behind and I dream about the victory I will not find. The sad reality dawns upon me, we are fighting a losing war. A soldier in our platoon lost it tonight and I watched a man take his own life, unable to stop the desperation that held him. Why did I sign up for this pain and this mental and physical torture?

Joshua Mitchell

Sources taken from:

http://www.write-out-loud.com/eulogy-write.html

http://www.wikihow.com/

http://mch.org.za/news/

Department of Education Transactional Writing guide

Sharmila Gordon

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