

INCREASING ACCESS TO SECONDARY SCHOOL LEVEL EDUCATION THROUGH THE PRODUCTION OF QUALITY LEARNING MATERIALS

JUNIOR SECONDARY LEVEL

ENGLISH

Module 3: Composition

Partners:

Ministry of Education and Botswana College of Distance and Open Learning (BOCODOL), Botswana
Ministry of Education, Science and Technology and the Malawi College of Distance Education (MCDE), Malawi
Ministry of Education, Mozambique
Ministry of Basic Education, Sport and Culture, and the Namibian College of Open Learning (NAMCOL), Namibia
Ministry of Education and the Emlalatini Development Centre, Swaziland
Ministry of Education and Culture and the Institute of Adult Education, Tanzania
Ministry of Education, Zambia
Ministry of Education, Sport and Culture, Zimbabwe
Commonwealth of Learning



COMMONWEALTH *of* LEARNING

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Increasing Access to Secondary School Level Education through the Production of Quality Learning Materials

English Modules

BACKGROUND

The project, *Increasing Access to Secondary School Level Education through the Production of Quality Learning Materials*, was initiated at a meeting which brought together senior Ministry of Education officials and heads of Distance Education Institutions from a number of Sub-Saharan countries in the Commonwealth.

Through the project, open and distance learning materials at the junior secondary school level were produced in the following subject-areas: English, Mathematics and Science.

The four modules comprising the English materials are:

- Module 1: Communication Skills
- Module 2: Reading
- Module 3: Composition
- Module 4: Language Structure

THE WRITERS, REVIEWERS AND PILOTING TUTORS:

The materials in the subject-area, English, were written by the following persons:

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Judith Dlodlu (Swaziland);
Wanda Matsebula (Swaziland);
Illuminata J. Masenge (Tanzania); and
Sam B. Kalaba (Zambia).

MATERIALS

The intended audience for the materials is junior secondary students, including older youths and adults that are working towards a junior secondary school level qualification.

The materials were written in module format in the anticipation that they can be easily modified for the individual country partners' requirements. The materials are available electronically as *Word* files in order to facilitate the ease of modification for the local context.

SUGGESTIONS FOR USING THE MATERIALS

The materials have been developed for students studying in an open/distance learning environment and it is envisaged that they will work on their own through much of the content. Given that, when setting time to study, students should choose a time of day when they are:

- as free from disturbances as possible;
- least likely to be tempted to do other things; and
- as alert as possible.

Students should also plan their study time carefully. One of the best ways to do this is to draw up a regular timetable and to follow it as strictly as possible.

MODULE 3: COMPOSITION

ACKNOWLEDGEMENTS

The module on Composition was written by Angela Martins from Mozambique. The project acknowledges, with thanks, the former National Director for Secondary Education, Mr. Daniel Neto Bomba Junior, Ministry of Education, Mozambique and Distance Education Specialist, Mr. Anisio Matangala also from the Ministry of Education.

MODULE CONTENT

Module 3 has six units as follows:

Unit 1 – Guided Composition

Unit 2 – Letters

Unit 3 – Specialised Forms of Writing

Unit 4 – Writing Descriptions

Unit 5 – Writing Stories

Unit 6 – Writing Arguments and Discussions

In each unit there are:

- lessons;
- activities with answers; and
- exercises with answers at the end of the unit.

Each unit includes a wide range of exercises. These are the most important part of the materials as they will assist the learners to:

- check on what they already know or can already do;
- apply what the learners have learnt to real-life situations; and
- use what the learners already know to reach new conclusions.

RESOURCES REQUIRED

- Dictionary
- Pen and Paper

GOAL FOR THE MODULE

The purpose of this Module is to help the learners to develop their skills in continuous writing.

MODULE OBJECTIVES

By the end of this Module, learners should be able to:

1. Write guided compositions based on notes, pictures, diagrams, graphs and a variety of source materials, including being able to:
 - use the skills of selection, rearrangement, elaboration and interpretation.
 - assemble information and organise it in complete sentences and correct paragraphs.
 - write specialised documents such as newspaper articles, reports, business and personal letters.
2. Write descriptive compositions (describe a person, a scene).
3. Write explanatory compositions (describe and explain a process).
4. Narrate a simple story.
5. Write discussion compositions (write a piece of prose in a clear, consistent analogical argument).

HOW TO USE THIS MODULE

As well as information about writing and compositions, this Module includes activities and exercises. These activities and exercises do not play a part in learner assessment but are there to help check the learning progress.

When working through the materials, the information should be read carefully and then the questions should be answered or the exercises completed. Examples and answers are provided throughout the units in order that the learners can check their work as soon as an activity or exercise is completed.

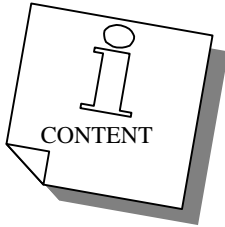
ASSESSMENT

An assessment task, such as an assignment, on each unit will be given by the tutor to assess the student's achievement of the learning objectives.

The tutor responsible will assist the learners to understand the requirements for the assignments. If the learners do not understand the directions provided, then the tutors will provide clarification or further information and directions.

DIRECTIONS FOR USING THE MODULE

As learners work through the text they will notice symbols in the left margin of some pages. These “icons” guide the learners through the content and are used to note the following:



UNIT CONTENT



ACTIVITIES



EXERCISES



CHECK YOUR ANSWERS

INTRODUCTION

Welcome to Module 3. In this module, we are going to focus on developing your skills in continuous writing. The module is divided into six units. In the first unit, you are going to be introduced to the skill of writing guided compositions. In this unit you will be provided with information to use. This information may be given to you in notes, pictures, diagrams and graphs. You will be expected to write compositions with the given information.

In the second unit you are going to be introduced to letter writing. Here you will learn how to write different types of letters. These will include personal letters, application letters, business letters and letters to the press.

In Unit 3 you will be trained on how to write specialised forms of writing. These types of writing include notices, advertisements, instructions, reports and newspaper articles.

Writing descriptions is the topic for Unit 4. In this unit we will look at writing descriptions of people, places and events.

Units 5 and 6 will be devoted to telling stories and writing discussions. Basically, in these last two units you are expected to write whole pieces of writing expressing your own point of view.

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INTRODUCTION

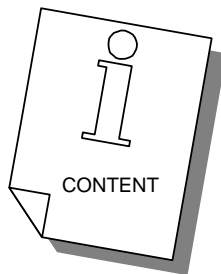
This is the first unit of Module 3, Composition. In this unit you will be introduced to writing guided compositions. You are going to be given information, notes, pictures or graphs on which to write meaningful pieces of writing. We hope you will enjoy the theme of the unit.

OBJECTIVES

By the end of this unit you should be able to:

-  **rearrange given information and notes;**
-  **expand information given in notes, pictures or graphic form;**
-  **organise information in complete sentences and correct paragraphs.**

UNIT CONTENT



This unit is divided into four lessons

Lesson 1 Rearranging sentences

Lesson 2 Expanding information

Lesson 3 Using pictures

Lesson 4 Diagrams and graphs

LESSON



Rearranging sentences

This is your first lesson in writing guided compositions. In this lesson you will be rearranging information.

OBJECTIVE

By the end of this *LESSON* you should be able to:



rearrange sentences in the correct order.

Now let us start with the lesson. In order to write a good guided composition you need a number of skills. One of them is to arrange your ideas in the correct order. In this lesson we will give you examples of how to put sentences into the correct order.

Read the sentences below:

1. The headquarters are in Canada. 2. There are many organisations in the world. 3. One of its activities is to create and widen access to learning opportunities through distance education. 4. One organisation is The Commonwealth of Learning.

Have you noticed that the above sentences are jumbled? To write a meaningful paragraph you have to rearrange them in a sensible way. You start with a broad idea and then you go into more and more detail. Look at the notes again. Which idea do you think should come first? If you have chosen sentence number two, you got it right. So the first idea is:

There are many organisations in the world.

Here is the complete paragraph:

There are many organisations in the world. One organisation is The Commonwealth of Learning. The headquarters is in Canada. One of its activities is to create and widen access to learning opportunities through distance education.

You have seen that we have started by talking generally about organisations in the world and then gone into more detailed information about one specific organisation.

Work on the following exercises:



EXERCISE 1

Rearrange the following sentences in a sensible way, starting from a broad idea and ending with a specific idea

1. He is studying Maths and English.
2. He studies through distance education.
3. Peter's from Swaziland.
4. He lives in Manzini.

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Check your answers at the end of the unit.



EXERCISE 2

Rearrange the following information, starting from a broad idea and ending with a specific idea.

1. The way of life of the Nyakusa is based on the "age village."
2. Most Nyakusa live on the plain of the Songwe River.
3. The "age village" contains men of about the same age with their wives and young children.
4. The Nyakusa people live in southwest Tanzania.
5. The older boys and older men live in other villages.

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Check your answers at the end of the unit.



EXERCISE 3

Rearrange these sentences in the correct order. This time we have not put any numbers at the beginning of the sentences.

The Ministry of Education is in a very new building. Mbabane is the capital of Swaziland. Some of the Ministries have new buildings, but some are in old buildings. It has a population of 500,000. You will find all the headquarters of the Ministries in the city.

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Check your answers at the end of the unit.

Did you get everything correct? If not, study the lesson again.

LESSON

2

Expanding information

In Lesson 1, you were introduced to the skill of rearranging given sentences. In this lesson you are going to be introduced to another skill of writing a guided composition. This skill is expanding information given in note form.

OBJECTIVE

By the end of this *LESSON* you should be able to:



expand information given in notes in order to write a complete paragraph.

Do you know what it means “to expand”? We hope you do. To expand means to add more words or information. In this lesson you are going to add more words or information to notes given to you in order to develop a piece of writing.

Here is an example:

Paragraph 1:

A large village --- biggest in district
over 400 families
brick houses
gardens

You can tell that this is a description of a village, but the information is not clear because the information given is not enough. You can make these notes more meaningful by adding more information in this way:

Our village is very large. In fact it is the biggest in the district. Over four hundred families live there and more than half of them have brick houses. All the families have gardens in which they grow a lot of food, as the soil is very fertile.

You have seen how we have added more information to the notes. Aren't they more interesting and clearer now?

Now use the notes below to complete the description of the village. This will be paragraph 2 of the above description.



EXERCISE 4

Paragraph 2

Its people	hard-working
	farmers
	some fishermen
	two primary schools

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Now check your answers at the end of the unit. Answers will vary as you use your own imagination. The answer given is an example only.



EXERCISE 5

Now, using the notes below, write two paragraphs about Angela.

Notes:

16 years old

left school last year

job driving trucks

work 6 days a week

church on Sundays

LESSON

3

Using pictures

In the previous lesson you learnt how to expand given notes. You added more information to the notes given to write a meaningful composition. Now you are going to learn how to use pictures to write meaningful paragraphs.

OBJECTIVE

By the end of this *LESSON* you should be able to:



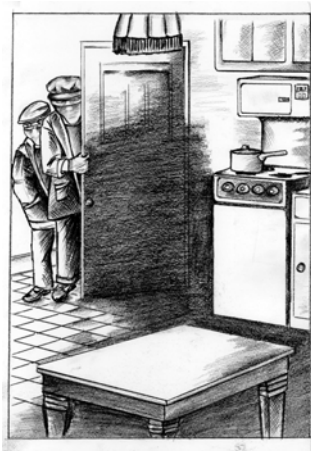
rearrange jumbled pictures to tell a story;



write meaningful paragraphs using pictures.

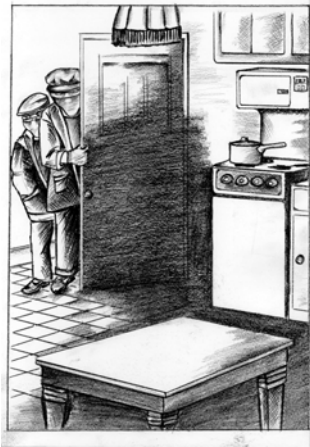
Now let us start with the lesson.

Look at the six pictures on the following page. Rearrange them by numbering them (1 to 6) so that they tell a story.



We hope you have managed to put the pictures in order so that they tell a story.

Here is the correct order of the story.



Can you describe what you can see in the pictures? You are right, if you have said that the two men in the pictures are thieves and they broke into a house. Now, read the story below. The story describes what happened when the two thieves broke into the house. If you have interpreted the pictures differently it is fine, as long as they tell a well sequenced and logical story.

The Polite Thieves

It was a cold winter evening and Thandy went to bed at about 9:30. She was so tired that she did not hear the noise of two thieves breaking her bedroom window. The thieves were so hungry and cold that what they wanted was just some hot food and to be warm. They got into Thandy's bedroom and walked straight to the kitchen. There, they turned on the radio to listen to some music, prepared some sandwiches and made some hot tea to keep them warm. When the food was ready they sat down to enjoy the meal. When they finished eating they wrote the following note for Thandy, left it on the kitchen table and went away:

Thank you very much for the tea and sandwiches.

We were really very cold and hungry!

Did you enjoy reading the story? Thandy was lucky, wasn't she? She did not have anything stolen! The only problem was having her bedroom window broken. You have seen how we have used what we saw in the pictures above to write a story.

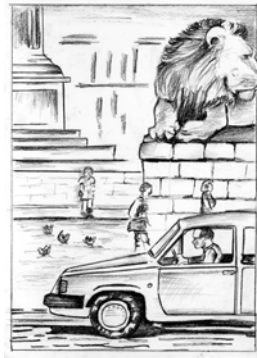
Now do some exercises.



EXERCISE 6

Decide which order the pictures below should come in so that they tell a story and then write it down. While writing your story you can use the words below to help you:

crash, accident, shouting, hurt, shaking hands, driving, park



LESSON

4

Diagrams and graphs

In this lesson you are going to learn how to write compositions using the information in diagrams and graphs.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write a paragraph using information given in a graph.

To start the lesson look at the following question. What are graphs? Graphs show relationships, comparisons and changes. Different graphs serve different purposes:

- A pie chart divides a circle into parts, showing the relationship of the parts to the whole.
- A bar graph shows relationships between two or more things.

Now look at these two examples:

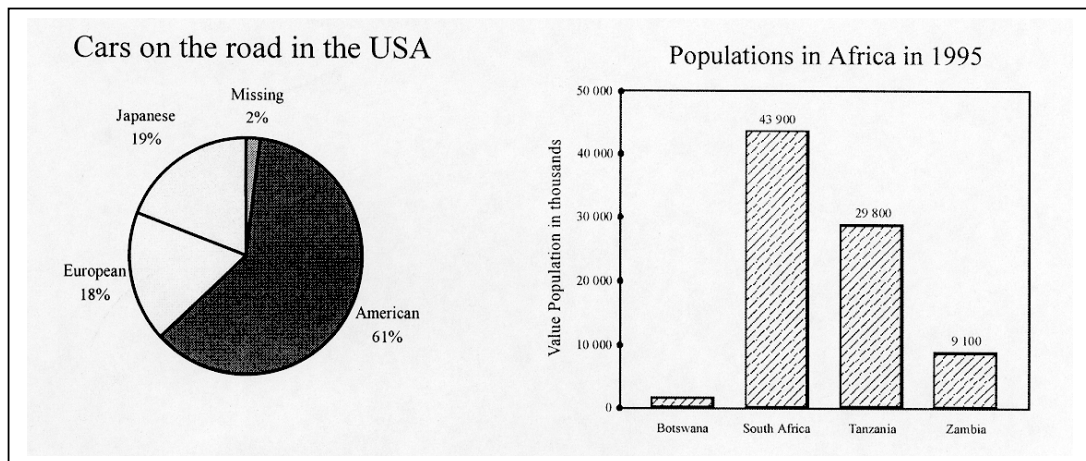


Fig. 1
(Pie chart)

Fig. 2
(Bar graph)

As you can see, the pie chart shows cars on the road in the USA.

The bar graph shows populations in some African countries in 1995.

In order for you to be able to use the information in a graph to write a composition, you need to understand the graph. We are going to look at some more graphs and see what they

show. The graphs are about patients with malaria. Before you look at the graphs, read the paragraph below which will give you some information about malaria.

Malaria is a common tropical disease which is transmitted by mosquito bites. Not all mosquitoes carry malaria. The type of mosquito which carries malaria is called the anopheles mosquito. In some countries anti-malaria programmes consist mainly of spraying ponds and mosquito breeding sites, but not all countries can do that because they lack money to hire workers or to buy pesticides. So these campaigns do not often take place. Chloroquine, fansidar and mefloquine are anti-malaria drugs used in most countries. Malaria parasites are sometimes resistant to these drugs. Therefore people with malaria often have to return for treatment.

Now look at the bar graph below:

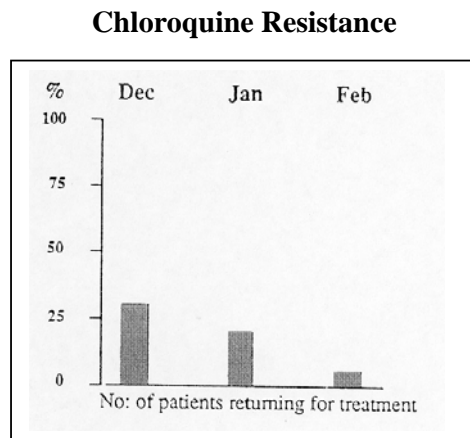


Fig. 3

What does the graph show? The graph shows the percentage of people who were resistant to chloroquine in the months of December, January and February. Let us study the graph together:

In December 30% of the patients taking chloroquine had to return for treatment. In January the percentage of patients taking chloroquine returning for treatment decreased to 20%. In February the number of patients with malaria which was resistant to chloroquine decreased even more to nearly 10%. We can conclude that the effectiveness of chloroquine from December to February has increased. This shows that resistance to chloroquine is decreasing.

Have you understood? If not study the graph again and read the explanation again.

Now do the following exercises.



EXERCISE 7

Look at bar graph below (Fig. 4) and answer the questions that follow.

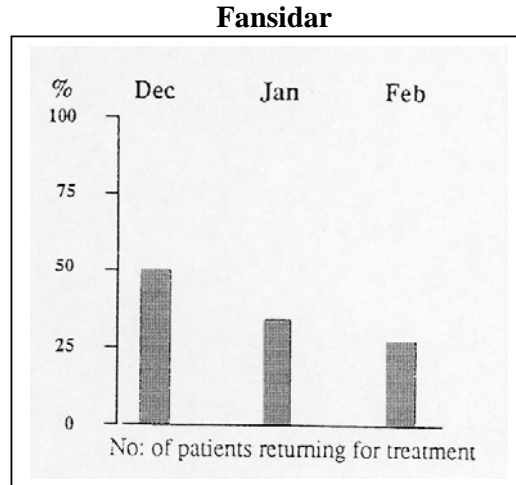


Fig. 4

- a) What does the graph show?

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- b) Write five sentences to describe the graph.

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Compare your sentences to the ones at the end of the unit.



EXERCISE 8

The bar graph below describes the number of patients returning for mefloquine treatment. Compare Figure 4 (Exercise 7) to Figure 5 below. Write three or four short paragraphs comparing the effectiveness of mefloquine and fansidar.

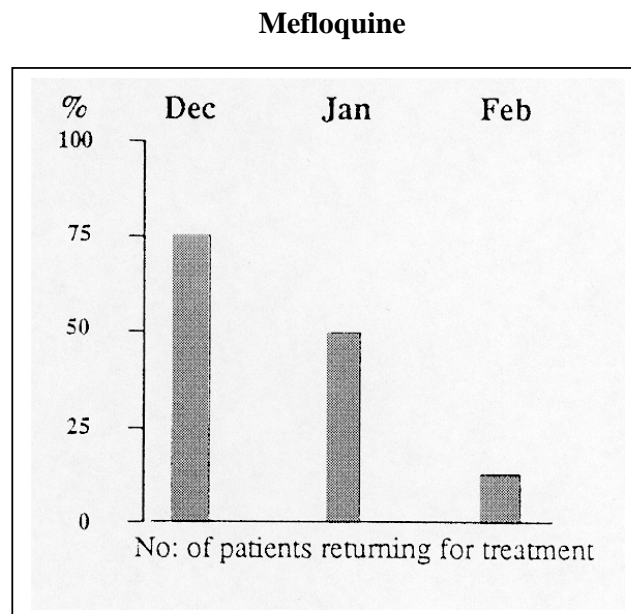


Fig. 5

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Compare your answers with those at the end of the unit.

You do not need to have written exactly the same thing as in the answer as long as the information you have chosen to take out from the graphs is correct. Did you have any problems? If you did, go back to that particular section of the lesson and study it again.

SUMMARY

In this lesson you have learnt how to interpret graphs and charts and how to extract information from them in order to write compositions.

This is the last lesson for the first unit. We hope you enjoyed the unit and you are making progress. Let us make a summary of what you have learnt in this unit:

In the first lesson the topic was rearranging given notes and information. Here you learnt how to rearrange notes or information starting from general ideas and going into more specific ideas.

The second lesson was about expanding information. Here we asked you to expand a set of given notes to write a composition.

In the third lesson the objective was to teach you to do a piece of writing using pictures. We hope we were successful, and you can now write interesting pieces of writing.

In the last lesson of the unit we introduced you to writing compositions using graphs. We hope the exercises in the lesson gave you some practice in that.



ANSWERS

EXERCISE 1

Peter's from Swaziland. He lives in Manzini. He studies through distance education. He is studying Maths and English.

EXERCISE 2

The Nyakusa people live in southwest Tanzania. Most Nyakusa live on the plain of the Songwe River. The way of life of the Nyakusa is based on the "age village." The "age village" contains men of about the same age with their wives and young children. The older boys and older men live in other villages.

EXERCISE 3

Mbabane is the capital of Swaziland. It has a population of 500,000. You will find all the headquarters of the Ministries in the city. Some of the Ministries have new buildings, but some are in old buildings. The Ministry of Education is in a very new building.

EXERCISE 4

Your answer will be different as you will use your imagination.

The people of our village are very hard-working. Their main occupation is farming and they grow not only maize and millet but also vegetables like cabbages, beans, peas and carrots which they sell in the market. A few people make money by fishing from canoes on the lake. They dry the fish and send it to town. Our village has two primary schools as there are many young children.

EXERCISE 5

This answer is an example to show you what you might have written.

Angela is 16 years old. She left school last year because her parents could not pay for her school fees. She went to town to look for a job. She found a job as a truck driver. She works from Monday to Saturday. She works eight hours a day and by the time she gets home she is very tired.

On Sundays she goes to church in the morning. When she returns from church, she prepares lunch and then walks 5 km to visit her family. She always gives her family some money to buy food and clothes. She enjoys seeing her brothers and sisters and chatting with them.

EXERCISE 6

Here is a sample answer. Your answer should be like this.

It was about 10:30 in the morning. I was standing near the lions in Central Park, relaxing and enjoying the sun.

Suddenly a car stopped in the middle of the road. Then another car came round the corner and crashed right into the first car while the driver tried to start the car again. Then, of course, the two drivers got out. The middle-aged one looked very upset, but not angry. They began to check the damage to their cars and to exchange information.

In the meantime, an enormous traffic jam formed behind them. But unbelievable as it may seem, no one tooted their horn. The drivers were so calm!

In the end the two drivers shook hands, got into their cars and drove away. The traffic jam slowly cleared up.

EXERCISE 7

Here are some answers as examples. Your answers will not be the same but should be like this.

- a) The graph is about the percentage of patients returning for treatment after taking fansidar.
- b) In December about 50% of the patients taking fansidar had to return for treatment. 50% of the patients had malaria which was resistant to fansidar.

In January the percentage of patients returning for treatment decreased to about 30%.

In February the percentage of patients returning for treatment decreased to 25%.

From December to February the percentage of patients returning for treatment after taking fansidar decreased.

EXERCISE 8

In December the percentage of patients taking fansidar who had to return for treatment was 50% but the percentage of patients taking mefloquine who returned for treatment was 75%.

In January the percentage of patients taking mefloquine who returned for treatment decreased to 50%. This was above the percentage of people who had taken fansidar and had to return for treatment, which was 30%.

In February the percentage of patients taking mefloquine who had to return for treatment decreased from 50% to 10%. The percentage of patients taking fansidar who had to return for treatment also decreased but not as much. It only decreased by 5%.





According to the graphs, people taking fansidar are more likely to return for treatment than those taking mefloquine. This means that the malaria parasites are more resistant to fansidar than mefloquine.

INTRODUCTION

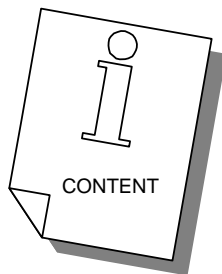
In this unit you will learn how to write different types of letters. We are sure that in one way or another you have been in a situation where you have had to write a letter to a relative or a friend. However, you may not know how to arrange a letter. Sometimes people do not pay attention to this, and so they get it wrong. In this unit we are going to look at different types of letters and how to arrange them.

OBJECTIVES

By the end of this unit you should be able to:

-  write personal letters;
-  write application letters using appropriate language;
-  write business letters;
-  write letters to a newspaper.

UNIT CONTENT



This unit is divided into four lessons

Lesson 1 Writing personal letters

Lesson 2 Writing an application letter

Lesson 3 Writing business letters

Lesson 4 Writing a letter to an editor of a newspaper

LESSON



Writing personal letters

In this lesson you are going to learn how to write personal letters. By personal letters we mean the type of letter you write to your friends or relatives.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write personal letters.

To start with, study the following model:

Private Bag 1000
Manzini
Swaziland

12 December 1999

Dear Helen

Thank you for your letter. I am glad to hear that you are feeling better. I shall call at your house again shortly before Christmas and I am sure you will be fully recovered when I next see you. Give my regards to Alfredo and Joy.

Lots of love

Wanda

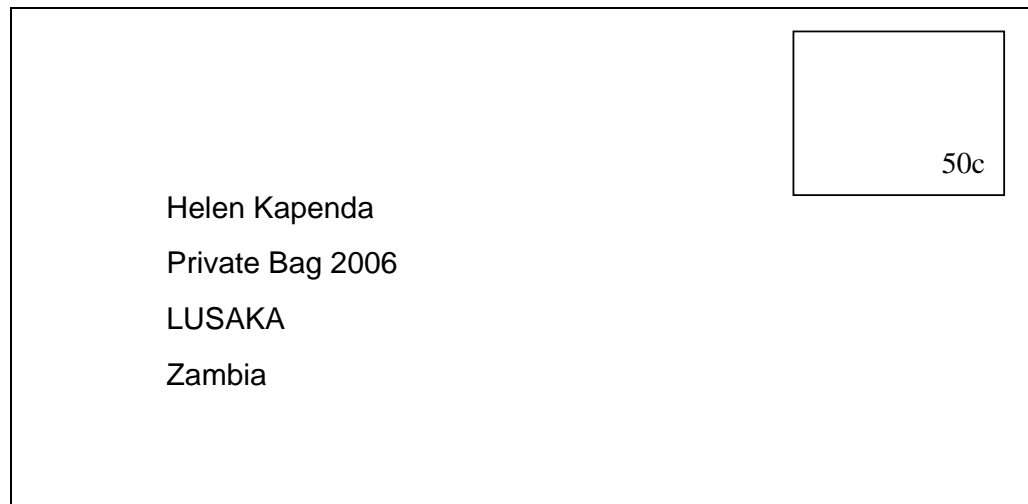
Now study the following points:

1. THE WRITER'S ADDRESS is written on the top left-hand corner of the letter.
2. THE DATE is written underneath the writer's address but a line has to be left between the address and the date.
3. THE ADDRESS OF THE RECEIVER need not be put down.
4. THE SALUTATION varies according to the RECEIVER. For example you may write; "Dear Mother," "Dear Fred," "Dear Cousin." Leave another blank line between the date and the salutation.
5. THE BODY of the letter contains news, gossip, topics of interest to yourself and to the person you are writing to, and other issues.

6. THE ENDING OF THE LETTER varies according to the correspondent. A common ending is “Yours sincerely.” More personal endings are Your loving son/brother/husband/Lots of love/Best wishes/Regards.

THE ENVELOPE

TO ADDRESS THE ENVELOPE begin half way down and near the left-hand side to make sure that there is enough space for the address. For extra clarity PRINT the name of the town. The stamps are stuck on the top right-hand corner. Below is an illustration of how to address the envelope.



If you have any problems, go back to the explanations and the model letter and read them again. Now, practise what you have just learnt.



EXERCISE 1

Look at the expressions below. Which would you use to:

1. Start the letter
2. Introduce a new topic
3. End the letter

Write the number of each expression in the space provided. The first one is done as an example for you.

By the way.....2

Did you know that

Thanks very much for your last letter

Well that's enough for now

Sorry I haven't written before but

It was great to get your letter.....

Give my love to

Anyway I'd better stop now

Have you heard.....

Best wishes

Say hello to.....

Write soon

Well, I must stop now and catch the post.....

Well, I think that's all the news.....

Look after yourself



Check your answers at the end of the unit.



EXERCISE 2

Use the following guide to write a personal letter to a friend:

Paragraph 1

Thank your friend for a recent letter and apologise for not writing earlier. Explain why you have been busy. Perhaps you have been busy with examinations, or your mother was sick or you had gone on a school trip.

Paragraph 2

Tell your friend if you are enjoying your distance education studies and say which lessons you have enjoyed most. Report any special news.

Paragraph 3

Ask your friend for any news about home, holidays and family.

LESSON

2

Writing an application letter

In this lesson you are going to learn how to write an application letter. An application letter is written when you want to apply for a job, for a place in a school or college, and in many other situations.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write an application letter.

Now study the following advertisement and the application letter written in reply to it:

Secretary to Publicity Manager

A publicity company is currently looking for an employee to provide full secretarial support to the publicity manager. Applicants should have good word processing skills, the ability to work on own their initiative and good organisational skills.

Benefits include a competitive salary, private medical insurance, lunch vouchers and 30 days' annual holiday.

Please apply enclosing a Curriculum Vitae to the Staff Manager:

Keneth Kaunda Av 360

Maputo

Mozambique

Now look at the following letter of application in response to the above advertisement:

PO Box 16666
Maputo

17 February 1999

Staff Manager
Keneth Kaunda Av 360
Maputo

Dear Sir

I would like to apply for the job of secretary that I saw advertised in the Demos newspaper 8th of February.

After completing a course in administration, I took up a post as secretary to the manager of Terminus Hotel for four years.

I have a good knowledge of running an office, as well as preparing and arranging meetings. I also have good word processing skills.

Please find attached a copy of my Curriculum Vitae. I would be very grateful if you reply to my letter.

Yours truly

Olga Pamupamu

Now look at the parts of an application letter:

1. WRITER'S ADDRESS is on the top left-hand side of the page.
2. THE DATE is written under the same margin as the first word of the sender's address. The month should be written in full. A line or space should be left between the address and the date, because the date is not part of the address.
3. THE ADDRESS OF THE RECEIVER comes on the left-hand side of the page.
4. As the correspondent is not a personal friend, always use the following SALUTATION: Dear Madam or Dear Sir depending on the case.
5. THE BODY OF THE LETTER starts on the next line. Your first word should be underneath your salutation. Everything you say must be relevant.
6. THE ENDING is "yours faithfully" or "yours truly." "Yours sincerely" is generally used nowadays.
7. YOUR SIGNATURE is written on the next line.
8. Your NAME is printed under your signature.

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Now compare your answer to the one at the end of the unit.



EXERCISE 4

Write an application letter for one of the jobs in the following advertisement:

NATIONAL BREWERIES PLC

Applications are invited from suitably qualified personnel for positions in the technical department:

- | | | |
|----|--------------------------------|---------------------------|
| 1. | Plant Fitters | 2 at Kitwe
1 at Lusaka |
| 2. | Heavy Vehicle Repair Mechanics | 3 at Lusaka
1 at Kitwe |
| 3. | Auto Electrician | 1 at Lusaka |

Duties:

1. **Plant Fitters**

To ensure that all mechanical installations and machinery are kept in good running condition and to carry out all general brewery maintenance.

2. **Heavy Vehicle Repair Mechanics**

To ensure that the heavy vehicle fleet is maintained in good running condition.

3. **Auto Electrician**

To ensure that the vehicle fleet is maintained in good running condition.

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Compare your letter with the one at the end of the unit.

The content of your letter will probably be different from the one in the answer, but as long as the format and the general idea is the same it is all right.

LESSON

3

Writing business letters

In Lesson 2 you learnt how to write application letters. In this lesson you are going to learn how to write business letters. This type of letter is not very different from the one presented in Lesson 2. There are business letters you write in reply to advertisements and other letters you write when you have official business with a government official or a private company.

OBJECTIVE

By the end of this *LESSON* you should be able to:



write business letters.

Now look at the following example:

PO Box 208
Blantyre

17 July 1999

Ms. Sandra Patel
Private Bag 26
Blantyre

Dear Madam,

Ref: 45278/EOC – 2

In reply to your advertisement in the “Times of Malawi” of Friday 17th July, I am interested in the 1994 City Golf which you wish to sell.

On Saturday the 25th, I would like to call and examine the car. If I like it I will pay cash for it immediately.

Please send me your residential address.

Yours faithfully

Irene Kamuendo

Now study the following points:

1. **WRITER'S ADDRESS** is on the top left-hand side of the page.
2. **THE DATE** is written on the left-hand side of the page. The month should be written in full. A line or space should be left between the address and the date.
3. **THE ADDRESS OF THE RECEIVER** comes on the left-hand side of the page.
4. As the correspondent is not a personal friend, always use the following **SALUTATION**: Dear Madam or Dear Sir depending on the case.
5. **REFERENCE**. Whenever possible, write your correspondent's reference number. You will find the reference number on the top of a previous letter from your correspondent, e.g., MR/WT/97, or at the bottom of, say, an advertisement in a newspaper, e.g., 47855/d -12.
6. **THE BODY OF YOUR LETTER** starts on the next line. Your first word should be underneath the beginning of your salutation. Everything you say must be relevant. Tell your correspondent exactly what you want and no more. A business letter must be short and to the point (relevant).
7. **THE ENDING IS** "Yours faithfully" "Yours truly" or "Yours sincerely."
8. **YOUR SIGNATURE** is written on the next line. Always print your full name underneath your signature.

Now do the following practice exercises:



EXERCISE 5

Imagine your family lives in a rented house in Harare. The contract of the house is due to finish shortly. Your parents have asked you to write a letter to your landlord or landlady applying for permission to extend the contract. Do not forget to use the steps of a business letter you learnt above.

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EXERCISE 6

Read the advertisement below and then write a business letter to the headmaster of the school saying that you are interested in taking their boarding facilities and asking for more details. Use the format of a business letter you learnt in the lesson.

MUZI BOARDING SCHOOL

We are offering boarding facilities from Third Term 2000 for grades 6 –10.

Please hurry as places are limited.

For details write to:

The Headmaster

P. O. Box 71081

Ndola

(Times of Zambia 28/08/200)

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Handwriting practice area with a vertical grey bar on the left and 25 horizontal dotted lines for writing.



Compare your letter with the one at the end of the unit.

LESSON



Writing a letter to the editor of a newspaper

In this lesson you will learn how to write letters to newspaper editors. We write letters to newspapers for various reasons. Here are some of them:

- To complain about something
- To inform the public about something
- To show appreciation for something good which happened

OBJECTIVES

By the end of this *LESSON* you should be able to:



write a letter to a newspaper editor about various issues of concern to the community, town or country;



write a letter to a newspaper editor showing appreciation for something good that happened to you.

Basically the format of the letter is similar to that of a business letter. Now look at the following example:

Filipe Samuel Magaia
Number 8666
Harare

28 August 2001

Standard Newspaper
1700 Samora Machel Av
Harare

Dear Editor

There is a big problem with teenagers in our town. They create a lot of trouble. I think the government should do something about it. Young people have nothing to do here. They need money to go to the movies or restaurants, and many of them do

not have money because they are not working yet. There is no place for young people to meet and have a good time except on the streets. These young people are bored, so they make trouble just to have a little fun. Could not the government start some youth centres with different activities, like sports, movies or dances for our teenagers?

Yours Sincerely

Rogério Cossa

Did you understand the letter? What is the main problem stated in the letter?

The problem is teenagers who have nothing to do and so they make trouble to have a little fun.

What does the author suggest the government should do?

He suggests the government should start youth centres with different activities like sports, movies or dances for the teenagers to go to. The youth centres will keep the teenagers busy and they will be doing something useful instead of staying in the streets and making trouble.

The purpose of the letter is to inform the government and the community about the problem teenagers are facing.

Can you see how useful letters to the press are in helping to solve social problems?

Now, do some exercises:



EXERCISE 7

Imagine you went to support your football team in an international match. Unfortunately there was a lot of violence. Write a letter of complaint to a newspaper, using the notes below to criticise the way the event was organised. Also suggest ways in which this problem could have been avoided.

Fans allowed to take bottled drinks into the stadium.

Nobody searched or checked for weapons.

Alcohol on sale inside the stadium.

Fans were not separated according to the teams they were supporting.

The first paragraph of your letter can start as follows: