

# WRITE A REPORT\*

Siyavula Uploaders

This work is produced by OpenStax-CNX and licensed under the Creative Commons Attribution License 3.0<sup>†</sup>

## 1 ENGLISH FIRST ADDITIONAL LANGUAGE

### 2 Grade 8

## 3 ENTREPRENEURSHIP: WHEELS CAN GIVE YOU WINGS!

### 4 Module 6

## 5 WRITE A REPORT

### 5.1 Activity 1:

### 5.2 GEAR UP FOR ACTION - A personal opinion

### 5.3 [LO 4.4, 5.2.3]

Think carefully about the “wheels” that we use as a mode of transport, and then complete the following survey on your own. Write your answers to the questions in the given spaces. You will need these notes for the discussion and survey (Activity 2) and when you write your report (Activity3).

1. Which “wheels” are the most expensive to (a) buy? (b) maintain?

(a) \_\_\_\_\_ Price: \_\_\_\_\_

(b) Why are these “wheels” expensive to maintain? \_\_\_\_\_

2. Name the “wheels” which you believe are the most dangerous to handle.

Explain why you think this is true:

3. Which “wheels” are the most difficult to master?

Explain why this is the case.

4. Which “wheels” are actually useful to own? Write down the names and jot down key words to explain how they can be useful.

### 5.4 Activity2:

### 5.5 [LO 4.4.1]

*Discuss* your opinions on each of the issues in Activity 1. Write down your choice and total the votes in your group. You will need this information for the report you will be writing in the next activity.

---

\*Version 1.1: Apr 16, 2009 11:31 am +0000

<sup>†</sup><http://creativecommons.org/licenses/by/3.0/>

Most expensive to buy
Most expensive to maintain
Most dangerous
Most difficult to handle
Most useful

**Table 1**

### 5.6 Activity 3:

#### 5.7 WRITE A REPORT

Choose a partner from your group.

Each pair must prepare a written report on one of the topics above.

Use the **GUIDELINES** below to make sure that you have written an effective report:

	Feedback on Wheels	Self	Peer	Educator
1.	The report has a clear <b>title</b> .			
2.	The <b>introduction</b> states the group's opinion.			
3.	The report indicates the <b>number of votes</b> in favour of the opinion.			
4.	The <b>body</b> of the report explains how the research was done and how the findings were obtained.			
<i>continued on next page</i>				

5.	The <b>conclusion</b> is in the form of an appeal/good advice.			
6.	The writing/typing is <b>neat</b> .			
7.	The <b>paragraphs</b> are numbered.			
8.	<b>Spelling</b> has been checked.			

**Table 2**

9.	The co-writers of this report are:1 .....2 .....Date: .....			
----	--	--	--	--

**Table 3**

**5.8 Activity 4:**

**5.9 UP-DATE A “GOLDEN OLDIE”**

**5.10 [LO 2.2.1, 2.2.2]**

Here are the words of a song that was very popular many years ago.

**tandem** *n. & adv.* –*n* **1** a bicycle with two or more seats one behind another

Daisy Daisy

Daisy, Daisy - give me your answer do I'm half crazy all for the love of you! It won't be a stylish marriage for I can't afford a carriage but you'll look sweet upon the seat of a bicycle-made-for-two.

Michael, Michael – here is my answer, dear! I can't cycle; it makes me feel so queer! If you can't afford a carriage just forget about the marriage. You can throw a fit but I won't sit on a bicycle-made-for-two!

As a group you must **rap** this song for the rest of the class. This means you will have to add words and comments and action at suitable places to achieve the right rhythm and **rap** style.

**5.11 Activity 5:**

The following LANGUAGE TEST is based on the *Daisy Daisy* song in Activity 4. This TEST will be assessed by your educator.

Language Test

	MARKS
<b>PUNCTUATION</b>	
Circle the correct answer: The comma in line one . . . .A separates similar words. B marks off a word to emphasise it. (1)	
Circle the correct answer: The exclamation mark at the end of the second line is used to . . . A catch the reader's attention B emphasise a strong emotion. (1)	
The apostrophe in I'm / won't / can't shows . . . 1. possession. 2. that a letter (or letters) has/have been left out. 3. that words have been contracted. Circle the correct answer: (A) 1 (B) 2 (C) 2 and 3 (D) 1 and 3 (1)	
[3]	
<b>WORD-CLASSES</b>	
Write down ONE example of each of the following ... an abstract noun: ..... (1) a proper noun: ..... (1) a pronoun: ..... (1) a compound noun: ..... (1) an adjective: ..... (1) a verb: ..... (1) write down ONE abstract noun: ..... (1) write down TWO common nouns: ..... (2)	
<i>continued on next page</i>	

[9]	
DICTIONARY WORK	
Study the dictionary definition of tandem. Fill in the words which are missing in the following statements. The abbreviation adv. stands for ... (1) The abbreviation n. stands for ... (1)	
[2]	
WORD-BUILDING	
Underline the prefix in ... bicycle Fill in the missing word: The underlined prefix means ... [1]	

**Table 4**

Make a list of other abbreviations found in the dictionary, with an example of each.

**5.12 Activity 7:**

**5.13 [LO 2.2.1, 2.4]**

Why might you want a bike? Mind-map your ideas on a sheet of paper.

1. How could you use it to have fun?
2. How could you use it to earn money?

Choose a partner and explain to your friend why you want a bicycle and what you are going to do with it.

**5.14 ACTIVITY 8:**

**5.15 READING SKILLS**

**5.16 [LO 3.4.1, 3.6]**

Reading is a route to knowledge and knowledge is a route to empowerment. When you have mastered the basic skill of reading, you can work at refining this skill so that you read effectively.

To grasp the gist of a passage, you can *skim* it. This means your eyes flit across the words, focusing on *key words* and *the main idea*.

To understand the content fully, you must read *with concentration* with an eye to *facts and detail*.

To find certain information quickly, you can *scan* the passage. This means your eyes slide across the passage, looking for *specific information*. *Usually these facts will be numbers, names, dates*.

Reading exercise

Read the following newspaper report on the THE AFRIBIKE SHOP, an exciting new venture, which is aimed at empowering "a million people". AFRIBIKE is the brainchild of two enterprising entrepreneurs, Gustav Erlank and Paul White. Read the passage with concentration, so that you can fully understand and appreciate their brilliant idea.

**PUTTING A MILLION PEOPLE ON WHEELS**

1. Afribike is a non-profit-making company that, with the backing of the Department of Transport, hopes to put nearly a million poor South Africans on bicycles in the next five years.

2. Firstly, the firm intends to sell imported second-hand bicycles cheaply to people who do not have transport. The first 10 000 used bicycles imported by Afribike were donated by the British Post Office

through a British organization, Recycle. Up to 100 000 used bicycles could be imported every year from suppliers in Denmark, the Netherlands, Switzerland and the United States.

3. Secondly, Afribike is also working with local industry to develop a basic, sturdy utility bicycle. They aim to produce a comfortable bicycle with balloon tyres, specially designed for African conditions. This machine will also be sold at an affordable price.

4. A refurbished bicycle would cost up to R150. There is also a scheme in which somebody could buy a bicycle for as little as R40 plus 10 hours of 'sweat-equity' - during which the buyer learns all about repairing a bicycle.

5. A survey by Saturday Argus has found that there is a definite need for cheap bicycles. Almost all the 300 000 new bicycles sold in South Africa annually are imported, mostly from China, Taiwan and Vietnam. The cheapest new bicycle costs about R500. Bicycles are bought mostly for recreational activities and for school children.

6. The decision to back a bicycle-for-all scheme arose out of a study made in rural areas by the Department of Transport. It was found that many remote areas lacked any form of transport, and some children have to walk 40 minutes each way to and from school.

7. The bicycle is ideal transport for a developing country. It is safe, it is environmentally sound and relatively cheap. After World War II, Germany and Japan pedalled out of poverty on bicycles. The economy of the Far East flourished because its people found cheap and efficient transport on bicycles instead of spending their incomes on cars.

8. "Bicycles are ridden by less than 0,25% of the South African population. We want to increase that to 2,5% - close on a million people - in the next five years," said Mr Justas Élan, Afribike's chief executive. The Afribike scheme is already under way. Franchises are operating in Kabuli Natal and Midland; one will be opening in Jugulate in February 2001.

For more information, access: [w.w.w.afribike.org](http://w.w.w.afribike.org)

Now do the following scanning exercise

To do this QUICK QUIZ you need to scan the passage to see how quickly you can find the information to complete the following sentences. Jot the answers down in the spaces. Time yourself.

1. How many South Africans would Afribike like to put on bicycles in the next five years?
2. How many bicycles did Recycle donate to South Africa?
3. How many bicycles could be imported from suppliers in Denmark, Netherlands, Switzerland and America every year?
4. How much would a refurbished bicycle cost?
5. If you paid R40 for a bicycle, how many hours of training in the sweatshop would you be required to do?
6. How many bicycles are sold in South Africa every year?
7. What does the cheapest imported bicycle cost?
8. How many South Africans (currently) use a bicycle as their main means of transport?
9. When will Afribike be opening a shop in Guguletu?
10. How many years will it take to increase the percentage of South Africans riding bicycles to 2,5%?

## 6 Assessment

LO 2
<i>continued on next page</i>

SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language:2.2.2 takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police);
2.4 debates social and ethical issues:2.4.4 expresses opinions and supports them with reasons (e.g. I'd just like to say that...because....).
LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction):3.1.1 identifies purpose, audience and context;
3.1.2 infers meaning.
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
4.4 writes creatively:4.4.1 shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);
LO 5
Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.
5.2 uses language for thinking: 5.2.1 asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');
5.2.3 uses language for thinking: understands and uses evidence to support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness);

Table 5

## 7 Memorandum

### ACTIVITY 1:

Explain the value of a survey – how it makes it easier to plan a project if one knows the parameters and frames of reference e.g. if there is an earthquake, the doctors etc do not immediately start working on patients – they first assess the damage (do a survey), the water and sewerage conditions etc and then they can plan more effectively. Allow each group the correct amount of time but monitor their progress. Tell them that you will be giving each group a “team-work assessment mark”. This should get them going.

There is so much that one can say about the dangers. Bring in road safety here; talk about the cost of racing bikes; about maintenance of ‘wheels’ (perhaps demonstrate how to fix a puncture?) and how, in a country where transport is difficult and distances are far, that a bicycle can often be the solution.

### ACTIVITY 2:

This discussion can be valuable but it is in expressing themselves that the value lies.

### ACTIVITY 3:

This report can explain quite clearly the value of headings, clarity, accuracy and simplicity. Go over the checklist with them and how it needs to be filled in. Make sure they fill in everything – also teaches them how to fill in a form!

**ACTIVITY 4:**

You could, of course, sing them this ditty, as the chances are they might not know it! You might like to tell them about the penny-farthing too and show them a picture! Explain about rhythm for rapping and the different beats. Use their surnames for finding the different beats and group them accordingly. This is always fun!

**ACTIVITY 6**

There is so much work you can do here on punctuation and word classes by giving them more examples and letting them work out questions for the others in the group. Let them work individually for this. You might like to extend the test.

**ACTIVITY 7**

This is a valuable **ACTIVITY** as it can extend into their other subjects and help them to be dictionary-literate! It would help if you brought numerous different kinds of dictionaries to the classroom and explained the value of each.

**ACTIVITY 8**

Let them work individually on this **ACTIVITY** before they work with a partner. Explain that the work must be **THOROUGH** and **CLEAR**.

**ACTIVITY 9 READING EXERCISE:**

Explain about pace and controlling the reading; about stress and tone variation and about holding the reading material correctly with thumb and forefinger at the ready so that it leaves them free to look up now and again. This is an interesting true article so they can really learn from it and perhaps get some ideas of their own?

**QUICK QUIZ:** Explain about skim-reading: How to look for operative words – do this for them in the first few sentences and then go around the class to make sure they understand what an operative word is. Explain about reading only the first sentence of every paragraph to get some idea of the general themes.