

**CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12**

ENGLISH SECOND ADDITIONAL LANGUAGE

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

This section is divided into TWO components, an overview of the skills, content and strategies and the Teaching Plans.

3.1 LISTENING AND SPEAKING

Listening and speaking are different but interdependent skills. Both are continually present informally in the classroom as learners receive and discuss information. Formal listening and speaking of special forms, e.g. speech, need focused instruction. Formal and informal listening and speaking are integrated with reading, writing and language practice, and speaking may give written text an oral form (e.g. reading aloud).

LISTENING

Listening process

Listening instruction will usually involve working through elements of the listening process. This is a three-phase activity which models independent listening strategies for decoding and understanding speech and other audio texts. Not every step of the process will be used on every occasion. For example, if learners are going to listen to a recorded explanation they could do a reading or viewing activity, which is a **pre-listening** activity in this case, which alerts them to the need for focused listening and helps them make associations with their own experience. **Listening** activities would help them capture specific details of the message. **Post-listening** might involve learners in responding to what they have heard through discussion.

Listening comprehension exercises and assessment give an opportunity to teach learners how to listen.

Pre-listening introduces learners to the listening situation. It allows them to activate their previous knowledge of the topic, and prepare for listening.

Stimulate /activate background knowledge before listening

Predict what text may be about from title

Deal with any key vocabulary that learners may not be familiar with

Teacher may set a pre-listening question to focus learners' attention

Learners should be physically prepared with, for example, pencil and pad for note taking

During **Listening** learners pay attention for various purposes:

(Note that it is good practice for learners to listen to a text several times, focusing on a different aspect each time.)

Listening for specific information

Search for meaning; identify main and supporting ideas

Constantly check understanding of message by making connections, making and confirming predictions, making inferences, evaluating, and reflecting

Make meaningful notes; outline, map, categorize, summarise, paraphrase, retell, explain what has been said

Be aware of speaker / presenters' body language and other visual cues

Listening for analysis and evaluation

Distinguish between facts and opinions

Interpret and evaluate the tone of the message

Identify and interpret any emotive and manipulative language used

Listening for interaction

Use turn-taking conventions in conversations or group work

Ask questions to sustain communication

Respond to language, gestures, eye contact and body language

Signal interest and attention appropriately through expression, posture etc

Use the appropriate conventions to be polite and show respect for others

Listening for appreciation

Respond to the aesthetic qualities of oral text, e.g. rhythm, pace, sound effects, imagery, gestures accompanying the text

Post-listening follows up on the listening experience. Learners

Answer questions

Review notes; summarise

Transfer information from oral to written mode, e.g. use information to label a diagram

Synthesise new information with prior knowledge

Draw conclusions; evaluate; give own opinion

SPEAKING

Speaking instruction needs to recognise a wide range of informal and formal speaking situations, from casual conversation to formal speaking. Speaking clearly, fluently, coherently, confidently and appropriately should be the aim of teaching speaking.

The teaching of speaking should include knowledge of the process and communication strategies.

The speaking process

The speaking process consists of the following stages:

Planning, researching and organising

Practising and presenting

Informal speaking and group work

see “Features and conventions of oral communication texts” below.

Formal speaking and presenting

The formal speaking process will usually involve the above-mentioned stages. Formal presentation forms may involve a written or oral version which teachers may assess.

Planning, researching and organising

Learners demonstrate planning, researching and organising skills for oral presentation. They

Use resources and reference materials to find and select information

Make notes and summaries from a range of relevant sources

Include a range of facts and examples according to task requirements

Use an effective introduction and conclusion

Develop ideas and present facts logically

Use objects, audio and/or visual aids to enhance the appeal and accuracy of presentations

Practising and presenting

Learners demonstrate practising and oral presentation skills. They

Use appropriate forms of address

Show an awareness of audience

Show an awareness of situation: formal or informal speech

Express and support own opinion in discussion and interaction

Strive to use correct language structures and conventions

Use appropriate verbal and non-verbal techniques to reinforce meaning

Strive to speak with appropriate, clear intonation and pronunciation

Features and conventions of oral communication texts

Informal speaking and group work

Speaking/ oral text	Purpose	Features
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form		
<p>Informal discussion / conversation / dialogue/ group work/role play/ interview</p> <p>See: Expressions used in conversations – Reference list Below</p>	<p>To share ideas, opinions and viewpoints with individuals/ groups</p>	<ul style="list-style-type: none"> • Initiate and sustain conversations • Use turn-taking conventions • Fill in gaps and encourage the speaker • Clarify meaning where necessary • Give and support opinion • Share ideas and experiences • Ask and respond to questions to sustain communication • Promote the aims of the group work by taking on leadership and other roles • Respond to language, gestures, eye contact and body language • Signal interest and attention appropriately through expression, posture and gesture
<p>Unprepared reading aloud</p>	<p>To share a written text</p>	<ul style="list-style-type: none"> • Read fluently and audibly • Pronounce words without distorting meaning

Formal speaking and presenting

Speaking/ oral text form	Purpose	Features
<p>Prepared speech on familiar topics</p> <p>This form will display evidence of preparation</p>	<p>To inform / express / share and support viewpoint or opinion</p> <p>Oral report; review</p>	<ul style="list-style-type: none"> • Conduct research • Organise material coherently. Choose and develop main ideas and support with examples • Use correct format, vocabulary, language and conventions • Use rhetorical questions, pauses and repetition • Use tone, voice projection, pace, eye contact, posture and gestures • Use effective introduction and conclusion • Use appropriate style and register • Incorporate appropriate visual, audio and/or audiovisual aids, e.g. charts, posters, objects, images where applicable
<p>Prepared reading aloud</p>	<p>To share a text written by self or other; to entertain</p>	<ul style="list-style-type: none"> • Read fluently and attentively according to purpose and task • Pronounce words without distorting meaning • Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures

Speaking for specific purposes / contexts

Speaking/ oral text form	Purpose	Features
Giving directions	<ul style="list-style-type: none"> To tell someone how to get somewhere 	<ul style="list-style-type: none"> Use mostly the imperative form Use concise and clear sentences Use chronological order Refer to a specific direction Indicate the approximate distance Provide information about landmarks along the way
Instructions	To explain how to use a tool or instrument, prepare food, repair faults, etc.	<ul style="list-style-type: none"> Explain how to use an tool or instrument, or how to make something Describe the materials needed Provide a clear, correct and logical sequence of instructions Use appropriate vocabulary, expressions or technical language

Expressions used in conversations – Reference list

ASKING PERMISSION/ REQUESTS <ul style="list-style-type: none"> Can I.....? May I.....? Would it be possible for me.....? Is it all right if....? Would it be ok if...? Do you mind if I ...? Please let / permit / allow me to ... Would you agree to ...? 	INTERRUPTING <ul style="list-style-type: none"> Excuse me, could I ...? Sorry, do you think I could ...? Excuse me, do you know ...? I beg your pardon, could you help me? (formal)
OFFERING HELP <ul style="list-style-type: none"> May I help you? Can I help you? Are you looking for something? Would you like some help? Do you need some help? What can I do for you today? 	SEEKING ASSISTANCE <ul style="list-style-type: none"> Can I have help with.....? Would you help me to.....? I need help with ... Please assist me ... (formal) Please lend a hand with ...

<p>APOLOGISING</p> <ul style="list-style-type: none"> • Sorry. • I'm sorry for.... • I regret..... • Please forgive me for ... • I apologise for ... • Pardon me. • Excuse me. • I beg your pardon. 	<p>COMPLAINING</p> <ul style="list-style-type: none"> • I'm sorry to have to say this, but... • I'm sorry to bother you, but... • Maybe you forgot to... • I think you might have forgotten to... • Excuse me if I'm out of line, but... • There may have been a misunderstanding about... • Don't get me wrong, but ...
<p>GIVING ADVICE</p> <ul style="list-style-type: none"> • I don't think you should • You ought to..... • You ought not to..... • If I were you, I'd • If I were in your position, I'd ... • If I were in your shoes, I'd • You had better • You shouldn't..... • Whatever you do, don't..... 	<p>STATING A PREFERENCE</p> <ul style="list-style-type: none"> • Would you like to ...? • I'd rather..... • Why don't we...? • Well, I'd prefer What do you think? • What do you think we should do? • If it were up to me, I'd ... • I think we should
<p>GUESSING, INFERRING</p> <ul style="list-style-type: none"> • I'd say he's about ready to ... • It might need some ... • He could be ... • It looks like ... • Perhaps he needs some... • Maybe they want to ... • It's difficult to say, but I'd guess that ... • I'm not really sure, but I think ... 	<p>GIVING IMPRECISE INFORMATION</p> <ul style="list-style-type: none"> • There are about ... • There are approximately ... • There are a large number of ... • predicts up to ... • It's kind of ... • It's the type of ... • They're the sort of ... • It's difficult to say, but I'd guess ... • I'm not really sure, but I think ...
<p>SAYING GOODBYE Long trips, vacations, short outings</p> <ul style="list-style-type: none"> • Have a good trip. • Enjoy your vacation. • Have a good journey. • Enjoy your holidays. • Enjoy! • Have a good time at (destination place such as a restaurant) 	<p>EVALUATING YOURSELF</p> <ul style="list-style-type: none"> • This worked well/was effective because ... • I did this well because ... • It would have been better if I had ... • This could be improved by ... • Progress is /is not evident because ...

<ul style="list-style-type: none"> Have a good time in (destination city) 	
GREETING AFTER A TRIP <ul style="list-style-type: none"> How was your vacation / holiday in...? Did you enjoy your time in (destination)? How was your journey / flight / trip? 	

Suggested length of texts to be used for listening comprehension

Texts	Grades	Lenght of text
Oral, visual, audio-visual and texts from the mass media Audio texts (listening comprehension passage clip, one minute for Grade 10, one minute and thirty seconds for Grade 11 and two minutes long for Grade 12) Creative texts Referential and informational texts Texts for enrichment Audio-visual texts (Films, television programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos)	10	100 words / about 1 minute
	11	150 words / about 1 ½ minutes
	12	200 words / about 2 minutes

Suggested duration of oral communication

Texts	Duration Grades 10 – 12
Conversations and discussions	10-30 minutes for group / class
Dialogues	2-3 minutes for a pair/4-5 minutes for a group
Directions and instructions	1-2 minutes

Interviews	3-5 minutes
Prepared reading aloud	1-2 minutes
Prepared speeches, report, review	1-2 minutes
Storytelling, relating events	Up to 3 minutes
Day-to-day oral communication, e.g. seeking assistance, apologising, etc. Refer to Expressions used in conversations – Reference list	1-2 minutes

3.2 READING AND VIEWING

Reading / viewing combines two elements: 1) learning and applying strategies for decoding and understanding text 2) learning and applying knowledge of text features. Both aspects should be present in reading/ viewing instruction of literary and non-literary texts.

Reading / viewing content is arranged in: 1) reading for comprehension 2) reading for formal study (setworks) and 3) extended independent reading.

Reading process

Reading instruction will usually involve working through elements of the reading process. This is a three-phase activity which models independent reading strategies for decoding and understanding text. Not every step of the process will be used on every occasion. For example, if learners are reading an unfamiliar text type or genre, they will need to do **a pre-reading** activity which alerts them to surface features of this text type, and helps them make associations with their own experience. **Reading** activities would help them analyse its structure and language features in more detail. **Post-reading** might involve learners in trying to reproduce the genre in a written text of their own.

Pre-reading introduces learners to the text. It activates associations and previous knowledge.

Skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information, e.g. fonts and numbering, layout, icons, illustrations, graphs, charts, diagrams, maps, pull down menus, key word searches, etc

Skimming and scanning parts of a book, e.g. title page, table of contents, chapters, glossary, index, appendix, footnotes, etc

Predicting using the information gained from skimming and scanning

Dealing with any key vocabulary that may be unfamiliar to the learners

Reading involves making meaning of the text and paying close attention to its language features

Actively making sense of the text

Working out the meaning of unfamiliar words and images by using word attack skills and

contextual clues

Using comprehension strategies:

making connections, monitoring comprehension, adjusting reading speed to text difficulty, re-reading where necessary, looking forward in the text for information that might help, asking and answering questions (from lower to higher order), visualizing, inferring, reading for main ideas, attending to word choice and language structures, recognizing the text type by its structure and language features

Making notes or summarising main and supporting ideas

Post-reading enables the learners to view and respond to the text as a whole.

Answering questions on the text from lower order to higher order

Comparing and contrasting; synthesising

Evaluating, drawing conclusions and expressing own opinion

Reproducing the genre in writing of their own (where appropriate)

Intensive reading of literary and non-literary texts

During the reading process the following strategies should be applied:

Intensive reading of shorter written texts for COMPREHENSION at a word level

Learners apply a variety of strategies to decoding texts. They build vocabulary through word-attack skills and exposure.

Use dictionaries, thesauruses and other reference works to determine the meaning, spelling, pronunciation and part of speech of unfamiliar words

Identify the meaning of common prefixes (e.g. *bi-*, *un-* or *re-*) and common suffixes (e.g. *-ful*).

Determine the meaning of words and their connection to word families using knowledge of common roots, suffixes and prefixes

Use textual context (e.g. in-sentence definitions), cues (e.g., commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words

Recognize common allusions, idioms and proverbs, e.g. *the Midas touch*.

Distinguish between denotation and connotation

Evaluate how words from various origins impact on text, e.g. Latin- and Greek-based words, street slang, dialects, borrowed words (e.g. *ubuntu*, *dorp*, *bunny chow*).

Distinguish between commonly confused words: homophones, homonyms, homographs, synonyms, e.g. *allusion* / *illusion*; *complement* / *compliment*; *imply* / *infer*

Recognise a wide range of abbreviations and acronyms

Apply knowledge of grammar to decode meaning. See Language Structures – Reference List below.

Intensive reading of shorter written texts for COMPREHENSION at sentence and paragraph level

Learners apply their grammatical knowledge to understand sentence construction and the organisation of texts. Text study at this level provides an opportunity for integrated teaching of language structures.

Identify, explain and analyse the meaning and functions of language structures and conventions in texts. See Language Structures – Reference List below.

Intensive reading of shorter written texts for COMPREHENSION at a whole text level

Learners apply their knowledge of genre and formal text study to understand the meaning, intention and effect of the whole text

Relate the text to their own experience

Identify the genre and its purpose, e.g. an argument which seeks to persuade

Identify and explain author's attitude and intentions

Synthesise parts of texts or whole texts in order to reach conclusions

Draw conclusions and support own opinion

Intensive reading of shorter texts for SUMMARY AND NOTE TAKING

Learners apply their understanding of text features to summarise text. See reading strategies above.

Skim and scan for main ideas and theme

Separate main ideas from supporting details

Paraphrase and write down the main ideas

Intensive reading of shorter texts for CRITICAL LANGUAGE AWARENESS

Learners apply their understanding of how language can create and maintain power relationships between text producer and reader. They recognise and explain the point of view from which the text is written.

Identify and explain implied meaning and inference

Recognise and explain the writer's / producer's / narrator's / character's point of view and give some supporting evidence from the text

Identify and explain emotive and manipulative language

Identify and explain bias and prejudice, and any stereotyping

Identify and explain assumptions and explain their impact

Identify and explain denotation and connotation

Suggest the purpose of including or excluding information

Intensive reading of MULTIMODAL AND VISUAL TEXTS

(Multimodal texts make use of visual and written material in a single text e.g. advertisements, cartoons. They can also combine this with spoken language and gestures.)

Learners apply their knowledge of images and visual elements to understand how these support writing in multimodal texts. Learners apply the meta-language of film study to understand and appreciate visual text elements and their effect.

Identify and explain the purpose and message in visual texts for information, e.g. cartoons, pictures, advertisements, graphs, tables, documentaries, charts, maps

Identify and explain the purpose and message of visual texts created for enjoyment and entertainment, e.g. film, cartoons, music videos, comic strips

Identify and explain the message and effectiveness of visual texts which support speaking, e.g. posters diagrams, data projection

(In film study only) Identify and understand, the relationship between sound, speech, action and visual elements in film and other audio-visual forms

Intensive reading focusing on the FORMAL STUDY OF LITERATURE

Learners read, evaluate and respond to the aesthetic qualities of literary text. At least ONE genre is selected for formal study and assessment each year. A range is studied in Grades 10 – 12 selected from the National Literature Catalogue: poetry / short stories / short drama / short novel or other texts for enrichment.

See “Texts for the integrated study of language skills” at the end of this section

NOTE: The emphasis in formal text study will change depending on the setwork / chosen text.

Identify and explain plot, theme, message, characters and setting

Understand the distinctive qualities of different literary forms, e.g. that a poem has different characteristics from a novel

Identify and explain writer's / producer's / poet's intention

Explain how choice and use of words in **poetry** support the message / theme.

Explain how characters, setting and use of words in **short stories / short drama / short novel** support the message / theme.

Identify and explain figurative language and rhetorical devices as they appear in different texts, e.g. imagery, simile, metaphor, personification, alliteration, contrast, rhyme, refrain, rhythm, alliteration, irony, sarcasm, anti-climax, pun, and, pause and repetition

Extended independent reading / viewing

Learners practise the strategies modelled in intensive reading and formal text study for extra-curricular independent reading for pleasure. Teacher guidance on access and level is crucial to this part of the reading.

Access libraries and know book storage conventions

Provide evidence of extended reading / viewing in the form of speeches, discussions and book / film / programme reviews

Read / view a wide range of whole texts, e.g. books, magazines, newspapers, websites, films, documentaries, TV series both during and after class.

Examples of question types

Knowledge questions	<i>What happened after ...? Can you name the ... Describe what happened at ... Who spoke to ...? What is the meaning of?</i>
Comprehension questions	<i>Who was the key character ...? Can you provide an example of ...? Can you explain in your own words?</i>
Application questions	<i>Can you think of any other instance where? How would you explain the character's emotions in this line?</i>
Analysis questions	<i>How is this similar to ...? How is this different to ...? What is the message of ...? Why do you think</i>
Synthesis questions	<i>We've learned a lot of different things about this character – What kind of person is he?</i>
Evaluation questions	<i>Which of these two poems do you prefer? Why?</i>

TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE SKILLS

GRADES 10-12

In addition to literary texts for formal study, texts to be covered in grades 10 – 12 include written, visual and multimedia texts with different purposes. Some texts will be studied for their aesthetic qualities; some texts will be studied as examples and as models for writing. Teachers should ensure that learners read a range of texts and genres during the year. There should be a balance between short and long texts and between reading for different purposes, e.g. aesthetic purposes (formal text study in set work), texts for mass distribution in the media, visual texts for enjoyment.

<p>Literary texts for formal study. A range to be studied in Grades 10 – 12.</p> <p>Recommended Genres ONE of the following recommended literary genres as included in the National Literature Catalogue:</p> <p>Short stories (Grade 10 – 2 stories) (Grade 11 – 3 stories) (Grade 12 – 5 stories)</p> <p>Poetry (Grade 10 – 3 poems) (Grade 11 – 4 poems) (Grade 12 – 6 poems)</p> <p>Short novel</p> <p>Short drama</p> <p>Enrichment Films Selected TV series/ documentaries Radio dramas Essays Biographies Autobiographies Folk tales Myths and legends</p>	<p>Written texts for information Dictionaries Encyclopaedias Schedules Telephone directories Textbooks Thesaurus Timetables TV guides</p> <p>Written texts in the media Magazine articles Newspaper articles Editorials Notices Obituaries Reviews Brochures Advertisements (commercial and classified)</p> <p>Written forms of audio texts Dialogues Speeches Songs Jokes</p> <p>Written interpersonal and transactional texts Letters Diaries Invitations Emails Sms's, twitter Notes Reports</p> <p>Written interpersonal texts in business Formal letters Minutes and agendas</p>	<p>Multimedia / visual texts for information Charts, maps Graphs, tables, pie charts Mind-maps, diagrams Posters Flyers, pamphlets, brochures Signs and symbols TV documentaries Web pages, internet sites, blogs Facebook and other social networks Data projection Transparencies</p> <p>Multimedia / visual texts for aesthetic purposes Films Photographs Illustrations</p> <p>Multimedia / visual texts for enjoyment and entertainment Films TV programmes Music videos Cartoons, caricatures Comic strips Jokes (illustrated) Graffiti</p> <p>Audio texts Radio programmes Readings of dramas Readings of novels or short stories Recorded speeches</p> <p>Advertisements on radio, TV newspapers and magazines</p>
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Length of written texts to be read for intensive reading / comprehension and summary

Text type	Grades	Length of text	
*Comprehension	10	300 – 350 words	
	11	350 – 400 words	
	12	400 – 500 words	
Text type	Grades	Number of words	Length of summary
Summary	10	150 words	50 – 60 words
	11	180 words	
	12	200 words	

*Comprehension: No more than three texts to be used. The number of words reflects the total number of all texts used.

3.3 WRITING AND PRESENTING

Writing and presenting combines three elements: 1) using the writing process 2) learning and applying knowledge of the structure and features of different text types 3) learning and applying knowledge of paragraph and sentence structure and punctuation.

Process writing

Writing instruction will usually involve working through the writing process. However, not every step of the process will be used on every occasion. For example, if learners are writing a familiar text type, they will not need to analyse its structure and language features in so much detail. There may also be occasions when teachers need to focus on sentence construction or paragraph writing, or learners write texts without drafts in preparation for the examination.

Steps in process writing

Planning/Pre-writing

Analyse the structure, language features and register of the text type that has been selected

Decide on its purpose, audience and context

Brainstorm ideas for the topic using, for example, mind maps

Discuss the criteria that will be used to evaluate the piece of writing

Select relevant information for the topic

Identify main ideas and supporting detail

Sequence ideas in a logical order so that they make sense

Drafting

Write a rough first draft that takes into account purpose, audience, topic and text type

Choose appropriate words, for example, in a narrative use evocative words and phrases to make the writing vivid

Organise ideas in a logical sequence so that the argument flows smoothly in an essay

Organise ideas and/or images so that a story makes sense

Establish an individual voice and style

Read drafts critically and get feedback from teacher and classmates

Revising, editing, proofreading and presenting

Evaluate their own and others' writing for improvement using set criteria

Refine word choice, sentence and paragraph structure

Work on the sequencing and linking of paragraphs

Eliminate ambiguity, verbosity and any offensive language

Use grammar, spelling and punctuation correctly

Prepare the final product including layout

Present the text

Language structures and conventions during process writing

Register, style, voice

Use an appropriate register and style (formal or informal)

Establish an individual voice, for example, write from own point of view

Word choice

Know and use a wide range of vocabulary

Know the denotative and connotative meanings of words

Know what part of speech a word is and how to use it in a sentence

Know whether a word is formal, informal, or slang (or offensive) and how to use it appropriately (or not at all)

Spell words correctly

Use monolingual and bilingual dictionaries and thesauruses to expand vocabulary

Keep a personal vocabulary book to expand vocabulary

Sentence construction

Write simple, compound and complex sentences

Use conjunctions to join clauses in compound sentences: *and, but, nor, or, so, then, yet*

Use subordinating conjunctions to join clauses in complex sentences:

time clauses: *when, before, after, since, while, as, until*

conditional clauses: *if, unless*

purpose clauses: *in order to, so that*

reason clauses: *because, since, as*

result clauses: *so that*

concessive clauses: *although, though, while*

place clauses: *where, wherever*

clauses of manner: *as, like, the way*

Use defining and non-defining relative clauses

Use noun phrases, adjectival phrases and adverbial phrases to expand sentences, for example,

The old man with a stick was walking down the winding road.

Paragraph writing

Write paragraphs with a topic sentence and supporting sentences in non-fiction texts

Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type

Use logical connectors to link sentences in a paragraph:

ordering ideas: *firstly, secondly, finally, etc.*

addition: *moreover, furthermore, in addition, etc.*

similarity: *similarly, likewise, in the same way, etc.*

contrast: *however, nevertheless, although, though, on the other hand, etc.*

cause/effect: *because, therefore, as a result, consequently, etc.*

conditions: *if, provided that, unless, etc.*

sequence in time: *next, soon, after, then, later, suddenly, afterwards, etc.*

Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning)

Language conventions (Spelling and/ punctuation)

Know and be able to use the following punctuation marks appropriately and accurately: full stop, comma, colon, semi-colon, hyphen, dash, apostrophe, question mark, exclamation mark,

brackets, quotation marks

Text types – structure and language features

Teachers should ensure that learners write a range of texts during the year. There should be a balance between short and long texts and writing for different purposes: creative, personal/interpersonal and work-related. Teachers should choose a text type and an appropriate topic to write about, for example, a narrative essay on the topic 'My journey.'

The tables below describe the range of text type that learners should be taught to write in Grades 10-12; other texts could also be included where appropriate.

Essays or creative texts

Text type	Purpose	Text structure	Language features
Narrative	To entertain	Introduction Events Conclusion	Written in the first or third person Written in the past tense Events described sequentially Connectives that signal time e.g. Early that morning, later on, once Language used to create an impact on the reader e.g. adverbs, adjectives, images
Descriptive	To describe something in a vivid way	Identification: gives a general orientation to the subject Description: describes features or characteristics of the subject	May be written in any appropriate tense Creates a picture in words Uses adjectives, adverbs Uses figurative language e.g. simile, metaphor, personification, alliteration

Longer and shorter transactional texts (personal/ interpersonal and business)

Text type	Purpose	Text Structure	Language features
Instructions, directions (Short)	To describe or instruct how something is done through a series of sequenced steps	Goal: a statement of what is to be achieved Materials/equipment needed listed in order, Sequenced steps to achieve the goal e.g. May have accompanying visual text e.g. storyboard, diagrams, etc.	Written in the imperative In chronological order Use of numbers and bullet points to signal order Expressions of cause and effect
Review (short)	To	Context: background information	Written in the present/past tense

story or film review) (Long)	summarise, analyse and respond to literary texts or performances	such as author, illustrator, type of work Text description: describes elements of the text or production such as main characters, key incidents Evaluation of the work by expressing an opinion or judgment	Use of appreciation and denunciation vocabulary to evaluate text
Short report (Long)	To describe events	A description of the event May have accompanying visual text e.g. diagrams, photos	Written in the appropriate tense Moves from the general to the specific May use technical vocabulary
Diary entries (Short)	To record personal experiences	Usually written in a special book (a diary or a journal) Entries written regularly (e.g. daily or weekly) Entries dated	Usually written in past tense Informal in style The writer is writing for him or herself
Friendly letter (Long)	To inform and maintain a relationship	Address, date and salutation Content Conclusion Writer's name	Usually informal in style but can vary Language features will vary according to purpose of message
Invitation cards (Short)	Invitation as an example: To invite someone to an event or to do something (and either accept or decline)	May take the form of a personal letter or use an invitation card. Includes: Nature of the event Where it will take place Date and time May include dress code Name of invitee May include RSVP May have a visual, design element The response may be in the form of a note or letter	Can be formal or informal in style Generally concise – brief and to the point Makes use of conventional phrases Response is polite
Formal letter (Long)	Various e.g. to apply for a job or bursary; to complain, request, etc.	Writer's address, date, recipient's address, salutation May have a heading Structure of message will vary depending on purpose e.g. letter	Usually formal in style Makes use of language conventions e.g. <i>Dear Sir/Madam, Your sincerely</i> Generally concise – brief and to the

		to complain Closing	point
Filling in forms (Short)	Various e.g. to apply for a job, place at university, etc.	Will vary according to the purpose	The person completing the form should be concise, accurate, formal, neat (writing should be legible)
Flyer, poster (Short)	To persuade someone to buy something or use a service	Small size e.g. A5 paper Eye-catching headline, slogan or logo Brief description of product List of benefits or offers Contact information e.g. website May have a visual, design element	Speaks directly to the reader Concise language Language used to create an impact on the reader e.g. adverbs, adjectives, figurative language such as alliteration, metaphor
Advertisement (Short)	To persuade someone to buy something or use a service	Can take a variety of forms Make use of slogans and logos Usually have a visual, design element Use advertising techniques Use design to make the advertisement eye-catching and memorable	Figurative language and poetic devices used to create impact and make the language memorable e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm
E-mail (Short)	To inform and maintain a relationship	The recipient's address – which, in most cases, is the recipient's name and the server point, as well as the country in which the server point is based. For example, lethaboj (<i>name</i>)@gmail. (<i>server</i>) za (<i>country</i>). CC: these may be the recipients whose attention is called to the email. • Subject: This is a summary of the content of the email. Message Sender's name. NB: The sender's address reflects automatically when the email is received. The sender may choose to provide other contact details at the end. This is called a signature	Speech-like communication

Dialogue (Long)	It is a record of the exchanges as they occur, directly from the speaker's point of view	<p>When writing a dialogue:</p> <p>Write the names of the characters on the left side of the page;</p> <p>Use a colon after the name of the character who is speaking;</p> <p>Use a new line to indicate each new speaker;</p> <p>Advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken;</p> <p>Sketch a scenario before you start writing.</p>	<p>When the dialogue involves family or close friends, the "casual style" is used. Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used</p> <p>When the conversation involves strangers, the consultative style is used. More elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement</p>
Speech (Long)	To inform, educate, enlighten and entertain the public	<p>Start and adapt the style to be used; When?, Where?, Why? (purpose), Who? (audience), and What?</p> <p>Openers attract attention.</p> <p>Develop points well and avoid clichés.</p> <p>Balance criticisms with reasonable alternatives.</p> <p>The conclusion is important, and is never a summary of what has been written.</p>	Use short sentences with simple ideas, using familiar examples.
For enrichment: Curriculum Vitae and covering letter, sms, email, fax, short messages, example, for the answering machine, fridge note, etc.			

Length of written texts to be produced

Texts	Grades	Number of words
		Length of text
Essays: Narrative / descriptive	10	150-180
	11	180-200
	12	200-250

Longer transactional texts: Friendly / formal letters (request / complaint / application / thanks / congratulations / sympathy) / short report / short story or film review / speech / dialogue	10-12	80-100 (content only)
Shorter transactional texts: Advertisements / Diary entries/ Postcards / Invitation cards/ Filling in forms / Directions / Instructions/ Flyers / Posters / E-mails	10-12	50-70

3.4 LANGUAGE STRUCTURES AND CONVENTIONS – REFERENCE LIST

The following language structures and conventions will be taught in the context of reading and writing, and also as part of a systematic grammar programme. Some of the structures will have been introduced in earlier grades but may still need to be revised. Other grammatical structures are introduced in Grades 10-12.

NB: The unique features of the language must be taken into consideration. As a result, only features applicable to a specific language should be given attention in the text below.

LANGUAGE STRUCTURES AND CONVENTIONS	
Vocabulary development and language use	
Synonyms, antonyms, homonyms, homophones, one word for a phrase Figures of speech (simile, metaphor, personification, contrast, irony, sarcasm, anti-climax, pun) (Enrichment: <i>metonymy, onomatopoeia, hyperbole, symbol, euphemism, litotes, oxymoron, paradox, understatement, synecdoche</i>) Idiomatic expressions/idioms/proverbs Borrowed, inherited, new words (neologisms), and etymology (origin of words) Parts of words: Prefixes, roots, and suffixes	

Sentence structures and conventions	Types
Nouns	Countable (e.g. <i>chair/chairs</i>) and uncountable (e.g. <i>furniture</i>) nouns Number (singular and plural) e.g. <i>chair/chairs</i>

	<p>Nouns with no change in number in the singular form e.g. <i>scissors, trousers</i></p> <p>Common (e.g. <i>woman</i>) and proper nouns (e.g. <i>Thandi</i>)</p> <p>Abstract nouns e.g. <i>love, fear, respect, honesty</i></p> <p>Possessive forms of nouns e.g. <i>Lesego's desk, learners' desks children's toys</i></p> <p>Collective nouns and classifiers e.g. <i>a swarm of bees, a bar of soap</i></p>
Determiners	<p>Indefinite article: a book, an apple</p> <p>Definite article: the book, the furniture, the apples</p> <p>Demonstratives: <i>this, that, those, these</i> (e.g. That book is mine.)</p> <p>Quantity 1: <i>all, some, most, no, none</i> (e.g. Most learners understood the lesson.)</p> <p>Quantity 2: <i>both, either, neither</i> (e.g. Both learners stood up.)</p> <p>Quantity 3: <i>much, little, many, few, more, less, fewer</i> (e.g. The school has many learners.)</p> <p>Quantity 4: <i>some, any, another, other, each, every</i> (e.g. Each learner received a book.)</p>
Pronouns	<p>Personal pronouns as subject: <i>I, you, he, she, it, we, they</i> (e.g. She is reading the book.)</p> <p>Personal pronouns as direct or indirect object: <i>me, you, him, her, it, us, them</i> (e.g. She gave it to me.)</p> <p>Reflexive pronouns: <i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i> (e.g. He washed himself with soap.)</p> <p>Relative pronouns: <i>which, who, that, whose, where</i> (e.g. The man who is standing by the window is my teacher.)</p> <p>Interrogative pronouns: <i>who, what, which, whose, whom</i> (e.g. Whose book is this?)</p>
Adjectives	<p>Position of adjectives e.g. The old man (before a noun); The boy was mischievous (after a verb)</p> <p>Adjectives ending in -ing e.g. <i>amazing, boring, exciting</i> (e.g. The lesson was boring.)</p> <p>Adjectives ending in -ed e.g. <i>amazed, bored, excited</i> (e.g. The student was bored.)</p> <p>Comparison of adjectives e.g. <i>happy, happier, happiest; intelligent, more intelligent, most intelligent</i> (e.g. It was the happiest day of my life. / She is the most intelligent student in the class.)</p>
Adverbs	<p>Adverbs of manner e.g. <i>quietly, carefully, politely, softly, quickly</i></p> <p>Adverbs of time e.g. <i>yesterday, tomorrow, last year, last week, the other day</i></p> <p>Adverbs of frequency e.g. <i>always, usually, often, sometimes, never</i></p> <p>Adverbs of probability e.g. <i>certainly, definitely, maybe, perhaps, possibly</i></p> <p>Adverbs of duration e.g. <i>still, yet, any more</i></p> <p>Adverbs of degree e.g. <i>completely, strongly, totally, quite, rather</i></p> <p>Adverbial phrases e.g. <i>in the garden, on the table</i></p>
Prepositions	<p>Place and direction e.g. <i>above, below, in, under, at, on, behind, between, beside</i></p> <p>Adjective + preposition e.g. <i>afraid of, ashamed of, bored with, impatient with, rude to</i></p> <p>Noun + preposition e.g. <i>invitation to, approach to, reason for, respect for, comment on</i></p>

Verbs	<p>Transitive and intransitive verbs e.g. <i>He bought a pen./The girl laughed.</i></p> <p>Verbs with two objects (direct and indirect) e.g. <i>He gave me the book.</i></p>
Verb tenses	<p>Simple present tense e.g. <i>I play tennis every week. / Snakes are reptiles.</i></p> <p>Present progressive (or continuous) tense e.g. <i>She is watching television at the moment.</i></p> <p>Present perfect tense e.g. <i>I have lived in Durban all my life.</i></p> <p>Present perfect progressive (or continuous) tense e.g. <i>He has been studying hard the whole week.</i></p> <p>Simple past tense e.g. <i>He woke up early and got out of bed.</i></p> <p>Past progressive (or continuous) tense e.g. <i>The family were sleeping, when the fire broke out.</i></p> <p>Past perfect e.g. <i>He went home because he had forgotten his keys.</i></p> <p>Past perfect progressive (or continuous) e.g. <i>I had been waiting for two hours by the time he finally arrived.</i></p> <p>Expressing future time:</p> <p>Will/shall + infinitive e.g. <i>Mrs Molefe will teach the Grade 10 class. / I am sure you will enjoy the movie.</i></p> <p>Going to + infinitive e.g. <i>They are going to visit her grandparents. / I think it is going to rain tomorrow.</i></p> <p>Simple present tense used to talk about the future e.g. <i>Tomorrow is a holiday.</i></p> <p>Future progressive (or continuous) e.g. <i>I will be working the whole of next week.</i></p> <p>Future perfect e.g. <i>By next week I will have finished the job.</i></p> <p>Future perfect progressive (or continuous) e.g. <i>Next year I will have been teaching at this school for twenty years.</i></p>
Concord	<p>Subject-verb concord e.g. <i>He has just arrived. / They have just arrived; I was going./They were going.</i></p>
Modals	<p>To express ability/inability e.g. <i>I can speak German./I can't speak French./He is able to return to work./He is not able to return to work.</i></p> <p>To express permission e.g. <i>May I use the bathroom? Could I leave early? Can I ask a question? Yes, of course you can.</i></p> <p>To express instructions/requests: <i>Would you open the window, please./Could you let me in.</i></p> <p>To express possibility/impossibility e.g. <i>This can cause difficulty./You can't be serious./You could be right./He couldn't know.</i></p> <p>To express probability/improbability e.g. <i>We should arrive in Jo'burg at 10 p.m./We ought to arrive in Jo'burg at 10 p.m./There shouldn't be any problem/There ought not to be any problem.</i></p> <p>To express certainty e.g. <i>They must have forgotten.</i></p>
Conditional sentences	<p>First conditional to express a real possibility e.g. <i>If it rains, we will cancel the trip.</i></p> <p>Second conditional to express something that is unlikely or improbable e.g. <i>If I won the lottery, I would buy my mother a house with ten bedrooms.</i></p> <p>Third conditional to express something that is hypothetical e.g. <i>If I had worked harder at</i></p>

	<i>school, I would have passed matric.</i>
Passive and active voice	<p>Simple present tense e.g. <i>The gate is locked at 6 o'clock every night.</i></p> <p>Present progressive (continuous) tense e.g. <i>The room is being cleaned at the moment.</i></p> <p>Present perfect tense e.g. <i>A new supermarket has been opened this year.</i></p> <p>Simple past tense e.g. <i>The library was closed for the holidays.</i></p> <p>Past progressive (or continuous) e.g. <i>They had to wait because the car was still being cleaned.</i></p> <p>Past perfect e.g. <i>He had been poisoned by his girlfriend.</i></p> <p>Future time: e.g. <i>Next year the class will be taught by Mr Dube./Next year a new library is going to be built.</i></p>
Reported speech	<p>Reported questions e.g. <i>She asked me why I was so late. / He asked me what kind of music I liked.</i></p> <p>'That' clauses: <i>She said that she didn't know. /He told me that he had lost the book.</i></p>
Sentence structures	<p>Statement</p> <p>Questions</p> <p>Command / imperative</p>
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

Critical language awareness	
<p>Implied meaning and inference</p> <p>The writer's / producer's / narrator's / character's point of view and give some supporting evidence from the text</p> <p>Emotive and manipulative language</p> <p>Bias, prejudice and any stereotyping</p> <p>Assumptions and explain their impact</p> <p>Denotation and connotation</p> <p>The purpose of including or excluding information</p>	

3.5. TEACHING PLANS

This document suggests that each cycle will include one or more units focused on each of the skills: listening, speaking, reading, viewing, writing, presenting and language. Each cycle will provide activities for learners to study, read or view a series of oral, written and visual texts. In each cycle the activities would draw learners' attention to correct grammar and genre forms. Over

a year, approximately 18 of these cycles would cover all aspects of the curriculum in 36 weeks. In addition, the level of difficulty in all areas would increase from term to term and year to year until, over the course of three years, the learners would be ready to write the final Grade 12 exam. Progression therefore also becomes part of the organizing of learning programmes. This structure gives learners and teachers the opportunity to build context, to consolidate vocabulary, and to become familiar with language structures over two weeks before moving on to other skills. At the same time it offers variety and can be tailored to the interests of a group. For example, “Health” is a common teaching theme, but could be followed by a cycle on “Friendship”.

Integrated language teaching: the teaching cycle

In practice, integration suggests variety: variety of forms, of activities, of texts and themes (see Suggested Themes – Reference List below). When designing an integrated two-week cycle, the teacher may cluster activities around a topic e.g. Money, an issue, e.g. smoking is bad for your health, a setwork, a skill from the curriculum, e.g. dialogue, conversation, descriptive writing or a text or group of texts from “Texts used for the integrated teaching of language skills.”

The sequence of lessons in a two-week cycle can follow any order, e.g. a cycle might start with reading, and progress to conversation (speaking) which is followed by writing. Either the setwork text (where appropriate) or another text can be used for the activities outlined below.

The teacher should choose a setwork for literary text study. This may be poems or short stories or a short novel or a short drama (see “Texts used for integrated teaching of language skills.”). These appear under Reading / Viewing in the Teaching Plan, as **literary texts**.

This curriculum presents an explicit grammar focus. In practice language will take about an hour every two weeks, with half taught in context with writing and reading, and half taught explicitly. In addition to planned grammar teaching there will be remedial teaching or revision of language drawn from learners’ writing errors.

Suggested Themes – Reference List	
<ul style="list-style-type: none"> • Communication • Culture • Dreams • Education • Festivals • Health • Identity • Jobs/ Money • Law • Leisure/Hobbies • Love/Happiness/Friendship 	<ul style="list-style-type: none"> • Music • My community • My country • Nature/environment • Politics • Religion • Role models • Sport • Technology • Tourism • Urban/Rural Life

Turning the Teaching Plan into teaching and learning activities

An example based on TEACHING PLAN Grade 10, Term 3, Weeks 23 and 24 (12 x 40 minute lessons) = 8 hours teaching

Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
23 and 24	Listening for interaction: Listen and present e.g. short messages/ instructions / announcements Informal speaking: e.g. role play	Reading for comprehension: Vocabulary development and language use Literary text: Reading of literary text for appreciation and comprehension	Short Transactional text: short message e.g. e-mail / fridge note / message on answering machine Write a short message on various topics Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Reinforce the imperative Language structure: topic sentence and supporting details Verb tenses Vocabulary in context

Cycle theme: Writing messages. Sub-theme: Invitations

Lesson 1: (mainly oral)

- Introduction: Listen to a text with vocabulary relevant to the theme.
- Explain new vocabulary.
- Homework: Exercises on new vocabulary.

Lesson 2: (mainly oral)

- Listen (at least three times) to texts where e.g. messages are left on the answering machine.
- Learners listen and then think of their own examples of short messages, which they share with the class.
- Homework: Write e.g. 2 of their own examples of short messages.

Lesson 3: (mainly oral)

- E.g. Role play inviting a friend to go somewhere.
- Teacher makes list of common errors and gives feedback to learners.

Lesson 4: (mainly reading)

- Read e.g. a poem on friendship.
- New vocabulary explained.

- Discussion to ensure comprehension of the text.

Lesson 5: (mainly reading)

- Comprehension questions (written) on the text of lesson 4.
- Read a few examples of short messages.
- Remedial grammar from common errors in writing marked from lesson 2 – homework.

Lesson 6: (reading and grammar)

- Some integrated grammar features of the text
- Analyze the structure of the different short messages
- Homework: Grammar exercises.

Lesson 7: (mainly reading and integrated grammar)

- Marking of homework.
- Reinforce the grammar features of lesson 6.

Lesson 8: (writing)

- Pre-writing activity: Read e.g. an email of a friend inviting learners on vacation.
- Discuss the features of writing a **short message** e.g. e-mail / fridge note / message on answering machine
- Homework: Vocabulary – unfamiliar words in the text (Dictionary work)

Lesson 9: (mainly writing)

- Learners brainstorm on writing e.g. a response to the friend's letter in lesson 8.
- Writing of first draft.

Lesson 10: (mixed)

- Learners listen to and read an example of an invitation in another form e.g. a dialogue
- Learners invite each other to different places using new vocabulary of lesson 8 – keeping in mind the feedback of lesson 3 (oral).

Lesson 11: (mixed)

- Teacher gives feedback of common errors in writing of the first draft.
- Integrated grammar features.
- Remedial exercises on the grammar features.

Lesson 12: (mainly writing)

- Writing of the final draft
- Learners read each other's' writing pieces as a post-writing activity

On the following pages Teaching Plans are provided for grades 10, 11 and 12. Please note that these are only EXAMPLES of how to organise the teaching of the Second Additional Language over the period of a year.

3.5.1 GRADE 10: TEACHING PLAN

GRADE 10 TERM 1				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
1 and 2	Listen for information and informal speaking: Pair and whole class: Introduce a class-mate using the information provided	Reading for comprehension: <ul style="list-style-type: none"> intensive reading of shorter texts for summary and note taking read an informative text (e.g. a descriptive passage) recognise and introduce simple important facts and opinions Extended independent reading / viewing: Introduce extended reading project	Descriptive paragraph: Write a descriptive paragraph. Focus on vocabulary and sentence construction and clarity Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Statements, sentence structure (Subject – verb – object), adjectives Use of the simple present tense Vocabulary from texts dealt with
3 and 4	Listen for opinion: Express opinion on a topic discussed in class	Literary text: Introduction to literature. Introduction of the literary features Intensive reading of shorter written texts for comprehension at sentence and paragraph level Focus on one identifying feature and discuss its use. Read and discuss text	Narrative paragraph: Write two narrative paragraphs in relation to the issues explored in the literary text OR Write two paragraphs in which you express your opinion on a topic discussed in class. Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting	Expressing emotions: adverbs and adjectives (revision) Remedial grammar from learners' writing Vocabulary: Forming adverbs (e.g. <i>quick – he ran quickly</i>) and adjectives (e.g. <i>amaze – the boy was amazed</i>) Degrees of comparison

GRADE 10 TERM 1				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
			Text structure and language features (see 3.3)	
5 and 6	Listening for information and comprehension: Teach features of listening for information and comprehension Reading comprehension, e.g. a character-driven conversation, dialogue or short story, for listening comprehension	Intensive reading of shorter written texts for comprehension at sentence and paragraph level: Vocabulary development of expressing an opinion Text showing opinion / attitude Identify and explain writer's opinion/attitude. Explain own attitude/ opinion This text can be related to the theme used for listening	Longer transactional text: dialogue Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Phrase and sentence structures and conventions Punctuation conventions of direct/indirect speech and dialogue Interrogatives Vocabulary: related to reading text
7 and 8	Informal speaking: General conversation	Literary text: Follow the development of a character in a short story / discussion on features of a poem Literary text: Reading of literary text for appreciation and comprehension	Shorter transactional text: Filling in a form, e.g. for a competition Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Punctuation of direct and indirect speech (revision) Remedial grammar from learners' writing Vocabulary: find out the meaning of words in reading – dictionary

GRADE 10 TERM 1				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
9 and 10	Listening for information and comprehension: Listen to various texts, e.g. song / words of song. Discuss. OR Story telling: extended reading project	Intensive reading of multimodal and visual texts: Introduce features of visual text View and discuss various visual texts e.g. a graph, diagram, photograph	Shorter transactional text: poster / flyer for e.g. a musical event Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Verbs, adjectives and nouns – revision integrated with reading and writing Explain meaning of verbs, adjectives and nouns in use Remedial grammar from learners' writing Vocabulary: in context

Formal assessment tasks in Term 1		
Task 1	Task 2	Task 3
Oral: Listening comprehension	Oral: Conversation	Test 1: Language in context; Comprehension Summary Language structures and conventions

GRADE 10 TERM 2				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)

GRADE 10 TERM 2				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
11 and 12	Informal speaking: Give instructions or directions (e.g. how to make a cup of tea) in groups / individual	Intensive reading of shorter written texts for comprehension at a word level: Read examples of instructions or directions	Shorter transactional text: Write directions or instructions on e.g. how to make a cup of tea Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Imperative Conjunctions Logical connectors that signal cause (e.g. because, so, therefore) and time (e.g. then, next, after) Prepositions (revision) Vocabulary related to reading text/s
13 and 14	Formal speaking and presenting: Discuss the features of prepared speech Prepared speaking	Written Text: Read to identify and discuss the use of e.g. tenses introduced	Longer transactional text: Prepared speech Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Revision and introduction of tenses. Remedial grammar from learners' writing Vocabulary in context
15 and 16	Prepared reading aloud with purpose: Read with focus on fluency, pronunciation and tone e.g. Friendly letter written by self / peers or others	Visual Text: Read and interpret the features of e.g. cartoons, comic strips / comic videos Literary text Reading of literary text for appreciation and comprehension	Shorter transactional text: Write an advertisement / postcard/ invitation card	Phrase and sentence structures and conventions Remedial grammar from learners' writing Vocabulary in context

GRADE 10 TERM 2				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
			Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	
17 and 18	Formal speaking and presenting: Role play on the message as evident in the literary text	Literary Text: Reading of literary text for appreciation and comprehension	Descriptive / narrative paragraphs: Write a passage of two paragraphs on the chosen literary text as discussed. Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Identify and reinforce the different language structures and conventions. Vocabulary in context
19 and 20	Mid-year examinations			

Formal assessment tasks in Term 2		
Task 4	Task 5	Task 6
Oral: Prepared speech	Literature: Prepared reading aloud	Mid-year examinations: Paper 1 – Language in context and literature Paper 2 – Writing (Can be written in May/June)

GRADE 10 TERM 3				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
21 and 22	Listening for information: Listening Comprehension 2 – listening for specific information For example, audio-advertisement or dialogue	Intensive reading of shorter written texts for comprehension at a whole text level: Reading for appreciation: Read examples of friendly letters	Longer transactional text: friendly letter Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Correlation of subject and object to verb and adjectives in sentence structures. Word order Vocabulary in context
23 and 24	Listening for interaction: Listen and present e.g. short messages / instructions / announcements Informal speaking: Role play	Reading for comprehension: Vocabulary development and language use Literary text: Reading of literary text for appreciation and comprehension	Shorter Transactional text: Write a short message e.g. e-mail / fridge note / message on answering machine on various topics Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting	Reinforce the imperative Language structure: topic sentence and supporting details Verb tenses Vocabulary in context

GRADE 10 TERM 3				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
			Text structure and language features (see 3.3)	
25 and 26	Prepared reading aloud with purpose: e.g. a selected text	Literary text: Reading of literary text for appreciation and comprehension	Narrative essay E.g. Narrate an amusing incident. Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Language structures and conventions Remedial grammar from learners' writing Vocabulary in context
27 and 28	Listening for information and comprehension: Listen to radio drama / recorded speech / role play / play reading	Literary text: Reading of literary text for appreciation and comprehension	Descriptive / narrative paragraphs: Write two paragraphs in which you express and support your opinion on a particular issue Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Tone, voice, effect Modal verbs Vocabulary in context

GRADE 10 TERM 3				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
29 and 30	Informal speaking: Conversation related to literary text/s	Literary text: Reading of literary text for appreciation and comprehension Extended independent reading / viewing: Enrichment text e.g. fantasy, dream	Shorter transactional text: diary entry Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Nouns Singular and plural forms Remedial grammar from learners' writing Vocabulary related to reading text

Formal assessment tasks in Term 3
Task 7
Literature: Contextual questions

GRADE 10 TERM 4				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
31 and 32	Listening for information: Discussion	Reading for Critical Language Awareness: E.g. expressing emotion, different messages to position the reader Identify the implied meaning	Longer transactional text: Write a letter to congratulate a friend/ thank a teacher Focus on: Process writing Planning, drafting, revising, editing,	Passive and active voice Denotation and connotation Vocabulary in context

GRADE 10 TERM 4				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
		For enrichment: Critical reading issues	proof-reading and presenting Text structure and language features (see 3.3)	
33 and 34	Listening for information: Note-taking practice. Listening for main points, examples, etc.	Literary text: Reading of literary text for appreciation and comprehension	Shorter transactional text: Write notes into full sentences Summary writing Teach features of writing a summary Summarise a text provided in point form Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting	Active and passive voice revision Conjunctions Remedial grammar from learners' writing Vocabulary in context
35 and 36	Listening for appreciation: E.g. music, recorded reading, songs, recitation of poetry	Extended independent reading / viewing: For appreciation and enjoyment.	Longer transactional text: Letter of appreciation / expressing enjoyment Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Polite forms and stock phrases of thanks. Culturally appropriate forms of address Register Vocabulary in context

GRADE 10 TERM 4				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
37 and 38	Informal speaking: Revision: informal class and group discussion during exam preparation	Literary text: For revision	Examination preparation Write from a choice of creative forms – choosing a topic and brainstorming/ mind-mapping Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Dictionary work / practice idioms / proverbs / sayings relevant to the text studied Remedial grammar from learners' writing Vocabulary in context
39 and 40	End of year examinations			

Formal assessment tasks in Term 4
Task 8
End of year examinations: Paper 1 – Language in Context and Literature Paper 2 – Writing Paper 3 – *Orals *Orals: Oral year mark from cumulative listening, speaking and reading. Final mark should include at least one prepared speech task, one listening task, one prepared reading aloud task, and one conversation task.

3.5.2 GRADE 11 TEACHING PLAN

GRADE 11 TERM 1				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
1 and 2	Listen for information: Pair and whole class: Detailed introduction of a class-mate using the information provided	Intensive reading of shorter texts for summary and note taking: Informative text (e.g. a descriptive passage) Simple summary of important facts Introduce fact and opinion Extended independent reading / viewing: Extended reading project introduced	Descriptive essay Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Statements, sentence structure (Subject – verb – object), adjectives Use of the simple present tense Vocabulary from texts dealt with
3 and 4	Listening for information and comprehension: Teach features of listening for information and comprehension Listening comprehension task	Reading for comprehension: Vocabulary development and language use Literary text Introduction to literature. Focus on features and discuss their use. Read and discuss text	Descriptive essay: Write a descriptive essay Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Expressing emotions: adverbs and adjectives (revision) Vocabulary: Forming adverbs (e.g. <i>quick – he ran quickly</i>) and adjectives (e.g. <i>amaze – the boy was amazed</i>) Degrees of comparison
5 and 6	Listening for information: Listen for opinion Express an opinion on a topic discussed in class Formal speaking and presenting	Intensive reading of shorter written texts for comprehension at a word level: Teach the vocabulary of expressing an opinion	Longer transactional text: Write a dialogue Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting	Punctuation conventions of direct speech and dialogue Conjunctions Interrogatives Vocabulary: related to reading text

GRADE 11 TERM 1				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
	Role play	Text showing opinion/ attitude Identify and explain writer's opinion/attitude. Explain own attitude/ opinion This text can be related to the theme used for listening	Text structure and language features (see 3.3)	Remedial grammar from learners' writing
7 and 8	Informal speaking: Conversation, features of literary text studied	Reading for comprehension: Vocabulary development and language use Literary text Reading of literary text for appreciation and comprehension Follow the development of a character in a short story / discussion on features of a poem	Shorter transactional text: Filling in a form, e.g. application form Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Punctuation Direct and indirect speech Nouns Pronouns Remedial grammar from learners' writing Vocabulary in context
9 and 10	Listening for information and comprehension: Listen to various texts, e.g. song / words of song. Discuss. OR Story telling: extended reading project	Intensive reading of multimodal and visual texts: Introduce features of visual text View and discuss various visual texts e.g. a graph, diagram, photograph	Shorter transactional text: Poster / flyer for e.g. a fundraising event Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features	Verbs, adjectives and nouns – revision integrated with reading and writing Tenses Explain meaning of verbs, adjectives and nouns in use Remedial grammar from learners' writing Vocabulary: in context

GRADE 11 TERM 1				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
			(see 3.3)	

Formal assessment tasks in Term 1		
Task 1	Task 2	Task 3
Oral: Listening comprehension	Oral: Conversation	Test 1: Language in context: Comprehension Summary Language structures and conventions

GRADE 11 TERM 2				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)

GRADE 11 TERM 2				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
11 and 12	Informal speaking: Give instructions or directions (e.g. bus route guide) in groups / individual	Intensive reading of shorter written texts for comprehension at a word level: Read examples of instructions or directions	Short transactional text: Write directions or instructions on e.g. how to get to a particular point using a bus route guide Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Imperative Conjunctions Pronouns Logical connectors that signal cause (e.g. because, so, therefore) and time (e.g. then, next, after) Prepositions (revision) Vocabulary in context
13 and 14	Formal speaking and presenting: Discuss the features of a prepared speech Prepared speaking	Reading for comprehension: Vocabulary development and language use e.g. to identify and discuss the use of grammatical aspects, e.g. tenses, adjectives	Longer transactional text: Write a prepared speech. Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Revision of tenses Prepositions Dictionary work Remedial grammar from learners' writing Vocabulary in context
15 and 16	Prepared reading aloud with purpose: Reading aloud with focus on fluency, pronunciation and tone e.g. Formal letter written by self / peers or others	Reading for comprehension: Read and interpret the features of e.g. visual texts: cartoons, comic strips / comic videos Literary text: Reading of literary text for appreciation	Shorter transactional text: Write an advertisement / postcard/ invitation card Focus on: Process writing Planning, drafting, revising, editing, proof-reading and	Phrase and sentence structures and conventions Active and passive voice Remedial grammar from learners' writing Vocabulary in context

GRADE 11 TERM 2				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
		and comprehension	presenting Text structure and language features (see 3.3)	
17 and 18	Formal speaking and presenting: Role play on the message in the literary text	Reading for comprehension: Vocabulary development and language use Literary Text: Reading of literary text for appreciation and comprehension	Shorter/ Longer transactional text: Use a literary text as a base for writing diary entries or a friendly letter Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Identify and reinforce the different language structures and conventions. Vocabulary in context
	Grade 11 Term 2			
	Listening & speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
19 and 20	Mid-year examinations			

Formal assessment tasks in Term 2		
Task 4	Task 5	Task 6
Oral: Prepared speech	Oral: Prepared reading aloud	Mid-year examinations: Paper 1 – Language in context and literature Paper 2 – Writing

GRADE 11 TERM 3				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
21 and 22	Listening for information: Listening Comprehension 2 – listening for specific information E.g. audio-advertisement or dialogue	Extended independent reading / viewing: Reading for appreciation: Read examples of formal letters	Longer transactional text: formal letter Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Correlation of subject and object to verb and adjectives in sentence structures Concord Word order Vocabulary in context
23 and 24	Listening for interaction: Listen and present e.g. short messages / instructions / announcements	Reading for comprehension: Vocabulary development and language use Literary text Reading of literary text for appreciation and comprehension	Shorter transactional text: e-mail / fridge note / message on answering machine Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Reinforce the imperative Language structure: topic sentence and supporting details Verb tenses Concord Vocabulary in context

GRADE 11 TERM 3				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
25 and 26	Prepared reading aloud with purpose: e.g. a selected text	Reading for comprehension: Vocabulary development and language use Literary text: Reading of literary text for appreciation and comprehension	Narrative essay: For example, Relate an encounter that changed your life. Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Language structures and conventions Remedial grammar from learners' writing Vocabulary in context
27 and 28	Listening for appreciation: Listen to radio drama / recorded speech / role play / reading a play	Reading for comprehension: Vocabulary development and language use Literary text: Reading of literary text for appreciation and comprehension	Passage: Write a passage in which you express and support your opinion on a particular issue Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Tone, voice, effect Modal verbs Vocabulary in context

GRADE 11 TERM 3				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
29 and 30	Informal speaking: Conversation related to literary text/s	Literary text: Reading of literary text for appreciation and comprehension Extended independent reading / viewing Enrichment text e.g. fantasy, dream	Shorter/Longer transactional text: Write a diary entry/ short story review Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Nouns Singular and plural forms Interrogative forms Negatives Remedial grammar from learners' writing Vocabulary related to reading text

Formal assessment tasks in Term 3	
Task 7	
Literature: Contextual questions	

GRADE 11 TERM 4				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
31 and 32	Listening for information: Informal speaking Discussion, examples of letters of request/complaint	Reading for Critical Language Awareness: For enrichment: Critical reading issues: Identify the	Longer transactional text: Write a letter of request or complaint Focus on: Process writing Planning, drafting,	Passive and active voice Denotation and connotation Critical language awareness

GRADE 11 TERM 4				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
		implied meaning Literary text: Reading of literary text for appreciation and comprehension	revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Vocabulary in context
33 and 34	Listening for information: Listening: note-taking practice. Listening for main points, examples, etc.	Reading for comprehension: Vocabulary development and language use Literary text Reading of literary text for appreciation and comprehension	Shorter transactional text: Write notes into full sentences Summary writing: Summarise a text provided in point form Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting	Active and passive voice revision Conjunctions Critical language awareness Remedial grammar from learners' writing Vocabulary in context
35 and 36	Informal speaking: Discussion, e.g. lyrics of a song	Reading for comprehension: Vocabulary development and language use Extended independent reading / viewing Literary text/s for appreciation and enjoyment.	Passage: Write a reflective passage of two paragraphs on language use in music Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Adjectives Critical language awareness Culturally appropriate forms of address Register Vocabulary in context
37 and 38	Informal speaking: Revision: informal class and group discussion during exam preparation	Literary text: For examination preparation	Examination preparation. Write from a choice of creative forms – choosing a topic and	Language structures and conventions Dictionary work / practice idioms / proverbs /

GRADE 11 TERM 4				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
			brainstorming / mind-mapping Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	sayings relevant to the text studied Remedial grammar from learners' writing Vocabulary in context
39 and 40	End of year examinations			

Formal assessment tasks in Term 4
Task 8
End of year examinations: Paper 1 – Language in Context and Literature Paper 2 – Writing Paper 3 – *Orals *Oral year mark from cumulative speaking, listening and reading. Final mark should include at least one prepared speech task, one listening task and one prepared reading aloud, and one conversation.

3.5.3 GRADE 12 TEACHING PLAN

This year plan presents a minimum of work to be covered and assessed.

In Grade 12 the texts for formal study (setworks) have been counted 1 – 12, i.e.: about two hours per cycle for one poem or one short story or a part of a short novel or short drama. If a novel or one act play has been chosen, the teacher would need to divide the work into appropriate units to be covered in that time.

Most of the time in Grade 12 will be spent on reinforcement and preparing learners for the final external examination.

GRADE 12 TERM 1				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
1 and 2	Listen for information: Pair and whole class: Detailed introduction of a class-mate using the information provided	Intensive reading of shorter texts for summary and note taking: Informative text (e.g. a descriptive passage) Simple summary of important facts Introduce fact and opinion Extended independent reading / viewing Extended reading project introduced	Narrative / descriptive essay: Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Statements, sentence structure (Subject – verb – object), adjectives Use of the simple present tense Vocabulary from texts dealt with
3 and 4	Listening for information and comprehension: Teach features of listening for information and comprehension Listening comprehension task	Reading for comprehension: Vocabulary development and language use Literary text: Introduction to literature Focus on features and discuss their use. Read and discuss text	Narrative / descriptive essay: Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Expressing emotions: adverbs and adjectives (revision) Vocabulary: Forming adverbs (e.g. <i>quick – he ran quickly</i>) and adjectives (e.g. <i>amaze – the boy was amazed</i>) Degrees of comparison
5 and 6	Formal speaking and presenting: Oral presentation of a short report Express an opinion on a topic discussed in class	Intensive reading of shorter written texts for comprehension at a word level: Teach the vocabulary of expressing an opinion and	Longer transactional text: Write a short report Focus on: Process writing Planning, drafting, revising, editing,	Punctuation conventions of direct and indirect speech Revise active and passive voice Conjunctions Interrogatives

GRADE 12 TERM 1				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
		reporting Text showing opinion/ attitude Identify and explain writer's opinion/attitude. Explain own attitude/ opinion This text can be related to the theme used for listening	proof-reading and presenting Text structure and language features (see 3.3)	Vocabulary: related to reading text Remedial grammar from learners' writing
7 and 8	Informal speaking: Conversation, features of literary text studied	Reading for comprehension: Vocabulary development and language use Literary text Follow the development of a character in a short story / discussion on features of a poem Reading of literary text for appreciation and comprehension	Shorter transactional text: Filling in a form/ advertisement/ postcard/ invitation card Write notes into full sentences Summary writing: Summarise a text provided in point form Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Punctuation Direct and indirect speech Nouns Pronouns Remedial grammar from learners' writing Vocabulary in context
9 and 10	Listening for appreciation: Listen to various texts, e.g. song / words of song. Discuss. OR	Intensive reading of multimodal and visual texts: Introduce features of visual text View and discuss	Shorter transactional text: a poster / flyer for e.g. a fundraising event Focus on: Process writing	Verbs, adjectives and nouns – revision integrated with reading and writing Tenses Explain meaning of

GRADE 12 TERM 1				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
	Story telling: extended reading project	various visual texts e.g. a graph, diagram, photograph	Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	verbs, adjectives and nouns in use Remedial grammar from learners' writing Vocabulary: in context

Formal assessment tasks in Term 1		
Task 1	Task 2	Task 3
Oral: Listening comprehension	Oral: Conversation	Test 1: Language in context: Comprehension Summary Language structures and conventions

GRADE 12 TERM 2				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)

GRADE 12 TERM 2				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
11 and 12	Informal speaking: Give instructions or directions (e.g. bus route guide) in groups / individual	Intensive reading of shorter written texts for comprehension at sentence and paragraph level: Read examples of instructions or directions	Shorter transactional text: Write directions or instructions on e.g. how to get to a particular point using a bus route guide Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Imperative Conjunctions Pronouns Logical connectors that signal cause (e.g. because, so, therefore) and time (e.g. then, next, after) Prepositions (revision) Vocabulary in context
13 and 14	Formal speaking and presenting: Formal discussion Discuss the topic and participate in a formal discussion	Reading for comprehension: Vocabulary development and language use e.g. to identify and discuss the use of grammatical aspects, e.g. tenses, adjectives Literary Text: Reading of literary text for appreciation and comprehension	Longer transactional text: Write a prepared speech. Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Revision of language structures and conventions Critical language awareness Prepositions Dictionary work Remedial grammar from learners' writing Vocabulary in context

GRADE 12 TERM 2				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
15 and 16	<p>Prepared reading aloud with purpose:</p> <p>Reading aloud with focus on fluency, pronunciation and tone e.g. Formal letter written by self / peers or others</p>	<p>Reading for comprehension:</p> <p>Read and interpret the features of e.g. visual texts: cartoons, comic strips / comic videos</p> <p>Literary text:</p> <p>Reading of literary text for appreciation and comprehension</p>	<p>Shorter transactional text:</p> <p>Write an advertisement / postcard/ invitation card</p> <p>Focus on:</p> <p>Process writing</p> <p>Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Revision of language structures and conventions</p> <p>Critical language awareness</p> <p>Phrase and sentence structures and conventions</p> <p>Active and passive voice</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary in context</p>
17 and 18	<p>Formal speaking and presenting:</p> <p>Role play on the message in the literary text</p>	<p>Reading for comprehension:</p> <p>Vocabulary development and language use</p> <p>Literary Text:</p> <p>Reading of literary text for appreciation and comprehension</p>	<p>Shorter / Longer transactional text:</p> <p>Use a literary text as a base for writing diary entries or a formal letter</p> <p>Focus on:</p> <p>Process writing</p> <p>Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Revision of language structures and conventions</p> <p>Critical language awareness</p> <p>Identify and reinforce the different language structures and conventions.</p> <p>Vocabulary in context</p>
19 and 20	Mid-year examinations			

Formal assessment tasks in Term 2		
Task 4	Task 5	Task 6
Oral: Prepared speech	Oral: Prepared reading aloud	Mid-year examinations: Paper 1 – Language in context and literature Paper 2 – Writing

GRADE 12 TERM 3				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
21 and 22	Listening for information: Listening Comprehension 2 – listening for specific information E.g. audio-advertisement or dialogue Informal speaking Conversation on features of visual texts	Extended independent reading / viewing: Reading for appreciation: Read examples of formal letters Literary text: Reading of literary text for appreciation and comprehension	Longer transactional text: Write a formal letter of request/ application/ complaint / sympathy/ invitation / thanks / congratulations Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Revision of language structures and conventions Critical language awareness Correlation of subject and object to verb and adjectives in sentence structures Concord Word order Vocabulary in context
23 and 24	Listening for interaction: Listen and present e.g. short messages/ instructions / announcements Informal speaking: Conversation, e.g. the old and new ways of	Reading for comprehension: Vocabulary development and language use Literary text: Reading of literary text for appreciation and comprehension	Shorter transactional text: Revise the features of writing a short message e.g. e-mail / fridge note / message on answering machine OR instructions on chosen	Revision of language structures and conventions Critical language awareness Reinforce the imperative Language structure: topic sentence and

GRADE 12 TERM 3				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
	communication		topics Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	supporting details Verb tenses Concord Vocabulary in context
25 and 26	Prepared reading aloud with purpose: E.g. a selected text Conversation	Reading for comprehension: Vocabulary development and language use Literary text: Reading of literary text for appreciation and comprehension	Descriptive / narrative essay: For example: The one experience that changed my life Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Language structures and conventions Remedial grammar from learners' writing Vocabulary in context
27 and 28	Listening for appreciation: Listen to radio drama / recorded speech / role play / reading a play Informal speaking: Discussion in groups, e.g. expressing an opinion on the audio text	Reading for comprehension: Vocabulary development and language use Literary text: Reading of literary text for appreciation and comprehension	Longer transactional text: Write a review of a short story read Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Revision of language structures and conventions Critical language awareness Tone, voice, effect Modal verbs Vocabulary in context

GRADE 12 TERM 3				
Weeks	Listening & Speaking 2 hour	Reading & Viewing 3 hours	Writing & Presenting 2 hours	Language structures and conventions 1 hour (integrated and explicit)
29 and 30	Informal speaking: Conversation related to literary text/s	Literary text: Reading of literary text for appreciation and comprehension Extended independent reading / viewing: Enrichment text e.g. fantasy, dream	Shorter transactional text: Write a diary entry/ short story review Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Revision of language structures and conventions Critical language awareness Nouns Singular and plural forms Interrogative forms Negatives Remedial grammar from learners' writing Vocabulary related to reading text

Formal assessment tasks in Term 3
Task 7
Trial examinations: Paper 1 – Language in context and literature (120) Paper 2 – Writing (80)

GRADE 12 TERM 4				
Weeks	Listening & Speaking 2 hours	Reading & Viewing 3 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour
31 and 32	Informal speaking: Informal class and group discussion used in examination preparation	Intensive reading of shorter written texts for comprehension at sentence and paragraph level: Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination	Use previous examination papers to revise forms in preparation for the external examination Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Revision of language structures and conventions Critical language awareness Use previous examination papers to revise language in preparation for the external examination
33 and 34	Informal speaking: Informal class and group discussion used in examination preparation	Intensive reading of shorter written texts for comprehension at a word level: Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination	Use previous examination papers to revise forms in preparation for the external examination Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Revision of language structures and conventions Critical language awareness Use previous examination papers to revise language in preparation for the external examination Vocabulary related to reading texts from previous examinations
35 and 36	EXTERNAL EXAMINATIONS			
37 and 38	EXTERNAL EXAMINATIONS			

39 and 40	EXTERNAL EXAMINATIONS
<p>End of year examinations:</p> <p>Paper 1 – Language in Context and Literature</p> <p>Paper 2 – Writing</p> <p>Paper 3 – *Oral</p> <p>*Oral: Oral year mark from cumulative speaking and listening. Final mark should include at least one prepared speech task, one listening task, one prepared reading aloud task, and one conversation task.</p>	

SECTION 4: ASSESSMENT IN SECOND ADDITIONAL LANGUAGE

4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

The assessment of language skills should be integrated. The assessment of a comprehension passage should be linked with language use. The assessment of writing should incorporate topics about things that happen in real life situations.

4.2 Informal or daily assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, writing tasks, oral presentations, demonstrations, performances, etc. While preparations for *formal assessment tasks* could be done outside the classroom, the final version should be done under controlled conditions, in the classroom.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

The following tables provide the formal assessment requirements for Second Additional Languages:

Table 1: Overview of formal assessment Grades 10-11

Formal Assessment		
During the Year	End-of-Year Examination	
25%	75%	
School Based Assessment (SBA) –	End-of-Year Exam Papers	
25%	50%	25%
1 tests 5 tasks 1 examination (mid-year)	Written examinations Paper 1 (3 hours) – Language in Context and Literature Paper 2 (2 hours) – Writing	Oral Assessment Tasks: Paper 3 Listening Prepared speech Prepared reading aloud Conversation The oral tasks undertaken during the course of the year constitute the end-of-year internal assessment.

Table 2: Overview of formal assessment Grade 12

Formal Assessment		
During the Year	End-of-Year Examination	
25%	75%	
School Based Assessment (SBA)	End-of-Year Exam Papers	
25%	50%	25%

<ul style="list-style-type: none"> • 1 test • 4 tasks • 2 examinations (mid-year & trial) 	Written examinations Paper 1 (3 hours) – Language in Context and Literature Paper 2 (2 hours) – Writing	Oral Assessment Tasks: Paper 3 Listening Prepared speech Prepared reading aloud Conversation The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.
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The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below:

Table 3: Cognitive levels for assessment

Cognitive Levels	Activity	Percentage of Task
Literal (Level 1) Reorganisation (Level 2)	Questions that deal with information explicitly stated in the text. <ul style="list-style-type: none"> • Name the things/people/places/elements ... • State the facts/reasons/ points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/ names/reasons ... • Describe the place/person/character .. • Relate the incident/episode/experience ... Questions that require analysis, synthesis or organisation of information explicitly stated in the text. <ul style="list-style-type: none"> • Summarize the main ideas ... • State the similarities/differences ... 	Levels 1 and 2: 40%
Inference (Level 3)	Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions. <ul style="list-style-type: none"> • Explain how the main idea links with theme / message ... • Compare the ideas/attitudes/ actions ... • What is the writer's (or character's) intention /attitude / motivation / reason ... • Explain the cause/effect of ... • What does an action/comment/attitude (etc) reveal about the 	Level 3: 40%

Table 1: Overview of the Programme of Assessment requirements Grades 10-11

Programme of Assessment			
SBA per Term			End-of- year examinations
Term 1: 2 Tasks + 1 Written Test	Term 2: 2 Tasks + 1 Mid-year examination comprising: 2 Papers: Paper 1 – Language in Context and Literature Paper 2 – Writing (Can be written in May or June)	Term 3: 1 Task	Term 4: 1 Internal end-of- year examinations comprising: 2 Papers: Paper 1 – Language in Context and Literature Paper 2 – Writing + Paper 3 – Oral
Term Mark (Terms 1-3): <ul style="list-style-type: none"> Each term, add raw marks and totals and convert to % for term mark. Promotion Mark: <ul style="list-style-type: none"> Add raw marks and totals for SBA tasks from term 1 to term 3 and convert to 25%, Convert Paper 1 to 30%, Convert Paper 2 to 20%, Convert Oral mark (Paper 3) to 25% 			

Table 2: Programme of Assessment Grades 10-11

Task 1	Task 2	Task 3
*Oral: (25 marks) Listening	Oral: (25 marks) Conversation	Test 1: (40 marks) Language in context Comprehension Summary Language structures and conventions

Formal assessment tasks in Term 2		
Task 4	Task 5	Task 6
*Oral: 25 marks Prepared speech	*Oral: 25 marks Prepared reading aloud	Mid-year examinations: (200 marks) Paper 1 – Language in context and literature (120) Paper 2 – Writing (80) (Can be written in May/June)

Formal assessment tasks in Term 3
Task 7
Test 2: (40 marks) Language in context Comprehension Summary Language structures and conventions OR Literature: Contextual questions

Formal assessment tasks in Term 4
Task 8
End of year examinations: (300 marks) Paper 1 – Language in Context and Literature (120) Paper 2 – Writing (80) Paper 3 – *Orals (100)

Term mark (terms 1 – 3):

- Each term, add raw marks and convert to % for term mark.

SBA mark:

- Add raw marks for SBA tasks (orals excluded) from term 1 to term 3 and convert to 25%

***Orals:** Learners should do at least one prepared speaking task, one conversation task, one listening task, and one prepared reading aloud task during the year.

****Test 1** could be set out of **40 marks** or, if more, should be **converted to 40 marks**. While the

Comprehension, Summary, Language structures and conventions in context combination is suggested,–teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

Note: A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45 – 60 minutes, and should reflect the different cognitive levels as set out for examination papers.

Table 3: Overview of the Programme of Assessment requirements Grade 12

Programme of Assessment			External Examination
SBA per Term			
Term 1: 2 Tasks 1 Written Test	Term 2: 2 Tasks + 1 Mid-year examination comprising 2 Papers: Paper 1 – Language in Context and Literature Paper 2 – Writing (Can be written in May or June)	Term 3: 1 Task Trial examination comprising 2 Papers: Paper 1 – Language in Context and Literature Paper 2 – Writing (Can be written in August or September)	Term 4: 1 Task External Examination comprising 2 Papers: Paper 1 – Language in Context and Literature Paper 2 – Writing + Paper 3 – Oral

Term Mark (Terms 1 – 3):

- Each term, add raw marks and totals and convert to % for term mark.

SBA Mark:

- Add raw marks and totals for SBA tasks (orals excluded) from term 1 to term 3 and convert to 25%

External Examination

- Convert Paper 1 to 30%,
- Convert Paper 2 to 20%,
- Convert Oral mark (Paper 3) to 25%

Table 4: Programme of Assessment Grade 12

Programme of assessment		
Formal assessment tasks in Term 1		
Task 1	Task 2	Task 3

*Oral: (25 marks) Listening	*Oral: (25 marks) Conversation/	**Test 1: (40 marks) Language in context: Comprehension Summary Language structures and conventions
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Formal assessment tasks in Term 2		
Task 4	Task 5	Task 6
*Oral: (25 marks) Prepared speech	*Oral: (25 marks) Prepared reading aloud	***Mid-year examinations: (200 marks) Paper 1 – Language in context and literature (120) Paper 2 – Writing (80) (Can be written in May/June)

Formal assessment tasks in Term 3
Task 7
***Trial examinations: (200 marks) Paper 1 – Language in context and literature (120) Paper 2 – Writing (80) (Can be written in August/September)

Formal assessment tasks in Term 4
Task 8
End-of-the-year examinations: (300 marks) Paper 1 – Language in context and literature (120) Paper 2 – Writing (80) Paper 3– *Orals (100)

***Orals:** Learners should do at least one prepared speech task, one conversation task, one listening task, and one prepared reading aloud task during the year.

****Test 1** could be set out of **40 marks** or, if more, should be **converted to 40 marks**. While the *Comprehension, Summary, Language structures and conventions in context* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

Note: A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45 – 60 minutes, and should reflect the different cognitive levels as set out for exam papers.

***** Mid-year and Trial examinations:** In Grade 12 the tasks in Term 2 (task 6) and Term 3 (task 7) must be examinations.

4.4.2 Examinations

Format of Examination Papers 1 and 2

PAPER	SECTION		MARKS		TIME
1. Language in Context and Literature	A: Comprehension (A range of texts can be used including visual and or graphic texts) Length of texts to be used		(30)	120	Grades 10 – 12: 3 hours
	Grades	Length of text (words)			
	10	200-300			
	11	300-400			
	12	400-500			
	B: Summary: Grades 10-12: 50 – 60 words The passage should not come from the comprehension text. Length of the text:		10		
	Grades	Length of text (words)			
	10	approximately 150			

	11	approximately 180			
	12	approximately 200			
	C: Language structures and conventions (assess in context) Vocabulary and language use Sentence structures Critical language awareness. Editing		40		
	D: Literature Any ONE of the following: Short stories (contextual questions on two stories) OR Poetry (contextual questions on two seen poems) OR Short novel (contextual questions) OR Short drama (contextual questions)		40 (2x20) (2x20) (40) (40)		

PAPER	SECTION		MARKS		TIME
2. Writing	A: Essay – One essay Narrative / descriptive Length of essay:		40	80	Grades 10 – 12: 2 hours
	Grades	Length of text (words)			
	10	150-180			
	11	180-200			
	12	200-250			
	Assess the following: <ul style="list-style-type: none"> • Content & planning (60%) • Language, style & editing (30%) • Structure (10%) 				

	B: Longer Transactional text – One text Friendly / formal letters (request / complaint / application / thanks / congratulations/ sympathy) / short report / review / speech / dialogue Length of text:		20		
	Grades	Length of text (words)			
	10-12	80-100 – content only			
	Assess the following: <ul style="list-style-type: none">• Content, planning & format (60%)• Language, style & editing (40%)				
	C: Shorter transactional text – One text Advertisements/ Diary entries/ Postcards/ Invitation cards/ Instructions/ Directions/ Flyers/ Posters/ Filling in forms Length of text:		20		
	Grades	Length of text (words)			
	10-12	50-70			
	Assess the following: <ul style="list-style-type: none">• Content, planning & format (60%)• Language, style & editing (40%)				

Content to be covered

Assessment addresses the content as set out in this document. Due to the conceptual progression of the content across the grades, content and skills from Grades 10 – 12 will be assessed in the external papers at the end of Grade 12.

Oral Assessment Tasks: Paper 3

The oral assessment tasks undertaken during the course of the year constitute the end-of-year external assessment for **Grade 12**. It constitutes 100 of the 300 marks in the end-of-year external assessment. The details for the oral tasks, which are administered during the year, are as follows:

Paper	DETAILS	MARKS
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3. Orals	<p>*Orals will be internally set, internally assessed and externally moderated.</p> <p>Speaking:</p> <p>Prepared speech</p> <p>Assess: Planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage, choice of words</p> <p>Conversation</p> <p>Assess: Content, tone, speaking skills, critical awareness of language usage, choice of words</p>	25	100
	<p>Reading:</p> <p>Prepared reading aloud</p> <p>Assess: Content, tone, speaking, and presentation skills, critical awareness of language usage</p>	25	
	<p>Listening:</p> <p>Listening comprehension</p> <p>Assess: Listening for comprehension, information and evaluation</p>	25	

***Orals:** Oral year mark from cumulative speaking, listening and reading. Final mark should include at least ONE prepared speaking task, ONE listening task, ONE prepared reading aloud task and ONE conversation task.

4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her / his readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
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7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Adequate achievement	50-59
3	Moderate achievement	40-49
2	Elementary achievement	30-39
1	Not achieved	0-29

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

4.6.1 Formal Assessment (SBA)

- Grade 10 and 11 tests and examination are internally moderated. The subject advisor/appointed provincial/district official must moderate a sample of these tasks during his / her school visits to verify the standard of tasks and the internal moderation.
- Grade 12 tests and examinations must be moderated at provincial level. This process will be managed by the provincial education department.
- Subject advisors/appointed provincial/district officials must moderate samples of tests and examination papers before they are written by learners to verify standards and guide teachers on the setting of these tasks.

4.6.2 Oral Assessment Tasks

- **Grade 10 and 11:** Each oral task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teachers assess the oral assessment tasks in grade 10 and 11. The subject advisor/appointed provincial/district official must moderate a sample of oral assessment tasks during his / her school visits to verify the standard of tasks and the internal moderation.
- **Grade 12:** Oral tasks should be internally set, internally assessed and **externally** moderated. Each oral task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teachers assess the oral assessment tasks. The subject advisor/appointed provincial/district official must moderate a sample of oral assessment tasks during his / her school visits to verify the standard of tasks and the internal moderation. A sample of learners from each school must be moderated to verify the standard of their oral performance.

4.7 General

This document should be read in conjunction with:

- 4.7.1** The *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R-12*; and
- 4.7.2** The *National Protocol for Assessment Grades R-12*.

GLOSSARY

acronym – a word made up from the first letters of the name of something e.g. *CAPS* is an acronym for *Curriculum and Assessment Policy Statement*

aesthetic – the use of language to create something artistic, fine and beautiful

alliteration – the use of several words together that begin with the same sound or letter e.g. *Round the rocks the ragged rascal ran*

allusion – writing or speaking that mentions a subject, person, etc indirectly e.g. *He alluded to the president's ill health*

ambiguity – a possible double meaning which may make a message unclear when used by mistake, e.g. *I am going out for the present may mean I am leaving for this time OR I am going to get a gift*

anecdote – a short story of based on personal experience

anti-climax – a situation or event that is less exciting because it happens after something that was much better. In literature study anti-climax suggests that the expectations built up by the writer are deliberately disappointed.

antonym – a word that is opposite in meaning to another word in the same language e.g. *tall* and *short* are antonyms in English

appreciation – pleasure you express when you realize something is good, useful, or well done; an understanding of the importance or meaning of something

appropriate – correct or suitable for a particular time, situation, or purpose

assonance – repetition of vowel sounds in two or more words, e.g. *All is in tune in the world in June*

assumptions – something that you think is true although you have no definite proof. **Underlying**

assumption – a belief that is used as the basis for an idea, but which may not be correct

bias – an opinion about whether something is good or bad which influences how you deal with it

chronological – arranged according to when things happened or were made, e.g. *The poems were arranged in chronological order.*

clip (video clip/audio clip) – a short part of a film, television or radio programme that is shown by itself, especially as an advertisement, e.g. *clips from the new James Bond film*

cognitive academic skills – these are skills such as inferencing, synthesising and evaluating; the term *cognitive academic language proficiency (CALP)* was coined by Jim Cummins to

describe abstract, decontextualised, cognitively demanding language i.e. the kind of language that you would find in a science textbook

coherent – something which makes logical sense; a coherent paragraph has a clear development of ideas and sentences have logical links

cohesive – a cohesive text is one which flows and has unity. It makes use of connectives, conjunctions and pronouns, which hold the text together e.g. *Punctuation is important **because it** makes written language easier to understand.*

colloquial – language or words that are used mainly in informal conversations rather than in writing or formal speech, e.g. *just chuck it there* (colloquial) instead of *please place it there* (formal)

conjunctive – in conjunctive writing systems (e.g. isiZulu and isiXhosa) there are spaces between grammatical words rather than morphemes; words are therefore longer than in disjunctive writing systems (e.g. Sesotho and Setswana)

connotation – the meanings which a word suggests e.g. *plump* has positive connotations such as *attractive, comfortable, cheerful*; whereas *fat* has more negative connotations

climax – the most exciting, effective or important part of a story, which usually comes near the end

conflict – struggle that arises between characters, between characters and their circumstances or from opposing desires or values

critical language awareness – the analysis of how meaning is constructed by those in power to maintain their position; the analysis of language forms to reveal the mechanics of power-based relationships. It empowers the learner to resist manipulation and to use language sensitively

critique – a detailed explanation or evaluation of something such as political beliefs

decoding – to discover the meaning of a word or message

decontextualised – taken out of the situation, events, or information related to it

denotation – the literal or straightforward meaning of a word

denouement – the exciting last part of a story or play

disjunctive – in disjunctive writing systems (e.g. Sesotho and Setswana) there are spaces between morphemes; words are therefore shorter than in conjunctive writing systems (e.g. isiZulu and isiXhosa)

dramatic irony – when the people watching a play know something that the characters do not, and can understand the real importance or meaning of what is happening

element – one part or feature of a whole system, plan, piece of work etc, especially one that is basic or important

emotive – emotive language is language which arouses strong feelings

euphemism – a polite word or expression that you use instead of a more direct one to avoid shocking or upsetting someone, e.g. *Pass away* is a euphemism for *die*

evocative – making people remember something by producing a feeling or memory in them

explicit – clearly or directly stated (as opposed to **implicit**)

exposure – given the chance to experience new ideas, ways of life, cultures etc

falling action – refers to events that happen after the climax, where the tension has been released and the story moves towards its end. This is also known as the **denouement**

generic – relating to a whole group of things rather than to one thing

genre – a genre is a particular kind of text written with a specific purpose and audience in mind; it has a recognisable structure and language features. Examples are: novel, drama, poetry, short stories, film, diaries, journals, academic articles, comics, etc.

homograph – a word that is spelled the same as another, but is different in meaning, origin, grammar, or pronunciation, e.g. the noun *record* is a homograph of the verb *record*

homonym – a word which has both the same sound and spelling as another word but a different meaning e.g. the noun *bear* and the verb *to bear*

homophone – a word which sounds the same as another but is spelled differently and has a different meaning e.g. *one* and *won*

hyperbole – an exaggeration e.g. to describe something so that it appears bigger than it really is, for example, *He gave me a mountainous plate of food.*

icon – a small sign or picture on a page or computer screen that is used to indicate or start a particular operation or activity, e.g. *To open a new file, click on the icon.*

impact – the effect or influence that an event, situation etc has on someone or something

implied – meaning that is suggested but not directly stated, e.g. *“It’s ten o’clock” may imply that the other is late*

infer – to read between the lines to form an opinion about something

inference – something that you think is true based on the information you have

inflection – the way your voice goes up and down when you are speaking to communicate meaning

inhibition – a feeling of shyness or embarrassment that stops you doing or saying what you really want

interpersonal communication skills – this is face-to-face language where the context helps speakers to make interpret meaning; Jim Cummins coined the term *Basic Interpersonal Communication Skills (BICS)*

intonation – a pattern of rise and fall in the pitch of one's voice which contributes to the meaning of sentences e.g. questions are spoken with a rising intonation

irony – something which is the opposite of what is expected; using words to mean the opposite of what is expected

key word searches – these can be carried out when the text is on the internet or in the computer's memory. The programme can be asked to search for specific words or phrases

manipulative – clever at controlling or deceiving people to get what you want. **Manipulative language** is aimed at getting an influence or unfair advantage over others, e.g. in advertising or political speeches

– a language (or terminology) used to talk about language e.g. *irony, hyperbole, alliteration*

metre – the arrangement of sounds in poetry into patterns of strong and weak beats. It creates rhythm

mode – there are different modes of communication: the written mode, the spoken or oral mode, the visual mode, the kinetic mode which makes use of gestures; some texts combine these modes and are therefore called *multimodal texts*

modulation – to change the sound of your voice

monitor – to watch and check a situation carefully in order to see how it changes over a period of time

motion – a proposal that is made formally at a meeting which is then usually decided on by voting, e.g. *The motion was defeated by 201 votes to 159.*

multimodal – multimodal texts are designed to make use of more than one mode of communication e.g. sound, print, images and gestures

onomatopoeia – words which sound like what they describe e.g. a brush *swishes*, a cow *moos*

pace – the speed at which something happens or is done

perspective – a way of thinking about something, especially a way of thinking which is influenced by the type of person you are or by your experiences

point of view – a particular way of thinking about or judging a situation, e.g. *From an economic*

point of view, the new development will benefit the town greatly. Also someone's personal opinion or attitude about something, e.g. *I respect your point of view, but I'm not sure I agree with you.*

posture – the way you position your body when sitting or standing

pull down menus – a list of things a computer program can do. You make a pull-down menu appear on the computer screen by clicking on a special word or icon.

pun – a play on words e.g. *Seven days without water makes a person weak.*

rapprochement – friendly agreement and understanding between people, a cooperative relationship

reflect – to think carefully about something, or to say something that you have been thinking about

refrain – part of a song or poem that is repeated, especially at the end of each verse

register – the words, style and grammar used by speaker and writers in different contexts or situations e.g. official documents are written in a bureaucratic register, legal documents are written in a legal register

resolution – when a problem or difficult situation in a story, play or novel is solved

rhetorical question – a question that is asked for emphasis or dramatic effect rather than to get an answer, e.g. *Do you know how lucky you are?*

rhythm – a regular and repeated pattern of sounds e.g. of strongly and weakly stressed syllables

rising action – in the early part of a play, novel, story or film one or more conflicts are developed. Because of the increased sense of conflict the action is said to be 'rising' towards a climax.

sarcasm – speaking or writing using expressions which clearly mean the opposite of what is felt in order to be unkind or offensive in an amusing way e.g. saying to someone who has arrived at a meeting very late, *So good of you to come.*

scan – to run one's eyes over a text in order to find specific information e.g. you scan a telephone directory for a name and number, or a timetable for the time of a train or bus

skim – to read a text very quickly to get an overview e.g. skim the newspaper headlines for the main news

stage direction – a written instruction to an actor to do something in a play

stereotype – a fixed (and often biased) view about what a particular type of person (e.g. a woman, a foreigner, a particular race group) is like

strategies – a planned series of actions for achieving something

symbol – something which stands for or represents something else e.g. a dove is a symbol of peace

synonym – a word which has the same meaning or nearly the same meaning as another word in the same language e.g. *big* and *large* are synonyms in English

synthesise, synthesis – to draw together and combine information or ideas from a variety of sources; a synthesis is a clear and succinct summary of these combined ideas

tempo (e.g. speech tempo) – the speed at which spoken words are delivered e.g. in a speech or performance of a poem

testimony – a formal statement saying that something is true, OR a fact or situation that proves very clearly that something exists or is true

text type – text types are broad categories of texts defined by their purpose, structure and language features e.g. recount, procedure, information report, narrative, explanation, discussion

tone – tone is the emotional message of a text. In a written text it is achieved through words (e.g. neutral words to create an objective tone). In a film it could be created through music or the setting.

turn-taking conventions – customs of behaviour and attitudes that people accept in order to cooperate and communicate

understatement – a statement which is not strong enough to express the true or full facts or feelings e.g. *To say I am angry is the understatement of the year.*

visualise (visualising) – to form a picture of someone or something in your mind

vivid – something that is particularly clear, bright, or seems very real

voice projection – to enable listeners to hear clearly what you are saying; to “throw” your voice into an audience

word attack skills – strategies for working out the meaning of unfamiliar words by recognising parts of them, e.g. that *rearrange* suggests that the action is being repeated because of the prefix *re*

word family – A group of words that share a common root, to which different prefixes and suffixes are added e.g. *agree* – *agreeable, agreement, disagree, disagreement*