

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

This section is divided into TWO components, the Skills, Content and Strategies in the Languages curriculum, and the Teaching Plans.

3.1 Listening and Speaking

Listening and speaking are different but co-dependent skills. Both are continually present informally in the classroom as learners receive and discuss information. Formal listening and speaking of special forms, e.g. debate, 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 forms. Not every step of the process will be used on every occasion. For example, if learners are listening to a recorded explanation they will need to do a **pre-listening** activity which alerts them to the need for focused listening and helps them make associations with their own experience. **Listening** activities would help them recall details and evaluate 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.)

Listen 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, categorise, summarise, paraphrase, retell, explain what has been said
- Be aware of speaker/presenters' body language and other visual cues

Listen for critical 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
- Respond critically to the text

Listen 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

Listen for appreciation

- Respond in communication situations
- Use turn-taking conventions in conversation
- Ask questions to sustain communication
- Respond to language, gestures, eye contact and body language
- Show understanding of the relationship between language and culture by showing respect for cultural conventions
- 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; respond critically.

Speaking

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

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, e.g. by using literary quotations, references to authoritative sources, anecdotes;
- develop ideas and argument: arrange facts, examples etc. logically;
- in argument, offer appropriate types of proof, e.g. statistics, testimony, specific instances;
- 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: rhetorical questions, repetition, pause

- Show an awareness of situation: formal, informal and colloquial speech or slang
- Express and support own opinion in discussion and interaction
- Use correct language structures and conventions
- Use appropriate verbal and non-verbal techniques to reinforce meaning, e.g. tone, voice projection/modulation, volume, pace/tempo, phrasing, eye contact, facial expressions, gestures and body language
- Speak with appropriate, clear intonation and pronunciation, modulated for meaning

Features and conventions of oral communication texts

Informal speaking and group work

speaking/oral text form	Purpose	Features
informal discussion/ conversation/ dialogue/group work See: Expressions used in conversational English-Reference list Below	To share ideas, opinions and viewpoints with individuals groups	<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 justify opinion; negotiate a position • 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
Unprepared reading aloud	To share a text written by self or other	<ul style="list-style-type: none"> • Read fluently according to meaning and purpose • Pronounce words without distorting meaning • Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures

Formal speaking and presenting

Speaking/oral text form	Purpose	Features
Prepared speech This form will display evidence of research and/preparation	Various: to inform/ persuade/share and justify viewpoint or opinion Oral report; review	<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 audio-visual aids, e.g. charts, posters, objects, images

Unprepared speech	Various: to present a speech without preparing beforehand/ to arrange logic promptly/employ speech techniques at short notice	<ul style="list-style-type: none"> • Use tone, voice projection, pace, eye contact, posture and gestures • Display sense of audience and make contact with listeners • Use appropriate and effective vocabulary and language structures • Use effective introduction and conclusion
Prepared reading aloud	To share a text written by self or other; to entertain	<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
interview	To elicit information or point of view from an individual or panel in Grade 12, learners will role play the job interview	<ul style="list-style-type: none"> • Plan and prepare for interview, e.g. by determining goal, background information, and preparing questions • Create rapport with the interviewee/s (an atmosphere of trust) • Listen actively, evaluate responses, and respond appropriately • Introduce participants • Ask questions to elicit information. Questions should be relevant and expressed sensitively and respectfully • Summarise or record responses, e.g. by taking notes; summarising, sequencing and arranging responses and important details in logical order • Close the interview, e.g. thank the interviewee

See also general comments on planning and presenting above.

Argument and viewpoint

Speaking/oral text form	Purpose	Features
Panel Discussion	To share different opinions or information from different sources	<ul style="list-style-type: none"> • Each speaker talks about a particular aspect of the topic • Be aware of the role and duties of the chairperson <ul style="list-style-type: none"> o Keeping order o managing time o Keeping to the agenda o Encouraging participation • Remaining neutral o Calling for proposal or votes

<p>Debate viewpoints on a chosen topic</p> <p>This is a formal oral form for public viewing and participation.</p>	<p>To argue different</p>	<p>Debating procedure:</p> <ul style="list-style-type: none"> • Two teams of speakers, usually three per team, argue for or against a motion. Motions make claims or propositions, e.g. 'The World Cup was good for our economy', rather than simply 'The World Cup'. • Debate proceedings are controlled by a chairperson, who: <ul style="list-style-type: none"> o introduces the motion and gives some background to it; o introduces each speaker; o maintains order; o keeps time-speakers are given time limits; o manages the discussion when the motion is opened to the floor (see below); o manages the vote (see below). • The chair introduces the motion and asks the first speaker for the proposition (the team arguing for the motion) to speak. • The first speaker for the proposition presents arguments supporting the motion. • The first speaker for the opposition (those speaking against the motion) presents arguments opposing the motion and may also rebut (attack) the first speaker's arguments. • The second speaker for the proposition builds on the team's arguments, presents new arguments, and rebuts the previous speaker's points. • The second speaker for the opposition does the same. • The motion is opened to the floor (audience) for discussion and questions. • Following the general discussion the opposition sums up first. The third speaker repeats the team's main arguments and tries to persuade the audience to vote against the motion, giving reasons. This speaker may also rebut previous arguments. • The third speaker for the proposition does the same. • The debate may be concluded and a result obtained in different ways, e.g. by having the speeches assessed (scored) by a judge, or putting the motion to the vote.
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Speaking for specific purposes/contexts

speaking/oral text form	Purpose	Features
Giving directions	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
Introducing a speaker	To give an audience information about a speaker/guest	<ul style="list-style-type: none"> • Obtain relevant information from the speaker • Use a formal style or register • Create interest and expectation in the audience, e.g. by telling the audience about relevant background information and achievements • Build expectation through, e.g. pauses and inflection • End strongly and confidently
Offering a vote of thanks	To thank a speaker after delivering a speech to an audience	<ul style="list-style-type: none"> • Use a formal register • Listen carefully to the speaker, to point out some highlights in the address • Mention strong points in the address • End strongly and confidently

Examples of expressions used in conversational English

<p>Asking permission/requests</p> <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 ...? 	<p>Interrupting</p> <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)
<p>Offering help</p> <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? 	<p>Seeking assistance</p> <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</p> <p>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) • Have a good time in ... (destination city) <p>Greeting after a trip</p> <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? 	<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 ... • This succeeds because ...

Suggested length of texts to be used for listening comprehension

texts	Grade	length of text
<ul style="list-style-type: none"> • Oral, visual, audio-visual and multimodal texts from the mass media • Audio texts (Grades 10 and 11, listening comprehension clip two minutes long and Grade 12 clip three minutes long) should be played/read at least two times • 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	150 words/about 2 minutes
	11	250 words/about 2 ½ minutes
	12	350 words/about 3 minutes
<p>Or a 30-minute test including a two-minute audio clip (Grades 10 & 11) and three-minute audio clip (Grade 12) with questions to answer</p>		

Suggested duration of oral communication

texts	duration Grades 10-12
Conversations, debates, forum/group/panel discussions, group discussions	20-30 minutes for group/class
Dialogues	3-4 minutes for a pair/5-6 minutes for a group
Directions and instructions	1-2 minutes
Interviews	8-10 minutes for the group
Introducing a speaker, vote of thanks	1-2 minutes
Prepared reading	2-3 minutes
Prepared speeches, report, review	2-3 minutes
Storytelling, relating events	Up to 5 minutes
Meeting and procedures	8-10 minutes for the group
Day-to-day oral communication, e.g. seeking assistance, apologising, etc.	1-2 minutes

3.2 Reading and Viewing

Reading and 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 and viewing instruction of literary and non-literary texts.

Reading and viewing content is arranged into: 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), visualising, inferring, reading for main ideas, attending to word choice and language structures, recognising 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 decode texts. They build vocabulary through word-attack skills and exposure.

- Use dictionaries, thesauruses and other reference works to determine the meaning, spelling, pronunciation and parts 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
- Recognise 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 and conventions-Reference List below (3.4).

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 and conventions-Reference List below (3.4).

- Analyse the structure of texts used for different purposes (e.g. description, definition, cause-and-effect) across the curriculum and their related transitional words/signal words/conjunctions (e.g. on the one hand, firstly, because). See Writing and Presenting for appropriate text types.

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 text 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, form and justify own opinion
- Evaluate the effectiveness of the text in terms of its purpose
- Compare and contrast texts

Intensive reading of shorter written 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 the main ideas (write them in own words)
- Sequence the sentences and use conjunctions and logical connectives to link them together into a text

Intensive reading of shorter written texts for CRITICAL LANGUAGE AWARENESS

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

- identify, analyse and evaluate emotive and manipulative language
- identify, analyse and evaluate bias and prejudice, and any stereotyping
- identify, analyse and evaluate assumptions and explain their impact
- identify, analyse and evaluate implied meaning and inference
- identify, analyse and evaluate denotation and connotation
- Suggest the purpose of including or excluding information
- Recognise the writer/producer's point of view

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 visual literary/film study to understand and appreciate visual text elements and their effect. They

- identify, analyse and evaluate the way visual elements are integrated with written text in multimodal texts, e.g. layout, illustrations, graphic information
- identify, analyse and evaluate the purpose and message in visual texts for information, e.g. graphs, tables, documentaries, charts, maps
- identify, analyse and evaluate the message and effectiveness of visual elements of advertisements and the relationship between the written and the visual elements
- identify, analyse and evaluate the purpose and message in visual texts which show relationships, e.g. mind-maps, diagrams, pie charts, maps, plans
- identify, analyse and evaluate the purpose, aesthetic qualities and design of visual texts created for aesthetic purposes, e.g. photographs, film, design elements
- identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment, e.g. film, cartoons, music videos, comic strips
- identify, analyse and evaluate the message and effectiveness of visual texts which support speaking, e.g. posters diagrams, data projection
- use films to identify, understand, analyse and evaluate 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. They apply the meta-language of literature study to understand and appreciate elements of literary texts. TWO texts, selected from different genres, are selected from the National Literature Catalogue for formal study and assessment each year. A range of texts is studied over Grades 10 -12: poetry and/or short stories and/or novel and/or drama and/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.

- Understand the distinctive qualities of different literary forms, e.g. that a poem has different characteristics from a novel
- Identify and explain figurative language and rhetorical devices as they appear in different texts, e.g. simile, metaphor, personification, alliteration, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, pun, understatement
- Identify and explain author’s/poet’s/producer’s intention

- Explain choice and effectiveness **in poetry** of how elements support the message/theme. Elements may include figures of speech, imagery, structural elements and sound devices, e.g. rhyme, refrain, rhythm, alliteration
- Explain choice and effectiveness **in drama** of how elements support the message/theme. In addition to figures of speech and imagery, elements may include figures of speech, imagery, structural elements, e.g. plot, climax, characterisation, stage directions, dramatic irony, setting
- Explain choice and effectiveness **in short stories/novels/films** (films – only for enrichment) of how elements support the message/theme. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, e.g. plot, exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, setting
- **In addition, for film**, use of camera work and editing, e.g. close-up, long shot, music and sound track, special effects, colour, to convey the message/theme.

Extended independent reading and viewing

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

- Access libraries and know book storage conventions
- Provide evidence of extended reading and 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 for assessing reading

Knowledge questions	<i>What happened after ...? Name the ... Describe what happened at ... Who spoke to ...? What is the meaning of?</i>
Comprehension questions	<i>Who was the key character ...? Provide an example of ...? Explain in your own words?</i>
Application questions	<i>Can you think of any other instance where? Do you remember we were looking at metaphors-how would you explain the metaphor in this line?</i>
Analysis questions	<i>How was this similar to ...? How was this different to ...? What was the underlying theme of ...? Why do you think?</i>
Synthesis questions	<i>We've learnt a lot of different things about Romeo-can you put them all together and describe his character? What kind of person is he?</i>
Evaluation questions	<i>How effective is? Can you think of a better way of? 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 over the Grades 10-12</p> <p>Recommended Genres</p> <p>Two of the following recommended literary genres as included in the National Literature Catalogue:</p> <p>Novel</p> <p>Short stories</p> <p>(Grades 10 – 6 stories) (Grade 11 – 6 stories) (Grade 12 – 8 stories)</p> <p>Drama</p> <p>Poetry</p> <p>(Grade 10 – 6 poems) (Grade 11 – 8 poems) (Grade 12 – 10 poems)</p> <p>Enrichment</p> <p>Films</p> <p>Selected TV series/documentaries</p> <p>Radio dramas</p> <p>Essays</p> <p>Biographies</p> <p>Autobiographies</p> <p>Folk tales</p> <p>myths and legends</p>	<p>Written texts for information</p> <p>Dictionaries</p> <p>Encyclopaedias</p> <p>Schedules</p> <p>Telephone directories</p> <p>Textbooks</p> <p>Thesaurus</p> <p>Timetables</p> <p>TV guides</p> <p>Written texts in the media</p> <p>magazine articles</p> <p>Newspaper articles Editorials</p> <p>Notices</p> <p>Obituaries</p> <p>Reviews</p> <p>Brochures</p> <p>Advertisements (commercial and classified)</p> <p>Written forms of audio texts</p> <p>Dialogues</p> <p>Speeches</p> <p>Songs</p> <p>Jokes</p> <p>Written interpersonal and transactional texts</p> <p>Letters</p> <p>Diaries</p> <p>invitations</p> <p>Emails</p> <p>SMS's, twitter</p> <p>Notes</p> <p>Reports</p> <p>Written interpersonal texts in business</p> <p>Formal letters</p> <p>Minutes and agendas</p>	<p>Multimedia/visual texts for information</p> <p>Charts, maps</p> <p>Graphs, tables, pie charts</p> <p>mind-maps, diagrams</p> <p>Posters</p> <p>Flyers, pamphlets, brochures</p> <p>Signs and symbols</p> <p>TV documentaries</p> <p>Web pages, internet sites, blogs</p> <p>Facebook and other social networks</p> <p>Data projection</p> <p>Transparencies</p> <p>Multimedia/visual texts for aesthetic purposes</p> <p>Films</p> <p>Photographs</p> <p>illustrations</p> <p>Multimedia/visual texts for enjoyment and entertainment</p> <p>Films</p> <p>TV programmes music</p> <p>videos Cartoons,</p> <p>caricatures Comic strips</p> <p>Jokes (illustrated)</p> <p>Graffiti</p> <p>Audio texts</p> <p>Radio programmes</p> <p>Readings of dramas</p> <p>Readings of novels or short stories</p> <p>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

Type	Grades	Length of texts (Words)	
Comprehension	10	400 - 500	
	11	500-600	
	12	600-700	
Type	Grades	Length of texts (Words)	Length of summary (Words)
Summary	10	200	60-70
	11	230	
	12	250	

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
- Research the topic, for example in a library, and select relevant information
- identify main ideas and supporting detail

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 draft including layout, for example, headings and fonts
- Present the text

Language structures and conventions during the writing process

Register, style and voice

- Use an appropriate register, for example business English in a business letter, 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 dictionary or 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:
 - o time clauses: *when, before, after, since, while, as, until*
 - o conditional clauses: *if, unless*
 - o purpose clauses: *in order to, so that* reason
 - o clauses: *because, since, as* result clauses: *so that*
 - o concessive clauses: *although, though, while*
- Sequence ideas in a logical order so that they make sense
- o place clauses: *where, wherever*

- o clauses of manner: *as, like, the way*
- o 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
- Uses logical connectors to link sentences in a paragraph:
 - o ordering ideas: *firstly, secondly, finally, etc.*
 - o addition: *moreover, furthermore, in addition, etc.*
 - o similarity: *similarly, likewise, in the same way, etc.*
 - o contrast: *however, nevertheless, although, though, on the other hand, etc.*
 - o cause/effect: *because, therefore, as a result, consequently, etc.*
 - o conditions: *if, provided that, unless, etc.*
 - o 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: cognitive academic, creative, personal/interpersonal and work-related. Teachers should choose a text type and an appropriate topic to write about, for example, an argumentative essay on the topic 'Cell phones are taking over our lives'.

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

Essays, longer and shorter transactional texts (Cognitive academic and creative)

Text type	Purpose	Text structure	Language Features
Information report (Long)	To classify and describe phenomena	<ul style="list-style-type: none"> An opening, general classification e.g. <i>Weavers are seed-eating birds.</i> More technical classification (optional), e.g. <i>Their Latin name is ploceidae.</i> A description of the phenomenon including some or all of its: <ul style="list-style-type: none"> Qualities, e.g. <i>The male of the species is brightly coloured, usually yellow and black.</i> Parts and their functions, e.g. <i>Weavers have round conical bills.</i> habits, behaviour or uses, e.g. <i>Weavers make elaborate woven nests.</i> May have accompanying visual text, e.g. diagrams, photos 	<ul style="list-style-type: none"> Written in the simple present tense Initial focus on generic participants, e.g. <i>Weavers</i> in general not a particular weaver. Moves from the general to the specific May use technical vocabulary, e.g. <i>conical, seed-eating</i>
Procedures (e.g. instructions, directions, and rules) (Short)	To describe or instruct how something is done through a series of sequenced steps	<ul style="list-style-type: none"> Goal: a statement of what is to be achieved, e.g. <i>How to make a cover for a portfolio</i> Materials/equipment needed listed in order, e.g. <i>Large sheet of art paper, paints, etc.</i> Sequenced steps to achieve the goal, e.g. <i>First, paint a blue background on the paper.</i> may have accompanying visual text, e.g. storyboard, diagrams, etc. 	<ul style="list-style-type: none"> Written in the imperative, e.g. <i>Paint a blue background ...</i> In chronological order, e.g. <i>First ... next ...</i> Use of numbers and bullet points to signal order Focus on generalised human agents rather than named individuals Expressions of cause and effect
Explanation (e.g. the life cycle of a butterfly; how a dynamo works) (Short)	To explain how or why a process occurs	<ul style="list-style-type: none"> General statement to introduce the topic, e.g. <i>A dynamo is a machine which changes mechanical energy into electrical energy.</i> A series of logical steps explaining how or why something occurs, e.g. <i>When the axle of the dynamo is turned, it receives mechanical energy ...</i> May have accompanying visual text, e.g. diagrams 	<ul style="list-style-type: none"> Written in simple present tense May use conjunctions and logical connectors that signal time, e.g. <i>then, next, etc.</i> May use causal conjunctions and logical connectors, e.g. <i>because, so, this causes</i> May use passive voice

Persuasion/ Argumentative essay	To argue a case for a point of view; to attempt to convince the reader	<ul style="list-style-type: none"> • Statement of position, e.g. <i>Shops should be closed on Sunday.</i> • Series of arguments – often in the form of a point plus elaboration, e.g. <i>Everyone needs a day of rest. This is especially important for people who work in shops because ...</i> • Reinforcement – summary and restatement of the opening position, e.g. <i>We have seen that ... so ...</i> 	<ul style="list-style-type: none"> • Simple present tense • Focus mainly on generic participants, e.g. <i>shops, people</i> • Reason, cause/effect, concessive conjunctions/logical connectors, e.g. <i>this shows, however, because, therefore</i>
Discussion/ Discursive essay	To present arguments from differing viewpoints	<ul style="list-style-type: none"> • Statement of the issue; may preview main arguments, e.g. <i>The issue of whether or not we should wear school uniforms is very important. There are good reasons both ...</i> • Arguments for, plus supporting evidence • Arguments against, plus supporting evidence • Conclusion – summary and recommendation 	<ul style="list-style-type: none"> • Simple present tense • Generic participants, e.g. <i>school uniforms, students</i> • Reason, cause/effect, concessive conjunctions/logical connectors, e.g. <i>therefore, however, so</i> • movement from generic to the specific
Reflective essay	To give emotional reaction and feeling on a specific matter	<ul style="list-style-type: none"> • A writer can reflect on dream or aspirations, e.g. <i>How I remember my best teacher; My view of life...</i> Subjective • Feelings and emotions play an important role • Greater part of the essay may be descriptive 	<ul style="list-style-type: none"> • Personal pronouns • Vocabulary that expresses viewpoints, emotions, etc.
Review (e.g. book or film review) (Long)	To summarise, analyse and respond to literary texts or performances	<ul style="list-style-type: none"> • Context: background information such as author, illustrator, type of work • Text description: describes elements of the text or production such as main characters, key incidents and stylistic features • Judgment: evaluation of the work by expressing an opinion or judgment 	<ul style="list-style-type: none"> • Written in the present/past tense • Use of appreciation vocabulary to evaluate text, e.g. <i>enjoyable, heart-warming, funny, exciting, amusing, important, informative, outstanding</i>
Narrative essay	To entertain	<ul style="list-style-type: none"> • Orientation that introduces characters and setting, e.g. <i>Once upon time there was an old woman who lived with her son called Jack. They were very poor.</i> • Events leading to a complication, e.g. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i> • Resolution and ending, e.g. <i>Jack came back with the Giant's treasure and they lived happily ever after.</i> 	<ul style="list-style-type: none"> • Written in the first or third person • Written in the past tense • Events described sequentially • Connectives that signal time, e.g. <i>Early that morning, later on, once</i> • makes use of dialogue • Language used to create an impact on the reader, e.g. adverbs, adjectives, images

Descriptive essay	To describe something in a vivid way	<ul style="list-style-type: none"> • Identification: gives a general orientation to the subject, e.g. <i>There was a huge beast</i> • Description: describes features or characteristics of the subject, e.g. <i>It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i> 	<ul style="list-style-type: none"> • may be written in past or present tense • Creates a picture in words • Uses adjectives, adverbs • Uses figurative language, e.g. simile, metaphor, personification, alliteration
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Longer and shorter transactional texts (Personal/interpersonal)

text type	Purpose	text structure	language features
Diary/journal (Short)	To record and reflect on personal experience	<ul style="list-style-type: none"> • Usually written in a special book (a diary or a journal) • Entries written regularly (e.g. daily or weekly) • Entries dated • may use personal recount text type (see below) 	<ul style="list-style-type: none"> • Usually written in past tense • informal in style • The writer is writing for him or herself
E-mail (Short)	To inform and maintain a relationship	<ul style="list-style-type: none"> • 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
Personal (friendly) letter (Long)	To inform and maintain a relationship	<ul style="list-style-type: none"> • Address, date and salutation • Structure of message will vary depending on purpose (e.g. catch up on news, congratulate, sympathise) • may use personal recount text type (see below) • Closing, signature 	<ul style="list-style-type: none"> • Usually informal in style but can vary, e.g. letter of condolence will be more formal • Language features will vary according to purpose of message

Personal recount (Long)	To tell about a personal experience	<ul style="list-style-type: none"> • Orientation: scene setting or establishing context, e.g. <i>It was in the school holidays</i> • An account of the events that took place, often in chronological order, e.g. <i>I went to Tumelo's place ... Then ...</i> • Some additional detail about each event, e.g. <i>He was surprised to see me.</i> • Re-orientation – a closing statement that may include elaboration, e.g. <i>I hope I can spend more time with Tumelo. We had fun.</i> 	<ul style="list-style-type: none"> • Usually written in the past tense • Told in first or third person • Time connectives are used, e.g. <i>First, then, next, afterwards, just before that, at last, meanwhile</i> • Tends to focus on individual or group participants • Can be informal in style
Invitation (and reply) (Short)	To invite someone to an event or to do something (and either accept or decline)	<ul style="list-style-type: none"> • May take the form of a personal letter or use an invitation card. includes: <ul style="list-style-type: none"> o Nature of the event o Where it will take place o Date and time o may include dress code o Name of invitee o may include RSVP o may have a visual, design element • The response may be in the form of a note or letter. 	<ul style="list-style-type: none"> • Can be formal or informal in style • Generally concise – brief and to the point • makes use of conventional phrases, e.g. <i>I would like to invite you ...</i> • Response is polite, e.g. <i>Thank you so much for inviting me but I'm afraid I won't be able to attend.</i>
Obituary (Long)	To commemorate and inform others of someone's death	<ul style="list-style-type: none"> • Full name; date of death, where the person was living at the time of death; date of birth; birthplace; key survivors (spouse, children) and their names; time, date, place of funeral • Some of the following may also be included: Cause of death; biographical information; memorial tribute information 	<ul style="list-style-type: none"> • Formal in style • May use euphemisms, e.g. <i>passed away</i> instead of <i>died</i> • Usually concise • Makes use of language conventions, e.g. <i>In lieu of flowers, donations may be made to</i>
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> <ul style="list-style-type: none"> • Write the names of the characters on the left side of the page; • Use a colon after the name of the character who is speaking; • Use a new line to indicate each new speaker; • Advice to characters(or readers) on how to speak or present the action must be given in brackets before the words are spoken; • Sketch a scenario before you start writing. 	<ul style="list-style-type: none"> • 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 • 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>Interview (Long)</p>	<p>One or more persons question, consult, or evaluate another person is</p>	<ul style="list-style-type: none"> • One speaker probes the other by asking questions. The result is more often than not, what the interviewer wanted to portray of the interviewee, i.e. their strong points, talents, weak points, etc. • As with the dialogue, the names of the speaker are given on the left side of the page; • A colon is used after the name of the character who is speaking; • A new line is used to indicate each new speaker. 	<p>Written in the present tense</p>
<p>Speech (Long)</p>	<p>To inform, educate, enlighten and entertain the public</p>	<ul style="list-style-type: none"> • Start and adapt the style to be used; When?, Where?, Why? (purpose), Who? (audience), and What? • Openers attract attention. • Develop points well and avoid clichés. • Balance criticisms with reasonable alternatives. • The conclusion is important, and is never a summary of what has been written. 	<p>Use short sentences with simple ideas, using familiar examples.</p>

Transactional texts (Business)

text type	Purpose	text structure	language features
Business letter (Long)	Various, e.g. to apply for a job or bursary; to complain, request, etc.	<ul style="list-style-type: none"> • Writer's address, date, recipient's address, salutation • may have a heading • Structure of message will vary depending on purpose, e.g. letter to the press • Closing, signature 	<ul style="list-style-type: none"> • Usually formal in style • makes use of language conventions, e.g. <i>Dear Sir/Madam, Yours sincerely</i> • Generally concise – brief and to the point
Curriculum vitae (CV) (Long)	To provide a summary of a person's life and qualifications	<ul style="list-style-type: none"> • Personal details: name, date of birth, nationality, identity number, address, etc. • Formal qualifications, e.g. grades passed • Work experience (if applicable) • Hobbies and interests • Referees • Design and layout is important 	<ul style="list-style-type: none"> • Concise – not more than two pages • headings and bullets • Formal and direct in style
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)
Agenda and minutes (Long)	The agenda of a meeting provides a structure for a meeting	<ul style="list-style-type: none"> • Name of organisation • Date, time and place of meeting • Welcome and apologies • Matters arising from minutes of previous meeting • Items to be discussed • Any other business 	<ul style="list-style-type: none"> • Items are usually numbered • Language very concise – note form may be used • Actionable words used, e.g. <i>approve, discuss, announce</i> • items are numbered • Formal language • Some language conventions, e.g. <i>Matters arising; any other business</i>
	The minutes of a meeting provide a record of a meeting	<ul style="list-style-type: none"> • Name of organisation • Date, time and place of meeting • List of people present and apologies • minutes from previous meeting approved (may be amended) • Record of discussion, decisions/action taken and person responsible • Time that meeting ended 	<ul style="list-style-type: none"> • Concise language • Formal language • Items numbered • headings and bullets may be used • Some language conventions, e.g. <i>Matters arising; any other business</i>

Flyer (Short)	To persuade someone to buy something or use a service	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	See personal/interpersonal	See personal/interpersonal	See personal/interpersonal

transactional texts (informative)

text type	Purpose	text structure	language features
Newspaper article (Long)	To inform, educate, enlighten and entertain the public	<ul style="list-style-type: none"> State facts briefly but accurately. Strive to communicate the essence without losing the reader. Summarise accurately, without slanting the truth. Give a succinct title and add a clear sub-title. Start with the most important facts: the who, what, how, when, where, why, and to what degree. 	<ul style="list-style-type: none"> Clear and concise language Written in 3rd person. Can use an active or passive voice, depending on the focus and which is more engaging for the reader. Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.
Magazine article (Long)	To inform, educate, enlighten and entertain the public	<ul style="list-style-type: none"> The heading must be attractive and interesting. The style should be personal, speaking directly to the reader. The style can be descriptive and figurative, appealing to the imagination of the readers Names, places, times, positions, and any other necessary details should be included in the article. The article should stimulate interest and keep the reader absorbed. 	<ul style="list-style-type: none"> Quotes from people; direct quotes Longer paragraphs Descriptive writing May use a mixture of formal and informal language including everyday expressions and colloquialisms Rhetorical questions Emotive words Use of imagery and description
Giving directions (Short)	To tell someone how to get somewhere	<ul style="list-style-type: none"> Use chronological order Refer to a specific direction Indicate the approximate distance Provide information about landmarks along the way 	<ul style="list-style-type: none"> Use mostly the imperative form Use concise and clear sentences

Length of written texts to be produced

texts	Grades	number of words
Essays:		
Narrative/ argumentative/ discursive/ descriptive/ reflective	10	150-200
	11	200-250
	12	250-300
Longer transactional texts:		
Friendly/formal letters (request/ complaint/application/ business/ thanks/congratulations/ sympathy)/formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting/report/book or film review/newspaper article/ magazine article/brochure/speech/dialogue/written interview	10-12	120-150 (content only)
Shorter transactional texts:		
Advertisements/Diary entries/ Postcards/ invitation cards/Filling in forms/ Directions/ Obituary/instructions/Flyers/ Posters/emails	10-12	80-100

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 and conventions will have been introduced in earlier grades but may still need to be revised. Other grammatical structures are introduced in the Grade 10-12.

Language Structures and Conventions

Vocabulary development and language use

Synonyms, antonyms, paronyms, polysemes, homonyms, homophones, one word for a phrase

Figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche)

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
Parts of words	Prefixes, roots, and suffixes
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> Nouns with no change in number in the singular form, e.g. <i>scissors, trousers</i> Common (e.g. <i>woman</i>) and proper nouns (e.g. <i>Thandi</i>) Abstract nouns, e.g. <i>love, fear, respect, honesty</i> Possessive forms of nouns, e.g. <i>Lesego's desk, learners' desks children's toys</i> Collective nouns and classifiers, e.g. <i>a swarm of bees, a bar of soap</i>
Determiners	Indefinite article: a book, an apple Definite article: the book, the furniture, the apples Demonstratives: <i>this, that, those, these</i> (e.g. That book is mine.) Quantity 1: <i>all, some, most, no, none</i> (e.g. Most learners understood the lesson.) Quantity 2: <i>both, either, neither</i> (e.g. Both learners stood up.) Quantity 3: <i>much, little, many, few, more, less, fewer</i> (e.g. The school has many learners.) Quantity 4: <i>some, any, another, other, each, every</i> (e.g. Each learner received a book.)
Pronouns	Personal pronouns as subject: <i>I, you, he, she, it, we, they</i> (e.g. She is reading the book.) Personal pronouns as direct or indirect object: <i>me, you, him, her, it, us, them</i> (e.g. She gave it to me .) Reflexive pronouns: <i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i> (e.g. He washed himself with soap.) Relative pronouns: <i>which, who, that, whose, where</i> (e.g. The man who is standing by the window is my teacher.) Interrogative pronouns: <i>who, what, which, whose, whom</i> (e.g. Whose book is this?)
Adjectives	Position of adjectives, e.g. The old man (before a noun); The boy was mischievous (after a verb) Adjectives ending in -ing, e.g. <i>amazing, boring, exciting</i> (e.g. The lesson was boring .) Adjectives ending in -ed, e.g. <i>amazed, bored, excited</i> (e.g. The student was bored .) 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.)

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, e.g. <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 school, I would have passed matric.</i></p>
Passive 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, e.g. <i>She said that she didn't know./ He told me that he had lost the book.</i></p>
Punctuation	hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

Critical Language Awareness

Emotive and manipulative language Bias, prejudice, and stereotyping Assumptions and their impact Implied meaning and inference Denotation and connotation Purpose of including or excluding information Writer/producer's point of view

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 examination. Progression therefore also becomes part of the organising 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, "Soccer" was a common teaching theme during the World Cup, but could be followed by a cycle on traditional weddings or good environmental practice.

Integrated language teaching: the teaching cycle

In practice, integration suggests variety: variety of forms, of activities, of texts and themes. When designing an integrated two-week cycle, the teacher may cluster activities around a topic, e.g. working world; an issue, e.g. climate change; a setwork; a skill from the curriculum, e.g. debate, argumentative writing, argument structures; 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 discussion (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 a group of poems, a novel, a set of short stories, drama or a film (see "Texts used for integrated teaching of language skills.") These appear as Reading and viewing in the Teaching Plan as **literary text one-eighteen (Grade 12)**. The teacher may choose to teach any order for teaching texts or alternate poems with short stories. If the teacher chooses a longer continuous text such as novel, drama or film it is suggested that it is taught continuously so that learners do not forget details of the plot and characters. If a novel, drama or film is chosen, the teacher will need to divide the text into as many units as there is time available in the Teaching Plan, e.g. 10 units if it is to be studied in the first two terms of Grade 10. These units could be 10 chapters, 10 sections of the drama or 10 scenes of the film which use intensive reading strategies for exploring meaning and effect. Additional sections of the work will be read as homework or part of the extended reading programme.

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.

Turning the Teaching Plan into teaching and learning activities

An example based on Teaching Plan Grade 10, Term 1, Weeks 5 and 6 (11 × 50-minute lessons) = 9 hours' teaching

Weeks	Listening & speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and explicit)
5 and 6	Giving opinions. in groups each learner gives an opinion of a photograph or picture which includes an unusual detail, e.g. a fashion photograph with a tattoo	<p>Intensive reading</p> <p>Text giving opinion/ attitude, e.g. from magazine or newspaper article. Identify and explain writer's attitude.</p> <p>Explain and justify own attitude/opinion</p> <p>This text can be related to the theme of the photograph used for listening or not</p>	<p>Fill in a form</p> <p>Write a letter/email to a friend giving an opinion OR write a dialogue</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Emotive language, generalising, stereotyping.</p> <p>Reported speech</p> <p>Punctuation conventions of reported speech OR dialogue</p> <p>Vocabulary: related to reading text</p>

Cycle theme: Giving and responding to opinions. Sub-theme: fashion and body

Lesson 1: (mainly oral)

- Introduction: associations and experience. Group discussion. Show the whole class or give each group a photograph on which they can give opinion, e.g. a photograph of a tattoo, multiple ear and nose piercings, blue hair, etc. Group discussion giving and justifying opinions on the image in the photograph. Teacher/group leader captures opinions for vocabulary building.
- Vocabulary relevant to the text and to opinion-giving. Sentence frames for interrupting politely etc. in addendum.
- Homework: write a paragraph capturing own response and (possibly) the opinions of others.

Lesson 2: (mainly preparing for writing)

- View photograph again – remind learners of some vocabulary, main outlines of the discussion and their opinions.
- Contributions from some learners: read their homework aloud to the class.
- Teach structure of an opinion: statement and reasons with supporting details. Model one on the board from learner contributions.

Lesson 3: (mainly writing)

- Learners write their opinion in one/two paragraphs. They use process writing, i.e. Write, revise, edit (for opinion structure). Learners can edit each other's work (peer editing). The final product is a letter or email to a friend sharing their opinion.
- Remind learners of the structure of a letter or email.
- This writing is for possible assessment-teacher skims/marks. Makes list of common errors.

Lesson 4: (mainly reading)

- Read text on a related theme, e.g. giving an opinion for or against tattoos, body decoration, piercing etc. Probably a magazine article.

- Intensive reading through comprehension questions (written or oral).
- Teach emotive writing, generalisation and stereotyping (with example text).

Lesson 5: (mixed)

- Some integrated grammar features of the text.
- Post-reading focus on writer's attitude/opinion of tattoos, piercings, coloured hair etc. How do you know? What words?
- Remedial grammar from common errors in writing marked from lesson 3.

Lesson 6: (mainly writing)

- Fill in a form. All details should be accurate and complete and the responses clearly printed.

Lesson 7: (mainly reading) Based on "A man dreams dreams" by Siko ka Mjali

- Pre-reading activity: Give an opinion. To learners: Should parents be able to forbid their children from seeing certain friends (boyfriends or girlfriend)?
- Intensive reading with written questions on the story. Vocabulary building-unfamiliar words in the text (Dictionary work).
- Critical awareness. What is the writer's attitude/opinion? How do you know? What words are used to convey this? Learners' attitude /opinion?

Lesson 8: (mainly speaking and listening) Based on "A man dreams dreams" by Siko ka Mjali

- Give an opinion and listen respectfully.
- Each learner gives an opinion on a theme drawn from the short story "A man dreams dreams", using the same structure as the writing: Opinion plus reason/supporting evidence. OR Learners role play an exchange between Nomsa (or Themba) and uTata.

Lesson 9: (integrated grammar) Based on "A man dreams dreams" by Siko ka Mjali

- Reported and direct speech conventions (revision).
- Learners write an exchange (five responses for each character) between Nomsa (Themba) and uTata in direct speech. This can be group work.

Lesson 10: (mainly writing)

(If the learners need more practice with the forms of direct speech, lesson 10 can be used for consolidations exercises/ additional activities instead of the dialogue focus)

- Teach conventions of dialogue in contrast to conventions of reported speech.
- Learners rewrite their exchange (lesson 9) as a dialogue for an assessment mark.

Lesson 11: Formal assessment

- Grammar forms of common errors from writing in lessons 9 and 10.
- Intensive reading of text (400-500 words) with comprehension and integrated language questions.
- Some questions require the learners to read and assess an opinion and to give their own.
- Reported and direct speech conventions (revision).
- Learners rewrite some of what is in direct speech in reported speech.

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

3.5.1 Grade 10: Teaching Plan

Grade 10 term 1				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language Structures and Conventions 1 hour (integrated and explicit)
1 and 2	Listen for information Pair and whole class: introduce a class-mate using the information provided OR View documentary	Intensive reading. informative text Simple summary of important facts Fact and opinion Extended reading project introduced	Write an informative paragraph . Focus on sentence construction and clarity Write a friendly letter giving information 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) Use of the simple present tense Vocabulary: technical terms related to reading text(s)
3 and 4	Listen for opinion Give opinion in whole class (on literary text)	Literary text 1: introduction to issues. Focus on one identifying feature. Discuss its effectiveness. Literary text 2: intensive reading. Identify and discuss plot in drama/novel/ short story; imagery in a poem and how these relate to issues	Write an imaginative paragraph/essay in response to the issues explored in the literary text, e.g. a poem, diary or letter 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) 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>) Comparison of adjectives
5 and 6	Giving opinions. in groups each learner gives an opinion of a photograph or picture which includes an unusual detail, e.g. <i>a fashion photograph with a tattoo</i>	Intensive reading. Text giving opinion/ attitude , e.g. from <i>magazine or newspaper article</i> . Identify and explain writer's attitude. Explain and justify own attitude/opinion This text can be related to the theme of the photograph used for listening or not	Fill in a form for a competition Write a letter OR write a dialogue Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Emotive language, generalising, stereotyping. Reported speech Punctuation conventions of reported speech and dialogue Vocabulary: related to reading text

Grade 10 term 1				
Weeks	Listening & speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and explicit)
7 and 8	Reading comprehension of a character-driven conversation, dialogue or drama for listening comprehension	<p>Literary text 3: Creating character in a novel/short story/drama/rhetorical devices in a poem</p> <p>Literary text 4: Evaluate the message</p>	<p>Write a narrative essay based on a personal encounter</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>text structure and language features (see 3.3)</p>	<p>Direct and indirect speech to create character. Punctuation of direct and indirect speech (revision)</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary: research meaning of words in reading-dictionary</p>
9 and 10	<p>Listen to song/words of song. Discuss.</p> <p>Story telling: extended reading project</p>	<p>Intensive reading.</p> <p>Visual text related to music, e.g. a graph, diagram, photograph</p> <p>Intensive reading. newspaper/magazine article related to music for point form summary</p> <p>Extended reading of longer setwork during holiday</p>	<p>Write a review of a song/music video</p> <p>Create a poster/brochure/flyer for a musical event</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Verbs revision integrated with reading and writing-explain meaning of verbs in use</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary: related to music/media as they appear in reading text</p>

Formal assessment tasks in term 1

Task 1: Listening	Task 2: Writing	Task 3: Test 1
<p>Oral: Listening comprehension</p>	<p>Essay</p>	<p>Language in context: Comprehension Summary Language structures and conventions</p>

Grade 10 term 2

Weeks	Listening & speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and explicit)
11 and 12	<p>Explain a visual text in groups-diagram, table, pie chart etc.</p> <p>Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)</p>	<p>Intensive reading.</p> <p>Explanation from a text book (NB. not instructions)</p> <p>Explanation of personal motivation</p>	<p>Write an explanation of how a common object (e.g. <i>bicycle, cell phone, pen ...</i>) is operated or works</p> <p>Write an explanation of own actions in (e.g.) a letter of excuse</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Conjunctions</p> <p>Logical connectors that signal cause (e.g. <i>because, so, therefore</i>) and time (e.g. <i>then, next, after</i>)</p> <p>Prepositions (revision)</p> <p>Vocabulary related to reading text(s)</p>
13 and 14	<p>Formal researched speech on an aspect of choice.</p> <p>Listen to an audio clip/ text read.</p>	<p>Literary text 5 intensive reading. Explore themes further. Compare or contrast</p> <p>Literary text 6 Intensive reading.</p>	<p>Short paragraph on setwork, e.g. <i>describe a character and justify, describe the setting and its effect, identify theme and effect</i></p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Concord in context-examples from listening practice or literary texts five and six</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary related to the reading/listening text</p>
15 and 16	<p>Tell, listen and respond to jokes</p> <p>Read written account to class/group</p> <p>Extension: view advertisement which uses humour as a device</p>	<p>Intensive reading.</p> <p>humorous text, e.g. cartoon, comic strip/comic video and examine effect</p> <p>Examine devices used in humour, e.g. irony, conflict, climax and resolution</p> <p>Literary text 7- revision/ summary/concluding lesson/enrichment text</p>	<p>Personal recount: Describe an amusing incident.</p> <p>Register, style and voice</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Conditional sentences integrated with writing.</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary meta-language related to cartoons etc., e.g. frame, speech bubble</p> <p>Vocabulary related to reading text(s)</p>

Grade 10 term 2				
Weeks	Listening & speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language Structures and Conventions 1 hour (integrated and explicit)
17 and 18	Panel discussion/interview Listen for attitude and position	Read for critical awareness. text which gives viewpoint/attitude/assumptions from literary or media source Visual text which illustrates viewpoint, e.g. photograph, film, cartoon, illustration, advertisement etc.	Create an advertisement -include visual elements. Simple persuasion techniques Write a recommendation for a book from Extended Reading programme Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Figurative language and rhetorical devices used to catch attention and persuade, e.g. simile, alliteration, repetition Reason, cause and effect logical connectors and conjunctions Vocabulary meta-language above; meta-language of advertising, e.g. <i>copy, AIDA formula, layout</i> Vocabulary related to reading text(s)
19 and 20	Mid-year examinations			
Formal assessment tasks in term 2				
Task 4	Task 5: Literature		Task 6: Mid-year examinations	
Oral: Prepared reading aloud/Unprepared speech	Literature: Contextual questions		Paper 1 – Language in context Paper 2 – Literature	

Grade 10 term 3

Weeks	Listening & speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and explicit)
21 and 22	<p>Prepared reading aloud of a text which gives viewpoints in support of an argument</p> <p>Listen for viewpoints; list them</p>	<p>Read for summary: simple argument for or against an issue</p> <p>Asses the purpose of including or excluding information</p>	<p>Write an argument: list of points for or against a proposal/ motion</p> <p>Business letter: complaint with reasons to support the complaint</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Revise logical connectors and conjunctions</p> <p>Generalisation and stereotype</p> <p>Remedial grammar from learners' writing and performance in mid-year examinations</p> <p>Vocabulary related to reading text</p>
23 and 24	<p>Speaking and Listening: introduction to a formal debate procedure</p>	<p>Literary text 8: Introduction to issues. Focus on one identifying feature.</p> <p>Discuss its effectiveness.</p> <p>Literary text 9: Intensive reading.</p> <p>Identify and discuss plot in drama/novel/ short story; imagery in a poem and how these relate to issues</p>	<p>Write an argument: paragraph/s with supporting detail/ evidence of viewpoint</p> <p>Creative descriptive writing</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Paragraph structure: topic sentence and supporting details</p> <p>Verb tenses</p> <p>Vocabulary related to reading text</p> <p>Meta-language of debate procedure, e.g. rebut, motion, proposal</p>
25 and 26	<p>Formal prepared/ researched speech</p> <p>Peer assessment for listening practice</p> <p>(to promote Extended Reading and independent research)</p>	<p>Intensive reading on a specific topic.</p> <p>Compare register, style and voice with similar forms, e.g. letters</p>	<p>Write an email.</p> <p>Write an invitation (formal or informal)</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>text structure and language features (see 3.3)</p>	<p>Abbreviations, texting symbols, e.g. layout, font, script, decorative elements as visual communication, e.g. in formal invitation</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary related to reading text</p>
27 and 28	<p>Listen to radio drama/ recorded speech/ role play/ play reading</p>	<p>Literary text 10: intensive reading.</p> <p>Creating character in a novel, s/story or drama; rhetorical devices in a poem</p> <p>Literary text 11: intensive reading. Evaluate the message</p>	<p>Write opinion and justify</p> <p>Register, style and voice</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Tone, voice, effect modal verbs</p> <p>Vocabulary related to reading text</p>

Grade 10 term 3

Weeks	L istening & Speaking 1 hour	R eading & Viewing 4 hours	W riting & Presenting 3 hours	L anguage structures and conventions 1 hour (integrated and explicit)
29 and 30	Meeting procedures	Literary text 12: intensive reading. Explore themes further. Compare or contrast. Enrichment text , e.g. fantasy, dream, science fiction in any medium	Write a notice of a meeting, agenda and minutes of a meeting Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Meta-language for meeting procedures, e.g. chairperson, scribe, etc. Remedial grammar from learners' writing Vocabulary related to reading text

Formal assessment tasks in Term 3

Task 7: speaking or reading	Task 8: Test 2
Oral: Prepared reading aloud/unprepared speech/informal speaking in group	Language in context: Comprehension Summary Language structures and conventions OR Literature: Contextual questions Shorter transactional text

Grade 10 term 4

Weeks	L istening & Speaking 1 hour	R eading & Viewing 4 hours	W riting & Presenting 3 hours	L anguage structures and conventions 1 hour (integrated and explicit)
31 and 32	Critical listening of recorded or read text for bias and prejudice Discussion	Reading for Critical language awareness, e.g. biased reporting Critical reading issues: Who gains from this text? Who loses? How?	Writing: Write a letter to the press. Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Passive and active voice Denotation and connotation Vocabulary related to reading text
33 and 34	Listening: note-taking practice. Listening for main points, examples, anecdotes etc.	Literary text 13: intensive reading. Literary text 14: Revision/summary/ concluding lesson/ enrichment text	Writing: Write notes into full sentences summary writing Revision, e.g. full sentences, using synonyms and own words Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Active and passive voice revision Remedial grammar from learners' writing Vocabulary related to reading text
35 and 36	Listening for appreciation, e.g. music, recorded reading, songs, recitation of poetry	Literary text(s) (enrichment) for appreciation and enjoyment.	Letter of appreciation/thanks/expressing enjoyment Revision of any forms for end-of-year examination 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 related to reading text
37 and 38	Revision: informal class and group discussion during examination preparation	Literary text (enrichment) 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 Remedial grammar from learners' writing Vocabulary related to reading text

Grade 10 term 4				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and explicit)
39 and 40	end-of-year examinations			

Formal assessment tasks in term 4

Task 9: End-of-year examinations

Paper 1 – Language in context
 Paper 2 – Literature
 Paper 3 – Writing
 Paper 4 – *Orals

*Oral year mark from cumulative speaking, listening and/or reading. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading/unprepared speech/informal speaking in group work.

3.5.2 Grade 11: Teaching Plan

Grade 11 term 1				
Weeks	Listening & speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and/or explicit)
1 and 2	Listening comprehension for information OR View TV documentary	Intensive reading. Informative written or visual text Simple summary of important facts Fact and opinion make inferences Literary text 1: introduction to issues. Focus on one identifying feature. Discuss its effectiveness.	Write an informative paragraph . Focus on sentence construction and clarity, paragraph conventions, e.g. main ideas, supporting details, etc. Write a statement giving information, e.g. <i>to the police</i> 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) Use of determiners Vocabulary related to reading text(s)
3 and 4	Unprepared reading aloud of paragraph from extended reading programme Group discussion on visual texts such as cartoons	Literary text 2: Intensive reading. Identify and discuss plot in drama/novel/ short story; imagery in a poem and how these relate to issues Extended reading practical. Visit to library/ bring magazines/ newspapers	Write an imaginative paragraph/essay in response to the issues explored in the literary text, e.g. a poem, drama, novel, short stories, diary or letter 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) Remedial grammar from learners' writing Vocabulary related to reading and visual texts, Using a thesaurus-synonyms Building antonyms with prefixes and suffixes, e.g. <i>happy-unhappy, hairy-hairless</i>
5 and 6	Listen for summary: short informative text. identify the main message, suggest a heading Oral: interview (procedures or role play)	Intensive reading. Summary from informative text Identify important and less important details.	Write point form summary Extend notes into a full text, e.g. paraphrasing main ideas from a text or interview Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Nouns Remedial grammar from learners' writing Vocabulary related to reading text(s) Dictionary work

Grade 11 term 1				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and/or explicit)
7 and 8	Prepared reading aloud-passage from setwork OR Prepared reading of a poem OR Script of a drama Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures	Literary text 3: Creating character in a novel, short story or drama; rhetorical devices in a poem Literary text 4: Evaluate the message of the literary text	Write a narrative in which characters meet and speak Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Direct and indirect speech to create character. Punctuation of direct and indirect speech (revision) Remedial grammar from learners' writing Vocabulary: research meaning of words in reading-dictionary work
9 and 10	Listen to different texts and discuss, e.g. a song Present extended reading project	Intensive reading. Compare and contrast the message/style, rhythm etc. of two songs. Extended reading of longer setwork during holiday	Draw up/fill in a table of contrasting features Write an interview/ dialogue/letter to the press Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Sound devices, e.g. rhyme, refrain, rhythm, alliteration Stock phrases and rhymes Remedial grammar from learners' writing Vocabulary: related to songs as they appear in reading text, e.g. archaisms, contractions,

Formal assessment tasks in term 1

Task 1: Listening	Task 2: Writing	Task 3: Test 1
Oral: Listening comprehension	Essay	Language in context: Comprehension Summary Language structures and conventions

Grade 11 term 2

Weeks	L istening & Speaking 1 hour	R eading & Viewing 4 hours	W riting & Presenting 3 hours	L anguage structures and conventions 1 hour (integrated and/or explicit)
11 and 12	<p>Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc. Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)</p>	<p>Intensive reading. Directions from a literary text, indicating proportion, distance etc. Visual text on a place of public interest Bus or other travel timetables</p>	<p>Write directions to a place of public interest/ local landmark, e.g. <i>the nearest soccer stadium, local dignitary's home</i> etc. Factual description of a place of public interest, based on the visual text OR dialogue helping a stranger (use addendum on day-to-day conversation) Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)</p>	<p>Prepositions (revision) Adjectives Comparison of adjectives Vocabulary related to reading text(s) Words indicating direction, distance, proportion etc.</p>
13 and 14	<p>Formal researched speech</p>	<p>Literary text 5 intensive reading. Explore themes and characters further. Compare or contrast Literary text 6 intensive reading.</p>	<p>Paragraphs on network, folk tale or myth, e.g. <i>describe a character and justify, describe the setting and its effect, identify theme and effect</i> Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)</p>	<p>Concord in context-examples from listening practice or literary texts five and six Remedial grammar from learners' writing Vocabulary related to the reading/listening text</p>
15 and 16	<p>Role play meeting procedures in class with topic drawn from reading text.</p>	<p>Intensive reading. informative text, e.g. newspaper on a community issue, e.g. <i>water shortages, rubbish removal</i> Extended reading and viewing. Encourage reading and viewing of newscasts/newspapers</p>	<p>Write the agenda of a community meeting in response to the reading text Take notes from meeting After role play, write the minutes of the meeting Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)</p>	<p>Paragraph structure: topic sentence and supporting details Conventions related to minutes: past tense, numbered, formal, concise language Vocabulary related to reading text meta-language of meeting procedures, e.g. <i>agenda, chair, minutes, matters arising ...</i></p>

Grade 11 term 2

Weeks	L istening & Speaking 1 hour	R eadng & Viewing 4 hours	W riting & Presenting 3 hours	L anguage structures and conventions 1 hour (integrated and/or explicit)
17 and 18	Debate (procedures) Listen for attitude and position	Read for critical awareness. text which gives viewpoint/attitude/assumptions from literary or media source, e.g. political cartoon, advertisement, emotive reporting multimodal advertisement , from magazine/newspaper/TV	Create an advertisement -include visual elements. Persuasive techniques, e.g. expert recommendation, implication, generalisation etc. The advertisement could be a radio advert script or for a magazine Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Figurative language and rhetorical devices used to catch attention and persuade, e.g. simile, alliteration, repetition Vocabulary related to reading text(s) meta-language of advertising, e.g. <i>copy, layout</i>
19 and 20	Mid-year examinations			

Formal assessment tasks in term 2

Task 4:	Task 5: L iterature	Task 6: M id-year examinations
Oral: Prepared reading aloud/Unprepared speech	Contextual questions	Paper 1 – Language in context Paper 2 – Literature

Grade 11 Term 3

Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and/or explicit)
21 and 22	Panel discussion/interview	Read for summary . Discursive text which balances argument/discussion for and against	Write an argument : for and against a proposal/motion Create a table of the argument in the reading text Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Revise logical connectors and conjunctions Remedial grammar from learners' writing and performance in mid-year examinations Vocabulary related to reading text(s)
23 and 24	Discuss an issue related to the literary text studied or a visual text	Literary text 7: Introduction to issues. Focus on one identifying feature. Discuss its effectiveness. Literary text 8: intensive reading. Identify and discuss plot in drama/novel/short story; imagery in a poem and how these relate to issues	Writing: descriptive/narrative/ reflective/discursive writing Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Verb tenses Vocabulary related to reading text
25 and 26	Formal prepared/researched speech. Peer assessment for listening practice (to promote Extended Reading and independent research)	Intensive reading. Mass media shorter texts: notices, classified advertisements, brochures, obituaries. Compare register, style and voice with similar forms, e.g. letters	Write a notice or announcement Write a formal letter of enquiry in response to a notice, classified advertisement etc. Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Format related to writing Remedial grammar from learners' writing Vocabulary related to reading text Abbreviations commonly used in classified advertisements, acronyms, etc.

Grade 11 Term 3				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and/or explicit)
27 and 28	Listen to enrichment text for pleasure/ appreciation, e.g. song, poetry reading, film, radio drama, play reading	<p>Literary text 9: intensive reading.</p> <p>Creating character in a novel, short story or drama; rhetorical devices in a poem</p> <p>enrichment text e.g. fantasy, dream, science fiction in any medium</p>	<p>Write a shorter text in response to a photograph or other image, e.g. a poem, descriptive paragraph, diary entry</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Image, symbol, literal and figurative meaning</p> <p>Vocabulary related to reading text</p>
29 and 30	Prepared reading aloud of letters to the press	<p>Intensive reading for</p> <p>Critical language awareness, of letters to the press (purpose and audience; facts and opinions). Focus on naming (how are people named?), what is included or excluded, pronouns (who are "they"?)</p> <p>Literary text 10: intensive reading. Evaluate the message</p>	<p>Write a letter to the press in response to reading text. Be aware of own position and attitude</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Denotation and connotation</p> <p>Assumptions implied meaning Remedial grammar from learners' writing</p> <p>Vocabulary related to reading text</p>

Formal assessment tasks in term 3

Task 7: speaking or reading	Task 8: Test 2
<p>Oral:</p> <p>Prepared reading aloud/unprepared speech/informal speaking in group/debate/panel discussion</p>	<p>Language in context:</p> <p>Comprehension</p> <p>Summary</p> <p>Language structures and conventions</p> <p>OR</p> <p>Literature: Contextual questions</p>

Grade 11 Term 4

Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and/or explicit)
31 and 32	Critical listening of recorded or read text for bias and prejudice Discussion/debate	Reading for critical language awareness, e.g. political speech, biased reporting. Critical reading issues: Who gains from this text? Who loses? How? Literary text 11: intensive reading. Explore themes further. Compare or contrast.	rewrite a text to remove prejudice and bias/Write an argumentative essay Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Passive and active voice Vocabulary related to reading text Thesaurus-synonyms
33 and 34	Listening: note-taking practice of procedure. Listening for sequence.	Literary text 12: intensive reading. Literary text 13: intensive reading	Write a procedural text , e.g. instructions related to new technology Illustrate with diagram/storyboard etc. Summary writing revision using procedural text, e.g. full sentences, using synonyms and own words Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Verbs Chronological order Remedial grammar from learners' writing Vocabulary related to reading text
35 and 36	Listening for appreciation to oral texts, e.g. music, recorded reading, songs, recitation of poetry	Literary text 14: Revision/summary/ concluding lesson/ enrichment text	Revision of any forms for end-of-year examination Letter of appreciation/ thanks/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 related to reading text

Grade 11 term 4				
Weeks	Listening & Speaking 1 hour	Reading & Viewing 4 hours	Writing & Presenting 3 hours	Language structures and conventions 1 hour (integrated and/or explicit)
37 and 38	Revision: informal class and group discussion during examination preparation	Literary text for revision	Examination preparation. Write from a choice of creative forms- narrative, descriptive, argumentative, discursive and reflective Choosing a topic Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Text structure and language features (see 3.3)	Dictionary work idioms/proverbs/sayings Remedial grammar from learners' writing Vocabulary related to reading text
39 and 40	End-of-year examinations			

Formal assessment tasks in Term 4
Task 9: End-of-year examinations

Paper 1 – Language in context
 Paper 2 – Literature Paper 3 –
 Writing Paper 4 – Orals*

*Oral year mark from cumulative speaking and listening and/or reading. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading aloud/unprepared speech/informal speaking in group work.

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 1-18, i.e. about two hours per cycle for one poem or one short story or one unit of a novel or drama. If a drama or a novel has been chosen, the teacher would need to divide the work into appropriate units to be covered in that time.

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

Grade 12 term 1				
Weeks	Listening & Speaking	Reading & Viewing	Writing & Presenting	Language structures and conventions
1 and 2	<p>Group discussion:</p> <p>Discuss the features of literary texts/newspaper or magazine articles</p> <p>Discuss purpose and structure</p> <p>Link to extended reading project of newspaper/news casts etc.</p>	<p>Intensive reading.</p> <p>Summary revision using text on newspapers/reporting/media</p> <p>Skim and scan literary text 1: introduction to issues. Focus on one identifying feature and style of each section.</p> <p>Discuss its effectiveness, theme, motif as in drama/novel/short stories.</p>	<p>summary notes and final summary (possible assessment)</p> <p>Write a letter to the press</p> <p>OR write a notice for a newspaper or magazine or a review</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>Formal structures, e.g. honorifics, no contractions (e.g. <i>I will ... not I'll</i>), no slang or colloquial language. Euphemism (e.g. <i>passed away instead of died</i>)</p> <p>Vocabulary related to reading text</p> <p>meta-language related to newspapers</p>
3 and 4	<p>Listen for research: a project in which learners ask questions of others and the public and write it into an information report.</p> <p>Formal speech: present the report orally</p>	<p>Literary text 2: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p> <p>Literary text 3: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write a list of appropriate questions to elicit information</p> <p>Write an information report summarising the results of the research project</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: Passive voice, indirect speech</p> <p>Question forms</p> <p>Vocabulary related to reading text</p>

Grade 12 term 1

Weeks	L istening & Speaking	R eadng & Viewing	W riting & Presenting	L anguage structures and conventions
5 and 6	<p>Listening comprehension: an autobiographical interview, a reading from an autobiography, video clip of an autobiographical interview</p> <p>Enrichment: view an autobiographical film/documentary</p>	<p>Intensive reading of an autobiographical narrative. Focus on viewpoint, narrator, and attitude. Identify assumptions. identify the effect of language varieties (if appropriate)</p> <p>Literary text: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p> <p>Explain the internal and external structures of poems, e.g. poetic and rhetorical devices</p>	<p>Write a literary paragraph on an aspect of the setwork/s studied so far OR an autobiographical narrative Write an autobiographical incident (narrative)</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Revision: Verb tenses, concord</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary related to reading text</p>
7 and 8	<p>Formal group work discussion of issues related to the setwork</p> <p>Discuss themes and messages related to visual texts</p>	<p>Intensive reading. Visual text for information related to the setwork study, e.g. a map of the district described in a novel/ short story, diagram of the Elizabethan stage, a video of the novel etc.</p> <p>Literary text 5: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write an essay: narrative/ reflective/ descriptive/ argumentative/discursive</p> <p>Change the visual text, e.g. road map, (see Reading) into another written or visual form, e.g. poster, mind-map, diagram, flow chart, etc.</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Paragraph structure in discursive writing. Logical connectors that signal cause (e.g. <i>because, so, therefore</i>) and time (e.g. <i>then, next, after</i>)</p> <p>Prepositions (revision)</p> <p>Vocabulary related to reading text</p> <p>Meta-language of literary analysis appropriate to the text being studied</p>
9 and 10	<p>Reading aloud of a literary text OR a text from internet</p> <p>Oral: introducing a speaker</p>	<p>Intensive reading of multimodal text for research, from, e.g. web page, encyclopaedia, reference work/text book. Assess how the visual and written elements contribute to meaning</p> <p>Literary text 6: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Writing an email (address/ subject/ message)</p> <p>OR writing a webpage (symbol, signs, logos, layout features, visual images and their effect)</p> <p>Pay attention to visual features</p> <p>Formal letter: Write a letter of request, e.g. donation, sponsorship, etc.</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Vocabulary related to reading text</p> <p>Meta-language related to multimodal and visual texts</p> <p>Jargon words</p> <p>Dictionary practice</p>

Formal assessment tasks in Term 1

Task 1: Listening	Task 2: Writing	Task 3: Test 1	Task 4: Oral
Oral: Listening comprehension	Essay	Language in context: Comprehension Summary Language structures and conventions	Oral

Grade 12 term 2

Weeks	L istening & Speaking	R eadng & Viewing	W riting & Presenting	L anguage structures and conventions
11 and 12	<p>Listen to a job interview/text about a job interview and take notes</p> <p>Discuss the relative merits of interviewees and share ideas with class or group</p> <p>Enrichment: Extended reading: watch/listen to a news interview</p>	<p>Intensive reading. An advertisement for a prospective job, bursary or tertiary institution. Pay attention to form, details and stock phrases</p> <p>Literary text 7: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write a covering letter and a CV, e.g. for a job or bursary or university application in response to an advertisement</p> <p>Revision: letter formats and stock phrases of opening and closing.</p> <p>Paragraph structure. Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Passive voice</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary related to reading text and job interviews</p>
13 and 14	<p>Job interview role play. This can be a full role play with class members taking on the roles of interviewers, or the teacher can provide questions which learners read to each other for a response.</p>	<p>Intensive reading of information text on interviews from magazine/internet etc.</p> <p>Extended reading: look for job/bursary advertisements OR read brochures/flyers of tertiary institutions</p> <p>Literary text 8: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Summary revision: Write a summary on texts used for specific topics, e.g. interview</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Revision: modal verbs to prepare for role play of job interview-implications of different modal verbs in use</p> <p>Vocabulary related to reading text</p>
15 and 16	<p>Formal researched speech on an aspect of visual media, e.g. <i>film genres, production methods, history</i></p> <p>Role play formal speeches: introducing a speaker and offering a vote of thanks</p>	<p>View a scene from a film OR read a review of a film/ documentary/TV series</p> <p>Literary text 9: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write a persuasive letter or paragraph recommending the film you have watched OR write a film review</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Revision: Emotive writing</p> <p>Adjectives and adverbs</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary related to reading text</p> <p>Technical vocabulary related to film production</p>

Grade 12 term 2				
Weeks	Listening & Speaking	Reading & Viewing	Writing & Presenting	Language structures and conventions
17 and 18	informal class and group discussion used in examination preparation	<p>Literary text 10: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p> <p>Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination</p>	<p>Use previous examination papers to revise forms in preparation for the internal examination</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Use previous examination papers to revise language in preparation for the external examination</p> <p>Vocabulary related to reading text</p> <p>Meta-language revision</p>
19 and 20	Mid-year examinations			

Formal assessment tasks in Term 2		
Task 5: Literature	Task 6: Oral	Task 7: Mid-year examinations
Contextual questions	<p>Oral:</p> <p>Prepared reading/speech aloud</p>	<p>Paper 1 – Language in context</p> <p>Paper 2 – Literature</p>

Grade 12 term 3

Weeks	Listening & Speaking	Reading & Viewing	Writing & Presenting	Language structures and conventions
21 and 22	Read a drama/ dialogue aloud. Pay attention to pronunciation, pause, pacing tone and expression	<p>Intensive reading. A dialogue/ drama which contains language varieties (e.g. dialect, slang, words from other languages, e.g. Aisch! I fell in the donga!)</p> <p>Pay attention to dialogue/ stage conventions (if the chosen network is a drama, focus on stage directions, asides, costume, make up, etc. appropriate to the network)</p> <p>Literary text 11: introduction to issues. Focus on one identifying feature Discuss its effectiveness</p>	<p>Write an argument: list of points for and against a proposal/motion, e.g. <i>that swearing, slang and words from other languages should be allowed in class</i>. Learners should give both sides of the argument</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Revise logical connectors and conjunctions</p> <p>Generalisation and stereotype</p> <p>Remedial grammar from learners' writing and language papers in the mid-year examinations</p> <p>Vocabulary related to reading text</p>
23 and 24	Share extended reading experience, e.g. <i>recommend book, make suggestions about the school/public/community library</i>	<p>Literary text 12: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p> <p>Literary text 13: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Writing: Write a shorter transactional text-diary entry, flyers, posters, directions, instructions, advertisement</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Presentation of project, e.g. format, illustrations</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary related to reading text and research project</p>
25 and 26	Listen to a radio/TV newscast for bias	<p>Intensive reading for Critical language awareness, e.g. political speech, biased reporting.</p> <p>Literary text 14: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write a formal letter justifying/excusing/ apologising for a behaviour</p> <p>Write a biased account of a political event, such as a rally, riot, protest (narrative)</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Use of pronouns and names, e.g. <i>demonstrators, agitators, activists</i>, to "position"</p> <p>Sequencing</p> <p>Vocabulary related to reading text</p>

Grade 12 term 3

Weeks	Listening & Speaking	Reading & Viewing	Writing & Presenting	Language structures and conventions
27 and 28	Discussion of issues related to setwork study	<p>Literary text 15: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p> <p>Literary text 16: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Write an essay -argumentative/ reflective/ discursive/narrative/ descriptive</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Formal style elements: vocabulary, longer sentences, no contractions</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary related to reading text</p>
29 and 30	Listening to texts for appreciation and pleasure, e.g. music, songs, poems, extracts from setworks, etc.	<p>Literary text 17: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p> <p>Literary text 18: intensive reading appropriate to the text, e.g. figurative language, structure, character etc.</p>	<p>Design a poster/Cd cover</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Style elements related to written work</p> <p>Vocabulary related to reading text</p>

Formal assessment tasks in Term 3

Task 8: Writing	Task 9: Trial examinations
Longer Transactional text	<p>Paper 1 – Language in context</p> <p>Paper 2 – Literature</p> <p>Paper 3 – Writing</p>

Grade 12 Term 4

Weeks	L istening & Speaking	R eading & Viewing	W riting & Presenting	L anguage structures and conventions
31 and 32	Informal class and group discussion used in examination preparation	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)	Use previous examination papers to revise language in preparation for the external examination Vocabulary related to reading text/examination revision of meta-language terms
33 and 34	Informal class and group discussion used in examination preparation	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)	Use previous examination papers to revise language in preparation for the external examination Vocabulary related to reading texts from previous examinations/examination revision of meta-language terms
35 and 36	External Examinations			
37 and 38	External Examinations			
39 and 40	External Examinations			
<p>End-of-year examinations: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing Paper 4 – *Oral</p> <p>*Oral year mark from cumulative speaking, listening and/or reading. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading aloud/unprepared speech/informal speaking in group work.</p>				

SECTION 4: ASSESSMENT IN FIRST 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 involve 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.

Evidence must be available of informal assessment of longer and shorter transactional writing in each term according to the requirements of the Annual Teaching Plan/Caps.

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. 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 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.

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 First Additional Languages:

The forms of assessment used should be appropriate to age and developmental level. 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:

Cognitive levels	Activity	Percentage of task
Literal (Level 1)	<p>Questions that deal with information explicitly stated in the text.</p> <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 ... 	Levels 1 and 2: 40%
Reorganisation (Level 2)	<p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text.</p> <ul style="list-style-type: none"> • Summarise the main points/ideas/pros/cons/ ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	
Inference (Level 3)	<p>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.</p> <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 narrator/writer/ character ... • how does the metaphor/simile/image affect your understanding ... • What, do you think, will be the outcome/effect (etc.) of an action/situation ... 	Level 3:40%
Evaluation (Level 4)	<p>These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.</p> <ul style="list-style-type: none"> • Do you think that what transpires is credible/realistic/ possible ...? • Is the writer's argument valid/logical/conclusive ...? • Discuss/Comment critically on the action/intention/ motive/attitude/suggestion/ implication ... • Do you agree with the view/statement/observation/ interpretation? • In your view, is the writer/narrator/character justified in suggesting/advocating that ... (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives ... show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text 	Levels 4 and 5: 20%
Appreciation (Level 5)	<p>These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).</p> <ul style="list-style-type: none"> • Discuss your response to the text/incident/ situation/conflict/ dilemma ... • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language ... • Discuss the effectiveness of the writer's style/introduction/conclusion/imagery/ metaphors/use of poetic techniques/literary devices ... 	

4.4 Programme of assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

The following tables provide information regarding the Programme of Assessment requirements for First Additional Language

Table 4.4.1: Overview of a programme of assessment requirements: Grade 10 - 11

Programme of Assessment			
SBA per term		End of year examinations	
Term 1	Term 2	Term 3	Term 4
1 process writing 1 test	1 Assignment 1 Midyear examination (Paper 1 and Paper 2)	1 Test	1 final Examination (Paper 1, Paper 2, Paper 3)
Term Mark (Term1 - 3) <ul style="list-style-type: none"> Each term, add raw marks and totals and convert to percentage 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 20% Convert Paper 2 to 17.5% Convert Paper 3 to 25% Convert Oral mark (Paper 4) to 12.5% 			

Table 4.4.2: Programme of Assessment Gr 10 -11

EFAL Gr 10-Gr 11									
	Term 1			Term 2			Term 3		Term 4
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9
Form/Types of Assessment	Oral (Listening)	Essay	Test (Lang: Comprehension and Summary)	Oral	Assignment Literature	Midyear Exam Paper 1 Paper 2	Oral	Test (Lang: Cartoon, advert, language conventions)	Final Exam Paper 1 Paper 2 Paper 3
Tools of Assessment	Passage Memoranda	QP Memoranda	QP Rubric	Rubric	Rubric	Memorandum	Rubric	QP Memoranda	QP Memorandum Rubric
Total Marks	10	40	50	20	35	150	20	40	250
Time Allocation	30 minutes	1 hour	1h30	2 - 3 minutes	1 hour	P 1 2hrs P2 2h30	2-3 minutes	1 hour	P 1 2hrs P2 2h30 P3 2h30
Date of completion	Weeks 5 and 6	Week 4 and 6	Week 9 - 10	Week 13 - 14	Week 16	Week 19 -20	Week 23 - 24	Week 29-30	Week 39-40
Content focus: Knowledge and Skills	Listening, Writing and presenting	Writing and presenting	Reading and viewing	Listening and speaking	Reading	Language structures and conventions Writing and presenting	Writing and Presenting	Language structures and conventions	Language structures and conventions Writing and presenting

As per the ATP/CAPS requirements, evidence of informal assessment of longer and shorter transactional writing must be available in each term.

Table 4.4.3: Programme of Assessment Grades 10 - 11

Formal assessment tasks in Term 1		
Task 1	Task 2	Task 3
* Oral : Listening for comprehension (10) Prepared Speaking	Writing: (50 marks) Grade 10: Narrative/ Descriptive/ Discursive Grade 11: Narrative/ Descriptive/ Discursive/argumentative/reflective	** Test 1: (40 Marks) Language in context: Comprehension Test & Summary
Formal assessment tasks in Term 2		
Task 4	Task 5	Task 6
* Oral : Prepared Reading Aloud/ Unprepared Speech (20)	Literature : Assignment Contextual questions (35)	Mid- year examinations (150) Paper 1- Language in context (80) Paper 2 – Literature (70)
Formal assessment task I Term 3		
Task 7	Task 8	
* Oral : Informal speaking in groups such as Panel Discussions, Debate, Dialogue (20)	** Test 2 : (40) Language in context- Visual Literacy and Grammar	
Formal assessment tasks in Term 4		
Task 9		
Final Examination		
<p>End-of the year examination:</p> <p>Paper 1 – Language in context (80) Paper 2 - Literature (70) Paper 3 – Writing (100) Paper 4- Oral* (50)</p> <p>*Oral year mark from cumulative speaking and listening and/or reading. Final mark should include at least one prepared speech task, one listening task and one other e.g. prepared reading aloud/unprepared speech/informal speaking in group work.</p> <p>** Tests 1 and 2 should be set out of 40 marks as set out in the Programme of assessment.</p> <p>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</p>		

Table 4.4.4: Overview of a programme of assessment requirements: Grade 12

Programme of Assessment			
SBA per term		End of year examinations	
Term 1	Term 2	Term 3	Term 4
1 process writing 1 test	1 Assignment 1 Midyear examination (Paper 1 and Paper 2)	1 process writing 1 preliminary exam (Paper 1, Paper 2, Paper 3)	1 final Examination (Paper 1, Paper 2, Paper 3)
Term Mark (Term1 - 3) <ul style="list-style-type: none"> Each term, add raw marks and totals and convert to percentage for term mark. SBA mark <ul style="list-style-type: none"> Add raw marks and totals for SBA tasks from term to term 3 and convert to 25%. External Examinations <ul style="list-style-type: none"> Convert Paper 1 to 20% Convert Paper 2 to 17.5% Convert Paper 3 to 25% Convert Oral mark (Paper 4) to 12.5% 			

Table 4.4.5: Programme of assessment: Grade 12

EFAL Gr 12									
	Term 1			Term 2				Term 3	
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9
Form/Types of Assessment	Oral (Listening)	Essay	Test (Lang: Comp and Summary)	Oral	Assignment	Oral	Midyear Exam Paper 1 Paper 2	Longer Transactional	Preparatory exam
Tools of Assessment	Passage Memoranda	QP Memoranda	QP Rubric	Rubric	QP Memoranda	Rubric	Memoranda	QP Rubric	QP Memoranda QP Memoranda Rubric
Total Marks	10	40	50	20	35	20	150	30	250
Time Allocation	30 minutes	1 hour	1h30 hour	2-3 minutes	1 hour	2-3 minutes	P 1 2hrs P2 2h30	45 minutes	P 1 2hrs P2 2h30 P3 2h30
Date of completion	Week 5	Week 4-6	Week 9-19	Week 13-14	Week 16	Week 17 - 18	Week 18 -20	Week 23-24	Week 29 -30
Content focus: Knowledge and Skills	Listening and Writing and presenting	Writing and presenting	Reading and viewing	Listening and speaking	Reading	Writing and Presenting	Language structures and conventions Writing and presenting	Language structures and conventions	Language structures and conventions Writing and presenting
As per the ATP/CAPS requirements, evidence of informal assessment of longer and shorter transactional writing must be available in each term.									

Table 4.4.6: Programme of assessment requirements: Grade 12

Formal assessment tasks in Term 1			
Task 1	Task 2		Task 3
Oral : Listening for comprehension (10)	Process Writing: (50 marks) Grade 10: Narrative/ Descriptive/ Discursive Grade 11: Narrative/ Descriptive/ Discursive/argumentative/reflective		**Test 1: (40 Marks) Language in context: Comprehension Test & Summary
Formal assessment tasks in Term 2			
Task 4	Task 5 Literature	Task 6 Oral	Task 7
Oral: Prepared Reading Aloud/ Unprepared Speech (20)	Assignment Contextual questions (35)	Oral: Prepared Speech (20)	Mid- year examinations (150) Paper 1- Language in context (80) Paper 2 - Literature (70)
Formal assessment task I Term 3			
Task 8	Task 9		
Process writing Longer Transactional Friendly/formal letters (request/complaint/application/business/ thanks/ congratulations/sympathy) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting (asked as a combination)/report (formal)/ /newspaper article/magazine article	Preparatory exam : (250) Paper 1- Language in context (80) Paper 2 - Literature (70) Paper 3 – Writing (100)		
Formal assessment tasks in Term 4			
Task 9			
Final Examination			
End-of the year examination:			
Paper 1 – Language in context (80) Paper 2- Literature (70) Paper 3 – Writing (100) Paper 4- Oral* (50)			
* Learners should do at least one prepared speech task, one listening task and one other e.g. prepared reading aloud/unprepared speech/informal speaking in group work during the year.			
** Test 1 should be set out of 40 marks as set out in the Programme of Assessment.			
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.			

4.5 Examinations

Format of examination Papers 1, 2 and 3

Paper	Section	Marks	Time									
1. Language in context	a: Comprehension (A range of texts can be used including visual and or graphic texts) <ul style="list-style-type: none"> Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc. 	30	80	Grades 10-12: 2 hours								
	<table border="1"> <thead> <tr> <th>Grades</th> <th>Length of text (words)</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>400-500</td> </tr> <tr> <td>11</td> <td>500-600</td> </tr> <tr> <td>12</td> <td>600-700</td> </tr> </tbody> </table>				Grades	Length of text (words)	10	400-500	11	500-600	12	600-700
	Grades				Length of text (words)							
	10				400-500							
	11	500-600										
	12	600-700										
	B: Summary: The passage should not come from the comprehension text.	10										
<table border="1"> <thead> <tr> <th>Grades</th> <th>Length of text (words)</th> <th>Length of summary (words)</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>approximately 200</td> <td rowspan="3">60-70</td> </tr> <tr> <td>11</td> <td>approximately 230</td> </tr> <tr> <td>12</td> <td>approximately 250</td> </tr> </tbody> </table>	Grades		Length of text (words)	Length of summary (words)	10	approximately 200	60-70	11	approximately 230	12	approximately 250	
Grades	Length of text (words)		Length of summary (words)									
10	approximately 200	60-70										
11	approximately 230											
12	approximately 250											
C: Language structures and conventions (assess in context) <ul style="list-style-type: none"> Vocabulary and language use Sentence structures Critical language awareness 	40											

Paper	Section	Marks	Time	
2. Literature	Any TWO of the following: Novel/drama/short story (essay/contextual questions)/poetry (contextual questions on two seen poems)	(2 x 35 =70)	70	Grade 10-12: 2 hours

Paper	Section	Marks	Time								
3. Writing	a: Essay – One essay Narrative/descriptive/argumentative/reflective/discursive	(50)	Grade 10:								
	<table border="1"> <thead> <tr> <th>Grades</th> <th>Length of essay (words)</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>150-200</td> </tr> <tr> <td>11</td> <td>200-250</td> </tr> <tr> <td>12</td> <td>250-300</td> </tr> </tbody> </table>			Grades	Length of essay (words)	10	150-200	11	200-250	12	250-300
	Grades			Length of essay (words)							
	10			150-200							
	11			200-250							
12	250-300										
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/business/ thanks/ congratulations/sympathy) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting (asked as a combination)/report (formal)/ / newspaper article/magazine article//written interview		(30)	100	2 hours Grades 11-12: 2½ hours
Grades	Length of text (words)			
10-12	120-150 – content only			
Assess the following: • Content, planning, & format (60%) • Language, style & editing (40%)		(20)		
C: Shorter text – One text Transactional/referential/informational: Advertisements/Diary entries//invitation cards// instructions/Directions/instructions/Flyers/Posters				
Grades	Length of text (words)			
10-12	80-100			
Assess the following: • Content, planning, & format (60%) • Language, style & editing (40%)				

Content to be covered

Assessment addresses the content as set out in this document. Owing 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 4

The oral assessment tasks undertaken during the course of the year constitute the end-of-year external assessment for Grade 12. It constitutes 50 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	
4. Orals	*Orals will be internally set, internally assessed and externally moderated. <ul style="list-style-type: none"> • Speaking: Prepared speech <i>Assess: Research skills, planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage, choice, design and use of audio, audio-visual aids</i> 	20	50
	<ul style="list-style-type: none"> • Prepared reading aloud/unprepared speech/informal speaking in group <i>Assess: Content, tone, speaking, and presentation skills, critical awareness of language usage</i> 	20	
	<ul style="list-style-type: none"> • Listening <i>Assess: Listen for comprehension, information and evaluation</i> 	10	

*Oral year mark from cumulative speaking and listening. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading/unprepared speaking aloud/informal speaking in group work.

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
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 examinations are internally moderated. The subject advisor 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 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 Grades 10 and 11. The subject advisor 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 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 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

4.7.2 The policy document, *National Protocol for Assessment Grades R-12*.