

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

ENGLISH HOME LANGUAGE

SECTIONS 3 AND 4

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

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

3.1 LISTENING AND SPEAKING

Listening and speaking are different but 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

- Set the context
- Generate interest
- Activate vocabulary
- Predict content
- Activate existing knowledge
- Build prior knowledge
- Review standards for listening
- Establish purpose

During listening

- Analyse
 - the message
 - the speaker
 - the speaker's evidence, reasoning and emotional appeals
- Make mental connections
- Find meaning
- Ask questions
- Make inferences and confirm predictions
- Reflect and evaluate

Post-listening

- Ask questions
- Talk about what the speaker said
- Summarise the presentation orally
- Review notes
- Analyse and evaluate critically what they have heard
 - Engage in activities that develop concepts acquired
 - Reflect on the presentation

Different kinds of listening

Listening for specific information

Listening, rather than merely hearing, remains key to any intelligent response to the world around us. In a world in which technology has created endless supplies of sounds, voices, music, and talking, learning to listen only to what may be significant or useful becomes crucial. Most of what is listed below, which takes place in the different stages of the listening process mentioned above, will not be unfamiliar to students in this phase, and teachers need to work only with such processes as they feel their class is still in need of.

- Stimulate/activate background knowledge before listening
- Ascertain speaker's purpose
- Give complete attention to listening task and demonstrate interest
- Search for meaning

- Check understanding of message by making connections, making and confirming predictions, making inferences, evaluating, and reflecting
- Make meaningful notes outlining, mapping, categorising, summarising, making checklists, paraphrasing, retelling, explaining
- Distinguish message from speaker
- Consider the context and 'colour' of words
- Identify, interpret, and evaluate messages
- Understand instructions, directions and procedures
- Identify main and supporting ideas
- Process information by: comparing, obeying instructions, filling in gaps, detecting differences, ticking off items, transferring information, sequencing, matching, interpreting meaning
- Follow up on presentation by: answering questions, reviewing notes, categorising ideas, summarising, clarifying, reflecting, speaking or writing

Listening for critical analysis and evaluation

Most of the processes listed below are helpful in the study of literary texts, of advertisements, and political documents. After a listening activity, teachers usually provide opportunities for discussion, but it is also useful to turn these activities into writing activities. A brief extract from a film sound track, for example, can be used to begin a narrative composition ('What exactly do you hear? Make sense of it.'). The selection of a number of 'emotive' words from a speech, or from a reading of a poem, can be incorporated into a piece of writing appropriate to the context. Incorporate the words into a statement of contradiction to what has been said in the speech; or use the words in your poem so that your understanding of the words is clear.

- Identify and interpret persuasive, emotive, and manipulative language, bias, prejudice, and stereotyping
- Distinguish between facts and opinions
- Show awareness of and interpret tone, pace, and language use
- Respond to style, tone, and register and evaluate correctly
- Understand the logical sequence of information
- Make judgements and provide evidence
- Make assumptions and predict consequences
- Respond to language use, word choice, format and pronunciation

Listening for appreciation and interaction

These listening activities are best practised in debates, small group discussions, and any other structured discussion. Watching clips from films can also be helpful in analysing such characteristics as are listed below.

- 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.

SPEAKING

If by the end of this stage in their education learners can talk easily, readily, and accurately, they will have acquired one of the most valuable assets for their lives, both personal and professional. Creating this self-confidence is more important than any specific technique or trick of public speaking. Learners need to know that when they speak there will be no mockery or ridicule, and they must be assured of the teacher's full support and encouragement at all times.

Learners have been taught most of the basic techniques of giving a good speech before this phase. Teach a class only what they need to learn.

The speaking process

- The teaching of speaking should include knowledge of the following processes and communication strategies:
- planning, researching, and organising
- practising and presenting

Planning, researching and organising

Learners must be able to demonstrate planning, researching and organising skills for oral presentation by:

- using appropriate register, style, and voice according to audience, purpose, context and theme;
- using appropriate language;
- demonstrating critical language awareness by giving facts and expressing opinions through denotative and connotative meaning and implied meaning;

- expressing and revealing their values and attitudes, biases, stereotypes, emotive, and persuasive and manipulative language; and
- using resources and reference material such as dictionaries and thesauruses to select effective and precise vocabulary and deliver presentations making use of notes and props, audio and/or visual aids, and graphs to enhance the appeal and accuracy of presentations.

Practising and Presenting

Learners must be able to practice and demonstrate oral presentation skills by:

- speaking directly to the audience;
- referring to a wide range of relevant sources that have been consulted, including a range of facts and examples according to task requirements;
- using striking introductions and powerful conclusions; developing ideas and argument in a clear, logical way; keeping the speech to the point and avoiding digression, unnecessary repetition, cliché, and rhetorical statements;
- using organisational structures such as chronological, topical, cause-effect, compare-contrast, and problem-solution to inform and to persuade;
- using correct intonation;
- presenting and advancing a clear argument and choosing appropriate types of proof (e.g. statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance;
- using appropriate forms of address or repetitions (e.g. 'ladies and gentlemen; I want to emphasise that ...');
- using appropriate word choice, language structures, and conventions;
- using verbal and non-verbal techniques (e.g. tone, voice projection/modulation, volume, pace/tempo, phrasing, eye contact, facial expressions, gestures, and body language) for presentations.

Features and conventions of oral communication texts

Prepared speech

- Everything listed under Practising and Presenting applies here.

Unprepared speech

- Use tone, voice projection, pace, eye contact, posture and gestures.
- Use appropriate and effective vocabulary and language structures.
- Use effective introduction and conclusion.

Interview

- Use questioning, persuasion, note-taking, summarising, listening skills, and non-verbal appropriately.
- Plan and prepare: determine goal, background information, outline, questions, time, place, sequencing, physical environment (see Writing features).
- Using interviewing techniques in phases:
 - Introduction (identifying self; stating purpose)
 - Rapport (creating atmosphere of trust)
 - Questions (ask general to specific, relevant questions; use mature, sensitive, respectful persuasive language; listen actively; evaluate response, respond effectively to demonstrate knowledge)
 - Summary (record responses by taking notes, summarise, sequence and arrange responses and important details in logical order)
 - Closure (thank interviewee; provide contact details).

Introducing a speaker

- Introduce a speaker to an audience in detail as appropriate.
- Plan, prepare, and present:
 - Include formal language to welcome and introduce a speaker. Do not try to be funny.
 - Research to obtain relevant information from the speaker and the language needed to convey it.
 - Establish from the speaker what he or she would like used from their CV.
 - Give relevant background information.
 - Give a brief history of the speaker's school career, qualifications, employment history.
 - Mention his/her hobbies and keen interests only if appropriate to the context of the speech.
 - Mention the speaker's highest achievements.
 - Relate the introduction to the theme of the address (e.g. why the speaker was invited to address the function).
 - Announce the name of the speaker at the end and make sure it is pronounced clearly and correctly.
 - Keep the introduction brief: the audience has come to listen to the speaker, not to the person introducing him/her.

Offering a vote of thanks

- Offer a vote of thanks to a speaker after delivering a speech to an audience:
- Plan, prepare, and present.
- Listen carefully to the speaker in order to point out some highlights in the address.
- Capture strong points in the address (e.g. thank the speaker for revealing ideas or issues not known before).
- Offer a vote of thanks which is short and to the point.

Panel discussion

- Speakers talking about a particular aspect of the topic.
- Use of conventional phrases.
- Duties of the chairperson:
 - Keeping order
 - Managing time
 - Keeping to the agenda
 - Encouraging participation
 - Remaining neutral
 - Calling for proposal or votes

Informal discussion/conversation

- Initiate and sustain conversations
- Turn-taking conventions
- Defend a position
- Negotiate
- Fill in gaps and encourage the speaker
- Share ideas and experiences and show understanding of concepts

Debate

Resolution: the statement about which two teams argue (e.g. 'Disarmament is the only solution to world peace and security').

Rebuttal: explains why one team disagrees with the other team.

Affirmative speakers: agree with the resolution/proposition. The affirmative team always has the burden of proof and they begin and end the debate.

Negative speakers: Disagree with the resolution by presenting a logical negative case which refutes the affirmative and supports the status.

Debate procedures

- The topic and the first argument are stated by the first affirmative speaker.
- The first argument is stated by the first negative speaker.
- The second affirmative speaker states the argument of his/her team.
- The second negative speaker states the argument of his/her team.
- The affirmative and the negative teams are given a 5 - 10 minute break to prepare their rebuttals. Each team is obliged to refute their opponent's arguments and to rebuild and defend their own case.
- The negative team gives two rebuttals against the affirmative team's two arguments and states their own two reasons.
- The affirmative team states two rebuttals against the negative team's two arguments and states their own two reasons.

Length of texts to be used for listening for comprehension

Texts	Grades	Length of text in words (words)
<ul style="list-style-type: none"> • Oral, visual, audio-visual, and multi-media texts such as magazine articles, newspapers, cartoons, advertisements • Dictionaries/Thesauruses • Audio texts (listening for comprehension: two-minute-long clip for Grades 10 and 11, and three-minute-long clip for Grade 12). The texts should be read at least two times before assessment. • Telephone directories, TV guides and schedules • Transactional and creative texts • Referential and informational texts • Texts for enrichment • Audio-visual texts (films, TV programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos) 	10	200
	11	300
	12	400
<p>OR a 30-minute test (inclusive of two-minute audio clip [Grades 10 & 11], and three-minute audio clip [Grade 12] and answering questions)</p>		

Suggested duration for texts to be produced for oral communication

Texts	Duration Grades 10-12 (minutes)
Conversations, debates, forum/group/panel discussions, group discussions	20-30
Dialogues	6-8
Directions and instructions	4-5
Interviews	10-15
Introducing a speaker; vote of thanks	4-5
Prepared speeches, report, review	4-5
Unprepared speeches	2-3
Storytelling	8-10
Meeting and procedures	10-15

3.2 READING AND VIEWING

This component deals with the reading and viewing process and the strategies used for comprehending and appreciating both literary and non-literary texts.

Reading process

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

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

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

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

index, appendix, footnotes, etc.

Predicting using the information gained from skimming and scanning

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

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

Actively making sense of the text

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

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

Making notes or summarising main and supporting ideas

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

- Answering questions on the text from lower order to higher order
- Comparing and contrasting; synthesising
- Evaluating, drawing conclusions and expressing own opinion
- Reproducing the genre in writing of their own (where appropriate)
- Developing critical language awareness:
 - facts and opinion
 - direct and implied meaning
 - denotation and connotation
 - socio-political and cultural background of texts and author
 - the effect of selections and omissions on meaning
 - relationships between language and power
 - emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties, inferences, assumptions, arguments, purpose of including or excluding information

Interpretation of visual texts (range of graphic and visual texts)

For many learners, the screen rather than the printed page is the source of most of their

information. Visual literacy is an important area of study, and the computer screen a rich source of material. Examine how layout is key in a popular website; how attention is gained by advertisers; how movement and colour play key roles in persuading the user to move to othersites.

Persuasive techniques: Emotive language, persuasion, bias, manipulative language

How language and images reflect and shape values and attitudes; images and language that are sexist, racist, ageist, or depend on the reinforcement of stereotypes, especially in advertisements

Impact of use of font types and sizes, headings and captions

Analyse, interpret, evaluate, and respond to a range of cartoons/comic strips

Vocabulary development and language use

Knowledge of vocabulary items and language use should be introduced to the learners only as they appear in real text, both prose and poetry, fiction and non-fiction. For example, when working with figures of speech, it is always more important to discuss why such figures have been used rather than merely identifying them. It is always better to set a question like 'Why has the writer used anti-climax here?' than to ask 'What figure of speech is used here?'

The focus should be on the following:

Figurative language and rhetorical devices: idioms, idiomatic expressions, proverbs, figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, satire, wit, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche, antithesis). While a knowledge of these figures of speech is important, they should be introduced to the learners only as they appear in real text, both prose and poetry, fiction and non-fiction.

Distinguish between denotation and connotation.

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

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

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

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

Distinguish between multiple-meaning (polysemes) words in relatively uncomplicated texts about concrete topics.

Recognise common allusions. *For example, recognise the allusion when referring to a lucky person as having the 'Midas' touch.*

Demonstrate an understanding of common phrases and proverbs, and idiomatic English.

Evaluate how words from various cultural origins have an impact on text (e.g. Latin- and Greek-based words, words from other languages, street slang, dialects, ethnic terms).

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

Retell a story or sentence using different words (synonyms or antonyms).

Use one word for a phrase.

Use collocations.

Sentence structures and the organisation of texts

Most of the items listed here will already have been studied in some form in previous phases. Teaching these structural patterns often works better in the writing lessons when students have an opportunity to use them and see their power directly, rather than having to 'identify' them in someone else's text.

Identify, explain, and analyse the meaning and functions of language structures and conventions in texts:

Transition words/conjunctions: first of all; on the one hand ...; firstly; because.

A wide range of abbreviations and acronyms.

Verb forms and auxiliaries to express tense and mood accurately.

Simple, compound, complex, compound complex sentences by using clauses, phrases, and conjunctions.

Active and passive voice.

Direct and indirect speech.

Correct word order.

Concord, article, infinitive, copulative, prepositions.

Punctuation.

Analyse the structure/organisation of texts that are used across the curriculum and related transitional words/signal words: chronological/sequential order, explanation, cause and effect, procedure, compare/contrast, order of importance, spatial order, choice paragraph, classification paragraph, description paragraph, evaluation paragraph, definition paragraph, expositions, reports, concluding paragraph (see paragraph writing for transition words).

Features of literary texts

Writers have only text to reveal their thoughts. Good writers are particularly sensitive to the

subtlety and variety of the English language, even in its simplest forms. While it is important that literary features and their construction, and their impact, are studied, it is more important to understand the impact of the features on the message and the message the writer intends to convey to the audience.

Poetry

There are essentially only two questions a learner needs to ask of a poem: What is being said? How do I know? The second question adds conviction to the answer of the first; the first determines what the second question will reveal. All literary writers write because they have something to say - something they consider at least interesting, and usually of some importance to the cultural group for which they are writing. We study the text to support, corroborate, clarify, and reveal what writers have to say to us. This activity involves looking at the figurative use of language; of the way sentences, verse lines, and poems as a whole are presented; of the choice of image, rhythm, pace and, sound; of the emotive feelings that such images generate. All this in an attempt to reach a tentative conclusion at best as to what the poet is hoping we will sooner or later discover to be a meaning of the text. There is seldom finality in the study of a good poem.

The aspects listed below will enhance an understanding of the intended message:

- Literal meaning
- Figurative meaning
- Mood
- Theme and message
- Imagery
- Figures of speech, word choice (diction), tone, rhetorical devices, emotional responses, lines, words, stanzas, links, punctuation, refrain, repetition, sound devices (alliteration, consonance and assonance, rhyme, rhythm, onomatopoeia) and enjambment

Drama

Drama is not only about words and language: it is about movement, voice, light and dark; interaction; staging. How the play moves (the pace) is essential; how characters interact, what they are doing when they are not talking; how facial expression can shift the meaning of a line - all this can be lost if they play is read as if it were a novel. Nevertheless, it is never a good idea to show 'the video' of the play until the play has been fully studied discussed and 'staged' by a class. Without that, the 'video' becomes the truth of the play, and little will dislodge the specific interpretation of that particular production.

Imagination plays a key role in the reading of drama. Visualising a stage and what actors look like, and working out in how many different ways a line or speech can be said are vital components of working with drama in the classroom. Plot and subplots, the way the playwright presents the characters, and how they develop through the play; setting and background (only

where absolutely essential to an understanding of the play); pace, use of image and symbol; dramatic techniques like soliloquy; dramatic irony, stage directions, the creation of tension, humour, tragedy, or satire are all worth studying through the dramatic reading of the play.

The following will enhance the learner's understanding of the text:

- Plot and sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, foreshadowing and flashback)
- Characterisation
- Role of narrator/persona/point of view
- Theme and messages
- Background and setting-relation to character and theme
- Dramatic structure: plot, sub-plot (exposition, rising action, and climax)
- Mood and tone
- Ironic twist/ending
- Stage directions
- Link between dialogue/monologue/soliloquy and action
- Dramatic irony
- Timeline

Novel/Short stories

(Short stories are studied for enrichment only)

Novels and other prose forms of storytelling need to be read, discussed, and enjoyed. Reading the texts aloud in class is often of great value, especially if learners are not keen readers, or have some resistance to reading. Read fast, and keep the interest alive by using the simple reading acts of anticipation or prediction, evaluation, and appreciation. Simple activities involving imaginative summary (summarising the story so far to a friend in a limited number of words; keeping a visual graph going in the classroom; opening dossiers of key characters; looking for and noting appearances of words and images that emphasise ideas and themes in the novel) can help to keep the learners up to speed. After the first reading, learners need to become aware of the differences between narrative (*what* happens next?) and plot (*why* does that happen?); explore possible meanings and interpretations of the story; examine how the writer has used language to create character (description and direct speech); how characters interact; setting (descriptive language and incidental references throughout the novel); and where necessary attempt to unravel underlying ideas, thoughts, and ideologies that control the direction of the novel as a whole. All cultures, and most people, live lives imbued with stories. Whatever the teacher does with novels and stories in the classroom, the sheer pleasure of engaging in a good

story must remain paramount.

The aspects below will enhance the learner's understanding of the text:

- Plot, sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, foreshadowing and flashback)
- Conflict
- Characterisation
- Role of narrator
- Messages and themes
- Background, setting and narrative relate to character and theme
- Mood, ironic twist/ending.
- Timeline

Film study (for enrichment)

Film study is not the same as reading a novel. Although the treatment of a film can follow the patterns of teaching more typical of drama and novel, the item 'cinematographic techniques' below needs especial attention. 'Reading' a film with sensitivity and accuracy depends in large measure on the extent to which the viewer is conscious of editing, cutting, camera shots, montage, *mis en scène*, music, costume, lighting, and sound. Being able to read a film at this level immeasurably enriches one's watching of films: the viewer moves away from the more 'passive gazing', which usually means only following the narrative line, to an 'informed attending' that adds to one's viewing a greater depth, and a clearer understanding of just how director, editor, and the rest are manipulating what we watch to make us feel and react in certain ways.

Dialogue and action, and their relation to character and theme; reading and writing film scripts

Plot, sub-plot, character portrayal, conflict, dramatic purpose and dramatic structure, involving

Irony, ironic twist, and ending; the element of surprise and shock, and how they are created

Cinematographic techniques (visual, audio, and audio-visual) such as the use of colour, subtitle, composition, dialogue, music, sound, lighting, editing, framing, styles of shot, camera techniques, camera movement, foregrounding, and backgrounding.

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</p> <p>Recommended genres</p> <p>The following recommended literary genres are included in the National Literature Catalogue:</p> <p>Novel</p> <p>Drama</p> <p>Poetry</p> <p>Grade 10 – 10 poems</p> <p>Grade 11 – 10 poems</p> <p>Grade 12 – 12 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</p> <p>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</p> <p>Music videos</p> <p>Cartoons, caricatures</p> <p>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 used/ read

TYPE	GRADES	LENGTH OF TEXT IN WORDS	
Comprehension	10	500-600	
	11	600-700	
	12	700 -800	
TYPE	GRADES	LENGTH OF TEXT IN WORDS	LENGTH OF SUMMARY IN WORD
Summary	10	280	80-90
	11	320	
	12	350	

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.

During the writing process learners should do the following:

- Planning/Pre-writing
- Drafting
- Revising
- Editing
- Proofreading
- Presenting

Planning/ Pre-writing

- Decide on the purpose and audience of a text to be written and/or designed

- Determine the requirements of format, style, point of view
- Brainstorm ideas using, for example mind maps, spider web lists flow charts or lists
- Consult relevant sources, select relevant information

Drafting

- Use main and supporting ideas effectively from the planning process.
- Produce a first draft which takes into account purpose, audience, topic and genre.
- Read drafts critically and get feedback from others (classmates).
- Determine word choice by using appropriate, descriptive and evocative words, phrases and expressions to make the writing clear and vivid
- Establish an identifiable voice and style by adapting language and tone to suit the audience and purpose for writing.
- Show own point of view by explaining values, beliefs and experiences.
- Include specific details of the required text (use of quotations, substantiating and motivating the argument).

Revising, editing, proofreading and presenting

- Use set criteria for overall evaluation of own work and others' writing for improvement.
- Refine word choice, sentence and paragraph structure (insert additional information, use appropriate transition words).
- Eliminate ambiguity, verbosity, redundancy, slang and offensive language.
- Evaluate content, style and register.
- Use punctuation marks, spelling and grammar correctly and appropriately.
- Prepare the final draft.
- Present the text

Language structures and conventions during the writing process

Register, style and voice

- Use appropriate register: formal, informal, for example using informal/conversational style and first person in a friendly letter, formal language in an official letter.
- Speak directly to the reader in a way that is individual.
- Write with conviction and confidence; do not apologise for any stance taken.
- Use different points of view/perspective only when necessary.

Word choice

- Use a variety of action verbs, adjectives and adverbs to give a specific impression and details and vivid description when writing, for example, a narrative essay, a descriptive essay.
- Use formal and informal language (slang/colloquialism, jargon) appropriately.
- Give facts and express opinions.
- Express denotative, connotative, implied/contextual meaning.
- Express themselves on values, attitudes, bias, stereotypes, emotive language, persuasive and manipulative language, for example in persuasive texts such as argumentative essays, newspaper articles.
- Use resources and reference materials such as dictionaries and thesauruses to select effective and precise vocabulary.

Sentence construction

- Write a variety of sentences and sentences of various lengths.
- Use parts of speech appropriately.
- Use subject, verb, object, tenses, moods, affirmatives, negations, modal verbs, active or passive voice, direct and indirect speech.
- Use interrogatives (why, when, where, how, what).
- Use different types of sentences, e.g. statements, questions, simple, compound, complex, compound-complex sentences.
- Use conjunctions/transitional words, pronouns, and adverbs to create cohesive sentences.
- Use different types of pronouns to show focus, emphasis and the objective case, and to eliminate verbosity.
- Use correct word order in sentences to demonstrate interest and emphasis.
- Use concord accurately.

Paragraph writing

Write different parts of a paragraph: topic sentence, supporting and main ideas, an effective introduction, body, and conclusion, and a closing sentence.

To ensure coherence, write different paragraphs and texts using related signal or conjunctions/transitional words and phrases such as:

- chronological /sequential order: first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards
- explanation/cause and effect: hence, consequently, because, for this reason, since, as a

- result of, is due to, therefore, thus, consequently, hence, it follows that, if ... then
- procedure: first, second, third
 - compare/contrast: similar, different, smaller than, bigger than, however, but
 - order of importance: next, then, finally
 - spatial order: above, below, left, right
 - generalisations: generally, in conclusion; and
 - concluding paragraph: never a summary of what has been written. A concluding paragraph needs to leave the reader with an idea or a thought that will stay with them after the rest of the essay has been forgotten. A summary seldom does that, and is easily forgettable.

Punctuation and spelling

- Use of capitals, commas, quotation marks, colons, underlining, italics, semi-colons, apostrophe, hyphens, dashes, parentheses.
- Use knowledge of spelling patterns and rules to spell words correctly:
- Knowledge of word patterns and families
- Knowledge of roots, prefixes and suffixes
- Knowledge of syllabication.
- Use dictionaries and spell-checkers.
- Use abbreviation forms and acronyms appropriate to different media and audiences.

Text types: format and features

This section describes the range of text types (essays and transactional texts) that learners should be taught to write in Grades 10 -12.

Essays:

Narrative essay

Narrative writing is largely the presentation of a series of events in some meaningful order. The following are possible features of a narrative essay:

- write a story/a past event/fiction;
- use a story line that is convincing;
- use the past tense usually, but many authors use the present to create a sense of immediacy and directness;
- use a captivating introductory paragraph;
- ensure that the ending is either satisfying, or ambiguous, even confusing, but never

predictable,

- use direct speech if you want immediacy or to empower a character; indirect speech if you want your reader to be distanced from the speaker; and
- use descriptive elements where necessary, but good stories are very compact and writers remove every word that does not have a purpose. The 'fifty-word' short story is often a good activity to make this point.

Descriptive essay

Description is both practical and ornamental. Both require clean, simple language. Draw learners away from writing that is overly descriptive, adjective-laden, or simply gushingly over the top. Study descriptive passages from good writers: many use hardly any adjectives to create descriptions that work exceptionally well. Have learners imitate such passages by continuing the description from where you have cut the passage. The practical description is less interesting, but socially more important: describing simple things accurately—for example, a stapler, a cell phone. Or describing people from pictures or photographs provided. Description is often used more to create atmosphere and mood than picture: films do this visually, writers do this with words, where the choice of words is more determined by their connotations than by the accuracy of their denotative use.

Here are some suggestions for writing a descriptive essay:

- describe someone/something to allow the reader to experience the topic vividly;
- create a picture in words;
- choose words and expressions carefully to achieve the desired effect;
- use images of sight, sound, hearing, taste and touch; and
- use figures of speech.

Argumentative, discursive, reflective essays

Argumentative essays present an argument for or against something ('Why I believe that women are stronger than men'); discursive essays present a balanced argument for and against something the topic addresses, with the writer's view only reflected in the conclusion ('Are women stronger than men? Yes and no, but I'm settling for yes'); reflective essays present a set of thoughts and ideas about a topic, with no particular attempt to argue for or against anything ('the modern woman: my thoughts').

Argumentative essays tend to be subjectively argued; the defence or attack is consistent and as well-argued as possible, but it will inevitably be one-sided; the conclusion clearly states where the writer stands and why.

Discursive essays tend to be more balanced, and present various sides of a particular argument; the structure is careful and clearly planned; the tendency is towards objectivity, but the writer can

be personal; while emotive language is possible, the best arguments here are won because they make good, reasonable sense. The conclusion leaves the reader in no doubt as to where the writer stands.

Reflective essays present the writer's views, ideas, thoughts, and feelings on a particular topic, usually something they feel strongly about. It tends to be personal rather than subjective; it needs a careful structure, but does not have to present a clear conclusion. Nor does it have to present a balanced discussion, although it might. It can be witty or serious.

Literary essay

These essays present the writer's response to a literary text that is interpretative, evaluative, reflective, even on occasion personal. Arguments are presented and supported or illustrated by reference to the text; the language of the text may be explored and shown to possess particular linguistic or literary qualities. The style is formal, but not necessarily dryly objective. Personal responses are possible in some essays, especially when asked for.

Transactional texts:

Official/Formal letter

Writing formal letters still remains an important part of everyday life. Learners must still adhere to prescribed forms and formats. Learners need to write genuine formal letters and, where possible, send them off and await a reply. Formal letters written without a real context can be a very boring activity. Letters requesting information about products, universities, travel, professions, if sent to appropriate concerns, will almost certainly be replied to. The value of the formal letter will then become obvious. Similarly, send press letters to local newspapers, especially if topical issues form the content. Even if one is printed, the effect on a class is significant. The content, not the format, is crucial in these documents.

- Practise different kinds of formal letters, e.g. a letter of application, a letter to the editor of a newspaper, a letter of complaint, etc.
- Adhere to different requirements of formal letters such as style and structure.
- Write in direct, simple language.
- Remember that the intended audience should understand what is communicated for the results/ response to be positive.
- Writing should be clear and straightforward, logical, concise, and to the point.
- Writing should reflect a formal language register.
- Writing should reflect a formal conclusion followed by the writer's surname and initials.

Friendly/Informal letter

While the writing of friendly/informal letter has been replaced by electronic media (e.g. email, fax, and sms), learners must still be taught to write them. The range of writing should span from

ordinary letters to the immediate family and friends to informal letters to the press, for example.

The following are suggestions for the writing of friendly or informal letters:

- use informal to semi-formal language register and style;
- write in lively simple language;
- reflect a logical order and pursue an intended point;
- include an introduction, a body and a conclusion;
- include only one address, the writer's, with a date on which it was written below it;
- contain an informal/a semi-formal salutation following the writer's address, and
- allow the conclusion to range from informal to semi-formal followed by the writer's first name.

Agenda of the meeting

Writing memoranda, agenda, and minutes is useful only if meaningful. The best way for these writing activities to work is to have learners watch a video of or attend a real meeting and then have them take minutes, deduce the agenda from that, and then compare theirs with the real agenda and minutes of the meeting. Otherwise learners need to be introduced to these formats in a very imaginative way. Create an agenda yourself for an entirely imaginary committee and have the learners write up what they think the minutes could have been, carefully adhering to your agenda. This is, of course, a completely different writing activity from writing real minutes.

- Give an outline of what is to be discussed at a meeting.
- Send the outline beforehand to people/delegates who are invited to a meeting.
- Arrange the items beforehand according to their importance.
- Determine how much time would be allocated to each item.

Minutes

- Record what happened at a meeting.
- Reflect the following:
 - the name of the organisation;
 - the date on which and the place, and time at which the meeting was held;
 - the attendance register.
- Quote resolutions word for word.
- Provide a summary of what was proposed and finally agreed upon.
- Write in the past tense.

Speech, dialogue, interview

These forms of writing are intimately connected with speaking, and should not be done purely as writing exercises.

Speech

- 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.
- Use short sentences with simple ideas, using familiar examples.
- Balance criticisms with reasonable alternatives.
- The conclusion is important, and is never a summary of what has been written.

Dialogue

- Reflect a conversation between two or more people.
- Record exchanges as they occur, directly from the speaker's point of view.
- Use a new line to indicate each new speaker.
- Advise characters (or readers) on how to speak or present the action given in brackets before the words are spoken.
- Sketch a scenario before writing.
- Dialogues are a good place to start a writing programme, since good dialogues reflect spoken English as far as that is possible on the page. Dialogues do not have to be between people only.

Interview

- Probe the interviewee by asking questions.
- Give the names of the speakers on the left side of the page.
- Use a new line to indicate each new speaker.
- Interviews are essentially transcripts and that is what must happen here: 'artificial' interviews may as well become narrative compositions. When learners transcribe an interview, they quickly learn the difference between spoken and written English, and they will discover that presenting a readable interview almost always involves careful editing. This is the value of having learners write interviews, not so much the content itself.

Report (formal and informal)

Reports are mainly very formal documents. They work best when what is examined is real and

important to the learners. There is nothing worse than writing artificial reports, or reports on topics that have no interest to the writer.

- Give exact feedback of a situation, for example, an accident, any findings.
- Reflect a title, introduction (background, purpose, and scope), body (Who?, Why?, Where?, When?, What?, How?), conclusions, recommendations, references, appendices.
- Plan, collect, and organise information; write facts.
- Use semi-formal to formal language register and style.
- Use:
 - present tense (except historical reports);
 - general nouns;
 - the third person;
 - factual description;
 - technical words and phrases; and
 - formal, impersonal language.

Review

Reviews seldom follow a set pattern. They do not have to cover any specific aspects of a book, film, or CD. Generally, reviewers establish what it is they are reviewing and who is involved, but after that anything goes. Good reviews attempt to be fair but honest; bad reviews are merely a personal outpouring of gush or vitriol. Humour is not uncommon in reviews: for some reviewers it is their trademark. Present reviews from different sources to show learners how varied this writing form can be.

- Reflect an individual's response to a work of art, film, book, occasion, etc.
- Project his or her 'judgement' to the work presented.
- Reviews are subjective: two reviewers may respond differently to what is being reviewed.
- Giving relevant facts, for example, the name of the author/producer/artist, the title of the book/work, the name of the publisher/production company, as well as the price (where applicable).

Newspaper article

- 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.

Magazine article

More often than not, in magazine articles the personal likes and dislikes and the stylistic idiosyncrasies of the writer are foremost, and this should be encouraged in learners. They need also to write serious magazine articles about anything they take seriously, in addition to funny articles in which they can mock, ridicule, make fun of, laugh at, or criticise any suitable topic. Most of the magazine articles learners read are probably of this kind.

The internet is full of articles, and while their style and content are not seriously different from those of their written counterparts, it is worth examining them, particularly as they appear in blogs, which is now a widely acknowledged form of writing. Having learners set up their own blogs (on paper, though there are no doubt learners who already have their own blogs) provides a rich writing context, combining careful attention to audience, immediacy of the content, and appropriate tone.

Observe the following:

- 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.
- As with reviews, there is no established format for a magazine article.

Curriculum vitae (CV)

Since most people nowadays make use of templates, it may be worthwhile finding out what makes a good template, and how to adapt and fill it in most usefully.

- Present yourself in a document to the world.
- Present a strong first impression.
- Present information clearly, objectively, and concisely.
- Address the post for which the candidate seeks employment.
- Provide:
 - personal details
 - formal qualifications
 - work experience (if applicable)

- referees

Obituary

The following important information is given in an obituary:

- Name and surname of the deceased, address, age, date of birth and of death, place where the person died, cause of death, duration of illness, and the names of next of kin.
- Achievements/ highlights/ education/ community involvement.
- Anecdotes about the deceased. Personal memories of family and friends can be shared. The reader should obtain a clear picture of the deceased.
- A sympathy message to the family can be included.

NB:

- Some obituaries add a personal note in the form of a loving poem.
- Language, style, and register are formal.
- Use euphemism, e.g. 'passed away' instead of 'died'.

Length of written texts to be produced in words

Texts	Grades	Poetry (words)	Novel/drama (words)
Literary essays	10	150-200	300-350
	11	200-250	350-400
	12	250-300	400-450
Texts		Grades	Length in words
Essays Narrative/descriptive/reflective/argumentative/discursive	10	300-350	
	11	350-400	
	12	400-450	
Transactional texts Curriculum Vitae and covering letter/ written interviews/Dialogues/Formal and informal letters to the press/Formal letters of application, request, complaint, sympathy, thanks, congratulations and business letters/ Friendly letters/Magazine/newspaper articles and columns/Minutes and agendas (asked as a	10-12	180-200 (content only)	

combination)/Obituaries/Reports (formal and informal)/Reviews/Written formal and informal speeches		
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3.4 LANGUAGE STRUCTURES AND CONVENTIONS

By this phase, learners should be familiar with the basics of grammar: parts of speech (word classes), rules of concord, use of tense, auxiliaries and modals, and sentence structures. Discrete, isolated lessons of language structures should not now be part of the teaching time: language structures now become a means to an end in these two main areas.

It becomes important in the exploration, analysis, and examination of texts, both fiction and non-fiction. Here the learners need to observe how writers make specific use of, for example, grammatical structures; sentence patterns that demand attention (their length, the complexity or simplicity of structure), presence or absence of word classes (presence or absence of adjectives or finite verbs, for example); unusual use of verb tense (present instead of the expected past); use of direct or indirect speech; use of passive rather than active voice. By observing how language structures have a real part to play in making meaning, in revealing truth and promoting a clearer understanding of text and how it works, learners are more likely to see the point of grammar, and why it remains integral to any expression in English.

It becomes pre-eminently useful in their own writing. Since writing is one of the main classroom activities in this phase, it is essential that learners write rough drafts of their compositions or essays in class. This gives teachers the opportunity to point out to learners their grammatical mistakes as they write. By making corrections here, rather than when the work is handed in for marking, teachers will find there is less to correct, and learners will be shown, before they complete the work, how it can be improved. Learners are seldom interested in corrections on their returned work, and do not necessarily learn much from them. This practice also gives the teacher the opportunity of seeing if there are any general areas of ignorance in grammar, which can then be taught to the class as a whole. Another way of connecting language with writing is to hand out copies of written work (preferably not learners' work), the language usage of which is faulty, and have the class in pairs mark the work, and 'explain' to the writer what is wrong and why. Teachers can focus on a particularly common mistake (for example, the use of the apostrophe to show possession), or they can include a range of mistakes for correction. By far the best way of working with language structures is through working with writing. The two are inextricably linked, and excellence in one invariably leads to excellence in the other.

The table in **Appendix 1** lists the language structures and conventions that learners may use during listening, speaking, reading and writing processes. These structures should be taught as required in the context of different types of oral, visual and written texts. In every term of the teaching plans mentioned below there is a cycle dedicated to the teaching of language structures explicitly, e.g. *Weeks 7 and 8, Grade 10*. However, one lesson per week may be used to teach other language structures as required.

3.5 TEACHING PLANS

The following weekly teaching plans are offered only as a **guideline** to teachers, and are not intended to prevent teaching methods that might work against the plans as presented. For example, a teacher may choose to read as much of a literature text in class as possible. This may cover two weeks. A teacher may also choose to dedicate one or more lessons to formal grammar as required.

The teaching plans for Grades 10, 11 and 12 are based on two-week integrated cycles with approximately 9 teacher-contact hours per cycle. In practice these learning hours will be extended by regular homework, project tasks, and extended reading. Grade 10-12 learners should do at least three hours of homework per week as well as extended reading in the target language. Learners may well complete written tasks as homework.

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 sample teaching plans that follow are packaged so that every two weeks learners participate in a listening and speaking exercise;

- read a comprehension passage and answer questions or develop a summary;
- read prescribed literature;
- write an essay and/or a transactional piece; and
- develop and practise knowledge of language structures and conventions for communicative purposes (speaking, listening, reading and writing).

The teacher does not have to mark all the oral and written work produced by learners. The teaching plan indicates the number and type of formal assessment tasks to be marked by the teacher. The other tasks may be marked by learners or peers with guidance from the teacher. The teacher may also choose to mark selected learners' informal tasks or part of these informal tasks in order to give feedback to learners.

For example, in Grade 10 term 1, learners will write **two essays and three transactional pieces. Only one essay and one transactional piece are marked as formal assessment tasks.** The other tasks will not be marked by the teacher unless he or she chooses to do so.

The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. Teachers should design their teaching plans/work schedules (or use/adapt the one from their textbooks) to teach the content per term using any appropriate sequence and pace.

As term lengths may vary from one year to another, the teaching plan/work schedule should be adapted on a year-to-year basis.

The skills, content, and strategies below are not exhaustive. The teacher must refer to the more

detailed list of the skills, content, and strategies in sections 3.1-3.4.

The teaching of language structures is text-based and communicative; it must not be done in isolation. The arrangement of the teaching plan is such that the language structures are incorporated and integrated with the teaching of the other skills.

Although the skills in the teaching plan are presented separately, they should be taught in an integrated manner where possible, for example in the teaching of an oral interview learners can read a written text and they can later be required to produce a written interview. The choice of language structures to be taught in a particular cycle should enhance the production and understanding of oral and written texts to be produced during that cycle. For example, the adjectives, synonyms, antonyms, adverbs, and past tense verbs prepare learners for writing a narrative essay or descriptive text. The subjunctive mood is useful when learners write a reflective essay.

The oral and writing strategies to be taught should be determined by the type of text to be produced. For example, when teaching a narrative essay, learners should also be taught how to use transitional words which denote cause and effect and/or chronological order.

3.5.1 GRADE 10: TEACHING PLAN

GRADE 10 TERM 1			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
1 and 2	<p>Listening for comprehension (Informative, evaluative, appreciative and interactive) Duration: 1 hour</p>	<p>☑ Key features of texts and parts of a book, including literary genres</p> <p>☑ Literature study Duration: 4 hours</p>	<p>Transactional text: Friendly/formal letters (request/complaint/application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meetings</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions: Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>

GRADE 10 TERM 1			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
3 and 4	<p>Debate:</p> <ul style="list-style-type: none"> ▣ Features and conventions <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> ▣ Reading for comprehension: strategies using written texts <p>See 3.2</p> <ul style="list-style-type: none"> ▣ Literature study <p>Duration: 4 hours</p>	<p>1 x essay: Narrative/descriptive/argumentative</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p> <p>Register, style and voice</p> <p>Word choice</p> <p>Sentence construction</p> <p>Paragraph writing</p> <p>Punctuation and spelling</p> <p>Format and features of chosen text</p> <p>Duration: 4 hours</p>
5 and 6	<p>Listening for comprehension: (Informative, evaluative, appreciative and interactive)</p> <p>Duration: 1 hour</p>	<p>Reading for comprehension: Interpretation of visual texts</p> <p>Literature study</p> <p>Duration: 4 hours</p>	<p>Transactional texts: Report/review/newspaper article/magazine article</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p> <p>Register, style and voice</p> <p>Word choice</p> <p>Sentence construction</p> <p>Paragraph writing</p> <p>Punctuation and spelling</p> <p>Format and features of chosen text</p> <p>Duration: 4 hours</p>
7 and 8	<p>Discussion/conversation:</p> <ul style="list-style-type: none"> ▣ Features and conventions <p>Planning, researching,</p>	<ul style="list-style-type: none"> ▣ Reading for comprehension: Vocabulary development and 	<p>1 x essay: Narrative/descriptive/argumentative</p> <p>Focus on:</p> <p>Process writing Planning, drafting,</p>

GRADE 10 TERM 1			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
	organising, practising and presenting Duration: 1 hour	language use Sentence structures ☑ Literature study Duration: 4 hours	revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
9 and 10	Prepared/unprepared speech: ☑ Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	☑ Summary writing ☑ Literature study Duration: 4 hours	Transactional text: Speech/dialogue/interview Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours

Formal assessment tasks in Term 1			
Task 1	Task 2	Task 3	Task 4
Oral: Listening for comprehension	*Writing: Narrative/descriptive/argumentative essay	Oral: Prepared speech speaking	Test 1: Language in context: Comprehension

	Transactional writing	*Writing: Transactional writing	Summary Language structures and conventions
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*Writing: Choose one **essay and** one transactional text for the purpose of formal assessment at the end of the term.

GRADE 10 TERM 2			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
11 and 12	<p>Dialogue/interview/speech:</p> <ul style="list-style-type: none"> • Features and conventions <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<p>Reading for comprehension:</p> <p>Strategies using written texts:</p> <p>See Section 3.2</p> <ul style="list-style-type: none"> • Literature study <p>Duration: 4 hours</p>	<p>Transactional text:</p> <p>Speech/dialogue/interview</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p> <p>Register, style and voice</p> <p>Word choice</p> <p>Sentence construction</p> <p>Paragraph writing</p> <p>Punctuation and spelling</p> <p>Format and features of chosen text</p> <p>Duration: 4 hours</p>
13 and 14	<p>Prepared/unprepared speech:</p> <ul style="list-style-type: none"> • Features and conventions (public-speaking techniques, structure, and preparation process) of chosen text <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> • Summary writing • Literature study <p>Duration: 4 hours</p>	<p>1 x essay:</p> <p>Narrative/descriptive/argumentative</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p> <p>Register, style and voice</p> <p>Word choice</p> <p>Sentence construction</p> <p>Paragraph writing</p> <p>Punctuation and spelling</p>

GRADE 10 TERM 2			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
			Format and features of chosen text Duration: 4 hours
15 and 16	Informal discussions/conversation: <ul style="list-style-type: none"> • Features and conventions • Applying conventions Duration: 1 hour	<ul style="list-style-type: none"> • Interpretation of visual texts, e.g. adverts, cartoons, pictures • Literature study Duration: 4 hours	Transactional text: Friendly/formal letters (request/complaint/application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
17 and 18	Panel discussion: <ul style="list-style-type: none"> • Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> • Reading for comprehension: Vocabulary development and language use Sentence structures Literature study Duration: 4 hours	Transactional texts: Report/review/newspaper article/magazine article Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text

GRADE 10 TERM 2			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
			Duration: 4 hours
19 and 20	Mid-year examinations		

Formal assessment tasks in Term 2		
Task 5	Task 6	Task 7
Oral: Prepared/unprepared speech Reading aloud	Literature: Contextual questions Literary essay Writing: Essay (Creative writing)	Mid-year examinations: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in May/ June)

GRADE 10 TERM 3			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
21 and 22	Meetings and meeting procedures: <ul style="list-style-type: none"> Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	Reading for comprehension: Strategies using written texts: See Section 3.2 <ul style="list-style-type: none"> Literature study Duration: 4 hours	Transactional text: Friendly/formal letters (request/complaint/application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions

GRADE 10 TERM 3			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
			Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
23 and 24	Storytelling: <ul style="list-style-type: none"> • Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> • Reading for comprehension: Vocabulary development and language use Sentence structures • Literature study Duration: 4 hours 	1 x essay: Narrative/descriptive/argumentative Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
25 and 26	Prepared/unprepared speech: <ul style="list-style-type: none"> • Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> • Reading for comprehension: Use written texts. see Section 3.2 • Literature study Duration: 4 hours 	Transactional text: Speech/dialogue/interview Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing

GRADE 10 TERM 3			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
			Punctuation and spelling Format and features of chosen text Duration: 4 hours
27 and 28	Prepared/unprepared speech: <ul style="list-style-type: none"> Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> Summary writing Literature study Duration: 4 hours	1 x essay: Narrative/descriptive/argumentative Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours

GRADE 10 TERM 3			
	Listening and speaking	Reading and viewing	Writing and presenting
29 and 30	Listening for comprehension (Informative, evaluative, appreciative and interactive) Duration: 1 hour	<ul style="list-style-type: none"> Reading for Comprehension: Strategies using written texts. see Section 3.2 Literature study Duration: 4 hours	Transactional texts: Report/review/newspaper article/magazine article Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice

GRADE 10 TERM 3			
	Listening and speaking	Reading and viewing	Writing and presenting
			Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours

Formal assessment tasks in Term 3	
Task 8	Task 9
*Oral: Prepared/ Unprepared speech	Test 2: Assignment: Literature: Contextual questions and literary essay

GRADE 10 TERM 4			
	Listening and speaking	Reading and viewing	Writing and presenting
31 and 32	Introducing a speaker/vote of thanks: <ul style="list-style-type: none"> Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> Reading for comprehension Interpretation of visual texts Literature study Duration: 4 hours 	Transactional text: Friendly/formal letters (request/complaint/application/business) curriculum vitae and covering letter/written speech/agenda and minutes of meeting/formal and informal letters to the press Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction

GRADE 10 TERM 4			
	Listening and speaking	Reading and viewing	Writing and presenting
			Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
33 and 34	Panel discussion: <ul style="list-style-type: none"> • Features and conventions • Applying conventions Duration: 1 hour	<ul style="list-style-type: none"> • Reading for comprehension: Vocabulary development and language use Sentence structures • Literature study Duration: 4 hours 	1 x essay: Narrative/descriptive/argumentative Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
35 and 36	Panel discussion: <ul style="list-style-type: none"> • Features and conventions • Applying conventions Duration: 1 hour	<ul style="list-style-type: none"> • Summary writing • Literature study Duration: 4 hours 	Transactional texts: Report/review/newspaper article/magazine article Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice

GRADE 10 TERM 4			
	Listening and speaking	Reading and viewing	Writing and presenting
			Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
37 and 38	Forum/group/panel discussion: <ul style="list-style-type: none"> • Features and conventions • Applying conventions Duration: 1 hour	Prepare for examination Language in context: Comprehension Summary Language structures and conventions Literature: Novel Drama Poems	Prepare for examination Writing and presenting: Essays Transactional texts Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text
39 and 40	End-of-year examinations		

Formal assessment tasks in Term 4	
Task 10	Task 11 Task 10

<p>Oral: Prepared speech – Introducing a speaker/vote of thanks</p>	<p>End of the year examinations: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing Paper 4 – Orals</p>
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3.5.2 GRADE 11: TEACHING PLAN

GRADE 11 TERM 1			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
1 and 2	<p>Listening for comprehension (Informative, evaluative, appreciative and interactive) Duration: 1 hour</p>	<ul style="list-style-type: none"> • Key features of texts and parts of a book, including literary genres • Literature study <p>Duration: 4 hours</p>	<p>Transactional text: Friendly letter/email/formal letters (request/complaint/application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>
3 and 4	<p>Debate:</p> <ul style="list-style-type: none"> • Features and conventions <p>Planning, researching, organising, practising and presenting Duration: 1 hour</p>	<p>Reading for comprehension: Strategies using written texts: See Section 3.2</p> <ul style="list-style-type: none"> • Literature study <p>Duration: 4 hours</p>	<p>Essay: 1 x reflective/discursive/ argumentative</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p>

GRADE 11 TERM 1			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
			Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
5 and 6	Listening for comprehension (Informative, evaluative, appreciative and interactive)Duration: 1 hour	<ul style="list-style-type: none"> • Reading for comprehension: Vocabulary development and language use • Sentence structures • Literature study Duration: 4 hours	Transactional texts: Report/ review/ newspaper article/ magazine article Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
7 and 8	Prepared/Unprepared speech: Public speaking techniques, structure, and preparation process <ul style="list-style-type: none"> • Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> • Interpretation of visual texts e.g. adverts, cartoons, pictures • Literature study Duration: 4 hours	Transactional text: Speech/dialogue/interview Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling

GRADE 11 TERM 1			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
			Format and features of chosen text Duration: 4 hours
9 and 10	Prepared/unprepared speech: <ul style="list-style-type: none"> Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> Summary writing Literature study Duration: 4 hours	Transactional text: Speech/dialogue/interview Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours

Formal assessment tasks in Term 1			
Task 1	Task 2	Task 3	Task 4
Oral: Listening for comprehension	*Writing: Reflective/discursive/argumentative essay Transactional writing	*Writing: Transactional writing Oral: Reading aloud	Test 1: Language in context: Comprehension Summary Language structures and conventions

***Writing:** Choose ~~one essay and~~ one transactional text for the purpose of formal assessment at the end of the term.

GRADE 11 TERM 2

Weeks	Listening and speaking	Reading and viewing	Writing and presenting
11 and 12	<p>Dialogue/interview/discussions/conversations:</p> <ul style="list-style-type: none"> • Features and conventions <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> • Reading for comprehension: <p>Vocabulary development and language use</p> <p>Sentence structures</p> <p>Literature study</p> <p>Duration: 4 hours</p>	<p>Transactional text:</p> <p>Speech/dialogue/interview</p> <p>Focus on:</p> <p>Process writing</p> <p>Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p> <p>Register, style and voice</p> <p>Word choice</p> <p>Sentence construction</p> <p>Paragraph writing</p> <p>Punctuation and spelling</p> <p>Format and features of chosen text</p> <p>Duration: 4 hours</p>
13 and 14	<p>Prepared/unprepared speech:</p> <ul style="list-style-type: none"> • Features and conventions <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> • Summary writing • Literature study <p>Duration: 4 hours</p>	<p>1 x essay:</p> <p>Reflective/discursive/argumentative</p> <p>Focus on:</p> <p>Process writing</p> <p>Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p> <p>Register, style and voice</p> <p>Word choice</p> <p>Sentence construction</p> <p>Paragraph writing</p> <p>Punctuation and spelling</p> <p>Format and features of chosen text</p> <p>Duration: 4 hrs</p>

GRADE 11 TERM 2			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
15 and 16	<p>Panel discussion:</p> <ul style="list-style-type: none"> • Features and conventions • Applying conventions <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> • Interpretation of visual texts e.g. advertisements, cartoons, pictures • Literature study <p>Duration: 4 hours</p>	<p>Transactional texts: Report/review/ newspaper article/ magazine article</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>
17 and 18	<p>Informal discussions/conversation:</p> <p>Features and conventions Applying conventions</p> <p>Duration: 1 hour</p>	<p>Reading for comprehension : Strategies using written texts: See Section 3.2</p> <p>Literature study</p> <p>Duration: 4 hours</p>	<p>Transactional text: Speech/dialogue/interview</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>

GRADE 11 TERM 2			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
19 and 20	Mid-year examinations		

Formal assessment tasks in Term 2		
Task 5	Task 6	Task 7
Oral: Prepared speech/unprepared speech Reading aloud	Literature: Contextual questions Literary essay Writing: Essay (Creative writing)	Mid-year examinations: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in May / June)

GRADE 11 TERM 3			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
21 and 22	Meetings and meeting procedures: <ul style="list-style-type: none"> Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> Reading for comprehension: Interpretation of visual texts Literature study Duration: 4 hours 	Transactional text: Friendly/formal letters (request/complaint/application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction

GRADE 11 TERM 3			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
			Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
23 and 24	Storytelling and/or praise poems: <ul style="list-style-type: none"> Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> Reading for comprehension: Use written texts. see Section 3.2 Literature study Duration: 4 hours 	1 x Essay: Reflective/ discursive /argumentative Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
25 and 26	Prepared/unprepared speech: <ul style="list-style-type: none"> Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> Reading for comprehension: Vocabulary development and language use Sentence structures Literature study Duration: 4 hours 	Transactional text: Speech/dialogue/interview Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours

GRADE 11 TERM 3			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
27 and 28	<p>Prepared/unprepared speech:</p> <ul style="list-style-type: none"> • Features and conventions <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> • Summary writing • Literature study <p>Duration: 4 hours</p>	<p>Transactional text: Speech/dialogue/interview</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>

GRADE 11 TERM 3			
	Listening and speaking	Reading and viewing	Writing and presenting
29 and 30	<p>Listening for comprehension (Informative, evaluative, appreciative and interactive)</p> <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> • Reading for comprehension: Strategies using visual texts. See 3.2 • Literature study <p>Duration: 4 hours</p>	<p>Essay: 1 x Reflective/discursive/argumentative</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>

Formal assessment tasks in Term 3	
Task 8	Task 9
Oral: Prepared/unprepared speech	Test 2: Assignment: Literature: Contextual questions and literary essay

GRADE 11 TERM 4			
	Listening and speaking	Reading and viewing	Writing and presenting
31 and 32	Introducing a speaker/vote of thanks: <ul style="list-style-type: none"> Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	<ul style="list-style-type: none"> Reading for comprehension: Strategies using visual texts. See 3.2 Literature study Duration: 4 hours 	Essay: Reflective/discursive/argumentative Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
33 and 34	Informal discussions/conversation: <ul style="list-style-type: none"> Features and conventions Applying conventions Duration: 1 hour	<ul style="list-style-type: none"> Reading for comprehension: Vocabulary development and language use Sentence structures Literature study Duration: 4 hours 	Transactional text: Friendly/formal letters (request/complaint/application/business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and

GRADE 11 TERM 4			
	Listening and speaking	Reading and viewing	Writing and presenting
			<p>conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>
35 and 36	<p>Debate/Panel discussions:</p> <ul style="list-style-type: none"> • Features and conventions <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> • Summary writing • Literature study <p>Duration: 4 hours</p>	<p>Transactional texts: Report/review/newspaper article/magazine article</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>
37 and 38	<p>Report/review:</p> <ul style="list-style-type: none"> • Features and conventions <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<p>Prepare for examination</p> <p>Language in Context: Comprehension Summary Language structures and conventions</p> <p>Literature: Novel Drama Poetry Duration: 4 hours</p>	<p>Prepare for examination</p> <p>Writing and presenting: Essays Transactional texts Duration: 4 hours</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p>

GRADE 11 TERM 4			
	Listening and speaking	Reading and viewing	Writing and presenting
			Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text
39 and 40	End-of-year examinations		

Formal assessment tasks in Term 4	
Task 10	Task 11-10
Oral: Prepared speech – Report/ review	End of the year examinations: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing Paper 4 – Orals

3.5.3 GRADE 12: TEACHING PLAN

GRADE 12 TERM 1			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
1 and 2	Listening for comprehension (Informative, evaluative, appreciative and interactive) Duration: 1 hour	<ul style="list-style-type: none"> ☐ Key features of texts and parts of a book, including literary genres ☐ Literature 	Transactional text: Friendly/formal letters (request/complaint/application/business) /formal and informal letters to the press/curriculum vitae and covering letter/obituary/agenda and minutes of meeting Focus on:

GRADE 12 TERM 1			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
		study Duration: 4 hours	Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
3 and 4	Discussions/conversation/report/review: ☐ Features and conventions Planning, researching, organising, practising and presenting Duration: 1 hour	☐ Reading for comprehension: Strategies using written texts : See 3.2 ☐ Literature study Duration: 4 hours	Essay: 1 x Reflective/narrative/argumentative/discursive/descriptive Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hrs
5 and 6	Listening for comprehension (Informative, evaluative, appreciative and interactive) Duration: 1 hour	☐ Reading for comprehension: Vocabulary developme	Transactional texts: Report/review/newspaper article/magazine article Focus on: Process writing Planning, drafting,

GRADE 12 TERM 1			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
		<p>nt and language use</p> <p>Sentence structures</p> <p>☐ Literature study</p> <p>Duration: 4 hours</p>	<p>revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p> <p>Register, style and voice</p> <p>Word choice</p> <p>Sentence construction</p> <p>Paragraph writing</p> <p>Punctuation and spelling</p> <p>Format and features of chosen text</p> <p>Duration: 4 hours</p>
7 and 8	<p>Prepared/unprepared speech:</p> <p>☐ Features and conventions (public speaking techniques, structure and preparation process)</p> <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<p>☐ Interpretation of visual texts</p> <p>e.g. advertisements, cartoons, pictures</p> <p>☐ Literature study</p> <p>Duration: 4 hours</p>	<p>Transactional Texts: Formal letter of application and CV/request/complaint/thanks/business (ordering/ marketing)/formal and informal letters to the press/ Dialogue/reviews/reports (formal or informal)</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p> <p>Register, style and voice</p> <p>Word choice</p> <p>Sentence construction</p> <p>Paragraph writing</p> <p>Punctuation and spelling</p> <p>Format and features of chosen text</p> <p>Duration: 4 hours</p>

GRADE 12 TERM 1			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
9 and 10	<p>Prepared/unprepared speech:</p> <ul style="list-style-type: none"> ▣ Features and conventions <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> ▣ Summary writing ▣ Literature study <p>Duration: 4 hours</p>	<p>Essay: 1 x Reflective/ narrative/ argumentative / discursive/ descriptive essay</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions</p> <p>Register, style and voice</p> <p>Word choice</p> <p>Sentence construction</p> <p>Paragraph writing</p> <p>Punctuation and spelling</p> <p>Format and features of chosen text</p> <p>Duration: 4 hours</p>

Formal assessment tasks in Term 1				
Task1	Task 2	Task 3	Task 4-3	Task 5-4
<p>Oral:</p> <p>Listening for comprehension</p>	<p>*Writing:</p> <p>Essay</p> <p>Transactional writing</p>	<p>*Writing:</p> <p>Transactional writing</p>	<p>Oral:</p> <p>Prepared/ unprepared speech</p>	<p>Test 1:</p> <p>Language in context:</p> <p>Comprehension</p> <p>Summary</p> <p>Language structures and conventions</p>

***Writing:** Choose one essay and one transactional text for the purpose of formal assessment at the end of the term

GRADE 12 TERM 2			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
11 and 12	<p>Dialogue/interview Format /features:</p> <ul style="list-style-type: none"> • Features and conventions <p>Planning, researching, organising, practising and presenting Duration: 1 hour</p>	<ul style="list-style-type: none"> • Reading for comprehension : Strategies using written texts: See 3.2 • Literature study Duration: 4 hours 	<p>Transactional text: Speech/dialogue/interview</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>
13 and 14	<p>Debate/forum/group/panel discussion:</p> <ul style="list-style-type: none"> • Features and conventions <p>Planning, researching, organising, practising and presenting Duration: 1 hour</p>	<ul style="list-style-type: none"> • Summary writing • Literature study Duration: 4 hours 	<p>Essay: 1 x Reflective/narrative/argumentative/discursive/ descriptive essay</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>
15 and 16	<p>Informal discussions/conversation:</p> <ul style="list-style-type: none"> • Features and conventions • Applying conventions <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> • Interpretation of visual texts e.g. adverts, cartoons, pictures • Literature study 	<p>Transactional text: Friendly/formal letters (request/complaint/application/business) /formal and informal letters to the press/curriculum vitae and covering letter/obituary/agenda and minutes of meeting</p>

GRADE 12 TERM 2			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
		Duration: 4 hours	<p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>
17 and 18	<p>Prepared/ unprepared speech:</p> <ul style="list-style-type: none"> Features and conventions <p>Planning, researching, organising, practising and presenting</p> <p>Duration: 1 hour</p>	<ul style="list-style-type: none"> Reading for Comprehension: Vocabulary development and language use Sentence structures Literature study Duration: 4 hours 	<p>Transactional text: Speech/dialogue/interview</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text Duration: 4 hours</p>
19 and 20	Mid-year examinations		

Formal assessment tasks in Term 2			
Task 6-5	Task 6	Task 7	Task 8

Literature: Contextual questions and Literary essay Oral: Unprepared speech	Writing: Essay	Oral: Prepared/unprepared speech Reading aloud	*Mid-year examinations: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in May/ June) OR Written test
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* **Mid-year examinations:** In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term (Tasks 8 and 10).

GRADE 12 TERM 3			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
21 and 22	Informal discussions/ conversation: <ul style="list-style-type: none"> • Features and conventions • Applying conventions Duration: 1 hour	<ul style="list-style-type: none"> • Reading for comprehension: • Strategies using written texts. see 3.2 • Literature study Duration: 4 hours	Transactional texts: Report/review/newspaper article/magazine article Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
23 and 24	Introducing the speaker/ vote of thanks: <ul style="list-style-type: none"> • Features and conventions • Applying conventions 	<ul style="list-style-type: none"> • Reading for comprehension: • Interpretation of visual texts • Literature study Duration: 4 hours	Transactional text: Speech/dialogue/interview Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice

GRADE 12 TERM 3			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
	Planning, researching, organising, practising and presenting Duration: 1 hour		Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hrs
25 and 26	Oral moderation Duration: 1 hour	<ul style="list-style-type: none"> • Summary writing • Literature study Duration: 4 hours	Transactional text: Friendly/formal letters (request/complaint/application/business)/formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text Duration: 4 hours
27 and 28	Oral moderation Duration: 1 hour	<ul style="list-style-type: none"> • Reading for comprehension: Vocabulary development and language use Sentence structures • Literature study Duration: 4 hours	Transactional texts: Report/review/newspaper article/magazine article Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling Format and features of chosen text

GRADE 12 TERM 3			
Weeks	Listening and speaking	Reading and viewing	Writing and presenting
			Duration: 4 hours
29 and 30	Trial examinations		

Formal assessment tasks in Term 3	
Task 9	Task 10-9
Oral: Prepared speech – Introducing the speaker/vote of thanks	*Trial examinations: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in August / September) OR Written test

* **Trial examinations:** In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term (Tasks 8 and 10).

GRADE 12 TERM 4			
	Listening and speaking	Reading and viewing	Writing and presenting

31 and 32	<p>Moderation of orals Duration: 1 hour</p>	<p>Prepare for examination by using previous examination papers:</p> <p>Language in context: Comprehension Summary Language structures and conventions</p> <p>Literature: Novel Drama Poetry Duration: 4 hours</p>	<p>Prepare for examination by using previous examination papers on:</p> <p>Writing Essays Transactional texts Duration: 4 hours</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text</p>
33 and 34	<p>Moderation of orals Duration: 1 hour</p>	<p>Prepare for examination by using previous examination papers regarding:</p> <p>Language in context: Comprehension Summary Language structures and conventions</p> <p>Literature: Novel Drama Poems Duration: 4 hours</p>	<p>Prepare for examination by using previous examination papers on:</p> <p>Writing Essays Transactional texts Duration: 4 hours</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Language structures and conventions Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling</p> <p>Format and features of chosen text</p>

35 and 36	External examinations
37 and 38	External examinations
39 and 40	External examinations
	Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing Paper 4 – Orals

SECTION 4: ASSESSMENT IN HOME 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 to 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, **written activities**, 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. **The purpose of the informal assessment is to track content understanding as well as content coverage. It should be used to prepare learners for formal assessment tasks and examinations.**

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.

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, practical tasks, projects, 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 Home Languages:

Table 1: Overview of formal assessment Grades 10-11

Formal assessment		
During the year	End-of-year examination	
25%	75%	
School-based assessment (SBA)-	End-of-year exam papers	
25%	62.5%	12.5%
1 2 -test 3 7 tasks 1 examination (mid-year) Paper 1 Paper 2	Written examinations Paper 1 (2 hours) – Language in context Paper 2 (Gr. 10: 2 hours, Gr. 11: 2½ hours) – Literature Paper 3 (Gr. 10: 2½ hours, Gr. 11: 3 hours) – Writing	Oral assessment tasks: Paper 4 Listening Speaking (prepared and unprepared speeches) Reading aloud The oral tasks undertaken during the course of the year constitute

		the end-of-year internal assessment.
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Table 2: Overview of formal assessment Grade 12

Formal assessment		
During the year	End-of-year examination	
25%	75%	
School based assessment (SBA)-	End-of-year exam papers	
25%	62.5%	12.5%
<ul style="list-style-type: none"> • 1 test • 2 7 tasks • 2 examinations (mid-year/test & trial/test) <p>Mid year: Paper 1 & Paper 2 AND Trial examination: Paper 1, Paper 2 & Paper 3</p>	<p>Written examinations</p> <p>Paper 1 (2 hours) – Language in context</p> <p>Paper 2 (2½ hours) – Literature</p> <p>Paper 3 (3 2½ hours) – Writing</p>	<p>Oral assessment tasks: Paper 4</p> <p>Listening</p> <p>Speaking (prepared and unprepared speeches)</p> <p>Reading aloud</p> <p>The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.</p>

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 assessment must cater for a range of cognitive levels and abilities of learners, as shown in the cognitive level Table 3 below:

Table 3: Cognitive levels for assessment

Cognitive levels	Activity	Percentage of task
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Cognitive levels	Activity	Percentage of task
<p>Literal (Level 1)</p> <p>Reorganisation (Level 2)</p>	<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 ... <p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text.</p> <ul style="list-style-type: none"> • Summarize the main points/ideas/pros/cons/ ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	<p>Levels 1 and 2: 40%</p>
<p>Inference (Level 3)</p>	<p>Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience.</p> <ul style="list-style-type: none"> • Explain the main idea ... • 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/a situation ... 	<p>Level 3: 40%</p>

Cognitive levels	Activity	Percentage of task
<p>Evaluation (Level 4)</p> <p>Appreciation (Level 5)</p>	<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 that... • 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. <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 ... 	<p>Levels 4 and 5: 20%</p>

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

4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for English Home Language:

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

Programme of Assessment
SBA per Term

Term 1:	Term 2:	Term 3:	Term 4:
1 Written Test + 2 oral tasks + 1 transactional writing task	1 writing task: essay + 1 oral task + 1 Mid-year examination comprising: 2 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing	1 literature Test + 1 oral task	1 Task (SBA) + 1 Internal end-of- year examinations comprising: 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing + Paper 4: Oral

Term Mark (Terms 1-3):

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

Promotion Mark:

- Add raw marks and totals for SBA tasks from term 1 to term 4 and convert to 25%,
- Convert Paper 1 to 17,5%,
- Convert Paper 2 to 20%,
- Convert Paper 3 to 25%

Convert Oral mark (Paper 4) to 12,5%

Table 2: Programme of Assessment Grades 10-11

Grades 10 and 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	Task 10
Form/ Types of Assessment	ORAL - Listening Comprehension	Writing (Transactional Writing) Friendly /email/ formal letters /formal and informal letters to the press / curriculum vitae and covering letter / obituary / agenda and minutes of meeting / report / review / newspaper	Oral - Prepared Speaking	Task: Comprehension/ Summary Language Structures and Conventions	Creative Writing-Essay Grade 10: Narrative / descriptive / argumentative/ Grade 11: reflective / / discursive / argumentative	Oral - Reading aloud	June Exam Paper 1/2	Literature Task (Under Controlled Conditions)	Oral – Unprepared Speaking	Exam Paper 1 Paper 2 Paper 3 Paper 4 (Orals)

		article / magazine article								
Tools(s) of Assessment	Rubric/ QP memo	Rubric	Rubric	QP Memorandum	QP Memorandum	Rubric	QP Memorandum Rubric	QP Memorandum Rubric	Rubric	QP Memorandum Rubric
Total Marks	15	25	10	35	50	10	150	35	15	300
Time Allocation	30 min	Process writing	4-5 min	1 hour	Process Writing	4-5 min	P 1 2h00 P2 2h 30	1 hour	2-3 min	P 1 2h00 P2 2h 30 P3 Gr 10 2h00 GR11 2h30
Date of completion	Weeks 5-10	Weeks 6-8	Weeks 3-10	Weeks 7-10	Weeks 12-15	Weeks 11-18	Week 19-20	Week 21-22	Week 25-28	Week 39-40
Content focus: Knowledge and Skills	Listening and speaking	Language Structures and Conventions/Writing and	Listening and Speaking	Reading and viewing Lang Structures and Conventio	Language structures and conventions/Writing and Presenting	Listening and Speaking	Reading and viewing Language structures and	Reading and viewing Language structures and conventions	Listening and Speaking	Language structures and conventions/Writing and

		Presenting		ns			conventi ons			Presenti ng
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***Oral:** Learners should do one listening for comprehension, one prepared speaking task, one unprepared speaking task and one reading aloud task for formal assessment during the year.

****Test 1** could be set out of 35 marks or, if more, should be converted to 35 marks. While the *Comprehension, summary, language structures and conventions* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

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.

Programme of Assessment			
SBA per Term			External Examination
Term 1:	Term 2:	Term 3:	Term 4:
1 Written Test + 2 orals + 1 transactional writing task	2 oral tasks + 1 writing essay 1 Mid-year examination comprising: 2 Papers: Paper 1 – Language in context Paper 2 – Literature	1 Trial examination comprising: 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing	1 External Examination comprising: 4 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing + Paper 4: Oral
<p>Term Mark (Terms 1-3):</p> <ul style="list-style-type: none"> • Each term, add raw marks and totals and convert to % for term mark. <p>SBA Mark:</p> <ul style="list-style-type: none"> • Add raw marks and totals for assessment tasks from term 1 to term 3 and convert to 25% <p>External Examination</p> <p>Convert Paper 1 to 17,5%, Convert Paper 2 to 20%, Convert Paper 3 to 25% Convert Oral mark (Paper 4) to 12,5%</p>			

Table 4: Programme of Assessment Grade 12

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 Comprehension	Writing- Transactional Friendly /email formal letters /formal and informal letters to the press / curriculum vitae and covering letter / obituary / agenda and minutes of meeting / report / review / newspaper article / magazine article	Oral – Prep. Speech	Test 1 Comprehension/ Summary	Oral – Unprepared speech	Writing-Essay Narrative / descriptive / argumentative/ reflective // discursive / argumentative	Oral – Reading aloud	June Exam Paper1 Paper 2	Preparatory Exam Paper 1 Paper 2 Paper 3

Tools(s) of Assessment	QP/memo Rubric	QP Memo	Rubric	QP Memo Rubric	Rubric	Rubric	Rubric	QP Memo	QP Memo Rubrics
Total Marks	15	25	10	35	15	50	10	150	250
Time Allocation		Process Writing		1 hour		Process writing			P 1 2h00 P2 2h 30 P3 3h00
Date of completion	Week 5-6	Week 7-8	Week 7-10	Week 9-10	Week 13-15	Week 13-14	Week 16-18	Week 19-20	Week 29-30
Content focus: Knowledge and Skills	Listening and Speaking	Writing and Presenting Language structures and conventions	Listening and speaking	Language structures and conventions Reading and viewing	Listening and Speaking	Writing and Presenting	Listening and speaking	Reading and viewing/ Lang Str and Conventions	Reading and viewing/ Language Structures and Conventions / Writing and Presenting
Evidence must be available of informal assessment of longer and shorter transactional writing in each term according the requirements of the ATP/CAPS.									

***Oral:** Learners should do one listening for comprehension, one prepared speech, one unprepared speech and one reading aloud task for formal assessment during the year.

****Test 1** could be set out of **35 marks** or, if more, should be **converted to 35 marks**. While the *Comprehension, summary, language structures and conventions* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

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.

4.4.2 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) • Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc.			30	Grades 10-12: 2 hours
	Grades		Length of text (words)		
	10		500-600		
	11		600-700		
	12		700-800		
	B: Summary: The passage should not come from the comprehension text.			10	
	Grades	Length of text (words)	Length of summary (words)		
	10	Approximately 280	80 -90		
	11	Approximately 320			
	12	Approximately 350			
C: Language structures and conventions (assess in context) Vocabulary and language use Sentence structures Critical language awareness			30		

PAPER	SECTION		MARKS		TIME
2. Literature	A: Poetry – Seen (contextual questions / essay questions from four seen poems of which two must be answered.) and unseen (contextual questions) (Seen = 20; Unseen = 10)		30	80	Grade 10: 2 hours Grades 11-12: 2½ hours
	Grade	Length of literary essay (words)			
	10	150 -200			
	11	200-250			
	12	250-300			
	Assess the following in the essay : <ul style="list-style-type: none"> • Content (Interpretation of topic, depth of argument, justification and grasp of poem) (60%) • Language & structure (structure, logical flow and presentation, language, tone and style) (40%) 				
	B: Novel – Essay question or contextual question		25		
	C: Drama – Essay question or contextual question <ul style="list-style-type: none"> • NOTE: Candidates must attempt ONE ESSAY question and ONE CONTEXTUAL question from either Section B or Section C. 		25		
	Grades	Length of literary essay (words)			
	10	300-350 240-290			
11	350-400 290-340				
12	400-450 340-390				
Assess the following in the literary essay : <ul style="list-style-type: none"> • Content (Interpretation of topic, depth of argument, justification and grasp of text) (60%) • Language & structure (structure, logical flow and presentation, language, tone and style) (40%) 					

PAPER	SECTION		MARKS	TIME
3. Writing	A: Essay – One essay Narrative / descriptive / argumentative / reflective / discursive		50	Grade 10: 2½ hours Grades 11-12: 3 hours
	Grades	Length of essay (words)		
	10	300-350 240-290		
	11	350-400 290-340		
	12	400-450 340-390		
	Assess the following: • Content & planning (60%) • Language, style & editing (30%) • Structure (10%)		100	
	B: Transactional texts – Two 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 (asked as a combination) / report (formal and informal) / review / newspaper article / magazine article / written formal and informal speech / dialogue / written interview		50 (2 X 25)	
	Grades	Length of text (words)		
	10-12	180-200 – content only		
	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. Due to the conceptual progression of the content across the grades, content and skills from Grades 10-12 will be assessed in the external papers at the end of Grade 12.

Oral Assessment Tasks: Paper 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. • Speaking <i>Prepared speech</i> Assess: <i>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>	10	50
	• Speaking <i>Unprepared speech</i> Assess: <i>Planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage</i>	15	
	• Listening <i>Listening for comprehension</i> Assess: <i>Listen critically for comprehension, information and evaluation</i>	15	
	• Reading <i>Reading aloud</i>		

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 examination 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.*

GLOSSARY

acronym – a pronounceable word formed from the first letter or letters in phrase or name (e.g. ABSA)

additional language (also see **Home Language**) – a language learned in addition to one's home language

additive multilingualism – when a person learns a language (or languages) in addition to his or her Home Language. This language does not replace the home language but is learned alongside it. In an additive multilingual programme, the home language is strengthened and affirmed while any further language learned is seen as adding value (e.g. all Additional Languages, including the Language of Learning and Teaching, are taught alongside the Home Language but do not replace it)

aesthetic – 1. sensitive to the beauty of language and thus sensitive to and appreciative of the lasting value of texts

2. an aesthete is a person sensitive to artistic beauty. 'Aesthetic' refers to the beauty to be found in a work of art. One can discuss the aesthetics of a work, or make aesthetic judgements

alliteration – a pattern of sound that includes the repetition of consonant sounds. The repetition can be located at the beginning of successive words or inside the words

ambiguity – double meaning created by the way in which words are used; when used unintentionally, ambiguity obscures the meaning (e.g. 'General flies back to front' or 'Short children's stories are in demand')

analogy – 1. finding similarities in things that are usually seen as different.

2. finding similarities in things that are usually seen as different, a way of explaining or illustrating something, but not a proof. One must be alert to false analogy. There should be accurate correspondence between the thing that is explained and the details of the analogy

anecdotes – narratives of small incidents or events told for the purpose of information, entertainment, humour, malice, or to reveal character

animation – the technique of using a series of still pictures to create an illusion of movement or life

anticlimax – when an expectation of some high point of importance or excitement is not fulfilled or the seriousness of a literary plot is suddenly lost as a result of a comical, digressive or meaningless event

antithesis – the expression of two opposed or different ideas in balanced contrast (e.g. 'more haste, less speed')

antonym – a word that is opposite in meaning to another word in the same language (e.g. 'happy' and 'sad')

appropriacy – if language is appropriate it is suitable in terms of the context in which it is used (e.g. the greeting 'Good morning, Mr. Jones' would be appropriate in a formal work situation whereas 'Hi, Jo' would be appropriate between friends)

assessment – a continuous structured process of gathering information on learner competence

in many different ways

assonance – 1. repetition (mostly) of vowel sounds in two or more words e.g. 'It is June and the world is all in tune'

2. the vowel sounds do not have to be precisely the same: assonance could consist of a series of vowel sounds that create a certain effect

audience – 1. the intended reader(s), listener(s) or viewer(s) of a particular text; in planning a piece of writing speakers/writers must take into the consideration the purpose and audience when choosing an appropriate form of writing

2. in particular, an audience is those attending a live performance of music or drama

authentic texts – texts which have a practical function and are not literary (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, product labels, travel brochures, government forms, examples of real letters)

bias – 1. a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment

2. in the game of bowls, the 'wood' or bowl has a weight on one side which makes it turn towards that side

caption – a title or comment attached above or below an article, a picture, a photo, and so on

caricature – 1. an exaggerated portrayal (written or visual) of a character which is achieved by mocking personality traits or appearance

2. the drawings of cartoonists in newspapers are usually intended to be caricatures and work by exaggerating or distorting features of appearance with a view to being comic or satirical

cause (see also **effect**) – that which gives rise to an action or condition

cinematographic techniques – devices used in the construction of a film (e.g. composition, lighting, type of shot)

clarify making the meaning of the text clear to the reader

clause – Put in the right place. 'The man who was wearing a red shirt ran away.' The main sentence is 'The man ran away.' The words 'who was wearing a red shirt' is a subordinate clause. It cannot stand by itself, although the verb is complete (finite). Subordinate clauses start with a conjunction (when, because) or a relative pronoun (who, which). The conjunction links the clause to some part of the main sentence. 'The man wearing a red shirt ran away.' In this sentence 'wearing a red shirt' is not a clause but a phrase. The verb is not complete (it is participle)

climax – the most exciting, effective, or important part of the story; this important part is not necessarily at the end

coherence – 1. the underlying logical relationship which links ideas together and gives a passage or paragraph unity

2. it may also imply adequate grammar to convey the meaning, or orderly sentence structure. Chaotic grammar may make a statement incoherent

cohesion – the linking of sentences or paragraphs by means of logical connectors such as conjunctions, pronouns or repetition

colloquialism (see also **slang**) – language belonging to ordinary or familiar conversation but not used in formal language

comparative (see also **superlative**) – degrees of comparison as found in adjectives and adverbs are positive, comparative or superlative (e.g. 'long' (positive), 'longer' (comparative), 'longest' (superlative))

compare (see also **contrast**) – to assess the way in which things are similar

conflict – the struggle that arises between characters or between individuals and their fate or circumstances; conflict in literature can also arise from opposing desires or values in a character's own mind

conjunction – a word used to join two clauses, words, phrases or sentences

connotative meaning (see also **denotative**) – both the positive and negative associations that a word collects through usage that go beyond the literal (primary) meaning

context – a text is always used and produced in a context; the context includes the broad and immediate situation including aspects such as social, cultural and political background; the term can also refer to that which precedes or follows a word or text and is essential to its meaning

context clues – using words surrounding an unknown word to determine its meaning. This reading strategy can be taught in conjunction with vocabulary

contrast (see also **compare**) – to consider the way in which things differ

conventions – accepted practices or rules in the use of language. Some conventions help to convey meaning (e.g. the rules of grammar, punctuation, typefaces, capital letters); some assist in the presentation of content (e.g. table of contents, general layout, headings, footnotes, charts, captions, lists, pictures, index); and others reflect a pattern of language that has become formulaic (e.g. greetings, small talk)

critical language awareness – the analysis of how meaning is constructed with understanding of power relations in and between languages; it empowers the learner to resist manipulation and to use language sensitively

debate – in debating, two opposing teams compete with one another. They aim to convince the adjudicator and the audience that their viewpoint about a given topic is more reasonable and justifiable than that of the opposing team

denotative meaning (see also **connotative meaning**) – the literal or primary meaning of a word

derivative – a word derived from another or from a root; usually formed by adding a prefix or suffix (e.g. 'quickly' from 'quick')

dialect – a form of a language adapted by a particular community; it is significantly different from other forms of the same language in terms of words, structures and/or pronunciation

dramatic irony – occurs when the audience/reader/viewer knows more about the situation and its implications than the characters involved; it heightens the tension, enjoyment and audience participation

dramatic structure – 1. the special literary style in which plays are written

2. the arrangement of plot, acts, scenes, characters and possibly also features of language in a play

drawing conclusions – using written or visual clues to figure out something that is not directly stated in the reading

editing – the process of drafting and redrafting a text, including correcting grammatical usage, punctuation and spelling errors and checking writing for coherence of ideas and cohesion of structure; in media, editing involves the construction, selection and lay – out of texts

effect (see also **cause**) – the result or consequence of an action or condition

emotive language – language which arouses strong feelings

euphemism – a mild or vague expression substituted for a thought *or word* which is felt to be too harsh or direct

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

external assessment – assessment conducted by authority other than based at school.

evaluate – form opinions, make judgements, and develop ideas from reading

figurative (as opposed to **literal**) – words or phrases used in a non – literal way to create a desired effect; literal texts often make concentrated use of figurative language (e.g. simile, personification, metaphor)

fluency – 1. the word comes from the flow of a river and suggests a coherence and cohesion that gives language use quality of being natural, easy to use and easy to interpret

2. having a fair degree of grammatical control (though perhaps not total grammatical accuracy)

font – the type and size of the letters used when writing, typing or printing (e.g. 12pt (size) Times New Roman (style of lettering))

foregrounding (as opposed to **backgrounding**) – used literally, it means the positioning of a subject in or near the front of the frame; used figuratively, it refers to emphasising or focusing on one point *of aspect* more than another

forum – team speaking or forum debate may be used against other schools, or in the classroom by dividing learners into teams of four, each of whom will speak on a different aspect of the same topic. An adjudicator decides on the winning team

genre – the types or categories into which texts are grouped, e.g. novel, drama, poetry, business letter, personal letter

gesture – a movement of the face or body which communicates meaning (e.g. nodding of head to indicate agreement)

graphics – products of the visual and technical arts (e.g. drawing, designing)

Home Language (see also **additional language**) – the language first acquired by children through immersion at home; the language in which we think

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

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

hyperbole – a deliberate exaggeration (e.g. to describe something in such a way that it seems

much bigger than it really is: 'He gave me a mountainous plate of food.')

image – a picture or a visual representation of something

imagery – words, phrases, and sentences which create images in our minds, such as similes, metaphors, personification

implicit (as opposed to **explicit**) – something implied or suggested in the text but not expressed directly

implied (as opposed to **direct meaning**) – meaning suggested by the text but not directly stated

inclusivity – the principle that education should be accessible to all learners whatever their learning styles, backgrounds, and abilities

infer – to pick up meaning behind what is stated and to deduce all the implications

initiate – to start (e.g. to initiate a conversation)

innuendo – something unpleasant which is hinted at rather than clearly stated

interview – task of gathering information or a face – to – face discussion between people, directed toward some specific purpose

intonation – 1. the pattern of the pitch or the melody of an utterance which marks grammatical structures such as sentences or clauses

2. it also distinguishes between statements and questions and indicates the speaker's attitude or feelings

irony – a statement or situation that has an underlying meaning different from its literal or surface meaning. Irony is related to tone

jargon – special terms or expressions used in a trade or profession or by any specific group (e.g. computer users would refer to a 'CPU', 'RAM', and so on); when jargon is used to exclude listeners/readers from an interaction, it is potentially hurtful or even harmful

language varieties – language varieties found when minor adaptations in terms of vocabulary, structure and/or pronunciation have been made; they can vary from one region or country to another

literacies – different kinds of literacy (e.g. critical, visual, graphic, computer, media, socio – cultural)

literacy (see also **literacies**) – the ability to process and use information for a variety of purposes and contexts and to write for different purposes; the ability to decode texts, allowing one to make sense of one's world. The capacity to read and write

literal (as opposed to **figurative**) – the plainest, most direct meaning that can be attributed to words

malapropism – the mistaken and muddled use of long words to impress; although these words sound almost right, they are incorrect enough to bring about humour, e.g. conversation and conversation. Derived from a certain Mrs Malaprop, a comic character in a drama

manipulative language – language which is aimed at obtaining an unfair advantage or gaining influence over others, e.g. advertisements, sales talk, political speeches

meta – language – the language used to talk about literature and language and grammatical terms; it includes terminology such as ‘context’, ‘style’, ‘plot’ and ‘dialogue’

metaphor – using one thing to describe another thing which has similar qualities (e.g. ‘Education is the *key* to success.’)

mind map – a representation of a theme or topic in which key words and ideas are organised graphically

mis en scène (placing on stage) – an expression used to describe the design aspects of a theatre or film production. When applied to cinema, it refers to everything that appears before the camera and its arrangements. It includes the positioning and movement of actors on the set.

mode – a method, way or manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode (which includes graphic forms such as charts); information can be changed from one mode to another (e.g. by converting a graph into a passage)

montage – a technique in film editing in which a series of short shots are edited into a sequence to condense space, time and information. It is usually used to suggest the passage of time rather than create symbolic meaning.

mood – atmosphere or emotion in written texts; it shows the feeling or the frame of mind of the characters; it also refers to the atmosphere produced by visual, audio or multi – media texts

multi – media – an integrated range of modes that could include written texts, visual material, sound, video, and so on

narrative – a spoken or written account of connected events in order of occurrence; a story

narrative voice/point of view – the voice of the person telling the story (e.g. a distinction can be made between first person narrative – ‘I’ (who is often a character in the story) – and third person narrative, in which the narrator refers to characters as ‘he’, ‘she’ or ‘they’)

onomatopoeia – the use of words to recreate the sounds they describe (e.g. the whoosh of the wind as it rushed through the trees)

oxymoron – a combination of words with contradictory meanings, used deliberately for effect; it’s usually formed by using an adjective to qualify a noun with an opposite meaning (e.g. an open secret)

panel discussion – groups are formed to discuss a topic, answer questions, and respond to tasks

paradox – an apparently self – contradictory statement or one that seems in conflict with logic; lying behind the superficial contradiction there is logic or reason

paraphrase – a restatement of an idea or text in one’s own words

paronym – word formed from a foreign word (e.g. enjambment)

personification – attributing human characteristics to non – human things

plot – the interrelatedness of the main events in a text; plot involves more than a simple sequence of events as it suggests a pattern of relationships between events and a web of causation

point of view – the perspective of a character in relation to issues in a novel or play

prejudice – intolerance of or a pre – judgement against an individual, a group, an idea or a cause

projection – the placement and delivery of volume, clarity, and distinctness of voice for communicating to an audience

pun – a play on words which are identical or similar in sound in order to create humour (e.g. 'Seven days without water makes one week/weak.')

redundancy – the use of words, phrases and sentences which can be omitted without any loss of meaning (e.g. 'He wakes every morning at 6 a.m.')

register – the use of different words, style, grammar, pitch, and tone for different contexts or situations (e.g. official documents are written in a formal register and friendly letters are usually written in an informal register)

report – (formal and informal) giving exact feedback of a situation, e.g. an accident

rereading – rereading is a reading strategy that gives the reader another chance to make sense out of a challenging text

restating – restating is a reading strategy where the reader will retell, shorten, or summarise the meaning of a passage or chapter, either orally or in written form

rhetorical device – a device such as pause and repetition, used by a speaker to effectively persuade or convince. Some devices may be manipulative

rhetorical question – a question asked not to get a reply but for emphasis or dramatic effect (e.g. 'Do you know how lucky you are?')

rhyme – words or lines of poetry that end with the same sound including a vowel

rhythm – a regular and repeated pattern of sounds

sarcasm – an ironic expression *or tone of voice* which is used in order to be unkind or offensive or to make fun of someone

satire – the use of ridicule, sarcasm, and irony to comment critically on society or an individual or a situation

scan – to run one's eyes over a text in order to find specific information (e.g. scan a telephone directory for a name and number)

simile – comparing one thing directly with another, a word such as 'like' or 'as' is used to draw attention to the comparison

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

slang – informal language often used by a group of people, such as teenagers, who use terms such as 'cool' and 'awesome'; the difference between colloquial language and slang is that slang has not yet been accepted in polite or formal conversation, whereas colloquialisms (e.g. 'Good show!') have been

stereotype – a fixed *conventional* (and often biased) view about the role a particular person is expected to play

strategy – a certain *broad* procedure *or plan* used to tackle a problem

stress (in a word or sentence) – to give force to a particular syllable in a word or a word in a sentence

style – the distinctive and unique manner in which a writer arranges words to achieve particular effects. Style essentially combines the idea to be expressed with the individuality of the author. These arrangements include individual word choices as well as such matters as length and structure of sentences, tone, and use of irony

subplot – subsidiary action which runs parallel with the main plot of a play or a novel

symbol – something which stands for or represents something else

synonym (as opposed to **antonym**) – a word which has the same meaning or almost the same meaning as another word in the same language. Synonyms in English tend to have important differences in connotation

synthesise – the drawing together of ideas from a variety of sources; a clear summary of these combined ideas

text – *a statement or creation* in any written, spoken, or visual form of communication

theme – the central idea or ideas in a text; a text may contain several themes and these may not be explicit or obvious

tone – quality and timbre of the voice that conveys the emotional message of a *spoken* text. In written text, it is achieved through words *that convey the attitude of the writer*. In film, tone can be created through music or *visual effects*

transactional writing – functional writing (e.g. letters, minutes of meetings, reports, faxes)

turn – taking conventions – the customs which govern the flow of conversation between people such as allowing others to give their opinion, restating to clarify meaning, intervening to redirect focus, asking for clarification

understatement – express something in restrained terms rather than giving the true or full facts, usually for emphasis, possibly as a form of evasion, possibly as a form of humour

verbosity – language using more words than are needed

visual texts – visual representations which can be seen and which convey messages (e.g. film images, photos, computer graphics, cartoons, models, drawing, paintings)

voice (see **narrative voice**) – the author's persona: who the author is; when reading or viewing one gains an impression of the author and his/her intentions.

wit – the unexpected, quick, and humorous combining of contrasting ideas or expressions

word – attack skills – strategies used when reading an unknown word (e.g. breaking it into syllables or looking at the meaning of the prefixes or suffixes)

APPENDIX 1: LANGUAGE STRUCTURES AND CONVENTIONS (REFERENCE CHART)

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

Sentence structures and conventions	
Parts of words	Prefixes, roots, and suffixes
Nouns	<p>Abstract nouns, concrete nouns, simple nouns, common nouns, complex nouns</p> <p>Compound, collective, (un)countable, proper nouns, gerunds, predicate and object, gender, plural, diminutives, augmentatives, articles, nouns derived from other parts of speech</p>
Pronouns	Indefinite, relative clause, demonstrative pronouns, possessive, personal, reflexive
Verbs and modalities	<p>Present perfect progressive, passive: present progressive, passive: present perfect</p> <p>Passive: future, dual use of some nouns/verbs, gerunds/infinitives, main verbs</p> <p>Transitive, intransitive, finite, non-finite, copulative, regular, irregular, phrasal, Stative, verbal extensions (derivatives), auxiliary linked to modals:</p> <ul style="list-style-type: none"> • subjunctive • imperative • potential • indicative • conditional
Adjectives	Comparative, superlative, numerical, demonstrative, relative

Adverbs	Participles of possibility, of opinion, of time, of manner, of place, of frequency
Question forms	Positive forms, negative forms of information questions, with modals
Prepositions/locatives	with a variety of phrasal verbs, movement, place, time
Clauses and sentences	<p>complex, with the addition of second subordinate clause</p> <p>complex, with relative clause(s), direct and indirect speech, relative clause, noun clause, compound</p> <p>complex-compound, correct word order, concord, active and passive voice, negation</p>
Conjunctions and transition words (paragraphs)	<p>Chronological/sequential order: first, second, third, before, after, when, later, until, at last, next, <u>recently</u>, <u>previously</u>, <u>afterwards</u></p> <p>Explanation/cause and effect: hence, consequently, because, for this reason, <u>since</u>, <u>as a result of</u>, <u>is due to</u>, <u>therefore</u>, <u>thus</u>, <u>consequently</u>, <u>hence</u>, <u>it follows that</u>, <u>if ... then</u></p> <p>Procedure: first, second, third</p> <p>Compare/contrast: similar, different, smaller than, bigger than, however, but</p> <p>Order of importance: always, finally</p> <p>Spatial order: above, below, left, right, etc.</p> <p>Generalisations: generally, in conclusion</p> <p>Choice paragraph: <u>in my opinion</u>, <u>belief</u>, <u>idea</u>, <u>understanding</u>, <u>I think that</u>, <u>I consider</u>, <u>I believe</u>, <u>it seems to me</u>, <u>I prefer/like/dislike/hope/feel</u></p> <p>Classification paragraph: <u>is a kind of</u>, <u>can be divided into</u>, <u>is a type of</u>, <u>falls under</u>, <u>belongs to</u>, <u>is a part of</u>, <u>fits into</u>, <u>is grouped with</u>, <u>is related to</u>, <u>is associated with</u></p> <p>Description paragraph: <u>above</u>, <u>below</u>, <u>beside</u>, <u>near</u>, <u>north/east/south/west</u>, <u>size</u>, <u>colour</u>, <u>shape</u>, <u>purpose</u>, <u>length</u>, <u>width</u>, <u>mass/weight</u>, <u>speed</u>, <u>is like</u>, <u>resembles</u></p> <p>Evaluation paragraph: <u>good/bad</u>, <u>correct/incorrect</u>, <u>moral/immoral</u>, <u>right/wrong</u>, <u>important/trivial</u>, <u>suggest</u>, <u>recommend</u>, <u>advise</u>, <u>argue</u></p> <p>Definition paragraph: is defined as, is a kind of</p> <p>Concluding paragraph: to conclude, to sum up, in summary, in short, as you can see</p>
Interjectives/ideophones	E.g. boom, splash
Exclamations	E.g. oh, wow
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

Critical language awareness

Facts and opinions

Direct and implied meaning

Denotation and connotation

Socio-political and cultural background of texts and author

The effect of selections and omissions on meaning

Relationships between language and power

Emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties, inferences, assumptions, arguments, purpose of including or excluding information