



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **CURRICULUM AND ASSESSMENT POLICY STATEMENT**

**(CAPS)**

**FIRST ADDITIONAL LANGUAGE**

**FINAL DRAFT**

# SECTION 1

## NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR FIRST ADDITIONAL LANGUAGE

### 1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

### 1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
  - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
  - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
  - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette*, No. 29467 of 11 December 2006; and
  - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in the *Government Gazette*, No.29466 of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### 1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace; and
  - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
  - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
  - Progression; content and context of each grade shows progression from simple to complex;
  - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
  - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;
  - organise and manage themselves and their activities responsibly and effectively;
  - collect, analyse, organise and critically evaluate information;
  - communicate effectively using visual, symbolic and/or language skills in various modes;
  - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
  - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

## 1.4 Time Allocation

### 1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	<b>6</b>
II. First Additional Language	<b>4 (5)</b>
III. Mathematics	<b>7</b>
IV. Life Skills	<b>6</b>
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

### 1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	<b>6</b>
II. First Additional Language	<b>5</b>
III. Mathematics	<b>6</b>
IV. Science and Technology	<b>3.5</b>
V. Social Sciences	<b>3</b>
VI. Life Skills	<b>4</b>
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

### 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

<b>Subject</b>	<b>Time allocation per week (hours)</b>
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

<b>Subject</b>	<b>Time allocation per week (hours)</b>
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## SECTION 2

### 2.1 The subject First Additional Language

Language is a tool for thought and communication. It is through language that cultural diversity and social relations are expressed and constructed. Learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. Language learning includes all the official languages – Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, and Xitsonga.

First Additional Language is the language learned in addition to one's home language.

Learning a first additional language promotes multilingualism and intercultural communication. First Additional Languages provide for levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum, as learners may learn through the medium of their First Additional Language in the South African context. This includes the abstract cognitive academic language skills required for thinking and learning. This applies to all official languages. Listening, speaking and language usage skills will be further developed and refined, but the emphasis at this level will be on developing the learners' reading and writing skills. The table below indicates the main skills in the First Additional Language curriculum.

1.	Listening and speaking
2.	Reading and viewing
3.	Writing and presenting
4.	Language structure and use

**Listening and speaking** are central to learning in all subjects. Through effective listening and speaking strategies, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.

Well-developed **reading and viewing** skills are central to successful learning across the curriculum, as well as for full participation in society and the world of work. Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts, for information. Learners recognise how genre and register reflect the purpose, audience and context of texts.

**Writing** is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively. The aim is to produce competent, versatile writers who will be able to use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **language structures**. They develop critical awareness of how values and power relations are embedded in language and how language may influence others.

## 2.2 In the subject First Additional Language learners will:

- Study the language skills required for academic learning across the curriculum.
- Learn listening, speaking, reading/viewing and writing/presenting skills that will enable them to appreciate and enjoy texts. These skills will enable them to listen, speak, read/view and write/present with confidence. These skills and attitudes form the basis for life-long learning.
- Use language appropriately in real-life contexts, taking into account audience, purpose and context.
- Express and justify, orally and in writing, their own ideas, views and emotions confidently in order to become independent and analytical thinkers.
- Use language and their imagination to find out more about themselves and the world around them. This will enable them to express their experiences and findings about the world orally and in writing.
- Use language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning.
- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through the interaction between language and thinking.
- Express their opinions on ethical issues and values. In order to develop their own value system, learners engage with texts concerning human rights and responsibilities such as the rights of children, women, the disabled, the aged and issues linked to race, culture, ideology, class, belief systems, gender, HIV and AIDS, freedom of expression, censorship and the environment.
- Interact critically with a wide range of texts. Learners will recognise and be able to challenge the perspectives, values and power relations that are embedded in texts.
- Read texts for various purposes, e.g. enjoyment, research, critique, etc.

## 2.3 Time allocation of First Additional Language in the curriculum

The teaching time for First Additional Language is 4.5 hours per week. All language content is provided within a two-week cycle. Timetabling should make provision for one continuous double period per week. In a two-week cycle the following time allocation for the different language skills are suggested:

Skills	Weighting %	Time Allocation per Two Week Cycle (Hours)
*Listening & speaking	15%	1.35hrs
*Reading & Viewing: Comprehension	25%	2.25hrs
*Reading & viewing: Literature	35%	3.15hrs
*Writing & presenting	25%	2.25
*Language structures and use		

\*Language structures and use should be integrated within the time allocation of the above-mentioned skills.

## 2.4 Requirements to offer First Additional Language as a subject

- Each learner should have:
  - (a) An approved language textbook
  - (b) Two (2) of the four (4) approved / prescribed literary genres, that is,
    - Novel
    - Short stories
    - Drama
    - Poetry
  - (c) A dictionary
  - (d) Media material: A collection of newspapers and magazines

- The teacher should have:
  - (a) A Curriculum and Assessment Policy Statement
  - (b) Language in Education Policy
  - (c) The language textbook used by learners and other textbooks for resource purposes in addition to the approved text
  - (d) Two (2) of the four (4) approved / prescribed literary genres, that is,
    - Novel
    - Short stories
    - Drama
    - Poetry
  - (e) Dictionaries
  - (f) Study Guides
  - (g) Media material: A variety of newspapers, magazines, brochures and flyers

## 2.5 Language teaching approaches

The approaches to teaching language are text-based, communicative, integrated and process orientated.

The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts.

A **text-based approach** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

A **communicative approach** suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way – learners read by doing a great deal of reading and learn to write by doing much writing.

This document encourages integration of language skills, although they are dealt with separately. Sometimes learners will concentrate on reading and reading only, but there are days when they can integrate reading and writing. Sometimes learners will listen to a comprehension passage and then take notes.

Reading and writing are constructive. The outcome of both reading and writing is that the individual constructs his or her own meaning. Given the similarities of these two processes, it is clear that they should be taught together most of the time.

Listening and speaking should also be **integrated** as it is impossible to speak in a conversation if you do not listen as well.

During the integration of all these skills, focus on one skill can lead to practice in another e.g. a learner involved in a debate will have to read some argumentative/discursive essays and then produce his own written argumentative/discursive essay using language structures such as synonyms and antonyms, negations, conjunctions, etc.



## **Speaking as a process**

The delivery of different forms of oral communication involves the following stages:

- Planning and research
- Preparation of effective introduction, body and ending
- Presenting

## **Reading for comprehension:**

Teaching reading should focus on reading for comprehension and will include the reading process strategies (pre-reading, reading and post/after reading).

## **The reading process**

The reading process consists of the pre-reading, reading and post reading stages. The activities can be summarised as follows:

### **Pre-reading:**

- Activating prior knowledge
- Looking at the source, author, and publication date.
- Reading the first and last paragraphs of a section.
- Making predictions.

### **Reading:**

- Pause occasionally to check your comprehension and to let the ideas sink in.
- Compare the content to your predictions.
- Keep going even if you don't understand a part here and there.
- Reread a section if you get completely lost. Read confusing sections aloud, at a slower pace, or both.
- Ask someone to help you understand a difficult section
- Add reading marks and annotate key points.
- Reflect on what you read.

### **Post reading:**

- If you will need to recall specific information, make a graphic organizer or outline of key ideas and a few supporting details.
- Drawing conclusions.
- Write a summary to help you clarify and recall main ideas.
- Think about and write new questions you have on the topic.
- Purpose - did you accomplish it?
- Understanding - confirm understanding
- Evaluate - bias, accuracy, quality
- Extend your thinking - use ideas you saw in text.

## Approaches to teaching literature

The teaching of literature should focus on teaching for comprehension and will include the reading process strategies (pre-reading, reading and post/after reading)

The teaching of literature should also include the teaching of the key features of the narratives, drama and poetry such as plot (exposition, rising action, conflict, climax and denouement/resolution, flashbacks, foreshadowing), theme and message, characterization, sound devices, stage directions, dialogues, monologue/soliloquy, etc. The teaching of these key features of literature should be text-based and they should not be taught in isolation.

Other approaches to literature which can be integrated with teaching for comprehension and for understanding the key features of literature are the **chronological, the author, the theme and the genre approaches**.

In the **chronological approach** learners can research and combine the literature period with the historical events for the same timeframe

In the **author approach**, learners can participate in a broad and deep study of an author especially in poetry and can link his/her poems with a particular historical period.

With regard to the **theme approach** learners can look at themes such as justice success, love, etc. across a number of poems or across different genres and relate them to events in real life situations. They can make judgments about the character's actions and write their own beliefs on the theme

Regarding the **genre approach**, learners can classify, compare and contrast different types of literary genre, e.g., the difference between the plots in a novel/ short story/drama/folklore.

## Process approach to writing

Writing and designing texts is a process which consists of the following stages:

- Pre-writing / planning
- Drafting
- Revision
- Editing /Proofreading
- Publishing / presenting

Learners need the opportunity to put this process into practice and they should:

- decide on the purpose and audience of a text to be written and/or designed;
- brainstorm ideas using, for example mind maps, flow charts or lists;
- consult relevant sources, select relevant information and organise ideas;
- produce a first draft which takes into account purpose, audience, topic and genre;
- read drafts critically and get feedback from others (classmates);
- edit and proofread the draft;
- produce a well-designed final version.

## Approaches to teaching language structures/grammatical structures

The teaching of language structure should focus on how language is used and what can be done with language, i.e. how to make meaning, how to attend to problems and interests, influence friends and colleagues, and how to create a rich social life. The teaching of language structures should be a means to getting things done.

The teaching of language structures/ grammatical structures should therefore be text-based, communicative and integrated.

The following principles should be taken into consideration when teaching language structures:

- Grammar should be presented to learners as a set of tools they can use rather than a set of rules about what not to do.
- Grammar should be taught for constructing texts in their context of use - it is concerned, in other words, with real language.
- The application of grammar should not be restricted to the analysis of isolated sentences – it should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters, reports which learners learn read and write in school.
- Use authentic materials such as dialogues, interviews,
- Link the language structure with functional uses of language in different social settings, e.g. expressing one's thoughts or feelings; introducing people; talking about or reporting things, actions, events or people in the environment, in the past or in the future; making requests; making suggestions; offering food or drinks and accepting or declining politely; giving and responding to instructions; comparing or contrasting things.
- Use classroom activities that relate language forms with functions, e.g. the past tense with a narrative essay and report writing; the subjunctive mood with a reflective essay.
- Focus on meaningful tasks.

## SECTION 3

### 3.1 Overview of skills, content and strategies

Grades 10-12		
Skills	Content	Strategies and sub-skills
Listening and speaking	<ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• Different forms of oral communication:               <ul style="list-style-type: none"> <li>○ Oral: Prepared speech</li> <li>○ Oral: Prepared reading aloud</li> <li>○ Speaking: Directions and instructions</li> <li>○ Story telling</li> <li>○ Introducing a speaker</li> <li>○ Vote of thanks</li> <li>○ Role-play</li> <li>○ Group discussion</li> <li>○ Debate</li> <li>○ Meetings and procedures</li> <li>○ Conversations</li> <li>○ Interview</li> <li>○ Forum</li> <li>○ Panel discussion, etc</li> </ul> </li> <li>• Critical language awareness</li> </ul>	<p><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>• Recording main and supporting ideas by making notes, checklists, summaries, paraphrasing, retelling, explaining</li> <li>• The using of persuasive/ manipulative techniques</li> <li>• Clarifying questions</li> <li>• Critical awareness of language use (emotive and manipulative language, bias, prejudice, stereotyping, language varieties, facts, opinions, inferences, assumptions, arguments)</li> <li>• Purpose of including or excluding of information</li> </ul> <p><b>Communication for social purposes</b></p> <ul style="list-style-type: none"> <li>• Initiating and sustaining conversations</li> <li>• Turn taking conventions</li> <li>• Defending a position</li> <li>• Negotiation</li> <li>• Filling in gaps and encouraging the speaker</li> <li>• Sharing ideas and experiences and show understanding of concepts</li> </ul> <p><b>Prepared speech</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Organize material coherently. Choose and develop main ideas and support with examples</li> <li>• Correct format, vocabulary, language and conventions</li> <li>• The use of rhetorical questions, pauses and repetition</li> <li>• Tone, voice projection, pace, eye contact, posture and gestures</li> <li>• Effective introduction and conclusion</li> <li>• Style and register</li> <li>• Incorporate fitting visual, audio and/or audiovisual aids, e.g. charts, posters, images</li> </ul> <p><b>Prepared Reading (Reading aloud)</b></p> <ul style="list-style-type: none"> <li>• Use of tone, voice projection, pace, eye contact, posture and gestures</li> <li>• Pronounce words without distorting meaning</li> </ul>
Reading and viewing	<ul style="list-style-type: none"> <li>• Novel / drama / poetry short stories (approved / prescribed)</li> <li>• Reading and viewing strategies</li> <li>• Summary</li> <li>• Visual literacy: advertising (poster, pamphlet), cartoon, comic strip, diagram / graph / table / charts</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Reading / viewing strategies:</u></b> <b><u>Pre-reading, reading and post reading strategies</u></b></li> </ul> <p>Introduce learners to :</p> <ul style="list-style-type: none"> <li>○ <b>Text features</b> – titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches</li> <li>○ <b>Text structures</b> - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution</li> </ul>

	<ul style="list-style-type: none"> <li>• Critical language awareness</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Parts of a book</b> – title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.</li> <li>○ Skimming for main ideas</li> <li>○ Scanning for supporting details</li> <li>○ Predicting</li> <li>○ Inferring meaning of unfamiliar words and images by using word attack skills and contextual clues</li> <li>○ Rereading / reviewing</li> <li>○ Restating</li> <li>○ Visualizing</li> <li>○ Making notes (main and supporting ideas)</li> <li>○ Identifying and discussing critical language awareness (fact 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, bias, stereotyping, prejudice and discrimination, relationships between language and power, figurative language)</li> <li>○ Summarize main and supporting ideas in point / paragraph as per required length</li> <li>○ Clarifying</li> <li>○ Making inferences</li> <li>○ Explain / evaluate writer’s inferences and conclusions</li> <li>○ Drawing conclusions / own opinion</li> <li>○ Evaluating</li> <li>○ <b><u>Visual Literacy – Advertising, Cartoons ( range of graphic and visual texts):</u></b></li> <li>○ Persuasive techniques: Emotive language, persuasion, bias manipulative language</li> <li>○ How language and images reflect and shape values and attitudes</li> <li>○ How selections and omissions in texts affect meaning</li> <li>○ Impact of use of font types and sizes, headings and captions</li> <li>○ Analyze, interpret, evaluate, and respond to a range of cartoons/comic strips</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Literal meaning</li> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> <li>• Imagery</li> <li>• Discuss internal structure: figures of speech/ imagery, word choice (diction), sound devices, tone, rhetorical devices, emotional responses</li> <li>• Discuss external structure of a poem: lines, words, stanzas, rhyme, link, rhythm, punctuation, refrain, repetition, alliteration (consonance and assonance), enjambment</li> </ul> <p><b>Drama</b></p> <p><b>Discuss structure and the key features of texts</b></p> <ul style="list-style-type: none"> <li>• plot and sub-plot (exposition, rising action, conflict, climax, denouement/resolution, foreshadowing and flashback)</li> </ul>
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		<ul style="list-style-type: none"> <li>• characterization</li> <li>• role of narrator/persona/ point of view</li> <li>• theme and messages</li> <li>• background and setting – relation to character and theme</li> <li>• dramatic structure: plot, subplot (Exposition. rising action and climax)</li> <li>• mood and tone</li> <li>• ironic twist/ending</li> <li>• stage directions</li> <li>• link between dialogue /monologue/soliloquy and action</li> <li>• dramatic irony</li> </ul> <p><b>Novel / Short stories</b></p> <ul style="list-style-type: none"> <li>• plot, subplot (exposition, rising action, conflict, climax, denouement/resolution, foreshadowing and flashback)</li> <li>• conflict</li> <li>• characterization</li> <li>• role of narrator</li> <li>• explain and interpret messages and themes</li> <li>• interpret how background and setting relate to character and theme</li> <li>• identify theme and message</li> <li>• interpret mood , ironic twist/ending</li> </ul>
Writing and presenting	<ul style="list-style-type: none"> <li>• Word writing</li> <li>• Sentence writing</li> <li>• Paragraph writing</li> <li>• Essay writing: descriptive, narrative, argumentative, discursive, reflective</li> <li>• Transactional writing <ul style="list-style-type: none"> <li>○ Longer transactional texts</li> <li>○ Shorter transactional texts</li> </ul> </li> <li>• Literary essay</li> </ul>	<p><b>Process writing</b></p> <p><b>Pre-writing/planning</b></p> <ul style="list-style-type: none"> <li>• requirements of format, style, point of view</li> <li>• target audience purpose and context</li> <li>• brainstorming using mind-maps / spider web lists / flow charts</li> <li>• organize coherent ideas</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• word choice</li> <li>• personal voice and style</li> <li>• vivid description</li> <li>• tone and register</li> <li>• main and supporting ideas</li> <li>• specific details of the required text (use of quotations, substantiating and motivating the argument)</li> </ul> <p><b>Revising, editing, proofreading and presenting</b></p> <ul style="list-style-type: none"> <li>• refining word choice, sentence and paragraph structure</li> <li>• eliminate ambiguity, verbosity, redundancy, slang and offensive language</li> <li>• presenting</li> </ul>
Language structure and use	<ul style="list-style-type: none"> <li>• language rules</li> <li>• words (spelling patterns, rules and conventions)</li> <li>• use thesaurus and dictionary</li> <li>• punctuation</li> <li>• abbreviations and acronyms</li> <li>• roots, prefixes and suffixes</li> <li>• borrowed and inherited words</li> <li>• parts of speech</li> <li>• synonyms, antonyms, homonyms, homophones and one word for a phrase, figures of speech,</li> </ul>	

	<p>idiomatic expressions / idioms / proverbs</p> <ul style="list-style-type: none"> <li>• concord</li> <li>• clauses</li> <li>• sentence structure (simple, complex and compound; word order)</li> <li>• tenses</li> <li>• direct and indirect speech</li> <li>• article, infinitive</li> <li>• negative forms</li> <li>• active and passive voice</li> <li>• formal and informal language (slang/colloquialism, jargon)</li> <li>• critical language awareness: (fact and opinion, denotative and connotative meaning, implied meaning, positioning through implicit and explicit messages, values and attitudes. bias, stereotypes, emotive language, persuasive and manipulative language, alternative ways of expression,</li> <li>• textual editing</li> </ul>
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### 3.2 Resources

Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Use
<ul style="list-style-type: none"> <li>• <b>Integrated recommended Textbooks</b></li> <li>• Oral, visual, audio-visual and multi-media texts such as magazine articles, newspapers, cartoons, advertisements</li> <li>• Dictionaries / Thesaurus</li> <li>• Audio texts (listening comprehension)</li> <li>• Telephone directories, TV guides and schedules</li> <li>• Transactional and creative texts</li> <li>• Referential and informational texts</li> <li>• Texts for enrichment</li> <li>• Audio-visual texts (Films, television programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Integrated recommended Textbooks</b></li> <li>• Any TWO of the recommended literary genres as included in the National Literature Catalogue: <ul style="list-style-type: none"> <li>○ Novel</li> <li>○ Drama</li> <li>○ Short stories <ul style="list-style-type: none"> <li>- Gr. 10 – 6;</li> <li>- Gr. 11 – 6;</li> <li>- Gr. 12 – 8</li> </ul> </li> <li>○ Poetry <ul style="list-style-type: none"> <li>- Gr. 10 – 6 poems;</li> <li>- Gr. 11 – 8 poems;</li> <li>- Gr. 12 – 10 poems</li> </ul> </li> </ul> </li> <li>• Visual, audio and multi-media texts such as films, television, radio drama magazine articles, newspapers, cartoons, advertisements</li> <li>• Transactional and creative texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Integrated recommended Textbooks</b></li> <li>• Transactional texts</li> <li>• Creative texts</li> <li>• Referential and informational texts</li> <li>• Oral, visual and multi-media texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Integrated recommended Textbooks</b></li> <li>• Relevant texts</li> </ul>

### 3.3 Length of Texts

#### 3.3.1 Listening comprehension

Texts	Grades	Disjunctive orthography	Conjunctive orthography
Listening comprehension	Grade 10	150 words	100 words
	Grade 11	250 words	200 words
	Grade 12	350 words	300 words
<b>OR</b> a 30 minute test			

#### 3.3.2 Written texts to be produced:

Texts	Grades	Disjunctive orthography	Conjunctive orthography
Literary Essays	Grade 10	150 - 200 words	90 – 140 words
	Grade 11	200 –250 words	140 –190 words
	Grade 12	250 –300 words	190 – 240 words
Essay	Grade 10	150 - 200 words	90 – 140 words
	Grade 11	200 –250 words	140 –190 words
	Grade 12	250 –300 words	190 – 240 words
Longer transactional texts	Grades 10-12	120– 150 words (content only)	80 – 100 words (content only)
Shorter transactional texts	Grades 10-12	50 – 70 words	40 – 50 words

#### 3.3.3 Written texts to be used / read

		Disjunctive orthography		Conjunctive orthography	
Comprehension	Grade 10	400-500 words		370-470 words	
	Grade 11	500-600 words		470-530 words	
	Grade 12	600-700 words		530-590 words	
			Length of summary		Length of summary
Summary	Grade 10	200 words	60 - 70 words	170 words	50 -- 60 words
	Grade 11	230 words	60 - 70 words	200 words	50 -- 60 words
	Grade 12	250 words	60 - 70 words	220 words	50 -- 60 words



### **3.4 Teaching plans**

The teaching plan indicates the minimum content to be covered per term. The content is packaged in two-week cycles of nine hours. In order to maximise opportunities to read and write learners are expected to do the following in every two-week cycle:

1. Participate in a listening and speaking exercise
2. Read a comprehension passage and answer questions or develop a summary
3. Read prescribed literature
4. Write an essay OR a long and short transactional piece
5. Develop grammar skills

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 the 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, one longer transactional pieces and one shorter transactional pieces. Only one essay, one longer and one short transactional piece are marked as formal assessment tasks. The other tasks will not be marked by the teacher unless he/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 Work Schedules from their textbooks.

**Section 3.1 provides guidance in the teaching strategies of various components of the language.**

### 3.5 Skills, Content and Strategies in First Additional Language: Grades 10-12

GRADE 10 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
1 and 2	<p>1 x Listening comprehension: Duration: 1 hour</p> <p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>Teach listening skills.</li> <li>Read a text from a newspaper/own source/literature / textbook</li> </ul> <p><b>Learner activities:</b></p> <ul style="list-style-type: none"> <li>record main and supporting ideas by making notes / checklists</li> <li>paraphrase /retell/ explain listening text to show understanding</li> </ul>	<p>Introduction to key features of text</p> <p>1 x Reading text 1 x Literature text Duration: 4 hrs</p> <p><b>Teacher activities:</b> Use newspaper/own source/textbook / prescribed text to introduce learners to key features of a text and parts of a book.</p> <p><b>Learner activities:</b> Identify parts of a book and text features</p>	<p>Longer transactional texts: Friendly / formal letters (request / complaint / application / business) Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>Spelling patterns and rules <ul style="list-style-type: none"> <li>Introduce spelling patterns and rules</li> <li>Compile a personal spelling list of at least twenty words comprising: <ul style="list-style-type: none"> <li>Words – new and complex</li> <li>Borrowed and inherited words</li> </ul> </li> </ul> </li> </ul>

<p style="text-align: center;">3 and 4</p>	<p><b>Discussions / conversation / dialogue</b> <b>Duration: 1 hr</b></p> <p><b>Teacher activities:</b> Use an audio /audio-visual text/ dialogue to demonstrate oral communication skills</p> <p><b>Learner activities:</b> Apply the following communication strategies in discussions /conversation/dialogue:</p> <ul style="list-style-type: none"> <li>• Initiating and sustaining conversations</li> <li>• Turn taking conventions</li> <li>• Filling in gaps and encouraging the speaker</li> <li>• Using negotiation skills to reach consensus</li> </ul>	<p><b>Introduction to text structures</b></p> <p><b>1 x Reading comprehension text</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Use newspaper/own source/textbook /prescribed text and other texts used across the curriculum to introduce learners to text structures</p> <p><b>Learner activities:</b> Identify the following text structures: Sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p><b>Literature: Novel / drama / short stories / poetry</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach key features and structure of the literary genre</p>	<p><b>1 x Essay:</b> Narrative / descriptive / argumentative <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach the features, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present essay</p>	<ul style="list-style-type: none"> <li>• Abbreviations and acronyms</li> <li>• Use a thesaurus and dictionary: <ul style="list-style-type: none"> <li>○ headword and spelling</li> <li>○ pronunciation</li> <li>○ etymology</li> </ul> </li> <li>• Roots, prefixes and suffixes to determine function and meaning of words</li> <li>• Noun, verbs, pronouns, adverbs</li> </ul>
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GRADE 10 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
5 and 6	<p><b>1x Listening Comprehension</b> Duration: 1hr Assess listening comprehension using written/oral/ audio texts</p>	<p><b>1 x Comprehension passage</b> Duration: 2 hrs</p> <p><b>Literature: Novel/drama / Short stories / poetry</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach key features and structure of the literary genre</p>	<p><b>Shorter transactional texts</b> Duration: 2 hrs <b>Writing a fax/email</b></p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan and draft text, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> <li>○ Types of nouns: <ul style="list-style-type: none"> <li>Simple</li> <li>Common</li> <li>Compound</li> <li>Concrete</li> <li>Abstract</li> <li>Collective</li> <li>Proper</li> <li>Gerund</li> <li>Derivative</li> </ul> </li> <li>○ Tense</li> </ul>
7 and 8	<p><b>Prepared Speech</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Introduce the public speaking techniques, structure and preparation process</p> <p><b>Learner activities:</b> Plan and research selected speech topic</p>	<p><b>1 x Comprehension passage</b> Duration: 2 hrs</p> <p><b>Literature: Novel/drama / Short stories / poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>Longer transactional texts:</b> <b>Friendly / formal letters (request / complaint / application / business)</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>● Noun: gender, plurals, diminutives and augmentatives</li> <li><b>Sentences and clauses:</b> <ul style="list-style-type: none"> <li>- main and subordinate clauses</li> </ul> </li> <li>● Simple sentence: subject, object and predicate</li> <li>● Conjunctions</li> <li>● Compound sentences</li> </ul>
9 and 10	<p><b>Prepared Speech</b> Duration: 1hr</p> <p><b>Teacher activities:</b> Check the first draft of prepared speech and gives feedback.</p> <p><b>Learner activities:</b> Plan and research selected speech topic</p>	<p><b>1 x Comprehension passage</b> Duration: 2 hrs</p> <p><b>Novel / Short stories/ Drama / Poetry</b> Duration: 2hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p>Writing:</p> <p><b>Teacher activities:</b> Feedback and remediation of written texts, i.e. essays, longer and shorter transactional writing texts</p>	<p><b>Language structure and use</b></p> <ul style="list-style-type: none"> <li>● Pronouns <ul style="list-style-type: none"> <li>Types: <ul style="list-style-type: none"> <li>- personal</li> <li>- possessive</li> <li>- reflexive</li> <li>- demonstrative</li> </ul> </li> </ul> </li> <li>● Interrogative</li> <li>● Punctuation marks</li> </ul>

Formal assessment tasks			
Task 1	Task 2	Task 3	Task 4
*Oral: Listening Comprehension	**Writing: Narrative / descriptive / argumentative essay	**Transactional writing: Longer and shorter texts	Test 1: Comprehension Summary Language Literature: Contextual Questions

**\*Oral:** Learners should do at least one reading, speaking and listening task during the year.

**\*\*Writing:** Choose one essay, one longer and one shorter transaction texts for the purpose of formal assessment at the end of the term.

GRADE 10 TERM 2				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
11 and 12	<p><b>Prepared speech</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Assess the prepared speeches</p> <p><b>Learner activities:</b> Present the speech</p>	<p><b>1 x Comprehension passage</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach summary skills</p> <p><b>Novel/Short stories/ Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>Longer transactional texts:</b> <b>Written speech</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Verb <ul style="list-style-type: none"> <li>○ main and auxiliary verbs</li> <li>○ Prefixes, roots and suffixes</li> <li>○ derivative verbs</li> <li>○ verbal extensions</li> <li>○ finite and non-finite words</li> <li>○ infinitive</li> <li>○ participles</li> </ul> </li> <li>• Synonyms and antonyms</li> <li>•</li> </ul>
13 and 14	<p><b>Prepared reading</b> Duration: 1 hr</p> <p><b>Teacher and learner activities:</b> Discussion of rubric and assessment criteria of prepared reading.</p> <p><b>Learner activities:</b> Choose their reading text and prepare for assessment</p>	<p><b>Summary Writing</b> <b>1 x reading passage</b> Duration: 2 hrs</p> <p><b>Teacher activity:</b> Teach summary skills</p> <p><b>Learner activities:</b> Summarise a passage</p> <p><b>Novel / Short stories/ Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach key features and structure of the literary essay.</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>1 x Essay:</b> Narrative / descriptive / argumentative Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach the features, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present essay.</p>	<ul style="list-style-type: none"> <li>• Tenses: <ul style="list-style-type: none"> <li>○ present</li> <li>○ present continuous</li> <li>○ perfect tense</li> <li>○ past tense</li> <li>○ future tenses</li> <li>○ concord</li> </ul> </li> <li>• Idioms</li> <li>• Idiomatic expressions</li> <li>• Proverbs</li> <li>• Figures of speech</li> <li>• Word choice</li> </ul>

15 and 16	<p><b>Prepared reading</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Assess the reading presentation</p> <p><b>Learner activities:</b> Present the reading text</p>	<p><b>Visual literacy: Advertising</b> Duration; 2 hrs <b>Teacher activity:</b> Teach concepts, features and language of advertising</p> <p><b>Novel/Short stories/Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>Shorter transactional texts</b> Duration: 2 hrs <b>Advertisement/poster / flyer</b></p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• The use of concord.</li> <li>• Prepositions / locatives</li> <li>• One word for a phrase</li> <li>• Punctuation marks</li> </ul>
	<b>GRADE 10 TERM 2</b>			
<b>SKILLS</b>				
	<b>Listening and speaking</b>	<b>Reading and viewing</b>	<b>Writing and presenting</b>	<b>Language structures and use</b>
<b>Weeks</b>	<b>CONTENT AND CONTEXT</b>			
17 and 18	<p><b>Give and follow directions and instructions</b> Duration: 1hr</p> <p><b>Teacher activities:</b> Teach the conventions</p> <p><b>Learner activities:</b> Present the activity</p>	<p><b>Visual Literacy – Advertising</b> Duration: 2hrs</p> <p><b>Learner activities:</b> Interpret, analyse, visualize text and complete exercise</p> <p><b>Novel/Short stories/Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>Shorter transactional texts</b> Duration: 2 hrs <b>Instructions/directions</b></p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Adjectives <ul style="list-style-type: none"> <li>- numerical</li> <li>- demonstrative</li> <li>- possessive</li> <li>- the article</li> <li>- positive, comparative, superlative</li> </ul> </li> <li>• Adverbs <ul style="list-style-type: none"> <li>- time</li> <li>- manner</li> <li>- place/locatives</li> </ul> </li> <li>• Negation</li> </ul>
	<b>Mid-year examinations</b>			
19 and 20	<b>Formal assessment tasks</b>			
	<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>	
	*Oral: Prepared speech	Literary Essay/Contextual questions	Mid-year examinations Paper 1:2 hours Paper 2: 2 hours Paper 3: 2 hours– <b>to be completed in May</b>	

\*Oral: Learners should do at least one reading, speaking and listening task during the year.

GRADE 10 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
21 and 22	<p>Meetings and meeting procedures <b>Duration: 1 hr</b></p> <p><b>Teacher activity:</b> Discuss the structures of the forms of communication</p> <p><b>Learner Activities:</b> Present activity</p>	<p><b>Summary Writing</b> <b>1 x reading passage</b> <b>Duration: 2 hrs</b> <b>Teacher activity:</b> Teach summary skills <b>Learner activities:</b> Summarise a passage</p> <p><b>1 x Comprehension passage</b> (Use visual texts) <b>Duration: 1 hr</b></p> <p><b>Novel / Short stories / Drama / Poetry</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activity</b> Introduce learners to key features of the genre <b>Learner activities:</b> Reading and critical analysis of text</p>	<p><b>Longer transactional text: Notice, agenda and minutes of a meeting</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach the features, format, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit and present text</p>	<ul style="list-style-type: none"> <li>• Ideophones</li> <li>• Interjectives</li> <li>• Direct and indirect speech</li> <li>• One word for a phrase</li> <li>• Punctuation marks</li> </ul>
23 and 24	<p><b>Storytelling</b></p> <p>Group discussion <b>Duration: 1 hr</b></p> <p><b>Teacher activity:</b> Teach learners the style of storytelling</p> <p><b>Learner Activities:</b> Present activity</p>	<p><b>Novel/Short stories / Drama / Poetry</b> <b>Duration: 4 hrs</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>1 x Essay:</b> Narrative / descriptive / argumentative <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach the features, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present essay</p>	<p><b>Sentence structure :</b></p> <ul style="list-style-type: none"> <li>• Types <ul style="list-style-type: none"> <li>○ Simple sentence</li> <li>○ Compound sentence</li> <li>○ Complex sentence</li> </ul> </li> <li>• Differences between sentences, phrases and clauses <ul style="list-style-type: none"> <li>○ noun phrase</li> <li>○ adverbial phrase</li> <li>○ adjectival phrase</li> </ul> </li> <li>• WH questions – <b>Who, When, Where, How/</b> Interrogatives</li> </ul>



<p style="text-align: center;">25 and 26</p>	<p>Debates / interview/ dialogue  <b>Duration: 1 hr</b></p> <p><b>Teacher activity:</b>  Discuss the structures of the forms of communications</p> <p><b>Learner Activities:</b>  Present activity</p>	<p><b>1 x Comprehension passage</b>  (Visual and written texts)  <b>Duration: 2 hrs</b></p> <p><b>Novel/ Short stories / Drama / Poetry</b>  <b>Duration: 2 hrs</b></p> <p><b>Teacher and learner activities:</b>  Reading and critical analysis of text</p>	<p><b>Longer transactional texts:</b></p> <p><b>Written interview/ dialogue</b>  <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b>  Teach the features, writing process, formats, and introduce writing topic/s</p> <p><b>Learner activities:</b>  Plan, draft revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Direct and indirect speech</li> <li>• Polysemes, homonyms, antonyms  homophones, puns, malapropisms and one word for a phrase</li> <li>• Idiomatic expressions, idioms and proverbs – figurative language</li> </ul>
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GRADE 10 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
27 and 28	<p><b>Reading: Reading aloud</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Discuss the criteria and conventions for reading aloud.</p> <p><b>Learner Activities:</b> Reading text</p>	<p><b>1 x Comprehension passage</b> (Use visual and written texts) <b>Duration: 2 hrs</b></p> <p><b>Novel/Short stories/Drama / Poetry</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>1 x Essay:</b> Narrative / descriptive / argumentative <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach the features, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present essay</p>	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Types of clauses: <ul style="list-style-type: none"> <li>○ adjectival clauses</li> <li>○ adverbial clauses</li> <li>○ relative clauses</li> </ul> </li> <li>• Exclamations</li> </ul>
29 and 30	<p><b>Critical listening</b> Duration: 1 hr</p> <p><b>Teacher activity:</b> Discuss the criteria for critical listening and play an audio clip of 5 minutes.</p> <p><b>Learner Activities:</b> Listen to audio clip and respond to questions on text</p>	<p><b>1 x Comprehension passage</b> (Critical language awareness in texts)</p> <p><b>Novel/Short stories / Drama / Poetry</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>Shorter transactional texts:</b> <b>Postcard / diary entry</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, edit, revise, edit, proofread and present essay</p>	<p><b>Critical language awareness</b></p> <ul style="list-style-type: none"> <li>• Fact and opinion</li> <li>• Denotative and connotative meaning, implied meaning</li> <li>• Bias</li> <li>• Stereotypes</li> <li>• Emotive language</li> <li>• Persuasive and manipulative language</li> <li>• Alternative ways of expression</li> </ul>
	<b>Formal assessment tasks</b>			
	<b>Task 8</b>	<b>Task 9</b>	<b>Task 10</b>	
	**Writing: Essay	*Oral: Prepared reading	Test 2 Comprehension Summary Language Literature: Contextual questions	

**\*Oral:** Learners should do at least one reading, speaking and listening task during the year.

**\*\*Writing:** Choose one essay for the purpose of formal assessment at the end of the term.

GRADE 10 TERM 4				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
31 and 32	<p>Introducing a speaker / vote of thanks <b>Duration: 1 hr</b></p> <p><b>Teacher activities:</b> Teach the conventions</p> <p><b>Learner activities:</b> Present the activity</p>	<p><b>1 x Comprehension passage</b> (Visual and written texts) <b>Duration: 2 hrs</b></p> <p><b>Novel/Short stories/ Drama / Poetry</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>Longer transactional text:</b> <b>Curriculum vitae and covering letter</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach the features, format, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit and present</p>	<ul style="list-style-type: none"> <li>• The article and the infinitive</li> <li>• Modal verbs</li> <li>• Fact and opinion</li> <li>• Bias</li> <li>• Stereotypes</li> </ul>
33 and 34	<p><b>Prepared Speech</b> <b>Duration: 1 hr</b></p> <p><b>Teacher activities:</b> Teach conventions and features of a speech. Discuss the assessment criteria.</p> <p><b>Learner activities:</b> Practise the conventions and prepare</p>	<p><b>Novel/Short stories/ Drama / Poetry</b> <b>Duration: 4 hrs</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>Longer transactional text: Written interview/ dialogue</b></p> <p><b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach the features, format, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit and present</p>	<ul style="list-style-type: none"> <li>• Negative forms</li> <li>• Active and passive voice and analyse their functions in texts</li> <li>• Persuasive and manipulative language</li> </ul>
35 and 36	<p><b>Prepared speech</b> <b>Duration: 1 hr</b></p> <p><b>Teacher activities:</b> Assess the speeches</p> <p><b>Learner activities:</b> Present the speech</p>	<p><b>Novel / Short stories / Drama / Poetry</b> <b>Duration: 4 hrs</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of text</p>	<p><b>Shorter transactional texts:</b> Filling- in of forms / Application form/ <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach the features, format, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit and present</p>	<ul style="list-style-type: none"> <li>• Direct and indirect speech</li> <li>• Persuasive and manipulative language</li> </ul>

37 and 38		<b>Prepare for examination</b> <b>Reading and viewing:</b> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Literature: <ul style="list-style-type: none"> <li>○ Novel / Short stories</li> <li>○ Drama</li> <li>○ Poems</li> </ul> </li> </ul>	<b>Prepare for examination</b> <b>Writing and presenting:</b> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Longer transactional texts</li> <li>• Shorter transactional texts</li> </ul>	<b>Prepare for examination:</b> <ul style="list-style-type: none"> <li>• Language structures (words and sentences in context)</li> <li>• Critical language awareness</li> </ul>
39 and 40	<b>End of the year examinations</b>			
	<b>Formal assessment tasks</b>			
	<b>Task 11</b>	<b>Task 12</b>		
	Literature: Essay/ Contextual questions	End of the year examinations: Paper 1: (2 hrs) Paper 2: (2 hrs) Paper 3: (2 hrs) – To be completed in October Paper 4: Orals		

GRADE 11 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
1 and 2	<p>1 x Listening comprehension: Duration: 1 hour</p> <p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Teach listening skills.</li> <li>• Read a text of 300 - 350 words from a newspaper/own source/literature / textbook</li> </ul> <p><b>Learner activities:</b></p> <ul style="list-style-type: none"> <li>• record main and supporting ideas by making notes / checklists</li> <li>• paraphrase /retell/ explain listening text to show understanding</li> </ul>	<p>Introduction to key features of text</p> <p>1 x Reading text Duration: 2 hrs</p> <p><b>Teacher activities:</b> Use newspaper/own source/textbook / approved/ prescribed text to introduce learners to key features of a text.</p> <p><b>Novel / Short stories / Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Revise key features of literary texts</p>	<p>1 x Longer Transactional Text: <b>Informal or Formal letter (of sympathy/ complaint / thanks / business (ordering / marketing))</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach the features, format, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Spelling patterns and rules <ul style="list-style-type: none"> <li>○ Introduce spelling patterns and rules</li> <li>○ Compile a personal spelling list of at least 35 words comprising: <ul style="list-style-type: none"> <li>▪ Words – new and complex</li> <li>▪ Borrowed and inherit words</li> <li>▪ Neologisms</li> </ul> </li> </ul> </li> </ul>

<p style="text-align: center;">3 and 4</p>	<p><b>Panel discussions / forum discussions / interview</b>  <b>Duration: 1 hr</b></p> <p><b>Teacher activities:</b>  Use an audio /audio-visual text/ dialogue to demonstrate oral communication skills</p> <p><b>Learner activities:</b>  Apply the following communication strategies in discussions / conversation / dialogue:</p> <ul style="list-style-type: none"> <li>• Initiating and sustaining conversations</li> <li>• Turn taking conventions</li> <li>• Filling in gaps and encouraging the speaker</li> <li>• Using negotiation skills to reach consensus</li> </ul>	<p><b>Introduction to text structures</b></p> <p><b>1 x Reading comprehension passage</b>  <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b>  Use newspaper/own source/textbook /prescribed text and other texts used across the curriculum to introduce learners to text structures</p> <p><b>Learner activities:</b>  Identify the following text structures: Sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p><b>Novel / Short stories / Drama / Poetry</b>  <b>Duration: 2 hrs</b></p> <p><b>Teacher and learner activities:</b>  Reading and critical analysis of text</p>	<p><b>1 x Essay:</b>  Reflective / discursive / argumentative  <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b>  Teach the features, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b>  Plan, draft, revise, edit, proofread and present essay.</p>	<ul style="list-style-type: none"> <li>• Abbreviations and acronyms</li> <li>• Use a thesaurus and dictionary: <ul style="list-style-type: none"> <li>○ headword and spelling</li> <li>○ pronunciation</li> <li>○ etymology</li> </ul> </li> <li>• Roots, prefixes and suffixes to determine function and meaning of words</li> <li>• Noun, verbs, conjunctions and other cohesive devices such as pronouns and adverbs</li> </ul>
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GRADE 11 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
5 and 6	<p><b>1x Listening Comprehension</b> Duration: 1hr</p> <p>Assess listening comprehension using written / oral / audio texts</p>	<p><b>1 x Reading Comprehension passage: Class discussion/ activity</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b></p> <ul style="list-style-type: none"> <li>Teacher reads selected text from a textbook or own source</li> <li>Apply appropriate reading strategies to facilitate understanding.</li> <li>Answer questions based on text read orally.</li> <li>Homework: Learners answer questions in writing.</li> </ul> <p><b>2 x prescribed literature texts:</b> Duration: 2 hrs</p> <p>Drama/Novel/ Short stories / Poetry</p> <p><b>Learner and teacher activities:</b> Reading and critical analysis of selected text</p>	<p><b>Shorter transactional texts</b> Duration: 2 hrs</p> <p><b>Advertisement/poster / flyer</b></p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text.</p>	<p>Types of nouns: simple, common, complex, compound, concrete, abstract, collective, locative, countable, uncountable, proper, gerund, derivative</p> <ul style="list-style-type: none"> <li>○ Tense</li> <li>○ Concord</li> </ul>
7 and 8	<p><b>Prepared Speech</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Revise public speaking techniques, structure and preparation process</p> <p><b>Learner activities:</b> Plan and research selected speech topic</p>	<p><b>Summary Writing</b> <b>1 x reading passage</b> Duration: 2 hrs</p> <p><b>Teacher activity:</b> Teach summary skills</p> <p><b>Learner activities:</b> Summarise a passage</p> <p><b>Teacher activity:</b> Teach summary skills</p> <p><b>Learner activities:</b> Summarise a passage</p> <p><b>Literature: Novel/drama/Short stories / poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Longer transactional texts:</b> <b>Written speech</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Nouns: gender, plurals, diminutives and augmentatives</li> <li>• <b>Sentences and clauses:</b> main and subordinate clauses</li> <li>• Simple sentence: <ul style="list-style-type: none"> <li>○ subject, object and predicate</li> </ul> </li> <li>• Compound sentences</li> <li>• Complex sentences</li> </ul>

GRADE 11 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
9 and 10	<b>Prepared Speech</b> <b>Duration: 1 hr</b>  <b>Teacher activities:</b> Guide learners with the first draft of prepared speech  <b>Learner activities:</b> Plan and research selected speech topic	<b>1 x Reading</b> <b>Comprehension passage:</b> <b>Class activity</b> <b>Duration: 2 hrs</b> <b>Learner activities:</b> Feedback and remediation.  <b>Novel / Short stories / Drama / Poetry</b> <b>Duration: 2 hrs</b>  <b>Teacher and learner activities:</b> Reading and critical analysis of selected text	<b>Writing:</b>  Feedback and remediation on essays, longer and shorter transactional texts.	<ul style="list-style-type: none"> <li>• Pronouns               <ul style="list-style-type: none"> <li>○ Types:                   <ul style="list-style-type: none"> <li>- personal</li> <li>- possessive</li> <li>- reflexive</li> <li>- indefinite</li> <li>- quantitative</li> <li>- relative</li> <li>- demonstrative</li> </ul> </li> </ul> </li> <li>• Interrogative</li> <li>• Punctuation marks</li> </ul>
	Formal assessment tasks			
	Task 1	Task 2	Task 3	Task 4
	<b>Writing:</b> Essay	<b>*Oral:</b> Listening Comprehension	Literature: Essay/ Contextual questions	Test 1: Comprehension Summary Language *Literature (Contextual)

**\*Oral:** Learners should do at least one reading, speaking and listening task during the year.



GRADE 11 TERM 2				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
11 and 12	<p><b>Prepared speech</b> Duration: 1 hr</p> <p><b>Teacher activity:</b> Teach features of speech</p> <p><b>Learner activities:</b> Present prepared speech</p>	<p><b>1 x Reading Comprehension passage: Individual activity</b> Duration: 2 hrs</p> <p><b>Learner activities:</b> Read selected text from a textbook or teacher's own source. Apply appropriate reading strategies to facilitate understanding. Answer questions based on text read.</p> <p><b>Novel/Short stories/ Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Revise the features of the literary essay</p> <p><b>Learner activities:</b> Write literary essay</p>	<p><b>1 x Longer Transactional Text:</b> <b>Informal or Formal letter (of sympathy/ complaint / thanks / business (ordering / marketing))</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach the features, format, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Verb <ul style="list-style-type: none"> <li>○ main and auxiliary verbs</li> <li>○ transitive and intransitive</li> <li>○ Prefixes, roots and suffixes</li> <li>○ derivative verbs</li> <li>○ verbal extensions</li> <li>○ finite and non-finite words</li> <li>○ infinitive</li> <li>○ participles</li> </ul> </li> <li>• Synonyms and antonyms</li> <li>• Paronyms</li> <li>• One word for a phrase</li> <li>• Punctuation marks</li> </ul>
13 and 14	<p><b>Prepared speech</b> Duration: 1 hr</p> <p><b>Teacher activity:</b> Assess speeches</p> <p><b>Learner activities:</b> Present prepared speech</p>	<p><b>Summary Writing</b> <b>1 x reading passage</b> Duration: 2 hrs</p> <p><b>Teacher activity:</b> Teach summary skills</p> <p><b>Learner activities:</b> Summarise a passage</p> <p><b>Novel / Short stories/ Drama /Poetry</b> Duration: 4 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Shorter transactional text:</b> Diary entries (1-2 entries) / instructions / directions Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach the features, format, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Tenses: <ul style="list-style-type: none"> <li>○ present</li> <li>○ present continuous</li> <li>○ perfect tense</li> <li>○ past tense</li> <li>○ future tenses</li> <li>○ concord</li> </ul> </li> <li>• Idioms,</li> <li>• Proverbs</li> <li>• Figures of speech</li> <li>• Word choice</li> </ul>

GRADE 11 TERM 2				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
15 and 16	<p><b>Meeting and meeting procedures</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Teach meeting procedures:</p> <ul style="list-style-type: none"> <li>• role of the chair person, scribe, etc.</li> <li>• Opening and closing</li> <li>• Making a motion</li> <li>• Noting a speaker</li> <li>• Reaching a consensus</li> <li>• Minutes</li> <li>• Attendance register etc.</li> </ul> <p><b>Learner activities:</b> Simulate meetings, applying appropriate meeting procedures</p>	<p><b>1 x Reading Comprehension passage:</b> <b>Class activity</b> Duration: 2 hrs <b>Learner activities:</b> Learners discuss, compare and present their answers in class.</p> <p><b>Novel / Short stories / Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>1 x Longer Transactional Text:</b> <b>Meeting procedures and documentation: Notice, agenda and minutes\</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach the features, format, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• The use of concord.</li> <li>• Prepositions / locatives</li> <li>• Tense</li> <li>• Direct and indirect speech</li> </ul>
17 and 18	<p><b>Meeting and meeting procedures</b> Duration: 1 hr</p> <p><b>Learner activities:</b> Simulate meetings, applying appropriate meeting procedures</p>	<p><b>Visual Literacy – Advertising:</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach advertising skills. Present examples of advertisements</p> <p><b>Learner activities:</b> Present examples of ads they know and explain why the advertisements were successful / unsuccessful</p> <p><b>Novel / Short stories / Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>1 x Essay:</b> Reflective / discursive / argumentative Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach the features, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present essay.</p>	<ul style="list-style-type: none"> <li>• Adjectives <ul style="list-style-type: none"> <li>- numerical</li> <li>- demonstrative</li> <li>- possessive</li> <li>- interrogative</li> <li>- indefinite</li> <li>- to indicate order</li> <li>- descriptive</li> <li>- the article</li> <li>- positive, comparative, superlative</li> <li>- attributive and predicative</li> </ul> </li> <li>• Adverbs <ul style="list-style-type: none"> <li>- time</li> <li>- manner</li> <li>- place/locatives</li> <li>- enumerative</li> <li>- reason</li> </ul> </li> <li>• Negation</li> <li>• Conjunctions</li> </ul>

<b>19 and 20</b>	<b>Mid-year examinations</b>
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<b>Formal assessment task</b>			
<b>Total:</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>
<b>320 marks</b>	Writing: **Longer and Shorter Transactional Texts:	Literature: Essay/Contextual questions	Mid-year examinations Paper 1: (2 hrs) Paper 2: (2 hrs) Paper 3: (2½hrs) – <b>To be completed in May</b>

**\*\*Writing:** Choose one of the two longer transactional texts for the purpose of formal assessment at the end of the term.

GRADE 11 TERM 3				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
CONTENT AND CONTEXT				
21 and 22	<p><b>Prepared reading:</b> Reading aloud (Approved / prescribed literature texts) Duration: 1 hr</p> <p><b>Teacher activities:</b> Assess reading using rubric</p> <p><b>Learner activities:</b> Read aloud from selected extracts from prescribed literature texts</p>	<p><b>1 x Reading Comprehension passage</b> (Use visual texts) Duration: 2 hrs <b>Teacher activities:</b> Use cartoons, posters and magazines/newspapers to teach key features of visual literacy.</p> <p><b>Novel /Short stories/Drama / Poetry</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text Duration: 2 hrs</p>	<p><b>Shorter transactional texts:</b> Postcard / poster /fax / email Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach the features, format, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Ideophones / homophones</li> <li>• Interjectives/ exclamations</li> <li>• Interrogatives / question forms</li> <li>• Direct and indirect speech</li> </ul>
23 and 24	<p><b>Prepared reading:</b> Reading aloud (Approved / prescribed literature texts) Duration: 1 hr</p> <p><b>Teacher activities:</b> Assess reading using rubric</p> <p><b>Learner activities:</b> Read aloud from selected extracts from prescribed literature texts</p>	<p><b>1 x Reading Comprehension passage</b> (Visual texts) Duration: 2 hrs</p> <p><b>Learner activities:</b> Answer questions based on the visual text</p> <p><b>Novel / Short stories / Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Essay: Discursive / argumentative / reflective</b> Duration: 2 hours</p> <p><b>Teacher activities:</b> Teach the features, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present essay.</p>	<p><b>Sentence structure:</b></p> <ul style="list-style-type: none"> <li>• Types <ul style="list-style-type: none"> <li>○ Simple sentence</li> <li>○ Compound sentence</li> <li>○ Complex sentence</li> </ul> </li> <li>• Differences between sentences, phrases and clauses <ul style="list-style-type: none"> <li>○ noun phrase</li> <li>○ adverbial phrase</li> <li>○ adjectival phrase</li> </ul> </li> </ul> <p><b>WH questions –</b> Who, When, Where, How, etc./interrogatives</p>

GRADE 11 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
25 and 26	<p><b>Storytelling</b> and / or</p> <p>Group discussion <b>Duration: 1 hr</b></p> <p><b>Teacher activity:</b> Teach learners the style of storytelling</p> <p><b>Learner Activities:</b> Present activity</p>	<p><b>1 x Comprehension passage</b> (Visual and written texts) <b>Duration: 2 hrs</b></p> <p><b>Teacher and learner activities:</b> Feedback and remediation</p> <p><b>Novel/ Short stories/Drama / Poetry</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Longer transactional texts: Friendly / formal letters (request / complaint / application / business)</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Paronyms, polysemes, homonyms, antonyms, homophones, puns, malapropisms and one word for a phrase</li> <li>• Idiomatic expressions, idioms and proverbs – figurative language</li> </ul>
27 and 28	<p><b>Prepared reading: Reading aloud</b> <b>Duration: 1 hr</b></p> <p><b>Teacher activities:</b> Discuss the criteria for prepared reading and give learners a text</p> <p><b>Learner Activities:</b> Read text</p>	<p><b>1 x Reading Comprehension passage</b> (Use visual and written texts) <b>Duration: 2 hrs</b></p> <p><b>Teacher and learner activities:</b> Discuss questions and answers based on the texts. Learners answer questions of the same text individually.</p> <p><b>Novel / Short stories / Drama / Poetry</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Shorter transactional texts: Postcard / poster / fax / email</b> <b>Duration: 2 hrs</b></p> <p><b>Learner activities:</b> <b>Teacher activities:</b> Teach the features, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> <li>• Types of clauses: <ul style="list-style-type: none"> <li>○ adjectival clauses</li> <li>○ adverbial clauses: time, manner, condition, concession, reason, clause, purpose, result, comparison and degree</li> <li>○ relative clauses</li> </ul> </li> <li>• Ideophones</li> <li>• Exclamations</li> </ul>

GRADE 11 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
29 and 30	<p><b>Critical listening</b></p> <p><b>Duration : 1hour</b></p> <p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Teach critical listening skills.</li> <li>• Read a text of 300 - 350 words from a newspaper/own source/literature/textbook</li> </ul> <p><b>Learner activities:</b> Identify;</p> <ul style="list-style-type: none"> <li>• Bias</li> <li>• Stereotypes</li> <li>• Emotive language</li> <li>• Persuasive and manipulative language</li> </ul>	<p><b>1 x Reading Comprehension passage</b> (Critical language awareness in texts)</p> <p><b>Duration: 2 hours</b></p> <p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>• Teach aspects of critical language awareness.</li> <li>• Use selected text to demonstrate critical language use.</li> <li>• Set questions on another text.</li> </ul> <p><b>Learner activities:</b> Answer questions on another text selected by the teacher.</p> <p><b>Novel/Short stories/Drama / Poetry</b> <b>Duration: 2 hours</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Writing:</b> Feedback and remediation on essays, longer and shorter transactional texts</p>	<p><b>Critical language awareness</b></p> <ul style="list-style-type: none"> <li>• Fact and opinion</li> <li>• Denotative and connotative meaning, implied meaning</li> <li>• Bias</li> <li>• Stereotypes</li> <li>• Emotive language</li> <li>• Persuasive and manipulative language</li> <li>• Alternative ways of expression</li> </ul>
<b>Total:</b>	<b>Formal assessment tasks</b>			
	<b>Task 8</b>	<b>Task 9</b>	<b>Task 10</b>	
160	*Oral: Prepared reading	Writing: Essay	Test 2 Comprehension Summary Language Literature	

\*Oral: Learners should do at least one reading, speaking and listening task during the year.

GRADE 11 TERM 4				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
31 and 32	<p><b>Introducing a speaker/vote of thanks</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Introduce appropriate forms of communication for social purposes.</p> <p><b>Learner activities:</b> Apply communication skills to introduce a speaker/give vote of thanks.</p>	<p><b>1 x Reading Comprehension passage</b> (Visual and written texts) Duration: 2 hrs</p> <p><b>Teacher activities:</b> Provides questions based on visual and written texts Discuss questions and answers based on the texts.</p> <p><b>Learner activities:</b> Learners answer questions of the same text individually.</p> <p><b>Novel/Short stories/Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Essay: Argumentative / reflective / discursive</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Revise features, writing process, introduce writing topic/s and assessment criteria</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present essay</p>	<ul style="list-style-type: none"> <li>• The article and the infinitive</li> <li>• Modal verbs</li> <li>• Persuasive and manipulative language</li> <li>• Alternative ways of expression</li> </ul>
33 and 34	<p><b>Prepared speech</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Assess the prepared speeches</p> <p><b>Learner activities:</b> Present the speech</p>	<p><b>Summary Writing</b> <b>1 x reading passage</b> Duration: 2 hrs</p> <p><b>Teacher activity:</b> Teach summary skills</p> <p><b>Learner activities:</b> Summarise a passage</p> <p><b>Novel/Short stories/Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Longer transactional texts: Friendly / formal letters (request / complaint / application / business) /dialogue/ speech/ written interview</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Revise format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Negative forms</li> <li>• Active and passive voice and analyse their functions in texts</li> <li>• Persuasive and manipulative language</li> <li>• Alternative ways of expression</li> </ul>

35 and 36	<p><b>Prepared speech</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Assess the speeches</p> <p><b>Learner activities:</b> Present the speech</p>	<p><b>Novel/Short stories/Drama / Poetry</b> Duration: 4 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Shorter transactional texts</b> Duration: 2 hrs <b>Advertisement/ poster / flyer/diary entry/ instructions/directions</b></p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> <li>• Direct and indirect speech</li> <li>• Persuasive and manipulative language</li> <li>• Alternative ways of expression</li> </ul>
37 and 38		<p>Prepare for examination: Reading and viewing: Reading comprehension Summary Literature: Novel / Short stories Drama / film study Poems</p>	<p>Prepare for examination:</p> <ul style="list-style-type: none"> <li>• Writing and presenting:</li> <li>• Essays</li> <li>• Longer transactional texts</li> <li>• Shorter transactional; texts</li> </ul>	<p>Prepare for examination:</p> <ul style="list-style-type: none"> <li>• Language structures and use:</li> <li>• Language structures (words and sentences in context)</li> <li>• Critical language awareness</li> </ul>
39 and 40	<b>End of the year examinations</b>			

GRADE 11 TERM 4			
Formal assessment tasks			
	Task 11	Task 12	Task 13
	Writing: Essay	*Oral: Prepared speech	<p>End of the year examinations: Paper 1: (2 hrs) Paper 2: (2 hrs) Paper 3: (2½hrs) – To be completed in October Paper 4: Orals</p>

\*Oral: Learners should do at least one reading, speaking and listening task during the year.



GRADE 12 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
1 and 2	<p><b>1 x Listening comprehension:</b> <b>Duration: 1 hour</b></p> <p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>Revise listening skills.</li> <li>Read a text from a newspaper/own source/literature/textbook</li> <li>Assess listening comprehension using written/oral/ audio texts</li> </ul> <p><b>Learner activities:</b></p> <ul style="list-style-type: none"> <li>record main and supporting ideas by making notes / checklists paraphrase /retell/ explain listening text to show understanding</li> </ul>	<p><b>Introduction to key features of text</b></p> <p><b>1 x Reading text</b> <b>1 x Literature text</b> <b>Duration: 4 hrs</b></p> <p><b>Teacher activities:</b> Use newspaper/own source/textbook / prescribed text to introduce learners to key features of a text and parts of a book.</p> <p><b>Learner activities:</b> Learners identify parts of a book / text features</p>	<p><b>1 x Longer Transactional Text: Formal letter of application and CV / request/complaint / thanks / business ordering/marketing)</b></p> <p><b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach features, format, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> <li>Spelling patterns and rules <ul style="list-style-type: none"> <li>Introduce spelling patterns and rules</li> <li>Compile a personal spelling list of at least 35 words comprising: <ul style="list-style-type: none"> <li>Words – new and complex;</li> <li>Borrowed and inherited words</li> <li>Neologisms</li> </ul> </li> </ul> </li> </ul>

<p style="text-align: center;">3 and 4</p>	<p><b>Reading aloud:</b> <b>Prepared reading</b></p> <p><b>Duration: 1 hr</b></p> <p><b>Teacher activities:</b> Assess reading using selected texts and rubric</p> <p><b>Learner activities:</b> Read aloud from given texts</p>	<p><b>Introduction to text structures</b></p> <p><b>1 x Reading comprehension text</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Use newspaper/own source/textbook / prescribed text and other texts used across the curriculum to introduce learners to text structures</p> <p><b>Learner activities:</b> Identify the following text structures: Sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p><b>Literature: Novel/drama / Short stories / poetry</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach key features and structure of the literary genre</p>	<p><b>1 x Reflective / narrative / argumentative / discursive / descriptive essay</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Teach the features, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> <li>• Abbreviations and acronyms</li> <li>• Use a thesaurus and dictionary: <ul style="list-style-type: none"> <li>○ headword and spelling</li> <li>○ pronunciation</li> <li>○ etymology</li> </ul> </li> <li>• Roots, prefixes and suffixes to determine function and meaning of words</li> <li>• Noun, verbs, conjunctions and other cohesive devices such as pronouns, adverbs</li> </ul>
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GRADE 12 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
5 and 6	<p><b>Prepared Speech</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Revise public speaking techniques, structure and preparation process</p> <p><b>Learner activities:</b> Plan and research selected speech topic</p>	<p><b>1 x Reading Comprehension passage: Class discussion/ activity</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Teacher reads selected text from a textbook or own source. Apply appropriate reading strategies to facilitate understanding. Answer questions based on text read orally. Homework: Learners answer questions in writing.</p> <p><b>2 x Prescribed literature texts: Drama/Novel/ Short stories / Poetry</b></p> <p><b>Duration: 2 hrs</b> Revise key features of literary texts Reading and critical analysis of selected text</p>	<p><b>1 x Shorter Transactional Text: Invitation cards / directions / instructions</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach features, format, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<p>Types of nouns: simple, common, complex, compound, concrete, abstract, collective, locative, countable, uncountable, proper, gerund, derivative</p> <ul style="list-style-type: none"> <li>• Tense</li> <li>• Concord</li> </ul>

7 and 8	<p><b>Prepared speech</b> Duration: 1 hr</p> <p><b>Teacher activity:</b> Assess speeches</p> <p><b>Learner activities:</b> Present prepared speech</p>	<p><b>1 x Reading Comprehension passage: Individual activity</b> Duration: 2 hrs</p> <p><b>Learner activities:</b> Read selected text from a textbook or teacher's own source. Apply appropriate reading strategies to facilitate understanding. Answer questions based on text read.</p> <p><b>Literature: Novel/drama/Short stories / poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>1 x Longer Transactional Text: Formal letter of application and CV/ request /complaint /thanks/ business (ordering/ marketing)/ dialogue/ reviews/ reports (formal or informal)</b></p> <p>Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Nouns: gender, plurals, diminutives and augmentatives</li> <li>• Sentences and clauses: main and subordinate clauses</li> <li>• Simple sentence: subject, object and predicate</li> <li>• Compound sentences</li> <li>• Complex sentences</li> </ul>
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GRADE 12 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
9 and 10	<b>Prepared speech</b> Duration: 1 hr  <b>Teacher activity:</b> Assess speeches  <b>Learner activities:</b> Present prepared speech	<b>1 x Reading Comprehension passage: Class activity</b> Duration: 2 hrs <b>Learner activities:</b> Feedback and remediation.  <b>Novel/Short stories/Drama / Poetry</b> Duration: 2 hrs  <b>Teacher and learner activities:</b> Reading and critical analysis of selected text	<b>1 x Reflective / narrative / argumentative / discursive / descriptive essay</b> Duration: 2 hrs  <b>Teacher activities:</b> Teach the features, writing process and introduce writing topic/s  <b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text.	<b>Language structure and use</b> <ul style="list-style-type: none"> <li>• Pronouns Types: -personal -possessive -reflective -indefinite -quantitative -relative -demonstrative</li> <li>• Interrogative</li> <li>• Punctuation marks</li> </ul>
	Formal assessment tasks			
	Task1	Task 2	Task 3	Task 4
	*Oral: Listening Comprehension	**Writing: Essay	**Writing: Transactional writing: Longer and shorter transactional texts	Test 1: Comprehension Language Summary and Literature: Contextual questions

\*Oral: Learners should do at least one reading, speaking and listening task during the year.

\*\*Writing: Choose one essay, one longer and one shorter transaction texts for the purpose of formal assessment at the end of the term.

GRADE 12 TERM 2				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
11 and 12	<p><b>Prepared reading:</b> Reading aloud (Prescribed literature texts/magazines/newspapers/ learner's own source) Duration: 1 hr</p> <p><b>Teacher activities:</b> Assess reading using rubric</p> <p><b>Learner activities:</b> Read aloud from selected extracts from prescribed literature texts</p>	<p><b>1 x Reading Comprehension passage:</b> <b>Individual activity</b> Duration: 2 hrs <b>Learner activities:</b> Read selected text from a textbook or teacher's own source. Apply appropriate reading strategies to facilitate understanding. Answer questions based on text read.</p> <p><b>Novel/Short stories/ Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Shorter transactional texts</b> <b>Diary entries/ directions/ instructions</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach the features, format, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> <li>• Verb <ul style="list-style-type: none"> <li>○ main and auxiliary verbs</li> <li>○ transitive and intransitive</li> <li>○ Prefixes, roots and suffixes</li> <li>○ derivative verbs</li> <li>○ verbal extensions</li> <li>○ finite and non finite words</li> <li>○ infinitive</li> <li>○ participles</li> </ul> </li> <li>• Synonyms and antonyms</li> <li>• Paronyms</li> <li>• One word for a phrase</li> <li>• Punctuation marks</li> </ul>
13 and 14	<p><b>Prepared reading</b> Reading aloud (Prescribed literature texts/magazines / newspapers / learner's own source) Duration: 1 hr</p> <p><b>Teacher activities:</b> Assess reading using rubric</p> <p><b>Learner activities:</b> Read aloud from selected extracts from prescribed literature texts</p>	<p><b>Summary Writing</b> <b>1 x reading passage</b> Duration: 2 hrs <b>Teacher activity:</b> Teach summary skills <b>Learner activities:</b> Summarise a passage</p> <p><b>Novel / Short stories/ Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>1 x Reflective / narrative / argumentative / discursive / descriptive essay</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach the features, the writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present essay.</p>	<ul style="list-style-type: none"> <li>• Tenses: <ul style="list-style-type: none"> <li>○ present</li> <li>○ present continuous</li> <li>○ perfect tense</li> <li>○ past tense</li> <li>○ future tenses</li> </ul> </li> <li>• Concord</li> <li>• Idioms</li> <li>• Idiomatic expressions</li> <li>• Proverbs</li> <li>• Figures of speech</li> <li>• Word choice</li> </ul>

GRADE 12 TERM 2				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
15 and 16	<p><b>Prepared speech</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Revise public speaking techniques, structure and assessment criteria</p> <p><b>Learner activities:</b> Present prepared speech</p>	<p><b>1 x Reading Comprehension passage: Class activity</b> Duration: 2 hrs</p> <p><b>Learner activities:</b> Learners discuss, compare and present their answers in class.</p> <p><b>Novel/Short stories/Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Longer transactional texts:</b> <b>Friendly or formal letters (to the press/ application/ business/complaint/request) /magazine/ newspaper articles/ columns/reports (formal or informal)</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach format, features , writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<p><b>Sentence structure:</b></p> <ul style="list-style-type: none"> <li>• Types <ul style="list-style-type: none"> <li>○ Simple sentence</li> <li>○ Compound sentence</li> <li>○ Complex sentence</li> </ul> </li> <li>• Differences between sentences, phrases and clauses <ul style="list-style-type: none"> <li>○ noun phrase</li> <li>○ adverbial phrase</li> <li>○ adjectival phrase</li> </ul> </li> </ul> <p><b>WH questions – Who, When, Where, How / Interrogatives</b></p> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Prepositions</li> </ul>
17 and 18	<p><b>Prepared speech</b> Duration: 1 hr</p> <p><b>Teacher activities:</b> Revise public speaking techniques, structure and assessment criteria</p> <p><b>Learner activities:</b> Present prepared speech</p>	<p><b>Visual Literacy – Advertising:</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach advertising skills. Present examples of advertisements.</p> <p><b>Learner activities:</b> Present examples of advertisements they know and explain why the advertisements were successful / unsuccessful.</p> <p><b>Novel/Short stories / Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Shorter transactional texts</b> <b>Advertisement/ poster/ flyer</b> Duration: 2 hrs</p> <p><b>Teacher activities:</b> Teach the features, format, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Adjectives <ul style="list-style-type: none"> <li>- numerical</li> <li>- demonstrative</li> <li>- possessive</li> <li>- interrogative</li> <li>- indefinite</li> <li>- to indicate order</li> <li>- descriptive</li> <li>- the article</li> <li>- positive, comparative, superlative</li> <li>- attributive and predicative</li> </ul> </li> <li>• Adverbs <ul style="list-style-type: none"> <li>- time</li> <li>- manner</li> <li>- place/locatives</li> <li>- enumerative</li> <li>- reason</li> </ul> </li> <li>• Negation and question tags</li> <li>• Conjunctions</li> </ul>

19 and 20	<b>Mid-year examinations</b>			
	<b>Formal assessment task</b>			
	<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>	<b>Task 8</b>
	*Oral: Prepared reading	*Oral: Prepared speech	Literature: Essay / contextual questions	Mid-year examinations Paper 1: 2 hours Paper 2: 2 hours Paper 3: 2½ hours) – <b>to be completed in May</b>

\***Oral:** Learners should do at least one reading, speaking and listening task during the year.



GRADE 12 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
21 and 22	Oral moderation	<p><b>1 x Reading Comprehension passage</b> (Use visual texts) <b>Duration: 2 hrs</b> <b>Teacher activities:</b> Use cartoons, posters and magazines / newspapers to teach key features of visual literacy.</p> <p><b>Novel /Short stories/Drama / Poetry</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text <b>Duration: 2 hrs</b></p>	<p><b>Longer transactional texts</b> <b>Report / speech / internal memorandum/ review/ obituary/ notice, agenda and minutes/ CV and covering letter/ written interview</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Revise the features, format, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present written text</p>	<ul style="list-style-type: none"> <li>Ideophones / homophones</li> <li>Interjectives / exclamations</li> <li>Interrogatives / question forms</li> <li>Direct and indirect speech</li> </ul>
23 and 24	Oral Moderation	<p><b>1 x Reading Comprehension passage</b> (Critical language awareness in texts) <b>Duration: 2 hours</b></p> <p><b>Teacher activities:</b></p> <ul style="list-style-type: none"> <li>Revise aspects of critical language awareness.</li> <li>Use selected text to demonstrate critical language use.</li> <li>Set questions on another text.</li> </ul> <p><b>Learner activities:</b> Answer questions on another text selected by the teacher.</p> <p><b>Novel/Short stories/Drama / Poetry</b> <b>Duration: 2 hrs</b></p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Shorter transactional texts:</b> <b>Advertisement / posters / flyers/ diary entries/ directions/ instructions/ post cards/ invitation cards/ filling-in of forms</b></p> <p><b>Duration: 2 hrs</b></p> <p><b>Teacher activities:</b> Revise the features, format, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present written text</p>	<p><b>Critical language awareness</b></p> <ul style="list-style-type: none"> <li>Fact and opinion</li> <li>Denotative and connotative meaning, implied meaning</li> <li>Bias</li> <li>Stereotypes</li> <li>Emotive language</li> <li>Persuasive and manipulative language</li> </ul> <p>Alternative ways of expression</p>

25 and 26	Oral Moderation	<p><b>Summary Writing</b> 1 x reading passage Duration: 2 hrs <b>Teacher activity:</b> Teach summary skills <b>Learner activities:</b> Summarise a passage</p> <p><b>Novel/ Short stories/Drama / Poetry</b> Duration: 2hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>1 x Reflective /narrative/ argumentative / discursive / descriptive essay</b></p> <p><b>Teacher activities:</b> Revise the features, writing process and introduce writing topic/s</p> <p><b>Learner activities:</b> Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> <li>• Direct and indirect speech</li> <li>• Paronyms, polysemes, homonyms, antonyms</li> <li>• homophones, puns, malapropisms and one word for a phrase</li> <li>• Idiomatic expressions, idioms and proverbs – figurative language</li> </ul>
<b>GRADE 12 TERM 3</b>				
<b>SKILLS</b>				
	<b>Listening and speaking</b>	<b>Reading and viewing</b>	<b>Writing and presenting</b>	<b>Language structures and use</b>
<b>Weeks</b>	<b>CONTENT AND CONTEXT</b>			
27 and 28	Oral Moderation	<p><b>1 x Reading Comprehension passage</b> (Use visual and written texts) Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Discuss questions and answers based on the texts. Learners answer questions of the same text individually.</p> <p><b>Novel/Short stories/Drama / Poetry</b> Duration: 2 hrs</p> <p><b>Teacher and learner activities:</b> Reading and critical analysis of selected text</p>	<p><b>Writing:</b> Feedback and remediation on essays, longer and shorter transactional texts</p>	<ul style="list-style-type: none"> <li>• Types of clauses: <ul style="list-style-type: none"> <li>○ adjectival clauses</li> <li>○ adverbial clauses: time, manner, condition, concession, reason, clause, purpose, result, comparison and degree</li> <li>○ relative clauses</li> </ul> </li> <li>• Ideophones</li> <li>• Exclamations</li> </ul>
29 and 30	<b>Trial examinations</b>			
	<b>Formal assessment task</b>			
	<b>Task 10</b>	<b>Task 11</b>	<b>Task 12</b>	
	Literature: Essay / contextual questions	Writing: Essay	* Trial examinations Paper 1: 2 hours Paper 2: 2 hours Paper 3: 2½ hours– <b>to be completed in August</b>	

\* 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.

GRADE 12 TERM 4				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
31 and 32	Moderation of orals	Prepare for examination by using previous Language in context and Literature examination papers regarding:  <b>Reading</b> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Literature:               <ul style="list-style-type: none"> <li>○ Novel</li> <li>○ Short stories</li> <li>○ Drama</li> <li>○ Poems</li> </ul> </li> </ul>	Prepare for examination by using previous examination papers on:  <b>Writing</b> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Longer transactional texts</li> <li>• Shorter transactional; text</li> </ul>	Prepare for examination by using previous examination papers on: <b>Language in context</b> <ul style="list-style-type: none"> <li>• Language structures (words and sentences in context)</li> <li>• Critical language awareness</li> </ul>
33 and 34	Moderation of orals	Prepare for examination by using previous Language in context and Literature examination papers regarding:  <b>Reading</b> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Literature:               <ul style="list-style-type: none"> <li>○ Novel</li> <li>○ Short stories</li> <li>○ Drama</li> <li>○ Poems</li> </ul> </li> </ul>	Prepare for examination by using previous examination papers on:  <b>Writing</b> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Longer transactional texts</li> <li>• Shorter transactional; texts</li> </ul>	Prepare for examination by using previous examination papers on: <b>Language in context</b> <ul style="list-style-type: none"> <li>• Language structures (words and sentences in context)</li> <li>• Critical language awareness</li> </ul>
35 and 36	<b>External examinations</b>			
	<b>External examinations</b>			
	Paper 1: 2 hours Paper 2: 2 hours Paper 3: 2½ hours Paper 4: Orals			

## SECTION 4

### 4.1 Assessment in First Additional Language

#### 4.1.1 Daily assessment

Daily assessment is part of the process of learning that takes place in the classroom and should be taken into account when planning the lessons.

As daily assessment occurs in every lesson it can take the form of informal assessment tasks at the beginning, during or at the end of the lesson. This includes learning activities such as class work or homework exercises where learners are provided with an assessment sheet for the exercise that is based on a list of competencies or criteria that they can use as a formative learning experience. As learners measure their knowledge and skills against these competencies and criteria, their strengths and weaknesses are reflected and should be used to enhance the learning process.

Daily assessment tasks should be used to scaffold the attainment of content, concepts and skills and should be the stepping-stones to the formal tasks in the Programme of Assessment. These informal daily tasks are not recorded and are not taken into account for promotion.

Daily assessment should be reflected in the lesson planning and should not be seen as separate from the learning activities taking place in the classroom.

#### 4.1.1 Formal assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each grade. In Grades 10 and 11 the Programme of Assessment consists of tests and tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75%, including the Oral component.

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for First Additional Language and an external examination which makes up the remaining 75%. The Programme of Assessment for First Additional Language consists of tasks undertaken during the school year and which are all internally assessed. The external examination is externally set and moderated. The oral tasks undertaken during the course of the year constitute 50 of the 300 marks in the end-of-year external assessment. For Grades 10-11 Orals will be internally set, internally assessed and **internally** moderated. For Grade 12 Orals will be internally set, internally assessed and **externally** moderated.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark.

The following section provides an overview of the Programme of Assessment in First Additional Language.

## 4.2 Assessment Components and Weighting

### 4.2.1 Grade 10 and 11

Programme of Assessment			
Formal Assessments	End-of-Year Examination		
25%	75%		
School Based Assessment (SBA) – During the Year	End-of-Year Exam Papers		
25%	62,5%	12,5%	
<b>Grade 10:</b> <ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 8 tasks</li> <li>• 1 exam (mid-year)</li> </ul> <b>Grade 11</b> <ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 9 tasks</li> <li>• 1x exam (mid-year)</li> </ul>	<b>Written examinations</b> Paper 1 (2 hours) - Language in context Paper 2 (2 hours) - Literature Paper 3 (Gr. 10: 2 hours. Gr. 11: 2½ hours) – Writing (To be completed in October)		<b>Oral Assessment Tasks: Paper 4</b> Listening Speaking Reading The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.
SBA per Term			
<b>Term 1:</b> Grades 10-11: 1 Written Test + 3 Tasks	<b>Term 2:</b> Grades 10-11: 2 Tasks+ 1 Examination (3 Papers:	<b>Term 3:</b> Grades 10 - 11: 1x Written Test + 2 Tasks	<b>Term 4:</b> Grade 10: 1 Examination (3 Papers+ Oral: Paper 4)+ 1 Task Grade 11: 1 Examination (3 Papers+ Oral: Paper 4) + 2 Tasks
<b>Term Mark (Terms 1 – 3): Each term, add raw marks and totals and convert to % for term mark.</b> <b>Promotion Mark: Add raw marks and totals for assessment tasks from term 1 to term 4 and convert to 25%, Convert Oral mark (Paper 4)s to 12,5%, Convert Paper 1 to 20%, Convert Paper 2 to 17,5% &amp; Convert Paper 3 to 25%</b>			

The mark allocation for Grades 10 - 11 is as follows:

COMPONENT	%	MARKS
Programme of assessment: Tasks	25	100
End-of-year examination, including oral tasks	75	300
<b>Total for First Additional Language</b>	<b>100</b>	<b>400</b>

## Mid-year Examination

PAPER	DESCRIPTION	MARKS
1	Language in context	80
2	Literature	70
3	Writing	100
	<b>Total for examination</b>	<b>250</b>

## November Examination

PAPER	DESCRIPTION	MARKS
1	Language in context	80
2	Literature	70
3	Writing	100
4	Oral tasks	50
	<b>Total for examination</b>	<b>300</b>

The format for each of the Grades 10 – 11 examination papers (Papers 1 – 4) is the same as the formats of the Grade 12 examination Papers 1 – 4 as discussed below.

## Programme of assessment

### Grade 10 Formal assessment tasks

TERM 1				
Task 1: Oral	Task 2: Writing	Task 3: Transactional writing	Task 4: Test 1	
Listening Comprehension	Essay	Longer transactional text Shorter text	Language Comprehension Summary Literature Contextual questions	
TERM 2				
Task 5: Oral	Task 6: Literature	Task 7: Midyear exam		
Prepared Speech	Literature: essay / contextual question	Paper 1: 2 hours Paper 2: hours Paper 3: 2 hours – <b>to be completed in May</b>		
TERM 3				
Task 8: Writing	Task 9: Oral	Task 10: Test 2		
Essay	Prepared reading	Language Comprehension Summary Literature Contextual questions		
TERM 4				
Task 11: Literature	Task 12			
Literature : Essay/ Contextual questions	End of year examinations Paper 1: 2 hours Paper 2: 2 hours Paper 3: 2 hours – <b>to be completed in October</b> Paper 4: Orals			

### Grade 11 Formal assessment tasks

TERM 1				
Total	Task 1: Writing	Task 2: Oral	Task 3 : Literature	Task 4: Test 1
	Essay	Listening	Literature: Contextual	Language Comprehension Summary Literature Contextual questions
TERM 2				
Total	Task 5: Transactional writing	Task 6	Task 7: Midyear exam	
	Longer and shorter	Literature: Essay / contextual questions	Paper 1:2 hours Paper 2:hours Paper 3: 2½ hours – <b>to be completed in May</b>	
TERM 3				
Total	Task 8	Task 9	Task 10: Test 2	
	Prepared reading	Essay	Language Comprehension Summary Literature Contextual questions	
TERM 4				
	Task 11: Writing	Task 12:Oral	Task 13: End of year examination	
	Essay	Prepared speeches	Paper 1:2 hours Paper 2:hours Paper 3: 2½ hours – <b>to be completed in October</b> Paper 4: Orals	

### Grade 12 Formal assessment tasks

Term 1				
	Task 1:Oral	Task 2: Writing	Task 3: Transactional writing	Task 4: Test 1
	Listening comprehension	Essay	Longer and shorter pieces	Language Comprehension Summary Literature Contextual questions
Term 2				
	Task 5: Oral	Task 6: Oral	Task 7: Literature	Task 8 Mid- year exam
	Prepared reading	Prepared speeches	Literature: Essay/ Contextual questions	Paper 1:2 hours Paper 2: 2 hours Paper 3: 2½ hours – <b>to be completed in May =</b>
Term 3				
	Task 9: Literature	Task 10: Writing	Task 11: Trial examinations	
	Literature: Essay / contextual questions	Essay	Paper 1:2 hours Paper 2: 2 hours Paper 3: 2½ hours – <b>to be completed in August</b>	

#### 4.2.2 Grade 12

Programme of Assessment			
<b>Formal Assessments</b>	<b>End-of-Year Examination</b>		
<b>25%</b>	<b>75%</b>		
<b>School Based Assessment (SBA)– During the Year</b>	<b>End-of-Year Exam Papers</b>		
<b>25%</b>	<b>62,5%</b>	<b>12,5%</b>	
<ul style="list-style-type: none"> <li>• 1 test</li> <li>• 8 tasks</li> <li>• 2 exams (mid-year &amp; trial)</li> </ul>	<b>Written examinations</b> Paper 1 (2 hours) - Language in context Paper 2 (2 hours) - Literature  Paper 3 (2½ hours) – Writing		<b>Oral Assessment Tasks: Paper 4</b> Listening Speaking Reading  The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.
<b>SBA per Term</b>			<b>External Examination</b>
<b>Term 1:</b> 1 Written Test + 3 Tasks	<b>Term 2:</b> 3 Tasks + 1 Examination (3 Papers)	<b>Term 3:</b> 1 Examination (Trial) / Written Test + 2 Tasks	<b>Term 4:</b> Final Examination - 3 Papers+ Oral: Paper 4:
<b>Term Mark (Terms 1 – 3): Each term, add raw marks and totals and convert to % for term mark.</b> <b>SBA Mark: Add raw marks and totals for assessment tasks from term 1 to term 3 and convert to 25%</b>			

Note:

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

#### 4.3 External Examinations (Grade 12)

The mark allocation for Grade 12 is as follows:

COMPONENT	%	MARKS
Programme of assessment: Tasks	25	100
External examination, including oral tasks	75	300
<b>Total for First Additional Language</b>	<b>100</b>	<b>400</b>



The outline and details for November examinations papers in Grade 12 are the same as those in the midyear and September examinations for Grade 12. In addition to Papers 1, 2 and 3 the marks accumulated in the oral tasks throughout the year make up 50 of the 300 marks in the external end-of-year assessment as indicated below.

PAPER	DESCRIPTION	%	MARKS
1	Language in context	20	80
2	Literature	17,5	70
3	Writing	25	100
4	Oral assessment tasks	12,5	50
	<b>Total for examination</b>	<b>75</b>	<b>300</b>

### Format of Examination Papers 1, 2 and 3 for Grades 10-12

NOTE:

**Disjunctive orthography** includes the following languages: Afrikaans, English, Sepedi, Sesotho, Setswana, Tshivenda and Xitsonga.

**Conjunctive orthography** includes the following languages: IsiNdebele, IsiXhosa, IsiZulu and Siswati.

PAPER	SECTION	MARKS		TIME
1. Language in context	A: Comprehension (A range of texts can be used including visual and or graphic texts)	(30)	80	Grades 10 -12 2 hours
	B: Summary: <b>Disjunctive orthography</b> (Grades 10 - 12: 60 – 70 words) <b>Conjunctive orthography</b> (Grades 10 - 12: 50 – 60 words) The passage should not come from the comprehension text. Length of the text:	(10)		
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>	
	10	approximately 200 words	approximately 170 words	
	11	approximately 230 words	approximately 200 words	
	12	approximately 250 words	approximately 220 words	
	C: Language	(40)		
	<ul style="list-style-type: none"> <li>Language structures (words and sentences) should be assessed in context using a variety of texts.</li> <li>Critical language awareness.</li> <li>Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc.</li> <li>Learners should identify and explain the purpose, structure and language use of reports, procedures, explanations, descriptions and expositions, etc across the curriculum.</li> </ul>			

<b>2. Literature</b>	Any two of the following: Novel / drama / short stories ( essay / contextual questions) / poetry (contextual questions on two <b>seen</b> poems)  Length of the essay:		(2 x 35)	70	Grades 10:- 12 2 hours	
	<b>Grades</b>	<b>Disjunctive orthography</b>				<b>Conjunctive orthography</b>
	10	150 – 200 words				90 – 140 words
	11	200 – 250 words				140 – 190 words
	12	250 – 300 words				190 – 240 words
	Assess the following in the <b>essay</b> :					60%
<ul style="list-style-type: none"> <li>• Content (Interpretation of topic, depth of argument, justification and grasp of text)</li> </ul>			40%			
<ul style="list-style-type: none"> <li>• Language &amp; structure (structure, logical flow and presentation, language, tone and style)</li> </ul>						

<b>3. Writing</b>	A: Essay – One essay Narrative / descriptive / reflective / argumentative / discursive Length of essay:		(50)	100	Grade 10: 2 hours Grade 11 and 12: 2½ hours
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
	10	150 – 200 words	90 – 140 words		
	11	200 – 250 words	140 – 190 words		
	12	250 – 300 words	190 – 240 words		
	<b>Assess the following:</b>		60%		
	<ul style="list-style-type: none"> <li>• Content &amp; planning</li> </ul>		30%		
	<ul style="list-style-type: none"> <li>• Language, style &amp; editing</li> </ul>		10%		
	<ul style="list-style-type: none"> <li>• Structure</li> </ul>				
	B: One text – <b>Longer Transactional text:</b> Curriculum Vitae and Covering letter/ Written interviews/ Dialogues/ Formal and informal letters to the press/ Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters/ Magazine / newspaper articles and columns/ Memoranda (internal)/ Minutes and agendas (asked as a combination)/ Obituaries/ Reports (formal and informal)/ Reviews/ Written formal and informal speeches Length of text:		(30)		
<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>			
10 - 12	120 – 150 words – content only	80 – 100 words – content only			
Assess the following:		60%			
<ul style="list-style-type: none"> <li>• Content, planning, &amp; format</li> </ul>		40%			
<ul style="list-style-type: none"> <li>• Language, style &amp; editing</li> </ul>					
C: One text – <b>Shorter text:</b> <b>Transactional/ Referential/ Informational:</b> Advertisements/ Diary entries/ Postcards/ Invitation cards/ Filling in forms/ Directions/ Instructions/ Flyers/ Posters Length of text:		(20)			
<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>			
10 - 12	50 – 70 words	40 – 50 words			
Assess the following:		60%			
<ul style="list-style-type: none"> <li>• Content, planning, &amp; format</li> </ul>		40%			
<ul style="list-style-type: none"> <li>• Language, style &amp; editing</li> </ul>					

### 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 Task: Paper 4

The oral assessment tasks undertaken during the course of the year constitute the end-of-year external assessment. 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 4	DETAILS	MARKS
Orals	<p>Orals will be internally set, internally assessed and externally moderated.</p> <ul style="list-style-type: none"><li>• <b>Reading</b> Prepared reading (20) <b>Assess:</b> <i>Understanding of text, conveying meaning, use of voice, mastery of reading skills, use of gestures, body language and facial expression, responding to questions, critical interpretation of text, choice of own text and preparation</i></li><li>• <b>Speaking:</b> Prepared speech (20) <b>Assess:</b> <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></li><li>• <b>Listening</b> (10) <i>(Listen critically for comprehension, information and evaluation)</i></li></ul>	50

### Promotion and certification

A learner must achieve at least a rating code of 2 (Elementary Achievement: 30-39%) in First Additional Language to be promoted at the end of Grades 10 and 11 and for certification at the end of Grade 12.