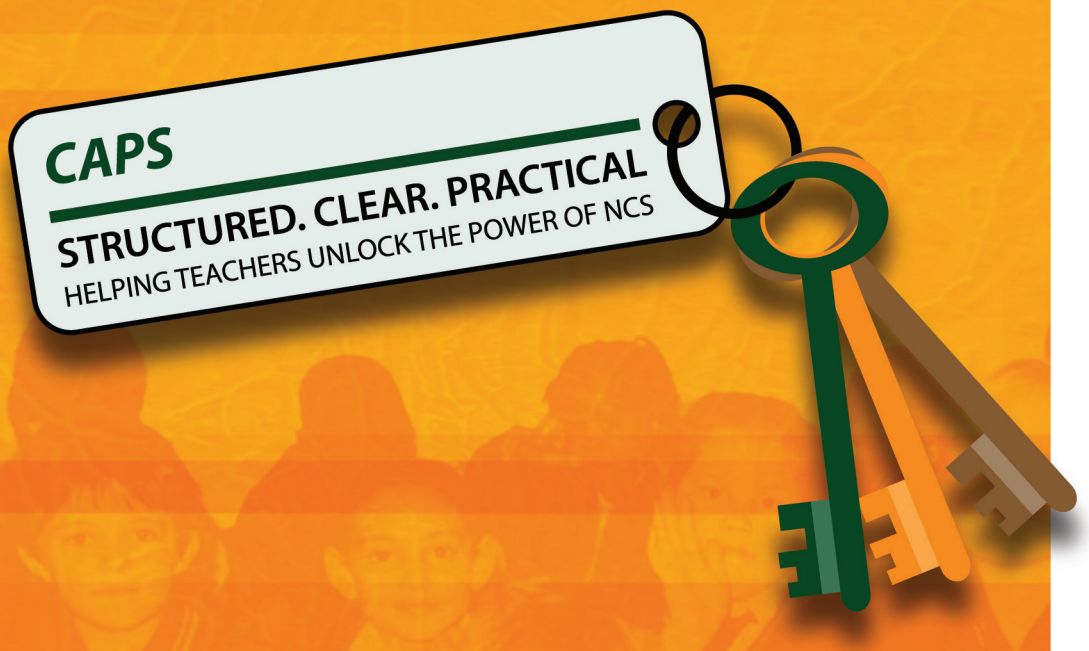
ENGLISH FIRST ADDITIONAL LANGUAGE

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Further Education and Training Phase Grades 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

ENGLISH FIRST ADDITIONAL LANGUAGE

Department of Basic Education

222 Struben Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 357 3000
Fax: +27 12 323 0601

120 Plein Street Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465 1701
Fax: +27 21 461 8110
Website: http://www.education.gov.za

© 2011 Department of Basic Education

ISBN: 978-1-4315-0543-2

Design and Layout by: Ndabase Printing Solution

Printed by: Government Printing Works

FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) to produce this document.

From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

CONTENTS

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT 3

1.1 Background 3

1.2 Overview 3

1.3 General aims of the South African curriculum 4

1.4 Time allocation 6

1.4.1 Foundation Phase 6

1.4.2 Intermediate Phase 6

1.4.3 Senior Phase 7

1.4.4 Grades 10-12 7

SECTION 2: INTRODUCING THE LANGUAGES 8

2.1 Languages in the Curriculum and Assessment Policy Statement 8

2.2 Specific aims of learning Additional Languages 9

2.3 Overview of the language curriculum 10

2.4 Teaching the First Additional Language 11

2.5 Language teaching approaches 16

2.6 Time allocation in the curriculum 17

2.7 Requirements to offer First Additional Language as a subject 18

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS 19

3.1 Listening and speaking 19

3.2 Reading and viewing 28

3.3 Writing and presenting 35

3.4 Language structures and conventions-reference list 46

3.5 Teaching plans 49

3.5.1 Grade 10: Teaching Plan 53

3.5.2 Grade 11: Teaching Plan 61

3.5.3 Grade 12: Teaching Plan 69

SECTION 4: ASSESSMENT IN HOME LANGUAGE 77

4.1 Introduction 77

4.2 Informal or daily assessment 77

4.3 Formal assessment 77

4.4 Programme of Assessment 80

4.4.1 Overview of requirements 80

4.4.2 Examinations 84

4.5 Recording and reporting 86

4.6 Moderation of assessment 87

4.6.1 Formal assessment 87

4.6.2 Oral assessment tasks 87

4.7 General 88

GLOSSARY 89

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 Background

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

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) The policy document, 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 Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) *The policy document, 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 (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.=*

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and 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.* It will 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 the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes 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 the 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 set 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 R-12 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.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

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

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

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

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

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

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

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

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

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: INTRODUCING THE LANGUAGES

2.1 Languages in the Curriculum and Assessment Policy Statement

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better than it is; clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

Language levels

Language learning in Grades 10-12 includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga-as well as Non-Official Languages. These languages can be offered at different language levels.

Home Language is the language first acquired by learners while First Additional language is the language learnt in addition to one's Home Language. Many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at Home Language level. As a result, the names Home Language and First Additional Language refer to the proficiency levels at which the language is offered, and not the native (Home) or acquired (as in the Additional) languages. For the purposes of this policy, any reference to Home Language should be understood to refer to the level and not the language itself.

Home Language level provides for language proficiency that reflects the mastery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to recreate, imagine and empower their understandings of the world they live in. However, the emphasis and marks allocated for reading and writing from Grades 7 onwards are greater than those for speaking and listening because the demands on learners' literacy increase as they prepare for further and higher education and the world of work.

The First Additional Language level assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language-basic interpersonal communication skills. In Grades 2 and 3 learners start to build literacy on this oral foundation. They also apply the literacy skills they have already learnt in their Home Language.

In the Intermediate and Senior Phases, learners continue to strengthen their listening, speaking, reading and writing skills. At this stage the majority of children are learning through the medium of their First Additional Language, English, and should be getting more exposure to it. Greater emphasis is therefore given to using the First Additional Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like Science, in English. They also engage more with literary texts and begin to develop aesthetic and imaginative ability in their Additional Language.

By the time learners enter Grade 10, they should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in Grades 10-12, therefore, is to provide

support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in Grade 12. These standards must be such that learners can use their additional language at a high level of proficiency to prepare them for further or higher education or the world of work.

2.2 Specific aims of learning Additional Languages

Learning a First Additional Language should enable learners to:

- acquire the language skills necessary to communicate accurately and appropriately taking into account audience, purpose and context;
- use their Additional Language for academic learning across the curriculum;
- listen, speak, read/view and write/present the language with confidence and enjoyment. These skills and attitudes form the basis for lifelong learning;
- express and justify, orally and in writing, their own ideas, views and emotions confidently in order to become independent and analytical thinkers;
- use their Additional 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 their Additional 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 their Additional Language as a means of critical and creative thinking: for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research, critique.

2.3. Overview of the language curriculum

The curriculum is organised according to the following skills and content.

Overview of language skills and content

Listening and Speaking

Listening

Listening process

- Pre-listening: strategies to prepare learners for listening, e.g. activating background knowledge, predicting, getting physically prepared
- During listening:
  - o Listening for specific information and comprehension
  - o Listening for critical analysis and evaluation
  - o Listening for interaction
  - o Listening for appreciation
- Post-listening: answering questions, reviewing notes, using information (e.g. to label a diagram), summarising, drawing inference and conclusions, evaluating, responding critically

Speaking

The speaking process

- Planning, researching and organising ideas and information
- Practising and presenting: showing awareness of audience, purpose, and context; using appropriate and accurate language structures and conventions; clear delivery, using appropriate verbal and non-verbal techniques

Features and conventions of oral communication texts

- Informal speaking and group work: discussion, conversation, dialogue, group work, unprepared reading aloud
- Formal speaking and presenting: prepared speech, unprepared speech, reading aloud and interview
- Argument and viewpoint: panel discussion and debate
- Speaking for specific purposes/contexts: giving directions, instructions, introducing a speaker, offering a vote of thanks

Examples of expressions used in conversational english

Reading and Viewing

Reading process:

- Pre-reading: strategies to prepare learners for reading, e.g. activating background knowledge, predicting, skimming headings
- Reading: close reading of text supported by teacher's questions; development of strategies, e.g. inferencing; focus on word choice, use of language, imagery, etc.
- Post-reading: interpreting the text as a whole using strategies such as synthesising, summarising, comparing and contrasting, inferencing, evaluating, drawing conclusions, expressing opinions

Intensive reading of literary and non-literary text

Extended independent reading and viewing

Writing and Presenting

Process writing

- Planning/Pre-writing-analysing the structure and language features of the text type
- Drafting, revising, editing, proof-reading, presenting

Language structures and conventions during the writing process

Text types – structures and language features

- Cognitive academic: information report, procedures, explanation, persuasion/ argumentative, reflective/discussion/ discursive, review
- Creative: narrative, descriptive
- Personal/interpersonal: diary/journal, personal letter, personal recount, invitation, obituary
- Business: business letter, pamphlet, CV, form-filling, agenda, minutes, flyer, advertisement

Language structures and conventions

Language structures and conventions are taught in the context of the above skills and also as part of a systematic language development programme. This should include word choice, spelling, sentence construction, punctuation, paragraph writing, revision of grammatical structures taught in earlier grades, and the introduction of new language structures
(see Reference List)

2.4 Teaching the First Additional Language

In order to learn an additional language well, one needs as much exposure to it as possible. Teachers should therefore ensure that learners listen to and read the Additional Language for a wide range of purposes. They need opportunities to listen to the Additional Language for information and comprehension (e.g. the news) and for pleasure (e.g. a story or song). Even more important, they need opportunities to read and view the Additional Language for information (e.g. an explanation with an accompanying diagram), pleasure (e.g. a magazine) and literary appreciation (e.g. a poem). Research shows that the best way to develop a wide vocabulary is through extensive reading. However, it is very important that oral, written and visual texts are at the right level for learners. If the texts are too difficult, learners will become discouraged and they will not learn anything; if they are too easy, there will be no challenge and little learning will take place. An important role of the language teacher is to match the level of text to the level of the learner. Throughout Grades 10-12, learners should be listening to and reading progressively more challenging texts.

Learners also need to use their Additional Language frequently for a range of purposes. They need opportunities to speak the Additional Language for interpersonal reasons (e.g. a conversation), to develop their creativity (e.g. performing a poem, role playing, etc.), to develop cognitive academic skills (e.g. taking part in a debate) and to prepare for the workplace (e.g. taking part in an interview). Even more importantly in Grades 10-12, learners need opportunities to write for interpersonal reasons (e.g. a letter), to develop their imaginative abilities (e.g. a story), to develop cognitive academic skills (e.g. an argumentative essay) and to prepare for the world of work (e.g. writing a letter of application and compiling a relevant curriculum vitae). Learners need to understand the purpose for which they are writing and to develop a sense of audience. Throughout Grades 10-12, they should be writing progressively more challenging texts. It is necessary that learners receive regular and timely feedback on their writing so that they know where and how to improve. An important role of the language teacher is to provide high-quality feedback, which is at the heart of good assessment.

Teachers should develop learners' reading and writing strategies so that they can become independent and lifelong readers and writers. For example, they can teach learners to skim and scan; they can ask questions that develop learners' higher-order reading skills; they can teach learners the process of writing; they can teach critical language awareness; they can provide feedback that enables learners to get a sense of their own strengths and weaknesses and an understanding of how to move forward.

Learners also need to know the basics of language: grammar, vocabulary, spelling and punctuation. Generally, teachers will deal with these aspects of language in context. For example, they can make learners aware of the structure and features of an explanation (it is written in the present tense; the passive may be used; causal connectives

such as 'because' and 'so' may be used). However, there is also a place for direct/explicit teaching of the basics, for example if learners are constantly making mistakes with a particular aspect of grammar, it may be necessary to teach this directly and give learners the opportunity to practise it. It is important to remember that the role of grammar teaching is to support correct language use, and that it has little value if taught as decontexualised rules.

When planning a two-week unit of lessons, teachers should integrate language skills, together with the basics of language. They should choose a text type and a topic that will interest learners as little or no learning can be achieved if learners are not engaged and motivated. For example, a topic for an argumentative essay might be 'Should education be free?' Teachers could introduce the topic through listening and/or reading, building the language and vocabulary knowledge necessary for speaking. Among others, learners could read articles presenting different views about 'free education' and they could then debate the issue. Once learners are familiar with the language necessary for this topic, they could do a writing activity, such as an argumentative essay. This would provide further opportunities for working with language. Teachers should provide feedback throughout the process and an appropriate assessment activity at the end.

In Grades 10-12, it is important that:

- there is a strong focus on reading and writing;
- there is continued support for the development of vocabulary, sentence and paragraph construction, and grammar;
- learners work with a range of texts and that these texts increase in difficulty as they move through the grades;
- learners are well prepared for using their Additional Language as the language of learning and teaching (LoLT);
- learners are well prepared for the examination at the end of Grade 12.

Listening and speaking

The ability to listen and speak effectively is essential to interpersonal relations and successful learning across the curriculum. Through focused listening activities, teachers should help learners to develop strategies that will enable them to:

- understand and use information presented orally, for example listening and labelling a diagram;
- record information, for example by taking notes;
- participate orally in constructing knowledge, solving problems, and expressing emotions and opinions;
- understand the views, opinions, emotions and creative output of others;
- where necessary, challenge the perspectives of others and explore how values and power relationships are expressed orally.

In Grades 10-12 learners will build on oral skills acquired in earlier grades and become increasingly confident and responsive. Their sense of what is appropriate will increase. Where learners are not able to interact with speakers of the language, they need to practise a variety of informal and formal spoken forms in the classroom. The teacher will need to build the vocabulary and language structures necessary for learners to do this. Speaking can be a source of

anxiety for Additional Language speakers so classroom environments should be supportive and relaxed. Relevant, interesting topics can help to overcome inhibition. Teaching approaches which encourage learners to participate through asking and answering questions and discussion will help to make learners more comfortable with formal speaking tasks and activities.

The speaking/listening programme should be integrated with other skills. Learners should be exposed to new vocabulary, structures and text types before they can produce them. They should listen to or read texts that model the structures and vocabulary they will be expected to use when speaking and writing, and they need opportunities for practice.

In Grades 10-12, teachers should approach listening as a three-phase activity:

- **Pre-listening:** This prepares learners for listening to an oral text in their Additional Language. For example, the teacher could ask a general, focusing question in advance which the learners must answer after they have listened to the text for the first time.

- **During listening:** It is good practice for the teacher to read (or play) a listening text several times, asking different questions each time. It is helpful to move from questions which enable learners to understand the general meaning of the text to more specific questions that require a more detailed understanding of the text. By doing this, the teacher is helping learners to develop listening strategies.

- **Post-listening:** Learners answer further questions, review notes, use information (e.g. to label a diagram, to prepare a speech), summarise, draw inferences and conclusions, evaluate and respond critically.

- Speaking happens informally in the classroom, for example, in group work. Learners also need opportunities to practise the kind of informal conversations they might not normally have in the classroom. Teachers should provide instruction in formal speaking and presenting, for example a prepared or an unprepared speech, reading aloud, an interview, a debate, etc. This will often be a two-step process:

- Planning, researching and organising ideas and information

- Presenting: demonstrating an awareness of audience and context; the use of appropriate and accurate language structures and conventions; clear delivery; use of appropriate verbal and non-verbal techniques, etc.

Reading and Viewing

By Grade 10 learners should be confident, independent readers in their First Additional Language, selecting texts for their own interests and tastes. However, this may not be the case for all learners. At the start of the year, it is necessary, therefore, to assess learners' reading comprehension and to plan teaching accordingly.

In Grades 10-12 teachers should approach reading as a three-phase activity:

- **Pre-reading:** This prepares learners for reading a text in their Additional Language. For example, learners could be encouraged to make predictions about the text based on the title. This will activate their prior knowledge and help them to make sense of the text when they begin to read it.

- **Reading:** This involves close reading of the text. Learners will answer questions about the meaning of the text. They will be asked to consider how word choice, use of language, imagery, etc. affect the meaning of the text. They will be expected to use comprehension strategies such as inferencing.

- **Post-reading:** At this stage learners view and assess the text as a whole. They synthesise (or pull together) ideas in the text, summarise ideas, compare and contrast different aspects of the text, evaluate the text, draw conclusions and express their own opinions. There could be follow-up activities such as vocabulary work based on the text.

The texts used for reading might also be used as models for writing. For example, learners might read a discussion/ discursive text on the topic, 'Alcohol causes a great deal of human misery-Should it be banned?' They could read the text, using the three-stage approach. In the Reading Stage, they could analyse the structure and language features of the text type. In the Writing lesson, they could write a discussion/discursive text of their own on a different topic.

In this curriculum there are *three different* focuses for reading:

First, learners will practise intensive reading of short texts for comprehension, note-taking, summary and critical language awareness. These texts are drawn from a wide range of written and visual sources and may include extracts from novels, short stories and articles, advertisements, graphs, cartoons, photographs or film clips. For written texts learners should practise and use the skills of skimming, scanning and intensive reading. Special attention may be drawn to language features of these texts for an integrated study of language. For example, if an advice column is chosen for intensive reading the integrated language item may be modal verbs (e.g. *should, must, can*).

Secondly, learners will study setworks, with a focus on the aesthetic and cultural qualities of texts such as poems, plays, films, novels and short stories. Setwork study allows learners to engage creatively with important cultural and aesthetic texts and to explore their own reality through this engagement. Setwork study will introduce learners to the meta-language/ technical terms used in literary criticism, e.g. "plot" and "character" for novels or "long shot" for film. Meta-language enables learners to explore their understanding of the text more deeply and should not be learned for its own sake. Meta-language must relate closely to the text being studied, for example one would choose a novel rather than a poem to discuss "plot". In Grades 10-12 learners should study a range of literary texts. For example, a teacher could choose a range of poems over the two years (Grades 10 and 11), short stories from different countries, novels and plays from different periods or films by different directors.

In Grade12 learners will study the nationally prescribed setwork.

NB: Film study may be offered for enrichment in Grades 10 and 11. Schools choosing this option must be able to provide the technology required for studying film and audio-visual texts.

Thirdly, learners should be involved in extensive reading of a variety of written and visual texts. They should know how to access classroom, school or public libraries and films and the internet where available. Teachers should guide learners in selecting texts of the right level which are interesting and accessible. Library visits, book clubs, classroom libraries, donated or subscribed magazines and newspapers in the classroom support this aspect of the reading programme.

Writing and presenting

At the start of the year, it is necessary to assess learners' writing. Teachers may find that they need to review some of the basics of writing, for example, paragraph structure, sentence structure and punctuation. It may be necessary to continue giving learners guidance and practice throughout the year.

A first step in teaching extended writing is to select an appropriate text type. Teachers should choose text types at an appropriate level of challenge for the grades they are teaching. Certain text types are suitable for writing short texts, for example, a letter or an email. Other text types, such as persuasive or argumentative essays, are more suitable

when longer texts are required. Learners should write a range of texts for different purposes: academic, creative, interpersonal and work-related. Teachers should make sure that they cover text types that are important in other subjects, for example, information reports, explanations, and persuasive and argumentative essays.

Teachers then need to plan how to teach the selected text type. This would involve steps such as the following:

- introducing the topic, for example, 'Don't do drugs!' for a persuasive essay; this will involve introducing new vocabulary suitable to the topic and level;
- looking at an example of a persuasive essay on a different topic and analysing its structure and language features;
- discussing the purpose, audience and context which determine the style or register;
- discussing the criteria the teacher and learners would use to assess a persuasive essay;
- brainstorming and doing some research on the topic-this is another opportunity to build vocabulary;
- drafting the essay and getting feedback from peers and/or the teacher;
- revising, editing and proofreading the essay; checking and correcting grammar, spelling and punctuation.

In order to write well, learners need knowledge of different text types, a wide vocabulary, a good control of English grammar, spelling and punctuation, and a critical understanding of the potential effects of their writing.

Language structures and conventions

The skills of listening, speaking, reading and writing cannot be put into practice without a sound knowledge of language structure and practice in using it. Learners also need a wide vocabulary, which is perhaps the single most important factor enabling a person to communicate well in an additional language. A wide vocabulary is essential for all the language skills, but especially for reading and writing. The most effective way for learners to improve their grammar and increase their vocabulary is by doing lots and lots of reading inside and outside of the classroom. As we have seen above, teachers need to find a place for extensive reading in the First Additional Language programme.

Grammar and vocabulary also need to be taught, both in context and in activities with a specific focus on these aspects of language. They can be taught in context as part of reading comprehension lessons, where there is an intensive focus on a short passage. Some of the questions which the teacher asks will focus on language use in the text. This gives the teacher and learners an opportunity to explore how grammar and language is used and to what effect. Grammar and vocabulary can also be taught in the context of writing. For example, when the class analyses a text type or genre in preparation for writing, they will look at its structure and features. When discussing the features, they will look at the choice of vocabulary and grammar, in other words, at the register used. When learners proof-read and edit their writing, they should also draw on their knowledge of grammar and vocabulary. The teacher will need to provide feedback to assist them in this process.

There should also be activities that focus specifically on grammar and vocabulary as part of a systematic programme and also in response to common errors identified by the teacher. Grammar should be taught purposefully; attention should be given to meaning as well as form. For example, the passive is used when the object is more important than the subject and you want to make it the topic of a sentence, or when the actor is unknown, unimportant or not worth mentioning, for example, 'Gold was mined on the Witwatersrand' or 'The store was robbed last night.' Punctuation should also be taught in relation to sentence structure.

Learners should be encouraged to use both monolingual and bilingual dictionaries. They should be encouraged to write new words they encounter in a vocabulary book and to memorise their spelling and meanings. There should be regular revision of vocabulary and spelling in the form of tests, quizzes and "spelling bees".

2.5 Language teaching approaches

The approaches to teaching language in these documents 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** teaches 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. Authentic texts are the main source of content and context for the communicative, integrated learning and teaching of languages. 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. Learners learn to read by doing a great deal of reading and learn to write by doing much writing.

The process approach is used when learners read and produce oral and written texts. The learners engage in different stages of the listening, speaking, reading, and writing processes. They must think of the audience and the purpose during these processes. This will enable them to communicate and express their thoughts in a natural way. For example, the teaching of writing does not focus on the product only but also focuses on the purpose and process of writing. During process writing, learners are taught how to generate ideas, to think about the purpose and audience, to write drafts, to edit their work, and to present a written product that communicates their thoughts.

Approaches to teaching literature

The main reason for reading literature in the classroom is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic, and deeply meaningful than much of what else they may read. While most literary texts are forms of entertainment, amusement, or revelation, serious writers create novels, plays and poems because they have ideas, thoughts, issues, principles, ideologies and beliefs that they most want to share with or reveal to their prospective readers. Their imaginative use of language is an added method of revealing, reinforcing and highlighting their ideas.

The teaching of literature is never easy, but it is impossible without personal, thoughtful, and honest interpretations and comments from the learners themselves. Unless they learn how to understand a literary text on their own, they will not have learnt much. Teachers often need to restrain their own interpretations and ideas of literary texts and allow as much learner participation as is reasonable. Interpretation is not about right or wrong. It is about searching for what is meaningful to the reader.

The best ways to approach the teaching of literature would involve some or all of the following:

- Make every attempt to read as much of the text in class as possible without breaking for any other activity. This should not take more than two weeks. It is essential that learners have a clear idea of what is going on at the most basic level of the text. Spending too long on reading a text is deleterious to a clear understanding of narrative line and plot. Some classes can read texts without such support. That is to be encouraged. *Poetry* should be taught, not *poems*. Read as many as possible in class, and ensure that learners read and write poems as well

- Literary interpretation is essentially a university-level activity, and learners in this phase do not have to learn this advanced level of interpretation. However, the whole purpose of teaching literary texts is to show learners how their Home Language can be used with subtlety, intelligence, imagination and flair. This means taking a close look at how text is being created, manipulated and re-arranged to clarify and emphasise what is being expressed. Such work might involve examining the presence or absence of imagery; what kind of imagery is being selected by the writer and why; sentence structures and paragraphing, or the layout of poems; choice of words, continuing motifs through the text; the use of symbol, sound and colour where appropriate. Most of this work should be text-based, but line-by-line analysis of any text is destructive to its subtlety.

- Creative writing should be closely attached to the study of any literary text. Writing activities that demand a close understanding of the text being read can prove very helpful in reaching more creative levels of appreciation on the part of the learners. Class discussions can be fruitful as long as everyone is involved. But class discussions that lead to written work activities serve a clearer purpose and benefit both.

- Finally, it is important to point out that literature is not about right answers. A whole text means something, not just bits and pieces of it; a good reading of a text incorporates the whole text in interpretative, creative, personal, and exploratory practices.

2.6 Time allocation in the curriculum

The First Additional Language curriculum is based on a 40-week academic year with an allocation of 4.5 hours per week. Language is taught in two-week cycles of 9 hours. Timetabling should make provision for one double period per week, to allow for extended activities such as writing to be completed.

In a two-week cycle the following time allocation for the different language skills is suggested:

Skills	Time Allocation per Two-week Cycle (Hours)	%
Listening & Speaking	1	10
Reading & Viewing: Comprehension & Literature	4	45
Writing & Presenting	3	35
Language structures and conventions (this is also integrated into the 4 skills)	1	10

The time allocation for normal teaching/learning in Grade 10 and 11 is 36 weeks. The four weeks are set aside for examination purposes. In Grade 12 there are 30 weeks for normal teaching/learning and ten weeks for examinations.

2.7 Requirements to offer First Additional Language as a subject

- Each learner should have:

  (a) An approved language textbook

  (b) Two (2) of the following approved/prescribed literary genres:

Genre	Grades 10-12
Novel	✓
Short stories	✓
Drama	✓
Poetry	✓

  (c) A dictionary which also provide information and guidance on language; if possible, learners should also have a bilingual dictionary (e.g. isiZulu/English).

  (d) Media material: a collection of newspapers and magazines.

  (e) Access to reading material in a class, school and public library for extensive reading

- The teacher should have:

  (a) *A Curriculum and Assessment Policy Statement*

  (b) *Language in Education Policy (LiEP)*

  (c) The language textbook used by learners and other textbooks for resource purposes in addition to the approved text

  (d) Two (2) of the following approved/prescribed literary genres:

Genre	Grade 10-12
Novel	✓
Short stories	✓
Drama	✓
Poetry	✓

  (e) Dictionaries, both monolingual and bilingual, and a thesaurus

  (f) A reference textbook for grammar

  (g) Media material: A variety of newspapers, magazines, brochures and flyers.

  (h) Access to reading material in a class, school and public library in order to guide learners' extensive reading

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

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

3.1 LISTENING AND SPEAKING

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

LISTENING

Listening process

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

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

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

- Stimulate /activate background knowledge before listening
- Predict what text may be about from title
- Deal with any key vocabulary that learners may not be familiar with
- Teacher may set a pre-listening question to focus learners' attention
- Learners should be physically prepared with, for example, pencil and pad for note taking

During Listening learners pay attention for various purposes:

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

Listen for specific information

- Search for meaning-identify main and supporting ideas
- Constantly check understanding of message by making connections, making and confirming predictions, making inferences, evaluating and reflecting

- Make meaningful notes: outline, map, categorise, summarise, paraphrase, retell, explain what has been said
- Be aware of speaker/presenters' body language and other visual cues

Listen for critical analysis and evaluation

- Distinguish between facts and opinions
- Interpret and evaluate the tone of the message
- Identify and interpret any emotive and manipulative language used
- Respond critically to the text

Listen for interaction

- Use turn-taking conventions in conversations or group work
- Ask questions to sustain communication
- Respond to language, gestures, eye contact and body language
- Signal interest and attention appropriately through expression, posture etc.
- Use the appropriate conventions to be polite and show respect for others

Listen for appreciation

- Respond in communication situations
- Use turn-taking conventions in conversation
- Ask questions to sustain communication
- Respond to language, gestures, eye contact and body language
- Show understanding of the relationship between language and culture by showing respect for cultural conventions
- Respond to the aesthetic qualities of oral text, e.g. rhythm, pace, sound effects, imagery, gestures accompanying the text

Post-listening follows up on the listening experience. Learners

- answer questions;
- review notes;
- summarise;
- transfer information from oral to written mode, e.g. use information to label a diagram;

- synthesise new information with prior knowledge;
- draw conclusions; evaluate; give own opinion; respond critically.

SPEAKING

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

The speaking process

The speaking process consists of the following stages:

- Planning, researching and organising
- Practising and presenting

Informal speaking and group work

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

Formal speaking and presenting

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

Planning, researching and organising

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

- use resources and reference materials to find and select information;
- make notes and summaries from a range of relevant sources;
- include a range of facts and examples according to task requirements;
- use an effective introduction and conclusion, e.g. by using literary quotations, references to authoritative sources, anecdotes;
- develop ideas and argument: arrange facts, examples etc. logically;
- in argument, offer appropriate types of proof, e.g. statistics, testimony, specific instances;
- use objects, audio and/or visual aids to enhance the appeal and accuracy of presentations.

Practising and presenting

Learners demonstrate practising and oral presentation skills. They

- Use appropriate forms of address
- Show an awareness of audience: rhetorical questions, repetition, pause

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

Features and conventions of oral communication texts

Informal speaking and group work

Speaking/oral text form	Purpose	Features
Informal discussion/ conversation/ dialogue/group work See: Expressions used in conversational English-Reference list Below	To share ideas, opinions and viewpoints with individuals groups	• Initiate and sustain conversations • Use turn-taking conventions • Fill in gaps and encourage the speaker • Clarify meaning where necessary • Give and justify opinion; negotiate a position • Share ideas and experiences • Ask and respond to questions to sustain communication • Promote the aims of the group work by taking on leadership and other roles • Respond to language, gestures, eye contact and body language • Signal interest and attention appropriately through expression, posture and gesture
Unprepared reading aloud	To share a text written by self or other	• Read fluently according to meaning and purpose • Pronounce words without distorting meaning • Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures

Formal speaking and presenting

Speaking/oral text form	Purpose	Features
Prepared speech This form will display evidence of research and/preparation	Various: to inform/ persuade/share and justify viewpoint or opinion Oral report; review	• Conduct research • Organise material coherently. Choose and develop main ideas and support with examples • Use correct format, vocabulary, language and conventions • Use rhetorical questions, pauses and repetition • Use tone, voice projection, pace, eye contact, posture and gestures • Use effective introduction and conclusion • Use appropriate style and register • Incorporate appropriate visual, audio and/or audiovisual aids, e.g. charts, posters, objects, images

Unprepared speech	Various: to present a speech without preparing beforehand/ to arrange logic promptly/employ speech techniques at short notice	• Use tone, voice projection, pace, eye contact, posture and gestures • Display sense of audience and make contact with listeners • Use appropriate and effective vocabulary and language structures • Use effective introduction and conclusion
Prepared reading aloud	To share a text written by self or other; to entertain	• Read fluently and attentively according to purpose and task • Pronounce words without distorting meaning • Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures
Interview	To elicit information or point of view from an individual or panel In Grade 12, learners will role play the job interview	• Plan and prepare for interview, e.g. by determining goal, background information, and preparing questions • Create rapport with the interviewee/s (an atmosphere of trust) • Listen actively, evaluate responses, and respond appropriately • Introduce participants • Ask questions to elicit information. Questions should be relevant and expressed sensitively and respectfully • Summarise or record responses, e.g. by taking notes; summarising, sequencing and arranging responses and important details in logical order • Close the interview, e.g. thank the interviewee

See also general comments on planning and presenting above.

Argument and viewpoint

Speaking/oral text form	Purpose	Features
Panel Discussion	To share different opinions or information from different sources	• Each speaker talks about a particular aspect of the topic • Be aware of the role and duties of the chairperson o Keeping order o Managing time o Keeping to the agenda o Encouraging participation o Remaining neutral o Calling for proposal or votes

Debate	To argue different viewpoints on a chosen topic This is a formal oral form for public viewing and participation.	Debating procedure: • Two teams of speakers, usually three per team, argue for or against a motion. Motions make claims or propositions, e.g. 'The World Cup was good for our economy', rather than simply 'The World Cup'. • Debate proceedings are controlled by a chairperson, who: o introduces the motion and gives some background to it; o introduces each speaker; o maintains order; o keeps time-speakers are given time limits; o manages the discussion when the motion is opened to the floor (see below); o manages the vote (see below). • The chair introduces the motion and asks the first speaker for the proposition (the team arguing **for** the motion) to speak. • The first speaker for the proposition presents arguments supporting the motion. • The first speaker for the opposition (those speaking **against** the motion) presents arguments opposing the motion and may also rebut (attack) the first speaker's arguments. • The second speaker for the proposition builds on the team's arguments, presents new arguments, and rebuts the previous speaker's points. • The second speaker for the opposition does the same. • The motion is opened to the floor (audience) for discussion and questions. • Following the general discussion the opposition sums up first. The third speaker repeats the team's main arguments and tries to persuade the audience to vote against the motion, giving reasons. This speaker may also rebut previous arguments. • The third speaker for the proposition does the same. • The debate may be concluded and a result obtained in different ways, e.g. by having the speeches assessed (scored) by a judge, or putting the motion to the vote.

Speaking for specific purposes/contexts

Speaking/oral text form	Purpose	Features
Giving directions	To tell someone how to get somewhere	• Use mostly the imperative form • Use concise and clear sentences • Use chronological order • Refer to a specific direction • Indicate the approximate distance • Provide information about landmarks along the way
Instructions	To explain how to use a tool or instrument, prepare food, repair faults, etc.	• Explain how to use an tool or instrument, or how to make something • Describe the materials needed • Provide a clear, correct and logical sequence of instructions • Use appropriate vocabulary, expressions or technical language
Introducing a speaker	To give an audience information about a speaker/guest	• Obtain relevant information from the speaker • Use a formal style or register • Create interest and expectation in the audience, e.g. by telling the audience about relevant background information and achievements • Build expectation through, e.g. pauses and inflection • End strongly and confidently
Offering a vote of thanks	To thank a speaker after delivering a speech to an audience	• Use a formal register • Listen carefully to the speaker, to point out some highlights in the address • Mention strong points in the address • End strongly and confidently

Examples of expressions used in conversational English

ASKING PERMISSION/REQUESTS • Can I …? • May I …? • Would it be possible for me …? • Is it all right if ...? • Would it be ok if …? • Do you mind if I …? • Please let/permit/allow me to … • Would you agree to …?	**INTERRUPTING** • Excuse me, could I ...? • Sorry, do you think I could ...? • Excuse me, do you know ...? • I beg your pardon, could you help me? (formal)
OFFERING HELP • May I help you? • Can I help you? • Are you looking for something? • Would you like some help? • Do you need some help? • What can I do for you today?	**SEEKING ASSISTANCE** • Can I have help with ...? • Would you help me to ...? • I need help with … • Please assist me … (formal) • Please lend a hand with …

APOLOGISING • Sorry. • I'm sorry for…. • I regret…… • Please forgive me for … • I apologise for … • Pardon me. • Excuse me. • I beg your pardon.	**COMPLAINING** • I'm sorry to have to say this, but ... • I'm sorry to bother you, but ... • Maybe you forgot to ... • I think you might have forgotten to ... • Excuse me if I'm out of line, but ... • There may have been a misunderstanding about ... • Don't get me wrong, but ...
GIVING ADVICE • I don't think you should ... • You ought to ... • You ought not to ... • If I were you, I'd ... • If I were in your position, I'd … • If I were in your shoes, I'd ... • You had better ... • You shouldn't ... • Whatever you do, don't ...	**STATING A PREFERENCE** • Would you like to … • I'd rather … • Why don't we ...? • Well, I'd prefer ... What do you think? • What do you think we should do? • If it were up to me, I'd … • I think we should …
GUESSING, INFERRING • I'd say he's about ready to ... • It might need some … • He could be ... • It looks like ... • Perhaps he needs some … • Maybe they want to ... • It's difficult to say, but I'd guess that … • I'm not really sure, but I think …	**GIVING IMPRECISE INFORMATION** • There are about … • There are approximately ... • There are a large number of … • ……. predicts up to … • It's kind of … • It's the type of … • They're the sort of … • It's difficult to say, but I'd guess … • I'm not really sure, but I think …
SAYING GOODBYE **Long trips, vacations, short outings** • Have a good trip. • Enjoy your vacation. • Have a good journey. • Enjoy your holidays. • Enjoy! • Have a good time **at** … (destination place such as a restaurant) • Have a good time **in** … (destination city) **GREETING AFTER A TRIP** • How was your vacation/holiday in …? • Did you enjoy your time in … (destination)? • How was your journey/flight/ trip?	**EVALUATING YOURSELF** • This worked well/was effective because … • I did this well because … • It would have been better if I had ... • This could be improved by … • Progress is /is not evident because … • This succeeds because …

Suggested length of texts to be used for listening comprehension

Texts	Grade	Length of text
• Oral, visual, audio-visual and multimodal texts from the mass media • Audio texts (Grades 10 and 11, listening comprehension clip two minutes long and Grade 12 clip three minutes long) should be played/read at least two times • Creative texts • Referential and informational texts • Texts for enrichment • Audio-visual texts (films, television programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos)	10	150 words/about 2 minutes
	11	250 words/about 2 ½ minutes
	12	350 words/about 3 minutes
OR a 30-minute test including a two-minute audio clip (Grades 10 & 11) and three-minute audio clip (Grade 12) with questions to answer		

Suggested duration of oral communication

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

3.2 READING AND VIEWING

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

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

Reading process

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

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

- Skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information, e.g. fonts and numbering, layout, icons, illustrations, graphs, charts, diagrams, maps, pull down menus, key word searches, etc.
- Skimming and scanning parts of a book, e.g. title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.
- Predicting, using the information gained from skimming and scanning
- Dealing with any key vocabulary that may be unfamiliar to the learners

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

- Actively making sense of the text.
- Working out the meaning of unfamiliar words and images by using word attack skills and contextual clues .
- Using comprehension strategies: making connections, monitoring comprehension, adjusting reading speed to text difficulty, re-reading where necessary, looking forward in the text for information that might help, asking and answering questions (from lower to higher order), visualising, inferring, reading for main ideas, attending to word choice and language structures, recognising the text type by its structure and language features.
- Making notes or summarising main and supporting ideas.

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

- Answering questions on the text from lower order to higher order
- Comparing and contrasting; synthesising
- Evaluating, drawing conclusions and expressing own opinion
- Reproducing the genre in writing of their own (where appropriate)

Intensive reading of literary and non-literary texts

During the reading process the following strategies should be applied:

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

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

- Use dictionaries, thesauruses and other reference works to determine the meaning, spelling, pronunciation and parts of speech of unfamiliar words
- Identify the meaning of common prefixes (e.g., *bi-*, *un-* or *re-*) and common suffixes (e.g. *-ful*).
- Determine the meaning of words and their connection to word families using knowledge of common roots, suffixes and prefixes
- Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words
- Recognise common allusions, idioms and proverbs, e.g. *the Midas touch.*
- Distinguish between denotation and connotation
- Evaluate how words from various origins impact on text, e.g. Latin- and Greek- based words, street slang, dialects, borrowed words (e.g. *ubuntu, dorp, bunny chow*).
- Distinguish between commonly confused words: homophones, homonyms, homographs, synonyms, e.g. *allusion/illusion; complement/compliment; imply/infer*
- Recognise a wide range of abbreviations and acronyms
- Apply knowledge of grammar to decode meaning. See Language structures and conventions-Reference List below (3.4).

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

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

- Identify, explain and analyse the meaning and functions of language structures and conventions in texts. See Language structures and conventions-Reference List below (3.4).

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

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

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

- Relate the text to their own experience
- Identify the text and its purpose, e.g. an argument which seeks to persuade
- Identify and explain author's attitude and intentions
- Synthesise parts of texts or whole texts in order to reach conclusions
- Draw conclusions, form and justify own opinion
- Evaluate the effectiveness of the text in terms of its purpose
- Compare and contrast texts

Intensive reading of shorter written texts for SUMMARY AND NOTE TAKING

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

- Skim and scan for main ideas and theme
- Separate main ideas from supporting details
- Paraphrase the main ideas (write them in own words)
- Sequence the sentences and use conjunctions and logical connectives to link them together into a text

Intensive reading of shorter written texts for CRITICAL LANGUAGE AWARENESS

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

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

Intensive reading of MULTIMODAL AND VISUAL TEXTS

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

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

- Identify, analyse and evaluate the way visual elements are integrated with written text in multimodal texts, e.g. layout, illustrations, graphic information
- Identify, analyse and evaluate the purpose and message in visual texts for information, e.g. graphs, tables, documentaries, charts, maps
- Identify, analyse and evaluate the message and effectiveness of visual elements of advertisements and the relationship between the written and the visual elements
- Identify, analyse and evaluate the purpose and message in visual texts which show relationships, e.g. mind-maps, diagrams, pie charts, maps, plans
- Identify, analyse and evaluate the purpose, aesthetic qualities and design of visual texts created for aesthetic purposes, e.g. photographs, film, design elements
- Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment, e.g. film, cartoons, music videos, comic strips
- Identify, analyse and evaluate the message and effectiveness of visual texts which support speaking, e.g. posters diagrams, data projection
- Use films to identify, understand, analyse and evaluate the relationship between sound, speech, action and visual elements in film and other audio-visual forms

Intensive reading focusing on the FORMAL STUDY OF LITERATURE

Learners read, evaluate and respond to the aesthetic qualities of literary text. They apply the meta-language of literature study to understand and appreciate elements of literary texts. TWO texts, selected from different genres, are selected from the National Literature Catalogue for formal study and assessment each year. A range of texts is studied over Grades 10-12: poetry and/or short stories and/or novel and/or drama and/or other texts for enrichment. See “Texts for the integrated study of language skills” at the end of this section.

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

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

- Explain choice and effectiveness **in poetry** of how elements support the message/theme. Elements may include figures of speech, imagery, structural elements and sound devices, e.g. rhyme, refrain, rhythm, alliteration

- Explain choice and effectiveness **in drama** of how elements support the message/theme. In addition to figures of speech and imagery, elements may include figures of speech, imagery, structural elements, e.g. plot, climax, characterisation, stage directions, dramatic irony, setting

- Explain choice and effectiveness **in short stories/novels/films** (films – only for enrichment) of how elements support the message/theme. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, e.g. plot, exposition, rising action, conflict, climax, falling action/anticlimax, denouement/resolution, setting

- **In addition, for film**, use of camera work and editing, e.g. close-up, long shot, music and sound track, special effects, colour, to convey the message/theme.

Extended independent reading and viewing

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

- Access libraries and know book storage conventions

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

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

Examples of question types for assessing reading

Knowledge questions	*What happened after …? Name the … Describe what happened at … Who spoke to …? What is the meaning of ….?*
Comprehension questions	*Who was the key character …? Provide an example of …? Explain in your own words ….?*
Application questions	*Can you think of any other instance where ….? Do you remember we were looking at metaphors-how would you explain the metaphor in this line?*
Analysis questions	*How was this similar to …? How was this different to …? What was the underlying theme of …? Why do you think …..?*
Synthesis questions	*We've learnt a lot of different things about Romeo-can you put them all together and describe his character? What kind of person is he?*
Evaluation questions	*How effective is ……? Can you think of a better way of ….? Which of these two poems do you prefer? Why?*

TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE SKILLS, GRADES 10-12

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

Literary texts for formal study. A range to be studied over the Grades 10-12	**Written texts for information**	**Multimedia/visual texts for information**
Recommended Genres	Dictionaries	Charts, maps
TWO of the following recommended literary genres as included in the National Literature Catalogue:	Encyclopaedias	Graphs, tables, pie charts
Novel	Schedules	Mind-maps, diagrams
Short stories	Telephone directories	Posters
(Grades 10 – 6 stories)	Textbooks	Flyers, pamphlets, brochures
(Grade 11 – 6 stories)	Thesaurus	Signs and symbols
(Grade 12 – 8 stories)	Timetables	TV documentaries
Drama	TV guides	Web pages, internet sites, blogs
Poetry	**Written texts in the media**	Facebook and other social networks
(Grade 10 – 6 poems)	Magazine articles	Data projection
(Grade 11 – 8 poems)	Newspaper articles	Transparencies
(Grade 12 – 10 poems)	Editorials	**Multimedia/visual texts for aesthetic purposes**
Enrichment	Notices	Films
Films	Obituaries	Photographs
Selected TV series/documentaries	Reviews	Illustrations
Radio dramas	Brochures	**Multimedia/visual texts for enjoyment and entertainment**
Essays	Advertisements (commercial and classified)	Films
Biographies	**Written forms of audio texts**	TV programmes
Autobiographies	Dialogues	Music videos
Folk tales	Speeches	Cartoons, caricatures
Myths and legends	Songs	Comic strips
	Jokes	Jokes (illustrated)
	Written interpersonal and transactional texts	Graffiti
	Letters	**Audio texts**
	Diaries	Radio programmes
	Invitations	Readings of dramas
	Emails	Readings of novels or short stories
	SMS's, twitter	Recorded speeches
	Notes	**Advertisements on radio, TV newspapers and magazines**
	Reports	
	Written interpersonal texts in business	
	Formal letters	
	Minutes and agendas	

Length of written texts to be read for intensive reading/comprehension and summary

TYPE	GRADES	LENGTH OF TEXTS (WORDS)	
Comprehension	10	400 - 500	
	11	500-600	
	12	600-700	
TYPE	**GRADES**	**LENGTH OF TEXTS (WORDS)**	**LENGTH OF SUMMARY (WORDS)**
Summary	10	200	60-70
	11	230	
	12	250	

3.3 WRITING AND PRESENTING

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

Process writing

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

Steps in process writing

Planning/Pre-writing

- Analyse the structure, language features and register of the text type that has been selected
- Decide on its purpose, audience and context
- Brainstorm ideas for the topic using, for example, mind maps
- Discuss the criteria that will be used to evaluate the piece of writing
- Research the topic, for example in a library, and select relevant information
- Identify main ideas and supporting detail

Drafting

- Write a rough first draft that takes into account purpose, audience, topic and text type
- Choose appropriate words, for example, in a narrative use evocative words and phrases to make the writing vivid
- Organise ideas in a logical sequence so that the argument flows smoothly in an essay
- Organise ideas and/or images so that a story makes sense
- Establish an individual voice and style
- Read drafts critically and get feedback from teacher and classmates

Revising, editing, proofreading and presenting

- Evaluate their own and others' writing for improvement using set criteria
- Refine word choice, sentence and paragraph structure
- Work on the sequencing and linking of paragraphs
- Eliminate ambiguity, verbosity and any offensive language

- Use grammar, spelling and punctuation correctly
- Prepare the final draft including layout, for example, headings and fonts
- Present the text

Language structures and conventions during the writing process

Register, style and voice

- Use an appropriate register, for example business English in a business letter, and style (formal or informal)
- Establish an individual voice, for example, write from own point of view

Word choice

- Know and use a wide range of vocabulary
- Know the denotative and connotative meanings of words
- Know what part of speech a word is and how to use it in a sentence
- Know whether a word is formal, informal, or slang (or offensive) and how to use it appropriately (or not at all)
- Spell words correctly
- Use monolingual and bilingual dictionaries and thesauruses to expand vocabulary
- Keep a personal dictionary or vocabulary book to expand vocabulary

Sentence construction

- Write simple, compound and complex sentences
- Use conjunctions to join clauses in compound sentences: *and, but, nor, or, so, then, yet*
- Use subordinating conjunctions to join clauses in complex sentences:
    - time clauses: *when, before, after, since, while, as, until*
    - conditional clauses: *if, unless*
    - purpose clauses: *in order to, so that*
    - reason clauses: *because, since, as*
    - result clauses: *so that*
    - concessive clauses: *although, though, while*
- Sequence ideas in a logical order so that they make sense
    - place clauses: *where, wherever*

- clauses of manner: *as, like, the way*
- Use defining and non-defining relative clauses

- Use noun phrases, adjectival phrases and adverbial phrases to expand sentences, for example, *The old man with a stick was walking down the winding road*.

Paragraph writing

- Write paragraphs with a topic sentence and supporting sentences in non-fiction texts
- Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type
- Uses logical connectors to link sentences in a paragraph:
  - ordering ideas: *firstly, secondly, finally, etc.*
  - addition: *moreover, furthermore, in addition, etc.*
  - similarity: *similarly, likewise, in the same way, etc.*
  - contrast: *however, nevertheless, although, though, on the other hand, etc.*
  - cause/effect: *because, therefore, as a result, consequently, etc.*
  - conditions: *if, provided that, unless, etc.*
  - sequence in time: *next, soon, after, then, later, suddenly, afterwards, etc.*
- Use logical connectors, pronouns and the repetition of words, synonyms and antonyms to create a cohesive paragraph (i.e. a paragraph with links that hold it together and give it meaning)

Language conventions (spelling and punctuation)

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

Text types – structure and language features

Teachers should ensure that learners write a range of texts during the year. There should be a balance between short and long texts and writing for different purposes: cognitive academic, creative, personal/interpersonal and work-related. Teachers should choose a text type and an appropriate topic to write about, for example, an argumentative essay on the topic 'Cell phones are taking over our lives'.

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

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

Text Type	Purpose	Text Structure	Language Features
Information report (Long)	To classify and describe phenomena	• An opening, general classification e.g. *Weavers are seed-eating birds.* • More technical classification (optional), e.g. *Their Latin name is ploceidae.* • A description of the phenomenon including some or all of its: o Qualities, e.g. *The male of the species is brightly coloured, usually yellow and black.* o Parts and their functions, e.g. Weavers *have round conical bills.* o Habits, behaviour or uses, e.g. *Weavers make elaborate woven nests.* • May have accompanying visual text, e.g. diagrams, photos	• Written in the simple present tense • Initial focus on generic participants, e.g. Weavers in general not a particular weaver. • Moves from the general to the specific • May use technical vocabulary, e.g. *conical, seed-eating*
Procedures (e.g. instructions, directions, and rules) (Short)	To describe or instruct how something is done through a series of sequenced steps	• Goal: a statement of what is to be achieved, e.g. *How to make a cover for a portfolio* • Materials/equipment needed listed in order, e.g. *Large sheet of art paper, paints, etc.* • Sequenced steps to achieve the goal, e.g. *First, paint a blue background on the paper.* • May have accompanying visual text, e.g. storyboard, diagrams, etc.	• Written in the imperative, e.g. *Paint a blue background …* • In chronological order, e.g. *First … next …* • Use of numbers and bullet points to signal order • Focus on generalised human agents rather than named individuals • Expressions of cause and effect
Explanation (e.g. the life cycle of a butterfly; how a dynamo works) (Short)	To explain how or why a process occurs	• General statement to introduce the topic, e.g. *A dynamo is a machine which changes mechanical energy into electrical energy.* • A series of logical steps explaining how or why something occurs, e.g. *When the axle of the dynamo is turned, it receives mechanical energy …* • May have accompanying visual text, e.g. diagrams	• Written in simple present tense • May use conjunctions and logical connectors that signal time, e.g. *then, next, etc.* • May use causal conjunctions and logical connectors, e.g. *because, so , this causes* • May use passive voice

Persuasion/ Argument-ative essay	To argue a case for a point of view; to attempt to convince the reader	• Statement of position, e.g. *Shops should be closed on Sunday.* • Series of arguments – often in the form of a point plus elaboration, e.g. *Everyone needs a day of rest. This is especially important for people who work in shops because …* • Reinforcement – summary and restatement of the opening position, e.g. *We have seen that … so …*	• Simple present tense • Focus mainly on generic participants, e.g. *shops, people* • Reason, cause/effect, concessive conjunctions/logical connectors, e.g. *this shows, however, because, therefore*
Discussion/ Discursive essay	To present arguments from differing viewpoints	• Statement of the issue; may preview main arguments, e.g. *The issue of whether or not we should wear school uniforms is very important. There are good reasons both …* • Arguments for, plus supporting evidence • Arguments against, plus supporting evidence • Conclusion – summary and recommendation	• Simple present tense • Generic participants, e.g. *school uniforms, students* • Reason, cause/effect, concessive conjunctions/logical connectors, e.g. *therefore, however, so* • Movement from generic to the specific
Reflective essay	To give emotional reaction and feeling on a specific matter	• A writer can reflect on dream or aspirations, *e.g. How I remember my best teacher; My view of life...* Subjective • Feelings and emotions play an important role • Greater part of the essay may be descriptive	• Personal pronouns • Vocabulary that expresses view points, emotions, etc.
Review (e.g. book or film review) (Long)	To summarise, analyse and respond to literary texts or performances	• Context: background information such as author, illustrator, type of work • Text description: describes elements of the text or production such as main characters, key incidents and stylistic features • Judgment: evaluation of the work by expressing an opinion or judgment	• Written in the present/past tense • Use of appreciation vocabulary to evaluate text, e.g. *enjoyable, heart-warming, funny, exciting, amusing, important, informative, outstanding*
Narrative essay	To entertain	• Orientation that introduces characters and setting, e.g. *Once upon time there was an old woman who lived with her son called Jack. They were very poor.* • Events leading to a complication, e.g. *Jack spent all the money his mother gave him on some magic beans. His mother was angry.* • Resolution and ending, e.g. *Jack came back with the Giant's treasure and they lived happily ever after.*	• Written in the first or third person • Written in the past tense • Events described sequentially • Connectives that signal time, e.g. Early that morning, later on, once • Makes use of dialogue • Language used to create an • impact on the reader, e.g. adverbs, adjectives, images

Descriptive essay	To describe something in a vivid way	• Identification: gives a general orientation to the subject, e.g. *There was a huge beast* • Description: describes features or characteristics of the subject, e.g. *It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.*	• May be written in past or present tense • Creates a picture in words • Uses adjectives, adverbs • Uses figurative language, e.g. simile, metaphor, personification, alliteration

Longer and shorter transactional texts (Personal/Interpersonal)

Text type	Purpose	Text structure	Language features
Diary/journal (Short)	To record and reflect on personal experience	• Usually written in a special book (a diary or a journal) • Entries written regularly (e.g. daily or weekly) • Entries dated • May use personal recount text type (see below)	• Usually written in past tense • Informal in style • The writer is writing for him or herself
E-mail (Short)	To inform and maintain a relationship	• The recipient's address – which, in most cases, is the recipient's name and the server point, as well as the country in which the server point is based. For example, lethaboj *(name)@ gmail.* (server) za *(country).* • CC: these may be the recipients whose attention is called to the email. • Subject: This is a summary of the content of the email. • Message • Sender's name. • NB: The sender's address reflects automatically when the email is received. The sender may choose to provide other contact details at the end. This is called a signature	Speech-like communication
Personal (friendly) letter (Long)	To inform and maintain a relationship	• Address, date and salutation • Structure of message will vary depending on purpose (e.g. catch up on news, congratulate, sympathise) • May use personal recount text type (see below) • Closing, signature	• Usually informal in style but can vary, e.g. letter of condolence will be more formal • Language features will vary according to purpose of message

Personal recount (Long)	To tell about a personal experience	• Orientation: scene setting or establishing context, e.g. *It was in the school holidays* • An account of the events that took place, often in chronological order, e.g. *I went to Tumelo's place … Then …* • Some additional detail about each event, e.g. *He was surprised to see me.* • Reorientation – a closing statement that may include elaboration, e.g. *I hope I can spend more time with Tumelo. We had fun.*	• Usually written in the past tense • Told in first or third person • Time connectives are used, e.g. *First, then, next, afterwards, just before that, at last, meanwhile* • Tends to focus on individual or group participants • Can be informal in style
Invitation (and reply) (Short)	To invite someone to an event or to do something (and either accept or decline)	• May take the form of a personal letter or use an invitation card. Includes: o Nature of the event o Where it will take place o Date and time o May include dress code o Name of invitee o May include RSVP o May have a visual, design element • The response may be in the form of a note or letter.	• Can be formal or informal in style • Generally concise – brief and to the point • Makes use of conventional phrases, e.g. *I would like to invite you …* • Response is polite, e.g. *Thank you so much for inviting me but I'm afraid I won't be able to attend.*
Obituary (Long)	To commemorate and inform others of someone's death	• Full name; date of death, where the person was living at the time of death; date of birth; birthplace; key survivors (spouse, children) and their names; time, date, place of funeral • Some of the following may also be included: Cause of death; biographical information; memorial tribute information	• Formal in style • May use euphemisms, e.g. *passed away* instead of *died* • Usually concise • Makes uses of language conventions, e.g. *In lieu of flowers, donations may be made to*
Dialogue (Long)	It is a record of the exchanges as they occur, directly from the speaker's point of view	When writing a dialogue: • Write the names of the characterson the left side of the page; • Use a colon after the name of the character who is speaking; • Use a new line to indicate each new speaker; • Advice to characters(or readers) on how to speak or present the action must be given in brackets before the words are spoken; • Sketch a scenario before you start writing.	• When the dialogue involves family or close friends the (casual style" is used .Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used • When the conversation involves strangers the consultative style is used more elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement

Interview (Long)	One or more persons question, consult, or evaluate another person is	• One speaker probes the other by asking questions. The result is more often than not, what the interviewer wanted to portray of the interviewee, i.e. their strong points, talents, weak points,etc. • As with the dialogue, the names of the speaker are given on the left side of the page; • A colon is used after the name of the character who is speaking; • A new line is used to indicate each new speaker.	Written in the present tense
Speech (Long)	To inform, educate, enlighten and entertain the public	• Start and adapt the style to be used; When?, Where?, Why? (purpose), Who? (audience), and What? • Openers attract attention. • Develop points well and avoid clichés. • Balance criticisms with reasonable alternatives. • The conclusion is important, and is never a summary of what has been written.	Use short sentences with simple ideas, using familiar examples.

Transactional texts (Business)

Text type	Purpose	Text structure	Language features
Business letter **(**Long)	Various, e.g. to apply for a job or bursary; to complain, request, etc.	• Writer's address, date, recipient's address, salutation • May have a heading • Structure of message will vary depending on purpose, e.g. letter to the press • Closing, signature	• Usually formal in style • Makes use of language conventions, e.g. *Dear Sir/ Madam, Yours sincerely* • Generally concise – brief and to the point
Curriculum vitae (CV) **(**Long)	To provide a summary of a person's life and qualifications	• Personal details: name, date of birth, nationality, ID number, address, etc. • Formal qualifications, e.g. grades passed • Work experience (if applicable) • Hobbies and interests • Referees • Design and layout is important	• Concise – not more than two pages • Headings and bullets • Formal and direct in style
Filling in forms (Short)	Various, e.g. to apply for a job, place at university, etc.	Will vary according to the purpose	The person completing the form should be concise, accurate, formal, neat (writing should be legible)
Agenda and Minutes (Long)	The agenda of a meeting provides a structure for a meeting	• Name of organisation • Date, time and place of meeting • Welcome and apologies • Matters arising from minutes of previous meeting • Items to be discussed • Any other business	• Items are usually numbered • Language very concise – note form may be used • Actionable words used, e.g. *approve, discuss, announce* • Items are numbered • Formal language • Some language conventions, e.g. *Matters arising; any other business*
	The minutes of a meeting provide a record of a meeting	• Name of organisation • Date, time and place of meeting • List of people present and apologies • Minutes from previous meeting approved (may be amended) • Record of discussion, decisions/action taken and person responsible • Time that meeting ended	• Concise language • Formal language • Items numbered • Headings and bullets may be used • Some language conventions, e.g. *Matters arising; any other business*

Flyer (Short)	To persuade someone to buy something or use a service	• Small size, e.g. A5 paper • Eye-catching headline, slogan or logo • Brief description of product • List of benefits or offers • Contact information, e.g. website • May have a visual, design element	• Speaks directly to the reader • Concise language • Language used to create an Impact on the reader, e.g. adverbs, adjectives, figurative language such as alliteration, metaphor
Advertisement (Short)	To persuade someone to buy something or use a service	• Can take a variety of forms • Make use of slogans and logos • Usually have a visual, design element • Use advertising techniques • Use design to make the advertisement eye-catching and memorable	Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm
E-mail (Short)	See personal/interpersonal	See personal/interpersonal	See personal/interpersonal

Transactional texts (Informative)

Text type	Purpose	Text structure	Language features
Newspaper article (Long)	To inform, educate, enlighten and entertain the public	• State facts briefly but accurately. • Strive to communicate the essence without losing the reader. • Summarise accurately, without slanting the truth. • Give a succinct title and add a clear sub-title. • Start with the most important facts: the who, what, how, when, where, why, and to what degree.	• Clear and concise language • written in 3rd person. • Can use an active or passive voice, depending on the focus and which is more engaging for the reader. • Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.
Magazine article (Long)	To inform, educate, enlighten and entertain the public	• The heading must be attractive and interesting. • The style should be personal, speaking directly to the reader. • The style can be descriptive and figurative, appealing to the imagination of the readers • Names, places, times, positions, and any other necessary details should be included in the article. • The article should stimulate interest and keep the reader absorbed.	• Quotes from people; direct quotes • Longer paragraphs • Descriptive writing • May use a mixture of formal and informal language including everyday expressions and colloquialisms • Rhetorical questions • Emotive words • Use of imagery and description
Giving directions (Short)	To tell someone how to get somewhere	• Use chronological order • Refer to a specific direction • Indicate the approximate distance • Provide information about landmarks along the way	• Use mostly the imperative form • Use concise and clear sentences

Length of written texts to be produced

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

3.4 LANGUAGE STRUCTURES AND CONVENTIONS – REFERENCE LIST

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

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

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

Adverbs	Adverbs of manner, e.g. *quietly, carefully, politely, softly, quickly* Adverbs of time, e.g. *yesterday, tomorrow, last year, last week, the other day* Adverbs of frequency, e.g. *always, usually, often, sometimes, never* Adverbs of probability, e.g. *certainly, definitely, maybe, perhaps, possibly* Adverbs of duration, e.g. *still, yet, any more* Adverbs of degree, e.g. *completely, strongly, totally, quite, rather* Adverbial phrases, e.g. *in the garden, on the table*
Prepositions	Place and direction,, e.g. *above, below, in, under, at, on, behind, between, beside* Adjective + preposition, e.g. *afraid of, ashamed of, bored with, impatient with, rude to* Noun + preposition, e.g. *invitation to, approach to, reason for, respect for, comment on*
Verbs	Transitive and intransitive verbs, e.g. *He bought a pen./The girl laughed.* Verbs with two objects (direct and indirect), e.g. *He gave **me** **the book**.*
Verb tenses	Simple present tense, e.g. *I **play** tennis every week./Snakes **are** reptiles.* Present progressive (or continuous) tense, e.g. *She **is watching** television at the moment.* Present perfect tense, e.g. *I **have lived** in Durban all my life.* Present perfect progressive (or continuous) tense, e.g. *He **has been studying** hard the whole week.* Simple past tense, e.g. *He **woke up** early and **got** out of bed.* Past progressive (or continuous) tense, e.g. *The family **were sleeping**, when the fire broke out.* Past perfect, e.g. *He went home because he **had forgotten** his keys.* Past perfect progressive (or continuous), e.g. *I **had been waiting** for two hours by the time he finally arrived.* Expressing future time: Will/shall + infinitive, e.g. *Mrs Molefe **will teach** the Grade 10 class./I am sure **you will enjoy** the movie.* Going to + infinitive, e.g. *They **are going to visit** her grandparents./I think it **is going to rain** tomorrow.* Simple present tense used to talk about the future, *e.g. Tomorrow is a holiday.* Future progressive (or continuous), e.g. *I **will be working** the whole of next week.* Future perfect, e.g. *By next week **I** **will have finished** the job.* Future perfect progressive (or continuous), e.g. *Next year I **will have been teaching** at this school for twenty years.*
Concord	Subject-verb concord, e.g. *He has just arrived./They have just arrived/I was going./They were going.*
Modals	To express ability/inability, e.g. *I **can** speak German./I **can't** speak French./He is **able to** return to work./He is **not able to** return to work.* To express permission, e.g. ***May** I use the bathroom? **Could** I leave early? **Can** I ask a question? Yes, of course you **can**.* To express instructions/requests, e.g. ***Would** you open the window, please./**Could** you let me in.* To express possibility/impossibility, e.g. *This **can** cause difficulty./You **can't** be serious./You **could** be right./He **couldn't** know.* To express probability/improbability, e.g. *We **should** arrive in Jo'burg at 10 p.m./We **ought to** arrive in Jo'burg at 10 p.m./There **shouldn't** be any problem/There **ought not** to be any problem.* To express certainty, e.g. *They **must** have forgotten*.

Conditional sentences	First conditional to express a real possibility, e.g. *If it rains, we will cancel the trip*. Second conditional to express something that is unlikely or improbable, e.g. *If I won the lottery, I would buy my mother a house with ten bedrooms.* Third conditional to express something that is hypothetical, e.g. *If I had worked harder at school, I would have passed matric.*
Passive voice	Simple present tense, e.g. *The gate **is locked** at 6 o'clock every night.* Present progressive (continuous) tense, e.g. *The room **is being cleaned** at the moment*. Present perfect tense, e.g. *A new supermarket **has been opened** this year*. Simple past tense, e.g. *The library **was closed** for the holidays*. Past progressive (or continuous), e.g. They had to wait because the car was still being cleaned. Past perfect, e.g. *He **had been poisoned** by his girlfriend*. Future time, e.g. *Next year the class will be taught by Mr Dube./ Next year a new library **is going to be built.***
Reported speech	Reported questions, e.g. *She asked me why I was so late./ He asked me what kind of music I liked.* 'That' clauses, e.g. *She said that she didn't know./ He told me that he had lost the book.*
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

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

3.5. TEACHING PLANS

This document suggests that each cycle will include one or more units focused on each of the skills: listening, speaking, reading, viewing, writing, presenting and language. Each cycle will provide activities for learners to study, read or view a series of oral, written and visual texts. In each cycle the activities would draw learners' attention to correct grammar and genre forms. Over a year, approximately 18 of these cycles would cover all aspects of the curriculum in 36 weeks. In addition, the level of difficulty in all areas would increase from term to term and year to year until, over the course of three years, the learners would be ready to write the final Grade 12 examination. Progression therefore also becomes part of the organising of learning programmes. This structure gives learners and teachers the opportunity to build context, to consolidate vocabulary, and to become familiar with language structures over two weeks before moving on to other skills. At the same time it offers variety and can be tailored to the interests of a group. For example, "Soccer" was a common teaching theme during the World Cup, but could be followed by a cycle on traditional weddings or good environmental practice.

Integrated language teaching: the teaching cycle

In practice, integration suggests variety: variety of forms, of activities, of texts and themes. When designing an integrated two-week cycle, the teacher may cluster activities around a topic, e.g. working world; an issue, e.g. climate change; a setwork; a skill from the curriculum, e.g. debate, argumentative writing, argument structures; or a text or group of texts from "Texts used for the integrated teaching of language skills". The sequence of lessons in a two-week cycle can follow any order, e.g. a cycle might start with reading and progress to discussion (speaking), which is followed by writing. Either the setwork text (where appropriate) or another text can be used for the activities outlined below.

The teacher should choose a setwork for literary text study. This may be a group of poems, a novel, a set of short stories, drama or a film (see "Texts used for integrated teaching of language skills"). These appear as Reading and viewing in the Teaching Plan as **literary text one-eighteen (Grade 12)**. The teacher may choose to teach any order for teaching texts or alternate poems with short stories. If the teacher chooses a longer continuous text such as novel, drama or film it is suggested that it is taught continuously so that learners do not forget details of the plot and characters. If a novel, drama or film is chosen, the teacher will need to divide the text into as many units as there is time available in the Teaching Plan, e.g. 10 units if it is to be studied in the first two terms of Grade 10. These units could be 10 chapters, 10 sections of the drama or 10 scenes of the film which use intensive reading strategies for exploring meaning and effect. Additional sections of the work will be read as homework or part of the extended reading programme.

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

Turning the Teaching Plan into teaching and learning activities

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

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

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

Lesson 1: (mainly oral)

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

Lesson 2: (mainly preparing for writing)

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

Lesson 3: (mainly writing)

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

Lesson 4: (mainly reading)

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

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

Lesson 5: (mixed)

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

Lesson 6: (mainly writing)

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

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

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

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

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

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

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

Lesson 10: (mainly writing)

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

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

Lesson 11: Formal assessment

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

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

3.5.1 GRADE 10: TEACHING PLAN

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

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

Formal assessment tasks in Term 1			
Task 1: Listening	**Task 2: Writing**	**Task 3: Writing**	**Task 4: Test 1**
Oral: Listening comprehension	Essay	Longer transactional text	**Language in context:** Comprehension Summary Language structures and conventions

GRADE 10 TERM 2				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **4 hours**	**Writing & Presenting** **3 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
11 and 12	Explain a visual text in groups-diagram, table, pie chart etc. Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)	Intensive reading. Explanation from a **text book** (NB. not instructions) Explanation of personal motivation	Write **an explanation** of how a common object (*e.g. bicycle, cell phone, pen* …) is operated or works Write an explanation of own actions in (e.g.) a letter of excuse **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Conjunctions Logical connectors that signal cause (*e.g. because, so, therefore*) and time (*e.g. then, next, after*) Prepositions (revision) **Vocabulary** related to reading text(s)
13 and 14	Formal researched speech on an aspect of choice. Listen to an audio clip/ text read.	**Literary text 5** Intensive reading. Explore themes further. Compare or contrast **Literary text 6** Intensive reading.	Short **paragraph** on setwork, *e.g. describe a character and justify, describe the setting and its effect, identify theme and effect* **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Concord in context-examples from listening practice or literary texts five and six Remedial grammar from learners' writing **Vocabulary** related to the reading/listening text
15 and 16	Tell, listen and respond to jokes Read written account to class/group Extension: view advertisement which uses humour as a device	Intensive reading. **Humorous text**, e.g. cartoon, comic strip/comic video and examine effect Examine devices used in humour, e.g. irony, conflict, climax and resolution **Literary text 7-**revision/ summary/concluding lesson/enrichment text	**Personal recount:** Describe an amusing incident. Register, style and voice **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Conditional sentences integrated with writing. Remedial grammar from learners' writing **Vocabulary** Meta-language related to cartoons etc., e.g. frame, speech bubble Vocabulary related to reading text(s)

GRADE 10 TERM 2				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **4 hours**	**Writing & Presenting** **3 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
17 and 18	Panel discussion/interview Listen for attitude and position	Read for critical awareness. **Text which gives viewpoint/attitude/ assumptions** from literary or media source **Visual text** which illustrates viewpoint, **e.g. photograph, film, cartoon, illustration, advertisement** etc.	Create an **advertisement-** include visual elements. Simple persuasion techniques Write a **recommendation for a book** from Extended Reading programme **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Figurative language and rhetorical devices used to catch attention and persuade, e.g. simile, alliteration, repetition Reason, cause and effect logical connectors and conjunctions **Vocabulary** Meta-language above; meta-language of advertising, *e.g. copy, AIDA formula, layout* Vocabulary related to reading text(s)
19 and 20	**Mid-year examinations**			

Formal assessment tasks in Term 2		
Task 5: Speaking	**Task 6: Literature**	**Task 7:** **Mid-year examinations**
Oral: Prepared speech	**Literature:** Contextual questions	Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in May/June)

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

GRADE 10 TERM 3				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **4 hours**	**Writing & Presenting** **3 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
29 and 30	Meeting procedures	**Literary text 12:** Intensive reading. Explore themes further. Compare or contrast. **Enrichment text**, e.g. fantasy, dream, science fiction in any medium	Write a notice of a meeting, agenda and minutes of a meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Meta-language for meeting procedures, e.g. chairperson, scribe, etc. Remedial grammar from learners' writing **Vocabulary** related to reading text

Formal assessment tasks in Term 3		
Task 8: Speaking or reading	**Task 9: Writing**	**Task 10: Test 2**
Oral: Prepared reading aloud/unprepared speech/informal speaking in group	Shorter transactional text	**Language in context:** Comprehension Summary Language structures and conventions OR Literature: Contextual questions

GRADE 10 TERM 4				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **4 hours**	**Writing & Presenting** **3 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
31 and 32	Critical listening of recorded or read text for bias and prejudice Discussion	Reading for **Critical Language Awareness**, **e.g. biased reporting** Critical reading issues: Who gains from this text? Who loses? How?	**Writing:** Write a letter to the press. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Passive and active voice Denotation and connotation **Vocabulary** related to reading text
33 and 34	Listening: note-taking practice. Listening for main points, examples, anecdotes etc.	**Literary text 13:** Intensive reading. **Literary text 14:** Revision/summary/ concluding lesson/ enrichment text	**Writing:** Write **notes into full sentences** **Summary writing** Revision, e.g. full sentences, using synonyms and own words **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Active and passive voice revision Remedial grammar from learners' writing **Vocabulary** related to reading text
35 and 36	Listening for appreciation, e.g. music, recorded reading, songs, recitation of poetry	**Literary text(s) (enrichment)** for appreciation and enjoyment**.**	**Letter of appreciation/ thanks/expressing enjoyment** Revision of any forms for end-of-year examination **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Polite forms and stock phrases of thanks. Culturally appropriate forms of address Register **Vocabulary** related to reading text
37 and 38	Revision: informal class and group discussion during examination preparation	**Literary text (enrichment)** for revision	**Examination preparation**. Write from a choice of creative forms-choosing a topic and **brainstorming/ mind-mapping** **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Dictionary work/practice Idioms/proverbs/sayings Remedial grammar from learners' writing **Vocabulary** related to reading text

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

Formal assessment tasks in Term 4
Task 11: End-of-year examinations
Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing Paper 4 – *Orals *Oral year mark from cumulative speaking , listening and/or reading. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading/unprepared speech/informal speaking in group work.

3.5.2 GRADE 11: TEACHING PLAN

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

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

Formal assessment tasks in Term 1			
Task 1: Listening	**Task 2: Writing**	**Task 3: Writing**	**Task 4: Test 1**
Oral: Listening comprehension	Essay	Longer transactional writing	**Language in context:** Comprehension Summary Language structures and conventions

GRADE 11 TERM 2				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **4 hours**	**Writing & Presenting** **3 hours**	**Language structures and conventions** **1 hour (integrated and/ or explicit)**
11 and 12	Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc. Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)	Intensive reading. **Directions** from a literary text, indicating proportion, distance etc. **Visual text** on a place of public interest Bus or other travel **timetables**	Write **directions** to a place of public interest/ local landmark, *e.g. the nearest soccer stadium, local dignitary's home etc.* **Factual description** of a place of public interest, based on the visual text OR dialogue helping a stranger (use addendum on day-to-day conversation) **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Prepositions (revision) Adjectives Comparison of adjectives **Vocabulary** related to reading text(s) Words indicating direction, distance, proportion etc.
13 and 14	Formal researched speech	**Literary text 5** Intensive reading. Explore themes and characters further. Compare or contrast **Literary text 6** Intensive reading.	Paragraphs on setwork, folk tale or myth, *e.g. describe a character and justify, describe the setting and its effect, identify theme and effect* **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Concord in context-examples from listening practice or literary texts five and six Remedial grammar from learners' writing **Vocabulary** related to the reading/listening text
15 and 16	Role play meeting procedures in class with topic drawn from reading text.	Intensive reading. **Informative text, e.g. newspaper** on a community issue, *e.g. water shortages, rubbish removal* Extended reading and viewing. Encourage reading and viewing of **newscasts/newspapers**	Write the **agenda** of a community meeting in response to the reading text Take **notes** from meeting After role play, write the **minutes** of the meeting **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Paragraph structure: topic sentence and supporting details Conventions related to minutes: past tense, numbered, formal, concise language **Vocabulary** related to reading text Meta-language of meeting procedures, *e.g. agenda, chair, minutes, matters arising …*

GRADE 11 TERM 2				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **4 hours**	**Writing & Presenting** **3 hours**	**Language structures and conventions** **1 hour (integrated and/ or explicit)**
17 and 18	Debate (procedures) Listen for attitude and position	Read for critical awareness. **Text which gives viewpoint/attitude/ assumptions** from literary or media source, e.g. political cartoon, advertisement, emotive reporting **Multimodal advertisement**, from magazine/newspaper/TV	Create an **advertisement-** include visual elements. Persuasive techniques, e.g. expert recommendation, implication, generalisation etc. The advertisement could be a radio advert script or for a magazine **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Figurative language and rhetorical devices used to catch attention and persuade, e.g. simile, alliteration, repetition **Vocabulary** related to reading text(s) Meta-language of advertising, *e.g. copy, layout*
19 and 20	**Mid-year examinations**			

Formal assessment tasks in Term 2		
Task 5: Speaking	**Task 6: Literature**	**Task 7: Mid-year examinations**
Oral: Prepared Speech	Contextual questions	Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in May/June)

GRADE 11 TERM 3				
Weeks	**Listening & Speaking** **1 hour**	**Reading & Viewing** **4 hours**	**Writing & Presenting** **3 hours**	**Language structures and conventions** **1 hour (integrated and/ or explicit)**
21 and 22	Panel discussion/interview	Read for **summary**. Discursive text which balances argument/ discussion for and against	Write **an argument**: for and against a proposal/ motion Create a **table of the argument** in the reading text **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revise logical connectors and conjunctions Remedial grammar from learners' writing and performance in mid-year examinations **Vocabulary** related to reading text(s)
23 and 24	Discuss an issue related to the literary text studied or a visual text	**Literary text 7:** Introduction to issues. Focus on one identifying feature. Discuss its effectiveness. **Literary text 8**: Intensive reading. Identify and discuss plot in drama/novel/short story; imagery in a poem and how these relate to issues	**Writing: Descriptive/ narrative/ reflective/ discursive writing** **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Verb tenses **Vocabulary** related to reading text
25 and 26	Formal prepared/ researched speech. Peer assessment for listening practice (to promote Extended Reading and independent research)	Intensive reading. **Mass media shorter texts: notices, classified advertisements, brochures, obituaries.** Compare register, style and voice with similar forms, e.g. letters	Write a **notice** or **announcement** Write a **formal letter of enquiry** in response to a notice, classified advertisement etc. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Format related to writing Remedial grammar from learners' writing **Vocabulary** related to reading text Abbreviations commonly used in classified advertisements, acronyms, etc.

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

Formal assessment tasks in Term 3		
Task 8: Speaking or reading	**Task 9: Writing**	**Task 10: Test 2**
Oral: Prepared reading aloud/unprepared speech/informal speaking in group	Shorter transactional text	**Language in context:** Comprehension Summary Language structures and conventions OR Literature: Contextual questions

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

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

Formal assessment tasks in Term 4
Task 11: End-of-year examinations
Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing Paper 4 – Orals* *Oral year mark from cumulative speaking and listening and/or reading. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading aloud/unprepared speech/informal speaking in group work.

3.5.3 GRADE 12: TEACHING PLAN

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

In Grade 12 the texts for formal study (setworks) have been counted 1-18, i.e. about two hours per cycle for one poem or one short story or one unit of a novel or drama. If drama or a novel has been chosen, the teacher would need to divide the work into appropriate units to be covered in that time.

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

GRADE 12 TERM 1				
Weeks	**Listening & Speaking**	**Reading & Viewing**	**Writing & Presenting**	**Language structures and conventions**
1 and 2	**Group discussion:** Discuss the features of literary texts/newspaper or magazine articles Discuss purpose and structure Link to extended reading project of newspaper/ news casts etc.	**Intensive reading.** Summary revision using **text on newspapers/ reporting/media** Skim and scan **Literary text 1**: Introduction to issues. Focus on one identifying feature and style of each section. Discuss its effectiveness, theme, motif as in drama/ novel/short stories.	**Summary notes** and **final summary** (possible assessment) Write a **letter to the press** OR write a **notice for a newspaper or magazine OR** a **review** **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Formal structures, e.g. honorifics, no contractions (*e.g. I will … not I'll)*, no slang or colloquial language. Euphemism (*e.g. passed away instead of died*) **Vocabulary** related to reading text Meta-language related to newspapers
3 and 4	Listen for research: a project in which learners ask questions of others and the public and write it into an information report. Formal speech: present the report orally	**Literary text 2**: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. **Literary text 3**: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Write a **list of** appropriate **questions** to elicit information Write **an information report** summarising the results of the research project **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision: Passive voice, Indirect speech Question forms **Vocabulary** related to reading text

GRADE 12 TERM 1				
Weeks	**Listening & Speaking**	**Reading & Viewing**	**Writing & Presenting**	**Language structures and conventions**
5 and 6	Listening comprehension: an autobiographical interview, a reading from an autobiography, video clip of an autobiographical interview Enrichment: view an autobiographical film/ documentary	Intensive reading of an **autobiographical narrative.** Focus on viewpoint, narrator, and attitude. Identify assumptions. Identify the effect of language varieties (if appropriate) **Literary text**: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. Explain the internal and external structures of poems, e.g. poetic and rhetorical devices	Write a literary paragraph on an aspect of the setwork/s studied so far OR an autobiographical narrative Write an **autobiographical incident (narrative**) **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision: Verb tenses, concord Remedial grammar from learners' writing **Vocabulary** related to reading text
7 and 8	Formal group work discussion of issues related to the setwork Discuss themes and messages related to visual texts	Intensive reading. **Visual text** for information related to the setwork study, *e.g. a **map** of the district described in a novel/ short story, **diagram** of the Elizabethan stage, a **video** of the novel etc.* **Literary text 5:** Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Write an essay: narrative/ reflective/ descriptive/ argumentative/discursive **Change the visual text,** e.g. road map, (see Reading) **into another written or visual form**, e.g. poster, mind-map, diagram, flow chart, etc. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Paragraph structure in discursive writing. Logical connectors that signal cause (*e.g. because, so, therefore*) and time (*e.g. then, next, after*) Prepositions (revision) **Vocabulary** related to reading text Meta-language of literary analysis appropriate to the text being studied
9 and 10	Reading aloud of a literary text OR a text from internet Oral: Introducing a speaker	Intensive reading of **multimodal text** for research, from, e.g. **web page, encyclopaedia, reference work/text book.** Assess how the visual and written elements contribute to meaning **Literary text 6:** Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Writing an email (address/ subject/ message) OR writing a webpage (symbol, signs, logos, layout features, visual images and their effect) Pay attention to visual features **Formal letter:** Write a letter of request, e.g. donation, sponsorship, etc. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	**Vocabulary** related to reading text Meta-language related to multimodal and visual texts Jargon words Dictionary practice

Formal assessment tasks in Term 1			
Task 1: Listening	**Task 2: Writing**	**Task 3: Writing**	**Task 4: Test 1**
Oral: Listening comprehension	Essay	Longer transactional text	**Language in context:** Comprehension Summary Language structures and conventions

GRADE 12 TERM 2				
Weeks	**Listening & Speaking**	**Reading & Viewing**	**Writing & Presenting**	**Language structures and conventions**
11 and 12	Listen to a job interview/ text about a job interview and take notes Discuss the relative merits of interviewees and share ideas with class or group Enrichment: Extended reading: watch/listen to a news interview	Intensive reading. An **advertisement** for a prospective job, bursary or tertiary institution. Pay attention to form, details and stock phrases **Literary text 7**: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Write a **covering letter** and a **CV**, e.g. for a job or bursary or university application in response to an advertisement Revision: letter formats and stock phrases of opening and closing. Paragraph structure. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Passive voice Remedial grammar from learners' writing **Vocabulary** related to reading text and job interviews
13 and 14	Job interview role play. This can be a full role play with class members taking on the roles of interviewers, or the teacher can provide questions which learners read to each other for a response.	Intensive reading of **information text** on interviews from **magazine/internet** etc. Extended reading: look for job/bursary advertisements OR read brochures/flyers of tertiary institutions **Literary text 8**: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	**Summary** revision: Write a summary on texts used for specific topics, e.g. interview **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision: modal verbs to prepare for role play of job interview-implications of different modal verbs in use **Vocabulary** related to reading text
15 and 16	Formal researched speech on an aspect of visual media, *e.g. film genres, production methods, history* Role play formal speeches: introducing a speaker and offering a vote of thanks	View a **scene from a film** OR read a **review** of a film/ documentary/TV series **Literary text 9**: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Write a **persuasive letter or paragraph** recommending the film you have watched OR write a film review **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision: Emotive writing Adjectives and adverbs Remedial grammar from learners' writing **Vocabulary** related to reading text Technical vocabulary related to film production

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

Formal assessment tasks in Term 2			
Task 5: Reading	**Task 6: Speaking**	**Task 7: Literature**	**Task 8: *Mid-year examinations**
Oral: Prepared reading	**Oral:** Prepared speech aloud	Contextual questions	Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in May/June) OR Written test

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

GRADE 12 TERM 3				
Weeks	**Listening & Speaking**	**Reading & Viewing**	**Writing & Presenting**	**Language structures and conventions**
21 and 22	Read a drama/ dialogue aloud. Pay attention to pronunciation, pause, pacing tone and expression	Intensive reading. A **dialogue/ drama** which contains language varieties (e.g. **dialect, slang, words from other languages**, *e.g. **Aisch**! I fell in the **donga**!* Pay attention to dialogue/ stage conventions (if the chosen setwork is a drama, focus on stage directions, asides, costume, make up, etc. appropriate to the setwork) **Literary text 11**: Introduction to issues. Focus on one identifying feature Discuss its effectiveness	Write **an argument**: list of points for and against a proposal/motion, *e.g. that swearing, slang and words from other languages should be allowed in class.* Learners should give both sides of the argument **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revise logical connectors and conjunctions Generalisation and stereotype Remedial grammar from learners' writing and language papers in the mid-year examinations **Vocabulary** related to reading text
23 and 24	Share extended reading experience, *e.g. recommend book, make suggestions about the school/public/community library*	**Literary text 12:** Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. **Literary text 13:** Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	**Writing**: Write a shorter transactional text-diary entry, flyers, posters, directions, instructions, advertisement **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Presentation of project, e.g. format, illustrations Remedial grammar from learners' writing **Vocabulary** related to reading text and research project
25 and 26	Listen to a radio/TV newscast for bias	Intensive reading for **Critical Language Awareness**, **e.g. political speech, biased reporting.** **Literary text 14:** Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Write a **formal letter** justifying/excusing/ apologising for a behaviour Write a biased account of a political event, such as a rally, riot, protest (**narrative**) **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Use of pronouns and names*, e.g. demonstrators, agitators, activists,* to "position" Sequencing **Vocabulary** related to reading text

GRADE 12 TERM 3				
Weeks	**Listening & Speaking**	**Reading & Viewing**	**Writing & Presenting**	**Language structures and conventions**
27 and 28	Discussion of issues related to setwork study	**Literary text 15**: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. **Literary text 16**: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Write **an essay -**argumentative/ reflective/ discursive/narrative/ descriptive **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Formal style elements: vocabulary, longer sentences, no contractions Remedial grammar from learners' writing **Vocabulary** related to reading text
29 and 30	Listening to texts for appreciation and pleasure, e.g. music, songs, poems, extracts from setworks, etc.-	**Literary text 17:** Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. **Literary text 18:** Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Design a **poster/CD cover** **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Style elements related to written work **Vocabulary** related to reading text

Formal assessment tasks in Term 3	
Task 9: Writing	**Task 10: *Trial examinations**
Shorter transactional text	Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in August/September) OR Written test

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

GRADE 12 TERM 4				
Weeks	**Listening & Speaking**	**Reading & Viewing**	**Writing & Presenting**	**Language structures and conventions**
31 and 32	Informal class and group discussion used in examination preparation	Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination	Use previous examination papers to revise forms in preparation for the external examination **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Use previous examination papers to revise language in preparation for the external examination **Vocabulary** related to reading text/examination revision of meta-language terms
33 and 34	Informal class and group discussion used in examination preparation	Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination	Use previous examination papers to revise forms in preparation for the external examination **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Use previous examination papers to revise language in preparation for the external examination **Vocabulary** related to reading texts from previous examinations/ examination revision of meta-language terms
35 and 36	**EXTERNAL EXAMINATIONS**			
37 and 38	**EXTERNAL EXAMINATIONS**			
39 and 40	**EXTERNAL EXAMINATIONS**			

End-of-year examinations:

Paper 1 – Language in context

Paper 2 – Literature

Paper 3 – Writing

Paper 4 – *Oral

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

SECTION 4: ASSESSMENT IN FIRST ADDITIONAL LANGUAGE

4.1 Introduction

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

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

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

4.2 Informal or daily assessment

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

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

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

4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. While preparations for *formal assessment tasks* could be done outside the classroom, the final version should be done under controlled conditions, in the classroom.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, writing tasks, oral presentations, demonstrations, performances, etc.

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

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

Table 1: Overview of formal assessment Grades 10-11

Formal Assessment		
During the Year	**End-of-Year Examination**	
25%	**75%**	
School Based Assessment (SBA)-	**End-of-Year Examination Papers**	
25%	**62,5%**	**12,5%**
• 2 tests • 7 tasks • 1 examination (mid-year)	**Written examinations** Paper 1 (2 hours) – Language in context Paper 2 (2 hours) – Literature Paper 3 (Grade 10: 2 hours, Grade 11: 2½ hours) – Writing	**Oral Assessment Tasks: Paper 4** Listening Prepared speech Prepared reading aloud / unprepared speech / informal speaking in group The oral tasks undertaken during the course of the year constitute the end-of-year internal assessment.

Table 2: Overview of formal assessment Grade 12

Formal Assessment		
During the Year	**End-of-Year Examination**	
25%	**75%**	
School Based Assessment (SBA)-	**End-of-Year Examination Papers**	
25%	**62,5%**	**12,5%**
• 1 test • 7 tasks • 2 examinations (mid-year & trial)	**Written examinations** Paper 1 (2 hours) – Language in context Paper 2 (2 hours) – Literature Paper 3 (2½ hours) – Writing	**Oral Assessment Tasks: Paper 4** Listening Prepared speech Prepared reading aloud / unprepared speech / informal speaking in group The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.

The forms of assessment used should be appropriate to age and developmental level. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

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

Table 3: Overview of programme of assessment requirements Grade 12

Cognitive Levels	Activity	Percentage of Task
Literal **(Level 1)**	Questions that deal with information explicitly stated in the text. • Name the things/people/places/elements … • State the facts/reasons/points/ideas … • Identify the reasons/persons/causes … • List the points/facts/names/reasons … • Describe the place/person/character ... • Relate the incident/episode/experience …	**Levels 1 and 2: 40%**
Reorganisation **(Level 2)**	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. • Summarise the main points/ideas/pros/cons/ … • Group the common elements/factors … • State the similarities/differences … • Give an outline of …	
Inference **(Level 3)**	Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions. • Explain how the main idea links with theme/message … • Compare the ideas/attitudes/actions … • What is the writer's (or character's) intention/ attitude/motivation/reason … • Explain the cause/effect of … • What does an action/comment/attitude (etc.) reveal about the narrator/writer/ character … • How does the metaphor/simile/image affect your understanding … • What, do you think, will be the outcome/effect (etc.) of an action/situation …	**Level 3: 40%**
Evaluation **(Level 4)**	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. • Do you think that what transpires is credible/realistic/ possible …? • Is the writer's argument valid/logical/conclusive …? • Discuss/Comment critically on the action/intention/ motive/attitude/suggestion/ implication … • Do you agree with the view/statement/observation/ interpretation? • In your view, is the writer/narrator/character justified in suggesting/advocating that … (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives … show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text	**Levels 4 and 5: 20%**
Appreciation **(Level 5)**	These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). • Discuss your response to the text/incident/ situation/conflict/ dilemma … • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language … • Discuss the effectiveness of the writer's style/introduction/conclusion/imagery/ metaphors/use of poetic techniques/literary devices …	

4.4 Programme of Assessment

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

4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for First Additional Languages:

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

<table>
<tr><th colspan="4">Programme of Assessment</th></tr>
<tr><th colspan="3">SBA per Term</th><th>End-of-year examinations</th></tr>
<tr><th>Term 1:</th><th>Term 2:</th><th>Term 3:</th><th>Term 4:</th></tr>
<tr><td>1 Written Test
+
3 Tasks</td><td>2 Tasks
+
1 Mid-year examination comprising:
3 Papers:
Paper 1 – Language in context
Paper 2 – Literature
Paper 3 – Writing</td><td>1 Written Test
+
2 Tasks</td><td>1 Internal end-of-year examinations comprising
3 Papers:
Paper 1 – Language in context
Paper 2 – Literature
Paper 3 – Writing
+
Paper 4 – Oral</td></tr>
<tr><td colspan="4">Term Mark (Terms 1-3):
• Each term, add raw marks and totals and convert to % for term mark.
Promotion Mark:
• Add raw marks and totals for SBA tasks from term 1 to term 3 and convert to 25%,
• Convert Paper 1 to 20%,
• Convert Paper 2 to 17,5%,
• Convert Paper 3 to 25%,
• Convert Oral mark (Paper 4) to 12,5%</td></tr>
</table>

Table 2: Programme of Assessment Grades 10-11

Formal assessment tasks in Term 1			
Task 1	**Task 2**	**Task 3**	**Task 4**
***Oral:** Listening for comprehension (10)/ prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ unprepared speech/informal speaking in group (20	**Writing: (50 marks)** Grade 10:Narrative/ descriptive/discursive/ Grade 11: Narrative/ descriptive/discursive/ argumentative/reflective	**Writing: (30 marks)** Longer Transactional writing: Friendly/formal letters (request/complaint/ application/ business) / formal and informal letters to the press/ curriculum vitae and covering letter/obituary/ agenda and minutes of meeting /formal or informal report/ review/newspaper article/magazine article/ dialogue/interview	****Test 1: (40 marks)** **Language in context:** Comprehension, Summary, Language structures and conventions

Formal assessment tasks in Term 2		
Task 5	**Task 6**	**Task 7**
***Oral:** Listening for comprehension (10)/ prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ unprepared speech/informal speaking in group (20)	**Literature: (35 marks)** Contextual questions	**Mid-year examinations: (250 marks)** Paper 1 – Language in context (80) Paper 2 – Literature (70) Paper 3 – Writing (Can be written in May/June) (100)

Formal assessment tasks in Term 3		
Task 8	**Task 9**	**Task 10**
***Oral:** Listening for comprehension (10)/ prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ unprepared speech/informal speaking in group (20	**Writing: (20 marks)** Shorter transactional text: Advertisements/Diary entries/ Postcards/ Invitation cards/Filling in forms/ Directions/Instructions/Flyers/ Posters/emails	****Test 2:** **Language in context:** Comprehension, Summary, Language structures and conventions (40 marks) OR Literature: contextual questions (35 marks)

Formal assessment tasks in Term 4
Task 11
End-of-year examinations: Paper 1 – Language in context (80) Paper 2 – Literature (70) Paper 3 – Writing (100) Paper 4 – Orals* (50) *Oral year mark from cumulative speaking and listening and/or reading. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading aloud/unprepared speech/informal speaking in group work. ****Test 1** could be set out of **40 marks** or, if more, should be **converted to 40 marks.** While the *Comprehension, Summary, Language structures and conventions* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school. A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

Table 3: Overview of programme of assessment requirements Grade 12

Programme of Assessment SBA per Term			External Examination
Term 1:	**Term 2:**	**Term 3:**	**Term 4:**
1 Written Test + 3 Tasks	3 Tasks + 1 Mid-year examination comprising 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing OR Written Test	1 Trial examination comprising 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing OR Written Test + 1 Task	1 External Examination comprising 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing + Paper 4 – Oral:
Term Mark (Terms 1-3) • Each term, add raw marks and totals and convert to % for term mark. **SBA Mark:** • Add raw marks and totals for formal assessment tasks from term 1 to term 3 and convert to 25% **External Examination** • Convert Paper 1 to 20%, • Convert Paper 2 to 17,5%, • Convert Paper 3 to 25%, • Convert Oral mark (Paper 4) to 12,5%			

Table 4: Programme of Assessment Grade 12

Programme of assessment			
Formal assessment tasks in Term 2			
Task 1	**Task 2**	**Task 3**	**Task 4**
***Oral:** Listening for comprehension (10)/ prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ unprepared speech/informal speaking in group (20	**Writing: (50 marks)** Narrative/descriptive/ discursive/argumentative/ reflective	**Writing: (30 marks)** Longer Transactional writing: Friendly/formal letters (request/complaint/ application/business) / formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/agenda and minutes of meeting /report/ review/ newspaper article/magazine article/dialogue/interview	****Test 1: (40 marks)** **Language in context:** Comprehension, Summary, Language structures and conventions

Formal assessment tasks in Term 2			
Task 5:	**Task 6:**	**Task 7**	**Task 8**
***Oral:** Listening for comprehension (10)/ prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ unprepared speech/informal speaking in group (20)	***Oral:** Listening for comprehension (10)/ prepared speech (20) / ONE OF THE FOLLOWING Prepared reading aloud/ unprepared speech/informal speaking in group (20)	**Literature: (35 marks)** Contextual questions	****Mid-year examinations: (250 marks)** Paper 1 – Language in context (80) Paper 2 – Literature (70) Paper 3 – Writing (Can be written in May/June) (100) **OR** Written test

Formal assessment tasks in Term 3	
Task 9	**Task 10**
Writing: (20 marks) Shorter transactional text: Advertisements/Diary entries/ Postcards/ Invitation cards/Filling in forms/ Directions/ Instructions/Flyers/ Posters/emails	****Trial examinations: (250 marks)** Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing (Can be written in August/ September) **OR** Written test

***Oral:** Learners should do at least one prepared speech task, one listening task and one other, e.g. prepared reading aloud/ unprepared speech/informal speaking in group work during the year.

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

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

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

4.4.2 Examinations

Format of Examination Papers 1, 2 and 3

<table>
<tr><th>PAPER</th><th colspan="4">SECTION</th><th colspan="2">MARKS</th><th>TIME</th></tr>
<tr><td rowspan="11">1. Language in context</td><td colspan="4">A: Comprehension
(A range of texts can be used including visual and or graphic texts)
• Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc.</td><td rowspan="4">30</td><td rowspan="11">80</td><td rowspan="11">Grades 10-12:
2 hours</td></tr>
<tr><td colspan="2">Grades</td><td colspan="2">Length of text (words)</td></tr>
<tr><td colspan="2">10</td><td colspan="2">400-500</td></tr>
<tr><td colspan="2">11</td><td colspan="2">500-600</td></tr>
<tr><td colspan="2">12</td><td colspan="2">600-700</td></tr>
<tr><td colspan="4">B: Summary: The passage should not come from the comprehension text.</td><td rowspan="4">10</td></tr>
<tr><td>Grades</td><td>Length of text (words)</td><td colspan="2">Length of summary (words)</td></tr>
<tr><td>10</td><td>approximately 200</td><td colspan="2" rowspan="3">60-70</td></tr>
<tr><td>11</td><td>approximately 230</td></tr>
<tr><td>12</td><td>approximately 250</td></tr>
<tr><td colspan="4">C: Language structures and conventions (assess in context)
• Vocabulary and language use
• Sentence structures
• Critical language awareness</td><td>40</td></tr>
</table>

PAPER	SECTION	MARKS		TIME
2. Literature	**Any TWO of the following:** Novel/drama/short story (essay/contextual questions)/poetry (contextual questions on **two seen** poems)	(2 x 35 =70)	70	Grade 10-12: 2 hours

<table>
<tr><th>PAPER</th><th>SECTION</th><th colspan="2">MARKS</th><th>TIME</th></tr>
<tr><td rowspan="11">3. Writing</td><td colspan="2">A: Essay – One essay
Narrative/descriptive/argumentative/reflective/discursive</td><td rowspan="11">(50)</td><td rowspan="15">100</td><td rowspan="15">Grade 10:
2 hours
Grades 11-12:
2½ hours</td></tr>
<tr><td>Grades</td><td>Length of essay (words)</td></tr>
<tr><td>10</td><td>150-200</td></tr>
<tr><td>11</td><td>200-250</td></tr>
<tr><td>12</td><td>250-300</td></tr>
<tr><td colspan="2">Assess the following:
• Content & planning (60%)
• Language, style & editing (30%)
• Structure (10%)</td></tr>
<tr><td colspan="2">B: Longer Transactional text – One text
Friendly/formal letters (request/complaint/application/business/ thanks/ congratulations/sympathy) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/agenda and minutes of meeting (asked as a combination)/report (formal and informal)/review/ newspaper article/magazine article/dialogue/written interview</td><td rowspan="4">(30)</td></tr>
<tr><td>Grades</td><td>Length of text (words)</td></tr>
<tr><td>10-12</td><td>120-150 – content only</td></tr>
<tr><td colspan="2">Assess the following:
• Content, planning, & format (60%)
• Language, style & editing (40%)</td></tr>
<tr><td colspan="2">C: Shorter text – One text
Transactional/Referential/Informational:
Advertisements/Diary entries/Postcards/Invitation cards/Filling in forms/ Instructions/Directions/Instructions/Flyers/Posters</td><td rowspan="4">(20)</td></tr>
<tr><td>Grades</td><td>Length of text (words)</td></tr>
<tr><td>10-12</td><td>80-100</td></tr>
<tr><td colspan="2">Assess the following:
• Content, planning, & format (60%)
• Language, style & editing (40%)</td></tr>
</table>

Content to be covered

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

Oral Assessment Tasks: Paper 4

The oral assessment tasks undertaken during the course of the year constitute the end-of-year external assessment for Grade 12. It constitutes 50 of the 300 marks in the end-of-year external assessment. The details for the oral tasks, which are administered during the year, are as follows:

Paper	DETAILS	MARKS	
4. Orals	*Orals will be internally set, internally assessed and externally moderated. • **Speaking:** Prepared speech ***Assess:*** *Research skills, planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage, choice, design and use of audio, audio-visual aids*	20	50
	• **Prepared reading aloud/unprepared speech/informal speaking in group** ***Assess****: Content, tone, speaking, and presentation skills, critical awareness of language usage*	20	
	• **Listening** ***Assess****: Listen for comprehension, information and evaluation*	10	

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

4.5 Recording and reporting

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

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

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

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

4.6 Moderation of assessment

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

4.6.1 Formal Assessment (SBA)

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

4.6.2 Oral assessment tasks

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

4.7 General

This document should be read in conjunction with:

4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

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

GLOSSARY

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

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

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

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

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

anecdote – a short story of based on personal experience

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

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

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

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

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

assumptions – something that you think is true although you have no definite proof. **Underlying assumption** – - a belief that is used as the basis for an idea, but which may not be correct

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

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

in chronological order.

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

cognitive academic skills – these are skills such as inferencing, synthesising and evaluating; the term *cognitive academic language proficiency (CALP)* was coined by Jim Cummins to describe abstract, decontextualised, cognitively demanding language i.e. the kind of language that you would find in a science textbook

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

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

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

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

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

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

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

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

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

decoding – to discover the meaning of a word or message

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

denotation – the literal or straightforward meaning of a word

denouement – the exciting last part of a story or play

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

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

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

emotive – emotive language is language which arouses strong feelings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

manipulative – clever at controlling or deceiving people to get what you want. **Manipulative language** is aimed at getting an influence or unfair advantage over others, e.g. in advertising or political speeches – a language (or terminology) used to talk about language, e.g. *irony, hyperbole, alliteration*

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

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

mode – a method, way or manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode (which includes graphic forms such as charts); information can be changed from one mode to another (e.g. by converting a graph into a passage). There are different modes of communication: the written mode, the spoken or oral mode, the visual mode, the kinetic mode which makes use of gestures; some texts combine these modes and are therefore called *multimodal texts*

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

modulation – to change the sound of your voice

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

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

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

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

pace – the speed at which something happens or is done

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

point of view – a particular way of thinking about or judging a situation, e.g. *From an economic point of view, the new development will benefit the town greatly.* Also someone's personal opinion or attitude about something, e.g. *I respect your point of view, but I'm not sure I agree with you.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

strategies – a planned series of actions for achieving something

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

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

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

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

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

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

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

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

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

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

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

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

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

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