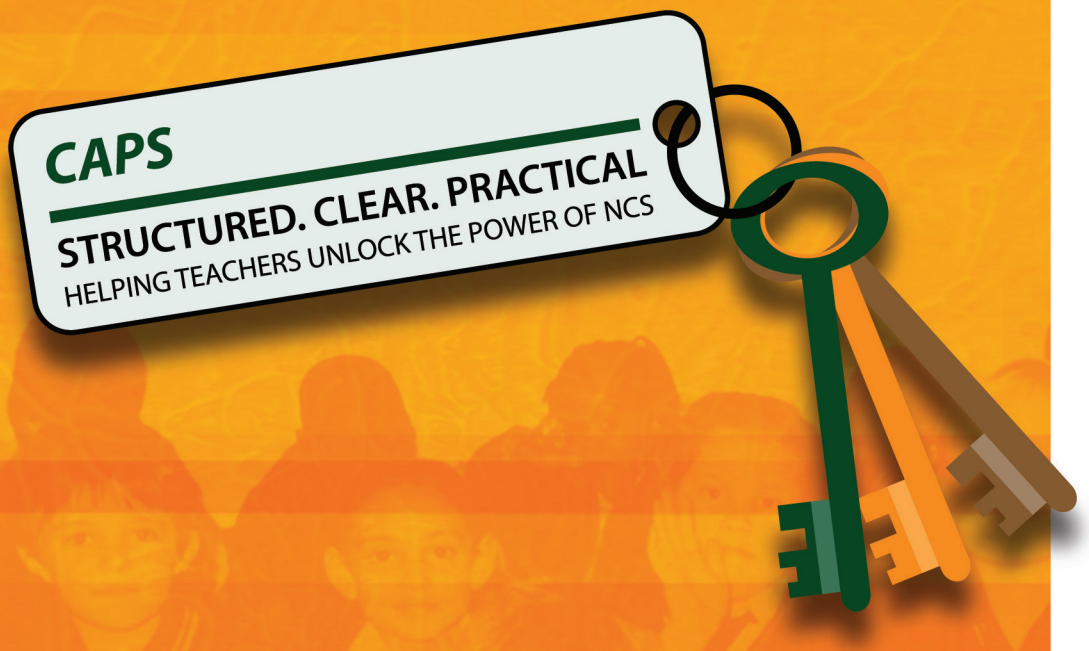
ENGLISH SECOND ADDITIONAL LANGUAGE

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

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

ENGLISH SECOND ADDITIONAL LANGUAGE

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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

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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**

Schools offering an optional language or at least Second Additional Language level may do so if they can make an arrangement for the allocation of additional time to the allocated 27.5 hours.

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**

Schools offering an optional language or at least Second Additional Language level may do so if they can make an arrangement for the allocation of additional time to the allocated 27.5 hours.

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.

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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 and non-official languages, namely, Arabic, French, German, Gujarati, Hebrew, Hindi, Italian, Latin, Modern Greek, Portuguese, Spanish, Tamil, Telugu, Urdu. All official languages can be offered at Home, First Additional, or Second Additional Language levels. All non-official languages are offered on at least Second Additional Language level.

Language learning in Grades 4 – 9 includes all the official languages in South Africa. All these official languages can be offered at Home, First Additional, or Second Additional Language levels. Non-official languages may be offered on at least Second Additional Language level where such languages have been developed.

Home Language is the language first acquired by learners while First Additional language is the language learnt in addition to one's home language. The Second Additional Language is the further language that a learner can learn, that enables broader communication and multilingualism. The language may be in use within the community or culture and will enhance nation building and intercultural understanding. 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, First Additional and Second 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 basic 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 learned 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.

The Second Additional Language level assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus upon exposure to Second Additional Language is on developing learners' ability to understand and speak the language – basic interpersonal communication skills. In Grades 4 – 6 learners start to build their oral and literacy skills. They also apply the oral and literacy skills they have already learned in their Home and First Additional Languages.

In Grades 7 – 9, learners continue to strengthen their listening and speaking while developing their reading and writing skills.

By the time learners enter grade 10, they should be able to communicate in their Second Additional Language at both interpersonal and social levels. 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 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 Second Additional Language should enable learners to:

- acquire the language skills necessary to communicate appropriately in the target language taking into account audience, purpose and context;
- listen, speak, read/view and write/present the language with confidence and enjoyment. These skills and attitudes form the basis for life-long learning;
- express and justify, orally and in writing, their own ideas, views and emotions confidently in order to become independent thinkers;
- use language and their imagination to find out more about themselves and the different cultures and the world around them. This will enable them to express their experiences and findings about the world orally and in writing;
- use language to access and manage information for learning in a wide range of other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning; and

- use language as a means for critical and creative thinking; for expressing their opinions on various topics; for interacting 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 and critique.

2.3. Overview of the language curriculum

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

<table>
<tr><th colspan="2">OVERVIEW OF LANGUAGE SKILLS AND CONTENT</th></tr>
<tr><td>

Listening and Speaking

Listening

Listening process

- Pre-listening
- During listening
  - o Listening for specific information
  - o Listening for analysis and evaluation
  - o Listening for interaction
  - o Listening for appreciation
- Post- listening

Speaking

The speaking process

Planning, researching and organising

Practising and presenting

Features and conventions of oral communication texts

- Informal speaking and group work
- Formal speaking and presenting
- Speaking for specefic purposes / contexts

Expressions used in conversation

</td><td>

Reading and Viewing

Reading process:

- Pre-reading
- Reading
- Post- reading

Intensive reading of literary and non-literary texts

Extended independent reading and **viewing**

Writing and Presenting

Writing process

Planning / pre-writing

Drafting, revising, editing, proofreading and presenting

Language structures and conventions during process writing

Text types – structure and language

</td></tr>
<tr><td colspan="2">

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 grammatical structures (see Reference List)

</td></tr>
</table>

2.4 Teaching the Second 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 importantly, 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 get 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 and write the Additional Language for interpersonal reasons (e.g. a conversation, a letter), to develop their creativity (e.g. performing a poem, role playing, telling or writing a story, etc.), to develop cognitive academic skills (e.g. expressing an opinion, writing a short narrative report) and to prepare for the workplace (e.g. taking part in an interview, writing a letter of application, filling in a form).

Learners need to understand the purpose for which they are speaking and writing and to develop a sense of audience. Throughout Grades 10 – 12, they should be speaking and writing progressively more challenging texts. It is necessary that learners get regular and timely feedback on their writing so that they know where and how to improve. An important role of 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 life-long 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 specifically 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 the rules are taught out of context.

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; little learning can be achieved if learners are not engaged and motivated. For example, a topic for a descriptive essay might be 'The present I have recently received'. Teachers could introduce the topic through listening and/or reading, building the language and vocabulary knowledge necessary for speaking. For example, learners could read articles presenting different views about giving and receiving presents and they could then discuss the topic. Once learners are familiar with the language necessary for this topic, they could then write the essay. This would provide further opportunities for working with language. Teachers should provide feedback throughout the process and administer an appropriate assessment activity at the end.

In Grades 10 – 12, it is important that:

- There is a strong focus on listening and speaking
- 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 the examination at the end of Grade 12.

Listening and speaking

The ability to listen and speak effectively is essential to interpersonal relations. 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 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**
- **During listening**
- **Post- listening**

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 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 developing their reading skills in order to become confident, independent readers in their Second 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**
- **Reading**
- **Post-reading**

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, 'Rules and regulations – Good or bad?' 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 descriptive or narrative text of their own on a different topic.

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

Firstly, learners will practice 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, one act plays, films, short 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.

In Grades 10 – 12 learners should study short stories / poetry / short novel / short drama.

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 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 narrative or descriptive essays, are more suitable when longer texts are required. Learners should write a range of texts for different purposes: creative, interpersonal and work-related.

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, 'My country' for a descriptive essay; this will involve introducing new vocabulary suitable to the topic and level.
- looking at an example of a descriptive 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 descriptive 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 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 structures and conventions, 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 reading inside and outside of the classroom. Teachers need to find a place for extensive reading in the Second Additional Language.

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 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.

2.5 Language teaching approaches

The approaches to teaching language in these documents are text-based, communicative, integrated and process oriented.

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 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, and issues, and 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 write poems as well.

- 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, literature should be approached as a unit, a whole. A whole text means not just bits and pieces of the text, but the entire text in interpretative, creative, personal and exploratory practices.

2.6 Time allocation in the curriculum

The Second Additional Language curriculum is based on a 40 week academic year with an allocation of 4 hours per week. Language is taught in two-week cycles of 8 hours. Timetabling should make provision for one double period per week, to allow for completion of extended activities such as writing.

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

Skills	Time Allocation per Two Week Cycle (Hours)	%
Listening & Speaking	2	25
Reading & Viewing: Comprehension & Literature	3	40
Writing & Presenting	2	25
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. 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 a Second Additional Language as a subject

- Each learner should have:

  (a) An approved language textbook

  (b) A choice of short stories / poems / short novel / short drama

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

  (d) Access to reading material in a class, school and/or 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) The same choice of short stories / poems / short novel / short drama as used by the learners.

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

  f) A grammar reference book

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

  h) Access to reading material in a class, school and/or 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, an overview of the skills, content and strategies and the Teaching Plans.

3.1 LISTENING AND SPEAKING

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

LISTENING

Listening process

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

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

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

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

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

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

Listening for specific information

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

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

Listening for analysis and evaluation

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

Listening for interaction

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

Listening for appreciation

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

Post-listening follows up on the listening experience. Learners

- Answer questions
- Review notes; summarise
- Transfer information from oral to written mode, e.g. use information to label a diagram
- Synthesise new information with prior knowledge
- Draw conclusions; evaluate; give own opinion

SPEAKING

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

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

The speaking process

The speaking process consists of the following stages:

- Planning, researching and organising
- Practising and presenting

Informal speaking and group work

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

Formal speaking and presenting

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

Planning, researching and organising

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

- Use resources and reference materials to find and select information
- Make notes and summaries from a range of relevant sources
- Include a range of facts and examples according to task requirements
- Use an effective introduction and conclusion
- Develop ideas and present facts logically
- Use objects, audio and/or visual aids to enhance the appeal and accuracy of presentations

Practising and presenting

Learners demonstrate practising and oral presentation skills. They

- Use appropriate forms of address
- Show an awareness of audience
- Show an awareness of situation: formal or informal speech
- Express and support own opinion in discussion and interaction

- Strive to use correct language structures and conventions
- Use appropriate verbal and non-verbal techniques to reinforce meaning
- Strive to speak with appropriate, clear intonation and pronunciation

Features and conventions of oral communication texts

Informal speaking and group work

Speaking/ oral text form	Purpose	Features
Informal discussion / conversation / dialogue/ group work/role play/ interview See: Expressions used in conversations – 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 support opinion • Share ideas and experiences • Ask and respond to questions to sustain communication • Promote the aims of the group work by taking on leadership and other roles • Respond to language, gestures, eye contact and body language • Signal interest and attention appropriately through expression, posture and gesture
Unprepared reading aloud	To share a written text	• Read fluently and audibly • Pronounce words without distorting meaning

Formal speaking and presenting

Speaking/ oral text form	Purpose	Features
Prepared speech on familiar topics This form will display evidence of preparation	To inform / express / share and support 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 where applicable
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

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

Expressions used in conversations – Reference list

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)	**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 …
GREETING AFTER A TRIP • How was your vacation / holiday in…? • Did you enjoy your time in (destination)? • How was your journey / flight / trip?	

Suggested length of texts to be used for listening comprehension

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

Suggested duration of oral communication

Texts	Duration Grades 10 – 12
Conversations and discussions	10-30 minutes for group / class
Dialogues	2-3 minutes for a pair/4-5 minutes for a group
Directions and instructions	1-2 minutes
Interviews	3-5 minutes
Prepared reading aloud	1-2 minutes
Prepared speeches, report, review	1-2 minutes
Storytelling, relating events	Up to 3 minutes
Day-to-day oral communication, e.g. seeking assistance, apologising, etc. **Refer to Expressions used in conversations – Reference list**	1-2 minutes

3.2 READING AND VIEWING

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

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

Reading process

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

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

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

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

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

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

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

Intensive reading of literary and non-literary texts

During the reading process the following strategies should be applied:

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

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

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

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

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

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

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

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

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

Intensive reading of shorter texts for SUMMARY AND NOTE TAKING

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

- Skim and scan for main ideas and theme
- Separate main ideas from supporting details
- Paraphrase and write down the main ideas

Intensive reading of shorter texts for CRITICAL LANGUAGE AWARENESS

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

- Identify and explain implied meaning and inference
- Recognise and explain the writer's / producer's / narrator's / character's point of view and give some supporting evidence from the text
- Identify and explain emotive and manipulative language
- Identify and explain bias and prejudice, and any stereotyping
- Identify and explain assumptions and explain their impact
- Identify and explain denotation and connotation
- Suggest the purpose of including or excluding information

Intensive reading of MULTIMODAL AND VISUAL TEXTS

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

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

- Identify and explain the purpose and message in visual texts for information, e.g. cartoons, pictures, advertisements, graphs, tables, documentaries, charts, maps
- Identify and explain the purpose and message of visual texts created for enjoyment and entertainment, e.g. film, cartoons, music videos, comic strips
- Identify and explain the message and effectiveness of visual texts which support speaking, e.g. posters diagrams, data projection
- (In film study only) Identify and understand, the relationship between sound, speech, action and visual elements in film and other audio-visual forms

Intensive reading focusing on the FORMAL STUDY OF LITERATURE

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

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

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

- Identify and explain plot, theme, message, characters and setting
- Understand the distinctive qualities of different literary forms, e.g. that a poem has different characteristics from a novel
- Identify and explain writer’s / producer’s / poet’s intention
- Explain how choice and use of words in **poetry** support the message / theme.
- Explain how characters, setting and use of words in **short stories / short drama / short novel** support the message / theme.
- Identify and explain figurative language and rhetorical devices as they appear in different texts, e.g. imagery, simile, metaphor, personification, alliteration, contrast, rhyme, refrain, rhythm, alliteration, irony, sarcasm, anti-climax, pun, and, pause and repetition

Extended independent reading / viewing

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

- Access libraries and know book storage conventions
- Provide evidence of extended reading / viewing in the form of speeches, discussions and book / film / programme reviews
- Read / view a wide range of whole texts, e.g. books, magazines, newspapers, websites, films, documentaries, TV series both during and after class.

Examples of question types

Knowledge questions	*What happened after …? Can you name the … Describe what happened at … Who spoke to …? What is the meaning of ….?*
Comprehension questions	*Who was the key character …? Can you provide an example of …? Can you explain in your own words ….?*
Application questions	*Can you think of any other instance where ….? How would you explain the character's emotions in this line?*
Analysis questions	*How is this similar to …? How is this different to …? What is the message of …? Why do you think …..?*
Synthesis questions	*We've learned a lot of different things about this character – What kind of person is he?*
Evaluation questions	*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 in Grades 10 – 12.

Recommended Genres

ONE of the following recommended literary genres as included in the National Literature Catalogue:

Short stories

(Grade 10 – 2 stories)

(Grade 11 – 3 stories)

(Grade 12 – 5 stories)

Poetry

(Grade 10 – 3 poems)

(Grade 11 – 4 poems)

(Grade 12 – 6 poems)

Short novel

Short drama

Enrichment

Films

Selected TV series/ documentaries

Radio dramas

Essays

Biographies

Autobiographies

Folk tales

Myths and legends

Written texts for information

Dictionaries

Encyclopaedias

Schedules

Telephone directories

Textbooks

Thesaurus

Timetables

TV guides

Written texts in the media

Magazine articles

Newspaper articles

Editorials

Notices

Obituaries

Reviews

Brochures

Advertisements (commercial and classified)

Written forms of audio texts

Dialogues

Speeches

Songs

Jokes

Written interpersonal and transactional texts

Letters

Diaries

Invitations

Emails

Sms's, twitter

Notes

Reports

Written interpersonal texts in business

Formal letters

Minutes and agendas

Multimedia / visual texts for information

Charts, maps

Graphs, tables, pie charts

Mind-maps, diagrams

Posters

Flyers, pamphlets, brochures

Signs and symbols

TV documentaries

Web pages, internet sites, blogs

Facebook and other social networks

Data projection

Transparencies

Multimedia / visual texts for aesthetic purposes

Films

Photographs

Illustrations

Multimedia / visual texts for enjoyment and entertainment

Films

TV programmes

Music videos

Cartoons, caricatures

Comic strips

Jokes (illustrated)

Graffiti

Audio texts

Radio programmes

Readings of dramas

Readings of novels or short stories

Recorded speeches

A**dvertisements on radio, TV newspapers and magazines**

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

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

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

3.3 WRITING AND PRESENTING

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

Process writing

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

Steps in process writing

Planning/Pre-writing

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

Drafting

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

Revising, editing, proofreading and presenting

- Evaluate their own and others' writing for improvement using set criteria
- Refine word choice, sentence and paragraph structure
- Work on the sequencing and linking of paragraphs
- Eliminate ambiguity, verbosity and any offensive language
- Use grammar, spelling and punctuation correctly
- Prepare the final product including layout
- Present the text

Language structures and conventions during process writing

Register, style, voice

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

Word choice

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

Sentence construction

- Write simple, compound and complex sentences
- Use conjunctions to join clauses in compound sentences: *and, but, nor, or, so, then, yet*
- Use subordinating conjunctions to join clauses in complex sentences:
    - o time clauses: *when, before, after, since, while, as, until*
    - o conditional clauses: *if, unless*

- purpose clauses: *in order to, so that*
- reason clauses: *because, since, as*
- result clauses: *so that*
- concessive clauses: *although, though, while*
- place clauses: *where, wherever*
- clauses of manner: *as, like, the way*

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

Paragraph writing

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

Language conventions (Spelling and/ punctuation)

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

Text types – structure and language features

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

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

Essays or creative texts

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

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

Text type	Purpose	Text Structure	Language features
Instructions, directions (Short)	To describe or instruct how something is done through a series of sequenced steps	• Goal: a statement of what is to be achieved • Materials/equipment needed listed in order, Sequenced steps to achieve the goal e.g. May have accompanying visual text e.g. storyboard, diagrams, etc.	• Written in the imperative • In chronological order • Use of numbers and bullet points to signal order • Expressions of cause and effect
Review (short story 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 • Evaluation of the work by expressing an opinion or judgment	• Written in the present/past tense • Use of appreciation and denunciation vocabulary to evaluate text
Short report (Long)	To describe events	• A description of the event • May have accompanying visual text e.g. diagrams, photos	• Written in the appropriate tense • Moves from the general to the specific • May use technical vocabulary
Diary entries (Short)	To record personal experiences	• Usually written in a special book (a diary or a journal) • Entries written regularly (e.g. daily or weekly) • Entries dated	• Usually written in past tense • Informal in style • The writer is writing for him or herself

Friendly letter (Long)	To inform and maintain a relationship	• Address, date and salutation • Content • Conclusion • Writer's name	• Usually informal in style but can vary • Language features will vary according to purpose of message
Invitation cards (Short)	Invitation as an example: To invite someone to an event or to do something (and either accept or decline)	• May take the form of a personal letter or use an invitation card. Includes: • Nature of the event • Where it will take place • Date and time • May include dress code • Name of invitee • May include RSVP • May have a visual, design element • The response may be in the form of a note or letter	• Can be formal or informal in style • Generally concise – brief and to the point • Makes use of conventional phrases • Response is polite
Formal letter (Long)	Various e.g. to apply for a job or bursary; to complain, request, etc.	• Writer's address, date, recipient's address, salutation • May have a heading • Structure of message will vary depending on purpose e.g. letter to complain • Closing	• Usually formal in style • Makes use of language conventions e.g. *Dear Sir/Madam, Your sincerely* • Generally concise – brief and to the point
Filling in forms (Short)	Various e.g. to apply for a job, place at university, etc.	Will vary according to the purpose	The person completing the form should be concise, accurate, formal, neat (writing should be legible)
Flyer, poster (Short)	To persuade someone to buy something or use a service	• Small size e.g. A5 paper • Eye-catching headline, slogan or logo • Brief description of product • List of benefits or offers • Contact information e.g. website • May have a visual, design element	• Speaks directly to the reader • Concise language • Language used to create an • Impact on the reader e.g. adverbs, adjectives, figurative language such as alliteration, metaphor
Advertisement (Short)	To persuade someone to buy something or use a service	• Can take a variety of forms • Make use of slogans and logos • Usually have a visual, design element • Use advertising techniques • Use design to make the advertisement eye-catching and memorable	• Figurative language and poetic devices used to create impact and make the language memorable e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm

E-mail (Short)	To inform and maintain a relationship	• The recipient's address – which, in most cases, is the recipient's name and the server point, as well as the country in which the server point is based. For example, lethaboj *(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
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
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.
For enrichment: Curriculum Vitae and covering letter, sms, email, fax, short messages, example, for the answering machine, fridge note, etc.			

Length of written texts to be produced

Texts	Grades	Number of words
		Length of text
Essays: Narrative / descriptive	10	150-180
	11	180-200
	12	200-250
Longer transactional texts: Friendly / formal letters (request / complaint / application / thanks / congratulations / sympathy) / short report / short story or film review / speech / dialogue	10-12	80-100 (content only)
Shorter transactional texts: Advertisements / Diary entries/ Postcards / Invitation cards/ Filling in forms / Directions / Instructions/ Flyers / Posters / E-mails	10-12	50-70

3.4 LANGUAGE STRUCTURES AND CONVENTIONS – REFERENCE LIST

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

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

LANGUAGE STRUCTURES AND CONVENTIONS
Vocabulary development and language use
Synonyms, antonyms, homonyms, homophones, one word for a phrase
Figures of speech (simile, metaphor, personification, contrast, irony, sarcasm, anti-climax, pun)
(Enrichment: *metonymy, onomatopoeia, hyperbole, symbol, euphemism, litotes, oxymoron, paradox, 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**
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: ***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 and active 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: *She said that she didn't know. /He told me that he had lost the book.*
Sentence structures	Statement Questions Command / imperative
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

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

3.5. TEACHING PLANS

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

Integrated language teaching: the teaching cycle

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

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

can be used for the activities outlined below.

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

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

Suggested Themes – Reference List	
• Communication • Culture • Dreams • Education • Festivals • Health • Identity • Jobs/ Money • Law • Leisure/Hobbies • Love/Happiness/Friendship	• Music • My community • My country • Nature/environment • Politics • Religion • Role models • Sport • Technology • Tourism • Urban/Rural Life

Turning the Teaching Plan into teaching and learning activities

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

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

Cycle theme: Writing messages. Sub-theme: Invitations

Lesson 1: (mainly oral)

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

Lesson 2: (mainly oral)

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

Lesson 3: (mainly oral)

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

Lesson 4: (mainly reading)

- Read e.g. a poem on friendship.
- New vocabulary explained.
- Discussion to ensure comprehension of the text.

Lesson 5: (mainly reading)

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

Lesson 6: (reading and grammar)

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

Lesson 7: (mainly reading and integrated grammar)

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

Lesson 8: (writing)

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

Lesson 9: (mainly writing)

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

Lesson 10: (mixed)

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

Lesson 11: (mixed)

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

Lesson 12: (mainly writing)

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

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

3.5.1 GRADE 10: TEACHING PLAN

GRADE 10 TERM 1				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
1 and 2	**Listen for information and informal speaking:** Pair and whole class: Introduce a class-mate using the information provided	**Reading for comprehension:** • intensive reading of shorter texts for summary and note taking • **read an i**nformative text (e.g. a descriptive passage) • **recognise and introduce s**imple important facts and opinions **Extended independent reading / viewing:** Introduce extended reading project	**Descriptive paragraph:** Write a descriptive paragraph. Focus on vocabulary and sentence construction and clarity **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Statements, sentence structure (Subject – verb – object), adjectives Use of the simple present tense Vocabulary from texts dealt with
3 and 4	**Listen for opinion:** Express opinion on a topic discussed in class	**Literary text:** Introduction to literature. Introduction of the literary features **Intensive reading of shorter written texts for comprehension at sentence and paragraph level** Focus on one identifying feature and discuss its use. Read and discuss text	**Narrative paragraph:** Write two **narrative paragraphs** in relation to the issues explored in the literary text OR Write two paragraphs in which you express your opinion on a topic discussed in class. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **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**)* Degrees of comparison

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

Formal assessment tasks in Term 1			
Task 1	**Task 2**	**Task 3**	**Task 4**
Oral: Listening comprehension	**Oral:** Conversation	**Writing:** Longer / shorter transactional text e.g. dialogue OR Poster / flyer	**Test 1:** **Language in context;** Comprehension Summary Language structures and conventions

GRADE 10 TERM 2				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
11 and 12	**Informal speaking:** Give instructions or directions (e.g. how to make a cup of tea) in groups / individual	**Intensive reading of shorter written texts for comprehension at a word level:** Read examples of instructions or directions	**Shorter transactional text:** Write directions or instructions on e.g. how to make a cup of tea **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Imperative Conjunctions Logical connectors that signal cause (*e.g. because, so, therefore*) and time (*e.g. then, next, after*) Prepositions (revision) **Vocabulary** related to reading text/s
13 and 14	**Formal speaking and presenting:** Discuss the features of prepared speech Prepared speaking	**Written Text:** Read to identify and discuss the use of e.g. tenses introduced	**Longer transactional text:** Prepared speech **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision and introduction of tenses. Remedial grammar from learners' writing **Vocabulary** in context
15 and 16	**Listening for information:** Listening Comprehension 2 – listening for specific information E.g. audio-advertisement or dialogue	**Visual Text:** Read and interpret the features of e.g. cartoons, comic strips / comic videos **Literary text** Reading of literary text for appreciation and comprehension	**Shorter transactional text:** Write an advertisement / postcard/ invitation card **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Phrase and sentence structures and conventions Remedial grammar from learners' writing **Vocabulary** in context
17 and 18	**Formal speaking and presenting:** Role play on the message as evident in the literary text	**Literary Text:** Reading of literary text for appreciation and comprehension	**Descriptive / narrative paragraphs:** Write a passage of two paragraphs on the chosen literary text as discussed. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Identify and reinforce the different language structures and conventions. **Vocabulary** in context
19 and 20	**Mid-year examinations**			

Formal assessment tasks in Term 2		
Task 5	**Task 6**	**Task 7**
Oral: Prepared speech	**Literature**: Contextual questions	**Mid-year examinations:** Paper 1 – Language in context and literature Paper 2 – Writing

GRADE 10 TERM 3				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
21 and 22	**Prepared reading aloud with purpose:** Read with focus on fluency, pronunciation and tone e.g. Friendly letter written by self / peers or others	**Intensive reading of shorter written texts for comprehension at a whole text level:** Reading for appreciation: Read examples of friendly letters	**Longer transactional text:** friendly letter **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Correlation of subject and object to verb and adjectives in sentence structures. Word order **Vocabulary** in context
23 and 24	**Listening for interaction:** Listen and present e.g. short messages / instructions / announcements **Informal speaking:** Role play	**Reading for comprehension:** Vocabulary development and language use **Literary text:** Reading of literary text for appreciation and comprehension	**Shorter Transactional text: Write a short message** e.g. e-mail / fridge note / message on answering machine on various topics **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Reinforce the imperative Language structure: topic sentence and supporting details Verb tenses **Vocabulary** in context
25 and 26	**Prepared reading aloud with purpose:** e.g. a selected text	**Literary text:** Reading of literary text for appreciation and comprehension	**Narrative essay** E.g. Narrate an amusing incident. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Language structures and conventions Remedial grammar from learners' writing **Vocabulary** in context
27 and 28	**Listening for information and comprehension:** Listen to radio drama / recorded speech / role play / play reading	**Literary text:** Reading of literary text for appreciation and comprehension	**Descriptive / narrative paragraphs:** Write two paragraphs in which you express and support your opinion on a particular issue **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Tone, voice, effect Modal verbs **Vocabulary** in context

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

Formal assessment tasks in Term 3		
Task 8	**Task 9**	**Task 10**
Oral: Prepared reading aloud / conversation	**Writing:** Essay	**Test 2:** **Language in context:** Comprehension Summary Language structures and conventions OR Literature: Contextual questions

GRADE 10 TERM 4				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
31 and 32	**Listening for information:** Discussion	**Reading for Critical Language Awareness:** E.g. expressing emotion, different messages to position the reader Identify the implied meaning For enrichment: Critical reading issues	**Longer transactional text:** Write a letter to congratulate a friend/ thank a teacher **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** in context
33 and 34	**Listening for information:** Note-taking practice. Listening for main points, examples, etc.	**Literary text:** Reading of literary text for appreciation and comprehension	**Shorter transactional text:** Write notes into full sentences **Summary writing** • Teach features of writing a summary • Summarise a text provided in point form **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting	Active and passive voice revision Conjunctions Remedial grammar from learners' writing **Vocabulary** in context
35 and 36	**Listening for appreciation:** E.g. music, recorded reading, songs, recitation of poetry	**Extended independent reading / viewing:** For appreciation and enjoyment.	**Longer transactional text:** Letter of appreciation / expressing enjoyment **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Polite forms and stock phrases of thanks. Culturally appropriate forms of address Register **Vocabulary** in context
37 and 38	**Informal speaking:** Revision: informal class and group discussion during exam preparation	**Literary text:** For revision	**Examination preparation** Write from a choice of creative forms – choosing a topic and brainstorming/ mind-mapping **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Dictionary work / practice idioms / proverbs / sayings relevant to the text studied Remedial grammar from learners' writing **Vocabulary** in context

GRADE 10 TERM 4				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
39 and 40	**End of year examinations**			

Formal assessment tasks in Term 4
Task 11
End of year examinations: Paper 1 – Language in Context and Literature Paper 2 – Writing Paper 3 – *Orals ***Orals:** Oral year mark from cumulative listening, speaking and reading. Final mark should include at least one prepared speech task, one listening task, one prepared reading aloud task, and one conversation task.

3.5.2 GRADE 11 TEACHING PLAN

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

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

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

GRADE 11 TERM 2				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
11 and 12	**Informal speaking:** Give instructions or directions (e.g. bus route guide) in groups / individual	**Intensive reading of shorter written texts for comprehension at a word level:** Read examples of instructions or directions	**Short transactional text:** Write directions or instructions on e.g. how to get to a particular point using a bus route guide **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Imperative Conjunctions Pronouns Logical connectors that signal cause (*e.g. because, so, therefore*) and time (*e.g. then, next, after*) Prepositions (revision) **Vocabulary** in context
13 and 14	**Formal speaking and presenting:** Discuss the features of a prepared speech Prepared speaking	**Reading for comprehension:** Vocabulary development and language use e.g. to identify and discuss the use of grammatical aspects, e.g. tenses, adjectives	**Longer transactional text:** Write a prepared speech. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision of tenses Prepositions Dictionary work Remedial grammar from learners' writing **Vocabulary** in context
15 and 16	**Listening for information:** Listening Comprehension 2 – listening for specific information E.g. audio-advertisement or dialogue	**Reading for comprehension:** Read and interpret the features of e.g. visual texts: cartoons, comic strips / comic videos **Literary text:** Reading of literary text for appreciation and comprehension	**Shorter transactional text:** Write an advertisement / postcard/ invitation card **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Phrase and sentence structures and conventions Active and passive voice Remedial grammar from learners' writing **Vocabulary** in context
17 and 18	**Formal speaking and presenting:** **Role play** on the message in the literary text	**Reading for comprehension:** Vocabulary development and language use **Literary Text:** Reading of literary text for appreciation and comprehension	**Shorter/ Longer transactional text:** Use a literary text as a base for writing diary entries or a friendly letter **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Identify and reinforce the different language structures and conventions. **Vocabulary** in context

GRADE 11 TERM 2				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
19 and 20	**Mid-year examinations**			

Formal assessment tasks in Term 2		
Task 5	**Task 6**	**Task 7**
Oral: Prepared speech	**Literature:** Contextual questions	**Mid-year examinations:** Paper 1 – Language in context and literature Paper 2 – Writing

GRADE 11 TERM 3				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
21 and 22	**Prepared reading aloud with purpose:** Reading aloud with focus on fluency, pronunciation and tone e.g. Formal letter written by self / peers or others	**Extended independent reading / viewing:** Reading for appreciation: Read examples of formal letters	**Longer transactional text:** formal letter **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Correlation of subject and object to verb and adjectives in sentence structures Concord Word order **Vocabulary** in context
23 and 24	**Listening for interaction:** Listen and present e.g. short messages / instructions / announcements	**Reading for comprehension:** Vocabulary development and language use **Literary text** Reading of literary text for appreciation and comprehension	**Shorter transactional text:** e-mail / fridge note / message on answering machine **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Reinforce the imperative Language structure: topic sentence and supporting details Verb tenses Concord **Vocabulary** in context
25 and 26	**Prepared reading aloud with purpose:** e.g. a selected text	**Reading for comprehension:** Vocabulary development and language use **Literary text:** Reading of literary text for appreciation and comprehension	**Narrative essay:** For example, Relate an encounter that changed your life. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Language structures and conventions Remedial grammar from learners' writing **Vocabulary** in context
27 and 28	**Listening for appreciation:** Listen to radio drama / recorded speech / role play / reading a play	**Reading for comprehension:** Vocabulary development and language use **Literary text:** Reading of literary text for appreciation and comprehension	**Passage:** Write a passage in which you express and support your opinion on a particular issue **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Tone, voice, effect Modal verbs **Vocabulary** in context

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

Formal assessment tasks in Term 3		
Task 8	**Task 9**	**Task 10**
Oral: Prepared reading aloud	**Writing:** Narrative / descriptive essay	**Test 2:** **Language in context:** Comprehension Summary Language structures and conventions OR Literature: Contextual questions

GRADE 11 TERM 4				
Weeks	**Listening & Speaking 2 hour**	**Reading & Viewing 3 hours**	**Writing & Presenting 2 hours**	**Language structures and conventions 1 hour (integrated and explicit)**
31 and 32	**Listening for information:** **Informal speaking** Discussion, examples of letters of request/ complaint	**Reading for Critical Language Awareness:** For enrichment: Critical reading issues: Identify the implied meaning **Literary text:** Reading of literary text for appreciation and comprehension	**Longer transactional text:** Write a letter of request or complaint **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 Critical language awareness **Vocabulary** in context
33 and 34	**Listening for information:** Listening: note-taking practice. Listening for main points, examples, etc.	**Reading for comprehension:** Vocabulary development and language use **Literary text** Reading of literary text for appreciation and comprehension	**Shorter transactional text:** Write notes into full sentences **Summary writing:** Summarise a text provided in point form **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting	• Active and passive voice revision • Conjunctions • Critical language awareness Remedial grammar from learners' writing **Vocabulary** in context
35 and 36	**Informal speaking:** Discussion, e.g. lyrics of a song	**Reading for comprehension:** Vocabulary development and language use **Extended independent reading / viewing** Literary text/s for appreciation and enjoyment**.**	**Passage:** Write a reflective passage of two paragraphs on language use in music **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Adjectives Critical language awareness Culturally appropriate forms of address Register **Vocabulary** in context
37 and 38	**Informal speaking:** Revision: informal class and group discussion during exam preparation	**Literary text:** For examination preparation	**Examination preparation**. Write from a choice of creative forms – choosing a topic and **brainstorming / mind-mapping** **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Language structures and conventions Dictionary work / practice idioms / proverbs / sayings relevant to the text studied Remedial grammar from learners' writing **Vocabulary** in context

GRADE 11 TERM 4				
Weeks	**Listening & Speaking 2 hour**	**Reading & Viewing 3 hours**	**Writing & Presenting 2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
39 and 40	**End of year examinations**			

Formal assessment tasks in Term 4
Task 11
End of year examinations: Paper 1 – Language in Context and Literature Paper 2 – Writing Paper 3 – *Orals *Oral year mark from cumulative speaking, listening and reading. Final mark should include at least one prepared speech task, one listening task and one prepared reading aloud, and one conversation.

3.5.3 GRADE 12 TEACHING PLAN

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

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

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

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

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

Formal assessment tasks in Term 1			
Task 1	**Task 2**	**Task 3**	**Task 4**
Oral: Listening comprehension	**Oral:** Conversation	**Writing:** Shorter / longer transactional texts	**Test 1:** **Language in context:** Comprehension Summary Language structures and conventions

GRADE 12 TERM 2				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
11 and 12	**Informal speaking:** Give instructions or directions (e.g. bus route guide) in groups / individual	**Intensive reading of shorter written texts for comprehension at sentence and paragraph level:** Read examples of instructions or directions	**Shorter transactional text:** Write directions or instructions on e.g. how to get to a particular point using a bus route guide **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Imperative Conjunctions Pronouns Logical connectors that signal cause (*e.g. because, so, therefore*) and time (*e.g. then, next, after*) Prepositions (revision) **Vocabulary** in context
13 and 14	**Formal speaking and presenting:** **Formal discussion** Discuss the topic and participate in a formal discussion	**Reading for comprehension:** • Vocabulary development and language use e.g. to identify and discuss the use of grammatical aspects, e.g. tenses, adjectives **Literary Text:** Reading of literary text for appreciation and comprehension	**Longer transactional text:** Write a prepared speech. **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision of language structures and conventions Critical language awareness Prepositions Dictionary work Remedial grammar from learners' writing **Vocabulary** in context
15 and 16	**Listening for information:** Listening Comprehension 2 – listening for specific information E.g. audio-advertisement or dialogue **Informal speaking** Conversation on features of visual texts	**Reading for comprehension:** Read and interpret the features of e.g. visual texts: cartoons, comic strips / comic videos **Literary text:** Reading of literary text for appreciation and comprehension	**Shorter transactional text:** Write an advertisement / postcard/ invitation card **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision of language structures and conventions Critical language awareness Phrase and sentence structures and conventions Active and passive voice Remedial grammar from learners' writing **Vocabulary** in context
17 and 18	**Formal speaking and presenting:** **Role play** on the message in the literary text	**Reading for comprehension:** Vocabulary development and language use **Literary Text:** Reading of literary text for appreciation and comprehension	**Shorter / Longer transactional text:** Use a literary text as a base for writing diary entries or a formal letter **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision of language structures and conventions Critical language awareness Identify and reinforce the different language structures and conventions. **Vocabulary** in context

GRADE 12 TERM 2				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
19 and 20	**Mid-year examinations**			

Formal assessment tasks in Term 2		
Task 5	**Task 6**	**Task 7**
Oral: Prepared speech	**Literature:** Contextual questions	**Mid-year examinations:** Paper 1 – Language in context and literature Paper 2 – Writing 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 7 and 10).

GRADE 12 TERM 3				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
21 and 22	**Prepared reading aloud with purpose:** Reading aloud with focus on fluency, pronunciation and tone e.g. Formal letter written by self / peers or others	**Extended independent reading / viewing:** • Reading for appreciation: • Read examples of formal letters **Literary text:** Reading of literary text for appreciation and comprehension	**Longer transactional text:** Write a formal letter of request/ application/ complaint / sympathy/ invitation / thanks / congratulations **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision of language structures and conventions Critical language awareness Correlation of subject and object to verb and adjectives in sentence structures Concord Word order **Vocabulary** in context
23 and 24	**Listening for interaction:** Listen and present e.g. short messages/ instructions / announcements **Informal speaking:** Conversation, e.g. the old and new ways of communication	**Reading for comprehension:** Vocabulary development and language use **Literary text:** Reading of literary text for appreciation and comprehension	**Shorter transactional text:** Revise the features of writing a short message e.g. e-mail / fridge note / message on answering machine OR instructions on chosen topics **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision of language structures and conventions Critical language awareness Reinforce the imperative Language structure: topic sentence and supporting details Verb tenses Concord **Vocabulary** in context
25 and 26	**Prepared reading aloud with purpose:** E.g. a selected text Conversation	**Reading for comprehension:** Vocabulary development and language use **Literary text:** Reading of literary text for appreciation and comprehension	**Descriptive / narrative essay:** For example: The one experience that changed my life **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Language structures and conventions Remedial grammar from learners' writing **Vocabulary** in context

GRADE 12 TERM 3				
Weeks	**Listening & Speaking** **2 hour**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **2 hours**	**Language structures and conventions** **1 hour (integrated and explicit)**
27 and 28	**Listening for appreciation:** Listen to radio drama / recorded speech / role play / reading a play **Informal speaking:** Discussion in groups, e.g. expressing an opinion on the audio text	**Reading for comprehension:** Vocabulary development and language use **Literary text:** Reading of literary text for appreciation and comprehension	**Longer transactional text:** Write a review of a short story read **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision of language structures and conventions Critical language awareness Tone, voice, effect Modal verbs **Vocabulary** in context
29 and 30	**Informal speaking:** Conversation related to literary text/s	**Literary text:** Reading of literary text for appreciation and comprehension **Extended independent reading / viewing:** Enrichment text e.g. fantasy, dream	**Shorter transactional text:** Write a diary entry/ short story review **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision of language structures and conventions Critical language awareness Nouns Singular and plural forms Interrogative forms Negatives Remedial grammar from learners' writing **Vocabulary** related to reading text

Formal assessment tasks in Term 3		
Task 8	**Task 9**	**Task 10**
Oral: Prepared reading aloud	**Writing:** Essay	***Trial examinations:** Paper 1 – Language in context and literature (120) Paper 2 – Writing (80) **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 7 and 10).

GRADE 12 TERM 4				
Weeks	**Listening & Speaking** **2 hours**	**Reading & Viewing** **3 hours**	**Writing & Presenting** **3 hours**	**Language structures and conventions** **1 hour**
31 and 32	**Informal speaking:** Informal class and group discussion used in examination preparation	**Intensive reading of shorter written texts for comprehension at sentence and paragraph level:** Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination	Use previous examination papers to revise forms in preparation for the external examination **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision of language structures and conventions Critical language awareness Use previous examination papers to revise language in preparation for the external examination
33 and 34	**Informal speaking:** Informal class and group discussion used in examination preparation	**Intensive reading of shorter written texts for comprehension at a word level:** Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination	Use previous examination papers to revise forms in preparation for the external examination **Focus on:** **Process writing** Planning, drafting, revising, editing, proof-reading and presenting **Text structure and language features** (see 3.3)	Revision of language structures and conventions Critical language awareness Use previous examination papers to revise language in preparation for the external examination **Vocabulary** related to reading texts from previous examinations
35 and 36	**EXTERNAL EXAMINATIONS**			
37 and 38	**EXTERNAL EXAMINATIONS**			
39 and 40	**EXTERNAL EXAMINATIONS**			

End of year examinations:

Paper 1 – Language in Context and Literature

Paper 2 – Writing

Paper 3 – *Oral

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

SECTION 4: ASSESSMENT IN SECOND ADDITIONAL LANGUAGE

4.1 Introduction

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

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

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

4.2 Informal or daily assessment

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

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

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

4.3 Formal assessment

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

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

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

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

Table 1: Overview of formal assessment Grades 10-11

Formal Assessment		
During the Year	**End-of-Year Examination**	
25%	**75%**	
School Based Assessment (SBA) –	**End-of-Year Exam Papers**	
25%	**50%**	**25%**
• 2 tests • 7 tasks • 1 examination (mid-year)	**Written examinations** Paper 1 (2 ½ hours) – Language in Context and Literature Paper 2 (2 hours) – Writing	**Oral Assessment Tasks: Paper 3** Listening Prepared speech Prepared reading aloud Conversation The oral tasks undertaken during the course of the year constitute the end-of-year internal assessment.

Table 2: Overview of formal assessment Grade 12

Formal Assessment		
During the Year	**End-of-Year Examination**	
25%	**75%**	
School Based Assessment (SBA)	**End-of-Year Exam Papers**	
25%	**50%**	**25%**
• 1 test • 7 tasks • 2 examinations (mid-year & trial)	**Written examinations** Paper 1 (2 ½ hours) – Language in Context and Literature Paper 2 (2 hours) – Writing	**Oral Assessment Tasks: Paper 3** Listening Prepared speech Prepared reading aloud Conversation The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.

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

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

Table 3: Cognitive levels for assessment

Cognitive Levels	Activity	Percentage of Task
Literal **(Level 1)**	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. • Summarize the main ideas … • State the similarities/differences …	
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 character … • 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 character's argument valid/logical … • Discuss/Comment on the action/ intention/ attitude/implication … • Do you agree with the view/statement/ 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?	**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 the effectiveness of the writer's introduction/ conclusion…	

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 Second Additional Languages:

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

Programme of Assessment			
SBA per Term			End-of- year examinations
Term 1:	**Term 2:**	**Term 3:**	**Term 4:**
3 Tasks + 1 Written Test	2 Tasks + 1 Mid-year examination comprising: 2 Papers: Paper 1 – Language in Context and Literature Paper 2 – Writing(Can be written in May or June)	2 Tasks + 1 Written Test	1 Internal end-of- year examinations comprising: 2 Papers: Paper 1 – Language in Context and Literature Paper 2 – Writing + Paper 3 – Oral
Term Mark (Terms 1-3): • 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 30%, • Convert Paper 2 to 20%, • Convert Oral mark (Paper 3) to 25%			

Table 2: Programme of Assessment Grades 10-11

Programme of assessment			
Formal assessment tasks in Term 1			
Task 1	**Task 2**	**Task 3**	**Task 4**
***Oral: (25 marks)** Listening / Conversation/ Prepared speech / Prepared reading aloud	**Oral: (25 marks)** Listening / Conversation/ Prepared speech / Prepared reading aloud	**Writing: (20 marks)** Longer /Shorter transactional text **Longer Transactional text:** Friendly / formal letters (request / complaint / application / thanks / congratulations/ sympathy)/ short report / review / speech/ dialogue **Shorter transactional text**: Advertisements/ Diary entries/ Postcards/ Invitation cards/ Instructions/ Directions/ Flyers/ Posters/ Filling in forms	****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: (25 marks** Listening / Conversation/ Prepared speech / Prepared reading aloud	**Literature: (40 marks)** Contextual questions	**Mid-year examinations: (200 marks)** Paper 1 – Language in context and literature (120) Paper 2 – Writing (80) (Can be written in May/June)

Formal assessment tasks in Term 3		
Task 8	**Task 9**	**Task 10**
***Oral: (25 marks)** Listening / Conversation / Prepared speech / Prepared reading aloud	**Writing: (40 marks)** Narrative/Descriptive essay	****Test 2: (40 marks)** **Language in context** Comprehension Summary Language structures and conventions OR **Literature:** Contextual questions

Formal assessment tasks in Term 4
Task 11
End of year examinations: (300 marks) Paper 1 – Language in Context and Literature (120) Paper 2 – Writing (80) Paper 3 – *Orals (100)

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

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

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

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

Programme of Assessment			External Examination
SBA per Term			
Term 1:	**Term 2:**	**Term 3:**	**Term 4:**
3 Tasks 1 Written Test	2 Tasks + 1 Mid-year examination comprising 2 Papers: Paper 1 – Language in Context and Literature Paper 2 – Writing (Can be written in May or June)	2 Tasks + 1 Trial examination comprising 2 Papers: Paper 1 – Language in Context and Literature Paper 2 – Writing (Can be written in August or September) OR Written Test	1 External Examination comprising 2 Papers: Paper 1 – Language in Context and Literature Paper 2 – Writing + Paper 3 – Oral
Term Mark (Terms 1 – 3): • Each term, add raw marks and totals and convert to % for term mark. **SBA Mark:** • Add raw marks and totals for SBA tasks from term 1 to term 3 and convert to 25% **External Examination** • Convert Paper 1 to 30%, • Convert Paper 2 to 20%, • Convert Oral mark (Paper 3) to 25%			

Table 4: Programme of Assessment Grade 12

Programme of assessment			
Formal assessment tasks in Term 1			
Task 1	**Task 2**	**Task 3**	**Task 4**
***Oral: (25 marks)** Listening / Conversation/ Prepared speech / Prepared reading aloud	***Oral: (25 marks)** Listening / Conversation/ Prepared speech / Prepared reading aloud	**Writing: (20 marks)** Longer / Shorter transactional text **Longer Transactional text:** Friendly / formal letters (request / complaint / application / thanks / congratulations/ sympathy)/ short report / review / speech/ dialogue **Shorter transactional text**: Advertisements/ Diary entries/ Postcards/ Invitation cards/ Instructions/ Directions/ Flyers/ Posters/ Filling in forms	****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: (25 marks)** Listening / Conversation/ Prepared speech / Prepared reading aloud	**Literature: (40 marks)** Contextual questions	****Mid-year examinations: (200 marks)** Paper 1 – Language in context and literature (120) Paper 2 – Writing (80) (Can be written in May/June) **OR** Written test

Formal assessment tasks in Term 3		
Task 8	**Task 9**	**Task 10**
***Oral: (25 marks)** Listening / Conversation/ Prepared speech / Prepared reading aloud	**Writing: (40 marks)** Narrative/ Descriptive essay	****Trial examinations: (200 marks)** Paper 1 – Language in context and literature (120) Paper 2 – Writing (80) (Can be written in August/September) **OR** Written test

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

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

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

**** Mid-year and Trial examinations:** In Grade 12 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 7 and 10).

4.4.2 Examinations

Format of Examination Papers 1 and 2

<table>
<tr><th>PAPER</th><th colspan="3">SECTION</th><th colspan="2">MARKS</th><th>TIME</th></tr>
<tr><td rowspan="15">1. Language in Context and Literature</td><td colspan="3">A: Comprehension
(A range of texts can be used including visual and or graphic texts)
Length of texts to be used</td><td rowspan="4">(30)</td><td rowspan="15">120</td><td rowspan="15">Grades 10 – 12:
2 ½ hours</td></tr>
<tr><td>Grades</td><td colspan="2">Length of text (words)</td></tr>
<tr><td>10</td><td colspan="2">200-300</td></tr>
<tr><td>11</td><td colspan="2">300-400</td></tr>
<tr><td>12</td><td colspan="2">400-500</td></tr>
<tr><td colspan="3">B: Summary: Grades 10-12: 50 – 60 words
The passage should not come from the comprehension text.
Length of the text:</td><td rowspan="4">10</td></tr>
<tr><td>Grades</td><td colspan="2">Length of text (words)</td></tr>
<tr><td>10</td><td colspan="2">approximately 150</td></tr>
<tr><td>11</td><td colspan="2">approximately 180</td></tr>
<tr><td>12</td><td colspan="2">approximately 200</td></tr>
<tr><td colspan="3">C: Language structures and conventions (assess in context)
• Vocabulary and language use
• Sentence structures
• Critical language awareness.
• Editing</td><td>40</td></tr>
<tr><td colspan="3">D: Literature
Any ONE of the following:
Short stories (contextual questions on two stories)
OR
Poetry (contextual questions on two seen poems)
OR
Short novel (contextual questions)
OR
Short drama (contextual questions)</td><td>40

(2x20)

(2x20)

(40)

(40)</td></tr>
</table>

<table>
<tr><th>PAPER</th><th colspan="2">SECTION</th><th colspan="2">MARKS</th><th>TIME</th></tr>
<tr><td rowspan="15">2. Writing</td><td colspan="2">A: Essay – One essay
Narrative / descriptive
Length of essay:</td><td rowspan="5">40</td><td rowspan="15">80</td><td rowspan="15">Grades 10 – 12:
2 hours</td></tr>
<tr><td>Grades</td><td>Length of text (words)</td></tr>
<tr><td>10</td><td>150-180</td></tr>
<tr><td>11</td><td>180-200</td></tr>
<tr><td>12</td><td>200-250</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 / thanks / congratulations/ sympathy) / short report / review / speech / dialogue
Length of text:</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 – 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 transactional text – One text
Advertisements/ Diary entries/ Postcards/ Invitation cards/ Instructions/ Directions/ Flyers/ Posters/ Filling in forms
Length of text:</td><td rowspan="4">20</td></tr>
<tr><td>Grades</td><td>Length of text (words)</td></tr>
<tr><td>10-12</td><td>50-80</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. Due to the conceptual progression of the content across the grades, content and skills from Grades 10 – 12 will be assessed in the external papers at the end of Grade 12.

Oral Assessment Tasks: Paper 3

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

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

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

4.5 Recording and reporting

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

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

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

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

4.6 Moderation of assessment

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

4.6.1 Formal Assessment (SBA)

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

4.6.2 Oral Assessment Tasks

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

4.7 General

This document should be read in conjunction with:

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

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

GLOSSARY

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

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

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

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

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

anecdote – a short story of based on personal experience

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

decoding – to discover the meaning of a word or message

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

denotation – the literal or straightforward meaning of a word

denouement – the exciting last part of a story or play

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

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

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

emotive – emotive language is language which arouses strong feelings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

modulation – to change the sound of your voice

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

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

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

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

pace – the speed at which something happens or is done

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

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

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

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

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

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*