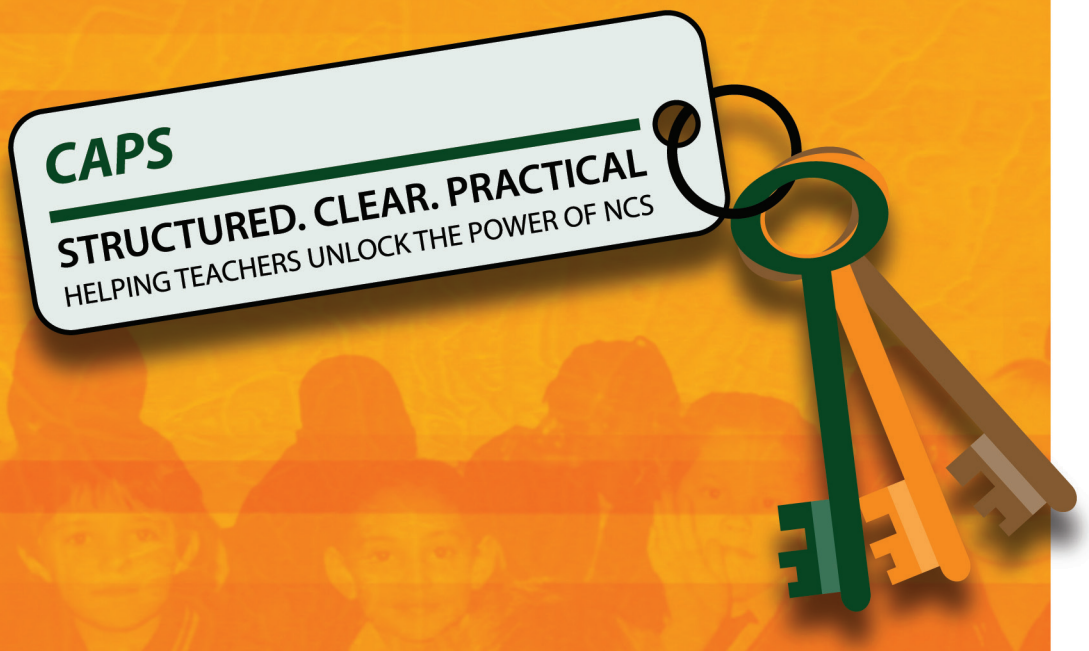
ENGLISH HOME LANGUAGE

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Senior Phase
Grades 7-9

basic education
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REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 7-9

ENGLISH HOME LANGUAGE

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If any editorial, layout or vernacular inconsistencies are detected, the user is kindly requested to bring this to the attention of the Department of Basic Education.

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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) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, 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* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(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: CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 BACKGROUND

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

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

1.2 OVERVIEW

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

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

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

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

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

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

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

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

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

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

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

(iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.=

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

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

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

1.4 TIME ALLOCATION

1.4.1 Foundation Phase

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

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

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

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

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

1.4.2 Intermediate Phase

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

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

1.4.3 Senior Phase

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

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

1.4.4 Grades 10-12

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

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

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

SECTION 2: INTRODUCING THE HOME LANGUAGE IN THE SENIOR PHASE

2.1 LANGUAGES IN THE NATIONAL 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 and 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.

2.1.1 Language levels

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

Home Language is the language first acquired by learners. However, 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 labels Home Language and First Additional Language refer to the proficiency levels at which the language is offered and not the native (Home) or acquired (as in the additional languages) language. For the purposes of this policy, any reference to Home Language should be understood to refer to the level and not the language itself.

The **Home Language level** provides for language proficiency that reflects the 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 the weighting for listening and speaking from Grades 7 onwards are lower than those of the reading and writing skills.

The First Additional Language refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning.

In South Africa, many children use their additional language, mostly English, as the Language of Learning and Teaching (LoLT). This means that they must reach a high level of competence in English. They need to be able to read and write well in English.

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 placed on 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 Natural Sciences, Mathematics, etc. 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 Senior Phase, 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 the Senior Phase, 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 further grades. 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. It is therefore recommended that, where possible, learners in the Senior Phase be exposed to the same concepts in a two week cycle in both language levels.

2.1.2 The language skills

The Home Language curriculum is packaged according to the following skills:

1	Listening and Speaking
2	Reading and Viewing
3	Writing and Presenting
4	Language Structures and Conventions

2.1.3 Language Teaching Approaches

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

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

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

Language teaching happens in an integrated way, with the teacher modelling good practice, the learners practising the appropriate skills in groups before applying these skills on their own. The structure of each lesson should be one that engages the whole class before practising in groups and applying the new skill individually.

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

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

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

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

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

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

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

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

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

Approaches to teaching language usage

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

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

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

- Grammar should be taught for constructing texts in their context of use - it is concerned, in other words, with real language.
- The application of grammar should not be restricted to the analysis of isolated sentences – it should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters, reports which learners learn to read and write in school.
- Use of authentic materials such as dialogues, interviews, must be encouraged
- Link the language structure with functional uses of language in different social settings, e.g. expressing one's thoughts or feelings; introducing people; talking about or reporting things, actions, events or people in the environment, in the past or in the future; making requests; making suggestions; offering food or drinks and accepting or declining politely; giving and responding to instructions; comparing or contrasting things.
- Use classroom activities that relate language forms with functions, e.g. the past tense with a narrative essay and report writing; the subjunctive mood with a reflective essay.
- Focus on meaningful tasks. Acquiring the grammatical rules of the language does not necessarily enable the learner to use the language in a coherent and meaningful way. What interests us then concerns the structure and function beyond the sentence level, i.e. the way in which people use either spoken language (discourse) or written language (text) in coherent and meaningful ways.

2.2 TIME ALLOCATION FOR THE HOME LANGUAGE

The teaching time for the Home Language and the First Additional Language is 5 and 4 hours respectively per week as per policy prescription. However, in the Senior Phase, it is recommended that 5 hours be allocated to the language of learning and teaching and 4 hours to another compulsory language. Schools that are using First Additional Language as a language of learning and teaching, should therefore allocate 5 hours for that language.

All language content is taught within a two-week cycle (10 (8) hours). **Teachers do not have to stick rigidly to this cycle but must ensure that the language skills, especially reading and writing are practised.** The time allocation for the different language skills in Grade 7-9 is 36 weeks. Four weeks are for examination purposes – two weeks for June examination and another two weeks for December examination.

Timetabling should make provision for continuous double periods per week. In a two-week cycle the following time allocation for the different language skills is suggested.

Recommended time for the Language of Learning and Teaching

SKILLS	TIME ALLOCATION PER TWO-WEEK CYCLE (HOURS)		
	GRADE 7	GRADE 8	GRADE 9
*Listening & speaking (Oral)	2 hours		
*Reading and Viewing	3 hours 30 min (1 hour 45 mins for comprehension and 1 hour 45 mins for literary texts)		
*Writing & Presenting	3 hours 30 min		
Language Structures and Conventions	1 hour		
	***Language Structures and Conventions** and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing, and for Writing and Presenting.		

Recommended time for another compulsory language

SKILLS	TIME ALLOCATION PER TWO-WEEK CYCLE (HOURS)		
	GRADE 7	GRADE 8	GRADE 9
*Listening & speaking (Oral)	2 hours		
*Reading and Viewing	3 hours (1 hour 30 mins for comprehension and 1 hour 30 mins for literary texts)		
*Writing & Presenting	2 hours		
Language Structures and Conventions	1 hour		
	***Language Structures and Conventions** and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing, and for Writing and Presenting.		

2.3 LEARNING AND TEACHING SUPPORT MATERIALS

Learners should have the following for Home Language study in Grades 7 – 9:

GRADES 7 – 9	
CORE MATERIALS	
Prescribed language textbook - Teacher Guide and Learner Book	√
Novel	√
Short stories	√
Folklore	√
Drama	√
Poetry	√
Dictionary	√
MEDIA MATERIALS	
Newspapers	√
Magazines	√
Radio talks/dramas	√
Television shows/dramas/documentaries	√

Home Language teachers should have:

a) A Curriculum and Assessment Policy Statement

b) Language in Education Policy

c) The prescribed language textbook used by learners and other textbooks for resource purposes in addition to the prescribed one

d) Dictionary (monolingual, bilingual, multilingual, thesaurus)

e) Prescribed literature genres

f) A variety of media materials: newspapers, magazines, brochures, flyers, etc.

g) Access to audio/visual aids to be used in the classroom

h) Other media resources (a variety of newspapers, magazines and brochures

Classroom resources

a) A range of texts to accommodate different reading levels, e.g. a selection of readers with sufficient copies of texts at each level for the class.

b) A variety of media materials: newspapers, magazines, brochures, flyers, advertisements, posters, notices, etc.

c) Audio/visual aids

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

3.1 OVERVIEW OF LANGUAGE SKILLS – PROCESSES AND STRATEGIES, TEXT TYPE AND LENGTH

3.1.1 Listening and Speaking

Listening and Speaking are central to learning in all subjects. Through effective listening and speaking, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language. Listening and speaking are different but co-dependent skills. Both are continually present informally in the classroom as learners receive and discuss information. Formal listening and speaking of special forms, e.g. debate, need focused instruction. Formal and informal listening and speaking are integrated with reading, writing and language practice, while speaking may give written text an oral form (e.g. reading aloud).

Listening process and strategies

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

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

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

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

During listening – questioning, recognising, matching, note-taking, interpreting: Learners:

- Analyse:
    - the message,
    - the speaker, and
    - the speakers' evidence.
- Make mental connections.

- Find meaning.
- Ask questions.
- Make inferences and confirm predictions.
- Reflect and evaluate.

Post-listening follows up on the listening experience. Learners

- Ask questions
- Talk about what the speaker said
- Review notes
- Summarise the presentation orally
- Transfer information from oral to written mode, e.g. use information to label a diagram
- Analyse and evaluate critically what they have heard
- Synthesise new information with prior knowledge
- Draw conclusions; evaluate; give own opinion; respond critically

DIFFERENT KINDS OF LISTENING	
Listening for specific information	Listening, rather than merely hearing, remains key to any intelligent response to the world around us. In a world in which technology has created endless supplies of sounds, voices, music, and talking, learning to listen only to what may be significant or useful becomes crucial. Most of what is listed below will not be unfamiliar to learners in this phase, and teachers need to work only with such processes as they feel their class is still in need of. • Stimulate/activate background information before listening • Ascertain speaker's purpose • Give complete attention to listening task and demonstrate interest • Search for meaning • Check understanding of message by making connections, making and confirming predictions, making inferences, evaluating and reflecting • Make meaningful notes outlining, mapping, categorizing, summarising, making checklists, paraphrasing, retelling, explaining • Distinguish message from speaker • Consider the relationship between context and choice of words and form • Identify, interpret and evaluate messages • Understand instructions, tracing directions on a map and follow procedures • Noting the main and supporting ideas • Process information by: comparing, obeying instructions, filling in gaps, detecting differences, ticking of items, transferring information, sequencing, matching, interpreting meaning • Follow up on presentation by: answering questions, reviewing notes, categorizing ideas, summarising, clarifying, reflecting, speaking or writing
Listening comprehension and speaking	• Re-tell the story • Recall specific detail in a text • Reflect on values and messages in a text • Reflect on stereotyping and other biases • Discuss character, plot and setting • Express opinions • Clarifying questions
Listening for critical analysis and evaluation	Most of the processes listed below are helpful in the study of literary texts, of advertisements and political documents. After a listening activity, teachers usually provide opportunities for discussion, but it is also useful to turn these activities into writing. A brief extract from a film sound track, for example, can be used to begin a narrative composition ("What exactly do you hear? Make sense of it."). The selection of a number of 'emotive' words from a speech, or from a reading of a poem can be incorporated into a piece of writing appropriate to the context. Incorporate the words into a statement of contradiction to what has been said in the speech; or use the words in poem so that the understanding of the words is clear. • Identify and interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping • Distinguish between facts and opinions • Show awareness of and interpret tone, pace and language use • Respond to style, tone and register and evaluate correctly • Understand the logical sequence of information • Make judgments and provide evidence • Make assumptions and predict consequences • Respond to language use, word choice, format and pronunciation

DIFFERENT KINDS OF LISTENING	
Listening for appreciation and interaction	These listening activities are best practised in debates, small group discussions and any other structured discussion. Watching clips from films can also be helpful in analysing such characteristics as are listed below. • Respond in communication situations • Use turn-taking conventions in conversations • Defend a position • Ask questions to sustain communication • Respond to language, gestures, eye contact and body language • Show understanding of the relationship between language and culture by showing respect for cultural conventions • Respond to the aesthetic qualities of oral text, e.g. rhythm, pace, sound effects, imagery

Length of texts to be used for listening comprehension

TASK	GRADE 7	GRADE 8	GRADE 9
Longer listening comprehension texts e.g. story, interviews, plays, news reports	150-200/up to 5 mins	200-250/up to 5 mins	250-300/up to 5 mins
Shorter listening comprehension texts e.g. announcements, information texts, instructions, directions	60-70 words/1-2 mins	70-80 words/1-2 mins	80-100 words/1-2 mins
Reading comprehension/ intensive reading texts	150-200 words	200-250 words	250-300 words

Speaking

In the Senior Phase learners should be taught or groomed to talk with ease and accurately as this is one of the most valuable assets for their lives, both personal and professional. Creating this self-confidence is more important than any specific technique or trick of public speaking. Learners need to know that when they speak there will be no mockery or ridicule, and they must be assured of the teacher's full support and encouragement at all times.

Learners in the Senior Phase should be taught most basic techniques of giving a good speech. A degree of tolerance might be shown to learners in view of the demands which oral interaction makes on them.

The speaking process and strategies

The teaching of speaking should include knowledge of the process and communication strategies (retracing, rephrasing, substitution, demonstration, gesture, mime, sounds and appeal for assistance).The teaching of speaking process consists of the following stages:

- Planning - researching and organising
- Practising and presenting

Planning - researching and organising

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

- Using appropriate register, style and voice according to audience, purpose, context and theme
- Using appropriate language (choice of words) by
    - Using action verbs, a variety of adjectives and adverbs to give a specific impression, details and a vivid description when speaking, for example, a speech, storytelling, debate
    - Using knowledge of synonyms and antonyms, homophones, homonyms and one word for a phrase
    - Using borrowed, inherited and new words
    - Using figurative language (figures of speech, idioms, proverbs), tone, mood or humour
    - Using abbreviations
    - Using roots, prefixes and suffixes
    - Using gender, plurals and diminutives
    - Using comparative and superlative degrees of adjectives and adverbs
- Demonstrating critical language awareness by:
    - Giving facts and expressing opinions
    - Expressing denotative and connotative meaning, implied meaning
    - Expressing values, attitudes, bias, stereotypes, emotive, persuasive and manipulative language e.g. in a persuasive speech
- The use of resources and reference material such as dictionaries and thesauruses to select effective and precise vocabulary and deliver presentations making use of notes and props, audio and/or visual aids and graphs to enhance the appeal and accuracy of presentations.

Practising and presenting

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

- Speaking directly to the audience
- Referring to relevant sources that have been consulted
- Including a range of facts and examples according to task requirements
- Using effective introduction and conclusion (e.g. by using literary quotations, references to authoritative sources, anecdotes)
- Developing ideas and arguments - content is original, creative, coherent, shows logical development and arrangement of facts, examples and ideas

- Using elements of speech forms (e.g. introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate
- Using organizational structures such as chronological, topical, cause-effect, compare-contrast, problem-solution to inform and to persuade
- Using correct intonation
- Presenting and advancing a clear argument and choosing appropriate types of proof (e.g. statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance
- Using forms of address or repetitions: ladies and gentlemen; I want to emphasise that …
- Using appropriate language structures and conventions such as:
  - verb forms and auxiliaries to express tense and mood accurately
  - use parts of speech to express day-to-day oral communication
- Using rhetorical questions, pauses, repetition,
- Using verbal and non-verbal techniques (e.g. tone, voice projection/modulation, volume, pace/tempo, phrasing, eye contact, facial expressions, gestures and body language) for presentations

TYPES OF LISTENING AND SPEAKING TEXTS	
Prepared speech	To inform/persuade/share and justify viewpoint or opinion. • Choosing an appropriate research topic - Some form of research should be evident - Appropriate structure (introduction, body and conclusion) - Clear logical links with topic - An argument or point of view that triggers a thoughtful response in others. - Clearly enunciated ideas showing awareness of audience and purpose
Unprepared speech	To present a speech without preparing beforehand/to arrange logic promptly/employ speech techniques at short notice • Use appropriate structure (introduction, body and conclusion) • Appropriate to the purpose • Use tone, voice projection, pace, eye contact, posture and gestures • Register and tone appropriate to the audience • Use appropriate and effective vocabulary and language structures. • Short but effective
Prepared Reading (Reading aloud)	• Understanding of the passage demonstrated • Passage fluently read • Voice projected • Words clearly enunciated • Good use of pause • Maintenance of audience rapport. • Choice of extract takes audience into account • Length of extract appropriate

TYPES OF LISTENING AND SPEAKING TEXTS	
Unprepared reading (reading aloud)	To share a text written by self or other; to entertain • Understanding of the passage is demonstrated • Passage is fluently read • Voice is projected • Words clearly enunciated • Good use of pause • Maintenance of audience rapport. • Choice of extract takes audience into account • Length of extract appropriate
Debate	To argue different viewpoints on a chosen topic. This is a formal oral form for public viewing and participation. **Debating procedure:** • Two teams of speakers, usually three per team, argue for or against a motion. Motions make claims or propositions, e.g. 'The World Cup was good for our economy', rather than simply 'The World Cup'. • Debate proceedings are controlled by a chairperson who: - Introduces the motion and gives some background to it - Introduces each speaker - Maintains order - Keeps time – speakers are given time limits - Manages the discussion when the motion is opened to the floor (see below) - Manages the vote (see below) • The chair introduces the motion and asks the first speaker for the proposition (the team arguing **for** the motion) to speak. • The first speaker for the proposition presents arguments supporting the motion. • The first speaker for the opposition (those speaking **against** the motion) presents arguments opposing the motion and may also rebut (attack) the first speaker's arguments. • The second speaker for the proposition builds on the team's arguments, presents new arguments, and rebuts the previous speaker's points. • The second speaker for the opposition does the same. • The motion is opened to the floor (audience) for discussion and questions. • Following the general discussion the opposition sums up first. The third speaker repeats the team's main arguments and tries to persuade the audience to vote against the motion, giving reasons. This speaker may also rebut previous arguments. • The third speaker for the proposition does the same. • The debate may be concluded and a result obtained in different ways, e.g. by having the speeches assessed (scored) by a judge, or putting the motion to the vote.
Dialogue	• Reflect a conversation between two or more people. • Initiate and sustain conversations • Use turn taking conventions, maintain discourse • Defend a position • Listen to each other, negotiate • Fill in gaps and encourage the speaker • Clarify issues • Share ideas and experiences and show understanding of concepts

TYPES OF LISTENING AND SPEAKING TEXTS	
Interview	To elicit information or point of view from an individual or panel • Use questioning, persuasion, note-taking, summarising, listening skills and non-verbal skills • Plan and prepare: determine goal, background information, outline, questions, time, place, sequencing, physical environment (see writing features) • Use interviewing techniques in phases: - Introduction (identifying self; stating purpose) - Rapport (creating atmosphere of trust) - Questions (ask general to specific, relevant questions; use mature, sensitive, respectful persuasive language; listen actively; evaluate response, respond effectively to demonstrate knowledge) - Summary (record responses by taking notes; summarise; sequence and arrange responses and important details in logical order) - Closure (thank interviewee; provide contact details)
Report (formal and informal)	• Give exact feedback of a situation, e.g. accident, any findings • Reflect a title, introduction (background, purpose and scope), body (Who? Why? Where? When? What? How?), conclusions, recommendations, references, appendices • Plan: Collect and organise information and give facts • Use semiformal to formal language register and style • Use - Present tense (except historical reports) - General nouns - The third person - Factual description - Technical words and phrases - Formal, impersonal language
Giving directions	To tell someone how to get somewhere • Use **directions** when telling someone how to get somewhere. • Use mostly the imperative form • Use the second person representing an interaction between the speaker and the listener. • Consider the following when giving directions: - Use concise and clear sentences - Use the chronological order - **Refer to a specific direction** - **Indicate the approximate distance** - **Give the approximate number of streets** to be crossed to reach the destination - **Provide information about landmarks** along the way - Use words indicating position - Use words indicating direction - Use words to ask for directions - Use words to show appreciation

TYPES OF LISTENING AND SPEAKING TEXTS	
Instructions	To explain how to use a tool or an instrument, prepare food, repair faults, etc. • Explain the **working** or use of any article in operation; preparing dishes, repairing any defaults, etc. • Plan and prepare (see writing features) - Understand the situation(s) **and what the product of giving instructions/ demonstrations should be or do** - Explain **the working or use of any article** - Reflect clear, correct and logical sequence of instructions - Use manuals, instructions, and operations. - Consider vocabulary, grammar, expressions, technical language and phrases that might be used • Presenting
Gives oral presentation/report	• Present orally on events from e.g. the radio or television or findings from an interview held. • Plan and prepare - Introduce what the product of a formal oral presentation should be - Predict what vocabulary, grammar and expressions might be used - Research to obtain relevant information from the speaker and the language needed to express information • Present; look out for the following: - Some form of research should be evident • A text structure should be followed (introduction, body and conclusion) • The text should comprise of clear logical links with topic, reflecting correct facts arranged in logical order • An argument or point of view that triggers a thoughtful response in others is expressed. • Clearly enunciated ideas showing awareness of audience and purpose; • Remain neutral (clear and objective language) and present in a suitable register for the audience • Learners should be encouraged to use appropriate body language but wild gesticulation should be avoided. Use clear objective language • Organise an oral presentation in three parts: - **Introduction**: Catch the audience's interest; answer Who? What? Where? When? - **Body:** Organise main points of the report in a logical order. Use accurate information; support main point with information from research; use details and descriptive sentences to make the report interesting - **Conclusion**: Summarise and get across the most important point. Write a short conclusion. Wrap up and restate the main point. Draw upon the main points to formulate a personal opinion concerning the topic of the report • Use visual aids, such as posters or overhead transparencies, and practise using them while rehearsing • Use notes to make a final outline of the report • Use notes when presenting the report

TYPES OF LISTENING AND SPEAKING TEXTS	
Forum/panel Discussion	To share different opinions or information from different sources The speakers should: • explore a range of ideas • listen to one another • concede points when necessary • not interrupt other speakers • make logical links between points • keep to the topic • try to bring people into discussion - interrupting politely - expressing opinions and support reasons • Each speaker talks about a particular aspect of the topic • Use of conventional phrases • Duties of the chairperson - Keeping order - Managing time - Keeping to the agenda - Encouraging participation - Remaining neutral - Calling for proposal or votes
Role plays	Learners are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or the learner may be briefed in the particular role to be played. Such assessments are open-ended and are person-centred.
Informal discussion/ conversation	To share ideas, opinions and viewpoints with individuals groups • Initiate and sustain conversations • Turn taking conventions • Defend a position • Negotiate • Fill in gaps and encourage the speaker • Share ideas and experiences and show understanding of concepts
Introducing a speaker	To give an audience information about a speaker/guest • Obtain relevant information from the speaker • Use a formal style or register • Create interest and expectation in the audience, e.g. by telling the audience about relevant background information and achievements • Build expectation through, e.g. pauses and inflection • End strongly and confidently
Vote of thanks	• To thank a speaker after delivering a speech to an audience • Use a formal register • Listen carefully to the speaker, to point out some highlights in the address • Mention strong points in the address • End strongly and confidently

Suggested duration for texts to be produced for oral communication

TEXTS	DURATION GRADES 7 - 9
Conversations, debates, forum/group/panel discussions, group discussions	10 – 15 minutes
Dialogues	4 – 6 minutes
Directions and instructions	2 – 4 minutes
Interviews	8 – 10 minutes
Prepared reading	2 – 3 minutes
Prepared speeches, report, review	2 – 3 minutes
Unprepared speeches	2 – 3 minutes
Storytelling	5 – 7 minutes
Meeting and procedures	7 – 10 minutes

Expressions used in conversational English – 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 help with…..? • Would you help me to…..? • I need help with … • Please assist me … (formal) • Please lend a hand with …
APOLOGISING • Sorry. • I'm sorry for…. • I regret…… • Please forgive me for … • I apologise for … • Pardon me. • Excuse me. • I beg your pardon.	**COMPLAINING** • I'm sorry to have to say this, but... • I'm sorry to bother you, but... • Maybe you forgot to... • I think you might have forgotten to... • Excuse me if I'm out of line, but... • There may have been a misunderstanding about... • Don't get me wrong, but ...

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

3.1.2 Reading and Viewing

Well-developed **reading and viewing** skills are central to successful learning across the curriculum. Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts. Learners recognise how genre and register reflect the purpose, audience and context of texts. Through classroom and independent reading, learners become critical and creative thinkers.

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 and strategies

Reading instruction may involve three steps to enhance the understanding of texts. 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. **During**-r**eading** 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
- During-Reading
- Post- reading activities

Pre-reading

Learners may be prepared for the text in various ways depending on the type of the text and the level of the learner. This activates associations and previous knowledge.

- Learners are encouraged to form certain expectations about the text based on clues from accompanying pictures or photographs, the text type, layout, title page, table of contents, chapters, glossary, index, appendix, footnotes.
- Skimming and scanning text features: titles, headings and sub-headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numbering, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches
- Skimming for main ideas and offering own ideas in a pre-reading discussion
- Scanning for supporting details
- Predicting using the information gained from skimming and scanning

During-reading

- Inferring meaning of unfamiliar words and images by using word attack skills and contextual clues
- Rereading/reviewing
- Visualizing
- Deducing meaning (analogy, context, word formation etc.)
- Questioning
- Making notes (main and supporting ideas)
- Summarising main and supporting ideas in point form/paragraph as per required length
- Clarifying issues

- Making inferences
- Explaining/evaluating writer's inferences and conclusions

Post-reading

- Answering questions on the text from lower to higher order
- Drawing conclusions/own opinion
- Evaluating/discussing different interpretations of a text
- Comparing and contrasting
- Synthesizing/writing a summary
- Exploiting the text for grammar and vocabulary learning, e.g. re-write in a different tense
- Reproducing the genre in writing of their own (where appropriate)
- Critical language awareness:
    - facts and opinion
    - direct and implied meaning
    - denotation and connotation
    - socio-political and cultural background of texts and author
    - the effect of selections and omissions on meaning
    - relationships between language and power
    - emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties, inferences, assumptions, arguments, purpose of including or excluding information
    - create new texts, i.e. change a narrative into a drama, dialogue; exploit the text for grammar and vocabulary learning, e.g. rewrite in a different tense.

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

For many learners, the screen rather than the printed page is the source of most of their information. Visual literacy is an important area of study, and the computer screen a rich source of material. Examine how layout is key in a popular website; how attention is gained by advertisers; how movement and colour play key roles in persuading the user to move to other sites.

- Persuasive techniques: Emotive language, persuasion, bias, manipulative language
- How language and images reflect and shape values and attitudes
- Impact of font types and sizes, headings and captions
- Analyze, interpret, evaluate and respond to a range of cartoons/comic strips

Reading activities and the kind of reader envisioned

Prepared Reading (Reading aloud)

- Use of tone, voice projection, pace, eye contact, posture and gestures
- Pronounce words without distorting meaning

Unprepared reading (reading aloud)

- Read fluently according to purpose
- Pronounce words without distorting meaning
- Use tone, voice projection, pace, eye contact, posture and gestures correctly

Reading comprehension

- For close and critical reading of the text (reading comprehension)
- To understand the text comprehensively - text features – titles, illustrations, graphs, charts, diagrams, headings, subheadings, numbering, captions, headlines, format, e.g. newspaper columns, etc.
- To demonstrate independent reading (reading widely for pleasure, information and learning)
- Critical language awareness (being aware of the denotation and connotation of words and that it carries hidden meanings and messages, e.g. stereotypes, the speaker's prejudices and intentions)

INTENSIVE READING

a) 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
- Recogn ise and use common, idioms and proverbs, e.g. the Midas touch.
- Distinguish between denotation and connotation
- Identify the origin and use of new words, e.g. 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, e.g. initalism, acronyms, clipped, truncation
- Apply knowledge of grammar to decode meaning. See Language Structures – Reference List below.

b) 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 and use the meaning and functions of language structures and conventions in texts. See Language Structures – Reference List below.
- Identify the structure of texts used for different purposes, (e.g. description, definition, cause-and-effect) across the curriculum and their related transitional words/signal words/conjunctions, (e.g. on the one hand, firstly, because). See Writing/Presenting for appropriate text types.

c) 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; form and justify own opinion

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

e) 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 analyse the point of view from which the text is written.

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

f) 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 gesture.)

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

FORMAL STUDY OF LITERARY TEXTS

Learners read, evaluate and respond to the aesthetic qualities of literary text. They apply the meta-language of literature study to understand and appreciate elements of literary texts.

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

- Understand the distinctive qualities of different literary forms, e.g. that a poem has different characteristics from a novel
- Identify and explain figurative language and rhetorical devices as they appear in different texts, e.g. simile, metaphor, personification, alliteration, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, pun, understatement
- Identify and explain writer's/producer's intention
- Explain choice and effectiveness **in poetry** of how elements support the message/theme. Elements may include figures of speech, imagery, rhyme, refrain, rhythm, alliteration
- Explain choice and effectiveness **in drama** of how elements support the message/theme. In addition to figures of speech and imagery, elements may include plot, characters, characterisation, stage directions, dramatic irony, setting, dialogue, monologue, soliloquy, flashback ,etc. **In addition, for film**, camera work and editing, e.g. close-up, long shot, music and sound track, special effects, colour.
- Explain choice and effectiveness **in short stories/novels/films** of how elements support the message/theme. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, e.g. plot, exposition, rising action, conflict, climax, falling action/anticlimax, denouement/resolution, setting

EXTENDED INDEPENDENT READING/VIEWING

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

- Access libraries and know book storage conventions
- Provide evidence of extended reading/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 ….? Do you remember we were looking at metaphors – how would you explain the metaphor in this line?*
Analysis questions	*How was this similar to …? How was this different to …? What was the underlying theme of …? Why do you think …..?*
Synthesis questions	*We've learnt different views about John – can you put them all together and describe his character? What kind of person is he?*
Evaluation questions	*How effective is ……? Can you think of a better way of ….? Which of these two poems do you prefer? Why?*

Selecting a text-type or genre

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 (see "Texts used for integrated teaching of language skills").

TYPES OF READING TEXTS	
Poetry	There are essentially only two questions a learner needs to ask of a poem: What is being said? How do I know? The second question adds conviction to the answer of the first; the first determines what the second question will reveal. All literary writers write because they have something to say—something they consider at least interesting, and usually of some importance to the cultural group for which they are writing. We study the text to support, corroborate, clarify and reveal what writers have to say to us. It also involves looking at the figurative use of language; of the way sentences, verse lines and poems as a whole are presented; of the choice of image, rhythm, pace and sound; of the emotive feelings that such images generate. All this in an attempt to reach a tentative conclusion at best as to what the poet is hoping we will sooner or later discover to be a meaning of the text. There is seldom finality in the study of a good poem. The following aspects will enhance understanding of the intended message • literal meaning • figurative meaning • mood • theme and message • imagery • figures of speech/imagery, word choice (diction), sound devices, tone, rhetorical devices, emotional responses, lines, words, stanzas, rhyme, link, rhythm, punctuation, refrain, repetition, alliteration (consonance and assonance), enjambment

TYPES OF READING TEXTS	
Drama	Drama is not only about words and language: it is about movement, voice, light and dark; interaction; staging. How the play moves (the pace) is essential; how characters interact, what they are doing when they are not talking; how facial expression can shift the meaning of a line —all this can be lost if the play is read as it if were a novel. Nevertheless, it is never a good idea to show 'the video' of the play until the play has been fully studied discussed and 'staged' by a class. Without that, the 'video' becomes the truth of the play, and little will dislodge the specific interpretation of that particular production. Imagination plays a key role in the reading of drama. Visualising a stage and what actors look like, and working out how many different ways a line or speech can be said are vital components of working with drama in the classroom. Plot and subplots; the way the playwright presents the characters, and how they develop through the play; setting and background (only where absolutely essential to an understanding of the play); pace, use of image and symbol; dramatic techniques like soliloquy; dramatic irony, stage directions, the creation of tension, or humour, or tragedy are all worth studying through the dramatic reading of the play. The following aspects will enhance the learners' understanding of the text: • plot and sub-plot (exposition, rising action, conflict, climax, falling action/anticlimax, denouement/resolution, foreshadowing and flashback) • characterization • role of narrator/persona/point of view • theme and messages • background and setting – relation to character and theme • dramatic structure: plot, subplot (exposition, rising action and climax) • mood and tone • ironic twist/ending • stage directions • link between dialogue/monologue/soliloquy and action • dramatic irony • time line
Film study (as enrichment activity)	Film study is not the same as reading a novel. Although the treatment of a film can follow the patterns of teaching more typical of drama and novel, the item 'cinematographic techniques' below needs special attention. 'Reading' a film with sensitivity and accuracy depends in large measure on the extent to which the viewer is conscious of editing, cutting, camera shots, montage, mise en scène, music, costume, lighting and sound. Being able to read a film at this level immeasurably enriches one's watching of films: the viewer moves away from the more 'passive gazing' which usually means only following the narrative line; to an 'informed attending' that adds to one's viewing a greater depth, and a clearer understanding of just how director, editor, and the rest are manipulating what we watch to make us feel and react in certain ways. • dialogue and action, and their relation to character and theme; • plot, subplot, character portrayal, conflict, dramatic purpose and dramatic • irony, ironic twist and ending; • dramatic structure and stage directions • message and theme and how they are woven into all aspects of the text; • cinematographic techniques (visual, audio and audio-visual) such as the use of colour, subtitle, composition, dialogue, music, sound, lighting, editing, framing, styles of shot, camera techniques, camera movement, foregrounding and backgrounding.

TYPES OF READING TEXTS	
Novel, Short stories, Folklore	Narratives (novel, short story and folklore) need to be read, discussed, and enjoyed. Reading the texts aloud and or playing in class is often of great value, especially if learners are not keen readers, or have some resistance to reading. Read fast, and keep the interest alive by using the simple reading acts of anticipation or prediction; evaluation; and appreciation. Simple activities involving imaginative summary (summarising the story so far to a friend in a limited number of words; keeping a visual graph going in the classroom; opening dossiers of key characters; looking for and noting, appearances of words and images that emphasise ideas and themes in the novel) can help to keep the learners up to speed. After the first reading, learners need to become aware of the differences between narrative (*what* happens next?) and plot (*why* does that happen?); explore possible meanings and interpretations of the story; examine how the writer has used language to create character (description and direct speech); how characters interact; setting (descriptive language, and incidental references throughout the novel); and where necessary attempt to unravel underlying ideas, thoughts and ideologies that control the direction of the narrative as a whole. All cultures, and most people, live lives imbued with stories. Whatever the teacher does with novels and stories in the classroom, the sheer pleasure of engaging in a good story must remain paramount. The following aspects will enhance the learners' understanding of the text: • genre and types • plot, subplot (exposition, rising action, conflict, climax, falling action/anticlimax, denouement/ resolution, foreshadowing and flashback) • conflict • characters • characterization • role of narrator • messages and themes • background, setting and relation to character and theme • mood, ironic twist/ending • suspense and surprise
Other reading texts	Posters, charts, maps, graphs, cartoons, magazines, newspapers, websites, films, documentaries, TV series both during and after class.

LENGTH OF TEXTS TO BE READ			
TEXT	**GRADE 7**	**GRADE 7**	**GRADE 7**
Text for reading aloud	5 – 6 sentences 1 paragraph	5 – 8 sentences 2 paragraphs	5 – 10 sentences 3 paragraphs
Reading comprehension/intensive reading texts	350-400 words	400-450 words	450-500 words
Independent reading	Poetry, short story, folklore, novel and drama – as prescribed by CAPS – and non-fiction texts	Poetry, short story, folklore, novel and drama – as prescribed by CAPS – and non-fiction texts	Poetry, short story, folklore, novel and drama – as prescribed by CAPS – and non-fiction texts
Summary	70-80 words from 250 word text	70-80 words from 260 word text	70-80 words from 280 word text

TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE SKILLS IN THE SENIOR PHASE In addition to literary texts for formal study, texts to be covered in the Senior Phase 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		
Literary texts for formal study. A range to be studied over the Senior Phase. **Prescribed** **Genres** **Poetry** (Grade 7 – 10 poems) (Grade 8 – 15 poems) (Grade 9 – 15 poems) **Novel** (Grade 7 – 30-40 pages) (Grade 8 – 40-50 pages) (Grade 9 – 50-60 pages) **Short stories** (Grades 7 – 4-5 stories – 3-5 pages on each story) (Grade 8 – 5-7 stories – 3-5 pages on each story) (Grade 9 – 7-10 stories – 3-5 pages on each story) Folklore (Grades 7 – 4-5 stories – 3-5 pages on each story) (Grade 8 – 5-7 stories – 3-5 pages on each story) (Grade 9 – 7-10 stories – 3-5 pages on each story) **Drama** (Grade 7 – 1-2 Act play – 10-20 pages) (Grade 8 – 2-3 Act play – 20-30 pages) (Grade 9 – 3-5 Act play – 30-50 pages) **Enrichment** Films Selected TV series/documentaries Radio dramas Essays	**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 Advertisements **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 Agenda and minutes	**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**

3.1.3 Writing and Presenting

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subjects enables learners to communicate functionally and creatively. Writing which is appropriately scaffolded using writing frames (as and when necessary), produces competent, versatile writers who will be able to use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

Writing is important because it enables learners to think about grammar and spelling. This encourages learners to process the language, speeds up language acquisition and increases accuracy. In the previous phases, learners learnt to write a range of creative and informational texts, using writing frames as support. Learners in the Senior Phase are expected to write particular text types independently. They will also employ the writing process to produce well organised, grammatically correct writing texts.

Writing process and strategies

Good writing is a skill that needs to be developed and supported. Although reading is an important source of input, it is only through writing, that writing skills are developed. 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. The writing process consists of the following steps:

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

Planning/Pre-writing

- Analyse the structure, language features and register of the text type that has been selected
- Decide on the purpose and audience of a text to be written and/or designed
- Determine the requirements of format, style, point of view
- Brainstorm ideas using, for example mind maps, spider web lists, flow charts or lists
- Consult relevant sources, select relevant information

Drafting

- Use main and supporting ideas effectively from the planning process
- Produce a first draft which takes into account purpose, audience, topic and genre
- Determine word choice by using appropriate, descriptive and evocative words, phrases and expressions to make the writing clear and vivid
- Show own point of view by explaining values, beliefs and experiences
- Establish an identifiable voice and style by adapting language and tone to suit the audience and purpose for writing

- Read drafts critically and get feedback from others (classmates);
- Include specific details of the required text (use of quotations, substantiating and motivating the argument)

Revising, editing, proofreading and presenting

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

Language structures and conventions during the writing

Learners will learn how **language is used**, and will develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **Language Structures and Conventions**.

Knowledge of Language Structures and Conventions will enable learners to produce coherent and cohesive texts. Language structures should be taught for constructing texts in their context of use. The application of language structures should not be restricted to the analysis of isolated sentences. It should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters and reports which learners learn to read and write in school.

Language conventions (spelling and punctuation):

- Use of spacing, capital letters, commas, quotation marks, colons, underlining, italics, bolding, semi colons, apostrophe, hyphens, dashes, parentheses
- Use knowledge of spelling patterns and rules to spell words correctly:
    - Knowledge of word patterns and families
    - Knowledge of roots, prefixes and suffixes
    - Knowledge of syllabication
- Use dictionaries and spell checkers

- Use abbreviation forms appropriate to different media and audiences

Word choice

- Use a variety of action verbs, adjectives and adverbs to give a specific impression and details and vivid description when writing, for example, a narrative essay, descriptive essay
- Use appropriate synonyms, antonyms, homophones, homonyms, one word for a phrase to express concepts
- Use formal and informal language (slang/colloquialism, jargon) appropriately
- Use borrowed and inherited words appropriately
- Give facts and express opinions
- Express denotative, connotative, implied/contextual meaning
- Position themselves as authors through implicit and explicit messages
- Express themselves on values, attitudes, bias, stereotypes, emotive language, persuasive and manipulative language e.g. in persuasive texts such as argumentative essays, newspaper articles
- Show respect by using certain words when writing texts such as dialogue, interviews
- Use resources and reference materials such as dictionaries and thesauruses to select effective and precise vocabulary.

Register, style and voice

- Use appropriate register: formal, informal e.g. Using informal/conversational style and first person in a friendly letter, formal language in an official letter
- Use figurative language (figures of speech, idioms, proverbs), tone, mood or humour, appropriately
- Speak directly to the reader
- Show passion towards message
- Use different points of view/perspective

Sentence construction

- Write a variety of sentences and sentences of various lengths
- Use parts of speech appropriately
- Use subject, verb, object, tenses, moods, affirmatives, negations, modal verbs, active or passive voice, direct and indirect speech
- Use interrogatives (why, when, how, what)
- Use different types of sentences, e.g. statements, questions, simple, compound, complex, compound-complex sentences

- Use conjunctions, pronouns, adverbs and transitional words to create cohesive sentences
- Use different types of pronouns to show focus, emphasis, the objective case and to eliminate verbosity
- Use correct word order in sentences to demonstrate interest and emphasis
- Use concord accurately

Paragraph writing

- Write different parts of a paragraph: topic sentence, supporting and main ideas, an effective introduction, body and conclusion and a closing sentence
- Write different paragraphs and texts using related signal or transition words and phrases such as:
    - Chronological/sequential order**:** first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards
    - Explanation/Cause and effect**:** hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if…then
    - Procedure: first, second, third
    - Compare/contrast: similar, different, smaller than, bigger than, however, but
    - Order of importance: always, finally
    - Spatial order**:** above, below, left, right, etc.
    - Generalizations: generally, in conclusion
    - Choice paragraph**:** in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/like/dislike/hope/feel
    - Classification paragraph**:** is a kind of, can be divided into, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with
    - Description paragraph: above, below, beside, near, north/east/south/west, size, colour, shape, purpose, length, width, mass/weight, speed, is like, resembles
    - Evaluation paragraph**:** good/bad, correct/incorrect, moral/immoral, right/wrong, important/trivial, suggest, recommend, advise, argue
    - Definition paragraph: is defined as, is a kind of paragraph that defines an idea objectively.
    - Concluding paragraph: to conclude, to sum up, in summary, in short, as you can see

TYPES OF WRITING TEXTS	
ESSAYS	
Narrative essay	Narrative writing is largely the presentation of a series of event in some meaningful order. The following are possible features of a narrative essay: • Write a story/a past event/fiction • Use a story line that is convincing • Usually use the past tense • Use captivating introductory paragraph • Reflect a point to be made • Use unusually interesting ending • Ensure sustained interest with style, rhetorical device and action • Highlight sensory details • Use descriptive elements
Descriptive essay	Description is used often more to create atmosphere and mood: films do this visually, writers do this with words, where the choice of words is more determined by their connotations than by the accuracy of their denotative use. • Describe someone/something to allow the reader to experience the topic vividly • Create a picture in words • Choose words and expressions carefully to achieve the desired effect • Use images of sight, sound, hearing, taste and touch • Use figures of speech
Argumentative essay	Argumentative essays present an argument for or against something ('why I believe that women are stronger than men'). • Argumentative essays tend to be subjectively argued; the defence or attack is consistent and as well argued as possible, but it will inevitably be one-sided; the conclusion clearly states where the writer stands and why. - Show a specific opinion or viewpoint and argue to defend or motivate a position - Sustain view clearly throughout - Try to convince the reader to share his or her point of view subjectively - Start with the writer's view of the topic in an original and striking way - Give a range of arguments to support and substantiate view - Focus on points for OR against a statement - Express subjective and strong opinions - Use a variety of rhetorical devices and persuasive techniques - Use emotive language - Conclude with a strong, clear and convincing statement reflecting the writer's opinion.

TYPES OF WRITING TEXTS	
Discursive essay	Discursive essays tend to be more balanced, and present various sides of a particular argument; the structure is careful and clearly planned; the tendency is towards objectivity, but the writer can be personal; while emotive language is possible, the best arguments here are won because they make good, reasonable sense. The conclusion leaves the reader in no doubt where the writer stands. • Aim to give an objective and balanced view of both sides of an argument • Consider various aspects of the topic under discussion • Present opposing views impartially • Balance the arguments for and against • Writing must be lucid, rational and objective. • Make well-reasoned and well-supported statements • Use an unemotional and convincing tone without being condescending • Conclude with an indication of particular opinion
Reflective essay	Reflective essays present the writer's views, ideas, thoughts and feelings on a particular topic, usually something they feel strongly about. It tends to be personal rather than subjective; it needs a careful structure, but does not have to present a clear conclusion. Nor does it have to present a balanced discussion, although it might. It can be witty or serious. • Contemplate an idea • Give emotional reactions and feelings. • Reflect subjectivity where feelings and emotions play a major role • Aim to recreate recollections or feelings of the writer in the reader • Express ideas, thoughts or feelings revealing sincerity and personal involvement
Expository essay (for enrichment)	• Communicate ideas or information in a logical way • Explain ideas or give facts in a systematic way • Research ideas and support with facts and figures • Clarify any unfamiliar concepts • Organise logically and take the reader from the known to the unknown • Write generally in the present tense

TYPES OF WRITING TEXTS	
TRANSACTIONAL TEXTS	
Official/Formal letter	While the writing of friendly/informal letter has largely been replaced by electronic media, e.g., email, fax, and sms among others, learners must still be taught to write letters. The range of writing should span from ordinary letters to the immediate family and friends to informal letters to the press, among others. Learners should write genuine formal letters, and, where possible, send them off and await a reply. Letters requesting information about products, universities, travel, professions, if sent to appropriate concerns, will almost certainly be replied to. The value of the formal letter will then become obvious. • Practise different kinds of formal letters, e.g. a letter of application, a letter to the editor of a newspaper, a letter of complaint, etc. • Adhere to different requirements of formal letters such as style and structure • Write in direct and simple language • Remember that the intended audience should understand what is communicated for the results/ response to be positive • Writing should be clear and straightforward, concise and logical • Contain an introduction, a body and a conclusion • Contain two addresses, the writer's and the recipient's • Contain a formal salutation following the recipient's address • Contain a title or subject line following the salutation and be underlined • Reflect a formal language register • Reflect a formal conclusion followed by the writer's surname and initials
Friendly/Informal letter	While the writing of friendly/informal letter has largely been replaced by electronic media, e.g., email, fax, and sms among others, learners must still be taught to write letters. The range of writing should span from ordinary letters to the immediate family and friends to informal letters to the press, among others. • Write to people who are close, e.g. friends, family, etc. • Write mainly to express an emotion, e.g. congratulate, sympathise, advise, etc. • Use informal to semiformal language register and style • Write in lively simple language • Reflect a logical order and pursue an intended point • Contain an introduction, a body and a conclusion • Contain only one address, the writer's, with a date in which it was written below it • Contain an informal/semi-formal salutation following the writer's address • The conclusion ranges from informal to semi-formal followed by the writer's first name
Agenda of the meeting	Writing memoranda, agenda and minutes are only useful if meaningful. The best way for these writing activities to work is to have learners watch a video of, or attend a real meeting and then have them take minutes, deduce the agenda from that, and then compare theirs with the real agenda and minutes of the meeting. Otherwise learners need to be introduced to these formats in a very imaginative way. Create an agenda for a imaginary committee and have the learners write up what they think the minutes could have been, carefully sticking to your agenda. An agenda: • Gives an outline of what is to be discussed at a meeting • Is sent beforehand to people/delegates who are invited to a meeting • Usually drawn up by the chairperson and the secretary, who, among others... - Check minutes of the previous meeting for items that were carried over - Lists and collects items that the meeting may need to address and, • Arranges the items according to their importance beforehand • Determines how much time would be allocated to each item

TYPES OF WRITING TEXTS	
Minutes	• Record what happened at a meeting • Adopt the minutes as a true record in the following meeting • Reflect the following: - Name of the organisation; - The date, the place and the time at which the meeting was held; - Attendance register; • Quote resolutions word for word • Provide a summary of what was proposed and finally agreed upon • Write in the past tense • Leave out trivialities like jokes • Become legal and binding once signed and dated by the chairperson after being read and adopted in the next meeting, remain so until they can be revoked
Speech	• Start and adapt the style to be used, when, where, why (purpose), who (audience) and what • Use an opener to attract attention • Develop points well and avoid clichés • Use contrasting tones (and points) but remain audible • Use short sentences with simple ideas, using familiar examples • Balance criticisms with reasonable alternatives • Consider the closing. Leaving the audience with a thought (or two) • Use visual or physical aids but words must come first • Using notes is optional, and only for reference • Use language that expresses maturity, values and background
E-mail/sms	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, moloiq *(name)*@ webmail. (server) za *(country)*. *Moloi.q@webmail.co.za* • 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
Interview	Written record of an interview: • Give the names of the speaker on the left side of the page • Use a colon after the name of the character who is speaking • Use a new line to indicate each new speaker • Probe the interviewee by asking questions • Portray the interviewee's strong points, talents, weak points, etc.

TYPES OF WRITING TEXTS	
Report (formal and informal)	Reports are very formal documents, and work best when what is examined is very real and important to the learners. There is nothing worse than writing artificial reports, or reports on topics that have no interest to the writer. • Give exact feedback of a situation, e.g. accident, any findings • Reflect a title, introduction (background, purpose and scope), body (Who? Why? Where? When? What? How?), conclusions, recommendations, references, appendices • Plan: collect and organise information; write facts • Use semiformal to formal language register and style • Use - Present tense (except historical reports) - General nouns - The third person - Factual description - Technical words and phrases - Formal, impersonal language
Curriculum Vitae (CV)	Since most people nowadays make use of templates, it may be worthwhile finding out what makes a good template, and how to adapt and fill them in most usefully. It is useful to note that every CV must address a situation, e.g. a CV for a particular job should speak mainly of the writer's involvement in that particular area. • Present yourself in a document to the world • Present a strong, first impression • Present information clearly, objectively and concisely • Address the post for which the candidate seeks employment. • Provide: - Personal details - Formal Qualifications - Work experience (if applicable) - Referees
Diary entry	• A diary is a portrayal of daily events • Present his/her evaluation of the day or event • Write from the writer's point of view; the first person narration is the most appropriate approach • The language choice is simple and to the point • The tone will be determined by the nature of the entry
Giving directions	• Use **directions** when telling someone how to get somewhere. • Use mostly the imperative form (the infinitive without the word 'to') • Although the subject 'you' is not stated, it always refers to the second person representing an interaction between the speaker and the listener. • Consider the following when giving directions: - Be concise and clear. - The *directions* must be in chronological order - Indicate the approximate distance - Give the approximate number of streets to be crossed to reach the destination - Provide information about landmarks along the way - Use words indicating position - Use words indicating direction - Use words to show appreciation

TYPES OF WRITING TEXTS	
Giving Instructions	To explain how to use a tool or an instrument, prepare food, repair faults, etc • Expalin the working or use of any article in operation; preparing dishes, repairing any defaults, etc. • Plan and prepare (see writing features) - understand the situation(s) and what the product of giving instructions/demostrations should be or do - Reflect clear, correct and logical sequence of instructions - Use manuals, instructions and operations - Consider vocabulary, grammar, expression, technical language and phrases that might be used • Presenting.
Advertisement	• Catch and keep the attention of the reader – ensuring that the operative words stand out. • Create a desire to own the product or use the service. • Make the reader actually go out and buy/use the product/service • Consider the following in designing: - The target market (for whom the advertisement is intended) - Positioning (where and when the advertisement will appear – in what media, at what time and where in the programme or magazine?) - Appeal (to what sense is the advertisement appealing?) - The layout and font size. - The attitude (sincere or not) and the ratio between fact and opinion - The effectiveness of the choice of colour or lack thereof - The language used (whether it is clichéd, repetitive, figurative, rhetorical, etc.)
Posters/fl**yers**	• 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 poster/flyer eye-catching and memorable • Figurative language and poetic devices used to create impact • Make the language memorable, e.g. metaphor, simile , alliteration, repetition, rhyme, rhythm
Filling in a form	• Fill in a form for various reasons, e.g. to apply for a job or leave, to enter competitions or contests, etc. • Provide information as required by the institution to which the form is forwarded • State what is required, followed by a colon, e.g. Surname: Fill in accurately
Obituary	To commemorate and inform others of someone's death • Full names; birthplace; where the person lived; date of birth; date of death, key survivors (spouse, children) and their names; time, date, place of funeral, brief information about the deceased, etc. • Some of the following may also be included: Cause of death (cultural sensitivity); biographical information; memorial tribute information

TYPES OF WRITING TEXTS	
Contract	A binding agreement entered by two or more parties. The intention of a contract is to create an obligation. Contract can also be made orally. (It is recommended that a contract be done orally (verbally) and in a written form to show damages and remedies thereof) Elements of a contract • Names (contractor, contractee, witnesses) • Terms and conditions (content of the contract – including service to be rendered, duration and money if there would be monetary implications) • Signatures (all parties involved) • Date and place (when and where the contract is signed)
Will/testament	A will decides or determines what happens to one's property and possessions after death. A will ensures that the deceased's wishes are fulfilled after death. A will should be kept up to date and in a safe place. It should have the following: • Names of the owner of the will • Date when the will was made • Money, properties and possessions • Beneficiaries • Executor (friend, member of the family, lawyer)
Constitution and policy	A set of fundamental principles or rules that governs an organisation, e.g. country, burial society, youth organisation, stokvel, soccer club. • Rules need to be agreed by parties involved • Rules are binding • They can be amended • Format should include the name of the organisation or institution, membership, terms of references, date of adoption, signature, etc.
LITERARY AND MEDIA TEXTS	
Personal recount	To tell about a personal experience • Orientation: scene setting or establishing context, e.g. *It was in the school holidays...* • An account of the events that took place, often in chronological order, e.g. *I went to Tumelo's place … Then …* • Some additional detail about each event, e.g. *He was surprised to see me.* • Reorientation – a closing statement that may include elaboration, e.g. *I hope I can spend more time with Tumelo. We had fun.* • Usually written in the past tense • Told in first or third person • Time connectives are used, e.g. *First, then, next, afterwards, just before that, at last, meanwhile* • Tends to focus on individual or group participants • Can be informal in style
Dialogue	• Reflect a conversation between two or more people. • Record exchanges as they occur, directly from the speaker's point of view • Write the names of the characters on the left side of the page • Use a colon after the name of the character who is speaking • Use a new line to indicate each new speaker • Advise characters (or readers) on how to speak or present the action given in brackets before the words are spoken • Sketch a scenario before writing

TYPES OF WRITING TEXTS	
Review	Reviews seldom follow a set pattern. They do not have to cover any specific aspects of the book, film or CD. Generally, reviewers establish what it is they are reviewing and who is involved, but after that anything goes. Good reviews attempt to be fair but honest; bad reviews are merely a personal outpouring of subjective views. Humour is not uncommon in reviews: for some reviewers it is their trade mark. Present reviews from different sources to show learners how varied this writing form can be. • Reflect an individual's response to a work of art, film, book, occasion, etc. • Project his/her 'judgement' to the work presented • The reader of the review does not have to agree with the reviewer • Two reviewers may respond differently to the same text • Give relevant facts, for example, the name of the author/producer/artist, the title of the book/work, the name of the publisher/production company, as well as the price (where applicable)
Poetry text	• Write about observations and experiences - Human beings - Nature - Social issues - Technology, etc • Follow a structure - Title - Verses • Use poetic language • Allow poetic license, e.g. ignore punctuations or language structures
Newspaper article	• State facts briefly but accurately. • Strive to communicate the essence without losing the reader • Summarise accurately, without slanting the truth • Give a succinct title and add a clear sub-title • Start with the most important facts: the who, what, how, when, where, why and to what degree
Magazine article	More often than not, in magazine articles the personal likes and dislikes and the stylistic idiosyncrasies of the writer are foremost, and this should be encouraged in your learners. They need also to write serious magazine articles about anything they take seriously, as well as funny articles in which they can mock, ridicule, make fun of, laugh at, criticise any suitable topic. Most of the magazine articles learners read are probably of this kind. The internet is full of articles, and while their style and content are not seriously different from their written counterparts, it is worth examining them, particularly as they appear in blogs, which is now a widely acknowledged form of writing. Having learners set up their own blogs (on paper, though there are no doubt learners who already have their own blogs) provides a rich writing context, combining careful attention to audience, immediacy of the content, and appropriate tone. Use the following: • The heading must be attractive and interesting • The style should be personal, speaking directly to the reader - The style can be descriptive and figurative, appealing to the imagination of the readers - Names, places, times, positions and any other necessary details should be included in the article - The article should stimulate interest and, like an advertisement, encourage the reader to use the product or service - Paragraphs should not be too long and should encourage the reading of the article - The font should be light and attractive

TYPES OF WRITING TEXTS	
Documentary	• Detailed investigation of the life of a subject, e.g. hero (sport, education, religious), and a report on the findings thereof. • This could include the highlights and the challenges the subject encountered before reaching the pinnacle. • Names, places, times, positions and any other necessary details should be included in the documentary. • Start with the most important facts: the who, what, how, when, where, why and to what degree

LENGTH OF TEXTS FOR HOME LANGUAGE (TO BE PRODUCED BY LEARNERS)			
TASK	**GRADE 7**	**GRADE 8**	**GRADE 9**
Paragraph	100 –120 words	120 – 140 words	140 – 160 words
• **Words** • **Sentences**	8 – 10 sentences 4-6 paragraphs	8 – 12 sentences 5-8 paragraphs	8 – 12 sentences 5-8 paragraphs
Essay	150 – 200 words 4-6 paragraphs	200 – 250 words 5-8 paragraphs	250 – 300 words 5-8 paragraphs
Poem	2-3 verses	3-4 verses	4-8 verses
Short story, inc folktale	1 page +/-6 paragraphs	2 pages +/-12 paragraphs	3 pages +/-24 paragraphs
Dialogue (one act play)	1 page	2 pages	3 pages
Longer transactional texts, e.g. letters	120-140 words	140-160 words	160-180 words
Shorter texts	80 - 90 words	90 – 100 words	100 – 110 words
Summary	50 – 60 words for 240 word text	60 – 70 words for 260 word text	70 – 80 words for 280 word text

LENGTH OF TEXTS FOR HOME LANGUAGE (FOR LEARNERS TO ENGAGE WITH)			
TASK	**GRADE 7**	**GRADE 8**	**GRADE 9**
Longer listening comprehension texts e.g. story, interviews, plays, news reports	150-200/up to 5 mins	200-250/up to 5 mins	250-300/up to 5 mins
Shorter listening comprehension texts e.g. announcements, information texts, instructions, directions	60-70 words/1-2 mins	70-80 words/1-2 mins	80-100 words/1-2 mins
Reading comprehension/intensive reading texts	150-200 words	200-250 words	250-300 words

The length of texts for extended reading is not prescribed as this depends on the type of text, the complexity of the language and the reading level of the learners.

3.1.4 Language Structures and Conventions

Language structures and conventions refer to rules that govern usage of punctuation marks, capitalization, letters, sounds, words, sentences and paragraphs in oral and written work. These rules include spelling, pronunciation, grammar, critical language awareness, etc.

The skills of listening, speaking, reading and writing cannot be put into practice without a sound knowledge of language structure and practice in using it. Learners also need a wide vocabulary, which is perhaps the single most important factor enabling a person to communicate well. 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 intensively inside and outside of the classroom.

Learners will learn how **Language Structures and Conventions** are used, and will develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **Language Structures and Conventions**.

It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. The teaching plans contain a list of Language Structures and Conventions (items) that should be covered in each grade. When selecting listening and reading texts for each two-week cycle, make sure that they contain some of the language items you want to cover. Create activities related to these texts that will enable learners to use these items, in context. Similarly, the writing texts learners will write will include language items. Give your learners guidance on appropriate and correct usage of these items. Select some of the items your learners have difficulty with and give them formal practice. In the Senior Phase, one hour per two week cycle is set aside for formal instruction and practice in Language Structures and Conventions.

The table below shows the language structures and conventions that learners are expected to learn during the listening, speaking, reading and writing processes. These structures should be taught in context in an integrated manner using different types of oral, visual and written texts. They should also be taught explicitly with time set aside as required.

EXAMPLES OF LANGUAGE STRUCTURES AND CONVENTIONS	
Punctuation	Full stop, exclamation mark, question mark, comma, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses, hyphen
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, dictionary usage
Parts of words	Prefixes, roots, and suffixes
Nouns	*Noun prefixes (including gerund/infinitive class prefix (African languages))* Proper nouns, e.g. *Thandi, Doctor* and common nouns, e.g. *woman, doctor* Countable, e.g. *chair/chairs* and uncountable, e.g. *sugar, hair* nouns Abstract nouns, e.g. *love, fear, respect, honesty* and concrete nouns, *e.g. ball, chair* Compound noun, e.g. *rainbow, child-lock, parking bay* Collective nouns and classifiers, e.g. *a swarm of bees, a bar of soap* Complex nouns, e.g. *The University of the Witwastersrand, the dog that bites, a very big tree* Gerunds, e.g. *swimming* is good, *driving* is pleasant, *crying is therapeutic* Number (singular and plural), e.g. *chair/chairs* Nouns with no change in number in the singular form, e.g. *scissors, trousers* Possessive forms of nouns, e.g. *Lesego's desk, learners' desks children's toys* Predicate and object, Gender, e.g. cock, hen, stallion, mare Diminutives, e.g. cigar, cigarette, river, rivulet (refer to dimunitive prefixes and suffixes) Augmentatives, e.g. super – superpower, supermarket; mega – megabyte, megastore, megastar; over – oversize, overdose; extra – extra-large, extra-strong, extra-time, extra-ordinary Nouns derived from other parts of speech

EXAMPLES OF LANGUAGE STRUCTURES AND CONVENTIONS	
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?)* Demonstrative pronouns*: this, these, that, those, e.g. I don't like **that** one.* Indefinite pronouns: *anyone, anywhere, everyone, anybody, something, someone, somewhere*
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.)* Numerical*: one, two, second, single* Demonstrative*: this, that, such* Relative*: which, whatever*

EXAMPLES OF LANGUAGE STRUCTURES AND CONVENTIONS	
Verbs	Main, transitive, intransitive, finite, non-finite, copulative, regular, irregular, phrasal, Stative, verbal extensions (derivatives), Verbs with two objects (direct and indirect), e.g. *He gave **me** **the book**.*
	Moods • Subjunctive: If I should see her, I will show her. • Imperative: Don't drink and drive! Be careful! • Indicative: Ostriches cannot fly.
	Auxiliary linked to modals To express ability/inability, e.g. *I **can** speak German./I **can't** speak French./He is **able to** return to work./He is **not able to** return to work.* To express permission, e.g. ***May** I use the bathroom? **Could** I leave early? **Can** I ask a question? Yes, of course you **can**.* To express instructions/requests, e.g. ***Would** you open the window, please./**Could** you let me in?* To express possibility/impossibility, e.g. *This **can** cause difficulty./You **can't** be serious./You **could** be right./He **couldn't** have known.* 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*.
	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 children **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. I **shall come** to see you tomorrow.* 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.*

EXAMPLES OF LANGUAGE STRUCTURES AND CONVENTIONS	
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, next month, previous day, following 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	Simple preposition (one word preposition), e.g. *to, in, on, at, with*, etc Compound preposition (two words preposition), e.g. *according to*, Complex preposition, (three and more words preposition), e.g. *as far as, by means of, in addition to, in front of,* etc Preposition of time: *She came **on** Monday* Preposition of place: *I live **on** 780 Giyani Street; The dog is **in** the garden* Preposition of movement: *He ran **to, through, across, along, down, over, round*** Preposition of mathematics: *Divided by – Ten divided by two is five; Ten minus eight is two; etc.* Adjectives + 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*
Conjunctions and transition words	Chronological/sequential order**:** *first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards* Explanation/cause and effect**:** *hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if … then* Procedure: *first, second, third* Compare/contrast: *similar, different, smaller than, bigger than, however, but* Order of importance: *always, finally* Spatial order**:** *above, below, left, right, etc.* Generalisations: *generally, in conclusion* Choice paragraph*: in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/like/dislike/hope/feel* Classification paragraph**:** *is a kind of, can be divided into, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with* Description paragraph: *above, below, beside, near, north/east/south/west, size, colour, shape, purpose, length, width, mass/weight, speed, is like, resembles* Evaluation paragraph**:** *good/bad, correct/incorrect, moral/immoral, right/wrong, important/trivial, suggest, recommend, advise, argue* Definition paragraph: *is defined as, is a kind of* Concluding paragraph: *to conclude, to sum up, in summary, in short, as you can see*
Interjections (Interjectives)	Words that express an emotion or sentiment on the part of the speaker. They are sometimes expressed as a single word or non-sentence phrase, followed by a punctuation mark - usually an exclamation mark. For example, Oh! Wow! My oh my! Oh my God (OMG)! Phew! Oh dear! Cheers!
Ideophones	These are words that express the sounds which express the extent of the action. For xample, He fell with a *thud;* The loud *bang* of a gun salute.

EXAMPLES OF LANGUAGE STRUCTURES AND CONVENTIONS	
Vocabulary development and figurative language	Synonyms, antonyms, paronyms, polysemes, homonyms, homophones, alliteration (consonance and assonance), one word for a phrase • Figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, paradox, pun, understatement, synecdoche) Idiomatic expressions/idioms/proverbs/riddles Borrowed, inherited, new words (neologism), and etymology (origin of words) Ambiguity, cliché, redundant, tautology, slang, jargon, accent, stereotype, prejudice, biasness, offensive language, emotives, sexist language etc Using language for special purpose, i.e. register appropriate to audience, e.g. musanda language - Mboloma Muhali, His Excellency, Lord, Ndabezitha, Esquire, Motlotlegi, Motlotlehi. Shift of meaning, e.g. coke (drink, drugs), mistress (lady teacher, concubine), dog (animal, somebody who is recognised as knowledgeable – entertainment speak).
Clauses	Main clause (independent), e.g. We visited Durban last June. Dependent clause (subordinate), e.g. We visited Durban last June, and then we went to Phalaborwa in December. Adverbial clause, e.g. We visited Durban in June because it is warm in winter. Adjectival clause, e.g. This is the town that we visited last year. Noun clause, e.g. What we saw at Table Mountain was amazing. Conditional clause (if), e.g. If I see you tonight, I will give you your money. 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.*
Phrases	Absolute phrases: Heritage sites being the top Limpopo attraction, the Mapungubwe is the place to go. Noun phrase: *The University of Cape Town* is one of the best in Africa. Gerund phrase: Visiting Kruger National Park, we were excited about the beauty of nature. Verb phrase: The first democratic election was held in 1994. Prepositional phrase: During my last visit to Johannesburg in 2002, I took the Gautrain to O R Tambo Airport.
Sentences	Simple, compound and complex
Passive voice	Simple present tense, e.g. *The gate **is locked** at 6 o'clock every night.* Present progressive (continuous) tense, e.g. *The room **is being cleaned** at the moment*. Present perfect tense, e.g. *A new supermarket **has been opened** this year*. Simple past tense, e.g. *The library **was closed** for the holidays*. Past progressive (or continuous), e.g. They had to wait because the car was still being cleaned. Past perfect, e.g. *He **had been poisoned** by his girlfriend*. Future time, e.g. *Next year the class will be taught by Mr Dube./Next year a new library **is going to be built.***
Reported speech	Reported questions, e.g. *She asked me why I was so late./He asked me what kind of music I liked.* 'That' clauses, e.g. *She said that she didn't know./He told me that he had lost the book.*

3.2 SPREAD OF TEXTS TABLE ACROSS GRADE 7-9

WEEKS	GRADE 7	GRADE 8	GRADE 9
		TERM 1	
1&2	Story	Short story	Information text – advertisement, poster Novel, drama, short story, poetry
3&4	Poem	Information text with speech	Novel, drama, short story, poetry
5&6	Poem, drama	Novel, drama, short story	Information text - contract text
7&8	Short story, folklore	Information text e.g. newspaper or magazine article Poem	Novel, drama, short story, poetry
9&10	Short story, poem	Investigative report text Poem	Information text e.g. newspaper or magazine report Poem
		TERM 2	
1&2	Novel, drama, poetry	Information text with visuals, e.g. maps/landmarks/scales/charts/ pictures Poem	Novel, drama, short story, poetry Folklore
3&4	Information text with visuals, e.g. advertisement diagrams/pictures/ graphs; poster; description of an object, visual text, novel	Information text, e.g. audio/ visual text – role play/forum/panel discussion Poem	Text review - novel, drama, short story, poetry
5&6	Information text e.g. procedures, instructions, information text with visuals, e.g. charts/tables/ diagrams/pictures/graphs/poem	Information text, e.g. interview Poem	Novel, drama, short story, poetry - notice, agenda and minutes
7&8	Novel/drama	Story review	Information text with visuals, e.g. advertisement - review
9&10	**SUMMATIVE ASSESSMENT**		
		TERM 3	
1&2	Information text, e.g. questionnaire or form Poem	Drama Poem	Information text – will and testament
3&4	Drama, poem	Information text - newspaper/ magazine article	Novel, drama, short story, poetry – writing of a transactional text – a covering letter and a CV
5&6	Text on notice, agenda and minutes	Novel, drama, short story; poem – formal/informal letter	Novel, drama, short story, poetry – writing of an essay
7&8	Newspaper/magazine article on current issues	Novel, drama, short story; poem – story writing	Novel, drama, short story, poetry – writing of a transactional text – an invitation and acceptance card
9&10	Information text – direction	Narrative text – novel, short story; poetry	Drama – writing of a dialogue

WEEKS	GRADE 7	GRADE 8	GRADE 9
		TERM 4	
1&2	Drama/novel/short story	Information text: magazine/ newspaper article	Novel, short story – writing of a letter of application
3&4	Information text with diary, e-mail, sms, flyers	Novel, drama, short story, poem	Novel, short story, poetry – writing of emails
5&6	Novel, drama, short, folklore	Drama/play, poem – journalistic report	Novel, short story, poetry – writing of obituary, diary entry, invitation card
7&8	Revision of texts – in preparation of exam	Revision of texts – in preparation of exam	Revision of texts – in preparation of exam
9&10	**SUMMATIVE ASSESSMENT**		

3.3 TEACHING PLANS

The Senior Phase is, to most unfortunate learners, the end of compulsory education. After Grade 9, most learners either go looking for a job or follow vocational careers. It is on this basis that the pitching of the education level should be higher for learners in the Senior Phase. Learners must be exposed to a wider range of knowledge, a feature which should leave them better prepared to face their tomorrow.

The pitching of First Additional Language, in the Senior Phase, almost matches that of the Home Language. The difference is the depth of the text used/read and the text produced. Learners in the Senior Phase should be exposed to a range of literary genres, as well as a range of texts they are required to produce. The exposure will enable the learners to face any of the options open to them, as well as enhance their grasp of content knowledge.

The teaching plan indicates the minimum content to be covered every two weeks per term. The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. Teachers should design their Lesson Plans using the teaching plans, their textbooks and any other relevant resources to teach the content using appropriate sequence and pace. Teachers are encouraged to also use content or concepts that are contextual to their environment.

3.3.1 How texts link together in the two-week cycle

Different texts have been used as a basis for designing the two-week teaching cycle. They have been selected on the basis of how they link together to form an integrated unit, for example learners will listen to a story and then read a story. They will be asked to write a short oral description of a place or person (that will link to the story) or they might be asked to write a letter to a character in the story. Select a theme or topic for each two-week cycle that will enable you to link the activities successfully. The reason for using themes or topics is to make it possible to constantly recycle vocabulary and language structures in meaningful contexts.

The language structures suggested in each cycle are meant to strengthen the texts that will be produced in the cycle. The teacher may add other language structures deemed helpful to this course.

3.3.2 How the texts/activities are sequenced across the two-week cycle

The texts do not have to be taught in a particular order. In most cases, there should be a Listening and Speaking activity/text to prepare for the reading or writing activity. Sometimes, the Listening and Speaking activity should derive from the reading text. Learners should engage with the different kinds of texts orally and in reading before they are asked to write these texts. In most cases, the text to be listened to, e.g. a story or news report will be different to and

at a higher level than the one that learners will read. This is because their listening skills are more developed than their reading skills.

3.3.3 The type of texts prescribed and recommended

The text types to be taught in every two-week cycle are specified in the teaching plan and should be contained in the prescribed textbook. In most cases, no specific story type is prescribed. Choices may be made from the variety of contemporary stories, imaginative stories (e.g. adventure, science fiction) historical stories (e.g. biographies) and traditional stories (e.g. myths, legends and fables) that are available. The same is true of poems and plays.

These will be texts chosen from the reader/readers/other books (extended reading) and will support the texts read in the prescribed section. They can either be the same text type (to emphasise understanding of text structure) or a different text type (to stimulate further interest and extend the range of reading abilities). In all cases, this additional reading should relate to the topics and themes chosen for the prescribed texts in that two-week cycle.

3.3.4 Integration of all language skills in a two-week cycle

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

The oral and writing strategies to be taught in each two-week cycle should be determined by the type of text to be produced, e.g. when teaching a narrative essay learners should be taught how to write chronological paragraphs, but when they write expository essays they could be taught how to write a procedural paragraph.

3.3.5 How the Language Structures and Conventions are addressed

The content of the ‘Language Structures and Conventions’ column is related in most cases to the types of texts prescribed in Listening and Speaking, Reading and Viewing, and Writing and Presenting, and will naturally be given attention in the process of engaging with the texts and during the time allocated for Listening and Speaking, Reading and Viewing, Writing and Presenting. For example, if a story is being done, learners will naturally use the simple past tense and will read texts using this tense. However, it is also important that activities be developed that focus on particular language structures, in context. Choose items from the ‘Language Structures and Conventions’ section to teach learners language that appears naturally in the focus text type and in an order that supports a natural and logical approach to language acquisition. Not all items must be taught within that given cycle but ensure that all the items listed in the overview are covered by the end of the year. Some 2 week cycles might be filled with numerous Language Structures and Conventions items. This does not necessarily mean that all of them need to be covered in that cycle. The assumption is that most of these items have been dealt with in the previous cycle or in the Intermediate Phase. In the Senior Phase the teaching of these items will be more of a revision.

Construct activities that are meaningful to learners and that relate to the texts they are studying in the two-week cycle. More activities of this nature should be done as learners make progress from Grade 7 to 9. Select very carefully which rules you explain to learners and keep these to a minimum. Teaching should integrate all the language skills and language structures as they are interrelated. All of these should be taught in context. Note however that there is also specific time allocated to formal instruction in Language Structures and Conventions.

3.4 TEACHING PLANS TABLE

GRADE 7 TERM 1 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1 - 2	**Listening and Speaking strategies** **Listen to a short story** • Identify main and supporting ideas from a short story • Take notes • Share ideas and experiences and show understanding of concepts **Retell a story** • Retell events in correct sequences • Mention characters correctly • Mention the timeline	**Literary text:-short stories-** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluation **Pre-reading strategies** • Recognize features of text such as titles, headings, illustrations • Recognise parts of book such as cover, title page, index, chapters, glossary, index **Reading comprehension and reading strategies** • Skimming and Scanning • Intensive reading • Visualization • Inferring meaning and conclusions • Fact and opinion • Meaning of words	**Write a narrative paragraph** **Paragraph conventions:** • Topic sentence of paragraph • Main and supporting ideas • Use conjunctions for cohesion • Explain requirements of text such as telling a story • Use appropriate words and style • Write in the past tense **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Writes a story based on a personal experience.**	**Word level work:** common nouns, proper nouns, countable and uncountable nouns, concrete and abstract nouns **Sentence level**: simple sentences, statements, simple present tense, simple past tense **Spelling and punctuation**: full stop, comma, colon, semi colon, capital and small letters

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3 - 4	**Listening and Speaking strategies** **Listen to and discuss the poem** • Share ideas and experiences en show understanding of concepts • Answer questions • Explain to a friend why you liked a specific poem **Prepared reading aloud** • Tone, voice projection, pronunciation, phrasing, eye contact • Give attention to punctuation • Use appropriate body language	**Literary text: poems** **Reading methods** • Independent reading **Pre-reading strategies** • Recognize features of text such as titles, headings, illustrations • Recognise parts of book such as cover, title page, index, chapters, glossary, index **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message	**Creative writing: own poem** **Stanza conventions:** • structure of a stanza • use conjunctions for cohesion • use a variety of sentence types, lengths and structures • diction • figurative language **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting Writes a poem	**Word level**: compound nouns, complex nouns, revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles **Word meaning**: rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors, interjectives/ ideophone synonyms, antonyms, **Punctuation:** full stop, comma

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5 - 6	**Listening and Speaking strategies** **Conversation about drama:** • Take part in informal conversations about simple topics • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions **Use incomplete dialogues for learners** **Dialogue** • Take part in a dialogue • Use appropriate language • Respond appropriately • Observe dialogue conventions, e.g. turn taking • Use appropriate body language	**Literary text drama (one act)** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading • (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message **Reading/viewing for comprehension (strategies)** • Skimming and scanning • Intensive reading - Predicting - Infer meaning of unfamiliar words by using word attack skills • Critical language awareness	**Write a dialogue , enacting drama** • Requirements of format, style, point of view • Target audience, purpose and context • Word choice • Appropriateness of certain utterances • Free expression **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive nouns **Sentence level**: simple sentences, statements, simple present tense, simple past tense, subject, subject-verb agreement **Word meaning**: synonyms, antonyms, proverbs, idioms **Punctuation:** colon, open and close inverted commas, exclamation marks, question marks

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7 - 8	**Listening and Speaking strategies** **Listen to a short story/folklore** **Listening Comprehension** • Identify main and supporting ideas and take notes • Share ideas and experiences and show understanding of concepts • Identify persuasive and manipulating techniques where applicable • Answer questions **Group/panel discussion Listen to poetry and determine meaning** Discuss the story/folklore that they were exposed to in the previous activity • Identify characters • Discuss the theme • Discuss point of view • Relate content to own experience	**Literary text: short stories/folklore** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message **Reading/viewing for comprehension** • skimming and • scanning • intensive reading • Infer meaning of unfamiliar words by word attack skills-	**Write a review/letter** • Requirements of format, style, • Target audience purpose and context • Paragraph cohesion • Word choice **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a letter/review following the process writing**	**Word level**: singular and plural, adjectives, degrees of comparison, superlatives. **Sentence level**:, simple present tense, simple past tense **Word meaning**: homophones, homonymy, polysemy, riddles, proverbs, idioms

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
9-10	**Listening and Speaking strategies** **Listening comprehension** • Explain listening process • Take notes • Answer questions **Group/panel discussion** • Discuss specific ideas from a short story • Take a position on ideas and refer to text to support the position Relate content to own experience	**Literary text:-short stories** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message **Reading/Viewing for comprehension (strategies)** • Skimming • Scanning • Intensive reading • Fact and opinion • Infer meaning of unfamiliar words by word attack skills	**Write a descriptive essay** • Paragraph conventions: • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Present an essay for assessment**	**Word level**: prefixes, suffixes, roots, auxillary verbs, finite verbs **Sentence level**: subject and predicate, subject verb agreement, main clause, dependent clause **Word meaning**: synonyms, antonyms **Punctuation and spelling:** Dictionary usage, spelling patterns, spelling rules

ASSESSMENT FOR TERM 1		
TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 1**
Retell a story/discusses a poem/dialogue/group/panel discussion	Descriptive/narrative essay Informal letter/review/dialogue	Comprehension and language use

GRADE 7 TERM 2 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listening and Speaking strategies** Listening comprehension: • Explain listening process • Take notes • Answer questions **Tell a story** • Characterisation • Diction • Body language • Interpret mood, tone, atmosphere time-line, ironic twists and ending;	**Literary text like youth novel/drama** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)** • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language	**Writing: Narrative essay** **Paragraph conventions:** • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: Complex nouns, predicate and object, dual use of some nouns, finite verbs, Adjectives: comparative, superlative **Sentence level**: subject and predicate, subject verb agreement, simple sentences, statements, simple present tense, simple past tense **Word meaning**: synonyms, antonyms, literal, figurative, emotive language **Punctuation**: full stop, comma, exclamation mark, question mark

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Listening and Speaking strategies** **Listening comprehension (written text/TV news presentation**) • Explain listening process • Take notes • Write answers **Different forms of oral communication: Debate (on advertising)**- • Choose appropriate topic • Present argument logically • Use cohesive devices appropriately • Use correct vocabulary, language structures • Use manipulative/emotive language • Follow procedures	**Reading/viewing for comprehension (use written and/or visual text such as advertisement** • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Manipulative language • Formal/informal language **Literary text such as a novel** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)	**Write Transactional texts:** **Advertisement/posters** • Requirements of format • Purpose, target group and context • Word choice and sentences construction • Visual elements such as font types and size, headings, symbols, colour) • Manipulating/persuasive language **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: Proper nouns, gender, plural, singular Adjectives: demonstrative, relative **Sentence level**: direct and indirect speech, simple and compound sentences **Word meaning**: synonyms, antonyms, literal and figurative meaning **Punctuation and spelling**: colon; semi-colon Dictionary use

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Listening and Speaking strategies** **Group/class discussion on how to give instructions or follow procedures** • Choose a topic • Share ideas • Take turns and listen attentively • Fill gaps • Use discourse markers to sustain discussion **Prepared/unprepared speaking** • Choice of diction • Use of tone, pace and intonation • Using cues during presentation • Using appropriate body language	**Reads an instructional text like instructional procedures** • Skimming • Scanning • Intensive reading • Make inferences **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message	**Shorter transactional text: instructions** • Requirements of format, style • Target audience purpose and context • Paragraph cohesion • Word choice and sentence structure **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write an instructional text**	**Word level**: Adverbs Preposition – of time, place and movement Adjectives: numerical **Sentence level**: active and passive voice **Word meaning**: idioms and proverbs **Punctuation**: hyphen; apostrophe

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7 - 8	**Listening and Speaking strategies** **Role play drama** • Assume assigned role • Use appropriate language • Observe conventions • Use appropriate body language **Investigation role play-** • Compile questionnaire • Observe conventions • Use appropriate language • Report findings	**Read literary text: like drama/novel** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)	**Write a drama review** **Paragraph conventions:** • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: Transitive and intransitive verbs **Sentence level**: Passive; present progressive; direct and reported speech; **Word meaning**: synonyms, antonyms, literal, figurative **Punctuation**: colon; quotation marks; question marks; comma; full stop

ASSESSMENT FOR TERM 2			
9-10	**TASK 1: ORAL**	**TASK 2: TEST 2**	**TASK 3**
	Listening comprehension/debate/conversation/ (un)prepared speech/group discussion on giving instructions	Literature: Contextual questions	Mid-year examinations Paper 2: Comprehension, language use and literature Paper 3: Writing: 1 essay and 1 transactional text

GRADE 7 TERM 3 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listening and Speaking strategies** **Listening comprehension on how to fill in a form/questionnaire** • Practise listening process • Take notes • Answer questions **Different forms of oral communication on the use of a questionnaire or form** **Forums, panel discussions** • Choose a topic • Share ideas • Take turns and listen attentively • Fill gaps • Use discourse markers to sustain discussion	**Read a text on the importance of a questionnaire and how to fill it in** • Information required • Language use • Signature **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Reading/viewing for comprehension** • Skimming • Scanning • Summarize • Visualization • Make inferences • Meaning of words	**Transactional texts such as filling in of questionnaires, or forms:** • Follow instructions • Provide correct information to the prompt • Use appropriate language **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: common nouns, collective nouns; collective; adverbs of manner and time; adjectives **Sentence level**: noun clauses; adjectival and adverbial clauses; compound and complex sentences **Word meaning**: synonyms, antonyms, homonyms **Punctuation**: question marks; ellipsis; capitalisation; hyphen Abbreviations – initialism, acronym, clipped, truncation

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Listening and Speaking strategies** **Listen to drama (Dialogue/Interview)** • Compile questionnaire • Observe conventions • Use appropriate language • Take notes • Report findings **Different forms of oral communication** Dramatisation Adapting one genre to another • Enacting original dialogue • Performance in keeping with the spirit and intention of the original • Vivid characterisation with simple props - Use of effective props to create setting	**Literary text like youth drama/radio drama** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message	**Longer texts e.g.** **dialogue/** **written interview** • Requirements of format, style • Target audience purpose and context • Word choice • Appropriate language use **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: proper nouns, singular and plural Adjectives: comparative, superlative **Sentence level**: complex with relative clauses; direct and indirect speech. **Word meaning**: roots of words **Punctuation:** colon; quotation marks; comma; full stop; apostrophe; question mark

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Listening and Speaking strategies** **Different forms of oral communication** Role play: meeting procedure • Good opening/introduction • Use of tone, pace and intonation • Language use • Appropriate body language • Good conclusion **Listening comprehension (written text/TV news presentation**) • Explain listening process • Take notes • Answer questions	**Read text on how to write a notice/ agenda and minutes** • Role players • Language use • Format • Role execution **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Reading/viewing for comprehension written/visual text/graphs** • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion	**Longer transactional texts e.g. Notice/Agenda and minutes** • Identify target audience and purpose of writing; • Decide on style, view- point & format of writing; • Word choice and language structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: Pronouns: personal, demonstrative, possessive. **Sentence level**: simple present tense, simple past tense; direct and reported speech; active and passive voice; **Word meaning**: Verbal extensions (derivatives) **Punctuation**: apostrophe; capitalisation; comma; full stop; colon

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7-8	**Listening and Speaking strategies** **Listens to and discusses current news based on newspapers and magazine articles** • Use of tone, pace and intonation • Use of manipulative/emotive/ persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context **Prepared/unprepared reading a newspaper article aloud** • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language	**Reading/viewing for information (use text such as Newspaper articles/ magazine articles/written speeches** • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • View point of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech **Write a comprehension test**	**Long/short transactional texts : newspaper article** • Requirements of format, style • Target audience purpose and context • Word choice and language structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a newspaper article**	**Word level**: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative **Sentence level**: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices. **Word meaning**: synonyms, antonyms, literal, figurative **Punctuation**: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
9-10	**Listening and Speaking strategies** **Listening comprehension based on giving directions** • Practise listening process • Take notes • Write answers **Different forms of oral communication e.g. giving directions instructions/** • Use of appropriate language • Short effective sentences • Detail	**Literary text like youth novel/short stories/drama/radio drama** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message **Reading and viewing for comprehension e.g. written/visual text** • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • View point of author • Inferring the meaning of unfamiliar words and images • Fact and opinion • Direct and implied meaning	**Write a narrative/descriptive essay** • Requirements of format, style, point of view • Target audience purpose and context • Word choice and language structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: complex nouns Pronouns – personal, relative, reflexive Articles – definite, indefinite, articleless Adjectives: comparative, superlative **Sentence level**: subject and predicate, subject verb agreement, evaluation paragraph simple sentences, statements, simple past tense; simple present tense **Word meaning**: synonyms, antonyms, literal, figurative **Punctuation**: full stop; comma; colon, semi colon

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
ASSESSMENT FOR TERM 3				
	TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 3**	
	Role play - meeting procedures/(un)prepared reading/giving direction/forum/panel discussion	Descriptive/Narrative essay Agenda and minutes	Comprehension and Language use OR Literature	

GRADE 7 TERM 4 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listening and Speaking strategies** **Unprepared speech** Introducing a speaker;/vote of thanks/Telling a story • Choose appropriate topic • Organize information coherent • Identify vocabulary, language structures, • Effective introduction and ending Features and conventions (public speaking techniques, structure.) **Reading aloud** • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language	**Literary text like youth novel/short stories/drama** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Reading/viewing for comprehension (use written and visual text)** • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Fact and opinion • Inferences and conclusions • Own opinion	**Long/short transactional text e.g.– giving directions** • Requirements of format, style • Target audience, purpose and context • Word choice and language structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: complex nouns; Adjectives: comparative, superlative; Prepositions – simple (one word), compound (two word), complex (three and more word) prepositions **Sentence level**: simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses; **Word meaning**: synonyms; antonyms; literal; contextual; figurative; adjectives; adverbs; **Punctuation:** semicolon; inverted commas; full stop; apostrophe

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Listening and Speaking strategies** **Listening comprehension (written text/TV news presentation**) • Explain listening process • Take notes • Write answers **Different forms of oral communication** **Debate/Group discussion: Discuss use of e-mail/posters/diary entries/ flyers** • Features and conventions • Planning, researching, organising and presenting	**Read a text with a diary/e-mail/flyers** • The format • Language use • Target audience **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry/folklore** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message	**Long/shorter transactional texts e.g.: e-mail, posters/diary entries/flyers.]** • Requirements of format, style, point of view • Target audience purpose and context • Word choice, vivid description • Sentence structure, lengths and types **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Produce one of above-mentioned texts-**	**Word level**: pronouns – interrogative, demonstrative, indefinite nouns - collective nouns; finite verbs, Adjectives: comparative, superlative Prefixes, suffixes and roots. **Sentence level:** direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions **Word meaning**: antonyms; literal; figurative; contextual **Punctuation**: quotation marks; question marks; comma; exclamation marks; *font*

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Listening and Speaking strategies** **Listening comprehension** • Explain listening process • Take notes • Answer questions **Prepared speech** • Use of tone, pace and intonation • Use of manipulative/emotive/ persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context	**Read literary text like youth novel/ short stories/drama/folklore** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Poetry: Prescribed Poems** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message Analysis of a poem: • Lines, words, stanzas, link, refrain, typography, punctuation. • Meaning: implicit and explicit	**Revision and preparation for examination** **Essays** **Preparation stage:** • Requirements of format, style, point of view • Target audience purpose and context • Word choice **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: auxiliary verbs; finite verbs, Adjectives: comparative, superlative **Sentence level**: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions; **Word meaning**: synonyms, antonyms, contextual **Punctuation**: full stop; comma; exclamation marks; question marks
7-8	**Revision and preparation for examination** **Speaking:** • Prepared speech/debate//interview/ conversation • Prepared reading • Unprepared reading **Listening** • Listening comprehension	**Revision and preparation for examination** **Reading** • Prepared reading • Reading comprehension • Summary • Literature: - Novel/short stories/folklore - Drama/film study - Poems	**Revision and preparation for examination** **Writing:** • Transactional texts	**Word level work: collective pronouns; reflexive pronouns; stem.** **Sentence level**: simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation **Word meaning**: synonyms, antonyms, literal, figurative **Punctuation**

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS TERM 4				
9-10	**TASK 1: ORAL**		**TASK 2: END-OF-THE-YEAR EXAMINATION**	
	Reading aloud/Debate/group discussion/(un)prepared speech		Paper 1:Oral Paper 2: Comprehension, Language and Literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	

GRADE 8 TERM 1 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listening and Speaking strategies:** **Group discussion** – brainstorming; select relevant ideas; sequence main ideas **Listening comprehension** • Record main and supporting ideas by making notes, • Share ideas and experiences and show understanding of concepts • Identify persuasive/manipulative techniques • Answer questions	**Literary text like youth short stories** • General discussion on the key features like character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process** **Pre-reading strategies** Introduce learners to : • **Text features** – titles, headings, captions, illustrations, • **Parts of a book** – title page, table of contents, chapters, glossary, index, appendix, footnote, etc. **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)	**Write an essay: Narrative/reflective essay** • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write an essay following the process approach to writing**	**Word level:** Adverbs of place and degree Pronouns: personal, relative, refflexsive and possesive **Sentence level**: subject and predicate, subject verb agreement; sentence structure; phrases and clauses; parts of speech **Word meaning**: synonyms, antonyms, literal, figurative **Punctuation**: full stop; comma; question mark; quotation marks; exclamation mark

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Listening and Speaking strategies:** **Listen to prepared speech by president/influential member of the society** • Discuss features of prepared speech • Identify and explain language use • Identify and discuss features in the speech **Prepared speech** • Choose appropriate topic • Organize information coherently • Identify correct vocabulary and language structures • Prepare effective introduction and ending • Practice • Present	**Read a speech** • Identify and discuss key features • Analyse language use • Identify and discuss emotive or manipulative use of language • Analyse introduction and conclusion **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Reading strategies:** Guided reading ,Group reading, Independent reading **Reading/viewing of written/visual text for comprehension** • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning	**Write a speech** **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a speech:** • Explain the requirements of text to write a narrative essay • Identify the target audience • Decide on style, purpose and format • Use appropriate words • Introduction to development, climax • Conclusion	**Word level**: Nouns - compound, gerund, diminutives, augmentatives Verbs: finite; non-finite verbs; Prepositions Adjectives: comparative, superlative **Sentence level**: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause; conjunctions; emotive and manipulative language **Word meaning**: synonyms, antonyms, literal, figurative **Punctuation**: exclamation mark; question mark; comma; full stop Abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Listening and Speaking strategies** **Group discussion about visual, audio –visual/multimedia text** • Activate background knowledge • Estimate purpose of the text • Seek for meaning • Understand text • Take notes • Understand message **Listening Comprehension (sound only)** • Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling **Reconstruct scenes:** • Agree on the version/meaning seen • Role-play what happened in the two scenes etc.	**Literary text like novel/short stories/ drama** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • Internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message **OR** **Reading/viewing for comprehension (strategies)** • Skimming and Scanning • Intensive reading • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • Infer meaning of unfamiliar words by using word attack skills • Fact and opinion	**Transactional texts** **Letters (Friendly/informal)** • Features of the text • Language use • Register and style • Introduction and conclusion **Write a letter based on visual stimulus** **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**: adverbs of manner, time; definite and indefinite articles. Infinite verbs; gerunds Adjectives: comparative, superlative **Sentence level**: sentence structure; adjectival and adverbial clauses, and phrases; negation; statement. **Word meaning**: synonyms, antonyms, literal, figurative **Punctuation**: full stop, comma

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7-8	**Listening and Speaking strategies** **Unprepared speech on a newspaper or magazine article** • Organize information coherently • Identify correct vocabulary and language structures • Respond to text • Effective introduction and ending **Forum discussion/group discussion on newspaper or magazine article** • Features of the text • Conventions and structure of the text • Diction • Register and style	**Read newspaper or magazine article** • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message	**Transactional texts** **Report/magazine article** • Features of the text • Language use • Register and style • Introduction and conclusion **Write a report/magazine article based on visual stimulus** **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level**:/ideophones/interjectives **Sentence level**: simple sentences; simple present tense; simple past tense; adjectives and adverbs; bias; prejudice; stereotypes **Word meaning**: proverbs; contextual; literal; denotative; connotative **Punctuation**: comma; full stop; quotation marks; exclamation marks; apostrophe; ellipsis

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
9-10	**Listening and Speaking strategies** **Oral: Interview/filling in a questionnaire report/group discussion** • Research topic • Organise material coherently-support with examples. • Identify and choose the correct vocabulary, language and conventions • Prepare effective introduction and conclusion **Listening comprehension** • Recording main and supporting ideas by making notes, • Sharing ideas and experiences and show understanding of concepts • Identify persuasive/manipulative techniques • Answer questions	**Read a investigative report** • Key features of report • Format • Language use **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message	**Transactional text e.g. investigative report** • Purpose, target group and format • Paragraph conventions • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures • Formal style **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write an investigative report**	**Word level**: Regular – irregular Verbs; main verbs; auxiliary verbs **Sentence level**: statement; sentence structure; present and past tenses; bias; prejudice and stereotypes; **Word meaning**: synonyms, antonyms, contextual; denotative; connotative **Punctuation**

ASSESSMENT FOR TERM 1			
	TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 1**
	Group discussion - visual texts/listening comprehension/(un)prepared speech/forum/group discussion/interview	Narrative/reflective essay Newspaper report/article	Language and comprehension

GRADE 8 TERM 2 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listening and Speaking strategies** **Listening comprehension**: • Listen to instructions/directions • Take notes • Answer questions Different kinds of oral communication e.g. A unprepared news presentation/ speech **Giving directions:** • Features of the text • Language and conventions • Body language	**Read information text with visuals, e.g. maps, landmark, scales** • Format • Language use • Features **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) • Poetry • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/Viewing visual text** • Scanning • Intensive reading • Make inferences • Make a summary (use mind maps)	**Transactional text e.g. Directions/ Instructions** • Correct format • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write an instruction text**	**Word level work:** Adjectives: comparative, superlative; common and proper nouns; Pronouns: personal, relative, reflexsive and possesive conjunctions **Sentence level**:supporting sentences, topic sentence; statement; tenses; main and supporting statements; simple and compound sentences **Word meaning**: synonyms; antonyms; contextual; **Punctuation and spelling**: spelling patterns: full stop, comma

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Listening and Speaking strategies** **Forum/panel discussion**: • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register **Debate** • Indicate roles • Learn text conventions • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register	**Literary text like recorded television/ radio/simulation forum** • Key features of the text • Language use • Format • Role players **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)** • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language	**Write a dialogue** **Paragraph conventions** • Format • Introductory sentences • Main and supporting ideas • Order and cohesion • Word choice and punctuation Language conventions **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a dialogue**	**Word level work:**: Finite Verbs **Sentence level**: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form, direct and indirect speech **Word meaning**: literal; synonyms; antonyms; homophones; homonyms; **Punctuation and spelling**: spelling rules and conventions

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Listening and Speaking strategies** **Listening comprehension** • Listening process • Writing response **Interview** • Teach features and conventions • Do planning and research • Choose style, register and vocabulary • Take turns • Use persuasion techniques	**Literary text like drama/play** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, typography • figurative meaning • mood • theme and message **Reading comprehension: Interview** • skimming and scanning • intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images by word attack practices • facts and opinion • view point of role players • implied meaning	**Transactional text e.g. Written interview** • Correct format and features • Organize content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write an interview**	**Word level work:** Adverbs of place and frequency **Sentence level**: correct word order; question forms; euphemisms; sentence structures; mood; voice **Word meaning**: figurative; literal; contextual; pun **Punctuation and spelling**: abbreviations; question marks; exclamation marks; full stop; comma

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7-8	**Listening and Speaking strategies** **Listening comprehension (non-fictional text e.g. Newspaper articles)** • Listen for comprehension • Take notes • Answer questions **Group discussion**: • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register	**Literary text such as youth novel/ short story** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading strategies for comprehension** • Purpose and target group • Making inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning	**Write a review of the story/novel** • Structure of the text • Features and conventions • Diction • Register • Audience • Tone **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level work:** Prefixes and suffixes **Sentence level**: subject and predicate, subject verb agreement, sentence structure; sentence types; tenses; statement; euphemism; proverbs **Word meaning**: synonyms, antonyms; homonyms; paronyms **Punctuation and spelling**: acronyms

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
ASSESSMENT FOR TERM 2				
9-10	**TASK 1: ORAL**	**TASK 2: WRITING**	**TASK 3: MID-YEAR EXAMINATIONS**	
	Listening comprehension/giving directions/forum/panel discussion/debate	Interview/instruction text/story review	Paper 1: Oral Paper 2: Comprehension, language use and literature Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	

GRADE 8 TERM 3 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listening and Speaking strategies** **Listening comprehension (use recorded dialogue)** • Listen to dialogue • Take notes - Language and power - Tone - Mood - Introduction and conclusion • Answer questions **Group discussion/dialogue**: • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present	**Literary text like drama/play** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: Pre-reading strategies • **Text features** – titles, headings, captions, illustrations, • **Parts of a book** – title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading strategies for comprehension** • Purpose and target group • Making inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning	**Longer transactional text e.g. dialogue/review** **Paragraph conventions** Correct format • Purpose and target group • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting	**Word level work:** Adjectives: comparative, superlative; common and proper nouns **Sentence level**: simple present tense; question forms; statement; discourse markers; direct and reported speech; simple past tense **Word meaning**: antonyms; synonyms; paronyms; contextual; literal **Punctuation and spelling**: spelling patterns: full stop, comma; quotation marks

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Listening and Speaking strategies** **Listening comprehension**: • Listen to letter to the press • Take notes - Language use - Register - Conventions • Share notes **Group discussion** • Relates to own life experiences • Uses information from the text to answer questions • Discusses the social, moral and cultural values in the text • Participates in group discussion - Take turns - Stays on the topic - Asks questions	**Read a newspaper/magazine article about current/social issues** • Format • Text features • Language use • Tone • Sequencing **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **OR** **One act play** Use at least • one comprehension from the textbook • one literature text - Explain plot, sub-plot, character portrayal, conflict and dramatic response - Identification of themes, mood and tone	**Transactional text: letter to the press** **Paragraph conventions** • Correct format • Purpose • Main and supporting and target group • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a letter to the press**	**Word level work:**: Adverbs of manner, place, degree; prepositions **Sentence level**: simple sentences; complex sentences; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes. **Word meaning**: synonyms; homonyms; paronyms **Punctuation and spelling**: spelling patterns; comma; full stop; ellipsis

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Listening and Speaking strategies** **Unprepared speech** • Public speaking skills • Planning, research and organization • Presentation: tone, voice projection, pronunciation, eye contact, gestures, rhetorical devices • Language usage: vocabulary • Style and register **Prepared speech** • Practise the above skills • Comment on each other's speech • Listen to a speech made by a prominent community member • Comment on the speech	**Literary text such as youth novel/ short story/drama** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)** • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language	**Transactional text: formal/Informal letter** • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a letter**	**Word level work:** Adjectives; adverbs; abbreviations; roots, prefixes and suffixes **Sentence level**: simple sentences; complex sentences; past continuous tense; future continuous tense; sentence structure; emotive and manipulative language use; fact and opinion; bias, prejudice and stereotypes. **Punctuation and spelling**: spelling rules and conventions

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7-8	**Listening and Speaking strategies** **Listening for information** • Listen to an informative text • Listen to presentation, language use, tempo and voice projection • Listen to story line • Discuss with partner • Story telling • Choose a story • Do planning and research • Choose style, register and vocabulary • Present a story	**Literary text such as short story, novel** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading comprehension : (text from text prescribed literature)** • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning	**Write a literary text: short story** • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Create own story following the process outlined** Best story ‘published’/read in class.	**Word level work:** Common and proper nouns. Prepositions with a variety of phrasal verbs **Sentence level**: tenses; sentences; proverbs and idiomatic expressions; adjectival and adverbial clauses; **Word meaning**: synonyms; antonyms; homonyms; **Punctuation and spelling**: spelling patterns; ellipsis; punctuation of abbreviations and contractions

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
9-10	**Listening and Speaking strategies** **Listen to a text read aloud from a short story** • Recorded text is played • Appropriate reading skills are pointed out to learners • Use of punctuation in a read text • Opening and closing **Prepared reading aloud** • Select a text to read aloud • Use appropriate reading skills such as tone, volume, tempo, voice projection, pronunciation, fluency • Practise • Read text	**Read a literary text such as short story/novel** • Key features of literature text: such as, background, time, milieu, narrator, **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)** • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language	**Write an essay: Argumentative/ descriptive essay** • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write an essay following the process approach to writing**	**Word level work:** Common and complex nouns. Prepositions with a variety of phrasal verbs **Sentence level**: introductory paragraphs; definition paragraph, concluding paragraph; sentence structures; sentence types **Word meaning**: synonyms, antonyms; homonyms; **Punctuation and spelling**: spelling patterns; various punctuation marks

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
ASSESSMENT FOR TERM 3				
	TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 1**	
	Dialogue/(un)prepared speech/story telling/prepared reading	Descriptive/argumentative essay Informal letter/dialogue	Comprehension and language use	

GRADE 8 TERM 4 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listening and Speaking strategies** **Listening comprehension** **(such as listening to a written/audio-visual text)** • identify main and supporting ideas • write notes • share ideas and experiences and show understanding of concepts • identify persuasive/manipulating techniques where applicable • answer questions **Conversation: Discussion based on a newspaper/magazine article** • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register	**Read a newspaper/magazine article** • Format • Language use • Text features • Sequencing **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/Viewing for information using** (written/visual text/multi-media texts) • Intensive reading • Making inference • Predict • Visualization • Meaning of words • Fact and opinion **Write a summary**	**Long transactional text e.g. Newspaper article/magazine article** • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a newspaper/magazine article**	**Word level work:** Singular and plural; gender; diminutives **Sentence level work**: Direct and reported speech; question forms; fact and opinion; sentence structure; sentences; ambiguity; voice; gerund **Word meaning**: synonyms; antonyms; euphemism; homonyms; literal and figurative meaning **Punctuation and spelling**: quotation marks; spelling patterns

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Listening and Speaking strategies** **Debate** • Indicate roles • Learn text conventions • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • practise **Group discussion**: • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register	**Literary text such as/novel/short story/drama/** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading comprehension: (text from text book)** • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning **Write a paragraph or point form summary**	**Write a transactional text: a diary entry** • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a diary entry**	**Word level work:** Pronouns – personal and relative Moods - Subjunctive Imperative Potential Indicative Conditional **Sentence level work**: Tenses; sentence types; speech; voice; sentence structure; direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund **Word meaning**: literal and figurative meaning **Punctuation and spelling**: spelling patterns; punctuation marks

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Listening and Speaking strategies** **Listen to a text read aloud** • Recorded text is played • Appropriate reading skills are pointed out to learners • Use of punctuation in a read text • Opening and closing **Dialogue based on text read aloud** • Decide on topic • Revise conventions • Discourse markers to sustain dialogue • Roles for participants • Opening and closing • Practise • Presentation	**Literary text such as drama/play** **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading comprehension: e.g. dialogue)** • Purpose, target group and context • Explain theme/message • Make inferences • Give own opinion • Direct and implied meaning • Socio-political and cultural background of text and author	**Transactional text e.g. journalistic report** • Correct format • Purpose • Bias and prejudice • Manipulation • Stereotypes • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write journalistic report a following the process approach to writing**	**Word level work:** Relative pronouns; singular and plural forms **Sentence level work**: Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; supporting sentences, topic sentence speech; voice; bias and prejudice **Word meaning**: synonyms, antonyms **Punctuation and spelling**: quotation marks; spelling patterns; punctuation marks

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7-8	**Prepare for examination** **Speaking:** • Prepared speech/debate/interview/ conversation • Prepared reading • Unprepared reading **Listening** • Listening comprehension	**Prepare for examination** **Reading** • Reading comprehension • Summary • Literature: - Novel/short stories/folklore - Drama/film study - Poems	**Prepare for examination** **Writing:** • Essays • Long transactional texts • Short transactional texts	**Word level work:** revision **Sentence level work**: revision **Word meaning**: revision **Punctuation and spelling**: revision
FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS TERM 4				
9-10	**TASK 1: ORAL**		**TASK 2: END-OF-THE-YEAR EXAMINATION**	
	Debate/conversation/group discussion/dialogue		Paper 1: Oral Paper 2: Comprehension, Language and Literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	

GRADE 9 TERM 1 CONTENT				
Week	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Speaking and Listening strategies** **Group discussion/conversation**: Listen to/watch an advertisement and discuss) • Tone • Pacing • Emotive and manipulative language use • Font size • Body language **Listening comprehension: advertisement** • Record main and support ideas by making notes • Share ideas and experiences and showing understanding of concepts • Identify persuasive/manipulative techniques • Answer questions	**Reading/viewing for comprehension (visual text such as advertisement/ poster/cartoons/strips/)** • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language • Body language • Use of punctuation and font • Pre-reading • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Literary text like youth novel/short stories/drama** • Pre-reading (Introduce text) - Explore literary features like titles, headings, illustrations, font size, font type - Explore parts of book like cover, title page, index, chapters, glossary • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Reading strategies** • Skimming • Scanning • Intensive reading • Summarising • Visualizing • Inferring meaning and conclusions	**Transactional texts:** **Advertisement/poster** • Correct format • Purpose • Text features • Language use • Register **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a advertisement/poster**	**Word level work:** • Spelling and spelling patterns • Abbreviations **Sentence level work**: • Sentence structure Nouns, adjectives, pronouns • Concord • Simple tenses **Vocabulary in context**

Week	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Speaking and Listening strategies** **Listening to a reading of text** • Identify and comment on: - use of voice - use of intonation and pace - punctuation in reading - opening and closure • Discuss above features **Prepared reading aloud** • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency • **Learners choose their reading text and present to class.**	**Literary text like youth novel/short stories/drama** • General discussion of the key features like character, characterisation, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text/predict events) - Background/setting - Brainstorm the theme • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/viewing visual/multimedia text (strategies)** • Skimming • Scanning • Body language • Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills - clarifying - predicting	**Write a letter of appreciation for help/ advice received** • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a letter of appreciation for help/ advice received**	**Word level work:** • Spelling and spelling patrons • Abbreviations , shortening, acronyms • Stems, pre and suffix's, complex and simplex **Sentence level work**: • Nouns, adjectives, pronouns • Punctuation • Tenses; direct and reported speech; sentence structure; concord **Critical language use**: Idioms and proverbs; euphemism **Vocabulary in context**

Week	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Speaking and Listening strategies** **Listen to a telephone conversation/ dialogue between a call centre agent and client concerning a dispute over a contract** • Tone • Language use • Register • Conventions **Role-play a verbal transaction between a seller and a purchaser, and the subsequent dispute as a result of a verbal contract going sour.** • Language use • Tone • Body language • Authenticity **Presentation**	**Read a contract between a seller and a purchaser** • Format • Language use • Contract-speak • Importance of signature • Recourse in case of dispute **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Read/view contract for comprehension(Strategies)** • Skimming • Scanning • Language use • Contract-speak, e.g. fine print, dispute, contract lifespan • Infer meaning of unfamiliar words by using word attack skills	**Transactional text: write a report on findings in a dispute between a seller and a purchaser** • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a report following a process approach to writing**	**Word level work:** conjunctions **Sentence level work**: Sentence structure; sentence types; direct and reported speech; question forms; voice; **Word meaning**: Idioms and proverbs **Punctuation and spelling**: spelling patterns; Abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau **Vocabulary in context:** the language of contracts and legal documents

Week	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7-8	**Speaking and Listening strategies** **Listening comprehension** **(dialogue)** • Listen to dialogue • Take notes - Language and power - Tone - Mood - Introduction and conclusion • Answer questions **Oral: Unprepared speech** Choose suitable topic • Organize information cohesively • Identify correct vocabulary and language structure • Suitable introduction and ending • Use visual, audio-visual resources where applicable	**Literary text such as short story, youth novel/novel/drama** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading comprehension: (text from prescribed literature)** • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning	**Write an essay: Narrative/descriptive/ reflective essay** • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write an essay following the process approach to writing**	**Word level work:** Regular and irregular Verbs. **Sentence level work**: subject and predicate, subject verb agreement Direct and indirect speech **Word meaning**: Idioms and proverbs **Punctuation and spelling**: spelling patterns; acronyms.

Week	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
9-10	**Speaking and Listening strategies** **listen to a newspaper report** • Structure • Features • Language use • Tone • Register • Introduction and conclusion **Discuss findings** **Oral presentation of report** • Language use • Register • Tone • Body language • Introduction and conclusion	**Read a newspaper/magazine report** **Reading strategies** • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrators perspective • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/viewing for comprehension (use newspaper report)** • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language • Answer questions	**Long transactional texts**: Such as report/interview • Requirements of task and text type • Format, style, point of view • Target audience purpose and context • Word choice • Sentence structure, lengths and types • Paragraph conventions **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a report following the process approach to writing**	**Word level work:** Moods - Subjunctive Imperative Potential Indicative Conditional **Sentence level work**: Simple sentences; compound sentences; Complex sentences; Voice; tenses; **Word meaning**: Idioms and proverbs Literal, figurative, alliteration, assonance, personification **Punctuation and spelling**: spelling patterns; quotation marks; apostrophe

Week	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
ASSESSMENT FOR TERM 1				
TASK 1: ORAL		**TASK 2: WRITING**	**TASK 3: TEST 1**	
	Prepared reading/conversation	Descriptive/narrative essay Informal letter/review/dialogue	Comprehension and language use	

GRADE 9 TERM 2 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listening for comprehension** **Listen to a story** • identify main and supportive ideas • language use • register • answer questions **Forum/group discussion: culture** • Indicate roles • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register • Present	**Read a literature text e.g. Drama/short story/folklore/novel** **Reading strategies** • Intensive reading • Text features e.g. Plot, character, setting, narrator, mood, theme, narrators perspective • Inferring meaning of unfamiliar words and images by word attack skills • Language structure and style **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message	**Transactional texts:** **Diary entry/constitution/policy** • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a diary entry/constitution/policy following the process approach to writing**	**Word level work:** Stems; prefixes and suffixes; Pronouns **Sentence level work**: Sentence types; Generalisations, Direct/indirect speech; voice; tenses **Word meaning**: Idioms and proverbs; literal and figurative meaning **Punctuation and spelling**: Quotation marks; spelling patterns; abbreviations.

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
1-2		**Read/view text for information: Will and testament** • intensive reading and viewing • purpose of text • language use • characters and caricatures • background and setting • message and theme • summarising the text **Summary** Format Language use Structure		

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Speaking and Listening strategies** **Listening for comprehension: to a recording of a speech role-play** • Explain strategies of the listening process • Answer questions in writing **Unprepared reading** • Appropriate use of voice, tone and pace • Punctuation in reading • Body language • Contact with audience	**Read a text e.g. Drama/short story/ folklore** • Specific focus on literary text features • Show Comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Read/view text e.g. newspaper articles/magazine articles for information and comprehension** Reading strategies Comprehension passage in text book • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Fact and opinion • Give own opinion • Meaning of unfamiliar words • Identify manipulative language **Summarise the text**	**Writing:Text review (unprepared text read)/documentary** • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a review/documentary following the process approach to writing**	**Word level work:** Verbs (finites; infinitives) Stems; prefixes and suffixes; **Sentence level work**: Complex sentences; Generalisations, Direct/indirect speech **Word meaning**: Idioms and proverbs **Punctuation and spelling**: Quotation marks; spelling patterns; abbreviations.

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Speaking and Listening strategies** **Listen to oral text such as interview/speech/story telling for comprehension** • Take notes during listening • Listen critically **Group discussion/forum discussion** • Undertake a discussion based on the oral text • Turn taking • Discourse markers • Conventions	**Read a literature text e.g. Drama/short story/folklore** • Specific focus on literary text features • Show Comprehension of development of plot and conflict, characterisation, turning point, background,/milieu/role of narrator, theme, conclusion and ending **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)** • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language **Revise structure of Summary**	**Write a transactional text: notice, agenda and minutes** • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a notice, agenda and minutes following the process approach to writing**	**Word level work:** Stems; prefixes and suffixes; Adjectives Prepositions **Sentence level work**: Definition paragraph; introductory paragraph; concluding paragraph; tenses; sentence structure; sentence types **Word meaning**: Idioms and proverbs **Punctuation and spelling**: spelling patterns .

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7-8	**Speaking and Listening strategies** **Listen to a recorded advertisement/ advertisement on the radio** • Language use • Tone • Pace • Conventions • Take notes **Oral presentation: analysis of an advertisement** • Explain visual cues like font, print size, picture shots • Explain manipulative use of the language • Explain how omissions, contractions and language use are employed to manipulate the target audience	**Read/view visual text e.g. Advertisement/cartoon/graphs** Use reading/viewing strategies for comprehension and information • Skimming and Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Identify manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning **Summary:** Revision **Literature:** Revision	**Shorter transactional/visual texts e.g. Advertisement review** • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write an advertisement review**	**Word level work:** Nouns - Concrete and abstract, compound and complex Pronouns – reflexive, relative, interrogative, indefinite **Sentence level work**: subject and predicate, subject verb agreement Tenses; paragraphs; Concord; Sentence structure; voice; speech. **Word meaning**: Paronyms, metonymy, neologism, synonyms, antonyms **Punctuation and spelling**: spelling patterns; abbreviations.

ASSESSMENT FOR TERM 2			
9-10	**TASK 1: ORAL**	**TASK 2: WRITING**	**TASK 3: MID-YEAR EXAMINATION**
	Unprepared reading/forum/group discussion	Review/documentary/notice/agenda and minutes	Paper 1:Oral Paper 2: Comprehension, Language (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to Literature (1hr 30 mins)

GRADE 9 TERM 3 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Dialogue/negotiations** Listen to a negotiation scene between two people (dialogue) • Structure and development of ideas • Using negotiation skills to reach consensus. **Discussion based on understanding a will and testament** • Language use • Manipulation • Turn taking • Opening and closing • Resolution	**Read an abridged will and testament** • Role players • Date • Possessions (estate) • Beneficiaries • Language of the document • Execution of the will **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message	**Transactional text: write a will and testament** • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a will and testament**	**Word level work:** Concrete and abstract Nouns Adjectives Conjunctions and transition **Sentence level work**: Speech; tenses; sentence types; paragraph types; voice; clauses and phrases. **Word meaning**: Paronyms , polysemes; homonyms Homophones. **Punctuation and spelling**: spelling patterns

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
1-2		**Reading for Comprehension and reading strategies: visual text - cartoon** • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Reviewing to promote understanding • The affect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques		

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Speaking and Listening strategies** **Listen to interview** • Role clarification • Language use • Language and power **Discuss CV as one of the requirement for appointment/admission** • Information • Relevance • Referees • Link to covering letter	**Read a literature text e.g. Novel/youth novel/short story** • Specific focus on literary text features • Show comprehension of development of plot and conflict, characterisation, turning point, background,/milieu/role of narrator, theme, conclusion and ending **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading comprehension (strategies)** (Use visual and written texts) **Strategies** • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • The affect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques	**Transactional text: e.g.** **Covering letter and CV** • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design elements **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a covering letter and CV**	**Word level work:** Adjectives **Sentence level work**: Speech; tenses; sentence types; paragraph types; voice; clauses and phrases. **Word meaning**: Synonyms Antonyms homophones Homonyms Polysemy **Punctuation and spelling**: spelling patterns

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Speaking and Listening strategies** **Listen to the Debate on the radio/ television** • Role players • Use of voice • Pacing • Presenting a motion and defending it • Presenting a rebuttal • Resolution • Take notes • Discuss and share notes **Participate in a debate** • Debating conventions • Language use • Present a motion and defend it • Present a rebuttal • Role players • Resolution	**Read a literature text e.g. Novel/short story/Folklore e.g. legends, myths, fables** • Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/viewing for comprehension** (Visual and written texts) **Strategies** • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • The affect of selections and omissions on meaning • The effect of figurative and rhetorical devices • The writer's inferences and conclusions **Summarising the text**	**Write an essay: Narrative/descriptive/ reflective essay** • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write an essay following the process approach to writing**	**Word level work:** Conjunctions and transition words **Sentence level work**: Speech; sentence types; sentence structure; voice; tenses; paragraph types. **Word meaning**: Literal, figurative, Alliteration, assonance, consonance, personification, onomatopoeia, pun **Punctuation and spelling**: spelling patterns

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7-8	**Speaking and Listening strategies** **Listening to a speech by a prominent member of the society** • Language use • Bias and prejudice • Stereotypes • Tone • Language and power • Answer questions **Prepared speech** Learners to undertake research or investigation as a preparatory activity. • Presentation conventions • Body language • Introduction and conclusion • Language use	**Literary text such as short story, youth novel/novel** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) • Poetry • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/viewing for comprehension** (Visual and written texts) • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion • Summary- • The affect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • The writer's inferences and conclusions	**Transactional text e.g. invitation card, acceptance** • Requirements of format, style, point of view • Target audience purpose and context • Word choice, vivid description • Sentence structure, lengths and types **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Design an invitation card and an acceptance thereof**	**Word level work:** Adjectives (attributive) **Sentence level work**: Description paragraph; choice paragraph; classification paragraph. **Word meaning**: One word for a phrase **Punctuation and spelling**: spelling patterns

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
9-10	**Speaking and Listening strategies** **Story Telling** • Give attention to: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures • Conventions and features of a story **Dialogue : Role play a dialogue** • Language use • Turn taking • Body language • Text features	**Read literary text such as drama** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading comprehension : (text from text prescribed literature)** • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning	**Transactional text e.g. dialogue** • Word choice, • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas • Present essay for assessment **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write agenda and minutes following the process approach to writing**	**Word level work:** Verbs Interrogative, demonstrative, indefinite pronouns **Sentence level work**: Procedure, spatial order, order of importance, concluding paragraph **Word meaning**: One word for a phrase **Punctuation and spelling**: spelling patterns

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
ASSESSMENT FOR TERM 3				
	TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 2**	
	Prepared speech/role play/debate/discussion of CV/will/ testament	Descriptive/narrative/reflective/argumentative essay Covering letter and CV	Comprehension and language use	

GRADE 9 TERM 4 CONTENT				
Weeks	**Listening and Speaking**	**Reading and Viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listening Comprehension** • Reacts critical on a variety of texts • Listen for specific information • Listen and enjoy fables and titles • Answer question **Meeting procedure** • Role players • Meeting conventions • Turn taking • Language use • Disagreeing in the meeting • Introduction and conclusion	**Literary text such as short story, youth novel/novel** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading comprehension : (text from text prescribed literature)** • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning	**Long transactional text e.g. Letter of application (formal)** • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write a letter of application**	**Word level work:** Verbs **Sentence level work**: Direct and indirect speech. Active voice and passive voice **Word meaning**: Ambiguity, cliché, redundancy, tautology, slang, jargon **Punctuation and spelling**: spelling patterns.

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
3-4	**Speaking and Listening strategies** **Listening comprehension (use recorded dialogue)** • Listen to dialogue • Take notes - Language and power - Tone - Mood - Introduction and conclusion • Answer questions **Forum discussion/panel discussion/ group discussion** • Role players • Forum/discussion conventions • Turn taking • Language use • Disagreeing in the discussion • Introduction and conclusion Groups talk about subjects of current interest.	**Literary text such as short story, youth novel/novel** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading/viewing comprehension : (visual or multimedia text like cartoon or advertisement)** • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning	**Transactional texts e.g. e-mails÷** • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write an e-mail following the process approach to writing**	**Word level work:** Proper nouns, gerund, complex nouns **Sentence level work**: Procedure, spatial order, order of importance, concluding paragraph **Word meaning**: Stereotypes, prejudice, biasness, emotive **Punctuation and spelling**: spelling patterns Abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
5-6	**Speaking and Listening strategies** **Role play a situation** • Situation is clearly shown • Characters are clearly differentiated • Language is appropriate to the situation portrayed • Role-play shows a possible course of action in a particular situation **Conversation** • Decide on suitable situation and topics • Speaking conventions • Language and power • Discourse markers	**Literary text such as short story, youth novel/novel** • Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme **Reading process:** • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate)) **Poetry** • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, words, stanzas, • typography • figurative meaning • mood • theme and message **Reading comprehension : (text from text prescribed literature)** • Skimming, scanning, visualization • Intensive reading • Making inference • Meaning of words • View point of writer • Fact and opinion • Implied meaning **Write a point or paragraph summary**	**Transactional text** **E.g. obituary/diary entry/invitation card** • Correct format • Purpose • Main and supporting ideas • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures **Focus on process writing** • Planning • Drafting • Revision • Editing • Proof-reading and presenting **Write obituary/diary entry/invitation card following the process writing approach**	**Word level work:** Verbs, nouns **Sentence level work**: Explanation: cause and effect **Word meaning**: Shift of meaning, using language for special purpose, one word for a phrase **Punctuation and spelling**: spelling patterns.

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
7-8	**Speaking and Listening strategies** **Revision**	**Reading and Viewing:** **Revision of key features, conventions and structures**	**Writing:** **Revision of writing texts** **Revision of the process approach to writing**	**Word level work:** Revision **Sentence level work**: **revision** **Word meaning**: One word for a phrase **Punctuation and spelling**: spelling patterns.

FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS TERM 4		
9-10	**TASK 1: ORAL**	**TASK 2: END-OF-THE-YEAR EXAMINATION**
	Debate/interview/conversation/prepared speech/(un)prepared speech/ forum/group/panel discussion/listening comprehension/meeting procedures	Paper 1: Oral Paper 2: Comprehension, Language (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to Literature (1 hr 30 mins)

SECTION 4: ASSESSMENT IN HOME LANGUAGE

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using 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.

Assessment in Languages is ongoing and supports the growth and development of learners. It is an integral part of teaching and learning as it provides feedback for teaching and learning. It should be incorporated in teaching and learning instead of being dealt with as a separate entity. Furthermore, integrated assessment of various language aspects should be practiced. For example, we could start off with a reading piece and do a comprehension test. Language knowledge questions could also be addressed based on the same text. Post-reading the text learners could be asked to respond to the text by, for example, writing a letter about the issues raised in the text or to write some creative response to the content of the text. To wrap up this activity, discussions could be held about the topic and in this way address all of the language skills in one fluent, integrated activity.

Assessing the different language skills should not be seen as separate activities but one integrated activity. Assessment rubrics should thus address the different language skills in the task.

Learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and *written recording skills* where necessary should be observed daily.

It is important, too, that learners' *understanding of* what they are *reading* is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore also take place regularly and not just be a once-off assessment. Formal reading assessment should focus on reading aloud as well as activities which help to determine how much the learner has understood, for example, by retelling a story or answering questions.

Assessment of written work will focus primarily on the learner's ability to convey meaning, as well as how correctly they have written, for example, correct language structures and use, spelling and punctuation. All assessment should recognise that language learning is a process and that learners will not produce a completely correct piece of work the first time round. Therefore the various stages in the writing process should also be assessed.

When giving a formal assessment task, there will be a focus on a particular skill, for example Listening and Speaking or Reading or Writing. Because language learning is an integrated process, more than one skill will be used. The language structures should be assessed in context. The teacher must ensure that assessment is not only done as written work, but as practical and oral work too. It is important to assess what learners understand and not what they can just memorise. As a result, the teacher should, as often as possible, assess the skills in context. For example, learners may spell all their words correctly during a test on Friday, but are they able to use those same words correctly spelt when writing/recording their personal news or a story?

The teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts.

The programme of assessment allows for summative assessment, which could take the form of a test or examination, at the end of every term. The work on which assessment is conducted must have been covered during the term. The assessment items must be pitched at different cognitive levels to ensure validity.

4.2 INFORMAL OR DAILY ASSESSMENT

The purpose of continuously collecting information on a learner's achievement that can be used to improve 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. Assessment of language competence will be in the form of observation, written exercises, oral activities, presentations, written tests, reading aloud and other forms of assessment. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching. It need not be recorded. It should not be seen as separate from learning activities taking place. In some cases, you might want to set specific assessment of activities to motivate learners to learn. Learners or teachers can mark these assessment tasks.

It is suggested that the teacher use the first two-weeks of the term to do a baseline assessment of learners. The teacher should use the activities given in the first two-weeks of the teaching plans to do this assessment.

Self assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. Teachers may which to keep informal records of how individual learners are progressing in the different aspects of the subject to assist with planning and ensure that individual learners develop the required skills and understanding. 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 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, practical tasks, projects, oral presentations, demonstrations (such as retelling a story, matching), performances (such as acting out), essays, participation in oral tasks (such as dialogues, conversations, discussions), written tasks (such as completing a worksheet, writing paragraphs or other types of texts), etc.

The purpose of designing a Programme of Assessment (POA) is to ensure validity, reliability, fairness and sufficiency of assessment by giving explicit guidance on the types of activities and the percentage allocated to each language skill within a task. It also addresses the focus of assessment, i.e. the way tasks should be addressed.-

In formal assessment, use memoranda, rubrics, checklists and rating scales as well as other appropriate assessment tools to observe, assess and record learners' levels of understanding and skill. Choose an assessment tool that is most appropriate for the type of activity. For example, a rubric is more suitable than a memorandum for a creative writing piece. A memorandum is better suited to a spelling test or a reading comprehension activity.

4.3.1 Formal Assessment requirements for Home Language

Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Teachers should ensure that these aspects have been informally assessed and feedback given to the learner before they are formally assessed.

All assessment in the Senior Phase is internal.

The formal Programme of Assessment for Grades 7-9 comprises of eleven (11) formal assessment tasks, which make up 100%. The school based assessment is 40% whereas the end of the year examination is 60%.

School Based Assessment (40%)

The Senior Phase has ten (10) formal assessment tasks for school based assessment. The formal assessment tasks are packaged as follows:

- Grade 7 – 4 oral tasks, 2 writing tasks, 3 tests and 1 June examination
- Grade 8 - 4 oral tasks, 3 writing tasks, 2 tests and 1 June examination
- Grade 9 - 4 oral tasks, 3 writing tasks, 2 tests and 1 June examination

End of the year examination (60%)

The end of the year examination is comprised of oral and written tasks. The oral task, which is Paper 1, is 20.8%. The percentage should be generated from the four oral tasks undertaken during the course of the year. The written tasks, which should be administered under controlled conditions, comprise of two (2) and three (3) papers respectively for Grades 7 & 8, and Grade 9.

Grades 7 & 8

- Paper 2 – Comprehension and language in context, and response to literature
- Paper 3 – Writing (Literary, Essay and transactional texts)

Grades 9

- Paper 2 – Comprehension and language in context
- Paper 3 – Writing (Literary, Essay and transactional texts)
- Paper 4 – Response to literature

4.3.2 The form of tasks per term

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. It should be based on the knowledge and skills done during that term. Use the term plans for each grade to select the kind of activities and the set of skills required for each part of the formal assessment task. For example, if you set a creative writing piece in Grade 7, Term 1, in which learners are required to write a poem, ‘write sentences of the same length that rhyme’, as that is what would have been taught. If an information text is set in the first term, they will have to write using an appropriate frame or structure. Similarly for Listening and Speaking, learners would not be expected

to give a short talk in Grade 7, Term 1, as that is only taught later on.

Formal assessment must cater for a range of cognitive levels as shown below. A variety of types of questions such as multiple choice, cloze, comparison and direct questions should be used.

Table 1

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 points/ideas/pros/cons/… • Group the common elements/factors … • State the similarities/differences … • Give an outline of …	
Inference **(Level 3)**	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. • Explain the main idea … • Compare the ideas/attitudes/actions … • What is the writer's (or character's) intention/attitude/motivation/ reason … • Explain the cause/effect of … • What does an action/comment/attitude (etc.) reveal about the narrator/writer/character … • How does the metaphor/simile/image affect your understanding … • What, do you think, will be the outcome/effect (etc.) of an action/a situation …	**Level 3: 40%**

COGNITIVE LEVELS	ACTIVITY	PERCENTAGE OF TASK
Evaluation **(Level 4)**	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. • Do you think that what transpires is credible/realistic/possible …? • Is the writer's argument valid/logical/conclusive … • Discuss/Comment critically on the action/intention/motive/attitude/ suggestion/implication … • Do you agree with the view/statement/observation/interpretation that… • In your view, is the writer/narrator/character justified in suggesting/ advocating that … (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives … show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text.	**Levels 4 and 5: 20%**
Appreciation **(Level 5)**	These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). • Discuss your response to the text/incident/situation/conflict/ dilemma. • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language … • Discuss the effectiveness of the writer's style/introduction/ conclusion/imagery/metaphors/use of poetic techniques/literary devices …	

4.4 PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. A programme for assessment must be drawn up by the school indicating the dates on which tasks will be done.

Subject requirements

Requirements for the compilation of a task is given in percentages. Where the programme indicates 20 per cent for a language skill it means that in the final allocation of marks for that language skill should be 20 per cent of the total and not twenty marks. Schools are not confined to a suggested mark allocation for a language skill. The only requirement is that the weighting for each language skill should be observed as per the percentage stipulated in the assessment programme. For example in Grade 8, a language knowledge test may be set for 50 marks or more, as long as the final weighting does not exceed the weighting indicated in the assessment programme.

The following tables provide the formal assessment requirements for Home Languages:

Programme of Formal Assessment Tasks Tables

GRADE 7

FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 1**
Retell a story/discusses a poem/ dialogue/group/panel discussion	Descriptive/narrative essay Informal letter/review/dialogue	Comprehension and language use
FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	**TASK 2: TEST 2**	**TASK 3**
Listening comprehension/debate/ conversation/(un)prepared speech/ group discussion on giving instructions	**Literature: Contextual questions**	**Mid-year exam**inations Paper 2: Comprehension, language use and literature Paper 3: Writing: 1 essay and 1 transactional text
FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 3**
Role play - meeting procedures/(un) prepared reading/giving direction/ forum/panel discussion	Descriptive/Narrative essay Agenda and minutes	Comprehension and Language use OR Literature
FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS TERM 4		
TASK 1: ORAL	**TASK 2: END-OF-THE-YEAR EXAMINATION**	
Reading aloud/Debate/group discussion/(un)prepared speech	Paper 1:Oral Paper 2: Comprehension, Language and Literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	

GRADE 8

FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 1**
Group discussion - visual texts/listening comprehension/(un)prepared speech/ forum/group discussion/interview	Narrative/reflective essay Newspaper report/article	Language and comprehension
FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	**TASK 2: WRITING**	**TASK 8: MID-YEAR EXAMINATIONS**
Listening comprehension/giving directions/forum/panel discussion/ debate	Interview/instruction text/story review	Paper 1: Oral Paper 2: Comprehension, language use and literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)
FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 1**
Dialogue/(un)prepared speech/story telling/prepared reading	Descriptive/argumentative essay Informal letter/dialogue	Comprehension and language use
FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS FOR TERM 4		
TASK 1: ORAL	**TASK 2: END-OF-THE-YEAR EXAMINATION**	
Debate/conversation/group discussion/dialogue	Paper 1: Oral Paper 2: Comprehension, Language and Literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	

GRADE 9

FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 1**
Prepared reading/conversation	Descriptive/narrative essay Informal letter/review/dialogue	Comprehension and language use
FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: MID-YEAR EXAMINATION**
Unprepared reading/forum/group discussion	Review/documentary/notice/agenda and minutes	Paper 1:Oral Paper 2: Comprehension, Language (2hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to Literature (1hr 30 mins)
FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	**TASK 2: WRITING**	**TASK 3: TEST 2**
Prepared speech/role play/debate/ discussion of CV/will/testament	Descriptive/narrative/reflective/ argumentative essay Covering letter and CV	Comprehension and language use
FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS FOR TERM 4		
TASK 1: ORAL	**TASK 2: END-OF-THE-YEAR EXAMINATION**	
Debate/interview/conversation/prepared speech/(un) prepared speech/forum/group/panel discussion/listening comprehension/meeting procedures	Paper 1:Oral Paper 2: Comprehension, Language (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to Literature (1hr 30 mins)	

Formal Assessment Tasks per Grade

Table 1: Grade 7

FORMAL ASSESSMENT		
DURING THE YEAR	**END-OF-YEAR EXAMINATION**	
40%	**60%**	
School Based Assessment (SBA) –	**End-of-Year Exam Papers**	
10 Formal Assessment Tasks • **4 oral tasks** • **2 writing tasks** • **3 tests** • 1 examination (mid-year)	**Written examinations** Paper 2: Comprehension, language use and literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	**Oral Assessment Tasks: Paper 1** Listening and Speaking Reading aloud The oral tasks undertaken during the course of the year constitute the end-of-year assessment.

Table 2: Grades 8

FORMAL ASSESSMENT		
DURING THE YEAR	**END-OF-YEAR EXAMINATION**	
40%	**60%**	
School Based Assessment (SBA) –	**End-of-Year Exam Papers**	
10 Formal Assessment Tasks • **4 oral tasks** • **3 writing tasks** • **2 tests** • 1 examination (mid-year)	**Written examinations** Paper 2: Comprehension, language use and literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	**Oral Assessment Tasks: Paper 1** Listening and Speaking Reading aloud The oral tasks undertaken during the course of the year constitute the end-of-year assessment.

Table 3: Grade 9

FORMAL ASSESSMENT		
DURING THE YEAR	**END-OF-YEAR EXAMINATION**	
40%	**60%**	
School Based Assessment (SBA) –	**End-of-Year Exam Papers**	
10 Formal Assessment Tasks • **4 oral tasks** • **3 writing tasks** • **2 tests** • 1 examination (mid-year)	**Written examinations** Paper 2: Comprehension, language use (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to literature	**Oral Assessment Tasks: Paper 1** Listening and Speaking Reading aloud The oral tasks undertaken during the course of the year constitute the end-of-year assessment.

Format of examination papers – Grades 7-9

FORMAT OF EXAMINATION PAPERS (MID AND OF THE YEAR EXAMINATION)					
GRADE 7	**%**	**GRADE 8**	**%**	**GRADE 9**	**%**
Paper 1: Oral: Listening and Speaking (15) Reading aloud (15)	30	Paper 1: Oral: Listening and Speaking (15) Reading aloud (15)	30	Paper 1: Oral Listening and Speaking (15) Reading aloud (15)	30
Paper 2: Written Reading comprehension (15) Language in context (15) Response to literature (10)	40	Paper 2: Written Reading comprehension (15) Language in context (15) Response to literature (10)	40	Paper 2: Written Reading comprehension (10) Language in context (15) Summary (10 marks converted into 5 marks)	30
Paper 3: Written Writing – Essay (20) and transactional texts (10)	30	Paper 3: Written Writing – Essay (20) and transactional texts (10)	30	Paper 3: Written Writing – Essay (20) and transactional texts (10)	30
				Paper 4: Response to literature (10) • Poetry • Folklore • Short story • Novel • Drama (20 marks for each of the five genres converted into 10%)	10

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:

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 and provincial levels. The national of moderation may take place at selected provinces, districts and schools. Comprehensive and appropriate moderation practices must be put in place to enhance quality assurance of all subject assessments.

4.6.1 Formal Assessment (SBA)

- Grades 7 and 8 tests and examination are internally moderated. The subject advisor must moderate a sample of these tasks during his/her school visits to verify the standard of tasks and the internal moderation.
- Grade 9 tests and examinations must be moderated at district and provincial level. This process will be managed by the provincial education department.
- Subject advisors must moderate samples of tests and examination papers before they are written by learners to verify standards and guide teachers on the setting of these tasks.

4.6.2 Oral Assessment Tasks

- **Grade 7 - 9**: Each oral task which is to be used as part of the Programme of Assessment should be submitted to the head of department or subject head for moderation before learners attempt the task. Teachers should then assess the oral assessment tasks.
- The subject advisor or an assigned provincial moderator must moderate a sample of oral assessment tasks during his/her school visits to verify the standard of tasks and the internal moderation.
- A moderator delegated by the Department of Basic Education may moderate a sample of oral assessment tasks for grade 9.

4.7 GENERAL

This document should be read in conjunction with:

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

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

GLOSSARY

Active listening – when a person tries to put themselves in the place of the speaker and listens seriously to what he or she has to say.

acronym -a pronounceable abbreviated word formed from the first letter or letters in phrase or name e.g. ANA (Annual National Assessment), SONA (State of the Nation Address), SASA (South Africa's Schools Act), SOWETO (South Western Township), Soshanguve (Sotho, Shangaani, Nguni, Venda)

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

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

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

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

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

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

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

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

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

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

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

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

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

aphesis - in this case, you have dropped the unstessed vowel at the beginning of the word. These are the unintentional and casually spoken versions of the words. Perhaps the best example is 'cause instead of because

assessment – a continuous structured process of gathering information on learner competence in many different ways

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

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

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

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

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

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

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

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

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

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

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

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

clarify- making the meaning of the text clear to the reader

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

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

clipped - similar to truncation in that you are using a part of the word to form the abbreviation, but in this case you are using either the middle or the end. Common clipped abbreviations include phone (telephone), cell (cellular phone) and fridge (refridgerator), exam (examination), matric (matriculation)

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

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

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

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

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

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

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

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

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

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

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

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

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

continuous assessment – it involves assessment activities that are undertaken throughout the year

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

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

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

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

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

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

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

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

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

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

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

emotive language – language which arouses strong feelings

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

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

external assessment - assessment conducted by a body outside the institution, e.g. ANA, NSC, provincial paper

evaluate :form opinions, make judgments, and develop ideas from reading

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

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

2. Add. And with a fair degree of grammatical control (though perhaps not total grammatical accuracy).

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

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

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

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

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

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

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

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

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

hyperbole – a deliberate exaggeration (e.g. to describe something in such a way that it seems much bigger than it really is: 'He gave me a mountainous plate of food.')

image – a picture or visual representation of something

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

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

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

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

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

initialism - also called aphabetism, this is a group of letters, each pronounced seperately (unlike accronmys), used as an abbreviation for a name or expression. Examples include: HIV, SA, SABC, CD, TV, DBE

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

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

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

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

2. Add. And distinguishes between statements and questions and indicates the speaker's attitude or feelings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

onomatopoeia – the use of words to recreate the sounds they describe

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

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

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

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

paronym – word formed from a foreign word

personification – attributing human characteristics to non-human things

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

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

portmanteau - the blending of two or more words will give you a portmanteau. The examples include liger (lion and tiger), brunch (breakfast and lunch), spork (spoon and fork), skort (shorts and skirts), and brinner (breakfast and dinner)

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

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

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

redundancy – the use of words, phrases and sentences which can be omitted without any loss of meaning

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

report - (formal and informal) Giving exact feedback of a situation, e.g. accident

rereading - : Rereading is a reading strategy that gives the reader another chance to make sense out of a challenging text.

restating:- Restating is a reading strategy where the reader will retell, shorten, or summarize the meaning of a passage or chapter, either orally or in written form.

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

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

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

rhythm – a regular and repeated pattern of sounds

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

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

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

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

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

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

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

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

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

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

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

symbol – something which stands for or represents something else

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

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

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

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

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

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

truncation - this type of abbreviation consists only of the first part of a word. These are most often used when reffering to proper titles such as months of the year or days of the week, e.g. Mon., Fri., Apr., Oct.

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

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

verbosity – language using more words than are needed

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

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

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

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