



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT Grades 7 - 9

LANGUAGES ENGLISH HOME LANGUAGES

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) National 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contemplated in subparagraphs (a) and (b) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R – 12 (January 2012)* during the period 2012-2014: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 Statement 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	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(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 R – 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 Science and Technology	3,5
Social Sciences	3
Life Skills	4
▪ Creative Arts	(1,5)
▪ Physical Education	(1)
▪ Personal and Social Well-being	(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 Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Arts and Culture	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 <u>Annexure B, Tables B1-B8</u> of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12</i> , 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 National Curriculum Statement Grades R – 12 (NCS) subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

Introducing the Languages

2.1 Languages in the 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 than it is; clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

Language learning includes all the official languages – 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.

Language levels

Learners will have different starting points in their home and first additional language, because they already have a good knowledge of their home language when they arrive at school. 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. Therefore the names Home Language, First Additional and Second Additional Languages refer rather to the proficiency levels at which the language is offered and not the practised status, i.e. home language or acquired, as in the additional languages. For the purposes of this policy, any reference to home language should be understood to refer to the level and not the language status itself. However, by the end of Grade 9, learners should be able to use both languages offered to demonstrate the competences described in the Critical Outcomes.

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. There is emphasis on the teaching of the listening, speaking, reading and writing skills in 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 that of the reading and writing skills.

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

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

By the time learners enter grade 10, they should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in Grades 10-12, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in Grade 12. These standards must be such that learners can use their additional language at a high level of proficiency to prepare them for further or higher education or the world of work.

2.2 Specific aims of learning languages:

Learning a language should enable learners to:

- Develop listening, speaking reading and writing skills
- sustain, develop and transform identities; to sustain relationships in family and community; and for personal growth and pleasure.
- Support learners' scientific language learning
- communicate appropriately and effectively in a variety of social contexts.
- develop tools for thinking and reasoning, and to provide access to information.
- create, interpret and play imaginatively with oral, visual and written texts.
- understand and appreciate languages and cultures, and the heritage they carry.
- assert oneself and challenge others; to persuade others of a particular point of view; to position oneself and others; and to sustain, develop and transform identities.
- understand the relationships between language, power and identity, and to challenge uses of these where necessary; to understand the dynamic nature of culture; and to resist persuasion and positioning where necessary.

2.3 Overview of the language curriculum

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

Language skills	
Listening • Listening process • Pre-listening • During listening • After listening • Listening for specific information • Listening for critical analysis and evaluation • Listening for appreciation Speaking • The speaking process and strategies • Planning, researching and organising • Presenting • Features and conventions of oral communication texts	Reading and Viewing • Reading process • Pre-reading • Reading • Post reading • Techniques and strategies used during the reading process • Vocabulary development and language use • Sentence construction and the organisation of texts • Features of literary texts Writing and Presenting Process writing • Planning / Pre-writing • Drafting • Revising • Editing • Proofreading • Presenting • Language structures and conventions during the writing process • Features of texts produced Language structures and conventions

2.4 Rationale for teaching the language skills

The table below indicates the main skills in the Language curriculum.

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

Listening and speaking are central to learning in all subjects. Through effective listening and speaking strategies, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language. All these oral communication skills are conveyed through the appropriate use of language structures. The learning of language structure should aid successful communication and be linked with the functional uses of language in different social settings, e.g. expressing one's thoughts or feelings; introducing people; giving directions and instructions.

Reading and viewing are central to successful learning across the curriculum, as well as for full participation in society and the world of work. Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts. Learners recognise how genre and register reflect the purpose, audience and context of texts. The understanding and interpretation of written and visual material is determined by the learners' knowledge of language structures, conventions and their own life experiences. Language structures help learners to understand the way in which texts are structured. Learners must apply pre-reading, reading and post-reading strategies that help them to comprehend and interpret a wide variety of texts e.g. predicting, clarifying, evaluating. Learners must apply pre-reading strategies such as skimming and scanning text features, parts of a book and structure of paragraphs /texts and learn how they contribute to meaning. Learners must be assisted to acquire vocabulary through reading a wide variety of texts. **By this final phase of schooling, however, many of these activities should need little individual emphasis: they have been part of the learners' progress through preceding phases.**

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

The above skills should be integrated. In integrating these skills, the focus on one skill can lead to practice in another. For example, a learner involved in a debate will read an argumentative/discursive essay and then produce his own written argumentative / discursive essay using language structures such as synonyms and antonyms, negations and conjunctions, etc.

Language structures and conventions play an important role in understanding and producing oral and written texts and should therefore be integrated with the above-mentioned language skills.

2.5 Language Teaching Approaches

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

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

A **text-based approach** teaches learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. Authentic texts are the main source of content and context for the communicative, integrated learning and teaching of languages. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

A **communicative approach** suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language. Learners learn to read by doing a great deal of reading and learn to write by doing much writing.

The process approach is used when learners 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 Literature is not about right answers: the idea that, for example, a poem can mean anything as long as one can 'prove it' from the text is fallacious and leads to careless thinking about how literature works. 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 presented to learners as a set of tools they can use rather than a set of rules about what not to do.
- Grammar should be taught for constructing texts in their context of use - it is concerned, in other words, with real language.
- The application of grammar should not be restricted to the analysis of isolated sentences – it should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters, reports which learners learn read and write in school.
- Use authentic materials such as dialogues, interviews, 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.

2.6 Time allocation in the curriculum

The Home Language curriculum is based on 5 hours per week in a 40 week academic year. All language content is presented in this document in a two-week cycle, that is, 10 hours per two-week cycle. **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 10 and 11 is 36 weeks. Four weeks are for examination purposes. The Home Language time in Grade 12 is 30 weeks. Ten weeks are for examination purposes.

Timetabling should make provision for one continuous double period per week.

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

GRADES	TIME ALLOCATION PER WEEK (HOURS)	Time allocation over 2 weeks for the skills to be attempted	
7-9	5	2 hours listening and speaking	
		4 hours reading	2 h comprehension
			2 h literary texts
		4 hours writing and presenting	

2.7 Requirements to offer Home Language as a subject

2.7.1 Learners

LTSM	GRADES 7 - 9
Core materials	
Prescribed language textbook	√
Dictionary	√
Literature genre	
Novel/Folklore	√
Short stories	√
Film study	√
Drama	√
Poetry	√
Media materials	
Newspapers	√
Magazines	√
Radio talks/dramas	√
Television shows/dramas/documentaries	√

2.7.2 Teacher

The teacher 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)

2.7.3 Resources

Listening and Speaking	Reading and Viewing	Writing and Presenting
• Recommended Textbooks • Oral, visual, audio-visual and multi-media texts such as magazine articles, newspapers, cartoons, advertisements • Dictionaries/Thesaurus • Audio texts (listening comprehension) • Telephone directories, TV guides and schedules • Transactional and creative texts • Reference and informational texts • Texts for enrichment • Audio-visual texts (Films, television programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos)	• Visual, audio and multi-media texts such as films, television, radio drama magazine articles, newspapers, cartoons, advertisements • Recommended literary texts as included in the National Literature Catalogue: • Novel • Folklore (African Languages) / short stories (English & Afrikaans)/ film study (English & Afrikaans)/ • Drama • Poetry • Transactional and creative texts	• Transactional texts • Creative texts • Reference and informational texts • Oral, visual and multi-media texts

SECTION 3

Content and Teaching Plans for Language Skills

This section is divided into TWO components, the contents for the language skills and the Teaching Plans.

3.1 Listening and Speaking

Listening process

- **Pre-listening** – to prepare/orientate learners towards a text. (Set the context, generate interest, activate vocabulary, predict content, activate existing knowledge, build prior knowledge, review standards for listening and establish purpose)
- **During listening** – questioning, recognising, matching, note-taking, interpreting (analysing the message, speaker and speakers' evidence, make mental connections, find meaning, ask questions, make inferences and confirm predictions, reflect and evaluate).
- **Post-listening** – asking questions, talk about what the speaker said, summarise the presentation orally, review notes, analyse and evaluate critically what you have heard, do role play, give personal views, relate content to own experience and reflect on the presentation.

Learners must understand the listening and speaking processes and must be able to:

Listen 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 students in this phase, and teachers need to work only with such processes as they feel their class is still in need of.

- Stimulate /activate background 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

Listen 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 your poem so that your understanding of the words is clear.

- Identify and interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping
- Distinguish between facts and opinions
- 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

Listening for appreciation.

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
- 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

Speaking

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

- Planning, researching and organising
- 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
- Choosing appropriate 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 and acronyms
 - 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 their values and attitudes, bias, stereotypes, emotive, persuasive and manipulative language e.g. in a persuasive speech and ability to use
- 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.

Presenting

Learners must be able to demonstrating 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 argument - 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

Features and conventions of oral communication texts

Prepared speech

- Choosing an appropriate research topic
 - Some form of research should be evident
 - A shape (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

- Some sense of structure
- Appropriate to the purpose
- Register and tone appropriate to the audience
- Short but effective

Prepared Reading (Reading aloud)

- 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

Unprepared reading (reading aloud)

- 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

Dialogue

- Reflects 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

Interview

- 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)
- Using interviewing techniques in phases:
 - Introduction (identifying self; stating purpose)
 - Rapport (creating atmosphere of trust)
 - Questions (ask general to specific, relevant questions; use mature, sensitive, respectful persuasive language; listen actively; evaluate response, respond effectively to demonstrate knowledge)
 - Summary (record responses by taking notes; summarise; sequence and arrange responses and important details in logical order)
 - Closure (thank interviewee; provide contact details)

Giving directions

- Use **directions** when telling someone how to get somewhere.
- Use mostly the imperative form
- Using the second person representing an interaction between the speaker and the listener.
- Consider the following when giving direction:
 - 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

Instructions

- 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

- Presents 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 shape (introduction, body and conclusion) should be there
 - Clear logical links with topic and reflects correct facts 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; Present in a formal , neutral (informative) style, Delivered 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. Using 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. Writing 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

Forum Discussion

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

Informal discussion / conversation

- Initiate and sustain conversations
- Turn taking conventions

- Defend a position
- Negotiate
- Fill in gaps and encourage the speaker
- Share ideas and experiences and show understanding of concepts

Debate :

- Resolution: the statement about which two teams argue e.g. Who rules in a democracy?
- Rebuttals: explains why one team disagrees with the other team
- The affirmative speakers: agree with the resolution/proposition. The affirmative team always has the burden of proof and they begin and end the debate
- Negative speakers: Disagree with the resolution by presenting a logical negative case which refutes the affirmative and supports the status

Ensure that:

- Emotive and persuasive language is used
- Opinions expressed are supported by using reliable source material
- Arguments are well-balanced by expressing both agreement and disagreement

Debate procedures

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

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

Length of texts to be used for listening comprehension

Texts	Grades	Number of Words
• Oral, visual, audio-visual and multi-media texts such as magazine articles, newspapers, cartoons, advertisements • Dictionaries / Thesaurus • Audio texts (listening comprehension: one minute long clip for Grades 7 and 8, and two minute long clip for Grade 9) • Telephone directories, TV guides and schedules • Transactional and creative texts • Referential and informational texts • Texts for enrichment • Audio-visual texts (Films, television programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos)	Grade 7	150 words
	Grade 8	200 words
	Grade 9	250 words
OR a 20 minute test (inclusive of one minute audio clip {Grades 7 & 8}, and two minute audio clip {Grade 9} and answering questions)		

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 – 3 minutes
Interviews	8 – 10 minutes
Prepared reading	2 – 3 minutes
Prepared speeches, report, review	2 – 3 minutes
Storytelling	5 – 7 minutes
Meeting and procedures	4 – 7 minutes

3.2 Reading and Viewing

Reading instruction may involve three steps to enhance 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. **Reading** activities would help them analyse its structure and language features in more detail. **Post-reading** might involve learners in trying to reproduce the genre in a written text of their own.

Reading process

- Pre-reading activities
- While-Reading activities
- Post- reading activities

Techniques and strategies used during the reading process

Pre-reading activities

[Learners may be prepared for the text in various ways depending on the type of the text and the level of the learner. It 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

During reading activities

- 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 / paragraph as per required length
- Clarifying issues
- Making inferences
- Explaining / evaluating writer's inferences and conclusions

Post-reading activities

- Drawing conclusions / own opinion
- Evaluating/ discuss different interpretations of a text
- Comparing and contrasting
- Synthesizing/ writing a summary
- Exploit the text for grammar and vocabulary learning, e.g. re-write in a different tense,

- 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.

Interpret 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 use of font types and sizes, headings and captions
- Analyze, interpret, evaluate and respond to a range of cartoons/comic strips

Vocabulary development and language use

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

- Figurative language and rhetorical devices: idioms, idiomatic expressions, proverbs, figures of speech (simile, metaphor, personification, onomatopoeia, hyperbole, contrast, irony, wit, sarcasm, anti-climax, symbol, oxymoron, pun, understatement)
- Use of dictionaries, thesauruses and other reference books to determine the meaning, spelling, pronunciation, syllabication and part of speech of unfamiliar words
- Identify the meaning of common prefixes (e.g., bi, *un-* or *re*) and common suffixes (e.g., *-ful*).
- Determine the meaning of words and their connections to word families using knowledge of common roots, suffixes and prefixes
- Use surrounding textual context (e.g., in-sentence definitions), cues (e.g., commas, quotes) and graphic cues (bold face) to determine the meaning of unfamiliar words
- Demonstrate understanding of common phrases.
- Evaluate how words from various cultural origins impact on text (e.g. Latin- and Greek based words, street slang, dialects, ethnic terms).
- Distinguish between commonly confused words homophones, homonyms, homographs, synonyms (i.e., *illusion*; *complement/compliment*; *imply/infer*)
- Develop lists of homonyms, synonyms, and antonyms;
- Retell story or sentence using different words (synonyms or antonyms)
- Retell stories substituting synonyms and antonyms for original words
- Use one word for a phrase
- Use borrowed and inherited words, new words

- Use collocations

Sentence construction and the organisation of texts

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

- Identify, explain and analyse the meaning and functions of language structures and conventions in texts:
 - Transitional words / conjunctions: First of all; on the one hand ...; firstly; because
 - A wide range of abbreviations and acronyms
 - Gender, plurals and diminutives
 - Comparative and superlative degrees of adjectives and adverbs
 - Verb forms and auxiliaries to express tense and mood accurately
 - Negative forms
 - Subject, object, and predicate
 - Simple, compound, complex, compound complex sentences by using clauses, phrases and conjunctions
 - Active and passive voice
 - Direct and indirect speech
 - Correct word order
 - Article, infinitive, copulative, prepositions
 - Punctuation
- Analyse the structure / organisation of texts that are used across the curriculum and related signal words: chronological / sequential order, explanation, cause and effect, procedure, compare/contrast, order of importance, spatial order, choice paragraph, classification paragraph, description paragraph, evaluation paragraph, definition paragraph, expositions, concluding paragraph (see paragraph writing for transition words)

Features of literary texts

Writers only have text to reveal their thoughts. Good writers are particularly sensitive to the subtlety and variety of the English language, even in its simplest forms. While it is important that literary features and their construction, and impact are studied, it is more important to understand the impact of the features on the message and the message the writer intends to convey to the audience.

Poetry:

There are essentially only two questions a learner needs to ask of a poem: What is being said? How do I know? The second question adds conviction to the answer of the first; the first determines what the second question will reveal. All literary writers write because they have something to say—something they consider at least interesting, and usually of some importance to the cultural group for which they are writing. We study the text to support, corroborate, clarify and reveal what writers have to say to us. 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
- internal structure of a poem, figures of speech/ imagery, word choice (diction), sound devices, tone, rhetorical devices, emotional responses
- external structure of a poem, lines, words, stanzas, rhyme, link, rhythm, punctuation, refrain, repetition, alliteration (consonance and assonance), enjambment

Drama

Drama is not only about words and language: it is about movement, voice, light and dark; interaction; staging. How the play moves (the pace) is essential; how characters interact, what they are doing when they are not talking; how facial expression can shift the meaning of a line—all this can be lost if 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

Novel / Short stories/Folklore: folktales, legends, myth

Novels and other prose forms of story-telling need to be read, discussed, enjoyed. Reading the texts aloud in class is often of great value, especially if learners are not keen readers, or have some resistance to reading. Read fast, and keep the interest alive by using the simple reading acts of anticipation or prediction; evaluation;

and appreciation. Simple activities involving imaginative summary (summarising the story so far to a friend in a limited number of words; keeping a visual graph going in the classroom; opening dossiers of key characters; looking for and noting, appearances of words and images that emphasise ideas and themes in the novel) can help to keep the learners up to speed. After the first reading, learners need to become aware of the differences between narrative (*what* happens next?) and plot (*why* does that happen?); explore possible meanings and interpretations of the story; examine how the writer has used language to create character (description and direct speech); how characters interact; setting (descriptive language, and incidental references throughout the novel); and where necessary attempt to unravel underlying ideas, thoughts and ideologies that control the direction of the novel as a whole. All cultures, and most people, live lives imbued with stories. Whatever the teacher does with novels and stories in the classroom, the sheer pleasure of engaging in a good story must remain paramount.

The following aspects will enhance the learners' understanding of the text:

- plot, subplot (exposition, rising action, conflict, climax, falling action/anticlimax, resolution, foreshadowing and flashback)
- conflict
- characterization
- role of narrator
- messages and themes
- background, setting and relate to character and theme
- mood, ironic twist / ending

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 especial attention. 'Reading' a film with sensitivity and accuracy depends in large measure on the extent to which the viewer is conscious of editing, cutting, camera shots, montage, 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.

TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE SKILLS, GRADE 7 – 9

In addition to literary texts for formal study, genres to be covered in grades 7 – 9 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 of genres and as models for writing

Literary texts Recommended Genres THREE of the following recommended literary genres included in the National Literature Catalogue: Novel/Folklore Grade 7 – 6 folktales Grade 8 – 6 folktales Grade 9 – 8 folktales Short stories (Grades 7-9) Grade 7 – 5 short stories Grade 8 – 5 short stories Grade 9 – 6 short stories Drama One/two-act plays (Gr. 7&8) Grade 9 – 2 radio dramas Poetry Grade 7 – 8 poems Grade 8 – 8 poems Grade 9 – 9 poems Enrichment Films Selected TV series/ documentaries Radio dramas Essays Biographies Autobiographies Folk tales Myths and legends	Written texts for information Dictionaries Encyclopaedias Schedules Telephone directories Textbooks Thesaurus Timetables TV guides Written texts in the media Magazine articles Newspaper articles Editorials Notices 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	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 Advertisements on radio, TV newspapers and magazines
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Length of written texts to be used / read

	Grade 7	400-500 words			
	Grade 8	500-600 words			
	Grade 9	600-700 words			
			Length of summary		
Summary	Grade 7	200 words	50 – 60 words		
	Grade 8	275 words	60 – 70 words		
	Grade 9	320 words	70 - 80 words		

3.3 WRITING AND PRESENTING: PROCESS, CONTENT, STRATEGIES AND TEXTS

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. The writing process consists of the following:

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

During the writing process learners should do the following:

Planning/ Pre-writing

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

Drafting

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

- Include specific details of the required text (use of quotations, substantiating and motivating the argument)

Revising, editing, proofreading and presenting

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

Language structures and conventions during the writing process

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

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 in a way that is individual
- Show passion towards message
- Use different points of view/perspective

Language conventions (spelling and punctuation):

- Use of capitals, commas, quotation marks, colons, underlining, italics, semi colons, apostrophe, hyphens, dashes, parentheses

Spelling

- Use knowledge of spelling patterns and rules to spell words correctly:
 - Knowledge of word patterns and families
 - Knowledge of roots, prefixes and suffixes
 - Knowledge of syllabication
- Use dictionaries and spell checkers
- Use abbreviation forms and acronyms appropriate to different media and audiences

Features of texts produced

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

For enrichment: Expository essay

- 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

Descriptive essay

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

- Describe someone / something to allow 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, discursive and reflective essays

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

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

Literary essay

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

- Advance a judgement that is interpretative, analytical, evaluative or reflective
- Support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors
- Analyse the writers' style of using stylistic devices and express an appreciation of the effects the devices create
- Discuss briefly:
 - The genre
 - The setting
 - Characterization
 - Style of writing
 - The atmosphere
 - The plot – only the outline of the story
 - Conclusion and suitability
 - Your judgement and rating
- Identify and assess the impact of possible ambiguities, nuances, and complexities within texts

- Anticipate and answer readers' questions, counterclaims

Official / Formal letter

While the writing of friendly/ informal letter has 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, 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 to the point; 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

- 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 yourself for a entirely imaginary committee and have the learners write up what they think the minutes could have been, carefully sticking to your agenda. This is, of course, a completely different writing activity from writing real minutes.

- Give an outline of what is to be discussed at a meeting
- Send 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
 - List and collect items that the meeting may need to address and,
- Arrange the items according to their importance beforehand

- Determine how much time would be allocated to each item

Minutes

- Record what happened at a meeting
- Adopt the minutes as a true record in the following meeting to be binding, and remain so until it can be revoked
- 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

Speech, dialogue, interview

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

Speech

- Start and adapt the style to be used, when, where, why (purpose), who (audience) and what
- Opener attracts attention
- Develop points well and avoid clichés
- Decide where to pause and where to use gestures (naturally) and for what purpose. (Keep eye-contact.)
- 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
- Use notes is optional, and only for reference
- Use language that expresses maturity, values and background

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

Interview

- Probe the interviewee by asking questions
- Portray the interviewee's strong points, talents, weak points, etc.
- 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

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

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 gush or vitriol. 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
- Reflect, as a result, subjectivity. Two reviewers may respond differently to the same text
- Giving relevant facts, for example, the name of the author/producer/artist, the title of the book/work, the name of the publisher/production company, as well as the price (where applicable)

Newspaper article

- State facts briefly but accurately.
- Strive to communicate the essence without losing the reader
- Summarise accurately, without slanting the truth
- Give a succinct title and add a clear sub-title
- Start with the most important facts: the who, what, how, when, where, why and to what degree

Magazine article

More often than not, in magazine articles the personal likes and dislikes and the stylistic idiosyncrasies of the writer are foremost, and this should be encouraged in 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

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.

- 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 event
- 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 direction

- 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
 - Always 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

Giving Instructions

- Give instructions when describing how something is done.
- Instructions must be in chronological order.

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?)
 - Appeals (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.)

Filling in a form

- Use 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

LENGTH OF WRITTEN TEXTS TO BE PRODUCED

Texts	Grades	Poetry	Novel / drama / folklore	
Literary Essays				
	Grade 7	100 - 120 words	200 – 250 words	
	Grade 8	120 – 150 words	250 - 300 words	
	Grade 9	150– 200 words	300 – 350 words	
Essays Narrative/ descriptive/ reflective/argumentative / discursive / expository		Grades		
		Grade 7	120 – 140 words	
		Grade 8	140 – 160 words	
		Grade 9	160 – 180 words	
Transactional texts		Grade 7	120 – 140 words (content only)	
Curriculum Vitae and Covering letter/		Grade 8	140 – 160 words	

Written interviews/ Dialogues/ Formal and informal letters to the press/ Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters/ Magazine / newspaper articles and columns/ Memoranda/ Minutes and agendas (asked as a combination)/ Obituaries/ Reports (formal and informal)/ Reviews/ Written formal and informal speeches		(content only)	
	Grade 9	160 – 180 words (content only)	
Shorter transactional texts: Advertisements/instructions/directions/diary entries/ application letter in combination with application forms	Grade 7	50 – 70 words	
	Grade 8	50 – 70 words	
	Grade 9	50 – 70 words	

3.4 Language structures and conventions (reference chart)

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 be taught explicitly with time set aside as required.

Language structures and conventions (reference chart)	
Language structures	Types and conjugations
Parts of words	Prefixes, roots and suffixes
Nouns	abstract nouns concrete nouns simple nouns common nouns complex nouns compound collective (un)countable proper nouns predicate and object gender

	plural diminutives augmentatives articles nouns derived from other parts of speech
Pronouns	relative clause demonstrative pronouns possessive personal reflexive
Verbs and modalities	present perfect progressive passive: present progressive passive: present perfect passive: future dual use of some nouns/verbs gerunds/ infinitives main verbs transitive, intransitive finite, non-finite copulative regular, irregular phrasal stative verbal extensions (derivatives) auxiliary linked to modals: • subjunctive • imperative • potential • indicative • conditional
Adjectives	comparative

	- superlative - numerical - demonstrative - relative
Adverbs	- participles - of possibility - of opinion - of time - of manner - of place - of frequency
Question forms	- positive forms - negative forms of information questions - with modals
Prepositions / locatives	- with a variety of phrasal verbs - movement - place - time
Clauses and sentences	- complex, with addition of second subordinate clause - complex, with relative clause(s) - direct and indirect speech - relative clause - noun clause - compound - complex compound - correct word order - concord - active and passive voice - negation
Paragraphs (using conjunctions and	Chronological /sequential order: first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards.

transition words)	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 Concluding paragraph: to conclude, to sum up, in summary, in short, as you can see
Interjectives / ideophones	E.g. boom, splash
Exclamations	E.g. Oh, wow
Vocabulary development and figurative language	synonyms antonyms paronyms polysemes homonyms homophones one word for a phrase figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche) idiomatic expressions / idioms / proverbs borrowed, inherited, new words (neologisms) and etymology (origin of words)

Punctuation	hyphen colon, semi-colon apostrophe quotation marks parentheses ellipses
Spelling	spelling patterns spelling rules and conventions abbreviations acronyms

3.5 Teaching plans

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

- Participate in a listening and speaking exercise
- Read a comprehension passage and answer questions or develop a summary
- Read prescribed literature
- Write an essay or a long and short transactional piece
- Develop and practise knowledge of language structures and conventions for communicative purposes (speaking, listening, reading and writing)

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

The number and nature of formal assessment **tasks are given at the end of each term**. More tasks can be given, but they might not be marked by the teacher unless he/she chooses to do so.

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

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

The skills, content and strategies below are not exhaustive. The teacher must refer to the more detailed list of the skills, content and strategies in Section 3.1 – 3.4

The teaching of language structures is text-based and communicative. It must not be done in isolation. The arrangement of the teaching plan is such that the language structures are incorporated and integrated with the teaching of the other skills. Refer to the Section 3.4 for a list of language structures that must be taught.

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 essay or descriptive. 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.

GRADE 7 TERM 1 CONTENT				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
1 and 2	Listening and speaking strategies Listen to a text such as a story - Identify main and supporting ideas - Take notes - Share ideas and experiences en show understanding of concepts Oral forms of communication e.g. Group discussion / interview - Ask questions Duration: 2h	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, contrasted) 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 Readingr comprehension and reading strategies - Skimming and Scanning - Intensive reading - Visualization - Inferring meaning and conclusions - Fact and opinion - Meaning of words Duration: 4h	Write a narrative paragraph Paragraph conventions: - Topic sentence of paragraph - Main and supporting ideas - Conjunction 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 - Editing - Proof reading - Rewriting - Presentation Writes a story based on a personal experience. Duration: 4h	Word level: common nouns, finite verbs Sentence level: simple sentences, statements, simple present tense, simple past tense Word meaning: synonyms Punctuation

3 and 4	Listening and speaking strategies Listens and talks about a poem / book cover • 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 Duration: 2h	Literary text short stories / poems Reading methods • Guided reading, • Shared reading • Group reading • 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 Duration: 4h	Creative writing own poem / book cover Paragraph conventions: • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunction for cohesion • Use a variety of sentence types, lengths and structures Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: common nouns, finite verbs, pronouns, possessive pronouns Sentence level: simple sentences, statements, simple present tense, simple past tense Word meaning: antonyms, figurative Punctuation: full stop, comma
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	Listening and speaking strategies Conversation/dialogue: - Identify main and supporting ideas - Take notes - Answer questions Oral communication such as interview / dialogue / panel discussion. - Take part in informal conversations about simple topics - Find correct register - Maintaining the conversation Duration: 2h	Literary text such as short stories / folklore / 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, contrasted) 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 Duration: 4 h	Write a dialogue / interview - 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 - Editing - Proof reading - Rewriting - Presentation Duration: 4 h	Word level: common 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, literal, Punctuation:
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7 and 8	Listening and speaking strategies • 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 Discuss why there is not a single meaning within a poem and why poems are open to interpretation Relate content to own experience Duration: 2h	Literary text such as short stories / folklore / 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, contrasted) OR 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 Duration : 4h	Long transactional text such as a Informal letter / short report • Requirements of format, style, • Target audience purpose and context • Paragraph cohesion • Word choice Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: proper nouns, singular and plural, adjectives, degrees of comparison. Sentence level:, simple present tense, simple past tense Word meaning: synonyms Punctuation
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9 and 10	Listening and speaking strategies Listen comprehension • Explain listening process • Take notes • Write answers Duration: 2h	Literary text like youth novel / 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, contrasted)	Write a narrative / descriptive essay Paragraph conventions: • <i>Topic sentence of paragraph</i> • <i>Main and supporting ideas</i> • <i>Logical order of paragraphs</i> • <i>Conjunction for cohesion</i> • <i>Use a variety of sentence types, lengths and structures</i> Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Present essay for assessment	Word level: common nouns, finite verbs Sentence level: simple sentences, statements, simple present tense, simple past tense Word meaning: synonyms Punctuation
		OR 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 • Summarizing (points / paragraphs) Duration: 4h	Duration: 4 h	
Assessment for Term 1				
	TASK 1: Oral	TASK 2: Writing	TASK 3: Writing	Task 4: Test 1
	Prepared reading/ conversation	Transactional Writing: Informal letter/ short report/dialogue	Descriptive paragraph	Comprehension and language use

GRADE 7 TERM 2				
CONTENT				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
11 and 12	Listening and speaking strategies Debate Listening comprehension: • Explain listening process • Take notes • Write answers Oral communication such as tell a story / TV presentation • • Duration: 2h	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, contrasted) 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 Duration: 4h	Writing: Narrative / Descriptive essay Paragraph conventions: • <i>Topic sentence of paragraph</i> • <i>Main and supporting ideas</i> • <i>Logical order of paragraphs</i> • <i>Conjunction for cohesion</i> • <i>Use a variety of sentence types, lengths and structures</i> Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: Complex nouns, predicate and object, dual use of some nouns, finite verbs, Adjective: comparative, superlative Sentence level: simple sentences, statements, simple present tense, simple past tense Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop, comma

13 and 14	Listening and speaking strategies Listening comprehension (written text / TV news presentation) • Explain listening process • Take notes • Write answers Different forms of oral communication Debate (debate procedures / Forum discussion) • Follow procedures • Choose appropriate topic • Organise information cohesive • Identify correct vocabulary, language structures Duration : 2h	Literary text such as 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, contrasted) Reading / viewing for comprehension (use written and / or visual text such as graphs) • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Manipulative language • Formal / informal language Duration: 4h	Short transactional texts: Advertisement / posters • Requirements of format • Purpose, target group and context • Dividing of paragraphs • 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 • Editing • Proof reading • Rewriting • Presentation Duration:4h	Word level: Proper nouns, gender, plural, Adjective: demonstrative, relative Sentence level: direct and indirect speech Word meaning: synonyms, antonyms, literal, figurative Punctuation: colon; semi-colon
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15 and 16	Listening and speaking strategies Prepared / unprepared leading aloud or speaking Group / class discussion • Choose a topic • Share ideas • Take turns and listen intensive • Fill gaps Duration: 2h	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, contrasted) OR 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 Duration: 4h	Shorter transactional texts such as s instructions • Requirements of format, style • Target audience purpose and context • Paragraph cohesion • Word choice and sentence structure Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: Adjective: numerical Sentence level: active and passive voice Word meaning: idioms and proverbs Punctuation: hyphen; apostrophe
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17 and 18	Listening and speaking strategies Interview:/ role play / investigation • Compile questionnaire • Report findings Duration: 2h	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, contrasted)	Write a narrative/ descriptive/ argumentative paragraph Paragraph conventions: • <i>Topic sentence of paragraph</i> • <i>Main and supporting ideas</i> • <i>Logical order of paragraphs</i> • <i>Conjunction for cohesion</i> • <i>Use a variety of sentence types, lengths and structures</i> Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: Transitive and intransitive verbs Sentence level: , Passive: present progressive; Word meaning: synonyms, antonyms, literal, figurative Punctuation: colon; quotation marks
	Formal Assessment Tasks Term 2			
19 and 20	TASK 5: Oral	TASK 6: Test 2	TASK 7: Writing	TASK 8
	Listening comprehension /investigation/ role play	Literature: Contextual questions	Transactional text: Instructions/ poster/advertisement	Mid-year examinations Paper 1: Comprehension, language use and literature Paper 2: Writing
GRADE 7 TERM 3 CONTENT				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structure and use

21 and 22	Listening and speaking strategies Listening comprehension • Explain listening process • Take notes Write answers Different forms of oral communication Dialogue / Forums, panel discussions, Choose appropriate topic Organize information cohesive Identify correct vocabulary, language structures OR Prepared / unprepared reading Duration: 2h	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, contrasted) Reading / viewing for comprehension • Skimming • Scanning • Summarize • Visualization • Make inferences () • Meaning of words Duration: 2h	Short transactional texts such as questionnaires, filling in of forms / short reports : • Write short reports and descriptions following the reading and discussion activities. • Purpose, target group and format • Use appropriate words and style Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 2h	Word level: common nouns; collective; <u>adverbs</u> of manner and time Sentence level: noun clauses, compound Word meaning: synonyms, antonyms, homonyms Punctuation:
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23 and 24	Listening and speaking strategies Different forms of oral communication Dramatisation, Dialogue, etc. Interview 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 Duration: 2h	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, contrasted) 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 Duration::4h	Longer transactional texts e.g. Formal / informal letters / written interview/ dialogue • Requirements of format, style • Target audience purpose and context • Word choice Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: proper nouns, singular and plural Adjective: comparative, superlative Sentence level: complex with relative clauses; direct and indirect speech. Word meaning: roots of words Punctuation
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25 and 26	Listening and speaking strategies Listening comprehension (written text / TV news presentation) • Explain listening process • Take notes Write answers Different forms of oral communication Story telling /demonstrate / debate / group discussion ⇄ Devise a Role play related to the theme of the text they listened to ▪ Planning, research, organising, presenting ▪ Speaking skills Duration: 2h	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, contrasted) 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 • Summary Duration: 4h	Longer t transactional texts e.g. Notice, agenda and minutes, eye witness report) • 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 • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: Pronouns: personal, demonstrative, possessive. Sentence level: simple present tense, simple past tense Word meaning: Verbal extensions (derivatives) Punctuation:
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27 and 28	Listening and speaking strategies Prepared speech/ report on research work ▪ Purpose, target group and context • Some form of research should be evident • A shape (introduction, body and conclusion) • Clear logical links with topic. • An argument or point of view that triggers a thoughtful response in others. Duration: 2h	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 Duration: 4h	Long/short transactional texts : newspaper text / instructions/ directions/ invitation / diary entries/ filling-in forms in combination with application letter/ flyers. • Requirements of format, style • Target audience purpose and context • Word choice and language structures • Planning, drafting, proofreading / editing, presenting Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: abstract nouns; concrete nouns Prepositions Adjective: comparative, superlative Sentence level: Chronological (sequential) order; order of importance; description paragraph. Word meaning: synonyms, antonyms, literal, figurative Punctuation:
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29 and 30	Listening and speaking strategies Listening comprehension • Explain listening process • Take notes • Write answers Different forms of oral communication e.g. debate:/group discussion / panel discussion OR Individual presentations • Purpose and target group • persuasive techniques Duration: 2h	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, contrasted) OR 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 Duration: 4h	Long / short transactional text e.g. newspaper article / instructions/ directions / interview. • Requirements of format, style • Target audience purpose and context • Word choice and language structures • Planning, drafting, proofreading / editing, presenting or Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: complex nouns Adjective: comparative, superlative Sentence level: evaluation paragraph simple sentences, statements, simple past tense Word meaning: synonyms, antonyms, literal, figurative Punctuation:
Formal Assessment Tasks Term 3				
	TASK 9: Oral	TASK 10: Writing	TASK 11: Test 3	TASK 12: Oral

	Listening comprehension/prepared reading/unprepared reading/dialogue	Transactional text: Formal letter/ notice/ agenda and minutes	Comprehension and Language use OR Literature	Listening comprehension/ prepared reading/ unprepared reading/dialogue
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GRADE 7 TERM 4				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structure and use
31 and 32	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.) Duration: 2h	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, contrasted) 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 - Summary Duration 4h	Write a reflective / argumentative essay Requirements of format, style, point of view - Target audience purpose and context - Word choice and language structures Focus on process writing - Planning - Drafting - Editing - Proof reading - Rewriting - Presentation Duration: 4h	Word level: complex nouns; Adjective: comparative, superlative; Prepositions Sentence level: simple sentences, complex sentences; subject – object - predicate; Word meaning: synonyms, antonyms, literal, figurative Punctuation: semicolon; inverted commas

33 and 34	Listening and speaking strategies Listening comprehension (written text / TV news presentation) • Explain listening process • Take notes Write answers Role play / group discussion / debate • Features and conventions • Planning, researching, organising and presenting Duration: 2h	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, contrasted) OR 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 Duration: 4h	Long/shorter transactional texts e.g. : e-mail, posters / [advertisements / diary entries/ dialogue /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 • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: collective nouns, reflexive nouns; stems. finite verbs, Adjective: comparative, superlative Prefixes, suffixes and roots. Sentence level: :subject-verb agreement; Word meaning: antonyms, literal, figurative Punctuation:
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35 and 36	Listening and speaking strategies Listening comprehension • Explain listening process • Take notes Write answers Duration: 2h	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 Duration: 4h	Essay: Narrative Preparation stage: • Requirements of format, style, point of view • Target audience purpose and context Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation • Requirements of format, style • Target audience purpose and context • Word choice • Planning, drafting, proofreading / editing, presenting Duration: 4h	Word level: auxiliary verbs; finite verbs, Adjective: comparative, superlative Sentence level: subject – object Word meaning: synonyms, antonyms, Punctuation: full stop, comma
37 and 38	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: • Essays • Long transactional texts • Short transactional; texts • Email	Word level work: collective pronouns, reflexive pronouns, stem. Sentence level: simple sentences, statements, subject-verb agreement Word meaning: synonyms, antonyms, literal, figurative Punctuation
39 and 40	TASK 13: Oral	Task 14 - End of Year EXAMINATION		
	Debate/interview/conversation /prepared speech/ unprepared speech	Paper 1: Comprehension, Language and Literature Paper 2: Writing (1 hr)		

GRADE 8 TERM 1				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language and Grammar

1 and 2	Listening and speaking strategies: 1. Group discussion – [brainstorming; select relevant ideas; sequence main ideas] 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 Duration:2h	Literary text like youth novel / short stories / drama / radio drama - 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, footnotes, etc. 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 Duration:4h	Paragraph (Narrative texts) Paragraph conventions: - Topic sentence of paragraph - Main and supporting ideas - Conjunctions for cohesion Write a narrative paragraph: - 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 Focus on process writing Planning Drafting Editing Proof reading Rewriting Presentation Duration: 4h	Word level: Adverbs of place and degree : Sentence level: noun phrase; noun clause. conjunctions Word meaning: synonyms, antonyms, literal, figurative Punctuation: question mark; quotation marks; ellipses; 1 hr
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3 and 4	Listening and speaking strategies: Prepared speech - Choose appropriate topic - Organize information coherently - Identify correct vocabulary and language structures - Prepare effective introduction and ending Prepared reading aloud Reading skills: tone, voice projection, pronunciation, fluency, tempo, pacing, phrasing 2hrs	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, contrasted) Reading strategies: Guided reading ,Group reading, Independent reading 4hrs	Narrative paragraph Paragraph conventions - Topic sentence of paragraph - Main and supporting ideas - Logical progression of paragraphs to ensure coherence - Use conjunctions to ensure cohesion - Use a variety of sentence types, lengths and structures Focus on process writing Planning Drafting Editing Proof reading Rewriting Presentation 4hrs	Word level: compound nouns, Verbs: finite; non-finite verbs; Prepositions Adjective: comparative, superlative Sentence level: verb phrase; verb clause Word meaning: synonyms, antonyms, literal, figurative Punctuation: exclamation mark 1 hr
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5 and 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 Listen comprehension (use creative / transactional / audio visual etc) • Identify main and supportive ideas • Take notes • Identify persuasive / manipulative techniques where applicable • answer question 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 between two scenes etc. Duration: 2h	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, contrasted) OR 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 • 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	Longer transactional texts Letters (Friendly and informal) ➤ Diary entries ➤ Dialogues ➤ Film reviews Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: adverbs of manner, time; definite and indefinite articles. Infinite verbs; gerunds Adjective: comparative, superlative Sentence level: negation; active and passive voice. Word meaning: synonyms, antonyms, literal, figurative Punctuation: full stop, comma
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7 and 8	Listening and speaking strategies UNPREPARED SPEECH on visual / audio-visual / multi media text • Organize information coherently • Identify correct vocabulary and language structures • Effective introduction and ending Forum discussion / group discussion Duration: 2h	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, contrasted) OR 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 Duration: 4h	Write a narrative / descriptive essay Paragraph conventions • Topic sentence of paragraph • Main and supporting ideas • Conjunction for cohesion Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: / ideophones / interjectives Sentence level: simple sentences, simple present tense, simple past tense Word meaning: proverbs Punctuation:
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9 and 10	Listening and speaking strategies Oral: debate / 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 Duration: 2h	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, contrasted) OR 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 Duration: 4 hrs	Long transactional text e.g. Report • Purpose, target group and format • Paragraph conventions • Conjunction for cohesion • Use a variety of sentence types, lengths and structures • Formal style Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4h	Word level: Regular – irregular Verbs; main verbs Sentence level: direct and indirect speech Word meaning: synonyms, antonyms, Punctuation
Formal Assessment Tasks Term 1				
	TASK 1: Oral	TASK 2: Writing	TASK 3: Writing	TASK 4: TEST1
	Group discussion/unprepared speech/forum discussion	Narrative/Descriptive paragraph	Transactional texts: diary entry/dialogue /friendly letter	Comprehension, language and literature

GRADE 8 TERM 2				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	
11 and 12	Listening and speaking strategies Listening comprehension: - Listen to instructions / directions / speech - Take notes Different kinds of oral communication e.g. A unprepared news presentation / speech Duration: 2hrs	Literary text like youth novel / fable / myth / legend - 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, contrasted) OR 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 (tables / graphs) - Scanning - Intensive reading - Make inferences - Make a summary (use mind maps) Duration: 4hrs	Long transactional text e.g. News paper article / magazine article - Correct format - Organize content (mind map) - Main and supporting ideas - Paragraph conventions - Logical progression of paragraphs to ensure coherence - Conjunction for cohesion - Language conventions Focus on process writing - Planning - Drafting - Editing - Proof reading - Rewriting - Presentation Duration: 4hrs	Word level work: Adjective: comparative, superlative; common and proper nouns Sentence level: simple present tense. simple past tense Word meaning: synonyms, Punctuation and spelling: spelling patterns: full stop, comma

13 and 14	Listening and speaking strategies Different forms of oral communication Forum discussion / group discussion: • Indicate rolls • Speakers take turns • Explain view points and reach consensus • Use appropriate language, style and register Duration: 2h	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, contrasted) OR 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 (use dictionaries / telephone directories / text in text books • skimming and scanning • intensive reading • visualization • inference • word meaning • facts and opinion • figurative language Duration: 4hrs	Short transactional text e.g. Advertisement / diary entries / paragraph (to summarize) Paragraph conventions • Format • Introductory sentences • Main and supporting ideas • Order and cohesion • Word choice and punctuation Language conventions Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting Presentation Duration: 4hrs	Word level work:: Finite Verbs Sentence level: simple present tense. simple past tense Word meaning: literal; synonyms, Punctuation and spelling: spelling rules and conventions;
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15 and 16	Listening and speaking strategies Listen comprehension • Listening process • Writing response Various forms of oral communication e.g. Interview / debate / speech • Teach features and conventions • Do planning and research • Choose style, register and vocabulary • Take turns • Persuasion techniques Duration: 2hrs	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, contrasted) OR 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 (nonfiction e.g. Newspaper articles, 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 writer • implied meaning Duration: 4hrs	Long transactional text e.g. Written review / dialogue / formal report Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work:: Adverbs of place and frequency Sentence level: correct word order Word meaning: figurative Punctuation and spelling: abbreviations
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17 and 18	Listening and speaking strategies Listen comprehension (non-fictional text e.g. Newspaper articles) • Listening process • Written response Duration: 2hrs	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, contrasted) Reading strategies for comprehension • Purpose and target group • Making inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning 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 Duration: 4hrs	Write an argumentative / discursive / expository essay Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work: Prefixes and suffixes Sentence level: subject - object Word meaning: synonyms, Punctuation and spelling: acronyms
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19 & 20	Formal Assessment Task Term 2			
	TASKS 5: Oral	TASK 6: Writing	TASK 7: Test 2	TASK 8: Mid-year examinations
	Listening comprehension/instructions /directions/forum discussion	Transactional: Advertisement/diary entry/ review/ formal report	Literature: Contextual questions	Paper 1: Comprehension, language use and literature Paper 2: Writing

GRADE 8 TERM 3				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structure

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21 and 22	Listening and speaking strategies Listen comprehension (use informative text) Various forms of oral communication e.g. Report / dialogue /group discussion • Interaction skill • Take turns • Respect other person's opinions Duration: 2hrs	Literary text like youth novel / short story / 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. OR 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 Duration: 4hrs	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 • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work:: Adjective: comparative, superlative; common and proper nouns Sentence level: simple present tense. simple past tense Word meaning: antonyms Punctuation and spelling: spelling patterns: full stop, comma
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	Listening and speaking strategies ROLE PLAY: - Distinguish between characters - Action according to situation - Appropriate language use Prepared / unprepared reading - Appropriate speaking skills Duration: 2hrs	Literary texts 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, contrasted) OR 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 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 Duration: 4hrs	Long 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 - Editing - Proof reading - Rewriting - Presentation Duration: 4hrs	Word level work:: Adverbs of manner, place, degree; prepositions Sentence level: simple sentences; complex sentences. Word meaning: synonyms, homonyms Punctuation and spelling: spelling patterns:
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25 and 26	Listening and speaking strategies PREPARED SPEECH - Public speaking skills - Planning, research and organization - Presentation: tone, voice projection, pronunciation, eye contact, gestures, rhetorical devices - Language usage: vocabulary - Style and register Duration: 2h	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, contrasted) OR 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 Duration: 4hrs	Transactional text: written speech / 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 - Editing - Proof reading - Rewriting - Presentation Duration: 4hrs	Word level work: adjectives Sentence level: simple sentences; complex sentences; past continuous tense; future continuous tense.. Punctuation and spelling: spelling rules and conventions
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	Listening and speaking strategies Story telling - Choose a story and do planning and research - Choose style, register and vocabulary Prepared reading aloud - Use appropriate speaking skills such as tone, volume, tempo, voice projection, pronunciation, fluency Duration: 2hrs	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, contrasted) OR 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 books) - Skimming, scanning, visualization - Intensive reading - Making inference - Meaning of words - View point of writer - Fact and opinion - Implied meaning Duration: 4hrs	Transactional text: written speech /formal letter/ 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	Word level work: Common and proper nouns. Prepositions with a variety of phrasal verbs Sentence level: simple present tense. simple past tense Word meaning: synonyms, Punctuation and spelling: spelling patterns

29 and 30	Listening and speaking strategies Different forms of oral communication – informal debate / group discussion / panel discussion • Planning, researching, organising and presenting • Organize information cohesive and support with examples • Identify and choose appropriate vocabulary, language and conventions • Prepare effective introduction and ending	Literary text such as short story / biography / autobiography • 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, contrasted) OR 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	Write an narrative / descriptive / reflective essay Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation	Word level work: Common and complex nouns. Prepositions with a variety of phrasal verbs Sentence level: definition paragraph, concluding paragraph; Word meaning: synonyms, antonyms Punctuation and spelling: spelling patterns
Formal Assessment Tasks Term 3				
	TASK 9: Oral	Task 10: Writing	TASK 11: TEST 3	TASK 12: Oral
	Listening comprehension/ role play/ prepared speech/ prepared reading aloud	Narrative/ Descriptive paragraph	Comprehension, language use OR Literature	Panel discussion/group discussion/informal debate

GRADE 8 TERM 4				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structure and use

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	Listening and speaking strategies Listening comprehension (such as listen to a written / audio-visual text) • identify main and supporting ideas such as making notes • share ideas and experiences and show understanding of concepts • identify persuasive / manipulating techniques where applicable • answer questions Duration: 2hrs	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, contrasted) OR 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 (written / visual text / multi media text) • Intensive reading • Making inference • Predict • Visualization • Meaning of words • Fact and opinion • Write a summary Duration: 4hrs	Long transactional text e.g. Newspaper articles / magazine articles SUMMARY writing Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work:: Singular and plural Sentence level work: Direct speech; object, questions Word meaning: synonyms, Punctuation and spelling: quotation marks. spelling patterns
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	Listening and speaking strategies group discussion / forum discussion / television programme / music videos share ideas fill gaps take turns, listen intensively, focus on the topic Duration: 2hrs	Literary text such as youth novel / 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, contrasted) OR 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 books) - Skimming, scanning, visualization - Intensive reading - Making inference - Meaning of words - View point of writer - Fact and opinion - Implied meaning Duration: 4hrs	CREATIVE/ DESCRIPTIVE TEXT <u>Planning, drafting</u> - Word choice, - Personal voice and style - Vivid description - Tone - Main and supporting ideas - Mind-maps to organise coherent ideas - Present essay for assessment [Creative writing should always be inspired by some form of stimulus, be it written text, non-verbal text such as a picture or video or music or even verbal interaction] Focus on process writing Planning Drafting Editing Proof reading Rewriting Presentation Duration: 4hrs	Word level work:: Pronouns – personal and relative. I Sentence level work: Tenses; Word meaning: similes, Punctuation and spelling: spelling patterns
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35 and 36	Listening and speaking strategies Different forms of oral communication – informal conversation /debate / • Interview • Teach features and conventions • Choose style, register and vocabulary • Organize information • Speaking skills Duration: 2hrs	Literary text such as youth novel, short story / drama Reading process: Pre reading (Introduce text) during reading (features of text) post-reading (answer questions, compare, contrasted) OR 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. Speeches / information text) • 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 Duration: 4hrs	Long transactional text e.g. Interview / dialogue Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work: Relative pronouns Sentence level work: Procedure; compare/contrast Description paragraph; Word meaning: synonyms, Punctuation and spelling: quotation marks. spelling patterns
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37 and 38	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: spelling patterns
Formal Assessment Tasks for Term 4				
39 & 40	TASK 13: Oral	TASK 14: End of Year Examination		
	Prepared/unprepared reading aloud/listening comprehension/ dialogue/ report	Paper 1: Comprehension, language use and literature Paper 2: Writing		

GRADE 9 TERM 1				
CONTENT and SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structure and use
1 and 2	Speaking and Listening strategies Discussion 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 Group discussion / conversation - Engage in informal discussion on simple topics - Prepared speech: - Choose topic like The earth quake in Japan - organise material coherently - Identify and choose correct vocabulary, language and conventions; - Prepare effective introductions and conclusions - Use visual and / or audio-visual resources were applicable Duration: 2hrs	Literary text like youth novel / short stories / drama - General discussion on the key features like character, characterisation, plot, conflict, background, setting, narrator, theme Listen comprehension and listen strategies - Skimming - Scanning - Intensive reading - Summarising - Visualizing - Inferring meaning and conclusions Reading process Pre-reading strategies - Explore literary features like titles, headings, illustrations, font size, font type - Explore parts of book like cover, title page, index, chapters, glossary, Duration: 4hrs	Short transactional texts such as short report / instructions Paragraph conventions: - Topic sentence of paragraph - Main and supporting ideas - Conjunctions for cohesion Write an narrative / descriptive / paragraph - Explain the requirements of text such as tell the story of a person - Use correct vocabulary, style (narrate an event / experience that you have experience or observed) - Identify target audience and purpose of writing; - Decide on style, view point & format of writing; - Research topic & collect data Duration: 4hrs	Word level work: - Spelling and spelling patrons - Phenomenon - Syllabi - Abbreviations , shortening, acronyms Sentence level work: - Nouns, adjectives, pronouns - Punctuations Vocabulary in context

3 and 4	Speaking and Listening strategies 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. Duration: 2hrs	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 strategies • Predict events • Background / setting • Make a summary • Brain storm the theme Listen comprehension and listen strategies • Skimming • Scanning • Make Write an introduction and conclusion • Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills ○ clarifying ○ predicting • fact and opinion • implied meaning Reading / viewing for comprehension (strategies) • Skimming • Scanning • Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills ○ clarifying ○ predicting Duration: 4hrs	Write an informal letter such as tell what happenend ... Paragraph conventions • Introductory sentences of a paragraph • Topic sentences and supporting ideas • Logical progression of paragraphs to ensure coherence • Use conjunctions • Use a variety of sentence types, lengths and structures Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	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 Simple present tense, simple past tense, simple future tense. Critical language use: Idioms and proverbs Vocabulary in context
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5 and 6	Role play/ Interview investigation • Compile questionnaires for role play • Recorded data Teacher chooses the person to be interviewed Duration: 2hrs	Literary text like youth novel / short stories / drama • General discussion of the key features like character, characterisation, plot, conflict, background, setting, narrator, theme Read / view for comprehension(Strategies) • Skimming • Scanning • Write an introduction and conclusion • Infer meaning of unfamiliar words by using word attack skills: Poetry • Key features of poems • Literal meaning • Figurative meaning • Mood • Theme and message Duration: 4hrs	Shorter transactional texts: report Curriculum vitae and letter of application • Requirements of format, style • Target audience purpose and context • Word choice Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work: conjunctions Sentence level work: Complex sentences; Word meaning: Idioms and proverbs Punctuation and spelling: spelling patterns; abbreviations.
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7 and 8	Oral: Prepare learners for an unprepared speech: Applied skills - Choose suitable topic - Organize information cohesive - Identify correct vocabulary and language structure - Suitable introduction and ending - Use visual, audio-visual resources Duration: 2hrs	Read / view visual text such as film / TV programme / cartoons / comic strip for information and comprehension Reading / viewing for comprehension (strategies) Identify features of a text e.g. Sounds, music, plot, mood, characters, dialogue, lightning, camera movements, actions, illustrations, colouring in, printed visual texts - Infer meaning of unfamiliar words by using word attack skills: Poetry - Key features of poems - Literal meaning - Figurative meaning - Mood - Theme and message Duration: 4hrs	Transactional text e.g. Formal / informal letters Writing strategies - Requirements of format, style, point of view - Suitable introductory paragraph - Main and supportive ideas - Logical order of paragraphs - Conjunctions for cohesion Focus on process writing Planning Drafting Editing Proof reading Rewriting Presentation Duration: 4hrs	Word level work: Regular and irregular Verbs. Sentence level work: Direct and indirect speech Word meaning: Idioms and proverbs Punctuation and spelling: spelling patterns; acronyms.
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9 and 10	LISTEN to a character driven dialogue / drama / story Listen intensive: • Types of text, context and purpose • Main ideas and features • Specific information • Language use • Register and style • Rhetorical features Make notes from the observations Duration: 2hrs	Read 'n literary-text such as a Radio Dram / short stories / folklores 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 Poetry (including praise poems/ traditional songs/ ballad) Key features of poems • Literal meaning • Figurative meaning • Mood • Theme and message Duration: 4hrs	Long transactional texts: Such as report / interview / Dialogue • 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 Duration: 4hrs	Word level work:: Subjunctive Imperative Potential Indicative Conditional Sentence level work: Simple sentences; Complex sentences; Passive: present perfect Word meaning: Idioms and proverbs Literal, figurative, alliteration, assonance, personification Punctuation and spelling: spelling patterns; quotation marks
	Formal Assessment Tasks Term 1			
	TASKS 1: Oral	TASKS 2: Writing	TASK 3: Writing	TASK 4: Test 1
	Listening comprehension/ Prepared role play/ meeting/ dramatisation	Narrative/descriptive essay	Informal letter/short report/ instructions	Comprehension and language use

GRADE 9: TERM 2				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structure and use
11 and 12	Listening for comprehension E.g. TV-programme / dialogue - explain listening process - identify main and supportive ideas - answer questions Forum / group discussion Duration: 2hrs	Read a literature text e.g. Drama / short story / folklore 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 Read / view visual text such as film / photo's / illustrations / cartoons / comic strip comprehension - intensive reading and viewing - purpose of target group - emotive language - characters and caricatures - background and setting - message and theme Duration: 4hrs	Longer transactional texts: Informal letter / review (apply imagination) Write a narrative / descriptive / reflective essay - Purpose, target group, and format - Paragraph conventions - Suitable introduction and conclusion Focus on process writing Planning Drafting Editing Proof reading Rewriting Presentation Duration: 4hrs	Word level work:: Stems; prefixes and suffixes; Pronouns Sentence level work: Complex sentences; Generalisations Direct/indirect speech Word meaning: Idioms and proverbs Punctuation and spelling: Quotation marks; spelling patterns; abbreviations. Style:

13 and 14	Listening for comprehension to a biography / recording of a speech role-play • Explain strategies of the listening process • Answer questions in writing Unprepared speech / reading Duration: 2hrs	Read / view text e.g. Advertisement / newspaper articles / magazine articles /for information and comprehension Reading strategies Comprehension test 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 Poetry • Key features of poems • Literal meaning • Figurative meaning • Mood • Theme and message Duration: 4hrs	Longer transactional texts: Such as article / story telling / poetry Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Write a summary • Main ideas and features • Full sentences, synonyms, use and own words Duration: 4hrs	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.
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15 and 16	Listen to oral text such as interview / speech / story telling for comprehension • Take notes during listening • Listen critical Group discussion / forum discussion Duration: 2hrs	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 Duration: 4hrs	Longer transactional texts such as report / review / letter: Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work: Stems; prefixes and suffixes; Adjectives Sentence level work: Definition paragraph; concluding paragraph Present continuous tense, past continuous tense; future continuous tense. Word meaning: Idioms and proverbs Punctuation and spelling: spelling patterns; .
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17 and 18	Listen intensively to text e.g. Dialogue / talk show / review - Take notes Group discussion - Explain visual text such as advertisements / cartoons / diagrammes / tables/ illustrations Duration: 2hrs	Read / view visual text e.g. Advertisement / cartoon / graphs Use read / view 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 Poetry - Key features of poems - Literal meaning - Figurative meaning - Mood - Theme and message Duration: 4hrs	Shorter transactional/ visual texts e.g. Advertisement / review Focus on process writing - Planning - Drafting - Editing - Proof reading - Rewriting - Presentation Duration: 4hrs	Word level work:: Concrete and abstract Nouns Pronouns Sentence level work: Present perfect tense Concord; Descriptive paragraph. Word meaning: Synonyms/ antonyms Punctuation and spelling: spelling patterns; abbreviations.
	Formal Assessment Tasks Term 2			
19 & 20	TASK 5: Oral	TASK 6: Writing	TASK 7: Test 2	TASK 8: Mid-year exam
	Listening comprehension/ Prepared role play/ meeting/ dramatisation /group discussion	Informal letter/short report/ instructions/newspaper article/review/ formal letter	Literature: Contextual questions	Paper 1: Language, Summary, Language use Paper 2: Literature Paper 3: Writing
GRADE 9 TERM 3				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structure and use

21 and 22	Dialogue / negotiations Structure and development of ideas: Using negotiation skills to reach consensus. Role play on dialogue / negotiations Duration: 2hrs	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 for Comprehension and reading strategies (written and visual text) • 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 Duration: 4hrs	Longer transactional texts such as formal letter / news paper article : Write a discursive / argumentative essay (300-350) • Develop and organize ideas / view points • Ideas link in paragraph developed • Provide substantiation of viewpoint • Encourage research skills. • Requirements of format, style, point of view • Target audience purpose and context • Word choice, vivid description Focus on process writing • Planning • Concept writing • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work: Concrete and abstract Nouns Adjectives Sentence level work: Direct and indirect speech. Word meaning: Paronyms , polysemes; homonyms Homophones. Punctuation and spelling: spelling patterns;.
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23 and 24	Role play / interviews Listen to interview Interpret and explain main ideas and subsequent argumentation. Cause and effect. Debate: (procedures / panel discussion) Duration: 2hrs	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 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 Duration: 4hrs	Short transactional texts e.g. Flyers and posters • 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 • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work:: Adjectives Sentence level work: Direct and indirect speech. Word meaning: Synonyms Antonyms Punctuation and spelling: spelling patterns;.
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25 and 26	Roleplay an interview • 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 Use the text from the Folklore/Poem to enact in role play Duration: 2hrs	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 Folklore e.g. legends, myths, fables • Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection Poetry • Key features of poems • Literal meaning • Figurative meaning • Mood • Theme and message Duration: 4hrs	Write long transactional text such as Curriculum Vitae / covering letter / application letter Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work:: Common nouns Sentence level work: Direct and indirect speech. Word meaning: Literal, figurative, Alliteration, assonance, personification, onomatopoeia Punctuation and spelling: spelling patterns
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27 and 28	Prepared Speech Learners to undertake research or investigation as a preparatory activity. Prepared reading aloud Duration: 2hrs	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 Duration: 4hrs	Longer transactional text e.g. Diary entries and short transactional text eg invitation • 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 • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	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;.
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29 and 30	Story Telling / reading aloud Give attention to: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures Duration: 2hrs	Reading and Viewing (use a comprehension test and a literature text) • Skims for main ideas • Scans for supporting ideas • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion • The affect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques Novel / youth novel • Specific focus on literary text features • Show Comprehension of development of plot and sub plot, and conflict, character, characterisation, turning point, background, / milieu, setting, / role of narrator, theme, conclusion and ending Poetry • Key features of poems • Literal meaning • Figurative meaning • Mood • Theme and message Duration: 4hrs	Transactional text e.g. Agenda and minutes Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	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;.
Formal Assessment Tasks for Term 3				
	TASKS 9: Oral	TASK 10: Writing	TASK 11: TEST 3	Task 12: Oral
	Prepared speech/ panel discussion/ debate/ interview/role play/ dialogue/	Informal letter/short report/ instructions/newspaper article/review/ formal letter /flyers/posters/ curriculum vitae and covering letter	Comprehension, summary, language use OR Literature	Story telling/ Listening comprehension/ Prepared role play/ meeting/ dramatisation

GRADE 9 TERM 4				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structure and use
31 and 32	Listening Comprehension - Reacts critical on a variety of texts - Listen for specific information - Listen and enjoy fables and titles Speak - Focus on interaction skills by taking part in group, discussions, debates, discussions, interviews, formal- and informal meetings. Duration: 2hrs	Read- / view for comprehension (Use a comprehension from the textbook and a literature text) Summarize Read a literature text such as a drama/ short stories/ folklore - Specific focus on literary text features - Show Comprehension of development of plot and sub plot, conflict, character, characterisation, turning point, background, / milieu, setting, / role of narrator, theme, conclusion and ending Duration: 4hrs	Long transactional text e.g. Letter to the press (formal/ informal) eye witness report Focus on process writing - Planning - Drafting - Editing - Proof reading - Rewriting - Presentation Duration: 4hrs	Word level work: Verbs Sentence level work: Direct and indirect speech. Active voice and passive voice Word meaning: One word for a phrase Punctuation and spelling: spelling patterns;.
33 and 34	FORUM discussion/ panel discussion/ group discussion Groups talk about subjects of current interest. Duration: 2hrs	Reading and viewing for comprehension Use a comprehension from the textbook and a literature text) Intensive pre-learnt concept With poetry as focus Poetry - Key features of poems - Literal meaning - Figurative meaning - Mood - Theme and message Duration: 4hrs	Shorter transactional texts e.g. instructions / directions: Focus on process writing - Planning - Drafting - Editing - Proof reading - Rewriting - Presentation Duration: 4hrs	Word level work: Proper nouns: Sentence level work: Procedure, spatial order, order of importance, concluding paragraph Word meaning: One word for a phrase Punctuation and spelling: spelling patterns;.

35 and 36	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 Duration: 2hrs	Reading / viewing for comprehension (Visual and written texts) • Skimming for main ideas • Scanning for supporting details • 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 Duration: 4hrs	Short transactional text E.g. E-Mail, journals / diary entries Focus on process writing • Planning • Drafting • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work: Verbs, nouns Sentence level work: Explanation: cause and effect Word meaning: One word for a phrase Punctuation and spelling: spelling patterns;
37 and 38	Conversation Decide on suitable situation and topics Speaking conventions Duration: 2hrs	Intensive pre-learnt concept With poetry as focus Poetry • Key features of poems • Literal meaning • Figurative meaning • Mood • Theme and message Duration: 4hrs	Long transactional text e.g. Formal letters (complaint / sympathy / word of thanks) Focus on process writing • Planning • Drafting • Editing • Proof reading • Rewriting • Presentation Duration: 4hrs	Word level work: Revision Sentence level work: revision Word meaning: One word for a phrase Punctuation and spelling: spelling patterns;
Formal Assessment Tasks Term 4				
	TASK 13: Oral	TASK 14: End-of-the-year examinations		
	Conversation/forum discussion/ group discussion/ role play	Paper 1: Language in context Paper 2: Summary Paper 3: Writing Paper 4: Oral		
39 and 40	End of Year exams Paper 1: Language in context Paper 2: Summary Paper 3: Writing Paper 4: Oral			

SECTION 4

Assessment in Home Language

4.1 INTRODUCTION

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

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

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

4.2 INFORMAL OR DAILY ASSESSMENT

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

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

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

4.3 FORMAL ASSESSMENT

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

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

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

4.3.1 Formal Assessment Tasks in Languages

4.3.1.1 Number of Formal Assessment Tasks per Grade

Table 1: Grades 7 – 8

Formal Assessment		
During the Year	End-of-Year Examination	
25%	75%	
School Based Assessment (SBA) –	End-of-Year Exam Papers	
25%	62,5%	12,5%
• 3 tests • 9 tasks • 1 examination (mid-year)	Written examinations Paper 1: Comprehension, language use and literature Paper 2: Writing Paper 3: Oral	Oral Assessment Tasks: Paper 3 Listening Speaking Reading The oral tasks undertaken during the course of the year constitute the end-of-year assessment.

Table 2: Grade 9

Formal Assessment		
During the Year	End-of-Year Examination	
25%	75%	
School Based Assessment (SBA) –	End-of-Year Exam Papers	
25%	62,5%	12,5%
• 3 tests • 9 tasks • 1 examination (mid-year)	Written examinations Paper 1: Comprehension, Summary and language use Paper 2: Literature Paper 3: Writing	Oral Assessment Tasks: Paper 3 Listening Speaking Reading The oral tasks undertaken during the course of the year constitute the end-of-year assessment.

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

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

Table 3

Cognitive Levels	Activity	Percentage of Task
Literal (Level 1) Reorganisation (Level 2)	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 ... Questions that require analysis, synthesis or organisation of information explicitly stated in the text. - Summarise the main points/ideas/ pros/cons/ ... - Group the common elements/factors ... - State the similarities/differences ... - Give an outline of ...	Levels 1 and 2: 40%
Inference (Level 3)	Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions. - Explain how the main idea links with theme/message ... - Compare the ideas/attitudes/ actions ... - What is the writer's (or character's) intention /attitude/motivation/reason ... - Explain the cause/effect of ... - What does an action/comment/attitude (etc) reveal about the narrator/ writer/character ... - How does the metaphor/simile/image affect your understanding ... - What, do you think, will be the outcome/effect (etc) of an action/situation ...	Level 3: 40%
Evaluation (Level 4)	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. - Do you think that what transpires is credible/realistic/ possible ...? - Is the writer's argument valid/logical/conclusive ... - Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/implication ... - Do you agree with the view/statement/observation/ interpretation?	Levels 4 and 5: 20%

Appreciation (Level 5)	• 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 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 ...	
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4.4 PROGRAMME OF ASSESSMENT

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

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

Table 4.1: Grades 7 – 9

Programme of Assessment				
SBA per Term				
	Term 1:	Term 2:	Term 3:	Term 4:
Grades 7 – 9	1 Written Test + 3 Tasks	1 Written test + 2 Tasks + 1 Mid-year examination	1 Written Test + 3 Tasks	1 Task + 1 Internal end-of- year examinations
Grade	The structure of Examination papers			
7 - 8		2 Papers Paper 1: Comprehension, language use and literature		3 Papers Paper 1: Comprehension, language use and literature

		Paper 2: Writing		Paper 2: Writing Paper 3: Oral
9		3 Papers Paper 1: Comprehension, Summary and language use Paper 2: Literature Paper 3: Writing		4 Papers Paper 1: Comprehension, Summary and language use Paper 2: Literature Paper 3: Writing Paper 4: Oral

Table 4.2: Grade 7

Programme of Assessment			
Formal assessment tasks in Term 1			
Task 1: Oral	Task 2: Writing	Task 3: Writing	Task 4: Test 1
Conversation/ prepared reading	Informal letter/short report/dialogue	Descriptive paragraph	Comprehension and language use
Formal assessment tasks in Term 2			
Task 5: Oral	Task 6: Test 2	Task 7: Writing	Task 8
Listening comprehension/investigation/ role play	Literature: Contextual questions	Instructions/poster/advertisement	Mid-year examinations: Paper 1: Comprehension, language use and literature Paper 2: Writing
Formal assessment tasks in Term 3			
Task 9: Oral	Task 10: Writing	Task 11: Test 3	Task 12: Oral
-Listening comprehension/prepared reading/unprepared reading/dialogue	-Formal letter/notice/agenda and minutes	Comprehension and language use OR Literature	Listening comprehension/ prepared reading/ unprepared reading/ dialogue
Formal assessment tasks in Term 4			
Task 13: Oral: Speaking		Task 14	

Debate/interview/prepared speech/unprepared speech/conversation	End of year examinations Paper 1: Comprehension, language use and literature Paper 2: Writing Paper 3: Oral
Paper 1: Comprehension, language use and literature Paper 2: Writing Paper 3: Orals	

Table 4.3: Grade 8

Programme of Assessment			
Formal assessment tasks in Term 1			
Task 1: Oral	Task 2: Writing	Task 3: Writing	Task 4: Test 1
Group/forum discussion/ unprepared speech	Narrative/descriptive paragraph	Diary entry/dialogue/friendly letter	Comprehension and language use
Formal assessment tasks in Term 2			
Task 5: Oral	Task 6: Writing	Task 7: Test 2	Task 8
Listening comprehension/ instructions/forum discussion/direction	Advertisement/ review/ formal report/ diary entry	Literature: Contextual questions	Mid-year examinations: Paper 1: Comprehension, language use and literature Paper 2: Writing
Formal assessment tasks in Term 3			
Task 9: Oral	Task 10: Writing	Task 11: Test 3	Task 12: Oral
Listening comprehension/ prepared reading /prepared speech/ role play	Narrative/Descriptive paragraph	Comprehension and language use OR Literature	Panel discussion/group discussion/ informal debate
Formal assessment tasks in Term 4			
Task 13: Oral		Task 14	

Prepared/unprepared reading/ dialogue/ report/ listening comprehension	End of year examinations Paper 1: Comprehension, language use and literature Paper 2: Writing Paper 3: Oral
Paper 1: Comprehension, language use and literature Paper 2: Writing Paper 3: Orals	

Table 4.4: Grade 9

Programme of Assessment			
Formal assessment tasks in Term 1			
Task 1: Oral	Task 2: Writing	Task 3: Writing	Task 4: Test 1
Listening comprehension/ dramatisation/ meeting/ role play	Narrative/Descriptive essay	Informal letter/ short report/ instructions	Comprehension and language use
Formal assessment tasks in Term 2			
Task 5: Oral	Task 6: Writing	Task 7: Test 2	Task 8
Listening comprehension/ role play/ meeting/ dramatisation/ discussion	Informal letter/ formal letter/ short report/ Instructions/ news paper article/ review	Literature: Contextual questions	Mid-year examinations: Paper 1: Comprehension, summary and language use Paper 2: Literature Paper 3: Writing
Formal assessment tasks in Term 3			
Task 9: Oral	Task 10: Writing	Task 11: Test 3	Task 12: Oral
Prepared speech/ panel discussion/ interview/ debate/ role play/ dialogue	Informal letter/ report/ instructions/ newspaper article/ review/ formal letter/ posters/ CV and covering letter	Comprehension, summary and language use OR Literature	Story telling/ listening comprehension/ meeting / dramatisation
Formal assessment tasks in Term 4			
Task 13: Oral: Speaking		Task 14	

Conversation/forum discussion/ group discussion/ role play	End of year examinations Paper 1: Comprehension, summary and language use Paper 2: Literature Paper 3: Writing Paper 4: Oral
Paper 1: Comprehension, summary and language use Paper 2: Literature Paper 3: Writing Paper 4: Orals	

Note:

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

4.4.2 Examinations

Format of Examination Papers

Grades 7 and 8: TWO WRITTEN EXAMINATION PAPERS

PAPER	SECTION			MARKS		TIME
1. Language in context	A: Comprehension (A range of texts can be used including visual and or graphic texts)			(30)	100	Grades 7 and 8 2 hours
	B: Language • Language structures (words and sentences) should be assessed in context using a variety of texts. • Critical language awareness. • Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc. C. Literature: CONTEXTUAL QUESTIONS ON ANY TWO OF THE FOLLOWING GENRES: ▪ Poetry (20) ▪ Drama (20) ▪ Novel (20) ▪ Short stories (20)			(30)		
				(40)		
2. Writing	A: Paragraph Narrative / descriptive paragraph Length of essay:			(25)	100	Grades 7 and 8: 2 hours
	Grades					
	7	140-160 words				
	8	160-180 words				
	9					

	Assess the following:				
	- Content & planning – 60% - Language, style & editing – 30% - Structure – 10%				
	B: One text – Longer Transactional text: Curriculum Vitae and Covering letter/ Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters / Length of text:		(30)		
	Grades				
	7- 8	90-100 words			
	Assess the following: - Content, planning & format - Language, style & editing		60%		
			40%		
	C: One text – Shorter text: Transactional/ Referential/ Informational: Diary entries/ Postcards/ Invitation cards/ Filling in forms/ Directions/ Instructions/ Flyers/ Posters Length of text:		(10)		
	Grades				
	7 - 8	30 - 50 words	40 – 60 words		
	Assess the following: - Content, planning, & format - Language, style & editing		60%		
			40%		

Grade 9: THREE PAPERS

PAPER	SECTION			MARKS	TIME
1. Language in context	A: Comprehension (A range of texts can be used including visual and or graphic texts)			(30)	80 Grade 9 2 hours
	B: Summary • Summarising a text in point form			(10)	
	C: Language • Language structures (words and sentences) should be assessed in context using a variety of texts. • Critical language awareness. • Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc. • Learners should identify and explain the purpose, structure and language use of reports, procedures, explanations, descriptions and expositions, etc across the curriculum.			(40)	
2. Literature	CONTEXTUAL QUESTIONS BASED ON THE GENRES BELOW.: ▪ Poetry (35) ▪ Drama (35) ▪ Novel (35) ▪ Short stories (35) NOTE: LEARNERS ANSWER QUESTIONS FROM TWO DIFFERENT GENRES			70	Grade 9: 2 hours
3. Writing	A: Essay – One essay Narrative / Descriptive Length of essay:			(50)	100 Grade 9: 2½ hours
	Grades				
	9				

	Assess the following: • Content & planning • Language, style & editing • Structure	60%								
		30%								
		10%								
	B: One text – Longer Transactional text: Curriculum Vitae and Covering letter/ Written interviews/ Dialogues/ Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters / Reports (formal and informal)/ Written formal and informal speeches Length of text:	(30)								
	<table><tr><td>Grade</td><td></td><td></td></tr><tr><td>9</td><td>110-120 words</td><td></td></tr></table>	Grade			9	110-120 words				
Grade										
9	110-120 words									
	Assess the following: • Content, planning, & format • Language, style & editing	60%								
		40%								
	C: One text – Shorter text: Transactional/ Referential/ Informational: Advertisements/ Diary entries/ Postcards/ Invitation cards/ Filling in forms/ Directions/ Instructions/ Flyers/ Posters Length of text:	(20)								
	<table><tr><td>Grades</td><td></td><td></td></tr><tr><td>9</td><td>60 – 70 words</td><td></td></tr></table>	Grades			9	60 – 70 words				
Grades										
9	60 – 70 words									
	Assess the following: • Content, planning, & format • Language, style & editing	60%								
		40%								

Content to be covered

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

Oral Assessment Task:**Paper 3 for Grades 7 and 8****Paper 4 for Grade 9**

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

Paper 3/4	DETAILS	MARKS
Orals	Orals will be internally set, internally assessed and externally moderated. Reading Prepared & unprepared reading (10 & 10 = 20) Prepared & unprepared reading <i>Assess: Understanding of text, conveying meaning, use of voice, mastery of reading skills, use of gestures, body language and facial expression, responding to questions, critical interpretation of text, choice of own text and for prepared reading also the preparation)</i> Speaking: Prepared & unprepared speech (10 & 10 = 20) Prepared speech <i>Assess: Research skills, planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage, choice, design and use of audio, audio-visual aids</i> Unprepared speech: <i>Assess: Planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage</i> Listening (10) <i>Assess: Listen critically for comprehension, information and evaluation</i>	50

The tasks that are used for formal assessment are recorded and are used to determine whether a learner should progress or be promoted to the next grade.

The teacher must plan and submit the annual formal Programme of Assessment to the School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

4.5 RECORDING AND REPORTING

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

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

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

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

4.6 MODERATION OF ASSESSMENT

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

4.6.1 Formal Assessment (SBA)

- 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 must 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 word formed from the first letter or letters in phrase or name (e.g. FET = Further Education and Training)

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

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

aesthetic - 1. sensitive to the beauty of language and thus sensitive to and appreciative of the lasting value of texts
2. an aesthete is a person sensitive to artistic beauty. "Aesthetic" refers to the beauty to be found in a work of art. One can discuss the aesthetics of a work, or make aesthetic judgements

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

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

analogy - 1. finding similarities in things that are usually seen as different.
2. finding similarities in things that are usually seen as different, a way of explaining or illustrating something, but not a proof. One must be alert to false analogy. There should be accurate correspondence between the thing that is explained and the details of the analogy

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

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

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

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

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

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

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

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

2. 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

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 of sentences or paragraphs by means of logical connectors such as conjunctions, pronouns or repetition

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

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

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

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

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

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

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

context clues 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 letters); some assist in the presentation of content (e.g. table of contents, general layout, headings, footnotes, charts, captions, lists, pictures, index); and others reflect a pattern of language that has become formulaic (e.g. greetings, small talk)

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 -

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

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

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

2. 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

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.

intonation – 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*

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)

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)