

ENGLISH HOME LANGUAGE GRADES 4-6

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 BACKGROUND

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector. To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 OVERVIEW

- (a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) *Curriculum and Assessment Policy Statements for each approved school subject;*
 - (ii) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
 - (iii) *The policy document, National Protocol for Assessment Grades R-12 (January 2012).*
- (b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and*
 - (ii) *National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:
- (i) *The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;*
 - (ii) *The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;*
 - (iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*
 - (iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is*

incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

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

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

1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

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

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

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

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

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

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

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

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

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

SECTION 2: INTRODUCING THE HOME LANGUAGE IN THE INTERMEDIATE PHASE

2.1 LANGUAGES IN THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT

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

2.1.1 Language levels

Language learning in the Intermediate Phase includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga – as well as Non-official Languages. These languages can be offered at different language levels. Home Language is the language first acquired by learners. However, many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at Home Language level. As a result, the labels Home Language and First Additional Language refer to the proficiency levels at which the language is offered and not the native (Home) or acquired (as in the additional languages) language. For the purposes of this policy, any reference to Home Language should be understood to refer to the level and not the language itself.

The **Home Language level** provides for language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to recreate, imagine, and empower their understandings of the world they live in. However, the emphasis and the weighting for Listening and Speaking from Grade 7 onwards are lower than those of the reading and writing skills.

The **First Additional Language** refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching.

By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning. In South Africa, many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. This means that they must reach a high level of

competence in English by the end of Grade 3, and they need to be able to read and write well in English.

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

In the Intermediate and Senior Phases, learners continue to strengthen their listening, speaking, reading and writing skills. At this stage the majority of children are learning through the medium of their First Additional Language, English, and should be getting more exposure to it. Greater emphasis is therefore placed on using the First Additional Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like 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 Senior Phase, they should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in the Intermediate Phase, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in further grades. These standards must be such that learners can use their Additional Language at a high level of proficiency to prepare them for further or higher education or the world of work.

2.1.2 The language skills

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

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

Listening and Speaking

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

In the Intermediate Phase, **Home Language learners** will use Listening and Speaking skills to interact and negotiate meaning. They will build on skills developed in the Foundation Phase to carry on more sustained conversations, discussions and short oral presentations.

In this phase, learners' spoken language still needs to be strengthened (i.e. modelled and supported, for example, with vocabulary and sentence frames). The teacher needs to make sure that all the children get opportunities to speak in their Home Languages. Because learners will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. the questions she asks) to the level of the individual child. As the learners move through the grades, the teacher should expect learners to speak more and their utterances should become longer and more complex. Learners will transmit these skills into their additional languages.

Learning will build on the text types introduced in the Foundation Phase (e.g. story, personal recounts, and instructions) and learners will be introduced to new text types (e.g. factual recounts, different story genres, oral reports, short talks). Teaching time should include daily practice of short Listening and Speaking activities as well as longer focused activities spread out through the week.

Reading and Viewing

Well-developed **Reading and Viewing** skills are central to successful learning across the curriculum. Learners develop proficiency in Reading and Viewing a wide range of literary and non-literary texts, including visual texts. Learners recognise how genre and register reflect the

purpose, audience and context of texts. Through classroom and independent reading, learners become critical and creative thinkers. Reading gives learners more exposure to their additional language. We know from research that children's vocabulary development is heavily dependent on the amount of reading they do. In the Intermediate Phase, you will build on the foundation set in Grades R to 3. If necessary, use shared reading at the beginning of Grade 4 to guide learners into this phase. You can use this method some of the time if you have sufficient Big Books at this level, and alternate with storytelling. If you do not have Big Books at this level, then use texts from your textbook or reader/s. You may also use methods such as Reading with and Reading to the whole class.

Use guided group reading and independent/pair reading methods and gradually get learners to do more and more independent reading. The independent reading stipulated in the teaching plans must be accommodated within the time allocated for reading. Encourage your learners to do independent reading in any spare time that they have. You will also set a variety of comprehension activities to ensure that learners understand what they read.

The reading process

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

Pre-reading:

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

Reading:

- Pause occasionally to check your comprehension and to let the ideas sink in
- Compare the content to your predictions
- Use the context to work to work out the meaning of unknown words as much as is possible; where this is not possible, use a dictionary
- Visualise what you are reading
- Keep going even if you don't understand a part here and there.
- Reread a section if you do not understand at all. Read confusing sections aloud, at a slower pace, or both.
- Ask someone to help you understand a difficult section
- Add reading marks and annotate key points
- Reflect on what you read

Post reading:

- If you will need to recall specific information, make a graphic organiser or outline of key ideas and a few supporting details
- Draw conclusions
- Write a summary to help you clarify and recall main ideas.
- Think about and write new questions you have on the topic
- Ask yourself if you accomplished your purpose?
- Understanding – confirm your understanding of the text
- Evaluate – bias, accuracy, quality of the text
- Extend your thinking – use ideas you saw in text

Writing and Presenting

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

Writing is important because it forces learners to think about grammar and spelling. This encourages learners to process the language, speeds up language acquisition and increases accuracy. Learners will learn to write a range of creative and informational texts, initially using

writing frames as support and gradually learning to write particular text types independently. They will also employ the writing process to produce well organised, grammatically correct writing texts.

Process approach to writing

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

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

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

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

Language Structures and Conventions

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the Home Language. Intermediate Phase learners will build on the foundation that was laid in Grades R – 3.

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

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

2.1.3 Language teaching approaches

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

A **communicative approach** suggests that when learning a language, a learner should have an extensive exposure to the target language and many opportunities to practise or produce the

language by communicating for social or practical purposes. Language learning should be carried over into the classroom where literacy skills of reading/viewing and writing/presenting are learned through frequent opportunities to read and write. Language teaching happens in an integrated way, with the teacher modelling good practice, the learners practising the appropriate skills in groups before applying these skills on their own. The structure of each lesson should be one that engages the whole class before practising in groups and applying the new skill individually. The terms used are **Listening and Speaking, Shared Reading and Writing, Group, Guided and Independent Reading/Writing.**

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

3.1 OVERVIEW OF SKILLS, CONTENT AND STRATEGIES

The following is an overview of the content, skills and strategies to be found in the teaching plans.

Overview of content, skills and strategies table

GRADES 4 – 6

Skills Content Strategies and sub-skills

Listening and Speaking

- Listening comprehension
- Different forms of oral communication:
- Prepared and unprepared speech
- Prepared and unprepared reading aloud
- Speaking: directions and instructions
- Story telling
- Vote of thanks
- Role-play
- Group discussion
- Debate
- Interview

Listening comprehension and speaking

- Re-tell the story
- Recall specific detail in a text
- Reflect on values and messages in a text
- Reflect on stereotyping and other biases
- Discuss character, plot and setting
- Express opinions
- Clarifying questions

Communication for social purposes

- Initiating and sustaining conversations
- Turn taking conventions
- Defending a position
- Negotiation
- Filling in gaps and encouraging the speaker
- Sharing ideas and experiences and show understanding of concepts

Prepared speech

- Research
- Organise material coherently
- Choose and develop main ideas and supporting ideas with examples
- Correct format, vocabulary, language and conventions
- Tone, voice projection, pace, eye contact, posture and gestures
- Effective introduction and conclusion

- Incorporate appropriate visual, audio and/ or audiovisual aids such as charts, posters, images

Reading & Viewing

Prescribed literature genre

- Folklore
- Short story
- Drama
- Poetry

Reading and Viewing strategies

- Summary
- Visual literacy: advertising (poster, pamphlet), cartoon, comic strip, diagram/graph/ table/charts
- Critical language awareness (being aware of the denotation and connotation of words and that it carries hidden meanings and messages, e.g. stereotypes, the speaker's prejudices and intentions)
- Comprehension
- Prepared and unprepared reading aloud

Reading/viewing strategies:

Use pre-reading, reading and post reading strategies:

- To understand the text
- For close and critical reading of the text (reading comprehension)
- To demonstrate independent reading (reading widely for pleasure, information and learning)

Introduce learners to :

- **Text features** – titles, illustrations, graphs, charts, diagrams, headings, subheadings, numbering, captions, headlines, format, e.g. newspaper columns, etc.
- **Text structures** – lists, sequential order, description, procedures, main point and supporting points, narrative sequence.
- **Parts of a book** – title page, table of contents, chapters, glossary, etc.
- Reading and Viewing strategies

- Skimming for main ideas
- Scanning for supporting details
- Inferring meaning of unfamiliar words and images by using word attack skills and contextual clues
- Rereading
- Making notes (main and supporting ideas)
- Summarise main and supporting ideas in point form/paragraph as per required length
- Clarifying
- Making inferences
- Explaining writer's point of view
- Drawing conclusions/own opinion

• **Visual literacy** (range of graphic and visual texts e.g. advertisements, notices, posters, comics, cartoons, photographs, pictures):

- Persuasive techniques: emotive language, bias
- Impact of use of layout and design features, e.g. font types and sizes, headings and captions, images

Poetry

- Literal meaning
- Figurative meaning
- Theme and message

- Imagery, e.g. simile and personification, word choice, tone, emotional responses
- Sound devices, e.g. Lines, words, stanzas, rhyme, rhythm, punctuation, repetition, refrain, alliteration (assonance and consonance), onomatopoeia

Stories, Drama,

Key features of texts

- Plot
- Characters
- Characterisation
- Theme and messages
- Background and setting – relation to character and theme • Text structure and format
- Key features of the text

Information and social texts

- Audience and purpose
- Main idea and supporting ideas/specific details
- Text structure and format
- Key features of the text

Prepared Reading (Reading aloud)

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

Unprepared reading (reading aloud)

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

Writing & Presenting

- Word writing, e.g. lists
- Sentence writing
- Paragraph writing
- Creative writing
 - Descriptive, e.g. descriptions of people, places, animals, plants, objects, etc.
 - Narrative, e.g. stories, personal recounts
 - Imaginative, e.g. short poems
 - Dialogues and short play scripts based on stories
- Transactional writing (social, functional, media and information texts)
 - Notes, messages, letters, greeting cards, invitations
 - Posters, notices, brochures, advertisements
 - Short written speeches
 - Procedural texts and recounts
 - Factual recounts, information texts, e.g. news reports, texts for other subjects, graphic texts

Process writing

- planning / pre-writing,
- drafting,
- revising,
- editing,
- proofreading, and
- presenting

Pre-writing/planning

- Consider target audience and purpose
- Consider type of writing
- Brainstorm using mind-maps/lists
- Organise ideas

Drafting

- Word choice
- Structuring sentences

- Main and supporting ideas
- Specific features of the required text (e.g. direct speech for dialogue)
- Reads own writing critically
- Gets feedback from peers and teacher

Revising, editing, proofreading and presenting

- Revises: improves content and structure of ideas
- Refines word choice, sentence and paragraph structure
- Edits: corrects mistakes in grammar, spelling and punctuation
- Presents neat, legible final version

Example of Language Structures and Conventions

Punctuation Full stop, exclamation mark, question mark, comma, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses, hyphen

Spelling Spelling patterns, spelling rules and conventions, abbreviations, dictionary usage

Parts of words Prefixes, roots, and suffixes

Nouns Noun prefixes (including gerund / infinitive class prefix (African languages))

Countable (e.g. *chair/chairs*) and uncountable (e.g. *furniture*) nouns

Number (singular and plural), e.g. *chair/chairs*

Nouns with no change in number in the singular form, e.g. *scissors, trousers*

Common nouns (e.g. *woman*) and proper nouns (e.g. *Thandi*)

Abstract nouns, e.g. *love, fear, respect, honesty*

Compound noun, e.g. *rainbow, childlock*

Concrete nouns, e.g. *ball, chair*

Possessive forms of nouns, e.g. *Lesego's desk, learners' desks children's toys*

Collective nouns and classifiers, e.g. *a swarm of bees, a bar of soap*

Gerunds, e.g. *swimming is good, driving is pleasant, crying is therapeutic*

Predicate and object,

Gender, e.g. cock, hen, stallion, mare

Diminutives, e.g. cigar, cigarette, river, rivulet

Augmentatives

Articles, e.g. *a, an* and *the*

Nouns derived from other parts of speech

Determiners Indefinite article: *a book, an apple*

Definite article: *the book, the furniture, the apples*

Demonstratives: *this, that, those, these* (e.g. *That book is mine.*)

Quantity 1: *all, some, most, no, none* (e.g. *Most learners understood the lesson.*)

Quantity 2: *both, either, neither* (e.g. *Both learners stood up.*)

Quantity 3: *much, little, many, few, more, less, fewer* (e.g. *The school has many learners.*)

Quantity 4: *some, any, another, other, each, every* (e.g. *Each learner received a book.*)

Pronouns Personal pronouns as subject: *I, you, he, she, it, we, they* (e.g. *She is reading the book.*)

Personal pronouns as direct or indirect object: *me, you, him, her, it, us, them* (e.g. *She gave it to me.*)

Reflexive pronouns: *myself, yourself, himself, herself, ourselves, yourselves, themselves* (e.g. *He washed himself with soap.*)

Relative pronouns: *which, who, that, whose, where* (e.g. *The man who is standing by the window is my teacher.*)

Interrogative pronouns: *who, what, which, whose, whom* (e.g. *Whose book is this?*)

Demonstrative pronouns: *I don't like that one.*

Indefinite pronouns: *anyone, anywhere, everyone*

Adjectives

Position of adjectives, e.g. *The old man* (before a noun); *The boy was mischievous* (after a verb)

Adjectives ending in -ing, e.g. *amazing, boring, exciting* (e.g. *The lesson was boring.*)

Adjectives ending in -ed, e.g. *amazed, bored, excited* (e.g. *The student was bored.*)

Comparison of adjectives, e.g. *happy, happier, happiest; intelligent, more intelligent, most intelligent* (e.g. *It was the happiest day of my life./She is the most intelligent student in the class.*)

Numerical: *one, two, second, single*

Demonstrative: *this, that, such*

Relative: *which, whatever*

Adverbs

Adverbs of manner, e.g. *quietly, carefully, politely, softly, quickly*

Adverbs of time, e.g. *yesterday, tomorrow, last year, last week, the other day, next month, previous day, following day*

Adverbs of frequency, e.g. *always, usually, often, sometimes, never*
Adverbs of probability, e.g. *certainly, definitely, maybe, perhaps, possibly*
Adverbs of duration, e.g. *still, yet, any more*
Adverbs of degree, e.g. *completely, strongly, totally, quite, rather*
Adverbial phrases, e.g. *in the garden, on the table*

Prepositions

Simple preposition (one word preposition), e.g. *to, in, on, at, with*, etc
Compound preposition (two words preposition), e.g. *according to*,
Complex preposition, (three and more words preposition), e.g. *as far as, by means of, in addition to, in front of*, etc
Preposition of time: *She came on Monday*
Preposition of place: *I live on 780 Giyani Street; The dog is in the garden*
Preposition of movement: *He ran to, through, across, along, down, over, round*
Preposition of mathematics: Divided by – Ten **divided by** two is five; Ten **minus** eight is two; etc.
Adjective + preposition, e.g. *afraid of, ashamed of, bored with, impatient with, rude to*
Noun + preposition, e.g. *invitation to, approach to, reason for, respect for, comment on*

Verbs Main, transitive, intransitive, finite, non-finite, copulative, regular, irregular, phrasal, Stative, verbal extensions (derivatives),

Verbs with two objects (direct and indirect), e.g. *He gave me the book.*

Moods

- Subjunctive: *If I should see her, I will show her.*
- Imperative: *Don't drink and drive! Be careful!*
- Indicative: *Ostriches cannot fly.*

Auxiliary linked to modals

To express ability/inability, e.g. *I can speak German./I can't speak French./He is able to return to work./He is not able to return to work.*

To express permission, e.g. *May I use the bathroom? Could I leave early? Can I ask a question? Yes, of course you can.*

To express instructions/requests, e.g. *Would you open the window, please./Could you let me in?*

To express possibility/impossibility, e.g. *This can cause difficulty./You can't be serious./You could be right./He couldn't have known.*

To express probability/improbability, e.g. *We should arrive in Jo'burg at 10 p.m./We ought to arrive in Jo'burg at 10 p.m./There shouldn't be any problem/There ought not to be any problem.*

To express certainty, e.g. *They must have forgotten.*

Verb tenses

Simple present tense, e.g. *I play tennis every week./Snakes are reptiles.*

Present progressive (or continuous) tense, e.g. *She is watching television at the moment.*

Present perfect tense, e.g. *I have lived in Durban all my life.*

Present perfect progressive (or continuous) tense, e.g. *He has been studying hard the whole week.*

Simple past tense, e.g. *He woke up early and got out of bed.*

Past progressive (or continuous) tense, e.g. *The children were sleeping when the fire broke out.*

Past perfect, e.g. *He went home because he had forgotten his keys.*

Past perfect progressive (or continuous), e.g. *I had been waiting for two hours by the time he finally arrived.*

Expressing future time:

Will/shall + infinitive, e.g. *Mrs Molefe will teach the Grade 10 class./I am sure you will enjoy the movie. I shall come to see you tomorrow.*

Going to + infinitive, e.g. *They are going to visit her grandparents./I think it is going to rain tomorrow.*

Simple present tense used to talk about the future, e.g. *Tomorrow is a holiday.*

Future progressive (or continuous), e.g. *I will be working the whole of next week.*

Future perfect, e.g. *By next week I will have finished the job.*

Future perfect progressive (or continuous), e.g. *Next year I will have been teaching at this school for twenty years.*

Concord

Subject–verb concord, e.g. *He has just arrived./They have just arrived; I was going./They were going.*

Conjunctions and transition words

Chronological/sequential order: first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards

Explanation/cause and effect: *hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if ... then*

Procedure: *first, second, third*

Compare/contrast: *similar, different, smaller than, bigger than, however, but*

Order of importance: *always, finally*

Spatial order: *above, below, left, right, etc.*

Generalisations: *generally, in conclusion*

Choice paragraph: *in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/like/dislike/hope/feel*

Classification paragraph: is a kind of, can be divided into, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with

Description paragraph: above, below, beside, near, north/east/south/west, size, colour, shape, purpose, length, width, mass/weight, speed, is like, resembles

Evaluation paragraph: good/bad, correct/incorrect, moral/immoral, right/wrong, important/trivial, suggest, recommend, advise, argue

Definition paragraph: is defined as, is a kind of

Concluding paragraph: to conclude, to sum up, in summary, in short, as you can see

Interjectives / ideophones

E.g. boom, splash, oh, wow

Vocabulary development and figurative language

Synonyms, antonyms, paronyms, polysemes, homonyms, homophones, alliteration (consonance and assonance), one word for a phrase

Figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche)

Idiomatic expressions/idioms/proverbs

Borrowed, inherited, new words (neologisms), and etymology (origin of words)

Clauses

Main clause (independent), e.g. We visited Durban last June.

Dependent clause (subordinate), e.g. We visited Durban last June, and then we went to Phalaborwa in December.

Adverbial clause, e.g. We visited Durban in June because it is warm in winter.

Adjectival clause, e.g. This is the town that we visited last year.

Noun clause, e.g. What we saw at Table Mountain was amazing.

Conditional clause (if), e.g. If I see you tonight, I will give you your money.

Phrases

Absolute phrases: Heritage sites being the top Limpopo attraction, the Mapungubwe is the place to go.

Noun phrase: *The University of Cape Town* is one of the best in Africa.

Gerund phrase: Visiting Kruger National Park, we were excited about the beauty of nature.

Verb phrase: The first democratic election was held in 1994.

Prepositional phrase: During my last visit to Johannesburg in 2002, I took the Gautrain to O R Tambo Airport.

Sentences

Simple, compound and complex

Conditional sentences First conditional to express a real possibility, e.g. *If it rains, we will cancel the trip.*

Second conditional to express something that is unlikely or improbable, e.g. *If I won the lottery, I would buy my mother a house with ten bedrooms.*

Third conditional to express something that is hypothetical, e.g. *If I had worked harder at school, I would have passed matric.*

Passive voice Simple present tense, e.g. *The gate **is locked** at 6 o'clock every night.*

Present progressive (continuous) tense, e.g. *The room **is being cleaned** at the moment.*

Present perfect tense, e.g. *A new supermarket **has been opened** this year.*

Simple past tense, e.g. *The library **was closed** for the holidays.*

Past progressive (or continuous), e.g. *They had to wait because the car was still being cleaned.*

Past perfect, e.g. *He **had been poisoned** by his girlfriend.*

Future time, e.g. *Next year the class will be taught by Mr Dube./ Next year a new library **is going to be built.***

Reported speech Reported questions, e.g. *She asked me why I was so late./ He asked me what kind of music I liked.*

'That' clauses, e.g. *She said that she didn't know./ He told me that he had lost the book.*

3.2 SPREAD OF TEXTS ACROSS GRADES 4 – 6

To ensure that a variety of types of text are addressed throughout the year in each grade and also across the grades in the phase, a grid is used to plot the use of texts for the teaching plan for each grade. Six different types of text are used to organise texts for the phase, namely, informational, narrative, persuasive, instructional (procedural), transactional and literary (poetry, drama and prose) texts. A number of texts of the same variety could be used within the two-week unit depending on the length of the source (first) text. Texts should be chosen as good examples of the genre as it could be used as a writing frame.

A variety of texts have been selected for each two-week period. The key texts are captured below. Learners will engage with some or all of the texts in a two-week period, that is, they will listen to or present orally or read or write a text. All learning and teaching should be based on these texts, focusing on the development of language skills and sub-skills as detailed above.

3.2.2 Summary of text types across the phase

The tables below describe the range of text types that learners should be taught to write in Grades 4-6; other texts could also be included where appropriate. Some of these texts are not included in the teaching plan tables. This does not mean that they should not form part of teaching and learning as they are equally important.

To entertain

Orientation that introduces characters and setting, e.g. *Once upon time there was an old woman who lived with her son called Jack. They were very poor.*

Events leading to a complication, e.g. *Jack spent all the money his mother gave him on some magic beans. His mother was angry.*

Resolution and ending, e.g. *Jack came back with the Giant's treasure and they lived happily ever after.*

Written in the first or third person

Written in the past tense

Events described sequentially

Connectives that signal time, e.g. Early that morning, later on, once

Makes use of dialogue

Language used to create an

impact on the reader, e.g. adverbs, adjectives, images

Descriptive text/essay

To describe something in a vivid way

Identification: gives a general orientation to the subject, e.g. *There was a huge beast*

Description: describes features or characteristics of the subject, e.g. *It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.*

May be written in past or present tense

Creates a picture in words

Uses adjectives, adverbs

Uses figurative language, e.g. simile, metaphor, personification, alliteration

Transactional texts

Personal (friendly) letter

To inform and maintain a relationship

Address, date and salutation

Structure of message will vary depending on purpose (e.g. catch up on news, congratulate, sympathise)

May use personal recount text type (see below)

Closing, signature

Usually informal in style but can vary, e.g. letter of condolence will be more formal

Language features will vary according to purpose of message

Official letter

Various, e.g. to apply for a job or bursary; to complain, request, etc.

Writer's address, date, recipient's address, salutation

May have a heading

Structure of message will vary depending on purpose, e.g. letter to the press

Closing, signature

Usually formal in style

Makes use of language conventions, e.g. *Dear Sir/Madam, Yours sincerely*

Generally concise – brief and to the point

Curriculum vitae (CV)

To provide a summary of a person's life
Personal details: name, date of birth, gender, nationality, ID number, physical address, postal address, contact number (can be of parents / guardian), etc. Hobbies and interests
Referees
Design and layout is important
Concise – half a page
Headings and bullets
Formal and direct in style

Diary/journal

To record and reflect on personal experience
Usually written in a special book (a diary or a journal)
Entries written regularly (e.g. daily or weekly)
Entries dated
May use personal recount text type
Usually written in past tense
Informal in style
The writer is writing for him or herself

E-mail / sms

To inform and maintain a relationship
The recipient's address – which, in most cases, is the recipient's name and the server point, as well as the country in which the server point is based. For example, moloiq (*name*)@ webmail. (server) za (*country*).

Moloi.q@webmail.co.za

- CC: these may be the recipients whose attention is called to the email.
- Subject: This is a summary of the content of the email.
- Message
- Sender's name.

NB: The sender's address reflects automatically when the email is received. The sender may choose to provide other contact details at the end. This is called a signature **speech-like communication**

Invitation

To invite someone to an event or to do something (and either accept or decline)

May take the form of a personal letter or use an invitation card. Includes:

Nature of the event

Where it will take place

Date and time

May include dress code

Name of invitee

May include RSVP

May have a visual, design element

The response may be in the form of a note or letter.

Can be formal or informal in style

Generally concise – brief and to the point

Makes use of conventional phrases, e.g. *I would like to invite you ...*

Response is polite, e.g. *Thank you so much for inviting me but I'm afraid I won't be able to attend.*

Obituary

To commemorate and inform others of someone's death

Full name; date of death, where the person was living at the time of death; date of birth; birthplace; key survivors (spouse, children) and their names; time, date, place of funeral

Some of the following may also be included: Cause of death; biographical information; memorial tribute information

Formal in style

May use euphemisms, e.g. *passed away* instead of *died*

Usually concise

Makes uses of language conventions, e.g. *In lieu of flowers, donations may be made to*

Giving directions

- To tell someone how to get somewhere
- Use chronological order
- Refer to a specific direction
- Indicate the approximate distance
- Provide information about landmarks along the way
- Use mostly the imperative form
- Use concise and clear sentences

Procedures (e.g. instructions, directions, and rules)

To describe or instruct how something is done through a series of sequenced steps

Goal: a statement of what is to be achieved, e.g. *How to make a cover for a portfolio*

Materials/equipment needed listed in order, e.g. *Large sheet of art paper, paints, etc.*

Sequenced steps to achieve the goal, e.g. *First, paint a blue background on the paper.*

May have accompanying visual text, e.g. storyboard, diagrams, etc.

Written in the imperative, e.g. *Paint a blue background ...*

In chronological order, e.g. *First ... next ...*

Use of numbers and bullet points to signal order

Focus on generalised human agents rather than named individuals

Expressions of cause and effect

Advertisement/ posters/notices

To persuade someone to buy something or use a service

Can take a variety of forms

Make use of slogans and logos

Usually have a visual, design element

Use advertising techniques

Use design to make the advertisement eye-catching and memorable

Figurative language and poetic devices used to create impact and make the language memorable, e.g.

metaphor, simile, alliteration, repetition, rhyme, rhythm

Literary and media texts

Personal recount

To tell about a personal experience

Orientation: scene setting or establishing context, e.g. *It was in the school holidays*

An account of the events that took place, often in chronological order, e.g. *I went to Tumelo's place ... Then*

...

Some additional detail about each event, e.g. *He was surprised to see me.*

Reorientation – a closing statement that may include elaboration, e.g. *I hope I can spend more time with Tumelo. We had fun.*

Usually written in the past tense

Told in first or third person

Time connectives are used, e.g. *First, then, next, afterwards, just before that, at last, meanwhile*

Tends to focus on individual or group participants

Can be informal in style

Dialogue It is a record of the exchanges as they occur, directly from the speaker's point of view

When writing a dialogue;

•write the names of the 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;

•advice to characters

(or readers) on how to speak or present the action must be given in brackets before the words are spoken;

•sketch a scenario before you start writing. When the dialogue involves family or close friends the (casual style" is used. Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used

When the conversation involves strangers the consultative style is used more elaborate politeness

procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement

Review (e.g. story, book or film review)

To summarise, analyse and respond to literary texts or performances

Context: background information such as author, illustrator, type of work

Text description: describes elements of the text or production such as main characters, key incidents and stylistic features

Judgment: evaluation of the work by expressing an opinion or judgment

Written in the present/past tense

Use of appreciation vocabulary to evaluate text, e.g. *enjoyable, heart-warming, funny, exciting, amusing, important, informative, outstanding*

Newspaper article/factual recounts

To inform, educate, enlighten and entertain the public

- State facts briefly but accurately.
- Strive to communicate the essence without losing the reader.
- Summarise accurately, without slanting the truth.
- Give a succinct title and add a clear sub-title.
- Start with the most important facts: the who, what, how, when, where, why, and to what degree.
- Clear and concise language
- written in 3rd person.
- Can use an active or passive voice, depending on the focus and which is more engaging for the reader.
- Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.

Magazine article

To inform, educate, enlighten and entertain the public

- The heading must be attractive and interesting.
- The style should be personal, speaking directly to the reader.
- The style can be descriptive and figurative, appealing to the imagination of the readers
- Names, places, times, positions, and any other necessary details should be included in the article.
- The article should stimulate interest and keep the reader absorbed.
- Quotes from people; direct quotes
- Longer paragraphs
- Descriptive writing
- May use a mixture of formal and informal language including everyday expressions and colloquialisms
- Rhetorical questions
- Emotive words
- Use of imagery and description

Length of Texts for Home Language (for learners to engage with)

Task Grade 4 Grade 5 Grade 6

Longer listening comprehension texts e.g. story, interviews, plays, news reports

150-200 / up to 5 mins 200-250 / up to 5 mins 250-300 / up to 5 mins

Shorter listening comprehension texts e.g. announcements, information texts, instructions, directions

60-70 words / 1-2 mins 70-80 words / 1-2 mins 80-100 words / 1-2 mins

Reading comprehension/ intensive reading texts

150-200 words 200-250 words 250-300 words

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

Vocabulary to be achieved by Home Language learners Term

Vocabulary

Common spoken words

Grade 4

1700–2500

1850–3000

2000–3500

3500-4000

Grade 5

2400–4000

2700–4250

3000–4500

4500-5000
Grade 6
3500-5000
3700-5250
4000-5500
5500-6000

3.3 TEACHING PLANS

The teaching plan indicates the minimum content to be covered every two weeks per term. Teachers are not compelled to exhaust all the contents prescribed over a two week cycle. 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. It shouldn't be followed as is. Teachers should design their lesson plans from their textbook and from any other relevant sources and teach the content per term using an appropriate sequence and pace. Teachers are encouraged to also use content or concepts that are contextual to their environment.

3.3.1 How texts link together in the two-week cycle

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

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

The texts do not have to be taught in a particular order. In most cases, there should be a Listening and Speaking activity/text to prepare for the reading or writing activity. Sometimes, the Listening and Speaking activity should derive from the reading text. Learners should engage with the different kinds of texts orally and in reading before they are asked to write these texts. In most cases, the text to be listened to, e.g. a story or news report, will be different to and at a higher level than the one that learners will read. This is because their listening skills are more developed than their reading skills.

3.3.3 The type of texts prescribed and recommended

There are prescribed text types that are to be taught in every two-week cycle. These are specified in the teaching plan and should be contained in the prescribed textbook. In most cases, no specific story type is prescribed. Choices may be made from the variety of contemporary stories, imaginative stories (e.g. adventure, science fiction) historical stories (e.g. biographies) and traditional stories (e.g. myths, legends and fables) that are available. The same is true of poems and plays. There is also a section entitled 'Reflects texts read during independent or pair reading'. These will be texts chosen from the reader/readers/other books and will support the texts read in the prescribed section. They can either be the same text type (to emphasise understanding of text structure) or a different text type (to stimulate further interest and extend the range of reading abilities). In all cases, this additional reading should relate to the topics and themes chosen for the prescribed texts in that two-week cycle. It should however be kept in mind that ultimate aim should be to get learners to read independently and to develop reading habit. During the individual reading session, children should therefore be given the opportunity to read books within their own field of interest and to reflect on what they have read.

3.3.4 Number of key texts in a two-week cycle

In the early part of the year, there is usually only one text type or activity per two-week cycle. Later on, there will be two and sometimes three text types or activities per two-week cycle. Teach

these text types and the related activities bearing in mind that learners will be exposed to them numerous times during the course of the year.

3.3.5 How the Language Structures and Conventions are addressed

The content of the 'Language Structures and Conventions' section is related in most cases to the types of texts prescribed under the headings Listening and Speaking, Reading and Viewing, and Writing and Presenting, and will naturally be given attention in the process of engaging with the texts and during the time allocated for Listening and Speaking, Reading and Viewing, Writing and Presenting. For example, if a story is being done, learners will naturally use the simple past tense and will read texts using this tense. However, it is also important that activities be developed that focus on particular language structures, in context. Choose items from the 'Language Structures and Conventions' section to teach learners language that appears naturally in the focus text type and in an order that supports a natural and logical approach to language acquisition. Not all items must be taught within that given cycle but ensure that all the items listed in the overview are covered by the end of the year.

Construct activities that are meaningful to learners and that relate to the texts they are studying in the two-week cycle. More activities of this nature should be done as learners make progress from Grade 4 to 6. Select very carefully which rules you explain to learners and keep these to a minimum. Practice in Language Structures and Conventions will refine these skills. Teaching should integrate all the language skills and language structures as they are interrelated. All of these should be taught in context. Note however that there is also specific time allocated to formal instruction in Language Structures and Conventions.

ENGLISH HOME LANGUAGE GRADES 7-9

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

Approaches to teaching literature

The teaching of literature should focus on teaching for comprehension and will include the reading process strategies (pre-reading, reading and post/after reading). The main reason for reading literature in the classroom is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic, and deeply meaningful than much of what else they may read. While most literary texts are forms of entertainment, amusement, or revelation, serious writers create novels, plays and poems because they have ideas, thoughts and issues; principles, ideologies and beliefs that they most want to share with or reveal to their prospective readers. Their imaginative use of language is an added method of revealing, reinforcing, and highlighting their ideas. The teaching of literature is never easy, but it is impossible without the personal, thoughtful and honest interpretations and comments from the learners themselves. Unless they learn how to understand a literary text on their own, they

will not have learned much. Teachers often need to restrain their own interpretations and ideas of literary texts, and allow as much learner participation as is reasonable. Interpretation is not about right or wrong. It is about searching for what is meaningful to the reader. The best ways to approach the teaching of literature would involve some or all of the following.

- Make every attempt to read as much of the text in class as possible without breaking for any other activity. This should not take more than two weeks. It is essential that learners have a clear idea of what is going on at the most basic level of the text. Spending too long on reading a text is deleterious to a clear understanding of narrative line and plot. Some classes can read texts without such support. That is to be encouraged. Poetry should be taught, not poems. Read as many as possible in class, and ensure that learners write poems as well.
- Literary interpretation is essentially a university level activity, and learners in this phase do not have to learn this advanced level of interpretation. However, the purpose of teaching literary texts is to show learners how their home language can be used with subtlety, intelligence, imagination and flair. This means a close look at how text is being created, manipulated, and re-arranged to clarify and emphasise what is being expressed. Such work might involve examining the presence or absence of imagery; what kind of imagery is being selected by the writer and why; sentence structures and paragraphing, or the layout of poems; choice of words, continuing motifs through the text; the use of symbol, sound and colour where appropriate. Most of this work should be text based, but line by line analysis of any text is destructive to its subtlety.
- Creative writing should be closely attached to the study of any literary text. Writing activities that demand a close understanding of the text being read can prove very helpful in reaching more creative levels of appreciation on the part of the learners. Class discussions can be fruitful as long as everyone is involved. But class discussions that lead to written work activities serve a clearer purpose and benefit both.
- Finally, it is important to point out that Literature is not about right answers. A whole text means something, not just bits and pieces of it; a good reading of a text incorporates the whole text in interpretative, creative, personal, and exploratory practices. The other approaches to literature which can be integrated with teaching for comprehension and for understanding the key features of literature are the **chronological, the author, the theme and the genre approaches**. These approaches can be combined. In the **chronological approach** learners can research and combine the literature period with the historical events for the same timeframe. In the **author approach**, learners can participate in a broad and deep study of an author especially in poetry and can link his/her poems with a particular historical period. In the **theme approach** learners can look at themes such as justice, success, love, etc. across a number of poems or across different genres and relate them to events in real life situations. They can make judgments about the character's actions and comment on the theme. Regarding the **genre approach**, learners can classify, compare and contrast different types of literary genre, e.g., the difference between the plots in a novel/short story/drama/folklore.

Approaches to teaching language usage

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

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

- Grammar should be taught for constructing texts in their context of use - it is concerned, in other words, with real language.
- The application of grammar should not be restricted to the analysis of isolated sentences – it should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters, reports which learners learn to read and write in school.
- Use of authentic materials such as dialogues, interviews, must be encouraged
- Link the language structure with functional uses of language in different social settings, e.g. expressing one's thoughts or feelings; introducing people; talking about or reporting things, actions, events or people in the environment, in the past or in the future; making requests; making

suggestions; offering food or drinks and accepting or declining politely; giving and responding to instructions; comparing or contrasting things.

- Use classroom activities that relate language forms with functions, e.g. the past tense with a narrative essay and report writing; the subjunctive mood with a reflective essay.
- Focus on meaningful tasks. Acquiring the grammatical rules of the language does not necessarily enable the learner to use the language in a coherent and meaningful way. What interests us then concerns the structure and function beyond the sentence level, i.e. the way in which people use either spoken language (discourse) or written language (text) in coherent and meaningful ways.

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

3.1 Overview of language skills – processes and strategies, text type and Length

3.1.1 Listening and Speaking

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

Listening process and strategies

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

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

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

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

- Analyse:
 - the message,
 - the speaker, and
 - the speakers' evidence.
- Make mental connections.
- Find meaning.
- Ask questions.
- Make inferences and confirm predictions.

- Reflect and evaluate.

Post-listening follows up on the listening experience. Learners

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

DIFFERENT KINDS OF LISTENING

Listening for specific information

Listening, rather than merely hearing, remains key to any intelligent response to the world around us. In a world in which technology has created endless supplies of sounds, voices, music, and talking, learning to listen only to what may be significant or useful becomes crucial. Most of what is listed below will not be unfamiliar to learners in this phase, and teachers need to work only with such processes as they feel their class is still in need of.

- Stimulate/activate background information before listening
- Ascertain speaker's purpose
- Give complete attention to listening task and demonstrate interest
- Search for meaning
- Check understanding of message by making connections, making and confirming predictions, making inferences, evaluating and reflecting
- Make meaningful notes outlining, mapping, categorizing, summarising, making checklists, paraphrasing, retelling, explaining
- Distinguish message from speaker
- Consider the relationship between context and choice of words and form
- Identify, interpret and evaluate messages
- Understand instructions, tracing directions on a map and follow procedures
- Noting the main and supporting ideas
- Process information by: comparing, obeying instructions, filling in gaps, detecting differences, ticking of items, transferring information, sequencing, matching, interpreting meaning
- Follow up on presentation by: answering questions, reviewing notes, categorizing ideas, summarising, clarifying, reflecting, speaking or writing

Listening comprehension and speaking

- Re-tell the story
- Recall specific detail in a text
- Reflect on values and messages in a text
- Reflect on stereotyping and other biases
- Discuss character, plot and setting
- Express opinions
- Clarifying questions

Listening for critical analysis and evaluation

Most of the processes listed below are helpful in the study of literary texts, of advertisements and political documents. After a listening activity, teachers usually provide opportunities for discussion, but it is also useful to turn these activities into writing. A brief extract from a film sound track, for example, can be used to begin a narrative composition ("What exactly do you hear? Make sense of it."). The selection of a number of 'emotive' words from a speech, or from a reading of a poem can be incorporated into a piece of writing appropriate to the context. Incorporate the words into a statement of contradiction to what has been said in the speech; or use the words in poem so that the understanding of the words is clear.

- Identify and interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping
- Distinguish between facts and opinions
- Show awareness of and interpret tone, pace and language use
- Respond to style, tone and register and evaluate correctly
- Understand the logical sequence of information
- Make judgments and provide evidence
- Make assumptions and predict consequences
- Respond to language use, word choice, format and pronunciation

DIFFERENT KINDS OF LISTENING

Listening for appreciation and interaction

These listening activities are best practised in debates, small group discussions and any other structured discussion. Watching clips from films can also be helpful in analysing such characteristics as are listed below.

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

Length of texts to be used for listening comprehension

TAS K GRADE 7 GRADE 8 GRADE 9

Longer listening comprehension texts e.g. story, interviews, plays, news reports

150-200/up to 5 mins 200-250/up to 5 mins 250-300/up to 5 mins

Shorter listening comprehension texts e.g. announcements, information texts, instructions, directions

60-70 words/1-2 mins 70-80 words/1-2 mins 80-100 words/1-2 mins

Reading comprehension/ intensive reading texts

150-200 words 200-250 words 250-300 words

Speaking

In the Senior Phase learners should be taught or groomed to talk with ease and accurately as this is one of the most valuable assets for their lives, both personal and professional. Creating this self-confidence is more important than any specific technique or trick of public speaking. Learners need to know that when they speak there will be no mockery or ridicule, and they must be assured of the teacher's full support and encouragement at all times. Learners in the Senior Phase should be taught most basic techniques of giving a good speech. A degree of tolerance might be shown to learners in view of the demands which oral interaction makes on them.

The speaking process and strategies

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

- Planning - researching and organising
- Practising and presenting

Planning - researching and organising

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

- Using appropriate register, style and voice according to audience, purpose, context and theme
- Using appropriate language (choice of words) by
 - Using action verbs, a variety of adjectives and adverbs to give a specific impression, details and a vivid description when speaking, for example, a speech, storytelling, debate
 - Using knowledge of synonyms and antonyms, homophones, homonyms and one word for a phrase
 - Using borrowed, inherited and new words
 - Using figurative language (figures of speech, idioms, proverbs), tone, mood or humour
 - Using abbreviations
 - Using roots, prefixes and suffixes
 - Using gender, plurals and diminutives
 - Using comparative and superlative degrees of adjectives and adverbs
- Demonstrating critical language awareness by:
 - Giving facts and expressing opinions
 - Expressing denotative and connotative meaning, implied meaning

-- Expressing values, attitudes, bias, stereotypes, emotive, persuasive and manipulative language
e.g. in

- The use of resources and reference material such as dictionaries and thesauruses to select effective and precise vocabulary and deliver presentations making use of notes and props, audio and/or visual aids and graphs to enhance the appeal and accuracy of presentations.

Practising and presenting

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

- Speaking directly to the audience
- Referring to relevant sources that have been consulted
- Including a range of facts and examples according to task requirements
- Using effective introduction and conclusion (e.g. by using literary quotations, references to authoritative sources, anecdotes)
- Developing ideas and arguments - content is original, creative, coherent, shows logical development and arrangement of facts, examples and ideas
- Using elements of speech forms (e.g. introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate
- Using organizational structures such as chronological, topical, cause-effect, compare-contrast, problem-solution to inform and to persuade
- Using correct intonation
- Presenting and advancing a clear argument and choosing appropriate types of proof (e.g. statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance
- Using forms of address or repetitions: ladies and gentlemen; I want to emphasise that ...
- Using appropriate language structures and conventions such as:
 - verb forms and auxiliaries to express tense and mood accurately
 - use parts of speech to express day-to-day oral communication
- Using rhetorical questions, pauses, repetition,
- Using verbal and non-verbal techniques (e.g. tone, voice projection/modulation, volume, pace/tempo, phrasing, eye contact, facial expressions, gestures and body language) for presentations

TYPES OF LISTENING AND SPEAKING TEXTS

Prepared speech To inform/persuade/share and justify viewpoint or opinion.

- Choosing an appropriate research topic
 - Some form of research should be evident
 - Appropriate structure (introduction, body and conclusion)
 - Clear logical links with topic
 - An argument or point of view that triggers a thoughtful response in others.
 - Clearly enunciated ideas showing awareness of audience and purpose

Unprepared speech To present a speech without preparing beforehand/to arrange logic promptly/employ speech techniques at short notice

- Use appropriate structure (introduction, body and conclusion)
- Appropriate to the purpose
- Use tone, voice projection, pace, eye contact, posture and gestures
- Register and tone appropriate to the audience
- Use appropriate and effective vocabulary and language structures.
- Short but effective

Prepared Reading (Reading aloud)

- Understanding of the passage demonstrated
- Passage fluently read
- Voice projected
- Words clearly enunciated
- Good use of pause
- Maintenance of audience rapport.
- Choice of extract takes audience into account

- Length of extract appropriate

TYPES OF LISTENING AND SPEAKING TEXTS

Unprepared reading (reading aloud)

To share a text written by self or other; to entertain

- Understanding of the passage is demonstrated
- Passage is fluently read
- Voice is projected
- Words clearly enunciated
- Good use of pause
- Maintenance of audience rapport.
- Choice of extract takes audience into account
- Length of extract appropriate

Debate To argue different viewpoints on a chosen topic. This is a formal oral form for public viewing and participation.

Debating procedure:

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

Dialogue • Reflect a conversation between two or more people.

- Initiate and sustain conversations
- Use turn taking conventions, maintain discourse
- Defend a position
- Listen to each other, negotiate
- Fill in gaps and encourage the speaker
- Clarify issues
- Share ideas and experiences and show understanding of concepts

Interview To elicit information or point of view from an individual or panel

- Use questioning, persuasion, note-taking, summarising, listening skills and nonverbal skills
- Plan and prepare: determine goal, background information, outline, questions, time, place, sequencing, physical environment (see writing features)
- Use interviewing techniques in phases:
 - Introduction (identifying self; stating purpose)
 - Rapport (creating atmosphere of trust)
 - Questions (ask general to specific, relevant questions; use mature, sensitive, respectful persuasive language; listen actively; evaluate response, respond effectively to demonstrate knowledge)

- Summary (record responses by taking notes; summarise; sequence and arrange responses and important details in logical order)
- Closure (thank interviewee; provide contact details)

Report (formal and informal) • Give exact feedback of a situation, e.g. accident, any findings

- Reflect a title, introduction (background, purpose and scope), body (Who? Why? Where? When? What? How?), conclusions, recommendations, references, appendices
- Plan: Collect and organise information and give facts
- Use semiformal to formal language register and style
- Use
 - Present tense (except historical reports)
 - General nouns
 - The third person
 - Factual description
 - Technical words and phrases
 - Formal, impersonal language

Giving directions To tell someone how to get somewhere

- Use directions when telling someone how to get somewhere.
- Use mostly the imperative form
- Use the second person representing an interaction between the speaker and the listener.
- Consider the following when giving directions:
 - Use concise and clear sentences
 - Use the chronological order
 - Refer to a specific direction
 - Indicate the approximate distance
 - Give the approximate number of streets to be crossed to reach the destination
 - Provide information about landmarks along the way
 - Use words indicating position
 - Use words indicating direction
 - Use words to ask for directions
 - Use words to show appreciation

Instructions To explain how to use a tool or an instrument, prepare food, repair faults, etc.

- Explain the working or use of any article in operation; preparing dishes, repairing any defaults, etc.
- Plan and prepare (see writing features)
- Understand the situation(s) and what the product of giving instructions/ demonstrations should be or do
- Explain the working or use of any article
- Reflect clear, correct and logical sequence of instructions
- Use manuals, instructions, and operations.
- Consider vocabulary, grammar, expressions, technical language and phrases that might be used
- Presenting

Gives oral presentation/report • Present orally on events from e.g. the radio or television or findings from an interview held.

- Plan and prepare
 - Introduce what the product of a formal oral presentation should be
 - Predict what vocabulary, grammar and expressions might be used
 - Research to obtain relevant information from the speaker and the language needed to express information
- Present; look out for the following:
 - Some form of research should be evident
 - A text structure should be followed (introduction, body and conclusion)
 - The text should comprise of clear logical links with topic, reflecting correct facts arranged in logical order
 - An argument or point of view that triggers a thoughtful response in others is expressed.
 - Clearly enunciated ideas showing awareness of audience and purpose;
 - Remain neutral (clear and objective language) and present in a suitable register for the audience
- Learners should be encouraged to use appropriate body language but wild gesticulation should be avoided. Use clear objective language
- Organise an oral presentation in three parts:
 - Introduction: Catch the audience's interest; answer Who? What? Where? When?
 - Body: Organise main points of the report in a logical order. Use accurate information; support main point with information from research; use details and descriptive sentences to make the report interesting

-- Conclusion: Summarise and get across the most important point. Write a short conclusion. Wrap up and restate the main point. Draw upon the main points to formulate a personal opinion concerning the topic of the report

- Use visual aids, such as posters or overhead transparencies, and practise using them while rehearsing
- Use notes to make a final outline of the report
- Use notes when presenting the report

Forum/panel Discussion To share different opinions or information from different sources

The speakers should:

- explore a range of ideas
- listen to one another
- concede points when necessary
- not interrupt other speakers
- make logical links between points
- keep to the topic
- try to bring people into discussion
- interrupting politely
- expressing opinions and support reasons
- Each speaker talks about a particular aspect of the topic
- Use of conventional phrases
- Duties of the chairperson
- Keeping order
- Managing time
- Keeping to the agenda
- Encouraging participation
- Remaining neutral
- Calling for proposal or votes

Role plays

Learners are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or the learner may be briefed in the particular role to be played. Such assessments are open-ended and are person-centred.

Informal discussion/conversation

To share ideas, opinions and viewpoints with individuals groups

- Initiate and sustain conversations
- Turn taking conventions
- Defend a position
- Negotiate
- Fill in gaps and encourage the speaker
- Share ideas and experiences and show understanding of concepts

Introducing a speaker

To give an audience information about a speaker/guest

- Obtain relevant information from the speaker
- Use a formal style or register
- Create interest and expectation in the audience, e.g. by telling the audience about relevant background information and achievements
- Build expectation through, e.g. pauses and inflection
- End strongly and confidently

Vote of thanks

- To thank a speaker after delivering a speech to an audience
- Use a formal register
- Listen carefully to the speaker, to point out some highlights in the address
- Mention strong points in the address
- End strongly and confidently

Suggested duration for texts to be produced for oral communication

GRADES 7 - 9

Conversations, debates, forum/group/panel discussions, group discussions 10 – 15 minutes

Dialogues 4 – 6 minutes

Directions and instructions 2 – 4 minutes

Interviews 8 – 10 minutes

Prepared reading 2 – 3 minutes

Prepared speeches, report, review 2 – 3 minutes

Unprepared speeches 2 – 3 minutes

Storytelling 5 – 7 minutes

Meeting and procedures 7 – 10 minutes

Expressions used in conversational English – Reference list

ASKING PERMISSION/REQUESTS

- Can I.....?
- May I.....?
- Would it be possible for me.....?
- Is it all right if.....?
- Would it be ok if.....?
- Do you mind if I ...?
- Please let/permit/allow me to ...
- Would you agree to ...?

INTERRUPTING

- Excuse me, could I ...?
- Sorry, do you think I could ...?
- Excuse me, do you know ...?
- I beg your pardon, could you help me? (formal)

OFFERING HELP

- May I help you?
- Can I help you?
- Are you looking for something?
- Would you like some help?
- Do you need some help?
- What can I do for you today?

SEEKING ASSISTANCE

- Can I help with.....?
- Would you help me to.....?
- I need help with ...
- Please assist me ... (formal)
- Please lend a hand with ...

APOLOGISING

- Sorry.
- I'm sorry for.....
- I regret.....
- Please forgive me for ...
- I apologise for ...
- Pardon me.
- Excuse me.
- I beg your pardon.

COMPLAINING

- I'm sorry to have to say this, but...
- I'm sorry to bother you, but...
- Maybe you forgot to...
- I think you might have forgotten to...
- Excuse me if I'm out of line, but...
- There may have been a misunderstanding about...
- Don't get me wrong, but ...

GIVING ADVICE

- I don't think you should
- You ought to.....
- You ought not to.....

- If I were you, I'd
- If I were in your position, I'd ...
- If I were in your shoes, I'd
- You had better
- You shouldn't.....
- Whatever you do, don't.....

STATING A PREFERENCE

- Would you like to
- I'd rather.....
- Why don't we ...?
- Well, I'd prefer What do you think?
- What do you think we should do?
- If it were up to me, I'd ...
- I think we should

GUESSING, INFERRING

- I'd say he's about ready to ...
- It might need some ...
- He could be ...
- It looks like ...
- Perhaps he needs some...
- Maybe they want to ...
- It's difficult to say, but I'd guess that ...
- I'm not really sure, but I think ...

GIVING IMPRECISE INFORMATION

- There are about
- There are approximately.
- There are a large number of
- predicts up to
- It's kind of ...
- It's the type of ...
- They're the sort of
- It's difficult to say, but I'd guess...
- I'm not really sure, but I think ...

SAYIN G GOODBYE

Long trips, vacations, short outings

- Have a good trip.
- Enjoy your vacation.
- Have a good journey.
- Enjoy your holidays.
- Enjoy!
- Have a good time **at** (destination place such as a restaurant)
- Have a good time **in** (destination city)

GREETING AFTER A TRIP

- How was your vacation/holiday in...?
- Did you enjoy your time in (destination)?
- How was your journey/flight/trip?

EVALUATIN G YOURSELF

- This worked well/was effective because....
- I did this well because....
- It would have been better if I had ...
- This could be improved by....
- Progress is/is not evident because ...
- This succeeds because ...

3.1.2 Reading and Viewing

Well-developed **reading and viewing** skills are central to successful learning across the curriculum. Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts. Learners recognise how genre and register reflect the purpose, audience and context of texts. Through classroom and independent reading, learners become critical and creative thinkers. Reading/viewing combines two elements: 1) learning and applying strategies for decoding and understanding text 2) learning and applying knowledge of

text features. Both aspects should be present in reading/viewing instruction of literary and non-literary texts.

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

Reading process and strategies

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

- Pre-reading
- During-Reading
- Post- reading activities

Pre-reading

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

This activates associations and previous knowledge.

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

During-reading

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

Post-reading

- Answering questions on the text from lower to higher order
- Drawing conclusions/own opinion
- Evaluating/discussing different interpretations of a text
- Comparing and contrasting
- Synthesizing/writing a summary
- Exploiting the text for grammar and vocabulary learning, e.g. re-write in a different tense
- Reproducing the genre in writing of their own (where appropriate)
- Critical language awareness:
 - facts and opinion
 - direct and implied meaning
 - denotation and connotation
 - socio-political and cultural background of texts and author
 - the effect of selections and omissions on meaning

- relationships between language and power
- emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties, inferences, assumptions, arguments, purpose of including or excluding information
- create new texts, i.e. change a narrative into a drama, dialogue; exploit the text for grammar and vocabulary learning, e.g. rewrite in a different tense.

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

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

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

Reading activities and the kind of reader envisioned

Prepared Reading (Reading aloud)

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

Unprepared reading (reading aloud)

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

Reading comprehension

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

INTENSIVE READING

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

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

- Use dictionaries, thesauruses and other reference works to determine the meaning, spelling, pronunciation and part of speech of unfamiliar words
- Identify the meaning of common prefixes, (e.g. bi-, un- or re-) and common suffixes, (e.g. -ful).
- Determine the meaning of words and their connection to word families using knowledge of common roots, suffixes and prefixes
- Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words
- Recognise and use common idioms and proverbs, e.g. the Midas touch.
- Distinguish between denotation and connotation
- Identify the origin and use of new words, e.g. street slang, dialects, borrowed words (e.g. ubuntu, dorp, bunny chow).
- Distinguish between commonly confused words: homophones, homonyms, homographs, synonyms, e.g. *allusion/illusion; complement/compliment; imply/infer*
- Recognise a wide range of abbreviations, e.g. initialism, acronyms, clipped, truncation

- Apply knowledge of grammar to decode meaning. See Language Structures – Reference List below.

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

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

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

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

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

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

d) Intensive reading of shorter texts for SUMMARY AND NOTE TAKING.

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

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

e) Intensive reading of shorter texts for CRITICAL LANGUAGE AWARENESS .

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

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

f) Intensive reading of MULTIMODAL AND VISUAL TEXTS (Multimodal texts make use of visual and written material in a single text, e.g. advertisements, cartoons. They can also combine this with spoken language and gesture.) Learners apply their knowledge of images and visual elements to understanding how these support writing in multimodal texts. Learners apply the meta-language of film study to understand and appreciate visual text elements and their effect.

- Identify and discuss the way visual elements are integrated with written text in multimodal texts, e.g. layout, illustrations, graphic information
- Identify and discuss the purpose and message in visual texts for information, e.g. graphs, tables, documentaries, charts, maps
- Identify and discuss the message and effectiveness of visual elements of advertisements and the relationship between the written and the visual elements

- Identify and discuss the purpose and message in visual texts which show relationships, e.g. mind-maps, diagrams, pie charts, maps, plans
- Identify and discuss the purpose, aesthetic qualities and design of visual texts created for aesthetic purposes, e.g. photographs, film, design elements
- Identify and discuss the purpose and message of visual texts created for enjoyment and entertainment, e.g. film, cartoons, music videos, comic strips
- Identify and discuss the message and effectiveness of visual texts which support speaking, e.g. posters diagrams, data projection
- (Film study - for enrichment only) Identify, understand, analyse and evaluate the relationship between sound, speech, action and visual elements in film and other audio-visual forms

FORMAL STUDY OF LITERARY TEXTS

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

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

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

In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, e.g. plot, exposition, rising action, conflict, climax, falling action/anticlimax, denouement/resolution, setting

EXTENDED INDEPENDENT READING/VIEWING

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

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

Examples of question types

Knowledge questions *What happened after ...? Can you name the ... Describe what happened at ... Who spoke to ...? What is the meaning of?* Comprehension questions *Who was the key character ...? Can you provide an example of ...? Can you explain in your own words?*

Application questions *Can you think of any other instance where? Do you remember we were looking at metaphors – how would you explain the metaphor in this line?*

Analysis questions *How was this similar to ...? How was this different to ...? What was the underlying theme of ...? Why do you think*

Synthesis questions *We've learnt different views about John – can you put them all together and describe his character? What kind of person is he?*

Evaluation questions *How effective is? Can you think of a better way of? Which of these two poems do you prefer? Why?*

Selecting a text-type or genre

Teachers should ensure that learners read a range of texts and genres during the year. There should be a balance between short and long texts and between reading for different purposes, e.g. aesthetic purposes (formal text study in set work) texts for mass distribution in the media, visual texts for enjoyment (see "Texts used for integrated teaching of language skills").

TYPES OF READING TEXTS

Poetry There are essentially only two questions a learner needs to ask of a poem: What is being said? How do I know? The second question adds conviction to the answer of the first; the first determines what the second question will reveal. All literary writers write because they have something to say—something they consider at least interesting, and usually of some importance to the cultural group for which they are writing. We study the text to support, corroborate, clarify and reveal what writers have to say to us. It also involves looking at the figurative use of language; of the way sentences, verse lines and poems as a whole are presented; of the choice of image, rhythm, pace and sound; of the emotive feelings that such images generate. All this in an attempt to reach a tentative conclusion at best as to what the poet is hoping we will sooner or later discover to be a meaning of the text. There is seldom finality in the study of a good poem. The following aspects will enhance understanding of the intended message

- literal meaning
- figurative meaning
- mood
- theme and message
- imagery
- figures of speech/imagery, word choice (diction), sound devices, tone, rhetorical devices, emotional responses, lines, words, stanzas, rhyme, link, rhythm, punctuation, refrain, repetition, alliteration (consonance and assonance), enjambment

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 if it were a novel. Nevertheless, it is never a good idea to show 'the video' of the play until the play has been fully studied discussed and 'staged' by a class. Without that, the 'video' becomes the truth of the play, and little will dislodge the specific interpretation of that particular production.

Imagination plays a key role in the reading of drama. Visualising a stage and what actors look like, and working out how many different ways a line or speech can be said are vital components of working with drama in the classroom. Plot and subplots; the way the playwright presents the characters, and how they develop through the play; setting and background (only where absolutely essential to an understanding of the play); pace, use of image and symbol; dramatic techniques like soliloquy; dramatic irony, stage directions, the creation of tension, or humour, or tragedy are all worth studying through the dramatic reading of the play. The following aspects will enhance the learners' understanding of the text:

- plot and sub-plot (exposition, rising action, conflict, climax, falling action/anticlimax, denouement/resolution, foreshadowing and flashback)
- characterization
- role of narrator/persona/point of view
- theme and messages
- background and setting – relation to character and theme
- dramatic structure: plot, subplot (exposition, rising action and climax)
- mood and tone
- ironic twist/ending
- stage directions
- link between dialogue/monologue/soliloquy and action
- dramatic irony
- time line

Film study (as enrichment activity)

Film study is not the same as reading a novel. Although the treatment of a film can follow the patterns of teaching more typical of drama and novel, the item 'cinematographic techniques' below needs special

attention. 'Reading' a film with sensitivity and accuracy depends in large measure on the extent to which the viewer is conscious of editing, cutting, camera shots, montage, mise en scène, music, costume, lighting and sound. Being able to read a film at this level immeasurably enriches one's watching of films: the viewer moves away from the more 'passive gazing' which usually means only following the narrative line; to an 'informed attending' that adds to one's viewing a greater depth, and a clearer understanding of just how director, editor, and the rest are manipulating what we watch to make us feel and react in certain ways.

- dialogue and action, and their relation to character and theme;
- plot, subplot, character portrayal, conflict, dramatic purpose and dramatic
- irony, ironic twist and ending;
- dramatic structure and stage directions
- message and theme and how they are woven into all aspects of the text;
- cinematographic techniques (visual, audio and audio-visual) such as the use of colour, subtitle, composition, dialogue, music, sound, lighting, editing, framing, styles of shot, camera techniques, camera movement, foregrounding and backgrounding.

Novel, Short stories, Folklore

Narratives (novel, short story and folklore) need to be read, discussed, and enjoyed. Reading the texts aloud and or playing in class is often of great value, especially if learners are not keen readers, or have some resistance to reading. Read fast, and keep the interest alive by using the simple reading acts of anticipation or prediction; evaluation; and appreciation. Simple activities involving imaginative summary (summarising the story so far to a friend in a limited number of words; keeping a visual graph going in the classroom; opening dossiers of key characters; looking for and noting, appearances of words and images that emphasise ideas and themes in the novel) can help to keep the learners up to speed. After the first reading, learners need to become aware of the differences between narrative (*what* happens next?) and plot (*why* does that happen?); explore possible meanings and interpretations of the story; examine how the writer has used language to create character (description and direct speech); how characters interact; setting (descriptive language, and incidental references throughout the novel); and where necessary attempt to unravel underlying ideas, thoughts and ideologies that control the direction of the narrative as a whole. All cultures, and most people, live lives imbued with stories. Whatever the teacher does with novels and stories in the classroom, the sheer pleasure of engaging in a good story must remain paramount.

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

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

Other reading texts Posters, charts, maps, graphs, cartoons, magazines, newspapers, websites, films, documentaries, TV series both during and after class.

LENGTH OF TEXTS TO BE READ

Text for reading aloud

5 – 6 sentences 1 paragraph

5 – 8 sentences 2 paragraphs

5 – 10 sentences 3 paragraphs

Reading comprehension/intensive reading texts

350-400 words 400-450 words 450-500 words

Independent reading Poetry, short story, folklore, novel and drama

– as prescribed by CAPS

– and non-fiction texts

Poetry, short story, folklore, novel and drama

– as prescribed by CAPS

– and non-fiction texts

Poetry, short story, folklore, novel and drama

- as prescribed by CAPS
- and non-fiction texts
- Summary** 70-80 words from 250 word text
- 70-80 words from 260 word text
- 70-80 words from 280 word text

TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE SKILLS IN THE SENIOR PHASE

In addition to literary texts for formal study, texts to be covered in the Senior Phase include written, visual and multimedia texts with different purposes. Some texts will be studied for their aesthetic qualities; some texts will be studied as examples and as models for writing

Literary texts for formal study. A range to be studied over the Senior Phase.

Prescribed Genres

Poetry

(Grade 7 – 10 poems)

(Grade 8 – 15 poems)

(Grade 9 – 15 poems)

Novel

(Grade 7 – 30-40 pages)

(Grade 8 – 40-50 pages)

(Grade 9 – 50-60 pages)

Short stories

(Grades 7 – 4-5 stories – 3-5 pages on each story)

(Grade 8 – 5-7 stories – 3-5 pages on each story)

(Grade 9 – 7-10 stories – 3-5 pages on each story)

Folklore

(Grades 7 – 4-5 stories – 3-5 pages on each story)

(Grade 8 – 5-7 stories – 3-5 pages on each story)

(Grade 9 – 7-10 stories – 3-5 pages on each story)

Drama

(Grade 7 – 1-2 Act play – 10-20 pages)

(Grade 8 – 2-3 Act play – 20-30 pages)

(Grade 9 – 3-5 Act play – 30-50 pages)

Enrichment

Films

Selected TV series/documentaries

Radio dramas

Essays

Written texts for information

Dictionaries

Encyclopaedias

Schedules

Telephone directories

Textbooks

Thesaurus

Timetables

TV guides

Written texts in the media

Magazine articles

Newspaper articles

Editorials

Notices

Advertisements

Written forms of audio texts

Dialogues

Speeches

Songs

Jokes

Written interpersonal and transactional texts

Letters

Diaries

Invitations

Emails
sms's, twitter
Notes
Reports

Written interpersonal texts in business

Formal letters

Agenda and minutes

Multimedia/visual texts for information

Charts, maps

Graphs, tables, pie charts

Mind-maps, diagrams

Posters

Flyers, pamphlets, brochures

Signs and symbols

TV documentaries

Web pages, internet sites, blogs

Facebook and other social networks

Data projection

Transparencies

Multimedia/visual texts for aesthetic purposes

Films

Photographs

Illustrations

Multimedia/visual texts for enjoyment and entertainment

Films

TV programmes

Music videos

Cartoons, caricatures

Comic strips

Jokes (illustrated)

Graffiti

Audio texts

Radio programmes

Readings of dramas

Readings of novels or short stories

Recorded speeches

Advertisements on radio, TV newspapers and magazines

3.1.3 Writing and Presenting

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

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

Writing process and strategies

Good writing is a skill that needs to be developed and supported. Although reading is an important source of input, it is only through writing, that writing skills are developed. Writing instruction will usually involve working through the writing process. However, not every step of the process will be used on every occasion. For example, if learners are writing a familiar text type, they will not need to analyse its structure and language features in so much detail. There may

also be occasions when teachers need to focus on sentence construction or paragraph writing, or learners write texts without drafts in preparation for the examination. The writing process consists of the following steps:

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

Planning/Pre-writing

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

Drafting

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

Revising, editing, proofreading and presenting

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

Language structures and conventions during the writing

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

Language Structures and Conventions.

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

Language conventions (spelling and punctuation):

- Use of spacing, capital letters, commas, quotation marks, colons, underlining, italics, bolding, semi colons, apostrophe, hyphens, dashes, parentheses
- Use knowledge of spelling patterns and rules to spell words correctly:

- Knowledge of word patterns and families
- Knowledge of roots, prefixes and suffixes
- Knowledge of syllabication
- Use dictionaries and spell checkers
- Use abbreviation forms appropriate to different media and audiences

Word choice

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

Register, style and voice

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

Sentence construction

- Write a variety of sentences and sentences of various lengths
- Use parts of speech appropriately
- Use subject, verb, object, tenses, moods, affirmatives, negations, modal verbs, active or passive voice, direct and indirect speech
- Use interrogatives (why, when, how, what)
- Use different types of sentences, e.g. statements, questions, simple, compound, complex, compound complex sentences
- Use conjunctions, pronouns, adverbs and transitional words to create cohesive sentences
- Use different types of pronouns to show focus, emphasis, the objective case and to eliminate verbosity
- Use correct word order in sentences to demonstrate interest and emphasis
- Use concord accurately

Paragraph writing

- Write different parts of a paragraph: topic sentence, supporting and main ideas, an effective introduction, body and conclusion and a closing sentence
- Write different paragraphs and texts using related signal or transition words and phrases such as:
 - Chronological/sequential order: first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards
 - Explanation/Cause and effect: hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if...then
 - Procedure: first, second, third
 - Compare/contrast: similar, different, smaller than, bigger than, however, but
 - Order of importance: always, finally
 - Spatial order: above, below, left, right, etc.

- Generalizations: generally, in conclusion
- Choice paragraph: in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/like/dislike/hope/feel
- Classification paragraph: is a kind of, can be divided into, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with
- Description paragraph: above, below, beside, near, north/east/south/west, size, colour, shape, purpose, length, width, mass/weight, speed, is like, resembles
- Evaluation paragraph: good/bad, correct/incorrect, moral/immoral, right/wrong, important/trivial, suggest, recommend, advise, argue
- Definition paragraph: is defined as, is a kind of paragraph that defines an idea objectively.
- Concluding paragraph: to conclude, to sum up, in summary, in short, as you can see

TYPES OF WRITING TEXTS

Essays

Narrative essay Narrative writing is largely the presentation of a series of event in some meaningful order.

The following are possible features of a narrative essay:

- Write a story/a past event/fiction
- Use a story line that is convincing
- Usually use the past tense
- Use captivating introductory paragraph
- Reflect a point to be made
- Use unusually interesting ending
- Ensure sustained interest with style, rhetorical device and action
- Highlight sensory details
- Use descriptive elements

Descriptive essay Description is used often more to create atmosphere and mood: films do this visually, writers do this with words, where the choice of words is more determined by their connotations than by the accuracy

of their denotative use.

- Describe someone/something to allow the reader to experience the topic vividly
- Create a picture in words
- Choose words and expressions carefully to achieve the desired effect
- Use images of sight, sound, hearing, taste and touch
- Use figures of speech

Argumentative essay

Argumentative essays present an argument for or against something ('why I believe that women are stronger than men').

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

- Show a specific opinion or viewpoint and argue to defend or motivate a position
- Sustain view clearly throughout
- Try to convince the reader to share his or her point of view subjectively
- Start with the writer's view of the topic in an original and striking way
- Give a range of arguments to support and substantiate view
- Focus on points for OR against a statement
- Express subjective and strong opinions
- Use a variety of rhetorical devices and persuasive techniques
- Use emotive language
- Conclude with a strong, clear and convincing statement reflecting the writer's opinion.

Discursive essay Discursive essays tend to be more balanced, and present various sides of a particular argument; the structure is careful and clearly planned; the tendency is towards objectivity, but the writer can

be personal; while emotive language is possible, the best arguments here are won because they make good, reasonable sense. The conclusion leaves the reader in no doubt where the writer stands.

- Aim to give an objective and balanced view of both sides of an argument
- Consider various aspects of the topic under discussion
- Present opposing views impartially
- Balance the arguments for and against
- Writing must be lucid, rational and objective.
- Make well-reasoned and well-supported statements
- Use an unemotional and convincing tone without being condescending
- Conclude with an indication of particular opinion

Reflective essay Reflective essays present the writer's views, ideas, thoughts and feelings on a particular topic, usually something they feel strongly about. It tends to be personal rather than subjective; it needs a careful structure, but does not have to present a clear conclusion. Nor does it have to present a balanced discussion, although it might. It can be witty or serious.

- Contemplate an idea
- Give emotional reactions and feelings.
- Reflect subjectivity where feelings and emotions play a major role
- Aim to recreate recollections or feelings of the writer in the reader
- Express ideas, thoughts or feelings revealing sincerity and personal involvement

Expository essay (for enrichment)

- Communicate ideas or information in a logical way
- Explain ideas or give facts in a systematic way
- Research ideas and support with facts and figures
- Clarify any unfamiliar concepts
- Organise logically and take the reader from the known to the unknown
- Write generally in the present tense

Transactional texts

Official/Formal letter

While the writing of friendly/informal letter has largely been replaced by electronic media, e.g., email, fax, and sms among others, learners must still be taught to write letters. The range of writing should span from ordinary letters to the immediate family and friends to informal letters to the press, among others. Learners should write genuine formal letters, and, where possible, send them off and await a reply.

Letters requesting information about products, universities, travel, professions, if sent to appropriate concerns, will almost certainly be replied to. The value of the formal letter will then become obvious.

- Practise different kinds of formal letters, e.g. a letter of application, a letter to the editor of a newspaper, a letter of complaint, etc.
- Adhere to different requirements of formal letters such as style and structure
- Write in direct and simple language
- Remember that the intended audience should understand what is communicated for the results/response to be positive
- Writing should be clear and straightforward, concise and logical
- Contain an introduction, a body and a conclusion
- Contain two addresses, the writer's and the recipient's
- Contain a formal salutation following the recipient's address
- Contain a title or subject line following the salutation and be underlined
- Reflect a formal language register
- Reflect a formal conclusion followed by the writer's surname and initials

Friendly/Informal letter

While the writing of friendly/informal letter has largely been replaced by electronic media, e.g., email, fax, and sms among others, learners must still be taught to write letters. The range of writing should span from ordinary letters to the immediate family and friends to informal letters to the press, among others.

- Write to people who are close, e.g. friends, family, etc.
- Write mainly to express an emotion, e.g. congratulate, sympathise, advise, etc.
- Use informal to semiformal language register and style
- Write in lively simple language
- Reflect a logical order and pursue an intended point
- Contain an introduction, a body and a conclusion
- Contain only one address, the writer's, with a date in which it was written below it

- Contain an informal/semi-formal salutation following the writer's address
- The conclusion ranges from informal to semi-formal followed by the writer's first name

Agenda of the meeting

Writing memoranda, agenda and minutes are only useful if meaningful. The best way for these writing activities to work is to have learners watch a video of, or attend a real meeting and then have them take minutes, deduce the agenda from that, and then compare theirs with the real agenda and minutes of the meeting. Otherwise learners need to be introduced to these formats in a very imaginative way. Create an agenda for a imaginary committee and have the learners write up what they think the minutes could have been, carefully sticking to your agenda.

An agenda:

- Gives an outline of what is to be discussed at a meeting
- Is sent beforehand to people/delegates who are invited to a meeting
- Usually drawn up by the chairperson and the secretary, who, among others...
- Check minutes of the previous meeting for items that were carried over
- Lists and collects items that the meeting may need to address and,
- Arranges the items according to their importance beforehand
- Determines how much time would be allocated to each item

Minutes

- Record what happened at a meeting
- Adopt the minutes as a true record in the following meeting
- Reflect the following:
 - Name of the organisation;
 - The date, the place and the time at which the meeting was held;
 - Attendance register;
- Quote resolutions word for word
- Provide a summary of what was proposed and finally agreed upon
- Write in the past tense
- Leave out trivialities like jokes
- Become legal and binding once signed and dated by the chairperson after being read and adopted in the next meeting, remain so until they can be revoked

Speech

- Start and adapt the style to be used, when, where, why (purpose), who (audience) and what
- Use an opener to attract attention
- Develop points well and avoid clichés
- Use contrasting tones (and points) but remain audible
- Use short sentences with simple ideas, using familiar examples
- Balance criticisms with reasonable alternatives
- Consider the closing. Leaving the audience with a thought (or two)
- Use visual or physical aids but words must come first
- Using notes is optional, and only for reference
- Use language that expresses maturity, values and background

E-mail/sms

To inform and maintain a relationship

The recipient's address – which, in most cases, is the recipient's name and the server point, as well as the country in which the server point is based. For example, moloji (*name*)@ webmail. (server) za (*country*).

Moloji.q@webmail.co.za

- CC: these may be the recipients whose attention is called to the email.
- Subject: This is a summary of the content of the email.
- Message
- Sender's name.

NB: The sender's address reflects automatically when the email is received. The sender may choose to provide other contact details at the end. This is called a signature

Interview

Written record of an interview:

- Give the names of the speaker on the left side of the page
- Use a colon after the name of the character who is speaking
- Use a new line to indicate each new speaker

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

Report (formal and informal)

Reports are very formal documents, and work best when what is examined is very real and important to the learners. There is nothing worse than writing artificial reports, or reports on topics that have no interest to the writer.

- Give exact feedback of a situation, e.g. accident, any findings
- Reflect a title, introduction (background, purpose and scope), body (Who? Why? Where? When? What? How?), conclusions, recommendations, references, appendices
- Plan: collect and organise information; write facts
- Use semiformal to formal language register and style
- Use
 - Present tense (except historical reports)
 - General nouns
 - The third person
 - Factual description
 - Technical words and phrases
 - Formal, impersonal language

Curriculum Vitae (CV)

Since most people nowadays make use of templates, it may be worthwhile finding out what makes a good template, and how to adapt and fill them in most usefully. It is useful to note that every CV must address a situation, e.g. a CV for a particular job should speak mainly of the writer's involvement in that particular area.

- Present yourself in a document to the world
- Present a strong, first impression
- Present information clearly, objectively and concisely
- Address the post for which the candidate seeks employment.
- Provide:
 - Personal details
 - Formal Qualifications
 - Work experience (if applicable)
 - Referees

Diary entry

- A diary is a portrayal of daily events
- Present his/her evaluation of the day or event
- Write from the writer's point of view; the first person narration is the most appropriate approach
- The language choice is simple and to the point
- The tone will be determined by the nature of the entry

Giving directions

- Use **directions** when telling someone how to get somewhere.
- Use mostly the imperative form (the infinitive without the word 'to')
- Although the subject 'you' is not stated, it always refers to the second person representing an interaction between the speaker and the listener.
- Consider the following when giving directions:
 - Be concise and clear.
 - The *directions* must be in chronological order
 - Indicate the approximate distance
 - Give the approximate number of streets to be crossed to reach the destination
 - Provide information about landmarks along the way
 - Use words indicating position
 - Use words indicating direction
 - Use words to show appreciation

Giving Instructions

To explain how to use a tool or an instrument, prepare food, repair faults, etc

- Explain the working or use of any article in operation; preparing dishes, repairing any defaults, etc.
- Plan and prepare (see writing features)
- understand the situation(s) and what the product of giving instructions/demonstrations should be

or do

- Reflect clear, correct and logical sequence of instructions
- Use manuals, instructions and operations
- Consider vocabulary, grammar, expression, technical language and phrases that might be used
- Presenting.

Advertisement

- Catch and keep the attention of the reader – ensuring that the operative words stand out.
- Create a desire to own the product or use the service.
- Make the reader actually go out and buy/use the product/service
- Consider the following in designing:
 - The target market (for whom the advertisement is intended)
 - Positioning (where and when the advertisement will appear – in what media, at what time and where in the programme or magazine?)
 - Appeal (to what sense is the advertisement appealing?)
 - The layout and font size.
 - The attitude (sincere or not) and the ratio between fact and opinion
 - The effectiveness of the choice of colour or lack thereof
 - The language used (whether it is clichéd, repetitive, figurative, rhetorical, etc.)

Posters/flyers

- Can take a variety of forms
- Make use of slogans and logos
- Usually have a visual design element
- Use advertising techniques
- Use design to make the poster/flyer eye-catching and memorable
- Figurative language and poetic devices used to create impact
- Make the language memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm

Filling in a form

- Fill in a form for various reasons, e.g. to apply for a job or leave, to enter competitions or contests, etc.
- Provide information as required by the institution to which the form is forwarded
- State what is required, followed by a colon, e.g. Surname:
Fill in accurately

Obituary

To commemorate and inform others of someone's death

- Full names; birthplace; where the person lived; date of birth; date of death, key survivors (spouse, children) and their names; time, date, place of funeral, brief information about the deceased, etc.
- Some of the following may also be included: Cause of death (cultural sensitivity); biographical information; memorial tribute information

Contract

A binding agreement entered by two or more parties. The intention of a contract is to create an obligation. Contract can also be made orally. (It is recommended that a contract be done orally (verbally) and in a written form to show damages and remedies thereof)

Elements of a contract

- Names (contractor, contractee, witnesses)
- Terms and conditions (content of the contract – including service to be rendered, duration and money if there would be monetary implications)
- Signatures (all parties involved)
- Date and place (when and where the contract is signed)

Will/testament

A will decides or determines what happens to one's property and possessions after death. A will ensures that the deceased's wishes are fulfilled after death. A will should be kept up to date and in a safe place.

It should have the following:

- Names of the owner of the will
- Date when the will was made
- Money, properties and possessions
- Beneficiaries
- Executor (friend, member of the family, lawyer)

Constitution and policy

A set of fundamental principles or rules that governs an organisation, e.g. country, burial society, youth organisation, stokvel, soccer club.

- Rules need to be agreed by parties involved
- Rules are binding
- They can be amended
- Format should include the name of the organisation or institution, membership, terms of references, date of adoption, signature, etc.

Literary and media texts

Personal recount

To tell about a personal experience

- Orientation: scene setting or establishing context, e.g. *It was in the school holidays...*
- An account of the events that took place, often in chronological order, e.g. *I went to Tumelo's place ... Then ...*
- Some additional detail about each event, e.g. *He was surprised to see me.*
- Reorientation – a closing statement that may include elaboration, e.g. *I hope I can spend more time with Tumelo. We had fun.*
- Usually written in the past tense
- Told in first or third person
- Time connectives are used, e.g. *First, then, next, afterwards, just before that, at last, meanwhile*
- Tends to focus on individual or group participants
- Can be informal in style

Dialogue

- Reflect a conversation between two or more people.
- Record exchanges as they occur, directly from the speaker's point of view
- Write the names of the characters on the left side of the page
- Use a colon after the name of the character who is speaking
- Use a new line to indicate each new speaker
- Advise characters (or readers) on how to speak or present the action given in brackets before the words are spoken
- Sketch a scenario before writing

Review

Reviews seldom follow a set pattern. They do not have to cover any specific aspects of the book, film or CD. Generally, reviewers establish what it is they are reviewing and who is involved, but after that anything goes. Good reviews attempt to be fair but honest; bad reviews are merely a personal outpouring of subjective views. Humour is not uncommon in reviews: for some reviewers it is their trade mark. Present reviews from different sources to show learners how varied this writing form can be.

- Reflect an individual's response to a work of art, film, book, occasion, etc.
- Project his/her 'judgement' to the work presented
- The reader of the review does not have to agree with the reviewer
- Two reviewers may respond differently to the same text
- Give relevant facts, for example, the name of the author/producer/artist, the title of the book/work, the name of the publisher/production company, as well as the price (where applicable)

Poetry text

- Write about observations and experiences
 - Human beings
 - Nature
 - Social issues
 - Technology, etc
- Follow a structure
 - Title
 - Verses
- Use poetic language
- Allow poetic license, e.g. ignore punctuations or language structures

Newspaper article

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

Magazine article

More often than not, in magazine articles the personal likes and dislikes and the stylistic idiosyncrasies of the writer are foremost, and this should be encouraged in your learners. They need also to write serious magazine articles about anything they take seriously, as well as funny articles in which they can mock, ridicule, make fun of, laugh at, criticise any suitable topic. Most of the magazine articles learners read are probably of this kind. The internet is full of articles, and while their style and content are not seriously different from their written counterparts, it is worth examining them, particularly as they appear in blogs, which is now a widely acknowledged form of writing. Having learners set up their own blogs (on paper, though there are no doubt learners who already have their own blogs) provides a rich writing context, combining careful attention to audience, immediacy of the content, and appropriate tone.

Use the following:

- The heading must be attractive and interesting
- The style should be personal, speaking directly to the reader
- The style can be descriptive and figurative, appealing to the imagination of the readers
- Names, places, times, positions and any other necessary details should be included in the article
- The article should stimulate interest and, like an advertisement, encourage the reader to use the product or service
- Paragraphs should not be too long and should encourage the reading of the article
- The font should be light and attractive

Documentary

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

LENGTH OF TEXTS FOR HOME LANGUAGE (TO BE PRODUCED BY LEARNERS)

Essay

150 – 200 words 4-6 paragraphs

200 – 250 words 5-8 paragraphs

250 – 300 words 5-8 paragraphs

Poem 2-3 verses 3-4 verses 4-8 verses

Short story, inc folktale

1 page +/-6 paragraphs

2 pages +/-12 paragraphs

3 pages +/-24 paragraphs

Dialogue (one act play) 1 page 2 pages 3 pages

Longer transactional texts, e.g. letters

120-140 words 140-160 words 160-180 words

Shorter texts 80 - 90 words 90 – 100 words 100 – 110 words

Summary

50 – 60 words for 240 word text

60 – 70 words for 260 word text

70 – 80 words for 280 word text

LENGTH OF TEXTS FOR HOME LANGUAGE (FOR LEARNERS TO ENGAGE WITH)

Longer listening comprehension texts e.g. story, interviews, plays, news reports

150-200/up to 5 mins 200-250/up to 5 mins 250-300/up to 5 mins

Shorter listening comprehension texts e.g. announcements, information texts, instructions, directions

60-70 words/1-2 mins

70-80 words/1-2 mins

80-100 words/1-2 mins

Reading comprehension/intensive reading texts

150-200 words 200-250 words 250-300 words

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

3.1.4 Language Structures and Conventions

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

The skills of listening, speaking, reading and writing cannot be put into practice without a sound knowledge of language structure and practice in using it. Learners also need a wide vocabulary, which is perhaps the single most important factor enabling a person to communicate well. A wide vocabulary is essential for all the language skills, but especially for reading and writing. The most effective way for learners to improve their grammar and increase their vocabulary is by reading intensively inside and outside of the classroom. Learners will learn how **Language Structures and Conventions** are used, and will develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **Language Structures and Conventions**. It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. The teaching plans contain a list of Language Structures and Conventions (items) that should be covered in each grade. When selecting listening and reading texts for each two-week cycle, make sure that they contain some of the language items you want to cover. Create activities related to these texts that will enable learners to use these items, in context. Similarly, the writing texts learners will write will include language items. Give your learners guidance on appropriate and correct usage of these items. Select some of the items your learners have difficulty with and give them formal practice. In the Senior Phase, one hour per two week cycle is set aside for formal instruction and practice in Language Structures and Conventions. The table below shows the language structures and conventions that learners are expected to learn during the listening, speaking, reading and writing processes. These structures should be taught in context in an integrated manner using different types of oral, visual and written texts. They should also be taught explicitly with time set aside as required.

EXAMPLES OF LANGUAGE STRUCTURES AND CONVENTIONS

Punctuation Full stop, exclamation mark, question mark, comma, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses, hyphen

Spelling Spelling patterns, spelling rules and conventions, abbreviations, dictionary usage

Parts of words Prefixes, roots, and suffixes

Nouns *Noun prefixes (including gerund/infinitive class prefix (African languages))*

Proper nouns, e.g. *Thandi, Doctor* and common nouns, e.g. *woman, doctor*

Countable, e.g. *chair/chairs* and uncountable, e.g. *sugar, hair* nouns

Abstract nouns, e.g. *love, fear, respect, honesty* and concrete nouns, e.g. *ball, chair*

Compound noun, e.g. *rainbow, child-lock, parking bay*

Collective nouns and classifiers, e.g. *a swarm of bees, a bar of soap*

Complex nouns, e.g. *The University of the Witwatersrand, the dog that bites, a very big tree*

Gerunds, e.g. *swimming is good, driving is pleasant, crying is therapeutic*

Number (singular and plural), e.g. *chair/chairs*

Nouns with no change in number in the singular form, e.g. *scissors, trousers*

Possessive forms of nouns, e.g. *Lesego's desk, learners' desks children's toys*

Predicate and object,

Gender, e.g. cock, hen, stallion, mare

Diminutives, e.g. cigar, cigarette, river, rivulet (refer to diminutive prefixes and suffixes)

Augmentatives, e.g. super – superpower, supermarket; mega – megabyte, megastore, megastar;

over – oversize, overdose; extra – extra-large, extra-strong, extra-time, extra-ordinary

Nouns derived from other parts of speech

Determiners Indefinite article: **a book, an apple**

Definite article: **the book, the furniture, the apples**

Demonstratives: *this, that, those, these* (e.g. **That** book is mine.)

Quantity 1: *all, some, most, no, none* (e.g. **Most** learners understood the lesson.)

Quantity 2: *both, either, neither* (e.g. **Both** learners stood up.)

Quantity 3: *much, little, many, few, more, less, fewer* (e.g. The school has **many** learners.)

Quantity 4: *some, any, another, other, each, every* (e.g. **Each** learner received a book.)

Pronouns Personal pronouns as subject: *I, you, he, she, it, we, they* (e.g. **She** is reading the book.)

Personal pronouns as direct or indirect object: *me, you, him, her, it, us, them* (e.g. She gave **it** to **me**.)

Reflexive pronouns: *myself, yourself, himself, herself, ourselves, yourselves, themselves* (e.g. He washed **himself** with soap.)

Relative pronouns: *which, who, that, whose, where* (e.g. The man **who** is standing by the window is my teacher.)

Interrogative pronouns: *who, what, which, whose, whom* (e.g. **Whose** book is this?)

Demonstrative pronouns: *this, these, that, those*, e.g. I don't like **that** one.

Indefinite pronouns: *anyone, anywhere, everyone, anybody, something, someone, somewhere*

Adjectives Position of adjectives, e.g. The **old** man (before a noun); The boy was **mischievous** (after a verb)

Adjectives ending in -ing, e.g. *amazing, boring, exciting* (e.g. The lesson was **boring**.)

Adjectives ending in -ed, e.g. *amazed, bored, excited* (e.g. The student was **bored**.)

Comparison of adjectives, e.g. *happy, happier, happiest; intelligent, more intelligent, most intelligent* (e.g. It was the **happiest** day of my life./She is the **most intelligent** student in the class.)

Numerical: *one, two, second, single*

Demonstrative: *this, that, such*

Relative: *which, whatever*

Verbs Main, transitive, intransitive, finite, non-finite, copulative, regular, irregular, phrasal,

Stative, verbal extensions (derivatives),

Verbs with two objects (direct and indirect), e.g. He gave **me the book**.

Moods

• Subjunctive: If I should see her, I will show her.

• Imperative: Don't drink and drive! Be careful!

• Indicative: Ostriches cannot fly.

Auxiliary linked to modals

To express ability/inability, e.g. I **can** speak German./I **can't** speak French./He is **able to** return to work./He is **not able to** return to work.

To express permission, e.g. **May** I use the bathroom? **Could** I leave early? **Can** I ask a question? Yes, of course you **can**.

To express instructions/requests, e.g. **Would** you open the window, please./**Could** you let me in?

To express possibility/impossibility, e.g. This **can** cause difficulty./You **can't** be serious./You **could** be right./He **couldn't** have known.

To express probability/improbability, e.g. We **should** arrive in Jo'burg at 10 p.m./We **ought to** arrive in Jo'burg at 10 p.m./There **shouldn't** be any problem/There **ought not** to be any problem.

To express certainty, e.g. They **must** have forgotten.

Verb tenses

Simple present tense, e.g. I **play** tennis every week./Snakes **are** reptiles.

Present progressive (or continuous) tense, e.g. She **is watching** television at the moment.

Present perfect tense, e.g. I **have lived** in Durban all my life.

Present perfect progressive (or continuous) tense, e.g. He **has been studying** hard the whole week.

Simple past tense, e.g. He **woke up** early and **got** out of bed.

Past progressive (or continuous) tense, e.g. The children **were sleeping** when the fire broke out.

Past perfect, e.g. He **went** home because he **had forgotten** his keys.

Past perfect progressive (or continuous), e.g. I **had been waiting** for two hours by the time he

finally arrived.

Expressing future time:

Will/shall + infinitive, e.g. Mrs Molefe **will teach** the Grade 10 class./I am sure **you will enjoy** the movie. I **shall come** to see you tomorrow.

Going to + infinitive, e.g. They **are going to visit** her grandparents./I think it **is going to rain** tomorrow.

Simple present tense used to talk about the future, e.g. Tomorrow *is* a holiday.

Future progressive (or continuous), e.g. I **will be working** the whole of next week.

Future perfect, e.g. By next week I **will have finished** the job.

Future perfect progressive (or continuous), e.g. Next year I **will have been teaching** at this school for twenty years.

Concord

Subject-verb concord, e.g. He *has just arrived*./They *have just arrived*; I *was going*./They *were going*.

Adverbs Adverbs of manner, e.g. *quietly, carefully, politely, softly, quickly*

Adverbs of time, e.g. *yesterday, tomorrow, last year, last week, the other day, next month, previous day, following day*

Adverbs of frequency, e.g. *always, usually, often, sometimes, never*

Adverbs of probability, e.g. *certainly, definitely, maybe, perhaps, possibly*

Adverbs of duration, e.g. *still, yet, any more*

Adverbs of degree, e.g. *completely, strongly, totally, quite, rather*

Adverbial phrases, e.g. *in the garden, on the table*

Prepositions Simple preposition (one word preposition), e.g. *to, in, on, at, with, etc*

Compound preposition (two words preposition), e.g. *according to,*

Complex preposition, (three and more words preposition), e.g. *as far as, by means of, in addition to, in front of, etc*

Preposition of time: She came **on** Monday

Preposition of place: I live **on** 780 Giyani Street; The dog is **in** the garden

Preposition of movement: He ran **to, through, across, along, down, over, round**

Preposition of mathematics: Divided by – Ten divided by two is five; Ten minus eight is two; etc.

Adjectives + preposition, e.g. *afraid of, ashamed of, bored with, impatient with, rude to*

Noun + preposition, e.g. *invitation to, approach to, reason for, respect for, comment on*

Conjunctions and transition words

Chronological/sequential order: *first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards*

Explanation/cause and effect: *hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if ... then*

Procedure: *first, second, third*

Compare/contrast: *similar, different, smaller than, bigger than, however, but*

Order of importance: *always, finally*

Spatial order: *above, below, left, right, etc.*

Generalisations: *generally, in conclusion*

Choice paragraph: *in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/like/dislike/hope/feel*

Classification paragraph: *is a kind of, can be divided into, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with*

Description paragraph: *above, below, beside, near, north/east/south/west, size, colour, shape, purpose, length, width, mass/weight, speed, is like, resembles*

Evaluation paragraph: *good/bad, correct/incorrect, moral/immoral, right/wrong, important/trivial, suggest, recommend, advise, argue*

Definition paragraph: *is defined as, is a kind of*

Concluding paragraph: *to conclude, to sum up, in summary, in short, as you can see*

Interjections (Interjectives)

Words that express an emotion or sentiment on the part of the speaker. They are sometimes expressed as a single word or non-sentence phrase, followed by a punctuation mark - usually an exclamation mark.

For example, Oh! Wow! My oh my! Oh my God (OMG)! Phew! Oh dear! Cheers!

Ideophones

These are words that express the sounds which express the extent of the action.

For xample, He fell with a *thud*; The loud *bang* of a gun salute.

Vocabulary development and figurative language

Synonyms, antonyms, paronyms, polysemes, homonyms, homophones, alliteration (consonance

and assonance), one word for a phrase

- Figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, paradox, pun, understatement, synecdoche) Idiomatic expressions/idioms/proverbs/riddles Borrowed, inherited, new words (neologism), and etymology (origin of words)

Ambiguity, cliché, redundant, tautology, slang, jargon, accent, stereotype, prejudice, biasness, offensive language, emotives, sexist language etc

Using language for special purpose, i.e. register appropriate to audience, e.g. musanda language - Mboloma Muhali, His Excellency, Lord, Ndabezitha, Esquire, Motlotlegi, Motlotlehi.

Shift of meaning, e.g. coke (drink, drugs), mistress (lady teacher, concubine), dog (animal, somebody who is recognised as knowledgeable – entertainment speak).

Clauses

Main clause (independent), e.g. We visited Durban last June.

Dependent clause (subordinate), e.g. We visited Durban last June, and then we went to Phalaborwa in December.

Adverbial clause, e.g. We visited Durban in June because it is warm in winter.

Adjectival clause, e.g. This is the town that we visited last year.

Noun clause, e.g. What we saw at Table Mountain was amazing.

Conditional clause (if), e.g. If I see you tonight, I will give you your money.

First conditional to express a real possibility, e.g. *If it rains, we will cancel the trip.*

Second conditional to express something that is unlikely or improbable, e.g. *If I won the lottery, I would buy my mother a house with ten bedrooms.*

Third conditional to express something that is hypothetical, e.g. *If I had worked harder at school, I would have passed matric.*

Phrases

Absolute phrases: Heritage sites being the top Limpopo attraction, the Mapungubwe is the place to go.

Noun phrase: *The University of Cape Town* is one of the best in Africa.

Gerund phrase: Visiting Kruger National Park, we were excited about the beauty of nature.

Verb phrase: The first democratic election was held in 1994.

Prepositional phrase: During my last visit to Johannesburg in 2002, I took the Gautrain to O R Tambo Airport.

Sentences

Simple, compound and complex

Passive voice

Simple present tense, e.g. *The gate **is locked** at 6 o'clock every night.*

Present progressive (continuous) tense, e.g. *The room **is being cleaned** at the moment.*

Present perfect tense, e.g. *A new supermarket **has been opened** this year.*

Simple past tense, e.g. *The library **was closed** for the holidays.*

Past progressive (or continuous), e.g. They had to wait because the car was still being cleaned.

Past perfect, e.g. *He **had been poisoned** by his girlfriend.*

Future time, e.g. *Next year the class will be taught by Mr Dube./Next year a new library **is going to be built.***

Reported speech

Reported questions, e.g. *She asked me why I was so late./He asked me what kind of music I liked.*

'That' clauses, e.g. *She said that she didn't know./He told me that he had lost the book.*

3.3 Teaching Plans

The Senior Phase is, to most unfortunate learners, the end of compulsory education. After Grade 9, most learners either go looking for a job or follow vocational careers. It is on this basis that the pitching of the education level should be higher for learners in the Senior Phase. Learners must be exposed to a wider range of knowledge, a feature which should leave them better prepared to face their tomorrow. The pitching of First Additional Language, in the Senior Phase, almost matches that of the Home Language. The difference is the depth of the text used/read and the text produced. Learners in the Senior Phase should be exposed to a range of literary genres, as well as a range of texts they are required to produce. The exposure will enable the learners to face any of the options open to them, as well as enhance their grasp of content knowledge.

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

3.3.1 How texts link together in the two-week cycle

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

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

The texts do not have to be taught in a particular order. In most cases, there should be a Listening and Speaking activity/text to prepare for the reading or writing activity. Sometimes, the Listening and Speaking activity should derive from the reading text. Learners should engage with the different kinds of texts orally and in reading before they are asked to write these texts. In most cases, the text to be listened to, e.g. a story or news report will be different to and at a higher level than the one that learners will read. This is because their listening skills are more developed than their reading skills.

3.3.3 The type of texts prescribed and recommended

The text types to be taught in every two-week cycle are specified in the teaching plan and should be contained in the prescribed textbook. In most cases, no specific story type is prescribed. Choices may be made from the variety of contemporary stories, imaginative stories (e.g. adventure, science fiction) historical stories (e.g. biographies) and traditional stories (e.g. myths, legends and fables) that are available. The same is true of poems and plays. These will be texts chosen from the reader/readers/other books (extended reading) and will support the texts read in the prescribed section. They can either be the same text type (to emphasise understanding of text structure) or a different text type (to stimulate further interest and extend the range of reading abilities). In all cases, this additional reading should relate to the topics and themes chosen for the prescribed texts in that two-week cycle.

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

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

3.3.5 How the Language Structures and Conventions are addressed

The content of the 'Language Structures and Conventions' column is related in most cases to the types of texts prescribed in Listening and Speaking, Reading and Viewing, and Writing and Presenting, and will naturally be given attention in the process of engaging with the texts and during the time allocated for Listening and Speaking, Reading and Viewing, Writing and Presenting. For example, if a story is being done, learners will naturally use the simple past tense and will read texts using this tense. However, it is also important that activities be developed that focus on particular language structures, in context. Choose items from the 'Language Structures and Conventions' section to teach learners language that appears naturally in the focus text type and in an order that supports a natural and logical approach to language acquisition. Not all items must be taught within that given cycle but ensure that all the items listed in the overview are covered by the end of the year. Some 2 week cycles might be filled with numerous Language Structures and Conventions items. This does not necessarily mean that all of them need to be covered in that cycle. The assumption is that most of these items have been dealt with in the previous cycle or in the Intermediate Phase. In the Senior Phase the teaching of these items will be more of a revision. Construct activities that are meaningful to learners and that relate to the texts they are studying in the two-week cycle. More activities of this nature should be done as learners make progress from Grade 7 to 9. Select very carefully which rules you explain to learners and keep these to a minimum. Teaching should integrate all the language skills and language structures as they are interrelated. All of these should be taught in context. Note however that there is also specific time allocated to formal instruction in Language Structures and Conventions.

ENGLISH HOME LANGUAGE GRADES 10-12

<http://docs.ieb.co.za/browse.php?fFolderId=220>