



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **SUBJECT GUIDELINES**

**ENGLISH**

**FIRST ADDITIONAL LANGUAGE**

**Level 4**

**Implementation January: 2015**

## INTRODUCTION

### A. What is *English First Additional Language*?

We use language to make sense of our world through thought and communication. It is also a means of expressing cultural and aesthetic values and meanings. Effective language use enables students to acquire knowledge, express themselves, interact with others and manage their world. Mastery of a language provides a powerful means of constructing and expressing diversity, identity, knowledge and ideas. Through language students are empowered to name their world, and in doing so create a better world than the one they have inherited.

For the NC(V), however, the study of a language has to be more than that. Language also has to provide students with a means of communication in the workplace. In most cases this means a language other than their own. While most students who enrol at an FET College will have had exposure to the FAL, many will not yet be fluent or accurate enough. Oral fluency is also not a guarantee of fluency in writing. In addition to this, the NC(V) English FAL curriculum has to fulfil a myriad of purposes: it has to prepare students for the world of work; it has to create a critical awareness of how language can be used; it has to prepare students to cope with their college studies in English and it has to ultimately prepare students to pursue further studies if they so wish.

The following skills and content will be taught:

- Listening and Speaking
- Reading and Viewing
- Writing and Presenting
- Language and Communication in Practice.

### B. Why is *English First Additional Language* important as a Fundamental subject?

Learning English First Additional Language should enable learners to:

- acquire the language skills necessary to communicate accurately and appropriately taking into account audience, purpose and context;
- use their Additional Language for academic learning across the curriculum;
- listen, speak, read, view, write and present the language with confidence and enjoyment. These skills and attitudes form the basis for lifelong learning;
- express and justify, orally and in writing, their own ideas, views and emotions confidently in order to become independent and analytical thinkers;
- use their Additional Language and their imagination to find out more about themselves and the world around them. This will enable them to express their experiences and findings about the world orally and in writing;
- use their Additional Language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning;
- use their Additional Language as a means of critical and creative thinking: for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for

challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research and critique.

**C. How do the Learning Outcomes link with the Critical and Developmental Outcomes?**

- Identify and solve problems using context, individually and in groups, to decode and give meaning to oral, reading and written activities.
- Work effectively with others and in teams using interactive speech in activities, discussion and research projects.
- Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language proficiency across language applications and fields of study.
- Communicate effectively using language skills in formal and informal communications.
- Use science and technology effectively and critically to access and present texts.
- Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.

**D. Which factors contribute to successful teaching and learning of this subject?**

- Language and computer laboratories and communication simulation centres should be established.
- A variety of teaching aids and text types must be used to facilitate learning.
- A communicative approach should be adopted to facilitate learning in language and grammar.
- Different assessment tools, other than written examinations, must be incorporated.
- Lecturers must contextualise generic knowledge, skills, values and attitudes to direct learning towards specific vocational fields.

# ENGLISH FIRST ADDITIONAL LANGUAGE – LEVEL 4

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## 1. DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 notional hours. The subject may be offered on a part-time basis provided all the assessment requirements are adhered to.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

## 2. SUBJECT LEVEL OUTCOMES AND FOCUS

### SAQA Qualification 50441

English FAL in Level 4 has been designed to focus on critical language awareness and advanced cognitive language skills. Therefore the bulk of the curriculum is made up of those skills that students would need to engage in synthesis and evaluation of information in various forms and contexts, for both academic and functional purposes.

Level 4 English FAL aims:

- to prepare students to express and justify, orally and in writing, their own ideas, views and emotions confidently, in order to become independent and analytical thinkers
- to guide students in using English to express their opinions on ethical issues and values
- to enable students to interact critically with a wide range of texts

## 3. ASSESSMENT

Information provided in this document regarding internal and external assessment aims to inform, assist and guide a lecturer to effectively plan the teaching of the subject. The *Assessment Guidelines for English First Additional Language Level 4*, which complements this document, provides detailed information on how to plan and conduct internal and external assessments, as well as mark allocation.

### 3.1 Internal assessment (25 percent)

Detailed information regarding internal assessment and moderation is outlined in the current ICASS Guideline document provided by the DHET.

### 3.2 External examination (75 percent)

A national examination is conducted annually in October/November by means of a paper/s set and moderated externally. Detailed information regarding external assessment and moderation is outlined in the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate Vocational Gazette number 30287 dated 12 September 2007*

## 4. WEIGHTED VALUES OF THE TOPICS

TOPICS	WEIGHTED VALUE	*TEACHING HOURS
1. Listening and Speaking	5%	15
2. Reading and Viewing	40%	30
3. Writing and Presenting	30%	40
4. Language and Communication in Practice	25%	15
<b>TOTAL</b>	<b>100</b>	<b>100</b>

*\*Teaching Hours* refers to the minimum hours required for face to face instruction and teaching. This number excludes time spent on revision, formal ICASS tasks, student preparation for assessments outside of class time, oral presentations and internal and external examinations. The number of the allocated teaching hours is influenced by the topic weighting, complexity of the subject content and the duration of the academic year.

## 5. CALCULATION OF FINAL MARK

Continuous assessment: Student's mark/100 x 25/1 = a mark out of 25 (a)

Theoretical examination mark: Student's mark/100 x 75/1 = a mark out of 75 (b)

**Final mark: (a) + (b) = a mark out of 100**

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, moderation and verification purposes.

## 6. PASS REQUIREMENTS

The student must obtain 40 percent to achieve a pass in this subject.

## 7. SUBJECT AND LEARNING OUTCOMES

The skills required by the curriculum have been divided into those that require a variety of inputs provided by the lecturer and those that require students to produce a variety of outputs. It is important to note that the input students receive should be pitched at an appropriate level for their cognitive and linguistic development, i.e. the input should be comprehensible. Texts that are rich and detailed need to be retained for classroom use. Authentic texts should not be discarded in favour of 'watered down' texts, chosen on an assumption that the students' language skills are not well-developed, and should therefore not be given challenging texts. Providing students with challenging texts is essential to developing their linguistic skills.

On completion of English First Additional Language Level 4, the student should have covered the following topics:

- Topic 1: Listening and Speaking**
- Topic 2: Reading and Viewing**
- Topic 3: Writing and Presenting**
- Topic 4: Language and Communication in Practice**

Grammar structures and conventions are part of Topic 4, and the skills thereof must be taught in context. These skills must be integrated and reinforced in the teaching of all the topics. This should include word choice, spelling, sentence construction, punctuation, paragraph writing, revision of grammatical structures taught in earlier levels, and the introduction of new language structures.

Each of the skills that have been included in the curriculum involves a PROCESS, which has been included with outlines of the relevant topics.

## Topic 1: Listening and Speaking

### Subject Outcome 1.1: Listen and respond critically in diverse contexts for a variety of purposes

#### **The listening process**

**Pre-listening:** Involves all those activities that students engage in prior to listening. These include activating background knowledge, predicting and getting physically prepared.

**During listening:** Level 4 students are required to listen for interaction and appreciation and to evaluate critically.

**Post-listening:** Includes answering questions, reviewing notes, using information and summarising.

**Feedback:** Once the listening activities have been completed, students have to be given feedback on those aspects that they did well and those aspects that need improvement.

#### **Learning Outcomes**

Students demonstrate the ability to:

##### ***Pre-listening***

1.1.1 make predictions

##### ***During listening***

1.1.2 listen to critically analyse and evaluate

1.1.3 listen to infer meaning and critically analyse content

1.1.4 take notes

1.1.5 listen for appreciation

##### ***Post-listening***

1.1.6 review notes

1.1.7 summarise the main points of a listening text by writing a précis

1.1.8 respond to the text by answering critical questions

##### ***Feedback***

1.1.9 use feedback to improve on their listening performance

*Range (listening text): Negotiation & conflict scenarios; media and job interviews; news and/or other media reports, and creative texts (extracts or readings from films and/or novels)*

*Range (film and novel): Annexure E*

## **Subject Outcome 1.2: Speak accurately and correctly in diverse contexts for a variety of purposes and audiences**

### **The speaking process**

#### **Formal speaking**

**Before speaking:** Plan, research and organise ideas and information. Practise speaking in a variety of contexts.

**During speaking:** Skills for Level 4 include audience awareness; awareness of purpose and context; using appropriate and accurate language structures and conventions; clear delivery and using appropriate verbal and non-verbal techniques.

Prepared speaking activities that fall in this category are: prepared critique of a text (either a written, multi-modal or visual text), debate, negotiation and conflict resolution techniques demonstrated in specific contexts. Level 4 students are also required to orally present prepared vocational tasks and assignments and/or any other reports completed in one of their subjects.

**Feedback:** Students reflect on their performance and receive feedback from the lecturer and their peers regarding the strengths and weaknesses of their presentation.

#### **Informal speaking**

**Before speaking:** Organise ideas.

**During speaking:** Skills for Level 4 include audience awareness; awareness of purpose and context; using appropriate and accurate language structures and conventions; clear delivery and using appropriate verbal and non-verbal techniques. Practise speaking that occurs mostly in workplace settings such as work-related discussion and debate and different kinds of interviews.

**Feedback:** Students reflect on their performance and receive feedback from the lecturer regarding the strengths and weaknesses of their presentation.

### **Learning Outcomes**

Students demonstrate the ability to:

#### ***Before speaking***

- 1.2.1 plan, research and organise ideas and information
- 1.2.2 practise speaking activities

#### ***During speaking***

- 1.2.3 formulate logical and coherent sentences
- 1.2.4 formulate relevant critical questions for diverse purposes
- 1.2.5 respond appropriately to questions
- 1.2.6 engage in sustained interaction in diverse contexts
- 1.2.7 present an unprepared speech
- 1.2.8 prepare and present a fully integrated multimedia group presentation
- 1.2.9 use non-verbal communication effectively
- 1.2.10 use grammatically correct language
- 1.2.11 express appreciation and enjoyment related to the following aspects of creative texts: background, writing techniques, stylistic devices, themes, characters and plot



### **Feedback**

- 1.2.12 provide constructive feedback to other speakers
- 1.2.13 reflect on and improve their performance

*Range (spoken text): Unprepared speeches; debates and work-related discussion; negotiation, conflict resolution and mediation in structured scenarios; formal subject-related multi-media presentations; media and job interviews as well as demonstrating persuasive skill (for example media campaigns, proposals or advertisements)*

## **Topic 2: Reading and Viewing**

### **Subject Outcome 2.1: Critically read texts and formulate insightful responses to the intended message**

#### **The reading process**

**Pre-reading:** Involves strategies to prepare students, including skimming, scanning, predicting and activating background knowledge.

**During reading:** Level 4 students focus on the analysis and synthesis of information, as well as critical valuation of the texts. A close reading of the text is supported by the lecturer's questions and involves engagement with the texts at a whole-text level. Students are required to read for knowledge and comprehension, application and analysis AS WELL AS synthesis and evaluation.

**Post-reading:** Level 4 students are required to answer questions on the text, analyse the text for meaning and reproduce the text type in their own writing.

**Feedback:** Students receive explicit feedback from the lecturer on aspects that were done well and those that need attention.

### **Learning Outcomes**

Students demonstrate the ability to:

#### ***Pre-reading***

- 2.1.1 examine the text thoroughly.
- 2.1.2 make predictions
- 2.1.3 identify the purpose of the text

#### ***During reading***

- 2.1.4 understand texts at a whole text level
- 2.1.5 engage in extended reading for enjoyment

#### ***Post-reading***

- 2.1.6 navigate the internet to access texts regarding current events
- 2.1.7 answer questions critically and accurately
- 2.1.8 consider the points of view of more than one source in order to reach a conclusion
- 2.1.9 justify their own opinion with reference to a text

- 2.1.10 summarise the main points of a written text by writing a précis
- 2.1.11 reproduce the text types in their own writing

**Feedback**

- 2.1.12 respond to feedback to improve their performance

*Range (reading text): Creative texts (novel); job advertisements, job-finding correspondence and curriculum vitae; letters to the press; newspaper or magazine columns and/or articles and other media texts; proposals as well as film or other reviews or reflective texts*

*Range (novel): Annexure E*

*Range (elements of novel study): Background, time-line and setting; development of plot and sub-plots; conflict; themes; characterisation and role of narrator (if applicable) as well as literary/stylistic techniques such as the use of objective and subjective/emotive-laden language, imagery and symbolism, repetition and the use of humour, irony, satire and/or sarcasm*

**Subject Outcome 2.2: Critically read/view multimodal forms of communication and formulate insightful responses to the intended meaning**

**The viewing process**

**Pre-viewing:** Students require input regarding the type of visual text and its features before viewing the text.

**Viewing:** Level 4 students are required to view multi-media and visual texts with a critical view of format, layout, use of colour, meaning, message and purpose. Texts include photographs, film, cartoons and animations, illustrations and caricatures.

**Post-viewing:** Level 4 students are required to critically respond to the text.

**Feedback:** Students receive explicit feedback from the lecturer on aspects that were done well and those that need attention.

**Learning Outcomes**

Students demonstrate the ability to:

**Viewing**

- 2.2.1 view multi-media texts with attention to format, layout, use of colour, meaning, message and purpose

**Post-viewing**

- 2.2.2 answer questions critically and accurately
- 2.2.3 infer meaning from visual texts
- 2.2.4 recognise the emotions evoked by the visual text and respond critically
- 2.2.5 analyse and evaluate viewing texts to establish meaning and effectiveness

**Feedback**

- 2.2.6 incorporate explicit feedback into their work to improve their performance

*Range (visual text): Photographs, pictures and illustrations; film and animations; cartoons and caricatures as well as television advertisements or programmes*

*Range (film): Annexure E*

*Range (cinematographic techniques and study): film genres; background, time-line and setting; plot and sub-plots; themes; characterisation; use of colour and lighting; dialogue, music and sound effects; camera angles, shots and movement; framing and composition; foregrounding and backgrounding as well as editing*

### **Topic 3: Writing and Presenting**

**Subject Outcome 3.1: Write and present texts for a wide range of purposes and audiences using correct language and grammar structures as well as conventions and formats appropriate to diverse contexts**

#### **The writing and presenting process**

**Pre-writing:** Study and analyse the structure and language features of the text type.

**Writing:** Actions include plan, draft, receive feedback and revise. Repeat the feedback and revision process until it becomes evident that the student's writing has improved from the first draft. Writing tasks in Level 4 focus on the following: (i) the coherence and cohesion of writing and (ii) reflective, discursive and persuasive writing. The emphasis in Level 4 is on the individual voice of the student and their ability to structure coherent argument.

**Post-writing:** The student edits and proofreads final draft before submission.

**Feedback:** Students receive individual or collective feedback, as appropriate, depending on the task.

#### **Learning Outcomes**

Students demonstrate the ability to:

##### ***Pre-writing***

3.1.1 plan for a persuasive writing task (brainstorming, mind-mapping, etc.) and organise information according to the structure and features of the required text type

##### ***Writing***

3.1.2 write a first draft

3.1.3 make use of an appropriate voice

3.1.4 make use of correct punctuation, spelling, sentence structure and paragraphing

3.1.5 apply appropriate argument structure and language features of a persuasive text

##### ***Post-writing***

3.1.6 edit and proofread a final draft of their writing

3.1.7 present a final draft using the conventions and formats required by the context

### **Feedback**

3.1.8 incorporate feedback provided during the writing process to improve subsequent drafts

*Range (written text): Reflective and critical writing such as newspaper or magazine columns, editorials, articles and reviews; argumentative and persuasive writing in letters to the press, proposals or reports as well as job-finding correspondence (CV and application letter)*

## **Topic 4: Language and Communication in Practice**

**Subject Outcome 4.1: Study and use a variety of theories to improve effectiveness of communication in diverse contexts**

### **The process of teaching communication theory**

Some aspects of the English FAL curriculum from Level 2 - 4 require theoretical input. This is best achieved through direct instruction, followed by practice and application and concluded with feedback.

**NOTE:** Formats for communication vary; therefore the approach in the classroom needs to be flexible and not prescriptive. Organisations use different formats and conventions in communication practice. Lecturers and examiners have to take cognizance of this in teaching and learning.

### **Learning Outcomes**

Students demonstrate the ability to:

- 4.1.1 investigate and explain different types of media communication
- 4.1.2 investigate and explain strategies and elements used in media communication, including selective reporting, propaganda, omission
- 4.1.3 reflect critically, using case study, on the impact and consequences of media communication

*Range (types of media communication): Print media such as newspapers and magazines; audio-visual-media such as television, video or dvd recordings and electronic media such as Internet texts, websites and video clips*

*Range (elements of manipulative media communication): propaganda and persuasive techniques; use of emotive language as well as stereotyping, bias and selective reporting*

## **Subject Outcome 4.2: Study and correctly apply a variety of language structures and grammar conventions in diverse settings**

### **The process of teaching language in context**

This process involves the introduction of language and grammar structures and conventions of South African English. Through texts students are expected to listen to, read and view these language and grammar structures. Students also use these language and grammar structures accurately to produce spoken and written texts.

**Pre-activity:** Introducing students to a specific text type through reading and viewing.

**Activity:** Read, view or listen to the text with attention to specific language and grammar structures and conventions. Activities include the analysis and discussion of these textual features and the explicit teaching of grammar and vocabulary to support students' mastery of both meaning and form.

**Post-activity:** Students practise the newly acquired grammatical skills through exercises and various forms are reinforced through repetition. Students use their newly acquired skills to produce more accurate and extended writing.

**Feedback:** Students are provided with feedback on the grammar exercises they have completed as well as on the more extended writing.

**NOTE:** Language is taught in the context of listening, speaking, reading, viewing as well as writing and presenting modal activities. However, explicit and systematic grammar instruction is also required.

### **Learning outcomes**

Students demonstrate the ability to

- 4.2.1 accurately identify and apply a range of language structures and grammar conventions of South African English in diverse contexts.

*Range: Critical language awareness; fact and opinion; subjective (or emotive) and objective language; assumptions and inferences; implicit and explicit messages; purposes of messages and text; writer's point of view and bias as well as vocabulary and politically correct language usage*

## **8. RESOURCE NEEDS FOR THE TEACHING OF LANGUAGE – LEVEL 4**

### **8.1 Human resources**

The lecturer should have a degree or diploma specialising in the Language designated for the Fundamental subject English First Additional Language. He or she should be a qualified assessor and competent in facilitating learning with outcomes-based education. It is essential that the lecturer be computer literate.

## **8.2 Physical resources**

- Theory classrooms equipped with notice boards
- Language and reading laboratories (electronic and/or paper-based)
- Resources/media centres
- Computer room with internet access
- Simulation centres (practical rooms, office hubs and/or reception areas) equipped with fax machines, computers, copiers and printers

## **8.3 Equipment**

- Tape recorders with microphone
- Television
- DVD player
- Overhead projector and screen
- Data projector and screen
- Video recorder

## **8.4 Consumables**

- Files for Portfolios of Evidence (PoE)
- Transparencies (write on and burn on), printing paper and cartridges for fax machines and printers
- Blank CDs and DVDs
- Earphones
- Stationery, for example pens, pencils, crayons, magnets, cardboards and coloured papers

## **8.5 Learning and teaching materials**

- Textbooks
- Dictionaries – preferable one per student for home use and one set of 30 per class
- Newspapers, magazines and posters
- DVDs, CDs and software programmes for reading and language.

## **8.6 Resources required for each classroom**

- A set of English dictionaries
- A set of bilingual dictionaries (depending on the home language of the students)
- A set of thesauruses

## **ANNEXURE A: PROGRESSION TABLES**

## ANNEXURE A: PROGRESSION TABLES

### EXIT LEVEL OUTCOMES

<p><b>Level Two – LEARNING CONTEXT – ACADEMIC LITERACY FOCUS</b></p> <ul style="list-style-type: none"> <li>• to prepare students to engage with academic texts for various purposes</li> <li>• to guide students in communicating (both in speaking and writing) accurately and appropriately in the learning context</li> <li>• to enable students to access and manage information for learning purposes</li> </ul>
<p><b>Level Three – WORKPLACE CONTEXT – FUNCTIONAL WORKPLACE LITERACY FOCUS</b></p> <ul style="list-style-type: none"> <li>• to prepare students to engage with functional texts for various purposes</li> <li>• to guide students in communicating (both in speaking and writing) accurately and appropriately in a workplace context</li> <li>• to enable students to access and manage information for job-related purposes</li> </ul>
<p><b>Level Four – DIVERSE CONTEXTS – CRITICAL LITERACY FOCUS</b></p> <ul style="list-style-type: none"> <li>• to prepare students to express and justify, orally and in writing, their own ideas, views and emotions confidently in order to become independent and analytical thinkers</li> <li>• to guide students in using English to express their opinions on ethical issues and values</li> <li>• to enable students to interact critically with information in diverse contexts or settings</li> </ul>

**NOTE:** The curriculum has been designed to progress from one level to the next without unnecessary repetition. Firstly, it is assumed that students who enter level 3 will have mastered the content of level 2 and will be able to apply the skills they have acquired. The same applies to entry to level 4 and the content of level 3. These skills DO NOT have to be re-taught. Secondly, level 2 students need a lot of support in their navigation of the content; level 3 students need to be able to work more independently and level 4 students should be able to perform many of the tasks unaided. Lastly, each level has a specific focus, all of which are intended to be mastered at the end of level 4, i.e. **academic literacy; workplace literacy and critical literacy**.



**SUBJECT OUTCOMES PER TOPIC AND LEVEL**

<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<p><b>Topic 1: Listening and Speaking</b> SO 1: Listen in social and academic contexts for a variety of purposes SO 2: Speak accurately and correctly in social and academic contexts for a variety of purposes and audiences</p>	<p><b>Topic 1: Listening and Speaking</b> SO 1: Listen and respond in workplace contexts/settings for a variety of purposes SO 2: Speak accurately and correctly in workplace contexts/settings for a variety of purposes and audiences</p>	<p><b>Topic 1: Listening and Speaking</b> SO 1: Listen and respond critically in diverse contexts for a variety of purposes SO 2: Speak accurately and correctly in diverse contexts for a variety of purposes and audiences</p>
<p><b>Topic 2: Reading and Viewing</b> SO 1: Read in order to determine meaning and formulate responses to the intended message SO 2: Read/view and assess verbal and non-verbal forms of communication and formulate responses to the intended message</p>	<p><b>Topic 2: Reading and Viewing</b> SO 1: Read in order to determine meaning and formulate responses to the intended message SO 2: Read/view and assess multimodal forms of workplace communication and formulate responses to the intended message</p>	<p><b>Topic 2: Reading and Viewing</b> SO 1: Critically read texts and formulate insightful responses to the intended message SO 2: Critically read/view multimodal forms of communication and formulate insightful responses to the intended meaning</p>
<p><b>Topic 3: Writing and Presenting</b> SO 1: Write and present for a specified range of purposes and audiences using correct language and grammar structures and conventions as well as formats and layouts appropriate to social and academic contexts</p>	<p><b>Topic 3: Writing and Presenting</b> SO 1: Write and present for a specified range of purposes and audiences using correct language and grammar structures and conventions as well as formats and layouts appropriate to workplace contexts/settings</p>	<p><b>Topic 3: Writing and Presenting</b> SO 1: Write and present texts for a wide range of purposes and audiences using correct language and grammar structures and conventions as well as formats and layouts appropriate to diverse contexts</p>
<p><b>Topic 4: Language and Communication in Practice</b> SO 1: Study and use a variety of theories to improve effective communication in social and academic settings SO 2: Study and correctly apply a variety of language and grammar structures as well as conventions in social and academic settings</p>	<p><b>Topic 4: Language and Communication in Practice</b> SO 1: Study and use a variety of theories to improve effectiveness of communication in workplace settings SO 2: Study and correctly apply a variety of language and grammar structures as well as conventions in workplace contexts/settings</p>	<p><b>Topic 4: Language and Communication in Practice</b> SO 1: Study and use a variety of theories to improve effective communication in diverse contexts SO 2: Study and correctly apply a variety of language and grammar structures as well as conventions in diverse contexts/settings</p>

## LEARNING OUTCOMES PER TOPIC AND LEVEL

## TOPIC 1: Listening and Speaking

	LEVEL 2	LEVEL 3	LEVEL 4
<b>Subject</b> <b>Outcome 1.1</b>	Listen in social and academic contexts for a variety of purposes	Listen and respond in workplace contexts/settings for a variety of purposes	Listen and respond critically in diverse contexts and for a variety of purposes
<b>Learning Outcomes</b>	<p>Students demonstrate the ability to:</p> <p><b>Pre-listening</b></p> <p>1.1.1 make predictions based on questions by the lecturer</p> <p><b>During listening</b></p> <p>1.1.2 listen for specific information</p> <p>1.1.3 listen to infer meaning and extend vocabulary</p> <p>1.1.4 take notes, including dictation</p> <p>1.1.5 listen for appreciation</p> <p><b>Post-listening</b></p> <p>1.1.6 review notes</p> <p>1.1.7 make summaries using visual representations</p> <p>1.1.8 carry out instructions and follow directions</p> <p>1.1.9 respond to the text by answering questions</p> <p><b>Feedback</b></p> <p>1.1.10 use feedback to improve on their listening performance</p>	<p>Students demonstrate the ability to:</p> <p><b>Pre-listening</b></p> <p>1.1.1 make predictions based on the title</p> <p><b>During listening</b></p> <p>1.1.2 listen to evaluate interactions</p> <p>1.1.3 listen to infer meaning and purpose of text</p> <p>1.1.4 take notes</p> <p>1.1.5 listen for appreciation</p> <p><b>Post-listening</b></p> <p>1.1.6 review notes</p> <p>1.1.7 make point form summaries of interactions</p> <p>1.1.8 respond to the text by answering questions</p> <p><b>Feedback</b></p> <p>1.1.9 use feedback to improve on their listening performance</p>	<p>Students demonstrate the ability to:</p> <p><b>Pre-listening</b></p> <p>1.1.10 make predictions</p> <p><b>During listening</b></p> <p>1.1.11 listen to critically analyse and evaluate</p> <p>1.1.12 listen to infer meaning and critically analyse content</p> <p>1.1.13 take notes</p> <p>1.1.14 listen for appreciation</p> <p><b>Post-listening</b></p> <p>1.1.15 review notes</p> <p>1.1.16 summarise the main points of a listening text by writing a précis</p> <p>1.1.17 respond to the text by answering critical questions</p> <p><b>Feedback</b></p> <p>1.1.18 use feedback to improve on their listening performance</p>
<b>Assessment Standards</b>	<p>1.1.1 Predictions are made based on questions by the lecturer</p> <p>1.1.2 Meaning is inferred and vocabulary extended through listening</p> <p>1.1.3 Notes and dictation are taken</p>	<p>1.1.1 Predictions are made based on the title of a text</p> <p>1.1.2 Interactions are evaluated by listening</p> <p>1.1.3 Meaning and purpose of text is</p>	<p>1.1.1 Predictions are made before listening to the text</p> <p>1.1.2 Texts are critically analysed and evaluated</p> <p>1.1.3 Meaning is inferred and content</p>

	LEVEL 2	LEVEL 3	LEVEL 4
	1.1.4 Notes are reviewed 1.1.5 Summaries are made using visual representations 1.1.6 Instructions are carried out and directions are followed 1.1.7 Questions are answered in response to questions 1.1.8 Listening strategies are used for a range of social and academic purposes 1.1.9 Feedback is used to improve performance	inferred through listening 1.1.4 Notes are taken 1.1.5 Appreciation is expressed in response to listening texts 1.1.6 Notes are reviewed 1.1.7 Point form summaries are made 1.1.8 Questions based on listening texts are answered 1.1.9 Feedback is used to improve on subsequent listening performances	critically analysed 1.1.4 Notes are taken 1.1.5 Appreciation is expressed in response to listening texts 1.1.6 Notes are reviewed 1.1.7 Main points of a listening texts are summarised in a précis 1.1.8 Critical questions based on the listening texts are answered 1.1.9 Feedback is used to improve on subsequent performances
<b>Range</b>	<p><i>Range (listening texts): reference, information and creative texts (short story reading)</i></p> <p><i>Range (short stories): Annexure E</i></p> <p><i>Range (visual representations): mind-maps, timelines, tables, flowcharts, tree diagrams, spider graphs, hierarchical structures (e.g. organograms) and comic strips</i></p>	<p><i>Range (listening texts): telephone conversation and dialogue, introduction of a speaker, vote of thanks, panel discussion and creative texts (poetry reading)</i></p> <p><i>Range(poetry): Annexure E</i></p>	<p><i>Range (listening texts): negotiation &amp; conflict scenarios; media and job interviews; news and/or other media reports, and creative texts (extracts or readings from films and/or novels)</i></p> <p><i>Range (films and novels): Annexure E</i></p>

	LEVEL 2	LEVEL 3	LEVEL 4
<b>Subject Outcome 1.2</b>	<b>Speak accurately and correctly in social and academic contexts for a variety of purposes and audiences</b>	<b>Speak accurately and correctly in workplace contexts/settings for a variety of purposes and audiences</b>	<b>Speak accurately and correctly in diverse contexts and for a variety of purposes and audiences</b>
<b>Learning Outcomes</b>	Students demonstrate the ability to: <b>Before speaking</b> 1.2.1 plan, research and organise ideas and information 1.2.2 practise speaking activities	Students demonstrate the ability to: <b>Before speaking</b> 1.2.1 plan, research and organise ideas and information 1.2.2 practise speaking activities	Students demonstrate the ability to: <b>Before speaking</b> 1.2.1 plan, research and organise ideas and information 1.2.2 practise speaking activities

	LEVEL 2	LEVEL 3	LEVEL 4
	<p><b>During speaking</b></p> <p>1.2.3 formulate logical and coherent sentences</p> <p>1.2.4 formulate relevant questions for social and academic purposes</p> <p>1.2.5 respond appropriately to questions</p> <p>1.2.6 participate in group discussions</p> <p>1.2.7 give directions, instructions and demonstrations</p> <p>1.2.8 read a prepared passage aloud</p> <p>1.2.9 prepare and present a speech using visual aids including pictures, objects, music, movement</p> <p>1.2.10 use non-verbal communication effectively</p> <p>1.2.11 use grammatically correct language</p> <p>1.2.12 express appreciation and enjoyment related to the following aspects of creative texts: background, writing techniques, stylistic devices, themes, characters and plot</p> <p><b>Feedback</b></p> <p>1.2.13 provide constructive feedback to other speakers</p> <p>1.2.14 reflect on own performance using basic self-assessment criteria to improve their performance</p>	<p><b>During speaking</b></p> <p>1.2.3 formulate logical and coherent sentences</p> <p>1.2.4 formulate relevant questions for a variety of purposes</p> <p>1.2.5 respond appropriately to questions</p> <p>1.2.6 engage in sustained interaction with individuals and groups</p> <p>1.2.7 read an unprepared passage aloud</p> <p>1.2.8 prepare and present a speech using visual aids including posters to support oral presentation</p> <p>1.2.9 use non-verbal communication effectively</p> <p>1.2.10 use grammatically correct language</p> <p>1.2.11 express appreciation and enjoyment related to the following aspects of creative texts: background, writing techniques, stylistic devices, themes, characters and plot</p> <p><b>Feedback</b></p> <p>1.2.12 provide constructive feedback to other speakers</p> <p>1.2.13 reflect on and improve their performance</p>	<p><b>During speaking</b></p> <p>1.2.3 formulate logical and coherent sentences</p> <p>1.2.4 formulate relevant critical questions for diverse purposes</p> <p>1.2.5 respond appropriately to questions</p> <p>1.2.6 engage in sustained interaction in diverse contexts</p> <p>1.2.7 present an unprepared speech</p> <p>1.2.8 prepare and present an integrated multi-media presentation</p> <p>1.2.9 use non-verbal communication effectively</p> <p>1.2.10 use grammatically correct language</p> <p>1.2.11 express appreciation and enjoyment related to the following aspects of creative texts: background, writing and filming techniques, stylistic devices, themes, characters and plot</p> <p><b>Feedback</b></p> <p>1.2.12 provide constructive feedback to other speakers</p> <p>1.2.13 reflect on and improve their performance</p>
<b>Assessment Standards</b>	<p>1.2.1. Speaking strategies (verbal and non-verbal) are used for a range of oral communication</p> <p>1.2.2. Different forms of oral communication are used for social and academic purposes</p> <p>1.2.3. Language is used accurately and</p>	<p>1.2.1 Speaking strategies are used for a range of purposes in a workplace context</p> <p>1.2.2 Different forms of oral communication are used in workplace contexts/settings</p> <p>1.2.3 Oral presentations are researched,</p>	<p>1.2.1 Speaking strategies are analysed and used for a wide range of purposes</p> <p>1.2.2 Different forms of oral communication are used in diverse contexts</p> <p>1.2.3 Oral presentations are researched,</p>

	LEVEL 2	LEVEL 3	LEVEL 4
	<p>correctly when speaking</p> <p>1.2.4. A check-list is used to evaluate own speech performance and to provide feedback to others</p>	<p>planned and delivered in a workplace context/setting</p> <p>1.2.4 Oral presentations are responded to in workplace contexts/settings using appropriate speaking techniques</p> <p>1.2.5 Language is used in a variety of workplace situations</p>	<p>planned and delivered in diverse contexts</p> <p>1.2.4 Oral presentations are evaluated using appropriate speaking techniques</p> <p>1.2.5 A critical awareness of language usage is applied in diverse oral situations</p>
<b>Range</b>	<p><i>Range (spoken texts): prepared speech (presenting research) and doing demonstrations; prepared reading aloud; discussion, conversation or dialogue in social and academic contexts, and giving directions and instructions</i></p> <p><i>Range (non-verbal communication): body language, i.e. gestures &amp; facial expressions, stance and eye-contact; tone and pitch; volume, tempo &amp; rhythm, and projection</i></p>	<p><i>Range (spoken texts): introducing a speaker; giving a vote of thanks; accepting and presenting awards; programme coordination and direction; subject-related prepared speech; unprepared reading aloud; interview and role-play; discussion in groups, meetings and panels as well as telephone conversation and dialogue</i></p>	<p><i>Range (spoken texts): unprepared speeches; debates and work-related discussion; negotiation, conflict resolution and mediation in structured scenarios; formal subject-related multi-media presentations; media and job interviews as well as demonstrating persuasive skill (e.g. media campaigns, proposals or advertisements)</i></p>

## TOPIC 2: Reading and Viewing

	LEVEL 2	LEVEL 3	LEVEL 4
<b>Subject Outcome 2.1</b>	<b>Read in order to determine meaning and make responses to the intended message</b>	<b>Read in order to determine meaning and make responses to the intended message</b>	<b>Critically read texts in order to infer meaning and make meaningful responses to the intended message</b>
<b>Learning Outcomes</b>	<p>Students demonstrate the ability to:</p> <p><b>Pre-reading</b></p> <p>2.1.1 skim texts to obtain an overview of the text</p>	<p><i>It is assumed that students have mastered the skills of skimming, scanning, pre-reading, re-reading and sifting in order to examine texts thoroughly.</i></p>	<p><i>It is assumed that students have mastered the skills of skimming, scanning, pre-reading and re-reading.</i></p>

	LEVEL 2	LEVEL 3	LEVEL 4
	2.1.2 scan texts to find specific information 2.1.3 make predictions based on questions by the lecturer 2.1.4 re-read texts to confirm information <b>During reading</b> 2.1.5 understand texts at a word level by identifying and using three strategies to determine meaning: context, dictionary skills; word attack skills like root words, prefixes and suffixes 2.1.6 understand texts by identifying and explaining allusion; idioms and proverbs; denotation and connotation; origins of words; commonly confused words; abbreviations and acronyms 2.1.7 read, analyse and evaluate elements of creative texts (short stories) 2.1.8 find relevant information and details from the text 2.1.9 engage in extended reading for enjoyment <b>Post-reading</b> 2.1.10 demonstrate comprehension by answering questions accurately 2.1.11 summarise texts using visual representations 2.1.12 reproduce some of the text types in their own writing <b>Feedback</b> 2.1.13 respond to feedback to improve their performance	Students demonstrate the ability to: <b>Pre-reading</b> 2.1.1 examine the text thoroughly 2.1.2 predict content based on the title <b>During reading</b> 2.1.3 understand texts at a sentence and paragraph level with attention to the function of language structures and conventions 2.1.4 engage in extended reading for enjoyment <b>Post-reading</b> 2.1.5 distinguish between main and supporting ideas 2.1.6 identify the purpose of the text 2.1.7 demonstrate comprehension by answering questions accurately 2.1.8 create a point form summary of texts 2.1.9 reproduce the text types in their own writing <b>Feedback</b> 2.1.10 respond to feedback to improve their performance	Students demonstrate the ability to: <b>Pre-reading</b> 2.1.1 examine the text thoroughly. 2.1.2 make predictions 2.1.3 identify the purpose of the text <b>During reading</b> 2.1.4 understand texts as a whole 2.1.5 engage in extended reading for enjoyment <b>Post-reading</b> 2.1.6 navigate the Internet to access texts regarding current events 2.1.7 answer questions critically and accurately 2.1.8 consider the points of view of more than one source in order to reach a conclusion 2.1.9 justify own opinion with reference to a text 2.1.10 summarise the main points of a written text by writing a précis 2.1.11 reproduce text types in writing <b>Feedback</b> 2.1.12 respond to feedback to improve performance
<b>Assessment</b>	2.1.1 Reading strategies are used for	2.1.1 A variety of reading strategies are	2.1.1 A variety of reading strategies are

	LEVEL 2	LEVEL 3	LEVEL 4
<b>Standards</b>	<p>information, comprehension and enjoyment</p> <p>2.1.2 Written texts are understood and described in order to identify meaning, values and attitudes</p> <p>2.1.3 Structures and key features of texts are investigated to show how they shape meaning</p> <p>2.1.4 Comprehension is demonstrated by answering questions accurately</p> <p>2.1.5 Information is summarised</p> <p>2.1.6 Text types are reproduced</p> <p>2.1.7 Familiar creative texts are evaluated and analysed in terms of background, stylistic devices, theme, characters</p>	<p>applied to comprehend, interpret and analyse information</p> <p>2.1.2 Written texts are explained in terms of meaning and application in a workplace context</p> <p>2.1.3 The structures and key features of texts are identified and explained to show how they shape meaning</p> <p>2.1.4 Comprehension is demonstrated by answering questions accurately</p> <p>2.1.5 Information is summarised</p> <p>2.1.6 Text types are reproduced</p> <p>2.1.7 Familiar creative texts are evaluated and analysed in terms of, stylistic devices</p>	<p>applied to comprehend, analyse, synthesise and appreciate language and information</p> <p>2.1.2 Written texts are investigated to explain meaning, purpose, values and attitudes</p> <p>2.1.3 The structure and key features of texts are examined and reflected on in order to show how they shape meaning</p> <p>2.1.4 Comprehension is demonstrated by answering questions accurately</p> <p>2.1.5 Information is summarised</p> <p>2.1.6 Text types are reproduced</p> <p>2.1.7 Familiar creative texts are evaluated and analysed in terms of background, stylistic devices, theme, characters</p>
<b>Range</b>	<p><i>Range (reading texts): creative texts (short stories); formal letters (letters of enquiry and complaint and replies); information and reference texts (such as pamphlets and brochures); classified and display advertisements; posters and notices about or invitations to events; social media texts on blogs, Facebook and Twitter as well as cellphone messages (sms) and e-mails</i></p> <p><i>Range (short story): Annexure E</i></p> <p><i>Range (short story elements): background, stylistic devices (simile, metaphor, personification and irony), themes, characters, and plot</i></p>	<p><i>Range (reading texts): creative texts (poetry); e-mails and faxes; memoranda; forms and telephone messages; flyers, pamphlets and brochures; notices, agendas and minutes as well as descriptive, narrative and expository reports</i></p> <p><i>Range (poetry): Annexure E</i></p>	<p><i>Range (reading texts): creative texts (novel); job advertisements, job-finding correspondence and curriculum vitae; letters to the press; newspaper or magazine columns and/or articles and other media texts; proposals as well as film or other reviews or reflective texts</i></p> <p><i>Range (novel): Annexure E</i></p> <p><i>Range (elements of novel study): Background, time-line and setting; development of plot and sub-plots; conflict; themes; characterisation and role of narrator (if applicable) as well as literary/stylistic techniques such as the use</i></p>

	LEVEL 2	LEVEL 3	LEVEL 4
			<i>of objective and subjective/emotive-laden language, imagery and symbolism, repetition and the use of humour, irony, satire and/or sarcasm</i>

	LEVEL 2	LEVEL 3	LEVEL 4
<b>Subject Outcome 2.2</b>	<b>Read/view and assess visual texts and non-verbal forms of communication in order to determine meaning and make responses to the intended message</b>	<b>Read and assess multimodal forms of communication in order to determine meaning and make responses to the intended message</b>	<b>Critically view texts in order to infer meaning and make responses to the intended meaning</b>
<b>Learning Outcomes</b>	<p>Students demonstrate the ability to:</p> <p><b>Viewing</b></p> <p>2.2.1 view visual texts to infer meaning, message and purpose with attention to features such as format, layout, size and use of colour</p> <p>2.2.2 view non-verbal forms of communication to determine meaning, message and purpose</p> <p><b>Post-viewing</b></p> <p>2.2.3 answer questions on the text and non-verbal forms of communication</p> <p>2.2.4 reproduce visual texts</p> <p><b>Feedback</b></p> <p>2.2.5 incorporate explicit feedback into their work to improve their performance</p>	<p>Students demonstrate the ability to:</p> <p><b>Viewing</b></p> <p>2.2.1 view multi-media texts with attention to format, layout, use of colour, meaning, message and purpose</p> <p><b>Post-viewing</b></p> <p>2.2.2 answer questions on the text</p> <p>2.2.3 navigate the internet to access and view multi-media texts</p> <p>2.2.4 engage in the analysis of magazine advertisements e.g. comment on effectiveness and identify shortcomings</p> <p>2.2.5 analyse cartoons to establish meaning and effectiveness</p> <p>2.2.6 reproduce the type of text</p> <p><b>Feedback</b></p> <p>2.2.7 incorporate explicit feedback into their work to improve their performance</p>	<p>Students demonstrate the ability to:</p> <p><b>Viewing</b></p> <p>2.2.1 view multi-media texts with attention to format, layout, use of colour, meaning, message and purpose</p> <p><b>Post-viewing</b></p> <p>2.2.2 answer questions critically and accurately</p> <p>2.2.3 infer meaning from visual texts</p> <p>2.2.4 recognise the emotions evoked by the visual text and respond critically</p> <p>2.2.5 analyse and evaluate viewing texts to establish meaning and effectiveness</p> <p><b>Feedback</b></p> <p>2.2.6 incorporate explicit feedback into their work to improve their performance</p>
<b>Assessment Standards</b>	2.2.1 Visual texts are viewed and explained in terms of meaning, message and	2.2.1 A variety of viewing strategies are applied to comprehend, interpret	2.2.1 A variety of viewing strategies are applied to comprehend, analyse,



	LEVEL 2	LEVEL 3	LEVEL 4
	<p>purpose</p> <p>2.2.2 Non-verbal forms of communication are viewed to determine meaning message and purpose</p> <p>2.2.3 Comprehension is demonstrated by answering questions on text and non-verbal forms of communication</p> <p>2.2.4 Visual texts are reproduced</p> <p>2.2.5 Explicit feedback is incorporated into subsequent work to improve performance</p>	<p>and analyse information</p> <p>2.2.2 Visual texts are explained in terms of meaning and application in a workplace context</p> <p>2.2.3 The structure and key features of multimodal texts are identified and explained to show how they shape meaning</p> <p>2.2.4 Different forms of multimodal communication are investigated and explained in order to determine meaning, values and attitudes</p>	<p>synthesis and appreciate language and information</p> <p>2.2.2 Visual texts are investigated to explain meaning, values and attitudes</p> <p>2.2.3 The structure and key features of texts are examined and reflected on in order to show how they shape meaning</p> <p>2.2.4 Different forms of multimodal communication are examined and interpreted to explain meaning, values and attitudes</p>
<b>Range</b>	<p><i>Range (visual texts): visual representations; schedules; body language and gestures; signs, sign language and symbols; comic strips; pamphlets and brochures; classified and display advertisements; posters and notices about or invitations to events; business letters; social media texts on blogs, Facebook and Twitter as well as cellphone messages (sms) and e-mails</i></p> <p><i>Range (visual representations): mind-maps, timelines, tables, flowcharts, tree diagrams, spider graphs, hierarchical structures (e.g. organograms) and comic strips</i></p> <p><i>Range (non-verbal forms of communication): body language, gestures, signs, sign language* and symbols</i></p> <p><b>Note: Sign language not to be assessed.</b></p>	<p><i>Range (visual texts): creative texts (poetry); forms; flyers, pamphlets and brochures; Internet texts and websites; printed and visual media texts such as cartoons and advertisements as well as descriptive, narrative and expository reports</i></p>	<p><i>Range (visual texts): photographs, pictures and illustrations; film and animations; cartoons and caricatures as well as television advertisements or programmes</i></p> <p><i>Range (film): Annexure E</i></p> <p><i>Range (cinematographic techniques and study): film genres; background, time-line and setting; plot and sub-plots; themes; characterisation; use of colour and lighting; dialogue, music and sound effects; camera angles, shots and movement; framing and composition; foregrounding and backgrounding as well as editing</i></p>

	LEVEL 2	LEVEL 3	LEVEL 4
	<i>Range (business letters): letters of enquiry and complaint and replies</i>		

### TOPIC 3: Writing and Presenting

	LEVEL 2	LEVEL 3	LEVEL 4
<b>Subject Outcome 3.1</b>	<b>Write and present for a specified range of purposes and audiences using correct language and grammar structures and conventions as well as formats and layouts appropriate to social and academic contexts</b>	<b>Write and present for a specified range of purposes and audiences using correct language and grammar structures and conventions as well as formats and layouts appropriate to workplace contexts/settings</b>	<b>Write and present for a specified range of purposes and audiences using correct language and grammar structures and conventions as well as formats and layouts appropriate to diverse contexts</b>
<b>Learning Outcomes</b>	<p>Students demonstrate the ability to:</p> <p><b>Pre-writing</b></p> <p>3.1.1 plan for a writing task (brainstorming, mind-mapping, etc.) and organise information according to the structure and features of the required text type</p> <p><b>Writing</b></p> <p>3.1.2 write a first draft</p> <p>3.1.3 make use of an appropriate style and structure</p> <p>3.1.4 make use of correct grammar, punctuation, spelling, sentence structure and paragraphing</p> <p>3.1.5 write short pieces in response to examination instruction words</p> <p><b>Post-writing</b></p> <p>3.1.6 edit and proofread a final draft of their writing</p>	<p>Students demonstrate the ability to:</p> <p><b>Pre-writing</b></p> <p>3.1.1 plan for a writing task (brainstorming, mind-mapping, etc.) and organise information according to the structure and features of the required text type</p> <p><b>Writing</b></p> <p>3.1.2 write a first draft</p> <p>3.1.3 make use of an appropriate style and structure</p> <p>3.1.4 make use of correct grammar, punctuation, spelling, sentence structure and paragraphing</p> <p>3.1.5 send an e-mail as a simulated form of business communication</p> <p><b>Post-writing</b></p> <p>3.1.6 edit and proofread a final draft of their writing</p>	<p>Students demonstrate the ability to:</p> <p><b>Pre-writing</b></p> <p>3.1.1 plan for a persuasive writing task (brainstorming, mind-mapping, etc.) and organise information according to the structure and features of the required text type</p> <p><b>Writing</b></p> <p>3.1.2 write a first draft</p> <p>3.1.3 make use of an appropriate voice</p> <p>3.1.4 make use of correct punctuation, spelling, sentence structure and paragraphing</p> <p>3.1.5 develop a persuasive text using appropriate language features</p> <p><b>Post-writing</b></p> <p>3.1.6 edit and proofread a final draft of their writing</p> <p>3.1.7 present a final draft using the</p>

	LEVEL 2	LEVEL 3	LEVEL 4
	<p>3.1.7 present a final draft using the conventions and formats required by the context</p> <p><b>Feedback</b></p> <p>3.1.8 incorporate feedback provided during the writing process to improve subsequent drafts</p>	<p>3.1.7 present a final draft using the conventions and formats required by the context</p> <p><b>Feedback</b></p> <p>3.1.8 incorporate feedback provided during the writing process to improve subsequent drafts</p>	<p>conventions and formats required by the context</p> <p><b>Feedback</b></p> <p>3.1.8 incorporate feedback provided during the writing process to improve subsequent drafts</p>
<b>Assessment Standards</b>	<p>3.1.1 Writing tasks are planned for social and academic purposes, audiences and contexts</p> <p>3.1.2 Writing strategies and techniques are used for first drafts</p> <p>3.1.3 Language structures and conventions are used to create and write texts that are appropriate, logical and stylistically and grammatically correct</p> <p>3.1.4 Feedback received from others is used to check and adapt written texts</p> <p>3.1.5 Own writing is proofread and edited to produce final texts for presentation</p> <p>3.1.6 The final text is presented using the conventions and formats required by the context</p>	<p>3.1.1 Writing tasks are planned for workplace purposes, audiences and contexts</p> <p>3.1.2 Writing strategies and techniques are used for first drafts</p> <p>3.1.3 Language structures and conventions are used to create and write texts that are logical as well as stylistically and grammatically correct</p> <p>3.1.4 Own writing is proofread and edited so that the final text can be produced for presentation</p> <p>3.1.5 The final text is presented using conventions and formats required by the context</p>	<p>3.1.1 Writing tasks are planned for specific purposes, audiences and contexts</p> <p>3.1.2 Writing strategies and techniques are used for first drafts</p> <p>3.1.3 Language structures and conventions are used to create and write texts that are appropriate, logical as well as stylistically and grammatically correct</p> <p>3.1.4 Feedback from others is analysed and incorporated where necessary into written texts</p> <p>3.1.5 Own writing is proofread and edited to produce final texts</p> <p>3.1.6 Final texts are presented using the conventions and formats required by the context</p>
<b>Range</b>	<p>Range (written texts): <b>description with or information in visual representation; procedure writing; classified and display advertisement; formal letters (letter of complaint and enquiry and replies); research report; social media writing (blogs, Facebook post or advertisement, tweet on Twitter); cellphone messages and</b></p>	<p>Range (written texts): e-mails and faxes; forms and telephone messages; memoranda; flyers, pamphlets or brochures for information and advertising purposes; notices, agendas and minutes as well as descriptive, narrative and expository reports</p>	<p>Range (written texts): <b>reflective and critical writing such as newspaper or magazine columns, editorials, articles and reviews; argumentative and persuasive writing in letters to the press, proposals or reports as well as job-finding correspondence (CV and application letter)</b></p>

	LEVEL 2	LEVEL 3	LEVEL 4
	<p><i>e-mail as well as poster or notice about a social event (for advertising and invitation purposes) or other form of invitation</i></p> <p><i>Range (visual representations): mind-map, timeline, table, flowchart, tree diagram, spider graph, hierarchical structure (e.g. organogram) and comic strips</i></p> <p><i>Range (examination instruction words): analyse; comment on; compare; contrast; criticise; define; describe; determine; diagram; discuss; evaluate; illustrate; interpret; justify; list; motivate; outline; prove; relate; review; show; state; substantiate; summarise; trace</i></p>		

#### TOPIC 4: Language and Communication in Practice

	LEVEL 2	LEVEL 3	LEVEL 4
<b>Subject Outcome 4.1</b>	<b>Study and use a variety of theories to improve effectiveness of communication in social and academic settings</b>	<b>Study and use a variety of theories to improve effective communication in workplace contexts/settings</b>	<b>Study and use a variety of theories to improve effective communication in diverse contexts and increase understanding of workplace contexts/settings</b>
<b>Learning Outcomes</b>	Students demonstrate the ability to: <ul style="list-style-type: none"> <li>4.1.1 explore and explain effective communication principles</li> <li>4.1.2 describe and explain elements of effective communication in terms of a model or process (e.g. flow-chart)</li> </ul>	Students demonstrate the ability to: <ul style="list-style-type: none"> <li>4.1.1 explore, explain and apply appropriate strategies and conventions of meetings in a workplace setting</li> <li>4.1.2 explore, explain and apply appropriate interview behaviour</li> </ul>	Students demonstrate the ability to : <ul style="list-style-type: none"> <li>4.1.1 investigate and explain different types of media communication</li> <li>4.1.2 investigate and explain strategies and elements used in media communication, including selective reporting, propaganda and other</li> </ul>

	LEVEL 2	LEVEL 3	LEVEL 4
	<p>4.1.3 identify and explain barriers to effective communication and ways to eliminate and overcome these barriers</p> <p>4.1.4 explain and explore different categories and channels of communication</p>	<p>and strategies in a range of workplace settings</p> <p>4.1.3 explore, explain and apply appropriate strategies for a range of <b>workplace-related presentations</b></p>	<p>manipulative reporting techniques</p> <p>4.1.3 reflect critically on the impact and consequences of media reporting and communication</p>
<b>Assessment Standards</b>	<p>4.1.1 Effective communication principles are explained and demonstrated by giving examples</p> <p>4.1.2 The process of communication is visually represented with a flow diagram</p> <p>4.1.3 Elements of communication are explained using examples</p> <p>4.1.4 Barriers to communication are identified and ways to counter these barriers are explained</p> <p>4.1.5 Categories and channels of communication are explained using examples</p>	<p>4.1.1 Appropriate strategies and conventions of meetings are explored, explained and applied in a simulated workplace setting</p> <p>4.1.2 Appropriate interview behaviour and strategies are explored, explained and applied in a range of simulated workplace settings</p> <p>4.1.3 Appropriate strategies of workplace related presentations are explored, explained and applied</p>	<p>4.1.1 Different types of media communication are investigated and explained</p> <p>4.1.2 Elements used in media communication are investigated and explored</p> <p>4.1.3 Case studies are used to reflect critically on the impact and consequences of media communication</p>
<b>Range</b>	<p><b>Range: principles of effective communication; elements, categories and channels of communication as well as barriers to communication</b></p> <p>Range (categories): intrapersonal communication; interpersonal communication; mass communication</p>	<p>Range (meeting theory): duties and powers of a chairperson and secretariat; constitution of a meeting; meeting terminology; types of meetings and meeting documentation</p> <p>Range (interviews): disciplinary interviews and interviews for <b>work-related research and information purposes</b></p> <p>Range (guidelines for interview behaviour and strategies): <b>dressing appropriately; questions interviewees should ask; good</b></p>	<p>Range (types of media communication): print media such as newspapers and <b>magazines; audio-visual-media such as television, video or dvd recordings and electronic media such as Internet texts, websites and video clips</b></p> <p>Range (elements of manipulative media communication): <b>propaganda and persuasive techniques; use of emotive language as well as stereotyping, bias and selective reporting</b></p>

	LEVEL 2	LEVEL 3	LEVEL 4
		<p><i>interview behaviour; disciplinary interview procedures and behaviour as well as preparing or researching interview questions</i></p> <p><i>Range (public speaking and presentations): presenting and accepting awards; introducing a guest speaker; programme direction and coordination; expressing a vote of thanks and doing a presentation as an invited guest speaker</i></p>	

	LEVEL 2	LEVEL 3	LEVEL 4
<b>Subject Outcome 4.2</b>	<b>Study and correctly apply a variety of language structures and grammar conventions in social and academic settings</b>	<b>Study and correctly apply a variety of language and grammar structures and conventions in workplace settings</b>	<b>Study and correctly apply a variety of language and grammar structures and conventions in diverse contexts</b>
<b>Learning Outcomes</b>	Students demonstrate the ability to: 4.2.1 accurately identify and apply a range of language structures and grammar conventions of South African English in social and academic contexts	Students demonstrate the ability to: 4.2.1 accurately and appropriately apply language structures and grammar conventions of South African English in workplace contexts/settings	Students demonstrate the ability to: 4.2.1 accurately and appropriately apply language and grammar structures and conventions of South African English in diverse contexts
<b>Assessment Standards</b>	4.2.1 A range of language structures and grammar conventions of South African English are accurately identified and applied in social and academic contexts	4.2.1 A range of language structures and grammar conventions of South African English are accurately identified and applied in workplace contexts/settings	4.2.1 A range of language structures and grammar conventions of South African English are accurately identified and applied in diverse and social contexts
<b>Range</b>	In Level 2, the following language and grammar structures and conventions are to be taught and assessed:	In Level 3, the following language and grammar structures and conventions are to be taught and assessed:	In Level 4, the following language and grammar structures and conventions are to be taught and assessed:

	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
	<p><i>Range: parts of speech: (nouns, determiners (articles), pronouns, adjectives, adverbs, prepositions, conjunctions, verbs and auxiliary verbs); simple, compound and complex sentences; negative forms; word order; verb agreement (concord); punctuation &amp; spelling; one word for a phrase; vocabulary extension; synonyms and antonyms; homonyms and homophones; slang and jargon</i></p>	<p><i>Range: modals; phrases and clauses; conditionals; active and passive ; reported speech; work-place vocabulary; jargon and technical terms; literal/figurative language; topic sentences and paragraphs; tone and register; types of questions and tenses of verbs</i></p>	<p><i>Range: critical language awareness; fact and opinion; subjective (or emotive) and objective language; assumptions and inferences; implicit and explicit messages; purposes of messages and text; writer's point of view and bias as well as vocabulary and politically correct language usage</i></p>

## **ANNEXURE B: APPROACHES TO TEACHING LANGUAGE IN A VOCATIONAL PROGRAMME**



## **ANNEXURE B: APPROACHES TO TEACHING LANGUAGE IN A VOCATIONAL PROGRAMME**

The process of continuous assessment is closely linked to scaffolding, modelling and feedback. Students should be guided in answering the following questions about their language learning progress: Where am I going? Where am I now? How can I close the gap?

Continuous assessment should:

- offer students a clear picture of where they are going
- provide students with feedback that allows them to gauge their performance
- allow students to engage in self-assessment
- provide students with a clear understanding of the steps they need to take to improve

### **B1. Scaffolding**

Scaffolding refers to support provided by the lecturer to facilitate the successful completion of a task by students, which they may not yet be capable of accomplishing on their own. Once students are more familiar and comfortable with such a task, they can proceed without assistance.

This is particularly important in the challenging transition from speaking to writing. It is necessary to allow students to engage in group discussion, but in instances where students all speak the same language; they will tend to conduct these discussions in their mother tongue. That is why student report back activities (in English) are so important: it will allow students to write down their thoughts in English (even if they are discussing a topic in their mother tongue) and verbally express their thinking in English. This process facilitates the transition from informal talk in their mother tongue, to more formal talk in English when they report back and finally into a formal written form, after they have received feedback from the lecturer.

### **B2. Modelling**

Lecturer modelling is a useful tool to assist students in mastering more complex and demanding skills. When giving feedback to students in response to their report-back activities, the lecturer will model the type of formal language students are expected to use when writing.

The lecturer can use one of the student groups' reports to demonstrate how to go from reporting verbally to constructing a piece of writing. Students then use this method to attempt their own writing activity based on their group work notes and verbal report.

### **B3. Feedback**

Both scaffolding and modelling rely on the quality of the feedback provided by the lecturer. Feedback needs to be more substantial than 'well done' or 'you can do better'. Students need to be told explicitly what they did well and where they can improve. It is important to try and find at least one example of each instance when providing feedback to students. Without good quality feedback, students will be unable to gauge how successful their attempts have been and unable to improve on their performance.

**B4. Providing support for literacy development through reading**

Lewis and Wray (2000) in their book *Literacy in the secondary school*, propose the EXIT (extended interactions with texts) model, to guide the process of learning through text. They suggest the following ten 'kinds of mental processes':

1. Activating prior knowledge
2. Establishing purpose
3. Locating information
4. Adopting an appropriate strategy
5. Interacting with text
6. Monitoring understanding
7. Making notes
8. Evaluating information
9. Assisting memory
10. Communicating information

Initially, especially in level 2, students may require a lot of support, but by the end of level 4, they should be able to complete these tasks independently.

These mental processes can be divided into three stages: pre-reading, during reading and post-reading. The table that follows is an example of how to use these strategies in a lesson.

**B5. Relative cognitive demand of tasks**

To ensure that there is progression from level 2 to level 4; the following guidelines can be used to determine suitable tasks for each level.

LEVEL OF COGNITIVE DEMAND	SUITABLE INSTRUCTION OR QUESTIONS WORDS
<b>A: UNDEMANDING</b>	repeat copy name follow instructions describe
<b>B: RELATIVELY UNDEMANDING</b>	narrate define classify understand rules understand cause and effect
<b>C: RELATIVELY DEMANDING</b>	understand a process generalise sequence compare summarise
<b>D: DEMANDING</b>	evaluate infer hypothesise analyse synthesise

Adapted from *Collaborative learning activities in the classroom*: Steve Cooke (2005)

**Note:**

A and B should be the focus of level 2.  
 B and C should be the focus of level 3.  
 C and D should be the focus of level 4.

**B6: Theories of language and learning underpinning the curriculum**

Three theories of language learning and teaching are used in the design of this curriculum: communicative language teaching, a text-based approach and critical language awareness.

**1. Communicative language teaching**

Communicative language teaching is based on the communicative competency model proposed by Canale and Swain (1980) in their article *Theoretical bases of communicative approaches to second language teaching and testing*. This model is made up of four components: socio-linguistic competence; linguistic competence; discourse competence and strategic competence. Each level focuses on a different competence as summarised in the table below:

LEVEL	COMPETENCE	DEFINITION
2	<b>Linguistic competence</b>	refers to the ability to use language accurately
3	<b>Strategic competence</b>  <b>Socio-linguistic competence</b>	refers to the ability to use compensatory techniques when a breakdown in communication occurs (e.g. using gestures or describing a concept or activity rather than using one word) refers to the ability to communicate effectively during interactions
4	<b>Discourse competence</b>	refers to the ability to construct language in a coherent and cohesive manner

**2. Text-based approach**

This theory proposes that a text-based approach be used in the teaching of language. This means that all activities in the language classroom should be structured around a text. This applies to all the skills required to be taught: listening, reading, viewing, speaking, writing, language in context and theory. This text-based approach is used throughout the NC(V) curriculum, from level 2 to level 4.

**3. Critical language awareness**

Critical language awareness refers to the ability to recognise and resist persuasive texts, including advertising, opinion pieces and argumentative texts. Students are encouraged to explore textual features to determine whose purpose the content of the text serves and who is advantaged by the information being read by the public. Although critical language awareness can be introduced in levels 2 and 3, it forms the main focus of the level 4 curriculum.

## **ANNEXURE C: TEXTS USED FOR LISTENING, READING AND VIEWING**

**ANNEXURE C: TEXTS USED FOR LISTENING, READING AND VIEWING**

	<b>FUNCTIONAL TEXTS</b>	<b>REFERENCE AND INFORMATION TEXTS</b>	<b>MULTI-MEDIA TEXTS</b>	<b>CREATIVE TEXTS</b>
<b>LEVEL 4</b>	Negotiation & conflict scenarios Job advertisements Job application correspondence & Curriculum Vitae Job and media interviews Letter to the press	Editorials Newspaper or magazine columns and articles Proposals Film or other reviews	Cartoons Caricatures Photographs Illustrations Animations Television advertisements or programmes News or other media reports and campaigns	Film (Movies) Novel

**APPROXIMATE LENGTH OF LISTENING TEXTS**

<b>TEXTS</b>	<b>PURPOSE</b>	<b>APPROXIMATE LENGTH</b>
Procedural interaction (negotiation, conflict resolution and job or media interviews)	Listening for critical analysis and evaluation of procedures	Approx. 10 minutes
Editorials and newspaper columns or articles	Listening for critical analysis and evaluation of persuasive language	Approx. 4-5 minutes
Creative texts (film or novel)	Listening for appreciation	Approx. 1-2 hours

**APPROXIMATE LENGTH OF READING TEXTS**

<b>RANGE</b>	<b>PURPOSE</b>	<b>APPROXIMATE LENGTH</b>	
Persuasive and discursive texts (e.g. newspaper columns or editorials, film or other reviews, media reports and campaigns)	Reading for comprehension and critical analysis and evaluation	400-500 words	
	Reading to summarise	<b>TEXT</b> 250 words	<b>SUMMARY</b> 75-85 words
Extended reading for enjoyment (newspapers, magazines, novels)	Reading for enjoyment	Varied	
Proposal	Reading to reproduce the text type	300-350 words	
Job-finding correspondence/ job advertisements/ curriculum vitae/ letter to the press	Reading to reproduce the text type	50-150 words	

## **ANNEXURE D: TEXTS PRODUCED IN SPEAKING, WRITING AND FOR PRESENTATION**

**ANNEXURE D: TEXTS PRODUCED IN SPEAKING, WRITING AND FOR PRESENTATION**

	<b>WRITTEN TEXTS</b>	<b>SPOKEN TEXTS</b>
<b>LEVEL 4</b>	Reflective and critical writing such as newspaper or magazine column and article Film or other review CV and letter of application Letter to the press Proposal or other persuasive piece Editorial or other argumentative piece	Unprepared speech Debate & work-related discussion Negotiation, conflict resolution & mediation in structured scenarios Subject-related multi-media presentation Job or media interview Demonstrating persuasive skill (e.g. media campaigns or advertisements)

**APPROXIMATE LENGTHS OF SPOKEN TEXTS**

<b>RANGE</b>	<b>PURPOSE</b>	<b>REQUIRED SKILLS</b>	<b>APPROXIMATE LENGTH</b>
<b>Unprepared speech</b>	Various: to present a speech without preparing beforehand/employ speech techniques at short notice	<ul style="list-style-type: none"> <li>• Use tone, voice projection, pace, eye contact, posture and gestures.</li> <li>• Display sense of audience and make contact with listeners.</li> <li>• Use appropriate and effective vocabulary and language structures.</li> <li>• Use effective introduction and conclusion.</li> </ul>	2 minutes
<b>Debate</b>	To argue different viewpoints on a chosen topic	Debating procedure: <ul style="list-style-type: none"> <li>• 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'.</li> <li>• Debate proceedings are controlled by a chairperson, who:               <ul style="list-style-type: none"> <li>○ introduces the motion and gives some background to it;</li> <li>○ introduces each speaker;</li> <li>○ maintains order;</li> <li>○ keeps time-speakers are given time limits;</li> <li>○ manages the discussion when the motion is opened to the floor (see below);</li> <li>○ manages the vote (refer below).</li> </ul> </li> <li>• The chair introduces the motion and asks the first speaker for the proposition (the team arguing <b>for</b> the motion) to speak.</li> <li>• The first speaker for the proposition</li> </ul>	20-30 minutes

RANGE	PURPOSE	REQUIRED SKILLS	APPROXIMATE LENGTH
		<p>presents arguments supporting the motion.</p> <ul style="list-style-type: none"> <li>• The first speaker for the opposition (those speaking <b>against</b> the motion) presents arguments opposing the motion and may also rebut (attack) the first speaker's arguments.</li> <li>• The second speaker for the proposition builds on the team's arguments, presents new arguments, and rebuts the previous speaker's points.</li> <li>• The second speaker for the opposition does the same.</li> <li>• The motion is opened to the floor (audience) for discussion and questions.</li> <li>• 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.</li> <li>• The third speaker for the proposition does the same.</li> <li>• 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.</li> </ul>	
<b>Job interview</b>	To exchange information between applicant and prospective employer	<ul style="list-style-type: none"> <li>• Plan and prepare for interview, e.g. by determining goal, background information, and preparing questions.</li> <li>• Create rapport with the interviewee/s (an atmosphere of trust).</li> <li>• Listen actively, evaluate responses, and respond appropriately.</li> <li>• Introduce participants.</li> <li>• Ask questions to elicit information. Questions should be relevant and expressed sensitively and respectfully.</li> <li>• Summarise or record responses, e.g. by taking notes; summarising, sequencing and arranging responses and important details in logical order.</li> </ul>	10-15 minutes



RANGE	PURPOSE	REQUIRED SKILLS	APPROXIMATE LENGTH
		<ul style="list-style-type: none"> <li>Close the interview, e.g. thank the interviewee.</li> </ul>	
<b>Negotiation</b>	<p>To practise persuasive skills verbally</p> <p>To share your point of view with others</p> <p>To listen attentively to others' point of view</p>	<ul style="list-style-type: none"> <li>Agree on the terms and scope of the dispute.</li> <li>Put oneself in other party's position.</li> <li>Listen and comprehend other party's point of view.</li> <li>Be honest and keep to facts.</li> <li>Use silence to own advantage.</li> </ul>	10-15 minutes
<b>Conflict resolution</b>	<p>To practise the art of resolving conflict</p> <p>To learn the skill of focusing attention on key issues or points</p> <p>To learn to:</p> <ul style="list-style-type: none"> <li>accept differences</li> <li>recognize mutual interests</li> <li>improve persuasion skills</li> <li>improve listening skills</li> <li>break the re-active cycle or routine</li> <li>learn to disagree without animosity</li> <li>build confidence in recognizing win-win solutions</li> <li>recognize/admit to/process anger and other emotions</li> <li>solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Gather information: identify key issues without making accusations.</li> <li>Focus on what the issues are, not who did what.</li> <li>Avoid accusations, finding fault, and name calling.</li> <li>Each participant states his/her position and how it has affected him/her.</li> <li>Others listen attentively and respectfully without interruption.</li> <li>Each participant in turn repeats or describes as best they can the other's position <i>to the listener's satisfaction</i>.</li> <li>Each participant tries to view the issue from other points of view, beside the two conflicting ones</li> <li>All involved brainstorm to find the middle ground, a point of balance, creative solutions, etc.</li> <li>Each participant volunteers what he or she can do to resolve the conflict or solve the problem</li> </ul>	10-15 minutes
<b>Formal presentation</b>	<p>Various: to inform/persuade/ share and justify viewpoint or opinion</p> <p><i>There should be evidence of research and use of multi-media</i></p>	<ul style="list-style-type: none"> <li>Conduct research.</li> <li>Organise material coherently.</li> <li>Choose and develop main ideas and support with examples.</li> <li>Use rhetorical questions, pauses and repetition.</li> <li>Use tone, voice projection, pace, eye contact, posture and gestures effectively when presenting.</li> <li>Use attention-grabbing introduction and powerful conclusion.</li> <li>Use appropriate style and register.</li> </ul>	5-10 minutes

RANGE	PURPOSE	REQUIRED SKILLS	APPROXIMATE LENGTH
		<ul style="list-style-type: none"> <li>Incorporate appropriate visual, audio and/or audio-visual aids.</li> </ul>	

### APPROXIMATE LENGTH OF WRITTEN TEXTS

RANGE	APPROXIMATE LENGTH
<b>Longer functional and reflective writing</b> Reflective and critical writing (for example film or other review) Argumentative and discursive writing (newspaper or magazine article, editorial or letter to the press)	250-350 words
<b>Shorter &amp; Intermediate functional texts</b> Letter of application and CV Proposal or other persuasive piece	120-180 words

### PURPOSE, STRUCTURE AND FEATURES OF WRITTEN TEXTS

RANGE	PURPOSE	STRUCTURE	FEATURES
<b>Persuasive piece</b>	To argue a case from a personal point of view  To attempt to convince the reader	<ul style="list-style-type: none"> <li>Statement of position;</li> <li>Series of arguments – often in the form of a point plus elaboration;</li> <li>Summary and restatement of the opening position.</li> </ul>	<ul style="list-style-type: none"> <li>Simple present tense</li> <li>Use of relevant examples</li> <li>Inclusion of quotes</li> <li>Reason, cause/effect, concessive conjunctions/logical connectors, e.g. <i>this shows, however, because, therefore</i></li> </ul>
<b>Argumentative report</b>	To present arguments from differing viewpoints	<ul style="list-style-type: none"> <li>Statement of the issue - may preview main arguments;</li> <li>Arguments for plus supporting evidence;</li> <li>Arguments against plus supporting evidence;</li> <li>Conclusion – summary and recommendation.</li> </ul>	<ul style="list-style-type: none"> <li>Simple present tense</li> <li>Reason, cause/effect, concessive conjunctions/logical connectors, e.g. <i>therefore, however, so</i></li> <li>Movement from generic to the specific</li> </ul>
<b>Newspaper or magazine article</b>	To inform, educate, enlighten and entertain the public	<ul style="list-style-type: none"> <li>State facts briefly but accurately.</li> <li>Strive to communicate the essence without losing the reader.</li> <li>Provide an accurate summary of events.</li> </ul>	<ul style="list-style-type: none"> <li>Clear and concise language</li> <li>Written in 3rd person.</li> <li>Objective language</li> <li>Can use an active or passive voice</li> <li>Should include quotes,</li> </ul>

RANGE	PURPOSE	STRUCTURE	FEATURES
		<ul style="list-style-type: none"> <li>• Give a succinct title.</li> <li>• Start with the most important facts: <i>the who, what, how, when, where, why, and to what degree.</i></li> </ul> <p><b>Style</b></p> <ul style="list-style-type: none"> <li>• The heading must be attractive and interesting.</li> <li>• The style should relate to the reader.</li> <li>• The style can be descriptive and figurative, appealing to the imagination of the readers.</li> <li>• Names, places, times, positions, and any other necessary details should be included in the article.</li> <li>• The article should stimulate interest and keep the reader absorbed.</li> </ul>	<p>comments, opinions, statements and observations from people involved or experts on the topic</p> <ul style="list-style-type: none"> <li>• Use of rhetorical questions and emotive words</li> <li>• Use of imagery and description</li> </ul>
<b>Letter of application</b>	To apply for a vacancy	<ul style="list-style-type: none"> <li>• Writer's address, date, recipient's address, salutation;</li> <li>• Subject line;</li> <li>• Introduction;</li> <li>• Body;</li> <li>• Closing paragraph;</li> <li>• Salutation;</li> <li>• Signature.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually formal in style</li> <li>• Makes use of standard language conventions, e.g. <i>Dear Sir/ Madam, Yours sincerely</i></li> <li>• Generally concise</li> </ul>
<b>Letter to the press</b>	To express an opinion or argue a point	<ul style="list-style-type: none"> <li>• Writer's address, date, recipient's address, salutation;</li> <li>• Subject line;</li> <li>• Introduction;</li> <li>• Body;</li> <li>• Closing paragraph;</li> <li>• Salutation;</li> <li>• Signature;</li> <li>• Pseudonym (optional).</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive language</li> <li>• Expressing an opinion</li> <li>• Responding to someone else's opinion</li> <li>• Reference to the stimulus to which you are responding</li> </ul>
<b>Proposal</b>	To secure funding for a project  To inform a	<ul style="list-style-type: none"> <li>• A description of the seller's capabilities and products;</li> <li>• A discussion of key</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity</li> <li>• Strive to communicate, not to impress</li> <li>• Error free</li> </ul>

RANGE	PURPOSE	STRUCTURE	FEATURES
	prospective client of the service or product you offer	<p>issues;</p> <ul style="list-style-type: none"> <li>• A description of the prospective buyer or client's specifications or needs and how they will be met;</li> <li>• The cost of the offering;</li> <li>• A schedule of delivery of the products or services;</li> <li>• Proof of prior experience, i.e. testimonials from previous customers, descriptions of previous projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested layout: the body of the text appears in the right two-thirds of the page. The one-third of the page to the left contains titles and white space. The white space to the left allows the reader to make notes.</li> <li>• Include visual elements</li> <li>• Begin with a title page that includes <i>images (graphics, pictures, etc.), the name of the proposal recipient, the name of the project, company/organisation or own name and address, the date, and copyright symbol.</i></li> <li>• Politically correct language</li> <li>• Avoid jargon and technical terms, or explain them carefully</li> </ul>
<b>Curriculum Vitae</b>	To provide details of a person's life and qualifications	<ul style="list-style-type: none"> <li>• Personal details: name, date of birth, nationality, ID number, address, etc.;</li> <li>• Formal qualifications, e.g. grades passed;</li> <li>• Work experience (if applicable);</li> <li>• Hobbies and interests;</li> <li>• Referees;</li> <li>• Design and layout is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Concise – not more than two pages</li> <li>• Headings and bullets should be used</li> <li>• Formal and direct in style</li> </ul>

## **ANNEXURE E: RECOMMENDED FILMS & NOVELS**

## ANNEXURE E: RECOMMENDED FILMS AND NOVELS

### FILM STUDY

Ali	Michael Mann (2001)
Anonymous	Roland Emmerich (2011)
Chocolat	Lasse Hallström (2000)
Cold Mountain	Anthony Mingella (2003)
District Nine	Neill Blomkamp (2009)
Forrest Gump	Robert Zemeckis (1994)
Grave of the Fireflies	Isao Takahata (1988)
Hotel Rwanda	Terry George (2004)
Howl's Moving Castle	Hayao Miyazaki (2004)
Invictus	Clint Eastwood (2009)
Karate Kid	Harald Zwart (2010)
Master Harold and the boys	Lonny Price (2010)
Motorcycle Diaries	Walter Salles (2004)
Ray	Taylor Hackford (2004)
Schindler's List	Steven Spielberg (1993)
Seven Years in Tibet	Jean-Jacques Annaud (1997)
Slumdog Millionaire	Danny Boyle (2008)
The Adventures of Tintin	Steven Spielberg (2011)
The Great Debaters	Denzel Washington (2007)
The Green Mile	Frank Darabont (1999)
The Last King of Scotland	Kevin Macdonald (2006)
The Mission	Roland Joffé (1986)
The No. 1 Ladies' Detective Agency	Anthony Mingella (2009)
The Shawshank Redemption	Frank Darabont (1994)
True Grit	Ethan Coen (2010)
Tsotsi	Gavin Hood (2005)
WALL-E	Andrew Stanton (2008)
Whale Rider	Niki Caro (2003)
Where the River Runs Black	Christopher Cain (1986)

**Note:** Any National Geographic or BBC documentary may be selected.

The film study may be replaced by the viewing of a staged play, but not with a study of only a script.

## NOVELS

The following novels are recommended for use. It is at the lecturer's discretion as to whether to prescribe a particular novel for the ICASS assignment, or whether the students may make the selection themselves. If a student wishes to use another text for their assignment, they should be permitted to do so, provided their lecturer is satisfied with their choice. It should be noted that, where the lecturer or student has no specific preference, a South African or African novel should be chosen.

### SOUTH AFRICAN/AFRICAN NOVELS

Chinua Achebe	Things Fall Apart; No Longer at Ease; Arrow of God
Ayi Kwei Armah	The <b>Beautiful Ones</b> are Not Yet Born
Miriam Bâ	So Long a Letter
Joseph Conrad	Heart of Darkness
Bryce Courtenay	The Power of One
Tsitsi Dangarembga	Nervous Conditions
K. Sello Duiker	Thirteen Cents
Athol Fugard	Tsotsi
Alexandra Fuller	<b>Don't Let's Go to the Dogs Tonight; Scribbling the Cat</b>
Bessie Head	When Rain Clouds Gather; Maru
Rayda Jacobs	Confessions of a Gambler
Pamela Jooste	Dance with a Poor Man's Daughter
Kamara Laye	The African Child
Nelson Mandela	Long Walk to Freedom (Autobiography)
Kopano Matlwa	Coconut; Spilt Milk
Alexander McCall Smith	No 1 Ladies' Detective Agency; ...all titles
Zakes Mda	Ways of Dying; Heart of Redness
Deon Meyer	Any title
Ezekiel Mphahlele	Down Second Avenue
Phaswane Mpe	Welcome to our Hillbrow
Ben Okri	Infinite Riches
Ferdinand Oyono	The House Boy
Alan Paton	Cry, the Beloved Country
Sol Plaatjie	Mhudi
Richard Rive	Buckingham Palace, District Six
Olive Schreiner	The Story of an African Farm
Ousmane Sembène	The Money Order
Mongane Wally Serote	Hyenas; Scatter the Ashes and Go
Ngũgĩ wa Thiong'o	The River Between

John van der Ruit

Spud

**OTHER NOVELS**

Douglas Adams	Hitch Hiker's Guide to the Galaxy
Jeffrey Archer	Kane and Abel, Any title
Paulo Coelho	The Alchemist; Any title
Eoin Colfer	Artemis Fowl
Nicholas Evans	The Horse Whisperer
Helen Fielding	Bridget Jones' Diary
Arthur Golden	Memoirs of a Geisha
John Grisham	The Client; The Firm; Any title
Mark Haddon	The Curious Incident of the Dog in the Night Time
Joanne Harris	Chocolat; Any title
Joseph Heller	Catch 22
Khaled Hosseini	The Kite Runner; A Thousand Splendid Suns
Witi Ihimaera	The Whale Rider
Kazuo Ishiguro	The Remains of the Day; Never Let Me Go
Marian Keyes	Sushi for Beginners
Sue Monk Kidd	Secret Life of Bees
John le Carre	The Spy who came in from the Cold
C.S. Lewis	The Lion, the Witch and the Wardrobe
Marina Lewycka	A Short History if Tractors in Ukranian
Yann Martel	Life of Pi
Toni Morrison	Beloved
Jodi Picoult	Any title
Terry Pratchett	Equal Rights
Kathy Reichs	Fatal Voyage; Deja Dead; Deadly Decisions; Death du Jour,
J.K. Rowling	Harry Potter series
Arundhati Roy	The God of Small Things
Wilbur Smith	Any title
Amy Tan	The Joy Luck Club
J.R.R. Tolkien	The Hobbit; Lord of the Rings trilogy
Alice Walker	The Colour Purple; Temple of my Familiar
Markus Zusak	The Book Thief



## **ANNEXURE F: SUGGESTED LEVEL 4 YEAR PLAN**

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	<b>CYCLE ONE Week 1 &amp; 2</b>	<b>CYCLE TWO Week 3 &amp; 4</b>	<b>CYCLE THREE Week 5 &amp; 6</b>	<b>CYCLE FOUR Week 7 &amp; 8</b>
Texts used in listening, reading and viewing	<p>TEXT 1: Job advertisement</p> <p>TEXT 2: Curriculum Vitae</p> <p>TEXT 3: Letter of application</p>	<p>TEXT 1: Text to listen and critically evaluate</p> <p>TEXT 2: Visual stimulus for unprepared oral</p> <p>TEXTS 2, 3 &amp; 4: Caricature, photograph and illustration</p> <p>Take note of textual features</p>	<p>TEXT 1: Job interview (view, read, or listen)</p> <p>Take note of features</p> <p>TEXT 2: Reading text on the do's and don'ts of interviews</p>	<p>TEXT 1: Read or view negotiation</p> <p>TEXT 2: Read or view conflict resolution</p>
Language and Communication in Practice	<p>Writing a letter of application</p> <p>Compiling a CV</p> <p>Textual features: vocabulary of job correspondence and job advertisements</p>	<p>Types of media communication</p> <p>Textual features: implicit and explicit; assumptions; purposes of including and excluding information</p>	<p>Guidelines for successful job interviews</p>	<p>Negotiation</p> <p>Conflict resolution</p> <p>Textual features: inference; bias; political correctness</p>
Texts produced in speaking, writing and presenting [with feedback]	<p>TEXT 1: Curriculum vitae</p> <p>TEXT 2: Letter of application</p>	<p>TEXT 1: Written responses to questions posed on texts 2 – 4.</p>	<p>TEXT 1: Role play of a job interview</p>	<p>TEXT 1: Spoken practice (negotiation)</p> <p>TEXT 2: Spoken practice (conflict resolution)</p> <p>TEXT 3: Language practice: inference, bias and political correctness</p>

Assessment Task		<p><b>ASSESSMENT 1:</b></p> <p><b>Test: Multi-media text (visual with text; photographs and illustrations)</b></p>		<p><b>ASSESSMENT 2:</b></p> <p><b>Oral: Role play of negotiation and/or conflict resolution or job interview</b></p>
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	<b>CYCLE FIVE Week 9 &amp; 10</b>	<b>CYCLE SIX Week 11 &amp; 12</b>	<b>CYCLE SEVEN Week 13 &amp; 14</b>	<b>CYCLE EIGHT Week 15 &amp; 16</b>
Texts used in listening, reading and viewing	<p>TEXT 1: Newspaper column To take note of textual features and for critical analysis</p> <p>TEXT 2: Letter to the press Take note of textual features</p>	<p>TEXT 1: Comprehension text for critical analysis and writing of a précis</p>	<p>TEXT 1: Listening text To listen for appreciation</p> <p>TEXT 2: Argumentative report Take note of textual features</p>	<p>TEXT 1: Newspaper/magazine article For comprehension and to take note of textual features</p> <p>TEXT 2: Television advertisement For critical analysis</p> <p>TEXT 3: Reflective report Take note of textual features</p>
Language and Communication in Practice	<p>Textual features: emotive language; persuasive language; manipulative language; point of view</p>	<p>Debating theory</p> <p>How to write a précis</p> <p>Textual features: critical language awareness; fact and opinion; subjective and objective language</p>	<p>Textual features: All features of critical language</p>	<p>Elements of media communication: propaganda; emotive language; stereotyping; omission, selective reporting</p>

<p>Texts produced in speaking, writing and presenting [with feedback]</p>	<p>TEXT 1: Letter to the press</p> <p>TEXT 2: Language practice: emotive language; persuasive language; manipulative language; point of view</p>	<p>TEXT 1: Class debate</p> <p>TEXT 2: Précis</p>	<p>TEXT 1: Argumentative report</p> <p>TEXT 2: Language practice: all features of critical language</p>	<p>TEXT 1: Reflective report</p> <p>TEXT 2: Language practice: all to date</p>
<p>Assessment Task</p>			<p><b>ASSESSMENT 3:</b></p> <p><b>Functional writing (long and short)</b></p>	<p><b>ASSESSMENT 4:</b></p> <p><b>Formal test</b></p>

	<p><b>CYCLE NINE</b> <b>Week 17 &amp; 18</b></p>	<p><b>CYCLE TEN</b> <b>Week 19 &amp; 20</b></p>	<p><b>CYCLE ELEVEN</b> <b>Week 21 &amp; 22</b></p>	<p><b>CYCLE TWELVE</b> <b>Week 23, 24 &amp; 25</b></p>
<p>Texts used in listening, reading and viewing</p>	<p>TEXT 1: Film</p> <p>TEXT 2: Film review Take note of textual features</p>	<p>TEXT 1: Comprehension text for critical analysis and writing of a précis</p> <p>TEXT 2: Proposal Take note of textual features</p>	<p>TEXT 1: Comprehension text for critical analysis and writing of a précis</p> <p>TEXT 2: Reading text Extended reading for enjoyment</p> <p>TEXT 3: Reading text – Newspaper columns</p>	<p>REVISION OF:</p> <p>ALL THEORY</p> <p>ALL TEXTUAL FEATURES</p> <p>ALL TEXT TYPES</p> <p>WRITTEN REFLECTION ON TERM'S WORK</p>

Language and Communication in Practice	Textual features: revise content of cycles 2 & 3	<b>Language support for vocational examinations and ISAT preparation</b>	<b>Language support for vocational examinations and ISAT preparation</b>	<b>Language support for vocational examinations and ISAT preparation</b>
Texts produced in speaking, writing and presenting [with feedback]	TEXT 1: Film review	TEXT1: Language practice: all textual features too date TEXT 2: Proposal TEXT 3: Précis	TEXT 1: Précis TEXT 2: Newspaper column TEXT 3: Language practice	
Assessment Task		<b>ASSESSMENT 5:</b> <b>Assignment: Film or Novel</b>		<b>ASSESSMENT 6:</b> <b>Oral: Multi-media formal group presentation (subject-related)</b>

**PLEASE NOTE: Level 4 students are expected to read longer texts, produce longer texts and engage in longer listening and spoken texts. So, while the amount of work covered may seem less than that of level 3, the depth of insight and quality of responses needs to be evident.**

<b>GLOSSARY</b>	
<b>abbreviation</b>	the short form of a word made by leaving out letters or using only the first letter of each word, often used to save time (e.g. Mr for Mister and CD for a compact disc)
<b>academic literacy</b>	refers to the skills necessary for a student to cope in an academic setting and includes the teaching of <ul style="list-style-type: none"> <li>• information-seeking</li> <li>• information-processing</li> <li>• information producing performance</li> </ul>
<b>acknowledging sources</b>	to include mention of the sources of information consulted in order to compile a piece of writing
<b>active listening</b>	making an effort to take note of what is being said
<b>active voice</b>	the form of a verb where the subject is the person or thing doing the action
<b>acronym</b>	a pronounceable word formed from the first letter or letters in a phrase or name (e.g. FET = Further Education and Training)
<b>ad hoc committee</b>	temporary committee elected for a specific purpose; it is disbanded after its purpose has been met
<b>additional language</b>	a language learned in addition to one's home language
<b>additive multilingualism</b>	when a person learns a language (or languages) in addition to his or her home language. This language does not replace the home language but is learned alongside it. In an additive multilingual programme, the home language is strengthened and affirmed while any further language learned is seen as adding value (e.g. all Additional Languages, including the Language of Learning and Teaching are taught alongside the home language but do not replace it).
<b>adjective</b>	a word that describes a noun
<b>adverb</b>	gives more information about a verb by indicates manner, place, time, degree or frequency
<b>advertisement</b>	a promotion of a product, usually by persuasive and emotive means
<b>agenda</b>	a list of items to be discussed at a meeting
<b>AIDA principle</b>	a recognised advertising acronym. (A) – attention; (I) – interest ; (D) – desire; (A) – action
<b>allusion</b>	something said or written that refers to another person or subject indirectly
<b>ambiguity</b>	double meaning created by the way in which words are used. When used unintentionally, ambiguity obscures the meaning (e.g. "General flies back to front" or "short children's stories are in demand").
<b>amendment (meeting)</b>	change to the agenda or minutes
<b>analogy</b>	finding similarities in things that are usually seen as different
<b>analyse</b>	to find the main ideas, how they are related and why they are important
<b>anecdotes</b>	narratives of small incidents or events told for the purpose of information, entertainment, humour, malice or to reveal character
<b>animation</b>	the technique of using a series of still pictures to create an illusion of movement or life
<b>anticlimax</b>	when an expectation of some high point of importance or excitement is not fulfilled or the seriousness of a literary plot is suddenly lost because of a comical, digressive or meaningless event
<b>antonym</b>	a word that is opposite in meaning to another word (e.g. "happy" and "sad")
<b>application</b>	a formal, often written, request for something, e.g. a job
<b>appropriacy</b>	if language is appropriate it is suitable in terms of the context in which it is used (e.g.

	the greeting "Good morning, Mr Jones" would be appropriate in a formal work situation whereas "Hi, Jo" would be appropriate between friends)
<b>assessment</b>	a continuous, structured process of gathering information on student competence in many different ways
<b>Assessment Standard</b>	statement of the evidence required to establish whether the student has achieved the outcomes
<b>audience</b>	the intended reader(s), listener(s) or viewer(s) of a particular text. In planning a piece of writing, speakers or writers must consider the purpose and audience to choose an appropriate form of writing.
<b>audio-visual</b>	using both sound and pictures
<b>authentic texts</b>	texts which have a practical function and are not literary (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, product labels, travel brochures, government forms, examples of real letters)
<b>barriers to communication</b>	something that hinders or prevents communication
<b>bias</b>	a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment
<b>body language</b>	communicating what you think or feel by the way in which you place and move your body
<b>brochure</b>	a small magazine or book containing pictures and information about something
<b>caption</b>	a title or comment attached above or below an article, a picture, a photo, etc.
<b>caricature</b>	an exaggerated portrayal (written or visual) of a character which is achieved by mocking personality traits or appearance
<b>cartoon</b>	an amusing drawing in a newspaper or magazine, often intended for satire
<b>cause</b>	that which gives rise to an action or condition
<b>chairperson</b>	the person in charge of a meeting, who tells people when they are allowed to speak
<b>channels of communication</b>	a method or system that people use to get information or to communicate,
<b>checklist</b>	show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.
<b>chronological order</b>	arranged in the order in which things happened
<b>circular</b>	a printed letter, notice or advertisement sent to a large number of people at the same time
<b>clarify</b>	to make something clearer or easier to understand
<b>classified advertisement</b>	small advertisements arranged into groups according to their subject and placed by individuals or businesses who wish to buy or sell something, find or offer a job, etc.
<b>clause</b>	a group of words containing a finite verb
<b>cliché</b>	an expression or an idea that has been used so often that it has lost its expressive power
<b>climax</b>	the most exciting, effective or important part of the story. This important part is not necessarily at the end.
<b>closed question</b>	a question which requires only a one-word answer, e.g. yes/no or true/false
<b>cognitive demand</b>	refers to the difficulty of a task
<b>coherence</b>	refers to a logical and sensible response during conversation as well as the ability to link ideas in a paragraph

<b>cohesion</b>	refers to language which flows and is linked together in a well-structured manner
<b>colloquialism</b>	language belonging to ordinary or familiar conversation but not used in formal language
<b>comic strip</b>	a sequence of drawings arranged in interrelated panels reflecting an often humorous story, frequently printed in newspapers
<b>comment on ...</b>	to discuss, criticise, or explain its meaning as completely as possible
<b>communication</b>	the act of expressing ideas or feelings or giving people information
<b>communicative competence</b>	refers to the unconscious knowledge necessary to know a language
<b>communicative language teaching</b>	an approach to teaching language comprising: <ul style="list-style-type: none"> <li>• a focus on appropriacy (meaning as well as form)</li> <li>• fluency as well as accuracy</li> <li>• communication tasks achieved through language use</li> <li>• focus on student initiative and interaction</li> <li>• sensitivity to individual differences</li> <li>• an awareness of language variation (not just one, but many Englishes)</li> </ul>
<b>compact disc/CD</b>	a small disc on which sound or information is recorded
<b>comparative</b>	degrees of comparison as found in adjectives and adverbs are positive, comparative or superlative (e.g. "long" [positive], "longer" [comparative], "longest" [superlative])
<b>compare</b>	to assess the way in which things are similar
<b>complex sentence</b>	a sentence containing one main clause (thought) and one or more subordinate clause providing more information, these are joined by subordinating conjunctions
<b>compound sentence</b>	contains two or more finite verbs, it can consist of two or more simple sentences joined by co-ordinating conjunctions
<b>comprehensible input</b>	refers to input which is <i>just</i> difficult enough for students to have to focus and concentrate to comprehend a text
<b>conclusion</b>	the end of a speech or piece of writing, indicates the decision reached after considering all connected information
<b>concord</b>	see 'verb agreement'
<b>conditional</b>	a sentence or clause that begins with 'if' or 'unless' that expresses a condition
<b>conflict</b>	the struggle that arises between characters or between individuals and their fate or circumstances. Conflict in literature can also arise from opposing desires or values in a character's own mind.
<b>conflict resolution</b>	the process of finding a solution or acceptable compromise in a situation of serious disagreement between two or more parties
<b>conjunction</b>	a word used to join two clauses, words, phrases or sentences
<b>connotative meaning</b>	both the positive and negative associations that a word collects through use that go beyond the literal (primary) meaning
<b>constitution</b>	rules and regulations governing the activities of an organisation
<b>context</b>	a text is always used and produced in a context. The context includes the broad and the immediate situation including aspects such as the social, cultural and political background; the term can also refer to that which precedes or follows a word or text and is essential to its meaning.
<b>contrast</b>	to consider the way in which things differ
<b>conventions</b>	accepted practices or rules in the use of language. Some conventions help to convey meaning (e.g. the rules of grammar, punctuation, typefaces, capital letters); some assist in the presentation of content (e.g. table of contents, general layout, headings,



	footnotes, charts, captions, lists, pictures, index); and others reflect a pattern of language that has become formulaic (e.g. greetings, small talk).
<b>convey</b>	to make ideas or feelings known to somebody
<b>creative thinking</b>	the process of thinking about ideas or situations in inventive and unusual ways to understand them better and respond to them in a new and constructive manner. Students think creatively in all subject areas when they imagine, invent, alter or improve a concept or product.
<b>critical awareness</b>	the analysis of how meaning is constructed with understanding of power relations in and between languages. It empowers the student to resist manipulation and to use language sensitively.
<b>critical literacy</b>	refers to critical language awareness and focuses on the relationship between language and power, e.g. how the way a text is structured and the words used in the text may serve the interest of some and not of others
<b>critical response</b>	using a critical language awareness to analyse power relationships as they are represented in texts
<b>criticise</b>	to give your judgement or reasoned opinion of something, showing its good and bad points. However, it is not necessary to attack
<b>critique</b>	(n) a piece of written criticism about a set of ideas, art, etc. (v) to write or give your opinion about a set of ideas, etc.
<b>curriculum vitae</b>	a comprehensive, biographical statement of your personal details, achievements and activities
<b>debate</b>	a formal discussion of an issue at a public meeting, two or more speakers express opposing points of view and there is often a vote on the issue
<b>denotative meaning</b>	the literal or primary meaning of a word
<b>define</b>	to give the formal meaning by distinguishing it from related terms. This is often a matter of giving a memorised definition
<b>derivative</b>	a word derived from another or from a root; usually formed by adding a prefix or suffix (e.g. "quickly" from "quick")
<b>describe</b>	to write a detailed account or verbal picture in a logical sequence or story form
<b>determine</b>	find out, establish or decide
<b>determiners</b>	a word such as 'the', 'some' or 'my' that comes before a noun to show how it is being used
<b>diagram (to)</b>	to make a graph, chart or drawing. Be sure to label it and add a brief explanation if necessary
<b>dialect</b>	a form of a language adapted by a particular community. It is significantly different from other forms of the same language in terms of words, structures and/or pronunciation.
<b>direct speech</b>	uses the exact words of the speaker, indicated by inverted commas
<b>disciplinary hearing</b>	a formal meeting to decide if somebody has done something wrong and determine any action to follow
<b>discourse competence</b>	knowledge and ability to use language which is coherent and cohesive
<b>discursive writing</b>	moving from one point to another without any strict structure
<b>discuss</b>	to present arguments for and against a point of view and reach a conclusion. The arguments must be supported with appropriate evidence
<b>discussion</b>	a detailed conversation about something considered to be important
<b>documentary</b>	a film, radio or television programme giving facts about something

<b>draft</b>	a rough, written version of something not yet in its final form
<b>dramatic irony</b>	occurs when the audience, reader or viewer knows more about the situation and its implications than the characters involved. It heightens the tension, enjoyment and audience participation.
<b>dress code</b>	rules about what clothes people should wear at work
<b>DVD</b>	(digital video disc) a disc on which large amounts of information can be stored
<b>editing</b>	the process of drafting and redrafting a text, including correcting grammatical use, punctuation and spelling errors and checking writing for coherence of ideas and cohesion of structure. In media, editing involves the construction, selection and layout of texts.
<b>editorial</b>	an analysis and comment on current events to provoke debate and discussion
<b>effect</b>	the result or consequence of an action or condition
<b>e-mail</b>	electronic transmission of messages, letters, documents, images and photographs
<b>emotive language</b>	language which arouses strong feelings
<b>etiquette</b>	formal rules of correct or polite behaviour
<b>euphemism</b>	a mild or vague expression substituted for a thought which is felt to be too harsh or direct
<b>evaluate</b>	to give an opinion, supported by some expert opinions, of the truth or importance of a concept. Show the advantages and disadvantages
<b>explanation</b>	a reason given for something
<b>explicit</b>	meaning which is clearly or directly stated
<b>expression of goodwill</b>	a word or phrase indicating friendliness or a good relationship, usually at the end of a letter
<b>extended reading</b>	refers to reading for long periods of time mainly for enjoyment and could include an activity such as a book review to check students' understanding
<b>eye-catching</b>	immediately noticeable
<b>factual</b>	things that are true rather than things that are invented
<b>fax</b>	a document sent via a telephone network, usually from one fax machine to another, but recently also to/from computers or cell phones; rules for formatting and register apply as it is a document rather than an e-mail
<b>feedback</b>	refers to comments made by lecturers and peers regarding a student's performance Positive Feedback <ul style="list-style-type: none"> <li>• informs students where and how they are doing things well</li> <li>• needs to be immediate for spoken output</li> <li>• needs to be incorporated into the next drafts of written output</li> </ul> Corrective Feedback <ul style="list-style-type: none"> <li>• helps students see where and how they are making mistakes</li> <li>• needs to be accompanied by encouragement</li> <li>• needs to be specific</li> <li>• students need to have an opportunity to incorporate corrective feedback</li> </ul>
<b>figurative</b>	words or phrases used in a non-literal way to create a desired effect. Literary texts often make concentrated use of figurative language (e.g. simile, personification, metaphor)
<b>first person</b>	a set of pronouns and verbs used by someone who wishes to write or speak as if referring to himself/herself
<b>flowchart</b>	a diagram showing the different stages of a complex activity
<b>fluency</b>	the word comes from the flow of a river and suggests a coherence and cohesion that

	gives language use the quality of being natural, easy to use and easy to interpret
<b>flyer</b>	a small sheet of paper advertising a product or event and is given to a large amount of people
<b>font</b>	the type and size of the letters used when writing, typing or printing (e.g. 12pt [size] Times New Roman [style of lettering])
<b>formal</b>	a style which is appropriate for official or important occasions
<b>format</b>	the general arrangement, plan or design of something
<b>formative assessment</b>	assessment that takes place during the learning programme in which small units of learning are assessed
<b>functional literacy</b>	the level of literacy required to function in the classroom, workplace and world at large
<b>future tense</b>	the form of a verb that indicates what will happen after the present
<b>generic</b>	shared by, including or typical of a whole group of things
<b>genre</b>	the types or categories into which texts are grouped
<b>gesture</b>	a movement of the face or body which communicates meaning (e.g. nodding the head to indicate agreement)
<b>grammar</b>	rules of a language for changing the forms of words and joining them into sentences
<b>graphics</b>	products of the visual and technical arts (e.g. drawing, designing)
<b>guest speaker</b>	a person invited to an event to deliver a speech
<b>home language</b>	the language first acquired by children through immersion at home; the language in which they learn to think
<b>homonym</b>	a word which has both the same sound and spelling as another but has a different meaning (e.g. the noun “the bear” and the verb “to bear”)
<b>homophone</b>	a word which sounds the same as another but is spelled differently and has a different meaning (e.g. “one” and “won”)
<b>hyperbole</b>	a deliberate exaggeration (e.g. to describe something in such a way that it seems much bigger than it really is: “He gave me a mountainous plate of food”.)
<b>hypothesis</b>	an idea or explanation of something that is based on a small amount of known facts and has not yet been proved correct
<b>hypothetical question</b>	based on situations or ideas that are imagined rather than real or true
<b>idiom</b>	a group of words whose meaning is different to the meaning of the individual words, e.g. a white elephant is something useless or unwanted
<b>illustration</b>	a drawing in a book, magazine, etc, used to explain something by providing a visual representation
<b>illustrate</b>	to explain or make clear by concrete examples, comparisons or analogies
<b>image</b>	a picture or visual representation of something
<b>imagery</b>	words, phrases and sentences which create images in our minds
<b>implicit</b>	something implied or suggested in the text but not expressed directly
<b>implied</b>	meaning suggested by the text but not directly stated
<b>inclusivity</b>	the principle that education should be accessible to all students whatever their learning styles, backgrounds and abilities
<b>inference</b>	something that you can find out indirectly from what you already know
<b>inflection</b>	to change how high or low your voice is as you are speaking
<b>informal</b>	relaxed and friendly, not following any strict rules of how to behave or how to do something
<b>information texts</b>	refers to texts such as recipes, manuals, textbooks, articles, websites, reports,

	editorials, columns, reviews
<b>initiate</b>	to start (e.g. to initiate a conversation)
<b>innuendo</b>	something unpleasant which is hinted at rather than clearly stated
<b>intended message</b>	the message that a speaker or writer is trying to convey
<b>internet</b>	an international computer network connecting other networks and computers
<b>interpret</b>	to give the meaning using examples and personal comments to make something clear
<b>interrupt</b>	to say or do something that makes somebody stop what they are saying or doing
<b>interview</b>	a formal meeting where somebody is asked questions
<b>intonation</b>	the pattern of the pitch or the melody of an utterance which marks grammatical structures such as sentences or clauses
<b>investigation</b>	a careful examination of the facts of a situation, event, crime, etc.
<b>irony</b>	a statement or situation that has an underlying meaning different from its literal or surface meaning
<b>jargon</b>	special terms or expressions used in a trade or profession or by any specific group (e.g. computer users would refer to a “CPU”, “RAM” and so on). When jargon is used to exclude listeners or readers from an interaction it is potentially hurtful or even harmful.
<b>justify</b>	to give a statement of why you think something is so. Give reasons for your statement or conclusion
<b>language varieties</b>	language varieties found when minor adaptations in terms of vocabulary, structures and/or pronunciation have been made can vary from one region or country to another
<b>layout</b>	the way in which parts of something are arranged
<b>Learning Outcome</b>	a breakdown of the subject outcomes into units of skill and units of knowledge, together with the values and attitudes that ought to be demonstrated during learning
<b>legal document</b>	a document that states some contractual relationship or grants some right (also: official document)
<b>letter to the press</b>	a formal letter expressing your point of view about an issue, it contains strong arguments aimed at persuading readers to adopt your point of view
<b>linguistic competence</b>	refers to grammatical mastery of the language code, i.e. the knowledge and skills required to understand and accurately express meaning
<b>list (to)</b>	to produce a list of words, sentences or comments
<b>literacy</b>	the ability to process and use information for a variety of purposes and contexts and to write for different purposes; the ability to decode texts, allowing one to make sense of one’s world
<b>literal</b>	the plainest, most direct meaning that can be attributed to words
<b>logical sequence</b>	a way of explaining or describing something where ideas or facts are based on other ideas or facts
<b>logo</b>	a printed design or symbol that a company or organisation uses as special sign
<b>malapropism</b>	the mistaken and muddled use of long words to impress. Although these words sound almost right, they are incorrect enough to bring about humour.
<b>manipulative language</b>	language which is aimed at obtaining an unfair advantage or gaining influence over others
<b>matters arising</b>	on an agenda, the list of problems or questions from a previous meeting that need to be discussed
<b>media text</b>	texts found in newspapers and magazines, texts on television and radio, advertisements, billboards, posters
<b>meeting</b>	when people come together to discuss or decide something

<b>memorandum</b>	a short written report prepared for a person or group of people that contains information about a particular matter
<b>meta-cognition</b>	explicit knowledge of the language and not just the application of language conventions
<b>meta-language</b>	the language used to talk about a language. It includes terminology such as “context”, “style”, “plot” and “dialogue”
<b>metaphor</b>	using one thing to describe another thing which has similar qualities (e.g. “education is the key to success”.)
<b>mind map</b>	a representation of a theme or topic in which key words and ideas are organised graphically
<b>minutes</b>	a summary or record of what is said or decided at a formal meeting
<b>modals</b>	a verb, used with another verb, to express possibility, permission, intention, etc., e.g. ‘can’, ‘may’, or ‘will’
<b>mode</b>	a method, a way or a manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode [which includes graphic forms such as charts]). Information can be changed from one mode to another (e.g. converting a graph into a passage).
<b>modelling</b>	refers to the role of the lecturer in demonstrating the type of thinking and processing that students need to perform during an activity
<b>mood</b>	atmosphere or emotion in written texts; it shows the feeling or the frame of mind of the characters; also refers to the atmosphere produced by visual, audio or multimedia texts
<b>motion (meetings)</b>	a formal proposal discussed and voted on at a meeting
<b>motivate</b>	justify or give reasons for your answer
<b>multimedia</b>	an integrated range of modes that could include written texts, visual material, sound, video, and so on
<b>multi-modal</b>	refers to texts that are composed of a combination of visual, audio and audio-visual input e.g. a television news broadcast includes written words, pictures, layout and sound
<b>narrative</b>	a spoken or written account of connected events in order of occurrence
<b>narrative voice</b>	the voice of the person telling the story (e.g. a distinction can be made between first person narrative – “I” – who is often a character in the story or third person narrative in which the narrator refers to the characters as “he”, “she” or “they”)
<b>negative form</b>	a sentence containing a word such as ‘no’, ‘never’, ‘not’ etc
<b>negotiation</b>	a formal discussion between people trying to reach an agreement
<b>neutral</b>	not supporting or helping either side in a disagreement
<b>new business</b>	a list of matters to be discussed, in other words the reason for having a meeting
<b>newspaper column</b>	a part of a newspaper that appears regularly and deals with a particular subject
<b>non-verbal</b>	not using spoken language
<b>notice</b>	a piece of paper giving written or printed information in a public place
<b>notice (meeting)</b>	notification that a meeting will take place
<b>noun</b>	a naming word
<b>objectivity</b>	takes all sides into account, is fair and unbiased and is not influenced by personal feelings
<b>open-ended questions</b>	a question with no limits on the response
<b>opinion</b>	based on the subjective or emotional views of the writer or speaker

<b>opposition</b>	the people you are competing against, or the act of strongly disagreeing with someone or something
<b>outline</b>	to give a general summary. It should contain a series of main ideas supported by secondary facts. Show the organisation of the idea
<b>oxymoron</b>	a combination of words with contradictory meanings, used deliberately for effect; usually formed by using an adjective to qualify a noun with an opposite meaning (e.g. an open secret)
<b>pace</b>	the speed at which something moves
<b>pamphlet</b>	very thin book giving information about something
<b>panel discussion</b>	a group of people who discuss a topic of interest
<b>paradox</b>	an apparently self-contradictory statement or one that seems in conflict with logic; lying behind the superficial contradiction, there is logic or reason
<b>paragraph</b>	a number of sentences that deal with one idea or theme, consists of a topic sentence and supporting details
<b>paraphrase</b>	a restatement of an idea or text in one's own words
<b>paronyms</b>	word formed from a foreign word
<b>passive voice</b>	the object of a sentence becomes the subject and is having the action done to it
<b>past tense</b>	the form of a verb used to express actions in the past
<b>personification</b>	attributing human characteristics to non-human things
<b>persuade</b>	to make someone do something by giving them good reasons to do it
<b>phonemes</b>	the separate sounds of a language
<b>phrase</b>	a group of words not containing a finite verb
<b>pitch</b>	how high or low a sound is
<b>point of view</b>	the perspective of a character in relation to issues
<b>political correctness</b>	avoiding language and behaviour that may offend particular groups of people
<b>poster</b>	a large notice, often with a picture on it, that is put in a public place
<b>posture</b>	the position in which you hold your body when sitting or standing
<b>PowerPoint presentation</b>	a spoken presentation including slides created using Microsoft PowerPoint as a multimedia visual aid
<b>précis</b>	a short version of a speech or a piece of writing that gives the main points or ideas
<b>predicate</b>	the remainder of a sentence when the subject is removed
<b>prefix</b>	a letter or group of letters added to the beginning of a word to change its meaning
<b>prejudice</b>	intolerance of or a prejudgment against an individual, a group, an idea or a cause
<b>prepositions</b>	words which relates two words or phrases to one another, e.g. on, behind
<b>procedural interaction</b>	interactions that take place in specific situations, following a prescribed format, like job interviews, panel discussions, debates, disciplinary interviews, etc.
<b>procedure</b>	shows how something can be done through a series of steps
<b>pronoun</b>	a word that stands in place of a noun
<b>proofread</b>	to read and correct a piece of writing
<b>proposal</b>	a formal suggestion or plan
<b>proposal (meeting)</b>	a suggestion that has to be discussed at a meeting and then a decision must be taken
<b>prove</b>	to show by argument or logic that something is true. However, the word 'prove' has a very specific meaning in maths and physics
<b>proverb</b>	a well-known phrase or sentence that gives advice or says something which is generally true
<b>pun</b>	a play on words which are identical or similar in sound to create humour (e.g. "seven

	days without water makes one week/weak”)
<b>punctuation</b>	marks that serve to make a text easier to read and understand
<b>qualification</b>	a course of study that has been successfully completed
<b>quorum</b>	the minimum number of people to be present for a meeting to be valid (according to the constitution)
<b>rating scales</b>	marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.
<b>rebut</b>	to say or prove that a statement or criticism is false
<b>recipient</b>	a person who receives something
<b>recommendation</b>	the act of telling somebody that something is good or useful or that somebody would be suitable for a particular job
<b>recount</b>	to tell somebody about something you have experienced
<b>redundancy</b>	the use of words, phrases and sentences which can be omitted without any loss of meaning
<b>reference</b>	(for new job) a letter written by somebody who knows you giving information about your character and abilities (in writing) a note included in a piece of writing that tells you where the information comes from
<b>referee</b>	somebody who agrees to write a reference letter for you
<b>register</b>	the use of different words, style, grammar, pitch and tone for different contexts or situations (e.g. official documents are written in a formal register and friendly letters are usually written in an informal register)
<b>relate</b>	to show the connection between things, telling how one causes or is like another
<b>relevant</b>	closely connected to the subject you are discussing
<b>report</b>	a factual summary written in formal, concise language , usually requested
<b>reported speech</b>	the precise words of the speaker are not used, but reported by another individual, this requires many changes when converting between direct and reported speech
<b>research</b>	a careful study of a subject, especially to discover new facts or information about it
<b>response</b>	a spoken or written answer
<b>review</b>	a personal response showing your overall opinion of, e.g. a film
<b>review (to)</b>	to give a survey or summary in which you look at the important parts and criticise if necessary
<b>rhetorical device</b>	device such as pause and repetition, used by a speaker or writer to effectively persuade or convince
<b>rhetorical question</b>	a question asked not to get a reply but for emphasis or dramatic effect (e.g. “Do you know how lucky you are?”)
<b>root words</b>	has the main meaning of the word and is the word other words are formed from, e.g. walk is the root word for walks, walked, walking and walker
<b>RSVP</b>	written on invitations to mean ‘please reply’ (from French <i>répondez sil vous plait</i> )
<b>rubric</b>	a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different method of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used
<b>salutation</b>	the words used in a letter to address the person you are writing to

<b>sarcasm</b>	an ironic expression which is used to be unkind or offensive or to make fun of someone
<b>satire</b>	the use of ridicule, sarcasm and irony to comment critically on society
<b>scaffolding</b>	support provided by the lecturer to facilitate the successful completion of a task by students, which they may not yet be capable of accomplishing on their own
<b>scan</b>	to run one's eyes over a text to find specific information (e.g. scan a telephone directory for a name and number)
<b>seconded</b>	supported – a motion must be proposed and supported (seconded) by someone
<b>secretary (meetings)</b>	someone who deals with writing letters, keeping records and making business arrangements
<b>sentence</b>	a group of words expressing a complete thought
<b>show</b>	support your position with facts or evidence
<b>simple sentence</b>	a sentence containing one finite verb and expressing one idea
<b>skim</b>	to read a text very quickly to get an overview (e.g. skim the newspaper headlines for the main news)
<b>slang</b>	informal language often used by a group of people, such as teenagers, who use terms like "cool" and "awesome". The difference between colloquial language and slang is that slang has not yet been accepted in polite or formal conversation, whereas colloquialisms (e.g. "Good show!") have been.
<b>slogan</b>	a word or phrase that is easy to remember, used in advertising to attract peoples' attention or to suggest an idea quickly
<b>socio-linguistic competence</b>	knowledge and ability to use language appropriately, e.g. applying the correct social rules, style and register
<b>specifications</b>	a detailed description of how something is, or should be, designed or made
<b>state</b>	to describe the main points in precise terms. Use brief, clear sentences. Omit details or examples
<b>stereotype</b>	a fixed (and often biased) view about what role a particular person is expected to play
<b>strategic competence</b>	refers to the student's ability to use the language and skills which s/he possesses to communicate effectively, e.g. paraphrasing or asking for clarification
<b>strategy</b>	a certain procedure used to tackle a problem
<b>stress</b>	to give force to a particular syllable in a word or a word in a sentence
<b>structured learning environment</b>	an enabling learning environment created for learning and teaching to happen, e.g. simulation and training centres and computer rooms
<b>style</b>	the correct use of language
<b>subject</b>	(of a sentence) reflects who or what is being spoken about
<b>Subject Outcome</b>	the results of the learning process – students must be able to demonstrate and apply the outcomes
<b>subjectivity</b>	a one-sided point of view, personal and biased
<b>substantiate</b>	support your answer with facts, reasons or opinions
<b>succinct</b>	expressed clearly or in a few words
<b>suffix</b>	a letter or group of letters added to the end of a word to form another word
<b>summary</b>	a brief, condensed account of the main ideas
<b>summative assessment</b>	occurs at the end of more than one unit of learning. It gives a summary or overall picture of the students' competence at a particular time in the learning process
<b>symbol</b>	something which stands for or represents something else
<b>synonym</b>	a word which has the same meaning or almost the same meaning as another word in



	the same language
<b>syntax</b>	the way in which words are arranged to form cohesive grammatical structures
<b>synthesis</b>	the drawing together of ideas from a variety of sources; a clear summary of these combined ideas
<b>tense</b>	the forms of a verb that are used to indicate time
<b>terminology</b>	a set of technical words or expressions used in a particular subject
<b>testimonial</b>	a formal written statement, usually by a previous employer, about somebody's abilities, qualities and character
<b>text</b>	refers to any written, spoken or visual form of communication
<b>textual features</b>	refers to the types of language and language features found in a text, such as passive and active voice and its uses, the use of emotive words, rhetorical devices, persuasive techniques, etc.
<b>theme</b>	the central idea or ideas in texts; a text may contain several themes and these may not be explicit or obvious
<b>thesaurus</b>	a book in which the words are arranged in groups with similar meanings, it is used to find synonyms and antonyms for particular words
<b>third person</b>	a set of pronouns and verb forms used by a speaker or writer to refer to other people and things
<b>timeline</b>	a horizontal line used to represent time, with the past towards the left and the future towards the right
<b>tone</b>	quality and timbre of the voice that conveys the emotional message of a text. In a written text, it is achieved through words. In film, tone can be created through music or the setting.
<b>topic sentence</b>	often the first sentence of a paragraph that summarises the paragraph or contains the main idea
<b>trace</b>	to follow the progress or history of the subject
<b>transactional writing</b>	functional writing (e.g. letters, minutes of meetings, reports, faxes)
<b>tree diagram</b>	a diagram with lines that divide more and more as you move to lower levels to show the relationships between people, processes, etc.
<b>turn-taking conventions</b>	the customs which govern the flow of conversation between people such as allowing others to give their opinion, restating to clarify meaning, intervening to redirect focus, asking for clarification, etc.
<b>unanimous</b>	vote where everyone is in favour with nobody voting against
<b>understatement</b>	expresses something in restrained terms rather than giving the true or full facts, usually for emphasis
<b>verb</b>	a 'doing' or 'action' word
<b>verb agreement</b>	the subject and verb must agree in number and person
<b>verbatim</b>	word for word; a person's exact words
<b>visual</b>	a picture, map, piece of film, etc., used to make an article or talk easier to understand or more interesting
<b>visual aid</b>	a picture, video, etc. used in teaching to help people to learn or understand something
<b>visual representations</b>	refers to key visuals such as timelines, tables, mind-maps and flow diagrams that can be used to show how a text is constructed
<b>visual texts</b>	visual images which can be seen and which convey messages (e.g. film images, photos, computer graphics, cartoons, models, drawings, paintings)
<b>vocabulary</b>	all the words a person knows or uses

<b>vocational</b>	connected to the skills and knowledge that you need in order to perform a certain job
<b>voice</b>	the author's persona: who the author is. When reading or viewing, one gains an impression of the author and his or her intentions
<b>vote of thanks</b>	a short formal speech in which you thank somebody for something and ask other people to join you in thanking them
<b>website</b>	a place connected to the Internet, where a company, an organisation or an individual puts information
<b>word attack skills</b>	strategies used when reading an unknown word (e.g. breaking it up into syllables or looking at the meaning of the prefixes or suffixes)