



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

**ENGLISH SECOND LANGUAGE
SYLLABUS**

GRADES 8 & 9

**For Implementation
Grade 8 in 2017
and
Grade 9 in 2018**

Ministry of Education, Arts and Culture
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English Second Language Syllabus Grades 8 & 9

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1. Introduction

This syllabus describes the intended learning and assessment for English Second Language in the junior secondary *phase* level. As a subject, English Second Language is within the *second language* area/areas of learning in the curriculum, but has thematic links to other subjects across the curriculum.

2. Rationale

In the Namibian curriculum, English has a dual purpose – as a subject taught from Grades 1 to 12 and a medium of instruction from Grades 4 to 12. As such, English plays the most important key within the Namibian context.

As the official language of Namibia, English occupies an important position in our citizens' lives. By virtue of its being the one language all Namibian learners will study, English operates as an important language of national unity and identity. In the wider sphere it is an access language to the international community and the worldwide information network. This is reflected in the position of English as one of the compulsory subjects in the curriculum. Through the curriculum and the efforts of teachers, the Namibian education system must meet its constitutional obligation to “ensure proficiency in the official language”.

By the end of the Senior Primary Phase, learners should have developed the English language literacy and communication competencies that form the basis for personal growth and lifelong learning. English Second Language, like any other language, has the same potential to act as a catalyst for personal growth and to assist in the development of broad general knowledge, positive attitudes, critical thinking abilities, moral values and the aesthetic sensibilities. This potential is enhanced by the rich and varied literary and scholarly heritage that is a part of the English language.

English has an interdisciplinary role in supporting learning across the curriculum. As English is the medium of instruction, conscious attention to language will be the concern of all teachers, not only English teachers. English teachers, however, have a special responsibility to assist their colleagues and learners so that they are able to use the language effectively in all subjects.

The particular features of English Second Language at this phase are that:

- through wide experience of and exposure to English, learners will become increasingly aware of correct and meaningful language and correct uses of grammatical structures.
- it is important that all four language skills, including literature and language usage are integrated during teaching and learning, in order to maximise growth and development in the language.
- language under-grades the entire curriculum: the stories that learners read and listen to, the topics they deliberate on, the role plays they perform, will all have cross-curricular links with issues such as the environment, health (HIV and AIDS), information and technology, human rights, the rights of children, personal and community values including gender, social justice and democracy. They will learn to understand and deal with these issues and develop values as they read, talk and write about them.

3. Aims

The overall aim of teaching English as a second language is the development of the learners' communicative skills for meaningful interaction in a multi-lingual and multi-cultural society. English Second Language promotes the following general and specific aims in the curriculum:

The syllabus promotes the following general aims:

- to support creativity and intellectual development
- to help learners develop self-confidence and a better understanding of the world in which they live
- to develop positive attitudes, values and an understanding of local, social and cultural issues
- to develop greater awareness of health and population issues, democracy and human rights, information and technology, HIV and AIDS, the environment and individual responsibilities regarding these and to enable learners to talk, read and write about them

The syllabus promotes the following specific aims:

- to enable learners to communicate effectively in speech and writing in their second language
- to enable learners to express thoughts, ideas, experiences and values as an essential part of personal development
- to develop proficiency in the medium of instruction

4. Inclusive Education

Ideally, learners with impairments get accommodated in special schools or classes. However, due to the scarcity of special schools/classes in Namibia, many learners with visual, deaf and learning difficulty impairments end up in mainstream schools. English Second Language teachers should try to understand that learning impairment affects the way that an individual takes in, retains, or expresses information. Different types of learning impairments can impact spoken or written language, spelling, organisational skills and memory, among others.

Nonetheless, it is imperative that the English Second Language teacher should uphold the same high standards for a learner with visual or hearing impairments and or learning difficulties as would for all of the learners in the class. Schools do not serve a learner with visual or hearing impairments and or learning difficulties well by lowering expectations, but rather by understanding the impairment as an aspect of such a learner's identity. The child with any form of impairment is above all a learner and in recognising this, English Second Language teachers should ask not whether one can teach such a learner, but how to assist and support him or her to learn.

Though many teachers in mainstream schools are unspecialised, English Second Language teachers are expected to firstly try to identify the impairment some of their learners might have and provide support for them by employing various strategies, methods and approaches. Learners with visual or hearing impairment and or learning difficulties can benefit from highly structured, multisensory, direct and explicit approaches that help them to see and understand how the English Second Language is structured and provide ample opportunity for practice in an accommodating environment.

Additionally, where learners with impairments are found in English Second Language classes, teachers are expected to liaise with parents or guardians and speak to such learners to find out how they were assisted and supported in the previous grades.

Furthermore, English Second Language teachers should be aware of gender issues. Learners and teachers confront gender inequities daily in schools. It is a reflection of sexist and stereotypical attitudes and behaviours that exist in our society. School textbooks and teacher attitudes may reinforce repressive sex-roles. For instance, teachers may encourage boys to play rough noisy games while expecting girls to play passive ones.

English Second language instruction should be well suited to address gender issues. The different ways males and females think about morals and values, their identities, feelings, choices and conflict can be integrated into lessons, and learners can share perspectives and learn to respect each other. For example, teachers can use role plays to counteract gender stereotypes as prescribed by the syllabus. For example, boys can work in groups with girls and reverse gender roles in order to learn more about the roles they each play in society. Teachers can group learners: girls can role play engineers, mechanics, drivers, etc.; while boys can role play nurses, typists, nannies, etc. All teaching/learning materials should be analysed by teachers and learners to ensure that they promote gender equity.

5. Links to Other Subjects and Cross-curricular Issues

The cross-curricular issues including Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to Road Safety measures
- the challenges and risks we face from globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are examples of the links to cross-curricular issues for grades 8 and 9. It should be noted that the cross-curricular issues should NOT be used as basis for the development of schemes of work. The scheme of work must be designed based on the whole syllabus, but more specifically on the content section of this syllabus.

Cross-curricular issue	Topic – examples only	ACTIVITIES FOR EACH SKILL			
		LISTENING	SPEAKING	READING	WRITING (Read & DW & Contin. Writing)
Environmental education	<ul style="list-style-type: none"> • Conservation and sustainability of the environment 	<ul style="list-style-type: none"> • Listen to a texts and do various aspects of environmental education and answer questions 	<ul style="list-style-type: none"> • Discuss and debate on various issues on environmental education issues 	<ul style="list-style-type: none"> • Read various texts in English on various aspects of environmental education 	<ul style="list-style-type: none"> • Write in response to various tasks on environmental education aspects
Population education	<ul style="list-style-type: none"> • Population and: <ul style="list-style-type: none"> - food supply - life expectancy - work, etc. 	<ul style="list-style-type: none"> • Listen to various texts on population and do various activities 	<ul style="list-style-type: none"> • Discuss and debate on various aspects of population education 	<ul style="list-style-type: none"> • Read various texts in English on population 	<ul style="list-style-type: none"> • Write various short and longer pieces on population aspects
Information and communication technology (ICT)	<ul style="list-style-type: none"> • Ethical aspects of ICT • Law and ICT issues • Impact of ICT 	<ul style="list-style-type: none"> • Listen to stories on ICT 	<ul style="list-style-type: none"> • Discuss, dramatise and debate ICT issues 	<ul style="list-style-type: none"> • Read texts and stories on ICT issues 	<ul style="list-style-type: none"> • Draw and or write about various ICT issues
Human rights & democracy	<ul style="list-style-type: none"> • Promoting a culture of peace • Understanding culture and diversity • Rights & responsibilities 	<ul style="list-style-type: none"> • Listen to various texts on rights and responsibilities and complete different tasks 	<ul style="list-style-type: none"> • Role play, discuss and debates issues on Human Rights and Democracy 	<ul style="list-style-type: none"> • Read various texts on Human rights and Democracy and do the activities based on them 	<ul style="list-style-type: none"> • Write various tasks based on Human Rights and Democracy
HIV and AIDS	<ul style="list-style-type: none"> • Various aspects of HIV and AIDS 	<ul style="list-style-type: none"> • Listen to various texts on HIV and AIDS and answer questions 	<ul style="list-style-type: none"> • Talk, role play and debate aspects on HIV and AIDS 	<ul style="list-style-type: none"> • Read and respond to tasks on various HIV and AIDS aspects 	<ul style="list-style-type: none"> • Write different tasks on various aspects of HIV and AIDS

6. Approach to Teaching and Learning

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the English Second Language learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The teaching of English Second Language as a subject should draw on the cultural richness of, and relate topics to the immediate environment. Only if learners feel secure in their personal and linguistic identity, and value their own culture, will they be able to absorb English and the globalisation it brings, without being alienated from their own language and culture. Apart from textbooks and prescribed literature texts, various texts from newspapers, documents, magazines and texts from content subjects (e.g. Geography, History, Life Science, etc.) could be used to teach English Second Language as a subject. Cross-curricular issues from such content subjects should be used to teach the different aspects of language. For the sake of curriculum design, the English Second Language Skills in this syllabus are separated. However, it is imperative that teachers integrate skills in their lessons. Nonetheless, the focal objective and its competency for the day or week must be taken from one specific skill.

7. End of phase competencies

Many of the competencies included in the Junior Secondary English Second Language syllabus will have been introduced already in the same syllabus for the Senior Primary Phase. In this phase, it is important that the teacher work towards the progressive development of these competencies with the learners. In subsequent grades, learners will be required to develop the competencies with growing levels of sophistication.

The learners who will just manage the minimum number of competencies must receive learning support through adapted teaching approaches, adapted materials, and assistance from teachers and the school management.

On completing the junior secondary phase of education in English Second Language, learners are expected to be able to demonstrate that they have mastered competencies below in each of the skills (see section 9 under learning content).

Skill	Grade 8 & 9: Junior Secondary Phase
Listening	The learner will be able to listen (observe) for information and pleasure to texts [texts on every day issues, children's literature and authentic materials] appropriate for Second Language speakers and respond in various ways.
	The learner will be able to listen and employ a few listening strategies through verbal and non-verbal actions.

Skill	Grade 8 & 9: Junior Secondary Phase
Speaking	The learner will be able to communicate ideas, opinions and emotions adequately and appropriately in various situations.
Reading	The learner will be able to read and view for information, enjoyment and understanding easy children's literature and texts on every day issues, literature and authentic materials and respond critically in various ways
	The learner will be able to read and use simple vocabulary building and reading strategies well.
	The learner will be able to read and demonstrate knowledge of simple research strategies.
Writing	The learner will be able to use prompts and instructions to write various short and longer texts in which language errors do not confuse meaning.
Grammar usage	The learner will be able to know and use the English language to create and interpret texts.

8. Summary of the Learning Content

The English Syllabus for Grades 8 & 9 consists of five essential skills that should be acquired by all learners:

- Listening
- Speaking
- Reading (including Literature)
- Writing
- Grammar and Usage

The table below shows the areas of learning or activities in each of the four skills that should be acquired:

Skills	Area of Learning/Activities
Listening	Develop auditory skills; listen and respond to information heard; recognise instructions and directions; comprehend feelings, intentions, emotions and attitudes of speakers; develop awareness of the structure of language and vocabulary.
Speaking	Develop fluency in correct use of language structure; communicate confidently and effectively using appropriate vocabulary convincingly in different situations, showing a sense of audience and purpose.
Reading, including literature	Develop silent reading skills as well as skills for reading aloud; know and use reading strategies for enjoyment; understanding; extract information from a variety of texts; use reference materials and know and use simple research strategies.
Writing	Write a variety of texts, showing a progressive knowledge of writing processes; a sense of audience and purpose, using sentence structures, correct spelling and punctuation in well-structured paragraphs.
Grammar and usage	Write with progressively more accuracy in spelling, punctuation and referencing, using appropriate vocabulary, idioms and parts of speech in a range of sentence structures.

These skills are dealt with separately for reasons of convenience and clarity but should not be taught in isolation. In practice, language skills do not function in isolation and should therefore be taught in an integrated and holistic way.

9. Learning Content

9.1 Listening

In order to assess the learning development of listening skills, learners will have to respond either orally or in writing. The texts and questions/tasks used in the different grades will vary in length and difficulty according to the grade. Enjoyment and appreciation of texts will follow from learners' listening to, discussing and understanding a variety of oral texts.

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. listen for pleasure	<ul style="list-style-type: none"> listen to texts such as songs, poems, etc. and share what they liked with peers 	<ul style="list-style-type: none"> share their enjoyment of different types of texts (like stories, ballads, etcetera) to which they have listened, with others
2. listen to demonstrate development of basic comprehension of conversations	<ul style="list-style-type: none"> listen to a conversation and dramatise a scenario heard in a dialogue form e.g. a mother scolding her child for dodging school, etc. 	<ul style="list-style-type: none"> listen to various texts e.g. crime report about a burglary, stock theft, car accident, etc. and dramatise the scenario
	<ul style="list-style-type: none"> identify main ideas and supporting details in oral presentations e.g. identify what the presentation/text is about and why you say so 	<ul style="list-style-type: none"> listen to identify and summarise the main ideas listen to and then paraphrase a given paragraph [see section on glossary for differences between paraphrase and summarise]
3. listen to show clear understanding of a variety of appropriate instructions	<ul style="list-style-type: none"> interpret and appropriately act on oral instructions 	<ul style="list-style-type: none"> interpret and appropriately follow instructions
4. listen attentively for a sustained period to show awareness, knowledge and understanding of active listening strategies	<ul style="list-style-type: none"> demonstrate knowledge and understanding of active listening strategies such as: facing the speaker, maintaining eye contact; nodding, being attentive, summarising to confirm what has been heard 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of active listening strategies such as: asking questions for clarity, giving the speaker feedback, summarising to confirm what has been heard, paraphrase or restate the message, show empathy (you feel angry due to ...)

9.1 Listening (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
5. listen actively and respond in a variety of ways	<ul style="list-style-type: none"> • predict outcome following the events in a listened text (e.g. predict what will come next) • listen and identify the gist or main ideas • give oral responses • respond appropriately to formal and informal speech e.g. “Good morning sir” (formal), “Hi guys” (informal) 	<ul style="list-style-type: none"> • predict end of texts partly listened to (e.g. predict how the text will end) • use information heard to write clear responses • identify main and supporting details in short oral presentations
6. use appropriate listening skills and strategies to process meaning from texts listened to	<ul style="list-style-type: none"> • show understanding of listening skills such as restating, encouraging (“umm-uhmm”; “oh”; “I understand”); “What happened next?”), and seeking clarity through questions • distinguish between cause and effect e.g. “The boy missed the bus because he overslept”. “<i>The boy missed the bus (effect) because he overslept (cause)</i>”. Or “Since school was cancelled, we went to the mall”. “<i>Since school was cancelled (cause), we went to the mall (effect)</i>”. • make inferences (about purpose, intention, theme or message) using prior knowledge (knowledge of theme or familiar topic), phonological cues (such as tone, volume, pitch, etc.) and contextual cues (such as topic, setting, visuals, etc.) • identify the story elements such as plot (story line), setting (place) and character (role players) in heard texts • identify the choice of words used to influence emotions e.g. “He passed on” versus “He died”. • compare and contrast information heard • make connections to real life 	<ul style="list-style-type: none"> • show understanding of listening skills such as reflecting e.g. ‘This seems really important to you ...’, and probing e.g. ‘What do you think would happen next?’ • distinguish between cause and effect e.g. “The boy missed the bus because he overslept”. “<i>The boy missed the bus (effect) because he overslept (cause)</i>”. Or “Since school was cancelled, we went to the mall”. “<i>Since school was cancelled (cause), we went to the mall (effect)</i>”. • make inferences (about purpose, intention, theme or message) using prior knowledge (knowledge of theme or familiar topic), phonological cues (such as tone, volume, pitch, etc.) and contextual cues (such as topic, setting, visuals, etc.) • identify the story elements such as plot (story line), setting (place) and character (role players) in heard texts • interpret the auditory or visual cues that enhance understanding of texts heard (e.g. actions, gestures, etc.) • identify the choice of words used to influence emotions • compare and contrast information heard • make connections to real life

9.1 Listening (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
7. listen to and understand a range of texts	<p>listen to a variety of texts such as stories, information texts, weather reports from the radio broadcast, etc. to extract general and specific information in order to:</p> <ul style="list-style-type: none"> locate general and specific information to respond to questions e.g. true and false, multiple choice and through brief responses answer comprehension questions identify facts and opinions give oral responses / reports restate orally or in writing some items of what has been heard rewrite some words or short paragraphs heard summarise what has been heard in point or prose form 	<p>listen to a variety of texts such as stories, information texts, weather reports from the radio broadcast, etc. in order to:</p> <ul style="list-style-type: none"> locate detailed general and specific information and respond verbally or in writing to structured questions identify and describe differences between facts and opinions paraphrase, orally or in writing in detail, what has been heard provide brief responses rewrite some words or short paragraphs heard summarise, what has been heard in point and prose form
8. listen and show understanding of the literal meaning of texts	<ul style="list-style-type: none"> explain literal meanings in texts e.g. <ul style="list-style-type: none"> <i>The clown died on the stage.</i> (In the literal meaning, the clown truly died. There is a difference with the <u>figurative</u> sense, which would mean that the clown struggled to entertain the audience.) <i>I have thrown the story book out.</i> (In the literal meaning, the story book has actually been thrown out as opposed to just being rejected.) 	<ul style="list-style-type: none"> explain literal meanings in texts e.g. <ul style="list-style-type: none"> <i>The clown died on the stage.</i> (In the literal meaning, the clown truly died. There is a difference with the <u>figurative</u> sense, which would mean that the clown struggled to entertain the audience.) <i>I have thrown the story book out.</i> (In the literal meaning, the story book has actually been thrown out as opposed to just being rejected.) recognise the relationship between words, phrases and sentences as shown by the grammatical structure or connecting words e.g. "I like the red dress, <i>however</i>, it is too big for me".

9.1 Listening (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
9. listen to demonstrate knowledge and understanding of linguistic and organisational structure of spoken texts	<ul style="list-style-type: none"> identify the speaker's tone and attitude e.g. A father talking to his son about his [son's] alcohol abuse 	<ul style="list-style-type: none"> orally assess a speaker's opinions and attitudes explore how attitude and viewpoints are constructed in oral texts
	<ul style="list-style-type: none"> distinguish between formal and informal registers in oral texts identify intensifiers used in spoken texts (e.g. <i>I was angry</i> versus <i>I was really angry.</i>) identify how intonation patterns, word and sentence stress are used to convey meaning e.g. PHOtograph, phoTOgrapher, photoGRAPHic (word stress) We DON'T WANT to GO to WORK at NIGHT. (sentence stress) 	<ul style="list-style-type: none"> identify any dialect other than standard English structures and vocabulary in an oral text (e.g. "repeat again" versus "repeat", "return back" versus "return" or "This is more easier than that." (incorrect) versus "This is easier than that." (correct)) identify and explain the use of intensifiers in spoken texts identify how intonation patterns that convey meaning and attitude e.g. "He's a teacher." (falling intonation); "Is that father?" (rising intonation)
	<ul style="list-style-type: none"> list/ summarise in own words, the main points of argument in an oral text 	<ul style="list-style-type: none"> listen to identify main points for a summary task organise a short oral text in chronological order
10. evaluate the relevance and soundness of the speaker's arguments and reasoning	<ul style="list-style-type: none"> identify the purpose of the message (e.g. to educate, to inform, to persuade or encourage) identify the evidence for the argument e.g. "The dictionary you can trust (argument), 30 million copies sold" (evidence). 	<ul style="list-style-type: none"> identify the speaker's feelings and attitude (e.g. elation or delight, frustration, apprehension or anxiety, etc.) assess the adequacy of evidence to justify the conclusion

9.2 Speaking

The teaching of speaking skills, like listening skills, is often neglected in the classroom or teachers assume it does not require instruction or facilitation. English Second Language learners need to develop confidence in their oral communicative abilities. In order to communicate effectively through speaking, learners must demonstrate fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher. Teachers need to focus on skills and strategies that will help learners practise and negotiate meaning and communicate effectively with other people by providing a variety of simulated communicative situations inside and outside classroom situations.

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. demonstrate the ability to express themselves in various situations	<ul style="list-style-type: none"> • use appropriate language for greetings in informal and formal situations, e.g. <ul style="list-style-type: none"> - Speaker 1: “How do you do?” - Speaker 2: Pleased to meet you. How do you do? (formal – Speakers are meeting for the first time) - Speaker 1: “How are you?” - Speaker 2: “Fine, thank you, and how are you?” (formal) - “hi”; “hello” (Informal) • speak fluently and confidently, using appropriate vocabulary in a range of situations such as: <ul style="list-style-type: none"> - telephone conversations - making appointments e.g. “Are you available next week?”; Are you free on the 20th? - cancelling appointments e.g. “<i>I am sorry I won't be able to see the doctor today, can you please book me for tomorrow at 09:30?</i>” - placing orders 	<ul style="list-style-type: none"> • use appropriate language for introducing and greetings in informal and formal situations e.g. <ul style="list-style-type: none"> - Speaker 1: “How do you do?” - Speaker 2: Pleased to meet you. How do you do? (formal – Speakers are meeting for the first time) - Speaker 1: “How are you?” - Speaker 2: “Fine, thank you, and how are you?” (formal) - “hi”; “hello” (Informal) • speak fluently and confidently, using appropriate vocabulary in a range of situations such as: <ul style="list-style-type: none"> - telephone conversations - making appointments e.g. “Are you available next week?”; Are you free on the 20th? - cancelling appointments e.g. “I am sorry I won't be able to see the doctor today, can you please book me for tomorrow at 09:30?” - placing orders - introducing people - registering or filing a complaint: I have a complaint to make. ... e.g. “<i>I have a complaint to make ... This boy stole my money.</i>”

9.2 Speaking (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. demonstrate the ability to express themselves in various situations (continued)	<ul style="list-style-type: none"> - registering complaints - making and receiving requests using borrow versus lend: you borrow from (you take from) someone e.g. "May I .../ Can I borrow your pen please?" you lend (you give) something to someone e.g. "Please lend me your pen!" - making apologies "Sorry" "Excuse me please?" - giving and receiving compliments using any of the following expressions: Speaker 1: <i>You have beautiful hair.</i> (compliment) Speaker 2: <i>Thank you</i> (response) <u>Other phrases for complimenting:</u> Wonderful ... Congratulations ... You look <i>handsome / beautiful</i> tonight! Wow, Fantastic ... That's great ... Well done... How beautiful you look. Wow... beautiful ... You look great ... Good job ... 	<p>Sorry to bother you but... e.g. "<i>Sorry to bother you but ... I have to see the doctor now.</i>" I'm sorry to say this but... Like in "<i>I'm sorry to say this ... but your hand-writing is unclear.</i>"</p> <ul style="list-style-type: none"> - expressing sympathy or concern e.g. "I am sorry to hear about ..."; "That is so sad ..."; "I hope things get better soon ..." - participating in group discussions - expressing uncertainty (not sure/not certain) e.g. "Definitely not..." "Certainly not ..."; "Of course not ..." - giving advice e.g. "If I were you, I would go to the school principal and report it"; "You should avoid eating sweets, they are not good for your teeth before you go to bed." - giving warnings e.g. "Watch out!..." "Be careful ..." "Work hard otherwise you will fail your exams." - making and receiving requests (using borrow versus lend: You borrow (you take) from someone e.g. "May I .../ Can I borrow you pen please?" you lend (you give) something to someone e.g. "Please lend me your pen!"

9.2 Speaking (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. demonstrate the ability to express themselves in various situations (continued)	<ul style="list-style-type: none"> - giving warning [A warning is usually in the form of an imperative, but it may occur with the modal "must" and "should"] <p>Expression of warning : You should/should not.... You must/must not.... Don't....! Beware!</p> <p>Other examples of expressing warning: "Mind the traffic!" "Don't touch the wire!" "Keep away from the fire!" "Beware of the wild animals!"</p> <p><i>[more expressions not given here can also be practised]</i></p>	<ul style="list-style-type: none"> - giving and receiving compliments using any of the following expressions: Wonderful ... Congratulation ... You look <i>handsome / beautiful</i> tonight! Wow, Fantastic ... That's great ... Well done... - giving warning [A warning is usually in the form of an imperative, but it may occur with the modal "must" and "should"] <p>Expression of warning : You should/should not.... You must/must not.... Don't....! Beware!</p> <p>Other examples of expressing warning: "Mind the traffic!" "Don't touch the wire!" "Keep away from the fire!" "Beware of the wild animals!"</p> <p><i>[more expressions not given here can also be practised]</i></p>

9.2 Speaking (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
2. demonstrate verbal participatory skills in pair and group work	<ul style="list-style-type: none"> summarise the important points of a discussion 	<ul style="list-style-type: none"> paraphrase or clarify points
3. convey information, opinions and ideas with sense of audience	<ul style="list-style-type: none"> speak fluently and confidently when making a range of presentations e.g. <ul style="list-style-type: none"> re-telling stories dramatising or role play 	<ul style="list-style-type: none"> speak fluently and confidently when making a range of presentations e.g. <ul style="list-style-type: none"> chanting lyrics e.g. hip-hop or rap lyrics dramatising a short drama text (original or created)
4. interact effectively and critically, using appropriate vocabulary in social, cultural and academic contexts	<ul style="list-style-type: none"> show knowledge and understanding of speaking strategies e.g. turn-taking, rephrasing show awareness of respecting others' opinions, suggestions and or feelings e.g. "I hear what you say, but I" "I concur with you, however, ..." participate in group discussions, conversations related to social and cultural issues by: <ul style="list-style-type: none"> contributing to group discussions as chair, secretary, time keeper etc. using given expressions to agree or disagree (e.g. by stating: "<i>Point of correction</i>", "<i>I would like to disagree ...</i>") use appropriate language to describe, explain or support an idea (e.g. I agree with you ...; I support this) acknowledge other's opinions, suggestions and/or feelings give oral reports 	<ul style="list-style-type: none"> show knowledge and understanding of speaking strategies e.g. turn-taking, rephrasing, providing feedback and or redirecting a statement participate in group discussions, conversations related to social and cultural issues by: <ul style="list-style-type: none"> contributing to group discussions as chair, secretary, time keeper using given expressions to agree or disagree (e.g. by stating: "<i>Point of correction</i>", "<i>I would like to disagree ...</i>") show awareness of respecting others' opinions, suggestions and or feelings in social, cultural or academic contexts use appropriate language to describe, explain or support an idea (e.g. I agree with you ...; I support this ; I can't agree more ... [meaning: you agree]) participate in group discussions acknowledge other's opinions, suggestions and/or feelings give oral reports

9.2 Speaking (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
5. develop effective public speaking skills	<ul style="list-style-type: none"> • show knowledge and understanding of public speaking e.g. <ul style="list-style-type: none"> - using a clear voice - presenting a speech that shows the different stages e.g. beginning, middle and ending - give support to one's ideas by providing reasons • show knowledge and understanding of audience etiquette such as: <ul style="list-style-type: none"> - to listen carefully - to focus on the speaker/listener - not talking and - asking relevant questions when appropriate 	<ul style="list-style-type: none"> • show knowledge and understanding of public speaking e.g. <ul style="list-style-type: none"> - using a clear voice - presenting a speech that shows the different stages e.g. beginning, middle and ending - give support to one's ideas by providing reasons • show knowledge and understanding of audience etiquette such as: <ul style="list-style-type: none"> - to listen carefully - to focus on the speaker/listener - not talking and - asking relevant questions when appropriate
	<ul style="list-style-type: none"> • demonstrate use of gestures, facial expressions and tone of voice (tone of voice can be humorous or serious) • apply various speech delivery methods such as manuscript speaking (reading aloud), impromptu or unprepared speech, or planned speaking • demonstrate knowledge and understanding of different types of speeches e.g. demonstrative, persuasive, expository and commemorative • give oral speech on current issues such as human and wild animal conflict; baby dumping or gender based violence and their causes and solutions • adapt a speech for different purposes and audiences 	<ul style="list-style-type: none"> • demonstrate use of gestures, facial expressions and tone of voice (tone of voice can be humorous or serious) • apply various speech delivery methods such as manuscript speaking (reading aloud), impromptu or unprepared speech, or planned speaking • demonstrate knowledge and understanding of different types of speeches e.g. expository and commemorative • give oral speech on current issues such as human and wild animal conflict; baby dumping or gender based violence and their causes and solutions • adapt a speech for different purposes and audiences

9.2 Speaking (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
6. show knowledge and understanding of debate	<ul style="list-style-type: none"> • make meaningful contributions to debates • show knowledge of debating skills: <ul style="list-style-type: none"> - participate in debates on social and ethical issues - share roles (e.g. chairperson, secretary, timekeeper) - interrupts politely to express and support one's opinion (e.g. 'I'd just like to say that ... due ...') - articulate agreements (e.g. 'You're correct.') and disagreements ('Fine, but ...') - present a case logically • show knowledge of presenting a case appropriately 	<ul style="list-style-type: none"> • make meaningful contributions to debates • show knowledge of debating skills: <ul style="list-style-type: none"> - participate in debates on social and ethical issues - share roles (e.g. chairperson, secretary, timekeeper) - interrupts politely to express and support one's opinion (e.g. 'I'd just like to say that ... due ...') - articulate agreements (e.g. 'You're correct.') and disagreements ('Fine, but ...') • present a case logically • use persuasive language effectively • interject appropriately during debates • challenge other's views with politeness and respect
7. apply interview skills effectively	<ul style="list-style-type: none"> • interview a peer on any emerging issue e.g. baby dumping • respond appropriately to interview questions 	<ul style="list-style-type: none"> • interview a prominent figure on a national issue (e.g. interviewing the school principal, inspector, director, constituency counsellor, headman/headwoman, etc.) • Participate in mock interview for a job

9.3 Reading

A culture of reading in English Second Language should be encouraged through extensive and intensive reading of a variety of texts that can be assessed informally and formally. The texts used in different grades will vary in length and difficulty according to the grade and should appeal to the interest of the learners. The use of other texts across the curriculum is highly encouraged and should include the following cross-curricular issues: HIV & AIDS, population education, environmental education, human rights and democracy. Enjoyment and appreciation of texts will follow from the learners' reading, discussing and understanding a variety of texts. As learners progress through the grades they should gain increased skill in silent reading techniques.

9.3.1 Reading Comprehension

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. read aloud various texts to convey understanding of the text and to entertain	<ul style="list-style-type: none"> demonstrate increased fluency, speed and accuracy when reading 	<ul style="list-style-type: none"> Demonstrate increased fluency, speed and accuracy when reading
	<ul style="list-style-type: none"> show improved use of correct word pronunciation, rhythm, intonation and stress e.g. <ul style="list-style-type: none"> “Good Evening DEAR?” (rhythm) “BEAUtiful WEAther we’re HAVING now.” (rhythm) “Who is he?” (falling intonation), “Is she here?” (rising intonation)” “a’way”, “im’portant” (word stress) “The DOCTOR will SEE you NOW.” (sentence stress) 	<ul style="list-style-type: none"> show improved use of correct word pronunciation, rhythm, intonation and stress e.g. <ul style="list-style-type: none"> “Good Evening DEAR?” (rhythm) “BEAUtiful WEAther we’re HAVING now.” (rhythm) “Who is he?” (falling intonation), “Is she here?” (rising intonation)” “a’way”, “im’portant” (word stress) “The DOCTOR will SEE you NOW.” (sentence stress)
	<ul style="list-style-type: none"> demonstrate a group and personal interpretation of the text read aloud 	<ul style="list-style-type: none"> demonstrate critical understanding and a personal interpretation of the text read aloud
	<ul style="list-style-type: none"> read aloud for enjoyment and to entertain 	<ul style="list-style-type: none"> read aloud with emotion for enjoyment and to entertain

9.3.1 Reading Comprehension (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
2. develop basic and critical comprehension of written texts	<ul style="list-style-type: none"> • demonstrate ability to use word recognition and comprehension skills e.g. word structure clues or sentence clues, picture clues: word clues are: <ul style="list-style-type: none"> - prefixes e.g. <i>un-</i>, <u>unnecessary</u>; <i>re-</i>, <u>repositioning</u>; <i>in-</i>, <u>inappropriate</u> - suffixes e.g. <i>-ful</i> – <u>hopeful</u>; <i>-ness</i> – <i>happiness</i>; <i>-est</i> – <u>happiest</u> - inflectional endings e.g. <i>-ed</i>, <i>-ing</i>, <i>-es</i> 	<ul style="list-style-type: none"> • demonstrate ability to use word recognition and comprehension skills e.g. word structure clues, sentence clues, using the context: word clues are: <ul style="list-style-type: none"> - prefixes e.g. <i>un-</i>, <u>unnecessary</u>; <i>re-</i>, <u>repositioning</u>; <i>in-</i>, <u>inappropriate</u> - suffixes e.g. <i>-ful</i> – <u>hopeful</u>; <i>-ness</i> – <i>happiness</i>; <i>-est</i> – <u>happiest</u> - inflectional endings e.g. <ul style="list-style-type: none"> ▪ <i>-ed</i>: <i>open</i> – <u>opened</u> ▪ <i>-ing</i>: <i>open</i> – <u>opening</u> ▪ <i>-es</i>: <i>company</i> – <u>companies</u> • demonstrate ability to use skills for word recognition and comprehension: <ul style="list-style-type: none"> - analogy clues e.g. companion words like <ul style="list-style-type: none"> ▪ horse & saddle ▪ house & home ▪ month & year ▪ mouth & cavity - confusing words <ul style="list-style-type: none"> ▪ horse-house ▪ month-mouth

9.3.1 Reading Comprehension (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
2. develop basic and critical comprehension of written texts (continued)	<ul style="list-style-type: none"> • read and summarise content read in point and prose form 	<ul style="list-style-type: none"> • read, summarise and paraphrase content read
	<ul style="list-style-type: none"> • identify and describe the problem or resolution in a literary text 	<ul style="list-style-type: none"> • define an issue and argue for or against it
	<ul style="list-style-type: none"> • justify and confirm suitable inferences about a text based on personal experience and previous knowledge 	<ul style="list-style-type: none"> • determine the author's attitude on the: - topic/issue e.g. gender bias within a text
	<ul style="list-style-type: none"> • describe and or compare and contrast characters in a literary text 	<ul style="list-style-type: none"> • trace the development of the main character(s) in a literary text
3. read silently from a variety of prescribed and other available texts	<ul style="list-style-type: none"> • read a variety of texts in order to: <ul style="list-style-type: none"> - identify the topic of the text - extract information - skim for general information and convey understanding - scan for specific information and report details 	<ul style="list-style-type: none"> • read a variety of texts in order to: <ul style="list-style-type: none"> - identify the topic of the text - extract information - skim for general information and convey understanding - scan for specific information and report details provide a considered personal view - find, select and collate information from more than one source
4. use appropriate reading strategies	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of using the pre-reading strategies to increase comprehension of texts such as: <ul style="list-style-type: none"> - establish a purpose (Why am I reading this?) - previewing a text before reading (e.g. use strategy called THIEVES: <i>Title</i> <i>Headings</i> <i>Introduction</i> <i>Every first sentence in a paragraph</i> 	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of using the pre-reading strategies to increase comprehension of texts such as: <ul style="list-style-type: none"> - establish a purpose (Why am I reading this?) - previewing a text before reading (e.g. use strategy called THIEVES: <i>Title</i> <i>Headings</i> <i>Introduction</i> <i>Every first sentence in a paragraph</i>

9.3.1 Reading Comprehension (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
4. use appropriate reading strategies (continued)	<p><i>Visuals and vocabulary</i> <i>End of chapter questions</i> <i>Summary</i></p> <ul style="list-style-type: none"> • use prior knowledge (What is it I know about the topic/theme/title by brainstorming ideas; group discussions and usage of mind maps) • make predictions before reading (using the picture, title) • show knowledge and understanding of using the while-reading strategies such as: <ul style="list-style-type: none"> - read to confirm, revise and or reject predictions - form mental images of what is being read - determine important or main ideas and themes - ask questions about the topic, theme, arguments used - monitoring comprehension and use fix-up strategies (e.g. re-reading; connecting what is being read to what has been read within the text and asking questions of seemingly something not making sense anymore) - use content clues to get meanings of new vocabulary 	<p><i>Visuals and vocabulary</i> <i>End of chapter questions</i> <i>Summary</i></p> <ul style="list-style-type: none"> • use prior knowledge (What is it I know about the topic/theme/title by brainstorming ideas; group discussions and usage of mind maps) • make predictions before reading (using the picture, title) • show knowledge and understanding of using while-reading strategies such as: <ul style="list-style-type: none"> - clarify understanding (What does this word/sentence/paragraph mean here?) - identify organisational patterns in texts read - connect what is read to self, own world/context and to other texts - draw inferences (What does this text imply? What is it that I know that resembles what I am reading?) - use content clues to get meanings of new vocabulary
	<ul style="list-style-type: none"> • show knowledge and understanding of using post-reading strategies such as: <ul style="list-style-type: none"> - respond and share responses to questions - making new predictions - summarising what has been read) - connect what has been read to self 	<ul style="list-style-type: none"> • show knowledge and understanding of using post-reading strategies such as: <ul style="list-style-type: none"> - respond and share responses to various types of questions - outline, summarise and synthesise what has been read (e.g. identifying main ideas and then restating them in own words) - use context to get meaning of new vocabulary - connect what has been read to own context

9.3.1 Reading Comprehension (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
5. read for information	<ul style="list-style-type: none"> follow and show understanding of informational texts e.g. an explanation of how a new kettle works 	<ul style="list-style-type: none"> follow and show understanding of informational texts e.g. how to make a cake / how to mend a bicycle
	<ul style="list-style-type: none"> reads and interpret simple diagrams, graphs and charts 	<ul style="list-style-type: none"> reads and interpret diagrams, graphs and charts of increasing complexity
6. analyse pictures in texts e.g. advertisements and newspapers (pictures can be drawings, photographs or paintings)	<ul style="list-style-type: none"> identify the subject, context and audience 	<ul style="list-style-type: none"> judge whether the photo is memorable and give reasons
7. understand the literal and inferred meaning of a text	<ul style="list-style-type: none"> demonstrate knowledge of using contextual clues to get meaning of difficult words 	<ul style="list-style-type: none"> demonstrate knowledge of using contextual clues to get meaning of difficult words
	<ul style="list-style-type: none"> demonstrate the ability to find information such as meaning, spelling, idiomatic usage in dictionaries 	<ul style="list-style-type: none"> demonstrate the ability to find information such as meaning, spelling, idiomatic usage in dictionaries
	<ul style="list-style-type: none"> explain literal meanings in texts 	<ul style="list-style-type: none"> work out the meaning of unfamiliar words using contextual clues
	<ul style="list-style-type: none"> identify the relationship between words, phrases and sentences as shown by the grammatical structure or connecting words to enhance understanding of text 	<ul style="list-style-type: none"> identify the relationship between words, phrases and sentences as shown by the grammatical structure overall infer meaning using language structures
8. identify, locate, gather, store, retrieve and process information from a variety of sources	<ul style="list-style-type: none"> demonstrate knowledge and a critical sense of inquiry by asking relevant questions e.g. asking the older generation questions on how people made fire before the discovery of matches 	<ul style="list-style-type: none"> show an expanded knowledge of critical inquiry through mini-research questions asked on issues within the community compare and contrast information collated from a range of sources
	<ul style="list-style-type: none"> summarise information gathered into a report using tools such as posters and or brief essays 	<ul style="list-style-type: none"> use various ways of reporting e.g. posters, drama/role plays, drawings, etc.
	<ul style="list-style-type: none"> present information clearly, logically and almost accurately 	<ul style="list-style-type: none"> present information clearly, logically and almost accurately

9.3.2 Literature

Texts can be classified into genres: prose; drama or poetry. Texts can also take various forms and structure. Though essay writing can be classified into narratives, argumentative, expository, documents and descriptive, literary texts is, on the other hand, differentiated into narrative (story), expository (information) and document (charts, diagrams and maps). Literary narrative (story), like poetry, can take a descriptive or narrative form and structure. For example, we find descriptive poetry and narrative poetry. Please take note that you are required to build on what has been taught in previous grades as well. What should differ is the degree of quality and quantity.

The term text in literature refers to and includes articles from newspapers, magazines, novels, drama, short stories and poetry.

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. read and respond to plays, novels, stories and other texts	<ul style="list-style-type: none"> • demonstrate and understanding of and respond actively to key aspects of texts such as: <ul style="list-style-type: none"> - plot - setting - broad content - sequence of events - story line - characters 	<ul style="list-style-type: none"> • demonstrate and understanding of and respond actively to key aspects of texts such as: <ul style="list-style-type: none"> - actions and consequences - characters and relationships between characters
	<ul style="list-style-type: none"> • distinguish between fact and opinion 	<ul style="list-style-type: none"> • distinguish between fact and opinion
	<ul style="list-style-type: none"> • determine cause and effect within texts read by taking note of <i>signal words and phrases</i> like: <ul style="list-style-type: none"> - since - thus - therefore - because of ... - if ... then - as a result of ... - in order to - for this reason - yet, etc. 	<ul style="list-style-type: none"> • determine cause and effect within texts read by taking note of <i>signal words and phrases</i> like: <ul style="list-style-type: none"> - consequently - this led to ... so - accordingly - may be due to - nevertheless - not only ... but, etc.

9.3.2 Literature (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. read and respond to plays, novels, stories and other texts (continued)	<ul style="list-style-type: none"> • compare and contrast ideas or information by taking note of words like: <ul style="list-style-type: none"> - but - as well as - same as - different from - similar to - instead of - either ... or 	<ul style="list-style-type: none"> • compare and contrast ideas or information by taking note of <i>signal words and phrases</i> like: <ul style="list-style-type: none"> - however - unless - although - compared with - on the other hand , etc.
	<ul style="list-style-type: none"> • figure out themes in texts read 	<ul style="list-style-type: none"> • figure out themes, opinions and perspectives in texts read
	<ul style="list-style-type: none"> • locate information that answers specific questions like the: <ul style="list-style-type: none"> - wh-questions - comment on ... - discuss - show how, etc.... 	<ul style="list-style-type: none"> • locate information that answers specific questions like the: <ul style="list-style-type: none"> - wh-questions - comment on ... - show how ... - compare ... - comment on ... - discuss. ... etc.
	<ul style="list-style-type: none"> • arrange and rearrange sentences, events, paragraphs into sequence/chronological order 	<ul style="list-style-type: none"> • sequence events in texts into chronological order
	<ul style="list-style-type: none"> • summarise texts read in: <ul style="list-style-type: none"> - bullet form - prose form 	<ul style="list-style-type: none"> • summarise texts read in: <ul style="list-style-type: none"> - bullet form - prose form

9.3.2 Literature (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
2. read, enjoy and understand poems	<ul style="list-style-type: none"> • demonstrate an understanding of and respond informally to aspects of poems such as: <ul style="list-style-type: none"> - content - personification e.g. <ul style="list-style-type: none"> ▪ “Money is the only friend that I can count on”. - metaphor e.g. <ul style="list-style-type: none"> ▪ “The goal keeper was a rock.” - simile e.g. <ul style="list-style-type: none"> ▪ “The goal keeper was as solid as a rock”. - rhyme e.g. <ul style="list-style-type: none"> ▪ “There is a big fat <u>cat</u>.” ▪ “The man is wearing a <u>hat</u>.” - feelings/emotions - narrator/voice 	<ul style="list-style-type: none"> • demonstrate an understanding of and respond to key aspects of poems such as: <ul style="list-style-type: none"> - content - emotions expressed in poems and aroused in the reader - language/diction - attitude of the poet - repetition - personification - metaphor - simile - rhyme <ul style="list-style-type: none"> ▪ “His red sports car is just a <u>dream</u>.” ▪ “It needs no gas, it runs on <u>steam</u>.” - rhythm e.g. - alliteration e.g. <ul style="list-style-type: none"> ▪ “She sells sea-shells down by the sea-shore” ▪ “Peter Piper picked a peck of pickled peppers” - assonance e.g. <ul style="list-style-type: none"> ▪ “Men sell the wedding bells” (assonance with short vowel sound) ▪ “The early bird catches the worm” (assonance with long vowel sound) - onomatopoeia e.g. slam, splash, babble, warble, swish, mumble

9.3.2 Literature (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
3. understand the literal and inferred meaning of a text	<ul style="list-style-type: none"> demonstrate the ability to find information such as meaning, spelling, idiomatic usage in dictionaries 	<ul style="list-style-type: none"> demonstrate the ability to find information such as meaning, spelling, idiomatic usage in dictionaries
	<ul style="list-style-type: none"> explain literal meanings in texts 	<ul style="list-style-type: none"> work out the meaning of unfamiliar words using contextual clues
	<ul style="list-style-type: none"> identify the relationship between words, phrases and sentences as shown by the grammatical structure or connecting words to enhance understanding of text 	<ul style="list-style-type: none"> identify the relationship between words, phrases and sentences as shown by the grammatical structure overall infer meaning using language structures
	<ul style="list-style-type: none"> demonstrate knowledge of using contextual clues to get meaning of difficult words 	<ul style="list-style-type: none"> demonstrate knowledge of using contextual clues to get meaning of difficult words
	<ul style="list-style-type: none"> identify from whose point of view the picture has been taken 	<ul style="list-style-type: none"> identify what has been left out of the picture and why

9.4. Writing

By the Junior Secondary phase, learners should be capable of creating pieces of writing from scratch with support and guidance from the teacher. However, this is usually not the case. It is thus vital that time be spent on building up the vocabulary and the language learners will need to create their own texts. Learners at this level need to be given enough opportunities to practice writing various types of texts. Please take note that teachers are required to build on what has been taught in the previous grades as well. What should differ is the degree of quality and quantity of what learners are to write.

9.4.1 Directed Writing

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. write a variety of sentences accurately	<ul style="list-style-type: none"> produce sentences from visuals , (e.g. cartoons, pictures) using basic writing conventions such as punctuation and spelling 	<ul style="list-style-type: none"> produce different types of sentences from various visuals using basic writing conventions, (e.g. punctuation and spelling)
2. write compound & complex sentences	<ul style="list-style-type: none"> produce different types of sentences: <ul style="list-style-type: none"> compound sentences (e.g. My mother was working in the field, so I went to fetch water.) complex sentences (e.g. “After 20 years [<i>dependent clause</i>], she still walks around with her doll.” [<i>independent clause</i>]) questions using correct conjunctions and punctuation marks use different parts of speech (<i>subject-verb agreement</i>) appropriately in affirmatives and negatives e.g. <ul style="list-style-type: none"> “He drives a car.” (affirmative); “He (subject), drives (singular verb) a car.” (car – object). He does not drive a car.” (negative) 	<ul style="list-style-type: none"> produce different types of sentences using correct spelling, conjunctions and punctuation marks: <ul style="list-style-type: none"> compound sentences (see Grade 8 for examples) complex sentences use different parts of speech (<i>subject-verb agreement</i>) appropriately in affirmatives and negatives
3. write a variety of well-structured paragraphs	<ul style="list-style-type: none"> write different short paragraphs: <ul style="list-style-type: none"> introductions developmental conclusions using well-structured sentences 	<ul style="list-style-type: none"> write different short paragraphs: <ul style="list-style-type: none"> introductions developmental conclusions using well-structured sentences

9.4.1 Directed Writing (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
3. write a variety of well-structured paragraphs (continued)	<ul style="list-style-type: none"> • write different types of paragraphs: <ul style="list-style-type: none"> - descriptive (<i>writing in which one describes something</i>) - narrative (<i>writing in which one tells a story</i>) - argumentative (<i>writing in which one argues for or against</i>) - expository or informational (<i>writing in which the writer informs readers using clarifying facts</i>) on a range of situations 	<ul style="list-style-type: none"> • write different types of paragraphs: <ul style="list-style-type: none"> - descriptive (<i>writing in which one describes something</i>) - narrative (<i>writing in which one tells a story</i>) - argumentative (<i>writing in which one argues for or against</i>) - expository or informational (<i>writing in which the writer informs readers using clarifying facts</i>) on a range of situations
4. complete a range of tasks	<ul style="list-style-type: none"> • complete short tasks e.g. <ul style="list-style-type: none"> - agenda of meetings - notes of meetings - minutes of meetings - cartoons - respond to e-mails - point-form summaries - prose summary - form filling 	<ul style="list-style-type: none"> • complete and or produce short coherent pieces of writing i.e. <ul style="list-style-type: none"> • agenda of meetings • notes of meetings • minutes of meetings • cartoons • comic strips • respond to emails • write CV (<i>curricula vitae</i>) • point-form summaries • prose summary • form-filling
	<ul style="list-style-type: none"> • select relevant information from texts to respond effectively to directed writing tasks 	<ul style="list-style-type: none"> • select relevant information from texts to respond effectively to directed writing tasks

9.4.2 Creative Writing

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. produce well-organised coherent pieces of writing	demonstrate knowledge of the process writing by: <ul style="list-style-type: none"> plan/ pre-write, draft, revise, edit and proofread written work before publication link and develop ideas using grade appropriate vocabulary 	demonstrate knowledge of the process writing by: <ul style="list-style-type: none"> plan/ pre-write, draft, revise, edit and proofread written work before publication link and develop ideas in a logical convincing manner using advanced vocabulary
2. write creatively a variety of formal and informal texts, showing a sense of audience and purpose	<ul style="list-style-type: none"> use the appropriate register in formal & informal writing: <ul style="list-style-type: none"> using formal language in a <i>formal letter</i> (e.g. <i>letter of complaint, appreciation, request, application, letter to the editor</i>) using informal conversation and first person (e.g. <i>using informal conversational style and first person in a friendly letter</i>) 	<ul style="list-style-type: none"> use the appropriate register in formal & informal writing: <ul style="list-style-type: none"> using formal language in a <i>formal letter</i> (e.g. <i>letter of complaint, appreciation, request, application, letter to the editor</i>) using informal conversation and first person (e.g. <i>using informal conversational style and first person in a friendly letter</i>)
	<ul style="list-style-type: none"> compose an e-mail using the correct format and layout 	<ul style="list-style-type: none"> compose an e-mail using the correct format and layout
	<ul style="list-style-type: none"> write long texts (essays) for different audiences, in different situations: <ul style="list-style-type: none"> autobiographies descriptive narrative, argumentative expository or informational imaginative 	<ul style="list-style-type: none"> write longer texts (essays) for different audiences, in different situations: <ul style="list-style-type: none"> autobiographies biographies descriptive narrative argumentative expository imaginative

9.4.2 Creative Writing (continued)

LEARNING OBJECTIVE	COMPETENCIES	
Learners will:	Grade 8	Grade 9
	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
3. write creatively a variety of formal and informal texts, showing a sense of audience and purpose	<ul style="list-style-type: none"> • write short texts showing a sense of audience and purpose such as <ul style="list-style-type: none"> - letters (<i>informal, formal</i>) - reports - diary entries - articles - poems - dialogues - book reviews - brochures 	<ul style="list-style-type: none"> - write short texts such as - letters (<i>informal, formal, letter to the press</i>) - reports - diary entries - articles - poems - dialogues - book reviews - brochures - write CV (<i>curricula vitae</i>)

9.5 Grammar and usage

The correct use of grammatical structures should be emphasised through enough exposure to the language rather than teaching grammatical terminology. It is very important that grammar be taught in context. Please take note that you are required to build on what has been taught in previous grades as well. What should differ is the degree of quality and quantity.

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels	<ul style="list-style-type: none"> • identify and use different types of nouns (including gerund) <ul style="list-style-type: none"> - compound nouns (compound nouns are words written together; words that are hyphenated or separate words that go together by meaning): e.g. <ul style="list-style-type: none"> ▪ classroom (noun + noun) ▪ hairdryer (noun + noun) Other examples are: <ul style="list-style-type: none"> ▪ can opener (two words that go together by meaning) ▪ swimming pool ▪ brother-in-law ▪ blood donor, etc. - complex nouns (A complex noun is formed when a noun is put together with another part of speech, e.g. <ul style="list-style-type: none"> ▪ spoonful (noun + adjective) ▪ passer-by (noun + preposition) 	<ul style="list-style-type: none"> • identify and use different types of nouns (including gerund) <ul style="list-style-type: none"> - gerunds (a noun formed from the present participle of the verb), e.g. <ul style="list-style-type: none"> ▪ <i>Shopping</i> is fun. ▪ <i>Loving</i> is a pleasure. ▪ <i>Exercising</i> is healthy, etc.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> - augmentatives (a word using an affix, reinforcing the idea of the original word; augmentatives can be created with the prefixes): <ul style="list-style-type: none"> ▪ <i>over</i>: e.g. <i>overlord</i>, <i>overseer</i> ▪ <i>grand-</i>: e.g. <i>grandmaster</i>, <i>grandparent</i> ▪ <i>super-</i>: e.g. <i>supermarket</i>, <i>superpower</i> ▪ <i>mega-</i>: e.g. <i>megastore</i>, <i>megastar</i> ▪ <i>arch-</i>: e.g. <i>arch-rival</i>, <i>archangel</i>) 	<ul style="list-style-type: none"> - augmentatives (a word using an affix, reinforcing the idea of the original word; augmentatives can be created with the prefixes): <ul style="list-style-type: none"> ▪ <i>over</i>: e.g. <i>overlord</i>, <i>overseer</i> ▪ <i>grand-</i>: e.g. <i>grandmaster</i>, <i>grandparent</i> ▪ <i>super-</i>: e.g. <i>supermarket</i>, <i>superpower</i> ▪ <i>mega-</i>: e.g. <i>megastore</i>, <i>megastar</i> ▪ <i>arch-</i>: e.g. <i>arch-rival</i>, <i>archangel</i>)
	<ul style="list-style-type: none"> • use different pronouns in speech and in writing <ul style="list-style-type: none"> - personal pronouns (<i>I, you, he, she, it, they, who, me, him, her, them, whom</i>) e.g. <ul style="list-style-type: none"> ▪ I gave him a gift. ▪ We love our country. ▪ The teacher appreciated them. ▪ He met her yesterday. ▪ It is raining. ▪ Did you go to school? - possessive pronouns (<i>yours, mine, his, hers, ours, theirs</i>) e.g. <ul style="list-style-type: none"> ▪ That book is hers. ▪ Your dog is old, mine is young. 	<ul style="list-style-type: none"> • use different pronouns in speech and in writing <ul style="list-style-type: none"> - personal pronouns (<i>I, you, he, she, it, they, who, me, him, her, them, whom</i>) e.g. <ul style="list-style-type: none"> ▪ I gave him a gift. ▪ We love our country. ▪ The teacher appreciated them. ▪ He met her yesterday. ▪ It is raining. ▪ Did you go to school? - possessive pronouns (<i>yours, mine, his, hers, ours, theirs</i>) e.g. <ul style="list-style-type: none"> ▪ That book is hers. ▪ Your dog is old, mine is young.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> ▪ The smallest cup is yours. ▪ The car is ours not theirs. ▪ They received your letter. ▪ Did you receive theirs? etc. <ul style="list-style-type: none"> - indefinite pronouns (anyone, anywhere, everyone, someone, somewhere, etc.) e.g. <ul style="list-style-type: none"> ▪ Someone must have seen something. - reciprocal pronoun (<i>each other, one another</i>) e.g. <ul style="list-style-type: none"> ▪ We emotionally supported each other. ▪ They love one another. - reflexive pronouns (<i>myself, himself, herself, itself, yourself, ourselves, themselves</i>) e.g. <ul style="list-style-type: none"> ▪ I looked at myself in the mirror. ▪ You need to think about yourself. 	<ul style="list-style-type: none"> ▪ The smallest cup is yours. ▪ The car is ours not theirs. ▪ They received your letter. ▪ Did you receive theirs? etc. <ul style="list-style-type: none"> - indefinite pronouns (anyone, anywhere, everyone, someone, somewhere, etc.) e.g. <ul style="list-style-type: none"> ▪ Someone must have seen something. - reciprocal pronoun (<i>each other, one another</i>) e.g. <ul style="list-style-type: none"> ▪ We emotionally supported each other. ▪ They love one another. - reflexive pronouns (<i>myself, himself, herself, itself, yourself, ourselves, themselves</i>) e.g. <ul style="list-style-type: none"> ▪ I looked at myself in the mirror. ▪ You need to think about yourself.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> • use different pronouns in speech and in writing (continued) <ul style="list-style-type: none"> ▪ They prepared <u>themselves</u> for the sports competition. ▪ He entertains <u>himself</u> by reading novels. ▪ She bought a cup for <u>herself</u>. - relative pronouns (<i>who, whom, whose, which, that</i>) e.g. <ul style="list-style-type: none"> ▪ It is the boy <u>who</u> got first position in class. ▪ The woman <u>whom</u> I met yesterday is her cousin. ▪ It is hard work <u>that</u> leads to success. ▪ It is the boy <u>whose</u> father is doctor. ▪ The car <u>which</u> I like is red. etc. • identify and use adjectives <ul style="list-style-type: none"> - position of adjectives, e.g. <ul style="list-style-type: none"> ▪ the fat cat (before a noun) ▪ <i>The dog was aggressive (after a verb).</i> - adjectives ending in -ing, e.g. <ul style="list-style-type: none"> ▪ interesting (The lesson was interesting.) ▪ boring ▪ exciting 	<ul style="list-style-type: none"> • use different pronouns in speech and in writing (continued) <ul style="list-style-type: none"> - demonstrative pronoun (These pronouns point to a thing or things in short distance/time or long distance/time) <ul style="list-style-type: none"> ▪ short distance or time (this, these e.g. <u>That</u> is heavy. ; Can you see <u>these</u>?) ▪ long distance or time: (that, those e.g. Do you like that book? Those ones look attractive.) - relative pronouns (<i>who, whom, whose, which, that</i>) e.g. <ul style="list-style-type: none"> ▪ It is the boy <u>who</u> got first position in class. ▪ The woman <u>whom</u> I met yesterday is her cousin. ▪ It is hard work <u>that</u> leads to success. ▪ It is the boy <u>whose</u> father is doctor. ▪ The car <u>which</u> I like is red. etc. • identify and use adjectives <ul style="list-style-type: none"> - position of adjectives, e.g. <ul style="list-style-type: none"> ▪ the fat cat (before a noun) ▪ <i>The dog was aggressive (after a verb).</i> - adjectives ending in -ing, e.g. <ul style="list-style-type: none"> ▪ interesting (The lesson was interesting.) ▪ boring ▪ exciting

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> • identify and use adjectives (continued) <ul style="list-style-type: none"> - adjectives ending in -ed, e.g. <ul style="list-style-type: none"> ▪ interested (e.g. <i>She has an interested look on her face.</i>) ▪ bored (e.g. <i>The child was bored</i>). ▪ excited 	<ul style="list-style-type: none"> • identify and use adjectives (continued) <ul style="list-style-type: none"> - adjectives ending in -ed, e.g. <ul style="list-style-type: none"> ▪ interested (e.g. <i>She has an interested look on her face.</i>) ▪ bored (e.g. <i>The child was bored</i>). ▪ excited - numerical (e.g. one, two, three, first, second, third) - demonstrative (this, that, such) e.g. <ul style="list-style-type: none"> ▪ I like this pen. ▪ There is such an interesting story in that book. ▪ relative (which, whatever, etc.) e.g. ▪ Which of the two do you like most? ▪ I will accept whatever God gives me.
	<ul style="list-style-type: none"> • identify and use verbs <ul style="list-style-type: none"> - action verbs: <i>An action verb shows an action -- either physical or mental e.g.</i> <ul style="list-style-type: none"> ▪ Mary catches the ball. (<i>catches</i> shows a physical action) ▪ Mary imagines great things. (<i>imagines</i> shows a mental action) ▪ Mary is wearing good clothes. (<i>is wearing</i> shows a physical action) - <u>verbs of being</u> (forms of <i>be</i>) - show a state of existence <ul style="list-style-type: none"> ▪ Nangula is strange. (<i>is</i> shows a state of existence) ▪ Nangula will always be my friend. (<i>will be</i> shows a state of existence) 	<ul style="list-style-type: none"> • identify and use verbs <ul style="list-style-type: none"> - action verbs: <i>An action verb shows an action -- either physical or mental e.g.</i> <ul style="list-style-type: none"> ▪ Mary catches the ball. (<i>catches</i> shows a physical action) ▪ Mary imagines great things. (<i>imagines</i> shows a mental action) ▪ Mary is wearing good clothes. (<i>is wearing</i> shows a physical action) - <u>verbs of being</u> (forms of <i>be</i>) state of existence <ul style="list-style-type: none"> ▪ Nangula is strange. (<i>is</i> shows a state of existence) ▪ Nangula will always be my friend. (<i>will be</i> shows a state of existence) ▪ Nangula has been here for a month. (<i>has been</i> shows a state of existence) ▪ Nangula was away last month. (<i>was</i> shows a state of existence)

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> ▪ Nangula has been here for a month. (<i>has been</i> shows a state of existence) ▪ Nangula was away last month. (<i>was</i> shows a state of existence) - auxiliary verbs (verbs that come before main verbs in a verb phrase): <ul style="list-style-type: none"> ▪ be e.g. If all goes well, I will be going home today. ▪ shall e.g. We shall meet tomorrow in the afternoon and discuss the matter we left pending. ▪ may e.g. We may go shopping anytime from now because the rains have stopped. ▪ could e.g. He could sleep under a tree. - regular verbs (A verb whose past participle and past tense is obtained by adding –d or –ed or –t for some.) <ul style="list-style-type: none"> ▪ accept e.g. Mpule accepted the offer. ▪ arrive e.g. Queen has just arrived. - irregular verbs (A verb that does not usually follow the rules for common verb forms. They usually do not have the predictable –ed ending.) <ul style="list-style-type: none"> ▪ get e.g. She got her business running at the right time 	<ul style="list-style-type: none"> - auxiliary verbs (verbs that come before main verbs in a verb phrase): <ul style="list-style-type: none"> ▪ be e.g. If all goes well, I will be going home today. ▪ shall e.g. We shall meet tomorrow in the afternoon and discuss the matter we left pending. ▪ may e.g. We may go shopping anytime from now because the rains have stopped. ▪ could e.g. He could sleep under a tree. - regular verbs (A verb whose past participle and past tense is obtained by adding –d or –ed or –t for some.) <ul style="list-style-type: none"> ▪ accept e.g. Mpule accepted the offer. ▪ arrive e.g. Queen has just arrived. - irregular verbs (A verb that does not usually follow the rules for common verb forms. They usually do not have the predictable –ed ending.) <ul style="list-style-type: none"> ▪ get e.g. She got her business running at the right time.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> ▪ go e.g. We went (go) home early. ▪ come e.g. They came by bus on a Saturday morning. • identify and use different verb tenses <ul style="list-style-type: none"> - simple present tense e.g. <ul style="list-style-type: none"> ▪ She plays netball every week. ▪ I drive. - present continuous tense e.g. <ul style="list-style-type: none"> ▪ She is playing netball. ▪ I am driving. - present perfect tense e.g. <ul style="list-style-type: none"> ▪ She has playeded netball ▪ I have driven. - present perfect continuous tense e.g. <ul style="list-style-type: none"> ▪ She has been playing netball. ▪ I have been driving. - simple past tense e.g. <ul style="list-style-type: none"> ▪ She played netball. ▪ I drove. 	<ul style="list-style-type: none"> ▪ go e.g. We went (go) home early. ▪ come e.g. They came by bus on a Saturday morning. • identify and use different verb tenses <ul style="list-style-type: none"> - simple present tense e.g. <ul style="list-style-type: none"> ▪ She plays netball every week. ▪ I drive. - present continuous tense e.g. <ul style="list-style-type: none"> ▪ She is playing netball. ▪ I am driving. - present perfect tense e.g. <ul style="list-style-type: none"> ▪ She has playeded netball ▪ I have driven. - present perfect continuous tense e.g. <ul style="list-style-type: none"> ▪ She has been driving. ▪ I have been playing netball. - simple past tense e.g. <ul style="list-style-type: none"> ▪ She played netball. ▪ I drove.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> • identify and use different verb tenses (continued) <ul style="list-style-type: none"> - past continuous tense e.g. <ul style="list-style-type: none"> ▪ She was playing netball. ▪ I was driving. - past perfect tense e.g. <ul style="list-style-type: none"> ▪ She had played netball. ▪ I had driven. - past perfect continuous tense e.g. <ul style="list-style-type: none"> ▪ She had been playing netball. ▪ I had been driving. - simple future tense e.g. <ul style="list-style-type: none"> ▪ I will teach the Grade 9 class tomorrow. - future continuous tense e.g. <ul style="list-style-type: none"> ▪ I will be teaching the Grade 9 class tomorrow. - future perfect tense e.g. <ul style="list-style-type: none"> ▪ I will have taught the Grade 9 class tomorrow. - future perfect continuous tense e.g. <ul style="list-style-type: none"> ▪ The future perfect continuous tense is composed of <u>three elements</u>: <i>the future perfect of the verb "to be" (will have been) + the present participle of the main verb (play + ing) + time reference</i>: She will have been playing soccer since 2020. 	<ul style="list-style-type: none"> • identify and use different verb tenses (continued) <ul style="list-style-type: none"> - past continuous tense e.g. <ul style="list-style-type: none"> ▪ She was playing netball. ▪ I was driving. - past perfect tense e.g. <ul style="list-style-type: none"> ▪ She had played netball. ▪ I had driven. - past perfect continuous tense e.g. <ul style="list-style-type: none"> ▪ She had been playing netball. ▪ I had been driving. - simple future tense e.g. <ul style="list-style-type: none"> ▪ I will teach the Grade 9 class tomorrow. - future continuous tense e.g. <ul style="list-style-type: none"> ▪ I will be teaching the Grade 9 class tomorrow. - future perfect tense e.g. <ul style="list-style-type: none"> ▪ I will have taught the Grade 9 class tomorrow. - future perfect continuous tense e.g. <ul style="list-style-type: none"> ▪ I will have been waiting for him for one hour. - concord (subject-verb agreement): e.g. <ul style="list-style-type: none"> ▪ My brother and my sister <u>are</u> coming for a visit. ▪ My sister is coming for a visit.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> • identify and use adverbs correctly: <ul style="list-style-type: none"> - <u>Adverb of manner</u> shows how something is done or happens. Most adverbs of manner end in -ly such as badly, happily, sadly, slowly, quickly, and others that include well, hard, fast, etc. Examples: <ul style="list-style-type: none"> ▪ The brothers were badly injured in the accident. ▪ They had to act fast to save the others burning in the shack that was on fire. ▪ At early age of 8, she played very well. - <u>Adverb of place</u> indicates where something is done or happens. It is used after the verb, object or at the end of a sentence. Adverbs of place include words such as above, below, here, outside, over there, there, under, upstairs. Examples: <ul style="list-style-type: none"> ▪ We can stop here for lunch. ▪ The schoolboy was knocked over by a school bus. ▪ They rushed for their lives when fire broke out in the floor below. 	<ul style="list-style-type: none"> • identify and use adverbs correctly: <ul style="list-style-type: none"> - <u>Adverb of manner</u> shows how something is done or happens. Most adverbs of manner end in -ly such as badly, happily, sadly, slowly, quickly, and others that include well, hard, fast, etc. Examples: <ul style="list-style-type: none"> ▪ The brothers were badly injured in the accident. ▪ They had to act fast to save the others burning in the shack that was on fire. ▪ At early age of 8, she played very well. - <u>Adverb of place</u> indicates where something is done or happens. It is used after the verb, object or at the end of a sentence. Adverbs of place include words such as above, below, here, outside, over there, there, under, upstairs. Examples: <ul style="list-style-type: none"> ▪ We can stop here for lunch. ▪ The schoolboy was knocked over by a school bus. ▪ They rushed for their lives when fire broke out in the floor below. - <u>Adverb of time</u> indicates when something is done or happens. It is used at the beginning or at the end of a sentence. It is used as a form of emphasis when placed at the beginning. Adverbs of time include afterwards, already, always, immediately, last month, now, soon, then, and yesterday.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> - <u>Adverb of time</u> indicates when something is done or happens. It is used at the beginning or at the end of a sentence. It is used as a form of emphasis when placed at the beginning. Adverbs of time include afterwards, already, always, immediately, last month, now, soon, then, and yesterday. Examples: <ul style="list-style-type: none"> ▪ The cat collapsed and died yesterday. ▪ Her factory was burned down a few months ago. ▪ Last week, we were stuck in the lift for two hours. - <u>Adverb of degree</u> tells the level or extent that something is done or happens. Words of adverb of degree are almost, much, nearly, quite, really, so, too, very, etc. Examples: <ul style="list-style-type: none"> ▪ It was too dark for us to find our way out of the cave. (Before adjective) ▪ The referee had to stop the 	<ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> ▪ The cat collapsed and died yesterday. ▪ Her factory was burned down a few months ago. ▪ Last week, we were stuck in the lift for two hours. - <u>Adverb of degree</u> tells the level or extent that something is done or happens. Words of adverb of degree are almost, much, nearly, quite, really, so, too, very, etc. Examples: <ul style="list-style-type: none"> ▪ It was too dark for us to find our way out of the cave. (Before adjective) ▪ The referee had to stop the match when it began to rain very heavily. (Before adverb) ▪ Her daughter is quite short for her age. - <u>Adverb of frequency</u> tells how often something is done or happens. Words used as adverbs of frequency include again, almost, always, ever, frequently, generally, hardly ever, nearly, nearly always, never, occasionally, often, rarely, seldom, sometimes, twice, usually, and weekly. Examples: <ul style="list-style-type: none"> ▪ They were almost sixty when they got married. ▪ While overseas, she frequently phoned home. ▪ We only write to each other very occasionally. - sentence modifiers (actually, certainly, definitely, naturally, luckily, etc.) e.g. <ul style="list-style-type: none"> ▪ Naturally, nobody owned up to the deed.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> ▪ match when it began to rain very heavily. (Before adverb) ▪ Her daughter is quite short for her age. <p>- <u>Adverb of frequency</u> tells how often something is done or happens. Words used as adverbs of frequency include again, almost, always, ever, frequently, generally, hardly ever, nearly, nearly always, never, occasionally, often, rarely, seldom, sometimes, twice, usually, and weekly. Examples:</p> <ul style="list-style-type: none"> ▪ They were almost sixty when they got married. ▪ While overseas, she frequently phoned home. ▪ We only write to each other very occasionally. 	<ul style="list-style-type: none"> - adverbial phrases (in an angry manner, the following day, in this place, etc.) e.g. <ul style="list-style-type: none"> ▪ The school principal spoke to his learners in an angry manner.
	<ul style="list-style-type: none"> - apply correct rules for direct and indirect/reported speech correctly (Many changes occur when we convert a sentence from direct to indirect/reported speech) present tense: - present simple changes into past simple e.g. <ul style="list-style-type: none"> ▪ He said, “I write a letter.” (direct speech) ▪ He said that he wrote a letter. (indirect/reported speech) 	<ul style="list-style-type: none"> • apply correct rules for direct and indirect/reported speech correctly (Many changes occur when we convert a sentence from direct to indirect/reported speech) present tense: - present simple changes into past simple e.g. <ul style="list-style-type: none"> ▪ He said, “I write a letter.” (direct speech) ▪ He said that he wrote a letter. (indirect/reported speech)

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> - present continuous changes into past continuous e.g. <ul style="list-style-type: none"> ▪ They said, “we are enjoying the weather.” (direct speech) ▪ They said that they were enjoying the weather. (indirect/reported speech) - present perfect changes into past perfect e.g. <ul style="list-style-type: none"> ▪ They said, “we have not gone to Windhoek.” (direct speech) ▪ They said that they had not gone to Windhoek. (indirect/reported speech) - present perfect continuous changes into past perfect continuous e.g. <ul style="list-style-type: none"> ▪ They said to me, “we will send you gifts.” (direct speech) ▪ They said to me that they would send you gifts. (indirect/reported speech) 	<ul style="list-style-type: none"> - present continuous changes into past continuous e.g. <ul style="list-style-type: none"> ▪ They said, “we are enjoying the weather.” (direct speech) ▪ They said that they were enjoying the weather. (indirect/reported speech) - present perfect changes into past perfect e.g. <ul style="list-style-type: none"> ▪ They said, “we have not gone to Windhoek.” ▪ They said that they had not gone to Windhoek. (indirect/reported speech) - present perfect continuous changes into past perfect continuous e.g. <ul style="list-style-type: none"> ▪ They said to me, “we will send you gifts.” (direct speech) ▪ They said to me that they would send you gifts. (indirect/reported speech)

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<p>past tense:</p> <ul style="list-style-type: none"> - past simple changes into past perfect e.g. <ul style="list-style-type: none"> ▪ He said to me, “you answered correctly.” (direct speech) ▪ He said to me that I had answered correctly. (indirect/reported speech) - past continuous changes into past perfect continuous e.g. <ul style="list-style-type: none"> ▪ They said, “we were enjoying the weather.” (direct speech) ▪ They said that they had been enjoying. (indirect/reported speech) - past perfect changes into past perfect (tense does not change) <ul style="list-style-type: none"> ▪ She said, “She had visited a doctor.” (direct speech) ▪ She said that she had visited a doctor. (indirect/reported speech) <p>future tense:</p> <ul style="list-style-type: none"> - future simple tense will changes into would e.g. <ul style="list-style-type: none"> ▪ She said, “I will buy a 	<p>past tense:</p> <ul style="list-style-type: none"> - past simple changes into past perfect e.g. <ul style="list-style-type: none"> ▪ He said to me, “you answered correctly.” (direct speech) ▪ He said to me that I had answered correctly. (indirect/reported speech) - past continuous changes into past perfect continuous e.g. <ul style="list-style-type: none"> ▪ They said, “we were enjoying the weather.” (direct speech) ▪ They said that they had been enjoying... (indirect/reported speech) - past perfect changes into past perfect (tense does not change) <ul style="list-style-type: none"> ▪ She said, “She had visited a doctor.” (direct speech) ▪ She said that she had visited a doctor. (indirect/reported speech) <p>future tense:</p> <ul style="list-style-type: none"> - future simple tense will changes into would e.g. <ul style="list-style-type: none"> ▪ She said, “I will buy a computer.” (direct speech) ▪ She said that she would buy a computer. (indirect/reported speech)

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> ▪ computer.” (direct speech) ▪ She said that she would buy a computer. (indirect/reported speech) <p>- future continuous tense will be changes into would be e.g.</p> <ul style="list-style-type: none"> ▪ I said to him, “I will be waiting for him.” (direct speech) ▪ I said to him that I would be waiting for him. (indirect/reported speech) <p>- future perfect tense will have changes into would have</p> <ul style="list-style-type: none"> ▪ She said, “they will have passed the examination.” (direct speech) ▪ She said that they would have passed the examination. (indirect/reported speech) 	<p>- future continuous tense will be changes into would be e.g.</p> <ul style="list-style-type: none"> ▪ I said to him, “I will be waiting for him.” (direct speech) ▪ I said to him that I would be waiting for him. (indirect/reported speech) <p>- future perfect tense will have changes into would have</p> <ul style="list-style-type: none"> ▪ She said, “they will have passed the examination.” (direct speech) ▪ She said that they would have passed the examination. (indirect/reported speech)

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> - Question words: <ol style="list-style-type: none"> 1) Insert the words if or whether after questions using question verbs e.g. <ul style="list-style-type: none"> ▪ The children enquired, “Are there fun activities at this open market?” (direct speech) ▪ <i>The children enquired if/whether there were fun activities at the open market.</i> 2) if the first word of a question is a question word, use this word as the connecting word e.g. <ul style="list-style-type: none"> ▪ Teacher said to him, “what is your name?” (direct speech) ▪ Teacher asked him what his name was. (indirect/reported speech) 	<ul style="list-style-type: none"> - Question words: <ol style="list-style-type: none"> 1) Insert the words if or whether after questions using question verbs e.g. <ul style="list-style-type: none"> ▪ The children enquired, “Are there fun activities at this open market?” (direct speech) ▪ <i>The children enquired if/whether there were fun activities at the open market.</i> 2) if the first word of a question is a question word, use this word as the connecting word e.g. <ul style="list-style-type: none"> ▪ Teacher said to him, “what is your name?” (direct speech) ▪ Teacher asked him what his name was. (indirect/reported speech) - Commands: If the sentence is a command, either of two ways may be used, e.g. <ul style="list-style-type: none"> ▪ The teacher ordered, “Children, keep quiet!” (direct speech) ▪ <i>The teacher ordered the children to keep quiet. or</i> ▪ <i>The teacher ordered that the children should keep quiet.</i>

Note: The tense of reported speech may not change if reported speech is a universal truth though its reporting verb belongs to past tense.

Examples:

direct speech: He said, “Mathematics is a science”

indirect speech: He said that mathematics is a science.

direct speech: He said, “Sun rises in east”

indirect speech: He said that sun rises in east. (Tense didn't change because reported speech is a universal truth though its reporting verb belongs to past tense.)

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> • identify and use articles/determiners correctly <ul style="list-style-type: none"> - indefinite article, e.g. <ul style="list-style-type: none"> ▪ a pen ▪ an ox, etc. - definite article, e.g. <ul style="list-style-type: none"> ▪ the book ▪ the apples, etc. • identify and use prepositions correctly (types of prepositions): <ul style="list-style-type: none"> - single-word/simple prepositions, e.g. <ul style="list-style-type: none"> ▪ at, during, from, on, etc. - two-word/compound prepositions, e.g. <ul style="list-style-type: none"> ▪ ahead of, because of, instead of, near to, etc. - three-word/complex prepositions, consisting of two prepositions separated by a noun, e.g. <ul style="list-style-type: none"> ▪ by means of, in front of, in addition to, etc. - preposition of time, place, movement, position, manner, reason, etc. - prepositional phrases such as examples of certain recognised combinations: (1) adjectives + prepositions e.g. I am... <ul style="list-style-type: none"> ▪ afraid of ▪ keen on ▪ different from etc. (2) verbs + prepositions I ... <ul style="list-style-type: none"> ▪ believe in ▪ approve of ▪ agree with ▪ wait for, etc. 	<ul style="list-style-type: none"> • identify and use articles/determiners correctly <ul style="list-style-type: none"> - indefinite article, e.g. <ul style="list-style-type: none"> ▪ a pen ▪ an ox, etc. - definite article, e.g. <ul style="list-style-type: none"> ▪ the book ▪ the apples, etc. • identify and use prepositions correctly (types of prepositions): <ul style="list-style-type: none"> - single-word/simple prepositions, e.g. <ul style="list-style-type: none"> ▪ at, during, from, on, etc. - two-word/compound prepositions, e.g. <ul style="list-style-type: none"> ▪ ahead of, because of, instead of, near to, etc. - three-word/complex prepositions, consisting of two prepositions separated by a noun, e.g. <ul style="list-style-type: none"> ▪ by means of, in front of, in addition to, etc. - preposition of time, place, movement, position, manner, reason, etc. - prepositional phrases such as examples of certain recognised combinations: (1) adjectives + prepositions e.g. I am... <ul style="list-style-type: none"> ▪ afraid of ▪ keen on ▪ different from etc. (2) verbs + prepositions I ... <ul style="list-style-type: none"> ▪ believe in ▪ approve of ▪ agree with ▪ wait for, etc.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> • identify and use conjunctions correctly in speech and writing (types of conjunctions): <ul style="list-style-type: none"> - coordinating conjunctions join two words or ideas of the same kind, e.g. <ul style="list-style-type: none"> ▪ and, but (I saw a car and a bus; fish and chips; tired but happy) - subordinating conjunctions join a main clause to a subordinating clause which are not of the same kind: <i>although, if, since, unless, until</i>, etc. e.g. <ul style="list-style-type: none"> ▪ John will go to the cinema if you go with him. ▪ John got to the house before the removal van arrived. - correlative conjunctions always appear in pairs and are used to link equivalent sentence elements e.g. <ul style="list-style-type: none"> either . . . or <ul style="list-style-type: none"> ▪ We can go to either Windhoek or Okahandja for our holiday. ▪ It's my final offer – you can either take it or leave it. both . . . and <ul style="list-style-type: none"> ▪ Both rugby and football are popular in Tsumeb. ▪ Both English and Silozi are spoken in Katima Mulilo. not only . . . but also <ul style="list-style-type: none"> ▪ Not only is he a professional footballer, but he's also a successful businessman. 	<ul style="list-style-type: none"> • identify and use conjunctions correctly in speech and writing (types of conjunctions): <ul style="list-style-type: none"> - coordinating conjunctions join two words or ideas of the same kind, e.g. <ul style="list-style-type: none"> ▪ and, but (I saw a car and a bus; fish and chips; tired but happy) - subordinating conjunctions join a main clause to a subordinating clause which are not of the same kind: <i>although, if, since, unless, until</i>, etc. e.g. <ul style="list-style-type: none"> ▪ John will go to the cinema if you go with him. ▪ John got to the house before the removal van arrived. - correlative conjunctions always appear in pairs and are used to link equivalent sentence element e.g. <ul style="list-style-type: none"> either . . . or <ul style="list-style-type: none"> ▪ We can go to either Windhoek or Okahandja for our holiday. both . . . and <ul style="list-style-type: none"> ▪ Both rugby and football are popular in Tsumeb. - not only . . . but also <ul style="list-style-type: none"> ▪ Not only is he a professional footballer, but he's also a successful businessman. not . . . but <ul style="list-style-type: none"> ▪ There are not two but three big cities in Namibia: Windhoek, Swakopmund and Walvis Bay. ▪ In sport, what counts is not the winning but the taking part.

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<p>not . . . but</p> <ul style="list-style-type: none"> ▪ <i>There are not two but three big cities in Namibia: Windhoek, Swakopmund and Walvis Bay.</i> ▪ <i>In sport, what counts is not the winning but the taking part.</i> <p>neither . . . nor</p> <ul style="list-style-type: none"> ▪ <i>Neither Thomas nor Swartbooi is in Oshakati.</i> ▪ <i>Marriage is neither heaven nor hell, it is simply purgatory. (Abraham Lincoln)</i> <p>whether . . . or</p> <ul style="list-style-type: none"> ▪ <i>Whether you love them or hate them, you have to admit that the Mushasho Boys are very popular.</i> ▪ <i>I'm totally confused – I don't know whether I'm coming or going.</i> <p>no sooner . . . than</p> <ul style="list-style-type: none"> - <i>No sooner had I finished watering the garden than it started raining.</i> <p>- construct different types of sentences: statements e.g.</p> <ul style="list-style-type: none"> ▪ <i>Peter is going to school.</i> 	<p>neither . . . nor</p> <ul style="list-style-type: none"> ▪ <i>Neither Thomas nor Swartbooi is in Oshakati.</i> ▪ <i>Marriage is neither heaven nor hell, it is simply purgatory. (Abraham Lincoln)</i> <p>whether . . . or</p> <ul style="list-style-type: none"> ▪ <i>Whether you love them or hate them, you have to admit that the Mushasho Boys are very popular.</i> ▪ <i>I'm totally confused – I don't know whether I'm coming or going.</i> <p>no sooner . . . than</p> <ul style="list-style-type: none"> ▪ <i>No sooner had I finished watering the garden than it started raining.</i>

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
1. use and apply knowledge of grammatical structures at phrase and sentence levels (continued)	<ul style="list-style-type: none"> - questions, e.g. <ul style="list-style-type: none"> ▪ Where is Peter going? - exclamations, e.g. <ul style="list-style-type: none"> ▪ This is unacceptable! - commands/imperatives e.g. <ul style="list-style-type: none"> ▪ Do not enter through the window. - Identify sentence classifications: - Simple e.g. <ul style="list-style-type: none"> ▪ Rita reads a book. - compound, e.g. <ul style="list-style-type: none"> ▪ Ingrid plays netball at school <u>and</u> sings in the church choir. - complex, e.g. <ul style="list-style-type: none"> ▪ While we were walking through the bush, we suddenly saw a lion. • identify and use active and passive voices correctly: <ul style="list-style-type: none"> ▪ Beautiful giraffes roam the savannah. (active) ▪ The savannah is roamed by beautiful giraffes. (passive) • identify and use <ul style="list-style-type: none"> - degrees of comparison - relative clauses - modal verbs (such as can/could) 	<ul style="list-style-type: none"> • identify sentence classifications: <ul style="list-style-type: none"> - Simple, e.g. <ul style="list-style-type: none"> ▪ Rita reads a book. - compound, e.g. <ul style="list-style-type: none"> ▪ Ingrid plays netball at school and sings in the church choir. - complex, e.g. <ul style="list-style-type: none"> ▪ While we were walking through the bush, we suddenly saw a lion • identify clauses in sentences: <ul style="list-style-type: none"> - main and subordinate clauses, e.g. <ul style="list-style-type: none"> ▪ The man jumped out of the car (main clause) while the engine was running. (subordinate clause) • identify and use active and passive voices correctly: <ul style="list-style-type: none"> ▪ Sue changed the flat tire. (active) ▪ The flat tire was changed by Sue. (passive) • identify and use: <ul style="list-style-type: none"> - degrees of comparison - relative clauses - modal verbs (such as can/could)

9. 5 Grammar and usage (continued)

LEARNING OBJECTIVE	COMPETENCIES	
	Grade 8	Grade 9
Learners will:	By the end of Gr. 8 learners should be able to:	By the end of Gr. 9 learners should be able to:
2. apply knowledge of punctuation and spelling	<ul style="list-style-type: none"> - identify and use punctuation correctly - capital letters (Windhoek) - full stops (.) - commas (,) - question marks (?) - exclamation marks (!) - apostrophe (') - hyphen (-) - dash(_) - colon (:) - semi-colon (;) - quotation marks (“ ”) - ellipsis (...) - parenthesis/brackets () • exercise increasing accuracy in phonics and spelling • use generalisations to spell difficult and unfamiliar words • use a variety of resources to confirm spelling 	<ul style="list-style-type: none"> • identify and use punctuation correctly • capital letters (Windhoek) • full stops (.) • commas (,) • question marks (?) • exclamation marks (!) • apostrophe (') • hyphen (-) • dash(_) • colon (:) • semi-colon (;) • quotation marks (“ ”) • ellipsis (...) • parenthesis/brackets () • exercise accuracy in phonics and spelling • use generalisations to spell difficult and unfamiliar words • demonstrate an established confidence in using different resources to confirm spelling of difficult and less frequently used words
3. progressively exercise more accuracy in referencing and use a wider variety of reference materials	<ul style="list-style-type: none"> • use dictionaries and other available resource books for spelling, meaning and additional information like abbreviations, idiomatic expressions, parts of speech • use electronic resources (where available) for referencing 	<ul style="list-style-type: none"> • use dictionaries and other available resource books for spelling, meaning and additional information like abbreviations, idiomatic expressions, parts of speech • use electronic resources (where available) for referencing

10 Assessment

A learner-centred curriculum uses a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment and examination are to support learning. For more information about differentiated assessment, please refer to the Promotion Policy (NIED 2013).

10.1 Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well and why, where and how they need to try more. The parents should be regularly informed about the progress of their child in all subjects, be encouraged to reward achievements, and given suggestions as to how they can support their learning activities.

The learner's progress in all subjects must be reported to parents on the school report.

10.2 Formative and summative assessment

Formative assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment is an assessment made at the end of the school year based on the accumulation of the assessment marks of the learner throughout the year in a given subject, together with any end-of-year examinations. The result of summative assessment is a single end-of-year promotion grade.

10.2.1 Diagnostic Assessment

Barriers to learning, strengths, learning difficulties and gaps in learning can be determined through diagnostic assessment, which takes place at any time during the learning process. Diagnostic assessment should include inputs from the multidisciplinary support team. It informs lesson planning and which learning and teaching methods should be used to support the learners.

10.3 Informal and Formal Methods

The teacher must assess how well each learner masters the competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each

learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating, making value judgements, and in their participation in general.

When it is necessary to structure assessment more formally, the teacher should, as far as possible, use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in any subject should be limited to part of a lesson for the lower grades and a whole lesson in higher grades. End-of-term tests should only be written in the first lesson of the day, so that teaching and learning can continue normally for the rest of the time. **No end-of-term examinations may be written.**

10.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

10.5 Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the specific objectives, and are not related to how well other learners are achieving these objectives or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.6 Grade Descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade for learners achieving minimum competency level. In cases where a learner has not reached the minimum level of competency a U will be awarded. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the letter grades and specific objectives is shown in the table below.

Grade	% Range (Gr. 8 & 9)	Competency Descriptions
A	80%+	Achieved Competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved Competencies very well. The learner's achievement lies substantially above average requirements and is highly proficient in most areas of competency.
C	60-69%	Achieved Competencies well. The learner has mastered the competencies and can apply them in unknown situations and contexts.
D	50-59%	Achieved Competencies satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of Competencies to be considered competent. The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Not achieved the minimum number of Competencies. The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.7 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, assignments, homework and short tests may be recorded for continuous assessment.

10.8 Assessment objectives

The assessment objectives for second languages are:

10.8.1 Listening and Responding

The learner should be able to:

1. listen to and comprehend information
2. recognise a speaker's main points and identify the supporting details and examples
3. use appropriate vocabulary to communicate effectively
4. participate effectively and critically in group discussions and debates

10.8.2 Reading and Responding

The learner should be able to:

1. read aloud to convey understanding of the text and to entertain
2. read silently from a variety of texts to extract specific information
3. read and respond to a variety of texts, including prescribed literary texts

10.8.3 Writing

The learner should be able to:

1. write simple, complex and compound sentences
2. write well-structured paragraphs
3. write creatively a variety of formal and informal texts
4. show a sense of audience and purpose

10.8.4 Grammar and Usage

The learner should be able to:

1. exercise accuracy in spelling, punctuation and grammar
2. use appropriate and imaginative vocabulary and idioms
3. use different parts of speech effectively
4. apply a variety of sentence structures

10.9 Continuous Assessment: Detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by candidates who achieved good, average and low marks, as well as the written assignment and mark scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus.

10.9.1 Listening and Speaking

Learners' listening comprehension should be assessed formally at least twice per term. For this purpose teachers will have to set a listening test that should be answered in writing. The test should be marked out of 10 and the marks recorded in the columns for Listening Comprehension on the CA Record Sheet.

Learners' speaking proficiency should be graded at least twice per term. Teachers should ensure that the marks recorded during the course of a year, include the assessment of prepared as well as unprepared speeches. The marks should be recorded in the appropriate columns on the CA Record Sheet.

10.9.2 Reading and Literature

The main aim of reading is comprehension. In order to understand print, a learner must be able to decode the words on the page and to extract meaning. At the JS phase, learners should have learnt how to decode. However, this might not be the case. Given the complexity of comprehension, it seems likely that learners may fail to understand what they have read for a variety of different reasons. Thus, a comprehensive assessment should include measures of decoding accuracy and fluency, oral language, general cognitive resources and working memory as well as reading comprehension. In addition, every effort should be made to assess comprehension of extended text or discourse, not just word- or sentence-level comprehension.

Reading (aloud) should be taught and assessed informally. The teacher may assess reading comprehension by asking a few questions which the learner could answer orally. The formal assessment of reading comprehension is done in the Reading and Directed Writing exercises.

Learners' understanding of the prescribed literature texts should be assessed formally and the marks recorded in the appropriate columns on the CA Record Sheet. At least one short task/test on the prescribed literature should be marked per term. The formal assessments of literature should be planned in such a way that it includes all different genres in the course of the two years of the Junior Secondary phase.

The study of literature comprises mainly two components: **poetry and prose (including novels, short stories and drama)**.

Prose (either novel or short stories or short dramas)

The content should be studied as to characters and sequence of events, actions and consequences. Written questions should be contextual. Learners should be able to work out the answers themselves using the texts.

Poetry

Learners should be taught to appreciate and enjoy poetry. To actualise this, the learners should understand the content of the poem. Poems should not be memorised. Learners should rather be guided towards the ability to read with expression and interpretation of the emotions involved. "Sing-song" chorusing must never be encouraged or permitted. The love of poetry should be encouraged.

Minimum prescribed reading per grade:

Grade 8: 8 Poems **and** 2 short stories **and** a novel (all compulsory)

Grade 9: 9 Poems **and** a novel **and** a drama (all compulsory)

Recommended extensive reading per grade:

It is recommended that **Grade 8 learners** read a minimum of at least **4 texts** (library books: novels, dramas, or magazines, newspapers), while the **Grade 9** learners read a minimum of at least **5 texts per trimester** (*i.e. in addition to the prescribed texts*).

Teachers can assess such activities in various ways, for example through a book review; writing an essay on their most favourite or less favourite character; writing a new concluding paragraph to a story and explaining why it should end that way; storytelling activities, etc. The purpose is to activate a passion for reading which could in turn improve learners' language proficiency through the expansion of vocabulary. These texts will not be part of the literature paper.

10.9.3 Reading and Directed Writing

At least one task containing a reading text on which a variety of question types are set, should be marked by the teacher and entered on the CA Record Sheet. These questions may include questions testing knowledge of grammar. It is, however, important to note that knowledge of grammar should be assessed within context. Questions should also assess comprehension.

10.9.4 Continuous Writing

At least one essay and one shorter piece of writing should be marked per term and the marks recorded on the CA Record Sheet. Learners will be expected to write essays of approximately the following length:

NB: The statement "at least one task/test" (see 10.9.2 – 10.9.4 above) does not mean ONLY one task/test per trimester. Teachers should give as many activities as they can where possible; and then get the average for continuous assessment by adding the marks and dividing it by total number of tasks given per trimester. Records of all the calculations done must be kept safely as proof.

Compositions/essays:

Grade 8: **180-210**

Grade 9: **210-250**

Shorter tasks:

Grade 8: **120-150 words**

Grade 9: **150-180 words**

10.9.5 Summary of continuous assessment:

Skills	Marks	Total
1. Listening & Speaking		
Listening Comprehension (x 2)	20	
Everyday Interaction	10	
Prepared Speech	10	
Total:		40
2. Reading & Directed Writing		
Reading & Directed Writing Task	20	
Total:		20
3. Literature		
Task or Test (x 2)	20	
Total:		20
4. Continuous Writing		
Composition	10	
Shorter Piece	10	
Total:		20
TOTAL		100

10.9.6 End-of-term mark for the report

The CA marks for one term add up to 100. This mark should be used for the report at the end of term 1 and 2. Schools wanting to organise a short end-of-term test series, can let the learners write one Reading and Directed Writing task during the test series. The marks for this task will then form part of the formal CA marks. It should be entered on the CA record sheet and, along with the CA marks for the other components, will make up the report mark.

It is unacceptable to let the learners write essays and shorter pieces of continuous writing on the last school day in an attempt to keep them at school until the last day. This practice is not educationally sound, because it can lead to negative attitudes towards continuous writing.

10.10 End-of-year examination: detailed guidelines

An end-of-year examination will be written in English Second Language. The purpose of this examination is to assess the extent to which each learner has mastered the objectives for that year. Preparing for and conducting this examination should not take up more than two weeks altogether at the end of the year.

The end-of-year written examination will consist of the following four papers:

Paper 1 - Reading and Directed Writing	DURATION	MARKS
<p>Paper 1 consists of two sections, which should have the same weighting. Questions should be relevant to the given topic. A variety of passages should be chosen from the following: descriptive, narrative, argumentative, factual, expository and informative.</p> <p>Section A - Reading Skills</p> <p>Part 1: Reading text (350-400 words) requiring short answer questions/gap filling/matching items testing learners' ability to skim read the text. (4 marks)</p> <p>Part 2: Reading text (500 words) with three multiple-choice questions testing comprehension (3 marks) and short comprehension questions requiring longer and shorter answers (7 marks) (Total: 10 marks)</p> <p>Part 3: Reading text (350-400 words) with questions testing knowledge, understanding and application of various aspects of grammar (6 marks)</p> <p>Section B - Directed Writing</p> <p>Three questions will be set with different kinds of passages</p> <p>Part 1: A text with 170-200 words: form filling exercise (10÷2 = 5 marks)</p> <p>Part 2: Reading text of 450 words: summary writing (paragraph or note form) of approximately 100 words (7 marks)</p> <p>Part 3: A reading text of 450 words: directed writing response of approximately 150 words e.g. letter, article, report, paragraph, dialogue, etc.) (8 marks)</p>	2 hours	<p>20</p> <p>20</p> <p>Total: 40</p>
<p style="text-align: center;">Paper 2 - Continuous Writing</p> <p>The learner will be expected to respond creatively, using his/her imagination, to a variety of tasks, using appropriate style i.e. writing essays, paragraphs, letters, reports, etc. There will be two sections:</p> <p>Section A: longer piece of writing of 180-210 words (Gr. 8); 210 - 250 words (Gr. 9) from a choice of <u>six topics</u>, which should include descriptive, imaginative, expository, narrative and argumentative topics. (25 marks)</p> <p>Section B: shorter piece of writing of 120 – 150 words. in Grade 8; 150-180 words in Grade 9. There will be <u>four topics</u> to choose from. Topics should include four of the following types of writing: formal and informal letters, reports, reviews. (15 marks)</p>	1 hour 30 minutes	<p>25</p> <p>15</p> <p>(40÷2)</p> <p>Total: 20</p>

PAPER 3 - Listening comprehension	DURATION	MARKS
<p>The question paper consists of two sections. Texts read should be between 300 and 500 words long. The total number of words for Paper 3 should not exceed 1500.</p> <p>Section 1: Part 1: Five short statements with questions requiring one-word answers (180-200 words in total) (5 marks) Part 2: Text with 400 words. Five multiple-choice or true/false questions will be asked. (5 marks)</p> <p>Section 2: Part 1: Text with 400 words. Learners will respond to questions requiring short answers (5 marks) Part 2: Text with 400 words. Learners will respond to questions requiring sentence-length answers including some application (5 marks)</p>	Approx. 30 min.	20
GRADE 8 Paper 4 - Literature		
<p>This paper will consist of three parts (poetry, novel and drama) set on the prescribed books. Each part will have two contextual questions of 20 marks each. Learners will be required to answer ONE question from each section/book.</p> <p>Part 1: Poetry Two contextual questions of 20 marks each will be set on two different poems (20)</p> <p>Part 2: Novel Two contextual questions of 20 marks each will be set on the prescribed novel (20).</p> <p>Part 3: Two Short Stories Two contextual questions of 20 marks each will be set on each of the two different short stories selected by the school. Learners will choose and answer one (20).</p> <p>Learners will be evaluated on their general understanding of broad content, sequence of events, characters and their relationship, actions and consequences, main theme and plot.</p>	1 hour 30 min	60÷3 = 20
GRADE 9 Paper 4 - Literature		
<p>This paper will consist of three parts (poetry, novel and drama) set on the prescribed books. Each part will have two contextual questions of 20 marks each. Learners will be required to answer ONE question from each section/book.</p> <p>Part 1: Poetry Two contextual questions of 20 marks each will be set on two different poems (20)</p> <p>Part 2: Novel Two contextual questions of 20 marks each will be set on the prescribed novel (20).</p> <p>Part 3: Drama Two contextual questions of 20 marks each will be set on the prescribed drama (20).</p> <p>Learners will be evaluated on their general understanding of broad content, sequence of events, characters and their relationship, actions and consequences, main theme and plot.</p>	1 hour 30 min	60÷3 = 20

10.11 Promotion marks

Continuous assessment will contribute 50% towards the final year grade and an end-of-year examination will contribute 50%. [50 marks + 50 marks = 100].

The weighting of each assessment component is as follows:

Component	Description	Marks	Weighting
Continuous assessment	Listening and speaking, reading and writing, grammar and vocabulary	100	50%
Written examination	Paper 1	40	20%
	Paper 2	20	10%
	Paper 3	20	10%
	Paper 4	20	10%
	Total:	100	50%

10.12 Specification Grid

Assessment Objective	Continuous Assessment	Paper 1	Paper 2	Paper 3	Paper 4
Listening & Responding 1	√			√	
Listening & Responding 2	√			√	
Listening & Responding 3	√			√	
Listening & Responding 4	√			√	
Reading & Responding 1	√				
Reading & Responding 2	√	√			√
Reading & Responding 3	√	√			√
Writing 1	√	√			
Writing 2	√				
Writing 3	√		√		
Writing 4	√	√	√		
Grammar & Usage 1	√	√	√		√
Grammar & Usage 2	√	√	√		√
Grammar & Usage 3	√	√	√		√
Grammar & Usage 4	√	√	√		√

10.13 Assessment rubrics

The glossary, assessment rubrics and assessment record sheet are provided in appendixes 1-6.

Paraphrasing

is re-writing another writer's words or ideas in your own words without changing the meaning. The paraphrase is about the same length as the original since the purpose is to restate without omitting anything, and not to shorten.

Summarising

is putting down the main ideas of someone else's work in your own words. A summary is always shorter than the original since the idea is to include only the main points of the original, leaving the irrelevant. A summary is usually about one-third the length of the original.

Now when should you paraphrase and when should you summarise?

Paraphrase when:

- you want to use another writer's words without plagiarising
- you want to use another writer's words without the use of quotes
- the ideas of the other writer are more important than his/her style
- you think that the words of the other writer are too difficult for your readers

Summarise when:

- you want to identify only the main ideas of the writer
- you want to give an overview of the topic (from several sources)
- you want to simplify a complex argument
- you want to condense the matter to suit your requirement

Whether paraphrasing or summarising, it is very important to always cite the original work in order to give credit to the source.

Adapted from: http://www.wordmart.com/html/paraphrasing_versus_summarizin.html
classification

Categorising:

Chronological Order:

the order in which events happened

Communicative:

exchanging information, news, ideas in an interactive way

Competencies:

the skills or knowledge learners should develop

Continuous

the total mark accumulated in all four skills over the three

Assessment Mark:

trimesters

Continuous Writing:

longer and shorter pieces of writing such as compositions, letters, reports, dialogues

Debate:

formal discussion

Directed Writing:

shorter pieces of writing, using a variety of sentence types based on stimulus material

Extensively:

widely

Final Examination

the mark obtained for the internal or external examination/test at

Mark:

the end of the year

Formal Continuous

takes place during structured assessment under controlled

Assessment

conditions

Humorous

funny, amusing

Imaginary

not real, something made up

Informal Continuous Assessment	takes place during lessons and forms integral part of everyday teaching
Internal Examination	an examination set by the teacher and moderated by the Subject Head or a member of the school management
Mixed ability classes	classes with less able and more able learners
Onomatopoeia	The word 'onomatopoeia' comes from the combination of two Greek words, one meaning 'name' and the other meaning 'I make', so <i>onomatopoeia</i> literally means 'the name (or sound) I make.' That is to say that the word means nothing more than the sound it makes. 'Boing' for example, means nothing more than what it sounds like. It is only a sound effect.
Predict / Make Predictions	to say/guess what is going to happen (e.g. before reading or listening to text)
Promotion mark	the average of the CA and the final examination mark
Reading strategies	reading processes and skills
Scan	to read a text quickly (to look for specific information)
Sequencing	ordering a series of things to follow in a particular way
Skim	read a text quickly looking for main points/general information
Summative Assessment	when end-of-year test, together with the continuous assessment marks are added and used for promotional marks
Trimester Mark	the grand total for all the skills assessed during the course of the trimester

Appendix 2:

CONTINUOUS ASSESSMENT RECORD SHEET: ENGLISH SECOND LANGUAGE

GRADE: _____ CLASS: _____

YEAR: _____

SCHOOL: _____

TEACHER: _____

NAME	TRIMESTER	Listening & Speaking						Reading & Dir. Writing		Literature			Continuous Writing			TRIMESTER MARK	TOTAL CA MARK	AVERAGE CA MARK (300÷3)	EXAMINATION MARK	SUB-TOTAL (200÷2)	PROMOTION MARK	
		Listening Comprehension	Listening Comprehension	TOTAL	Everyday Interaction	Prepared Speaking	TOTAL	Task	TOTAL	Task 1	Task 2	TOTAL	Longer Piece	Shorter Piece	TOTAL							
		10	10	20	10	10	20	20	20	10	10	20	10	10	20							100
	1																					
	2																					
	3																					
	1																					
	2																					
	3																					
	1																					
	2																					
	3																					
	1																					
	2																					
	3																					

APPENDIX 3: ENGLISH SECOND LANGUAGE MARKING GRID FOR LONGER PIECES (ESSAYS) – CONTINUOUS ASSESSMENT

		1	2	3	4	5
LANGUAGE USAGE		Sentences show a variety of appropriate structures. A wide range of vocabulary used appropriately and accurately. Almost entirely free of spelling, punctuation and grammatical mistakes. Creative use of <i>idioms</i> . Register (style) is totally relevant to the task.	Sentences are quite well structured. A range of vocabulary appropriately and accurately used. Few spelling, punctuation and grammatical mistakes. Suitable use of idioms. Register (style) is relevant to the task.	Sentences are satisfactorily structured. Adequate use of vocabulary. Some spelling, punctuation and grammatical mistakes. Idioms fairly used. Register (style) is partially relevant to the task.	Sentences are poorly structured. Vocabulary is limited and may be inappropriate. Serious spelling, punctuation and grammatical mistakes impede understanding. Errors of idioms cause confusion. Register (style) is inconsistent.	Virtually no control of the language. Frequent and more serious errors may force the reader to infer/deduce meaning. Register (style) is inappropriate to the task.
CONTENT AND ORGANISATION						
1	Essay is completely relevant to the topic: contains all the elements. Detailed well-structured paragraphs: one main idea per paragraph is evident with appropriate supporting ideas; exceptional use of transitions, clear topic sentences, smooth connections between paragraphs arranged in convincing order. Fluent, coherent development of topic.	9-10 17-20	8 15-16	7 13-14	6 11-12	5 9-10
2	Essay is fairly relevant to the topic: contains most of the elements. Well-structured paragraphs with some detail and development: one idea per paragraph with mostly clear topic sentences and some appropriate supporting ideas; good use of transitions, relatively smooth connections between paragraphs.	8 15-16	7 13-14	6 11-12	5 9-10	4 7-8
3	Essay is partially relevant to the topic: contains some elements. Paragraphs are evident, but not focused on one main idea. Topic sentences are not well constructed.	7 13-14	6 11-12	5 9-10	4 7-8	3 5-6
4	Essay is not particularly relevant to the topic: contains few elements. No paragraphs. Ideas are evident but not developed. Content is limited.	6 11-12	5 9-10	4 7-8	3 5-6	2 3-4
5	Little understanding of the topic. Random, simple ideas.	5 9-10	4 7-8	3 5-6	2 3-4	1 1-2
NB: IF A TASK IS COMPLETELY IRRELEVANT OR OFF TOPIC, AWARD 1MARK IRRESPECTIVE OF THE LANGUAGE.						

Glossary:

- *glean* – get/work out the meaning
- *idioms* – fixed or common expressions e.g. It is raining cats and dogs/part and parcel of/to put up with
- *impeded* – interfere with
- *register* – appropriate level of formality or informality
- *syntax* – (use of) a variety of different types of sentences e.g. simple/complex and compound sentences

Example: CS 3 =	4	or	8
LS 4	10	or	20

APPENDIX 4: ENGLISH SECOND LANGUAGE MARKING GRID FOR LONGER PIECES (COMPOSITIONS) – EXAMINATION

		1	2	3	4	5
LANGUAGE USAGE		Sentences show a variety of appropriate structures. A wide range of vocabulary used appropriately and accurately. Almost entirely free of spelling, punctuation and grammatical mistakes. Creative use of <i>idioms</i> . Register (style) is totally relevant to the task.	Sentences are quite well structured. A range of vocabulary appropriately and accurately used. Few spelling, punctuation and grammatical mistakes. Suitable use of idioms. Register (style) is relevant to the task.	Sentences are satisfactorily structured. Adequate use of vocabulary. Some spelling, punctuation and grammatical mistakes. Idioms fairly used. Register (style) is partially relevant to the task.	Sentences are poorly structured. Vocabulary is limited and may be inappropriate. Serious spelling, punctuation and grammatical mistakes impede understanding. Errors of idioms cause confusion. Register (style) is inconsistent.	Virtually no control of the language. Frequent and more serious errors may force the reader to infer/deduce meaning. Register (style) is inappropriate to the task.
CONTENT AND FORMAT (LAYOUT)						
1	Essay is completely relevant to the topic: contains all the elements. Detailed well-structured paragraphs: one main idea per paragraph is evident with appropriate supporting ideas; exceptional use of transitions, clear topic sentences, smooth connections between paragraphs arranged in convincing order. Fluent, coherent development of topic.	23-25	20-22	17-19	14-16	11-13
2	Essay is fairly relevant to the topic: contains most of the elements. Well-structured paragraphs with some detail and development: one idea per paragraph with mostly clear topic sentences and some appropriate supporting ideas; good use of transitions, relatively smooth connections between paragraphs.	20-22	17-19	14-16	11-13	8-10
3	Essay is partially relevant to the topic: contains some elements. Paragraphs are evident, but not focused on one main idea. Topic sentences are not well constructed.	17-19	14-16	11-13	8-10	5-7
4	Essay is not particularly relevant to the topic: contains few elements. No paragraphs. Ideas are evident but not developed. Content is limited.	14-16	11-13	8-10	5-7	2-4
5	Little understanding of the topic. Random, simple ideas.	11-13	8-10	5-7	2-4	1
NB: IF A TASK IS COMPLETELY IRRELEVANT OR OFF TOPIC, AWARD 1 MARK IRRESPECTIVE OF THE LANGUAGE.						

Glossary:

- *impede* – interfere with
- *infer*
- *layout/format* – the way the information is presented or arranged e.g. where the address and salutation for a letter should be put; how well the writing and pictures on a poster have been placed
- *sense of audience/register* - being aware of who you are writing to and using an appropriate level of formality or informality
- *task achievement* – to complete the task required; to successfully communicate a message.

<p>Example: CS 3 = 8 / 9 / 10 LS 4 25</p>
--

APPENDIX 5: ENGLISH SECOND LANGUAGE MARKING GRID FOR SHORTER WRITING PIECES/TASKS – CONTINUOUS ASSESSMENT

LANGUAGE USAGE		1	2	3	4	5
		Uses language and style purposefully with clear sense of audience and appropriate register throughout. A wide range of vocabulary is used appropriately and accurately. Spelling and punctuation is very well controlled. Hardly any mistakes.	Uses language appropriate for the task with an awareness of audience and correct register although minor inconsistencies are evident. A range of vocabulary is used appropriately and accurately; occasional mistakes in word choice. Spelling and punctuation is well controlled with occasional slips. Few mistakes.	Language usage satisfactory with some awareness of audience. There are some inconsistencies in register. The range of vocabulary is adequate but some errors in word choice. Spelling and punctuation is faulty at times. Some mistakes.	Not very effective language usage, with little or no awareness of audience. There are major inconsistencies in register. A limited range of vocabulary is present; word choice is faulty. Spelling and punctuation errors make understanding difficult. Serious errors.	Language insufficient for task though understandable in places. Frequent serious errors force the reader to infer/deduce meaning.
CONTENT AND FORMAT (LAYOUT)						
1	Excellent achievement of task: content is completely relevant to the task; fully developing all content points; the format is fully observed; the purpose of the task is clearly and fully presented.	9-10	8	7	6	5
2	Task achieved: content covers the requirements of the task although points are partially developed; the format is observed; the purpose of the task is clearly presented.	8	7	6	5	4
3	Task partially achieved: content addresses the requirements of the task but not all points are included; the format is faulty at times; the purpose of the task is presented but not very clear.	7	6	5	4	3
4	Task not satisfactorily achieved; content does not cover the requirements of the task; content points are attempted but many irrelevant details are included; the format is faulty; the purpose for writing is missing.	6	5	4	3	2
5	Task only minimally achieved or not at all: the content is not relevant to the task.	5	4	3	2	1
		9-10	7-8	5-6	3-4	1-2
NB: IF A TASK IS COMPLETELY IRRELEVANT OR OFF TOPIC, AWARD 1MARK IRRESPECTIVE OF THE LANGUAGE.						

Glossary:

- *impede* – interfere with
- *infer*
- *layout/format* – the way the information is presented or arranged e.g. where the address and salutation for a letter should be put; how well the writing and pictures on a poster have been placed
- *sense of audience/register* - being aware of who you are writing to and using an appropriate level of formality or informality
- *task achievement* – to complete the task required; to successfully communicate a message.

<p>Example: CS 3 = 4 or 8 LS 4 10 20</p>

APPENDIX 6:

ENGLISH SECOND LANGUAGE MARKING GRID FOR SHORTER WRITING PIECES/TASKS – EXAMINATION

LANGUAGE USAGE		1	2	3	4	5
		Uses language and style purposefully with clear sense of audience and appropriate register throughout. A wide range of vocabulary is used appropriately and accurately. Spelling and punctuation is very well controlled. Hardly any mistakes.	Uses language appropriate for the task with an awareness of audience and correct register although minor inconsistencies are evident. A range of vocabulary is used appropriately and accurately; occasional mistakes in word choice. Spelling and punctuation is well controlled with occasional slips. Few mistakes.	Language usage satisfactory with some awareness of audience. There are some inconsistencies in register. The range of vocabulary is adequate but some errors in word choice. Spelling and punctuation is faulty at times. Some mistakes.	Not very effective language usage, with little or no awareness of audience. There are major inconsistencies in register. A limited range of vocabulary is present; word choice is faulty. Spelling and punctuation errors make understanding difficult. Serious errors.	Language insufficient for task though understandable in places. Frequent serious errors force the reader to infer/deduce meaning.
CONTENT AND FORMAT (LAYOUT)						
1	Excellent achievement of task: content is completely relevant to the task; fully developing all content points; the format is fully observed; the purpose of the task is clearly and fully presented.	13-15	10-12	8-9	7	6
2	Task achieved: content covers the requirements of the task although points are partially developed; the format is observed; the purpose of the task is clearly presented.	10-12	8-9	7	6	5
3	Task partially achieved: content addresses the requirements of the task but not all points are included; the format is faulty at times; the purpose of the task is presented but not very clear.	8-9	7	6	5	4
4	Task not satisfactorily achieved; content does not cover the requirements of the task; content points are attempted but many irrelevant details are included; the format is faulty; the purpose for writing is missing.	7	6	5	4	3
5	Task only minimally achieved or not at all: the content is not relevant to the task.	6	5	4	3	1-2

NB: IF A TASK IS COMPLETELY IRRELEVANT OR OFF TOPIC, AWARD 1MARK IRRESPECTIVE OF THE LANGUAGE.

Glossary:

- *impede* – interfere with
- *infer*
- *layout/format* – the way the information is presented or arranged e.g. where the address and salutation for a letter should be put; how well the writing and pictures on a poster have been placed
- *sense of audience/register* - being aware of who you are writing to and using an appropriate level of formality or informality
- *task achievement* – to complete the task required; to successfully communicate a message.

<p>Example: CS 3 = $\frac{4 \text{ or } 8}{10 \quad 20}$</p>



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