



ST ANDREW'S COLLEGE



THE DIOCESAN SCHOOL  
FOR GIRLS

## Second Additional Languages at DSG and St Andrew's College

For many years, DSG and St Andrew's College have offered a rich Second Additional Language option to our Grade 8 and 9 pupils.

Each course will demand a rigor and level of application. While the subjects are exploratory, they cannot merely be "fun". When the going gets a little tough, please be supportive of the need for perseverance and effort – it will stand your child in far greater stead than changing subjects on a whim. For this reason, we are providing a detailed guideline to assist in the right choice being made.

In 2023, we are delighted to be offering the following Second Additional Languages:

isiXhosa, French, Classical Civilizations, isiZulu, Mandarin, Music and Spanish. Boys and girls may be selected, through diagnostic tests, by the schools to do Extra English and Afrikaans if they need this support.

### Why do we offer a Second Additional Language?

It is our firm belief that it is our duty as an educational institution that we enrich and stretch our pupils. When one considers how many of our pupils will travel overseas or perhaps even study there, it makes perfect sense to expose them to at least one foreign language that may be of use. A multilingual skill will surely give our pupils more to offer in the job market too.

Yet the study of languages goes far deeper than that.

Learning another language is mentally stimulating. As the mind becomes keener, so too is memory improved. Studies also show a link between multi-language speakers, critical thinking skills and more prudent decision-making abilities. Also, the studying of another language has been shown to improve the learner's first language skills as the learner is made more conscious of language structures, vocabulary, idiom and such.

Learning a new language is also about learning a new culture. In our somewhat fractured and xenophobic society, this role cannot be underestimated. Studying not only the language but the food, festivals, history and religious beliefs of a culture can only lead to a broader understanding.

Finally, there must surely be that moment of metacognition – that ability to reflect on the language one has learnt, what it has led one to reconsider about one's native tongue, and what one has learned about oneself in the process. Granted, languages may not be everyone's cup of tea – but the same applies to our children who have never done Art or Drama. It is only through exposure that one really knows.

## Overview of courses

### CLASSICAL CIVILISATION

“Truly the gods have not from the beginning revealed  
All things to mortals, but by long seeking mortals make  
progress in discovery”  
Xenophanes of Colophon

The Greek and Latin languages have, for centuries, been the vehicle of ideas; the means by which the transmission of the legacy of Greece and Rome has passed on to succeeding generations of humankind. The Greek world was seen as the cradle of Western Civilization. Experts in the visual arts, the Greeks expressed their thoughts in marble, pottery, ivory and precious metals. Masters in literary arts, the Greeks demonstrated a wide-ranging intellectuality and consummate skill in capturing their laughter, sorrow, morality and such through a variety of literary genres. The Greeks bequeathed the sciences of medicine, astronomy, mathematics, physics; the intellectual pursuit of philosophy; the importance of education and schools; the striving toward physical and artistic perfection. The Romans gave the world a different legacy: the art of government and the formulation of laws; building and engineering techniques; the structure of civil service; organization of war and the importance of individualism in politics, religion and aesthetics.

An understanding of both of these worlds enhances the world of the archeologist, architect, historian, artist, dramatist, town planner, engineer, lawyer, writer, teacher and so many more. Covering subjects such as the Ancient Olympic Games, the Spartan Greeks, Greek art and mythology and such, the syllabus also includes the whole of the Mediterranean littoral so as to establish a “bridge” from the continent of Africa to Europe.

### ISIZULU

isiZulu is being introduced in 2023 for Grade 8s. The introduction of another South African language in the SAL slot is immensely enriching for our pupils. Moreover, it also allows those who are considering AS/A levels in Grade 11 and currently have isiXhosa as their First Additional Language, to be able to continue with a South African language that is being offered by the Cambridge Assessment International Education at the IGCSE level (apart from Afrikaans).

In time, it is envisaged that other South African (or African) languages may be introduced to better represent the diversity of our country and pupils attending our schools. At this stage the Nguni languages are a focus, but in time we hope to include the Sotho-Majua-Venda language group.

Aside from the personal satisfaction of learning a new official South African language, learning isiZulu will develop cultural awareness and equip pupils with the ability to communicate with a greater portion of the South African population. As with most of the languages in the SAL option, standard isiZulu is taught to form a strong basis from which additional, localised vocabulary can be drawn. Including the cultural aspects and history of the language will provide a more holistic understanding. Focusing on the basics of grammar with a conversational aspect, pupils can expect to sing songs in class and enjoy an immersion into another of South Africa’s rich and rewarding languages.

# MANDARIN

Mandarin can be traced back over 3,000 years to the first written records and is one of the oldest languages in the world. Learners will be first introduced a phonetic system, Pinyin, the Romanised phonetic system that is used to help vocalize Chinese characters, hànzì. It is used mainly as a tool for pronunciation of the Chinese writing system. As Chinese is a tonal language, tone marks become necessary when Chinese is read in Pinyin.

Knowledge of Chinese characters is introduced. Learners will learn simple and basic Chinese characters and gradually expand their vocabulary by tracing the given characters with the guidance of the teacher.



## Conversational Chinese

Conversational Chinese is the main focus in Grade 8 and 9. Learners are encouraged to learn daily greetings and self-introduction and gradually extend their conversations to talk about topics such as family, numerals, sports, food, sport, animals, body parts and weather and etc.

## Chinese Culture

Chinese culture will be introduced as part of the background knowledge to Chinese learning, such as Chinese art, festival traditions, paper cutting, mask painting, Chinese song learning, weaving Chinese knots and so on in and out of classroom. Fun cultural activities will be held at the Chinese Cultural Centre at Somerset Street on a regular basis.

## Brief outline of topics covered in each term in Grade 8

### Term 1

1. The introduction of Chinese phonetics, including 21 initials
2. Daily greetings
3. Self-introduction
4. Expressing gratitude
5. Introducing others:
6. Inquiring about others
7. Talking about friends
8. Chinese numerals 0-99

### Term 2:

1. Asking about people's age and offering information regarding to age.
2. Nationality
3. Talking about family members and their pets
4. Stating one's profession
5. The days of a week; Today is Monday.
6. The months of a year
7. Animals

Term 3

1. Inquiring about time and giving answers
2. Asking about dates and giving the date
3. Asking about what day it is and giving answers
4. Learn body parts vocabulary and how to describe a person
5. Explaining one's daily schedule/routine: I get up at six o'clock in the morning.

## MUSIC

Music is an international "language". When a group of musicians come together, words are redundant. Music speaks to the soul, develops the brain and teaches pupils time management and good work ethic. The SAL Music option course is two-fold with two distinct ways of engaging with the subject.

Stream 1 is for beginner pupils and/or pupils who have not done music theory before. This offers the ideal opportunity to explore music in all its forms. There are no entry requirements and pupils can choose any instrument on offer in consultation with the specialist music staff. The course will focus on the practical instrument and theory of music.

Stream 2 is for pupils who have experience on their instruments and who have done theory of music before. Both the practical and theory components are covered but at a higher level than in Stream 1.

Pupils playing orchestral instruments or percussion (drums) who have not engaged with any keyboard instrument before, will be required to do a basic course on a keyboard instrument. This is in order to develop a visual concept of the music keyboard to assist in the understanding of the music theory. This is not in addition to the course but supplementary.

Prospective SAL Music pupils will be assessed at the beginning of the year to determine in which Stream they will start. Pupils who progress well in Stream 1 may be transferred to Stream 2.

Assessment takes place during the year, as with other subjects, which gives pupils a sense of progress. Pupils receive four theory lessons in a ten-day cycle and three practical lessons at times agreed on between the pupil and teacher. The practical lessons may be in the afternoon.

As SAL Music is part of the curriculum, there is no additional cost involved unless the pupil wishes to hire an instrument from the Music School. Details with regard to the exact hiring fees are available from the Music Administrator.

SAL Music is a prerequisite for those students who wish to continue with Subject Music in Grades 10 to 12.

Tuition is available for:

**BRASS:** Trumpet, Trombone, Euphonium, Tuba, French Horn

**WOODWIND:** Flute/Piccolo, Clarinet, Saxophone

**STRINGS:** Violin, Viola, Cello, Double Bass

**OTHER:** Piano, Singing, Classical Guitar, Electric Guitar, Percussion, Bagpipes

# ISIXHOSA

Our Country has 11 official languages with isiXhosa being one of them. By studying isiXhosa SAL, learners strive to gain a basic communicative competency in this beautiful language. Additionally, this course aims to help learners gain a greater understanding of the culture and history of the isiXhosa-speaking people of South Africa. The course will be taught by covering vocabulary themes as well as the basic grammar required for communication and comprehension of isiXhosa. The outline of the course is as follows:

## Themes

1. Ukubala / counting
2. Imibala / colours
3. Umzimba / body parts
4. Impahla / clothes
5. Ikhefi / café
6. Ifama / farm
7. Isikolo / school
8. Imidlalo / sport
9. Usapho / family
10. Imozulu/weather
11. Igadi/garden
12. Indlu/house

## Grammar

1. Amahlelo ezibizo / noun classes
2. sivumelanisi sentloko
3. ( subject concord)
4. Isilanduli sesiyaleli / negative command
5. Isibanjalo / copulative
6. ( positive + negative)
7. Isikhombisi 1<sup>st</sup> position and 2<sup>nd</sup> position
8. Isimnini / possessive
9. Amaxesha / Tenses
10. ( present, past and future) + negative

## Transactional writing

1. Dialogue
2. Impahla / clothes
3. Ifama / farm
4. Ikhefi / café
5. Indlu / house

## Essay

1. Isikolo / school
2. Imidlalo / sport
3. Usapho / family
4. Inja nekati

## SPANISH

Spanish or Castellano is a romance language derived from Vulgar Latin. It is the world's second most popular native language both in terms of number of speakers and the number of countries in which it is the dominant language. The Spanish speaking population is one of the fastest growing segments in the world, especially in the United States.

First Term: It aims to provide the students with the following themes:

- Introduction to Spanish alphabets
- Greetings (formal and informal)
- Spanish numbers (0-100)
- Ordinal and cardinal numbers (1-10)
- Days of the week
- Months of the year
- Introduction of self
- Colours

Second Term: It aims to provide the students with sufficient understanding of standard Spanish relating to basic needs with the following themes:

- Food and drink vocabularies
- Giving directions
- Telling the time
- Nationality
- Household furniture and electrical appliance vocabularies
- Shoe and clothing vocabularies
- Weather and seasons
- Medical vocabularies

Third Term: It aims to provide the students with reaching a conversational Spanish level which will develop listening skills. It includes the following themes:

- Listening to short comprehension
- Learning a little about gender: masculine and feminine
- Singing poems and rhymes
- Daily schedule and routine
- Family tree

# FRENCH

TERM 1		
Themes	Culture	Communicative objectives
<b>Greetings</b>		
<ul style="list-style-type: none"> <li>- How to introduce yourself</li> <li>- How to say where you live</li> <li>- Country of origin / Nationality</li> <li>- Numbers (0 – 20) and ages</li> <li>- Months and days of the week (birthdays)</li> <li>- The verbs avoir (to have) and être (to be)</li> <li>- Family and pets</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction to general French cultural practices</li> <li>- Geography of France and the French speaking countries</li> <li>- Formal / Informal greetings in France</li> </ul>	<ul style="list-style-type: none"> <li>- How to ask for someone's personal information</li> </ul>
<b>Physical Description</b>		
<ul style="list-style-type: none"> <li>- Colours</li> <li>- Hair, length and texture</li> <li>- Eye, colour</li> <li>- General physical appearance (short, tall, slim, chubby...)</li> </ul>	<ul style="list-style-type: none"> <li>- French artists (musicians, actors, painters, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- How to describe a French celebrity</li> </ul>
<b>Personality</b>		
<ul style="list-style-type: none"> <li>- Adjectives (shy, lazy, kind...)</li> <li>- Your likes and dislikes (sports and hobbies)</li> </ul>	<ul style="list-style-type: none"> <li>- French Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>- Speed dating</li> </ul>
TERM 2		
Themes	Culture	Communicative objectives
<b>Weather and seasons</b>		
<ul style="list-style-type: none"> <li>- Talk about the weather and seasons</li> <li>- Clothes and accessories</li> <li>- Daily routine</li> <li>- Sports and hobbies</li> <li>- Holidays and destinations</li> </ul>	<ul style="list-style-type: none"> <li>- Famous French designers (Ej: Coco Chanel)</li> <li>- French holidays</li> </ul>	<ul style="list-style-type: none"> <li>- How to write a postcard</li> </ul>
<b>My home</b>		
<ul style="list-style-type: none"> <li>- My house / flat</li> <li>- My city (shops, tourist attractions, traditions)</li> <li>- Modes of transport</li> <li>- Directions</li> </ul>	<ul style="list-style-type: none"> <li>- French cities</li> </ul>	<ul style="list-style-type: none"> <li>- How to ask for and give directions</li> </ul>
TERM 3		
Themes	Culture	Communicative objectives
<b>Food</b>		
<ul style="list-style-type: none"> <li>- Different meals of the day</li> <li>- Different type of food</li> <li>- How to follow a recipe in French</li> </ul>	<ul style="list-style-type: none"> <li>- Typical French cuisine</li> </ul>	<ul style="list-style-type: none"> <li>- How to order a meal at a restaurant</li> </ul>
<b>Going out</b>		
<ul style="list-style-type: none"> <li>- Different type of questions (When / What / Where / How much, etc.)</li> <li>- The important stages / events in one's life (birth, christening, marriage, etc.)</li> <li>- How to read / understand an invitation</li> </ul>	<ul style="list-style-type: none"> <li>- How the French entertain themselves (music, dance, cinema, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- How to invite someone out</li> </ul>