

2021 Post –National Revised ATP: Grade 10 – Term 1: **ENGLISH SECOND ADDITIONAL LANGUAGE**

TERM 1 (45 days)	Week 1 27 - 29 Jan (3 days)	Week 2 01 - 05 Feb (5 days)	Week 3 08 – 12 Feb (5 days)	Week 4 15 - 19 Feb (5 days)	Week 5 22 - 26 Feb (5 days)	Week 6 01 - 05 March (5 days)	Week 7 08 - 12 March (5 days)	Week 8 15 - 19 March (5 days)	Week 9 22 - 26 March (4 days)	Week 10 29 - 31 March (3 days)
CAPS Topics	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)
Topics /Concepts, Skills and Values	<p>Listening and speaking</p> <p>Listen for information and informal speaking: Pair and whole class: Introduce a class-mate using the information provided</p> <p>Writing and presenting</p> <p>Descriptive paragraph: Write a descriptive paragraph.</p> <p>Focus on vocabulary and sentence construction and clarity</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Reading for comprehension: • intensive reading of shorter texts for summary and note taking • read an informative text (e.g. a descriptive passage) • recognise and introduce simple important facts and opinions</p> <p>Extended independent reading / viewing: Introduce extended reading project</p> <p>Language structures and conventions Statements, sentence structure (Subject - verb - object), adjectives Use of the simple present tense Vocabulary from texts dealt with</p>	<p>Listening and speaking</p> <p>Informal conversation, express opinion on a topic discussed in class</p> <p>Writing and presenting</p> <p>Narrative paragraph: Write two narrative paragraphs in relation to the issues explored in the literary text OR Write two paragraphs in which you express your opinion on a topic discussed in class.</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Literary text:</p> <ul style="list-style-type: none"> • Introduction to literature. • Introduction of the literary features • Intensive reading of shorter written texts for comprehension at sentence and paragraph level • Focus on one identifying feature and discuss its use. • Read and discuss text <p>Language structures and conventions</p> <p>Expressing emotions: adverbs and adjectives (revision) Remedial grammar from learners' writing Vocabulary: Forming adverbs (e.g. <i>quick - he ran quickly</i>) and adjectives (e.g. <i>amaze - the boy was amazed</i>) Degrees of comparison</p>	<p>Listening and speaking</p> <p>Converation (SBA)</p> <p>Writing and presenting</p> <p>Longer transactional text: dialogue</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Intensive reading of shorter written texts for comprehension at sentence and paragraph level: • Vocabulary development of expressing an opinion. Text showing opinion / attitude Identify and explain writer's opinion/ attitude. • Explain own attitude/ opinion This text can be related to the theme used for listening</p> <p>Language structures and conventions</p> <p>Phrase and sentence structures and conventions Punctuation conventions of direct/indirect speech and dialogue Interrogatives Vocabulary: related to reading text</p>	<p>Listening and speaking</p> <p>Converation (SBA)</p> <p>Writing and presenting</p> <p>Shorter transactional text: Write notes into full sentences</p> <p>Summarise a text provided in point form</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Literary text:</p> <ul style="list-style-type: none"> • Follow the development of a character in a short story / discussion on features of a poem <p>Visual text: Reading of visual text for appreciation and comprehension</p> <ul style="list-style-type: none"> • Introduce features of visual text • View and discuss various visual texts e.g. cartoon, comic strip, advertisement <p>Language structures and conventions</p> <p>Punctuation of direct and indirect speech (revision) Remedial grammar from learners' writing Vocabulary: find out the meaning of words in reading - dictionary</p>	<p>Listening and speaking</p> <p>Listening for information and comprehension: Listen to various texts, e.g. song / words of song. Discuss. OR Story telling: extended reading project</p> <p>Writing and presenting</p> <p>Shorter transactional text: Poster/ Flyer e.g. a musical event</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Intensive reading of multimodal and visual texts: • Introduce features of visual text • View and discuss various visual texts e.g. a graph, diagram, photograph</p> <p>Language structures and conventions</p> <p>Verbs, adjectives and nouns - revision integrated with reading and writing Explain meaning of verbs, adjectives and nouns in use Remedial grammar from learners' writing Vocabulary: in context</p>
Requisite pre-knowledge	Listening skills Speaking skills Writing a paragraph Process writing Text structure and	Reading strategies Knowledge of language structures and conventions	Listening skills Speaking skills Writing paragraphs Process writing Text structure and	Reading skills Content knowledge of literature Literary concepts	Listening for comprehension skills Writing of a dialogue Process writing Text structure and	Reading skills Knowledge of language structures and conventions	Speaking skills Knowledge and skills to summarise texts	Reading skills Content knowledge of literature Literary concepts	Listening and speaking skills Knowledge of writing a poster/ flyer	Reading and analytical skills Knowledge of language structures and conventions

TERM 1 (45 days)		Week 1 27 - 29 Jan (3 days)	Week 2 01 - 05 Feb (5 days)	Week 3 08 - 12 Feb (5 days)	Week 4 15 - 19 Feb (5 days)	Week 5 22 - 26 Feb (5 days)	Week 6 01 - 05 March (5 days)	Week 7 08 - 12 March (5 days)	Week 8 15 - 19 March (5 days)	Week 9 22 - 26 March (4 days)	Week 10 29 - 31 March (3 days)
		language features		language features	Knowledge of language structures and conventions	language features			Knowledge of language structures and conventions		
Resources (other than textbook) to enhance learning		Information sheet – introduction of friend Writing study guide	Magazines/ news papers Library books	Magazines/ news papers	Magazines/ news papers Video or audio text of literature	Magazines/ news papers Video or audio text of literature	Magazines/ news papers	Information sheet Different forms to be filled in	Video or audio text of literature	Video or audio text Examples of posters and flyers	Magazines/ news papers
Assessment	Informal Assessment: Remediation	1. Listening to the introduction of a friend 2. Write a paragraph	1. Reading comprehension exercise 2. Reading and viewing exercise 3. Revision of language structures and conventions	1. Conversation 2. Write a narrative essay	1. Reading comprehension exercise 2. Literature activity: contextual questions 3. Revision of Language structures and conventions	1. Listening comprehension exercise 2. Write a dialogue	1. Reading comprehension exercise 2. Revision of language structures and conventions	1. Conversation 2. Write a summary	1. Reading comprehension exercise 2. Revision of language structures and conventions	1. Listening comprehension exercise 2. Write a poster/ flyer	1. Reading of multimedia and visual texts 2. Revision of language structures and conventions
	SBA Formal Assessment					TASK 1 (25) Oral: Conversation				TASK 2 (40) Test 1 Language in context Comprehension (30) (Written text – 24 Visual text – 6) Summary (10)	

2021 Post – Covid: National Revised ATP: Grade 10 – Term 2: **ENGLISH SECOND ADDITIONAL LANGUAGE**

TERM 2 (54 days)	Week 1 13 - 16 April (4 days)	Week 2 19 - 23 April (5 days)	Week 3 26 – 30 April (3 days)	Week 4 03 – 07 May (5 days)	Week 5 10 - 14 May (5 days)	Week 6 17 - 21 May (5 days)	Week 7 24 – 28 May (5 days)	Week 8 31 May – 4 June (5 days)	Week 9 07 – 11 June (5 days)	Week 10 14 – 18 June (4 days)	Week 11 21 – 25 June (5 days)
CAPS Topics	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)
Topics /Concepts, Skills and Values	<p>Informal speaking: Give instructions or directions (e.g. how to make a cup of tea) in groups / individual</p> <p>Writing and presenting</p> <p>Shorter transactional text: Write directions or instructions on e.g. how to protect yourself against the Coronavirus</p> <p>Focus on:</p> <p>Process writing: Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Intensive reading of shorter written texts for comprehension at a word level:</p> <p>Read examples of instructions or directions</p> <p>Literary text</p> <p>Reading of literary text for appreciation and comprehension</p> <p>Language structures and conventions</p> <p>Imperative Conjunctions Logical connectors that signal cause (e.g. <i>because, so, therefore</i>) and time (e.g. <i>then, next, after</i>) Prepositions (revision) Vocabulary related to reading text/s</p>	<p>Listening and speaking</p> <p>Formal speaking and presenting: Discuss the features of prepared speech Prepared speaking</p> <p>Writing and presenting</p> <p>Longer transactional text: Prepared speech</p> <p>Focus on:</p> <p>Process writing: Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Written text Read to identify and discuss the use of e.g. tenses introduced</p> <p>Literature text</p> <p>Reading and analysis of literary text</p> <p>Language structures and conventions</p> <p>Revision and introduction of tenses. Remedial grammar from learners' writing Vocabulary in context</p>	<p>Listening and speaking</p> <p>Prepared Reading Aloud (SBA)</p> <p>Writing and presenting</p> <p>Shorter transactional text: Write an advertisement / invitation card</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Visual Text</p> <p>Read and interpret the features of e.g. cartoons, comic strips / comic videos</p> <p>Literary text</p> <p>Controlled test (SBA)</p> <p>Language structures and conventions</p> <p>Phrase and sentence structures and conventions Remedial grammar from learners' writing Vocabulary in context</p>	<p>Formal speaking and presenting</p> <p>Role play on the message as evident in the literary text</p> <p>Writing and presenting</p> <p>Descriptive / narrative paragraphs: Write a passage of two paragraphs on the chosen literary text as discussed.</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Literary Text</p> <p>Reading of literary text for appreciation and comprehension</p> <p>Language structures and conventions</p> <p>Identify and reinforce the different language structures and conventions. Vocabulary in context</p>	<p>Listening and speaking</p> <p>Listening for information: Listening comprehension 2 - listening for specific information, e.g. audio-advertisement or dialogue</p> <p>Writing and presenting</p> <p>Longer transactional text: friendly letter</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Intensive reading of shorter written texts for comprehension at a whole text level:</p> <p>Reading for appreciation: Read examples of friendly letters longer</p> <p>Literary Text</p> <p>Reading of literary text for appreciation and comprehension</p> <p>Language structures and conventions</p> <p>Correlation of subject and object to verb and adjectives in sentence structures. Word order Vocabulary in context</p>	<p>Listening and speaking</p> <p>listening for interaction: Listen and present e.g. short messages / instructions / announcements informal speaking: Role play</p> <p>Writing and presenting</p> <p>Shorter Transactional text: Write a short message e.g. e-mail on various topics</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>
Requisite pre-knowledge	Giving directions or instructions orally and in writing Process writing Text structure and language features	Knowledge of language structures and conventions	Listening and speaking skills Writing of prepared speech Process writing Text structure and language features	Reading skills Knowledge of language structures and conventions	Reading skills Writing of an advertisement / invitation card Process writing Text structure and language features	Knowledge of reading and viewing of visual texts Reading skills Content knowledge of literature Literary concepts	Writing of paragraphs Process writing Text structure and language features	Reading skills Content knowledge of literature Literary concepts Knowledge of language structures and conventions	Listening skills Writing of a friendly letter Process writing Text structure and language features	Reading skills Knowledge of language structures and conventions	Listening and speaking skills Writing of an e-mail Process writing Text structure and language features

TERM 2 (54 days)		Week 1 13 - 16 April (4 days)	Week 2 19 - 23 April (5 days)	Week 3 26 – 30 April (3 days)	Week 4 03 – 07 May (5 days)	Week 5 10 - 14 May (5 days)	Week 6 17 - 21 May (5 days)	Week 7 24 – 28 May (5 days)	Week 8 31 May – 4 June (5 days)	Week 9 07 – 11 June (5 days)	Week 10 14 – 18 June (4 days)	Week 11 21 – 25 June (5 days)
							Knowledge of language structures and conventions					
Resources (other than textbook) to enhance learning		Examples of road maps				Audio-advertisements	Examples of advertisements					
Assessment	Informal Assessment: Remediation	1. Write directions or instructions	1. Revision of language structures and conventions	1. Writing of prepared speech 2. Presenting of prepared speech	1. Revision of literary text: contextual questions 2. Revision of language structures and conventions	1. Reading 2. Write an advertisement/ invitation card	1. Revision of visual texts 2. Revision of literary text 3. Revision of language structures and conventions	1. Write two paragraphs	1. Revision of literary text 2. Revision of language structures and conventions	1. Listening comprehension 2. Write a friendly letter	3. Revision of literary text: contextual questions 4. Revision of language structures and conventions	1. Write an email
	SBA Formal Assessment			TASK 3 (25) Oral: Prepared speech		TASK 4 (25) Oral: Prepared Reading Aloud		Task 5 (40) TEST 2 Language in context: Advertisement (10) Cartoon/ comic strips (10) Prose and picture (20)			TASK 6 (20) TEST 2 Literature (Contextual questions)	

2021 Post – Covid: National Revised ATP: Grade 10 – Term 3: **ENGLISH SECOND ADDITIONAL LANGUAGE**

TERM 3 (53 days)	Week 1 13 - 16 July (4 days)	Week 2 19 - 23 July (5 days)	Week 3 26 – 30 July (3 days)	Week 4 02 – 08 August (5 days)	Week 5 09 – 13 August (4 days)	Week 6 16 – 20 August (5 days)	Week 7 23 – 27 August (5 days)	Week 8 30 August – 3 Sep (5 days)	Week 9 06 – 10 September (5 days)	Week 10 13 – 17 September (5 days)	Week 11 20 – 23 September (4 days)
CAPS Topics	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)
Topics /Concepts, Skills and Values	<p>Prepared reading aloud with purpose</p> <p>e.g. selected texts</p> <p>Writing and presenting</p> <p>Narrative essay e.g. narrate an amusing incident.</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Literary text</p> <p>Reading of literary text for appreciation and comprehension</p> <p>Language structures and conventions</p> <p>Reinforce the imperative Language structure: Topic sentence and supporting details</p> <p>Verb tenses Vocabulary in context</p>	<p>Writing and presenting</p> <p>Longer transactional text: Letter of appreciation/ expressing enjoyment</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features AND Shorter transactional text: Summary writing</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Literary text</p> <p>Reading of literary text for appreciation and comprehension</p> <p>Language structures and conventions</p> <p>Tone, voice, effect Modal verbs Vocabulary in context</p>	<p>Listening for information and comprehension</p> <p>Listen to radio drama/ recorded speech/ role play/ play reading</p> <p>Extended independent reading/ viewing</p> <p>Enrichment text e.g. fantasy, dream</p> <p>Writing and presenting</p> <p>Narrative essay e.g. narrate an amusing incident.</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Literary text</p> <p>Reading of literary text for appreciation and comprehension</p> <p>Language structures and conventions</p> <p>Nouns Singular and plural forms Remedial grammar from learners' writing Vocabulary related to reading text</p>	<p>Informal speaking</p> <p>Conversation related to literary text</p> <p>Writing and presenting</p> <p>Shorter transactional text: diary entry</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p>	<p>Reading and viewing</p> <p>Literary text</p> <p>Reading of literary text for appreciation, comprehension and critical language awareness</p> <p>Language structures and conventions</p> <p>Passive and active voice Denotation and connotation Conjunctions Idioms/ proverbs Vocabulary in context</p>	<p>Listening and speaking</p> <p>Listening for comprehension</p> <p>Writing and presenting</p> <p>Longer transactional text: Write a letter to congratulate a friend/ thank a teacher</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Text structure and language features (see 3.3 in CAPS)</p> <p>AND</p> <p>Revision of format of longer and shorter transactional texts</p>	<p>Reading and viewing</p> <p>literary text: Reading of literary text for appreciation and comprehension</p> <p>Language structures and conventions</p> <p>Active and passive voice revision Conjunctions Remedial grammar from learners' writing Vocabulary in context</p>	<p>Listening for information</p> <p>Note-taking practice. Listening for main points, examples, etc.</p> <p>Writing and presenting</p> <p>Shorter transactional text Write notes into full sentences</p> <p>Summary writing Teach features of writing a summary</p> <p>Summarise a text provided in point form</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p>
Requisite pre-knowledge	Knowledge of essay writing	Reading skills Content knowledge of literature Literary concepts Knowledge of language structures and conventions	Knowledge of writing a letter Process writing Text structure and language features Summary writing skills Process writing Planning, drafting,	Reading skills Content knowledge of literature Literary concepts Knowledge of language structures and conventions	Knowledge of essay writing	Reading skills Content knowledge of literature Literary concepts Knowledge of language structures and conventions	Skills to have a conversation Knowledge of diary entries and essay writing Process writing Text structure and language features	Reading skills Content knowledge of literature Literary concepts Knowledge of language structures and conventions	Listening with comprehension skills Knowledge of longer and shorter transactional texts Process writing Text structure and language features	Reading skills Content knowledge of literature Literary concepts Knowledge of language structures and conventions	Listening skills Knowledge and skills to summarise texts

TERM 3 (53 days)		Week 1 13 - 16 July (4 days)	Week 2 19 - 23 July (5 days)	Week 3 26 – 30 July (3 days)	Week 4 02 – 08 August (5 days)	Week 5 09 – 13 August (4 days)	Week 6 16 – 20 August (5 days)	Week 7 23 – 27 August (5 days)	Week 8 30 August – 3 Sep (5 days)	Week 9 06 – 10 September (5 days)	Week 10 13 – 17 September (5 days)	Week 11 20 – 23 September (4 days)
				revising, editing, proof-reading and presenting								
Resources (other than textbook) to enhance learning												
Assessment	Informal Assessment: Remediation	1. Write a narrative essay	1. Revision of literary text: contextual questions 2. Revision of language structures and conventions	1. Write a letter 2. Write a summary	1. Revision of literary texts 2. Revision of language structures and conventions	1. Listening exercise 2. Writing an essay	3. Revision of literary text: contextual questions 4. Revision of language structures and conventions	1. Conversation 2. Make a diary entry	1. Revision of literary text: contextual questions 2. Revision of language structures and conventions	1. Revision of format of longer and shorter transactional texts	1. Revision of literary text: contextual questions 2. Revision of language structures and conventions	1. Listening comprehension 2. Summary writing
	SBA Formal Assessment					Task 7 (40 marks) Writing: Narrative/Descriptive essay				Task 8 (25 marks) Oral: Listening comprehension		

2021 Post –National Revised ATP: Grade 10 – Term 4: ENGLISH SECOND ADDITIONAL LANGUAGE

Term 4 (47 days)		Week 1 04 – 08 October (4 days)	Week 2 11-15 October (5 days)	Week 3 18-22 October (5 days)	Week 4 25-29 October (5 days)	Week 5 01-05 November (5 days)	Week 6 08-12 November (5 days)	15 Nov– 08 December 15/18 days
CAPS Topics		Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	Listening and speaking (2 hrs.) Writing and presenting (2 hrs.)	Reading and viewing (3 hrs.) Language structures and conventions (1 hr.)	
Topics /Concepts, Skills and Values		Listening for appreciation E.g. music, recorded reading, songs, recitation of poetry Writing and presenting Longer transactional text: Letter of appreciation / expressing enjoyment Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Reading and viewing Extended independent reading / viewing: For appreciation and enjoyment. Language structures and conventions Polite forms and stock phrases of thanks. Culturally appropriate forms of address Register Vocabulary in context	Listening and speaking Informal speaking Revision: informal class and group discussion during exam preparation Writing and presenting Examination preparation Write from a choice of creative forms – choosing a topic and brainstorming/ mind-mapping Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Reading and viewing Literary text: Revision Language structures and conventions Dictionary work / practice idioms / proverbs / sayings relevant to the text studied Remedial grammar from learners 'writing Vocabulary in context	Writing and presenting Revision of the format, text structures and language features of transactional texts	Reading and viewing Revision Language structures and conventions Revision of Active and passive voice, Direct and indirect speech, Question tags Word orde	TASK 9 (300) End-of-year Examinations Paper 1: Language in context (80) (2 hrs.) Paper 2: Literature (40) (1½ hrs.) Paper 3: Writing (80) (2½ hrs.) Paper 4: Orals (100)
Requisite pre-knowledge		Listening skills Knowledge letter writing	Reading skills Knowledge of language structures and conventions	Listening and speaking skills Knowledge of different writing texts	Knowledge of prescribed literature Knowledge of language structures and conventions	Knowledge of different writing texts	Knowledge of prescribed literature Knowledge of language structures and conventions	
Resources (other than textbook) to enhance learning		Recorder						
Assessment	Informal Assessment: Remediation	1. Listening exercise 2. Writing a letter	1. Reading exercise 2. Language structures and convention exercise	1. Conversation 2. brainstorming/ mind- mapping of topics in writing	1. Revision of literary text 2. Language exercise	1. Revision of writing texts	1. Revision of literary text 2. Language exercise	
	SBA (Formal)							

2021 PROGRAMME OF ASSESSMENT FOR SECOND ADDITIONAL LANGUAGES, GRADE 10 and 11

Formal Assessment Tasks in Term 1				
TERM 1	Task 1 – 25 marks	Task 2 – 40 marks		
65 marks converts to 100	Oral: Conversation	TEST 1: Language in context Comprehension {Written text (24 marks) and Visual text (6 marks)} (30) Summary (10)		
Formal Assessment Tasks in Term 2				
TERM 2	Task 3 – 25 marks	Task 4 – 25 marks	Task 5 – 40 marks	Task 6 – 20 marks
110 marks converts to 100	ORAL: Prepared speech	ORAL: Prepared reading aloud	TEST 2: Language in context Language structures and conventions Advertisement (10) Cartoon/comic strip (10) Prose and picture (20)	TEST 3: Literature Contextual questions
Formal assessment tasks in Term 3				
TERM 3	Task 7 – 40 marks		Task 8 – 25 marks	
65 marks converts to 100	Writing: Narrative/Descriptive essay		ORAL: Listening comprehension	
Formal assessment tasks in Term 4				
TERM 3	Task 9 – 300 marks			
300 marks	END-OF-YEAR EXAMINATIONS Paper 1 - Language In context (80 marks) (2 hrs.) Paper 2 - Literature (40 marks) (1, 5 hrs.) Paper 3 - Writing (80 marks) (2, 5 hrs.) Paper 4 – *Orals (100 marks)			
*Orals: Learners should do one prepared speaking task, one conversation task, one listening task, and one prepared reading aloud task during the year.				