



2021 National ATP: Grade 11 – 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>Informal speaking:</p> <p>Conversation, express opinion on a topic discussed in class</p> <p>Writing and presenting</p> <p>Descriptive essay</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing,</p>	<p>Reading and viewing</p> <p>Intensive reading of shorter texts for summary and note taking:</p> <p>Informative text (e.g. a descriptive passage)</p> <p>Simple summary of important facts introduce fact and opinion</p>	<p>Listening and speaking</p> <p>Listening for information and comprehension:</p> <p>Teach features of listening for information and comprehension Listening comprehension task</p> <p>Writing and presenting</p>	<p>Reading and viewing</p> <p>Reading for comprehension:</p> <p>Vocabulary development and language use literary text Introduction to literature.</p> <p>Focus on features and discuss their use.</p>	<p>Listening and speaking</p> <p>Conversation (SBA)</p> <p>Express an opinion on a topic discussed in class Formal speaking and presenting Role play</p> <p>Writing and presenting</p>	<p>Reading and viewing</p> <p>Reading of literary text for appreciation and comprehension</p> <p>Intensive reading of shorter written texts for comprehension at a word level:</p> <p>Teach the vocabulary</p>	<p>Listening and speaking</p> <p>Informal speaking: Conversation, features of literary text studied</p> <p>Writing and presenting</p> <p>Shorter transactional text: Filling in a form, e.g. application form</p> <p>Focus on:</p>	<p>Reading and viewing</p> <p>Reading for comprehension on: Vocabulary development and language use literary text</p> <p>Reading of literary text for appreciation and comprehension</p>	<p>Listening and speaking</p> <p>Listening for information and comprehension: Listen to various texts, e.g. song / words of song.</p> <p>Discuss. OR Story telling: extended reading project</p> <p>Writing and presenting</p>	<p>Reading and viewing</p> <p>Intensive reading of multimodal and visual texts:</p> <p>Introduce features of visual text</p> <p>View and discuss various visual texts e.g. a graph, diagram, photograph</p>



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	proofreading and presenting Text structure and language features (see 3.3)	extended independent reading / viewing: Extended reading project introduced Language structures and conventions Statements, sentence structure (Subject – verb – object), adjectives Use of the simple present tense Vocabulary from texts dealt with	Descriptive essay: Write a narrative essay Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Read and discuss text Language structures and conventions Expressing emotions: adverbs and adjectives (revision) Vocabulary: Forming adverbs (e.g. quick – he ran quickly) and adjectives (e.g. amaze – the boy was amazed) Degrees of comparison	Longer transactional text: Write a dialogue Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	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 Language structures and conventions Punctuation conventions of direct speech and	Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Follow the development of a character in a short story / discussion on features of a poem Language structures and conventions Punctuation Direct and indirect speech Nouns Pronouns Remedial grammar from learners' writing Vocabulary in context	Shorter transactional text: Poster / flyer for e.g. a fundraising event Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Language structures and conventions Verbs, adjectives and nouns – revision integrated with reading and writing Tenses Explain meaning of verbs, adjectives and nouns in use Remedial grammar from learners' writing Vocabulary: in context



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							dialogue Conjunctions interrogative s Vocabulary: related to reading text Remedial grammar from learners' writing				
Requisite pre-knowledge	Conversation Knowledge of essay writing	Reading comprehension and summary writing skills	Listening skills Knowledge of essay writing	Reading comprehension and writing skills	Speaking and listening skills Knowledge of writing a dialogue	Reading comprehension and writing skills Knowledge of language structures and conventions	Listening and speaking skills Knowledge and skills of filling out forms	Knowledge of reading comprehension and literary text Knowledge of language structures and conventions	Listening skills Knowledge of writing a poster/ flyer	Knowledge of reading comprehension and visual text analysis Knowledge of language structures and conventions	
Resources (other than textbook) to enhance learning											
Assessment	Informal Assessment : Remediation	1. Listening comprehension 2. Write a descriptive essay	1. Reading and summary writing	1. Listening comprehension	1. Reading comprehension 2. Language structure	1. Conversation task 2. Write a dialogue	1. Literary exercise 2. Language structure and	1. Conversation 2. Filling in a form	1. Literary exercise 2. Language structure and	1. Listening comprehension	1. Visual texts exercise 2. Language structure



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				2. Write a narrative essay	and convention exercise		convention exercise		convention exercise	2. Write a poster / flyer	and convention exercise
	SBA Formal Assessment					TASK 1 (25) Oral: Conversation				TASK 2 (40) TEST 1 Language in context Comprehension (30) Summary (10)	

2021 National ATP: Grade 11 – Term 2: ENGLISH SECOND ADDITIONAL LANGUAGE

TERM 2 (51 days)	Week 1 13 - 16 April (4 days)	Week 2 17 – 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 – 04 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.)



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Topics / Concepts, Skills and Values	Listening and speaking Informal speaking: Give instructions or directions (e.g. bus route guide) in groups / individual Writing and presentin g Short transaction al text: Write directions or instructions on e.g. how to get	Reading and viewing Intensive reading of shorter written texts for comprehensio n at a word level: Read examples of instructions or directions Language structures and conventions Imperative Conjunctions Pronouns Logical connectors that signal cause (e.g.	Listening and speaking Formal speaking and presenting : Discuss the features of a prepared speech Prepared speaking Writing and presentin g Longer transaction al text: Write a prepared speech.	Reading and viewing Reading for comprehensio n: Vocabulary Development and language use e.g. to identify and discuss the use of grammatical aspects, e.g. tenses, adjectives Language structures and conventions Revision of tenses Prepositions	Listening and speaking Listening for information: Listening Comprehensi on 2 – listening for specific information E.g. audio- advertisement or dialogue Writing and presenting Shorter transactional text: Write an advertisement / postcard/ invitation card Focus on:	Reading and viewing Reading for comprehen sion: Read and interpret the features of e.g. visual texts: cartoons, comic strips / comic videos Literary text: Reading of literary text for appreciatio n and comprehen sion	Listening and speaking Formal speaking and presenting : Role play on the message in the literary text Writing and presentin g Shorter/ longer transaction al text: Use a literary text as a base for	Reading and viewing Reading for comprehensio n: Vocabulary development and language use Literary text: Reading of literary text for appreciation and comprehensio n Language structures and conventions Identify and reinforce the different language	Listenin g and speaking Prepared reading aloud with purpose: Reading aloud with focus on fluency, pronunci ation and tone e.g. Formal letter written by self / peers or others Writing and	Reading and viewing Extended independe nt reading / viewing: Reading for appreciatio n: Read examples of formal letters Language structures and conventio ns Correlation of subject and object to verb and adjectives	Listening and speaking Listening for interaction: Listen and present e.g. short messages / instructions / announce ments Writing and presenting Shorter transaction al text: e- mail / fridge note / message on answering machine



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	<p>to a particular point using a bus route guide</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>because, so, therefore) and time (e.g. then, next, after)</p> <p>Prepositions (revision)</p> <p>Vocabulary in context</p>	<p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Dictionary work</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary in context</p>	<p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Language structures and conventions</p> <p>Phrase and sentence structures and conventions</p> <p>Active and passive voice</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary in context</p>	<p>writing diary entries or a friendly letter</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>structures and conventions.</p> <p>Vocabulary in context</p>	<p>presenting</p> <p>Longer transactional text: formal letter</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>in sentence structures</p> <p>Concord</p> <p>Word order</p> <p>Vocabulary in context</p>	<p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p> <p>Text structure and language features (see 3.3)</p>



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Requisite pre-knowledge	Knowledge and skills to give orally and in writing instructions and directions	Skills for reading with comprehension Knowledge of language structures and conventions	Skills for writing and presenting formal speaking and presenting	Skills for reading for comprehension Knowledge of language structures and conventions	Listening comprehension skills Knowledge of writing an advertisement / postcard/ invitation card	Skills to read and interpret the features of e.g. visual texts Reading and analytical skills Knowledge of language structures and conventions	Skills for formal speaking and presenting Skills for writing diary entries or a friendly letter	Skills for reading and analysing literary text Knowledge of language structures and conventions	Skills for reading aloud Skills for writing a formal letter	Reading skills Knowledge of language structures and conventions	Listening skills Skills for writing an e-mail
Resources (other than textbook) to enhance learning											



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Assessment	Informal Assessment: Remediation	<ol style="list-style-type: none"> 1. Give instructions and directions 2. Write instructions and directions 	<ol style="list-style-type: none"> 1. Reading comprehension 2. Language structures and convention exercise 	<ol style="list-style-type: none"> 1. Write a prepared speech 2. Presenting a prepared speech 	<ol style="list-style-type: none"> 1. Read for comprehension 2. Language structures and convention exercise 	<ol style="list-style-type: none"> 1. Listening for comprehension exercise 2. Write an advertisement / postcard/ invitation card 	<ol style="list-style-type: none"> 1. Visual text exercise 2. Literary exercise 3. Language structures and convention exercise 	<ol style="list-style-type: none"> 1. Role play of literary text 2. Write a diary entry or a friendly letter 	<ol style="list-style-type: none"> 1. Reading for comprehension 2. Literary exercise 3. Language structures and conventions exercise 	<ol style="list-style-type: none"> 1. Reading aloud 2. Write a formal letter 	<ol style="list-style-type: none"> 1. Reading exercise 2. Language structures and convention exercise 	<ol style="list-style-type: none"> 1. Listening exercise 2. Write an e-mail
	SBA Formal Assessment			TASK 3 (25 marks) Oral: Prepared speech		TASK 4 (25 marks) Oral: Reading aloud		TASK 5 (40 marks) TEST 2 Language structures and convention Advertisement: 10			TASK 6 (25 marks) TEST 3 Literature (Contextual question)	



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								Cartoon/ comic strips: 10 Prose and picture:20				

2021 National ATP: Grade 11 – Term 3: ENGLISH SECOND ADDITIONAL LANGUAGE

TERM 3 (52 days)	Week 1 13 - 16 Jul (4 days)	Week 2 17 – 23 Jul (5 days)	Week 3 26 – 30 Jul (3 days)	Week 4 02 – 06 Aug (5 days)	Week 5 09 – 13 Aug (4 days)	Week 6 16 – 20 Aug (5 days)	Week 7 23 – 27 Aug (5 days)	Week 8 30 Aug – 03 Sep (5 days)	Week 9 06 – 10 Sep (5 days)	Week 10 13 - 17 Sep (5 days)	Week 11 20 – 23 Sep (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.)



TERM 3 (52 days)	Week 1 13 - 16 Jul (4 days)	Week 2 17 – 23 Jul (5 days)	Week 3 26 – 30 Jul (3 days)	Week 4 02 – 06 Aug (5 days)	Week 5 09 – 13 Aug (4 days)	Week 6 16 – 20 Aug (5 days)	Week 7 23 – 27 Aug (5 days)	Week 8 30 Aug – 03 Sep (5 days)	Week 9 06 – 10 Sep (5 days)	Week 10 13 - 17 Sep (5 days)	Week 11 20 – 23 Sep (4 days)
Topics / Concepts, Skills and Values	Listening and speaking Prepared reading aloud with purpose: e.g. a selected text Writing and presenting Narrative essay: For example, Relate an encounter that changed your life. Focus on: Process writing Planning, drafting, revising, editing,	Reading and viewing Reading for comprehension: Vocabulary development and language use Literary text: Reading of literary text for appreciation and comprehension Language structures and conventions Language structures and conventions Remedial grammar from learners' Writing	Listening and speaking Listening for appreciation: Listen to radio drama / recorded speech / role play / reading a play Writing and presenting Passage: Write a passage in which you express and support your opinion on a particular issue	Reading and viewing Reading for comprehension: Vocabulary development and language use literary text: Reading of literary text for appreciation and comprehension Language structures and conventions Tone, voice, effect	Listening and speaking Informal speaking: Conversation related to literary text/s Writing and presenting Shorter/ longer transactional text: Write a diary entry/ short story review Focus on: Process writing Planning, drafting, revising, editing, proofreading	Reading and viewing Literary text Reading of literary text for appreciation and comprehension Extended independent reading / viewing Enrichment text e.g. fantasy, dream Language structures and conventions	Listening and speaking listening for information: informal speaking Discussion, examples of letters of request/ complaint Writing and presenting longer transactional text: Write a letter of request	Reading and viewing Reading for Critical language awareness: For enrichment: Critical reading issues: identify the implied meaning Literary text: Reading of literary text for appreciation and comprehension longer Language structures and conventions	Listening and speaking Listening for information Listening: note-taking practice. Listening for main points, examples, etc. Writing and presenting Shorter transactional text: Write notes into full sentences summary writing:	Reading and viewing Reading for comprehension: Vocabulary development and language use Literary text Reading of literary text for appreciation and comprehension Language structures and conventions Active and passive voice revision Conjunctions	Listening and speaking Informal speaking: Discussion, e.g. lyrics of a song Writing and presenting Passage: Write a reflective passage of two paragraphs on language use in music Focus on: Process writing Planning,



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	proofreading and presenting Text structure and language features (see 3.3) Language	Vocabulary in context	Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	modal verbs Vocabulary in context	and presenting Text structure and language features (see 3.3)	Nouns Singular and plural forms interrogative forms Negatives Remedial grammar from learners' Writing Vocabulary related to reading text	or complaint Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Passive and active voice Denotation and connotation Critical language awareness Vocabulary in context	Summarise a text provided in point form Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting	Vocabulary in context	drafting, revising, editing, proofreading and presenting text structure and language features (see 3.3)



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Requisite pre-knowledge		Reading and speaking/writing skills Knowledge of writing a narrative essay	Reading and viewing Comprehension skills Skills for reading and analysing literary text Knowledge of language structures and conventions Vocabulary in context	Listening and speaking/writing skills Knowledge of writing a passage	Reading and viewing skills Skills for reading and analysing literary text Knowledge of language structures and conventions	Listening and speaking skills Knowledge of writing a diary entry/short story review	Skills for reading and analysing literary text Reading / viewing skills Knowledge of language structures and conventions	Listening and speaking skills Knowledge of writing a letter of request or complaint	Reading and viewing skills Skills for reading and analysing literary text Skills for reading and analysing literary text	Listening and speaking / writing skills Skills for writing notes into full sentences Summary writing skills	Reading and viewing skills Skills for reading and analysing literary text Knowledge of language structures and conventions	Listening and speaking skills Knowledge of writing a reflective passage
Resources (other than textbook) to enhance learning												
Assessment	Informal Assessment: Remediation	1. Prepared reading aloud 2. Write a narrative essay	1. Reading for comprehension 2. Literary text exercise 3. Language structures	1. Listening exercise 2. Passage	1. Literary exercise 2. Language structures and conventions	1. Conversation 2. Write a diary entry/short story review	1. Literary exercise 2. Reading exercise	1. Listening exercise 2. Write a letter of request	1. Reading and viewing exercise 2. Literary exercise 3. Language structure	1. Listening exercise 2. Write a summary	1. Reading for comprehension 2. Literary text exercise	1. Informal speaking 2. Write a reflective



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			and conventions exercise	3. Language structures and conventions exercise	exercise		3. Language structures and conventions exercise	est or complaint	s and conventions exercise		3. Language structures and conventions exercise	passage
	SBA Formal Assessment					TASK 7 (40) Writing: Narrative/ Descriptive essay				TASK 8 (25) Oral: Listening comprehension		



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

TERM 4 (47 days)	Week 1 05 – 08 Oct (4 days)	Week 2 11 – 15 Oct (5 days)	Week 3 18 – 22 Oct (5 days)	Week 4 25 – 29 Oct (5 days)	Week 5 01 – 05 Nov (5 days)	Week 6 08 – 12 Nov (5 days)	Week 7-10 15 Nov– 08 Dec (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.)	TASK 9 (300 marks) End-of-year Examinations
Topics / Concepts, Skills and Values	<p>Listening and speaking</p> <p>Informal speaking: Revision: informal class and group discussion</p> <p>Writing and presenting</p> <p>Examination preparation. Write from a choice of transactional texts – choosing a topic and brainstorming / mind mapping</p> <p>Focus on:</p> <p>Process writing Planning, drafting,</p>	<p>Reading and viewing</p> <p>Reading for comprehension: Vocabulary development and language use</p> <p>Literary text Reading of literary text for appreciation and comprehension</p> <p>Language structures and conventions</p> <p>Conjunctions</p>	<p>Listening and speaking</p> <p>Informal speaking: Revision: informal class and group discussion</p> <p>Writing and presenting</p> <p>Shorter transactional text: Write notes into full sentences</p> <p>Summary writing: Summarise a text provided in point form</p> <p>Focus on:</p>	<p>Reading and viewing</p> <p>Revision of literary text</p> <p>Language structures and convention</p> <p>Language structures and conventions Dictionary work / practice idioms / proverbs / sayings relevant to the text studied Remedial grammar from learners' writing Vocabulary in context</p>	<p>Listening and speaking</p> <p>Informal speaking: Revision: informal class and group discussion during exam preparation</p> <p>Writing and presenting</p> <p>Examination preparation. Write from a choice of creative forms – choosing a topic and</p>	<p>Reading and viewing</p> <p>Literary text: For examination preparation</p> <p>Language structures and convention</p> <p>Revision of word order, Active and passive voice Direct and indirect speech</p>	<p>Paper 1: Language in context (80 marks) (2 hrs.)</p> <p>Paper 2: Literature (40 marks) (1½ hrs.)</p> <p>Paper 3: Writing (80 marks) (2½ hrs.)</p> <p>Paper 4: Orals (100 marks)</p>



TERM 4 (47 days)	Week 1 05 – 08 Oct (4 days)	Week 2 11 – 15 Oct (5 days)	Week 3 18 – 22 Oct (5 days)	Week 4 25 – 29 Oct (5 days)	Week 5 01 – 05 Nov (5 days)	Week 6 08 – 12 Nov (5 days)	Week 7-10 15 Nov– 08 Dec (15/18 days)
	revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Critical language awareness Vocabulary in context	Process writing Planning, drafting, revising, editing, proof-reading and presenting		brainstorming / mind mapping Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)		
Requisite pre-knowledge	Listening and speaking skills Writing and presenting skills and knowledge of different writing texts	Reading comprehension and analytical skills Knowledge of language structures and conventions	Listening and speaking skills Skills to summarise texts	Reading comprehension and analytical skills Knowledge of language structures and conventions	Listening and speaking skills Writing and presenting skills and knowledge of different writing texts	Reading comprehension and analytical skills Knowledge of language structures and conventions	
Resources (other than textbook) to enhance learning							



TERM 4 (47 days)		Week 1 05 – 08 Oct (4 days)	Week 2 11 – 15 Oct (5 days)	Week 3 18 – 22 Oct (5 days)	Week 4 25 – 29 Oct (5 days)	Week 5 01 – 05 Nov (5 days)	Week 6 08 – 12 Nov (5 days)	Week 7-10 15 Nov– 08 Dec (15/18 days)
Assessment	Informal Assessment: Remediation	<ol style="list-style-type: none"> Write from a choice of longer transactional texts Revision of Writing texts 	<ol style="list-style-type: none"> Revision of literary text Revision of Language structures and conventions 	<ol style="list-style-type: none"> Revision of Summary writing 	<ol style="list-style-type: none"> Revision of literary text Revision of Language structures and conventions 	<ol style="list-style-type: none"> Write from a choice of Shorter transactional texts Revision of Writing texts 	<ol style="list-style-type: none"> Revision of literary text Revision of Language structures and conventions 	
	SBA Formal Assessment							

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

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.