



## 2021 National ATP: Grade 11 – Term 1: **ENGLISH SECOND ADDITIONAL LANGUAGE**

<b>TERM 1 (45 days)</b>	<b>Week 1 27 - 29 Jan (3 days)</b>	<b>Week 2 01 - 05 Feb (5 days)</b>	<b>Week 3 08 - 12 Feb (5 days)</b>	<b>Week 4 15 - 19 Feb (5 days)</b>	<b>Week 5 22 - 26 Feb (5 days)</b>	<b>Week 6 01 - 05 March (5 days)</b>	<b>Week 7 08 - 12 March (5 days)</b>	<b>Week 8 15 - 19 March (5 days)</b>	<b>Week 9 22 - 26 March (4 days)</b>	<b>Week 10 29 - 31 March (3 days)</b>
<b>Caps Topics</b>	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.)
<b>Topics / Concepts, Skills and Values</b>	<b>Listening and speaking</b>  <b>Informal speaking:</b>  Conversation, express opinion on a topic discussed in class  <b>Writing and presenting</b>  Descriptive essay  Focus on:  Process writing Planning, drafting, revising, editing,	<b>Reading and viewing</b>  Intensive reading of shorter texts for summary and note taking:  Informative text (e.g. a descriptive passage)  Simple <b>summary</b> of important facts introduce fact and opinion	<b>Listening and speaking</b>  Listening for information and comprehension: Teach features of listening for information and comprehension on task  <b>Writing and presenting</b>	<b>Reading and viewing</b>  <b>Reading for comprehension:</b>  Vocabulary development and language use literary text Introduction to literature.  Focus on features and discuss their use.	<b>Listening and speaking</b>  <b>Conversation (SBA)</b>  Express an opinion on a topic discussed in class Formal speaking and presenting Role play  <b>Writing and presenting</b>	<b>Reading and viewing</b>  Reading of <b>literary text</b> for appreciation and comprehension  Intensive reading of shorter written texts for comprehension at a word level:  Teach the vocabulary	<b>Listening and speaking</b>  Informal speaking: Conversation, features of literary text studied  <b>Writing and presenting</b>  Shorter transactional text: Filling in a form, e.g. application form  Focus on:	<b>Reading and viewing</b>  Reading for comprehension: Vocabulary development and language use literary text  Reading of <b>literary text</b> for appreciation and comprehension	<b>Listening and speaking</b>  Listening for information and comprehension: Listen to various texts, e.g. song / words of song.  Discuss. OR Story telling: extended reading project  <b>Writing and presenting</b>	<b>Reading and viewing</b>  Intensive reading of multimodal and visual texts:  Introduce features of visual text  View and discuss various visual texts e.g. a graph, diagram, photograph



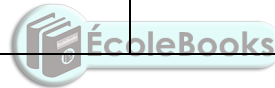
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	proofreading and presenting  Text structure and language features (see 3.3)	extended independent reading / viewing: Extended reading project introduced  <b>Language structures and conventions</b>  Statements, sentence structure (Subject – verb – object), 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  <b>Language structures and conventions</b>  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  <b>Language structures and conventions</b>  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  <b>Language structures and conventions</b>  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)	<b>Language structures and conventions</b>  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				
<b>Requisite pre- knowledge</b>		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
<b>Resources (other than textbook) to enhance learning</b>											
<b>Assessment</b>	<b>Informal Assessment : Remediation</b>	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 on exercise		convention on exercise		convention on exercise	2. Write a poster / flyer	and convention on 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**

<b>TERM 2 (51 days)</b>	<b>Week 1 13 - 16 April (4 days)</b>	<b>Week 2 17 – 23 April (5 days)</b>	<b>Week 3 26 – 30 April (3 days)</b>	<b>Week 4 03 – 07 May (5 days)</b>	<b>Week 5 10 – 14 May (5 days)</b>	<b>Week 6 17 – 21 May (5 days)</b>	<b>Week 7 24 – 28 May (5 days)</b>	<b>Week 8 31 May – 04 June (5 days)</b>	<b>Week 9 07 - 11 June (5 days)</b>	<b>Week 10 14 - 18 June (4 days)</b>	<b>Week 11 21 – 25 June (5 days)</b>
<b>Caps Topics</b>	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 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)
Topics / Concepts, Skills and Values	<b>Listening and speaking</b>  Informal speaking: Give instructions or directions (e.g. bus route guide) in groups / individual  <b>Writing and presenting</b>  Short transactional text:  Write directions or instructions on e.g. how to get	<b>Reading and viewing</b>  Intensive reading of shorter written texts for comprehension at a word level:  Read examples of instructions or directions  <b>Language structures and conventions</b>  Imperative Conjunctions  Pronouns  Logical connectors that signal cause (e.g.	<b>Listening and speaking</b>  Formal speaking and presenting :  Discuss the features of a prepared speech  Prepared speaking  <b>Writing and presenting</b>  Longer transactional text:  Write a prepared speech.	<b>Reading and viewing</b>  Reading for comprehension:  Vocabulary Development and language use e.g. to identify and discuss the use of grammatical aspects, e.g. tenses, adjectives  <b>Language structures and conventions</b>  Revision of tenses  Prepositions	<b>Listening and speaking</b>  Listening for information:  Listening Comprehension 2 – listening for specific information  E.g. audio-advertisement or dialogue  <b>Writing and presenting</b>  Shorter transactional text: Write an advertisement / postcard/ invitation card  Focus on:	<b>Reading and viewing</b>  Reading for comprehension:  Read and interpret the features of e.g. visual texts: cartoons, comic strips / comic videos  <b>Literary text:</b>  Reading of literary text for appreciation and comprehension	<b>Listening and speaking</b>  Formal speaking and presenting :  Role play on the message in the literary text  <b>Writing and presenting</b>  Shorter/ longer transactional text: Use a literary text as a base for	<b>Reading and viewing</b>  Reading for comprehension:  Vocabulary development and language use  <b>Literary text:</b>  Reading of literary text for appreciation and comprehension  <b>Language structures and conventions</b>  Identify and reinforce the different language	<b>Listening and speaking</b>  Prepared reading aloud with purpose:  Reading aloud with focus on fluency, pronunciation and tone  e.g. Formal letter written by self / peers or others  <b>Writing and</b>	<b>Reading and viewing</b>  Extended independent reading / viewing:  Reading for appreciation:  Read examples of formal letters  <b>Language structures and conventions</b>  Correlation of subject and object to verb and adjectives	<b>Listening and speaking</b>  Listening for interaction:  Listen and present e.g. short messages / instructions / announcements  <b>Writing and presenting</b>  Shorter transactional text: e-mail / fridge note / message on answering machine



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



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<b>Requisite pre- knowledge</b>	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
<b>Resources (other than textbook) to enhance learning</b>											





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Assessment	<b>Informal Assessment: Remediation</b>	1. Give instructions and directions 2. Write instructions and directions	1. Reading comprehension 2. Language structures and convention exercise	1. Write a prepared speech 2. Presenting a prepared speech	1. Read for comprehension 2. Language structures and convention exercise	1. Listening for comprehension exercise 2. Write an advertisement / postcard/ invitation card	1. Visual text exercise 2. Literary exercise 3. Language structures and convention exercise	1. Role play of literary text 2. Write a diary entry or a friendly letter	1. Reading for comprehension 2. Literary exercise 3. Language structures and conventions exercise	1. Reading aloud 2. Write a formal letter	1. Reading exercise 2. Language structures and convention exercise	1. Listening exercise 2. Write an e-mail
	<b>SBA Formal Assessment</b>			<b>TASK 3 (25 marks)</b>  Oral: Prepared speech		<b>TASK 4 (25 marks)</b>  Oral: Reading aloud		<b>TASK 5 (40 marks)</b>  <b>TEST 2 Language structures and convention</b>  Advertisement: 10			<b>TASK 6 (25 marks)</b>  <b>TEST 3 Literature (Contextual question)</b>	



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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)
<b>Caps Topics</b>	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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<b>Topics / Concepts, Skills and Values</b>	<b>Listening and speaking</b>  Prepared reading aloud with purpose: e.g. a selected text  <b>Writing and presenting</b> Narrative essay: For example, Relate an encounter that changed your life.  Focus on:  Process writing Planning, drafting, revising, editing,	<b>Reading and viewing</b>  Reading for comprehension: Vocabulary development and language use  <b>Literary text:</b> Reading of literary text for appreciation and comprehension  <b>Language structures and conventions</b>  Language structures and conventions  Remedial grammar from learners' Writing	<b>Listening and speaking</b>  Listening for appreciation:  Listen to radio drama / recorded speech / role play / reading a play  <b>Writing and presenting</b>  Passage: Write a passage in which you express and support your opinion on a particular issue	<b>Reading and viewing</b>  Reading for comprehension: Vocabulary development and language use literary text:  Reading of <b>literary text</b> for appreciation and comprehension  <b>Language structures and conventions</b>  Tone, voice, effect	<b>Listening and speaking</b>  Informal speaking:  Conversation related to literary text/s  <b>Writing and presenting</b>  Shorter/ longer transactional text:  Write a diary entry/ short story review  Focus on:  Process writing Planning, drafting, revising, editing, proofreading	<b>Reading and viewing</b>  <b>Literary text</b>  Reading of literary text for appreciation and comprehension  <b>Extended independent reading / viewing</b>  Enrichment text e.g. fantasy, dream  <b>Language structures and conventions</b>	<b>Listening and speaking</b>  listening for information: informal speaking  Discussion, examples of letters of request/ complaint  <b>Writing and presenting</b>  longer transactional text: Write a letter of request	<b>Reading and viewing</b>  Reading for Critical language awareness: For enrichment: Critical reading issues: identify the implied meaning  <b>Literary text:</b>  Reading of literary text for appreciation and comprehension longer  <b>Language structures and conventions</b>	<b>Listening and speaking</b>  Listening for information  Listening: note-taking practice.  Listening for main points, examples, etc.  <b>Writing and presenting</b>  Shorter transactional text: Write notes into full sentences summary writing:	<b>Reading and viewing</b>  Reading for comprehension: Vocabulary development and language use  <b>Literary text</b> Reading of literary text for appreciation and comprehension  <b>Language structures and conventions</b>  Active and passive voice revision  Conjunctions	<b>Listening and speaking</b>  Informal speaking: Discussion, e.g. lyrics of a song  <b>Writing and presenting</b>  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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<b>Requisite pre-knowledge</b>		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
<b>Resources (other than textbook) to enhance learning</b>												
<b>Assessment</b>	<b>Informal Assessment: Remediation</b>	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 a 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 conventio ns exercise	3. Langua ge structur es and conven tions exercis e	exercis e		3. Langu age struct ures and conve ntions exerci se	est or com plain t	s and conventi ons exercise		3. Language structures and conventio ns exercise	pass age
	<b>SBA Formal Assessm ent</b>					<b>TASK 7 (40)</b>  Writing: <b>Narrative/ Descriptive essay</b>				<b>TASK 8 (25)</b>  Oral: Listening comprehen sion		



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

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





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)		
<b>Requisite pre- knowledge</b>	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	
<b>Resources</b> (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	1. Write from a choice of longer transactional texts 2. Revision of Writing texts	1. Revision of literary text 2. Revision of Language structures and conventions	1. Revision of Summary writing	1. Revision of literary text 2. Revision of Language structures and conventions	1. Write from a choice of Shorter transactional texts 2. Revision of Writing texts	1. Revision of literary text 2. 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
<b>65 marks converts to 100</b>	<b>Oral: Conversation</b>	<b>TEST 1: Language in context</b>  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
<b>110 marks converts to 100</b>	<b>ORAL:</b> Prepared speech	<b>ORAL:</b> Prepared reading aloud	<b>TEST 2: Language in context</b>  Language structures and conventions Advertisement (10) Cartoon/comic strip (10) Prose and picture (20)	<b>TEST 3: Literature</b>  Contextual questions

Formal Assessment Tasks in Term 3		
TERM 3	Task 7 – 40 marks	Task 8 – 25 marks
<b>65 marks converts to 100</b>	<b>Writing:</b> Narrative/Descriptive essay	<b>ORAL:</b> Listening comprehension

Formal Assessment Tasks in Term 4	
TERM 3	Task 9 – 300 marks
<b>300 marks</b>	<b>END-OF-YEAR EXAMINATIONS</b>  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.