



2021 National ATP: Grade 12 – 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	Listening and speaking Listen for information: Pair and whole class: Detailed introduction of a class-mate using the information provided Writing and presenting Narrative essay	Reading and viewing intensive reading of shorter texts for summary and note taking: • infor mative text (e.g. a descriptive passage) • Sim ple summary of important facts introduce fact and opinion extended	Listening and speaking Listening for information and comprehensi on: Teach features of listening for information and comprehensi on Listening comprehensi on task Writing and presenting	Reading and viewing Reading for comprehensi on: Vocabulary development and language use Literary text: Introduction to literature Focus on : Features and discuss their use.	Listening and speaking Formal speaking and presenting: Oral presentation of a short report Express an opinion on a topic discussed in class Writing and presenting	Reading and viewing Intensive reading of shorter written texts for comprehensi on at a word level: Teach the vocabulary of expressing an opinion and reporting Text showing opinion/ attitude	Listening and speaking Informal speaking: Conversation , features of literary text studied Writing and presenting Shorter transactional text: Filling in a form/ advertise ment/ postcard/	Reading and viewing Reading for comprehensi on: Vocabulary development and language use Literary text Follow the development of a character in a short story / discussion on features of a poem	Listening and speaking Listening for appreciation: Listen to various texts, e.g. song / words of song. Discuss. OR Story telling: extended reading project Writing and presenting	Reading and viewing Intensive reading of multimodal and visual texts: Introduce features of visual text View and discuss various visual texts e.g. a graph, diagram, photograph Shorter



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	<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>independent reading / viewing Extended reading project introduced</p> <p>Language structures and conventions</p> <p>Statements, sentence structure (Subject – verb – object), adjectives Use of the simple present tense Vocabulary from texts dealt with</p>	<p>Descriptive essay</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>Read and discuss text</p> <p>Language structures and conventions</p> <p>Expressing emotions: adverbs and adjectives (revision)</p> <p>Vocabulary: Forming adverbs (e.g. quick – he ran quickly) and adjectives (e.g. amaze – the boy was amazed)</p> <p>Degrees of comparison</p>	<p>Longer transactional text:</p> <p>Write a short report</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>Identify and explain writer's</p> <p>Opinion/ attitude.</p> <p>Explain own attitude/ opinion</p> <p>This text can be related to the theme used for listening</p> <p>Language structures and conventions</p> <p>Punctuation conventions of direct and indirect speech</p> <p>Revise active and passive voice</p>	<p>invitation card</p> <p>Summary writing</p> <p>Write notes into full sentences summary writing: Summarise a text provided in point form</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>Reading of literary text for appreciation and comprehension</p> <p>Language structures and conventions</p> <p>Punctuation</p> <p>Direct and indirect speech</p> <p>Nouns</p> <p>Pronouns</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary in context</p>	<p>Shorter transactional text: a 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)</p>	<p>Language structures and conventions</p> <p>Verbs, Adjectives and nouns – revision integrated with reading and writing</p> <p>Tenses</p> <p>Explain meaning of verbs, adjectives and nouns in use</p> <p>Remedial grammar from learners' writing</p> <p>Vocabulary: in context</p>



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						Conjunctions interrogative s Vocabulary: related to reading text Remedial grammar from learners' writing				
Requisite pre-knowledge	Listening and speaking Knowledge of the narrative essay	Summarising skills Knowledge of language structures an conventions	Listening and speaking skills Knowledge of the descriptive essay	Reading for comprehensi on skills Skills for reading and analysing literary text Knowledge of language structures an conventions	Speaking and presenting skills Knowledge of report writing	Reading skills Knowledge of language structures an conventions	Listening and speaking skills Skills for filling in forms/ Writing an advertiseme nt/ postcard/ invitation card Summarising skills	Reading for comprehensi on skills Skills for reading and analysing literary text Knowledge of language structures an conventions	Listening and speaking Skills Knowledge of writing a poster / flyer	Knowledge of reading and viewing visual texts Knowledge of language structures an conventions
Resources (other than textbook) to enhance learning										



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Assessment	Informal Assessment: Remediation	1. Introduce a class-mate 2. Write a narrative / descriptive essay	1. Write a summary 2. Revision of language structures and conventions	1. Listening for comprehension exercise 2. Write a descriptive essay	1. Reading for comprehension exercise 2. Literary exercise 3. Revision of language structures and conventions	1. Write a report 2. Formal speaking and presenting	1. Reading exercise 2. Revision of language structures and conventions	1. Conversation 2. Filling in a form/ advertisement/ postcard / invitation card 3. Write a summary	1. Reading for comprehension exercise 2. Literary exercise 3. Revision of language structures and conventions	1. Listening/ story telling exercise 2. Design a poster / flyer	1. Visual texts analysis exercise 2. Revision of language structures and conventions
	SBA Formal Assessment					TASK 1 (25) Oral: Conversation		TASK 2 (25) Oral: Listening comprehension		TASK 3 (40) TEST 1 Language in context Comprehension (30) (Written text – (24) Visual text – 6) Summary (10)	



2021 National ATP: Grade 12 – 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.)
Topics / Concepts, Skills and Values	Listening and speaking Informal speaking: Give instructions or directions (e.g. bus route guide) in groups / individual Writing and presenting Shorter transactional text: Write directions or instructions on e.g. how to get to a	Reading and viewing Intensive reading of shorter written texts for comprehension at sentence and paragraph level: Read examples of instructions or directions Language structures and conventions Imperative Conjunctions	Listening and speaking Formal speaking and presenting: Formal discussion Discuss the topic and participate in a formal discussion Writing and presenting Longer transactional text: Write a	Reading and viewing Reading for comprehension : Vocabulary development and language use e.g. to identify and discuss the use of grammatical aspects, e.g. tenses, adjectives Literary text Reading of literary text for appreciation and comprehension	Listening and speaking Listening for information: Listening Comprehension 2 – listening for specific information E.g. audio-advertisement or dialogue informal speaking Conversation on features of visual texts Writing and presenting Shorter transactional text: Write an advertisement	Reading and viewing Reading for comprehension : Read and interpret the features of e.g. visual texts: cartoons, comic strips / comic videos Literary text: Reading of literary text for appreciation and comprehension Language structures and conventions	Listening and speaking Formal speaking and presenting : role play on the message in the literary text Writing and presenting Shorter / longer transactional text: Use a literary text	Reading and viewing Reading for comprehension : Vocabulary Development and language use literary text: Literary text Reading of literary text for appreciation and comprehension Language structures and conventions Revision of language	Listening and speaking Prepared reading aloud with purpose: Reading aloud with focus on fluency, pronunciation and tone e.g. Formal letter written by self / peers or others Writing and presenting	Reading and viewing Extended independent reading / viewing: Reading for appreciation: Read examples of formal letters literary text: Literary text Reading of literary text for appreciation and comprehension Language structures and	Listening and speaking Listening for interaction: Listen and present e.g. short messages/ instructions / announcements Informal speaking: Conversation, e.g. the old and new ways of communication Writing and presenting



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	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)	Pronouns Logical connectors that signal cause (e.g. because, so, therefore) and time (e.g. then, next, after) Prepositions (revision) Vocabulary in context	prepared speech. Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Language structures and conventions Revision of language structures and conventions Critical language awareness Prepositions Dictionary work Remedial grammar from learners' writing Vocabulary in context	/ postcard/ invitation card Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Revision of language structures and conventions Critical language awareness Phrase and sentence structures and conventions Active and passive voice Remedial grammar from learners' writing Vocabulary in context	as a base for writing diary entries or a formal letter Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting text structure and language features (see 3.3)	structures and conventions Critical language awareness Identify and reinforce the different language structures and conventions. Vocabulary in context	longer transactional text: Write a formal letter of request/ application/ complaint / sympathy/ invitation / thanks / congratulations Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	conventions Revision of language structures and conventions Critical language awareness Correlation of subject and object to verb and adjectives in sentence structures Concord Word order Vocabulary in context	Shorter transactional text: Revise the features of writing a short message e.g. e-mail / fridge note / message on answering machine OR Instructions on chosen topics Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)
Requisite pre-knowledge	Listening and	Reading and viewing skills	Speaking and	Reading and viewing skills	Listening and speaking skills	Reading comprehension e.g. visual texts	Knowledge of	Reading comprehension	Knowledge and skills	Skills for reading and	Listening, presenting skills



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		speaking skills Writing and presenting skills: knowledge of directions or instructions	Knowledge of language structures and conventions	presenting skills Skills in writing of prepared speech	Skills for reading and analysing literary text Knowledge of language structures and conventions	Writing and presenting skills: knowledge of an advertisement / postcard/ invitation card	Skills for reading and analysing literary text Knowledge of language structures and conventions	features of role play Skills in writing of diary entry	Skills for reading and analysing literary text Knowledge of language structures and conventions	for reading aloud Skills in writing of formal letters	analysing literary text Knowledge of language structures and conventions	Knowledge of writing of shorter transactional texts
Resources (other than textbook) to enhance learning												
Assessment	Informal Assessment: Remediation	1. Give instructions or directions 2. Write directions or instructions	1. Reading exercise 2. Revision of language structures and conventions	1. Write a prepared speech 2. Presenting of prepared speech	1. Reading comprehension exercise 2. Literary exercise 3. Revision of language structures and conventions	1. Listening exercise 2. Write an advertisement / postcard/ invitation card	1. Reading comprehension e.g. visual texts 2. Literary exercise 3. Revision of language structures and conventions	1. Role play 2. Writing diary entries	1. Reading comprehension exercise 2. Literary exercise 3. Revision of language structures and conventions	1. Prepared reading aloud exercise 2. Write a formal letter	1. Reading exercise 2. Literary exercise 3. Revision of language structures and conventions	1. Listening for comprehension exercise 2. Conversation 3. Revise the features of writing a short message e.g. e-mail / fridge note / message on answering machine



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)
												4. OR Instruction s
	SBA Formal Assessm ent			TASK 4 (25) Oral: Prepared speech		TASK 5 (25) Literature: Contextual questions		TASK 6 (40) TEST 2 Language in context Advertise ment (10) Cartoon/ comic strip (10) Prose and picture (20)			TASK 7 (20) TEST 3 Literature: Contextual question	



2021 National ATP: Grade 12 – 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)	
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.)	TASK 10 (200 marks)
Topics / Concepts, Skills and Values	Listening and speaking Prepared reading aloud with purpose: E.g. a selected text Conversation Writing and presenting Descriptive / narrative essay: For example: The one experience that changed my life Focus on:	Reading and viewing Reading for comprehension: Vocabulary development and language use literary text: Literary text Reading of literary text for appreciation and comprehension Language structures and conventions Revision of language structures and conventions Critical language awareness	Listening and speaking Reading for comprehension: Vocabulary Development and Literary text language use literary text: Reading of literary text for appreciation and comprehension Writing and presenting Language structures and conventions Remedial grammar from learners' 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 Revision of language structures and conventions Critical language awareness	Listening and speaking Listening for appreciation: Listen to radio drama / recorded speech / role play / reading a play Informal speaking: Discussion in groups, e.g. expressing an opinion on the audio text	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 Informal speaking: Conversation related to literary text/s Writing and presenting Shorter transactional text: Write a diary entry/ short story review Focus on: Process writing Planning, drafting, revising, editing,	Reading and viewing Intensive reading of shorter written texts for comprehension at sentence and paragraph level: Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination Language structures and conventions	TRIAL Examinations Paper 1: Language in context (80 marks) (2 hrs.) Paper 2: Literature (40 marks) (1½ hrs.) Paper 3: Writing (80 marks) (2½ 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)	
	<p>Process writing Planning, drafting, revising, editing, proofreading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Reinforce the imperative Language structure: topic sentence and supporting details</p> <p>Verb tenses</p> <p>Concord</p> <p>Vocabulary in context</p>	Vocabulary in context	<p>Tone, voice, effect modal verbs</p> <p>Vocabulary in context</p>	<p>Writing and presenting</p> <p>Longer transactional text:</p> <p>Write a review of a short story read</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>Revision of language structures and conventions</p> <p>Critical language awareness</p> <p>Nouns Singular and plural forms interrogative forms</p> <p>Negatives</p> <p>Remedial grammar from learners' Writing Vocabulary related to reading text</p>	<p>proofreading and presenting</p> <p>Text structure and language features (see 3.3)</p>	<p>Revision of language structures and conventions</p> <p>Critical language awareness</p> <p>Use previous examination papers to revise language in preparation for the external examination</p>	
Requisite pre-knowledge	Reading skills	Reading and viewing skills	Reading comprehension e.g. visual texts	Reading and viewing skills	Listening and presenting skills	Skills for reading and analysing literary text	Listening and presenting skills	Reading comprehension	



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)	
		Writing and presenting skills	Skills for reading and analysing literary text Knowledge of language structures and conventions	Skills for reading and analysing literary text Knowledge of language structures and conventions	Skills for reading and analysing literary text Knowledge of language structures and conventions	Skills for writing a review	Reading and viewing skills Knowledge of language structures and conventions	Skills for writing a diary entry/ short story review	Knowledge of language structures and conventions	
Resources (other than textbook) to enhance learning										
Assessment	Informal Assessment: Remediation	1. Reading aloud 2. Write a descriptive / narrative essay	1. Reading for comprehension text 2. Literary exercise 3. Revision of language structures and conventions	1. Reading comprehension exercise 2. Literary exercise 3. Revision of language structures and conventions	1. Reading for comprehension text 2. Literary exercise 3. Revision of language structures and conventions	1. Listening exercise 2. Informal speaking 3. Write a review	1. Literary exercise 2. Reading exercise 3. Revision of language structures and conventions	1. Conversation 2. Write a diary entry/ short story review	1. Reading exercise 2. Revision of language structures and conventions	
	SBA Formal Assessment			TASK 8 (25 marks) Oral: Prepared reading aloud		TASK 9 (40 marks) Writing: Narrative/ Descriptive essay				



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 7-10 25 Oct– 08 Dec
Caps Topics	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.)	End-of-year Examinations
Topics / Concepts, Skills and Values	<p>Reading and viewing</p> <p>Intensive reading of shorter written texts for comprehension: Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination</p> <p>Language structures and conventions</p> <p>Revision of language structures and conventions Critical language awareness Use previous examination papers to revise language in preparation for the external examination</p>	<p>Listening and speaking</p> <p>Informal speaking: informal class and group discussion used in examination preparation</p> <p>Writing and presenting</p> <p>Use previous examination papers to revise Writing formats and summary in preparation for the external examination</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>Reading and viewing</p> <p>Literary text</p> <p>Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination</p> <p>Language structures and conventions</p> <p>Revision of language structures and conventions Critical language awareness Use previous examination papers to revise language in preparation for the external examination</p>	<p>(300 marks)</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>
Requisite pre-knowledge	Reading for comprehension skills Knowledge of language structures and conventions	Listening and speaking skills Knowledge of different writing formats and writing skills	Skills for reading and analysing literary text Knowledge of language structures and conventions	



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 7-10 25 Oct– 08 Dec
Resources (other than textbook) to enhance learning					
Assessment	Informal Assessment: Remediation	1. Reading for comprehension text 2. Revision of language structures and conventions	1. Revision of Summary 2. Revision of formats of writing	1. Literary exercise 2. Revision of language structures and conventions	
	SBA Formal Assessment				

**PROGRAMME OF ASSESSMENT FOR SECOND ADDITIONAL LANGUAGES,
GRADE 12 IN 2021**

Formal Assessment Tasks in Term 1			
TERM 1	Task 1 25 marks	Task 2 25 marks	Task 3 40 marks
90 marks converts to 100	Oral: Conversation	Oral: Listening comprehension	TEST 1: Language in context Comprehension (30) {Written text (24 marks) and Visual text (6 marks)} Summary (10)

Formal ASSESSMENT TASKS in Term 2				
TERM 2	Task 4 25 marks	Task 5 40 marks	Task 6 40 marks	Task 7 20 marks
125 marks converts to 100	Oral: Prepared speech	Literature Contextual questions	TEST 2 Language in context Advertisement (10) Cartoon/comic strip (10) Prose and picture (20)	TEST 3 Literature Contextual questions

Formal Assessment Tasks in Term 3			
TERM 3	Task 8 25 marks	Task 9 40 marks	Task 10 200 marks
265 marks converts to 100	Oral: Prepared reading aloud	Writing: Narrative/ descriptive essay	Trial examinations: Paper 1: Language in context (80) – 2 hrs. Paper: Literature (40) – 1,5 hrs. Paper 3: Writing (80) – 2,5 hrs. (Can be written in August/ September)