

## ENGLISH HOME LANGUAGE GRADE 10

### Term 1 Week 5

LO's, AS's	Activities	Evidence	Assessment
<b>LO 2</b> <b>AS 1.4</b> <b>AS 1.5</b>  <b>LO 1</b> AS 3.2 – 4	<u>Reading aloud</u>  Pupil chooses own passage – something that interests her and will hopefully interest the whole class. Newspaper or magazine article. Not more than 5 minutes in length. (Pronunciation of difficult words)  Teacher asks questions for understanding. E.g. Explain the main thrust of the argument. (Summarise)	Reading aloud  Answering questions  Summary  Vocab list	Teacher uses rubric out of 10  (Pupils could use rubric on P95 of English for Success Grade 10)
<b>LO 2</b> AS 3.1	<u>Poetry:</u> “South African Sonnet” (English for Success Grade 10 P 35.)  Prior knowledge: Sonnet (Dif types, features) Valentine’s Day Read poem to class. Read on own. Exercise on poem - Answer questions on own. Discuss with peer. General class discussion.	Questions answered.  (Expanded opportunities: Valentine poem; Valentine Card)	Teacher  Tool: memo
<b>LO 3</b>	<u>Narrative Essay</u>	Completed essay to be	Marked by

<p>AS 1.2 AS 2.1 – 2.6</p>	<p>Prior knowledge. What is a narrative essay? Steps to follow in planning and writing.</p> <p>(Using main and supporting ideas, rhetorical devices, Variety of sentences) Topics: Valentine’s Day 2009 (Last of 3 lessons)</p>	<p>handed in</p>	<p>Teacher. Rubric out of 50.</p> <p><b>CASS TASK 1 50 MARKS</b></p>
<p><b>LO 4</b> AS 2.1 2.2 2.4 2.6 2.8</p>	<p><u>Active and passive</u></p> <p>Prior knowledge. Who remembers A &amp; P? Why is it used? Identify parts of speech, use them correctly. Use Subject and object and predicate correctly, explain their function.</p> <p>Rules: General rules Pronouns Commands Questions</p> <p>Change sentences from active to passive and from passive to active. Many examples.</p>	<p>Oral answers</p> <p>Written exercise</p> <p>Written answers</p>	<p>Peer or self led by teacher</p> <p>Tool: memo</p>

## Term 1 Week 6

<b>LO 1 and 2</b>	<u>Reading aloud</u>  (Finish)		<b>CASS TASK 3 10 MARKS</b>
<b>LO 2</b> AS 3 AS 4.2 .5 .6	<u>Poetry:</u>  “The Acts: as amended” English for Success Grade 10 P 20)  Prior knowledge: Acts (Dictionary work) Teacher reads aloud. Pupils read silently.   Discuss and focus on identifying and explaining socio-cultural rights. Answer questions in pairs.	Questions answered	Teacher leads general discussion and answers.
<b>LO 3</b> AS 1.2 AS 2.1 - .6  AS 3.1 - .2 .7 - .8	<u>Letter:</u>  Explain requirements of letter of complaint. Format, tone.  To Union leader complaining about poor salaries of farm and domestic workers.	Letter  (To be completed and assessed next week)	

<b>LO 4</b> AS 2.10	<u>Punctuation</u>  What is it? Function?  Dictation: Passage from novel. Homework: Punctuate the Unpunctuated sentences.	Written answer from dictation	Peer or self led by teacher
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**Term 1 Week 7**

<b>LO 1</b> AS 3.5	<u>Listening</u>  Listening comprehension English for Success Grade 10, p 93	Written answers	Peer or self assessment led by teacher
<b>LO 2</b> AS 2.1 – .10	<u>Visual literacy</u>  Analysing cartoons  Teaching Support Material English Grades 10 – 12. Pages 2 – 3 and 10 – 13	Oral and written answers to exercises	Peer or self, led by teacher Tool: rubric
<b>LO 2</b> AS 4.7 - .8  AS 1.1 1.4 AS3.1	<u>Poetry</u>  “City Johannesburg”  Prior knowledge Poet		

.2	<p>Johannesburg Self Parents</p> <p>Teacher reads poem Pupils read poem silently</p> <p>Discuss issues Apartheid Labour laws Social laws Themes Poetic devices</p>	Verbal answers	Teacher responds to oral answers
<b>LO 3</b>	<p><u>Letter</u></p> <p>Finish letter started last week and hand in.</p>	Letter	Peer assessment using 30 mark rubric. Teacher marks selection. Teacher reads some to class
<b>LO 4</b> AS 2.7 .10	<p><u>Direct and reported</u></p> <p>Prior knowledge Difference between Rules</p> <p>Sentences to change D to R and R to D (Plenty of them)</p>	Changed sentences	Peer or self assessment led by teacher

**Term 1 Week 8**

<p><b>LO 1</b></p> <p>AS 1.3 3.3 3.5</p>	<p><u>Directions, Instructions, Explanations</u></p> <p>Pupil A gives instructions to pupil B who will try to follow them. Explain why it is important to follow instruction to the letter.</p> <p>Examples;</p> <ul style="list-style-type: none"> <li>• Each has a map. A gives directions to B who follows on her map, see if they both end up in the same place.(Up, down, along, round, left into, right at)</li> <li>• How to start up a laptop and change the wallpaper</li> <li>• (depending on subject choice) Explain what happens when water boils. Explain why WW2 broke out.</li> </ul>	<p>Speaking, listening (responding)</p>	<p>Peers and teachers, has the instruction (etc) been understood</p>
<p><b>LO 2</b></p> <p>AS 2 1 – 4</p> <p>AS 4 .1 .2</p>	<p><u>Visual Literacy</u></p> <p>Advertisements</p> <p>Explain manipulative language. Read ad. ask pupils to identify the manipulative lang. Teacher Support Material English Grades 10 – 12</p> <p>Consider:</p>	<p>Answers to question</p>	<p>Questions and discussions led by teacher</p>

	Design Audience Language use Fact and opinion Successful?  Instructions for next week: create own ads in groups.				
<b>LO 2</b> AS 4.7 - .8	<u>Poetry</u>  Sunstrike  1 Teacher reads poem aloud 2 Pupils read 3 Group discussion – Title (pun) Theme Background, setting Mood, irony 4 Teacher explains how word choices, imagery and sound devices affect mood, meaning and theme Questions: written	Oral response        Written response	Peer assessment led by teacher    <table border="1" data-bbox="1446 937 1671 1076"> <tr><td>EXPANDED OPPORTUNITY</td></tr> <tr><td>Analysing unseen poem</td></tr> </table>	EXPANDED OPPORTUNITY	Analysing unseen poem
EXPANDED OPPORTUNITY					
Analysing unseen poem					
<b>LO 3</b> AS 1.2 .3 .4 .9	<u>Notices</u>  1 Requirements of notices discussed 2 Format  Date Time	Draw up own notice	Gallery walk		

	<p>Venue Topic Speaker Fonts</p> <p>Notice of meeting Function at school Political meeting</p>	Stick on wall	Checklist of relevant essential details																																
<p><b>LO 4</b> AS 1.6</p>	<p><u>Comparative and superlative degrees of comparison – adjectives and adverbs</u></p> <p>Prior knowledge e.g.s from pupils</p> <p>Work in tabular form</p> <table border="1" data-bbox="394 789 795 1209"> <thead> <tr> <th></th> <th>Positive</th> <th>Compar a.</th> <th>Superlat .</th> </tr> </thead> <tbody> <tr> <td>Short vowels</td> <td>thin</td> <td>Thinner</td> <td>Thinnest</td> </tr> <tr> <td>Double vowels</td> <td></td> <td>Cleaner</td> <td></td> </tr> <tr> <td>Words ending in "e"</td> <td>nice</td> <td></td> <td></td> </tr> <tr> <td>Words ending in "y"</td> <td>Easy</td> <td></td> <td></td> </tr> <tr> <td>Words of more than 2 syllables</td> <td>Comfortable</td> <td></td> <td></td> </tr> <tr> <td>Words ending in -ful</td> <td>Painful</td> <td></td> <td></td> </tr> <tr> <td>Exceptions</td> <td>good</td> <td></td> <td></td> </tr> </tbody> </table>		Positive	Compar a.	Superlat .	Short vowels	thin	Thinner	Thinnest	Double vowels		Cleaner		Words ending in "e"	nice			Words ending in "y"	Easy			Words of more than 2 syllables	Comfortable			Words ending in -ful	Painful			Exceptions	good			Pupils fill in table orally	Teacher guides
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## Term 1 Week 9

<b>LO 1</b>	<u>Directions, Instructions, Explanations</u>  Continue from Week 8		
<b>LO 2</b>  LO 3 AS 1.2 .3 .4 AS 2.2  LO 3 AS 1.2 - .4 .9 AS 2.9 AS 3.3	<u>Visual Literacy</u>  In Groups of 4/5 Produce own ads on A3 paying attention to Layout (colour, fonts, word / image balance) Audience Language use Fact / opinion	Ads	Stick on wall in passage for all pupils to see. Gallery walk for rest of class – assess with AIDA checklist
<b>LO 2</b> AS 4.7 - .8	<u>Poetry</u>  One small boy longs for summer  Teacher reads aloud Pupils read silently  Discuss Poet Subject Attitude (frustration) Images/ devices	Discussion  Write notes on poem	

	Personification Metaphor Onomatopoeia  Teacher asks questions	Written answers	Peer assessment led by teacher
<b>LO 2</b>	<u>Literature test on poems done during Term 1</u>	Hand in Test	Marked by teacher <b>CASS TASK 2 35 MARKS</b>
<b>LO 3</b>	<u>(Visual literacy poster) [See LO 2 above]</u>		
<b>LO 4</b> AS 2.11 2.7	<u>Literal and figurative language</u>  Prior knowledge What is literal and Figurative? 1 T explains why it's necessary to understand difference between literal and figurative. 2 In groups discuss their understanding of Literal and figurative difference 3 Write 5 sentences using literal language 4 Teacher gives passage. Pupils identify figures of	Oral response           Sentences with basic meaning	Teacher guides pupils. Corrects or explains where necessary           Self Peer

	<p>speech. Eg simile, metaphor 5 Figures of speech and their effects discussed</p> <p>Let's look at colours</p> <p>Red ...Rag to a bull See ... ... letter day ... tape</p> <p>Blue once in a ... moon ... Monday</p> <p>Green ... with envy</p>		Memo
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## Term 1 Week 10

<p><b>LO 1</b> AS 1.1 - .2 AS 3 .2 .3 AS 4 1</p> <p><b>LO 3</b> AS 1.2 .4</p>	<p><u>Dialogue</u></p> <p>Teacher reads extract (English for Success Grade 10 P 113)</p> <p>Discusses background and asks questions to ensure understanding and to highlight key issues.</p> <p>Remind pupils of format: Name of character on left Colon follows name Speech follows (No speech marks)</p> <p>Kobus: So tell me Brenda, what's this guy's name?</p> <p>Brenda: Jared. Jared Thompson. His dad's an accountant but he's studying music.</p> <p>Working in pairs write own dialogue.</p>	<p>Dialogue</p>	<p>Read out to class.</p> <p>Dialogues put on wall for inspection of whether format has been followed</p>
<p><b>LO 2</b> AS 4.7 - .8</p>	<p><u>Poetry</u></p> <p>Hawk Roosting</p> <p>READ POETRY Study Guide P 42</p>		

	<p>Discuss          Poet          Subject          Speaker and attitude          Imagery</p> <p>Written answers to questions</p>	Written answers	<p>Peer assessment led by teacher</p> <p>Memo</p>
<b>LO 3</b>	<p><u>Filling in of forms</u></p> <p>Why do we fill in forms?          What forms have you ever filled in?          What forms have your parents filled in?</p> <p>Income tax          Fastmail          Application for learner's Licence          Application to join a school Club</p> <p>Fill in forms. Teacher has brought plenty of copies</p>	Filled in forms	Peer assessment led by teacher
<b>LO 4</b>	<p><u>Language test</u></p> <p>Language test on Language covered in Term 1</p>	Hand in Test	Marked by teacher using memo.

			<b>CASS TASK 4 45 MARKS</b>
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**Term 1 Week 11**

<b>LO 1</b>	<u>Dialogue</u>  Complete dialogue started last week		Read to class
<b>LO 2</b> AS 4.7 - .8	<u>Poetry</u>  Snake  READ Poetry Study Guide P 48 Teacher tells pupils about Poet 2 Brainstorm about "Snake"	Written	Peer

	<p>3 Teacher reads poem aloud. Discussion follows – linking up with ideas generated during brainstorm</p> <p>4 Learners discuss themes in writing.</p> <p>Answer questions</p>	answers	<p>assessment led by teacher</p> <p>Teacher assesses using rubric</p>
<p><b>LO 3</b> AS 1.1 .2</p>	<p><u>Memo</u></p> <p>What is a memo? Who writes one? To whom?</p> <p>Note or record written for future use Note from one person to another in an organization</p> <p>Show class examples. Highlight the format.</p> <p>Pupils write a memo</p>	Written memo	Read aloud or pass around class
<p><b>LO 4</b> AS 1.3 1.7</p>	<p><u>Dictionary use</u></p> <p>1 Teacher gives brief description of types of dictionaries. Desk dictionary: suited to present needs Library dictionary: exhaustive info about</p>		

	<p>words. Specialist dictionaries Thesaurus.</p> <p>Pupils asked to identify one most appropriate to their needs. 2 Discussion on how a dictionary is used. Abbreviations Alphabetical order Foreign derivatives Pronunciation</p> <p>English for Success Gr 10 Learners do exercise on P103</p>		
		Written answers	Class discussion Teacher Rubric

## Term 2 Week 1

<p><b>LO 1</b> AS 1</p> <p>.1 .2 .4 .5</p>	<p><u>Group discussions</u> on topical issues</p> <p>Groups of 6 (or so)</p> <p>Give topic to groups. Allow time for discussion</p> <p>Feedback from each group and consensus reached</p>		
		Oral feedback	Teacher feedback



			on chalkboard
<b>LO 2</b> AS 2 .2 .3 .4 AS 3 .1	<u>Fact and opinion, direct and implied meaning, selection and omission to affect meaning</u>  Using the “Teaching Support Material” English Grades 10 – 12 select advertisements showing the above. (or even better choose new ads)  Carefully select newspaper or magazine articles showing the above. Think about the Joost van der Westhuizen sex video which is much in the news.  Pupils make the decision between facts and opinions  Is it Joost? What does his lawyer say? What does “Heat” say What about the shape of his nose? Etc	Pupils respond orally	Decisions reached. Discussion controlled by teacher
<b>LO 2</b> AS 4.9 - .11	<u>Macbeth</u>  Macbeth will be studied over the next 10 weeks. Follow the READ Macbeth study guide.		

	<p>Before reading discuss and explain the following concepts</p> <ul style="list-style-type: none"> <li>Setting</li> <li>Tragedy</li> <li>History</li> <li>Great Chain of being</li> <li>Themes</li> <li>Characters</li> </ul> <p>Reading: in parts by pupils Elucidation where ever necessary</p> <p>Questions and discussion after scenes and acts</p> <p>View the Movie</p>	<p>Oral participation</p> <p>Discussion</p> <p>Answer questions in writing</p>	<p>CASS Task 7 test in week 6</p>
<p><b>LO 3</b> AS 1.2 - .4 AS 2.1 - .6 AS 3.2 - .8</p>	<p><u>Descriptive essay</u></p> <p>Over next three weeks write descriptive essay</p> <p>Descriptive writing paints a picture with words. Describes a person, place object or situation. Tells you who what when how why. Use figures of speech – metaphors, similes, personification.</p> <p>Planning Drafting Editing</p>	<p>Brainstorming First draft</p>	

	<p>Topics</p> <p>The most inspiring person I have met</p> <p>... and then the rain Came</p>	<p>Editing Final product to be handed in. (Term 2 week 3)</p>	
<p><b>LO 4</b> AS 1.5 AS 3.1 - .3</p>	<p><u>Gender, plurals, diminutives</u></p> <p><b>GENDER</b></p> <p>1 Teacher elicits prior knowledge of noun classification: Masculine Feminine Neuter Common Suitable passage from which</p> <p>2 Pupils referred to list of masculine and feminine: Family members: son / daughter Titles: Mr / Mrs; Duke / Duchess Animals; buck / doe</p> <p>3 Learners study lists</p> <p>4 Passage with relevant content underlined. Pupils give masculine or feminine gender.</p> <p><b>PLURALS</b></p>	<p>Written exercise</p>	<p>Peer Memo</p>

	<p>1 Remind pupils of regular and irregular plurals: cliff – cliffs; loaf - loaves</p> <p>2 Zero plurals, some animals have no plurals: sheep – sheep.</p> <p>3 Genitive plurals' If plural lacks 's' genitive plural add 's. eg Men's hostel. If plural ends with 's' then write s' eg Girls' School</p> <p><b>DIMINUTIVES</b></p> <p>1 Teacher asks for diminutives of eagle, goat duck, cow, etc</p> <p>2 Refer to list English Handbook and Study Guide P 25 [commit to memory]</p> <p>Exercise – passage from which changes to plural, diminutive and gender can be made.</p>	<p>Written exercise</p>	<p>Peer Teacher Memo</p>
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**Term 2 Week 2**

<p><b>LO 1</b> AS 3.5</p>	<p><u>Listening exercise</u></p> <p>1 Teacher chooses suitable passage. Works out questions. Gives pupils questions to read through.</p> <p>2 Teacher reads passage once; pupils may not write down anything while teacher is reading. Skill</p>	<p>After passage</p>	<p>Teacher</p>
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	<p>being tested is ability to listen for detail.</p> <p>3 Answer questions in writing</p>	has been read pupils answer the questions in writing	marks <b>CASS TASK 6 MARKS 10</b>
<b>LO 2</b>	<p><u>Fact and opinion</u></p> <p>Continue from Week 1</p>		
<b>LO 2</b>	<p><u>Macbeth</u></p> <p>Continue from week 1</p>	Notes written	
<b>LO 3</b>	<p><u>Descriptive essay</u></p> <p>Continue</p>	Draft	
<b>LO 4</b> AS 2.1 – 2.3	<p><u>Verb forms, tenses, negative forms</u></p> <p>1 Cloze exercise focusing on the above aspects. Teacher to choose own passage from newspaper or magazine.</p> <p>2 Pupils fill in missing words and give correct forms of verbs as indicated in the instructions</p>	Filled in cloze	Peer marking led by teacher

**Term 2 Week 3**

<p><b>LO 1</b> AS 1.1 - .6 AS 2.1 - .4</p>	<p><u>Debate</u></p> <p>1 What debating is. Rules, use: “World Schools Debating”</p> <p>2 Divide class into groups of</p>		
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	<p>6 (3 + 3) plus a chairman. Teacher to adjudicate.</p> <p>3 Give topics and time for preparation.</p> <p>Start debating. (Continue till Week 5)</p>	Debates	Assessed by teacher
<p><b>LO 2</b></p> <p>AS 1.1 .7</p> <p>AS 2.9 .10 .11</p> <p>LO 3</p> <p>AS 1.5 .6 .8</p> <p>AS 2.1 .4 .5 .6</p> <p>AS 3.2 .5 .7 .8</p>	<p><u>Literature essay</u></p> <p>How to write a literature essay.</p> <p>Critical analysis and format. ("Lutrin and Pincus" P 95 – 97)</p> <p>1 Pupils provided with text to be analyzed. Pupils look at title or heading and predict what text will be about. Ask more questions to aid pupils in their prediction.</p> <p>2 Pupils read text attentively</p> <p>3 Reread and review text to promote Understanding.</p> <p>4 Give pupils topic or statement to Research. Give examples of what to look for. Title, setting,</p>		



	<p>characters.</p> <p>5 They select organize and integrate relevant data from a variety of sources.</p> <p>6 Pupils develop coherent ideas through planning drafting and editing..</p> <p>Topic: Will be given as a statement requiring a response. Either Poetry or Act 1 of Macbeth</p> <p>This exercise will continue for the next 3 weeks</p>	<p>Planning Drafting</p>	
<b>LO 2</b>	<p><u>Macbeth</u></p> <p>Literature study</p> <p>Continue</p>		
<b>LO 3</b>	<p><u>Descriptive essay</u></p> <p>Complete and hand in</p>	<p>Essay handed in</p>	<p>Marked by teacher using 50 mark rubric</p> <p><b>CASS TASK 5 50 MARKS</b></p>
<b>LO 4</b> AS 3.1 - .3	<p><u>Critical language usage</u></p>		

	Not to be taught in isolation but in context when and where it arises		
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**Term 2    Week 4**

<b>LO 1</b>	<u>Debate</u> Continued from Week 3	Oral presentations	Teacher Rubric
<b>LO 2</b>	<u>Literature essay</u> Continued from Week 3	Drafts produced	Self, Peer
<b>LO 2</b>	<u>Macbeth</u>		

	Literature study Continued	Notes written	
<b>LO 3</b> AS 1.2 .4 AS 2.4	<u>Report</u> <p>1 Teacher describes a report as a short version of what happened during a sports event, accident, robbery, fundraising, concert, etc</p> <p>Teacher informs pupils that the report must contain the 5 W's (as used in a newspaper article) Who what when where why?</p> <p>Report must always be in the third person (as told by an observer or bystander)</p> <p>2 Teacher to give topics or pupils can choose own and write on them.</p> <p>3 Learners edit own work</p> <p>4 Edited reports read to class</p>	Reports	<p>Read to class.</p> <p>Peer assessment Using checklist of 5 W's</p> <p>Teacher Rubric</p>
<b>LO 4</b> AS 2.11	<u>Literal and figurative language</u> <p>1 Teacher discusses following figurative language with pupils</p> <p>Let's look at body parts today.</p>	Discussion	

	<p>Shake a leg Lend me your ears That pretty girl caught my eye The criminal fingered his partner Take my hand Blood was running high</p> <p>2 Pupils given passage containing phrases like: easy on the eye; dumbstruck. Look up meanings in dictionaries</p> <p>3 Write meanings down.</p> <p>4 Write own sentences using same phrases</p>	Written exercise	Teacher Peer  Memo
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**Term 2 Week 5**

<b>LO 1</b>	<u>Debates</u> Concluded	Oral presentation	Teacher Rubric
<b>LO 2</b>	<u>Literature essay</u> Continued	Drafts produced	Peer self
<b>LO 2</b>	<u>Macbeth</u> Literature Continued	Notes written. Answers to questions	Teacher Oral questions
<b>LO 3</b>	<u>Reports</u>	Final copies	Teacher

	Concluded	produced	Rubric
<b>LO 4</b> AS 1.3 AS 1.8 AS 1.9 AS 2.8 2.9	<p><u>Polysemes, homophones, homonyms, synonyms and antonyms.</u></p> <p><b>Polysemes</b>            Teacher explains what polysemes are. One word – many meanings: sack (plunder, bag, dismiss) Get examples from pupils. Use dictionary.</p> <p><b>Homophones</b>            Word which has the same sound and spelling as another, but has a different meaning. Arm - has fingers at the end. Arm – to take up a gun. Learners give examples and use in sentences.</p> <p><b>Homophone</b>            Teacher explains that these are words which sound the same but are spelt differently. Sight / cite, Right / write / rite. Pupils think of own examples and use in sentences.</p> <p><b>Synonyms</b>            What are they? Explain if necessary that they are different words which have the same meaning. Big – large.</p> <p><b>Antonyms</b>            Words with opposite meanings. Tall – short.</p> <p>Exercise</p>	<p>List of polysemes</p> <p>Sentences</p> <p>Sentences</p>	<p>Peer assessment led by teacher</p> <p>Memo</p>

	Pupils given comprehension passage with underlined words to be replaced with antonyms. Pupils give synonyms for those words in brackets. Make own sentences using the underlined words to bring out their meaning.	Written exercise	
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**Term 2    Week 6**

<b>LO 1</b> AS 1.7 AS 2.1 – .4 AS 3.2 .3 .5	<u>Introducing and thanking a guest speaker</u>  English for Success Grade 10 P73 Teacher encourages pupils to find out more about the guest speaker. They organise their material coherently by supporting their main ideas with relevant details They choose appropriate format, vocabulary and language structures and conventions. They use pauses and repetition where appropriate. They “listen” to the Guest Speaker’s speech and allude to	Oral presentations	Peer assessment using checklist on P 73
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	it in the thanks. they do the exercise on P 73		
<b>LO 2 and LO 4 AS 2.1</b>	<u>Comprehension</u>  Continue from Week 5 LO 4	Written and Oral answers	Peer assessment led by teacher
<b>LO 2</b>	<u>Macbeth</u>  Continued	Notes	Teacher Question and Answer
<b>LO 2</b>	<u>Literature essay</u>  Handed in	Essay	Marked by teacher using 40 mark rubric <b>CASS TASK 7 40 MARKS</b>
<b>LO 3 AS 1.2 .4 AS 3.2 .3 .5</b>	<u>Agenda and Minutes</u>  Teacher establishes learners' prior knowledge through asking questions. Pupils answer questions. Teacher explains formats of agenda and minutes and what these documents entail. Teacher provides learners with models of formats. Teacher explains agenda as showing what is going to be presented and discussed at the meeting.	Written agenda and minutes	Peer assessment led by teacher. Use checklist drawn up from format



	<p>Teacher explains minutes as formal, precise and concise records of meetings.          Their purpose is to ensure that the proceedings of the meetings are correctly documented.          Teacher instructs class to draw up an agenda for a meeting and then minutes written by individuals.          Learners comply with teachers instructions.          They edit their work and rewrite until a final version is produced.</p>		<p>on P 80 of          Lutrin and          Pincus</p>
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**Term 2    Week 7**

<b>LO 1</b>	<p><u>Introducing and thanking a guest speaker</u>           Conclude what was started last week</p>	Oral exercise	Teacher Rubric
<b>LO 2</b>	<p><u>Macbeth</u>           Continued paying particular attention to figurative and rhetorical language          Learners answer and respond to questions and</p>	Answers to questions	Teacher Question and Answer

	explanations.		
<b>LO 3</b>	<u>Agenda and minutes</u> Pupils conclude task started in Week 6	Final copy	Teacher Rubric
<b>LO 4</b> AS 2.11	<u>Literal and figurative language</u> Teacher refers learners to exercises on P 131 – 132 English for Success Grade 10 where they are required to identify and explain figures of speech; to quote and identify sound devices, these done in their workbooks.	Oral and written answers	Peer assessment led by teacher

## Term 2 Week 8

<b>LO 1</b> AS 3.1 .2 .3	<u>Congratulations</u> Teacher asks questions to find out if learners understand how to congratulate one. Learners respond to questions. Teacher goes on to ask learners to identify someone to be congratulated and to give reasons why he/she should be congratulated.	Congratulations, Comments on presentations	Peer and Teacher using checklist: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>✓</td> <td>X</td> </tr> <tr> <td>Situation</td> <td></td> <td></td> </tr> <tr> <td>Sincerity</td> <td></td> <td></td> </tr> </table>		✓	X	Situation			Sincerity		
	✓	X										
Situation												
Sincerity												

	<p>Teacher instructs learners to use rhetorical devices in congratulating him/her on his/her achievements.</p> <p>Learners use appropriate tone and good pronunciation of words.</p> <p>Learners take turns in congratulating one another.</p> <p>Learners listen and comment keeping in mind the checklist.</p> <p>Formal situations and informal situations are taken into consideration.</p> <p>Friends and family also considered.</p>		<table border="1"> <tr> <td>Voice projection</td> <td></td> <td></td> </tr> <tr> <td>Clear articulation</td> <td></td> <td></td> </tr> </table>	Voice projection			Clear articulation		
Voice projection									
Clear articulation									
<b>LO 2</b>	<p><u>Macbeth</u></p> <p>Literature study continued</p> <p>Paying special attention to Figurative and rhetorical language.</p> <p>Questions asked and learners answering.</p>	Answers to questions	Teacher Question and answer						
<b>LO 3</b> AS 1.2 As 2.3 AS 3.3	<p><u>Invitation, Thank you, Get well, Birthday</u></p> <p>Teacher and pupils bring examples.</p> <p>Teacher emphasizes the elements of sincerity and humor when writing these documents.</p> <p>Models of cards brought to class.</p> <p>Learners asked to design their own cards observing the formats on the models.</p> <p>Learners display their cards and do gallery walk.</p>	Cards produced	Peer Checklist Teacher Rubric						
<b>LO 4</b>	<u>Active and Passive</u>	A written exercise	Self assessment						

AS 2.6	How to change from one to the other (Lutrin and Pincus P 32) Pupils make the required changes. Pupils are further asked to do an exercise on Active and Passive Voice in their workbooks		led by teacher
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