

**GRADE 10 TERM 1**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 1-2</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>- Unprepared reading (10)</li> </ul>	<p>Prepared and unprepared reading</p> <ul style="list-style-type: none"> <li>- Unprepared reading form TKMB</li> </ul>	<p>Key features of texts and parts of a book, including literary genres</p> <p>Literature study</p> <ul style="list-style-type: none"> <li>- Introduce and start reading To Kill a Mockingbird, introduce elements of autobiographical writing.</li> </ul>	<p>1 x <b>essay</b>: descriptive</p> <p><b>Focus on:</b></p> <p><b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <ul style="list-style-type: none"> <li>- Discuss descriptive writing (EHB pg 75)</li> <li>- Autobiographical essay, see notes</li> </ul>	<p>Language structures and conventions:</p> <ul style="list-style-type: none"> <li>• Punctuation and spelling</li> </ul> <p><b>Format and features of chosen Text</b></p> <ul style="list-style-type: none"> <li>- Punctuation rules (EHB pg 10)</li> <li>- Punctuation exercises worksheet</li> </ul>

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Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 3-4</p> <p>Assessments - - Prepared reading (10)</p>	<p><b>Discussion/conversation:</b> __ Features and conventions • Planning, researching, organising, practising and presenting</p> <ul style="list-style-type: none"> <li>- Discuss issues of racism, sexism, prejudice and stereotyping found in TKMB</li> <li>- Prepared reading from own novel</li> </ul>	<p><b>Reading for comprehension:</b> strategies using visual texts <b>Literature study</b></p> <ul style="list-style-type: none"> <li>- Read TKMB</li> <li>- Visual literacy exercise (Alexander Forbes ad)</li> <li>- Comprehension and visual literacy exercise1</li> </ul>	<p><b>Transactional text:</b> obituary <b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <ul style="list-style-type: none"> <li>- Teach obituary (see teacher's note)</li> <li>- Write the obituary for Mrs Dubose that might have appeared in Maycomb's local paper.</li> </ul>	<p><b>Language structures and conventions</b> • Punctuation and spelling</p> <ul style="list-style-type: none"> <li>- Punctuation exercise</li> <li>- - The hyphen in compound adjectives</li> </ul>

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Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 5-6</p> <p>Assessments –</p> <p>Autobiographical essay (50)</p>	<p><b>Listening for comprehension:</b> (Informative, evaluative, appreciative and interactive)</p> <p>- Introduce project for oral presentation on TKMB</p>	<p><b>Reading for comprehension:</b> Interpretation of written texts • <b>Literature study</b></p> <p>- Read TKMB</p>	<p><b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p>- Autobiographical essay due</p>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Register, style and voice</li> <li>• Word choice</li> </ul> <p><b>Format and features of chosen Text</b></p> <ul style="list-style-type: none"> <li>- Teach register, style and diction (EHB pg 74 and 96)</li> <li>- “Stoep Talk” exercise</li> <li>- Discuss diction and register of various characters in the novel and the impact they have (for eg Calpurnia’s formal diction compared to when she is angry at Scout)</li> </ul>

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Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 7-8</p> <p>Assessments - Debate (10) Comprehension 2 (35)</p>	<p><b>Debate:</b> __ Features and conventions • Planning, researching, organising, practising and presenting</p> <p>- Debate (EHB pg 116)</p> <p>- Hold debate on whether Atticus is a good role model for his children or not.</p>	<p><b>Reading for comprehension:</b> o Vocabulary development and language use o Sentence structures</p> <p><b>Literature study</b></p> <p>- Finish TKMB</p> <p>- Comprehension 2</p>	<p>1 x <b>essay:</b> argumentative <b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p>- Teach format Literary essay (EHB pg 76)</p> <p>- Practise literary essay, emphasise importance of planning and introductions.</p>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Register, style and voice</li> <li>• Word choice</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Punctuation and spelling</li> </ul> <p><b>Format and features of chosen Text</b></p> <p>- Comprehension 2</p> <p>- Gender issues handout and exercises</p>

**GRADE 10 TERM 1**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 9-10</p> <p><b>LITERATURE WEEK</b></p> <p>Assessments -</p> <ul style="list-style-type: none"> <li>- Oral presentations (50)</li> <li>- Literary essay (50)</li> </ul>	<p><b>Prepared/unprepared speech:</b></p> <p>___ Features and conventions</p> <ul style="list-style-type: none"> <li>• Planning, researching, organising, practising and presenting</li> </ul> <p>- Oral presentations from TKMB</p>	<p><b>Summary writing</b></p> <p><b>Literature study</b></p> <p>- Gender issues continued</p>	<p><b>Transactional text:</b> Speech/dialogue/interview</p> <p><b>Focus on:</b></p> <p><b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p>- Writing out speeches for presentations (EHB pg 114)</p> <p>- Literary essay on TKMB</p>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Register, style and voice</li> <li>• Word choice</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Punctuation and spelling</li> </ul> <p><b>Format and features of chosen Text</b></p> <p>- Gender issues continued</p>



**GRADE 10 TERM 2**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
Week 1-2	<p><b>Dialogue</b></p> <ul style="list-style-type: none"><li>• Features and conventions</li><li>• Planning, researching, organising, practising and presenting</li></ul> <p>- Introduce <i>Romeo and Juliet</i> and discuss elements and structure of dialogues.</p> <p>- Revise Shakespeare (four humours, chain of being, Elizabethan England)</p>	<p><b>Reading for comprehension:</b> Strategies using written texts: See Section 3.2</p> <ul style="list-style-type: none"><li>• <b>Literature study</b></li></ul> <p>Begin reading R&amp;J, Read up to Act II</p>	<p><b>Transactional text:</b> dialogue</p> <p><b>Focus on:</b></p> <p>Introduce <i>Romeo and Juliet</i> and discuss elements and structure of dialogues</p>	<p><b>Format and features of chosen text</b></p>

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Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 3-4	<p><b>Informal discussions/ conversation:</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Applying conventions</li> </ul> <p>Introduce Oral presentations – Great Lovers</p>	<ul style="list-style-type: none"> <li>• Literature study</li> </ul> <p>Read <i>Romeo and Juliet</i> up to end of Act IV</p>	<p><b>Transactional text:</b> curriculum vitae and covering letter</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Curriculum Vitae and covering letter (EHB pg 87) in preparation for Betrieps</p>	<p><b>Format and features of chosen text</b></p>

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Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 5-6</p> <p>Assessments –</p> <p>Prepared reading (10) Literary essays (30)</p>	<p>Prepared reading</p> <p>Have learners prepare a section of the play for presentation to the class. They may work in pairs or groups</p>	<p><b>Reading for comprehension:</b></p> <ul style="list-style-type: none"> <li>o Vocabulary development and language use</li> <li>o Sentence structures_</li> </ul> <p><b>Literature study</b></p> <p>Read <i>Romeo and Juliet</i> finished</p>	<p><b>1 x essay:</b> argumentative <b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p>Practise Literary essays, at least 2 before the test</p> <p>Test : <i>Romeo and Juliet</i> literary essay</p>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Register, style and voice</li> <li>• Word choice</li> <li>• Sentence construction</li> </ul> <p><b>Format and features of chosen Text</b></p> <p>Discuss themes, characters, imagery from the play</p>

**GRADE 10 TERM 2**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 7-8</p> <p>ASSESSMENTS-</p> <p><b>Panel discussion (10)</b> <b>Friendly letter (20)</b></p>	<p><b>Panel discussion:</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising, practising and presenting</li> </ul> <p>- Panel discussion (see teacher's note) – Who is really to blame for the deaths of Romeo and Juliet? Look at Fate, Friar Lawrence, The Capulets, The Feud and Romeo and Juliet themselves</p>	<p><b>Interpretation of visual texts</b></p> <p>- Show Zefferelli <i>Romeo and Juliet</i> film</p> <p>- Show Luhrman <i>Romeo and Juliet</i> film and compare and contrast films.</p>	<p><b>Transactional texts:</b> Friendly letter</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p>- Friendly letter (EHB pg 74)</p> <p>- Write the letter Friar Lawrence would have written to Romeo in Mantua, explaining the plan to fake Juliet's death</p>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Paragraph writing</li> </ul> <p><b>Format and features of chosen Text</b></p> <p>- Discuss paragraph writing, topic sentences and concluding sentences (EHB pg 68)</p> <p>- Give Tic tac toe project</p>



**GRADE 10 TERM 2**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
Week 9-10  Assessments - Tic tac toe (90) Oral (20)	Oral presentations on great Lovers	Show <i>Shakespeare in Love</i>  Poetry – Marlowe versus Shakespeare	Tic tac toe projects to be completed and handed in	Comprehension 4





**GRADE 10 TERM 3**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 3-4</p> <p>Assessments :</p> <p>Minutes (20) Anecdote (10)</p>	<p><b>Meetings and meeting procedures:</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising, practising and presenting</li> </ul> <p><b>Storytelling:</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising, practising and presenting</li> </ul> <p>- Hold discussion on work experience, and what its like to be involved in meetings.</p> <p>- Learners present an anecdote from their holiday, must be <b>prepared</b>. <b>Global mark /10</b></p>	<p><b>Reading for comprehension:</b></p> <ul style="list-style-type: none"> <li>• <b>Literature study</b></li> </ul> <p>• <b>Reading for comprehension:</b></p> <ul style="list-style-type: none"> <li>o Vocabulary development and language use</li> <li>o Sentence structures</li> </ul> <ul style="list-style-type: none"> <li>• <b>Literature study</b></li> </ul> <p>- Introduce and read The Kite Runner</p>	<p><b>Transactional text:</b> minutes of meetings</p> <p><b>Focus on:</b></p> <p><b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <p><b>1 x essay:</b> argumentative</p> <p><b>Focus on:</b></p> <p><b>Process writing</b> Planning, drafting, revising, editing, proof-reading and Presenting</p> <ul style="list-style-type: none"> <li>- Write minutes of a meeting from Betriebs, 200 words (EHB pg 80)</li> <li>- Teach format of Argumentative essay</li> <li>- Argumentative Essay : Betriebs (work experience) should be compulsory in all schools across South Africa (EHB pg 76 – persuasive writing)</li> </ul>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Register, style and voice</li> <li>• Word choice</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Punctuation and spelling</li> </ul> <p><b>Format and features of chosen Text</b></p> <ul style="list-style-type: none"> <li>- Jabberwocky Exercise</li> <li>- (Give poem, discuss functionality of parts of speech. Identify all nouns, verbs, adjectives and adverbs in poem)</li> <li>- Use Kite Runner, discuss register (EHB pg74, 96) and style and voice</li> <li>- (EHB pg 96) as it comes up.</li> </ul>

**GRADE 10 TERM 3**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 5-6</p> <p>Assessments : Interview (10)</p>	<p><b>Prepared/unprepared speech:</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising, practising and presenting</li> </ul> <p>Interview with partner on Khaled Housseini</p>	<ul style="list-style-type: none"> <li>• Reading for comprehension:</li> <li>• Literature study</li> </ul> <p>Read The Kite Runner</p>	<p><b>Transactional text:</b> Speech/ dialogue/interview</p> <p><b>Focus on:</b></p> <p><b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <ul style="list-style-type: none"> <li>- Revise dialogue format (EHB pg 84)</li> <li>- Written Interview– interview with Khaled Hosseini</li> </ul>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Sentence construction</li> </ul> <p><b>Format and features of chosen Text</b></p> <ul style="list-style-type: none"> <li>- Subject and predicate (EHB pg 7)</li> <li>- Clauses (EHB pg 9)</li> <li>- Sentence Exercises</li> </ul>



**GRADE 10 TERM 3**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
Week 7-8  ASSESSMENTS -  Summary (20)		<b>Summary writing</b> • Literature study  - Summary (EHB pg83) exercises  - Read The Kite Runner	<b>1 x essay:</b> argumentative <b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting  - Literary Essay Kite Runner	<b>Language structures and conventions</b> • Punctuation and spelling <b>Format and features of chosen Text</b>  - Punctuation (EHB pg 10) - Punctuation Exercises

**GRADE 10 TERM 3**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 9-10</p> <p><b>ASSESSMENTS -</b></p> <ul style="list-style-type: none"> <li>- Listening comprehension (20)</li> <li>- Review on Kite Runner (20)</li> <li>- Literary essay Test</li> </ul>	<p><b>Listening for comprehension</b> (Informative, evaluative, appreciative and interactive)</p> <p>- Listening Comprehension</p>	<p><b>Reading for Comprehension</b></p> <ul style="list-style-type: none"> <li>- Comprehension : The mysteries of Prom Night</li> <li>- Finish Kite Runner</li> </ul>	<p><b>Transactional texts:</b> review <b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <ul style="list-style-type: none"> <li>- Review (EHB pg 119)</li> <li>- Write a review of Kite Runner (20)</li> <li>- Literary Essay Kite Runner Test</li> </ul>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Sentence construction</li> </ul> <p><b>Format and features of chosen text</b></p> <ul style="list-style-type: none"> <li>- Sentence construction (EHB pg 6 and 34)</li> <li>- Comparing Texts exercise</li> </ul>

**GRADE 10 TERM 4**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>- Speech</li> <li>- Comprehension Two</li> <li>- Letter to press</li> </ul>	<p><b>Introducing a speaker/vote of thanks:</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising, practising and presenting</li> </ul> <ul style="list-style-type: none"> <li>- Learners prepare an introduction to a guest speaker at an assembly</li> <li>- (see EHB pg114)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading for comprehension</b> Interpretation of visual texts</li> <li>• <b>Literature study</b></li> </ul> <ul style="list-style-type: none"> <li>- Comprehension Two (Zapiro on the Showerhead)</li> <li>- Watch <i>Dead Poet's Society</i></li> </ul>	<p><b>Transactional text:</b> letters to the press</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</p> <ul style="list-style-type: none"> <li>- Write a letter of approx. 200 words to <i>The Sunday Times</i> responding to the cartoon from Comprehension Two, giving your view on the matter. (EHB pg 78)</li> </ul>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Punctuation and spelling</li> </ul> <p><b>Format and features of chosen text</b></p> <p>Comprehension and punctuation exercises in Comprehension two</p>

**GRADE 10 TERM 4**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 3-5</p> <p>Assessments –</p> <ul style="list-style-type: none"> <li>- Narrative Essay</li> <li>- Panel discussion</li> <li>- Magazine article</li> <li>- Summary</li> </ul>	<p><b>Panel discussion:</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Applying conventions</li> </ul> <p>See teacher's note on Panel discussion, teach format</p> <ul style="list-style-type: none"> <li>- The importance of Tradition versus Free Thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Summary writing</b></li> <li><b>Prepare for examination</b></li> <li><b>Language in context:</b></li> <li>• Comprehension</li> <li>• Summary</li> <li>• Language structures and conventions</li> <li><b>Literature:</b></li> <li>• Novel</li> <li>• Film</li> <li>• Poetry</li> </ul> <ul style="list-style-type: none"> <li>- Summary (EHB pg 83 and note)</li> <li>- Film study : DPS see film study EHB pg 105 - 109 and answer sequence questions on notes</li> <li>- Revise:</li> <li>- <i>The Kite Runner</i></li> <li>- <i>Dead Poet's Society</i></li> <li>- Poetic techniques and teach SPECS and SLIMS for unseen poetry (see teacher's note)</li> <li>- Summary skills</li> <li>- Comprehension techniques</li> <li>- Language structures</li> </ul>	<p>1 x essay: Narrative</p> <p>Transactional texts: magazine article</p> <p>Essays</p> <p>Transactional texts</p> <ul style="list-style-type: none"> <li>- Narrative Essay (EHB pg 75)</li> <li>- See Narrative essay topics, write a narrative essay 400-500 words</li> <li>- Revise Article writing (EHB pg 81)</li> <li>- Write an article for Hilton Academy's School paper on "Sucking the marrow out of life doesn't mean choking on the bone." (John Keating)</li> <li>- Revise Transactional writing (EHB pg 77-87) : Diary entry, Letter writing (formal and friendly)</li> <li>- Review , Articles , Minutes Dialogue</li> <li>- Revise Literary essay format (EHB pg 97)</li> </ul>	<p><b>Language structures and conventions</b></p> <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Vocabulary</li> <li>• Punctuation and spelling</li> </ul> <p><b>Format and features of chosen text</b></p> <p>Comprehension Three as test</p> <p>Revise:</p> <ul style="list-style-type: none"> <li>• Register, style and voice</li> <li>• Word choice (see notes)</li> <li>• Sentence construction</li> <li>• Paragraph writing (EHB pg 69)</li> <li>• Punctuation and spelling</li> </ul>

**GRADE 10 TERM 4**

<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 6-7</p> <p><b>Assessments - Paper one 100 Paper two 100</b></p> <p><b>Exams (12/11 – 23/11)</b></p>				

**GRADE 10 TERM 4**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 7-9</p> <p><b>Learners return – 26/11</b></p>		<p>Return exam papers and discuss. Go through in detail</p>	<p>Return exam papers and discuss. Go through in detail</p> <p>Transactional writing workshop. Use Powerpoint presentation (Copies of slides in teacher pack) to teach all formats of transactional pieces needed for Matric. Focus on style and register. Do Transactional writing tasks</p>	