

**Dawood Public School**  
**Course Outline 2017-18**  
**English Language**  
**Class X**

**Textbooks:**

Oxford English, An International Approach 4

Oxford English, An International Approach Workbook 4

Learners, Developing Vocabulary Skills 3

<b>Month and Week</b>	<b>Topic</b>	<b>Subtopic</b>	<b>Objectives</b>
August Week 1 (3 periods)	Directed Writing	<b>Formal and Informal Letter</b>	<ul style="list-style-type: none"> <li>To differentiate b/s a formal and informal letter in terms of its tone, register and format.</li> <li>To write analyze the above through model letters.</li> </ul>
August Week 2 (3 periods)	Directed Writing	<b>Formal and Informal Letter</b>	<ul style="list-style-type: none"> <li>To attempt a task for each independently.</li> <li>To formulate their own checklist before doing so.</li> </ul>
August Week 3	Reading for Meanings	<b>Unit 1- Money</b> 'What's Money?' <b>Vocab:</b> Theme 15 (Extention)	<ul style="list-style-type: none"> <li>Understanding explicit and implicit meanings. (Focus on specific 'words' or 'phrases' and their implications).</li> <li>Developing Vocabulary</li> </ul>
August Week 4	Reading for Ideas	<b>Unit 1- Money</b> 'The Development of Money'	<ul style="list-style-type: none"> <li>Explanation of what rubrics are.</li> <li>Extraction of content points with reference to the rubric.</li> </ul>
September Week 1	Reading for ideas	<b>Unit 1- Money</b> 'The Development of Money'	<ul style="list-style-type: none"> <li>Formation of a summary of the above of about 180 words with focus on brevity and use of transitions to link ideas.</li> <li>Identifying facts and opinions (from last paragraph)</li> </ul>
September Week 2	Reading for Meanings (Exemplar for Personal Narrative)	<b>Unit 2- First Impressions</b> 'First day at school in Barbados' <b>Vocabulary-</b>	<ul style="list-style-type: none"> <li>Examine the various aspects of the story for explicit and implicit meanings.</li> <li>Highlighting points (use of tense and imagery) that make it a good personal narrative.</li> </ul>

		Theme 14- Making People Do Things	<ul style="list-style-type: none"> <li>• Building vocabulary.</li> </ul>
September Week 3	Creative Writing	<b>Narrative Writing</b> 'Topic Sentences'- <b>Workbook</b> pages 5-7	<ul style="list-style-type: none"> <li>• Determine what makes a good topic sentence for a paragraph.</li> <li>• Revise parts of a story and understanding the connotation of the task.</li> <li>• Brainstorm for a writing a personal narrative.</li> <li>• Reflection of previous lesson.</li> </ul>
October Week 1	Reading for Ideas Reading for Meanings	Past Paper Model	<ul style="list-style-type: none"> <li>• To take a test to check for understanding.</li> </ul>
October Week 2	Creative Writing	<b>Narrative Writing</b> 'Story Writing'- Third person Point of View	<ul style="list-style-type: none"> <li>• Discuss success criteria.</li> <li>• Planning and writing a story independently.</li> </ul>
October Week 3	Directed Writing	<b>Newspaper Report</b>	<ul style="list-style-type: none"> <li>• Closely read, examine and evaluate the exemplars on pages 14 and 32 of the text book to gain an understanding of tone, register, format, headings, subheadings and embedding quotations.</li> <li>• Writing a newspaper report independently with success criteria in mind.</li> </ul>
October Week 4	Reading for Ideas	Focus on Transitions- <b>Workbook</b> Pages 10-11.	<ul style="list-style-type: none"> <li>• To gain a deeper understanding on the use of transitions in writing a summary (or other writing tasks).</li> </ul>
October Week 5	Directed Writing	Writing a <b>Letter</b> and a <b>News report</b>	<ul style="list-style-type: none"> <li>• Providing extra practice for both tasks.</li> </ul>
November Week 1	Reading for Meanings	<b>Unit 3- Fire</b> 'Fire in the Snow' <b>Vocabulary-</b> Theme 2 Focus on 'dialogue'.	<ul style="list-style-type: none"> <li>• Reading for understanding on explicit and implicit meanings.</li> <li>• Developing vocabulary.</li> <li>• Examine the effects of dialogue and how the dialogue creates atmosphere. (Extension for Creative Writing).</li> </ul>
November Week 2	Revision	Reading for Meanings	<ul style="list-style-type: none"> <li>• Reinforcement of reading for meanings.</li> </ul>
November Week 3	Revision	Reading for Ideas	<ul style="list-style-type: none"> <li>• Reinforcement of reading for meanings.</li> </ul>
November Week 4	Revision	Directed Writing (Letter:	<ul style="list-style-type: none"> <li>• To be able to answer the question by understanding the subtle</li> </ul>

		formal/informal, Newspaper Report)	nuances within the rubrics.
November Week 5	Revision	Creative Writing (Narrative Writing- first and third person)	<ul style="list-style-type: none"> <li>To be able to compose a narrative writing with elevated vocabulary, appropriate tense usage and addressing the elements of a story according to the given question.</li> </ul>

## Second Term

Month and Week	Topic	Subtopic	Objectives
January Week 1 (3 periods)	Directed Writing	<b>Article Writing</b> <b>Unit 4</b> -Reaching Out 'An Online Newspaper Report' pg 69-71 'Newspaper Article' pg 72-73	<ul style="list-style-type: none"> <li>To differentiate b/w a newspaper report and article.</li> <li>To analyze the formats, tone and register of both.</li> </ul>
January Week 2 (3 periods)	Directed Writing	<b>Article Writing</b> <b>Vocab:</b> Theme 9- How People Talk Workbook: Pg20,23 H.W	<ul style="list-style-type: none"> <li>To learn how to embed quotations.</li> <li>To formulate their own checklist before doing so for self-reflective assessment.</li> <li>To enhance vocabulary to use in 'article writing'.</li> </ul>
January Week 3 (3 periods)	Reading for Meanings	<b>Unit 5- Time</b> 'The Dinosaur Hunter' <b>Workbook:</b> Pg 26,31 HW	<ul style="list-style-type: none"> <li>Understanding explicit and implicit meanings. (Focus on specific 'words' or 'phrases' and their implications).</li> <li>Enhance vocabulary with Greek and Latin origins.</li> </ul>
January Week 4	Reading for Ideas	<b>Unit 5- Time</b> 'The Indus Valley Civilization' <b>Workbook:</b> 27-29	<ul style="list-style-type: none"> <li>Enable children to formulate their own rubrics for some paragraphs.</li> <li>Extraction of content points with reference to the rubric.</li> <li>Formation of a summary using the content points.</li> <li>Understand the link between cause and effect and use suitable transitions in doing so.</li> </ul>

February Week 1	Creative Writing	<b>Argumentative Writing</b>	<ul style="list-style-type: none"> <li>To develop a rubric for success criteria of writing an argumentative essay by critically evaluating a sample.</li> <li>Referring to the bands for added requirements.</li> </ul>
February Week 2	Creative Writing	<b>Argumentative Writing</b> <b>Vocab-</b> Theme 6: Arguing and Fighting	<ul style="list-style-type: none"> <li>Brainstorming suitable 'arguments' with suitable supporting details.</li> <li>Determine use of appropriate argumentative phrases and transitions.</li> <li>Building vocabulary.</li> </ul>
February Week 3	Reading for Ideas	<b>Workbook:</b> Camels pgs 68-72	<ul style="list-style-type: none"> <li>Reinforcement of concepts taught.</li> <li>To critically evaluate the performance of a peer and give constructive feedback for self-learning.</li> </ul>
February Week 4	Reading for Meanings	<b>Workbook:</b> pg 75-78	<ul style="list-style-type: none"> <li>To take a test to check for understanding.</li> </ul>
March Week 1	Creative Writing	<b>Descriptive Writing</b>	<ul style="list-style-type: none"> <li>Discuss success criteria by examining a sample.</li> <li>Writing enhanced short paragraphs through scaffolding and visual stimulus.</li> </ul>
March Week 2	Creative Writing	<b>Descriptive Writing Vocabulary-</b> Theme 7 'Communicating without Words'	<ul style="list-style-type: none"> <li>Examining techniques of zooming in and zooming out in descriptive writing.</li> <li>Focusing on expression of the 5 senses.</li> <li>Enhance vocabulary.</li> </ul>
March Week 3	Reading for Ideas	<b>Unit 6- Escaping</b> 'Elephants Escaping Zimbabwe' pg 119 <b>Workbook:</b> pg 37,38 HW	<ul style="list-style-type: none"> <li>Extraction of content points and summary writing.</li> <li>Identification of facts and opinions.</li> <li>Looking at the text as a report (for directed writing)</li> </ul>
March Week 4	Directed Writing	<b>Speech</b>	<ul style="list-style-type: none"> <li>Identification of purpose and audience for utilization of appropriate register and tone.</li> <li>Independent writing by understanding connotation of the question.</li> </ul>

April Week 1	Reading for Meanings	<b>Unit 7- In the Dark</b> 'My Friend Darkness'	<ul style="list-style-type: none"> <li>• Reading for understanding on explicit and implicit meanings.</li> <li>• Developing vocabulary with focus on imagery.</li> <li>• Examine the effects of quotation marks and how they create connections with the reader. (Extension for Creative Writing).</li> </ul>
April Week 2	Revision	Reading for Meanings	<ul style="list-style-type: none"> <li>• Reinforcement of reading for meanings.</li> </ul>
April Week 3	Revision	Reading for Ideas	<ul style="list-style-type: none"> <li>• Reinforcement of reading for meanings.</li> </ul>
April Week 4	Revision	Directed Writing (Speech, Newspaper Article)	<ul style="list-style-type: none"> <li>• To be able to answer the question by understanding the subtle nuances within the rubrics.</li> </ul>
April Week 5	Revision	Creative Writing (Narrative Writing Descriptive Writing Argumentative Writing)	<ul style="list-style-type: none"> <li>• To be able to compose assignments according to the given genres of writing with elevated vocabulary, appropriate tense usage and addressing the elements of a story according to the given question.</li> </ul>

Component		Weighting
<p><b>Paper 1 Writing</b></p> <p>Candidates answer <b>two</b> questions: the compulsory question in Section 1 and one question from Section 2.</p> <p><b>Section 1: Directed Writing (30 marks)</b></p> <p>Candidates are presented with one compulsory writing task. Candidates write a response of 200–300 words.</p> <p><b>Section 2: Composition (30 marks)</b></p> <p>Candidates complete one writing task from a choice of five descriptive/argumentative/narrative essay titles. Candidates write a response of 350–500 words.</p> <p>This component is externally assessed.</p> <p>60 marks</p>	<b>1 hour 30 minutes</b>	50%
<p><b>Paper 2 Reading</b></p> <p>Candidates answer all questions in both sections.</p> <p><b>Section 1: Reading for Ideas (25 marks)</b></p> <p>Candidates scan a factual text and identify key points.</p> <p>Candidates use their notes to produce a written summary of 150–180 words.</p> <p>Candidates answer questions to identify examples of a function in the text, e.g. opinions, advice, criticism or warnings.</p> <p><b>Section 2: Reading for Meaning (25 marks)</b></p> <p>Candidates respond to questions about one narrative passage.</p> <p>Both passages in Paper 2 will be approximately 700 words each.</p> <p>This component is externally assessed.</p> <p>50 marks</p>	<b>1 hour 45 minutes</b>	50%

**Aims:**

- communicative competence: the ability to communicate with clarity, relevance, accuracy and variety
- creativity: the ability to use language, experience and imagination to respond to new situations, create original ideas and make a positive impact
- critical skills: the ability to scan, filter and analyse different forms of information
- cross-cultural awareness: the ability to engage with issues inside and outside own community, dealing with the familiar as well as the unfamiliar. (This is not an assessment objective but forms the context of writing tasks and reading passages.)