



PROVINCE OF THE  
EASTERN CAPE  
EDUCATION

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DIRECTORATE:  
CURRICULUM FET PROGRAMMES  
LESSON PLANS  
TERM 3  
ENGLISH HL GRADE 10

## FOREWORD

The following Grade 10, 11 and 12 Lesson Plans were developed by Subject Advisors during June 2009. Teachers are requested to look at them, modify them where necessary to suit their contexts and resources. It must be remembered that Lesson Plans are working documents, and any comments to improve the lesson plans in this document will be appreciated. Teachers are urged to use this document with the following departmental policy documents: Subject Statement; LPG 2008; SAG 2008; Examination Guidelines 2009 and Provincial CASS Policy / Guidelines.

Lesson planning is the duty of each and every individual teacher but it helps when teachers sometimes plan together as a group. This interaction not only helps teachers to understand how to apply the Learning Outcomes (LOs) and Assessment Standards (ASs) but also builds up the confidence of the teachers in handling the content using new teaching strategies.

It must please be noted that in order to help teachers who teach across grades and subjects, an attempt has been made to **standardise lesson plan templates** and thus the new template might not resemble the templates used in each subject during the NCS training. However, all the essential elements of a lesson plan have been retained. This change has been made to assist teachers and lighten their administrative load.

Please note that these lesson plans are to be used only as a guide to complete the requirements of the Curriculum Statements and the work schedules and teachers are encouraged to develop their own learner activities to supplement and /or substitute some of the activities given here (depending on the school environment, number and type of learners in your class, the resources available to your learners, etc).

Do not forget to build in the tasks for the Programme of Assessment into your Lesson Plans.

Strengthen your efforts by supporting each other in clusters and share ideas. Good Luck with your endeavours to improve Teaching, Learning and Assessment.

**CORE CONTENT:** Interviews (LO 1)

<b>LEARNING OUTCOME 1: X LISTENING AND SPEAKING</b> The learner is able to listen and speak for a variety of purposes, audiences and contexts.		<b>LEARNING OUTCOME 2: READING AND VIEWING</b> The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts		<b>LEARNING OUTCOME 3: WRITING AND PRESENTING</b> The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts		<b>LEARNING OUTCOME 4: LANGUAGE</b> The learner is able to use language structures and conventions appropriately and effectively	
AS 1: demonstrate knowledge of different forms of oral communication for social purposes.	X	AS 1: demonstrate various reading and viewing strategies for comprehension and appreciation.		AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.		AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.	
AS 2: demonstrate planning and research for oral presentation.	X	AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.		AS 2: demonstrate the use of advanced writing strategies and techniques for first drafts.		AS 2: use structurally sound sentences in a meaningful and functional manner.	
AS 3: demonstrate the skills of listening and delivery of fluent and expressive oral presentation.	X	AS 3: explain how language and images may reflect and shape values and attitudes in texts		AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.		AS 3: develop critical language awareness	
AS 4: demonstrate critical awareness of language use in oral situations	X	AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. Teacher explains format which will be question and answer, there will be an interviewer and an interviewee	Learners research topic	Lutrin and Pincus, Internet, Library, etc		
2. The teacher will give topics for the interview	Prepare questions, gives them to teacher for approval.			
3. The teacher advises the learners to research the topic so that the interviewer: a. carefully prepares intelligent questions and appears knowledgeable b. Questions and answers must appear spontaneous	Conduct the interview		Teacher assessment using rubric <b>(Task 11) in the work schedule</b>	
	Group report on the interview using rubric		Group assessment using rubric	
Homework: Research				
Enrichment/Expanded Opportunities: Teacher may ask learners to write a dialogue				
Teacher Reflections:				

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**CORE CONTENT: READING AND VIEWING (LO 2)**

Socio-political and cultural background, attitudes and beliefs:

Figurative and rhetorical language;

Nature of bias prejudice and discrimination

**LEARNING OUTCOME 1: X  
LISTENING AND SPEAKING**

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

**LEARNING OUTCOME 2: X  
READING AND VIEWING**

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts

**LEARNING OUTCOME 3:  
WRITING AND PRESENTING**

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts

**LEARNING OUTCOME 4:  
LANGUAGE**

The learner is able to use language structures and conventions appropriately and effectively

AS 1: demonstrate knowledge of different forms of oral communication for social purposes.

X

AS 1: demonstrate various reading and viewing strategies for comprehension and appreciation.

AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.

AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.

AS 2: demonstrate planning and research for oral presentation.

X

AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.

AS 2: demonstrate the use of advanced writing strategies and techniques for first drafts.

AS 2: use structurally sound sentences in a meaningful and functional manner.

AS 3: demonstrate the skills of listening and delivery of fluent and expressive oral presentation.

X

AS 3: explain how language and images may reflect and shape values and attitudes in texts

AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.

AS 3: develop critical language awareness

AS 4: demonstrate critical awareness of language use in oral situations

X

AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.

TEACHING ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE
1. Teacher identifies the issues pertaining to the core content prior to the lesson		<b>For example:</b> John Kani: <i>Nothing but the Truth</i>	Informal assessment using question and answer	
2. Read suitable extract from the text.	Learners read the passage as a group			
3. Teacher leads discussion of the issues in the form of question and answer	Discussion follows			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

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**CORE CONTENT:** DRAMA (LO2)

**LEARNING OUTCOME 1: X**

**LISTENING AND SPEAKING**

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

**LEARNING OUTCOME 2:X**

**READING AND VIEWING**

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts

**LEARNING OUTCOME 3:**

**WRITING AND PRESENTING**

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts

**LEARNING OUTCOME 4:**

**LANGUAGE**

The learner is able to use language structures and conventions appropriately and effectively

AS 1: demonstrate knowledge of different forms of oral communication for social purposes.

X

AS 1: demonstrate various reading and viewing strategies for comprehension and appreciation.

X

AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.

AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.

AS 2: demonstrate planning and research for oral presentation.

X

AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.

X

AS 2: demonstrate the use of advanced writing strategies and techniques for first drafts.

AS 2: use structurally sound sentences in a meaningful and functional manner.

AS 3: demonstrate the skills of listening and delivery of fluent and expressive oral presentation.

X

AS 3: explain how language and images may reflect and shape values and attitudes in texts

X

AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.

AS 3: develop critical language awareness

AS 4: demonstrate critical awareness of language use in oral situations

X

AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.

X

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. Pre reading activities: Using questions and answers, teacher discusses current issues relating to socio-political themes found generally and in the drama.	Learners respond to questions and answers	Drama selected by the teacher	Essay or Test  Teacher assessment by rubric or memorandum. <b>(Task 10)</b>	
2. Reading the drama scene by scene. Teacher models reading. Teacher explains and discusses link between dialogue and action. Explain plot, sub plot, character portrayal, conflict and dramatic purpose.	Learners read the drama.  Learners engage in discussion of issues explained by the teacher.			
3. Post reading activities.  Identify dramatic structure and interpret stage directions.	Learners read the passage as a group		Dramatization  Peer assessment using a rubric	
Homework:				
Enrichment/Expanded Opportunities: If possible: see the movie, view the play. Dramatize own work.				
Teacher Reflections:				

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**CORE CONTENT:** REFLECTIVE ESSAY (LO 3)

<b>LEARNING OUTCOME 1:X</b>		<b>LEARNING OUTCOME 2:</b>		<b>LEARNING OUTCOME 3: X</b>		<b>LEARNING OUTCOME 4:</b>	
<b>LISTENING AND SPEAKING</b>		<b>READING AND VIEWING</b>		<b>WRITING AND PRESENTING</b>		<b>LANGUAGE</b>	
The learner is able to listen and speak for a variety of purposes, audiences and contexts.		The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts		The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts		The learner is able to use language structures and conventions appropriately and effectively	
AS 1: demonstrate knowledge of different forms of oral communication for social purposes.		AS 1: demonstrate various reading and viewing strategies for comprehension and appreciation.		AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.	X	AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.	
AS 2: demonstrate planning and research for oral presentation.		AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.		AS 2: demonstrate the use of advanced writing strategies and techniques for first drafts.	X	AS 2: use structurally sound sentences in a meaningful and functional manner.	
AS 3: demonstrate the skills of listening and delivery of fluent and expressive oral presentation.		AS 3: explain how language and images may reflect and shape values and attitudes in texts		AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.	X	AS 3: develop critical language awareness	
AS 4: demonstrate critical awareness of language use in oral situations		AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. Explain requirements of task	Researching the topic from a variety of sources.	Library, newspapers, magazines		
2. Identify and explain the format of the text	Mind mapping.			
3. Teacher gives topic	Plan essay. Use suitable strategies and techniques for first draft.		Self assessment (editing)	
	Reflect on and analyze own work and present final product.		Teacher assessment using rubric. <b>(Task 9)</b>	
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

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**CORE CONTENT:** SHORTER PIECES (to be written one at a time over the course of the term):

Magazine article;    Directions/instructions,    Obituary,    Letter of complaint. (LO 3)

<b>LEARNING OUTCOME 1:</b>		<b>LEARNING OUTCOME 2:</b>		<b>LEARNING OUTCOME 3: X</b>		<b>LEARNING OUTCOME 4:</b>	
<b>LISTENING AND SPEAKING</b>		<b>READING AND VIEWING</b>		<b>WRITING AND PRESENTING</b>		<b>LANGUAGE</b>	
The learner is able to listen and speak for a variety of purposes, audiences and contexts.		The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts		The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts		The learner is able to use language structures and conventions appropriately and effectively	
AS 1: demonstrate knowledge of different forms of oral communication for social purposes.		AS 1: demonstrate various reading and viewing strategies for comprehension and appreciation.		AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.	X	AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.	
AS 2: demonstrate planning and research for oral presentation.		AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.		AS 2: demonstrate the use of advanced writing strategies and techniques for first drafts.	X	AS 2: use structurally sound sentences in a meaningful and functional manner.	
AS 3: demonstrate the skills of listening and delivery of fluent and expressive oral presentation.		AS 3: explain how language and images may reflect and shape values and attitudes in texts		AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.	X	AS 3: develop critical language awareness	
AS 4: demonstrate critical awareness of language use in oral situations		AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. Explain requirements of task.		Text book, dictionary, newspapers, magazines		
2. Identify and explain the format of the particular text chosen. Teacher provides exemplars of text.	Learners interact with text			
3. Teacher gives topic				
4. Identify the target audience and specific purpose.	Learners write the task selected by the teacher following the appropriate strategies and techniques.		Peer assessment using checklist or rubric	
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

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**CORE CONTENT:** Language items as indicated in the English Work Schedule (page 8) (LO 4)

LEARNING OUTCOME 1: LISTENING AND SPEAKING		LEARNING OUTCOME 2: READING AND VIEWING		LEARNING OUTCOME 3: WRITING AND PRESENTING		LEARNING OUTCOME 4: X LANGUAGE	
The learner is able to listen and speak for a variety of purposes, audiences and contexts.		The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts		The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts		The learner is able to use language structures and conventions appropriately and effectively	
AS 1: demonstrate knowledge of different forms of oral communication for social purposes.		AS 1: demonstrate various reading and viewing strategies for comprehension and appreciation.		AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.		AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.	X
AS 2: demonstrate planning and research for oral presentation.		AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.		AS 2: demonstrate the use of advanced writing strategies and techniques for first drafts.		AS 2: use structurally sound sentences in a meaningful and functional manner.	X
AS 3: demonstrate the skills of listening and delivery of fluent and expressive oral presentation.		AS 3: explain how language and images may reflect and shape values and attitudes in texts		AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.		AS 3: develop critical language awareness	X
AS 4: demonstrate critical awareness of language use in oral situations		AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.					

TEACHING ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1.All language teaching to be text based.		<b>Text book</b> , newspaper articles, magazine articles, Study Mates, dictionary, Lutrin and Pincus.	Language test ( <b>Task 12</b> )	
2. Teacher chooses text carefully, (preferably using text book) and adapts where necessary, so that it includes the relevant items to be taught.	Learners do the exercise in the text book (or the exercise developed by the teacher from the newspaper or magazine article).		Informal assessment of daily tasks. Peer assessment using memo or checklist.	
Homework: Exercises in text book				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

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