



PROVINCE OF THE  
EASTERN CAPE  
EDUCATION

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DIRECTORATE:  
CURRICULUM FET PROGRAMMES  
LESSON PLANS  
TERM 4  
ENGLISH FAL  
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.

**SUBJECT: ENGLISH FAL GRADE: 10      LESSON PLAN      TERM 4      TIME: 2 WEEKS (weeks 1 & 2; 9 hours)**

**CORE CONTENT:**

- Orals: Interviews    Writing: Letter to the editor

<b>LEARNING OUTCOME 1:</b> <b>Listening and Speaking</b>		<b>LEARNING OUTCOME 2:</b> <b>Reading and Viewing</b>		<b>LEARNING OUTCOME 3:</b> <b>Writing and presenting</b>		<b>LEARNING OUTCOME 4:</b> <b>Language</b>	
Demonstrate knowledge of different forms of oral communication for social purposes		Demonstrate reading and viewing strategies for comprehension and appreciation	*	Demonstrate skills for writing for a specific purpose, audience and context	*	Identify and explain the meanings of words and use them correctly in a range of texts;	
Demonstrate planning and research skills for oral presentations	*	Explain the meaning of a wide range of written, visual, audio and audio-visual texts	*	Demonstrate the use of writing strategies and techniques for first drafts	*	Use structurally sound sentences in a meaningful and functional manner	
Demonstrate the skills of listening and delivery of fluent	*	Recognise how language and images may reflect and	*	Reflect on, analyse and evaluate own work,	*	Use figurative language effectively and is able to do translation from	*

and expressive oral presentations		shape values and attitude in texts		considering the opinions of others, and present final product		and into home language	
Demonstrate critical awareness of language use in oral situations	*	Express the key features of texts and explain how they contribute to meaning	*				
		Recognise how drama, film study etc can impart meaning, understand techniques employed					
TEACHING ACTIVITIES		LEARNERS ACTIVITIES		RESOURCES		ASSESSMENT	DATE COMPLETED
<p><b>LO 1 Interview Formal Oral task 14 (over 5 weeks)</b></p> <p><b>AS 2.1-3; AS3.1,2,3 &amp;5</b></p> <p>Teacher asks learners about interviews they have seen/ heard.</p> <p>Teacher explains the format of interviews.</p> <p>The interviewer first gives a very short introduction of the interviewee: what has this person done/ achieved to become famous?</p> <p>Avoid questions that have one-word</p>		<p>Learners find information on celebrities and formulate questions and answers(sport, music, TV and films, politics)</p> <p>Learners prepare for interviews in writing.</p>		<p><b>EH &amp; SG page 84</b></p> <p><b>Focus Study Guide Eng. FAL. Page 4</b></p> <p><b>Newspapers and magazines containing interviews.</b></p>		<p>Over 5 weeks.</p> <p>Teacher assessment using Dept. rubric for prepared speaking (10)</p>	

<p>answers; ask WHY or WHAT DO YOU THINK OF or WHAT IS YOUR OPINION?</p> <p>Teacher asks learners to prepare interviews. One learner asks the questions, the other is the <b>celebrity being interviewed</b>.</p> <p>LO 2 : <b>summary (refer to term 1 week 4 &amp;5)(over 2 weeks) AS 1.5</b></p> <p>Teacher explains format of summary-7 facts and gives piece for summarizing.</p> <p>LO 2 <b>Short story or other Genre</b></p> <p><b>AS 2.1-7</b></p> <p><u>The Waste Land</u>- Alan Paton</p> <p>Teacher leads discussion on crime, especially on pay day.</p> <p>Teacher explains setting.</p> <p>Teacher reads the story, good learners may read dialogue part.</p> <p>Teacher leads discussion on <b>irony</b>.</p> <p>Teacher gives learners questions to answer in writing.</p>	<p>Learners summarise piece in their books</p> <p>Learners take part in discussion on crime.</p> <p>Good learners read dialogue parts</p> <p>Learners give input on what they understand by irony.</p> <p>Make notes</p> <p>Learners answer questions in their books.</p>	<p><b>EH &amp; SG page 83</b></p> <p>Teacher provides text to be used (use summary from previous exam papers</p> <p>Prescribed text</p>	<p>Peer assessment</p> <p>Teacher provides memo and guidance.</p> <p>Self assessment</p> <p>Teacher provides answers from memo.</p>	
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<p>LO 3 <b>Letter to the editor: formal task 13 ( over 2 weeks)</b></p> <p><b>AS1; AS 2</b></p> <p>Teacher asks learners to bring newspapers which contain letters to the editor.</p> <p>Teacher leads discussion on topics covered in these letters.</p> <p>Teacher discusses format of letter to the editor</p> <p>LO 4 <b>Translation( see T3 week 1</b></p> <p><b>AS2.13</b> Revision of work done.</p> <p>Teacher provides examples of sentences for learners to translate.</p> <p>Teacher concentrates on specific difficulties,e.g. the use of the pronoun (he,she)or word order, e.g. time words at the beginning or end of a sentence)</p> <p>LO 4 <b>Literal &amp; Figurative speech( see T2 week 7) AS2.12</b></p> <p>Revision of work done earlier.</p> <p>Teacher gives learners exercise to do. Teacher asks learners to identify</p>	<p>Learners study and comment on letters to the press from newspapers brought to school)</p> <p>Learners brainstorm and write first draft.</p> <p>After peer editing, learners write final draft <b>Task 13 completed</b></p> <p>Learners complete examples in books.</p>	<p><b>EH &amp; SG. Page 79</b></p> <p><b>Letters to the Editor taken from newspaper and magazines.</b></p> <p>Photostats</p> <p>Texts from prescribed books</p> <p>Dictionaries</p> <p><b>English HB&amp; SG page 56</b></p>	<p>Peer assessment of first draft</p> <p>Teacher assesses, using Dept rubric (30)</p> <p>Self assessment.</p> <p>Teacher provides guidance</p> <p>Self assessment</p>	
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<p>examples for prescribed work and explain them.</p> <p>e.g. <b>Literally</b>, <i>Go jump in the lake</i> means you should find a lake and drown yourself.</p> <p><b>Figuratively</b>, <i>Go jump in the lake</i> means you should go away and stop irritating me.</p> <p>Look at the following examples:</p> <p><b>A dark day; a cold person; a rocky road; to reach boiling point</b></p>	<p>Discuss some examples orally to test understanding of these terms.</p> <p>Complete task, writing the literal and figurative meanings of examples.</p>	<p>Prescribed work</p> <p>Examples given by teacher</p>	<p>Teacher provides answers from memo.</p>	