



PROVINCE OF THE
EASTERN CAPE
EDUCATION

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 May 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 1 TERM 4 TIME: 2 WEEKS(weeks 3 & 4); 9 hours

CORE CONTENT:

- Critical Language awareness ; Dialogues

LEARNING OUTCOME 1: Listening and Speaking		LEARNING OUTCOME 2: Reading and Viewing		LEARNING OUTCOME 3: Writing and presenting		LEARNING OUTCOME 4: Language	
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 and expressive oral presentations		Recognise how language and images may reflect and shape values and attitude in texts		Reflect on, analyse and evaluate own work, considering the opinions of others, and present final product		Use figurative language effectively and is able to do translation from 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>LO 1 Listening and speaking</p> <p>AS 2.1-3 AS3.1,2, 3 &5</p> <p>Interviews: continued from weeks 1 and two)</p> <p>LO 2 Reading and viewing</p> <p>AS2.1-7</p> <p>Genre 1 (short story, poetry, drama)over two weeks)</p> <p>Example: Short story: The Suitcase</p> <p>Pre-reading: discuss the effects of unemployment.</p> <p>Discuss how some people were treated during the apartheid era. This story is</p>	<p>Learners present interviews and class listens attentively. May ask questions.</p> <p>Learners take part in discussion.</p> <p>Good readers read dialogue parts in class.</p>	<p>F</p> <p>Teacher: Guidelines to Oral Assessment</p> <p>Prescribed text</p>	<p>Continuation from weeks 1 and 2.</p> <p>Teacher assessment, using Dept. rubric. 10 Marks Task 14</p>			

<p>set pre-1994.</p> <p>Discuss how easy it is to leave something behind in a bus, train, etc.</p> <p>Reading the story: note the attitude of the white employers; Timi's desperate lies.</p> <p>This story has a twist in the tail (unexpected ending).</p> <p>This story is ironic: the main character thinks that the suitcase contains something valuable, but it only brings grief and trouble.</p> <p>Give learners questions on the story.</p> <p>Reading skills and comprehension</p> <p>AS 1.1-4</p> <p>Teacher explains how learners should tackle comprehension passages : use prediction, skimming, scanning and finding information.</p> <p>LO 3 Writing and presenting</p> <p>AS 1 & 2</p> <p>Teacher explains what dialogue is. Teacher explains the format of written dialogue.</p> <p>Teachers sketches a situation in which</p>	<p>Learners write answers to questions teacher has given.</p> <p>Learners</p> <p>Learners write first draft.</p> <p>After peer editing, learners write final draft.</p>	<p>English HB&SG page 61 -66</p> <p>Photostat copies of comprehension test/ use compr. Test from learners' textbook.</p> <p>ENG. HB &SG page 84</p>	<p>Self assessment.</p> <p>Teacher provides answers from memo.</p> <p>Group assessment with guidance from teacher.</p> <p>Teacher provides answers from memo.</p> <p>Peer assessment/ Teacher provides simple rubric, concentrating on layout and punctuation.</p>	
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<p>dialogue could take place: a sporting match; a waiting room at a hospital; a boy who is trying to impress a girl...</p> <p>LO 4: Language: AS 1.1-3 Denotation and Connotation. Teacher explains the difference between these two concepts.</p> <p>Bias: choosing sides:Teacher points out that bias influences the way we see things, e.g. newspapers in the Western Cape will be biased towards the Stormers rugby team, or Ajax soccer players.</p> <p>Discrimination is how we act when we are biased.</p> <p>Example: In the short story The Suitcase the word <i>boy</i> has connotations of racism and inferiority.</p> <p>Negatives, auxiliaries and tenses AS 2.3</p> <p>(revision of work done in T3 week 7)</p> <p>Teacher revises how to make negatives and that shall, can, do, may and will are followed by the infinitive.</p> <p>Teacher gives learners the opportunity to turn their peers' oral statements into negatives.</p>	<p>Learners provide examples of bias, connotation and denotation.</p> <p>Learners study newspapers to find examples of bias.</p> <p>(History books are often biased- it depends on the writer's point of view, e.g. terrorist vs freedom fighter.</p> <p>Learners are given an exercise from their textbooks/ photocopies provided by teacher to complete.</p> <p>Learners turn statements into negatives orally</p> <p>Learners complete written</p>	<p>EH & SG page 45</p> <p>Newspapers; magazine articles.</p> <p>English HB & SG page 29</p> <p>Textbook</p> <p>Photocopies exercises</p>	<p>Group assessment.</p> <p>Teacher provides answers from memo</p> <p>Self assessment</p> <p>Teacher provides answers from</p>	
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Teacher provides exercises for revision.	exercises.		memo	