



PROVINCE OF THE
EASTERN CAPE
EDUCATION

DIRECTORATE:
CURRICULUM FET PROGRAMMES
LESSON PLANS
TERM 4
GRADE 12 ENGLISH HOME LANGUAGES

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 H.L GRADE: 12 LESSON PLAN TERM 4 TIME: 4 – 5 hours					
CORE CONTENT: Review of learners' performance in Paper 1 (Language) trial exam and final preparations for the final exam. Each section of the paper is to receive attention.					
LEARNING OUTCOME 1: Listening and Speaking		LEARNING OUTCOME 2: Reading and viewing		LEARNING OUTCOME 3: Writing and Presenting	
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 meanings of words and use them correctly in a range of texts.
AS 2: Demonstrate planning and research skills for presentations.		AS 2: Explain the meaning of a wide range of written, visual, audio, and audio-visual texts.		AS 2: Demonstrate the use of 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 to and delivery of fluent and expressive oral presentations.		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 product.	√ AS 3: Develop critical language awareness.
Demonstrate critical awareness of language use in oral situations.		AS 4: Explore key features of texts and explain how they contribute to meaning.			
TEACHING ACTIVITIES		LEARNERS ACTIVITIES		RESOURCES	
1. <u>Section A: Comprehension (30 marks)</u> A thorough review is to be done on the learners' performance in the		1. Compare their own answers to the memo explained by the teacher and ask		Trial exam paper 1. Learners scripts on paper 1	Self assessment by each learner on

<p>trial exam. Work through each question and focus on how each mark is earned. Remind learners of the importance of being guided by the marks allocated for a question. Cover the content from the <i>English Handbook</i> pg 62 – 63.</p> <p>2. Section B: Summary (10 marks) Write on the board if necessary the main points as given in the memo for the summary. Go over again the way to write a summary (see pg 83 of <i>English Handbook</i> or any other notes used on how to write a summary). Explain that 7 marks are for content and 3 marks for style. Number of words used must be given.</p> <p>3. Section C: Language (30 marks) Go over this section of the paper. Do an analysis of the mark allocation for each area of language usage (ie how many marks for visual literacy, sentence structures, punctuation etc. Discuss what are the most important areas of language usage.</p> <p>4. Divide learners into groups. Each group is to be allocated a topic on language usage to “teach” to the class. They must focus on items that could earn</p>	<p>questions where necessary.</p> <p>2. Some learners are to be selected to explain to the class, step by step, how to approach and write the summary in the exam.</p> <p>3. Add up marks for each area of language usage in the paper.</p> <p>4. Learners to prepare to “teach” the class on the topics assigned to them. Those listening are to</p>	<p><i>English Handbook and Study Guide</i> (Lutrin and Pincus)</p>	<p>his/her performance in the exam.</p> <p>Group assessment on the other groups' presentation. Suggested criteria: dynamic presentation; range of content covered;</p>
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<p>them marks in the exam. Some topics could be: visual literacy; direct and indirect speech; dictionary skills; emotive language (bias and prejudice); formal and informal language. Learners must have some access to some form of resource. The <i>English Handbook</i> is perfect, or any other resource that has been used.</p> <p>5. Teacher to intervene in each presentation from 4 above and give extra information as required.</p>	<p>assess each presentation with a view to choosing the group that has assisted them best in preparing for the language exam.</p>		<p>effectiveness of examples given; overall usefulness to class. (5 marks for each criterion).</p>	
<p>Homework:</p>				
<p>Enrichment/Expanded Opportunities:</p>				
<p>Teacher Reflections</p>				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE