



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: 4HOURS	
CORE CONTENT: Revision based on the recently written Trial Examination Paper 3 (Writing)									
Section A of the Writing Paper									
LO1: Learning and speaking		LO2: Reading and viewing			LO3: Writing and presenting			LO4: 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.	
AS1: Demonstrate knowledge of different forms of communication for social purposes		AS1: Demonstrate various reading and viewing strategies for comprehension and appreciation.			AS1: Demonstrate planning skills for writing for a specific purpose, audience and context.		√	AS1: Identify and explain the meaning of words and use them correctly in range of texts.	
AS2: Demonstrate planning research skills for oral presentations		AS2: Explain the meaning of a wide range of written, visual, audio, and audio-visual texts.			AS2: Demonstrate the use of writing strategies and techniques for first drafts.		√	AS2: Use structurally sound sentences in a meaningful and functional manner.	
AS3: Demonstrate the skills of listening to and delivery of fluent and expressive oral presentation		AS3: Explain how language and images may reflect and shape values and attitudes in texts			AS3: Reflect on, analyse, and evaluate own work, considering the opinion of others, and present final product.		√	AS3: Develop critical language awareness	
AS4: Demonstrate critical awareness of language use in		AS4: Explore key features of texts and explain how they							

oral situations		contribute to meaning.				
TEACHER ACTIVITIES		LEARNER ACTIVITIES	RESOURCES	ASSESSMENT METHODS + TOOLS	DATE COMPLETED	
<p>Educator revises the trial examination Paper3 Section A-Essay</p> <p>Educator explains what the learners should have noted as they responded to this section:</p> <ul style="list-style-type: none"> Time – 50 minutes for planning first draft to writing final draft <p>This entails the following:</p> <ul style="list-style-type: none"> Choosing/ Identifying and understanding the type of essay they will write on e.g. whether the essay is narrative, arguing, descriptive etc Planning e.g. via brainstorm, Mind Map, flow chart or plot lines <p>Educator emphasizes the importance of this exercise(to ensure a logical progression of thoughts and actions)</p> <ul style="list-style-type: none"> Deciding on the appropriate style to be used. This refers to conventions appropriate to each type of essay <p>e.g. : Descriptive essay-</p> <ol style="list-style-type: none"> Relies on detail and requires suitable vocabulary, descriptive powers and creativity. Introduces the subject to the reader with an effective opening statement indicating the learner’s impression of the subject being described. The body contains paragraphs describing varied aspects of the subject The present tense often used to create the feeling of immediacy Adjectives, adverbs and figures of speech should be used appropriately 		<p>Learners receive own marked scripts from the educator</p> <p>Learners to look at the exam paper and decide on the types of essays given.</p> <p>Learners, those who had chosen same topics, to work together brainstorming ideas for their topic</p> <p>Still in their groups, learners, with the assistance of the notes taken during the year, will now look at the conventions entailed in their own type of essay.</p> <p>Learners should check whether relevant conventions were followed while composing own essays.</p>	<p>Trial examination Paper 3 Section A</p> <p>English Handbook and Study Guide Page 75</p>	<p>Checklist on things done or not done during the writing of the Trial exam</p>		

<p>5. Avoid using the same beginnings of sentences as this causes monotony</p> <ul style="list-style-type: none"> Developing coherent ideas and organize these by using techniques such as mind-maps, lists of key words and flow-charts <p>Educator explains that it is from these that they will develop their paragraphs</p> <ul style="list-style-type: none"> To ensure that learners will produce sound paragraphs, educator revises/explains what constitutes a good paragraph: Topic sentence, supporting ideas linked in a logical progression using conjunctions, pronouns and adverbs in ensuring cohesion Educator works on producing and editing the final draft by instructing the learners to: <ul style="list-style-type: none"> -Exchange their work -Evaluate other’s writing taking into consideration the following: <ul style="list-style-type: none"> ➤ Aptness of register ➤ Refining word choice ➤ Eliminating ambiguity, slang, offensive language and redundancy. ➤ Check against insensitivity to human rights <p>Learners to regard their essays as first drafts and must now work on them to present even better essays following the recommendations as made by their peers.</p>	<p>Using notes on brainstorming, learners develop mind-maps and flow charts to complete their planning process</p> <p>Learners will work on their mind maps creating coherent paragraphs or checking whether they have produced good paragraphs on their trial exam on this section</p> <p>Learners check on paragraphs they created and even work together on improving them.</p> <p>Learners exchange their writing and work on other’s work following the teacher’s instruction</p> <p>Learners write final drafts</p>		<p>Peer marking using the checklist</p>	
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Revision on Section B – LONGER TRANSACTIONAL WRITING

CORE CONTENT: Planning and identifying the most common errors learners made on this part of Paper 3 of the Trial Exam

(Section B)				
<p>Educator makes a selection of the worst written topics (obviously removing the learner's name) From these, educator makes copies and hands them out to different groups in the class. Each group will be assigned a task which they will have to present to the class.</p>	<p>Learners are divided into 4 groups</p> <p><u>GROUP 1</u></p> <p>Work on language errors and appropriate format</p> <p><u>GROUP 2</u></p> <p>Work on language errors and on errors in style as required by the topic given e.g. correct register</p> <p><u>GROUP 3</u></p> <p>Work on and present planning on the topic given</p>	<p>Photocopied pieces of texts as handed out by the educator</p>	<p>Group assessment</p>	
TEACHER ACTIVITIES	LEARNER ACTIVITY	RESOURCES	ASSESSMENT TOOLS/ METHOD	DATE OF COMPLETION
<p>Revision on Section C: Shorter Transactional Writing CORE CONTENT: Understanding the conventions (rules) as required in tasks given in this section</p>				
<p>Educator looks at the most common topics in this section:</p> <ol style="list-style-type: none"> I. Informal letter II. Advertisement III. Invitation 				

<p>IV. Postcards V. Instructions VI. Directions</p> <ul style="list-style-type: none"> ✓ Educator emphasises that the word length given for each question in this section should be used as a guide and that the length of the answer must be determined by the requirements of the topic. ✓ Educator organizes learners into groups ✓ Each group is given a topic on which they should decide on the following: <ul style="list-style-type: none"> - The intended audience - Appropriate Register, and Tone - Correct Style and Format 	<p>Learners sit in their groups to work on the given topics as instructed by the educator.</p> <p>Learners will further check for relevance on their own topics written during the trial examination</p>	<p>English Handbook and Study Guide Page 77 – 86</p> <p>Own Trial exam scripts</p>	<p>Group Assessment</p>	
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