



PROVINCE OF THE
EASTERN CAPE
EDUCATION

DIRECTORATE:
CURRICULUM FET PROGRAMMES
LESSON PLANS
TERM 3
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 3 TIME: 4 H 30 MINS

CORE CONTENT:

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:

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: X

WRITING AND PRESENTING

The learner is able to write and present for a wide range of purposes and audience 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.

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	X	Use structurally sound sentences in a meaningful and functional manner	
Demonstrate the skills of listening and delivery of fluent and expressive oral presentations	X	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	X	Use figurative language effectively and is able to do translation from and into home language	
Demonstrate critical awareness of language use in oral situations	X	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					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. LO 1 Oral response to literature Task 9 Teacher assesses presentations Uses Dept. rubric	1. Oral response to literature Task 9 (continuation of work started in term 2)	Film, speech or any other used to stimulate Oral response to Literature. Teacher uses Dept. rubric in Guidelines to Oral Assessment	Teacher, assessment for formal Task 9	
2. Evaluates and gives mark out of 20 (continues over 5 weeks)	2. Learners have written out presentations. Learners present their group/ individual work. Class listens to presentations, may ask questions and give inputs			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: ENGLISH FAL GRADE: 10 LESSON PLAN 2 TERM 3 TIME: 4 H 30 MINS

CORE CONTENT:

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:

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: X

WRITING AND PRESENTING

The learner is able to write and present for a wide range of purposes and audience 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.

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

X

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

X

Use structurally sound sentences in a meaningful and functional manner

Demonstrate the skills of listening and delivery of fluent and expressive oral presentations

X

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

X

Use figurative language effectively and is able to do translation from and into home language

Demonstrate critical awareness of language use in oral situations

X

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

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
3. LO 1 Oral response to literature Task 9 Teacher assesses presentations Uses Dept. rubric	3. Oral response to literature Task 9 (continuation of work started in term 2)	Film, speech or any other used to stimulate Oral response to Literature. Teacher uses Dept. rubric in Guidelines to Oral Assessment	Teacher, assessment for formal Task 9	
4. Evaluates and gives mark out of 20 (continues over 5 weeks)	4. Learners have written out presentations. Learners present their group/ individual work. Class listens to presentations, may ask questions and give inputs			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

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CORE CONTENT:

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:

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: X

WRITING AND PRESENTING

The learner is able to write and present for a wide range of purposes and audience 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.

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	X	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	X	Use structurally sound sentences in a meaningful and functional manner	
Demonstrate the skills of listening and delivery of fluent and expressive oral presentations	X	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	X	Use figurative language effectively and is able to do translation from and into home language	
Demonstrate critical awareness of language use in oral situations	X	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					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
5. LO 1 Oral response to literature Task 9 Teacher assesses presentations Uses Dept. rubric	5. Oral response to literature Task 9 (continuation of work started in term 2)	Film, speech or any other used to stimulate Oral response to Literature. Teacher uses Dept. rubric in Guidelines to Oral Assessment	Teacher, assessment for formal Task 9	
6. Evaluates and gives mark out of 20 (continues over 5 weeks)	6. Learners have written out presentations. Learners present their group/ individual work. Class listens to presentations, may ask questions and give inputs			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

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CORE CONTENT:

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:

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: X

WRITING AND PRESENTING

The learner is able to write and present for a wide range of purposes and audience 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.

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	X	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	X	Use structurally sound sentences in a meaningful and functional manner	
Demonstrate the skills of listening and delivery of fluent and expressive oral presentations	X	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	X	Use figurative language effectively and is able to do translation from and into home language	
Demonstrate critical awareness of language use in oral situations	X	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					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>7. LO 1 Oral response to literature Task 9</p> <p>Teacher assesses presentations</p> <p>Uses Dept. rubric</p>	<p>7. Oral response to literature Task 9</p> <p>(continuation of work started in term 2)</p>	<p>Film, speech or any other used to stimulate Oral response to Literature.</p> <p>Teacher uses Dept. rubric in Guidelines to Oral Assessment</p>	<p>Teacher, assessment for formal Task 9</p>	
<p>8. Evaluates and gives mark out of 20</p> <p>(continues over 5 weeks)</p>	<p>8. Learners have written out presentations.</p> <p>Learners present their group/ individual work.</p> <p>Class listens to presentations, may ask questions and give inputs</p>			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

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CORE CONTENT:

LEARNING OUTCOME 1: X		LEARNING OUTCOME 2:		LEARNING OUTCOME 3: X		LEARNING OUTCOME 4:	
LISTENING AND SPEAKING		READING AND VIEWING		WRITING AND PRESENTING		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 audience using conventions and formats appropriate to diverse contexts.		The learner is able to use language structures and conventions appropriately and effectively.	
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	X	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	X	Use structurally sound sentences in a meaningful and functional manner	
Demonstrate the skills of listening and delivery of fluent and expressive oral presentations	X	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	X	Use figurative language effectively and is able to do translation from and into home language	
Demonstrate critical awareness of language use in oral situations	X	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					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
9. LO 1 Oral response to literature Task 9 Teacher assesses presentations Uses Dept. rubric	9. Oral response to literature Task 9 (continuation of work started in term 2)	Film, speech or any other used to stimulate Oral response to Literature. Teacher uses Dept. rubric in Guidelines to Oral Assessment	Teacher, assessment for formal Task 9	
10. Evaluates and gives mark out of 20 (continues over 5 weeks)	10. Learners have written out presentations. Learners present their group/ individual work. Class listens to presentations, may ask questions and give inputs			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

CORE CONTENT:

LEARNING OUTCOME 1:		LEARNING OUTCOME 2: X		LEARNING OUTCOME 3:		LEARNING OUTCOME 4:	
LISTENING AND SPEAKING		READING AND VIEWING		WRITING AND PRESENTING		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 audience using conventions and formats appropriate to diverse contexts.		The learner is able to use language structures and conventions appropriately and effectively.	
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	X	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	X				
		Recognise how drama, film study etc can impart meaning, understand techniques employed					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>Genre: Poetry: (or other genre chosen)</p> <p><u>Journey of the Magi</u>- T.S. Eliot</p> <p>1. Pre-reading: teacher asks learners if they know the story of Jesus' birth, especially the part about the Three Wise men- kings from the Orient.</p>	<p>1. Learners provide input</p> <p>Learners ask and answer questions orally.</p>	<p>Prescribed books</p> <p>Appropriate Christmas cards</p> <p>Roneo-ed questions</p>		
<p>2. Shows Christmas cards depiction Wise Men,</p> <p>In this poem (dramatic monologue) one of the Wise Men is telling the story of their travel, now that he is an old man .</p>	<p>2. Give written answers to questions set on the poem</p>		<p>Self</p> <p>Teacher provides answers from memo</p>	
<p>3. Teacher reads the poem and starts to explain it;</p>	<p>3.Learners listen attentively and write notes</p>			
<p>4. Teacher touches on figurative speech and symbolism.</p> <p>Teacher provides questions on the poem.</p>	<p>4. Learners listen, write notes and answer questions set by the teacher as short class work</p>			

Homework:
Enrichment/Expanded Opportunities:
Teacher Reflections:

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

CORE CONTENT:

LEARNING OUTCOME 1:		LEARNING OUTCOME 2:		LEARNING OUTCOME 3: X		LEARNING OUTCOME 4: X	
LISTENING AND SPEAKING		READING AND VIEWING		WRITING AND PRESENTING		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 audience using conventions and formats appropriate to diverse contexts.		The learner is able to use language structures and conventions appropriately and effectively.	
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	X	Identify and explain the meanings of words and use them correctly in a range of texts;	X
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	X	Use structurally sound sentences in a meaningful and functional manner	X
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					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
LO 3 Writing a magazine article for a Teen Magazine (over two weeks): How to make friends 1. Teacher shows magazines which contain this type of article.	1. Learners discuss in groups the advice articles in magazines. 2. They bring examples to school 3. They write first draft of: How to make friends	<u>English Handbook and Study Guide p 81</u>	Peer assessment of first draft, using checklist in EH&SG p 81	
2. Teacher explains audience and purpose of this article.	4. After editing, learners produce final draft		Teacher assessment, using Dept. rubric (30 marks)	
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE