



PROVINCE OF THE
EASTERN CAPE
EDUCATION

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

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.

CORE CONTENT: Focus on going over the trial exam Paper 2 and any other NCS P2 (literature) and making final preparations for writing the final paper 2. Learners are to have the trial paper in front of them, and their own scripts. Frequent examples from the paper are to be used, and learners are to look at their own answers and the answers of others.

LEARNING OUTCOME 1: Listening and Speaking		LEARNING OUTCOME 2: Reading and viewing		LEARNING OUTCOME 3: Writing and Presenting		LEARNING OUTCOME 4: Language	
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, analyze, 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	ASSESSMENT	DATE COMPLETED
<ol style="list-style-type: none"> Look at the structure of the Paper in the Exam Guidelines. Section A - NOVEL 35 marks Section B – DRAMA 35 marks Section C – SHORT STORIES 35 marks Section D – POETRY 35 marks Contextual questions Explain that length and detail of contextual answers given is guided by the mark allocation. Look at example contextual questions from the trial exam to illustrate this. Look at examples of contextual questions and focus on the instructions given. Focus on exactly what the questions are asking the learners to do. Essay questions look at the rubric used for marking. It possible gives learners a copy. Choose the best essay presented by a learner in the class and read it, emphasizing what is good (If any). Focus on the structure of a literary essay. Look at any notes given, or at pg 97 of <i>English Handbook</i>. Put learners in groups and get them to plan one of the essays in the paper. They must dissect the topic, 	<ol style="list-style-type: none"> Make notes on structure and what is necessary for them to answer. Look carefully at the instructions on the paper. Some learners in the class are to explain fully to the class how the paper is structured, and how the instructions are to be followed: which choices of questions must they make. Compare their answers with others. Learners must understand that marks in contextual answers are earned by what they write. Underline the instruction words and the main content words in a few sample contextual questions. Learners to discuss how they will respond to these main words in the questions. Groups to focus on thorough planning of an essay topic. They must try to implement the advice 	<p>Notes on board, or given notes on structure if available.</p> <p>The paper 2 trial paper and the learners' own scripts.</p> <p><i>English Handbook and Study Guide</i> (Lutrin and Pincus), or any other notes given on literary essays.</p>	<p>Self assessment by learners of their own answers to the trial exams.</p>	

<p>and plan the essay, in point form per paragraph. Groups are then to assess one another's planning and give their findings to the class.</p> <p>8. Write a list on the board of the most common mistakes that were made by learners in their answers in the paper. Possible mistakes could be: not looking carefully at what the question asks; not backing up a point made by referring to what happens in the text.</p> <p>9. Final focus on specific sections of the literature that the teacher believes is relevant.</p> <p>10. A teacher to point out to learners that poetry ONLY has contextual questions and they MUST answer only two poems.</p>	<p>given by the teachers so that a better mark could be achieved than the ones they actually achieved.</p> <p>5. Groups to assess one another are planning and report findings to the class.</p> <p>6. Each learner to make a list of problems they encountered in their own answers. These problems are to be discussed at the end, with additions made to the teacher's list on the board.</p> <p>7. Discuss where necessary the sections chosen as particularly relevant by the teacher.</p>	<p>Literature texts chosen by the teacher. Study guides available.</p>	<p>Group assessment of their own planning of an essay topic from the paper, and group assessment and report back on another group's planning.</p>	
Homework: Learners are to work on the content of the literature studied. They must know the characters, what happens, the meaning of the text etc.✓				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE