



PROVINCE OF THE  
EASTERN CAPE  
EDUCATION

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DIRECTORATE:  
CURRICULUM FET PROGRAMMES  
LESSON PLANS  
TERM 3  
ENGLISH FAL  
GRADE 12

## 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 TEACHER 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 LEARNERS 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 TEACHER, Learning and Assessment.

**CORE CONTENT:**

Snake (Recognise how choices, figures of speech, image and sound devices affect mood, meaning and theme. Recognise how lines, stanza forms, rhyme and rhythm and other repetition techniques and punctuation affect meaning)

<b>LEARNING OUTCOME 1:</b>		<b>LEARNING OUTCOME 2: X</b>		<b>LEARNING OUTCOME 3:</b>		<b>LEARNING OUTCOME 4: X</b>	
<b>LISTENING AND SPEAKING</b>		<b>READING AND VIEWING</b>		<b>WRITING AND PRESENTING</b>		<b>LANGUAGE</b>	
The LEARNERS is able to listen and speak for a variety of purposes, audiences and contexts		The LEARNERS 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 LEARNERS is able to use language structures and conventions appropriately and effectively.	
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.	X	AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.		AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.	
AS 2: demonstrate planning and research for oral presentation.		AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.		AS 2: demonstrate the use of advanced 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 and delivery of fluent and expressive oral presentation.		AS 3: explain how language and images may reflect and shape values and attitudes in texts	X	AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.		AS 3: develop critical language awareness	X
AS 4: demonstrate critical awareness of language use in oral situations		AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.	X				

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. The teacher gives LEARNERS the topic “ snake “ and asks them to predict what will be contained in the text.	LEARNERS predict and report to class and a discussion is held on their responses.	Poetry text	Questions for individual LEARNERS and a memorandum.	
2. The teacher asks LEARNERS to look at words used in this text to see how they affect meaning and the theme.	LEARNERS look at words and discuss how they relate to meaning and theme			
3. The teacher asks the LEARNERS to look at figures of speech used and try and relate them to meaning and theme.	.LEARNERS view the figures of speech and discuss them.			
4. The teacher asks LEARNERS to view imagery and sound devices to see how they affect mood, meaning and theme.	LEARNERS reread the text looking at imagery and sound devices relating them to mood, meaning and theme.	A copy with questions		
5. The teacher then asks LEARNERS to look at lines and stanza forms, rhyme, rhythm and other repetitive techniques and punctuation to see how they affect meaning.	LEARNERS read the text following all the instructions from the teacher and identify how they affect meaning.			

6. The teacher then gives either contextual or essay type question.	LEARNERS write			
Homework:				
Enrichment/Expanded Opportunities:				

**SIGNATURES:**

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**SUBJECT: ENGLISH FAL GRADE: 12 LESSON PLAN 2 TERM 3 TIME: 4 H 30 MINS**

**CORE CONTENT:** FAL : Negative forms / verb forms and auxiliaries / tenses

**LEARNING OUTCOME 1:**

**LISTENING AND SPEAKING**

The LEARNERS is able to listen and speak for a variety of purposes, audiences and contexts

**LEARNING OUTCOME 2: X**

**READING AND VIEWING**

The LEARNERS is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

**LEARNING OUTCOME 3:**

**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: X**

**LANGUAGE**

The LEARNERS is able to use language structures and conventions appropriately and effectively.

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.

X

AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.

AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.

X

AS 2: demonstrate planning and research for oral presentation.

AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.

X

AS 2: demonstrate the use of advanced 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 and delivery of fluent and expressive oral presentation.

AS 3: explain how language and images may reflect and shape values and attitudes in texts

X

AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.

AS 3: develop critical language awareness

X

AS 4: demonstrate critical awareness of language use in oral situations

AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.

X

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1 Teacher groups LEARNERS and gives them a text to read with specific instructions to identify verbs.	1. LEARNERS read the text identifying verbs. LEARNERS look at main verbs, auxiliary verbs and verb tenses.	Textbook, magazine article, newspaper or any other resource material.	Questions based on another text.	
2. Teacher then asks them to use verb forms and auxiliary verbs to express tense and mood.	2. LEARNERS then use these verbs in their own sentences and each group reports.			
3. Teacher then asks LEARNERS to supply negative form of some of the verbs in the text.	3. LEARNERS identify the verbs they can give negative forms of then supply their negative form.			
Homework: A passage is given to LEARNERS to use with specific questions to respond to.				
Enrichment/Expanded Opportunities: LEARNERS are given another text to work on to check understanding				
Teacher Reflections: Teacher to assess their understanding and if no understanding then to fill in subject improvement plan to have extra classes on the topic.				

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**CORE CONTENT:**

- Reading skills: Skimming, scanning, prediction, reading for comprehension, summarizing using a comprehension passage.
- Reading of letter eg Complaint / Request / Sympathy / Thanks / Invitation / Congratulations.

<b>LEARNING OUTCOME 1: X</b>		<b>LEARNING OUTCOME 2: X</b>		<b>LEARNING OUTCOME 3: X</b>		<b>LEARNING OUTCOME 4: X</b>	
<b>LISTENING AND SPEAKING</b>		<b>READING AND VIEWING</b>		<b>WRITING AND PRESENTING</b>		<b>LANGUAGE</b>	
The LEARNERS is able to listen and speak for a variety of purposes, audiences and contexts		The LEARNERS 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 LEARNERS is able to use language structures and conventions appropriately and effectively.	
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.	X	AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.	X	AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.	
AS 2: demonstrate planning and research for oral presentation.		AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.	X	AS 2: demonstrate the use of advanced writing strategies and techniques for first drafts.	X	AS 2: use structurally sound sentences in a meaningful and functional manner.	X
AS 3: demonstrate the skills of listening and delivery of fluent and expressive oral presentation.	X	AS 3: explain how language and images may reflect and shape values and attitudes in texts	X	AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.		AS 3: develop critical language awareness	
AS 4: demonstrate critical awareness of language use in oral situations	X	AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.	X				



TEACHINER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DAT E CO MPL ETE D
1.The educator gives LEARNERS a topic of the text and asks them to discuss in groups what they expect to find in the text.	1. The LEARNERS engage in discussion and report what their predictions are. The different reports are discussed and final consensus is reached. Then LEARNERS are given the text to read.	Language textbook  A selected text from magazine/newspaper	Teacher  Peer assessment	
2.The educator gives LEARNERS few minutes to skim the text looking for main ideas.	2. LEARNERS quickly read the text to find main ideas.			
3. Educator asks LEARNERS to scan the text looking at how the main ideas have been developed.	3. LEARNERS look at the development of the main ideas. LEARNERS read the text for understanding and to be able to answer questions. LEARNERS are asked to summarize the text using the main ideas they had identified. LEARNERS summarize the text.			
4. Teacher gives LEARNERS questions to answer on the passage.	4. LEARNERS answer the questions.			
Homework:				
Enrichment/Expanded Opportunities:				

**SIGNATURES:**

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**SUBJECT: ENGLISH FAL GRADE: 12 LESSON PLAN 4 TERM 3 TIME: 4 H 30 MINS**

**CORE CONTENT:** FAL : Negative forms / verb forms and auxiliaries / tenses

**LEARNING OUTCOME 1:**

**LISTENING AND SPEAKING**

The LEARNERS is able to listen and speak for a variety of purposes, audiences and contexts

**LEARNING OUTCOME 2:**

**READING AND VIEWING**

The LEARNERS is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

**LEARNING OUTCOME 3:**

**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: X**

**LANGUAGE**

The LEARNERS is able to use language structures and conventions appropriately and effectively.

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 meaning of words and use them correctly in a wide range of texts.

X

AS 2: demonstrate planning and research for oral presentation.

AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.

AS 2: demonstrate the use of advanced writing strategies and techniques for first drafts.

AS 2: use structurally sound sentences in a meaningful and functional manner.

X

AS 3: demonstrate the skills of listening and delivery of fluent and expressive oral presentation.

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 draft.

AS 3: develop critical language awareness

X

AS 4: demonstrate critical awareness of language use in oral situations		AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.					
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TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1 Teacher groups LEARNERS and gives them a text to read with specific instructions to identify verbs.	1. LEARNERS read the text identifying verbs. LEARNERS look at main verbs, auxiliary verbs and verb tenses.	Text book, magazine article, newspaper or any other resource material.	Questions based on another text.	
2. Teacher then asks them to use verb forms and auxiliary verbs to express tense and mood.	2. LEARNERS then use these verbs in their own sentences and each group reports.			
3. Teacher then asks LEARNERS to supply negative form of some of the verbs in the text.	3. LEARNERS identify the verbs they can give negative forms of then supply their negative form.			
Homework: A passage is given to LEARNERS to use with specific questions to respond to.				
Enrichment/Expanded Opportunities: LEARNERS are given another text to work on to check understanding				
Teacher Reflections: Teacher to assess their understanding and if no understanding then to fill in subject improvement plan to have extra classes on the topic.				

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**SUBJECT: ENGLISH FAL GRADE: 12 LESSON PLAN 5 TERM 3 TIME: 4 H 30 MINS**

**CORE CONTENT:** Deep River

**LEARNING OUTCOME 1:**

**LISTENING AND SPEAKING**

The LEARNERS is able to listen and speak for a variety of purposes, audiences and contexts

**LEARNING OUTCOME 2:X**

**READING AND VIEWING**

The LEARNERS is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

**LEARNING OUTCOME 3:**

**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 LEARNERS is able to use language structures and conventions appropriately and effectively.

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.

X

AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.

AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.

AS 2: demonstrate planning and research for oral presentation.

AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.

X

AS 2: demonstrate the use of advanced 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 and delivery of fluent and expressive oral presentation.

AS 3: explain how language and images may reflect and shape values and attitudes in texts

X

AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.

AS 3: develop critical language awareness

AS 4: demonstrate critical awareness of language use in oral situations

AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. The educator asks LEARNERS to debate relationships in particular love relationships. She asks them to discuss promiscuity as the story is about a son who falls in love and impregnates one of his father's wives.	LEARNERS debate this and work towards an agreement about whether promiscuity is good or bad.	The text and any other resource they can get.		
2. Educator then narrates the story to the LEARNERS.	LEARNERS take notes as the teacher narrates.			
3. The teacher then asks LEARNERS to read the text looking at the characters particularly that of Sebembele. They should look at the significance of the name Sebembele.	LEARNERS read about the characters and then discuss the significance of the name in relation to what the story is about.			
4. The teacher asks LEARNERS to view how the act of promiscuity is rewarded.	LEARNERS look at the outcome ie the fact that Sebembele gets thrown out of the tribe together with his incestuous girlfriend.			
5. Teacher asks LEARNERS to look at how Sbembele rises after this abominable act of incest.	LEARNERS look at how a number of people leave with Sebembele to form another tribe condoning his abominable act.			

6. Teacher asks LEARNERS what values and attitudes do they get from this short story.	LEARNERS discuss these values and attitudes.			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

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**SUBJECT: ENGLISH FAL GRADE: 12      LESSON PLAN 6      TERM 3      TIME: 4 H 30 MINS**

**CORE CONTENT:** FAL : Negative forms / verb forms and auxiliaries / tenses

<b>LEARNING OUTCOME 1: LISTENING AND SPEAKING</b>		<b>LEARNING OUTCOME 2: READING AND VIEWING</b>		<b>LEARNING OUTCOME 3: WRITING AND PRESENTING</b>		<b>LEARNING OUTCOME 4: LANGUAGE</b>	
The LEARNERS is able to listen and speak for a variety of purposes, audiences and contexts		The LEARNERS 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 LEARNERS is able to use language structures and conventions appropriately and effectively.	
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 meaning of words and use them correctly in a wide range of texts.	
AS 2: demonstrate planning and research for oral presentation.		AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.		AS 2: demonstrate the use of advanced 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 and delivery of fluent and expressive oral presentation.		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 draft.		AS 3: develop critical language awareness	
AS 4: demonstrate critical awareness of language use in oral situations		AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.					



TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1 Teacher groups LEARNERS and gives them a text to read with specific instructions to identify verbs.	1. LEARNERS read the text identifying verbs. LEARNERS look at main verbs, auxiliary verbs and verb tenses.	Textbook, magazine article, newspaper or any other resource material.	Questions based on another text.	
2. Teacher then asks them to use verb forms and auxiliary verbs to express tense and mood.	2. LEARNERS then use these verbs in their own sentences and each group reports.			
3. Teacher then asks LEARNERS to supply negative form of some of the verbs in the text.	3. Learners identify the verbs they can give negative forms of then supply their negative form.			
Homework: A passage is given to LEARNERS to use with specific questions to respond to.				
Enrichment/Expanded Opportunities: LEARNERS are given another text to work on to check understanding				
Teacher Reflections: Teacher to assess their understanding and if no understanding then to fill in subject improvement plan to have extra classes on the topic.				

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**SUBJECT: ENGLISH FAL GRADE: 12 LESSON PLAN 7 TERM 3 DURATION: 4 H 30 MINS**

**CORE CONTENT:** Summaries

**LEARNING OUTCOME 1:**

**LISTENING AND SPEAKING**

The LEARNERS is able to listen and speak for a variety of purposes, audiences and contexts

**LEARNING OUTCOME 2:X**

**READING AND VIEWING**

The LEARNERS is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

**LEARNING OUTCOME 3:**

**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 LEARNERS is able to use language structures and conventions appropriately and effectively.

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.

X

AS 1: demonstrate planning skills for writing for a specific purpose, audience and context.

AS 1: identify and explain the meaning of words and use them correctly in a wide range of texts.

AS 2: demonstrate planning and research for oral presentation.

AS 2: evaluate the meaning of wide range of written, visual, audio and audio-visual texts.

X

AS 2: demonstrate the use of advanced 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 and delivery of fluent and expressive oral presentation.

AS 3: explain how language and images may reflect and shape values and attitudes in texts

X

AS 3: reflect on, analyse and evaluate own work, considering the opinion of others, and present final draft.

AS 3: develop critical language awareness

AS 4: demonstrate critical awareness of language use in oral situations

AS 4: explore and evaluate key features of texts and explain how they contribute to meaning.

X

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. The teacher gives LEARNERS feedback on their work – written in point form summary.	LEARNERS get their written summaries and write some notes on comments/feedback made by teachers.	<ul style="list-style-type: none"> <li>English Handbook and Study Guide p.83</li> </ul>	<ul style="list-style-type: none"> <li>Let LEARNERS do summaries as individuals</li> <li>Give LEARNERS a text to summarise</li> <li>Use the prescribed Memorandum</li> </ul>	
2. The teacher further refers LEARNERS to page 83 of the LEARNERS Handbook and Study Guide – Techniques for summarizing.	LEARNERS highlight aspects on the techniques for summarizing.			
3. The teacher gives LEARNERS more exercises on summary writing using the previous question paper exercises.	LEARNERS write the point form summaries.			
4. The teacher wraps up the lesson by highlighting the fact that 'Summarising is a life skill that will help LEARNERS in their studies and careers.	LEARNERS assess each other's work using the given memorandum.			
Homework:				
Enrichment/Expanded Opportunities:				

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