



PROVINCE OF THE  
EASTERN CAPE  
EDUCATION

---

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

## 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 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 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 TEACHER, Learning and Assessment.

**SUBJECT: ENGLISH H.L GRADE: 12 LESSON PLAN 1 TERM 3 TIME: 8 HOURS**

**CORE CONTENT:** Formal letter of complaint to the School Governing Body (as preparation for expository essay)

**WRITING 1 Expository essay (formal CASS task)**

<b>LEARNING OUTCOME 1:</b>		<b>LEARNING OUTCOME 2:</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 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	
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.	X	AS 1: Identify and explain the meanings of words and use them correctly in a range of texts.	X
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.	X	AS 2: Use structurally sound sentences in a meaningful and functional manner.	X
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.	X	AS 3: Develop critical language awareness.	X
Demonstrate critical awareness of language use in oral situations.		AS 4: Explore key features of texts and explain how they contribute to meaning.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	EVIDENCE AND ASSESSMENT	Date completed
<b>Letter of complaint</b> Set group task: formal letter of complaint to School Governing Body about restrictions imposed on spending for final matric function	<b>Letter of complaint</b> In groups, discuss and plan letter. Groups produce the letter and all learners copy into books.	Textbook	<b>Letter of complaint</b> Group assessment according to criteria: appropriate style complaints clearly expressed suggestions on way forward	
Teach business letter format:	Groups assess another group's letter. Some groups report back to class.		<b>Expository essay</b> Mind map Planning of paragraphs Final essay (Teacher assess with holistic rubric)	
Lead discussion on letters produced.				
<b>Expository letter</b>  Set task: <i>The final matric dance/function is a positive life experience for learners.</i>	<b>Expository letter</b>  Plan own mind map. Include points for and points against.			
Teach requirements for expository essay	Plan each paragraph.			
Check learners mind-maps and planning.	Write essay.			
Assess essays.	Groups look at each other's essays. Make suggestions in writing at bottom of page.			
Homework: Tasks started in class to be completed at home.				
Enrichment/Expanded Opportunities: Discussions on what happens in other cultures to celebrate big occasions.				
Teacher Reflections:				

**SIGNATURES:**

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
HOD / SMT

\_\_\_\_\_  
DATE

**CORE CONTENT:**

**LANGUAGE 1** LO2: Reading skills; comprehension; summary; fact and opinion

LO4: Dictionary use; direct and indirect speech; critical language awareness

<b>LEARNING OUTCOME 1: X</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 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	
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 meanings of words and use them correctly in a range of texts.	X
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.	X	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.	X
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.	X	AS 3: Reflect on, analyse, and evaluate own work, considering the opinion of others, and present final product.		AS 3: Develop critical language awareness.	X
AS4 Demonstrate critical awareness of language use in oral situations.		AS 4: Explore key features of texts and explain how they contribute to meaning.	X				

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	EVIDENCE PRODUCED AND ASSESSMENT	DATE COMPLETED
Choose appropriate activities from the textbook you are using. Special emphasis on	Participate in discussions.	English Handbook – Relevant sections under language	Comprehension answers	
Reading skills , Summary, Critical language awareness.	Do written exercises as directed.	Textbook  Teacher may use appropriate text book available	Self assessment with teacher guidance	
	Self marking or pair marking as directed by teacher.		Inverted commas activity	
			Point form summary Activity Teacher assessment - memo	
			Answers to Dictionary activities	
Homework: Complete tasks not completed in class.				
Enrichment/Expanded Opportunities: Analysis of further passages with special emphasis on critical language awareness.				
Teacher Reflections:				

**SIGNATURES:**

\_\_\_\_\_

TEACHER

\_\_\_\_\_

DATE

\_\_\_\_\_

HOD / SMT

\_\_\_\_\_

DATE

**SUBJECT: ENGLISH H.L GRADE: 12 LESSON PLAN 3 TERM 3 TIME: 4H30MINS**

**CORE CONTENT:**

**LANGUAGE 2** LO2: Reading skills; socio cultural background  
 LO4: Punctuation; verb forms, use of dictionary and thesaurus

<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 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	
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 meanings of words and use them correctly in a range of texts.	X
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.	X	AS 3: Reflect on, analyse, and evaluate own work, considering the opinion of others, and present final product.		AS 3: Develop critical language awareness.	X
Demonstrate critical awareness of language use in oral situations.		AS 4: Explore key features of texts and explain how they contribute to meaning.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	EVIDENCE PRODUCED AND ASSESSMENT	DATE COMPLETED
Choose activities from the textbook you are using with special emphasis on activities on	Participate in discussions	Relevant section of the used textbook	Activity from the used textbook	
Reading skills, Socio cultural background, Punctuation, Verb forms, Use of dictionary and thesaurus	Do written exercises as directed.  Self marking or pair marking as directed	Teachers may choose textbook available to them.	Self marking directed by teacher	
Homework: Tasks not completed in class to be completed at home.				
Enrichment/Expanded Opportunities: Reading skills to be applied to as many passages as possible.				
Teacher Reflections:				

**SIGNATURES:**

\_\_\_\_\_

TEACHER

\_\_\_\_\_

DATE

\_\_\_\_\_

HOD / SMT

\_\_\_\_\_

DATE



**CORE CONTENT:**

POETRY: MUSHROOMS (diction, imagery, themes etc)

<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 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	
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 meanings of words and use them correctly in a range of texts.	
AS 2: Demonstrate planning and research skills for presentations.	X	AS 2: Explain the meaning of a wide range of written, visual, audio, and audio-visual texts.	X	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.	X	AS 3: Reflect on, analyse, and evaluate own work, considering the opinion of others, and present final product.		AS 3: Develop critical language awareness.	X
Demonstrate critical awareness of language use in oral situations.		AS 4: Explore key features of texts and explain how they contribute to meaning.	X				

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	EVIDENCE PRODUCED AND ASSESSMENT	DATE COMPLETED
<p><b>STEP I - PRE-READING</b></p> <p>Try to find an article on the oppression of women. Class to discuss the oppression of women across the world.</p>	<p>Learners in groups discuss reasons for the oppression of women.</p>	<p>Any possible relevant articles</p>		
<p><b>STEP2- WHILE READING ACTIVITIES</b></p> <p>Educator reads and explains the poet's background.</p> <p>Discusses the following with the learners: Different poetry forms:</p> <ul style="list-style-type: none"> <li>✓ Confessional</li> <li>✓ Romantic</li> <li>✓ Protest</li> </ul>	<p>Take down own notes.</p>	<p>Poetry book</p>		

<p><b>STEP 3</b> Educator reads the poem twice then allows learners to read as pairs</p> <p>Educator displays a picture of mushrooms and asks learners to give the literal and connotative meaning of mushrooms</p> <p>Educator and learners analyse the poem stanza by stanza considering the following:</p> <ul style="list-style-type: none"> <li>✓ Time period of the poet</li> <li>✓ The era during which the poem is read</li> <li>✓ Use of adverbs</li> <li>✓ Use of plural – our; us; we; ourselves</li> <li>✓ Use of punctuation</li> <li>✓ Reference to furniture</li> <li>✓ Decoration</li> <li>✓ Source of comfort</li> <li>✓ Food</li> <li>✓ Mushroom: taste , texture</li> </ul>	<p>Learners listen to the reading and then do own reading in pairs</p>	<p>The poem</p>	<p>Notes from the class discussions</p>	
<p><b>STEP 4: POST READING</b> Educator divides learners into groups. Each group is given a topic to discuss:</p> <ol style="list-style-type: none"> <li>A. Theme/Themes</li> <li>B. Form – lines and stanzas</li> <li>C. Imagery and comparison</li> <li>D. Purpose</li> </ol> <p>Educator concludes the lesson by asking learners to prepare a short statement to be presented at a Women’s Conference using information from the poem</p>	<p>Learners write responses in groups.</p> <p>Learners work in groups to work on the topics given to them</p> <p>Learners prepare statement</p>		<p>Group responses. Informal class assessment of discussions. Statement . Informal class assessment of statements.</p>	

Homework: Reflection on poem to be written. Is the poem only about the oppression of women.

Enrichment/Expanded Opportunities: Any further discussion on the empowerment of women and any other oppressed groups.

Teacher Reflections:

**SIGNATURES:**

\_\_\_\_\_

TEACHER

\_\_\_\_\_

DATE

\_\_\_\_\_

HOD / SMT

\_\_\_\_\_

DATE

**CORE CONTENT: POETRY – TO AUTUMN**

<b>LEARNING OUTCOME 1: LISTENING AND SPEAKING</b>		<b>LEARNING OUTCOME 2: X READING AND VIEWING</b>		<b>LEARNING OUTCOME 3: WRITING AND PRESENTING</b>		<b>LEARNING OUTCOME 4: LANGUAGE</b>	
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	
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 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.	X	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.	X	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.	X				

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>INTRODUCTION</p> <p>Educator asks learners to mention the symbolic significance of each season of the year</p>	<p>Learners follow teachers instructions</p>	<p>Poetry book</p>		
<p>Educator reads the background of the poet to the learners highlighting the following</p> <p>Type of poetry he wrote</p> <p>Love for nature</p> <p>Harmony between human beings and nature</p>	<p>Learners listens and write notes</p>			
<p>Educator assists learners in analyzing the poem looking at the following as groups</p> <p>Abundance, beauty , time, natural things etc</p> <p>poetic devices – how they affect meaning</p> <p>Imagery</p> <p>Diction rhyme and rhythm</p> <p>Punctuation</p>	<p>Learners are discussing</p>		<p>Learners own notes on poem</p>	
<p>Educator concludes the lesson by emphasizing the importance of environmental conservation (healing , appreciation and influence in our lives)</p>				
<p>Homework: Answering contextual questions</p>				
<p>Enrichment/Expanded Opportunities: Environmental awareness</p>				

Teacher Reflections:

**SIGNATURES:**

\_\_\_\_\_

TEACHER

\_\_\_\_\_

DATE

\_\_\_\_\_

HOD / SMT

\_\_\_\_\_

DATE

**SUBJECT: ENGLISH HL GRADE: 12 LESSON PLAN 8: TERM 3 TIME: 8 HOURS**

**CORE CONTENT: DRAMA – THE CRUCIBLE (DRAMA 4-5)**

<b>LO1: Learning and speaking</b>		<b>LO2: Reading and viewing X</b>		<b>LO3: Writing and presenting</b>		<b>LO4: Language</b>	
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.	
<b>AS1:</b> Demonstrate knowledge of different forms of communication for social purposes		<b>AS1:</b> Demonstrate various reading and viewing strategies for comprehension and appreciation.	X	<b>AS1:</b> Demonstrate planning skills for writing for a specific purpose, audience and context.		<b>AS1:</b> Identify and explain the meaning of words and use them correctly in range of texts.	
<b>AS2:</b> Demonstrate planning research skills for oral presentations		<b>AS2:</b> Explain the meaning of a wide range of written, visual, audio, and audio-visual texts.	X	<b>AS2:</b> Demonstrate the use of writing strategies and techniques for first drafts.		<b>AS2:</b> 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.	
<b>AS4:</b> Demonstrate critical awareness of language use in oral situations		<b>AS4:</b> Explore key features of texts and explain how they contribute to meaning.	X				



TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	EVIDENCE AND ASSESSMENT	DATE COMPLETED
Educator recaps on ACT 3 by engaging the learners in oral plot summary. Educator begins the summary by formulating the first sentence and asks different learners to orally give the rest of the summary	Learners get involved in oral plot summary	The play  Any notes available		
In preparation for the beginning of ACT 4, the following questions may be asked:  Who is Abigail and how is she related to Reverend Parris and the Proctors?	Learners respond to the question.			
Educator gives a brief summary of ACT 4.  For deeper understanding of the text, the educator allows time for the reading of the ACT.  For attentive reading, learners, in groups as dictated by the educator, will be expected to respond to the following after having read the ACT:  <ul style="list-style-type: none"> <li>• Who is Danforth?</li> <li>• Why does he agree to bring</li> </ul>	Learners listen attentively and take notes.  Learners read the text  Dictionary is used if necessary.  Learners work in groups to respond to questions assigned to them and present to the rest of the class.		Answers to question set.  Group assessment with teacher guidance.	

<p>John and Elizabeth Proctor together?</p> <ul style="list-style-type: none"> <li>• Reverend Hale realises his guilt. How do we know this?</li> <li>• What is John's reason for "confessing"?</li> <li>• Describe the circumstances leading to Abigail's disappearance.</li> <li>• Why does Elizabeth <b>not</b> try to intervene to save John from the gallows?</li> </ul> <p>The above tasks will be assigned to the different groups.</p>			
<p>To the class, the educator explains what the confessions actually mean during the witch hunts.</p> <p>Asks why John is so angry after his signing of his admission of guilt.</p>	<p>Learners listen to the explanation and take notes.</p> <p>Learners to individually respond to the question.</p>		<p>Learners' own notes</p>
<p>Educator explains the dramatic purpose of ACT 4 where we see John Proctor in his final test:</p> <ul style="list-style-type: none"> <li>• The dramatic wrestling within his conscience as he first chooses his life but then later chooses his good name and the truth instead</li> </ul> <p>Explains that a good play must gather momentum and ultimately reach the climax.</p> <p>Explains how the above is established in The Crucible:</p> <ul style="list-style-type: none"> <li>• As more and more accusations</li> </ul>	<p>Learners listen and take notes.</p>		

<p>are made by Abigail and the other girls,</p> <ul style="list-style-type: none"> <li>• When Abigail leaves/disappears/runs away, we witness a relief as the forces of goodness reassert themselves in Salem</li> </ul> <p>Educator deals with <b>characters</b> in the ACT.</p> <p>Educator gives the learners a Worksheet with two columns where they will match characters to the adjectives that apply to them.</p> <p>Educator explains the two different types of characters in a drama:</p> <ul style="list-style-type: none"> <li>• Flat</li> <li>• Round</li> </ul> <p>Educator give the learners a task where they look at Judge Hathorne, Rebecca Nurse, the Proctors and Reverend Hale and decide who amongst them is rounded/flat and state clearly why they think so.</p> <p><b>On themes</b>, educator first asks the learners what they think the main message in the play is.</p> <p>Explains that the play is primarily about vengeance even though there are other themes in it.</p> <p>The following themes will be looked at</p>	<p>Learners work in pairs to do the exercise.</p> <p>Learners listen and work in pairs to work on the task given.</p> <p>Individually, learners respond to the question</p> <p>Learners listen and takes notes</p>		<p>Learners' response to worksheet</p>	
--	--	--	--	--

<p>and discussed in class:</p> <ul style="list-style-type: none"> <li>• Vegeance</li> <li>• Power</li> <li>• Good vs evil</li> <li>• Ignorance</li> <li>• Faith vs hypocrisy</li> <li>• Purification</li> <li>• Reputation and integrity</li> <li>• Truth vs lies</li> </ul> <p>OR</p> <p>Learners could also be grouped and assigned to all the ACTS on which they will do the following:</p> <p>GROUP1: Skim-read through ACT One looking for the word “Devil”. Decide on which themes in the play are connected to the word “Devil”.</p> <p>State why does the word occur with increasing frequency as the ACT progresses.</p> <p>GROUP 2: Skim-read through ACT 3 looking for the words “truth” and “lie” as well as their synonyms and related terms e.g. “lying”, “fraud”, “pretence”, etc.</p> <p>Say why the theme of truth is so important in this ACT. For this activity learners will have to think about the setting and things said by Mary Warren and Elizabeth in this ACT</p> <p>GROUP 3: Skim-read through ACT4</p>	<p>Learners may be grouped to work on the themes and do presentation to the class.</p>			
--	--	--	--	--

looking for the words “judge”, “God” “name” and “soul”  Say why you think these words feature so strongly in the final ACT.				
Homework: Own reflections on sections covered.				
Enrichment/Expanded Opportunities: Further discussion on superstitions				
Teacher Reflections:				

**SIGNATURES:**

\_\_\_\_\_

TEACHER

\_\_\_\_\_

DATE

\_\_\_\_\_

HOD / SMT

\_\_\_\_\_

DATE

**SUBJECT: ENGLISH H.L GRADE: 12 LESSON PLAN 9: POETRY TERM 3 TIME: 3H30MINS**

**CORE CONTENT: POETRY : DECOMPOSITION**

<b>LO1: Learning and speaking</b>		<b>LO2: Reading and viewing X</b>		<b>LO3: Writing and presenting</b>		<b>LO4: Language</b>	
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.	
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 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.	X	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.	X	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.	X				

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	EVIDENCE PRODUCED AND ASSESSMENT	DATE COMPLETED
<p><b>INTRODUCTION: PRE-READING</b>            Educator narrates a story of Mother Theresa – how she helped the poor            Educator asks learners about the situation of street kids/homeless and landless in South Africa</p>	<p>Learners listen to the story and answer questions</p>	<p>Educator’s notes on Mother Theresa</p>	<p>Summarized sentences Memo</p>	
<p><b>READING ACTIVITIES</b></p> <p>Educator divides learners into 5 groups.</p> <p>Each group reads and discusses a stanza assigned and summaries it in one sentence and present to the class</p> <p>Educator gives learners pictures and they are to compose a story based on the poem</p>	<p>Learners sit in groups</p> <p>Learners work on the stanzas reading writing, summaries and presenting</p>	<p>Poetry book</p>		
<p><b>POST READING</b></p> <p>Educator and learners analyze the poem identifying and explaining the following.</p> <p>Title (significance of decompose when compared to compose)</p> <p>Form – lines and stanzas</p> <p>Imagery</p> <p>Punctuation</p>	<p>Learners discuss</p>	<p>Poetry book</p>		

Theme/s  Relate Indian and South African situation in terms of the homeless the landless and poor  Educator asks learners to discuss possible solutions				
Educator gives learners a task. They are to role play a court case launched by the lawyers for human rights against the Minister of Housing on behalf of the homeless and landless people.	Learners prepare and stage a role play	Constitution of South Africa	Learners response to the role play	
Educator concludes the lesson by emphasizing the important points	Learners take down notes			
Homework: Answer contextual questions				
Enrichment/Expanded Opportunities: Further exploration of the pain of the poor.				
Teacher Reflections:				

**SIGNATURES:**

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
HOD/SMT

\_\_\_\_\_  
DATE



**SUBJECT: ENGLISH H.L****GRADE: 12****LESSON PLAN 10****TERM 3****TIME: 4H30MINS****CORE CONTENT: POETRY : REFUGEE MOTHER AND CHILD (POETRY 11)****LO1: Learning and speaking**

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

**LO2: Reading and viewing X**

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

**LO3: Writing and presenting**

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

**LO4: Language**

The learner 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 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.

**X**

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.

**X**

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.

**X**

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	EVIDENCE PRODUCED AND ASSESSMENT	DATE COMPLETED
<p><b>INTRODUCTION: PRE READING</b></p> <p>Learners are given pictures of people in refugee camps.</p> <p>Educator asks them to describe the situation as depicted in the pictures in relation to:</p> <ul style="list-style-type: none"> <li>- The environment</li> <li>- Physical appearance</li> </ul>	<p>Look at the picture and discuss</p> <p>Present their observations to the class at large</p>	<p>Article</p>		
<p><b>READING ACTIVITIES</b></p> <p>Teacher groups learners and instructs them to take turns reading the poem</p> <p>Learners are instructed to rewrite the poem in their own words</p> <p>Educator facilitates discussion on the following:</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Mood and atmosphere</li> <li>• Tone (emotions, underlying feeling and attitude of the poet)</li> <li>• Form – lines and stanzas enjambment (run-on lines)</li> <li>• Imagery – use of senses denotation and connotation</li> <li>• Sound devices</li> <li>• Punctuation – hyphen, colon, dramatic pause, semi-colon,</li> </ul>	<p>Learners read aloud</p> <p>Learners rewrite the poem</p> <p>Learners discuss the given sub-heading</p>		<p>Paraphrased poem</p>	

<p>ellipses</p> <p>Teacher divides learners into two groups who are instructed to draw up a petition to present to the Minister of Land Affairs.</p> <p>Learners are given a rubric for the presentations</p> <p>Educator asks learners to write a letter of sympathy to the mother that has lost her child.</p> <p>Educator discusses the rubric with learners</p>	<p>Learners write petition.</p>		<p>Petition to Minister of Land Affairs</p> <p>Letter of sympathy</p> <p>Peer assessment with rubric</p>	
<p>Homework: Answering contextual question supplied by teacher.</p>				
<p>Enrichment/Expanded Opportunities: Refugee link with xenophobia problems in South Africa.</p>				
<p>Teacher Reflections:</p>				

**SIGNATURES:**

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
HOD/ SMT

\_\_\_\_\_  
DATE

**SUBJECT: ENGLISH H.L GRADE: 12 LESSON PLAN 11 POETRY TERM 3 TIME: 7 HOURS**

**CORE CONTENT:** POETRY – *WALKING AWAY* AND *YOU CANNOT KNOW THE FEAR I HAVE* (POETRY 10 AND 13)

<b>LO1: Learning and speaking</b>		<b>LO2: Reading and viewing X</b>		<b>LO3: Writing and presenting</b>		<b>LO4: Language</b>	
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.	
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 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.	X	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.	X	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.	X				

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	EVIDENCE PRODUCED AND ASSESSMENT	DATE COMPLETED
<p><b>INTRODUCTION: PRE READING</b>            Educator writes the two titles on the chalkboard and</p> <ul style="list-style-type: none"> <li>• Asks the learners to look at the titles and predict what the poems are about</li> <li>• Educator gives the learners a chance to quietly read both poems</li> <li>• Divides them into groups wherein they list the similarities with reference to the following:               <ul style="list-style-type: none"> <li>- Theme</li> <li>- Purpose</li> <li>- Fear</li> <li>- Nostalgia</li> <li>- Speaker</li> <li>- Choice of words</li> </ul> </li> </ul>	<p>Follow educator's instructions</p>		<p>Learners' own notes</p>	
<p><b>STEP 1 : READING</b></p> <p>Educator supplies learners with handouts where they are to match phrases from the poem with meaning. (Group work)</p> <p>Educator asks the learners to prepare a role play between father and child using the 2 poems</p>	<p>Learners work in their groups, later report and discuss the reports</p>			
<p>Homework: Learners reflections on poems</p>				

Enrichment/Expanded Opportunities: Further discussion on parents' over protection of children.

Teacher Reflections:

**SIGNATURES:**

\_\_\_\_\_

TEACHER

\_\_\_\_\_

DATE

\_\_\_\_\_

HOD / SMT

\_\_\_\_\_

DATE