



PROVINCE OF THE
EASTERN CAPE
EDUCATION

DIRECTORATE:
CURRICULUM FET PROGRAMMES
LESSON PLANS
TERM 3
ENGLISH FAL
GRADE 11

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 : GRADE: 11 LESSON PLAN 1 TERM 3 TIME: 9 HOURS

CORE CONTENT:

- Directions instructions and explanations

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:

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.

LEARNING OUTCOME 4:

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

AS1: Demonstrate knowledge of different forms of oral communication for social purposes.

X

AS1: Demonstrate various reading and viewing strategies for comprehension and appreciation.

Demonstrate planning skills for writing for a specific purpose, audience and context.

AS1: Identify and explain the meanings of words and use them correctly in a wide range of texts.

AS2: Demonstrate planning and research skills for oral presentations.

AS2: Evaluate 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.

AS2: Use structurally sound sentences in a meaningful and functional manner.

AS3: Demonstrate the skills of listening to and delivering of fluent and expressive oral presentations.

X

AS3: Evaluate how language and images may reflect and shape values and attitudes and texts.

AS3: Reflect on, analyze, and evaluate own work, considering the opinion of others, and present final product.

AS: 3 Develop critical language awareness.

AS4: Demonstrate critical awareness of language use in oral situations.

X

AS4: Explore key features of texts and explain how they contribute to meaning.

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<ol style="list-style-type: none"> 1. The teacher asks three learners to role play scenario of directing a school visitor from the school entrance to the principal's office. 2. The teacher hands out a map of a tourist attraction spot which is in their area. 3. Teacher informs learners that they are going to play a little interesting game on giving directions and locating the exact spot . 4. The teacher explains how the game is played. 5. The teacher demonstrates how the game is played e.g. (a) Teacher gives complex directions accurately from a spot on a map. (b)Teacher asks learners to accurately locate the destination. <ul style="list-style-type: none"> ➤ Teacher gives learners the following different tasks on giving instructions as groups: (Filling in a form. ➤ Following medication instructions ➤ Following a recipe ➤ Using a sewing pattern ➤ Operating a DVD. <p>When giving instructions the teacher must emphasize the importance of offering</p>	<ol style="list-style-type: none"> 1. Learners role-play the scenario. 2. Learners study the map carefully. 3. Learners listen attentively to the teacher 's instructions and explanation. 4. Learners play the game of giving complex directions accurately. 	<ul style="list-style-type: none"> ○ Copies of municipal maps. 	Teacher	

<p>explanations i.e. the person must know exactly what is required and expected. The person must know exactly where to find everything, how to do everything and when to do it.</p>				
<p>Homework:</p>				
<p>Enrichment/Expanded Opportunities:</p>				
<p>Teacher Reflections:</p>				

SIGNATURES

TEACHER

DATE

HOD/SMT

DATE

SUBJECT: ENGLISH : GRADE: 11 LESSON PLAN 2 TERM 3 TIME: 4 H 30 MINS

CORE CONTENT:

- BROCHURE

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: X

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:

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..

LEARNING OUTCOME 4:

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

AS1: Demonstrate knowledge of different forms of oral communication for social purposes.

AS1: Demonstrate various reading and viewing strategies for comprehension and appreciation.

Demonstrate planning skills for writing for a specific purpose, audience and context.

AS1: Identify and explain the meanings of words and use them correctly in a wide range of texts.

AS2: Demonstrate planning and research skills for oral presentations.

AS2: Evaluate 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.

AS2: Use structurally sound sentences in a meaningful and functional manner.

AS3: Demonstrate the skills of listening to and delivering of fluent and expressive oral presentations.

X

AS3: Evaluate how language and images may reflect and shape values and attitudes and texts.

AS3: Reflect on, analyze, and evaluate own work, considering the opinion of others, and present final product.

AS: 3 Develop critical language awareness.

AS4: Demonstrate critical awareness of language use in oral situations.

AS4: Explore key features of texts and explain how they contribute to meaning.

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. Teacher instructs learners to identify and decide on beautiful places of interest in their area and to describe it.- name, area, what is it for , physical or cultural characteristics.	1 Brainstorm ideas and give feedback (in pairs).	<ul style="list-style-type: none"> ○ Iqula Study Guide P115 ○ Answer Series Study Guide P1.27 	Teacher Peer	
2. Ask learners to give an explanation and attraction of the location of this area.	2. Discuss in small groups of 4-5 or more. Name and describe. Record.	<ul style="list-style-type: none"> ○ 	Do peer assessment and give one another feedback. Revise and amend using peers' feedback where necessary. Edit for correct spelling, punctuation and produce final product to be assessed by the teacher.	
3. Introduce the term 'brochure' (may be through questions or explanation- depending on the context of the learners)	Give feedback.	<ul style="list-style-type: none"> ○ 	assessed by the teacher.	

<p>4. Facilitate discussion on the features of a good brochure, paying attention to the following: Brochures are colourful and usually A4-size folded into three panels. They advertise tours, accommodation, heritage sites etc. Brochures are printed on the front and back .The front panel has the name of the place or activity and an eye – catching picture. On the inside panels there is information about activities, tours, sights to see, prices etc. The back panel contains contact information including telephone numbers, e-mail addresses and website addresses.</p>	<p>Learners discuss and take notes.</p>	<p>○</p>		
<p>5. Teacher instructs learners on how to design a brochure(refer to the section below for the guidelines).</p>	<p>Learners listen and take notes</p>	<p>○</p>		
<p>6. Work with the notes ,pictures, maps and interview responses to design a brochure .</p>		<p>○</p>		
<p>7. Teacher gives learners the following task:</p> <p>Your school is hoping to attract funding from a large company which wants to become involved in community upliftment .To provide the necessary information and to advertise itself, the school plans to draw up a brochure to send to the company. It is your job to design a brochure.</p>	<p>Discuss and design.</p>	<p>○</p>		

8. Teacher facilitates, assisting learners in groups responding to their questions, advising individual learners.	Design a first draft of a brochure.	○		
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES

TEACHER

DATE

HOD/SMT

DATE

SUBJECT: ENGLISH FAL GRADE: 11 LESSON PLAN 3 TERM 3 TIME: 4 H 30M INS

CORE CONTENT:

- Figurative and rhetorical language

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 oral situations		AS4: Explore key features of texts and explain how they contribute to meaning.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>1. Teacher draws learners' attention to the following statements.</p> <p>I can't help you- my hands are tied.</p> <p>The sailors found themselves in deep water.</p> <p>Don't step on her toes.</p>	<p>Learners give different interpretations of the statements.</p>	<p>chalkboard</p>	<p>Peer, teacher, memo</p>	
<p>2. The teacher asks learners to brainstorm on the meanings of the statements given above encouraging them to use their imagination to create a picture in their minds- showing them the difference between figurative and literal meaning.</p>	<p>Learners discuss in pairs</p>			
<p>3. Teacher divides learners into groups and refer them to the handbook pp.40-43</p>	<p>All groups get to learn about rhetorical and figurative language through reading the handbook.</p> <p>Group one looks at comparisons</p> <p>Group two looks at sound devices</p> <p>Group three looks at contradictions</p> <p>Group four looks at exaggeration</p>	<p>Handbook study guide pp.40-43</p> <p>Prescribed literature</p> <p>Answer Series Study Guide p1.22, pp1.48 and 1.49</p> <p>Previous question papers</p>	<p>Class test</p>	

	<p>and understatement</p> <p>Group five looks at rhetorical questions and pun.</p> <p>After reading, the groups will present their respective figures of speech linking them to the prescribed poems/short story/drama/novel;</p>			
4. Teacher gives learners a class test where they will be tested on identifying commenting, and explaining the figures of speech.	Learners will prepare for and write a class test on figures of speech.			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

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SUBJECT: ENGLISH : GRADE: 11 LESSON PLAN 4 TERM 3 TIME: 4 H 30 MINS

CORE CONTENT:

- SOCIO-POLITICAL & CULTURAL BACKGROUND, ATTITUDES & BELIEFS.

LEARNING OUTCOME 1:

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:

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..

LEARNING OUTCOME 4:

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

AS1: Demonstrate knowledge of different forms of oral communication for social purposes.

AS1: Demonstrate various reading and viewing strategies for comprehension and appreciation.

Demonstrate planning skills for writing for a specific purpose, audience and context.

AS1: Identify and explain the meanings of words and use them correctly in a wide range of texts.

AS2: Demonstrate planning and research skills for oral presentations.

AS2: Evaluate 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.

AS2: Use structurally sound sentences in a meaningful and functional manner.

AS3: Demonstrate the skills of listening to and delivering of fluent and expressive oral presentations.

AS3: Evaluate how language and images may reflect and shape values and attitudes and texts.

AS3: Reflect on, analyze, and evaluate own work, considering the opinion of others, and present final product.

AS: 3 Develop critical language awareness.

AS4: Demonstrate critical awareness of language use in oral situations.

AS4: Explore key features of texts and explain how they contribute to meaning.

SIGNATURES:

TEACHER

DATE

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SUBJECT: ENGLISH FAL GRADE: 11 LESSON PLAN 5 TERM 3 TIME: 4 H 30 MINS

CORE CONTENT:

- Comprehension work

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 oral situations		AS4: Explore key features of texts and explain how they contribute to meaning.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Teacher refers learners to p.62 of Handbook and takes the learners through the Guidelines to assist in reading for meaning	Learners take turns to read about the Guidelines.	Handbook Study Guide Text passage	Peer /self memo	
Teacher will provide the learners with comprehension passage	Learners read quickly through the passage individually look at the questions, and then read the passage again. Learners give the answers in writing.			
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: ENGLISH FAL GRADE: 11 LESSON PLAN 6 TERM 3 TIME: 4 H 30 MINS

CORE CONTENT:

- Literary genre – response to film

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 oral situations		AS4: Explore key features of texts and explain how they contribute to meaning.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p><i>(Teacher to note that this lesson will link with film study lessons presented during term 2 weeks 5-8.)</i></p> <p>Teacher show learners film they can relate to.</p>	<p>Learners watch film and discuss in groups</p> <p>As individual learners complete the worksheet and prepare for oral presentation..</p>	<p>Film, worksheet</p>	<p>Teacher</p>	
<p>Provide learners with worksheets that covers sub skills on drama and film study, p.31 of National Curriculum Statement, FAL, Grade 10-12.</p>	<p>Learners to make a presentation as individuals</p>			
<p>Ask learners to make a presentation of the film, using the worksheet as a guide. Each learner's presentation is recorded using a rubric.</p>				
<p>Homework:</p>				
<p>Enrichment/Expanded Opportunities:</p>				
<p>Teacher Reflections:</p>				

SIGNATURES:

TEACHER

DATE

HOD/SMT

DATE

SUBJECT: ENGLISH : GRADE: 11 LESSON PLAN 7 TERM 3 TIME: 13H 30 MINS

CORE CONTENT:

UNPREPARED SPEECH

LEARNING OUTCOME 1:		LEARNING OUTCOME 2:		LEARNING OUTCOME 3:		LEARNING OUTCOME 4:	
Demonstrate knowledge of different forms of oral communication for social purposes.		Demonstrate various reading and viewing strategies for comprehension and appreciation.		Demonstrate planning 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.		Evaluate 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 to and delivery of fluent and expressive oral presentations.		Evaluate how language and images may reflect and shape values and attitudes and texts.		Reflect on, analyse and evaluate own work ,Considering the opinion of other, and present final product.		Develop critical language awareness.	
Demonstrate critical awareness of languages in oral situations.		Explore the key features of texts and explain how they contribute to meaning.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
The teacher gives learners copies of the YCA Manual pp.19-21 which focuses on Impromptu Speech and conversation.	Learners go through the information and discuss it amongst themselves.	YCA Manual	Peer	
The teacher explains the procedure in terms of the composition of the Panel as the chairperson and the director.	Learners are divided in groups of five or six.			
The teacher allocates a specific for each group on a key and topical issue affecting their community and the country.	Learners write down KEY words and thoughts within the allocated time of two minutes.		To make closing statements	
The teacher as chairperson will read out the speaking order for each learner in the Group.	Each learner will present opening statements.			
The teacher directs questions to each questions to each of the learners .	Learners respond to questions.			
The teacher concludes the discussion by providing learners with a chance .	Each learner presents closing statements putting forward their final thoughts on the matter and providing possible solutions.			
The same procedure will be followed until all groups have participated.				
Homework:				
Enrichment/Expanded Opportunities:				

SUBJECT: ENGLISH FAL GRADE: 11 LESSON PLAN 8 TERM 3 TIME: 4 H 30 MINS

CORE CONTENT:

- Nature of bias, prejudice and discrimination (teacher may use own literature)

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 oral situations		AS4: Explore key features of texts and explain how they contribute to meaning.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>Teacher organizes a text that deals with bias, prejudice and discrimination from a variety of texts e.g. newspaper, magazines or any other media available.</p>	<p>➤ Learners try to;</p> <p>(i) Identify who the author/writer of the article is.</p> <p>(ii) What his/her race is</p> <p>(iii) How s/he reports the story.</p> <p>(iv) What words s/he uses to demonstrate bias, prejudice or discrimination</p> <p>(v) How learners would remove bias in the text to make it objective.</p>		<p>➤ Groups</p> <p>➤ Memoranda</p>	
<p>S/He makes copies of the text available in class and groups learners according to their mixed abilities and asks them to read the article.</p>				
<p>Another article with examples of prejudice and questions asking learners to rewrite the article removing bias,</p>				

prejudice and discrimination.				
Homework:				
Enrichment/Expanded Opportunities:				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE