



PROVINCE OF THE
EASTERN CAPE
EDUCATION

DIRECTORATE:
CURRICULUM FET PROGRAMMES
LESSON PLANS
TERM 3
ENGLISH HL
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 Home Language GRADE: 11 LESSON PLAN 1 TERM 3 TIME: 13 H 30 MINS

CORE CONTENT:

- Letter to the editor

LEARNING OUTCOME 1:		LEARNING OUTCOME 2: X		LEARNING OUTCOME 3:		LEARNING OUTCOME 4: X	
LISTENING AND SPEAKING		READING AND VIEWING		WRITING AND PRESENTING		LANGUAGE	
The learner is able to listen and speak for a variety of purposes, audiences and contexts		The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.		The learner is able to write and present for a wide range of purposes and audience using conventions and formats appropriate to diverse contexts.		The learner is able to use language structures and conventions appropriately and effectively.	
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.	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	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	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. The teacher brings to class a newspaper extract about a current issue e.g. Xenophobia and asks learners to read and engage with the text in groups.	1. Learners read and engage with the article.	Pen & paper Newspaper article	Peer Teacher Letter to the Editor Rubric for longer transactional writing	
2. The teacher asks learners to decide what they think the burning issue is in the extract and to highlight critical points	2. Learners write the ideas			
3. The teacher asks the learners to research the topical issue raised in the extract at home.	3. Learners do the exercise as a group.			
4. Teacher allows learners to report to the whole class and facilitates the discussion.	4. Learners report and discuss.			
5. Teacher gives learners guidelines on how to write a letter to the Editor	5. Learners listen and take notes			
6. Teacher asks learners to write first draft following the given guidelines.	6. Learners write the first draft			
7. Instructs learners to exchange, assess one another's work and give positive feedback.	7. Learners assess one another's work and give positive feedback.			
8. Teacher asks learners to write the final product for the teacher to assess.	8. Learners write the final draft considering their peers' feedback.			
Homework:				
Enrichment/Expanded Opportunities: Learners given more poems to read				
Teacher Reflections:				

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: English Home Language GRADE: 11 LESSON PLAN :2 TERM 3 TIME: 9H00

CORE CONTENT:

- Figurative and rhetorical language

LEARNING OUTCOME 1: X		LEARNING OUTCOME 2:		LEARNING OUTCOME 3: X		LEARNING OUTCOME 4:	
LISTENING AND SPEAKING		READING AND VIEWING		WRITING AND PRESENTING		LANGUAGE	
The learner is able to listen and speak for a variety of purposes, audiences and contexts		The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.		The learner is able to write and present for a wide range of purposes and audience using conventions and formats appropriate to diverse contexts.		The learner is able to use language structures and conventions appropriately and effectively.	
AS 1: demonstrate knowledge of different forms of oral communication for social purposes.	X	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.	X	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.	X	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.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. Teacher asks learners to give, explain and use in sentences the figures of speech they know.	1. Learners give, explain and use figures of speech.	Poems	Peer/ group Memorandum	
2. The teacher clarifies and corrects learners' mistakes.	2. Learners listen and take down notes.			
3. Teacher teaches a few more figures of speech and rhetorical language in context.	3. Learners listen and take down notes.			
4. Teacher gives learners different poems to read and identify the figures of speech (in groups)	4. Learners read and identify figures of speech and rhetorical language.			
5. The teacher asks learners to report to class.	5. Learners report back.			
6. Teacher facilitates discussion of learners' responses and guides them to correct answers.	6. Learners discuss and take down notes.			
Homework:				
Enrichment/Expanded Opportunities: Learners given more poems to read				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

CORE CONTENT:

- Film Study

LEARNING OUTCOME 1: X		LEARNING OUTCOME 2: X		LEARNING OUTCOME 3:		LEARNING OUTCOME 4:	
LISTENING AND SPEAKING		READING AND VIEWING		WRITING AND PRESENTING		LANGUAGE	
The learner is able to listen and speak for a variety of purposes, audiences and contexts.		The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.		The learner is able to write and present for a wide range of purposes and audience using conventions and formats appropriate to diverse contexts.		The learner is able to use language structures and conventions appropriately and effectively.	
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.	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.	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.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. The teacher circulates copies of the cover page of the film that will be used.	1. Learners skim the cover page.	Cover page of the film Film	Group Teacher Rubric Reviews	
2. The teacher asks learners some questions as a Pre-viewing Activity The teacher refers to Page105-109 of English Handbook and Study Guide.	2. Learners answer questions.			
3. The teacher takes learners through: A. Film Analysis B. Cinematographic effects	3. Learners Listen and take down notes.			
4. The teacher lets learners view the film up to a certain scene.	4. Learners watch the film.			
5. The teacher asks questions on what has been viewed.	5. Learners answer and discuss.			
6. The teacher then let learners predict what will happen in the following scenes.	6. Learners predict.			
7. The teacher lets the learners view the rest of the film.	7. Learners view the film.			
8. The teacher asks learners about aspects / incidents in the film.	8. Learners answer the questions.			
9. The teacher groups learners and instruct learners to analyse the different aspects of the film. Group1-Film Title Group2-Type of film Group3-Plot –scene+sequence	9. Learners analyse the different aspects of the film.			

<p>Group4-Themes</p> <p>Group5-Characterisation</p> <p>Group6_Sets, costumes & setting</p> <p>Group7_Sound Effect</p> <p>Group8_Visual Effects</p> <p>Group9_Camera shots</p> <p>Group10_Camera angles</p> <p>The teacher allows learners to view the film focusing on specific scenes and aspects.</p> <p>The teacher may stop / go back and fast forward.</p>				
<p>10. The teacher allows time for presentation. The teacher gives learners a task on writing a review of a film they have watched. Teachers may refer learners to Page 40 of Advance with English Grade 11 with these questions:</p> <ol style="list-style-type: none"> 1. Give some details about the actors. 2. Give some details about the storyline. 3. Give details about where it can be seen , and the ticket prices. 4. Give your opinion of the acting. 5. Use at least two negative sentences in your view. 	<p>10. Learners write the film review following the given template.</p>			
<p>Home work:</p>				

Enrichment/Expanded Opportunities: Learners given more films to watch..

Teacher Reflections:

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: English Home Language GRADE: 11 LESSON PLAN 4 TERM 3 TIME: 9 HOURS

CORE CONTENT:

- Brochure

LEARNING OUTCOME 1: X		LEARNING OUTCOME 2: X		LEARNING OUTCOME 3:		LEARNING OUTCOME 4: X	
LISTENING AND SPEAKING		READING AND VIEWING		WRITING AND PRESENTING		LANGUAGE	
The learner is able to listen and speak for a variety of purposes, audiences and contexts		The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.		The learner is able to write and present for a wide range of purposes and audience using conventions and formats appropriate to diverse contexts.		The learner is able to use language structures and conventions appropriately and effectively.	
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.	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	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.					

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
1. The teacher brings different brochures to class and gives them to learners in their groups.	1.	Brochures	Peers Brochures Checklist	
2. Teacher instructs learners to look at these different brochures to compare them, say what similarities and differences are there.	2. Learners look at the different brochures and co and compare the different brochures.			
3. The teacher facilitates discussions on the features of the good brochure.	3. Learners listen and take notes.			
4. Teacher gives learners instructions on how to design a brochure.	4. Learners listen and take notes.			
5. Teacher instructs learners to design brochures.	5. Learners design the brochures.			
6. Teacher instructs learners to exchange their brochure and critic each other.	6. Learners exchange and critic each other's brochures.			
Homework				
Enrichment/Expanded Opportunities: Learners engage in more topical issues of the day.				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: ENGLISH H.L GRADE: 11 LESSON PLAN 5 TERM 3 TIME: 3H30MINS

CORE CONTENT:

LANGUAGE 2 LO2: Reading skills; socio cultural background

LO4: Punctuation; verb forms, use of dictionary and thesaurus

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: 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: X

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.

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