



PROVINCE OF THE
EASTERN CAPE
EDUCATION

DIRECTORATE:
CURRICULUM FET PROGRAMMES
LESSON PLANS
TERM 4
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 10

TERM 4

TIME:90 mins

CORE CONTENT:

- CRITICAL LANGUAGE AWARENESS

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.

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TEACHING ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>The teacher gives the following idiomatic expression to learners and asks them to use them in sentences to bring out their meaning ;</p> <p>a bone of contention</p> <p>a red –letter day</p> <p>a white elephant</p> <p>add fuel to the fire</p> <p>all one’s eggs in one basket</p> <p>break the ice</p> <p>at a snail’s pace</p> <p>call a spade a spade</p> <p>Teacher gives corrections and explains</p>	<p>Learners write sentences that bring out the meaning of the given idiomatic expressions.</p>	<p>Handbook Study Guide of English</p> <p>Newspapers</p> <p>Television and radio</p>	<p>Written sentences on idiomatic expressions.</p> <p>Assessment /Tools</p> <p>Teacher</p> <p>Memo</p>	

that the words in an idiomatic expression have a figurative meaning that is different from the literal meaning.				

Homework: Learners to look for idiomatic expressions from News Headlines.

Enrichment/Expanded Opportunities:

Teacher Reflections:

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE