



PROVINCE OF THE  
EASTERN CAPE  
EDUCATION

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DIRECTORATE:  
CURRICULUM FET PROGRAMMES  
LESSON PLANS  
TERM 4  
GRADE 11 ENGLISH FAL

## 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 2      TERM 4      TIME: WEEK 1&2      TIME: 120 mins**

**CORE CONTENT: SUMMARIES: MAIN AND SUPPORTING IDEAS**

<b>LEARNING OUTCOME 1:</b> <i>Listening and speaking The learner is able to listen and speak for a variety of purposes , audiences and contexts</i>		<b>LEARNING OUTCOME 2:</b> <b>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.</b>		<b>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..</b>		<b>LEARNING OUTCOME 4: Language The learner is able to use language structures and conventions appropriately and effectively.</b>	
AS1: Demonstrate knowledge of different forms of oral communication for social purposes.		AS1: Demonstrate various reading and viewing strategies for comprehension and appreciation.	X	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.					
<b>TEACHING ACTIVITIES</b>		<b>LEARNERS ACTIVITIES</b>		<b>RESOURCES</b>		<b>ASSESSMENT</b>	<b>DATE COMPL</b>

				ETED
1. Teacher instructs learners to read the text they have to summarise. They are encouraged to read the text a number of times (skim).	Learners skim text to identify main ideas, underline and use them as guidelines to write down essential points.	Newspapers Magazines. Textbooks Previous question papers	First and final draft of a point form summary	
2. The teacher will emphasise the following: <ul style="list-style-type: none"> <li>a. To use their own words as far as possible.</li> <li>b. To change speaker's direct words into reported speech.</li> <li>c. Write in the third person.</li> <li>d. Not to add personal views or comments.</li> <li>e. To note that they have to reduce the numbers of words by shortening sentences for a paragraph form or a point form summary.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners write the first draft of their summarised texts by applying the rules of summarising as instructed by their teacher.</li> <li>• Learners exchange and edit the first drafts looking at finer details like <ul style="list-style-type: none"> <li>○ Using own words</li> <li>○ Applying reported speech</li> <li>○ Writing as third person</li> <li>○ Not commenting and</li> <li>○ Reducing number of words to the required one.</li> </ul> </li> </ul>		<b>Assessment &amp; Tool</b>  Teacher  Examination guidelines of 2009 - Paper 1	
3. Teacher marks the final draft guided by exam guidelines of 2009	<ul style="list-style-type: none"> <li>• Learners to present the final product of a summary which is in point form.</li> </ul>			
Homework: Learners to summarise a chapter or short story from their prescribed literature.				
Enrichment/Expanded Opportunities: Learners to be instructed to summarise weekly news/ current issues on a weekly basis.				
Teacher Reflections:				

**SIGNATURES:**

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TEACHER

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DATE

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HOD / SMT

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DATE