



PROVINCE OF THE
EASTERN CAPE
EDUCATION

DIRECTORATE:
CURRICULUM FET PROGRAMMES
LESSON PLANS
TERM 4
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:** 4 **TIME:** 2 weeks/ 110 minutes

CORE CONTENT:

- LETTER OF COMPLAINT

LEARNING OUTCOME 1:		LEARNING OUTCOME 2:		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.		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.		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.		AS 3: develop critical language awareness	

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.				
TEACHING ACTIVITIES	LEARNERS ACTIVITIES		RESOURCES	ASSESSMENT	D A T E C O M P L E T E D	
1. The teacher hands out copies of a letter of complaint cut out from a newspaper to groups.	1. Learners receive copies of letter of complaint.		Letter of complaint	Peer, Longer piece transactional marking rubric.		
2. Teacher instructs learners to study the complaint critically and to identify elements of a letter of complaint e.g. where the incident happened, the service or product involved, factual details, firm but polite tone.	2. Learners comply.					
3. Teacher facilitates discussion of the letter of complaint.	3. Learners engage in discussion.					
4. Teacher gives learners a scenario to respond to, writing the first draft, editing and proofreading and then writing a final product.	4. Learners write first draft, edit and proofread and write the final product for presentation.					
5. Teacher instructs learners to exchange their work for peer assessment using the longer piece transactional writing marking rubric.	5. Learners exchange their work and assess each other.					

Enrichment/Expanded Opportunities: Learners asked to select their own scenarios and to write their own letters of complaint.

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE