



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:**

- SUMMARY: NOVEL CHAPTERS 6 and 7

| <b>LEARNING OUTCOME 1:<br/>LISTENING AND SPEAKING</b>  |  | <b>LEARNING OUTCOME 2:<br/>READING AND VIEWING</b>  |   | <b>LEARNING OUTCOME 3:<br/>WRITING AND PRESENTING</b>   |  | <b>LEARNING OUTCOME 4:<br/>LANGUAGE</b>  |  |
|--|--|---|---|---|--|--|--|
| 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  | ✓ | AS 3: reflect on, analyses and evaluate own work, considering the opinion of  |  | AS 3: develop critical language awareness  |  |

|   |  |  |   |                                  |  |  |                |
|---|--|--|---|----------------------------------|--|--|----------------|
|   |  | in texts.  |   | others, and present final draft. |  |  |                |
| 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   | DATE COMPLETED |
| 1. The teacher assigns home reading on chapter 6 of the novel.  |  | 1. Learners comply with instruction.   |   | The prescribed Novel             |  | Peer/group<br><br>Teacher<br><br>Summary writing marking rubric. |                |
| 2. Teacher puts learners into groups and assigns paragraphs to each group, then asks them to identify main ideas of each paragraph. |  | 2. Learners get into their groups, identify main ideas and write them down.                  |   |                                  |  |  |                |
| 3. The teacher instructs the learners to identify key words of the main ideas.  |  | 3. Learners identify key words and write them down.  |   |                                  |  |  |                |
| 4. Teacher instructs the learners to use information in the main ideas to write their own paragraphs.                               |  | 4. Groups write their own paragraphs using key words and main ideas.                         |   |                                  |  |  |                |
| 5. Teacher asks groups to present their   |  | 5. Learners present their  |   |                                  |  |  |                |

|  |  |  |  |  |
|--|--|--|--|--|
| summaries of the paragraphs.   | summaries orally to the whole class.   |  |  |  |
| 6. Teacher facilitates discussion.   | 6. Learners participate in discussion.   |  |  |  |
| 7. Teacher asks learners to collate their group efforts and write the first draft, edit and proof read it, and then write the final product of a summary of chapter 6 in paragraph form. | 7. Learners collate their ideas, write the first draft, edit and proof read it then write the final product of summary of chapter 6. |  |  |  |
| Enrichment/Expanded Opportunities: Learners asked to read chapter 7 in preparation for the next lesson.  |  |  |  |  |
| .  |  |  |  |  |

**SIGNATURES:**

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
HOD / SMT

\_\_\_\_\_  
DATE