

2021 National Recovery Annual Teaching Plan Subject: English FAL Grade 11 – Term 1

TERM 1 (45 days)	Week 1 27-29 Jan (3 days)	Week 2 01-05 Feb (5 days)	Week 3 08-12 Feb (5 days)	Week 4 15-19 Feb (5 days)	Week 5 22-26 Feb (5 days)	Week 6 01-05 March (5 days)	Week 7 08-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions
Concepts, Skills and Values	Consolidation of Grade 10 work Peer assessment of baseline test Discussion of baseline test Introduction of learners to class Discuss the features of literary texts/newspaper or magazine articles	1.Listening and Speaking Listening comprehension for information OR View TV documentary	1.Listening and Speaking Unprepared reading aloud of paragraph from extended reading programme Group discussion on visual texts such as cartoons	1.Listening and Speaking Listen for summary: short informative text. identify the main message, suggest a heading Oral: interview (procedures or role play)	1.Listening and Speaking SBA Task 1 – Listening Comprehension	1.Listening and Speaking Prepared reading aloud- passage from network OR Prepared reading of a poem OR Script of a drama Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures	1.Listening and Speaking Prepared reading aloud- passage from network OR Prepared reading of a poem OR Script of a drama Pay attention to expression, tone, pauses, pace, eye contact, pronunciation and gestures	1.Listening and Speaking Group discussion on visual texts such as cartoons Listen to different texts and discuss, e.g. song	1.Listening and Speaking REVISION	1.Listening and Speaking REVISION
		2.Reading and Viewing Intensive Reading Informative written or visual text Fact and opinion Make inferences Identify important and less important details Literary text 1: Poem / Short Story / Novel / Drama Introduction to the KEY FEATURES of the literary text. Discuss key features in context.	2.Reading and Viewing Informative written text Simple summary of important facts Write point form summary Literary text Poem / Short Story / Novel / Drama Discuss key features in context.	2.Reading and Viewing Non-literary text Baseline test (informal assessment) Literary text Intensive reading. Identify and discuss plot in drama/novel/ short story; imagery in a poem and how these relate to issues Extended reading practical. Visit to library/ bring magazines/ newspapers	2.Reading and Viewing Intensive reading. Summary from informative text identify important and less important details. Read a narrative in which characters meet and speak. Discuss key features of the text Literary text Poem / Short Story / Novel / Drama Discuss key features in context	2.Reading and Viewing Read an Interview Discuss language structures and Conventions related to the interview Literary text Poem / Short Story / Novel / Drama Discuss key features in context. Formal letters of request and complaint. Focus on key features and language conventions.	2.Reading and Viewing Read learners' essays in preparation for the SBA task. Literary text Poem / Short Story / Novel / Drama Discuss key features in context.	2.Reading and Viewing SBA Task no 3: Language test. Literary text Poem / Short Story / Novel / Drama Discuss key features in context. Directions/Instructions Focus on key features and language conventions. intensive reading.	2.Reading and Viewing REVISION	2.Reading and Viewing REVISION: Contextual questions Feedback on SBA Test
		3.Writing and Presenting Write informative paragraph. Focus on sentence construction and clarity, paragraph, conventions, e.g. Main ideas, supporting details, etc. Focus on : Process writing	3.Writing and Presenting Prepare for SBA task 2 (essay), for example, by responding to the issues explored in the literary text, Focus on process writing: Brainstorm, plan and draft	3.Writing and Presenting Write the essay which was planned the previous week. Focus on process writing. Write an imaginative paragraph/essay in response to the issues explored in the literary text, e.g. a poem, diary or letter Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting	3.Writing and Presenting Write a narrative in which characters meet and speak. Write point form summary Extend notes into a full text, e.g. paraphrasing main ideas from a text or interview Focus on: Process writing Planning, drafting,	3.Writing and Presenting Write an Interview. Focus on Process writing Emails and Formal letters of request and complaint. Draw up/ fill in a table of contrasting features. Directions/Instructions Focus on process writing	3.Writing and Presenting SBA Task no 2: Essay writing.	3.Writing and Presenting Feedback on essays	3.Writing and Presenting REVISION	3.Writing and Presenting Revision

				Text structure and language features (see 3.3)	revising, editing, proof- reading and presenting text structure and language features (see 3.3)					
		4.Language Structures and Conventions Statements, sentence structure Use of determined vocabulary related to reading texts.	4.Language Structures and Conventions Expressing emotions: adverbs and adjectives (revision) Remedial grammar from learners' writing Vocabulary related to reading and visual texts, Using a thesaurus synonyms Building antonyms with prefixes and suffixes, e.g. <i>happy-unhappy, hairy-hairless</i>	4.Language Structures and Conventions Expressing emotions: Adverbs and adjectives (revision) Remedial grammar from learners' writing Vocabulary related to reading and visual texts, Using thesaurus – synonyms Building antonyms with prefixes and suffixes.	4.Language Structures and Conventions Language Direct and indirect to create character. Punctuation of direct and indirect speech.	4.Language Structures and Conventions Vocabulary related to Reading texts. Dictionary work	4.Language Structures and Conventions Nouns and pronouns (revision) Direct and indirect speech to create character. Punctuation of direct and indirect speech (revision) Remedial grammar from learners' writing Vocabulary: research meaning of words in reading-dictionary work	4.Language Structures and Conventions Vocabulary: research meaning of words in reading- dictionary work. Remedial grammar from learners' writing	4.Language Structures and Conventions REVISION Vocabulary: related to songs as they appear in reading text, e.g. Archaisms, contractions. Remedial grammar from learners' writing/ language test	4.Language Structures and Conventions REVISION Remedial grammar from learners' writing/ language test
Requisite pre-knowledge		Knowledge of listening skills, Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Knowledge of listening skills, Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Knowledge of listening skills, Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Language – concord – agreement of subject and verb. Knowledge of media – magazines, advertising, newspapers KEY FEATURES of literary texts	Knowledge of media – magazines, advertising, newspapers Cartoon study – vocabulary KEY FEATURES of literary texts	Knowledge of media – magazines, advertising, newspapers Knowledge of process writing, emails/letters KEY FEATURES of literary texts	REVISION of literary texts
Resources (other than textbook) to enhance learning		Newspapers, magazines https://qrqo.page.link/KU9d Listening comprehension exemplar, sample informational article/TV documentary Visual Literacy (Cartoon Study and Advertising https://qrqo.page.link/wVDy	Informative written text	Listening comprehension exemplar, sample informational article	Narrative text	Listening comprehension exemplar See SBA exemplar task] https://qrqo.page.link/imZ9 Interview	Library resources, internet, encyclopaedias	Advertisements and cartoons, past year paper MCMA Video 1 Act 1 https://qrqo.page.link/1aGT	Formal letters/emails (request, complaint)	Past year exam paper - comprehension Past examination papers
Assessment	Informal Assessment: Remediation	Practice Listening Comprehension Write 1 summary Informative paragraph	Essay writing – process writing Key features of the Literary text	Practice Listening Comprehension Written comprehension practice (baseline informal assessment)	Essay writing – process writing Write 1 summary	Key features of the Literary text Interview	Key features of the Literary text	Narrative Essay mind map Cartoon Study, past papers	Letters and emails	The Literary text NOTE: THREE poems, THREE short stories, the Novel or the Drama must be complete by the time the Controlled Test is written in Term 2.
	SBA Formal Assessment					TASK 1 Listening comprehension (10)	TASK 2 Writing: Essay (50)	TASK 3 Comprehension (20) Summary (10) Language In Context (10) [TOTAL-40]		

2021 National Recovery Annual Teaching Plan Subject: English FAL Grade 11 – Term 2

TERM 2 (51 days)	Week 1 13-16 Apr (4 days)	Week 2 19-23 Apr (5 days)	Week 3 28-30 Apr (3 days)	Week 4 03-07 May (5 days)	Week 5 10-14 May (5 days)	Week 6 17-21 May (5 days)	Week 7 24-28 May (5 days)	Week 8 31 May- 04 Jun (5 days)	Week 9 07-11 Jun (5 days)	Week 10 and 11 14-18; 21-25 Jun (9 days)
CAPS	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	REVISION
Concepts, Skills and Values	<u>1.Listening and Speaking</u> Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc. Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)	<u>1.Listening and Speaking</u> Explain a visual text in groups-map, chart, plan, photos, tables, diagrams, etc. Use others' explanation to transfer information to another text form (e.g. into a mind-map, fill in a table etc.)	<u>1.Listening and Speaking</u> Role play meeting procedures in class with topic drawn from reading text.	<u>1.Listening and Speaking</u> Role play meeting procedures in class with topic drawn from reading text	<u>1.Listening and Speaking</u> Preparatory exercises for the formal researched speech	<u>1.Listening and Speaking</u> Preparatory exercises for the formal researched speech	<u>1.Listening and Speaking</u> Present Oral Task 4.	<u>1.Listening and Speaking</u> Present Oral Task 4.	<u>1.Listening and Speaking</u> Present Oral Task 4 Group review on Task 4	REVISION
	<u>2.Reading and Viewing</u> INTENSIVE READING Literary Text INTENSIVE READING. Discussion of issues. Focus on one identifying literary feature. Discuss its effectiveness.	<u>2.Reading and Viewing</u> Intensive reading. directions from a literary text, indicating proportion, distance etc. Visual text on a place of public interest Bus or other travel timetables	<u>2.Reading and Viewing</u> Literary text INTENSIVE READING Explore themes and characters further Compare and contrast	<u>2.Reading and Viewing</u> Informative text, e.g. Newspaper on a community issue, e.g. Water shortages, rubbish removal Encourage reading and viewing of newscasts, newspapers	<u>2.Reading and Viewing</u> Read for critical awareness. Text which gives view point/ attitude/ assumption e.g. Political cartoon, advert, emotive reporting. Multimodal advert, from magazine/ newspaper/ television INTENSIVE READING.	<u>2.Reading and Viewing</u> INTENSIVE READING. Literary text INTENSIVE READING Explore themes and characters further Compare and contrast	<u>2.Reading and Viewing</u> Read for critical awareness. Text which gives view point/ attitude/ assumption e.g. Political cartoon, advert, emotive reporting. Multimodal advert, from magazine/ newspaper/ tv INTENSIVE READING.	<u>2.Reading and Viewing</u> INTENSIVE READING. Literary text INTENSIVE READING Explore themes and characters further Compare and contrast	<u>2.Reading and Viewing</u> INTENSIVE READING. Literary text INTENSIVE READING Explore themes and characters further Compare and contrast	REVISION
	<u>3.Writing and Presenting</u> Write directions to a place of public Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)	<u>3.Writing and Presenting</u> Paragraphs on set work Describe a character and justify, describe the setting and its effect, identify theme and effect Focus on; Process writing Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)	<u>3.Writing and Presenting</u> Paragraph on set work, e.g. Describe a character and justify, describe the setting and its effect, identify them and effect Focus on; Process writing Planning, drafting, revising, editing, proof- reading and presenting.	<u>3.Writing and Presenting</u> Create an advertisement include persuasive techniques, e.g. expert recommendation, implication, generalisation etc. Focus on; Process writing Planning, drafting, revising, editing, proof- reading and presenting	<u>3.Writing and Presenting</u> Agenda of a community meeting in response to the reading text Write the minutes of the meeting Focus on; Process writing Planning, drafting, revising, editing, proof reading and presenting.	<u>3.Writing and Presenting</u> Create an advertisement include persuasive techniques, e.g. expert recommendation, implication, generalisation etc. Focus on; Process writing Planning, drafting, revising, editing, proof- reading and presenting	<u>3.Writing and Presenting</u> Agenda of a community meeting in response to the reading text Write the minutes of the meeting Focus on; Process writing Planning, drafting, revising, editing, proof reading and presenting.	<u>3.Writing and Presenting</u> Review and reflect on written texts	<u>3.Writing and Presenting</u> Review and reflect on written texts	REVISION
	<u>4.Language Structures and Conventions</u> Language Structures and conventions Prepositions (revision) Adjectives Comparison of adjectives Vocabulary relating to reading texts Words indicating direction, distance, proportion etc.	<u>4.Language Structures and Conventions</u> Prepositions (revision) Adjectives Comparison of adjectives Vocabulary relating to reading texts Words indicating direction, distance, proportion etc.	<u>4.Language Structures and Conventions</u> Concord in context- examples from listening practice or literary texts Remedial grammar from learners writing.	<u>4.Language Structures and Conventions</u> Paragraph structure- topic sentence and supporting details Past tense, numbered, formal, concise language	<u>4.Language Structures and Conventions</u> Concord in context- examples from listening practice or literary texts Vocabulary related to reading texts Meta-language of advertising.	<u>4.Language Structures and Conventions</u> Figurative language and rhetorical devices e.g. Simile, alliteration, Remedial grammar from learners writing Meta –language of meeting procedures, e.g. Agenda, chair, minutes, matters arising	<u>4.Language Structures and Conventions</u> Concord in context- examples from listening practice or literary texts Vocabulary related to reading texts Meta-language of advertising.	<u>4.Language Structures and Conventions</u> Figurative language and rhetorical devices e.g. Simile, alliteration, Remedial grammar from learners writing Meta – language of meeting procedures, e.g. Agenda, chair, minutes, matters arising	<u>4.Language Structures and Conventions</u> Figurative language and rhetorical devices e.g. Simile, alliteration, Remedial grammar from learners writing Meta – language of meeting procedures, e.g. Agenda, chair, minutes, matters arising	REVISION

Requisite pre-knowledge		Reading skills/strategies Knowledge of short story Applicable vocabulary	Language skills	Reading and listening skills/strategies Applicable vocabulary Knowledge of theme/characterising and elements in poetry	How to write a paragraph Applicable vocabulary Knowledge of the set work in question	Knowledge of what critical language awareness is How to apply AIDA formula	Knowledge of how a meeting is conducted Applicable vocabulary				
Resources (other than textbook) to enhance learning		Notes, education websites	Notes, education websites	Notes, education websites	Notes, education websites	Notes, education websites	Notes, education websites	Study guides. Education websites	Study guides. Education websites	Study guides. Education websites	Study guides. Education websites
Assessment	Informal Assessment: Remediation	Literature worksheet	Language assessment in context	Literature worksheet	Paragraph Discussion on burning community issues and how to solve it/bring it to the attention of authorities	Discussion on critical language awareness Advert as a short transactional text	Agenda and minutes as a longer transactional text				
	SBA Formal Assessment			SBA TASK 5 Literature assignment: Shorter transactional based on literature text (20) Contextual questions (15) (Total:35)		SBA TASK 4 Oral: Prepared speech				Task 6: Controlled test: Literature (any two genres)	

2021 National Recovery Annual Teaching Plan Subject: English FAL Grade 11 – Term 3

TERM 3 (52 days)	Week 1 13-16 Jul (5 days)	Week 2 19-23 Jul (4 days)	Week 3 26-30 Jul (5 days)	Week 4 02-06 Aug (4 days)	Week 5 10- 13 Aug (5 Days)	Week 6 16-20 Aug (5 days)	Week 7 23-27 Aug (5 days)	Week 8 30 Aug - 3 Sept (3 days)	Week 9 6-10 Sept (5 days)	Week 10 and 11 13 -17; 20-23 Sept (5 days)
CAPS	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions
	<u>1.Listening and Speaking</u> Panel discussion/interview Preparation for Unprepared Speech (SBA Task7) Listen for viewpoints; list them	<u>1.Listening and Speaking</u> Panel discussion/interview	<u>1.Listening and Speaking</u> Discuss an issue related to the literary text studied or a visual text	<u>1.Listening and Speaking</u> Discuss an issue related to the literary text studied or a visual text	<u>1.Listening and Speaking</u> Formal prepared/ researched speech. Peer assessment for listening practice (to promote Extended Reading and independent research)	<u>1.Listening and Speaking</u> Formal prepared/ researched speech. Peer assessment for listening practice (to promote Extended Reading and independent research)	<u>1.Listening and Speaking</u> Listen to enrichment text for pleasure/ appreciation, e.g. song, poetry reading, film, radio drama, play reading	<u>1.Listening and Speaking</u> Listen to enrichment text for pleasure/ appreciation, e.g. song, poetry reading, film, radio drama, play reading	<u>1.Listening and Speaking</u> Prepared reading aloud of letters to the press	<u>REVISION</u> <u>[WEEKS 10 AND 11]</u>
Concepts, Skills and Values	<u>2. Reading and Viewing</u> Read for summary. Discursive text which balances argument/ discussion for and against Literary text 7: Introduction to issues. Focus on one identifying features. Discuss its effectiveness.	<u>2. Reading and Viewing</u> Read for summary. Discursive text which balances argument/ discussion for and against Literary text 7: Introduction to issues. Focus on one identifying features. Discuss its effectiveness.	<u>2. Reading and Viewing</u> Literary text : INTENSIVE READING Identify and discuss plot in drama / novel/ short story; imagery in a poem and how these relate to issues.	<u>2. Reading and Viewing</u> Literary text : INTENSIVE READING Identify and discuss plot in drama / novel/ short story; imagery in a poem and how these relate to issues.	<u>2 Reading and Viewing</u> Comprehension test Literary text: INTENSIVE READING Creating character in a novel/ short story/ drama, rhetorical devices in a poem.	<u>2 Reading and Viewing</u> Literary text: INTENSIVE READING Creating character in a novel, short story/ drama, rhetorical devices in a poem	<u>2 Reading and Viewing</u> INTENSIVE READING Critical language awareness. PROVIDE EXAMPLES OF a letter of request or complaint or a cover letter and cv (purpose and audience. Facts and opinion) focus on naming (how are people named) what is included or excluded, pronouns (who are they)	<u>2 Reading and Viewing</u> Literary text: INTENSIVE READING Creating character in a novel, short story/ drama, rhetorical devices in a poem	<u>2 Reading and Viewing</u> Literary text: INTENSIVE READING Creating character in a novel, short story/ drama, rhetorical devices in a poem	<u>2. Reading and Viewing</u> <u>REVISION</u> <u>[WEEKS 10 AND 11]</u>
	<u>3. Writing and Presenting</u> Writing and presenting Prepare for discursive writing	<u>3. Writing and Presenting</u> Writing and presenting Prepare for discursive writing	<u>3. Writing and Presenting</u> Writing and presenting Discursive essay Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)	<u>3. Writing and Presenting</u> Writing and presenting Discursive essay Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)	<u>3.Writing and Presenting</u> Practise Shorter transactional Genres: • Invitation • Flyers • Directions/Instructions	<u>3.Writing and Presenting</u> Writing and Presenting Revise letter format Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)	<u>3.Writing and Presenting</u> Writing and presenting Write a letter of complaint/ request /covering letter and cv in response to reading text. Be aware of own position and attitude	<u>3.Writing and Presenting</u> Writing and Presenting Write a letter of request/complaint in response to reading text. Be aware of own position and attitude Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting	<u>3.Writing and Presenting</u> Writing and Presenting Write a letter of request/complaint in response to reading text. Be aware of own position and attitude Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting	<u>3.Writing and Presenting</u> <u>REVISION</u> <u>[WEEKS 10 AND 11]</u>
	<u>4. Language structures and Conventions</u> Verb tenses Vocabulary related to reading text.	<u>4. Language structures and Conventions</u> Verb tenses Vocabulary relate to reading text.	<u>4. Language structures and Conventions</u> Image, symbol, literal and figurative meaning. Vocabulary related to reading text Remedial grammar from learners' writing Abbreviations commonly used in classified advertisements, acronyms, etc.	<u>4. Language structures and Conventions</u> Image, symbol, literal and figurative meaning. Vocabulary related to reading text	<u>4. Language structures and Conventions</u> Denotation and connotation. Assumptions Implied meaning	<u>4. Language Structures and Conventions</u> Denotation and connotation. Assumptions Implied meaning Remedial grammar from learners' writing	<u>4. Language Structures and Conventions</u> Denotation and connotation. Assumptions Implied meaning Remedial grammar from learners' writing	<u>4. Language Structures and Conventions</u> Denotation and connotation. Assumptions Implied meaning Remedial grammar from learners' writing	<u>4. Language Structures and Conventions</u> Denotation and connotation. Assumptions Implied meaning Remedial grammar from learners' writing	<u>4. Language Structures and Conventions</u> <u>REVISION</u> <u>[WEEKS 10 AND 11]</u>

Requisite pre-knowledge		Reading strategies Features of short story as genre	Features of a discursive essay	Reading strategies Features of poem/short story Features of a discursive essay	Features of a discursive essay	Comparative skills Format of a formal letter	Reading strategies/skills Features of poetry: rhetorical devices	Writing skills Suitable vocabulary Format of a letter of request/complaint/cv and covering letter	Format of a formal letter	Writing skills Suitable vocabulary Format of a formal letter	Practise Shorter transactional Genres: • Invitation • Flyers • Directions/Instructions
Resources (other than textbook) to enhance learning		Discursive text if not in text book	Rubric		Rubric	Examples of shorter texts		Suitable stimuli	Example of letter of complaint./ request/ cv and covering letter	Suitable stimuli	Examples of • Invitation • Poster • Flyers • Directions/Instructions
Assessment	Informal Assessment: Remediation	Balancing of an argument	Essay	Literature work sheet	Essay	Formal letter Language work sheet	Literature work sheet	Paragraph	Letter of complaint/ Request/ CV and covering letter	Paragraph	•Invitation •Flyers •Directions/Instructions
	SBA Formal Assessment	SBA TASK 7 ORAL Unprepared speech/Prepared reading (20)		TASK 8 Longer transactional text (30)							

2021 National Recovery Annual Teaching Plan Subject: English FAL Grade 11 – Term 4

Term 4 (47 days)	Week 1 05-08 Oct (4 days)	Week 2 11-15 Oct (5 days)	Week 3 18-22 Oct (5 days)	Week 4 25-29 Oct (5 days)	Week 5 01-05 Nov (5 days)	Week 6 08-12 Nov (5 days)	Week 7 15-19 Nov (5 days)	Week 8 22-26 Nov (3 days)	19 Nov– 9 December
CAPS Topics	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	1.Listening and Speaking 2.Reading and Viewing 3.Writing and Presenting 4.Language Structures and Conventions	Task 9: END OF YEAR EXAMS Paper 1- 80 Paper 2- 70 Paper 3- 100 Paper 4 – 50 (Oral) 300 marks
Concepts, Skills and Values	1 Listening and Speaking Critical listening of recorded or read text for bias and prejudice Discussion/debate	1 Listening and Speaking Critical listening of recorded or read text for bias and prejudice Discussion/debate	1 Listening and Speaking Listening: note-taking practice of procedure. Listening for sequence	1 Listening and Speaking Listening for appreciation to oral texts, e.g. music, recorded reading, songs, recitation of poetry	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS	
	2 Reading and Viewing Reading for critical language awareness, e.g. Political speech, biased reporting. Critical reading issues: Who gains from this text? Who loses? How? Literary text: INTENSIVE READING Explore themes further: Compare and contrast. - all short stories -all poems -whole drama/ novel	2 Reading and Viewing Reading for critical language awareness, e.g. Political speech, biased reporting. Critical reading issues: Who gains from this text? Who loses? How? Literary text: INTENSIVE READING Explore themes further: Compare and contrast. - all short stories -all poems -whole drama/ novel	2 Reading and Viewing Comprehension test Literary text: INTENSIVE READING	2 Reading and Viewing Literary text: Revision summary/ concluding lesson/enrichment text	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS	
	3.Writing and Presenting Reflective writing writing Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)	3.Writing and Presenting	3.Writing and Presenting Writing and presenting Write a procedural text e.g. instructions related to new technology Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting Text structures and Language features (see 3.3)	3.Writing and Presenting Letter of appreciation/thanks/ex-pressing enjoyment Focus on: Process writing Planning, drafting, revising editing, proof-reading and presenting	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS	
	4. Language Structures and Conventions Passive and active voice Vocabulary related to reading text Thesaurus - synonyms	4. Language Structures and Conventions Verbs Chronological order Remedial grammar from learners' writing Vocabulary related to reading text	4. Language Structures and Conventions Polite forms and stock phrases of thanks. Culturally appropriate forms of address. Register Vocabulary related to reading text	4.Language Structures and Conventions Dictionary work Idioms/proverbs/sayings Remedial grammar from learners' writing Vocabulary related to reading text	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS	REVISION EXAMINATIONS	

Requisite pre-knowledge		What is critical language awareness	Writing skills	How to write instructions	How to summarise	Knowledge of the format of a formal letter	Reading strategies			
Resources (other than textbook) to enhance learning		Notes, education websites	Notes, education websites	Notes, education websites	Notes, education websites					
Assessment	Informal Assessment: Remediation	Rewritten text	Paragraph	Instructions	Summary	Letter of appreciation/thanks/expressing enjoyment	Reading comprehension test			
	SBA (Formal)							TASK 9 End of Year Examinations Paper 1- 80 Paper 2- 70 Paper 3- 100 Paper 4 – 50 (Oral)		