Grade 11 English

Term 1 - 51 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

51 complete, ready-to-teach Grade 11 English lesson plans for Term 1, covering the themes digital etiquette, renewable energy and the environment, artificial intelligence in education and travel and nature: the beauty of nature, each with its own speaking, reading, grammar and writing lessons.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Listening to a news bulletin for general information

By the end of the lesson, the learner should be able to: a) listen to a news bulletin for enjoyment and general information; b) identify the topic, keywords and phrases of each news item

Model text: "Evening News" (read aloud like a newsreader, twice)

"Good evening. Here are the main stories tonight. First, the Ministry of Education has launched a campaign called Be Kind Online, which asks secondary school learners to think before they post. The campaign will run in all counties for three months. In other news, a group of learners from Kitui has won a national innovation award for a phone app that reminds users to take short breaks from their screens. And finally, the weather: expect light showers in the Lake Region and sunny skies in the Coast tomorrow. That is the news at this hour. Good night."

Features of a spoken text: the TOPIC is what an item is about (an online kindness campaign; an award for an app; the weather). KEYWORDS are the words that carry the meaning (campaign, Be Kind Online, think before they post, award, app, breaks from screens). PHRASES that signal the structure of a bulletin are "here are the main stories", "first", "in other news", "and finally", "that is the news at this hour". Listening for these signals tells us when one item ends and the next begins.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Listening to a news bulletin for general information

Strand 1.0 Digital Etiquette > Sub-strand 1.1.1 Extensive Listening | Lesson 1 of 3 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) listen to a news bulletin for enjoyment and general information; b) identify the topic, keywords and phrases of each news item

KEY INQUIRY QUESTION(S)

- Why should we listen keenly?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Peace**	Learners settle differences calmly during group work.
PCI	**Life Skills Education: negotiation and social awareness**	Learners practise decision making and working with others.

LEARNING RESOURCES

A radio, phone or recorder, or the teacher's voice | Model texts given in the lesson | Notebooks and pens | Manila paper and marker pens

ORGANISATION OF LEARNING

Whole class for listening; pairs for paraphrasing and retelling; groups of five for recording a class news bulletin. Learners take short notes while they listen and take turns to present.

KEY WORDS

extensive listening | news bulletin | headline | topic | keyword | phrase | paraphrase | retell | summary | descriptive text

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Where do you usually hear the news, and what makes you keep listening to one news item but switch off during another?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Model text: "Evening News" (read aloud like a newsreader, twice)" (teaching points and model text on the next page), explaining as you go. Use a radio, phone or recorder, or the teacher's voice, model texts given in the lesson, notebooks and pens. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What weather is expected at the Coast tomorrow?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Model text: "Evening News" (read aloud like a newsreader, twice)

"Good evening. Here are the main stories tonight. First, the Ministry of Education has launched a campaign called Be Kind Online, which asks secondary school learners to think before they post. The campaign will run in all counties for three months. In other news, a group of learners from Kitui has won a national innovation award for a phone app that reminds users to take short breaks from their screens. And finally, the weather: expect light showers in the Lake Region and sunny skies in the Coast tomorrow. That is the news at this hour. Good night."

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Activity: on the first listening, learners simply enjoy the bulletin and say which item interested them most. On the second listening, they fill in a table with the headings Item, Topic and Keywords.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is the topic of the first news item?	**A campaign called Be Kind Online that asks learners to think before they post.**
2	Name two keywords from the second news item.	**For example: award, app, breaks, screens (any two).**
3	Which phrase tells the listener that a new item is starting?	**"In other news" (also "first" and "and finally").**
4	What weather is expected at the Coast tomorrow?	**Sunny skies.**

WATCH OUT FOR

Learners write whole sentences while listening and miss the next item. Teach them to write single keywords only.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can listen to a news bulletin for enjoyment and general information confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can listen to a news bulletin for enjoyment and general information accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly listen to a news bulletin for enjoyment and general information, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet listen to a news bulletin for enjoyment and general information without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a table with the first item already filled in as a model.
Learners ready for more	Why do newsreaders say "in other news" or "and finally"? (Answer: They are signpost phrases that tell listeners one item has ended and another is starting, so it is easier to follow)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "listening to a news bulletin for general information" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

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