



PROVINCE OF THE
EASTERN CAPE
EDUCATION

DIRECTORATE:
CURRICULUM FET PROGRAMMES
LESSON PLANS
TERM 4
ENGLISH FAL
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 : GRADE: 11 LESSON PLAN 6 TERM 4 TIME: 180 mins

CORE CONTENT:

BUSINESS LETTER

| LEARNING OUTCOME 1: | | LEARNING OUTCOME 2: | | LEARNING OUTCOME 3: | | LEARNING OUTCOME 4: | |
|--|--|--|--|---|---|--|--|
| Demonstrate knowledge of different forms of oral communication for social purposes. | | Demonstrate various reading and viewing strategies for comprehension and appreciation. | | Demonstrate planning skills for writing for a specific purpose , audience and context. | X | Identify and explain the meanings of words and use them correctly in a range of texts. | |
| Demonstrate planning and research skills for oral presentations. | | Evaluate the meaning of a wide range of written ,visual, audio and audio-visual texts. | | Demonstrate the use of writing strategies and techniques for first drafts. | X | Use structurally sound sentences in a meaningful and functional manner. | |
| Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations. | | Evaluate how language and images may reflect and shape values and attitudes and texts. | | Reflect on, analyse and evaluate own work ,Considering the opinion of other, and present final product. | X | Develop critical language awareness. | |
| Demonstrate critical awareness | | Explore the key features of | | | | | |

| of languages in oral situations. | | texts and explain how they contribute to meaning. | | | | |
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| TEACHING ACTIVITIES | LEARNERS ACTIVITIES | RESOURCE | ASSESSMENT | DATE COMPLETED | | |
| The teacher brings a sample of a formal letter to class & outlines the following aspects; | The learners will interact with the sample and identify the aspects outlined by the teacher. | Learning channel English workbook & DVD. Iqula study guide & English handbook & study guide. | First & final drafts of a letter of application. Group letters on given topics. Assessment & Tool: Teacher using rubrics provided in 2009 Exam Guidelines for Paper 3. | | | |
| <ul style="list-style-type: none"> - the purpose e.g. letter of complaint. - The audience e.g. who will receive the letter. - The context e.g. what makes you write. - The style e.g. formal, polite. - The writer's point of view i.e. even if you are complaining be firm but not rude or aggressive. | | | | | | |
| The teacher will list these kinds of business letters; | | | | | | |
| <ul style="list-style-type: none"> - Letter of complaint. - Letter of application. - Letter of resignation. | | | | | | |

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|---|--|--|--|--|
| - Letter of invitation. | | | | |
| The teacher asks learners to write a letter of application for a part time job. | Learners write a letter applying for a part time job in one of their local supermarkets. Learners write the first draft, reflect on, analyse & evaluate own work. They present the final drafts. | | | |
| The teacher divides learners into six groups that will write the following letters; | Learners work on their given tasks and present for purposes of sharing with other groups. | | | |
| A. Complaint. B. Request. C. Sympathy. D. Invitation. E. Thanks. F. Congratulations. | | | | |
| Homework: | | | | |
| Enrichment/Expanded Opportunities: | | | | |
| Teacher Reflections: | | | | |

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE