



PROVINCE OF THE  
EASTERN CAPE  
EDUCATION

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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 3****TERM 4****TIME: 1 WEEK, TIME: 90 mins****CORE CONTENT: FILLING IN OF FORMS**

**LEARNING OUTCOME 1:** Listening and speaking The learner is able to listen and speak for a variety of purposes , audiences and contexts

**LEARNING OUTCOME 2:** Reading and Viewing The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

**LEARNING OUTCOME 3:** Writing and Presenting. The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

**LEARNING OUTCOME 4:** Language The learner is able to use language structures and conventions appropriately and effectively.

AS1: Demonstrate knowledge of different forms of oral communication for social purposes.

AS1: Demonstrate various reading and viewing strategies for comprehension and appreciation.

Demonstrate planning skills for writing for a specific purpose, audience and context.

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AS1: Identify and explain the meanings of words and use them correctly in a wide range of texts.

AS2: Demonstrate planning and research skills for oral presentations.

AS2: Evaluate the meaning of a wide range of written, visual, audio and audio-visual texts.

AS 2: Demonstrate the use of writing strategies and techniques for first drafts.

AS2: Use structurally sound sentences in a meaningful and functional manner.

AS3: Demonstrate the skills of listening to and delivering of fluent and expressive oral presentations.

AS3: Evaluate how language and images may reflect and shape values and attitudes and texts.

AS3: Reflect on, analyze, and evaluate own work, considering the opinion of others, and present final product.

AS: 3 Develop critical language awareness.

AS4: Demonstrate critical awareness of language use in oral situations.

AS4: Explore key features of texts and explain how they contribute to meaning.

**TEACHING ACTIVITIES****LEARNERS ACTIVITIES****RESOURCES****ASSESSMENT****DATE  
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1. Teacher asks learners if they have ID books.	Learners respond	English FAL The Helping Series  Blank forms	Forms filled in	
2. Teacher asks the learners to tell the class about the procedure of filling in forms for ID, examination entries, social grants and bank accounts.	Learners share how they fill in forms for different purposes and give general information.		Teacher  Peer assessment	
3. Teacher distributes exam entry blank forms and explains the following points: a. Personal details are required b. Print c. Write clearly d. All the blocks must be filled in e. Difference between physical/residential and postal address. f. Teacher emphasizes significance of filling in forms accurately (application can be turned down if this has not been adhered to) g. If no information to be filled in write N/A which means not applicable. h. Teacher asks learners to ask some questions for more explanation i. Teacher instructs learners to fill in forms for exam entries.	<ul style="list-style-type: none"> <li>Learners ask questions for further explanation.</li> <li>Learners fill in the exam entry forms.</li> </ul>			

Homework: Learners to apply for a part time job, to check local supermarkets for forms & to fill them.				
Enrichment/Expanded Opportunities: Learners to further fill in the bank account forms in the post office for savings account.				
Teacher Reflections:				

**SIGNATURES:**

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TEACHER	DATE	HOD / SMT	DATE