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GET ENGLISH FAL
TEACHER DEVELOPMENT PROGRAMME
Grade 9 Term 1 Cycle 2
Learner Worksheets

LISTENING AND SPEAKING

WORKSHEET 1

Listening Comprehension

Listen to the following drama extract as your teacher reads it to you about contrasts.

Pre-listening activity - scan - prior knowledge - predict

Quickly scan the passage and see if you can tell the following information:

a) How many characters are there:

b) Is this text a short story, a poem or written like a dialogue?

c) Where is the other voice in the text coming from?

Extract from "Contrasts"

Chantal Noble

*Setting: A lounge in a home. Daughter Thandiwe is watching television. Television **voiceover** can be heard.*

Voice: Amandla!

Crowd: Awethu!

(Enter Mother)

Mother: Thandie, I want a word with you, my girl.

Thandie: Okay, Mommy.

Voice: My friends...

Mother: My child...

*(We can see her talking to Thandie but the TV **commentary** drowns out what she is saying. Thandie starts replying to her, but we can't hear her either.)*

Voice: It is my privilege to deliver this address to this wonderful nation – a nation in which everyone has a guaranteed right to life.

Thandie: ...and after all, Mommy, it is my life!

Mother: Your life? What do you mean it's your life? I brought you into this world. I haven't worked my fingers to the bone so that you can tell me you will do what you want with your life!

Thandie: ... *(Reply drowned by TV commentary)*

Voice: Our Bill of Rights gives us freedom of **assembly**...

Mother: And I don't want you mixing with those children from next door. They are little devils!

Thandie: That's not true! They... *(Reply drowned by TV commentary)*

Voice: ...and today we enjoy freedom of expression.

Mother: ...There's no smoke without a fire! And don't you backchat me, girl.

I am your mother, and in my house, I am the **pope**, the king and the president all rolled in one!

Thandie: ... *(Reply drowned by the TV commentary)*

Voice: We have fought long and hard to win our freedom, so that today everyone has the right to safety and security.

Mother: I'll take a strap to your backside. That will teach you. And I've a good mind to throw you out of tis house and see how you cope on the streets.

During listening activity - listening attentively - underline - analyse - question- making notes

Listen to the passage now and find the following information by applying the during reading strategies of listening. When the teacher reads it for the second time, make notes about:

a) Name the characters in text and say who they are in the play.

b) At what kind of meetings do we usually here the following words:

“Amandla! Awethu!”?

c) What does mother mean by “I will take a strap to your backside.”?

Post Listening Activity:

1.1 The main idea of the whole text is (2)

1.2 What is Mother's reason for the talk? (1)

1.3 How does Thandi respond to her mother's talk? (1)

1.4 How does Mother feel about Thandi's answers? (1)

1.5 Two things that Mother says she might do to Thandi? (2)

1.6 Why does mother say, she is the king, pope and the president? (2)

1.7 Would you describe Thandi and Mother's talk as enjoyable, state why? (3)

1.8 Listen to what the voice in the TV says. Do you think Thandi and her mother can learn something important from it? Explain why? (3)

[15 Marks]

Listening & Speaking Worksheet 2

Language integration:

Vocabulary study.

1. Vocabulary:

1. Commentary: the words (from a TV or radio) of someone commenting about an event that is taking place.
2. Address: a speech
3. Assembly: people who are gathered together.
4. Pope: the leader of the catholic church.
5. Backchat: to answer back rudely to someone in authority like your parent or teacher.

2. **Euphemism:** words that we use in place of the real one because we don't want to sound rude/harsh or because the real word can be embarrassing e.g.
Backside: the real word is buttocks.

1. Complete these sentences with the most suitable word from those given in the box below.

Commentary	pope
Address	backchat
Assembly	euphemism

- a) John was so excited because he was going to be baptised by the _____ on the following Sunday at church.
- b) Instead of saying, "Your father has died," we use a _____ like, "Your father has passed away."
- c) Her mother has punished her, Susan will not get pocket money for a whole month because her mom says Susan must learn not to _____ to her or to her granny.
- d) I wish I could go to FNB stadium to watch the match between Prates and Sundowns, because the _____ is not as exciting as watching the real game.
- e) In 2021, we had family meetings as country, where the president would _____ everyone about the Covid19 situation.
- f) The right to _____ does not mean that your parents must keep quiet when they see you becoming friends with criminals and gangsters because you are not yet eighteen years old.

1. Spelling:

Write the following words correctly:

- a) Commentry _____
- b) Privilege _____
- c) Securit _____

d) Greatful _____

e) Responsebelities _____

f) Garanteed _____

g) Replaying _____



READING AND VIEWING

WORKSHEET 1

Reading Comprehension - A drama extract

Pre-reading activity: Scanning, skimming, predicting.

a) Which stage directions tell the reader that Thandi's mother has joined Thandi in the room?

b) Which one word in the stage direction tells the reader that Thandi's replies could not be heard because of the voice from the TV?

c) Is Olwethu in the same house with Thandi and her mother? Explain why?

Read the following extract from a drama entitled "Contrasts" that you listened to about a conversation between a mother and her daughter. After reading the text at least two times, answer the questions that follow.

Extract from "Contrasts" Chantal Noble



*Setting: A lounge in a home. Daughter Thandiwe is watching television. Television **voiceover** can be heard.*

Voice: Amandla!

Crowd: Awethu!

(Enter Mother)

Mother: Thandie, I want a word with you, my girl.

Thandie: Okay, Mommy.

Voice: My friends...

Mother: My child...

*(We can see her talking to Thandie but the TV **commentary** drowns out what she is saying. Thandie starts replying to her, but we can't hear her either.)*

Voice: It is my privilege to deliver this address to this wonderful nation – a nation in which everyone has a guaranteed right to life.

Thandie: ...and after all, Mommy, it is my life!

Mother: Your life? What do you mean it's your life? I brought you into this world. I haven't worked my fingers to the bone so that you can tell me you will do what you want with your life!

Thandie: ... *(Reply drowned by TV commentary)*

Voice: Our Bill of Rights gives us freedom of **assembly**...

Mother: And I don't want you mixing with those children from next door. They are little devils!

Thandie: That's not true! They... *(Reply drowned by TV commentary)*

Voice: ...and today we enjoy freedom of expression.

Mother: ...There's no smoke without a fire! And don't you backchat me, girl.

I am your mother, and in my house, I am the **pope**, the king and the president all rolled in one!

Thandie: ... *(Reply drowned by the TV commentary)*

Voice: We have fought long and hard to win our freedom, so that today everyone has the right to safety and security.

Mother: I'll take a strap to your backside. That will teach you. And I've a good mind to throw you out of this house and see how you cope on the streets. Most children would be grateful to have a roof over their heads, but no, not Madam Thandie! You don't appreciate all I've done for you.

Thandie: But Mommy, that's not fair! I've... *(Reply drowned by TV commentary)*

Voice: Every South African has the right to education...

Mother: Thandie, if I find out you're up to no good, you can leave school and go and earn your own living. If you want to play grown-up games, you can accept grown-up responsibilities.

Thandie: But... *(Reply drowned by TV commentary)*

Voice: ...and all South Africans have earned the right to human dignity – **irrespective** of age, creed or colour.

Mother: Now go to your room! I'm going to tell your teachers how you behave, and the rest of the family as well.

(Exit Thandie. Mother picks up cellphone and dials)

Mother: Hello, Olwethu? Girl, you won't believe the trouble I'm having with Thandie! She is driving me crazy... *(Ad-lib to fade)*

During reading:

- a) Who leaves the room first between Thandi and her mother?

- b) Who do you think is talking on TV?

- c) Which words tell us that Thandi's mother does not like the next-door children?

Post Reading Activity

Questions:

If you were the director of this play, what stage directions would you tell the actors/actresses in order to make the play more interesting and relevant?

- 1.1** Describe the setting of where the play takes place. Is the room big? What furniture is in the room? (2)

- 1.2 Think about the characters. How old do you think Thandi and her mother should be? What would they wear? (4)

- 1.3 How would Thandi sit before her mother comes into the room and how would she sit when her mother comes in? (2)

- 1.4 Do the two characters sit or stand as they are talking to each other? How would they stand? (2)

- 1.5 How would Thandi walk as she leaves the room at the end of the play? Why? (2)

- 1.6 Describe Mother's face as she makes the cellphone call? Why? (2)

- 1.7 Who do you think is right, Thandi or her mother? Give a reason why? (3)

1.8 I think Thandi is feeling _____ at the end of the play.

(1)

1.8 What do you think Olwethu will say when Mother calls her? (2)

____ [20]

Reading and Viewing Worksheet 2

Language integration:

1. Idioms: is a group of words/an expression whose meaning we can work out from the way they are used and not from the individual words.

- a) "worked my fingers to the bone"
- b) "Play grown-up games"
- c) "a roof over your head"
- d) "you are up to no good"
- e) "driving me crazy"

Now, write the letter of the idiom next to these meanings. (5)

1. A home to live in	
2. You are doing something wrong	
3. Misbehave in an adult way	
4. Worked extremely hard	
5. Making me very frustrated and angry	

1. Punctuate the following paragraph with full stops, commas and capital letters where necessary. (15)

thandi's mother decided to send her to stay with olwethu in kwazulunatal thandi was not happy to leave her friends but she was also excited to go to her aunt's home near the beach where she could swim in the sea visit ushaka marine world and see the huge ships sailing in the deep blue sea she had never seen sharks or dolphins before.

20 marks

WRITING AND PRESENTING

Writing & Presenting Worksheet

A CV and Covering letter.

A local preschool has posted an advertisement at your school. They are looking for five teenagers for the position of assistant teachers at their two preschools during the coming school holidays.

They want applications from grade 9 learners because they want people who are responsible but can play well with the children.

Now, write a suitable CV and a covering letter where you show your interest for the holiday work.

Talk about and view the following:

- correct format of a CV and a covering letter
- talk about and list possible contents of the required formal letter and for the CV.
- identify main and supporting ideas for the cover letter.
- discuss the register used in a covering letter.

Before you start your brainstorming, read to these:

A CV provides a summary of a person's life and qualifications.

- Write your **headings** in bold letters; 1. personal details, 2. education, 3. work experience, 4. special achievements, 5. hobbies, 6. contactable references.
- list your achievements accurately.
- use phrases instead of sentences.

A covering letter supports your job application.

- make sure you use the correct format (it is a formal letter)
- no punctuation in the addresses.
- date should be written in full, e.g., 23 November 2021
- There must be a subject line which tells the reader which job you are applying for, e.g.
APPLICATION FOR THE POSITION OF PERSONAL ASSISTANT TO THE MAYOR
- use formal language, be polite and straight to the point.

You must use the Process Writing Approach, starting from:

- **Brainstorming**
- **Planning & Organising**
- **Drafting**
- **Presenting: Final Text**

Now start the process by brainstorming ideas for your CV and covering letter.

Language box: These are some of the words that you might use to describe yourself in your writing.

Punctual, responsible, trustworthy, considerate, self-motivated,

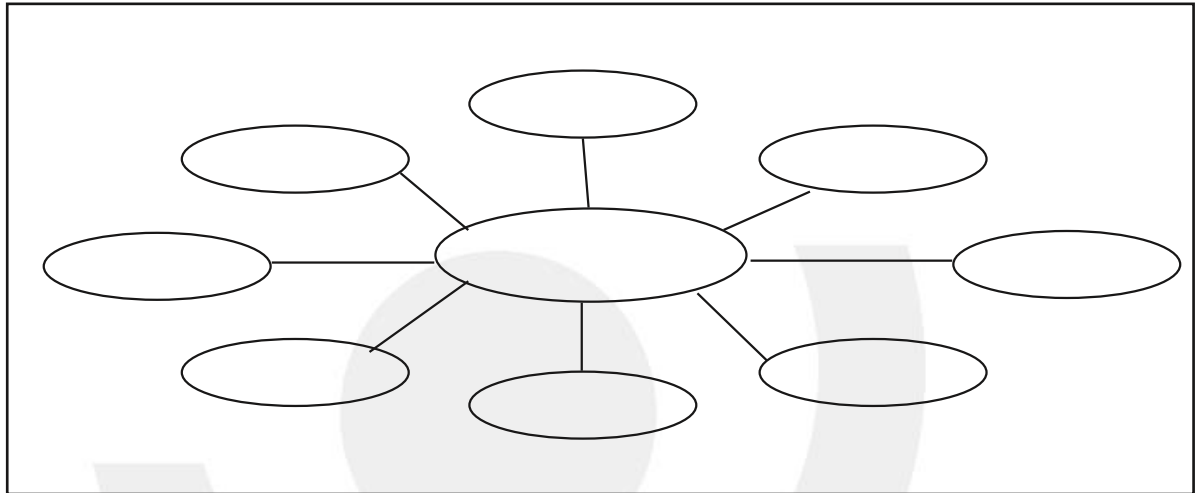
Fun-loving, firm, empathetic, duty-conscious, honest, tolerant, patient, active.

Remember to support your adjectives; e.g.,

*My aunt sometimes leaves her three children aged three, five and six years old for me to look after during weekends so I am very **patient** and **tolerant**, I don't lose my temper easily.*

1. BRAINSTORMING

Develop a mind map that will assist you in organising your CV and covering letter.

**2. PLANNING & ORGANISING:**

Plan your CV and letter by completing keywords on the following table:

Contact details	
Personal information	
Educational qualifications	
Covering Letter	
Address 1 (yours)	
Address 2 (the company's)	
Letter topic/heading	
Introduction	
Body, paragraph 1	
Body, paragraph 1	
Conclusion	

Fill in key words when planning your CV and cover letter.

3. DRAFTING & EDITING

Now use information above to prepare a CV and Cover letter

3.1 Take note of the following questions as you construct the CV and letter.

3.2 Does your cover letter give more details about you than the CV

3.3 You are expected to compose your first draft of your CV and letter.

CRITERIA

1. Start by indicating your full name as the heading for your CV.
 2. It should be clear that it is a CV.
 3. The subheadings for Contact details, personal information and educational qualifications should be clearly written in capital letters.
 4. Indicate the date under your address and the address of the company as well as the date.
 5. Your salutation should be Dear Sir/Madam.
 6. Write the topic of your letter in short, to make it clear what that letter is for.
 7. Your introduction should give the reason for the letter, where, you heard or saw advertisement for the job.
 8. The paragraph/s for the body should give more information about your skills and why you are the perfect candidate for the job.
 9. Write a good conclusion to end your letter.
 10. Finish off by ending your letter with Yours sincerely/Yours faithfully/Kind regards. In the next line, put your signature then your name and surname below that.
 11. Pay attention to spelling, grammar and punctuation.
 12. Skip a line after each paragraph.
- 3.5** You should now write the first draft of both the CV and Cover letter using the criteria to guide you.
1. Write your first draft.

Read through your CV and letter

1. You should edit and revise your them before writing the final draft.
2. The checklist below can help to ensure that you have perfected your text:

	Checklist	Yes	No
1.	Does the CV indicate your name of the at the top?		
2.	Does the CV indicate all your contact details, relevant personal information as well as your academic qualifications?		
3.	Does the letter have your address on the right and the company's address on the left?		
4.	Does the letter have a topic?		
5.	Does it have a clear introduction, body?		
6.	Does the letter have a suitable ending?		
7.	Did you sign your letter and write your full name below it?		
9.	Is the spelling, grammar and punctuation, correct?		

RUBRIC FOR GRADE 9 TRANSACTIONAL WRITING

CRITERIA	EXCEPTIONAL	SKILLFUL	MODERATE	ELEMENTARY	INADEQUATE
CONTENT, PLANNING & FORMAT Response and Ideas; Organisation of ideas; Features/conventions and context 12 MARKS	10-12 -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	8-9 -Very good response demonstrating good knowledge of features of the type of text -Maintain focus – No digressions -Coherence in content and ideas, very well elaborated and all details support the topic -Appropriate format with minor inaccuracies	5-7 -Adequate response demonstrating good knowledge of features of the type of text -Not completely focused -some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but some inaccuracies	3-4 -Basic response demonstrating good knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	0-3 -Response reveals no knowledge of the features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7-8 -Tone, register, style, and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	5-6 -Tone, register, style, and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	4 -Tone, register, style, and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede the meaning	3 -Tone, register, style, and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Meaning obscured	0-2 -Tone, register, style, and vocabulary do not correspond to purpose, audience and context -Error-ridden and confusing -Vocabulary not suitable for purpose -Meaning seriously impaired
MARK RANGE	17-20	13-15	9-11	6-7	0-5

Total marks

Comments: _____

