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

LISTENING AND SPEAKING

WORKSHEET 1

Discuss the following advertisement as a group

Pre- discussing activity - prior knowledge – predict

1. Read the guidelines for group discussions.
 - Listen attentively to what the other group members say.
 - Make eye contact as you speak and as you listen.
 - Do not interrupt while people are speaking.
 - If you disagree use polite language.
 - Invite quiet members of the group to speak.
 - Choose a chairperson who makes sure everyone has a chance to speak.
2. Discuss the following questions before you study the advert below.
 - What does the term advertisement mean to you?

i)	What does the term advertisement mean to you?	2
ii)	What do you think of when you hear the word?	2
iii)	What does it remind you of?	1

3. While listening /discussing activity

3. Study the advert below. Pay attention to the following features
 - Font
 - Design/layout
 - Colour
 - Target audience
 - Pictures /illustrations/graphics
 - Language
 - logo
4. Discuss the advert focusing on the features mentioned above. Use the glossary below to help you understand the terms.

Glossary

- **Font** – the style, size and thickness of printed letters e.g., font or **font**
- **Layout** – the way the images and words are positioned on an advertisement
- **Target audience**- the specific group to which the advert is aimed.
- **Logo**- a design of words or a picture that is an official sign of an organisation or group

Advertisement



Source: Platinum Learner's book page 6.

Post-listening/discussing

5. The advert uses different fonts (what the typed words look like) Find at least four different fonts.

A	
B	
C	
D	

6	Look at the slogan <i>It begins with you</i> . Explain how the advert uses colour makes you stand out?	2
7	Look at the body of the woman at the centre of the advert. She is looking straight into the camera and pointing. Why did the advertiser want her to look like that?	2
8	Why is the woman wearing a traditional headscarf and a modern T-shirt?	4
9	Why is it good to have an HIV- free generation?	3

20 Marks



LISTENING AND SPEAKING

WORKSHEET 2**Language Integration**

1. Match the words in column A with the correct meaning in column B

	COLUMN A	ANSWER	COLUMN B
1.1	Logo		A. the style, size and thickness of printed letters
1.2	Slogan		B. the way the images and words are positioned in an advertisement
1.3	Target audience		C. a design of words or a picture that is an official sign of an organisation or group
1.4	Design/layout		D. the specific group which sees the advert
1.5	Graphics		E. Convey the attitude and mood you would like consumers to associate with your product e.g., red
1.6	Colour		F. Language that evokes an emotional response
1.7	Font		G. Pictures/commercial design or illustration
1.8	Emotive language		H. Having a strong, vivid or clear appearance
1.9	Persuasive language		I. A short, striking or memorable phrase
1.10	Bold		J. Language that is used to convince or influence

Sub-total=10

2		State the punctuation marks that are used in following statements taken from the advertisement you discussed	
	a)	iMAGiNEAFRIKA!	1
	b)	To conversation...	1
	c)	HIV-FREE GENERATION	1
3		Correct the punctuation error in the following statement	2

Total=15

READING AND VIEWING

WORKSHEET 1

READING COMPREHENSION

What reading strategies do you use?

	Yes	No
Do you read the questions you will need to answer about the passage you are reading before you read the passage?		
If you do not know the meaning of a word, do you try to guess what it means?		
If you do not know the meaning of a word, do you skip it and read on in the hope that you will be able to work out the meaning later?		
While you are reading, do you try to summarise the ideas in the passage in a mind map or table ?		
Do you skim through the whole passage before you read it again, more carefully?		
Do you use your own knowledge to help you to understand a difficult passage?		
Do you ask yourself questions about the passage as you read?		
Do you write down questions you have/things you don't understand while you are reading?		
Do you take note of words printed in bold or <i>italics</i> as you read?		
Do you always know what information you need when you read? Do you always have a purpose for reading?		
While you are reading, do you try to stop reading now and again then try to remember what you have read?		
Do you try to work out or find a sentence that expresses the main idea of every paragraph?		

The Reading Process

Carefully study the following poster.

Pre-reading activity - scan - prior knowledge – predict.

Quickly view the poster and see if you can find the following information:

i)	What is the title of the poster?
ii)	Describe what you see on the poster?
iii)	What do you think the title means?
iv)	How many different fonts can you find on the poster?

Analyse the poster below carefully.



Source Platinum Learner's book page 3

During reading activity - study reading - underline - analyse - question- make notes

Read and analyse the poster more intensely now and find the following information by applying the during reading strategies of **study reading**, **underlining** and **making notes** in the margins:

- What is the purpose (main idea addressed) of this poster?
- Information about the speaker in the text: from whose perspective is this poster written?
- Identify the time, venue and audience of this event shown in the poster.
- Would you describe this coming event as interesting or not, state why?

Post-reading activity:

After analysing the poster carefully, answer the following questions.

1.1	Which part of the poster has the biggest font?	1
1.2	Give the reason why the words talents , friendships , good decisions , and career are in a different colour?	2
1.3	“Your future is in your hands.”	
	Say, in your OWN WORDS what this figure of speech means.	3
1.4	Why is there an exclamation mark in Don’t just dream, plan!?	1
1.5	Is the target audience the grade 9 learners or is it their parents?	1
1.6	Identify and write down two word or phrases which make the event sound it will be interesting	2
1.7	Why didn’t the organisation give the poster the of “Your future is in <u>our</u> hands”	2
1.8	As a young person suggest reasons why friendship, health, and developing your talents are important for your future.	3

Subtotal 15 marks

READING AND VIEWING

Worksheet 2

Language Integration:

Some helpful spelling hints:

- i) Use **i** before **e** except after **c** or when it sounds like an **a** as in *neighbour*. E.g. *believe, receive*. Except in *seize, height, neither, foreign*.
- ii) When you add a suffix to a word that ends in **-y**, change the **y** to **i** unless the suffix begins with an **i**. E.g. *rely + -ance = reliance; bully + -es = bullies; beauty + ful = beautiful; try + -ing = trying*.

1		Look for spelling mistakes in these sentences and correct them	
	a)	Themba will recieve the class award because he is the best acheiver in this class.	2
	b)	We really must talk to that boy in 9C, his behavior has simpley become worse with each week.	1
	c)	All I can tell you is that you must never look back unless you are reverseing.	1
	d)	Look at the bride! She is so beautifull.	1
	e)	My father's car was bought twenty years ago, it is no longer relyable.	1

(6)

2.

Abbreviation: is a shortened form of a word or a group of words.

-When we read an abbreviation, we read aloud, we read it as a complete word.

Give abbreviations for all the twelve months of the year. (12)

3. Complete each sentence with the correct pronoun from the box below:

A Pronoun: is a word that you use instead of a noun. We can use pronouns to avoid repetition or if you do not want to /do not know the exact name of that noun.

It	me	mine	myself	you	yours	they	them	we
us	our	ours.						

a)	Where are my father's books? I put _____ on the table by the door.	1
b)	I am not sure if we understand the last few chapters of this story, Mr Jones. Could _____ possibly explain _____ again with Sipho and _____? _____ are totally lost. It would help _____ so much with _____ preparations for exams.	6

c)	) Would you like tickets for your cousin and _____ to go to the Sundowns match on Sunday evening? How much will _____ cost? I know _____ are not those expensive?	3
d)	That laptop is not _____. It is _____.	2

(12)

TOTAL=30 MARKS

WRITING AND PRESENTING

WORKSHEET 1

Design a Poster

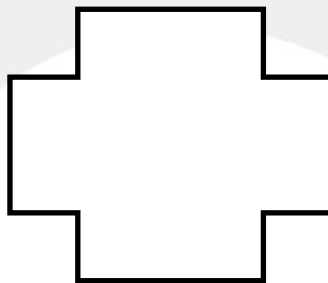
Design and create a poster to advertise a society or club at your school following the writing process.

- Make sure you understand the key feature of a poster
- Decide on the purpose of the poster. You can advertise an event or tell learners about the club or society in general.
- Use persuasive words to encourage new learners at the school to attend and make friends. You should use 90 to 100 words in total.
- Your register can be informal because your poster is aimed at other people of your age.
- The poster must attract attention. Think of how to use colour, pictures and words to attract learners to the event or group.
- The purpose must be clear in the title.
- You can draw a picture or cut one from a magazine.

The Writing Process Approach

1. Brainstorming

Write down anything that comes into your mind about your poster e.g., colours you want to use, purpose of the poster, words, the title of the poster, logo, slogan.



2. Planning and Organising

Organise your thoughts – decide on the layout or design, the title, the graphics that you are going to use, the words you will use.

3. Drafting, Editing and Revising

Check that your poster has these things:

- Information about the time, date and place for the event
- Some persuasive language to make learners want to attend
- Correct spelling
- Correct language
- A catchy title

- Large, neat and clear font
- Clear layout – people cannot read the poster if its clustered
- Pictures – these will attract people to look at the poster.

4. Presenting: Final Text ...

TOTAL 20 marks**ASSESSMENT RUBRIC: TRANSACTIONAL TEXT [20 MARKS]**

- Always use the rubric when marking the transactional text.
- Marks from 0–20 have been divided into FIVE major level descriptors.
- The criteria for Content, Planning and Format as well as Language, Style and Editing is divided into an applicable mark range and descriptors.

CRITERIA	EXCEPTIONAL	SKILLFUL	MODERATE	ELEMENTARY	INADEQUATE
	10-12	8-9	5-7	3-4	0-3
CONTENT, PLANNING & FORMAT Response and Ideas; Organisation of ideas; Features/conventions and context 12 MARKS	-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	-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	-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	-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	-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	-Tone, register, style, and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	-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	-Tone, register, style, and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede the meaning	-Tone, register, style, and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Meaning obscured	-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

Teacher comments:

Mark: _____

