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GET ENGLISH FAL
TEACHER DEVELOPMENT PROGRAMME
Grade 9 Term 1 Cycle 3
Learner Worksheets

LISTENING AND SPEAKING

WORKSHEET 1

ACTIVITY: PRE-LISTENING – PRIOR KNOWLEDGE – PREDICT

Discuss the following questions as a class.

Discuss the following as a class.

- Do you listen to or watch the news? What time?
- List the type of news or information that you can get from listening or watching the news.
- The news reports that you listen to or watch are not very long. Suggest the reasons for this.
- Discuss the meanings of the following words, which you will hear in the listening text.

Word	Meaning
evacuated	Moved from a dangerous place to a safer place.
ferries	Boats that regularly carry people across a distance of water.
crew	The people who work together on a plane or ship.
Emergency chutes	Long narrow slides used in an emergency.
Landing strip	Piece of land used by planes to take off or to land.
patriotism	A feeling of pride in your country.
Sky-diving	A sport where people jump out of an aeroplane and fall freely for a while before opening a parachute.
formation	A shape made by someone or something

ACTIVITY: DURING LISTENING

Your teacher will read the text to you the first time while you listen attentively.

When the text is read for the second time, listen carefully and make notes.

Listen for the following:

1. When does the news reader use a serious tone?
2. Does the news reader change his/her voice to show excitement?
3. Complete the following as you listen to the text for the second time:
 - a) Story 1 is about _____
 - b) Story 2 is about _____
 - c) Story 3 is about _____

Listen to a news report.

Good morning. I am Lerato Mathibela.

A US Airways plane flying from New York's La Guardia Airport was forced to crash-land in the icy Hudson River shortly after take-off. All the 155 passengers and crew were able to leave the aeroplane through the emergency exits safely. On the scene, news reporter Mark Ibrahim reports,

A minute after the plane took off, the pilot reported hitting a flock of birds, which resulted in both engines failing. The pilot was forced to crash land in the Hudson River. The passengers were evacuated through the emergency exits onto the wings and emergency chutes where they were rescued by the ferries and other boats in the area."

Five people were arrested last night when police raided a warehouse next to a landing strip in Brits and found illegal goods. These illegal goods are being flown in from neighbouring countries by smaller aeroplanes, which land at private landing strips or small airports to avoid the stricter security controls at the major airports.

On a lighter note, the Gauteng sky-diving team have found a new way to show their patriotism. They made a square formation in the colours of the South African flag high in the air for two minutes. Team leader, Ryan Connaughty said they also managed to sing the first verse of the national anthem while in the formation. This was done in aid of charity.

This is Lerato Mathibela for Radio News.

QUESTION 1: PRE- LISTENING

[15]

1.1		What was the first story about?	(1)
1.2		Why did the engines of the aeroplane stop working?	(1)
1.3		Where did the aeroplane land?	(1)
1.4		How many people were on board?	(1)
1.5		How did the people get out of the aeroplane?	(1)
1.6		How were the people rescued? Give two answers	(2)
1.7		What was the second story about? Write your answer in one sentence.	(1)
1.8		What was the third story about? Write your answer in one sentence.	(1)
1.9		There were three different stories in the news report. Which story.	
	a)	Which story was the most important?	(1)
	b)	Which story was the second most important story?	(1)
1.10		Which two stories used a serious tone?	(2)
1.11		The last story had a light-hearted or amusing tone. Explain why this story was included in the news. Choose two reasons from the these below.	(2)
	a)	It is interesting	
	b)	It is used to end the news report on a positive/happier note.	
	c)	It is used to end the news report on a positive/happier note.	
	d)	It is about news that is happening right now.	
	e)	It is what Lerato Mathibela likes to read the most.	

TOTAL: 15

LISTENING AND SPEAKING: LANGUAGE INTEGRATION

WORKSHEET 2

The Apostrophe.

The apostrophe is used to show either possession or contraction.

We add **apostrophe and "S"** to show that something belongs to someone/something.

Example: A **dog's** nose can sniff out 200 different smells.

Peter's parents live on the farm.

The **world's** tallest building is in Dubai and is 829,8 meters tall.

Where a plural noun already ends with the letter "S" you put only the apostrophe, without the "S".

Example: The **girls'** project is not yet complete.

The **astronauts'** suits have oxygen tanks in them so they can breathe.

The **goats'** food is finished.

The apostrophe can be used to shorten some words(contractions)

Example: **do not = don't**

Cannot = can't

Is not = isn't

QUESTION 1

[16]

- 1.1 Read and edit the paragraph below by making sure that the apostrophe is in the correct places.

My Life Sciences teachers knowledge is awesome. She is one person who's lessons I never want to miss. Our work-sheet's and notes are always interesting. The schools laboratories are also the best in the province. Some of the facts Iv'e learnt are that mosquitoes have 47 teeth, and all about the human bodys 206 bone's. the boys and girls in my class all do amazing projects for the inter-schools biology expo. Its a learners competition for all Grade 11s.

(10)

Topic Sentences

A topic sentence is usually the first sentence in a paragraph or article.

It gives you the main idea of the paragraph.

A topic sentence gives you the answer to “What is the paragraph about?”

1.2 Read the following paragraphs and give each one a suitable and interesting topic sentence. For example;

Topic sentence: *Bananas are my favourite fruit.*

They grow on trees in huge bunches, like fingers. Their colour can be anything between pale green to bright yellow or even brown. My favourite way to eat them is in banana bread.

1.2.1 Topic sentence:

First, walk down the road to the bus stop with your sister. Sometimes the bus is late, so wait patiently. The bus takes half an hour to get to the school. When you get there, walk your sister to her classroom up the hill before you meet your friends.

(2)

1.2.2 Topic sentence:

I love the colours and the spicy flavours. The smell of curry always makes my mouth water and my stomach rumble.

(2)

1.2.3 Topic sentence:

I have tried haggis in Scotland and munched corndogs in the United States. I have nibbled on noodles in China and slurped sushi in Japan. My recipe book is full of new ideas and colourful photographs.

(2)

TOTAL: 16

READING AND VIEWING

WORKSHEET 3

READING COMPREHENSION

ACTIVITY: PRE-READING – SCAN – PRIOR KNOWLEDGE – PREDICT

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

Headline – usually only four or five words. It tries to attract the interest of the reader by telling them what the story is about, in a short and interesting way.

- What is the headline for your article?
- How many words are in the headline?

Sub-headline

By-line

- Who wrote the article?

Introduction – It will set the scene and summarize the main point of the article: who, what, where.

- Can you identify these important points in your article?
 - Who is the article about?
 - What happened?
 - When did it happen?
 - Where did it happen?

Photograph and caption – Sometimes articles have a photograph, and a sentence explaining the photograph.

- Does your article have a photograph? What does it show – describe exactly what you see?
 - What does the caption say?
-

Aeroplane crash-lands in the Hudson River

All survive as pilot performs amazing landing in icy New York River.

Amanda Watson



Passengers are evacuated from the plane.

New York – Yesterday a plane forced to crash-land in the icy Hudson River only six minutes after take-off when both its engines failed after hitting a flock of birds. All 155 passengers and crew on board were evacuated and rescued by the nearby ferries and other boats.

Captain Chelsey B. “Sully” Sullenberger (57) told passengers to **brace** themselves for impact. Immediately after crash-landing the plane, Sullenberger told the cabin crew to evacuate the 150 passengers through the four middle doors of the cabin onto the wings and the emergency chute that is also a lifeboat.

The aeroplane was still mostly undamaged, though slowly sinking. The passengers climbed over the seats in the cabin to escape the rising water. Wearing life vests, the passengers waited on the slides in the freezing weather, knee-deep in icy water. Other stood on the wings while some, afraid the plane would explode, swam away. The first ferry on the scene arrived four minutes after the ditching.

The Radio Traffic Controller at LaGuardia Airport received a radio message from the plane less than a minute after take-off: “Hit birds, We’ve lost **thrust** on both engines. We’re turning back towards LaGuardia. “But the plane was losing height quickly. Next pilot radioed, asking to attempt a landing at another closer airport. Finally, the pilot radioed saying, “We can’t do it. We’re gonna be in the Hudson.” Passengers reported hearing loud bangs from both engines and seeing flames before the engines were silent. There was a smell of unburned fuel in the cabin. An eyewitness from an office near New York’s 48th Street said he saw a “controlled **descent**” as the pilot made an unpowered landing at 240 km/h in the river. A passenger, Jeff Kolodjay, said passengers put their hands to their laps and started praying. “It was **intense**. You’ve got to hand it to the pilot. He made a hell of a landing,” he said. Another passenger, Joe Hart, said, “He was phenomenal. He actually floated it into the river.”

The pilot, Sullenberger, a former fighter pilot in the United States Air Force, walked through the plane’s cabin twice to make sure there was no one left behind before leaving the plane himself.

Among those on board was one infant who was unhurt. One woman had two broken legs and some people had very deep cuts. Most people were treated for **hypothermia**, shock and other minor injuries.

The plane drifted quickly down the river on the current about 4 km from where it first hit the water.

ACTIVITY: DURING READING

Study reading – underline – analyse – question – making notes

Read the passage now and find the following information by applying the during reading strategies of **study reading**, **underlining** and **making notes** in the margins.

Body – provides more details about the event, in particular answer the questions how and why?

- What else do you know now?

Quotes – Sometimes articles will include what a person (like an eye-witness or an expert) has said.

- **Does your article have quotes?** If so,
 - What was said?
 - Who said it?
 - How are they related to the event?

QUESTION 1**[25]****After Reading**

Answer the questions about the newspaper report in your exercise book.

1.1	Why did the aeroplanes engine fail? (Write down only the letter of the correct answer).	(1)
	a) There were technical problems with the plane's engines. b) A thunderstorm caused the plane's engines, which caused the engines to fail. c) Some birds got caught in the engines to fail. d) The pilot didn't know how to fly the plane.	
1.2	Where did the plane land?	(1)
1.3	How fast was the plane going when it landed? Choose the correct answer. (km/h stands for kilometres per hour).	(1)
	a) 160 km/h b) 240 km/h c) 120 km/h d) 155 km/h	
1.4	How many people were on board?	(1)

1.5	It was very cold. What words in the report tell you this?	(2)
1.6	How did the people escape from the plane? Write these three sentences to explain.	
1.6.1	They climbed -	(1)
1.6.2	They stood -	(1)
1.6.3	They escaped through -	(1)
1.7	Who are the people quoted in the newspaper report and why are they quoted?	(6)
1.8	What do these expressions from the article mean?	
1.8.1	Hand it to the pilot -	(2)
1.8.2	A hell of a landing -	(2)
1.9	Why do you think the pilot was able to make such a good landing?	(2)
1.10	Do you think the pilot made the correct decision? Give reasons for your answer.	(4)

TOTAL: 25

READING AND VIEWING: LANGUAGE INTEGRATION

WORKSHEET 4

Moods of verbs

Statement of fact or questions that have factual answers are in the **indicative mood**. For example:

- The aeroplane hit a flock of bird.
- Why did the aeroplane crash-land?
- The pilot radioed the control tower.

Orders, instructions and polite and strong requests are in the **imperative mood**. For example:

- You must remain calm.
- Please leave the plane through the middle doors of the cabin. (You)
- Leave all bags and belongings. (You)

When the sentence expresses doubt or uncertainty, or when something is not likely to happen, or when wishing for something, the verb is in the **subjunctive mood**. For example:

- I wish I could fly.
- Were the plane to crash-land in the river, it would break apart.
- If I were the pilot, I would have tried to reach the runway.

QUESTIONS 1

[6]

Look at the sentences below. Decide which of the sentences:

- States a **fact** or asks a **question** that has a factual answer.
- Gives an **order** or an **instruction** or a **polite request**.
- Shows **uncertainty** or suggests something that **might happen**.

- 1.1 Brace yourself for the landing! _____ (1)
- 1.2 The plane will land in the river. _____ (1)
- 1.3 The pilot, I would fly all over the world. _____ (1)
- 1.4 If I were a pilot, I would fly all over the world. _____ (1)
- 1.5 Sit in your seat! _____ (1)
- 1.6 A pilot must practice for many hours before getting a license _____ (1)



QUESTION 2: PUNCTUATION**[6]**

Rewrite the sentences below. Place double **quotation marks** in the correct places to show that the person is using direct speech.

- 2.1 One passenger said, The pilot was very brave. (1)
- 2.2 The pilot landed the plane with great skill, another passenger said. (1)
- 2.3 I saw the pilot land the plane with great control, said eyewitnesses. (1)
- 2.4 The pilot said, we're going to land in the river. (1)
- 2.5 The pilot radioed the Radio Traffic Controller, Hit bird, we've lost thrust in both engines. (1)
- 2.6 One passenger said, You've got to hand it to the pilot. (1)

QUESTION 3**[8]**

The words below are from the newspaper article. Match the word on the left to the **spelling rule** on the right. Two of the words have the same rule **immediately** and **rising**.

	Word	Spelling rule
3.1	engines	a) Double the last letter of a short word when you add a suffix
3.2	hitting	b) ph' is said 'f' when it is a word of Greek origin
3.3	ferries	c) The last silent 'e' is kept if you add a suffix beginning with a consonant like 'l', but dropped if the suffix begins with a vowel
3.4	immediately	d) When 'g' is followed by 'e' it makes a soft 'j' sound
3.5	Rising	e) C is pronounced as 'k' but when followed by 'e' it is pronounced as 's'
3.6	received	f) The last silent 'e' is kept if you add a suffix beginning with a consonant like 'l', but dropped if the suffix begins with a vowel
3.7	phenomenal	g) 'l' before 'e' except after 'c' when the sound rhymes with 'see'
3.8	twice	h) The 'y' after a consonant becomes 'ies' to make the plural.

TOTAL: 20

WRITING & PRESENTING

WORKSHEET 5

Write a blog.

What is **blog**?

- A blog is a discussion or informational website published on the World Wide Web consisting of discrete, often informal diary-style text entries. Posts are typically displayed in reverse chronological order, so that the most recent post appears first, at the top of the web page.
- A blog post is any article, news piece, or guide that's published in the blog section of a website. A blog post typically covers a specific topic or query, is educational in nature and contains other media types such as images, videos, info graphics, and interactive charts.
- A good blog post is interesting and educational. Blogs should answer questions and help readers resolve a challenge they're experiencing — and you have to do so in an interesting way.

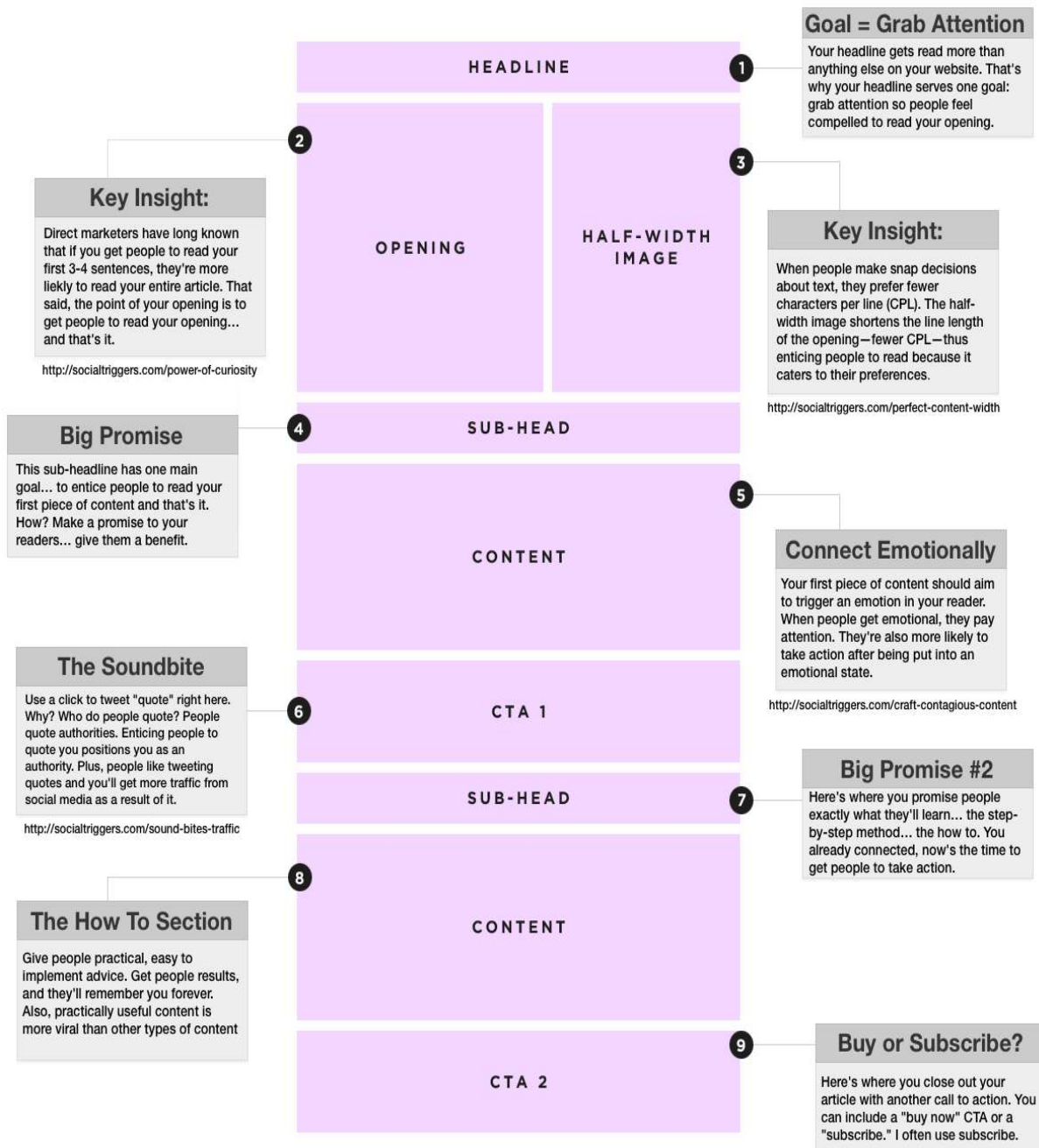
How to write a blog.

- **Understand your target audience.**
 - Before you start writing your blog post, make sure you have a clear understanding of your target audience.
 - Ask questions like: What do they want to know about? What will resonate with them?
- **Create your blog domain.**
 - A domain is the name of a website.
 - You need to decide the name of your website where your blog will be found (it has to be a name that no one else is using).
 - Example of a blog domain is www.yourblog.com or www.sandie.com. The name between the two periods is up to you, as long as this domain name doesn't yet exist on the internet.
- **Customise your blog's theme.**
 - Once you have your domain name set up, customise the appearance of your blog to reflect the theme of the content you plan on creating and your brand.
 - For example, if you're writing about sustainability and the environment, green might be a colour to keep in mind while designing your blog.
 - Ensure the article is consistent with the website in appearance and subject matter. Two ways to do this are including your:
 - **Logo:** This can be your business's name and logo — it will remind blog readers of who's publishing the content.

- **"About" Page:** An "About" page is a blurb describing yourself or your business. Think of it as your blog's mission statement, which serves to support your company's goals.
- **Identify your first blog post's topic.**
- **Write an intro (and make it captivating).**
 - First, grab the reader's attention. If you lose the reader in the first few paragraphs — or even sentences — of the introduction, they'll stop reading. You can do this in a number of ways: tell a story or a joke, be empathetic, or grip the reader with an interesting fact or statistic.
 - Then, describe the purpose of your post and explain how it will address a problem the reader may be experiencing. This will give the reader a reason to continue reading and show them how the post will help them improve their work or lives.
- **Organise your content in an outline.**
 - Sometimes, blog posts can have an overwhelming amount of information — for the reader and the writer. The trick is to organise the info in a way so readers aren't intimidated by length or amount of content. This organisation can take multiple forms — sections, lists, tip — whatever's most appropriate. But it must be organised!
- **Write your blog post!**
 - Use your outline as a guide and expand on all points as needed. Write about what you already know, and if necessary, conduct additional research to gather more information, examples, and data to back up your points, while providing proper attribution when incorporating external sources. When you do, always try to find accurate and compelling data to use in your post.
- **Proofread and edit your post.**
 - The editing process is an important part of blogging — don't overlook it.

Blog template.

THE PERFECT BLOG POST



ACTIVITY

Consider how families can spend their time together during school holidays. Write a blog, informing new families in the local area, about the different things they can do as a family in the school holidays and why it is important to spend time as a family.

The writing Process Approach

Now start brainstorming and planning your written response to the text you chose. Then proceed to do write your first draft, edit and proofread it before you write your final response.

1. Brainstorming
2. Planning and Organising
3. Drafting, Editing and Revising
4. Presenting: Final Text ...

Your work will be marked according to the rubric below:

RUBRIC OR GRADE 9 TRANSACTIONAL WRITING

Criteria	Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT	10 – 12	8 – 9	5 – 7	3 – 4	0 – 3
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.

Criteria	Exceptional	Skillful	Moderate	Elementary	Inadequate
LANGUAGE , STYLE & EDITING	7 – 8	5 – 6	4	3	0 – 2
Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling	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.
8 MARKS					
MARK RANGE	17 – 20	13 – 15	9 – 11	6 – 7	0 – 5

WRITING & PRESENTING: LANGUAGE INTERGATION

WORKSHEET 6

Punctuation

The Apostrophe

In writing, the apostrophe (') is used for two purposes:

Firstly, the apostrophe is used to show that letters have been left (for example, 'do not' becomes 'don't', 'I will' becomes 'I'll'; 'it is' becomes 'it's'). Another name for the shortened form is the contracted form (i.e. the word has shrunk, or contracted).

Secondly, the apostrophe is used to show belongs to or is possessed by someone or something (e.g. Sam's book, the players' uniforms). In this case the apostrophe is used before the 's' in the singular and after the 's' in the plural.

QUESTION 1

[8]

Put comma and apostrophes in the correct place.

- | | | |
|-----|--|-----|
| 1.1 | This food is delicious isnt it? | (1) |
| 1.2 | Hello David have you seen Toms new bike? | (1) |
| 1.3 | "Good morning children" said Miss Lee. | (1) |
| 1.4 | I cant speak French very well. | (1) |
| 1.5 | Shes my best friend. | (1) |
| 1.6 | Sams mom bought rice eggs and flour. | (1) |
| 1.7 | Yes thank you. Ive had a lovely day. | (1) |
| 1.8 | Shes my big brothers girlfriend. | (1) |

Compound sentences

A compound sentence has two or more finite verbs. It may have two or more simple sentences joined together by the words **and**, **or**, **but**

QUESTION 2

[7]

Join the sentences to make compound sentences. Use **and/ but**.

- | | | |
|------------|---|-----|
| 2.1 | The birds hit the plane. Both of the engines failed. | (1) |
| 2.2 | The pilot tried to turn back to the airport. The plane was losing height too quickly. | (1) |
| 2.3 | The passengers were rescued by ferries. Other boats in the area also helped. | (1) |
| 2.4 | Most of the passengers were uninjured. Some had deep cuts and broken legs. | (1) |
| 2.5 | The ferries and other boats came to help. They rescued the passengers. | (1) |
| 2.6 | The pilot left the plane. He first checked for other passengers. | (1) |
| 2.7 | The passengers climbed over the seats. They escaped through the middle doors. | (1) |

TOTAL: 15