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GET ENGLISH FAL
TEACHER DEVELOPMENT PROGRAMME
Grade 9 Term 1 Cycle 4
Learner Worksheet Memorandums

LISTENING AND SPEAKING

WORKSHEET 1

ACTIVITY: PRE-LISTENING – PRIOR KNOWLEDGE - PREDICT

Before listening:

- A flood is when there is too much rain.
- Floods can destroy buildings and the environment. They can even kill people and animals.
- You can run away to higher ground.
- A survivor is someone who has escaped from a dangerous situation.

During Reading

- Who is the interviewer? **Justice Kgwele**
- Who is the interviewee? **Moses Molewa**
- Where is the interview taking place? **At a radio station.**
- What is the opposite of a flood? **Drought / aridity/ shortage of water.**
- Does the story have a happy or sad ending? **It has a sad ending, Mr Molewa has lost his home.**

QUESTION 1: POST – LISTENING

[10]

1.1 What happened to Moses Molewa?

The river flooded his house and he tried to get away by taking a truck. ✓ (1)

1.2 What caused the problem?

After a drought there was a lot of rain, which caused the rivers in the province to flood. He took a truck but the Kgama Bridge was washed away at the Makgawe River and so the trucks got stuck. ✓ ✓ (2)

1.3 How did his arm get injured?

A cow kicked him and injured his arm. ✓ (1)

1.4 Who helped him?

His neighbor called the police and a farmer sent a truck to help him. ✓ ✓ (2)

1.5 Is he satisfied with the help he received? Explain your answer.

No, he is not satisfied with the help because the police did not arrive. He is also very angry because the community has been asking the government to give them houses on higher ground for a long time but nothing has been done. ✓ ✓ (2)

1.6 What Moses Molewa's tone of voice? Choose from the answers below:

Moses' tone of voice was angry because he speaks about things that have disappointed him. ✓ ✓ (2)

TOTAL: 10



LISTENING AND SPEAKING: LANGUAGE INTEGRATION

WORKSHEET 2

Proverbs and Idioms

- A proverb is a short, well known saying that tells you something about life. For example: A fool and his money are soon parted.
- An idiom is a group of words that has a different meaning from the usual meaning of the separate words. For example: "She has deep pockets" or "He is made of money" both mean that the person is rich.

QUESTION 1

[5]

Each of the sentences contains one or more idioms, which are in bold. Match the definition in the column on the right to the idiom.

Idiom	Definition
1.1 That money is in my nest egg .	Money you have saved up for the future. ✓
1.2 He paid through the nose of that car!	To pay too much or a lot money for something. ✓
1.3 It costs the Earth .	Very expensive. ✓
1.4 I will have to tighten my belt . We are feeling the pinch .	Trying to spend less money. Finding it hard to live on the money that you have. ✓
1.5 He is good at feathering his own nest .	Using your job or position wrongly to benefit you financially. ✓

(5)

QUESTION 2**[5]**

An acronym is a word made up of the first letter of a number of words. For example: Cosatu is an acronym for the Congress Of South African Trade Unions.

Match the acronyms in the first column of the table with their full words in the second column.

Acronym	Full Words
VAT	South African Press Association
Soweto	Electricity Supply Commission
Eskom	Public Utility Transport Corporation
Putco	Value Added Tax
SAPA	South Western Townships

- 2.1** VAT – **Value Added Tax** ✓ (1)
- 2.2** Soweto – **South Western Townships** ✓ (1)
- 2.3** Eskom – **Electricity Supply Commission** ✓ (1)
- 2.4** Putco – **Public Utility Transport Corporation** ✓ (1)
- 2.5** SAPA – **South African Press Association** ✓ (1)

TOTAL: 10

READING AND VIEWING – A LEGEND

WORKSHEET 3

Reading for Comprehension.

Read the following text.

ACTIVITY: PRE-READING

Scanning and predicting

1. What is the name of the teacher in the story? **Mr Mbatha**
2. What are the names of the boy and girl in the story? **Nick and Thuli**
3. How do you feel when you arrive at a place where you don't know the people?
Shy/excited/scared/ etc.
4. How did you feel when you first arrived at your school? **Excited/shy/scared/ etc.**
5. Give 2 things you were looking forward to at the school and two things you were scared/not sure of.
 - **Making new friends/learning and passing/ meeting new teachers/etc.**
 - **Not making new friends/being bullied/not finding teachers who like me/failing etc.**

ACTIVITY: DURING READING

Discuss the meanings of these words and give the opposite of what a) and b) mean:

a)	Patient	Calm, willing to explain things, not in a hurry. Impatient
b)	Computer programmer	Someone who writes programs that run on computers.
c)	Shy	Nervous and embarrassed about meeting or talking to other people. Confident

QUESTION 1: POST-READING

[15]

- 1.1 Circle the correct answer. Which of the following sentences best explains the theme of the story?
- d) **Shyness can make you lonely, but you can overcome it if you try.** ✓ ✓ (2)
- 1.2 Why does Thuli like her English teacher? Give two reasons from the text.
- He is kind and patient. He cares for his students.** ✓ ✓ (2)
- 1.3 What career does Thuli want to do when she grows up?
- A computer programmer.** ✓ (1)
- 1.4 What does Thuli need to do in order to achieve her goal?
- She must work hard in Maths.** ✓ (1)
- 1.5 Explain what Mr Mbatha means by "Life is what you make it."
- He means that life does not just happen to you, you take responsibility for the choices and decisions you make in your life.** ✓ ✓ (2)
- 1.6 Paragraph 5 has a simile, "Like a wheel in the mud". What does this simile mean?
- It means that if you make bad decision or choices, you will get stuck in problems and you will find it difficult to make any good progress.** ✓ ✓ (2)
- 1.7 Why was Thuli attracted to Nick even though he seemed so different from her?
- She thought Nick was funny, intelligent and interesting.** ✓ ✓ (2)
- 1.8 Nick wanted to be friends with Thuli but was at first too shy to show it. Explain why this is True or False.
- It's true because he looked at her and smiled in a friendly way.** ✓ (1)
- 1.9 How do you know that Thuli overcame her shyness with Nick?
- She gave Nick a smile that came straight from her heart, without her usual shyness. This made Nick smile back at her too.** ✓ ✓ (2)

TOTAL: 15

READING AND VIEWING: LANGUAGE INTEGRATION

WORKSHEET 4

QUESTION 1: THERE ARE DIFFERENT TYPES OF ADVERBS

[24]

(Add 2 examples of each type).

Adverb	Examples
1.1 Adverbs of time	<u>Early:</u> Now, then, today, tomorrow, previously, fortnightly, before, annually, yearly, immediately, monthly, hourly etc. ✓ ✓ ✓ ✓
1.2 Adverbs of manner	<u>Badly:</u> Anxiously, happily, kindly, lazily, wickedly, sadly, sweetly, warmly, generously, perfectly, calmly, politely etc ✓ ✓ ✓ ✓
1.3 Adverbs of frequency	<u>Never:</u> Always, usually, sometimes, rarely, hardly, often ✓ ✓ ✓ ✓
1.4 Adverbs of probability	<u>Definitely:</u> Certainly, maybe, surely, perhaps, undoubtedly, obviously, clearly ✓ ✓ ✓ ✓
1.5 Adverbs of duration	<u>Briefly:</u> Next, till, from, forever, shortly, briefly, last, yet, already, since, from, no longer, any longer, temporarily, permanently, etc. ✓ ✓ ✓ ✓
1.6 Adverbs of degree	<u>Very:</u> Almost, entirely, totally, slightly, utterly, barely, highly ✓ ✓ ✓ ✓

QUESTION 2: THERE ARE DIFFERENT KINDS OF NOUNS

[16]

Nouns: Are words that name people, places, things and ideas.

(Give 3 more examples of each).

Noun	Examples
2.1 Common nouns	A boy, a tree, a school, an apple, the policeman. (Any suitable nouns) ✓ ✓
2.2 Proper nouns	Thando, Soweto, Gauteng, South Africa, June, Friday. (Any suitable nouns) ✓ ✓
2.3 Countable nouns.	Birds, houses, girls, tables (Any other suitable nouns) ✓ ✓
2.4 Uncountable nouns	Water, sugar (Any suitable nouns) ✓ ✓
2.5 Abstract nouns	Kindness, respect, anger, love, generosity, rudeness. (Any suitable nouns) ✓ ✓

2.6	Compound nouns	Stepson, heartbreak, door frame, teaspoon, coffee-table, bread knife. (Any suitable nouns) ✓ ✓
2.7	Collective nouns	A flock of sheep, a herd of cows, a troop of baboons, a shoal of fish, a bunch of flowers, a swarm of bees, a gaggle of geese, a pride of lions, a host of angels, a gang of thieves, a flight of stairs (Any other suitable collective nouns) ✓ ✓
2.8	Complex nouns	The University of the Witwatersrand, haircut, washing machine, tin opener, dish washer. (Any other suitable nouns) ✓ ✓

TOTAL: 40



WRITING & PRESENTING

WORKSHEET 5

ASSESSMENT RUBRIC: TRANSACTIONAL TEXT

[20]

- 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
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

Teacher comments:

Mark: _____

