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GET ENGLISH FAL
TEACHER DEVELOPMENT PROGRAMME
Grade 9 Term 2 Cycle 1
Worksheet Memorandums

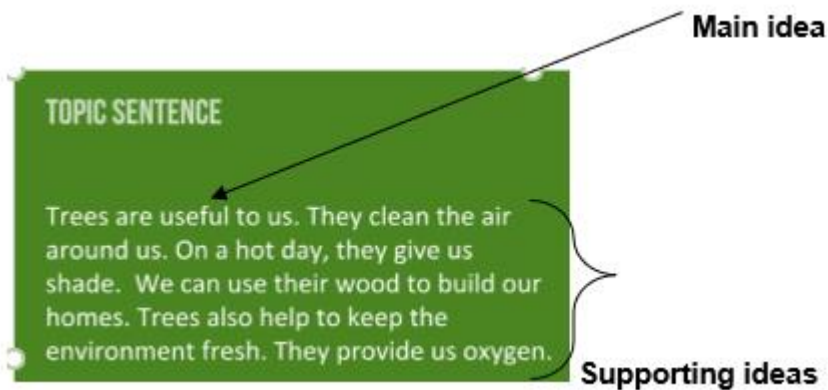
LISTENING AND SPEAKING

WORKSHEET 1

A short story

ACTIVITY: PRE-LISTENING

1. Learners give different examples of good versus evil behaviours.
2. The teacher gives an illustration of a main idea and its supporting ideas, e.g.



3. The teacher illustrates, e.g.
 “You must arrive at O.R Airport on Wednesday at 2 o’clock” becomes:
O.R Tambo, Wednesday @2.

ACTIVITY: DURING LISTENING

The teacher reads/plays the audio of this story once while learners listen.

1. What do lions eat and how do they get it?
Wild animals. They hunt in the bush.
2. What does starvation mean?
To go hungry/to die from hunger or lack of food.
3. What was wrong with the lion?
It was sick.

4. Who visited the lion?

Well-wishers, including the fox.

ACTIVITY: POST-LISTENING

QUESTION 1

[10]

1.1 What is the main idea in this story?

It is about an old lion who could no longer hunt and decided to trick other animals so that he could kill and eat them. ✓ ✓

(2)

1.2 List the 3 supporting ideas. One each from paragraphs 2, 3 and 4.

1.2.1 Paragraph 2

He pretended to be ill so that other animals could visit him. ✓ ✓

(2)

1.2.2 Paragraph 3

The plan worked for a short time. ✓ ✓

(2)

1.2.3 Paragraph 4

The fox discovered the Lion's plan and told other animals. ✓ ✓

(2)

1.3 Do you think that this is a true story? Motivate your answer?

No. Lions and foxes cannot talk. ✓ ✓

(2)

LISTENING AND SPEAKING: LANGUAGE INTEGRATION

WORKSHEET 2**QUESTION 1****[20]**

1.1 In your own words, what was the plan that the lion came up with?

He decided to pretend to be ill so that he could kill and eat the animals that came to visit him. ✓ ✓

(2)

1.2 Give another word/phrase which means the same as the underlined one:

1.2.1 He stood at the mouth of the cave.

Mouth – door/entrance ✓

(1)

1.2.2 One day the Fox came to visit the ailing lion.

Ailing – sick/ill ✓

(1)

1.2.3 But we all know that evil is short-lived.

Short-lived – for a short time/temporary ✓

(1)

1.3 Is the bold part a **prefix** or a **suffix**?

1.3.1 **Unable. Prefix ✓**

(1)

1.3.2 **Starvation. Suffix ✓**

(1)

1.3.3 **Discovered. Prefix ✓**

(1)

1.3.4 **Wickedness. Suffix ✓**

(1)

1.4 **Change these sentences to reported/direct speech.**

1.4.1 The fox replied, "I would love to come in, Sir."

The fox replied that he would love to come in. ✓ ✓

(2)

1.4.2 The lion replied, "I am not feeling well at all."

The lion replied that he was not feeling well. ✓ ✓

(2)

1.5 **From the listening passage, give antonyms of these words:**

1.5.1 Stupid

Clever ✓

(1)

1.5.2 Went

Came ✓

(1)

1.5.3 Asked

Replied ✓

(1)

1.5.4 Attacker

Victim ✓

(1)

1.5.5 Fantasy

Reality ✓

(1)

1.6 In your opinion, what kind of animal was the Fox? Motivate your answer.

The fox was **clever and kind**. He discovered the lion's trick and went to warn other animals so that they would not be killed. ✓ ✓

(2)



READING AND VIEWING

WORKSHEET 3

1. Who wrote the story?

By Berlie Doherty

2. Where does the story take place?

In England

3. Who is pregnant?

Helen

4. To who is the letter written to?

To her unborn baby

5. Why is it addressed to “nobody”

Because the baby is not yet born / has no name / Helen does not know whether it's a boy or girl.

ACTIVITY: DURING READING

You can discuss or talk about it:

- The meaning of the words in the glossary.
- What is Helen's problem?
She is pregnant.
- What was the first thing that Helen did when she woke up?
She thinks about her problem.
- Who does she go to see and why?
Because she feels alone / she sees him as her best friend / she needs someone to talk to.
- Why do you think Helen felt sick when she smelt the fried eggs and chips being cooked?
The eggs smelt bad to her because of her pregnancy.
- By the end of the text, has Helen told anyone her problem?
No, she hasn't.

ACTIVITY: POST-READING

QUESTION 1

[15]

Answer the following questions:

- 1.1 Read the opening paragraphs again. There are several things that tell us that Helen is not her usual self. Identify **three** of those details.
- Grey face, her room is in a mess, she is not sleeping well, she took off her favourite dress.** ✓ ✓ ✓ (3)
- 1.2 Conflict can be from outside/external or from inside/internal. In Helen's story, where is the conflict coming from? Explain.
- The conflict is internal. She is pregnant and does not know who to tell.** ✓ ✓ (2)
- 1.3 As used in the story, what does "off colour" mean?
- Unwell / sick / unhappy / depressed.** ✓ (1)
- 1.4 As used in the story, what does "off colour" mean?
- They are close.** ✓ (1)
- 1.5 What sort of a person is Helen's grandfather?
- He is caring / loving.** ✓ ✓ (2)
- 1.6 How do you think Grandfather would have felt if he found out that the smell of what he was cooking was making Helen feel sick? Motivate your answer.
- Hurt because he was cooking for Helen and his wife.** ✓ ✓ ✓ (3)
- 1.7 Imagine that you are Helen's best friend and she has written you a letter telling her about her problem. What would you advise her to do?
- I advise you to tell your grandparents or any other adult close to you about the pregnancy because you cannot hide it forever and you will also need to make arrangements about your health and for the baby.** ✓ ✓ ✓ (3)
- (Any other sensible / relevant response)** (3)

READING AND VIEWING

WORKSHEET 4

Language integration

QUESTION 1

[15]

- 1.1 Give descriptive words: Three things that we have learnt about Helen in this story are that she is **her face is grey, her room is in a mess, she is not sleeping well.** ✓ ✓ ✓ (3)

- 1.2 In the story, find the phrases in the left column and read them in the complete sentences.

After that, match each phrase to what you think is its meaning in the right column. (3)

a) It was a cue	A sign ✓
b) I had a wild urge	A strong feeling ✓
c) Given a voice to my nightmare	Talk about my troubles ✓

- 1.3 Write these sentences in **direct speech**. Don't forget the **quotation marks**.

- 1.3.1 Helen told her grandfather that she is pregnant.

Helen said, "Grandfather, I am pregnant." ✓ ✓ (2)

- 1.3.2 Grandfather told Helen that the fried eggs and chips are ready.

... said Grandfather.

"The fried eggs and chips are ready, Helen," said Grandad. ✓ ✓ (2)

- 1.4 Join these sentences with the most suitable **conjunctions** from these:

Use each one only once.

Because	However	But	And	Even though
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- 1.4.1 I am pregnant. I don't know what to do. I still want to finish school.

I am pregnant **and** I don't know what to do **however**, I still want to finish school. ✓ ✓ (2)

- 1.4.2 I talk to Nan. She does not respond. It is still comforting for me.

I talk to Nan **even though** she does not respond, **but** it is still comforting for me. ✓ ✓ (2)

- 1.4.3 I am scared. I am so young and pregnant.

I am scared **because** I am so young and pregnant. ✓ (1)

WRITING AND PRESENTING

WORKSHEET 5

RUBRIC FOR GRADE 8 & 9 TRANSACTIONAL WRITING

Criteria	Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT	10 – 12	8 – 9	5 – 7	3 – 4	0 – 3
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
	7 – 8	5 – 6	4	3	0 – 2
	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.
	17 – 20	13 – 15	9 – 11	6 – 7	0 – 5

WRITING AND PRESENTING

WORKSHEET 6

Language Integration

QUESTION 1

[18]

Prefixes

Explanation: A prefix is a group of letters added to the beginning of a word to change its meaning.

- 1.1 What is the prefix in the word "unhappy"? **Answer: "un-" ✓** (1)
- 1.2 What is the meaning of the prefix "dis-"?
Answer: It means "not" or "opposite of." ✓ (1)
- 1.3 Which word has the prefix "re-"? **Answer: "replay" ✓** (1)

Suffixes

Explanation: A suffix is a group of letters added to the end of a word to change its meaning or function.

- 1.4 What is the suffix in the word "happiness"? **Answer: "-ness" ✓** (1)
- 1.5 What is the meaning of the suffix "-able"?
Answer: It means "capable of" or "able to be." ✓ (1)
- 1.6 Which word has the suffix "-less"? **Answer: "hopeless" ✓** (1)

Prepositions

Explanation: A preposition is a word that shows the relationship between a noun or pronoun and other words in a sentence.

- 1.7 Which preposition shows the relationship between two objects?
Answer: "between" ✓ (1)
- 1.8 Which preposition is used to indicate a position above something else?
Answer: "above" ✓ (1)



1.9 Which preposition is used to indicate a position below something else?

Answer: "below" ✓

(1)

Sentence structure

Explanation: Sentence structure refers to the way words are arranged to form a complete sentence.

1.10 Identify the subject and verb in the sentence "The dog barked loudly."

Answer: Subject: "dog" Verb: "barked" ✓

(1)

1.11 What is the difference between a simple sentence and a compound sentence?

Answer: A simple sentence has one independent clause, while a compound sentence has two or more independent clauses. ✓

(1)

1.12 Identify the dependent clause in the sentence "After the movie was over, we went to get ice cream."

Answer: "After the movie was over" ✓

(1)

Sentence types

Explanation: Sentence types refer to the different ways a sentence can be structured, such as declarative, interrogative, imperative, and exclamatory.

1.13 Which type of sentence makes a statement?

Answer: Declarative sentence ✓

(1)

1.14 Which type of sentence asks a question?

Answer: Interrogative sentence ✓

(1)

1.15 Which type of sentence gives a command or makes a request?

Answer: Imperative sentence ✓

(1)

Proverbs

Explanation: A proverb is a short, well-known saying that expresses a common truth or piece of advice.

1.16 Finish the proverb: "Actions speak louder than _____."

Answer: words ✓

(1)

1.17 Finish the proverb: "All's fair in love and _____."

Answer: war ✓

(1)

1.18 Finish the proverb: "An apple a day keeps _____."

Answer: the doctor away ✓

(1)

