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GET ENGLISH FAL
TEACHER DEVELOPMENT PROGRAMME
Grade 9 Term 2 Cycle 3
Worksheet Memorandums

LISTENING AND SPEAKING

WORKSHEET 1

ACTIVITY: PRE-LISTENING

1. What do you think the story is about?
It is about grandmothers.
2. What is meant by “bear the burden”?
It means to carry the load / to face the challenges.
3. What sort of burdens do you think grandmothers bear in your community or families?
Any reasonable answer.

ACTIVITY: DURING LISTENING

The teacher will read / play the audio of the text for the first time while learners listen.

The teacher will write the following questions on the board:

1. Who are the characters in the story?
2 grannies / Mrs Du Plessis and Mrs Karos.
2. Where is the story set?
In the Northern Cape in South Africa.
3. What challenges do the grannies face?
They are raising their grandchildren on their own, with no help from their children’s parents.
4. What do they do even though things are difficult?
They look after their grandchildren.

5. What does the writer feel about these characters, does he admire or not admire these grannies?

He admires them because even though things are difficult, they do their best for the grandchildren without much / any help from the children's parents.

6. What is the difference between a documentary film and a fiction one?

A documentary is based on / shows real events while a fiction one shows imaginary events.

ACTIVITY: POST-LISTENING

QUESTION 1

[20]

- 1.1 What is the main idea of the whole story?

It is about grandmothers who raise their grandchildren. ✓

(1)

- 1.2 Name two main characters in the text.

Mrs Du Plessis and Mrs Karos. ✓ ✓

(2)

- 1.3 Explain what takes place at an aftercare facility.

At an aftercare centre, children are taken care of after they come from school. ✓

(1)

- 1.4 What two things have they done even though things are difficult?

The other has started a soccer team for the children. ✓

(2)

- 1.5 Why would viewers admire these grannies?

They are strong / caring / responsible / loving. ✓

(Any other relevant answer).

(1)

- 1.6 How do you feel about parents who leave their children with their grandmother? Motivate your answer?

I respect / like them. Because they take care of their grandchildren whose parents cannot do so.

OR

I feel sorry for them because they bring up their own children and then have to bring up their grandchildren too. ✓ ✓ ✓

(3)

1.7 Checklist for your paragraph:**(10)**

1.	Did you write 3 points about the grandmothers?	3 marks	
2.	Did you write at least 2 things that can be done to help the grannies and the children? Did you explain why?	2 marks	
3.	Did you punctuate your sentences correctly?	2 marks	
4.	Are your spellings correct?	2 marks	
5.	Does your paragraph have a suitable topic?	1 mark	
TOTAL MARKS		10 marks	

LISTENING AND SPEAKING: LANGUAGE INTEGRATION

WORKSHEET 2**QUESTION 1****[30]**

- 1.1** Which suffix is suitable to add on to the word “document”?
- b) **-ation** ✓ (1)
- 1.2** Which prefix is suitable to add on to the word “understand”?
- a) **Mis-** ✓ (1)
- 1.3** Give one adjective (*describing word*) for the grandmothers in the story.
- Loving / strong / responsible etc.** ✓ (1)
- 1.4 Re-write these sentences and correct the underlined words:**
- 1.4.1 The film focusses on grannies in the Northern Cape. ✓ (1)
- 1.4.2 The grannies have taken care of their grandchildren with love. ✓ (1)
- 1.4.3 Many of them do not work but they still care for their grandchildren. ✓ (1)
- 1.5 Write these sentences in the passive voice:**
- 1.5.1 Mrs Du Plessis takes care of her four grandchildren.
- Four of her grandchildren are taken care of by Mrs Du Plessis.** ✓ (1)
- 1.5.2 The film explores the struggles of the women.
- The struggles of the women are explored by the film.** ✓ (1)
- 1.6 Write these sentences in the past tense:**
- 1.6.1 The documentary is very moving.
- The documentary **was** very moving. ✓ (1)
- 1.6.2 Many South African grandmothers are raising their grandchildren.
- Many South African grandmothers **raised** their grandchildren. ✓ (1)
- 1.7 Now re-write the same sentence in the future tense.**
- 1.7.1 The documentary was very moving.
- The documentary **will be** very moving. ✓ (1)
- 1.7.2 Many South African grandmothers are raising their grandchildren.
- Many South African grandmothers **will raise** their grandchildren. ✓ (1)

1.8 Correct the spelling mistakes in these sentences:

1.8.1 I am truely blessed.

I am **truly** blessed. ✓ (1)

1.8.2 He finally got acomodation in Sandton.

He finally got **accommodation** in Sandton. ✓ (1)

1.8.3 We must sepearate the sheep from the goats.

We must **separate** the sheep from the goats. ✓ (1)

1.9 Punctuate the paragraph below correctly.

Mrs du Plessis was worried that her grandson **John** ✓ would fail to go to school because she could not pay for transport into **Chatsworth**. ✓ ✓ **She** ✓ decided to ask her friend **Mrs** ✓ **Thomas** ✓ to give her the fifty rands in exchange for the big tomatoes that were in her garden. ✓ Mrs Thomas was amazed by the size of the tomatoes and said, ✓ “✓ **My** ✓ goodness! ✓ **These** ✓ are huge, ✓ juicy tomatoes. ✓” ✓

(15)

READING AND VIEWING

WORKSHEET 3**ACTIVITY: PRE-READING**

Vocabulary finds the words in the poem and discuss their meanings.

1. **Cherish:** Value, see as very important
2. **Daffs:** Are flowers called daffodils.
3. **Treats:** To provide someone with things like food, drinks or entertainment for free.
4. **Sparkle:** Shine
5. **Idyllic:** Very happy / peaceful
6. **Century:** One hundred years
7. **Reunited:** Together again

Class discussion on grandmothers; any special names you have for your grandmothers, what is special about grandmothers etc.

ACTIVITY: DURING READING

1. Which word is used to describe grandmother in the poem?
Beautiful.
2. Identify at least two special things about this grandmother in each stanza.
Stanza 1: Beautiful and kind
Stanza 2: A baker and welcoming
Stanza 3: Loved flowers and always there for people
Stanza 4: Loved and missed
3. Grandmother and grandfather together are called ...?
grandparents
4. Who is the speaker in the poem? Explain why?
The grandchildren. In line 4 the speaker says "We will cherish our memories of you, Grandma dear".

ACTIVITY: POST-READING**QUESTION 1****[15]**

- 1.1 Which woman is the speaker talking about in the poem?
c) **His grandmother** ✓ (1)
- 1.2 For how many years were Granddad and Grandma married?
Fifty years ✓ (1)
- 1.3 Who lived longer between Grandma and Granddad?
Grandmother ✓ (1)
- 1.4 After reading the second stanza we can say that Grandma always looked happy. Find two words / phrases to support this statement.
She had a welcoming smile and her eyes sparkled. ✓ ✓ (2)
- 1.5 Is it true or false that the narrator was the only grandchild to Grandma? Motivate your answer with one word from Stanza 1.
It is false because the narrator talks about "our" grandmother. ✓ ✓ (2)
- 1.6 Read stanza 3. How do you think the narrator will feel if one day he meets another woman wearing the same perfume that his gran used to wear? Motivate your answer.
He will feel sad / miss her more/It will remind him of his grandma. Because it was her perfume and now, she is no longer there. ✓ ✓ ✓ (3)
- 1.7 Where do you think, grandma has gone to?
She has died / passed away. The speaker talks about her in the past tense and also says that she is now reunited with her husband. ✓
(Any other reasonable answer). (1)
- 1.8 How do you think Granddad will feel when Grandma comes to where he is?
He will feel happy because they will be together again. ✓ ✓ (2)
- 1.9 What is the mood of the narrator in stanza 4? Why?
It is sorrowful / sad / nostalgic because the speaker is missing the good time with his late grandmother. ✓ ✓ (2)

READING AND VIEWING

WORKSHEET 4**Language integration****QUESTION 1****[20]**Choose the suitable **prepositions**.

- 1.1** Granny, you will always be **in / on** our hearts but we know you are happy now **by / with** grandpa. ✓ ✓ (2)
- 1.2** Read Stanza 2. Give one word which rhymes / ends with the same sound as:
- a) "hi" **bye / eye** ✓ (1)
- b) "sea" **tea / glee** ✓ (1)
- 1.3** In Stanza 4, find the euphemism / a line which means the same as saying that someone has died.
- "no longer with us ..."** ✓ (1)
- 1.4** Underline the **adjective** in this sentence:
- "Now our grandad is reunited with this **beautiful** woman." ✓ (1)
- 1.5** Write this sentence correctly: An angel grandma was like loving because so she was.
- Grandma was like an angel because she was so loving.** ✓ (1)
- 1.6** Line 7 says, "Her door was always open for anyone ..." In your own words, explain what that means.
- It means that she welcomed everyone.** ✓ ✓ (2)
- 1.7** Correct the spelling mistakes in this sentence: Grandma was such a loving woman; we will always cherish her in our haerts.
- Grandma was such a loving **woman**; we will always cherish her in our **hearts**. ✓ ✓ (2)
- 1.8** Give **one word** for the following:
- 1.8.1 The husband of your grandmother.
- Grandfather** ✓ (1)
- 1.8.2 The wife of your brother.
- Sister-in-law** ✓ (1)
- 1.8.3 The daughter of your uncle.
- Cousin** ✓ (1)
- 1.8.4 The son of your brother.
- Nephew** ✓ (1)

WRITING AND PRESENTING

WORKSHEET 5

RUBRIC FOR GRADE 8 & 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

WRITING AND PRESENTING

WORKSHEET 6

Language Integration

QUESTION 1

[4]

Match the figurative sentence in Column A to its literal meaning in Column B.

Column A	Column B
1.1 Got up on the wrong side of the bed.	D. Having a bad day. ✓
1.1 My head is spinning.	A. I have a headache. ✓
1.3 In hot water.	B. In trouble ✓
1.4 On tenterhooks (sharp objects that are like nails).	C. Waiting nervously / anxiously for something to happen. ✓

Attributive adjectives: These are adjectives that come before a noun. For example, I admired the *beautiful* sky at night. In this example, the word *beautiful* is an adjective. It describes the appearance of the sky. Since it is placed before the noun sky, it becomes an attributive adjective.

QUESTION 2

[6]

Use the following attributive adjectives in sentences:

- 2.1 Dark evenings
E.g., **On dark evenings, it was scary to be alone in the big, quiet building. ✓** (1)
- 2.2 Little baby
E.g., **I touched the snake because I was just a little baby, I didn't know they could be dangerous. ✓** (1)
- 2.3 Horrible accident
E.g., **The school bus was involved in a horrible accident, but fortunately no one was injured. ✓** (1)
- 2.4 Elder sister
E.g., **Being the elder sister in the family is like being a deputy parent to your siblings. ✓** (1)
- 2.5 Awesome experience
E.g., **The winter school trip to the snowy mountains of Lesotho was an awesome experience even though it was so cold. ✓** (1)
- 2.6 Old man
E.g., **I said, sit down and wait here, old man, you cannot run as fast as us teenagers. ✓** (1)