



eduresourcza.com



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

Listening & Speaking Worksheet 1

WORKSHEET 1

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.

2		Discuss the following questions before you study the advert below.	
	a	What does the term advertisement mean to you? An advertisement is something that is trying to influence a person to buy a product, service or an idea/ something that promotes a product	2
	b	What do you think of when you hear the word? Any reasonable responses such the slogan for KFC <i>Finger Lickin' Good</i>	2
	c	What does it remind you of? Any reasonable responses.	1

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 word are positioned on an advertisement
- **Target audience**- the specific group at which the advert is aimed at
- **Logo**- a design of words or a picture that is an official sign of an organisation or group

5		The advert uses different fonts (what the typed words look like) Find at least four different fonts. NB Here learners can just point to the different fonts as they discuss.	
	a	Imagine Africa has a different font	1
	b	It begins with you	1
	c	The date and time	1
	d	detail of what is to be discussed	1
6		Look at the slogan <i>It begins with you.</i> Explain how the advert uses colour to make <i>you</i> stand out. The word “you” is in yellow letters on a red background.	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 was her to look like that? She is a confident young woman, who is proud and attractive. She seems to be looking at the viewer of the poster.	2
8		Why is the woman wearing a traditional headscarf and a modern T-shirt? Her dress incorporates both traditional and modern items. This means she is clearly identified as African. But she also shows that she is modern and contemporary.	4
9		Why is it good to have an HIV- free generation? Accept any reasonable answer, such as; If a whole generation could be HIV-free, it would be possible to bring the epidemic under control and prevent further infections.	3

Total = 20 Marks

Listening & Speaking Worksheet 2: Language Integration

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

1.

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

(10)

2. State the punctuation marks that are used in following statements taken from the advertisement you discussed.

A	iMAGiNEAFRiKA! - exclamation mark	1
B	To conversation... – ellipses	1
C	HIV-FREE GENERATION - hyphen	1
3.	Correct the punctuation error in the following statement iMAGiNEAFRiKA -Imagine Africa	2

(5)

Total marks 15

Reading and Viewing Worksheet 1

A 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? Your life is in your hands.
ii)	Describe what you see on the poster? There is a picture of two hands with words written inside the hands.
iii)	What do you think the title means? It means that as a young person, you are responsible for taking control of your future.
iv)	How many different fonts can you find on the poster? 5/6; learners identify them on the poster.

During reading activity - study reading - underline - analyse - question- making 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:

i)	What is the purpose (main idea addressed) of this poster? It is advertising a community meeting for the youths/teenagers.
ii)	Information about the speaker in the text: from whose perspective is this poster written? It is from youth leaders working in the organisation Talk with TEENS.
iii)	Identify the time, venue and audience of this event shown in the poster. 7.00p.m. on Friday 4 August at the Community Centre in Tladi Road in Dube.
iv)	Would you describe this coming event as interesting or not, state why? Yes. It says the teenagers can bring their friends and there will be refreshments.

Reading and Viewing Worksheet 1

Post-reading activity:

After analysing the poster carefully, answer the following questions:

1.1	Which part of the poster has the biggest font? The heading/Your Future is in Your Hands ✓	2
1.2	Give the reason why the words talents, friendships, good decisions, and career are in a different colour? The designer wants the reader to know that these are the idea which will be discussed in the meeting. ✓✓	2
1.3	"Your future is in your hands." Say, in your OWN WORDS what this figure of speech means. It means that youths/teenagers can take control of their future because hands can do so many things. ✓✓	2
1.4	Why is there an exclamation mark in Don't just dream, plan!? The exclamation mark makes the command seem more active/urgent/important. ✓	1
1.5	Is the target audience the grade 9 learners or is it their parents. It is targeted towards teenagers/grade 9 learners. ✓	1
1.6	Identify and write down two word or phrases which make the event sound it will be interesting "Your friends, and refreshments" ✓✓	2
1.7	Why did the organisation give the poster the title of "Your future is your hands"? Because the organisers of the event want teenagers to think and plan for themselves. They want to make the teenagers realise that they can control what happens in their future. ✓✓	2
1.8	As a young person suggest reasons why friendship, health, and developing your talents are important for your future. Any reasonable answers such as: Health is important so you can develop yourself to the full. Friendship can make you feel confident and a part of the community but some friends can be bad for you and lead you astray. Your talents are what you do best and should be part of your career choice. ✓✓✓	3

15 marks

Reading and Viewing Worksheet 2

Language Integration.

1. Look for spelling mistakes in these sentences and correct them.

a	Themba will receive the class award because he is the best achiever in this class. ✓✓	2
b	We really must talk to that boy in 9C, his behavior has simply become worse with each week. ✓	1
c	All I can tell you is that you must never look back unless you are reversing . ✓	1
d	Look at the bride! She is so beautiful ! ✓	1
e	My father's car was bought twenty years ago, it is no longer reliable . ✓	1

[6]

2. Give abbreviations for all the twelve months of the year

Jan. Feb. Mar. Apr. May Jun. Jul. Aug. Sept. Oct. Nov. Dec.

(12)

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

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

a)	Where are my father's books? I put them on the table by the door. ✓	1
b)	a) I am not sure if we understand the last few chapters of this story, Mr. Jones. Could you possibly explain to us again with Sipho and me ? We are totally lost. It would help us so much with our preparations for exams. ✓✓✓✓✓✓	6
c)	Would you like tickets for your cousin and you to go to the Sundowns match on Sunday evening? How much will they cost? I know they are not that expensive. ✓✓✓	3
d)	d) Would you like tickets for your cousin and you to go to the Sundowns match on Sunday evening? How much will they cost? I know they are not that expensive. ✓✓✓	3
e)	That laptop is not mine . It is yours . ✓✓	2

(12)

Total Marks=30

Worksheet 1
Writing and presenting.

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
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:

+

Reading and Viewing

Reading Activity

Instructions: Your teacher will guide you to read the following words before you start your lesson every day

Read the words aloud with your partner and make sure you pronounce them correctly.

Fry First 100 sight words

- | | | | | |
|----------|-----------|-----------|------------|------------|
| 1. the | 21. at | 41. there | 61. some | 81. my |
| 2. of | 22. be | 42. use | 62. her | 82. than |
| 3. and | 23. this | 43. an | 63. would | 83. first |
| 4. a | 24. have | 44. each | 64. make | 84. water |
| 5. to | 25. from | 45. which | 65. like | 85. been |
| 6. is | 26. or | 46. she | 66. him | 86. called |
| 7. in | 27. one | 47. do | 67. into | 87. who |
| 8. you | 28. had | 48. how | 68. time | 88. am |
| 9. that | 29. by | 49. their | 69. has | 89. It's |
| 10. it | 30. words | 50. if | 70. look | 90. now |
| 11. he | 31. but | 51. will | 71. to | 91. find |
| 12. was | 32. not | 52. up | 72. more | 92. long |
| 13. for | 33. what | 53. other | 73. right | 93. down |
| 14. on | 34. all | 54. about | 74. go | 94. day |
| 15. are | 35. were | 55. out | 75. see | 95. did |
| 16. as | 36. we | 56. many | 76. number | 96. get |
| 17. with | 37. when | 57. then | 77. no | 97. come |
| 18. his | 38. your | 58. them | 78. way | 98. made |
| 19. they | 39. can | 59. these | 79. could | 99. may |
| 20. I | 40. said | 60. So | 80. people | 100. part |

