



PLANNER & TRACKER

English First Additional Language Grade 9

- *Progress tracker*
- *Intervention strategies*
- *Assessment support*
- *Photocopiable worksheets*
- *Extra activities*



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Note: The formal assessments in this workbook have been taken from the *Oxford Successful English Grade 9 Learner's Book*.

Note: The worksheets in this workbook have been adapted from *Let's Practise English Home Language Grade 9* (9780199054275).

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Progress Tracker for Oxford Successful English Grade 9

First Additional Language Term 1

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 1 activity name and page (in this Resource Book)*	Learner's Book page	Anthology page	Time allocated (as per CAPS)	Formal Assessment	Date of completion
Weeks 1–2	You choose: it's up to you <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 1: Nouns (p. 11) Activity 2: Subject, verb and object (p. 13) Activity 3: Abbreviations (p. 15) Activity 4: Past continuous tense (p. 16)	7 8, 9 10–12, 17–19 15, 16 9, 10, 13–15, 20–22	104	2 hours 3 hours 30 min 2 hours 1 hour		
Weeks 3–4	Tell us about it <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 5: Pronouns (p. 17) Activity 6: Simple present tense (p. 19) Activity 7: Direct and indirect speech (p. 20) Activity 8: Prefixes and suffixes (p. 21) Activity 9: Past perfect tense (p. 22) Activity 10: Subject–verb agreements (p. 23)	23 24, 25, 32 25–27, 29–31, 33–35 37, 38 28, 29, 31, 32, 36, 38, 39, 40	64	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 32 LB p. 37	
Weeks 5–6	Check it out <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting 		41 47, 48, 52–54 42–44, 50–52 56–58	67	2 hours 3 hours 30 min 2 hours		

Progress Tracker for Oxford Successful English Grade 9

First Additional Language Term 1

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 1 activity name and page (in this Resource Book)*	Learner's Book page	Anthology page	Time allocated (as per CAPS)	Formal Assessment	Date of completion
Week 5–6 (cont.)	– Language structures and conventions	Activity 11: Simple past tense (p. 24) Activity 12: Idioms and proverbs (p. 25) Activity 13: Active and passive voice (p. 26) Activity 14: Simple sentences (p. 27) Activity 15: Compound sentences (p. 28)	44–46, 48, 49, 52, 54–56		1 hour		
Weeks 7–8	What happened next? – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 16: Main and dependent clauses (p. 29)	59 65, 66, 71, 72 60–63, 68–71 72–75 64–68	70, 110	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 72	
Weeks 9–10	What's up in the news? – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 17: Types of sentences (p. 30) Activity 18: Open and closed questions (p. 31) Activity 19: Literal and figurative language (p. 32)	77 78–81 82–84 86, 87 81, 85, 88, 89, 92	73	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 82	
Teacher reflection							

***Note:** Some activities can be done elsewhere in the term or year where the same Language skills and content are taught, as per the ATPs.

Progress Tracker for Oxford Successful English Grade 9

First Additional Language Term 2

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 2 activity name and page (in this Resource Book)*	Learner's Book page	Anthology page	Time allocated (as per CAPS)	Formal Assessment	Date of completion
Weeks 1–2	Voices from Africa <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 1: Prepositions (p. 33) Activity 2: Topic sentences and supporting sentences (p. 34)	97 98–101 103–105, 108–112 106–108 102, 103, 105, 106	76	2 hours 3 hours 30 min 2 hours 1 hour		
Weeks 3–4	Do you believe it? <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 3: Infinitives (p. 36) Activity 4: Finite verbs and auxiliary verbs (p. 37)	113 115, 116 116–120, 122–126, 128, 129 126, 127, 128 114, 115, 120, 121, 129, 130	79	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 122	
Weeks 5–6	Past, present and future <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 5: Simple future tense and future continuous tense (p. 38) Activity 6: Adjectives (p. 39)	131 136–138 133–136, 140, 141, 147–49 144–147 132, 139, 141, 142, 143, 144, 149, 150	82, 116	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 145	

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First Additional Language Term 2

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 2 activity name and page (in this Resource Book)*	Learner's Book page	Anthology page	Time allocated (as per CAPS)	Formal Assessment	Date of completion
Weeks 7–8	The future <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 		151 159, 160, 162, 163 152–156, 166, 167 164, 165 157–159, 161, 162, 164, 168		2 hours 3 hours 30 min 2 hours 1 hour		
Weeks 9–10	June controlled test	Formal Assessment: Page 41 of this Teacher's Resource Book					
Teacher reflection							

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Progress Tracker for Oxford Successful English Grade 9

First Additional Language Term 3

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 3 activity name and page (in this Resource Book)*	Learner's Book page	Anthology page	Time allocated (as per CAPS)	Formal Assessment	Date of completion
Weeks 1–2	The road ahead <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 1: Adjectival phrases (p. 47) Activity 2: Adverbial phrases (p. 48) Activity 3: Homonyms and homophones (p. 49)	177 178, 179, 182 179–181, 184–186, 189–192 186, 187 181, 183, 188, 189	85	2 hours 3 hours 30 min 2 hours 1 hour		
Weeks 3–4	Looking ahead <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 4: Denotation and connotation (p. 50)	193 196, 200, 201 194, 195, 197–199, 204–206 202, 203 197, 199, 200, 206	88	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 204 LB p. 202	
Weeks 5–6	Making choices <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 		207 208–210 210–218, 221–224 219, 220 216, 217	91	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 219	

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First Additional Language Term 3

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 3 activity name and page (in this Resource Book)*	Learner's Book page	Anthology page	Time allocated (as per CAPS)	Formal Assessment	Date of completion
Weeks 7–8	Talk through your differences <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 5: Writing narrative paragraphs (p. 51) Activity 6: Writing descriptive paragraphs (p. 52) Activity 7: Writing interesting paragraphs (p. 54)	225 226, 236–238 227–236, 240, 241 238, 239, 240 230, 236, 241, 242	94, 128	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 237	
Weeks 9–10	Tell your story <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 		243 244, 245, 248 245, 246, 247, 250–253 249, 250 254–256	97	2 hours 3 hours 30 min 2 hours 1 hour		
Teacher reflection							

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Progress Tracker for Oxford Successful English Grade 9

First Additional Language Term 4

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 4 activity name and page (in this Resource Book)*	Learner's Book page	Anthology page	Time allocated (as per CAPS)	Formal Assessment	Date of completion
Weeks 1–2	Go green! <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 		259 260, 261, 267–269 262–264, 272–274 270–273 261, 262, 265–267, 269, 270		2 hours 3 hours 30 min 2 hours 1 hour	LB p. 260	
Weeks 3–4	Talk about it <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 1: Gerunds (p. 56)	275 280, 283, 284 276–278, 282–286 286, 287 279–282, 288	123	2 hours 3 hours 30 min 2 hours 1 hour		
Weeks 5–6	Unheard voices <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 2: Revising paragraphs (p. 57) Activity 3: Editing paragraphs (p. 59)	289 292, 293, 297, 298 290–296 299, 300 296–298, 301, 302		2 hours 3 hours 30 min 2 hours 1 hour		

Progress Tracker for Oxford Successful English Grade 9

First Additional Language Term 4

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 4 activity name and page (in this Resource Book)*	Learner's Book page	Anthology page	Time allocated (as per CAPS)	Formal Assessment	Date of completion
Weeks 7–8	Exam revision – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions		303 306, 307 304–309, 312, 313 309–311 314–316		2 hours 3 hours 30 min 2 hours 1 hour		
	Revision and assessment						
Weeks 9–10	End-of-the-year examination	Formal Assessment: Page 60 of this Teacher's Resource Book					
Teacher reflection							

***Note:** Some activities can be done elsewhere in the term or year where the same Language skills and content are taught, as per the ATPs.

Worksheet: English Term 1

Name: _____

Class: _____

Activity 1: Nouns

1. Write down the plural nouns for the words below.

- | | |
|----------------|----------------|
| a) glass _____ | e) mouse _____ |
| b) cliff _____ | f) house _____ |
| c) tooth _____ | g) box _____ |
| d) taxi _____ | h) coach _____ |

2. Write *c* (countable), *u* (uncountable) or *col* (collective) next to each noun.

a) water ____	e) music ____	i) stream ____	m) problem ____	q) salt ____
b) bunch ____	f) milk ____	j) range ____	n) idea ____	r) soil ____
c) labourer ____	g) bread ____	k) rice ____	o) mask ____	s) troop ____
d) biscuit ____	h) news ____	l) fleet ____	p) herd ____	t) flock ____

3. Identify the gender of these nouns. Write *f* (female), *m* (male) or *b* (both).

a) dolphin ____	d) gander ____	g) horse ____	j) sow ____	m) calf ____
b) human ____	e) soldier ____	h) cousin ____	k) pilot ____	n) reporter ____
c) actor ____	f) ballerina ____	i) widower ____	l) bachelor ____	o) heroine ____

4. Circle the concrete nouns and underline the abstract nouns below.

- | | | |
|-----------|-------------|------------|
| a) couch | d) computer | g) friend |
| b) danger | e) street | h) beach |
| c) joy | f) mother | i) anxiety |

5. Circle three concrete nouns and underline three abstract nouns in this passage.

Laughter is a loud display that often signals mutual liking and well-being. Some of its uses are unique to our species. When a group of people laugh, sometimes at the expense of others, they show solidarity and togetherness. The amazing contagiousness of laughter even works across species. At the primate centre where I work, I often hear monkeys laugh when they tickle one another, and I cannot suppress a chuckle in response.

6. Form abstract nouns from the following parts of speech.

Noun	Verb	Adjective	Abstract noun
a) member			
	b) appear		
	c) distract		
		d) weak	
		e) honest	

Name: _____

Class: _____

Activity 2: Subject, verb and object

1. Underline the subject, circle the verb and place brackets around the object in each of the following sentences.

- a) Simamkele bakes muffins.
- b) My cousin sends me texts.
- c) The birds circle the boat.
- d) The old taxi has a flat back tyre.
- e) Fresh oranges contain vitamin C.
- f) Yesterday the school band won a prize.
- g) Ten learners from Grade 8 attended the concert.
- h) The baby gemsbok tottered towards its mother.

2. Read the paragraph. Fill in the subject, verb and object for each sentence in the table below. The first one has been done for you.

Our school inspires its learners. Some students enjoy seSotho and Science. Other students prefer sport. Buses take sport teams to games. The school participates in cultural events. Society members raise funds for charities. Students use the school library and computer laboratories for assignments. We like our school.

Subject	Verb	Object
Our school	inspires	learners

3. Circle the subject in each of the following sentences. Underline the verb and write the object next to the sentence.

a) Nthuseng hugs her mother. _____

b) My uncle reversed the truck. _____

c) The hockey team applauded their coach. _____

d) The hail pounded the roof. _____

e) They perform rap music. _____

f) The angry customers demand their goods. _____

4. Select the correct parts of speech from the boxes to complete this paragraph. Write *S* for subject, *V* for verb or *O* for object after each word you fill in.

congratulated	rejoiced	her team	their spirits	referee
---------------	----------	----------	---------------	---------

The (a) _____ awarded the goal. The excited fans (b) _____.

The opposition coach encouraged (c) _____ at half time.

This lifted (d) _____. They played better in the second half.

Their coach (e) _____ the team after the game.

Name: _____

Class: _____

Activity 3: Abbreviations

1. Underline the correct meaning of the following acronyms.

a) AIDS (Acquired Immune Deficiency Syndrome/Attained Immune Deficit Syndrome)

b) ESKOM (Electricity Supply Commission/Energy Supply Commission)

c) SOWETO (South Western Townships/South West Towns)

d) WHO (Western Hiring Organisation/World Health Organization)

2. Underline the correct initialisms in the sentences below. Then write the meaning of the abbreviation in the spaces provided.

a) Santi is very intelligent. He has a very high (IQ/HQ).

b) You are sick and you need to make an appointment with a (GP/JP).

c) The (ATP/ATM) wasn't working so I couldn't get any money.

3. Write out the full words for the following clippings.

a) photo _____

b) memo _____

c) gym _____

d) pro _____

e) ad _____

Name: _____

Class: _____

Activity 4: Past continuous tense

1. Complete the following sentences by writing either the past tense or the past continuous tense of the verbs in brackets. The first one has been done for you.

a) Gini (fall) fell off the ladder while she (paint) was painting the roof.

b) Last night, I (read) _____ when I (hear) _____ a sound.

c) You (watch) _____ TV when I (call) _____ you.

d) Anna (wait) _____ for me when I (arrive) _____.

e) Sepi (take) _____ photos while our team (play) _____ a match.

2. Fill in the correct auxiliary verb and complete the past continuous verbs in this radio report. The first one has been done for you.

Margaret (a) (ran) was running in a race when she hurt her ankle. A nurse (b) (stood) _____ by and helped Margaret. After the race the coach (c) (walked) _____ to see Margaret while he talked on his cellphone. The next minute he tripped over a stone. Spectators gathered around while two men (d) (ran) _____ towards him with a stretcher. What a day everyone (e) (had) _____!

Name: _____

Class: _____

Activity 5: Pronouns

1. Complete this paragraph with the correct possessive pronouns.

Lucy put that book over there. It is _____. This book here was given to me. It is _____. These books in the pile belong to Simon and Tumi.

These books are _____.

2. Select the correct personal pronouns from the list to use as a subject in the sentences in Column B and as an object in the sentences in Column C. The first one has been done for you.

I them he me her you we they him it she

	Sentences	Column B	Column C
a)	Politicians make promises.	<u>They</u> are in a position of trust.	We should be able to trust <u>them</u> .
b)	Anna is my best friend.	_____ is in my class.	I always sit next to _____.
c)	Crows are a nuisance.	_____ always steal seed.	The farmers hate _____.
d)	Our headmaster is very fair.	_____ always listens to us.	Most people like _____.
e)	His sister was unwell.	_____ was absent.	I wrote down homework for _____.
f)	The table is unstable.	_____ rocks on the floor.	We need to fix _____.
g)	I have stones in my shoes.	_____ are hurting my feet.	I need to take _____ out.

3. Choose a suitable pronoun from the table below to complete the sentences. The first one has been done for you.

Demonstrative	Indefinite	Interrogative
these that	none several both	whose who what

- a) (Interrogative) Who went to the garage to get the hammer?
- b) (Indefinite) _____ teenagers are meeting at the beach.
- c) (Interrogative) _____ books are they choosing?
- d) (Demonstrative) Dubani wanted to swap _____ DVDs with his friend.
- e) (Indefinite) James knew that _____ Shelley and Indigo would help.
- f) (Demonstrative) Can the learners write the test on _____ date?
- g) (Interrogative) _____ house did they go to?
- h) (Indefinite) Unfortunately _____ finished the race.

Name: _____

Class: _____

Activity 6: Simple present tense

1. Choose the correct form of the simple present verb from the table to complete the sentences.

explore explores	write writes	perform performs	water waters	become becomes
---------------------	-----------------	---------------------	-----------------	-------------------

- a) The class _____ exams next week.
- b) The actress _____ the part really well.
- c) The children _____ the rock pools.
- d) My father _____ his plants.
- e) I sometimes _____ anxious about public speaking.
2. Circle the correct form of the simple present tense verbs *to be*, *to have* and *to do*.
- a) I (is/am) in Grade 9 this year.
- b) You (is/are) my best friend.
- c) She (is/are) in matric.
- d) You (have/has) the best cellphone.
- e) It (has/have) many ringtones.
- f) We (has/have) new cellphones.
- g) She (do/does) counselling.
- h) They (do/does) voluntary work.

Name: _____

Class: _____

Activity 7: Direct and indirect speech

1. Insert the quotation marks in the sentences. Choose a suitable verb to describe how each person spoke: *ordered, complained, asked*.

a) Where's my homework? _____ Lawrence.

b) Sit down, and don't move! _____ Andiswa.

c) Jasmine _____, This soup tastes awful.

2. Change the following dialogue into direct speech.

a) Sally: What time do we have to go?

b) Neli: We need to leave at 5.30 a.m.

c) Sally: Whew! That's really early.

3. Change the following from direct speech into indirect speech.

a) "Do you brush your teeth every day?" queried the dentist.

b) "Jan, you look happy today," remarked Mandla.

c) "It rained yesterday," complained Rashied.

Name: _____

Class: _____

Activity 8: Prefixes and suffixes

1. Choose an appropriate prefix from the table to change the word in brackets so it is correct and the sentence makes sense.

Prefix	Meaning	Prefix	Meaning
bi-	two/twice	equi-	equal
inter-	between	contra-	against

- a) We plan to play in the (_____schools) rugby festival.
- b) Philiso likes to (_____dict) his teacher.
- c) Khanya speaks Zulu and English. She is (_____lingual).
- d) The shop is (_____distant) between the house and school.

2. Choose an appropriate suffix from the table to form the different parts of speech in the brackets.

Suffix	Function – it forms:	Suffix	Function – it forms:
-ence	nouns (obedience)	-less	means <i>without</i> (endless)
-ment	nouns from verbs (refresh – refreshment)	-ly	adverbs (quick – quickly)
-fy	verbs (magnify)	-able	adjective (demonstrable)

- a) The meal was (taste_____). (form an adjective)
- b) The energetic child ran (swift_____). (form an adverb)
- c) They enjoyed the (entertain_____). (form a noun)
- d) The homework is (manage_____). (form an adjective)
- e) Our teacher went to a (confer_____). (form a noun)
- f) Eskom will (electri_____) all homes. (form a verb)

Name: _____

Class: _____

Activity 9: Past perfect tense

1. Complete these sentences by writing the verb in brackets in the past perfect tense. The first one has been done for you.

a) Before we studied the book I (read) had read it.

b) She (lived) _____ on the farm for eight years before she moved to town.

c) They (arrived) _____ at the match already when I got there.

d) We (knew) _____ in 2012 about the poaching.

e) Surely you (seen) _____ the news report about the bad roads before you drove there!

2. Rewrite the verbs in this dialogue. Decide whether to use the simple past tense or the past perfect tense.

James: I (speak) _____ to Anna once before I asked her on a date.

Joyce: I (meet) _____ her at a party last term before the exams started.

James: I (think) _____ of asking her to come on a picnic with my family.

Joyce: Your family is so cool. I (enjoy) _____ meeting them.

James: They (say) _____ that you are so friendly.

Joyce: Thank you. Now, back to your date! Anna (arrive) _____ at the tuck-shop before I saw her. Go there and ask her now.

Name: _____

Class: _____

Activity 10: Subject–verb agreement

1. Circle the correct form of the verbs and cross out the incorrect one.

- a) Everyone (knows /know) his name.
- b) There (goes/go) the cows.
- c) A tray of peaches (is/are) expensive.
- d) Each of the learners (has/have) to contribute.
- e) Here (comes/come) my parents.

2. Select the correct verb from the pairs to complete the sentences.

explore	make	write	perform	become
explores	makes	writes	performs	becomes

- a) The learners _____ a test every Monday.
- b) Thobeka _____ the character well.
- c) The archaeologists _____ the ruins.
- d) My father _____ curios
- e) Selwyn _____ anxious at test time.

3. Cross out the incorrect verb to correct the subject–verb agreement.

- a) He (depend/depends) on her.
- b) The teacher (give/gives) her good advice.
- c) The apples (is/are) on the table.
- d) They (live/lives) happily ever after.
- e) In the story, everyone (live/lives) happily ever after.

Name: _____

Class: _____

Activity 11: Simple past tense

1. Write down the simple past tense form of the verb in brackets.

a) The learners (write) _____ tests last Monday.

b) We (sing) _____ our school song.

c) The president (visit) _____ China.

d) He (run) _____ a good race.

e) My parents (buy) _____ a new car.

f) The wind (blows) _____ the sail.

g) Leroy's dad (teaches) _____ him how to drive.

h) The school committee (draws) _____ up a constitution.

2. Complete this diary entry in the past tense by rewriting the verbs in brackets.

I can't believe I (get) _____ that mark. I really (study) _____ hard. But I (do) _____ not think I would pass. When I (check) _____ with my friends, they also (say) _____ that algebra was a difficult section. Most of my friends also (pass) _____ the test, but some (fail) _____ although they (try) _____ hard. I (apply) _____ myself and (succeed) _____!

Name: _____

Class: _____

Activity 12: Idioms and proverbs

1. Match each idiom in the table with its meaning. Fill in the correct letter of the idiom in the box. The first one has been done for you.

Idioms		Meanings			
a) to be a bookworm	e) read between the lines		to work out the hidden meaning in something that is said or written		to work hard at something
b) food for thought	f) take a leaf out of someone's book		to copy someone's behaviour		to do homework or study
c) great minds think alike	g) jog someone's memory		to help someone remember something	a	to read all the time
d) hit the books	h) keep your nose to the grindstone		to have something to think about		to have two people having the same idea about something

2. Match each proverb in column A with its meaning in column B. Draw a line between the proverb and the correct meaning.

A: Proverb	B: Meaning
a) A picture is worth a thousand words.	Things sometimes look more different than they really are.
b) Practice makes perfect.	When two people co-operate with each other, they come up with better ideas.
c) You can't judge a book by its cover.	It is necessary to plan to prevent failure.
d) Two heads are better than one.	You have to practise a skill a lot to become good at it.
e) Failing to plan is planning to fail.	A picture tells a story just as well as a long descriptive text.

Name: _____

Class: _____

Activity 13: Active and passive voice

1. Rewrite the following sentences in the active voice.

Passive voice	Active voice
a) The instructions have been changed by the examiner.	_____ _____
b) At the meeting isiXhosa was being spoken by the parents.	_____ _____
c) Uniforms must be worn by the students.	_____ _____

2. Rewrite the following sentences in the passive voice.

Active voice	Passive voice
a) They build car engines in that factory.	_____ _____
b) The chairperson called the meeting to a close.	_____ _____
c) The researcher used three samples in the experiment.	_____ _____

Name: _____

Class: _____

Activity 14: Simple sentences

1. Write complete sentence or incomplete sentence next to each of the following sentences. The first one has been done for you.

a) The child walked home. complete sentence

b) In the big, blue room. _____

c) Do you like bananas? _____

d) A funny clown. _____

e) Suzie called the dog. _____

2. Rewrite each set of short simple sentences as one simple sentence.
The first one has been done for you.

a) There is a girl. The girl is little. There is a bike. The girl rides.

The little girl rides a bike.

b) There is a boy. There is a lake. The lake is in the mountains. The boy fell in. _____

c) There is a cat. The cat is fat. There is the sun. The cat lies.

Name: _____

Class: _____

Activity 15: Compound sentences

1. Label each sentence below as either a simple sentence (SS) or a compound sentence (CS).

a) I can take the train to Durban or I can go by bus. _____

b) Sandra loves travelling by train, so she took the train to Beaufort West.

c) My favourite city in the whole wide world is East London. _____

2. Tick the correct choice to complete the compound sentences below.

a) I wanted to go to the West Coast but ...

☐

I had no money.

☐

I had money.

☐

I went.

b) Miriam likes travelling by car but ...

☐

she owns a
car.

☐

she does not have a
driver's licence.

☐

she travels
every day.

3. Join the following simple sentences together to make a compound sentence. Choose from these conjunctions: *and, but, or*.

a) The team captain jumped for joy. [] The fans cheered.

b) Tom is brave. [] Tom is also foolish.

c) I don't know if Sizwe went to Kenya. [] He went to Tanzania.

Name: _____

Class: _____

Activity 16: Main and dependent clauses

1. Circle the verbs in the following sentences and write down how many main clauses are in each sentence.

a) The learners packed away their books and they left the classroom. _____

b) Noxolo went to Durban where she swam in the sea. _____

c) Every year we celebrate Workers' Day on 1 May. _____

d) Climate change is serious, so we need to study it. _____

e) The rhino is endangered by poachers who break the law. _____

2. In the sentences, underline the main clauses and draw brackets around the dependent clauses. The first one has been done for you.

a) I visited my friend (because she was sick).

b) Jack wanted to buy juice as he was thirsty.

c) Cindy didn't pay attention because she was laughing.

d) Everyone applauded after the performers had finished.

e) Jane stayed at home while her friends went to town.

Name: _____

Class: _____

Activity 17: Types of sentences

1. Decide if the following sentences are statements (*S*), commands (*C*), exclamations (*E*) or questions (*Q*).

a) Many tourists travel to South Africa in the summer. _____

b) Tomorrow is my birthday! _____

c) Have you ever visited Zimbabwe? _____

d) Open the window! _____

e) Please leave your bags outside. _____

2. Rewrite each sentence according to the instructions in brackets.
The first one has been done for you.

a) The homework is difficult. (Question) Is the homework difficult?

b) Are you good at Maths? (Change to a statement.)

c) Do you study hard? (Change to an exclamation.)

d) I want you to complete the essay. (Change to a command.)

e) The exam is two hours long. (Change to a question.)

Name: _____

Class: _____

Activity 18: Open and closed questions

1. Work out which of the questions can be answered *yes/no* and are therefore closed questions. Write the words *closed question* after these sentences.

a) Is your brother older than you? _____

b) When will Nxaba visit? _____

c) Did Roley train hard? _____

d) What do you think about littering? _____

e) Does Sam sing in the church choir? _____

2. Insert the correct *Wh-* questions to complete the open questions.

Who	When	What	Why	Where
-----	------	------	-----	-------

a) _____ were you born?

b) _____ school did you go to?

c) _____ do you want to study here?

d) _____ suggested you come to this FET college?

e) _____ will you get your exam results?

Name: _____

Class: _____

Activity 19: Literal and figurative language

1. Refer to the list of expressions. Draw a line between the expression and the correct context. The first one has been done for you.

Expression	Context
a) Back to square one	To have no understanding
b) Full of beans	To work hard
c) Cold feet	To start again
d) Burn the midnight oil	To lose courage
e) It's Greek to me	To be enthusiastic and energetic

2. Identify which meaning is literal (L) and which is figurative (F) in the following sentences.

a) The plane is ready to *take off*. _____

Please *take off* your coats and sit down. _____

b) I was *cut off* when I was on the phone. _____

Jack *cut off* a big piece of meat. _____

c) *Pick up* your pen. _____

I hope to *pick up* some study tips. _____

d) Amanda says I should *look out* the window. _____

Look out! That dog's going to bite you! _____

e) The can is *full of beans*. _____

The youngsters are *full of beans*. _____

Worksheet: English Term 2

Name: _____

Class: _____

Activity 1: Prepositions

1. Underline the prepositions in the sentences. Write whether they are prepositions of time (time) or prepositions of place (place).

a) Ayanda studies after school hours. _____

b) The learners moved inside the hall. _____

c) Sarah parks her bicycle after cycling home. _____

d) My pen falls between the bed and the desk. _____

2. Complete the paragraph with prepositions from the boxes.

before	across	towards	down	along
--------	--------	---------	------	-------

Walk _____ the bridge but don't look _____. Run your hand _____ the rail. _____ you get to the end, look _____ the trees.

3. Complete these sentences with appropriate time prepositions from the following list: *from, to, in, on, at*.

a) Our school day is _____ 8 p.m. _____ 2 p.m.

b) Reinette enjoys studying _____ school.

c) Mary was born _____ 28 December.

d) The bank closes _____ 3.30 p.m. on weekdays.

e) I study best _____ the morning.

Name: _____

Class: _____

Activity 2: Topic sentences and supporting sentences

1. Read the following paragraph and answer the questions on the next page. Each sentence has been numbered to help you.

[1] There are a number of reasons why rhinos in South Africa are being poached to extinction. [2] Firstly, people overseas believe that rhino horn can cure diseases, but this is a myth. [3] Secondly, poachers are paid lots of US dollars for rhino horn. [4] These are the main reasons for our rhinos becoming an endangered species, so we must do all we can to stop poaching.

a) How many sentences does the paragraph have? _____

b) Write down the number of the sentence that contains the main idea.

c) Write down the numbers of the two supporting sentences. _____

d) Write down the number of the concluding sentence. _____

2. The sentences in the following paragraph are written in the wrong order. Number the topic sentence (1), the first supporting sentence (2) and the second supporting sentence (3). The concluding sentence (4) has been numbered.

☐ Firstly, it has big windows so it is sunny and warm. ☐ I like my bedroom for many reasons. ☐ 4 That's why I'm always cheerful when I'm in my bedroom. ☐ Next, it has a bookshelf where I keep all my books and files.

3. Write out the sentences from question 2 in paragraph form and in the correct order.

4. Choose the best topic sentence from the list for the following paragraph. Write it in the space provided.

- Teaching is a challenge.
- There are many reasons why I like teaching.
- Teaching is a good career choice.

Topic sentence: _____

First of all, I love being in a classroom surrounded by children. Also, I enjoy teaching them to read and write. These are a few reasons why I am pleased that I am a teacher.

5. Choose the correct word from the list to complete each of the sentences below: *Firstly, There, Next, two, If*. The sentences are not in the correct order.

- a) _____, try to exercise every day.
- b) _____are _____important things you need to do for a healthy lifestyle.
- c) _____you follow these suggestions, you will be a healthy person.
- d) _____, follow a healthy diet.

Name: _____

Class: _____

Activity 3: Infinitives

1. Circle the infinitive in each of the following sentences.

- a) Paula likes to run to school every day.
- b) The students prepare to perform well.
- c) Anna chooses to give Ari some of her lunch.
- d) Siyanda wants to explain the situation.
- e) Gita tries to catch the ball.

2. Underline the infinitives in the following paragraph from a letter.

Dear Mrs Teko

I am writing to explain why my son was absent from school. He refuses to go to school because the other boys bully him. I want to discuss this matter with you so that he returns to class as soon as possible. My husband and I need to resolve this situation urgently. Please try to help me with this matter.

Name: _____

Class: _____

Activity 4: Finite verbs and auxiliary verbs

1. Circle the correct auxiliary verb in brackets.

- a) Paul (is/were) running to school today.
- b) We (is/are) training for the tournament.
- c) The students (has/have) received support.
- d) He (is/are/were) interested in debating.
- e) Paulina (have/has) prepared for the interview.

2. Underline the verbs and circle any auxiliary verbs in the following sentences. The first one has been done for you.

- a) Anthony is studying for his exam.
- b) Nkosi bought a new cellphone.
- c) The players were wearing new shirts.
- d) Janice polishes her school shoes.
- e) Our neighbours repaired their roof.
- f) The dogs are barking in the garden.
- g) I am class captain.
- h) We were studying for exams.

Name: _____

Class: _____

Activity 5: Simple future tense and future continuous tense

1. Use an auxiliary verb + *going to* + the base verb and rewrite the verbs in brackets below to change the sentences into the simple future tense. The first one has been done for you.

- a) I (go) am going to go to church later.
- b) She (phones) _____ Sinethemba.
- c) We (win) _____ next time.
- d) He (pays) _____ the fees.
- e) They (access) _____ email at break time.

2. Use *will* + auxiliary verb + present participle to complete the sentences in the future continuous tense. The first one has been done for you.

- a) We (move) will be moving into our new house soon.
- b) I (stay) _____ with my cousin this weekend.
- c) Tomorrow, we (celebrate) _____.
- d) She (have) _____ dinner.
- e) We (start) _____ our project next week.
- f) The teacher (mark) _____ our essays this week.
- g) Sarah (study) _____ this evening.

Name: _____

Class: _____

Activity 6: Adjectives

1. Circle the adjectives that describe the nouns in each sentence. Then draw an arrow from the circle to the noun. The first one has been done for you.

a) The red balloon floated up to the sky.

b) Leroy and Jenna walk up to the elderly man.

c) Maddie finds the tiny key to open the old suitcase lock.

d) The baby birds flew from their warm nest.

e) Musical Pat plays her favourite song on her repaired guitar.

2. Complete the following sentences with the correct comparative and superlative adjectives.

a) My puppy is (energetic) _____ than the old dog.

b) Jason and I bought new shoes. His shoes are (nice) _____
than mine.

c) The ships all have tall masts. That one has the (tall) _____ mast.

d) The soccer teams are good but this one is (good) _____ than
the others.

e) Tsipo is friendly but I think his sister is friendlier. My mother thinks
their older brother is the (friendly) _____.

3. Complete the following sentences using *this, that, these* and *those*.

Leroy is mad about cars. He says (a) _____ car here is the one he wants. According to him (b) _____ cars over there are not fuel-efficient. Personally, I think all (c) _____ cars close to us are too expensive. It's not necessary to pay so much money for a car.

(d) _____ days you need to be smart about money. As long as

(e) _____ car next to me is safe to drive I'd be happy to drive it.

4. Identify the types of adjectives that are underlined in the following advertisement.

The cost of water is going up! This (a) _____ important (b) _____ resource will become more expensive (c) _____

every year so now is the time to start saving money! Invest in a sturdy

(d) _____ rainwater drum and you will never look back. The first

(e) _____ thing to realise is that free rainwater can make a

difference to your water consumption. These (f) _____ days we need to take advantage of every saving that we can make. Our durable

(g) _____ rainwater drums can hold seventy (h) _____

litres and are available at all hardware stores.

Name: _____

Class: _____

Sample mid-year examination paper

Paper 2: Written

[Total: 30 marks]

[Time: 2 hours]

Instructions to learners:

- 1 Answer ALL the questions.
- 2 Start EACH section on a NEW page.
- 3 Number the answers correctly according to the numbering system used in this question paper
- 4 Pay special attention to spelling and sentence construction.

Section A: Comprehension

Question 1

Read the magazine article on pages 170–171 of the *Oxford Successful English* Grade 9 Learner's Book and answer the following questions.

Look at paragraph 1 and answer the questions that follow.

1.1 Copy the words in the article which tell you that young people often give in to peer pressure. (2)

1.2 How can you see that Nike is a brand name? (1)

Look at paragraph 2 and answer the question that follows.

1.3 Where did the migrant workers hold competitions every week? (1)

Look at paragraph 3 and answer the question that follows.

1.4 Why does the writer not criticise the *oSwenka*? (1)

Look at paragraph 4 and answer the questions that follow.

1.5 What does the writer say is “being a teenager” for modern youth?

Choose one of the options below.

A Labelling their clothes

B Being funny

C Having brand-named clothing (1)

1.6 Write down what you think the writer is suggesting in this sentence:

“... if they don’t have more unpleasant ways to get the money.” (1)

Look at paragraph 5 and answer the question that follows.

1.7 Who is also to blame for the youngsters’ behaviour? (1)

Look at paragraph 6 and answer the question that follows.

1.8 Explain what the proverb in this paragraph means. (1)

Look at the whole article and answer the question that follows.

1.9 What sort of a magazine do you think this article comes from?

Choose one of the options below.

A A general interest magazine like *Bona* or *Life and Living*

B A fashion magazine

C A gossip magazine (1) [10]

Total Section A: 10

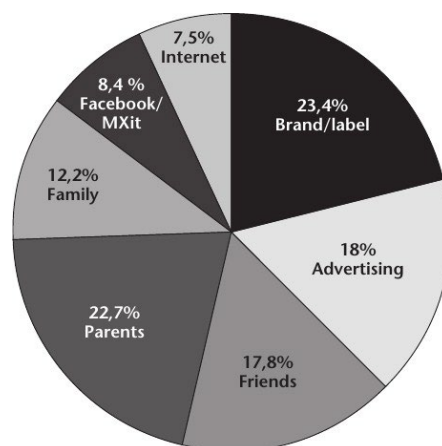
Section B: Language in context

Question 2

Look at this pie chart and read the caption below it. Answer the questions.

2.1 When students decide to buy something, which **one** thing influences them the most?

2.2 If you add together the percentages for parents and family, are these more or less influential than *advertising*?



Who influences students most?

(1)

2.3 Suggest why the Internet influences the students the least. (1) [3]

Question 3

Give the correct verb form of the verbs in brackets in the passage below.

Write down ONLY the question numbers (3.1 to 3.5) and your answers.

Nearly every week, the committee (3.1 discuss) the problem of fund raising. They recently (3.2 decide) that cake sales (3.3 be) a waste of time. So many mothers (3.4 bake) cakes that the committee never (3.5 manage) to sell them all! [5]

Question 4

Read this classified advertisement from a newspaper:

FOR SALE

As new, in box with charger and instruction booklet.
NOVO Cellphone XZ5. R250.
Contact George on 097 658 3251.

You decide you want to buy the cellphone, so you telephone George.

Complete the dialogue between you and George below. (Hint: Suggestions are given in brackets.)

GEORGE: Hello. George speaking.

YOU: (You want to know if the cellphone is still for sale.)

GEORGE: Yes, it is.

YOU: (You want to know if you can pay R100.)

GEORGE: No, I'm sorry. I must have R250.

YOU: (You want to know if he wants the full payment upfront.)

GEORGE: Pay me half now. I'll keep it for you. You can pay the rest at the end of the month.

YOU: (You agree to George's suggestion.) [4]

Question 5

Read these sentences taken from the dialogue in Question 4 and then complete the activity which follows each sentence.

5.1 "No, I'm sorry. I must have R250." Change this sentence into indirect speech. Begin with: *George said ...* (1)

5.2 "Pay me half now. I'll keep it for you. You can pay the rest at the end of the month." Use conjunctions to make these three sentences into one complex sentence. (1) [2]

Question 6

6.1 Which sentence below uses the words *ran over* figuratively?

Write only the letters A or B.

A She ran over the hill with me.

B She ran over the Science exam paper with me. (1) [1]

Total Section B: 15

Section C: Summary

Question 7

Read the passage below carefully. In NO MORE than 60 WORDS, list SEVEN things that you should NOT do when using the Internet.

How to protect yourself on the Internet

The Internet is a wonderfully useful tool, but it is also open to misuse and can even be a danger for young people. If you give out your name, home address and age there may be criminals who want to meet you and lead you into danger. It is also very stupid to give your banking details or, even worse, your PIN number, because thieves can steal your money or buy things on your account. It is not only details like this which are dangerous, it is also not a good idea to exchange photographs of yourself or your family with a stranger on the Internet. The photos that you get may be false and the ones you send may attract the wrong sort of person. Never, never, agree to meet somebody that contacts you on the Internet, and if you really feel you must do this, at least go and meet the person together with a trusted relative or friend. You should not believe messages that tell you that you have won lots of money or big prizes. You may find that you will have to pay in money before you can get the prize. When you use the Internet, remember that anything bad you say about anyone can be posted all over the world: do you really want everybody to know what you think of your principal? If you get attachments on your Internet messages, it is wiser not to open them as they may contain so-called "viruses" that can damage your computer.

Total Section C: $10 \div 2 = 5$

GRAND TOTAL: 30 marks

Paper 3: Written

[Total: 30 marks]

- Answer only ONE question from EACH section. Your teacher will instruct you to complete either Section B or Section C.
- Number the question you have chosen exactly as it appears on the question paper.
- Start the response to each question on a NEW page.

Section A: Extended writing (Essay)

Instructions to learners:

- Answer ONE question from this section.
- Your essay should be 210 to 250 words in length.
- Your essay must have a title. Supply one if no title has been given.

Question 1

Write a DESCRIPTIVE essay. Your title is: *The day the village celebrated.*

Question 2

Write a DESCRIPTIVE essay about the best gift you have ever received. It can be a thing like a new bicycle or something abstract like a piece of advice. Make up your own title.

Question 3

Write a NARRATIVE essay. Your title is: *The worst mistake I ever made.* The mistake could have been to follow somebody else's advice or to make friends with a person who was not worth it. Retell the story.

Total Section A: 20

Section B: Transactional texts

- Choose ONE of the following topics.
- Your answer should be 140 to 160 words in length.

Question 4

Write a personal diary for the past week. Remember to give days and dates as your headings for each day.

Question 5

Write a FORMAL letter to your local newspaper about the lack of entertainment facilities for young people in your area.

Total Section B: 10

Section C: Shorter transactional texts

- Choose ONE of the following topics.
- Your answer should be 140 to 160 words in length.

Question 6

Write a set of directions to explain to someone how to get from your classroom to the staff room. Make sure your directions are detailed enough to prevent the person from getting lost. Include at least eight different points to help this person find the staff room.

Question 7

Write an agenda for a meeting to discuss the upcoming school 'Community clean-up drive'. The purpose of the meeting is to decide on the focus of the clean-up drive and plan the resources that are needed. Also prepare a set of minutes that reflect the discussions of the meeting.

Total Section C: 10

GRAND TOTAL: 30 marks

Worksheet: English Term 3

Name: _____

Class: _____

Activity 1: Adjectival phrases

1. In each of the following sentences, circle the noun that the underlined adjectival phrase modifies.

- a) The girl in that picture plays club netball.
- b) Ralph enjoys articles about early space exploration.
- c) The hockey team from Kimberley played well.
- d) My friend Jerry reads books about renewable energy.
- e) The dog with the bone growled at me.

2. Underline the adjectival phrases in the following sentences.

- a) The contestant with the best voice won a prize.
- b) The music from the concert was very loud.
- c) She prefers television programmes with a romantic theme.
- d) My uncle in the overalls helped to fix my bike.
- e) The prefect from that school spoke to our head teacher.
- f) All the learners in that class study Accountancy.
- g) The minister gave a sermon about kindness and generosity.
- h) Lester wore his school blazer with a prefect's badge.

Name: _____

Class: _____

Activity 2: Adverbial phrases

1. Underline the adverbial phrases in the following sentences.

The first one has been done for you.

a) Sally worked from midnight to noon on her Science project.

b) He ate the food quickly and greedily.

c) Jimmy decided to relax on his bed.

d) Around the world, music appeals to people.

e) They searched throughout the building for the child.

f) Every day Daniel fishes under the bridge.

g) Anna walked through the woods during the rainstorm.

h) Gogo sat on the stoep in the morning sunshine.

2. In each of the following sentences, circle the verb that the underlined adverbial phrases modify. Then identify the adverbial phrase type.

a) Water from the ceiling dripped in the bucket. _____

b) The doctor removed the stitches with great skill. _____

c) The playful kitten crouched behind the tall grass. _____

d) Before studying, Royston visited his friends. _____

e) Baleka fishes with a rod and reel from the rocks. _____

Name: _____

Class: _____

Activity 3: Homonyms and homophones

1. Write down the meaning of the underlined homonyms.

a) Mary walked along the bank of the river.

Zone Bank is the richest bank in the city.

b) Tsego's dog will always bark at strangers.

The bark on the tree was rough.

c) That book is mine. _____

The mine was unsafe. _____

2. Underline the correct homophone to complete each sentence.

a) She held the (reigns/rains/reins) in her hand.

b) I hope the (weather/whether) is fine.

c) The building (site/sight) is huge.

d) It's a (waist/waste) of time.

e) They didn't (warn/worn) us of the danger.

f) Please (pour/pore/paw) me a drink of water.

Name: _____

Class: _____

Activity 4: Denotation and connotation

1. We can often work out the denotation or connotation of a word from the sentence that it is used in. Indicate whether the underlined words are denotations (*D*) or connotations (*C*).

- a) That red flower is so pretty. _____
- b) I am green with envy at your new watch. _____
- c) Our maths exam was a nightmare. _____
- d) Petrus is the backbone of his team. _____
- e) I like the shade of yellow you painted the room. _____

2. The following words are all related to the sense of smell and have different connotations. Write *P* next to the words that have positive connotations and *N* next to the words that have negative connotations.

stink _____

aroma _____

fragrance _____

smell _____

stench _____

odour _____

scent _____

Name: _____

Class: _____

Activity 5: Writing narrative paragraphs

1. The following sentences tell the story of a strange experience. The sentences are not in the correct order. Number the sentences as follows: introductory sentence (1), first supporting sentence (2), second supporting sentence (3), third supporting sentence (4) and concluding sentence (5).

☐ The egg cracked open. ☐ I decided to keep it warm for twelve days. ☐ One day I found an egg in a nest while climbing a tree. ☐ Out popped a baby dragon! ☐ First green wing appeared, followed by a green tail.

2. Write the story in Question 1 in paragraph form and in the correct order.

Name: _____

Class: _____

Activity 6: Writing descriptive paragraphs

1. Choose the best two adjectives from the boxes to describe each of the nouns listed below.

meaty	furry	creamy	vanilla
cuddly	juicy	freezing	icy

- a) ice cream _____ _____
- b) hamburgers _____ _____
- c) kitten _____ _____
- d) winter _____ _____

2. Make the following sentences more descriptive by adding suitable adjectives and adverbs in the spaces provided. Choose from the words in the table.

Words for 2.a)	Words for 2.b)
concerned kind hungry	exciting daily clever
generously thin	studious many

- a) The _____(adjective), _____(adjective) man feeds the
 _____(adjective) _____(adjective) dog _____
 (adverb of manner).

- b) The _____(adjective), _____(adjective) boy reads
 _____(adjective), _____(adjective) stories _____
 (adverb of time).

3. Read the notes in the table below which describe Mick and Pumla's looks, the clothes they like and their personalities.

	Looks/appearance	Clothes	Personality
Mick	very tall, well built, short brown hair, blue eyes	casual clothes, jeans, t-shirts, takkies	serious, quiet, gentle, very funny/sense of humour, kind
Pumla	medium height, slim, short dark hair, brown eyes	bright colours, jeans, simple tops	talkative, lively, outgoing, friendly

4. Read the paragraph below that describes Mick. The information is based on the notes in the table above.

Mick is very tall and well built, with short brown hair and blue eyes. He usually wears casual clothes. He likes wearing jeans, T-shirts and takkies. He is a serious person. He is quiet and gentle, but sometimes he's very funny. Everyone likes Mick because he is kind.

5. Write a paragraph of five sentences describing Pumla based on the notes in the table above and the example paragraph about Mick.

Name: _____

Class: _____

Activity 7: Writing interesting paragraphs

1. Select two of the most interesting adjectives and best adverbs from the table below to complete the descriptions that follow.

Adjectives	Adverbs
warm, favourite, cute, blue, crystal, tasty, fragrant, loyal, choppy, sweet, costly, dearest, furry, playful, closest, precious	mischievously, invitingly, tightly, temptingly, noisily, clumsily, invisibly, unavoidably, fast, hastily, loosely, sweetly, loudly

- a) the _____ sea twinkled _____
- b) a _____ kitten scurried _____
- c) my _____ friend hugged me _____
- d) the _____ glass fell _____
- e) her _____ jersey clung _____
- f) her _____ perfume drifted _____
- g) the _____ bacon sizzled _____

2. For each of the following sentences, underline the topic that is being described, circle the adjectives, place brackets around the adverbs and identify the sense/s being appealed to.

- a) The autumn leaves danced in the gusty breeze. _____
- b) The fragrant honeysuckle flowers sweetened the evening air. _____
- c) Softly and lightly, the wind gently caressed my hot skin. _____

d) I slowly sipped the ruby, rich strawberry cooldrink from the chilled glass. _____

e) The playful waves cheekily pounded my sandcastle. _____

3. Complete the paragraph by filling in interesting and vivid adjectives and adverbs from the table below.

Adjectives	Adverbs
gorgeous, lengthy, racing, mouse, track, deserted, heavy, rowdy, school, science, national, downcast	slowly, loudly, miserably, listlessly

Anda was feeling _____ as he dropped his _____ head into his hand. He sighed _____ and stared _____ out the window. It was a _____ day and he was alone in the _____ classroom. Anda put his _____ bag _____ onto his lap and opened his _____ textbook _____. It was going to be a _____ afternoon with no _____ training and preparing his _____ bicycle for the next _____ race. It was as quiet as a _____ in the classroom without his _____ friends.

Worksheet: English Term 4

Name: _____

Class: _____

Activity 1: Gerunds

1. Rewrite the words in brackets to make them into gerunds. Decide if the gerund is a subject (S) or an object (O). The first one has been done for you.

a) (Walk) Walking (S) in the morning is good exercise.

b) (Care) _____ (___) is an important quality in a person.

c) The volunteers helped with (read) _____. (___)

d) The most important task at school is to focus on (learn) _____. (___)

e) In summer they all enjoy (swim) _____. (___)

2. Circle the gerunds in the extract below.

Recycling is something Nomini Kieglaar knows about. Building is another. When she builds, Nomini adds shredded newspaper to concrete. She uses recycled plastic for roofing. Nomini's "green approach" is gaining popularity with people who are concerned about the environment. Nomini founded an organisation to share new ideas about wasting because she believes wasting must stop.

Name: _____

Class: _____

Activity 2: Revising paragraphs

1. Combine the simple sentences below with a suitable simple sentence from the box to form compound sentences. Insert suitable conjunctions from this list to join your new sentences: *as, because, and, so, however*. The first one has been done for you.

- I printed it in colour.
- He had to take it home again.
- He plays school soccer in winter.
- She wants to become a doctor.
- They impact on career choices.

a) Ayanda plays club soccer in summer, however he plays school soccer in winter.

b) Frieda studies hard for her exams

c) I typed my magazine article on the school computer

d) Subject choices are important

e) Rifiq's dog followed him to school

2. A learner wrote the paragraph below. Number the sentences so the paragraph is more logical. Identify the introductory sentence (I), supporting sentences (S1, S2 and S3) and concluding sentence (C) by writing I, S1, S2, S3 and C after the sentences. Rewrite the sentences in the correct order on the lines provided.

Secondly, it has a magnificent stadium, called Nelson Mandela Bay Stadium. (___) Port Elizabeth has many exciting tourist attractions. (___) Firstly, it is situated in Algoa Bay where sea lovers can scuba dive, swim and surf as well as see dolphins in the waves. (___) These exciting tourist attractions ensure Port Elizabeth is the chosen destination. (___) Then there are historical landmarks like the Bell Tower, City Hall and St George's Park. (___)

Name: _____

Class: _____

Activity 3: Editing paragraphs

1. The paragraph below is the revised draft of a paragraph on the topic: *Why I need to save money*. Read the different sentences and then correct the errors according to the requirements listed below.

(a) My old racing bicycle falls to peaces. (b) Its tires are worn and the chain keep on slipping. (c) Racing bikes costs a lot and I battled to save money. (d) I spend my money on sweets and air time. (e) If I wanted a new racing bicycle Ill have to strat saving seriously.

a) In sentence (a):

- correct a spelling error: _____
- rewrite the sentence in the present continuous tense:

b) In sentence (b):

- correct a spelling error: _____
- correct the subject-verb agreement: _____

c) In sentence (c):

- correct the subject-verb agreement: _____
- rewrite the sentence in the simple present tense:

d) In sentence (d):

- add a preposition: _____
- rewrite the sentence in the simple past tense:

e) In sentence (e):

- correct the apostrophe use: _____
- correct two spelling errors: _____

Name: _____

Class: _____

Sample end of year examination paper

Paper 2: Written

[Total: 30 marks]

[Time: 2 hours]

Instructions to learners:

- 1 Answer ALL the questions.
- 2 Start EACH section on a NEW page.
- 3 Number the answers according to the system used in the paper.
- 4 Pay special attention to spelling and sentence construction.

Section A: Comprehension

Question 1

Read the extract on pages 318–319 of the *Oxford Successful English* Grade 9 Learner's Book and answer the following questions.

- 1.1 Who is a "fashion slave"? (2)
- 1.2 Describe what a street vendor does for a living. (2)
- 1.3 Describe a lanyard in your own words. (2)
- 1.4 Explain the meaning of "taking the fashion scene by storm." (2)
- 1.5 Explain how lanyards originated. (2)
- 1.6 How can lanyards be considered as a marketing tool? (3)
- 1.7 Why did *Proplast* market the lanyard in South Africa? (2)
- 1.8 Explain the meaning of this sentence: "They are a brilliant way of getting exposure." (2)
- 1.9 Do you think that the title is appropriate in the context of the article? Justify your response. (3) [20 ÷ 2 = 10]

Total Section A: 10

Section B: Language in context

Question 2

Answer the following language questions based on the extract you read in Section A.

2.1 Identify a noun, a verb and an adjective in the sentence below.

If you're a fashion slave, you would find one to match every outfit. (3)

2.2 Write the following sentence in reported speech.

It's a lanyard and it's fast becoming a fashion accessory. (2)

2.3 Provide homophones for each of the following:

2.3.1 would (1)

2.3.2 worn (1)

2.3.3 by (1)

2.4 Identify one phrase and one clause in the sentence below.

Blue ones, yellow ones, pink ones; almost everyone has one, from the street vendor to the office executive. (2)

2.5 Rewrite the following sentence in direct speech.

Companies used them to advertise their products and they were also used at conferences, meetings and other events as a source of identification. (2)

2.6 Explain the figurative meaning of *Proplast keeps an eye on international trends.* (2)

2.7 Correct the error in concord in the sentence below.

One wears a lanyard around your neck. (2)

2.8 Explain the use of the apostrophe in: *It's a lanyard.* (2)

2.9 Provide a prefix for each of the following:

2.9.1 popular (1)

2.9.2 even (1)

2.10 Provide a suffix for each of the following:

2.10.1 continue (1)

2.10.2 match (1)

2.11 Write down the abbreviations for the following words:

2.11.1 identification (1)

2.11.2 years (1)

2.12 Provide one word for each of these phrases.

2.12.1 New fashion statement (1)

2.12.2 Here to stay (1)

2.13 Identify whether the following are examples of bias or stereotype.

2.13.1 All women love shopping. (1)

2.13.2 Poor people are dirty. (1)

2.13.3 Men are good drivers. (1)

2.14 Provide a synonym for the word *originate*. (1) [30 ÷ 2 = 15]

Total Section B: 15

Section C: Summary

Question 3

Read the article on page 323 of the *Oxford Successful English* Grade 9 Learner's Book. Summarise the article in NO MORE than 60 WORDS. The topic of your summary will be: *Cellphones today and tomorrow*.

- List at least SEVEN facts in full sentences.
- Number your sentences from 1 to 7. Write down ONE fact per sentence.
- Use your own words as far as possible.
- Indicate the number of words you have used in brackets at the end of your summary. Do not exceed the number of words required.

Total Section C: [10 ÷ 2 = 5]

GRAND TOTAL: 30 marks

Paper 3: Written

[Total: 30 marks]

[Time: 1 hour]

- Answer only ONE question from EACH section. Your teacher will instruct you to complete either Section B or Section C.
- Number the question you have chosen exactly as it appears on the question paper.
- Start the response to each question on a NEW page.

Section A: Extended writing (Essay)

Instructions to learners:

- Respond to only ONE of the following questions.
- Number the question you have chosen exactly as it appears on the question paper.
- Your essay should be 210 to 250 words in length.
- Your essay must have a title. Supply your own if none has been given.

Write an essay of approximately 210 to 250 words on one of the following topics.

Question 1

Those were the days

Question 2

The market

Question 3

It was a day I will never forget ...

Total Section A: 20

Section B: Transactional text

- Choose ONE of the following topics.
- Number the question you have chosen exactly as it appears on the question paper.
- Your answer should be 140 to 160 words in length.
- If you choose the letter, the address(es), salutation and ending must NOT be included in the required number of words.

Question 4: Letter

Write a letter of appreciation to your teacher for the assistance you received from him or her.

Question 5: Report

Write a report to the South African Police Service on an accident you witnessed.

Total Section B: 10

Section C: Shorter transactional text

- Your answer should be 90 to 100 words in length.

Question 6: Book review

Write a review of a book that you have enjoyed reading this year.

Total Section C: 10

GRAND TOTAL: 30 marks

How to develop assessment tools: rubrics and checklists

Rubrics

A rubric is a tool teachers use to assess a learner's performance on a specific task. It is presented in the form of a grid that clearly outlines the criteria used for assessment as well as different levels of performance per criterion.

Benefits of using a rubric

- A rubric helps learners to understand objectives. Developing rubrics with your learners will help them to understand the purpose and content and help them to prepare for the assessment.
- A rubric has a clear and standardised approach to assessment, which ensures that learners are assessed consistently and fairly.
- A rubric allows teachers to provide specific feedback to learners, highlighting areas of strength and areas for improvement.
- A rubric helps learners get a clear idea on how to improve their performance after assessment.
- A rubric allows learners to self-improve. Encourage learners to use the rubric before they hand in their work.
- A rubric is easy to use and can be easily adapted to meet changing needs.

Steps to creating a rubric

Step 1: Clearly define the purpose of the assessment. Use the assessment guidelines in the curriculum documents to determine what task/assignment the learners are required to complete.

Step 2: Define the criteria.

Use the objectives in the curriculum documents to consider what skills, knowledge or behaviours the assessment will evaluate. Make sure that:

- criteria can be observed and measured
- criteria are important to the task at hand
- each criteria assesses a single aspect of the task.

Each criteria contains levels of performance. When creating these, consider:

- what will constitute outstanding achievement
- how will you define moderate or adequate achievement
- how would you define work that falls below expectations.

Ask yourself: Are there key criteria points that should carry a greater weight than others?

Step 3: Design a rating scale that clearly defines the levels of performance.

Check your mark allocation to ensure that your rubric falls in line with curriculum expectations.

Make sure you use language and terminology that the learner is familiar with so that they have a clear understanding of what is required of them.

Provide a scale of achievement that can assess the learners' overall competency in completing the task. For example, you can provide an overall mark according to the seven-point rating code or scale of achievement:

Rating code	Description of Competence	Percentage
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

Step 4: Write descriptions of expected performance at each level of the rating scale.

Describe observable and measurable behaviour and use parallel language across the scale. Indicate the degree to which the standards are met. Ensure that learners understand the expectations before and during the assessment.

Step 5: Create the rubric.

For ease of use, keep it to one page. Ask your colleagues for feedback and consider testing it before you use it for assessment. After you use the rubric, consider how effective it was and make any necessary revisions.

Exemplar:

Writes paragraphs – descriptions of people using a frame						
	1 mark	1 mark	1 mark	1 mark	1 mark	Total for Criteria 5 marks
Uses Writing Process	Clear evidence of a plan	Edits to word choice	Edits to sentence structure	First draft has been revised	Neat final copy submitted	
Structure	Sticks to the topic	Provides physical description	Provides personality description	Captures readers' interest	Appropriate tone	
Punctuation and Vocabulary	Displays correct punctuation	Uses a variety of adjectives	Uses a variety of traits	Displays a good range of vocabulary	Minimal spelling errors	
Language Structures & Conventions	Well-structured paragraphs	Correct use of tenses	Some evidence of figurative language	Varied use of linking words	Varied sentence length	
Total						____ / 20

Checklists

A checklist is a simple assessment tool that provides a list of items or criteria to be checked off. It differs from a rubric in that it provides learners with the criteria of the requirements of an assignment rather than a means of assessing acquired knowledge. A checklist can be used solely by you as a teacher, or you can give your learners a checklist that they can refer to in order to make sure that they have included the required components for a task.

Checklists usually consist of a number of statements that refer to specific criteria and where the answer will be, for example, “Yes” or “No”, or “Achieved”, “Not yet” or “Almost”.

Benefits of using a checklist

- A checklist ensures that all relevant criteria are assessed and evaluated.
- A checklist helps to ensure consistent assessment of specified criteria.
- A checklist can be used by learners as a self-assessment tool.
- A checklist identifies learning needs in a clear and simple way.
- A checklist is easy to create and use and provides an uncomplicated guide for assessment.

Steps to create a checklist

Step 1: Define the purpose and what you want to assess.

This could be specific skills or a general assessment.

Step 2: Identify the criteria.

What specific elements or content will be assessed?

Step 3: Create your checklist.

Check that it contains everything you want to assess.

Exemplar:

Reading aloud:

Reading should assess learners’ understanding of what they read, not just their ability to recognise or decode words.

Reads aloud – Prepared Text			
	Yes 2	Partially 1	No 0
Demonstrates preparation and practice			
Reads with fluency (has the ability to read easily and accurately)			
Pronounces words clearly			
Adjusts reading according to punctuation and language conventions and structures			
Reads with expression and originality			
Total	____ / 10		

Intervention strategies

Baseline assessment and intervention strategies

Some learners may experience academic backlogs for various reasons, including the impact on learning due to the COVID-19 pandemic, underlying learning barriers or special education needs such as visual or hearing impairments or intellectual barriers. Baseline assessment will help you identify learners that may be experiencing these barriers.

Analysing baseline assessment questions will provide insight into learners' current knowledge and skills regarding certain topics, as well as their preparedness for the work ahead. The results of baseline assessments can help to identify the areas where learners require support and/or intervention.

Learners may require support and/or intervention for the following reasons:

- barriers to learning
- class size
- reading comprehension (the ability to understand what they have read).

Barriers to learning

Some learners may face barriers to learning. It is important to accommodate learners with barriers to learning to ensure that our classrooms remain inclusive. These learners may require and should be granted more time for completing tasks, acquiring thinking skills (own strategies), and completing assessment activities. Adapt the number of activities to be completed without interfering with learners gaining the required skills. Learners experiencing barriers to learning can also be paired with others who may be able to support them.

Class size

- Peer tutoring can be an effective intervention method when class size is problematic.
- Quieter learners often struggle in a large class, as they tend not to ask questions. Organising learners into groups or pairs can help to create a more inclusive and enabling learning environment.
- Ensure that groups are made up of learners with varying ability, so that learners who may be struggling are supported by their peers.
- Peer assessment can also be used successfully during informal assessment and allows you to gauge learners' understanding in a less intimidating manner than a formal test or assignment.
- The following strategies can be used in a large class:
 - *Thumbs up/thumbs down:* Check understanding by a show of thumbs. Thumbs up indicate that learners have understood; thumbs down show that they have not understood; thumbs sideways could show that they are not sure.

- *Response boards:* These are small chalkboards or whiteboards where learners record their response to a question. When you say “Show your answers” they all hold up the board. This way you can quickly see who is struggling.
- *Show fingers 1-2-3:* Ask learners to show fingers to indicate if they understand activity instructions before working in a group. 1 = I do not understand; 2 = I sort of understand but I need some help; 3 = I understand completely.

Reading comprehension

- Support learners by giving them pre-reading questions and post-reading strategies to organise what they have learnt. Pre-reading questions could include asking the learners what they already know about the topic. Teach learners to summarise the content into bullet points and make use of mind maps. This requires the learners to rewrite the content in their own words.
- Write difficult terminology on the board and give simple explanations.
- Diagrams can be very useful to explain concepts in a way that learners can visualise the situation.

General teaching intervention strategies

Teach from the learner’s point of view

- Put yourself in the learner’s position: If you were the learner, what would you like the teacher to explain or show you that you could not learn previously?
- Remember that learners might still have emotional issues related to the COVID-19 pandemic, which you may need to address.

Reteach topic(s) for which learners achieved low scores (closing the gap)

- Focus on concepts, and not only on factual content. Then use illustrations to support learners’ understanding and avoid superficial rote learning. The more “real-life” examples used, the easier it will be for the learners to conceptualise the topic.
- Make the structure of your lessons and teaching materials clear: State specific, achievable goals, provide graphic organisers to link parts of the lesson and give frequent summaries of sections of the lesson. A graphic organiser can be any visual representation of content that gives an immediate overview of main points.
- Refer frequently to your progress in terms of the lesson structure. This will help learners to develop an overall and cohesive (holistic) grasp of the content.
- Skills, knowledge and concepts run like threads through the previous grades. Explain these threads to learners, as you begin teaching a new topic or module – it will help learners to link the new content to what they already know.

Metacognition

Metacognition is the ability to understand our own thought processes. It is essential that metacognition takes place during lessons.

Learners retain information best when they can visualise situations. Visual aids, such as flash cards and mind maps, and practical work can aid with developing metacognition, or getting learners to think about and understand their own thought processes. After completing practical tasks, give learners sentence starters to complete. For example: I learnt ...; I wonder ...; I still want to know ...; I still don't understand ...; I still have a question about

Retaining information

- Flash cards and mind maps can be useful tools to help learners memorise facts.
- Encourage learners to break down content into more manageable sections. They can then create a mind map for each sub-topic. Tables can also help learners summarise content into more manageable sections.
- A mnemonic is a word, sentence or poem that helps you remember something. Mnemonics help learners to memorise content. Use the first letter of each word to create a sentence that the learners can memorise easily. For example, a mnemonic such as “**Eat An Apple As A Nice Snack**” can help learners to memorise the names of the continents: **E**urope, **A**sia, **A**frica, **A**ustralia, **A**ntarctica, **N**orth America, **S**outh America.

Develop presentation skills

Many learners find it challenging to speak in front of the class, but this improves with practice. Encourage learners to answer questions in class and take part in class discussions by using one or more of the following strategies:

- *Use the think-pair-share method:* Posing a question and giving learners a short time to think about it, followed by discussion with a partner and then sharing with others. Learners who are shy will find it easier to share ideas with a partner first.
- *Tell-check-say:* A learner tells the answer to a friend, together they check if the answer is correct by referring to the textbook, and then the first learner says the answer out loud to the class or writes it down.
- *Target basic and then more advanced questions to specific learners based on their readiness to answer them:* A good strategy is to first ask the question to the whole class. This ensures that everyone thinks about it. Then, ask a specific learner the question.
- *Keywords on cards:* These can be used to help the learner remember their presentation. Eye contact is essential, so emphasise to learners that they should not read their presentation.

Interventions for learners with special education needs

- Special educational needs may include visual or hearing impairments or intellectual barriers. Do not form an opinion about a learner too early. This could lead to an inaccurate assessment of a learner's barrier, or an inaccurate assessment of the existence of a barrier (when in fact there may not be one). If the barrier is obvious after the first term and becomes a serious obstacle to the learner, seek professional help from the district office.

Immediate steps could include: observing the learner inside and outside of the classroom, contacting the learner's previous teachers and consulting learner progress reports to understand their needs.

Notes: _____

[illegible]

Notes: _____

[illegible]

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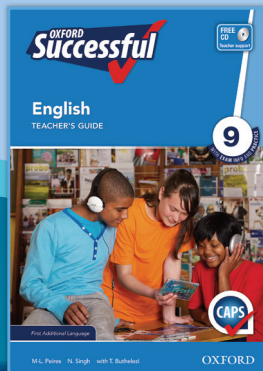
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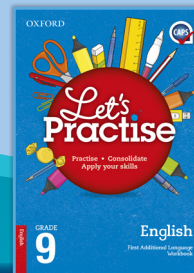
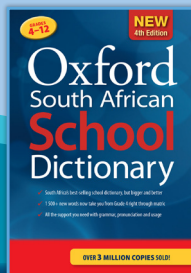
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