

Grade 8 English Home Language Worksheet

Listening Skills and conversation - "Oh my word..."

Divide into groups of five. Choose one member of the group to read a short talk to the rest of the group. During the talk, you will be expected to:

1. Listen actively and carefully for specific information and main ideas.

At the end of the talk, you will be expected to:

2. Respond appropriately,
for example:
 - 2.1. Reflect on opinions
 - 2.2 Ask searching questions
 - 2.3 Challenge where necessary.

You will be assessed according to the rubric provided. If you are the reader of the talk, you do not have to support what has been written, but you are expected to participate in the group discussion.

Text

This text will be given to one member of the group to read to the rest. This member of the group is also expected to participate in the group discussion.

"Oh my word! Where did you get those stunning shoes from?"

"Gucci. It's my favourite shop."

"Really? It's mine, too."

A new friendship has been formed. It takes seconds to know whether you are compatible with someone.

Have you noticed how people who act in the same manner, do the same things, or even speak the very same way, are friends? We all like being friends with people with whom we have something in common, so you actually have something to speak about.

However, is it very healthy to be friends only with people who are like you? Shouldn't we learn to be friends with people who aren't like us? We'll learn more about each other and remove ourselves from our usual clichéd lives, won't we?

Rubric to assess Listening: Home Language

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LO1	CODE 7	CODE 6	CODE 5	CODE 4	CODE 3	CODE 2	CODE 1
Listens for a variety of reasons	(Outstanding) 8-10	(Meritorious) 7	(Substantial) 6	(Adequate) 5	(Moderate) 4	(Elementary) 3	(Not achieved) 0-2
Listens attentively to oral texts for information	Interprets and evaluates the purpose and message thoroughly and with insight Easily distinguishes between facts and opinions Thoroughly understands complex instructions directions and procedures Accurately identifies main and supporting ideas Makes coherent	Interprets and evaluates the purpose and message very well and with insight Distinguishes between facts and opinions Understands most instructions and procedures well Accurately identifies main and supporting ideas in most cases Makes mainly coherent notes and	Identifies the purpose and message and gives an accurate interpretation Distinguishes between facts and opinions in almost all cases. Understands most instructions directions and procedures correctly Identifies some main and supporting ideas with accuracy Makes fairly coherent	Identifies the purpose and message and gives a fairly accurate interpretation Distinguishes between facts and opinions in most cases Understands most instructions directions and procedures fairly correctly Identifies some main and supporting ideas fairly accurately Makes fairly	Adequately identifies the purpose but cannot fully interpret message Distinguishes between obvious facts and opinions Understands most instructions directions and procedures but has difficulty with information overload Identifies main ideas, but not always supporti	Seldom able to identify or interpret message or purpose Finds it difficult to distinguish between facts and opinions Does not always understand instructions directions and procedures and can barely interpret information Identifies a main idea, but not supporti	Hardly able to interpret message or identify purpose Hardly ever able to distinguish between facts and opinions Barely understands instructions directions and procedures Seldom, if ever able to identify main ideas Unable to make notes or summarise informati

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	notes and summary Gives insightful interpretation of explicit and implicit meaning Interprets distortion of meaning by deliberate inclusion or exclusion of information	summary Gives sound interpretation of explicit and implicit meaning Mostly aware of deliberate distortion of information	notes and captures the most important details Reasonable interpretation of explicit and implicit meaning Shows a good awareness of deliberate distortion of meaning	coherent notes but does not capture the most important details Fairly reasonable interpretation of explicit and implicit meaning Reasonably aware of deliberate distortion of meaning	ng ideas Notes contain only basic information and summary is incomplete Explicit meaning interpreted but not implicit meaning Shows some awareness of distortion of information	ng ideas Notes are incoherent and summary is incomplete because of lack of information Unable to distinguish between explicit and implicit meaning Seldom aware of any distortion of information	on Unable to interpret information for meaning Unable to recognize distortion of information
Listens attentively to oral texts in order to evaluate	Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping with insight Excellent,	Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping very well	Good interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping	Reasonably accurate interpretation of persuasive, emotive and manipulative language, bias, prejudice and	Able to interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping but often	Seldom able to identify persuasive, emotive and manipulative language, bias, prejudice or stereotyping and	Not able to respond to persuasive, emotive and manipulative language, bias, prejudice or stereotyping

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	thorough interpretation of intonation, voice, tone, pace, stress and language use Responds successfully and comprehensively to style, tone and register Thorough, confident evaluation of language forms such as humorous elements	Sound interpretation of elements used in oral presentation such as intonation, voice, tone, pace, stress and language use Responds well to style, tone and register Very good evaluation of language forms such as humorous elements	Good interpretation of intonation, voice, tone, pace, stress and language use Responds well to style, tone and register. May show slight lapses in evaluation Good evaluation of language forms such as humorous elements	stereotyping Reasonable interpretation of intonation, voice, tone, pace, stress and language use Responds reasonably well to style, tone and register but evaluates very superficially Reasonable evaluation of language forms such as humorous elements	makes mistakes Moderate awareness of intonation, voice, tone, pace, stress and language use Responds adequately to style, tone and register Adequate evaluation of only elementary forms such as humour	makes many mistakes Inadequate awareness of intonation, voice, tone, pace, stress and language use Struggles to respond to style, tone and register Evaluates only very elementary forms such as humour	ping Almost no response to intonation, voice, tone, pace, stress and language use employed to communicate meaning Almost no response to style, tone and register, no evaluation Shows very little knowledge of any language forms such as humour
Critical listening to oral texts	Thorough understanding of the logical sequence of information	Very good understanding of logical sequence of information	Shows a good understanding of logical sequence of information	Shows reasonable understanding of logical sequence of information	Shows adequate understanding of logical sequence of information	Has difficulty following the logical sequence of the oral text	Can scarcely follow the logical sequence of the oral text

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	Makes insightful inferences and judgements and supports with convincing evidence. Makes insightful assumptions and predicts consequences thoroughly and accurately. Exceptional critical response to language use, word choice, format and pronunciation.	on Makes good inferences and judgements and largely supports with convincing evidence. Makes good assumptions and predicts consequences very accurately. Very good critical response to language use, word choice, format and pronunciation.	on Quite capable of making inferences and judgements and with supporting evidence. Makes reasonable assumptions and predicts consequences accurately. Good critical response to language use, word choice, format and pronunciation.	information Reasonably capable of making inferences and judgements and with supporting evidence. Makes mostly reasonable assumptions and predicts consequences fairly accurately. Reasonably critical response to language use, word choice, format and pronunciation.	on Makes moderately acceptable judgements and inferences, but with limited supporting evidence. Makes adequate assumptions and sometimes predicts consequences accurately. Responds fairly critically to language use, word choice, format and pronunciation.	Judgements and inferences very unconvincing and without supporting evidence. Makes mostly inaccurate assumptions and predictions. Responds correctly only on isolated occasions to language use, word choice, format and pronunciation.	Can hardly make judgements or inferences. Can scarcely make assumptions or predict consequences. Clumsy, vague response to language use, word choice, format and pronunciation.
Social listening/ listening for	Responds excellently and with	Responds very well in a range of	Responds well in most communi	Responds reasonably well in	Responds adequately in	Finds it difficult to follow most	Scarcely functions in a communi

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enjoyment and comprehension	insight in a range of communication situations Uses appropriate turn-taking conventions meaningfully and effectively in conversations Asks very good, functional questions to sustain fluent communication Responds effectively at all times through language, gestures, eye contact and body language Sensitively demonstrates understanding	communication situations Uses appropriate turn-taking conventions meaningfully and effectively in conversations Asks good questions to sustain fairly fluent communication Responds effectively to language, gestures, eye contact and body language Shows a good understanding of the relationship between language	communication situations Uses turn-taking conventions meaningfully and effectively in conversations Asks good questions to sustain fairly fluent communication Responds effectively to language, gestures, eye contact and body language Shows a good understanding of the relationship between language	most communication situations Uses turn-taking conventions fairly meaningfully and effectively in conversations Asks sufficient questions to sustain fairly fluent communication Responds well to most language, gestures, eye contact and body language Shows a reasonable understanding of the relationship between	most communication situations Uses turn-taking conventions in conversations fairly meaningfully but not always appropriately Asks sufficient questions but not always able to sustain fluent communication Responds sufficiently in some cases to language, gestures, eye contact and body language Shows sufficient	communication situations Seldom uses turn-taking conventions in conversations Seldom asks questions and struggles to maintain a conversation Limited response in terms of language, gestures, eye contact and body language Shows inadequate understanding of the sensitive relationship between language	communication situations Uses very few turn-taking conventions in conversations Barely asks questions and does not contribute to conversation Barely responds to language, gestures, eye contact and body language Shows very limited understanding of the relationship between language and culture by being insensitive
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	ding between language and culture by showing respect for different cultural conventio ns at all times	relations hip between language and culture by showing respect for different cultural conventi ons	and culture by showing respect for different cultural conventi ons	language and culture by showing some respect for different cultural conventi ons	understa nding of the sensitive relations hip between language and culture by showing some respect for different cultural conventi ons	and culture by showing respect for some cultural conventi ons some of the time	
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Suggested Solutions

Use the rubric in the Appendix of Assessment Tools to assess each group.

Appendix of Assessment Tools

If a learner does not participate at all, you would look at Code 1:

CODE 1
(Not achieved) 0-2
<p>Hardly able to interpret message or identify purpose</p> <p>Hardly ever able to distinguish between facts and opinions</p> <p>Barely understands instructions, directions and procedures</p> <p>Seldom, if ever, able to identify main ideas</p> <p>Unable to make notes or summarise information</p> <p>Unable to interpret information for meaning</p> <p>Unable to recognise distortion of information</p>
<p>Not able to respond to persuasive, emotive and manipulative language, bias, prejudice or stereotyping</p> <p>Almost no response to intonation, voice, tone, pace, stress and language use employed to communicate meaning</p> <p>Almost no response to style, tone and register; no evaluation</p> <p>Shows very little knowledge of any language forms such as humour</p>

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Can scarcely follow the logical sequence of the oral text Can hardly make judgements or inferences Can scarcely make assumptions or predict consequences Clumsy, vague response to language use, word choice, format and pronunciation
Scarcely functions in a communication situation Uses very few turn-taking conventions in conversations Barely asks questions and does not contribute to conversation Barely responds to language, gestures, eye contact and body language Shows very limited understanding of the relationship between language and culture by being insensitive

Such a learner may be more comfortable in a pair rather than a bigger group, and you might think of moving her for the next discussion.

Look to see whether or not the learners understand the discussion points. A Code 1–2 student is also one who does not understand what is required.

What are you looking for in an average student?

CODE 4	CODE 3
(Adequate) 5	(Moderate) 4
Identifies the purpose and message and gives a fairly accurate interpretation Distinguishes between facts and opinions in most cases Understands most instructions, directions and procedures fairly correctly Identifies some main and supporting ideas fairly accurately Makes fairly coherent notes, but does not capture the most important details Fairly reasonable interpretation of explicit and implicit meanings Reasonably aware of deliberate distortion of meaning	Adequately identifies the purpose but cannot fully interpret message Distinguishes between obvious facts and opinions Understands most instructions, directions and procedures but has difficulty with information-overload Identifies main ideas, but not always supporting ideas Notes contain only basic information and summary is incomplete Explicit meaning interpreted but not implicit meaning Shows some awareness of distortion of information
Reasonably accurate interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping Reasonable interpretation of intonation, voice, tone, pace, stress and language use Responds reasonably well to style, tone and register, but evaluates very superficially Reasonable evaluation of language forms	Able to interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping but often makes mistakes Moderate awareness of intonation, voice, tone, pace, stress and language use Responds adequately to style tone and register Adequate evaluation of only elementary

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such as humorous elements	forms such as humour
Shows reasonable understanding of logical sequence of information Reasonably capable of making inferences and judgements with supporting evidence Makes mostly reasonable assumptions and predicts consequences fairly accurately Reasonably critical response to language use, word choice, format and pronunciation	Shows adequate understanding of logical sequence of information Makes moderately acceptable judgements and inferences, but with limited supporting evidence Makes adequate assumptions and sometimes predicts consequences accurately Responds fairly critically to language use, word choice, format and pronunciation
Responds reasonably well in most communication situations Uses turn-taking conventions fairly meaningfully and effectively in conversations Asks sufficient questions to sustain fairly fluent communication Responds well to most language, gestures, eye contact and body language Shows a reasonable understanding of the relationship between language and culture by showing some respect for different cultural conventions	Responds adequately in most communication situations Uses turn-taking conventions in conversations fairly meaningfully but not always appropriately Asks sufficient questions but not always able to sustain fluent communication Responds sufficiently in some cases to language, gestures, eye contact and body language Shows sufficient understanding of the sensitive relationship between language and culture by showing some respect for different cultural conventions

This is the learner who can listen and offer some opinions. This learner does not shout down others, but may repeat his point of view and want everyone else to accept it. This learner can become annoyed with the other members of the group, but can still sustain a conversation.

The excellent learner:

CODE 7	CODE 6
(Outstanding) 8–10	(Meritorious) 7
Interprets and evaluates the purpose and message thoroughly and with insight Easily distinguishes between facts and opinions Thoroughly understands complex instructions directions and procedures Accurately identifies main and supporting ideas Makes coherent notes and summary Gives insightful interpretation of explicit and	Interprets and evaluates the purpose and message very well and with insight Distinguishes between facts and opinions Understands most instructions, directions and procedures well Accurately identifies main and supporting ideas in most cases Makes mainly coherent notes and summary Gives sound interpretation of explicit and implicit meaning

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<p>implicit meanings</p> <p>Interprets distortion of meaning by deliberate inclusion or exclusion of information</p>	<p>Mostly aware of deliberate distortion of information</p>
<p>Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping with insight</p> <p>Excellent, thorough interpretation of intonation, voice, tone, pace, stress and language use</p> <p>Responds successfully and comprehensively to style, tone and register</p> <p>Thorough, confident evaluation of language forms such as humorous elements</p>	<p>Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping very well</p> <p>Sound interpretation of elements used in oral presentation such as intonation, voice, tone, pace, stress and language use</p> <p>Responds well to style, tone and register</p> <p>Very good evaluation of language forms such as humorous elements</p>
<p>Thorough understanding of the logical sequence of information</p> <p>Makes insightful inferences and judgements and supports with convincing evidence</p> <p>Makes insightful assumptions and predicts consequences thoroughly and accurately</p> <p>Exceptional critical response to language use, word choice, format and pronunciation</p>	<p>Very good understanding of logical sequence of information</p> <p>Makes good inferences and judgements and largely supports with convincing evidence</p> <p>Makes good assumptions and predicts consequences very accurately</p> <p>Very good critical response to language use, word choice, format and pronunciation</p>
<p>Responds excellently and with insight in a range of communication situations</p> <p>Uses appropriate turn-taking conventions meaningfully and exceptionally effectively in conversations</p> <p>Asks meaningful, functional questions to sustain fluent communication</p> <p>Responds effectively at all times through language, gestures, eye contact and body language</p> <p>Sensitively demonstrates understanding between language and culture by showing respect for different cultural conventions at all times</p>	<p>Responds very well in a range of communication situations</p> <p>Uses appropriate turn-taking conventions meaningfully and effectively in conversations</p> <p>Asks very good, functional questions to sustain fluent communication</p> <p>Responds effectively and well through language, gestures, eye contact and body language</p> <p>Demonstrates real awareness of sensitive relationship between language and culture by showing respect for different cultural conventions</p>