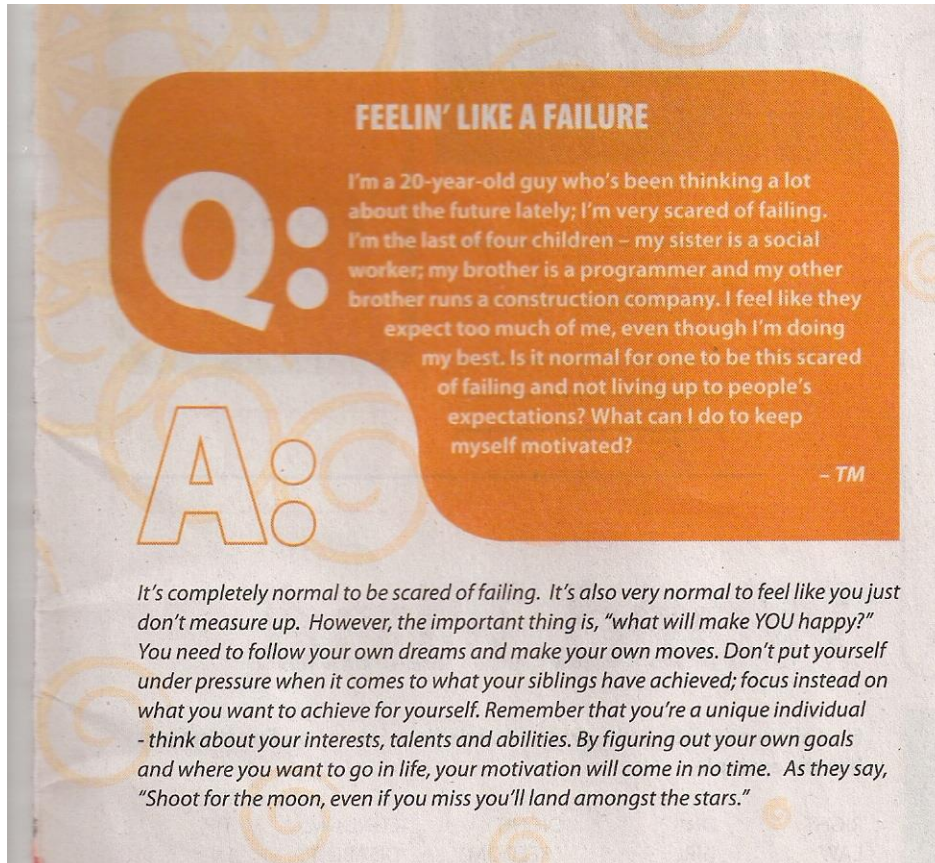


Grade 8 English First Additional Language Worksheet

Reading comprehension - "Feeling like a failure"

Read the following letter and then answer the questions:



FEELIN' LIKE A FAILURE

Q: I'm a 20-year-old guy who's been thinking a lot about the future lately; I'm very scared of failing. I'm the last of four children – my sister is a social worker; my brother is a programmer and my other brother runs a construction company. I feel like they expect too much of me, even though I'm doing my best. Is it normal for one to be this scared of failing and not living up to people's expectations? What can I do to keep myself motivated?

A: It's completely normal to be scared of failing. It's also very normal to feel like you just don't measure up. However, the important thing is, "what will make YOU happy?" You need to follow your own dreams and make your own moves. Don't put yourself under pressure when it comes to what your siblings have achieved; focus instead on what you want to achieve for yourself. Remember that you're a unique individual – think about your interests, talents and abilities. By figuring out your own goals and where you want to go in life, your motivation will come in no time. As they say, "Shoot for the moon, even if you miss you'll land amongst the stars."

– TM

- 1.1 Why has TM written to the advice column? (2)
- 1.2 What has made him feel so depressed? (2)
- 2.1 What advice does the editor give TM about his brothers and sisters? (2)
- 2.2 What advice does the editor give about how to be motivated? (2)
- 2.3 Give your opinion of the two pieces of advice that the editor gives. Do you think this advice is good? Why/Why not? (2)
- 2.4 What other advice would you give TM? (2)
3. Have you ever felt a failure? Describe how you felt or, if you have never felt like this, explain why. Write a paragraph of 80–100 words. (10)

Grade 8 English First Additional Language Worksheet

Your paragraph will be assessed against the following rubric:

Rubric for assessing a paragraph: Second Additional Language (40 marks ÷ 4 = 10)

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
Content & planning 28 marks	<u>22½-28</u> -Content shows impressive understanding of topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a presentable paragraph.	<u>20-22</u> -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. -Planning &/or drafting has produced a fairly presentable paragraph.	<u>17-19½</u> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. -Planning &/or drafting has produced a reasonably presentable paragraph.	<u>14-16½</u> -Content shows an adequate interpretation of topic. -Ideas ordinary, lacking depth. -Planning &/or drafting has produced an acceptably presentable paragraph for SAL.	<u>11½-13½</u> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. -Planning &/or drafting has produced a moderately presentable & coherent paragraph for SAL.	<u>8½-11</u> -Content not always clear, lacks coherence. -Very few ideas, often repetitive. -Inadequate evidence of planning/drafting. Paragraph not well presented.	<u>0-8</u> -Content irrelevant. No coherence. -Ideas muddled, confused. -Non-existent planning/drafting. Poorly presented paragraph.
Language, style & editing 7 marks	<u>6-7</u> -Evidence of critical language awareness. -Language, punctuation thoroughly controlled. -Uses appropriate figurative language. -Choice of words is all appropriate. -Style accurately reflects topic through choice of words. -Largely error-free following proof-reading & editing.	<u>5-5½</u> -Some critical language awareness. -Language, punctuation reasonably controlled; able to use appropriate figurative language. -Choice of words mostly appropriate. -Style appropriately reflects topic through choice of words. -Error-free to an extent following proof-reading, editing.	<u>4½</u> -Limited critical language awareness. -Language & punctuation mostly correct. -Choice of words fairly limited but suited to text. -Style reasonably appropriate & suits topic requirements. -Reasonably error-free following proof-reading, editing.	<u>3½-4</u> -Some awareness of impact of language. -Language somewhat simplistic, punctuation adequate. -Choice of words somewhat limited but adequately suited to topic. -Style somewhat consistent with topic requirements. -Still contains errors following proof-reading, editing.	<u>3</u> -Language limited & punctuation often inaccurately used. -Choice of words basic & limited. -Style lacking in coherence & not suited to topic. -Contains several errors following proof-reading, editing.	<u>2½</u> -Language & punctuation flawed. -Choice of words very limited. -Style does not correspond with topic. -Error-ridden despite proof-reading, editing.	<u>0-2</u> -Language & punctuation seriously flawed. -Choice of words muddled & confused. -Style flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
Structure 5 marks	<u>4-5</u> -Coherent	<u>3½</u> -Logical	<u>3</u> -Few relevant	<u>2½</u> -Some points,	<u>2</u> -Some	<u>1½</u> -Sometimes off	<u>0-1</u> -Off topic.

Grade 8 English First Additional Language Worksheet

	development of topic. Vivid detail. -Sentences, paragraph all appropriately constructed conveying meaning clearly. -Length correct.	development of details. Coherent. -Sentences, paragraph appropriately constructed & meaning is clear. -Length correct.	details developed. -Sentences, paragraph reasonably constructed in most cases & meaning is quite clear. -Length almost correct.	necessary details mentioned. -Lapses in sentence & paragraph construction but overall meaning is maintained. -Length correct.	necessary points evident. -Sentences, paragraph faulty but overall meaning maintained. -Length - too long/short.	topic. General line of thought difficult to follow. -Sentences, paragraph lack basic construction for meaning. -Length - too long/short.	-Sentences, paragraph muddled, inconsistent. Length - far too long/short.
--	---	--	---	---	--	--	--

[20]

Grade 8 English First Additional Language Worksheet

Suggested Solutions

- 1.1 TM feels like a failure and he wants some help in dealing with his situation. (2)
- 1.2 His brothers and sister have achieved and he has not. (2)
- 2.1 TM must not focus on what his siblings have achieved but on what he wants to do with his life. (2)
- 2.2 Motivation comes from deciding on your goals and the purpose of your life. (2)
- 2.3 Give your own opinion, well explained. (2)
- 2.4 Any other advice. One idea, well expressed. (2)
3. Have you ever felt a failure? Describe how you felt or, if you have never felt like this, explain why. Write a paragraph of 80–100 words. (10)

Grade 8 English First Additional Language Worksheet

Rubric for assessing a paragraph: Second Additional Language (40 marks ÷ 4 = 10)

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
Content & planning 28 marks	<u>22½-28</u> -Content shows impressive understanding of topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a presentable paragraph.	<u>20-22</u> -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a fairly presentable paragraph.	<u>17-19½</u> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a reasonably presentable paragraph.	<u>14-16½</u> -Content shows an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced an acceptably presentable paragraph for SAL.	<u>11½ -13½</u> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent paragraph for SAL.	<u>8½-11</u> -Content not always clear, lacks coherence. -Very few ideas, often repetitive. -Inadequate evidence of planning/drafting. Paragraph not well presented.	<u>0-8</u> -Content irrelevant. No coherence. -Ideas muddled, confused. -Non-existent planning/drafting. Poorly presented paragraph.
Language, style & editing 7 marks	<u>6-7</u> -Evidence of critical language awareness. -Language, punctuation thoroughly controlled. -Uses appropriate figurative language. -Choice of words is all appropriate. -Style accurately reflects topic through choice of words. -Largely error-free following proof-reading & editing.	<u>5-5½</u> -Some critical language awareness. -Language, punctuation reasonably controlled; able to use appropriate figurative language. -Choice of words mostly appropriate. -Style appropriately reflects topic through choice of words. -Error-free to an extent following proof-reading, editing.	<u>4½</u> -Limited critical language awareness. -Language & punctuation mostly correct. -Choice of words fairly limited but suited to text. -Style reasonably appropriate & suits topic requirements. -Reasonably error-free following proof-reading, editing.	<u>3½-4</u> -Some awareness of impact of language. -Language somewhat simplistic, punctuation adequate. -Choice of words somewhat limited but adequately suited to topic. -Style somewhat consistent with topic requirements. -Still contains errors following proof-reading, editing.	<u>3</u> -Language limited & punctuation often inaccurately used. -Choice of words basic & limited. -Style lacking in coherence & not suited to topic. -Contains several errors following proof-reading, editing.	<u>2½</u> -Language & punctuation flawed. -Choice of words very limited. -Style does not correspond with topic. -Error-ridden despite proof-reading, editing.	<u>0-2</u> -Language & punctuation seriously flawed. -Choice of words muddled & confused. -Style flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
Structure 5 marks	<u>4-5</u> -Coherent development of topic. Vivid	<u>3½</u> -Logical development of details.	<u>3</u> -Few relevant details developed.	<u>2½</u> -Some points, necessary details	<u>2</u> -Some necessary points evident.	<u>1½</u> -Sometimes off topic. General line of thought	<u>0-1</u> -Off topic. -Sentences, paragraph

Grade 8 English First Additional Language Worksheet

	detail. -Sentences, paragraph all appropriately constructed conveying meaning clearly. -Length correct.	Coherent. -Sentences, paragraph appropriately constructed & meaning is clear. -Length correct.	-Sentences, paragraph reasonably constructed in most cases & meaning is quite clear. -Length almost correct.	mentioned. -Lapses in sentence & paragraph construction but overall meaning is maintained. -Length correct.	-Sentences, paragraph faulty but overall meaning maintained. -Length - too long/short.	difficult to follow. -Sentences, paragraph lack basic construction for meaning. -Length - too long/short.	muddled, inconsistent. Length - far too long/short.
--	--	---	--	--	--	--	---