



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**COMMON TASK FOR ASSESSMENT (CTA)
GRADE 9 – 2008**

ENGLISH HOME LANGUAGE

LEARNER'S BOOK

SECTION A

THEME:

Celebrities and role models

FOCUS:

Finding role models to form identity

Name of Learner: _____

Suggested Time: 5 hours

150 marks

No of pages: 16

TASK 1 GROUP DISCUSSION WITH REPORT BACK (60 minutes)
LO 1: AS 2; LO 2: AS 4

Marks: 20

The purpose of this task is for you to be able to:

- Learn vocabulary around the theme of celebrities and role models in order to speak, read and write in the activities which follow
- Start thinking critically about the topic
- Develop your listening skills

Your teacher will guide you through the following class and group discussion. It is important that you be a good listener and participant in the class discussion. Respect people's views and show others respect.

TASK 1 GROUP DISCUSSION WITH REPORT BACK (60 minutes)
LO1: AS 2; LO 2: AS 4

Marks: 20

Your teacher will divide you into groups for this activity. It is very important once again to listen to others during this activity. Your teacher will assess the feedback given by each group.

Your group must choose any two photographs of celebrities below. Make sure you all agree that they are role models for teenagers. Also, add one of your own. Make a list of three reasons for each of your choices and prepare to give feedback to the class on your choices by choosing spokespersons.

1.1



1.2



1.3



1.4



1.5



1.6



1.7



1.8



1.9



Photos sourced from the following websites: <www.cpgb.org.uk>; <www.feverpitcher.com>; <www.zar.co.za>; <www.viewimages.com>; <musicbox.sonybmg.com>; <www.wallpaperbase.com>; <www.muzzlewatch.com>; <www.profile.myspace.com>

TASK 2.1**RESPONSE TO A MAGAZINE ARTICLE****(30 minutes)****LO 3: AS 1, 3, 4****Marks: 20****A Magazine Article**

Read through the following magazine article on Gcina Mhlophe's admiration for the international South African celebrity, Miriam Makeba.

In this article Gcina Mhlophe explains why Miriam Makeba moves her.



1. The first time I ever heard her sing, I stood very still. I was in my teens and, together with my older sister, I lifted my voice proudly to match hers. *'Iyaguduza le ndoda'* – which means 'a piece of ground' – echoed in my ears.
2. Oh, the pride we felt when we first managed to get a picture of Miriam Makeba, our empress of song. It was the mid-70s, and as she was banned in this country, her music was not available. You could not hope to tune into a song of hers on the radio. Yet she was larger than life; she signified a dream that felt so strong within us.
3. By the time I went to live and work in Johannesburg as a young adult, Makeba had become a great international ambassador. Her banned music was recorded and re-recorded onto cassette tapes that we guarded jealously. We listened to her voice reverently, and her lyrics were so true to the circumstances she had experienced – that we were still experiencing. Even today, songs like 'West Wind' or 'Gauteng' make my heart ache.
4. I shared the pain she endured when the apartheid government refused her entry to South Africa to bury her late mother; I also understood her anguish about being banished from her home, and the excruciating sorrow of losing her beloved daughter, Bongsi, who was a singer in her own right. But in spite of all that, Mama Africa still kept our flag flying high the world over.
5. Back home, we heard about the many countries that gave her citizenship and adored her like their own daughter. We marvelled at the versatility she displayed at learning other languages, and then using them to sing her songs so hauntingly. The messages of joy and hope that she shared with us through her music lifted our spirits. She became our sister, our mother, our role model and our pride.
6. As a performing artist myself, I've worked in many of the same countries as Miriam Makeba, and I've encountered international audiences who regard her with true admiration. I've been lucky enough to see her on stage at full throttle on several occasions. I often stop and think, 'We are blessed to have her.' Her dedication to her art, the love she has for her country, her professionalism and, most of all, her staying power, are all worth applauding.

7. After all these years she is still ranked among the very best the world of music has ever seen. Her voice never fails to enchant me and inspire me to greater things. When I listen to her music, I feel good all over. She is like a good wine that gets better and better with age.
8. Viva Mama Africa, our great empress of song.



Taken from *Psychologies Magazine* Dec/ Jan 2008 p23
Photos taken from <www.ukzn.ac.za> and <zar.co.za>

1. Provide a title for the above article. Write two sentences to explain your choice. (3)
2. 2.1 Who is the narrator in this article? (1)
 - 2.2 Explain why the use of a first person narrator is appropriate in this article. (2)
3. In paragraph 2 Gcina Mhlophe states that Miriam Makeba 'signified a dream that felt so strong within us'.
 - 3.1 Who do you think is the 'us' to whom she is referring? (1)
 - 3.2 What do you think this dream was? Mention TWO possibilities. (2)
4. 4.1 Quote an example of inverted commas from paragraph 3. (1)
 - 4.2 Explain why the inverted commas are being used. (1)
5. Gcina says that Apartheid affected Miriam Makeba on a deeply personal level. Name TWO ways in which it did so. (2)
6. Find a phrase in paragraph 4 which shows that Miriam Makeba was a good ambassador for South Africa. (1)
7. Why can Gcina Mhlophe identify so well with Miriam Makeba? Give TWO possible reasons. (2)
8. 8.1 Identify a figure of speech in paragraph 7. Write it down and explain what figure of speech it is. (2)
 - 8.2 Explain the figure of speech. (2)

[20]

TASK 2.2**A WORD LIST****(30 minutes)****LO 6: AS 1, 6****Marks: 20**

Read through the following wordlist and then answer the questions which follow.

celebr- +

(Latin: frequented, populous; to frequent in great numbers, to assemble, to honor; thronged)

celebrant

1. A participant in any celebration.
2. The officiating priest in the celebration of the Eucharist.
3. A participant in a public religious rite.

celebrate

1. To observe (a day) or to commemorate (an event) with ceremonies or festivities.
2. To make known publicly; to proclaim.
3. To praise widely or to present to widespread and favorable public notice, as through newspapers or novels: 'He wrote a novel celebrating the joys of being single.'
4. To perform with appropriate rites and ceremonies; to solemnize.
5. To have or participate in a party, a drinking spree, or an uninhibited good time: 'They look like they were celebrating all night.'

celebrated

1. Widely known and esteemed: 'A celebrated musician.'
2. Having an illustrious past.
3. Famous and admired.
4. Known and praised widely; noted.

celebrating

1. Taking part in special enjoyable activities in order to show that a particular occasion is important.
2. Expressing admiration and approval for something or someone.
3. Leading or taking part in a religious ceremony.
4. Praising; honoring.

celebration

1. A joyful occasion for special festivities to mark some happy event.
2. Any joyous diversion.
3. The festivities engaged in to celebrate something.
4. The public performance of a church sacrament or a solemn ceremony with all appropriate ritual.

celebrator

Someone who is celebrating.

celebratory

1. A reference to honoring (as a holiday) especially by solemn ceremonies or by refraining from ordinary business.
2. Descriptive of marking (as an anniversary) by festivities or other deviation from routine activities.
3. Used for celebrating.

celebrious

Famous; renowned.

celebrity (s), celebrities (pl)

1. Someone who is famous during his or her own lifetime.
2. The state of being famous.
3. A widely known or famous person.

concelebrate

1. To celebrate together.
2. To take part in a concelebration of the Eucharist.

concelebrated

The Christian Mass or Communion celebrated jointly with one or more other priests.

concelebrating

Taking part in a concelebration of the Eucharist.

concelebration

The celebration of a Eucharist or Mass by two or more members of the clergy.

recelebrate

To celebrate again, or anew.

Answer the following questions in pairs:

1. From what language is 'celebr-' taken? (1)
2. Words can be divided into roots/ stems, prefixes and suffixes. Which one of the three would you consider 'celebr-' to be? Explain your reason. (2)
3. If you look at the meaning given above for the following words, how do they relate to the original meaning of 'celebr-' in Latin?
 - 3.1 Celebrity
 - 3.2 Celebrate
 - 3.3 Concelebrated (6)
4. What abbreviation is given to indicate the spelling of more than one celebrity? (1)
5. The above text is taken from an American source. Give two examples of American spelling in the above text. Also indicate how they would be spelt in Standard English/ South African English. (4)

6. In the above extract find two prefixes which have been used in the **BOLDED** words. Write them down and explain what they mean in English. (4)
7. Use the word **CELEBRIOUS** in your own sentence. (2)

[20]

TASK 2.3 **A POEM** **(60 minutes)**
LO 3: AS 5, 6, 8; LO 4: AS 1; LO 5: AS 4

Marks: 20

Many people would regard their parents or guardians as role models. Read through the following poem with your teacher, and then attempt the activity, which follows, in groups of two.

My father began as a god by Ian Mudie	
My father began as a god full of heroic tales of days when he was young. His laws were immutable as if brought down from Sinai which indeed he thought they were.	1 5
He fearlessly lifted me to heaven by a mere swing to his shoulder, and made me a godling by seating me astride our milch-cow's back, and, too upon the great white gobbler of which others went in constant fear.	10
Strange then how he shrank and shrank until by my time of adolescence he had become a foolish small old man with silly outmoded views of life and morality. Stranger still that as I became older his faults and his intolerances scaled away into the past, revealing virtues such as honesty, generosity, integrity.	15 20
Strangest of all how the deeper he recedes into the grave the more I see myself as just one more of the little men who creep through life not knee-high to this long-dead god.	25 30

PRE-TASK ACTIVITY

Discuss with your partner how the speaker's view of his father has changed over time. You should also explain why you think it has changed.

Then discuss how your view of your parent/guardian/caregiver has changed. Also, give reasons for this change.

TASK

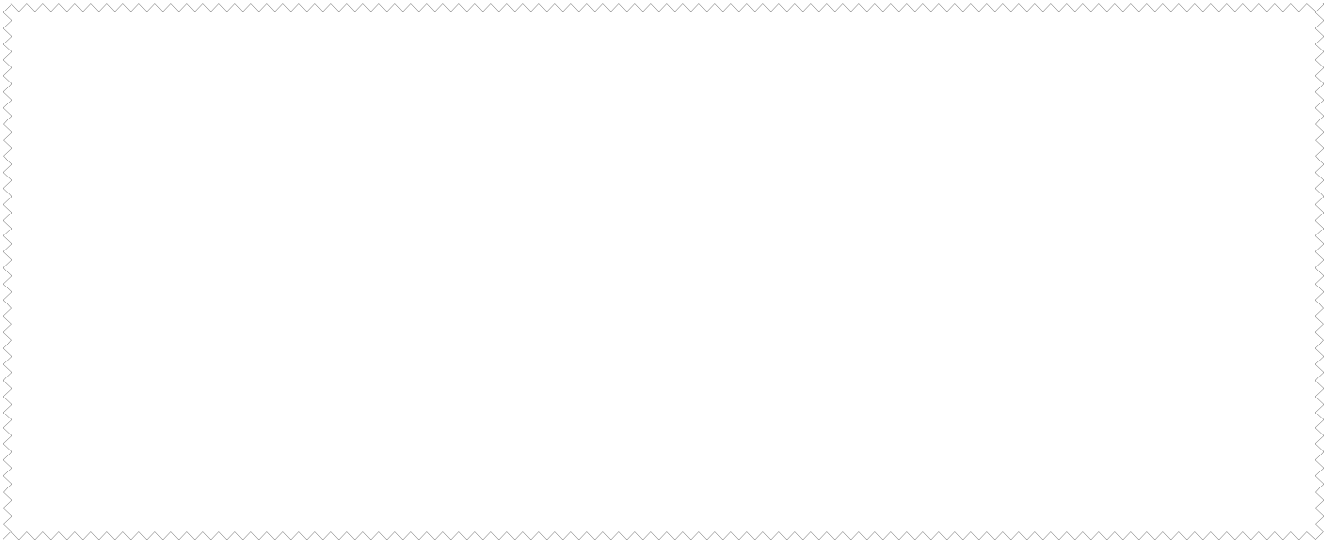
On the next page, you are individually going to represent the poem visually. You must complete a drawing which successfully captures the view the speaker has of his father at the different stages of his life. Your drawing should use both LITERAL and FIGURATIVE/ SYMBOLIC elements. Also pay attention to the size of the objects in your visual (colour could also be used). You will then be required to write a paragraph of 90 – 100 words comparing the speaker in the poem's view of his father with your view of any family role model.

Your teacher will assess your work according to the following marking grid:

Level	0-1	2	3	4
Content LO 3: AS 5, 6, 8	Totally inaccurate.	Many inaccuracies.	Minor inaccuracies.	Accurate.
Level	0-2	3	4-5	6
Figurative Content LO 5: AS 4	No, or negligible, figurative elements.	Attempted to use figurative elements, but major lapses that detract from presentation.	Figurative elements used, but some minor lapses that detract in some small ways from presentation.	Figurative elements used appropriately.
TOTAL			10	

Childhood

Adolescence



Early Adulthood



After the speaker's father has died



TASK 3 **INVESTIGATION** **(30 minutes (or 2 periods for larger classes))**
AND PRESENTATION
LO 5: AS 3; LO 2: AS 5

Marks: 30

The purpose of this task is for you to be able to:

- Develop your ability to research information and present it in an interesting and effective way
- Introduce a speaker

Introducing a Speaker

You need to research the life and career of your favourite celebrity or role model. You may not research someone you know personally. Once you have prepared your information, you will then imagine that your famous person or role model has been asked to be a guest speaker at your school's prize giving ceremony. You have been invited to introduce the speaker briefly to the school. You will be required to present this speech to the class.

After your teacher has explained the task to the class and read through the rubric, you will have a short class discussion to outline briefly possible places to find information. You will also discuss possible strategies for presenting such a speech.

- Although the audience will not be there to hear you speak, you need to set the stage for the speaker. Treat the job seriously by preparing thoroughly.
- Use the **TIS** Approach:
 - **T = Topic:** What will the speaker be talking about?
 - **I = Importance:** Why is it important for the audience to listen to this speaker? Relate the topic to them.
 - **S = Speaker:** Who the speaker is and why this speaker for this topic?

These are the questions you must answer for your audience in your speech.

- When you approach the lectern look positive. Stand confidently and smile. Pause until your audience is absolutely silent.
- Look at the audience. State your name and point out that you are privileged to be able to introduce the guest speaker. Don't make jokes as the audience is not there to hear you speak, unless the joke is truly appropriate.
- Read your introduction, pausing to make eye contact with the audience.
- State the speaker's name at the end. Do not read this. Make sure you pronounce it correctly. Emphasise the first name and then say the surname out louder, whilst moving your arm to indicate the speaker. This will build the audience to a natural applause. Show delight in your face.

RUBRIC FOR SPEECH INTRODUCING A SPEAKER

Name of Learner: _____

Level	0-2	3-4	5-6	7-8	Total
Non-Verbal Communication (LO 2: AS 5)	Speaker does not use any	Attempt made but not successful or believable	The speaker seems upbeat, confident, and smiles. He/she also uses gestures when appropriate. Good eye contact. However, not used to maximum effect	Non-Verbal Communication used to excellent effect. Well-planned	
	0-1	2	3	4	
TIS Approach (LO 2: AS 5)	Not used at all	Incorrectly used	Used correctly	Used correctly, and speaker adds originality to the formula	
	0-1	2-4	5-8	8-10	
Investigation (LO 5: AS 3)	Just speaks off the cuff with little or no preparation	Some preparation, but very scanty. Seemingly very few sources used	Adequate preparation	The speaker has gone the extra mile, or has obviously used a variety of sources.	
	0-2	3-4	5-6	7-8	
Register, Tone and Degree of Formality (LO 2: AS 5)	Incorrect or inappropriate for audience and purpose	Mostly correct and appropriate for audience and purpose	Correct and appropriate for audience and purpose	Learner has an advanced understanding of this aspect	
TOTAL				30	

TASK 4**NARRATIVE WRITING**
LO 4: AS 1, 3, 4; LO 6: AS 2**(90 minutes)****Marks: 40**

The purpose of this task is for you to be able to:

- Plan your writing and realise that it is a process which requires mind mapping/spider diagram, proofreading and editing
- Understand and apply the principles of writing a story

You are going to write an essay of 300 – 350 words on the following topic:

Imagine that you have spent a day with your chosen celebrity. Write about this day.

Your teacher will revise some techniques for approaching this essay.

Use the following pointers to write a narrative essay:

- What you did for the day (try to make sure that every new moment is a new paragraph)
- What conversation you had (include some direct speech)
- What inspired you about this person, or what disappointed you
- What you will always remember or cherish about the day
- Use your five senses to give details
- Involve the reader in the story by showing rather than telling
- Include as much detail as possible to paint a picture of the character
- Make sure that your story has a high point (climax) and an interesting ending
- Make sure that you give a clear picture of the place/s you visited and the celebrity's character, appearance and habits
- Use some figurative language (such as similes or metaphors) to create a clear mental picture for your reader
- Use first-person narration

MARKING RUBRIC FOR NARRATIVE ESSAY

LEVEL	1	2	3	4	TOTAL
MARK	1-3	4-5	6-7	8-10	10
Planning and Creativity	Much too short. Total lack of imagination or personality OR No planning OR Ignores pointers.	Includes some of the senses in the writing. No use of direct speech/ conversation. Not particularly imaginative OR Inadequate planning.	Imaginative but lacks a personal touch. Good use of direct speech to create a picture of the scene OR Emotionally engaging but not very imaginative.	Story is imaginative, and shows personal feelings.	
	1	2	3	4	TOTAL
MARK	1-3	4-5	6-7	8-10	10 × 2 = 20
Storytelling Conventions	No paragraphs. Character, setting and plot not understood. Does not use first-person narration.	Some idea of character, setting and plot, but lacking detail. No figurative language.	Good idea of character, plot and setting with some vivid detail and imagery. Includes a climax and an interesting ending.	Excellent and clear use of character, setting and plot with vivid detail and imagery.	
LEVEL	1	2	3	4	TOTAL
MARK	1	2	3 – 4	5	5
Editing	Learner has not edited peer's work or made any changes to their edited work.	Learner has made almost no changes to their work.	Learner has attempted to change work, but not always successfully.	Learner has made a sincere and a successful effort to edit own work.	
LEVEL	1	2	3	4	TOTAL
MARK	1	2	3 – 4	5	5
Language	Many incorrect sentence structures.	Some incorrect sentence structures.	Correct use of sentence structures, but not much sentence variety.	Effective and varied sentence usage.	

[40]

Total: 150 marks