



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

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

ENGLISH SECOND ADDITIONAL LANGUAGE

LEARNER'S BOOK

SECTION A

THEME:

Personal Development – Relationships

Name of Learner: _____

Suggested Time: 5 hours

150 marks

No of Pages: 16

Task 1 Group discussion

1.1 Group discussion with report back and class discussion (30)

Task 2 Response to a text

2.1 Response to an article (20)

2.2 Language (10)

2.3 A song and a crossword puzzle (10)

Task 3 Investigation and presentation

3.1 Interviewing a classmate (0)

3.2 Introduction of classmate: teacher assessment (20) and peer assessment (20)

Task 4 Functional writing

4.1 Planning the friendly letter (0)

4.2 Writing the friendly letter (40)

CONTEXT

This unit aims to make you think about your definition of friendship, and to recognise the importance of friendship.

This should include being friends with yourself, with animals and with other people.

This unit also offers you practice in a number of oral, written, reading and writing activities. This should improve your language and communicative abilities.

TASK 1 Group discussion

Time: 2 periods

Marks: 30

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

- learn vocabulary around the theme of friendship in order to speak, read and write in the activities which follow;
- develop your listening skills;
- work together as a group.

Your teacher will guide you through the following group discussion. You will need some paper and a pen.

It is also very important that you follow the rules of listening and responding to others. Your teacher will discuss these with the class.

Be tolerant of other people's views and show them respect.

Task 1 Group discussion with Report Back**Time: 2 periods****Marks: 30**

Read through each of the following situations and then discuss the question which follows each situation.

Situation One

Imagine that you have invited your friend to a party. Your friend says that he/she cannot go with you. You find out the next day that he/she went out with someone else.

Do you think you could still be friends with this person?
What would you say to this person?

Situation Two

You have discussed a personal issue with your mom/dad/guardian. They tell someone else about your issue in front of you. You feel this has broken the trust you have in them.

What would you say to your mom/dad/guardian?
Would you be able to forgive them?

Situation Three

You and your friend are both interested in the same person for Valentine's Day. You both ask this person on a date, but that person agrees to go out with your friend.

What do you think would happen to your friendship?

Situation Four

Your friend likes a boy/girl. However, this boy/girl likes you.

Would you go out with this boy/girl if he/she asked you on a date?
What would you say to your friend?

Situation Five

Your friend is doing badly in English. He/she needs to pass a test so that he/she can pass Grade 9. Your friend asks you if he/she can look at your answers during a test.

What would you do?
What would you say to your friend?

Activity 1.1

NAME: GROUP MEMBERS: DATE:

SELF-ASSESSMENT

(10 marks)

Use the following checklist to assess your ability to listen to other people in your group. This is self-assessment, and you are required to be honest.

	No (0)	I need to work on this aspect (1)	Yes (2)
1. I focussed on what the members in my group were saying and not on their appearance or habits			
2. I remained open-minded			
3. I asked myself mental questions about what the speaker was saying			
4. I let the speaker finish before speaking			
5. I gave the speaker feedback to show that I was listening			
TOTAL			10

GROUP ASSESSMENT (Teacher)

(20 marks)

Your teacher will use the following to assess the feedback given by each group and the group work skills of each group:

	No (0)	The group needs to work on this aspect (1 - 2)	Yes (3 - 4)
1. The group was able to answer each situation by successfully pooling their collective knowledge			
2. The group listened to each other and showed respect for each other's contributions			
3. The group allocated different tasks to different group members and used these roles effectively			
4. The group was able to spend enough time on each situation and finished the task within the time constraints			
5. The group was successful in taking part in small group discussions and reporting back			
TOTAL (20)			

TASK 2 Response to a text**Time: 3 periods****Marks: 40**

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

- further extend your vocabulary around the theme of friendship to be able to speak, read and write in the activities which follow;
- show an understanding of more complicated texts such as articles and poems;
- demonstrate an ability to manipulate language constructions.

Activity 2.1 Response to a text**Time: 1 period****Marks: 20**

Read through the following text from <www.lifehack.org> on **how to become your own best friend** and then answer the questions which follow:

1. We often spend so much time on building friendships with others that we forget the most important first step: being friends with ourselves. How can we have good relationships with others if we don't even have a good relationship with ourselves?
2. The problem might be worse than we expect. Maybe we don't like some of the following things about ourselves.
3. Your past: maybe you made mistakes in the past which you feel bad about.
4. Your background: you might wish that you were born in a different family, or that you were rich.
5. Who you are: you might not like some things about who you are. For example, you might not like speaking in front of people.
6. Your achievements compared to other people: you might feel that others have achieved more than you, because you are not so clever or talented.
7. All these give people reasons not to like themselves. This makes it difficult for you to be a good friend to yourself.
8. There are some things you can do to change this: forgive yourself for what has happened in the past; accept the things you cannot change such as your background – just accept them, smile and move on.
9. You should also pay more attention to what you are good at or what makes you different from other people. Write down the things you have and the things at which you are successful. Stop comparing yourself with other people.
10. It is important always to be true to yourself: be honest and follow what you think is right.

1. What, according to this article, stops us from having good relationships or friendships with other people? (2)
 2. Name THREE things that you might not like about yourself according to this writer. (6)
 3. Write down ONE other thing not mentioned in the article that people might not like about themselves. (1)
 4. The writer gives us some ways to help us like ourselves better. Write down THREE of these ways. (6)
 5. Which one of the ways mentioned in the passage do you think is the most important? Give a reason for your answer. (3)
 6. Give a reason why you are/are not a friend to yourself. Write approximately 10 words. (2)
- [20]**

Activity 2.2 Language

Time: 1 period

Marks: 10

Answer the following language questions:

Photo A



<www.lifehack.com>

1. Choose the most CORRECT sentence out of the three below:
 - A By the time I liked myself, I had lost all my friends
 - B By the time I am liking myself, I lost all my friends
 - C By the time I like myself, I lost all my friends(2)

2. Fill in the missing word in the following sentence:

The man in the photo is looking at himself in a _____ (1)

Photo B



3. Fill in the missing words in the sentence below, by rewriting the sentence in full.

The person who sent the card above to a friend said that _____ hug _____ a pill that always worked. (2)

4. What word could the friend have used instead of **THAT** in the card above? (1)

Photo C



<www.japanwindow.com>

Choose the correct answer in the following sentences:

5. (This/These) girls are good friends with each other. (1)

6. If they continued to have fun together, they (will/would) remain friends forever. (1)

Fill in the missing word in the sentences below:

7. The girls come from the country of Japan. They are _____. (1)

8. The girls are very happy. We can see this because they are _____. (1)

Activity 2.3 A Song**Time: 1 period****Marks: 10**

Read through the following song and the note which follows it. Use both the song and the note to complete the crossword puzzle in pairs.

"Ben"

© Michael Jackson

*Ben, the two of us need look no more
We both found what we were looking for
With a friend to call my own
I'll never be alone
And you my friend will see
You've got a friend in me
(You've got a friend in me)*

*Ben, you're always running here and there
(Here and there)
You feel you're not wanted anywhere
(Anywhere)
If you ever look behind
And don't like what you find
There's something you should know
You've got a place to go
(You've got a place to go)*

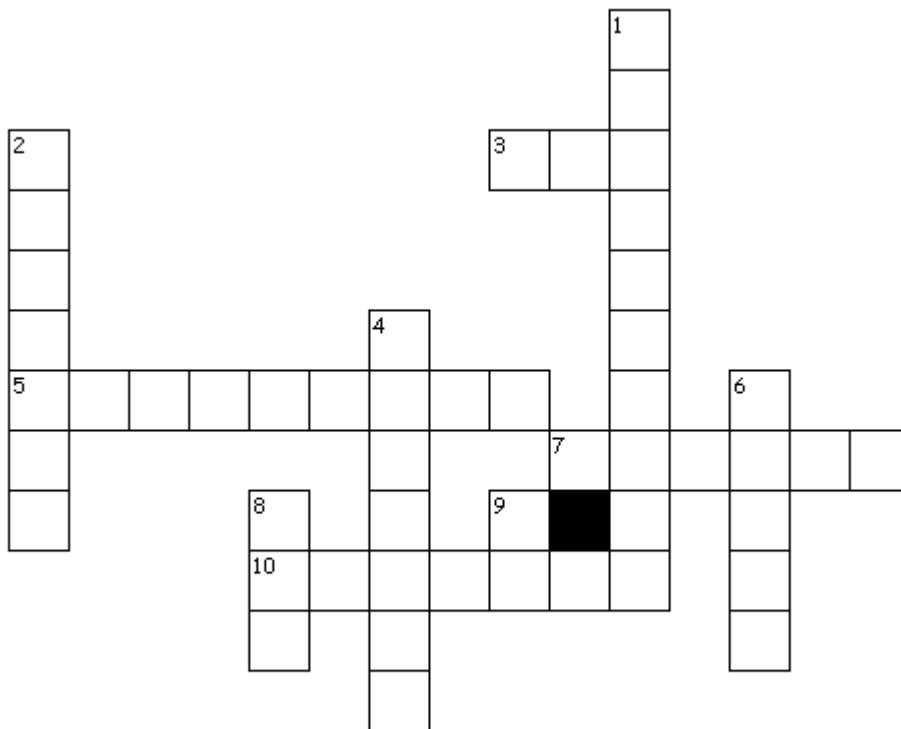
*I used to say, "I" and "me"
Now it's "us", now it's "we"
(I used to say, "I" and "me")
(Now it's "us", now it's "we")*

*Ben, most people would turn you away
I don't listen to a word they say
They don't see you as I do
I wish they would try to
I'm sure they'd think again
If they had a friend like Ben
(A friend)
Like Ben
(Like Ben)
Like Ben*

BEN (1972)

This movie follows on the popular movie, WILLARD (1971). It starts with an army of rats eating their trainer, Willard. The police chase after the rats and they hide away in the city sewers. The rat's leader, Ben, comes out now and again to search for food. He meets a lonely boy, Montgomery, who has a problem with his heart. Ben and Montgomery become good friends. Adults don't seem to understand their friendship and the police try to find the rats by every means. This movie is now remembered mainly for its Michael Jackson song, which was nominated for an Academy Award.

Adapted from us.imdb.com



Across

- 3. The name of the rat with whom Montgomery becomes friends
- 5. The decade in which these two movies were released
- 7. The place the rats hide out
- 10. The award for which the song was nominated

Down

- 1. The person speaking in the song
- 2. The singer who wrote the song BEN
- 4. The name of the first movie
- 6. The organ which is giving Montgomery a problem
- 8. Because he is a _____ the singer says that people would turn Ben away
- 9. A pronoun used to describe Ben and Montgomery's friendship

TASK 3 Investigation and Presentation**Time: 3 periods****Marks: 40**

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

- use the vocabulary around the theme of friendships you have acquired in the previous activities;
- demonstrate your ability to research by interviewing someone;
- show an understanding of how to set questions which will result in a successful interview;
- use the correct word order, and punctuation when setting questions;
- show your ability to present your findings in an entertaining and informative manner;
- use a visual aid successfully.

Activity 3.1 Interviewing Skills**Time: 1 period****Marks: 0**

Your teacher will give each person in the class another person to interview. You will then draw pictures on the worksheet which you think will show your classmate's interests and background. Use the worksheet with instructions on the next page to do this.

After you have completed the drawings, you will use them to tell the class about your classmate.

You should ask each other for the information on the topics on the worksheet and draw the pictures at the same time. Remember that you will not be assessed on your ability to draw.

MY CLASSMATE

<p>FAVOURITE SUBJECT AND WHY</p>	<p>WORST SUBJECT AND WHY</p>	<p>FAVOURITE SPORT/CULTURAL ACTIVITY AND WHY</p>
<p>FAMILY BACKGROUND</p>	<p>FAVOURITE FOOD AND WHY</p>	<p>WORST FOOD AND WHY</p>
<p>FUTURE DREAM</p>	<p>FAVOURITE SINGER AND WHY</p>	<p>ANY OTHER INFORMATION ABOUT YOUR CLASSMATE</p>

Activity 3.2 Introducing Your Classmate

Time: 2 periods

Marks: 40

You are now going to introduce the classmate whom you interviewed. You need to choose 5 of the drawings to use in your short introduction. One of them should be the last drawing. In a short introduction of 60 to 90 seconds introduce your classmate by explaining each picture and give reasons for your choice. Try to include some humour in your introduction, but always show respect for your classmate. You may not speak for less than 30 seconds. You do not need to prepare a speech. You may have a few key words written down, but the whole idea is to speak as naturally as possible. The teacher will assess the introduction and one other group will also assess you.

PEER ASSESSMENT

(20 marks)

Learner being assessed:

Classmate being introduced:

Please answer the following questions honestly:

		No (0)	Partly (1)	Yes (2)
1	Was the speaker ready to present when the teacher asked him/her to do so?			
2	Did the speaker look enthusiastic and confident about speaking to the class?			
3	Did the speaker speak to the audience instead of just reading a speech?			
4	Did the speaker include some humour, but without insulting his/her classmate?			
5	Did the speaker maintain good eye contact with the audience?			
6	Did the speaker place the visual aid where the audience could see it?			
7	Did the speaker refer to the visual aid?			
8	Did the speaker introduce 5 aspects to the audience?			
9	Did the speaker keep the audience's attention throughout the presentation?			
10	Did you get a good idea of the classmate from the speaker's introduction?			
TOTAL				20

TEACHER ASSESSMENT
of
Introduction of Classmate
(20 marks)

Name: _____

	0 – 1	2	3	4
Preparation	Almost none. Not ready on the day.	Some preparation, but lacked knowledge of classmate.	Knowledge adequate.	Knowledge excellent.
Visual Aid	None.	Has a visual aid but never used.	Refers to the visual aid.	The visual aid is well integrated to reinforce the introduction.
Use of non-verbal techniques	Not used for effect.	Non-verbal techniques hardly used.	Some use of non-verbal techniques.	Used and enjoyed by audience.
Listening	Cannot understand or respond to the question asked.	Understands but struggles to respond.	Understands and responds mostly on topic.	Understands and responds completely correctly.
Language	Miscommunication due to severe pronunciation or stress errors.	The learner communicates with only some miscommunication due to pronunciation or stress errors.	Some errors, but communication is not disturbed.	Almost no errors in pronunciation and word/sentence stress.
TOTAL FOR PRESENTATION				20

Comments:

TASK 4 Writing (the friendly letter)

Time: 2 – 3 periods

Marks: 40

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

- write a personal letter to a friend;
- use punctuation correctly in a letter;
- use suitable language.

Activity 4.1 Planning

Time: 1 period

Marks: 0

You are going to write a letter to a good friend of yours who has moved away from your school. This could be to another school, town, city or country. If this has not happened to you, imagine that it has. You are missing him/her and want to share all your news. The letter must have three paragraphs and be 150 – 200 words in length.

Your teacher will revise the format of the friendly letter and then discuss some ways of starting to plan and write this letter.

Fill in the following table for your planning:

Write out your address	
Write out the date	
The salutation (greeting) and your friend's name	
Opening paragraph (What are you going to discuss in this paragraph? Remember to make it interesting to grab your friend's attention)	
Paragraph two (tell your friend about your news and what you are missing about him/her)	
The closing paragraph (discuss something about making contact again)	
The ending	
Your name	

Activity 4.2 Writing the friendly letter

Time: 1 period

Marks: 40

The following rubric will be used to assess your letter:

	Level 1	Level 2	Level 3	Level 4	Total
	0–1 mark	2 marks	3 marks	4 marks	
The address	No address.	Mixes postal and street address OR Full of errors.	One or two errors.	No errors.	
Date	None.	Misspelled date.	Correct but no year.	Correct.	
Salutation	None.	Wrong.	Correct, but uses punctuation.	Correct.	
Paragraphing	No paragraphing.	Paragraphing not linked to main ideas.	Two paragraphs.	All three paragraphs.	
Close	None.	Wrong.	Correct, but uses punctuation.	Correct.	
Punctuation	No idea.	Some idea but many mistakes, especially with full stops and capitals.	Has a good idea and uses all capitals correctly.	Excellent and varied.	
	Level 1	Level 2	Level 3	Level 4	
	0 – 2 marks	3 – 4 marks	5 – 6 marks	7 – 8 marks	
Spelling	Almost as many errors as correctly spelled words.	Many errors.	Some errors.	Almost no spelling errors.	
Language	Not able to communicate.	Struggles to communicate	Communicates reasonably well.	Communicates very well.	
Total out of 40/2 = 20					
	Level 1	Level 2	Level 3	Level 4	
	0 – 3	4 – 5	6 – 7	8 – 10	
Content of letter	Topic has been misunderstood.	Topic has been understood. However, it lacks detail.	The content is clear and the learner has addressed all aspects of the topic.	The content is detailed and the learner has been creative.	
Total out of 10 x 2 = 20					

[40]

Total: 150 marks