



# PLANNER & TRACKER

## English First Additional Language Grade 8

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



## Contents

### Progress Tracker

Term 1	3
Term 2	5
Term 3	7
Term 4	9

### Worksheets

Term 1	11
Term 2	29
<i>Sample mid-year examination paper</i>	46
Term 3	51
Term 4	54
<i>Sample end of year examination paper</i>	58

<b>How to develop assessment tools: rubrics and checklists</b>	65
<b>Intervention strategies</b>	68

**Note:** The formal assessments in this workbook have been taken from the *Oxford Successful English Grade 8 Learner's Book*.

**Note:** The worksheets in this workbook have been adapted from *Let's Practise English Home Language Grade 8* (9780199054183).

© Oxford University Press Southern Africa (Pty) Ltd 2023. This material may be reproduced for class use with *Oxford Successful English First Additional Language Grade 8 Learner's Book*.

## Progress Tracker for Oxford Successful English Grade 8

### 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	<b>Negotiating your way</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 1: Adverbs of place and degree (p. 11)	<b>7</b> 8, 9, 16, 17 11–15, 18–20 22–24 10, 13, 17, 18, 21, 22, 24–26		2 hours 3 hours 30 min 2 hours 1 hour	LB p. 22	
Weeks 3–4	<b>The power of speech</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 2: Literal and figurative language (p. 12) Activity 3: Adverbs of time and manner (p. 13) Activity 4: Adjectival and adverbial phrases (p. 14) Activity 5: Definite and indefinite articles (p. 15)	<b>27</b> 28, 29, 42 43 31, 32, 34–37 39–41 30, 31, 33, 34, 37, 38, 43, 44		2 hours 3 hours 30 min 2 hours 1 hour	LB p. 35	
Weeks 5–6	<b>Roles we play in life</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 6: Main and dependent clauses (p. 16) Activity 7: Personal and possessive pronouns (p. 17) Activity 8: Subject, verb and object (p. 18)	<b>45</b> 47–49, 54, 55 50–52, 56–58 60–62 46, 49, 52, 53, 54, 58–60, 62	50, 84	2 hours 3 hours 30 min 2 hours 1 hour		

## Progress Tracker for Oxford Successful English Grade 8

### 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 7–8	<b>Language in the media</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 9: Simple present tense (p. 19) Activity 10: Simple past tense (p. 20) Activity 11: Main verbs and auxiliary verbs (p. 21) Activity 12: Denotation and connotation (p. 22)	<b>63</b> 66–68 64–66, 73–75 70–72 67, 69, 73, 75, 76	53	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 68  LB p. 70	
Weeks 9–10	<b>Language for different purposes</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 13: Abbreviations (p. 23) Activity 14: Prepositions (p. 24) Activity 15: Adjectival and adverbial clauses (p. 25) Activity 16: Participles and gerunds (p. 27) Activity 17: Comparative and superlative adjectives (p. 28)	<b>77</b> 78, 79, 83, 84 79–81, 86–88 84–86 81–83, 88, 89, 90	56	2 hours 3 hours 30 min 2 hours 1 hour		
<b>Teacher reflection</b>							

**\*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 8

### 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	<b>Getting there</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 1: Paragraphs (p. 29) Activity 2: Compound sentences (p. 31) Activity 3: Simple sentences (p. 33)	<b>93</b> 94, 95, 106, 107 97–100, 102–104 107–111 96, 100–102, 104, 105, 106	59	2 hours 3 hours 30 min  2 hours 1 hour		
Weeks 3–4	<b>Language helps to overcome barriers</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 4: A dialogue (p. 35) Activity 5: Homophones and homonyms (p. 36) Activity 6: Direct speech (p. 37) Activity 7: Indirect (reported) speech (p. 38) Activity 8: Negative sentences (p. 39)	<b>111</b> 115–117, 124, 125 112–114, 119, 120, 127, 128 121–123 114, 115, 117–119, 123, 126	69, 70	2 hours 3 hours 30 min  2 hours 1 hour		

## Progress Tracker for Oxford Successful English Grade 8

### 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 5–6	<b>Questions and answers</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 9: Moods (p. 40) Activity 10: Active and passive voice (p. 41) Activity 11: Prefixes and suffixes (p. 42)	<b>129</b> 134, 136, 137 130–132, 139–144 146, 147 133, 135, 137, 138, 139 141, 144, 145, 147, 148	65	2 hours 3 hours 30 min  2 hours 1 hour	LB p. 146	
Weeks 7–8	<b>Words of advice</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 12: Idioms and proverbs (p. 43) Activity 13: Subject–verb agreement (p. 44)	<b>149</b> 153–155 150–153, 157–160 161, 162 154, 155–157, 159–161, 163–166	68, 88	2 hours 3 hours 30 min  2 hours 1 hour	LB p. 153	
Weeks 9–10	<b>June controlled test</b>	<b>Formal Assessment: Page 46 of this Teacher's Resource Book</b>					
<b>Teacher reflection</b>							

**\*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 8

### 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	<b>My life, your life</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 1: Past continuous tense (p. 51) Activity 2: Future continuous tense (p. 52)	<b>177</b> 180–182, 184, 185 183, 184, 190, 192, 194 186–188 178, 179, 183, 185, 186, 189	71	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 184   LB p. 186	
Weeks 3–4	<b>What a disaster!</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>		<b>195</b> 196–199 200–202, 207–211 205, 206 197, 199, 200, 203, 204, 211		2 hours 3 hours 30 min 2 hours 1 hour		
Weeks 5–6	<b>Looking into the past and the future</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>		<b>213</b> 218, 229, 230 216–222, 226–228 223, 224 214, 215, 222–226	74	2 hours 3 hours 30 min 2 hours 1 hour	LB p. 229 LB p. 219  LB p. 223	

## Progress Tracker for Oxford Successful English Grade 8

### 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	<b>Tell me something!</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>		<b>231</b> 232, 233, 242, 243 233–236, 238–240 240–242 236, 237, 238, 243, 244	77, 93	2 hours 3 hours 30 min 2 hours 1 hour		
Weeks 9–10	<b>Share your feelings</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 3: Singular and plural (p. 53)	<b>245</b> 251, 252, 254, 255 246–249, 257–250 256, 257 250, 251, 253, 259, 260–262		2 hours 3 hours 30 min 2 hours 1 hour	LB p. 254   LB p. 256	
<b>Teacher reflection</b>							

**\*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 8

### 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	<b>News from the world of sport</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>		<b>265</b>  269, 270, 277 266–268, 271–275 279, 280 268, 269, 271, 276, 277, 278		2 hours 3 hours 30 min 2 hours 1 hour		
Weeks 3–4	<b>Learn about life through literature</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 1: Collective and abstract nouns (p. 54)	<b>281</b>  287, 288, 294, 295 282–285, 289, 290, 292–294 288, 289 285, 286, 287, 291, 296		2 hours 3 hours 30 min  2 hours 1 hour	LB p. 294	
Weeks 5–6	<b>City life in literature</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 2: Poems (p. 55) Activity 3: Writing process – revising paragraphs (p. 56) Activity 4: Writing process – editing paragraphs (p. 57)	<b>297</b> 302, 303, 305 298–300, 305–308 310  301–304, 308, 309		2 hours 3 hours 30 min 2 hours  1 hour		

## Progress Tracker for Oxford Successful English Grade 8

### 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	<b>Preparing for the exams</b> – Listening and speaking – Reading and viewing  – Writing and presenting – Language structures and conventions		<b>311</b> 312, 313, 314, 315 315–317, 318, 319, 320 320–322 322–324		2 hours 3 hours 30 min  2 hours 1 hour		
	<b>Revision and assessment</b>						
Weeks 9–10	<b>End-of-the-year examination</b>	<b>Formal Assessment: Page 58 of this Teacher's Resource Book</b>					
<b>Teacher reflection</b>							

**\*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: Adverbs of place and degree

1. Underline the adverbs of place in the paragraph below.

Jenna's Maths textbook is lost. The last time she used it was at school. She says she has looked here and there but she still can't find it. I think perhaps it was left outside or upstairs. I understand how frustrated she is because it has to be somewhere.

2. Give more detail to the underlined words in the sentences. Choose a suitable adverb of degree from the list below. The first one has been done for you.

much extremely nearly very completely

- a) I was extremely happy with my high marks.  
 b) You need to be \_\_\_\_\_ careful when crossing a road.  
 c) Today's performance was \_\_\_\_\_ better than yesterday's.  
 d) After the cross-country race we were \_\_\_\_\_ exhausted!  
 e) The water tank was \_\_\_\_\_ full after the rain.

3. Underline the adverbs in the following sentences.

Thomas walks slowly to school. He often gets to school after the bell goes for assembly.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 2: Literal and figurative language

- Select the correct meaning from the list below for the figurative expressions in the table. Write the correct meanings next to each figurative expression.



Figurative expression	Meaning
a) She is walking on air.	
b) He has broad shoulders.	
c) She has her heart in her mouth.	
d) She has her head in the clouds.	
e) He has his head above water.	

- Cross out each of the underlined meanings in the paragraph below and replace each one with a figurative expression chosen from the box. The first one has been done for you.

let the cat out of the bag  
blue face the music eat humble pie red-handed

Ntombi felt very (a) ~~down-hearted~~ (blue). Her best friend had (b) blurted out her secret (\_\_\_\_\_) and told their teacher that Ntombi had bunked out of school. Ntombi had been caught (c) in the act (\_\_\_\_\_). Now she had to (d) take the consequences (\_\_\_\_\_) and (e) humbly apologise (\_\_\_\_\_).

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 3: Adverbs of time and manner**

1. Cross out the adjective in the brackets and replace it with an adverb of manner. The first one has been done for you.

a) It is raining (~~heavy~~) heavily.

b) The time passed (quick) \_\_\_\_\_.

c) The child danced (graceful) \_\_\_\_\_ on the stage.

d) He spoke (soft) \_\_\_\_\_ to the child.

e) He shouted (angry) \_\_\_\_\_ at the thief.

f) Yesterday the choir sang (beautiful) \_\_\_\_\_.

g) The athlete sprinted (rapid) \_\_\_\_\_ to the finish line.

h) The children ate the cake (greedy) \_\_\_\_\_.

2. Choose suitable adverbs of time or frequency from the options below to complete the paragraph. The first one has been done for you.

immediately ~~never~~ **soon** before seldom **now**

Luyolo was (a) seldom late, so we were worried. We expected him an hour (b) \_\_\_\_\_. At last he phoned, saying he would be there (c) \_\_\_\_\_ "Come (d) \_\_\_\_\_!" I said. "We want you here (e) \_\_\_\_\_. You've (f) \_\_\_\_\_ let us down before!"

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 4: Adjectival and adverbial phrases**

1. Underline the adjectival phrase in each sentence.

a) The cat belonging to my grandmother is old.

b) A pot with three legs will never fall over.

c) The apples with red skins are sweet.

d) That man wearing a hat is my doctor.

2. Circle the present participle or past participle verbs that introduce the adjectival phrases. Underline the adjectival phrases.

a) The house painted yellow is ours.

b) The dog wagging its tail is very friendly.

c) The baby sleeping in the cot is my sister.

d) The car washed yesterday is already dirty.

3. Circle the verbs and underline the adverbial phrases. Identify the type of adverbial phrase used.

a) Little Jack Horner sat in a corner. \_\_\_\_\_

b) Jack and Jill went up the hill. \_\_\_\_\_

c) The dog howled throughout the night. \_\_\_\_\_

d) The athlete ran like the wind. \_\_\_\_\_

e) The calf was born in the early morning. \_\_\_\_\_



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 5: Definite and indefinite articles**

1. Fill in *the*, *a* or *an* to complete the sentences.

a) \_\_\_\_\_nearest school is in \_\_\_\_\_next street.

b) At school I eat \_\_\_\_\_apple every day.

c) \_\_\_\_\_uniform I am wearing has \_\_\_\_\_hole in it.

d) \_\_\_\_\_ant is \_\_\_\_\_insect.

e) We went to \_\_\_\_\_school play. Sophie is acting in \_\_\_\_\_play.

2. Underline the nouns in the sentences below. Add a suitable determiner from the boxes to give more detail about the underlined nouns. The first one has been done for you.

many	some	every	both	much
------	------	-------	------	------

a) There is much laughter in our happy home.

b) Unfortunately \_\_\_\_\_children do not go to school.

c) \_\_\_\_\_my brothers look alike.

d) \_\_\_\_\_oranges in the bag were rotten.

e) \_\_\_\_\_pupil should know how to study.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 6: Main and dependent clauses**

1. Underline the verbs in the sentences below and state the number of clauses in each sentence. The first one has been done for you.

a) Bulelwa rides a bicycle when she goes to school. 2

b) The boy helped the old lady. \_\_\_\_\_

c) I love chocolate but ice cream is my favourite. \_\_\_\_\_

d) The high mountain was covered in snow. \_\_\_\_\_

e) My dog is energetic and he loves running. \_\_\_\_\_

2. Underline the main clauses in the sentences below. Put brackets around the dependent clauses. The first one has been done for you.

a) Ntombi ran to the shop (which was painted yellow).

b) Jannie passed his test because he had learnt his work.

c) Josie helped her mother when she returned from school.

d) We did not know that Ayanda's father was sick.

e) Thandi returned to the village where she was born.

f) Billy threw the ball as hard as he could.

g) The community gathered because they needed to discuss the problems.

h) Petrus worked hard in the fields when he was digging the potatoes.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 7: Personal and possessive pronouns**

1. Write a suitable personal pronoun for each of the underlined nouns in the following sentences. The first one has been done for you.

a) Give Mary and Zola the books. them

b) Mary and Zola love reading. \_\_\_\_\_

c) John also likes reading. \_\_\_\_\_

d) Give John a book. \_\_\_\_\_

e) Sindiwe and Meshack love Sindiwe's dog. \_\_\_\_\_/ \_\_\_\_\_

2. Fill in the appropriate possessive pronouns in the blank spaces.

a) The book is \_\_\_\_\_. (belongs to her)

b) These books are \_\_\_\_\_. (belong to them)

c) The book is \_\_\_\_\_. (belongs to him)

d) These books are \_\_\_\_\_. (belong to you)

e) These books are \_\_\_\_\_. (belong to us)

3. Use the correct personal and possessive pronouns to complete the paragraph below.

The members of the debate team were prepared for the competition.

(a) \_\_\_\_\_ practised often and our teacher, Mr Nosilela says that

(b) \_\_\_\_\_ thinks the team will do well. Mr Nosilela says we can get a

lift in (c) \_\_\_\_\_ car. (d) \_\_\_\_\_ need to meet him outside the school.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 8: Subject, verb and object**

1. Circle the verb and underline the object in each of the sentences.

a) The boys play rugby.

b) Nwabisa wears glasses.

c) Ms Mathole teaches Grade 8.

d) Jannie found the kitten.

e) My parents play tennis.

2. Circle the verbs and underline the subjects in the following paragraph.

Zola loves soccer. He kicks the ball across the field. He scores goals from the corner. Zola plays in the first team. The coach is proud of him. Zola's friends support him. They practise with him after school.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 9: Simple present tense**

1. Select the correct simple present tense verb from the list to complete the following sentences: *is, am, are, has, have*.

- a) I \_\_\_\_\_ a good learner.
- b) We \_\_\_\_\_ new books.
- c) They \_\_\_\_\_ late for school.
- d) She \_\_\_\_\_ a lot of homework.
- e) He \_\_\_\_\_ in the soccer team.
- f) We \_\_\_\_\_ on the sports field.
- g) She \_\_\_\_\_ the soccer ball.
- h) The referee \_\_\_\_\_ the rule book.

2. Circle the correct simple present tense verb in these sentences.

- a) Flowers (bloom/blooms) every spring.
- b) The crops (grows/grow) well here.
- c) The temperature always (rises/rise) in summer.
- d) At night time the flower (smell/smells) strongly.
- e) It (rain/rains) continuously in winter.
- f) They often (make/makes) a fire.
- g) Lettie (move/moves) close to get warm.
- h) The fire (feel/feels) hot now.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 10: Simple past tense**

1. Underline the simple present tense verbs and write them as simple past tense verbs. The first one has been done for you.

a) Miss Strydom teaches us Mathematics. taught

b) I ride my bicycle to school. \_\_\_\_\_

c) Owam goes home early. \_\_\_\_\_

d) He thinks he is sick. \_\_\_\_\_

e) Owam's mother takes him to the doctor. \_\_\_\_\_

f) She runs for the bus. \_\_\_\_\_

g) The boys lean on the railing. \_\_\_\_\_

h) Laila keeps all her study notes. \_\_\_\_\_

2. Rewrite the following sentences in the simple past tense.

a) The hen lays eggs in its nest.

\_\_\_\_\_

b) The woman drives her car to work.

\_\_\_\_\_

c) The janitor sweeps the steps after school.

\_\_\_\_\_



Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 11: Main verbs and auxiliary verbs**

1. Underline the finite verbs in the following sentences.

- a) The girl walks home.
- b) The parents whisper to each other.
- c) Each seed sprouts in spring.
- d) My brother works as a mechanic.
- e) It rains in summer in Gauteng.

2. Circle the auxiliary verbs and underline the finite verbs.

- a) I do help my teacher.
- b) Thobeka does help her mother.
- c) She is painting a picture.
- d) Hans has painted his bicycle.
- e) I am doing my homework.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 12: Denotation and connotation

1. For each word, decide if it is the denotation or the connotation of the word *green*. Then decide if it is positive or negative. The first one has been done for you.

Word/Phrase	Denotation	Connotation	Negative	Positive
a) new		X		X
b) colour of grass				
c) ignorant				
d) environment-friendly				
e) jealous				

2. Write D or C next to each sentence to show if the underlined words are examples of denotation or connotation.

- a) They painted the fence blue. \_\_\_\_
- b) Josie is feeling blue. \_\_\_\_
- c) The cat's paws are black. \_\_\_\_
- d) Hector is in a black mood. \_\_\_\_
- e) The company wasted money and it is in the red. \_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 13: Abbreviations

1. Place the abbreviations below in the correct boxes. Three have been done for you.

HIV	Dr	UNESCO	ANC	Rev.
AIDS	adj.	ID	Mr	SABC

Abbreviations	Acronyms	Initialisms
Dr	AIDS	SABC

2. Write out the abbreviations in this paragraph in full.

The Rev. (a) \_\_\_\_\_ Mackie does a lot of work with orphans who have AIDS (b) \_\_\_\_\_. He explains to them that the disease is caused by HIV (c) \_\_\_\_\_. The WHO (d) \_\_\_\_\_ helps to support his work.

3. Match the meanings with the abbreviations.

before noon ★ please reply ★  
that is ★ note well ★ and the rest

- a) etc. \_\_\_\_\_ d) RSVP \_\_\_\_\_  
b) a.m. \_\_\_\_\_ e) i.e. \_\_\_\_\_  
c) N.B. \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 14: Prepositions

1. Underline seven prepositions in the verse.

*Over the sofa and under the chairs;*

*Then through the door and fast up the stairs;*

*Now in the cupboard the cat hides away;*

*She'll stay behind clothes throughout the whole day.*

2. Choose the most suitable preposition from the boxes to complete the paragraph.

before	at	in	for	of	from
--------	----	----	-----	----	------

Luyolo is (a) \_\_\_\_\_ the first rugby team. He practises early  
(b) \_\_\_\_\_ school starts. He drops a goal (c) \_\_\_\_\_ the centre  
(d) \_\_\_\_\_ the field. He thinks about when he might play (e) \_\_\_\_\_  
his country. His friends laugh (f) \_\_\_\_\_ him but he doesn't mind.

3. Circle the prepositions in the paragraph below and underline the nouns or pronouns they link. The first one has been done for you.

The children were in the classroom. They sat in front of their desks. The teacher stood next to the board and there was a poster behind her. She reached towards her desk and the learners looked past her at the poster. There was another poster beside the first one.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 15: Adjectival and adverbial clauses**

1. Underline the adjectival clauses in the following sentences.

Circle the noun that each clause describes.

a) The girl who is wearing a blue dress is my sister.

b) We live in a house which my uncle built.

c) I gave food to a woman who was hungry.

d) That is the man whose car was stolen.

e) The dog that is barking belongs to our neighbour.

2. Match a suitable adjectival clause with its main clause.

Main clause
a) I gave a present to the girl _____
b) I live in a house _____
c) The chickens _____belong to my aunt.
d) The boy _____was upset.
e) I enjoy stories _____

Adjectival clause
that are in the yard
which have happy endings.
who came first in class.
which is painted yellow.
whose cellphone was stolen

3. Underline the different adverbial clauses in the following sentences. Write what type of adverbial clause has been used in each sentence. The first one has been done for you.

a) Thandiwe rode her bike as fast as she could. adverbial clause of manner

b) Thandiwe likes to ride her bike where the roads are tarred.

\_\_\_\_\_

c) When she finishes her chores, Thandiwe rides her bike.

\_\_\_\_\_

d) Thandiwe decided to ride her bike to school because she wanted to get there early. \_\_\_\_\_

e) As slowly as a snail moves, Thandiwe rode to the top of the hill.

\_\_\_\_\_

4. Underline all the finite verbs in the text below. Then place brackets round the adverbial clauses. The first one has been done for you.

We saw many wild animals in the park (when we looked for them). The lions sat in the shade while they rested. We saw the elephants as they walked out from behind the trees. The ranger noticed a baby elephant where it was hiding behind its mother. We had to leave at sunset because the park was closing.



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 16: Participles and gerunds**

1. Fill in the missing present participles and past participles in the table below.

<b>Infinitive</b>	<b>Present participle</b>	<b>Past participle</b>
a) to decide	The man is _____.	The man has _____.
b) to choose	The voter is _____.	The voter has _____.
c) to laugh	The child is _____.	The child has _____.

2. Write out the present participles and past participles in the following news report. Next to each participle write present participle or past participle.

The school is trying everything to help the learners improve their marks. After school the teachers are helping the children with their homework. The school board has decided to help learners raise funds for extra weekend classes. When we spoke to the class teacher, she reported her class has raised R1 200.

- a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_  
 d) \_\_\_\_\_

3. Underline the gerunds in the paragraph below. (Make sure you don't underline the present participles.)

Zola is brilliant at diving. He's also really good at swimming. He is always practising in the school pool. In the summer holidays he enjoys surfing. Playing on the beach is my favourite activity.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 17: Comparative and superlative adjectives**

1. Complete the table below with the correct adjectives. The first one has been done for you.

Base adjective	Comparative degree	Superlative degree
a) far	further	the furthest
b) young		
c) colourful		
d) bad		
e) happy		

2. Rewrite the adjectives in the paragraph so that they are correct.

Babalwa, Cindy and I picked flowers for our prize giving ceremony. My flowers were pretty, Cindy's flowers were (pretty) (a) \_\_\_\_\_ but Babalwa's flowers were the (pretty) (b) \_\_\_\_\_. We arranged the flowers in three vases. Cindy's vase was large, my vase was (large) (c) \_\_\_\_\_ and Babalwa had the (large) (d) \_\_\_\_\_ vase. Our friends said that my arrangement was beautiful, Babalwa's arrangement was (beautiful) (e) \_\_\_\_\_ and Cindy's arrangement was (beautiful) (f) \_\_\_\_\_. The head teacher said we did a great job.

## Worksheet: English Term 2

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 1: Paragraphs

1. Read paragraph 1 and 2 below. You'll notice that the sentences in paragraph two are not in the correct order.

**Paragraph 1:**

*No one lives in the house on the hill. The doors and windows are boarded up. My brother and I think that the house is haunted.*

**Paragraph 2:**

*We decided to find out for ourselves. We were curious about the house on the hill. The villagers told us strange stories about it.*

Rewrite the sentences in paragraph 2 in the order given below so that it reads correctly.

- a) The introductory sentence

\_\_\_\_\_

- b) The supporting sentence

\_\_\_\_\_

- c) The concluding sentence

\_\_\_\_\_

2. Complete each paragraph below by choosing the correct supporting sentences and concluding sentences from the tables.

Supporting sentences
He knows about children's illnesses.
He can fix any electrical appliance.
He sells brick-making machines.

Concluding sentences
These machines help people to build their own houses.
He has saved many children's lives.
People call him Mr Fixit.

a) My father is a businessman. \_\_\_\_\_

\_\_\_\_\_

b) Vuyo's father is a doctor. \_\_\_\_\_

\_\_\_\_\_

c) Sophie's father is an electrician. \_\_\_\_\_

\_\_\_\_\_

3. Choose the best concluding sentence from the boxes to complete the paragraph that follows.

People need money.	There are many rhinos in Africa.	Soon there will be no rhinos left.
--------------------	----------------------------------	------------------------------------

a) Introductory sentence: The rhino is an endangered species.

b) Supporting sentence: They are hunted and killed for their horns.

c) Best concluding sentence: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 2: Compound sentences**

1. Label the sentences below as either a simple sentence (SS) or as a compound sentence (CS). The first one has been done for you.

a) On Friday we ate fried chicken. SS

b) Anne likes sweets best but Nomsa likes chips more. \_\_\_\_\_

c) The dassie hid under the rock and the jackal couldn't get it. \_\_\_\_\_

d) I watch *Idols* every week on television. \_\_\_\_\_

2. Underline the two simple sentences in each of the compound sentences below.

a) I wanted a puppy for my birthday, but I got a game.

b) The lion roared loudly but the zebra did not run away.

c) I love doughnuts and my sister likes koeksisters.

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

a) We wanted to go to the beach. [ ] It rained.

\_\_\_\_\_

b) I can choose a sandwich. [ ] I can choose a pizza.

\_\_\_\_\_

c) My mother went to the shop. [ ] My mother bought bread and vegetables.

\_\_\_\_\_

4. The timetable below shows the after-school activities that Lindiwe and Zethu do. Use the conjunctions *and* or *but* to join the simple sentences into a compound sentence to describe their daily activities. The first one has been done for you.

Timetable	Lindiwe	Zethu
Monday	Writing club	Netball practice
Tuesday	Choir practice	Singing lessons
Thursday	Athletics practice	Writing club

a) On Monday Lindiwe goes to writing club but Zethu has netball practice.

b) On Tuesday Lindiwe \_\_\_\_\_.

c) On Thursday Lindiwe \_\_\_\_\_.

5. Make compound sentences from the simple sentences below by choosing a conjunction and another simple sentence from the boxes.

and some of them come back again.	but they did not win the singing competition.	and I also want to play hockey.
-----------------------------------	---	---------------------------------

d) The choir practised very hard over the weekend

\_\_\_\_\_

e) I have decided to play netball next term

\_\_\_\_\_

f) Many tourists visit South Africa

\_\_\_\_\_



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 3: Simple sentences

1. Label each of the sentences as either complete sentences (CS) or incomplete sentence (IS). The first one has been done for you.

a) The old man with the walking stick. IS

b) Nomsa bought a present yesterday. \_\_\_\_\_

c) She sings well. \_\_\_\_\_

d) Josie ate her popcorn. \_\_\_\_\_

e) Dancing in the rain. \_\_\_\_\_

2. Write simple sentences to describe Lindiwe's activities each day.  
The first one has been done for you.

Timetable				
Monday	Tuesday	Wednesday	Thursday	Friday
netball	choir	athletics	computer lessons	no activities

a) On Monday Lindiwe plays netball.

b) On Tuesday Lindiwe \_\_\_\_\_.

c) On Wednesday Lindiwe \_\_\_\_\_.

d) On Thursday Lindiwe \_\_\_\_\_.

e) On Friday Lindiwe \_\_\_\_\_.

3. Choose adjectives and adverbs from the list below to make the sentences that follow more interesting.

bright swiftly fresh greedily thin midnight tall

a) The \_\_\_\_\_ cat drank the \_\_\_\_\_ milk \_\_\_\_\_.

b) A \_\_\_\_\_ star shone in the \_\_\_\_\_ sky.

c) Suki ran \_\_\_\_\_ through the \_\_\_\_\_ maize.

4. The words in the sentences below are in the wrong order. Place the words in the correct order so that they make sense. The first one has been done for you.

a) usually every visit my cousins we holiday favourite

We usually visit my favourite cousins every holiday.

b) cheesy friend quickly my ate her hungry pizza

---

c) the impalas hunted the frightened lions fierce

---

d) the caring visited child sick doctor yesterday the

---

e) brother milk drinks his baby thirstily my

---

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 4: A dialogue

1. You always need to plan a dialogue so it makes sense. Read the dialogue below and notice that only the first two lines of speech are correct. The rest of the dialogue has been scrambled and does not make sense.
- a) Give the correct order of the conversation by writing the numbers 3–11 in the right-hand column. Look for clues and make sure that the dialogue flows naturally.

1	Sizwe helps an old man across the road.	1
2	Sizwe: (At the traffic lights) Good morning, Sir. Can I help you?	2
3	Sizwe: The light is red and will soon be green.	
4	Sizwe: Of course. I'll help you cross the road.	
5	Old Man: (Leaning on his stick) Thank you for offering to help. My sight is poor. What is your name, young man?	
6	Old Man: Will you tell me when the light turns green?	
7	Old Man: Thanks for your help!	
8	Sizwe: My name is Siswe.	
9	(They cross the road together)	
10	Old Man: Sizwe, is the traffic light red or green?	
11	Sizwe Taking his arm, "The light is green now. Let's go."	

- b) Rewrite the last line (11) so the punctuation is correct.

---



---



---

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 5: Homophones and homonyms

1. Choose an alternative meaning from the boxes for each homonym in the table.

scene	hunted animals	freezing	clever	a moment of time
-------	----------------	----------	--------	------------------

Homonym	First meaning	Alternative meaning
a) second	after first	
b) game	something you play	
c) bright	very clear	
d) cold	a common illness	
e) sight	to see with your eyes	

2. Select the correct homophone from the boxes to complete the second column of the table. The first one has been done for you.

two	pray	road	reads	right
-----	------	------	-------	-------

a) use a pen: <u>write</u>	a) correct: <u>right</u>
b) thin river plants: <u>reeds</u>	b) enjoy a book: _____
c) a hunted victim: <u>prey</u>	c) speak to God: _____
d) she used a bicycle: <u>rode</u>	d) cars drive on it: _____
e) towards something: <u>to</u>	e) the number after one: _____

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 6: Direct speech**

1. Underline the sentence that is correctly punctuated.

- a) "The Earth is round." said the teacher.
- b) "The Earth is round," said the teacher.
- c) "The Earth is round, said the teacher.
- d) The Earth is round, said the teacher.

2. Fill in the inverted commas in the sentences below.

- a) Mrs Teko said, You have done well today, Mary.
- b) Sipho asked, Are we playing soccer this afternoon?
- c) Lindiwe said, Our teacher will return our essays tomorrow.
- d) Where were you yesterday? Vuyo's sister asked.
- e) You are a naughty child! Jannie's mother exclaimed.

3. Change the following dialogue to direct speech.

- a) Percy: Bye, Mom. I'm going to band practice.

\_\_\_\_\_

- b) Percy's Mom: What time will you be back home?

\_\_\_\_\_

- c) Percy: We will be finished at 6.30 p.m.

\_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 7: Indirect (reported) speech**

1. Complete the sentences by changing the words in brackets to their correct forms. The first one has been done for you.

a) Mrs Teko said that Mary (have done) well (today)

Mrs Teko said that Mary had done well that day.

b) Sipho asked whether (we) (are) playing soccer (today).

\_\_\_\_\_

\_\_\_\_\_

c) Lindiwe said that (our) teacher (will) return (our) essays (tomorrow).

\_\_\_\_\_

\_\_\_\_\_

d) Vuyo's sister asked where (you) both (were) (yesterday).

\_\_\_\_\_

\_\_\_\_\_

e) Jannie's mother exclaimed that (you) (are) a naughty child.

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 8: Negative sentences

1. Use *not* to change the following positive sentences into negative sentences without using contractions.

a) Caz will paint. \_\_\_\_\_

b) Amanda is tall. \_\_\_\_\_

c) Asanda has bought pens. \_\_\_\_\_

d) Ethel must go home. \_\_\_\_\_

e) Zed works hard. \_\_\_\_\_

2. Use contractions and change the underlined words to make the sentences below negative. The first one has been done for you.

a) Bulelwa did swim in the gala. Bulelwa didn't swim in the gala.

b) Marie could knit. \_\_\_\_\_

c) They do train hard. \_\_\_\_\_

d) Jacob will walk. \_\_\_\_\_

e) I do want to help. \_\_\_\_\_

3. Cross out the underlined positive words and write a negative opposite from this list: *never, wasn't, neither, no, no one, nor*.

~~Everyone~~ (a) No one thought that Jackson was bad. He was (b) \_\_\_\_\_ violent and he had many (c) \_\_\_\_\_ enemies. He either (d) \_\_\_\_\_ came home late or (e) \_\_\_\_\_ stayed out all night. He always (f) \_\_\_\_\_ told lies to stay out of trouble.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 9: Moods

1. State whether the mood is indicative, imperative or subjunctive in each of the sentences in the table below.

Sentences	Mood
a) Why is the dog barking?	
b) The dog is hungry.	
c) Give the dog a bone!	
d) Please get it from the kitchen.	
e) I wish you would get it.	

2. Identify the mood of each sentence in the following letter.

I decided to write to the newspaper because I am so frustrated.

- (a) (\_\_\_\_\_) Why don't we have running water in our township? (b) (\_\_\_\_\_) Answer this question!
- (c) (\_\_\_\_\_) I wish the council would budget for new pipes.
- (d) (\_\_\_\_\_) Please join me when I take a petition to our councillor on Friday. (e) (\_\_\_\_\_)

3. Identify the type of sentence and the mood of each sentence.

	Type of sentence	Mood
a) Do your homework now.		
b) Is Sam playing soccer today?		
c) It is raining very hard.		



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 10: Active and passive voice**

1. In each of the following sentences underline the verb, circle the subject and write *active* or *passive* after the sentence.

a) Bulelwa ate the chocolate. \_\_\_\_\_

b) A buck was attacked by a lion. \_\_\_\_\_

c) An experiment is being demonstrated by the Science teacher.  
\_\_\_\_\_

d) A lion attacked a buck. \_\_\_\_\_

e) The chocolates were eaten by Bulelwa. \_\_\_\_\_

2. Rewrite the following active sentences in the passive voice.

a) The reporter typed an article. \_\_\_\_\_

b) The editor published the article. \_\_\_\_\_

3. The sentences in Column A have been written in the passive voice. Rewrite them in the active voice in Column B.

Column A: Passive voice	Column B: Active voice
a) Our car was bumped by an elephant.	a)
b) The windows were closed by my father.	b)
c) We were frightened by the experience.	c)
d) The park will be visited by us again.	d)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 11: Prefixes and suffixes

1. Add an appropriate prefix from the boxes to each of the word parts in brackets in the sentences below. The first one has been done for you.

anti-	dis-	in-	pre-	re-
-------	------	-----	------	-----

- a) The moon (disappeared) behind a cloud.  
 b) We hope to (\_\_\_\_turn) to our home one day.  
 c) The (\_\_\_\_conscious) child was rushed to hospital.  
 d) The (\_\_\_\_mature) baby was born too early.  
 e) The play ended with such an (\_\_\_\_climax).

2. Choose the appropriate suffix from the boxes to add to each word in brackets so that the sentences make sense. The first one has been done for you.

-ly	-able	-ship	-ment	-ful
-----	-------	-------	-------	------

- a) The clever girl is very (beauty) beautiful.  
 b) I value your (friend) \_\_\_\_\_very much.  
 c) The programme was not (suit) \_\_\_\_\_for children.  
 d) She was told to go home (immediate) \_\_\_\_\_.  
 e) Sam got a lot of (encourage) \_\_\_\_\_from his parents.

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) once in a blue moon	e) raining cats and dogs		pouring with rain		you are very ill
b) call a spade a spade	f) it rings a bell		reminds you of something		extremely happy
c) over the moon	g) face the music		a dishonest person	a	very seldom
d) a bad egg	h) as sick as a dog		face your problems boldly		speak plainly

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
a) A rolling stone gathers no moss.
b) Look before you leap.
c) The proof of the pudding is in the eating.
d) A watched pot never boils.
e) A stitch in time saves nine.

B: Meaning
Things seem to take longer when you are waiting for them to happen.
Taking care of the small things will save a lot of work later on.
Someone who doesn't settle down will not be a success in life.
Think before you make a very quick decision.
Something can only be judged by the results.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 13: Subject–verb agreement**

1. Circle the verb in brackets that agrees with the subject in each sentence.

- a) She (are/is) scared of heights.
- b) My brother (does/do) his homework every day.
- c) Sipho and Asanda (goes/go) to the same school.
- d) Everyone (are/is) free to enter the competition.
- e) A flock of birds (flies/fly) overhead.
- f) No one (is/are) allowed to go home early.
- g) A packet of sweets (are/is) our reward.
- h) Both of us (loves/love) playing soccer.

2. Circle the subject and underline the verb in these sentences. Write the correct version of each verb to make it agree with the subject.

- a) A few of us rides bicycles. (\_\_\_\_\_)
- b) My class are very noisy. (\_\_\_\_\_)
- c) Jon and Vuyo plays soccer. (\_\_\_\_\_)
- d) These potatoes is rotten. (\_\_\_\_\_)
- e) No one like overcooked vegetables. (\_\_\_\_\_)
- f) The white shorts is dirty. (\_\_\_\_\_)
- g) Here comes my mother and my father. (\_\_\_\_\_)

3. Place a tick next to the correct verb that agrees with each subject in the sentences below.

Subject	Verb		
a) The girl	is	are	clever.
b) Jan and Hannah	was	were	late.
c) Everyone	love	loves	chocolate.
d) The choir	sing	sings	at church.
e) The box of tomatoes	is	are	on the table.
f) She	is	are	my cousin.
g) You	runs	run	so fast.
h) We	is	are	in Grade 8.

4. Underline the correct subjects and verbs in brackets so that the advertisement below is correct.

The famous South African (musician/musicians) plays the guitar very well. The (audience/audiences) loves listening to him. He (play/plays) every Wednesday evening at the church hall. Tickets (is/are) available and they (cost/costs) R5,00 each. All the money (is/are) donated to charity.

5. Circle the correct verbs in brackets so that the extract is correct.

The scissors (is/are) on the table. The tailor plans to cut the jeans that (is/are) next to the scissors. He needs to put on his glasses first. They (is/are) on his workbench.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Sample mid-year examination paper

### Paper 2: Written

[Total: 40 marks]

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 passage on pages 168–169 of the *Oxford Successful English* Grade 8 Learner's Book and answer the following questions.

- 1.1 Quote the word from paragraph 1 that means *according to what you have heard or read*, but might not be true. (1)
- 1.2 Has Billy killed human beings before? Answer YES or NO and give a reason for your answer. (2)
- 1.3 Use your own words to say why the three animals are described as “an unlikely trio”. (2)
- 1.4 Refer to paragraph 5. What grave mistake is made by would-be rhino poachers? (2)
- 1.5 Is the following statement TRUE or FALSE? Write “true” or “false” and quote from paragraph 3 to prove your answer. *Billy kills his victims by kicking them.* (2)
- 1.6 Which specific tool indicates that the intruders are possibly rhino poachers? (1)

1.7 Explain in your own words what is meant by the following sentence:

“Billy might also be xenophobic”. (2)

1.8 In paragraph 6, it is stated that Mr van Aardt said something

“laughingly”. What caused him to laugh? (2)

1.9 What does “in a mutilated state” mean in the context of the passage (paragraph 3)? Choose the correct option:

- A a body that is very badly damaged
- B killed quickly and efficiently
- C having no visible signs of being attacked
- D attacking from behind. (1)

1.10 There are various places in the text where Billy is given human qualities. Find TWO of these examples. Quote from the passage. (2)

1.11 a. Why are poachers so keen to obtain rhino horns? (1)

1.11 b. Who pays for rhino horns? (1)

1.12 In paragraph 4, the word *kill* is in inverted commas. Explain why. (2)

1.13 What is implied by the following sentence in paragraph 8:

“Who knows – that man might challenge Usain Bolt at the next Olympics”? (2)

1.14 In paragraph 6, Billy and Lara are described as “a formidable team”. This means that they are:

- A frantic    B frightening    C formal    D friendly. (1)

1.15 A *balaclava* is a kind of hat often used by burglars so that they won’t be recognised. Why is it unnecessary when hunting animals? (1)

1.16 Why do the police want to give Billy a rank? (2)

1.17 *Rhino poaching is a big problem in South Africa.*

Do you agree with this statement? How do you feel about it? What can be done to prevent it? (3) [30 ÷ 2 = 15]

Total Section A: 15

## Section B: Language in context

### Question 2

Study the cartoon on page 171 of the *Oxford Successful English* Grade 8 Learner's Book and answer the following questions.

2.1 Rewrite the buffalo's words as reported speech by starting with the words provided: The buffalo asked: "Why do they call us wildlife?"

The buffalo asked ... (2)

2.2 Choose the word that correctly describes the expression on the faces of the buffaloes: *angry, excited, disgusted, interested, eager*. (1)

2.3 Choose the correct form of the words in brackets.

2.3.1 The buffaloes (think/thinks) humans are worse than them. (1)

2.3.2 The vulture (is/are) waiting patiently for its next meal. (1)

2.3.3 The teenagers (listen/listens) to music. (1)

2.4 Read the passage below. Give the correct form of the words in brackets or fill in the missing words. Write only the answer next to the question number (2.4.1–2.4.5)

The buffaloes are busy (2.4.1 watch) a group of people (2.4.2 who/whom/that) are camping in the game park. A vulture is also looking (2.4.3....) them. (2.4.4 This/These) people don't know they are being (2.4.5 observe) by the animals. (5)

2.5 Rewrite the sentence and correct the errors. Underline each word you have changed: *It is very funny when you looks at humane behaviour threw the eyes of animal's.* (4) [15]

Total Section B: 15

## Section C: Response to literature

### Question 3

Read the passage on page 172 of the *Oxford Successful English* Grade 8 Learner's Book and answer the following questions.



3.1 King Lear is described in the text.

a. Write down *two* positive aspects we hear of him. (2)

b. Which *four* negative aspects of his character as described? (4)

3.2 Where is the story set? (1)

3.3 Do you think it is possible to determine which child loves you the most as King Lear tried to do? Give a reason for your answer. (2)

3.4 What is meant by “before recorded history”? (1) [10 ÷ 2 = 5]

#### Question 4

Read the poem on pages 172–173 of the *Oxford Successful English* Grade 8 Learner’s Book and answer the following questions.

4.1 In line 3 the speaker uses a (metaphor/simile) to describe the shiny fabric. Choose the correct word in brackets. (1)

4.2 What happened when the speaker put the bangles around her wrist? (1)

4.3 What does the teenager, describing the clothes from Pakistan, think about the:

a. colours                      b. style of the items she has received? (2)

4.4 What sound device is used in line 15, “I tried each satin-silken top”? (1)

4.5 What does the speaker mean when she says “I could never be as lovely as those clothes” (lines 17 and 18)? (1)

4.6 What type of clothing is she more comfortable wearing? (1)

4.7 Do you think the speaker means it literally or figuratively when she says “was alien” (line 16)? Explain your answer. (2)

4.8 How is the speaker different from her aunts? (1) [10 ÷ 2 = 5]

Total Section C: 10

GRAND TOTAL: 40 marks

**Paper 3: Written**

[Total: 30 marks]

**Section A: Extended writing (Essay)**

- Spend approximately 40 minutes on this section.
- Your essay must have a title.
- Write ONE of the following essays:

**Question 1: Animals are not as dumb as we think!**

Write an essay of 180–210 words about an animal (tame or wild) that has done something extraordinary.

**Question 2: My grandmother is a woman I respect**

Write an essay of 180–210 words describing your grandmother and why she should be respected.

Total Section A: 20

**Section B: Transactional texts**

Begin this section on a NEW page. Write ONE of the following letters:

- Write a friendly letter of 120–140 words to your aunt who has sent you a complete outfit of traditional clothing. Although you won't be able to wear the clothes, you don't want to hurt her feelings. Remember to write your address in the top right corner.
- Write a letter of 120–140 words to the editor of the *Sunday Times* newspaper in which you state your ideas about the poaching and killing of rhinos in South Africa. Remember to include the topic of your letter. Start your letter with the words: Dear Editor

Total Section B: 10

GRAND TOTAL: 30 marks

## Worksheet: English Term 3

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 1: Past continuous tense

1. Change the underlined verbs in the present continuous tense to the past continuous tense. The first one has been done for you.

a) Thandi is ringing the doorbell and the dog is barking.

was ringing, was barking

b) They are swimming in the river while I am watching.

\_\_\_\_\_

c) The sheep are bleating next to the farmer who is feeding them.

\_\_\_\_\_

d) I am working on my project while you are preparing yours.

\_\_\_\_\_

e) The ministers are praying while the choir is singing.

\_\_\_\_\_

2. Underline and change the verbs in the paragraph into the past continuous tense. The first one has been done for you.

(a) Pupils are shouting in the playground. were shouting (b) A boy is bullying a girl. \_\_\_\_\_ (c) She is crying. \_\_\_\_\_ (d) People are watching the scene \_\_\_\_\_ but (e) they are doing nothing \_\_\_\_\_. (f) A teacher is coming to help us. \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 2: Future continuous tense**

1. Change the underlined simple present tense verb in each of the following sentences into the simple future tense.

a) James plays in the soccer team. \_\_\_\_\_

b) The bus arrives early. \_\_\_\_\_

c) The dog barks. \_\_\_\_\_

d) Mr George teaches English. \_\_\_\_\_

e) The clock strikes three. \_\_\_\_\_

2. Change the simple future tense to the future continuous tense in these sentences. The first one has been done for you.

a) I'm sure you (will write) will be writing your exam.

b) They (will fish) \_\_\_\_\_ at the weekend.

c) Asanda (will write) \_\_\_\_\_ her exam for two hours.

d) I (will bring) \_\_\_\_\_ your present tomorrow.

e) Nosimo (will read) \_\_\_\_\_ her book all afternoon.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 3: Singular and plural**

1. Rewrite these sentences and change the underlined singular nouns to plural nouns.

a) The child collect leaf in the garden.

\_\_\_\_\_

b) The lady are eating sandwich and chip.

\_\_\_\_\_

c) Monkey and mosquito can be a nuisance.

\_\_\_\_\_

## Worksheet: English Term 4

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 1: Collective and abstract nouns

1. Match each collective noun in the first column below with its suitable group in the second column.

Collective noun
a) A family of
b) A forest of
c) A queue of
d) A circle of
e) A nest of

Suitable group
a) voters
b) eggs
c) trees
d) relatives
e) friends

2. Use the endings shown in the box to form abstract nouns from each word in brackets. The first one has been done for you.

-hood    -ship    -dom    -ment    -ty

- a) To my (amaze) I won first prize. amazement
- b) There was much (hard) after the flood. \_\_\_\_\_
- c) The manager thanked the staff for their (loyal). \_\_\_\_\_
- d) In his (boy) the cricketer was poor. \_\_\_\_\_
- e) We all value (free) of speech. \_\_\_\_\_

3. Underline the abstract nouns in the extract below.

Friendship is precious. Good friends are kind and have patience. Many people find great happiness when they share experiences with friends.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 2: Poems

1. Choose words from the list below to complete a short poem that appeals to the senses of sight, touch, smell and sound.

★ sweet ★ cut ★ dim ★ shadows ★ howled ★

*The wind whined and (sound) \_\_\_\_\_  
in the (sight) \_\_\_\_\_ of the dusk.  
Gusts caught up carpets of leaves  
and the sharp cold edge of winter (touch) \_\_\_\_\_ my face.  
Wisps of (smell) \_\_\_\_\_ smoke snaked into the sky.*

2. Now write your own poem. Remember to use imagery and figurative language to make your poem more interesting.

---

---

---

---

---

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 3: Writing process – revising paragraphs

1. This paragraph was written by a learner but it needs to be revised and improved. Revise the text by following the instructions below.

*My grandmother said he was old and wrinkled when she was still a young girl. His name was Ebenezer, but that was all I knew. Now his lined face, bumpy and pale, looked yellow and wrinkled. Each day he sat on the park bench with his dog and a white stick at his side. His eyes looked white in their hollows under his eyelids.*

- a) The introductory sentence is in the wrong place.

Underline the correct introductory sentence.

- b) Choose a better word for *lined* in the description *lined face* from the mind map on the right.

\_\_\_\_\_

- c) Choose a better description for *wrinkled* from the mind map on the right.

\_\_\_\_\_

- d) The last sentence is not a good concluding sentence. Put square brackets around the sentence in the paragraph that would make a better concluding sentence.

2. Write out the full paragraph from Activity 1 with your changes.

---



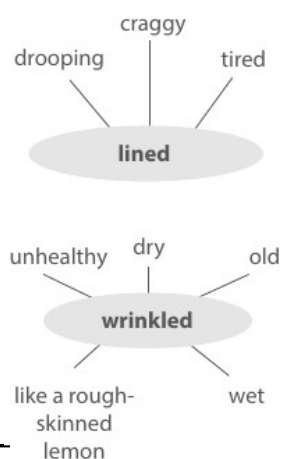
---



---



---





Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity 4: Writing process – editing paragraphs

1. Use the words, phrases and punctuation below to edit the paragraph and make the writing more interesting to read.

! flip-flopped like the wind impatiently slowly annual colourful nervous

It was the \_\_\_\_\_ school sports day. I was excited and my heart \_\_\_\_\_ at the thought of the sprints that I would run. Everyone says that I run \_\_\_\_\_ and my father said I was sure to win. We lined up at the starting line \_\_\_ ten \_\_\_\_\_ girls in \_\_\_\_\_ shorts, t-shirts and running shoes. We waited while the timekeepers walked up \_\_\_\_\_ to the finish line to record our race times. We all waited \_\_\_\_\_ to hear “get ready, get set, go \_\_\_”

2. Choose more interesting words or phrases from the list to replace those underlined in the paragraph. Cross out the underlined words and write the replacement words after them.

iron rails terrified shrieked deep-throated  
grew rumbling leapt enclosure scurried

A lion (a) came \_\_\_\_\_ out of the (b) fenced area \_\_\_\_\_.  
(c) Scared \_\_\_\_\_ children (d) cried \_\_\_\_\_ and (e) ran \_\_\_\_\_ to safety behind the (f) bars \_\_\_\_\_. A (g) low \_\_\_\_\_ growl, like a car starting up (h) changed \_\_\_\_\_ into (i) a loud \_\_\_\_\_ roar.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Sample end of year examination paper

### Paper 2: Written

[Total: 40 marks]

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.

### Section A: Comprehension Question 1

Read the passage on pages 326–327 of the *Oxford Successful English* Grade 8 Learner's Book and answer the following questions.

- 1.1 Give an example of a brand name that is mentioned in the text. (1)
- 1.2 Write the underlined word in this sentence out in full:  
"Keep on stylin". (1)
- 1.3 Mention *two* pieces of advice that this author gives readers about following fashions. (2)
- 1.4 Explain what a "fashion victim" is, using your own words. (2)
- 1.5 Give a synonym for the word "trendy". (1)
- 1.6 Choose ONE answer and write the letter A, B, C or D only. The expression "don't be a sucker for" means:  

A Don't eat suckers	C Don't be sad
B Don't be easily tempted	D Be trendy. (1)

1.7 The word “flashy” can be a synonym for:

- |           |           |     |
|-----------|-----------|-----|
| A silvery | C showy   |     |
| B light   | D formal. | (1) |

1.8 Give an example of a “basic” item of clothing. (1)

1.9 What does the abbreviation “i.e.” mean?

- |                  |               |     |
|------------------|---------------|-----|
| A in other words | C etcetera    |     |
| B for example    | D in extreme. | (1) |

1.10 Who is the audience for whom this author is writing? Give a reason to support your answer. (2)

1.11 Give an example of a celebrity. Say what makes them a celebrity. (2)

1.12 What is the purpose of this article? (2)

1.13 Do you think the author of this article thinks people should follow fashions or not? Give a reason for your answer. (2)

1.14 Do you think it is necessary to follow fashionable trends? Give a reason to support your answer. (2)

1.15 Do you think it is a good idea to copy what celebrities wear? Give your own opinion and give reasons for your answer. (4) [25]

[convert to 15]

Total Section A: 15

## Section B: Language in context

### Question 2

Study the advertisement on page 329 of the *Oxford Successful English* Grade 8 Learner’s Book and answer the following questions.

2.1 Find three adjectives used to describe chicken in this advert. (3)

2.2 What type of sentence is “Don’t delay”?

- |               |               |     |
|---------------|---------------|-----|
| A conditional | C subjunctive |     |
| B imperative  | D passive.    | (1) |

2.3 Complete this sentence with a preposition.

(Hint: Look for a similar sentence in the advertisement.)

*This is the biggest shop \_\_\_\_\_ town.* (1)

2.4 Complete this sentence with the correct forms of the words in brackets: *My Dad's car is (new) than my uncle's car and it is also much (fast).* (2)

2.5 Write this sentence in reported speech:

"We have special offers on Mondays," the manager said. (2)

2.6 Give a synonym (one word only) for the word "meal". (1)

2.7 Give the correct spelling for these words that have been misspelled in the advertisement.

a. spesial

b. cheep (meaning not expensive) (2)[12]

### Question 3

Read the passage below. Choose the best words from the words in brackets. Write only the letters and the answers.

*Isidingo* is a soap opera that has been on TV (a. for/since) more than ten years. The show (b. is/are) popular because (c. it/she) deals with issues that affect all of (d. our/us) lives. The producers of the show said that they (e. wants/wanted) to make a series with realistic characters (f. but/that) South Africans would understand. They also wanted (g. showing/to show) that ordinary people can do extraordinary things.

The show is shot (h. into/at) studios in Johannesburg and on location at Roodepoort Deep Gold Mine. (i. Hundreds/Hundred) of people are involved in (j. make/making) each episode. [10]

### Question 4

4.1 Give the correct forms of the words in brackets in this paragraph.

Write only the letter and the correct word.

The farmer (a. to have) many hens and a few pigs. The hens  
(b. to lay) eggs which the farmer collects and sells at the markets.  
Last year about 10 (c. baby pigs) were born. The farmer raised  
these carefully and then (d. to sell) them when they were  
(e. full) grown. (5)

4.2 Find TWO errors in this sentence and rewrite the whole sentence

correctly: *If I was you, me would no drink any alcohol.* (3) [8]

[30 ÷ 2 = 15]

Total Section B: 15

## Section C: Response to literature

### Question 5

Read the text on page 331 of the *Oxford Successful English* Grade 8  
Learner's Book and answer the following questions.

5.1 Name TWO of the characters in the story. (2)

5.2 Where is this story set? (1)

5.3 Give a brief outline of the plot of the story. (3)

5.4 What do the words "to be caught off guard"  
mean? Choose the best answer.

A to catch a security officer

B to be caught by a security officer

C to be unprepared for something that happens

D to be surprised and excited. (2)

5.5 Who do you think is the person referred to as “he” in the story?

Give TWO reasons to support your answer. (2)

5.6 What do you think this man wanted from Mary? Give a reason to

support your answer. (2)

5.7 Should Mary have guessed that the man had bad intentions? Give

a reason to support your answer. (2)

5.8 Explain the twist at the end of this short story in your own words. (2)

5.9 Refer to this statement from the text: “Your body is not like a

car, my child, that can be fixed easily.”

a. What figure of speech is used here? (1)

b. Do you agree with this statement? Give a reason for your answer. (2)

5.10 Give this story a suitable title. (1) [20 ÷ 2 = 10]

Total Section C: 10

GRAND TOTAL: 40 marks

**Paper 3: Written**

[Total: 30 marks]

**Section A: Extended writing (Essay)**

- Write an essay of approximately 180–210 words on ONE of the following topics.
- Your essay should have 4–7 paragraphs.
- Think carefully about what TYPE of essay you are going to write and remember the features of the type of essay that you need to include.
- Plan your essay and show your planning by using a mind map/notes.
- Remember that writing is always a process: you must always PLAN, DRAFT, REVISE and EDIT your work before you PRESENT it neatly.

**Question 1**

Reading should be number 1 in all our lives!

(Hint: This can be a reflective or argumentative essay.)

**Question 2**

It was the worst day of my life!

(Hint: You can write a narrative essay or a short story for this topic.)

**Question 3**

Write an essay in response to the photograph on page 334 of the *Oxford Successful English* Grade 8 Learner's Book. (Hint: You can write a descriptive essay or a narrative essay in response.)

Total Section A: 20

**Section B: Transactional texts**

You can choose to write a longer transactional text (SECTION B) OR you can write a shorter transactional text (SECTION C).

**Question 1**

Write ONE of these texts. The body of your text should be 120–140 words.

- a. Write a diary entry in which you describe an argument that you had with a friend or someone in your family. Describe how you felt.
- b. Write a report on a sports match that you watched recently.
- c. Write an informal letter to a friend. In your letter, describe something that you have done over the weekend.

Total Section B: 10

**Section C: Shorter transactional texts****Question 1**

Write ONE of these texts. The body of your text should be 80–90 words.

- a. Write directions to explain to someone how to get from your house to your school.
- b. Write an email in which you tell a friend about something interesting that happened to you.
- c. Write a review of a story or book you have read recently.

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
<b>Uses Writing Process</b>	Clear evidence of a plan	Edits to word choice	Edits to sentence structure	First draft has been revised	Neat final copy submitted	
<b>Structure</b>	Sticks to the topic	Provides physical description	Provides personality description	Captures readers' interest	Appropriate tone	
<b>Punctuation and Vocabulary</b>	Displays correct punctuation	Uses a variety of adjectives	Uses a variety of traits	Displays a good range of vocabulary	Minimal spelling errors	
<b>Language Structures &amp; Conventions</b>	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			
<b>Total</b>	<b>_____ / 10</b>		

## 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]



Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide. Oxford is a registered trade mark of  
Oxford University Press in the UK and in certain other countries.

Published in South Africa by  
Oxford University Press Southern Africa (Pty) Limited  
Vasco Boulevard, Goodwood, N1 City, P O Box 12119, Cape Town,  
South Africa

© Oxford University Press Southern Africa (Pty) Ltd 2023

The moral rights of the author have been asserted.

First published 2017

All rights reserved. No part of this publication may be reproduced, stored in  
a retrieval system, or transmitted, in any form or by any means, without the  
prior permission in writing of Oxford University Press Southern Africa (Pty) Ltd,  
or as expressly permitted by law, by licence, or under terms agreed  
with the appropriate reprographic rights organisation. Enquiries concerning  
reproduction outside the scope of the above should be sent to the Rights Department,  
Oxford University Press Southern Africa (Pty) Ltd, at the above address.

You must not circulate this work in any other form  
and you must impose this same condition on any acquirer.

### **Oxford Successful English Grade 8 Teacher's Resource Book**

PROM0190725051

First impression 2017  
Revised impression 2023

Typeset in Cambria 14pt  
Printed on [insert paper quality e.g. acid-free paper]

#### **Acknowledgements**

Publisher: Rikus van Rooy  
Compiler: Liske Uberstein  
Editor: Lindsay van Rensburg  
Illustrator: Jacqui Freimond-Rudling  
Printed and bound by: XYZ Printing Company

The authors and publisher gratefully acknowledge permission to reproduce copyright material in this book. Every effort has been made to trace copyright holders, but if any copyright infringements have been made, the publisher would be grateful for information that would enable any omissions or errors to be corrected in subsequent impressions.

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

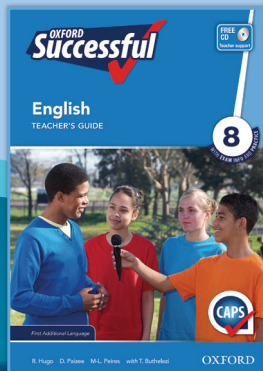
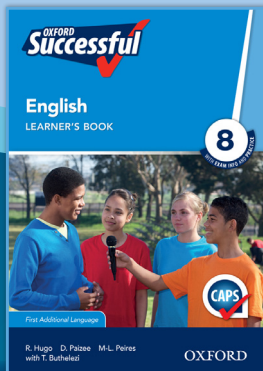
© Oxford University Press Southern Africa (Pty) Ltd 2023.  
This material may be reproduced for class use with *Oxford Successful English*  
*First Additional Language Grade 8 Learner's Book*.



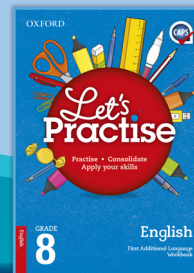
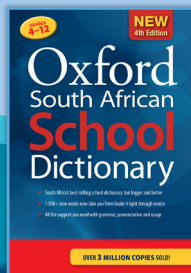
# CAPS PLANNER & TRACKER

## English First Additional Language Grade 8

For best results, use this guide with your *Oxford Successful English First Additional Language Grade 8 Learner's Book and Teacher's Guide*.



PLUS:



CONTACT US: 021 120 0104



083 798 4588



OxfordSASchools



@OxfordSASchools



THE  
MANDELA  
RHODES  
FOUNDATION



OXFORD  
UNIVERSITY PRESS

[www.oxford.co.za](http://www.oxford.co.za)