



PLANNER & TRACKER

English First Additional Language Grade 4

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



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Note: The formal assessments in this workbook have been taken from the *Oxford Successful English First Additional Language Grade 4 Teacher's Guide*.

Note: The worksheets in this workbook have been adapted from *Let's Practise English First Additional Language Grade 4* (9780190402167) and *Let's Practise English Home Language Grade 4* (9780190408718).

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Progress Tracker for Oxford Successful English Grade 4							
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	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 1–2	Getting to know each other <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 1: Singular and plural nouns (p. 11) Activity 2: Simple past tense: regular verbs (p. 12) Activity 3: Simple past tense: irregular verbs (p. 13) Activity 4: Adjectives (p. 14) Activity 5: Verbs (p. 15)	6 7, 8, 14 8, 10, 11 12, 13, 15 9, 12–15	6–10	2 hours 5 hours 2 hours 1 hour		
Weeks 3–4	Where we live and play <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 6: Summaries (p. 16)	16 17, 20, 21, 24 18, 21 20, 23, 25 19, 22, 23	11–16	2 hours 5 hours 2 hours 1 hour		
Weeks 5–6	The way we are <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 7: Personal recount (p. 18) Activity 8: Punctuation (p. 20) Activity 9: Countable and uncountable nouns (p. 21)	26 27, 31, 33, 36 28–30, 35 32, 37 31, 32, 34, 35	17–20	2 hours 5 hours 2 hours 1 hour	LB p. 27 LB p. 29, RB p. 20 LB p. 37 LB p. 30	

Progress Tracker for Oxford Successful English Grade 4							
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	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 7–8	Making food <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 10: Demonstrative pronouns (p. 23)	38 39, 43 40, 44, 45 39, 42, 43 41, 46, 47	21–26	2 hours 5 hours 2 hours 1 hour	LB pp. 44–45 LB p. 43 LB p. 45	
Weeks 9–10	Fun with food <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 		48 49, 51, 54, 55 52, 53, 56 51, 54, 58, 59 50, 53, 57, 58	27–30	2 hours 5 hours 2 hours 1 hour	LB p. 54	
Teacher reflection							

***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 4							
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	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 1–2	Farming <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 1: Compound words (p. 24)	60 61, 64, 66, 69 62–64, 67 65, 69 63, 68	31–35	2 hours 5 hours 2 hours 1 hour		
Weeks 3–4	Weather <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 2: Simple future tense (p. 25)	70 71, 72, 75, 77, 78 73, 74, 76 74, 77, 79 72, 75, 78	36–41	2 hours 5 hours 2 hours 1 hour	LB p. 77 RB p. 41 LB p. 77	
Weeks 5–6	Trees <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 3: Direct speech (p. 27)	80 81, 83, 86 82, 88, 89 85, 87, 90 84, 87, 90	42–47	2 hours 5 hours 2 hours 1 hour	LB p. 89 LB p. 90	

Progress Tracker for Oxford Successful English Grade 4							
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	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 7–8	What people do <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 		91 92, 93, 97 94, 95, 98, 99 93, 100 92, 96, 97, 99, 100	48–51	2 hours 5 hours 2 hours 1 hour	LB p. 89	
Weeks 9–10	Revision and assessment	Formal Assessment: Page 28 of this Teacher's Resource Book					
Teacher reflection							

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Progress Tracker for Oxford Successful English Grade 4							
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	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 1–2	What happened? <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 		104 105 106–108, 110, 113 110, 112 108–112	52–56	2 hours 5 hours 2 hours 1 hour		
Weeks 3–4	Keep healthy and safe <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 1: Adverbs of manner (p. 34) Activity 2: Adverbs of time (p. 35)	114 115, 116, 120, 121 118, 119, 122 120, 121, 123 116, 119, 121	57–61	2 hours 5 hours 2 hours 1 hour	LB p. 119 LB p. 119	
Weeks 5–6	Animals fables <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 		124 129, 131, 132 125, 127, 132, 133 130, 133 128, 130	62–65	2 hours 5 hours 2 hours 1 hour	LB p. 129 LB p. 127, RB p. 65 LB p. 130 LB p. 127	

Progress Tracker for Oxford Successful English Grade 4							
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	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 7–8	Amazing animals <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 3: Conjunctions (p. 36)	134 135, 140 136–138, 141, 142 140 139, 140, 143, 144	66–69	2 hours 5 hours 2 hours 1 hour		
Weeks 9–10	Flying <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 4: Book reviews (p. 37)	145 146–149, 155 149–152, 153 148, 153 147, 148, 154, 155	70–75	2 hours 5 hours 2 hours 1 hour	LB p. 148 LB p. 152 LB p. 148 LB pp. 149–152	
Teacher reflection							

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Progress Tracker for Oxford Successful English Grade 4							
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	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 1–2	Growing our food <ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 1: Pronouns (p. 39) Activity 2: Adverbs of place (p. 40)	156 157, 165 158, 159, 160–162 163, 164 159, 162, 163	76–84	2 hours 5 hours 2 hours 1 hour		
Weeks 3–4	<ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 	Activity 3: Indirect speech (p. 41)	166 167, 175 168, 169, 171, 172, 176 171, 173, 176 170, 171, 174–176	85–89	2 hours 5 hours 2 hours 1 hour		
Weeks 5–6	<ul style="list-style-type: none"> – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions 		177 178, 180, 184 181, 186 183, 184 179, 180, 183, 185	90–93	2 hours 5 hours 2 hours 1 hour		

Progress Tracker for Oxford Successful English Grade 4							
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	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 7–8	– Listening and speaking		197 192, 194 188, 189, 195, 196 190, 193, 196 190, 191, 193, 194, 196	94–100	2 hours		
	– Reading and viewing				5 hours		
	– Writing and presenting				2 hours		
	– Language structures and conventions				1 hour		
Revision and assessment							
Weeks 9–10	End-of-the-year controlled test	Formal Assessment: Page 42 of this Teacher's Resource Book					
Teacher reflection							

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Worksheet: English Term 1

Name: _____

Class: _____

Activity 1: Singular nouns and plural nouns

1. Underline the singular nouns and circle the plural nouns in the sentences below.

a) My bedroom has two windows.

b) I watched the girl play with her cats in the garden.

c) Cakes, ice cream and chocolates are sweet.

d) We moved boxes, chairs and a table.

e) When the electricity is off, we use candles and matches.

2. Fill in the plural form of the noun in brackets.

a) My puppy has three (spot) _____.

b) My sister unpacks the (box) _____.

c) People chop (branch) _____ with (ax)

_____.

d) The (truck) _____ picks up old (box)

_____ on (Tuesday) _____.

e) Mpho found two (match) _____, three (key)

_____ and a few (coin) _____ in her

pocket.



Name: _____

Class: _____

Activity 2: Simple past tense: regular verbs

1. Write the past tense of the verbs below. The first one has been done for you.

Simple present tense	Simple past tense
a) I lick the icing.	I <u>licked</u> the icing.
b) We count the cars.	We _____ the cars.
c) I suck the sweet.	I _____ the sweet.
d) She opens the door.	She _____ the door.

2. Circle the correct form of the verb in brackets to make sentences in the simple past tense.

- a) Shafiek (bake/baked) biscuits.
- b) He (burnt/burn) the biscuits.
- c) The cat (chase/chased) the mouse.
- d) Ferdinand the bull (smell/smelled) the flowers.



Name: _____

Class: _____

Activity 3: Simple past tense: irregular verbs

1. Choose the correct verbs from the list to create sentences in the simple past tense.

knew	saw	felt	were	held	was	told
------	-----	------	------	------	-----	------

- a) I (hold) _____ the puppy in my arms.
- b) My face (feel) _____ warm in the sun.
- c) My grandfather (tell) _____ many stories.
- d) They (be) _____ good soccer players.
- e) The dog (see) _____ the rabbit.

2. Read the paragraph below. Complete it using the correct form of the verb in brackets.

Our dog (bark) _____ through the window. It (see) _____ a strange man at the door. The stranger (ring) _____ the doorbell. Mother (open) _____ the door carefully. She (know) _____ the strange man! He (be) _____ her brother. They (say) _____ hello for the first time in years.



Name: _____

Class: _____

Activity 4: Adjectives

1. Underline the adjectives in these sentences. The first one has been done for you.

a) I ride the yellow bike.

b) The road is narrow.

c) We live in a small house.

d) We like juicy fruit.

e) Vanessa picks up the glass vase.

2. Choose adjectives from the lists below to complete the sentences.

Number	one	ten
Shape	curly	
Colour	brown	pink

a) I have only (adjective of number) _____puppy.

b) My puppy has (adjective of colour) _____eyes.

c) My puppy's tail is (adjective of shape) _____.

d) My tongue is (adjective of colour) _____.

e) I have (adjective of number) _____fingers.

Name: _____

Class: _____

Activity 5: Verbs

1. Circle the verbs in these sentences.

- a) The boy runs home.
- b) My parents buy a car.
- c) You cut the potato.
- d) I feel happy.
- e) The sun is hot.
- f) We are glad.

2. Choose the correct verb from the list in the table below to complete these sentences.

won	feels	are	runs	feel	is	am	speak	screams
-----	-------	-----	------	------	----	----	-------	---------

- a) Babies _____ cute.
- b) The boy _____ loudly.
- c) Mr Baxter _____ a teacher.
- d) My grandmother _____ lonely.
- e) I _____ healthy.
- f) Sindiwe _____ fast.
- g) We _____ the game and _____ happy.
- h) They _____ Afrikaans and isiZulu.

Name: _____

Class: _____

Activity 6: Summaries

Read the fact file on dogs below. Use the information to help you complete the mind map with information from the fact file.

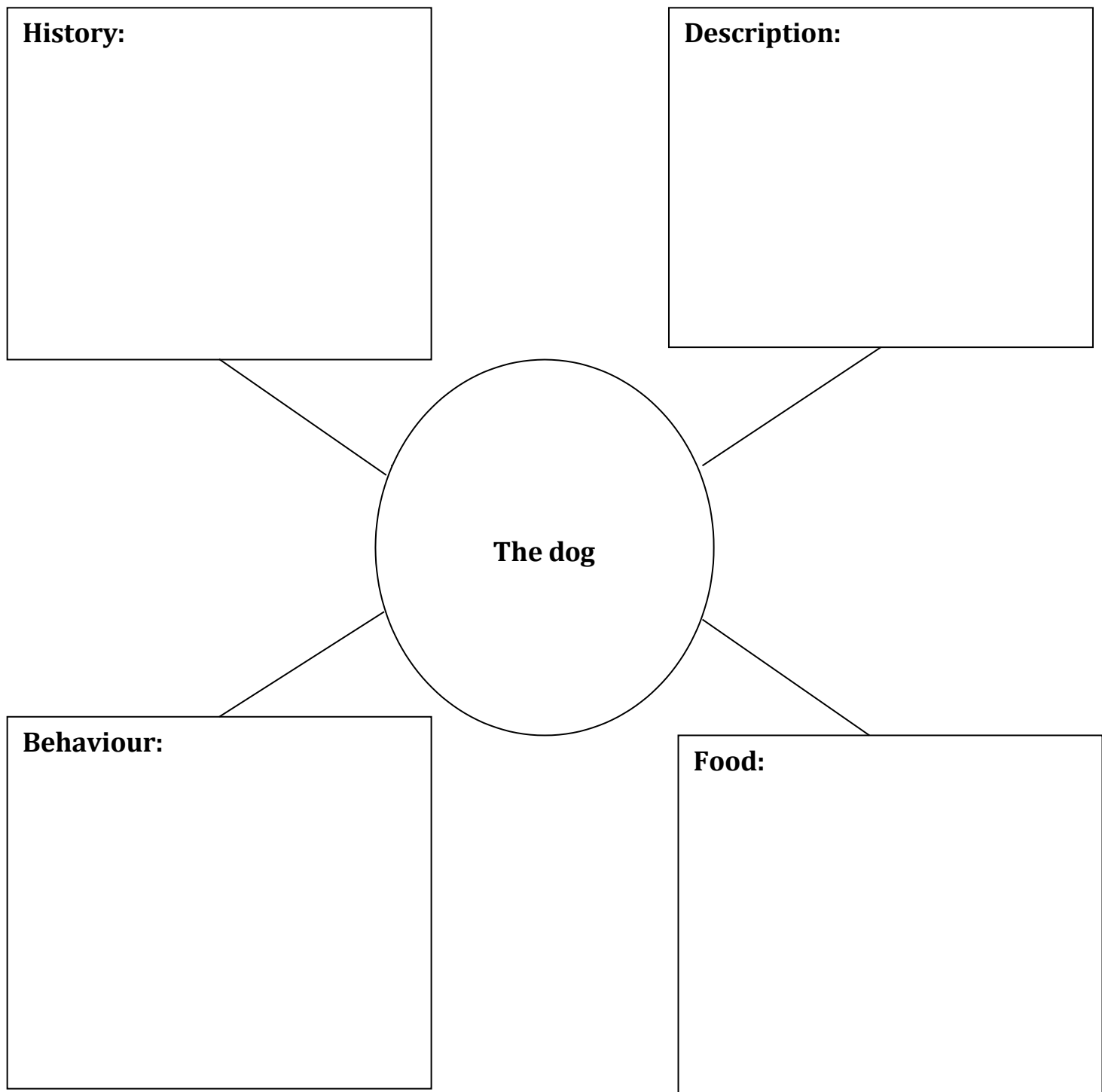
Dog fact file

There are lots of different types of dogs. Dogs can have short or long fur. They have 319 bones in their body. Some dogs can be very small like the Chihuahua, which can weigh only one kilogram. Others can be huge like the St Bernard, which can weigh 115 kilograms. Dogs live for 10 to 14 years. It is believed that dogs were tamed from a wolf and have lived with humans for over 10 000 years.

Dogs have sharp teeth and eat meat. Family dogs eat pet food specially made for them. You can buy it at the shop.

Dogs have very good hearing. They can hear things four times further away than what humans can. They also have a powerful nose that allows them to smell well.

Dogs scent their territory and often fight other dogs. The noises they make are called growling and barking.



Name: _____

Class: _____

Activity 7: Personal recount

Put the recount on this page in the right order. The sentences have been mixed up and it is your job to write them in the correct order. Use the points below to help you:

- Where you were.
- What happened in order.
- What you were doing.
- What lesson you learnt.

Afterwards she made me apologise to dad.	I went into the kitchen.
The metal lid made a loud noise when it landed on the floor.	But I really wanted a second piece of that cake.
My mom was very angry when she saw me holding the piece of cake.	Next time I will respect that I can only have one piece of cake.
The day I stole a piece of cake	It was late one Wednesday evening.
We were allowed to eat only one piece of cake because Dad needed to take cake to work for his friends.	As I took out a piece of cake I knocked the lid of the tin onto the floor.
Next I opened the cake tin very quietly.	My mom had baked a delicious cake for my dad's birthday.

[illegible]



Name: _____

Class: _____

Activity 8: Punctuation

1. Punctuate these sentences correctly using capital letters, full stops, exclamation marks, question marks and commas.

a) stop the car

b) which is your scarf Lance

c) mr matabane looked for some nails screws string and glue in his garage

d) the show was fantastic

e) the shop is open on mondays wednesdays and fridays

f) peter are you going to cape town in june

Name: _____

Class: _____

Activity 9: Countable nouns and uncountable nouns

1. Complete the table below with words from the list below. The first one has been done for you.

sand	eggs	rice	coffee
forks	bees	jam	flowers
ink	flour	papers	pens
clouds	trees	salt	toast

Countable nouns	Uncountable nouns
	sand

2. Use nouns from the word list above to complete this paragraph.

I ate eggs and some _____ for breakfast. I used a
 _____ and a knife. Father drank some
 _____. He spread some _____ on his toast.
 Then Father wrote on a piece of _____ with a
 _____. He messed some _____ on the table.
 Mother baked a cake with some _____ and some
 _____. She cooked some _____ for supper.
 She added very little _____.

3. Write the correct plural spelling for the singular nouns below.

- a) baby _____
- b) box _____
- c) horse _____
- d) monkey _____
- e) library _____

Name: _____

Class: _____

Activity 10: Demonstrative pronouns

1. Underline the demonstrative pronouns in these sentences. The first one has been done for you.
 - a) This is my coat. That is your coat.
 - b) These are our pets. Those are their pets.
 - c) This is what my mother wants. That is what my father wants.
 - d) These are the plates I washed.
 - e) Who dropped this?
 - f) She likes these today, but she liked those yesterday.
 - g) This is mine. That is yours.
 - h) Take off those and put on these.

2. Circle the demonstrative pronouns in this paragraph.

Today we are at the library. Among all the books here, I pick these to take home. Those on the shelf are too boring. This is my favourite book. I saw you put the purple book over there next to your bag. I know that is your favourite book.

Worksheet: English Term 2

Name: _____

Class: _____

Activity 1: Compound words

1. Underline the compound word and write down the two words that make up the word. The first one has been done for you.

a) The doorman welcomed us at the hotel. door + man

b) My shoelace is broken. _____ + _____

c) Alice looked through the keyhole. _____ + _____

d) A bathroom must be clean. _____ + _____

e) That is my father's armchair. _____ + _____

f) She met us at the bookshop. _____ + _____

g) Henry dropped the teaspoon. _____ + _____

h) My aunt loves her new earrings. _____ + _____

2. Choose the correct compound word from the list below.

raincoat	fireplace	sunglasses	letterbox
teacup	buttonhole	bedroom	doorbell

a) A room with a bed: _____

b) A cup for drinking tea: _____

c) A bell on a door: _____

d) A hole for a button: _____

e) A box for letters: _____

f) A place to burn a fire: _____

g) A coat to wear in the rain: _____

h) Glasses to wear in the sun: _____



Name: _____

Class: _____

Activity 2: Simple future tense

1. Underline the simple future tense verbs.

- a) The car will need petrol.
- b) Barbara may take a bath.
- c) Their visitors will leave tomorrow.
- d) We may see lions at the game reserve.
- e) Mr Godwin will play soccer next week.
- f) I shall wear my new dress on Sunday.

2. Put the following sentences into the simple future tense.

- a) The monkey grabs an apple.

- b) The wind rattled the windows.

- c) Daphne was hot after her day at the beach.

3. Underline the simple future tense verbs in these sentences. The first one has been done for you.

a) The boys are going to milk the cows in the morning.

b) The moon is going to shine brightly tonight.

c) Next year we are going to Mozambique on holiday.

d) I am going to pass that test on Friday.

e) She is going to play netball this afternoon.

f) Next week you are going to perform in a concert.

4. Use **going to** to put the sentences into the simple future tense.

a) Their baby crawls fast.

b) A bird sits on the branch.

c) Leila knits a scarf.

d) The squirrels gathered nuts.

e) I baked a cake.



Name: _____

Class: _____

Activity 3: Direct speech

1. Place a tick above each correct punctuation mark and make a cross above each incorrect punctuation mark.

a) The boy shouted , " Wait for me ! "

b) " t his shoe fits you " , said the salesman .

c) Mother asked ? " did you brush your teeth. "

2. Rewrite these sentences with punctuation to make them correct examples of direct speech.

a) what is the answer asked Mr Daniels.

b) Fred said I know the answer

c) My father shouted be careful

d) the test was easy said the girl



Name: _____

Class: _____

Sample mid-year examination paper

Paper 1 (Oral)

[Total: 30 marks]

A: Reading aloud (15)

B: Listening and speaking (15)

The mark for Paper 1 will be based on the summative assessment of the learner's progress up to the time of this mid-year examination.

Paper 2 (Written)

[Total: 70 marks]

Instructions to learners:

1. Read all the instructions carefully.
2. Answer all the questions.

Section A: Reading comprehension

Read the following text:

Andile's healthy bean and noodle salad

When Andile comes home from school on Wednesdays, his mother serves his favourite lunch. It is tasty and has vegetables in it. Let's see what it is.

Ingredients

- 1 cup cooked noodles
- 1 tin (170g) beans
- ½ onion (peeled and cut)
- 1 tomato (chopped)
- ½ green pepper (finely chopped)
- 2 teaspoons tomato sauce
- 1 tin (170g) tuna pieces in water (drained)
- ¼ teaspoon salt
- a pinch of pepper

Method

1. Open the tin of beans with a can opener.
2. Mix the beans and pasta in a small bowl.
3. Open the can of tuna with a can opener.
4. Drain the water from the tuna through a sieve.
5. Add the chopped onion, tomato and tuna.
6. Mix in the tomato sauce.
7. Add salt and pepper to taste.
8. This healthy salad is enough for two people.

Now you can also enjoy Andile's bean and pasta salad!

Write answers for the following questions.

1. What is Andile's favourite lunch recipe called? (1)
2. Which of the following ingredients are not in the recipe? Choose the correct answer. Just write the correct letter (A, B or C) and word next to it.
 - A Tomato sauce
 - B Rice
 - C Beans (1)
3. Name two kinds of vegetables that are used in this recipe. (2)
4. How many cups of noodles do you need for this recipe? (1)
5. What is the weight of the can of beans in the list of ingredients? (1)
6. Give an antonym for the following word from the recipe: healthy. (2)
7. Why is it important to have a list of ingredients? Give one reason. (2)
8. What is bigger in size: $\frac{1}{4}$ or a $\frac{1}{2}$ of an ingredient? (1)
- 9 a. Say if this sentence is true or false: You need to cook the salad on the stove.
 - b. Why would you say so? (2)
10. Explain what you need to do to with the tuna in the tin before you add it to the salad. Give two steps. (2)
11. What does it mean to drain the tuna? Just write the correct letter of the alphabet for your answer next to the number:
 - A It means to empty the can.
 - B It means to remove the water from the tuna.
 - C It means to mix the tuna. (1)

12. Complete the sentence: After you have mixed in the tomato sauce,
you add ... (2)
13. How many people can eat this salad? (2)
14. Give two reasons why you think this is a healthy salad. (1)
15. In what kind of container would you prepare this salad? Give a
good reason for your answer. (3)
16. Give two steps that one would follow to chop the onions. (2)
17. Is it easy or difficult to make this salad? Give two reasons for
your answer. (4)

[Total: 30 marks]

Section B: Language in context

Read part of Andile's essay he wrote about his visit to the local market.

Our food market

We buy fresh food at the local market. My mom prefers to do this. She likes supporting the local farmers. I feel very happy when I visit the market. I see all the vegetables and fruit I love to eat. I love spinach the way my mother prepares it.

1. Write down answers to the following questions.

a. Write down one plural noun from the paragraph. (1)

b. Provide an antonym for the underlined word:

She likes supporting the local farmers. (1)

c. Choose the correct verb in this sentence. Write only the verb:

Andile (is/are) carrying his mother's basket. (1)

d. What is the word mom the short form of? (1)

e. Find these words in the paragraph. The letters are mixed up.

i) kterma

ii) merfarms (2)

f. Rewrite this sentence and punctuate it correctly:

Andile says I love to eat spinach with my samp (4)

2. Use words from the box to complete sentences a. and b.

under	down	off	through
-------	------	-----	---------

a. The farmer chopped ____ the spinach to put it in the basket. (1)

b. Andile fell ____ the stairs while carrying the heavy basket for his mom.

(1)

3. Correct the following sentences.

- Write down the full sentences with your changes.
- Underline the changes.

a. Andile were very happy when he and his mom carry the baskets home. (2)

b. He wandered what she was making for supper. (1)

[15 marks]

Section C: Writing

Instructions to learners:

1. Remember that we always plan to write.
2. Check your spelling and punctuation.

1. Creative writing text

Write two paragraphs of four to five sentences per paragraph about your visit to a market. This market can be a place where you have bought food for your family.

- Give your own short title.
- Plan, draft, edit and present your essay. (Remember to include your draft when you hand in your paper.)
- Describe the market, people or produce (goods) at the market. You can also describe the sounds and smells at the market. [15 marks]

2. Transactional text

Write a thank you note to your mother or caregiver. Thank her/him for the food she/he prepares every day. You can write 50 words in a paragraph or two. Remember to write your name at the end. Also remember to hand in your planning and drafts with your writing. [10 marks]

[Total: 25 marks]

[Total for paper: 70 marks]

Worksheet: English Term 3

Name: _____

Class: _____

Activity 1: Adverbs of manner

1. Underline the adverbs of manner in the sentences below.

- a) We cycled quickly down the hill.
- b) The taxi stopped suddenly.
- c) I caught the ball easily with one hand.
- d) The mother sang softly to her baby.
- e) The old man walks slowly to the park.
- f) The baby smiled sweetly at her father.
- g) The train whistled loudly as it passed the town.
- h) Our teacher drove her new car carefully to school.

2. Change the words in brackets into adverbs of manner.

- a) Mother spread the butter (smooth) _____.
- b) I read (quiet) _____ in my room.
- c) She knocked (light) _____ on the window.
- d) Father held me (strong) _____ in the waves.
- e) We dressed (smart) _____ for the wedding.
- f) The cat watches the bird (close) _____.
- g) The dog barked (sharp) _____ at the stranger.
- h) The sick mother waved (weak) _____.



Name: _____

Class: _____

Activity 2: Adverbs of time

1. Circle the adverb of time in each sentence.

- a) I have soccer this afternoon.
- b) Auntzy Zwai is going back to Botswana tonight.
- c) We go to the school hall weekly.
- d) The school bell rings hourly.
- e) I'm going to the movies tonight.
- f) I brush my teeth daily.

2. Unscramble the adverbs of time in brackets so that the sentences are complete. The first one has been done for you.

- a) Turn that TV off now (won).
- b) Supper will be ready (onos) _____.
- c) (ometSmies) _____ I have a nap after school.
- d) (tsaL gtinh) _____ I went to bed
at 11 o'clock.
- e) Do your essay, (enth) _____ do your Maths.



Name: _____

Class: _____

Activity 3: Conjunctions

1. Circle the correct conjunction in brackets.

- a) I was stung by a mosquito (after/while) I was sleeping.
- b) I get a present (whenever/rather than) I visit my gran.
- c) My aunt was cold (because/although) she took off her jersey.
- d) I have not been shopping (so that/since) I lost my purse.
- e) Natalie eats her breakfast (although/before) she leaves the house.
- f) Pete studies late (when/whereas) he has a test.
- g) Thando opens his present (until/once) his birthday arrives.
- h) I can play outside (where/until) it gets dark.
- i) I get taller (if only/as) I get older.

2. Underline the conjunctions in the following text.

The singers practise when they have time. The choir meets on Friday evening and each member works very hard at practice. We love listening to the choir whenever there is a concert.

Name: _____

Class: _____

Activity 4: Book reviews

Rewrite the information on this page as a book review. The information is in the wrong order so put it in the right order.

Patrick Moloi	Lebo
<i>Lebo wants a dog</i> tells the story of a boy who desperately wants a pet dog.	All his friends help him but sometimes they don't understand the plan.
Lebo is 11 years old and his mom doesn't think he is ready to look after a dog.	The book is fun to read because you never know what is going to happen when Lebo has a plan.
This gets Lebo into lots of trouble.	Lebo wants a dog
The book follows Lebo's adventures and troubles.	So Lebo makes lots of plans to show his mom that he is ready.

Title: _____

Author: _____

Main character: _____

Review:_____

[illegible]

Worksheet: English Term 4

Name: _____

Class: _____

Activity 1: Pronouns

1. Replace the underlined nouns with the correct pronouns in the spaces provided.

- a) The dog catches the stick. _____ catches the stick.
- b) Mr and Mrs Muleya live here. _____ live here.
- c) Paul carries a bag. _____ carries a bag.
- d) My friends and I play rugby. _____ play rugby.
- e) Missie cooks a meal. _____ cooks a meal.
- f) You and your family like cricket. _____ like cricket.
- g) The learners write exams. _____ write exams.

2. Circle the correct pronoun in brackets.

- a) Mrs Mbata works hard. (She/He/We) works hard.
- b) Bulelwa and Grace sweep the floor. (I/You/They) sweep the floor.
- c) Stephen writes a letter. (He/We/She) writes a letter.
- d) Pule brushes the mat. (We/He/You) brushes the mat.
- e) Ntombi waters the garden. (They/We/She) waters the garden.
- f) My cousin and I play the piano. (He/We/They) play the piano.
- g) My brothers walk to school. (We/He/They) walk to school.
- h) The kitten plays with a ball. (He/It/She) plays with a ball.

Name: _____

Class: _____

Activity 2: Adverbs of place

1. Underline the adverb of place in each sentence. The first one has been done for you.

- a) She looked everywhere for her red pen.
- b) We play outside during breaktime.
- c) I came here and you went there.
- d) Mrs Nel went nowhere when she was sick.
- e) He went to the library and his dog followed him there.
- f) The train station is nearby.
- g) The cat runs inside when it rains.
- h) We catch a bus to school because it is far.

2. Underline the adverb of place in each sentence and circle the verb that it describes. The first one has been done for you.

- a) We danced outside on Friday night.
- b) The lamb stood near to me and licked my hand.
- c) The cat is missing. It is nowhere.
- d) Her puppy goes everywhere with her.
- e) Father drives anywhere we want to go.
- f) I stayed indoors when I had chickenpox.
- g) He hid there because he broke the glass.
- h) She sits here in class.

Name: _____

Class: _____

Activity 3: Indirect speech

1. Fill in the gaps to complete the sentences below in indirect speech.

a) Direct speech: My uncle said, "I like fast cars."

Indirect speech: My uncle _____
_____ liked fast cars.

b) Direct speech: Peter said, "I need to study hard."

Indirect speech: Peter _____
_____ needed to study hard.

c) Direct speech: Lucy said, "I want to see the show."

Indirect speech: Lucy _____
_____ wanted to see the show.

d) Direct speech: Ms Mhlope said, "I have to go home."

Indirect speech: Ms Mhlope _____
_____ to go home.

Name: _____

Class: _____

Sample end of year examination paper

Paper 1: Oral

[Total: 30 marks]

Paper 2: Written

[Total: 70 marks]

Instructions to learners:

- 1 Read the comprehension text on page 198 of Oxford Successful English Grade 4 Teacher's Guide.
- 2 Read all the instructions carefully.
- 3 Answer all the questions

Write answers for the following questions.

1. Who wrote this article? (1)
2. What kind of animal was Harry? Give two words. (2)
3. Do you think he was big or small? Give a reason for your answer. (2)
4. In which country in Africa can these animals also be found in the wild? (1)
5. Say whether this sentence is TRUE or FALSE: Harry's mother, Hilda, took care of him from birth. (1)
6. Choose the best possible answer for the following sentence:
To be born in captivity, means that Harry was born:
 - A in the wild.
 - B outside the ranch, in the veld.
 - C on a wildlife ranch. (1)

7. Give an antonym for the following word from the article: unfortunately. (1)
8. Name three things that Toni did for Harry every day. (3)
9. Explain what caused Harry's death. Give two facts. (4)
10. Choose the correct word from the words in brackets for each sentence.
Write down only the word.
 - a. Harry's operation was done by a (doctor/vet/dentist) at the clinic. (2)
 - b. Tony Inngs was a (pygmy/volunteer/teacher) who took care of Harry. (2)
11. Write down one word from the last paragraph that shows Harry was famous. (2)
12. How do you feel about Harry's death? Give a reason for your answer. (3)
13. How did the team celebrate Harry's life? Write a sentence in your own words. (3)
14. Give your own heading for this newspaper article. It must be different from the one written above the article and Harry's name has to be in it. (2)

[Total: 30 marks]

Section B: Language in context

1. Choose the correct word in brackets in the paragraph below. (We have written the paragraph as numbered sentences.) Write the letter and your answer.

- a. The largest tropical forests in the world (is/are) in the Amazon.
- b. There are many animals and plants that can be found in (this/these) forests.
- c. There (is/are) beautiful birds, flowers and mammals.
- d. Such a forest (is/will) also called a rain forest.
- e. (A person/people) clear and burn the forests to raise cattle and to plant vegetables. (5)

2. Write this sentence and punctuate it correctly:

i dont understand why people do not take better care of our planet (3)

3. Write the following sentence in indirect speech:

Miss Nomsa told the naughty boy: "Stop pulling the dog's ears. It will bite you!" (2)

4. Choose the correct word from the words in brackets. Write down only the word:

I love giving my mother a beautiful (flower/flour) on Mother's Day. (1)

5. Combine the sentences below into one sentence by using *if* or *when*.

Write the full sentence every time.

- a. We take care of the earth. We will be rewarded by good harvests.
- b. It rains every season. The climate is normal. (4)

[Total: 15 marks]

Section C: Writing**Instructions to learners:**

- 1 Remember that we always plan to write.
- 2 Check your spelling and punctuation.

1. Creative writing text

Look at the following sentences:

It is our responsibility to take proper care of animals. If we do not take care of them, they could suffer or die.

- Write two paragraphs of four to five sentences per paragraph about any animal of your choice. It can be a wild animal or it could be your pet at home.
- Give your own short title of three or four words.
- Describe what this animal is, where it can be found (if it lives in the wild) and why this animal is important to you.
- If you do not have a pet animal or have seen an animal in the wild, then you can write about one of the animals in the photographs.
- Hand in your planning, draft and edited paragraphs with your final writing.

[15 marks]

2. Transactional text

Write a pamphlet of 50 words to invite learners to take part in your school's fundraising for the Animal Welfare society.

- You have to attract their attention with an interesting heading.
- Hand in your planning, drafts and edited versions with your final pamphlet.
- You may think of any fun ideas that learners will enjoy.
- Remember to give information such as times, dates and what learners need to do.
- Remember that you are talking to other learners.

[10 marks]

[Total: 25 marks]

[Total for paper: 70 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:

Speaks about a story or personal or factual recount [Total 20 marks]						
	1 mark	1 mark	1 mark	1 mark	1 mark	Total for Criteria 5 marks
Basic summarisation	Identifies the main idea	States the facts	Identifies main characters	Identifies historical setting	Identifies locational setting	
Reorganisational skills	Retells the story in the correct sequence	Recalls important details	Avoids unnecessary details	Uses a variety of linking words for sequencing	Displays a good range of vocabulary	
Inference	Explains the main idea	Explains cause and effect	Makes comparisons	Understands connections between characters	Can understand background both stated and implied	
Evaluation	Expresses feelings about the story	Relates to own life	Predicts what will happen next			
Appreciation	Expresses opinions and judgements about content with reasons	Can make broad generalisations				
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			
Total	____ / 10		

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]

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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

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First published 2017

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Oxford Successful English Grade 4 Teacher's Resource Book

PROM0190725013

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
Editor: Lindsay van Rensburg
Illustrators: Jane Commin, Andrew Cramer, Jacci Freimond-Rudling
Printed and bound by: XYZ Printing Company

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