OXFORD

SCHOOL Improvement

CAPS

PLANNER & TRACKER

English First Additional Language
Grade 6

- *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 6 Teacher's Guide*.

Note: The worksheets in this workbook have been adapted from *Let's Practise English First Additional Language Grade 6* (9780190406356) and *Let's Practise English Home Language Grade 6* (9780199079599).

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Progress Tracker for Oxford Successful English Grade 6							
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	**Families** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 1: Simple past tense (p. 11) Activity 2: Subject–verb agreement (p. 12) Activity 3: Irregular verbs (p. 13) Activity 4: Personal pronouns (p. 14)	**6** 7, 13–14 8, 9, 14–15 12, 14 10, 11, 15, 16	6–9	2 hours 5 hours 2 hours 1 hour		
Weeks 3–4	**Save our animals** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 5: Demonstrative pronouns (p. 15) Activity 6: Simple present tense (p. 16)	**17** 18, 23 19, 20, 23–26 22, 25, 26 20, 21, 25	12–18	2 hours 5 hours 2 hours 1 hour		
Weeks 5–6	**Adventures** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions		**27** 28, 34 29–31, 34–36 33, 37 32, 34, 36	19–25	2 hours 5 hours 2 hours 1 hour	LB p. 28 LB pp. 29, 34, 35 LB p. 33 LB p. 31	

Progress Tracker for Oxford Successful English Grade 6							
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	**Get moving** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	 Activity 7: Write a diary entry (p. 17) Activity 8: Connecting words (p. 18)	**38** 39, 45 40, 41, 45–47 44, 48 41–43, 47	 26–32 	 2 hours 5 hours 2 hours 1 hour		
Weeks 9–10	**Feel the rhythm** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	 Activity 9: Negative sentences (p. 19)	**49** 50, 55, 57 50–52, 56–58 54, 55, 60 53, 54, 58–60	 33–38 	 2 hours 5 hours 2 hours 1 hour	 LB p. 55 LB p. 50 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 6							
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	**Stay cool, keep warm** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 1: Possessive pronouns (p. 20)	**61** 62, 68 63–65, 70, 72 67, 71, 72 65, 66, 69–71	39–45	2 hours 5 hours 2 hours 1 hour		
Weeks 3–4	**Clothes for all seasons** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 2: Present progressive tense (p. 21) Activity 3: Modal verbs (p. 22) Activity 4: The past progressive tense (p. 23)	**73** 74, 81 75–77, 82, 83 78-80 75, 77, 79, 83	46–52	2 hours 5 hours 2 hours 1 hour		
Weeks 5–6	**Heroes** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 5: Prepositions of position (p. 24)	**84** 85, 86, 90 86–88, 91, 92 89, 94 88, 90, 91, 93	53–63	2 hours 5 hours 2 hours 1 hour	LB p. 86 LB pp. 86, 91, 92 LB p. 89 LB pp. 88, 92	

Progress Tracker for Oxford Successful English Grade 6							
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	**Talking to the world** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	 Activity 6: Write an information text (p. 25) Activity 7: Homonyms (p. 26)	**95** 96, 97, 100, 101 97, 98, 102, 103 99, 100, 105 99, 104, 105	 64–69 	 2 hours 5 hours 2 hours 1 hour		
Weeks 9–10	**Revision and assessment**	**Formal Assessment: Page 27 of this Teacher's Resource Book**					
Teacher reflection							

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Progress Tracker for Oxford Successful English Grade 6							
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	**That's entertaining** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 1: Adjectives (p. 32)	**109** 110, 115, 116 111–113, 117, 118 114, 119 111, 113, 114, 119	70–78	2 hours 5 hours 2 hours 1 hour		
Weeks 3–4	**Stay healthy, stay safe** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 2: Countable and uncountable nouns (p. 33)	**120** 121, 126 121–123, 127, 129 125, 129, 130 124, 126, 128	79–86	2 hours 5 hours 2 hours 1 hour	LB p. 126 LB pp. 121, 127 LB p. 125 LB p. 123	
Weeks 5–6	**Values** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 3: Write a descriptive paragraph (p. 34) Activity 4: Phrasal verbs (p. 36)	**131** 132, 139 133, 140, 141 138, 139, 142 136, 137, 141, 142	86–92	2 hours 5 hours 2 hours 1 hour	LB p. 133 LB p. 135	

Progress Tracker for Oxford Successful English Grade 6							
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	**Love the Earth** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions		**143** 144, 150 145–147, 151, 152 149, 153 147, 148, 152	93–98	2 hours 5 hours 2 hours 1 hour		
Weeks 9–10	**People in my life** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions		**154** 155, 161, 165 156–158, 162, 163 160, 164 159, 164	99–107	2 hours 5 hours 2 hours 1 hour	LB p. 165 LB p. 156 LB p. 164 LB p. 158	
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 6							
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	**Caring and sharing** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 1: Degrees of comparison (p. 37) Activity 2: Antonyms (p. 38)	**166** 167, 172, 177 168–170, 173–175 171, 176 170–172, 176	108–114	2 hours 5 hours 2 hours 1 hour		
Weeks 3–4	**Spaces and places for living** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions	Activity 3: Adverbs of place and degree (p. 39) Activity 4: Adverbs of manner (p. 40) Activity 5: Compound sentences (p. 41)	**178** 179, 180, 185 181–183, 185–187 188, 189 184, 186, 187	115–121	2 hours 5 hours 2 hours 1 hour	LB p. 179 LB pp. 181, 183 LB p. 183	
Weeks 5–6	**A world of stories** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions		**190** 191, 192, 200 193–195, 198, 199 197, 202 196, 201	122–127	2 hours 5 hours 2 hours 1 hour	LB p. 197 LB p. 195	

Progress Tracker for Oxford Successful English Grade 6							
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	**Meeting the challenge** – Listening and speaking – Reading and viewing – Writing and presenting – Language structures and conventions		**203** 204, 208 205, 209, 210 207, 212 206, 210, 211	128–140	2 hours 5 hours 2 hours 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							

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: Simple past tense

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

Present tense	Past tense
a) You punch the bag.	You <u>punched</u> the bag.
b) He skates on the ice.	He _____on the ice.
c) The cat claws its way free.	The cat _____its way free.
d) She cries all night.	She _____all night.

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

a) The elephant (pushes/pushed) against the tree.

b) The fire (burn/burnt) brightly.

c) The riverbanks (overflow/overflowed) yesterday.

d) You (waited/wait) on the bench.

e) I (fiddle/fiddled) with the key in the lock.

f) She (tied/ties) her hair into a ponytail.

Name: _____

Class: _____

Activity 2: Subject–verb agreement

1. Underline the subject that the verb agrees with. Circle the verb in the sentences below. The first one has been done for you.

a) The tools are his.

b) The house is theirs.

c) Monkeys climb trees.

d) Dineo and Laura are lazy.

e) The horse rolls in the hay.

f) We are planning our trip.

g) Mrs Mhlope closes the door.

2. Circle the correct form of the verb in brackets that agrees with the underlined subject in each sentence.

a) The shirt (is/are) his.

b) The men (is/are) busy.

c) The woman (answer/answers) the telephone.

d) Bella and Linda (are/is) sisters.

e) Mrs Mbanda (were/was) early.

f) Lebo (does/do) the ironing.

Name: _____

Class: _____

Activity 3: Irregular verbs

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

shrank	shook	put	tore

a) I (tear) _____ the paper.

b) The man (put) _____ the bench against the wall.

c) The hot water (shrink) _____ the jersey.

d) She (shake) _____ her head.

2. Read the paragraph below. Complete it using the simple past tense of the verbs in brackets.

Yesterday we (play) _____ in the garden. We (swing) _____ on the branches and (crawl) _____ through the hedges. We (see) _____ a bird's nest on a branch. We (shake) _____ the branch and the nest (fall) _____ down. Mother (watch) _____ us and (make) _____ us put the nest back. One bird's egg (crack) _____ and we (cry) _____.

Name: _____

Class: _____

Activity 4: Personal pronouns

1. Replace the underlined nouns with the correct pronouns in the spaces provided. The first one has been done for you.

a) Toby and Penny are our dogs. They are our dogs.

b) The rabbit ate the carrot. _____ate the carrot.

c) The young boy is lost. _____is lost.

d) That actress won an award. _____won an award.

e) Mr Zuma is the president. _____is the president.

f) Neli wears a necklace. _____wears a necklace.

g) You and your cousins visited your grandparents. _____ visited your grandparents.

h) My family and I had a picnic. _____had a picnic.

2. Circle the correct pronoun in brackets to complete each sentence.

a) Jackals hunt sheep. (We/They/He) hunt sheep.

b) My brother and I waited in the car. (She/He/We) waited in the car.

c) An ostrich eats everything. (She/He/It) eats everything.

d) Mr and Mrs Paulse own a horse. (He/We/They) own a horse.

e) Daniel wears glasses. (She/He/We) wears glasses.

Name: _____

Class: _____

Activity 5: Demonstrative pronouns

1. Circle the demonstrative pronouns in this paragraph. The first one has been done for you.

We are on a farm. These animals are lambs. Those at the gate are goats. There are also some pigs. These here, near the door, are young piglets. Those in the barn are mature pigs. Do you see the two cows? This is the friendly cow. That is the shy cow.

2. Choose demonstrative pronouns from the list below to complete the sentences.

these	this	those	that	this	these	that	this

a) _____here on the table is the most interesting book.

b) _____next to me are my shoes.

c) _____are his shoes over there.

d) _____near the fence is Keto's ball.

e) Do you see that photograph on the wall? _____is a picture of my mother.

f) I bought this camera. Can you please show me how _____ works?

h) Look at these boots! I love _____.

Name: _____

Class: _____

Activity 6: Simple present tense

1. Circle the simple present tense verbs in these sentences. The first one has been done for you.

a) He eats lunch here every day.

b) Maria fixes the lamp.

c) The waves are always crashing against the rocks.

d) Mr James walks his dog.

e) My father often takes me to school.

f) It is always very hot at the equator.

2. Use the verb in brackets to help you put the sentence in the simple present tense. The first one has been done for you.

a) Birds (build) build nests.

b) She often (bake) _____bread.

c) Winter always (follow) _____autumn.

d) Our teacher (mark) _____our tests.

e) Mr Dube often (go) _____fishing.

f) Mother's food always (taste) _____delicious.

g) Father (pay) _____for the food.

Name: _____

Class: _____

Activity 7: Write a diary entry

Use the adjectives in the list below to write a diary entry about your best day ever. Remember to write in the simple past tense and to use personal pronouns.

wonderful	cheerful	lovely	exciting
fun	sunny	big	happy

Dear Diary

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for listening to me, Diary.

Name: _____

Class: _____

Activity 8: Connecting words

1. Circle the connecting word and underline the two simple sentences it joins. The first one has been done for you.

a) Wash your hands before you handle the food.

b) We listened to the story, then we wrote it down.

c) Tumi eats most vegetables, for example she eats carrots, pumpkin and peas.

d) Simon didn't finish the job even though he worked very hard.

e) Mother baked a cake because it is my birthday.

f) I looked at the books, however I did not find one I liked.

2. Circle the correct connecting word in brackets to complete each sentence.

a) I watched some television (then/or) I went to bed.

b) Many South Africans enjoy eating meat (because/ for example) they like lamb, chicken and sausages.

c) We wash our hands (so/before) we eat our food.

d) I have to study (even though/because) it is my birthday.

e) She will ride to the library (if/so) her bike is fixed.

f) Mary ran to the shop (then/because) she needed milk.

Name: _____

Class: _____

Activity 9: Negative sentences

1. Underline the negative words in the following sentences.

a) The postman will not come today.

b) He didn't like the music.

c) We won't go to the party.

d) No, Lisa doesn't have to listen to loud music.

e) Our cat is old and can't chase mice.

f) We can't see the moon during the day.

g) Josie and Karabo do not like fruit.

2. Rewrite these positive sentences as negative sentences.

a) Yes, I have to do this.

_____

b) Kabelo has to go to the dentist.

_____

c) They will watch the match.

_____

d) Tina went to the bathroom.

_____

Worksheet: English Term 2

Name: _____

Class: _____

Activity 1: Possessive pronouns

1. Circle the correct possessive pronoun to complete the sentences below. The first one has been done for you.

a) This is his diary. The diary is (his /mine/hers).

b) The big suitcase belongs to Sarah. It is (his/hers/theirs).

c) We bought this car. This car is (ours/yours/theirs).

d) That bowl belongs to our cat. The bowl is (his/hers/its).

e) I planted those vegetables. Those vegetables are (mine/ his/hers).

f) That is Mira's bag. The bag is (its/his/hers).

g) They have a herd of cattle. The cattle are (theirs/ours/ mine).

h) You own a horse. The horse is (ours/yours/theirs).

2. Circle the correct possessive pronoun in brackets to complete the paragraph below.

We farm on this land. This land is (theirs/ours/yours). Your family owns the next farm. That farm is (theirs/ours/yours). We have cattle and you keep goats. The cattle are (yours/ ours/mine) and the goats are (yours/ours/mine). Jacob Kruger bought the farm opposite us. He breeds horses. The horses are (his/theirs/its).

Name: _____

Class: _____

Activity 2: Present progressive tense

1. Underline the present progressive tense verbs in these sentences. Circle the auxiliary verb. The first one has been done for you.

a) Belinda is going to the library.

b) They are doing their homework.

c) Mrs Julius is drinking her tea.

d) I am watering the plants.

e) My mother is brushing her hair.

f) My family is watching television.

g) You are speaking on the telephone.

h) The wind is blowing hard.

2. Change the verb in brackets so that each sentence below is in the present progressive tense.

a) Mrs Mabena (knit) _____a scarf.

b) Our neighbours (play) _____loud music.

c) My father (fix) _____the car.

d) Toko (laugh) _____at the joke.

e) I (work) _____hard.

Name: _____

Class: _____

Activity 3: Modal verbs

1. Choose the correct modal to complete these sentences. Use the clues in brackets to guide you.

a) Maya (must/could) _____work hard if she wants to pass. (modal that explains what a person has to do)

b) The girls (could/should) _____play soccer. (modal to explain what a person is able to do)

c) You (could/must) _____return these books to the library. (modal that explains what a person has to do)

d) (Could/Should) _____we go to the mall? (modal that explains what a person is able to do)

e) They (have to/could) _____get a job to pay for their studies. (modal that explains what a person must do)

f) We (must/could) _____visit our friends on Saturdays. (modal that explains what you are able to do)

g) The learners (should/must) _____greet the teacher. (modal to explain what a person needs to do)

h) Lisa and Lelo (could/have to) _____go to bed now. (modal that explains what a person must do)

Name: _____

Class: _____

Activity 4: The past progressive tense

1. Change the verb in brackets so that each sentence below is in the past progressive tense. The first one has been done for you.

a) My mother (fold) <u>was folding</u> the clothes.

b) I (look) _____for my umbrella.

c) Lerato (clean) _____her room.

d) Sam and I (paint) _____the gate.

e) Kagiso (go) _____to church.

f) We (walk) _____home.

g) They (sing _____badly.

2. Write these sentences in the past progressive tense.

a) I wash the dog.

_____

b) Leo pushes the trolley.

_____

c) Our teacher sits at her desk.

_____

Name: _____

Class: _____

Activity 5: Prepositions of position

1. Circle the preposition of position in each of the following sentences and underline the words the preposition links. The first one has been done for you.

a) The dancers waited behind the stage.

b) He is standing on the platform.

c) The dog hid under the chair.

d) Cathy lives next to me.

e) We store the books above our beds.

2. Fill the gaps in the sentences with a suitable preposition of position from the list below.

against	next to	in
on	to	under

a) I moved the bed _____the wall.

b) You should sit quietly _____your chair.

c) The cats play _____the table.

d) The players posed _____each other for the photograph.

e) Mr Moosa hitched the trailer _____the car.

f) The puppies play _____the sand.

Name: _____

Class: _____

Activity 6: Write an information text

Use the information in the box below to write an information text about the eraser that we use to erase pencil mistakes. Give your information text proper headings and write the information under the headings.

The eraser is a popular piece of stationery. Many pencils have an eraser on the end of it so that people can erase any mistakes they have made. Thousands of years ago ancient Romans and Egyptians used stones like pumice to scratch off mistakes they made when they wrote on papyrus with lead pencils. In 1770 Edward Nairne won a competition for inventors by creating a way to make the first rubber eraser. These days erasers can be made in any shape and colour.

Name: _____

Class: _____

Activity 7: Homonyms

1. Choose the correct homonym from the list below that matches the pictures underneath. Complete the sentence under each picture.

a) The_____is expensive.	b) She uses binoculars to _____far away things.	c) Mother will _____the apple.
 The dogs _____ under the table.	 She enjoys the _____.	 She throws the _____ away.

Name: _____

Class: _____

Sample mid-year examination paper

Paper 1: Oral [30 marks]

A: Reading aloud [15 marks]

B: Listening and speaking [15 marks]

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 [30 marks]

1. Creative writing text

Write a story about heroes. You may decide to describe the personal qualities of a hero or tell a story about a hero you once met. Maybe you were lucky enough to see something heroic happen. Tell us this story in your own words.

- Supply your own short title.
- Plan, draft, edit and present your story. (Remember to include your draft when you hand in your paper.)
- Write three to four paragraphs of 150 words in total. [15 marks]

2. Transactional text

We should be kind to people. There is a saying that goes: Be kind. Everyone is having a hard time.

Write a diary entry in which you relate what happened on the day that you saw an act of kindness. This could be a young friend helping an old person to cross the road or it could be something that your class at school did. Sometimes our teachers are kind. Maybe your teacher has been kind to you recently. When you write your diary entry, remember the following:

- Insert the date of your writing.
- Start with: *Dear Diary*.
- Write 80 to 100 words.
- Speak to the diary itself and use the past tense.
- Please hand your draft and edited copy in with your final writing.
- Check your spelling and punctuation. [15 marks]

[Total: 30 marks]

Paper 3: Written (comprehension and language) [40 marks]

Section A: Reading comprehension

Read the text *Fly, eagle, fly!* On page 180 of *Oxford Successful English Grade 6 Teacher's Guide* and answer the following questions:

1. What was the farmer looking for on the day he found the eagle chick? (2)
2. Where had the eagle chick come from? (2)
3. Explain what the farmer means when he says that the eagle is the king of the birds. (2)
4. Did the farmer's friend believe that the bird was a chicken? What did he believe it to be? (2)
5. Who helped the farmer's friend to catch the bird? (1)
6. Why did the farmer laugh at his friend? (2)
7. It was important for the farmer's friend to prove that the bird was an eagle, because:
   A. the bird looked like a chicken.
   B. the eagle was the king of the birds and was meant to do great things.
   C. the farmer was going to eat the eagle for dinner. (1)
8. If you could choose to be a chicken or an eagle, which one would you be? Why would you choose to be that bird? (3)
9. Do you think the eagle would return to live with the chickens? Explain the message of the story. (3)

Read the following cartoon. Then answer questions 10–13.

Watchdog

10. Look at the cartoon and choose the best option given for the following.

A watchdog is:

A. a dog that really has a watch around its neck

B. a dog that watches something

C. a dog that protects the property or its owners. (1)

11. Explain why this cartoon is humorous. (2)

12. Write one sentence to describe a good watchdog. Start with: A good watchdog will … (2)

13. If the cartoonist drew a funny picture of a bulldog, what do you think he would have drawn? Describe it in one full sentence. Start with: The dog would have … (2)

[25 marks]

Section B: Language in context

Write answers for the following questions:

1. Use the correct form of the verb in each of the following sentences. Write down only the verb.

   a. The chickens (are/were) eating right now.

   b. Tomorrow the farmer's friend will (go/went) up to the ledge on the cliff.

   c. Last year the eagle chick was (blew/blown) from its nest. (3)

2. Complete the sentences by adding your own adjectives.
   a. The eagle spread its _____ wings before flying off.
   b. The chickens pecked at the _____ mealies greedily.
   c. The farmer threw his _____hands into the air with surprise. (3)
3. Join the following sentences using a different connector for each.
   a. Chickens belong on the earth. Eagles belong to the sky.
   b. The moral of the story is that you need to believe in yourself. You want to succeed.
   c. I will speak to him about the eagle. He comes again. (3)
4. Write down the possessive nouns in the following sentences. Write down the nouns only.
   a. The chicken's beak is very sharp and it's painful when he pecks at one.
   b. The eagle circled the prey. We know that the eagle's eyesight is very sharp. (2)
5. Write down only the adverb from each sentence. Write it next to the number.
   a. He decided to look for the calf elsewhere.
   b. The eagle soared beautifully in the sky before taking off to the north. (2)
6. Rewrite the following sentence in direct speech, with the correct punctuation:

   The man said to the eagle, you belong to the sky. (2)

[15 marks]

[Total marks: 40]

Worksheet: English Term 3

Name: _____

Class: _____

Activity 1: Adjectives

1. Underline the adjectives in these sentences.

a) I chose three colours for my room.

b) The room was cold so I put on the heater.

c) When does the Namibian girl arrive?

d) That was a mean thing to do!

e) The steel cupboard fell over and crushed his leg.

f) The lazy cow chewed slowly.

g) Put your books on the round table.

h) They made the pots out of red clay.

2. Choose the correct adjectives from below to complete the sentences below. Use the clues in brackets to help you.

ten	one	tall	green	rectangular

a) There are (adjective of number) _____years in (adjective of number) _____decade.

b) The frog hides in the (adjective of size) _____reeds.

c) The soccer pitch is (adjective of shape) _____and the grass is (adjective of colour) _____.

Name: _____

Class: _____

Activity 2: Countable nouns and uncountable nouns

1. Complete the table below with the nouns in the box below.

oil	juice	T-shirt	information
matches	camera	scarves	music

Countable nouns	Uncountable nouns

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

Last Saturday I went to watch a soccer game. I was dressed in comfortable shoes and a_____. I took pictures of the game using my_____. I drank _____and ate some chips. When it got cooler, I drank some hot coffee and wrapped two _____around my neck. I enjoyed the game and the _____that was played at half-time.

Name: _____

Class: _____

Activity 3: Write a descriptive paragraph

Write a descriptive paragraph to describe the photograph below. Use the frames on the page to first plan your writing. Remember to introduce what you are describing and use lots of adjectives to make your description more interesting.

Body:

_____

_____

_____

_____

Background:

Adjectives:

A description of elephants

Name: _____

Class: _____

Activity 4: Phrasal verbs

1. Circle the phrasal verbs in the sentences below.

a) I often mix up their names.

b) We have to come up with an answer.

c) Let's divide up the work.

d) Line up and close up all the gaps.

e) The new neighbours will move in next week.

f) He might turn up for lunch on Sunday.

g) We have to add up the numbers.

h) It is raining so I will put off washing the clothes.

2. Choose the correct phrasal verbs from the list below to complete these sentences.

divide up	close up
move out	add up

a) I need to _____these numbers.

b) The butcher will _____ his shop next month.

c) Mr Mabena sold his house so he has to _____ soon.

d) We had to _____the jobs between us.

Worksheet: English Term 4

Name: _____

Class: _____

Activity 1: Degrees of comparison

1. Circle the comparative adjectives and underline the superlative adjectives in these sentences.

a) My food is tasty. Her food is tastier. His food is the tastiest.

b) She is serious. Her sister is more serious. Their brother is the most serious.

c) My scores are good. David's scores are better. Sandra's scores are the best.

d) The corner shop is far. The library is further. The post office is the furthest.

2. Fill in the comparative adjectives and the superlative adjectives in the sentences below.

a) This coin is shiny. That coin is _____. The new coin that you got at the bank is the _____.

b) Chuma's results are bad. Graham's results are _____. Nico's results are the _____.

c) Shaun is hungry. Edward is _____. Gary is the _____.

Name: _____

Class: _____

Activity 2: Antonyms

1. Underline the two antonyms in each of the sentences below.

a) The policeman is fit for duty, but his partner is unfit.

b) These flats allow cats, but they disallow dogs.

c) Sheep are mature animals while lambs are immature animals.

d) Wool is a natural fibre but nylon is an unnatural fibre.

e) The air in the country is pure but the air in the city is impure.

2. Choose the correct prefix from the margin to form antonyms of the following words.

un-	dis-	im-	un-	dis-	im-

a) honest _____honest

b) perfect _____perfect

c) trust _____trust

d) stable _____stable

e) patient _____patient

f) do _____do

Name: _____

Class: _____

Activity 3: Adverbs of place and degree

1. Underline the adverb in each sentence. Fill in whether it is an adverb of place or an adverb of degree.

a) We play inside when it is cold. _____

b) Bring the coffee here to my desk. _____

c) We ate our picnic inside because it was raining. _____

d) Kagiso stubbed his toe badly. _____

e) I am very excited about my birthday. _____

2. Circle the correct adverb to complete the sentences below.

a) Put the plate (now/here).

b) His boots are (yesterday/outside).

c) Play (near/now) the house

d) The necklace broke and the beads scattered (yesterday/ everywhere).

Name: _____

Class: _____

Activity 4: Adverbs of manner

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

a) The train travelled smoothly.

b) She hugged the boy tightly.

c) They sang cheerfully.

d) Sindi gratefully accepted the price.

e) Hajeera ran hurriedly down the corridor.

f) Charl kicked the ball straight into the net.

2. Choose the correct adverbs to complete the paragraph below.

brightly	gently

The sun always shines _____in summer. We often go to the beach. When I stand in the sea the waves wash _____over my feet.

Name: _____

Class: _____

Activity 5: Compound sentences

1. Circle the conjunction and underline the two simple sentences it joins. The first one has been done for you.

a) We went to the movies and we had a good time.

b) I ate the cake but it was dry.

c) Reza ironed his shirt then he put on the shirt.

d) I am happy because I won a prize.

2. Choose the correct conjunction in brackets to join the compound sentences. Rewrite the compound sentences.

a) We put on our pyjamas. We went to bed. (then/or)

_____

b) Kabelo plays rugby. He also plays cricket. (or/and)

_____

c) My father likes grapes. He really loves peaches. (then/but)

_____

d) They were happy. They won the match. (so/because)

_____

Name: _____

Class: _____

Sample end of year examination paper

Paper 1: Oral [30 marks]

A: Reading aloud [15 marks]

B: Listening and speaking [15 marks]

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

Instructions to learners:

1. Remember that we always plan before we write.
2. Please hand your draft and edited copy in with your final writing.

Paper 2: Written [30 marks]

1. Creative writing text

Your parents, caregivers or your teacher have found you doing something wrong. This can be anything that could happen in your life. Examples would be staying out too late, or not listening to your mother or grandmother when they asked you to do something, or being generally disobedient. Sometimes it is very tough to grow up and to have more responsibilities.

Write a story of at least 150 words about something that caused you to get into trouble as explained above.

- Supply your own short title.
- Plan, draft, edit and present your story. (Remember to include your draft when you hand in your paper.)
- Write three to five paragraphs of 150 words in total.

[15 marks]

2. Transactional text

Write a friendly letter to your teacher apologising for something that you have done wrong. It can be related to homework that you did not do or being unkind to him or her. Your teacher might have caught you bullying a younger child. Think of something that would be real to your life. When you write your letter, remember:

- Insert the date of your writing.
- Start with: *Dear Ms/Mr …*
- Write 80 to 100 words.
- Give the reason why you are writing the letter in the first paragraph.
- Then explain what happened.
- In the last part of your letter you should offer an apology.
- Please hand your draft and edited copy in with your final writing.
- Check your spelling and punctuation.

[15 marks]

[Total: 30 marks]

Paper 3: Written (comprehension and language) [40 marks]

Instructions to learners:

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

Section A: Reading comprehension

What is the bubonic plague?

Have you ever heard of the bubonic plague? It is a disease that made a lot of people in medieval times very ill and they died.

While the 21st century has its contagious diseases that we fear, like HIV/AIDS, history's worst disease remains the bubonic plague – also known as the Black Death. Centuries ago, it killed some 50 million people in Africa, Asia and medieval Europe. More than a quarter of the population in Europe died of this disease.

People used to think that rats and mice caused the disease. Later they found out that it was actually the fleas on the rats and mice that spread the plague. The plague fleas move from mammal to mammal and are found in many parts of the world. They infect people when they bite them. If the infection is not treated, it can kill you. Antibiotics are very effective. An infected person has to be treated very quickly after they are infected and must receive good medical care.

The disease was spread in places where there was poverty and rats. It's not ancient history, however. We know that 1 000 to 3 000 people are still infected by this disease each year. Places like India, Southern Africa, South America and the United States of America still suffer. In the United States of America, there are still about 20 cases of the bubonic plague per year.

It is best to stay away from the rats!

Write answers for the following questions:

1. The bubonic plague is also called by another name. What is it? (1)
2. The text says the disease killed some 50 million people. What does the word some mean? (1)
3. Why would people be afraid of contagious diseases? (2)
4. The writer says it is not ancient history. What does he mean by this? (2)
5. Give any five facts that you can find in paragraph four of this text. (5)
6. What causes the disease? How does it spread? (2)
7. What happens in the United States of America every year? (2)
8. Say whether the sentence below is True or False. Give a reason for your answer.

   The plague flea can only be found in one place in the world. (2)
9. Say in one sentence how, and with what, the disease must be treated. (2)
10. Why do you think the writer says it is best to stay away from rats? (2)
11. List the following sentences in the right order as it is explained in the text.

    Write down only the letter A, B or C in the correct order.

    A. People should stay away from rats.

    B. Centuries ago millions of people were killed.

    C. Today we use medicine to treat the bubonic plague. (3)
12. Where would you find an article or text like the one you have read here? Choose the best option and write only the letter.

    A. in a magazine for young children

    B. in a history book

    C. in a book about jokes. (1)

[25 marks]

Section B: Language in context

Write answers for the following questions:

1. Choose the correct form of the verbs in brackets, in the following paragraph. Write down only the number and the verb that you choose.

   In history, we (a. learn/will learn) about what (b. has/have) happened in the past. We read history to (c. helped/help) us understand why things have happened. I (d. doesn't/don't) enjoy reading about terrible things like plagues. I (e. prefer/prefers) reading my comic books. 5 x 1 = (5)

2. The word *fearful* ends with the suffix -ful. Change the adjectives in brackets to end with -ful.

   Write down only the word next to each letter.

   a. The most (beauty) moment in history was when they found a cure for HIV/AIDS.

   b. Food was (plenty) in the Middle Ages when people worked on farms.

   c. He died on a (fate) day when he could not receive medical treatment for the disease. 3 x 1 = (3)

3. Correct the errors in the following sentences. Write out the sentence and underline your changes.

   During the previus century, peopul found ways to keep the rats away from there food. It was'nt always easy too do. 5 x 1 = (5)

4. Give the abbreviation for the following: United States of America. (1)

5. Give the right preposition in the missing space in this sentence:

   My history teacher teaches us _____the plague. (1)

[15 marks]

[Total marks: 40]

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 "**E**at **A**n **A**pple **A**s **A** **N**ice **S**nack" 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:

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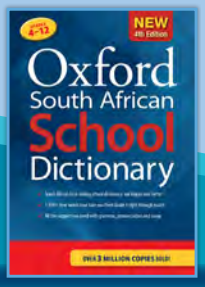

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