

First Additional Language
Assessment Term 2
Grade 3

Name and Surname: _____

Date: _____

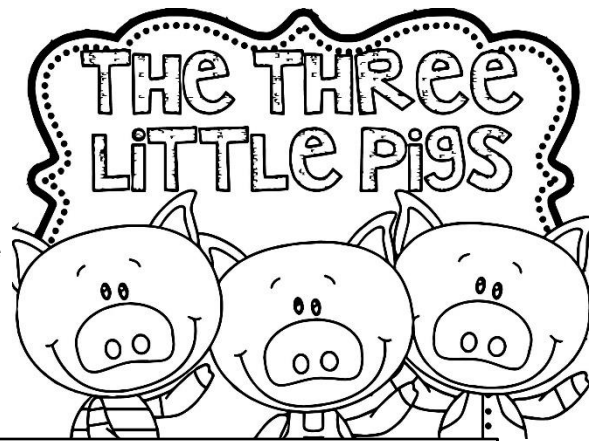
MEMO

Content		Mark
1. Listening and speaking	20	
2. Phonics	20	
3. Reading	20	
4. Writing	60	
	Total	120

Listening and speaking

Activity 1

Listen to the story of the three little pigs and answer the questions your teacher is going to ask you.



Example of questions:

1. How many pigs were in the story? Three
2. What did the first pig use to build its house? Straw
3. What did the second pig use to build its house? Sticks
4. What did the third pig use to build its house? Bricks
5. Which house do you think is the strongest and why? Bricks.

Learners own reason.

6. Could the wolf blow the brick house down? No
7. How did the wolf try to get into the brick house? He tried to climb through the chimney.
8. What did the pigs put under the chimney? They made a fire and put a pot of water over the fire.

Listening and speaking

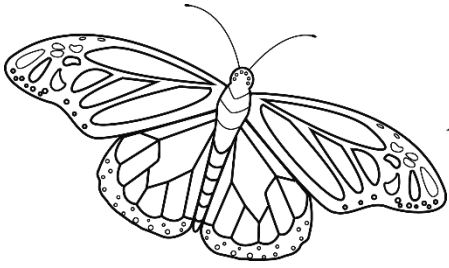
Activity 2

Look at the pictures of the three little pigs and decide in which order they must be placed. Cut them out and paste them in the correct order on the next page.

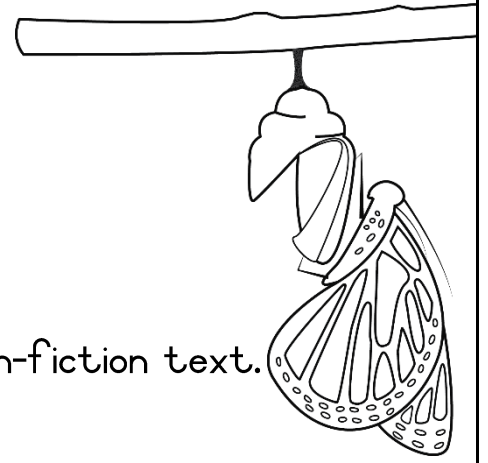
Colour the pictures in.

The three little pigs





Reading Activity 1



Answers literal questions about a story or non-fiction text.

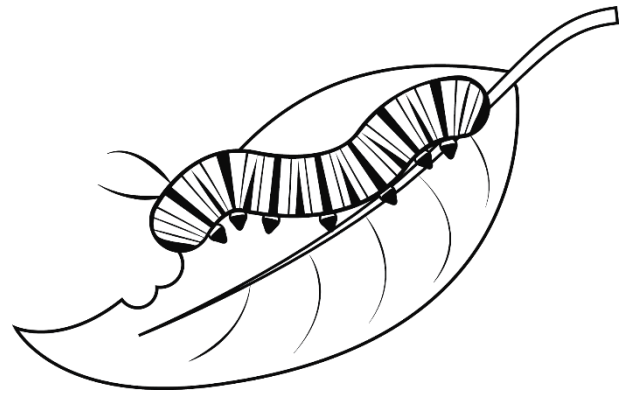
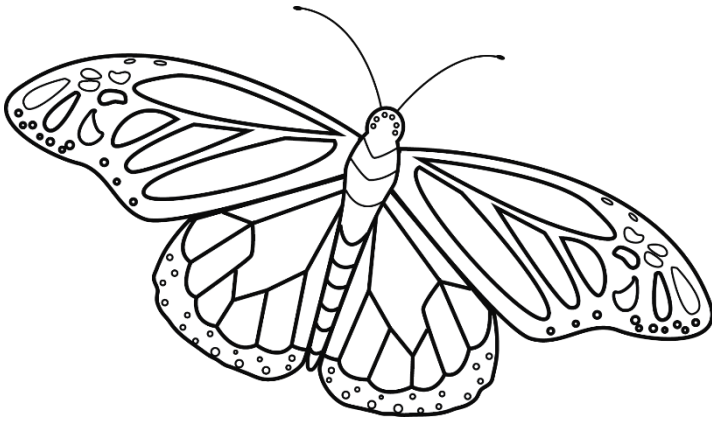
Read the story and answer the questions.

Life cycles of animals

Animals have life cycles. A frog begins as an egg. When the egg hatches, it turns into a tadpole. The tadpoles grow legs and arms, and eventually grow into adult frogs. The adult frogs lay eggs, so that new frogs can live even after the frog grows old and dies.

A dog's life cycle is a little different than a frog's, because a dog does not start out as an egg. It is born from its mother's belly. The puppy keeps on growing and is eventually an adult dog. Then the adult dog might have puppies to continue the life cycle!

Insects like caterpillars go through life cycles too. Caterpillars begin as eggs. When they hatch, they are larva. The caterpillar becomes a pupa, and inside of the pupa it turns into an adult. The adult is not a caterpillar; it is a butterfly! Then the butterfly lays eggs, so that new caterpillars and butterflies can live even after the butterfly grows old and dies.



1. What does a frog begin as? Egg (1)

2. What does a frog's egg turn into? Tadpole (1)

3. A dog is born from its mother's belly. (1)

4. What is a dog's baby called? Puppy (1)

5. Complete the life cycle of a butterfly. (2)

egg → larva → pupa → butterfly

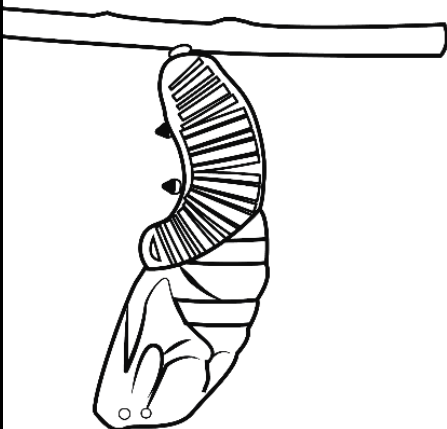
6. True or false. (4)

a. Animals do not have life cycles. False (1)

b. A dog's life cycle start as a puppy. True (1)

c. Caterpillars are not insects. False (1)

d. A butterfly turns into a caterpillar. False (1)


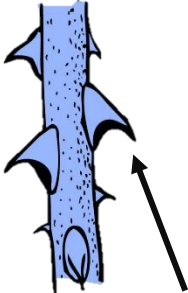

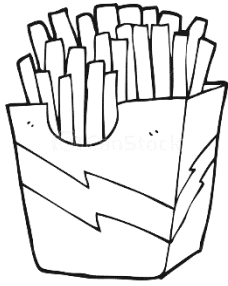


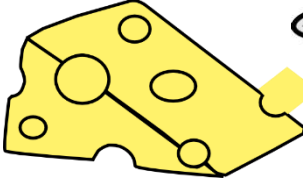
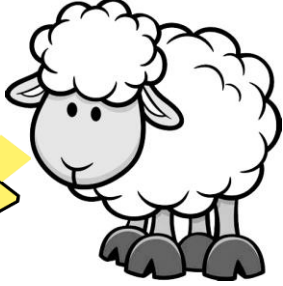
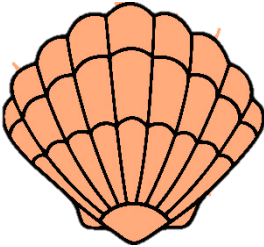


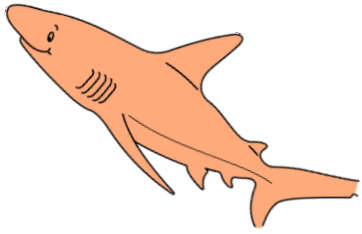
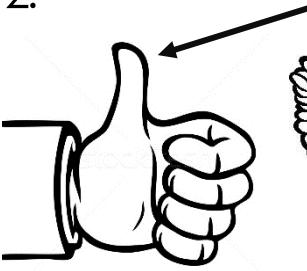
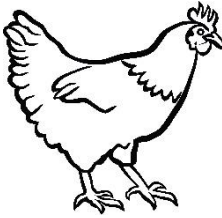
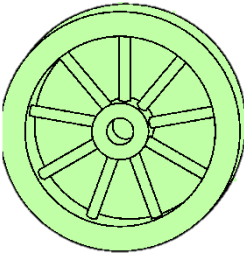
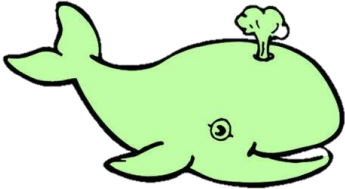


Total: _____/10

Phonics Activity 1

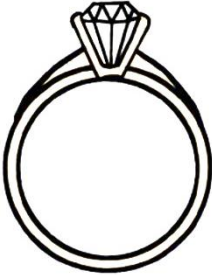
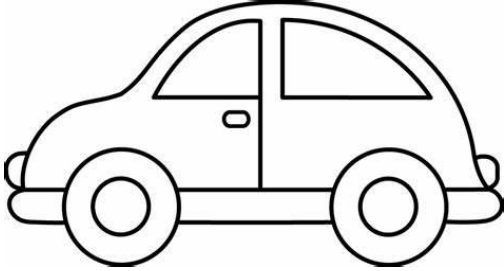
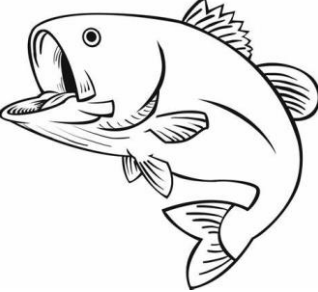
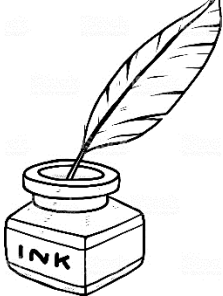

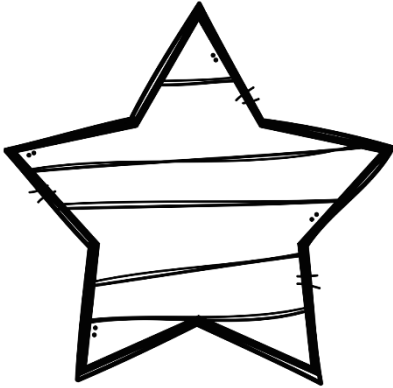
1. Colour the pictures with the same beginning sound. (8 ÷ 2 = 4)

sh-, ch-, th- and wh-

1.				
2.				
1.				
2.				

2. Colour the correct ending sound. (6)

-ng, -ck, -nk, -sh, -ar

											
<table border="1"><tr><td>ng</td><td>ck</td><td>nk</td><td>sh</td><td>ar</td></tr></table>	ng	ck	nk	sh	ar	<table border="1"><tr><td>ng</td><td>ck</td><td>nk</td><td>sh</td><td>ar</td></tr></table>	ng	ck	nk	sh	ar
ng	ck	nk	sh	ar							
ng	ck	nk	sh	ar							
											
<table border="1"><tr><td>ng</td><td>ck</td><td>nk</td><td>sh</td><td>ar</td></tr></table>	ng	ck	nk	sh	ar	<table border="1"><tr><td>ng</td><td>ck</td><td>nk</td><td>sh</td><td>ar</td></tr></table>	ng	ck	nk	sh	ar
ng	ck	nk	sh	ar							
ng	ck	nk	sh	ar							
<p>What is the colour of the cat?</p>											
											
<table border="1"><tr><td>ng</td><td>ck</td><td>nk</td><td>sh</td><td>ar</td></tr></table>	ng	ck	nk	sh	ar	<table border="1"><tr><td>ng</td><td>ck</td><td>nk</td><td>sh</td><td>ar</td></tr></table>	ng	ck	nk	sh	ar
ng	ck	nk	sh	ar							
ng	ck	nk	sh	ar							

Total Activity I: ___/10

Phonics Activity 2

2.1. Listen to the words that your teacher is going to read and write them down. (6÷2=3)

a. leaf

f. cream

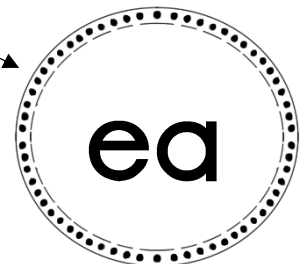
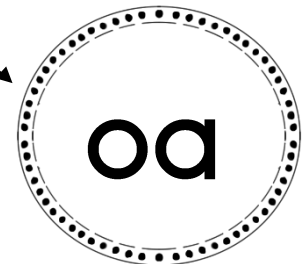
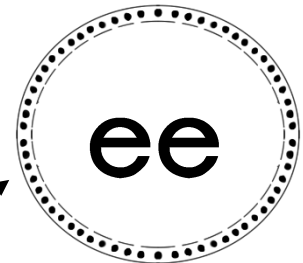
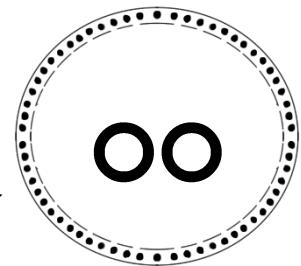
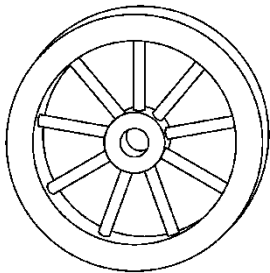
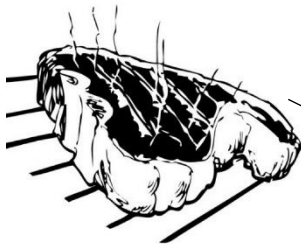
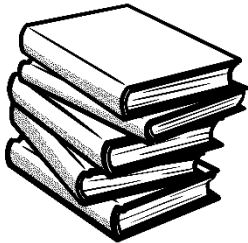
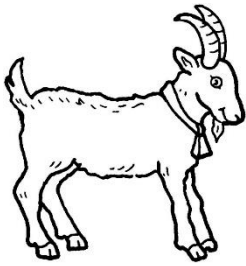
b. spy

g. cook

c. toast

h. dress

2.2. Match the picture with the correct middle sound. (4)



2.3. Colour all the words that rhyme with "cry". (3)

fly

feet

that

fry

this

deal

shy

boat

Total Activity 2: ___/10

Total mark phonics section		
1. Activity 1	10	
2. Activity 2	10	
Total		___/20

Writing Language: Activity 1

1. Fill in the correct present progressive tense on the lines to complete the sentences. (5)
 - a. planting
 - b. counting
 - c. raining
 - d. snowing
 - e. walking

2. Complete the sentences by using is, am or are. (5)
 - a. am
 - b. are
 - c. is
 - d. are
 - e. is

3. Complete the sentences by using has or have.
 - a. have
 - b. have
 - c. has
 - d. have
 - e. has



4. Fill in this, that, these or those. (5)

- a. this
- b. that
- c. these
- d. those
- e. this



Total mark language activity I		Mark
1. Present progressive tense	5	
2. Fill in is, am or are.	5	
3. Fill in has or have.	5	
4. Fill in this, that, those or these.	5	
	Total	___/20
	Processed mark out of 10 = $20 \div 2$	___/10

Writing Language: Activity 2

1. Fill in either **in** or **on**. (4)
 - a. My birthday is in July.
 - b. We go to church on Sunday.
 - c. We play soccer on Tuesday.
 - d. We swim in the summer.

2. Underline the correct answer. (4)
 - a. There is/There are one teacher in the class.
 - b. There is/There are a board in the front of the class.
 - c. There is/There are four boys in the class.
 - d. There is/There are three desks in the class.

3. Punctuate the sentence using capital letters and these punctuation marks. (4÷2=2)
 - a. have you seen my new shoes
Have[✓] you seen my new shoes?[✓]
 - b. ann and nomsa wanted to cry.
Ann[✓] and Nomsa[✓] wanted to cry.

Total mark language activity 2		Mark
1. Fill in either in or on.	4	
2. Underline the correct answer.	4	
3. Punctuate the sentences.	2	
Total		___/10

Writing Activity 1

With support, write a simple set of instructions.

You have to write a recipe about: "How to make a peanut butter sandwich". Write how you will make the sandwich on the lines. You must write a list of steps.

How to make a peanut butter sandwich

What must you do?

1. Spread some margarine on each slice of bread.
2. Spread some peanut butter on one slice.
3. Put the two slices of bread together.
4. Press them together gently.
5. Cut the sandwich in half.
6. Eat your sandwich!



Rubric – Writing activity I	1	2	3	4	5
<p>1. Line usage and spacing –</p> <ul style="list-style-type: none"> • How well did the learner use his writing lines? • How well did the learner space their letters and/or words? 	<p>Many errors in line usage. Many errors in spacing.</p>	<p>Some errors in line usage. Some errors in spacing.</p>	<p>Few errors using lines correctly. Few errors using spacing correctly.</p>	<p>Uses lines correctly most of the time. Uses proper spacing most of the time</p>	<p>Always uses lines correctly. Always uses proper spacing.</p>
<p>2. Letter formation- Did the learner form his letters correctly?</p>	<p>Many errors in letter formation. Incorrect letter formations.</p>	<p>Some errors in letter formation. Letters formed incorrectly.</p>	<p>Few errors in letter formation. Few letters are formed incorrectly.</p>	<p>Most letters are formed correctly.</p>	<p>Consistently forms all letters correctly.</p>
<p>3. Readability – How easy is it to read the learners handwriting?</p>	<p>Many errors in readability.</p>	<p>Some errors in readability.</p>	<p>Few errors in readability.</p>	<p>Very easy to read.</p>	<p>Always easy to read.</p>
<p>4. Neatness - How neat is the learner's handwriting?</p>	<p>Difficult to read.</p>	<p>Not neatly done.</p>	<p>Not as neatly done.</p>	<p>Writes neatly.</p>	<p>Always writes neatly.</p>
Total: ____/20					

Rubric – Writing activity 2	1	2	3	4	5
<p>1. Line usage and spacing –</p> <ul style="list-style-type: none"> • How well did the learner use his writing lines? • How well did the learner space their letters and/or words? 	<p>Many errors in line usage. Many errors in spacing.</p>	<p>Some errors in line usage. Some errors in spacing.</p>	<p>Few errors using lines correctly. Few errors using spacing correctly.</p>	<p>Uses lines correctly most of the time. Uses proper spacing most of the time</p>	<p>Always uses lines correctly. Always uses proper spacing.</p>
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