



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GAUTENG DEPARTMENT OF EDUCATION
PROVINCIAL ASSESSMENT TASK
NOVEMBER 2020
GRADE 3

ENGLISH FIRST ADDITIONAL
LANGUAGE

TEACHER INSTRUCTIONS

7 pages

ACTIVITY I: LISTENING AND SPEAKING

Oral activity

Teacher instructions:

- Assess 10 learners at a time, in a group.
- Read the story twice to the learners with expression.
- Ask questions to one learner at a time about the story.
- Allocate marks according to the memo.

Suggested time frame: Use 30 minutes per day over a period of 4 days.

Learner instructions:

- Listen very carefully as the teacher reads the following story to you twice.
- Answer the questions asked by the teacher.

LISTENING AND SPEAKING

The lion announced that he was very sick and asked the animals to come and see him one last time. So the goat went into the lion's cave and stayed there, visiting for a long time. The sheep went in. Before she came out, the calf also went into the cave to visit the lion. But soon the lion seemed to be feeling better and came to the front of the cave. The lion saw the fox who had been waiting outside for some time.

"Why do you not come to pay respects to me?" said the lion to the fox. "Please excuse me," said the fox. "But I noticed some of the animals that have come to visit you. I saw many hoof-marks going in, but I see none coming out."

"Until the animals that have entered your cave come out again, I prefer to remain in the open air."

It is easier to get into the enemy's trap than out again.

[Adapted from original by Ann McGovern]

I. Answer the following questions:

- | | | |
|-----|---|-----|
| I.1 | Who was sick? | (1) |
| I.2 | Where did the lion live? | (1) |
| I.3 | Why were the animals visiting the lion? | (1) |
| I.4 | Who went in first to see the lion? | (1) |
| I.5 | Why did the fox not go into the cave? | (1) |

[5]

ACTIVITY 2: LISTENING AND SPEAKING

Oral activity

- Learners demonstrate an understanding of oral vocabulary by pointing to objects and answering questions about a picture in response to questions/instructions from the teacher.

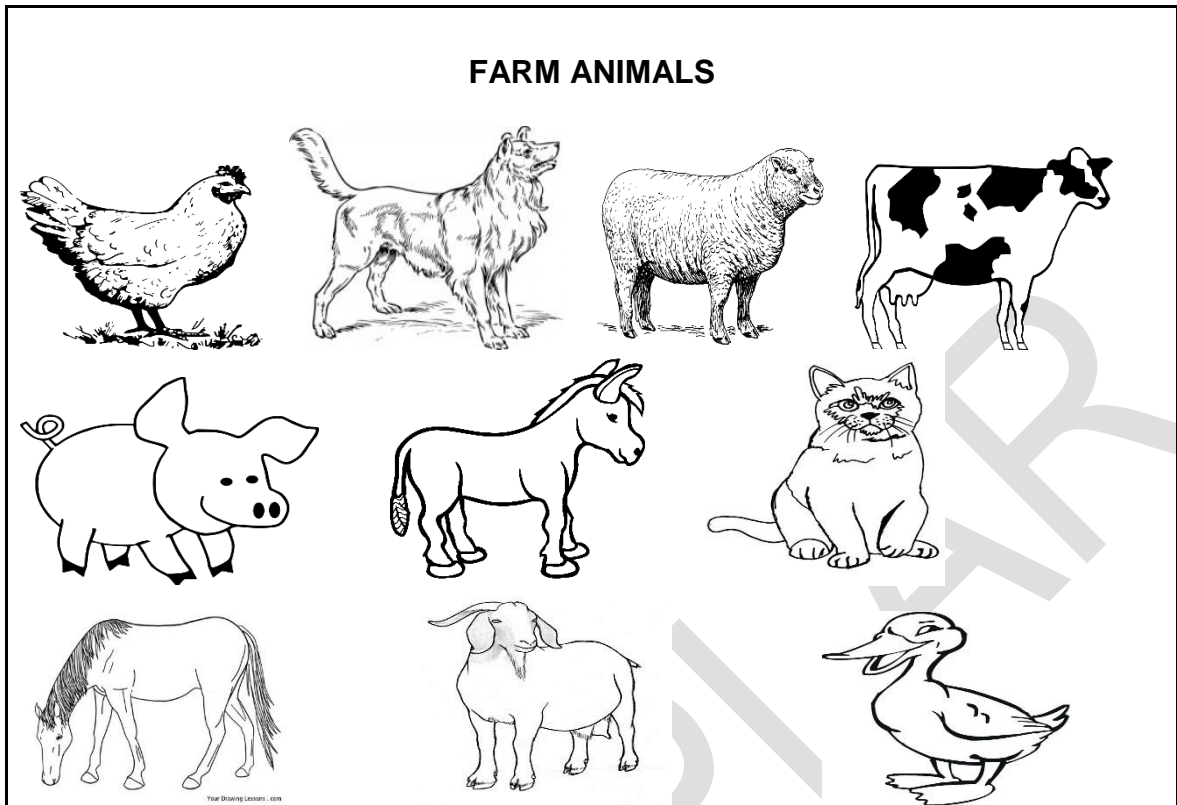
Teacher instructions:

- Enlarge the poster for all the learners to see.
- Ask questions to one learner at a time about the poster.
- Allocate marks according to the memo.

Suggested time frame: Use 20 minutes per day over a period of 4 days.

Learner instructions:

- Look carefully at the poster and answer the questions asked by the teacher.



2.1 Point to any 2 animals that give us meat. (2)

2.2 Name one animal that gives us wool. (1)

2.3 Point to 2 animals that lay eggs. (2)

[5]

ACTIVITY 3: READING

Oral activity
Paired/Independent Reading

- Learners demonstrate comprehension and fluency when reading independently.

Teacher instructions: Let the learners read the following texts:

- DBE Workbook: Any story from Term 4.
- Graded reader that is at the reading level of the learner.

OR

- Any other text at the reading level of the learner.

Suggested time frame: Use 30 minutes per day over a period of 3 days.

Reading time: Allocate two (2) minutes for each learner to read.

Learner instructions:

- Read fluently and clearly to the teacher.

See attached rubric to assess this reading activity.

Marks	Criteria
1	Can only read a few words from the text.
2	Hesitates while reading some words but uses some decoding skills.
3	Can read most words but not all.
4	Reads most words fluently.
5	Reads the whole text fluently and with expression.

ACTIVITY 5: PHONICS

5.3

Teacher instructions:

- Give the learners a list of spelling words from the annexure to practise a week before the administration of the spelling test.
- Give learners the words that appear on the memo for the spelling test.
- During the administration of the spelling test, say the word first, then say it in a sentence and then say the word again.

Suggested time frame: Use 30 minutes.

ANNEXURE

Spelling Words

1. street
2. clap
3. far
4. pinch
5. sell
6. scream
7. bench
8. bird
9. burst
10. drum
11. scratch
12. short
13. chop
14. black
15. patch