

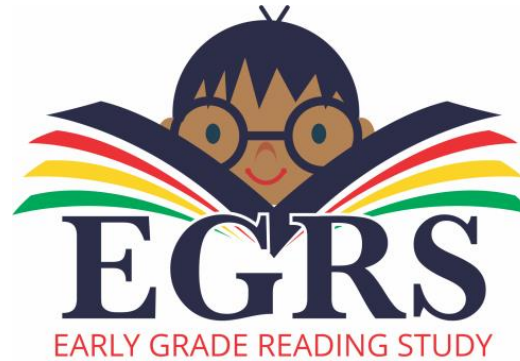


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Basic Education  
**REPUBLIC OF SOUTH AFRICA**



# **GRADE I**

## Learner Assessment

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## Introduction to the learner

Introduction	Introduction
Say to the learner:	Say to the learner:
<p>Hello. My name is _____. Today we are going to do a few activities together for 15 minutes. I will explain what I will ask you to do before each activity starts, but it is very similar to what you do in school every day. Everything we do today will just be between you and me. It's not for marks.</p> <p>Are you comfortable? Can we begin?</p>	<p>Dumelang, Leina la me ke _____. Gompiano re tšile go dira ditirwana di le mmalwa mmogo mo metsotsong e le 15. Ke tla tšhalosa se ke batlang gore o se dire pele ga tirwana nngwe le nngwe., Re ya go dira ditirwana tse, fela jaaka re tšwaetse go di dira mo sekolong tsatsi le letsatsi. Sengwe le sengwe se re se dirang gompiano e tla be e le sa rona fela mme ebile ga se na maduo.</p> <p>A o dutse sentle? A re ka simolola?</p>

## Learner Information

<ul style="list-style-type: none"> <li>• Test Identifier</li> <li>• School EMIS:</li> <li>• School Name:</li> <li>• Learner Name:</li> <li>• Learner Surname:</li> <li>• Age:</li> <li>• Sex: 1 male 0 female</li> <li>• Surname of Teacher</li> </ul>	<p>How old are you?</p> <p>What is the name of your teacher?</p>	<p><i>(write the <b>test identifier, name and surname</b> on <u>the learner page for the writing task</u> AND on <u>the linking form</u>)</i></p> <p>O na le dingwaga tse kae?</p> <p>Leina la morutabana wa gago ke mang?</p>
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## Task 1.1.: Object Naming

Instructions for learner:	Instructions for learner:
<p><i>Place chart 1.1.1. face-up for the learner.</i></p> <p><b>We are now going to play a quick game where we have to see how fast you can say the names of these pictures (<i>wave over the chart</i>) before the time runs out. First we will make sure we call these things by the same names.</b></p> <p><i>Place your finger on each object and say What do you call this picture?</i>  <i>If correct: Yes, that is a [chair, pig, table, dog, book, sun].</i>  <i>If wrong or no response: we call this a [chair, pig, pencil, hand, mug, star]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1.1.2. I am going to ask you to say the names for these objects on this chart as fast as you can. Start here (<i>point to upper left corner</i>) and carry on saying the names across the row, and when you are finished the row, go to the next one (<i>show with your finger how they should read from left to right and then go to the next row</i>). Do you understand?</i></p> <p><b>Please start saying the names of these objects as <u>fast</u> as you can when I uncover this page.</b></p> <p><b>Are you ready?</b></p> <p><b>Begin</b></p> <p><i>Start timer when child names the first object.</i></p>	<p><i>Place chart 1.1.1. in front of the learner.</i></p> <p><b>Jaanong re ile go tshameka motshameko o re tlileng go bona gore o ka bitsa maina a ditshwantsho tse ka bonako jo bo kana kang. (<i>wave over the chart</i>) pele re felelwa ke nako. Sa ntlha re tla netefatsa gore re bitsa ditshwantsho tse ka go tshwana.</b></p> <p><b>Setshwantsho se se bitswa eng?</b>  <b>E, ke setulo, kolobe, tafole, ntša, buka, lesedi,</b>  <b>Nnyaya, se re se bitsa: setulo, kolobe, tafole, ntša, buka, lesedi.</b>  <i>Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1.1.2 Ke ile go go kopa go bitsa maina a dilo tse di mo tšhateng ka bonako jo o ka bo kgonang. Simolola fa (<i>point to upper left corner</i>) mme o tswelole go bitsa maina a go kgabaganya mola mme fa o fetsa o ye kwa moleng o o latelang (<i>show with your finger how they should read from left to right and then go to the next row</i>). A o a tlhaloganya?</i></p> <p><b>Tsweetswee simolola go bitsa maina a dilo tse ka bonako jo o kabo kgonang fela fa ke phetlolola tsebe.</b></p> <p><b>A o siame?</b></p> <p><b>Simolola.</b></p> <p><i>Start timer when child names the first object.</i></p>

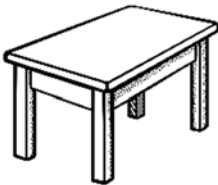
Note for transfer to Tangerine	Timed for 20 seconds, capture remaining time
Variable name	
1_1_att	Number of objects attempted
1_1_cor	Number of objects sounded correctly
1_1_time	Remaining time

On Tangerine Grid:

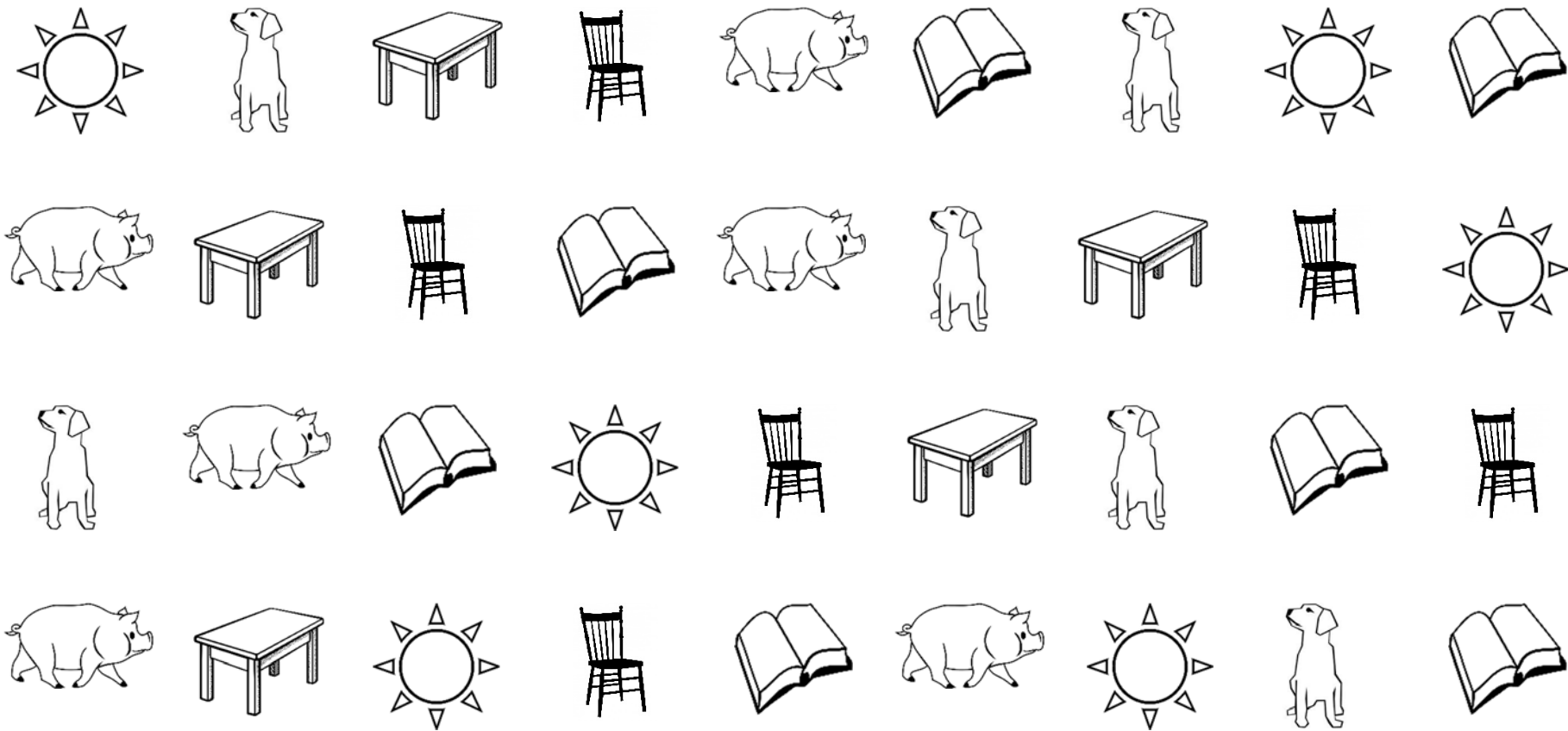
Write the name of the object

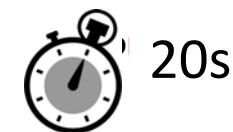
Lesedi	ntša	Tafole	Setulo	Kolobe	Buka	Ntša	Lesedi	Buka
Kolobe	Tafole	Setulo	Buka	Kolobe	Ntša	Tafole	Setulo	Lesedi
Ntša	Kolobe	Buka	Lesedi	Setulo	Tafole	Ntša	Buka	Setulo
Kolobe	Tafole	Lesedi	Setulo	Buka	Kolobe	Lesedi	Ntša	buka

1.1.1



1.1.2





## Task 1.2.: Letter Naming

Instructions for learner:	Instructions for learner:
<p><i>Turn chart 1.2.1.. face-up for the learner.</i></p> <p><b>We are now going to play a quick game where we have to see how fast you can say the <u>sounds</u> of these <u>letters</u> (wave over the chart) before the time runs out.</b></p> <p><i>Place your finger on each object and say <b><u>What sound does this letter make?</u></b></i></p> <p><i>If correct: <b>Yes, that is correct.</b></i></p> <p><i>If wrong or no response: <b><u>This letter is</u></b> [letter sound]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1.3.2. I am going to ask you to say the <u>sounds</u> for these <u>letters</u> on this chart as fast as you can. Start here (point to upper left corner) and carry on saying the <u>sounds</u> across the row, and when you are finished the row, go to the next one (show with your finger how they should read from left to right and then go to the next row). Do you understand?</i></p> <p><i>Cover the learner page with the examples sheet for 5 seconds. Please start saying the <u>sounds</u> of these <u>letters</u> as fast as you can when I uncover this page.</i></p> <p><b>Are you ready?</b></p> <p><b>Begin</b> [uncover the page]</p> <p><i>Start timer when child names the first letter.</i></p>	<p><i>Turn chart 1.2.1.. face-up for the learner.</i></p> <p><b>Jaanong re ile go tshameka motshameko o re tlleng go bona gore o ka bitsa maina a medumo ya <u>ditlhaka</u> tse ka bonako jo bo kana kang.</b> (wave over the chart) <b>pele re siiwa ke nako.</b></p> <p><i>Place your finger on each letter and say <b><u>Tlhaka e e dira modumo ofe?</u></b></i></p> <p>If correct: <b>e</b></p> <p>If incorrect: <b><u>Tlhaka e e duma jaaka:</u></b> [letter sound]</p> <p><i>Show chart 1.3.2. Ke ile go go kopa go bitsa <u>medumo</u> ya <u>ditlhaka</u> tse di mo tšhateng e ka bonako jo o ka bo kgonang. Simolola fa (point to upper left corner) mme o tswelele go bitsa <u>medumo</u> e go kgabaganya mola mme fa o fetsa o ye kwa moleng o o latelang (show with your finger how they should read from left to right and then go to the next row). A o a tihaloganya?</i></p> <p><b>Tsweetswee simolola go bitsa <u>medumo</u> ya <u>ditlhaka</u> tse ka bonako jo o kabo kgonang fela fa ke phetlolola tsebe.</b></p> <p>A o siame?</p> <p>Simolola.</p> <p><i>Start timer when child names the first letter.</i></p>

Note for transfer to Tangerine	Timed for 20 seconds, capture remaining time
Variable name	
1_2_att	Number of objects attempted
1_2_cor	Number of objects sounded correctly
1_2_time	Remaining time

**On Tangerine:**

o t a e b l t o l

b a e l b t a e o

t b l o e a t l e

b a o e l b o t a

1.2.1

o l a e t b

o t a e b l t o l  
b a e l b t a e o  
t b l o e a t l e  
b a o e l b o t a



## Task 2: Digit Span Task

Instructions for learner:	Instructions for learner:
<p><i>This task is completed orally in <u>Setswana</u>.</i></p> <p>I am now going to say some numbers to you. When I am finished speaking, I would like you to say the numbers back to me exactly how you heard them. Let's do an example first. I am going to say two numbers, and then I want you to repeat them to me how you heard them. Are you ready?</p> <p><i>(say the words clearly and do not over pronounce them. Leave a one second pause in between each word) tlhano...pedi (5 – 2)</i></p> <p><i>If correct: yes that's correct</i>  <i>If incorrect: you did not quite say it right. Listen again. (repeat example again until child understands (repeat up to 2 times only))</i></p> <p>Now it's your turn to try by yourself. Are you ready? Say the words that you hear when I am finished speaking. I will say everything only once so listen carefully.</p> <p>Are you ready?</p> <p><i>Read the sequences below only once. Leave a one second pause in between numbers. Say all numbers in the same even way.</i></p>	<p><i>This task is completed orally in <u>Setswana</u>.</i></p> <p><b>Jaanong ke ya go go biletsa dipalo dingwe. Fa ke fetsa ke batla gore o di mpolelele jaaka o di utlwile. A re dire sekai pele. Ke ile go go biletsa dipalo di le pedi mme ke batla gore o di boeletse jaaka o di utlwile. A o siame?</b></p> <p><i>(say the words clearly and do not over pronounce them. Leave a one second pause in between each word) tlhano...pedi (5 – 2)</i></p> <p><i>If correct: E, o nepile</i>  <i>If incorrect: Ga o a e bua ka nepagalo. Reetsa gape.. (repeat example again until child understands (repeat up to 2 times only))</i></p> <p><b>Jaanong ke tšhono ya gago go iteka ka bowena. A o siame? Bitsa mafoko a o autlwileng fa ke fetsa go bua. Ke ile go a bua gangwe fela ka jalo o reetse ka kelotlhoko.</b></p> <p><b>A o siame?</b></p> <p><i>Read the sequences below only <b>once</b>. Leave a <b>one second pause</b> in between numbers. Say all numbers in the same even way.</i></p>

Table 1. Number sequences for Task 2 Digit Span

	Sequences (in words)	Sequences (in numbers)
2.1.	nngwe – supa	(1 – 7)
2.2.	thataro – pedi – tlhano	(6 – 2 – 5)
2.3.	tharo – robedi – tlhano – nne	(3 – 8 – 5 – 4)
2.4.	pedi – robongwe – nne – supa – thataro	(2 – 9 – 4 – 7 – 6)
2.5.	supa – tharo – robedi – nngwe – nne – robongwe	(7 – 3 – 8 – 1 – 4 – 9)

Note for transfer to Tangerine	Select the option
Variable name	
2_1	1 – correct
2_2	0 – incorrect
2_3	99 – no response
2_4	1 – correct
2_5	0 – incorrect
	99 – no response
	98 – opt out rule applied

**Task 3: Setswana Letter Sound Recognition**

Instructions for learner:	Instructions for learner:
<p><i>Turn chart 2 face-up for the learner</i></p> <p>I am going to ask you to read some Setswana letters to me. Please tell me what <u>sound</u> each letter makes. Please read as many letters as you can from left to right, such as in this example (show example). I will tell you when to stop.</p> <p>Are you ready?</p> <p>Begin.</p>	<p><i>Turn chart 2 face-up for the learner</i></p> <p>Ke tlile go kopa gore o mpusetse medumo e e latelang ka Setswana. O buise go tswa ka fa molemeng go ya ka fa mojang jaaka re tlwaetse go dira. Buisetsa kwa godimo gore ke go utlwe sentle, mme o buise go fitlhelela ke go kopa gore o eme. A re leke dikao tse mmogo [show example to learner, allow him/her to try alone before you help him/her].</p> <p>A o siame?</p> <p>Simolola.</p>

Note for transfer to Tangerine	Timed for 60 seconds, capture remaining time
Variable name	
3_att	Number of letters attempted
3_cor	Number of letters sounded correctly
3_time	Remaining time

## Chart 2 LETTER SOUNDS

Examples: b M s f

m	l	h	g	S	y	r	W	L	n
f	k	T	D	a	t	s	d	N	w
H	ng	o	U	ny	š	tl	kh	B	u
K	sw	J	ts	kg	G	R	ngw	e	rw
th	N	gw	l	ph	Y	F	nts	W	E
y	tš	A	ph	M	lw	O	tlw	ny	P
thw	oo	a	tlh	f	kw	tšh	u	A	t
W	kg	H	L	b	tl	ngw	m	nw	U
R	o	kw	aa	tšh	N	E	ng	p	m
G	K	B	D	tshw	y	b	n	R	tlh
e	M	W	tshw	r	nts	h	g	S	y



### Task 4: Setswana Word Recognition

Instructions for learners:	Instructions for learners:
<p><i>Turn chart 3 face-up for the learner</i></p> <p>I will now ask you to read some words in Setswana for me. Please read the words from left to right, here is an example we can do together [go through example]. Please read as many words as you can. I will tell you when to stop.</p> <p>Are you ready?</p> <p>Start.</p>	<p><i>Turn chart 3 face-up for the learner</i></p> <p><b>Jaanong ke tlile go go kopa gore o mpusetse mafoko mangwe ka Setswana. Ke kopa gore o a buise go tswa ka fa molemeng go ya kwa mojang, O buise go fitlhela ke go kopa gore o eme. A re buise dikao tseno mmogo</b> <i>[show example to learner, allow him/her to try alone before you help him/her].</i></p> <p><b>A o siame?</b></p> <p><b>Simolola</b></p>

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	
4_att	Number of words attempted
4_cor	Number of words read correctly
4_time	Remaining time

## Chart 3

Examples:

rre	tlou			
fa	ja	tau	ntlo	mme
poo	rata	lema	meno	dira
bua	tlosa	motho	hempe	metsi
sentle	kwala	tlhano	ngwana	ntisa
tlhapi	mmele	tshwara	opela	adima
tsamaya	dumela	godimo	lenyalo	sebaka
gagola	mosima	kwalela	lefeelo	lesea
polelo	batsadi	loleme	mosese	letsatsi
motlogolo	morutabana	legadima	simolola	itumetse
mapodisi	segwagwa	sirelediwa	fitlhelela	tsamaile
letlelela	didimetse	botlhabatsatsi	boikhutso	tshwanetse
kgaisano	babalesegile	bogologolo	tlhatlhoba	matlhogonolo
phapharega	farologanya	tshireletsego	kelotlhoko	setshwantsho
itumedisa	ditlhongwanamorago	tlhabololo	setimamolelo	setlhongwanapele

## English Translation of chart 3

give	eat	lion	house	mother
bull	love/like	plough	teeth	do
speak	remove	person	shirt	water
well	write	five	child	guard me
fish	body	catch	sing	borrow
walk	agree	up	marriage	space
tear	hole	write to/for	broom	baby
story/statement	parents	tongue	dress	day
nephew	teacher	lightning	start	happy
policemen	frog	protected	reach	gone
allow	quiet	sunrise	rest/holiday	should
competition	safe	long time ago	examine	blessings
wakeup suddenly/unexpectedly	Differentiate	Security/safety	Carefully	Picture
Please/impress	Suffixes	Development	Fire engine	Prefix

**Task 5.1. Setswana Text Reading**  
**“Pule le Mosidi”**

ORF



60s

Comprehension



Instructions for learner:	Instructions for learner:
<p><i>Turn chart 4 face-up for the learner</i></p> <p>I am going to ask you to read a story to me out loud. Read as best you can. I will ask you some questions when you are finished reading so make sure to remember what you read.</p> <p>This story is called “Pule and Mosidi”</p> <p>Are you ready to read the story to me out loud? I will tell you when to stop reading.</p> <p>Start.</p>	<p><i>Turn chart 4 face-up for the learner</i></p> <p><b>Ke tlile go kopa gore o mpusetse kanelo nngwe mme o e buisetse kwa godimo. Buisa ka kelotlhoko gore o tle o kgone go gakologelwa se o se buisitseng ka gore ke tlile go go botsa dipotso fa o fetsa go buisa. Buisa go fithelela ke go kopa gore o eme.</b></p> <p><b>Kanelo eno e bidiwa “Pule le Mosidi”</b></p> <p><b>A o siame? Ke tla go bolelela gore o eme leng.</b></p> <p><b>Simolola.</b></p>

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	
orf3tsw	
5_att	Number of words attempted
5_cor	Number of words read correctly
5_time	Remaining time

“Pule le Mosidi”

Pule o na le tsala. Tsala ya ga Pule ke Mosidi. Pule le Mosidi ba rata go tshameka diketo mmogo. Morago ga go tshameka Pule le Mosidi ba tlhapa diatla.

Pule le Mosidi ba rata go ja maungo thata. Maungo a ba thusa go nna ba itekanetse. Pule o rata diapole. Mosidi o rata dinamune. Ba dula ba itumetse ka dinako tsotlhe.

### Task 5.2. Setswana Text Comprehension

Number	Question	Setswana	# Words
5.2.1.	Q: What is the name of the boy you heard about at the beginning of the story? A: Pule	Q: <b>Leina la mosimane yo o kwa tshimologong ya kanelo e ke mang?</b> A: Pule	5
5.2.2.	Q: Who is Pule's friend? A: Mosidi	Q: <b>Tsala ya ga Pule ke mang?</b> A: Mosidi	11
5.2.3.	Q: What do they like playing together A: diketo	Q: <b>Pule le Mosidi ba rata go tshameka eng mmogo?</b> A: diketo	19
5.2.4.	Q: What do they do after they are finished playing diketo? A: They wash their hands	Q: <b>Ba dirang fa ba sena go tshameka diketo?</b> A: <b>Ba tlhapa matsogo/diatla</b>	30
5.2.5.	Q: Why do they like fruit? A: Fruit keeps them healthy	Q: <b>Ke goreng Pule le Mosidi ba rata maungo?</b> A: Maungo a ba thusa go nna ba itekanetse	47
5.2.6.	Q: does Mosidi like peaches or oranges? A:	Q: <b>A Mosidi o rata diperekisi kgotsa dinamune?</b> A: dinamune	55



Note for transfer to Tangerine	Comprehension is untimed
	Ask only questions up to where the learner read
Variable name	
5_2_1	1 – correct 0 – incorrect 99 – non response
5_2_2	
5_2_3	
5_2_4	
5_2_5	
5_2_6	



## Task 6. Spelling

Instructions for learner:	Instructions for learner:
<p><i>Place the learner writing paper in front of the learner. Make sure the Tangerine Unique ID has been captured on the page. Give the learner the pencil to complete this task.</i></p> <p><b>I am going to ask you to write down some letters, words and sentences on this piece of paper. I will tell you what to write. Are you ready?</b></p> <p><i>Point to the place on the page where you would like the learner to write their answer. Select the correct option on Tangerine which reflects the learner's answer.</i></p> <p>6.1. and 6.2. <b>Please write the letter: ....</b></p> <p>6.3. <b>Please write the word: ...</b></p> <p>6.4. <b>Here is a sentence. Please can you rewrite the sentence so it has the correct punctuation and spacing? (Do not read the sentence for the learner.)</b></p>	<p><i>Place the learner writing paper in front of the learner. Make sure the Tangerine Unique ID has been captured on the page. Give the learner the pencil to complete this task.</i></p> <p><b>Ke ile go go kopa gore o kwale ditlhaka, mafoko le dipolelo dingwe mo pampitshaneng e. Ke tla go bolelela gore o kwale eng. A o siame?</b></p> <p><i>Point to the place on the page where you would like the learner to write their answer. Select the correct option on Tangerine which reflects the learner's answer.</i></p> <p>6.1. and 6.2. <b>Kwala tlhaka....</b></p> <p>6.3. <b>Kwala lefoko.....</b></p> <p>6.4. <b>Polelo ke e. A o ka e kwalolola mme wa tsenya matshwao a puiso le katologanyo ya mafoko e e nepagetseng? (Do not read the sentence for the learner.)</b></p>

Item	Prompt	English
6.1.	s	
6.2.	g	
6.3.	toro	ambition
6.4.	Bana ba ja mae.	

Note for transfer to Tangerine	
Variable name	
6_1	<p>1 – correct  2 – letter reversal of “s”  0 – incorrect  99 – no response  98 – writing is unreadable</p> 
6_2	<p>1 – correct  2 – letter reversal of “g”  0 – incorrect  99 – no response  98 – writing is unreadable</p> 
6_3	<p>1 – all letters correct  2 – 3 letters correct  3 – 2 letters correct  4 – one letter correct  0 – incorrect  99 – no response  98 – writing is unreadable</p>
6_4	<p>Each selection of the ones below should add 1 point to the score.</p> <p>bana spelled correctly  ba spelled correctly  ja spelled correctly  mae spelled correctly  Bana has capital letter  Full stop at end of sentence  Spaces are correct.  97 – opt out rule applied  99 - non-response  98 – writing is unreadable</p>



## Task 7. "Do this" - English receptive proficiency

Instructions for learners:		
<p>Please push your chair a little away from the desk so that you have some space. I am now going to ask you to do some actions for me. I want to see if you can understand English so I will tell you what to do in English.</p> <p>Please can you do the following actions to show me that you understand English.</p>		<p>Kgarametsa setulo sa gago kwa moragonyana o katoge teseke go le gonnye. Jaanong ke ya go kopa gore o ntirele diketso dingwe. Ke batla go bona gore a o tlhaloganya Sekgowa ka jalo ke tla go bolelela gore o direng ka Sekgowa.</p> <p>Tsweetswee a o ka dira diketso tse di latelang go mpontsha gore o tlhaloganya Sekgowa.</p>
<p><b>EXAMPLE:</b></p> <p>Please can you: kick your leg</p>		<p><b>EXAMPLE:</b></p> <p>Please can you: kick your leg</p> <p>Show the learner that s/he should kick his/her leg. They should now understand that you want them to perform an action. Move on to the rest of the task.</p>
Please can you: (say the instruction <b><u>once</u></b> only)		
	English	Response options (only select one)
7.1.	<p><b>Close your eyes</b> (thanks you can open them now)</p>	<p>1 Closes eyes; 2 Performs other action; 99 No response</p>
7.2.	<p><b>Stand up</b></p>	<p>1 Stands up; 2 Performs other action; 99 No response</p>
7.3.	<p><b>Put your hands <u>up</u> in the air</b> (learner must put up both hands)</p>	<p>1 Raises both hands; 2 Performs other action; 99 No response</p>

7.4.	<b>Turn around</b> <i>(stop turning)</i>	1 Turns around; 2 Performs other action; 99 No response
7.5.	<b>Sit down <u>and</u> put your hands on the table</b> <i>(the order in which the child performs the task does not matter)</i>	1 Both actions done; 3 Only sits; 4 Only puts hands on the table; 2 Performs other actions; 99 No response

Note for transfer to Tangerine	
Variable name	Categories
7_1	1 Closes eyes; 2 Performs other action; 99 No response
7_2	1 Stands up; 2 Performs other action; 99 No response
7_3	1 Raises both hands; 2 Performs other action; 99 No response
7_4	1 Turns around; 2 Performs other action; 99 No response
7_5	1 Both actions done; 3 Only sits; 4 Only puts hands on the table; 2 Performs other actions; 99 No response

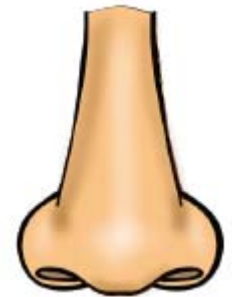
## Task 8.1. "Show me" - English Passive Vocabulary

Instructions for learners:	
<p><i>(Place chart 5 in front of the learner)</i></p> <p><b>I am now going to ask you to point to something on the page to show that you understand English</b></p> <p><b>First let us do an example. I am going to ask you in English: Show me the <u>arm</u>.</b></p> <p>If correct: <b>correct.</b></p> <p>If incorrect: <b>No, this is: the [body part].</b></p> <p><b>Now it is your turn to try by yourself. <i>(Place chart 5.2. in front of the learner).</i></b></p> <p><i>Point to:</i></p>	<p><i>(Place chart 5 in front of the learner)</i></p> <p><b>Jaanong ke ile go go kopa gore o ntshupetse sengwe mo tsebeng e go bontsha gore o tlhaloganya Sekgowa.</b></p> <p><b>A re simolole ka sekai. Ke ile go go botsa ka Sekgowa.</b></p> <p><b>Dirisa menwana ya gago go supa: <u>the arm</u></b></p> <p>If correct: <b>O nepile</b></p> <p>If incorrect: <b>Nnyaya. Se ke arm <i>(point while saying the correct word)</i></b></p> <p><b>Jaanong ke tšhono ya gore o iteke ka bowena. <i>Place chart 5.2. in front of the learner.</i></b></p> <p><b>Supa:</b> <i>(learner points)</i></p>

	<b>Dirisa menwana ya gago go supa:</b>
	Example: arm
8.1.1.	Ear
8.1.2.	foot
8.1.3.	Mouth
8.1.4.	fingers
8.1.5.	hair

Note for transfer to Tangerine	
Variable name	Categories
8_1_1	1 correct 0 incorrect 99 No response
8_1_2	
8_1_3	
8_1_4	
8_1_5	

Chart 5.1. Mmele wa me



## Task 8.2. "Tell me" - English Active Vocabulary

Instructions for learners:	
<i>(Keep chart 5 in front of the learner)</i>	<i>(Keep chart 5 in front of the learner)</i>
I am now going to ask you to tell me the English word for things in this picture. I will point to something in the picture and I would like you to tell me what it is called in English.	Jaanong ke ile go go kopa gore o mpolelele maina a dilo tse di mo setshwantshong se ka Sekgowa. Ke tla supa sengwe mo setshwantshong se mme wena o be o mpolelela gore se bitswang ka Sekgowa.
First let us do an example. I am going to ask you in English: What do you call this in English? <u>(point to the leg)</u>	A re simolole ka sekai. Ke ile go go botsa ka Sekgowa. Selo se o se bitsang ka Sekgowa? <u>(point to the leg)</u>
If correct: <b>correct.</b>	If correct: <b>O nepile</b>
If incorrect: <b>That's not right. In English we call this:</b>	If incorrect: <b>Ga se nnete. Re bitsa selo se "leg" ka Sekgowa</b> <i>(point while saying the correct word)</i>
<b>Now it is your turn.</b>	Jaanong ke tšhono ya gore o iteke ka bowena.
<b>What do we call this/these in English?</b>	<b>Selo se o se bitsang ka Sekgowa?</b> (fiedlworker points using a pencil to the items listed below)

	<b>Selo se o se bitsang ka Sekgowa?</b> (use pencil to point)
	Example: leg
8.2.1.	eye
8.2.2.	teeth
8.2.3.	hand
8.2.4.	back
8.2.5.	shoulder

Note for transfer to Tangerine	
Variable name	Categories
8_2_1	1 correct; 3 correct in Setswana and then English; 4 correct in Setswana only; 2 incorrect; 99 No response
8_2_2	1 correct; 3 correct in Setswana and then English; 4 correct in Setswana only; 5 lips 6 mouth 7 tongue 2 incorrect; 99 No response
8_2_3	1 correct; 3 correct in Setswana and then English; 4 correct in Setswana only; 2 incorrect; 99 No response
8_2_4	
8_2_5	