



# *Productive Vocabulary Test, First Edition Manual*

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## 1. Introduction

This training manual explains how to administer the English, isiZulu and Siswati productive vocabulary tests. These vocabulary tests assess learners' vocabulary size in both English and their Home Language (HL) which will either be isiZulu or Siswati. The tests have been carefully designed using the frequency of distribution and apparent stage of acquisition of the words in each language. Learners will look at a picture, be asked a question and will be required to give a suitable one-word answer. Thus, the test is productive, as it requires a learner to respond verbally to the prompt, based on the picture stimulus.

You need the following to administer the test:

- The picture file which contains all item pictures
- A tablet<sup>1</sup> which has the latest Tangerine online scoring forms (English and HL) downloaded

Follow the instructions in this manual closely to ensure that all children receive the same opportunity to do their best. Each selected child must complete BOTH a HL and English test. Learners will always complete the HL test before the English test.

You will need to assess **at least six preselected EGRS II learners** each day. While the EGRS II learners are completing other assessments you will also be asked to assess **at least one additional randomly selected non-EGRS II learner from the Grade 3 classes**.

### NOTE:

You will redo parts of the individual learner assessment (EGRA retest) with the **preselected** EGRS II learners as part of the vocabulary study. The individual learner assessment is addressed in the *EGRS II Wave 4 Grade 3 Retest Learner Assessment Training Manual*.

The **randomly** selected non-EGRS II learners will NOT participate in the EGRA retest.

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<sup>1</sup> A tablet will be provided. Instructions on how to use the Tablet and Tangerine are presented in section 6.

## 2. Set up

Before selecting learners, make sure your work area is set up so you are ready to start.

### 2.1. Desk Setup

Set up your work space according to Figure 1. You should be seated at a desk/table with the learner on your LEFT. **As far as possible use chairs suitable for the child so you are at the same height and the child can clearly see the pictures in the file.**

The picture file should be in front of the learner. Your tablet should be on your right<sup>2</sup>/ in front of you but make sure the learner cannot see it so they are not distracted. Place your linking form under your tablet after using it.

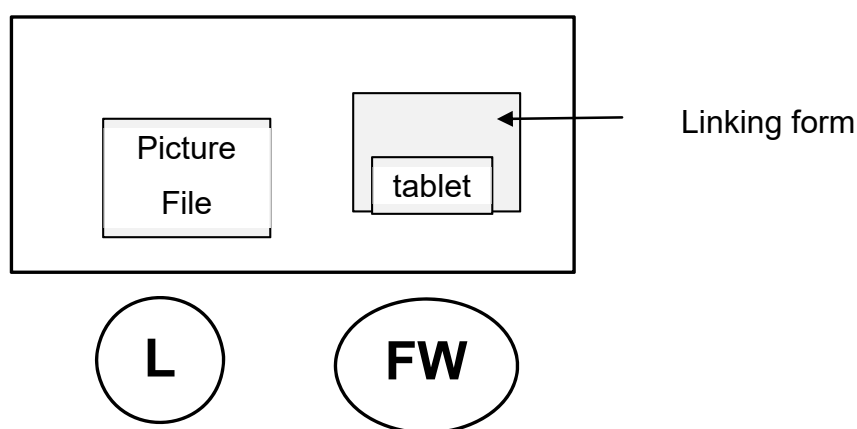


Figure 1. Set up of desk for one-on-one assessment

### 2.2. Using the linking form – Wave 4

The linking form contains all the learners' biographical data. Use this form to insert the details of the learner onto the tablet. It is essential to include the LINKING ID in the learner's assessment when it asks for the Linking ID.

### 2.3. Using the picture file

Place the picture file in front of the learner where they can comfortably see it. The number at the bottom of each page corresponds to the item number in Tangerine. Use your left hand to turn to the next picture while you score using your right hand<sup>3</sup>. This will save time. Make sure to point to the relevant parts of the picture if necessary. Check the prompts on the tablet to make sure.

<sup>2</sup>Sit on the learner's left and place the tablet on the left if you are left handed.

<sup>3</sup> Use the reverse arrangement if you are left handed.

### 3. Learner Selection

You will assess a sample of the EGRS II learners who have been participating in the study since 2017. The learners will be pre-selected by the project management team and indicated on the linking form. You will be working with the Khulisa fieldworkers according to a set procedure. See Table 1 for details.

Table 1. Schedule of testing

Time	Khulisa FW 1	Khulisa FW 2	BREAK	Vocabulary FW
Session 1 Start of day (15 mins)	Assess pre-selected learner 1	Assess pre-selected learner 2		<i>Activity to be confirmed.</i>
Changeover (5 mins)	Learner 1 has a break in testing room	Learner 2 goes back to class	pre-selected learner 1	Take learner on a walk or do some physical activity to encourage a mental rest
Session 2	Assess pre-selected learner 3	Assess pre-selected learner 4		Pre-selected learner 1 assessed on EGRS retest and vocabulary
Session 3	Assess pre-selected learner 5	Assess pre-selected learner 6		
Session 4	Assess pre-selected learner 7	Assess pre-selected learner 8		Pre-selected learner 2 assessed on EGRS retest and vocabulary
Session 5	Assess pre-selected learner 9	Assess pre-selected learner 10		
Etc.	And so on until Group Written Test			
Last hour of day	Group Test Administered to EGRS II learners			Randomly select learner from Grade 3 classes and continue vocabulary testing until school day ends

The pre-selected learners will first complete an individual learner assessment with the Khulisa fieldworkers, and then be available for further assessment after a break. The first learner will have a break managed by you. The remainder of the learners will be sent back to class after the EGRA individual test so you can fetch them from class and begin assessment. **You need to assess at least six of these pre-selected EGRS II learners from the linking form per day before they have to write the group test.** You need to monitor the time and make sure that you end assessment of the pre-selected learners by

the time they have to write the Group Written Test. Speak to the Khulisa fieldworkers about what time they need the learners for the Group Written Test.

While the EGRS II learners are writing the Group Test, you should randomly select a learner from the Grade 3 classes following the procedure below and continue assessment with the randomly selected learners until the end of the school day. You should have time to complete one whole additional test session and begin with the HL vocabulary test with a second randomly selected learner.

**NOTE:**

**Procedure for selecting EGRS II learners**

The EGRS II learners for the vocabulary study will be preselected. Refer to the linking form for details on these learners.

*My notes:*

**Procedure for randomly selecting the additional non-EGRS II learners from Gr 3**

Use the Grade 3 class lists. Highlight all the learners who are EGRS II learners, as well as those who are absent. Start at class 3A. Select the 20<sup>th</sup> learner on the list from the first learner. Do not count the EGRS II and absent learners as part of this. This is the first randomly selected learner. Repeat the procedure for Class B, C, D etc. to select the second, third, fourth etc. randomly selected learners.

*My notes:*



#### 4. The Productive Vocabulary Test

The test consists of a picture file, which includes all the visual stimuli, as well as a scoring sheet on Tangerine, which includes the matching prompts. The score sheets are presented in Appendix B (English) and Appendix C (isiZulu and Siswati). On the tablet, you will be able to see the prompt, if and where you need to point at the picture, as well as acceptable responses. All scores are recorded on Tangerine.

The administrator of the test presents each picture to the child and then says a prompt which is usually in the form of a question e.g. *what is this?* or *what is he doing?* The administrator must say the prompt to each child exactly as it is displayed on the tablet to ensure consistency. There are examples which are used to familiarize the child to the test and to teach them what is expected of them.

##### 4.1. Types of items

There are different types of items in the test, including nouns, verbs, prepositions and adjectives. Follow the instructions on the tablet carefully (especially those that require you to point to a part of the picture). Make sure to practice giving the prompts along with the pictures before beginning fieldwork.

- Identify the whole. Some items require the child to identify an object/person e.g. *what is this?* → *car*. For these items, present the picture and then wait for the response.
- Identify an action. Some items require the child to identify an action e.g. *what is the person doing?* → *swimming*. For these items, present the picture and then wait for the response.
- Identify the part. Sometimes, the target item is part of the larger picture e.g. *what part of the body is this [point to the elbow]* → *elbow*. In this case, the administrator of the test should point to the target item when saying the prompt.
- Antonyms. In some cases, the target item is an antonym (opposite). For these types of questions, you should point to the relevant part of the picture at the relevant part of the prompt. E.g. *This is a messy room [point to left picture]. What is this room like [point to right picture]?* → *tidy/neat*

- Synonyms. In some cases, the target item is a synonym of the prompt. E.g. *This person is speaking very loudly. What do we call it when someone speaks very loudly?* → *shouting*. Here the picture is supplied to provide context for the learner.

## 5. Procedure

Follow the procedure outlined below when assessing vocabulary in HL and English.

### 5.1. Greeting

Collect the learner from the class and make sure to set up a comfortable relationship from the start. Explain to the learner what you are doing when setting up so that they feel comfortable. This is especially important if you are testing in an intimidating environment like a staff room or Principal office.

### 5.2. Test Order – preselected EGRS II learners

The EGRA re-test should be administered first to the preselected EGRS II learners, followed by the HL and then the English vocabulary test. This order should be the same for all the participants.

### 5.1. Test Order – randomly selected Grade 3 learners

The EGRA re-test is not administered to the randomly selected Grade 3 learners. The HL test is administered first followed by the English vocabulary test. This order should be the same for all the participants.

### 5.2. Instructions

Follow the instructions which are presented on the tablet. You should not change any of the words in the instructions for verbs, adjectives and prepositions, especially in the prompts. Usually, once the child is accustomed to the test, they will automatically provide the nouns without the need to prompt.

Begin by saying to the learner:

**ENGLISH:** *I am going to show you some pictures. I will then ask you a question, and you should tell me the answer based on the picture. I want you to answer in English. Let's start with some examples.*

**ISIZULU:** *Ngizikukhombisa izithombe ezithile bese ngikubuza um'buzo, wena uzobe usungiphendula ngaloko okuzobe kusesithombeni. Ngizocela ungiphendule ngesiZulu. Asiqale ngokwenza izibonelo.*

SISWATI:                *Ngitokubonisa titfombe, bese ngibuta umbuto, wena kumele  
uphendvule mayelana netitfombe. Ngifuna ungiphendule  
ngesiNgesi/ngesiZulu/ngesiSwati. Asicale nokwenta sibonelo.*

### ***Training Items***

Turn the page of the picture file to show the first practice picture, then follow the prompts on the tablet.

*What is this?*

The child should respond in the required language. If the child responds in a different language, ask him or her to say the answer in the required language. Mark the appropriate part on tangerine if they respond in the wrong language.

During the training items it is important to tell the child if s/he is correct or incorrect.

If correct, say:                *Well done. Yes, this is a [item name].*

If incorrect, say:             *[item]. This is a [item name].*

Move to the next training item. Make sure the child understands how to respond to the prompts before moving on to the rest of the test.

### **5.3.        Administering the test**

- After the child understands how the test works, move on to the test items. Show each picture, say the prompt (**can be repeated once only by request**) while pointing to the relevant part of the picture where necessary, and then record the child's response on the tablet. Try to be as efficient as possible so that you save time and reduce fatigue for the learner.
- Make sure that the learner does not see the answers on Tangerine.
- Do not explain any words in the prompt that the learner might not know or understand.
- The vocabulary test is not timed. However, do not allow the learner to think about the answers for too long. If a learner does not respond within **5 seconds** after saying the prompt, select the "incorrect" option on Tangerine and move to the next item.
- Check to see that the learner is paying attention. If the learner seems distracted, bring their attention to the picture and what you are saying by saying "look here" or "listen carefully"

- After the practice items, do not tell the learner if they are right or wrong, even if the learner asks
- If the learner gives responses unrelated to the picture and prompt, remind him/her to answer your question based on the picture.

#### 5.4. Scoring

Indicate the learner responses on Tangerine. Select the option on the tablet which corresponds to what the learner says. If the item has more than one accepted answer these will be included on Tangerine.

Possible response options on Tangerine:

*Correct*

*Incorrect*

*Correct in [other language] only*

- *Non responses* should be marked as *incorrect*.
- If the learner answers in a language other than the test language, ask them to tell you the answer in the language you are looking for. For example, if you are administering the English test, and the learner responds in HL, first ask the learner “what’s that answer in English?”. If the learner then responds in the correct language (in this example, English), indicate *correct* on Tangerine. If the learner can only give you the HL answer and it is correct, indicate *correct in HL only*. If the learner can only respond in HL, but the answer is wrong, indicate *incorrect* on Tangerine.
- Response in languages other than English, and HL should be marked as *incorrect* unless the learner provides you with the translation. E.g. if the learners respond in Afrikaans or Shona, but cannot give you the word in the required language of the test, mark this as *incorrect*. Make a note at the end of the assessment on Tangerine if this happens throughout the assessment.
- We are not testing **grammar**. For example, *what is the person doing?* → *Skipping*. *Skip* and *skips* can both be classified as correct. Similarly, *bhamuka* and *bhamukile* are both acceptable for *explode* in the isiZulu/Siswati assessments.
- We are not testing **pronunciation**. If the learner has a lisp, but says the correct word, then they should be scored as correct. E.g. the learner says *thkip* not *skip*. Second

language accents of English should also not be penalized. E.g. the learner pronounces the “l” in *chalk*.

### 5.5. Sets and the cut off rule

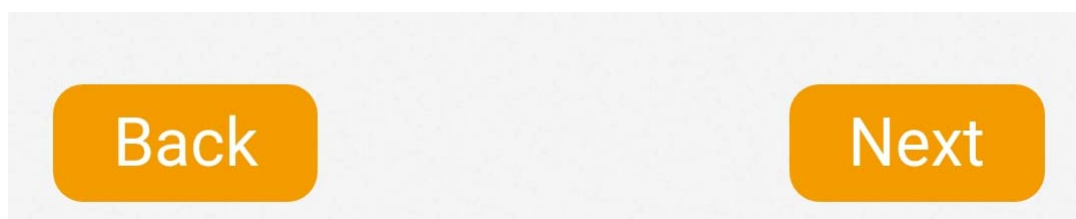
There are 102 items in each test. The test is grouped into sets of items which includes 8 items per set (the last set has 6 items). Each set is displayed separately on Tangerine and you have to click “Next” ONCE so you can start the next set (see Figure 2).

#### **WARNING – DO NOT PRESS THE BACK BUTTON**

First check that you have provided an answer for each item in the set before tapping ‘Next’. Tap ‘Next’ only ONCE when moving to the next set as you cannot go to a previous set after tapping ‘Next’.

Although a ‘Back’ button is included on tangerine, pressing this button erases all the answers for previous tests.

The test is designed to become increasingly difficult. There is therefore a cut off rule to prevent learners from feeling frustrated when they cannot answer successfully. If a learner has eight items wrong in a set (i.e. gets everything wrong in the set of eight), then you should discontinue the assessment. Once a learner scores zero for a set, click “Next” at the bottom right of the Tangerine page until you get to the end of the assessment. Save the assessment before moving on to the next one.



*Figure 2. Back and Next buttons on tangerine at the end of each set*

### 5.6. Basic navigation

You will use an Android tablet. We will overview some of the functionality of this tablet (Figure 3).

- 1 – menu button. Select this button to find the Tangerine app.
- 2 – back button. Select this button to go back to a previous screen.
- 3 – minimize button. Select this button to minimize the screen you are working on.
- 4 – current apps in use button. Select this button to view all apps you have previously minimized.

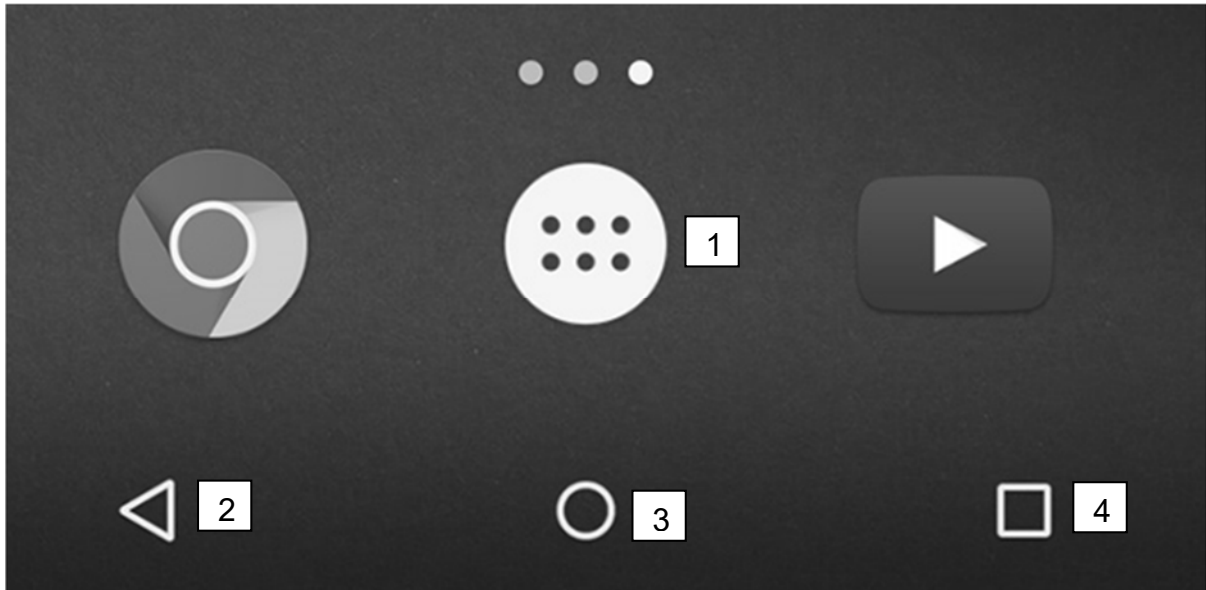


Figure 3. Navigating on the tablet

- Zoom in: touch screen with two fingers and extend the fingers away from each other
- Zoom out: touch screen with two fingers and pinch fingers together
- Lock: push button on the side of the tablet on the top right.
- Charge: place the charger in the charge port on the top of the tablet

### 5.7. Open the Tangerine app

Select the menu button (white box with 6 dots in center of screen) on the tablet. Select the Tangerine App (Figure 4) which is orange in color. This launches the app.



Figure 4. Tangerine app icon

### 5.8. Sign up and Log in

The first time you use Tangerine, you will be required to “sign-up”. Use your name and surname, all in small caps with no spaces for your user name. Use this as your password as well.

For example:

User name: maxineschaefer

Password: maxineschaefer

After you have signed in, you can log in using these credentials. You will see that you are signed in because your name will appear in the top right corner of the app.

### 5.9. Selecting the assessment

Select the “play” button (Figure 5) of the relevant test.



*Figure 5. Click 'play' button to launch test*

### 5.10. Navigating the vocabulary assessment

To move from screen to screen on the tablet you need to press ‘Next’ at the bottom right of the screen (Figure 2). The following sections describe the first few pages of the learner test.

**Note:** if you are practicing how to administer the assessment on the tablet please write “q” as the responses in all sections. This makes it easier for us to delete this data for the analysis. You will still need to select male/female.

### 5.11. Date and time of assessment

Do not do anything on this page, only press “Next” in the bottom right corner.

### 5.12. Learner Information – EGRS II preselected learner

Insert the learner’s information from the linking form. If the information has changed mark this as such on the linking form and use the LATEST information on Tangerine-TM.

Capture information for the following:

- **Unique ID:** (from the linking form)
- **School EMIS:**
- **Learner Name:**
- **Learner Surname:**
- **Sex:** ☐ male ☐ female

### 5.13. Learner Information – randomly selected non-EGRS II learner

Insert the learner's information from the class list.

Capture information for the following:

- **Unique ID:** *procedure to be confirmed*
- **School EMIS:**
- **Learner Name:**
- **Learner Surname:**
- **Sex:** ☐ male ☐ female

**NOTE - How to assign a Unique ID to the randomly selected non-EGRS II learners**

*This will be explained in the training. Please make notes here.*



#### 5.14. Format of Prompts and answers

English Items 1-8

1. What is this? (a)  
CAR (b)

correct incorrect  
correct in HL only

2. What is this?  
TREE

correct incorrect  
correct in HL only

Figure 6. Response options on Tangerine. Selected options turn orange.

The prompts (what you must say to the learner) are presented numbered and in bold ((a) in Figure 6). All possible options are listed under the prompt ((b) in Figure 6). Select the option that the learner said. Selected options change to orange. If you make a mistake, simply tap on the correct option and that option will become orange.

#### 5.15. Save result

At the end of the assessment (Figure 7), you may write a comment about the assessment (b). Otherwise select “save result” (a) and either exit the app, or select “perform another assessment” (c). If you need to go to another test or questionnaire, select the Tangerine symbol in the top left corner of the app after saving.

Assessment complete

a Save result Not saved yet

Additional comments (optional)

b

Assessment complete

c Perform another assessment Result saved

Figure 7. End of the Learner Assessment

#### 5.16. Universal upload

At the end of the day, and **when you have access to wifi/data**, you need to sync your results. To do this, go to the home page of Tangerine (you should already be logged in, otherwise log in), at the top right select the “sync” option. Then tap “universal upload” to sync your files with the cloud. When the sync has been successful you will get a pop up message saying so, including how many assessments were uploaded. If your data does not sync correctly, call the DBE representative immediately.

### **5.17. Turn Wifi on**

On the home screen of the tablet, touch the top of the screen and drag down. Select the Wifi icon (Figure 8). Connect to the accommodation Wifi, or use mobile data.



Figure 8. Wifi icon

## **6. Appendix A Example Linking Form**

*A linking form will be provided at the training.*

## 7. Appendix B – English Score Sheet

ITEM NO. ENG FINAL TEST	ITEM IN ENGLISH	ENGLISH PROMPT
1	CAR	What is this?
2	TREE	What is this?
3	WALL	What is this? <i>If response is 'house', say, What part of the house is this?</i>
4	ELEPHANT	What animal is this?
5	NOSE	What do you call this part of the face? <i>(point to nose)</i>
6	EYE	What is this?
7	YELLOW	What colour is this?
8	BIG	This is small <i>(point to small pumpkin)</i> . What size is this? <i>(point to big pumpkin)</i> .
9	DOCTOR/NURSE	What kind of job does this person have?
10	MONEY	What is this?
11	IN	Tell me where the cat is.
12	ON	Tell me where the apple is.
13	SCHOOL	Where is this?
14	RED	What colour is this?
15	TOMATO	What is this?
16	CHICKEN / HEN	What do you call this?
17	MOUSE	What do you call this?
18	HAPPY	How does this girl feel?
19	SHORT	This boy is tall <i>(point to tall boy)</i> , and this boy is ____? <i>(point to short boy) (don't accept 'small')</i>
20	KICK	What is the person doing to the ball?
21	THROW	This person is going to catch the ball <i>(point to girl)</i> . What did this person do with the ball? <i>(point to man throwing ball)</i> .
22	SNAKE	What is this?
23	CRY	What is the baby doing?
24	DRINK	What is the person doing?

25	FIGHT/ HIT / PUSH	What are the people doing?
26	GRASS	What do you call this? <i>(If answer is 'green', say, No, what do you call this type of plant?)</i>
27	SQUARE	What shape is this?
28	HAT	What do you call this?
29	CARROT	What is this?
30	FAT	This pig is thin <i>(point to thin pig)</i> . How do we describe this pig? <i>(point to fat pig)</i> . <i>(don't accept 'big')</i>
31	DIRTY	How does this hand look?
32	STRAIGHT	This is a curvy line <i>(point to curvy line)</i> . What is this line like? <i>(point to straight line)</i>
33	UNDER	Tell me where the apple is.
34	UP/GOING UP	Where is the person going?
35	BRUSH	What is the person doing?
36	DANCE	What are the people doing?
37	TEAR	What is the person doing to the piece of paper?
38	BICYCLE/BIKE	What is this?
39	TENNIS	For what sport do you use this?
40	HIPPO/HIPPOPOTA MUS	What animal is this?
41	FENCE	What do you call this?
42	NET	What is this?
43	ROPE	What is this?
44	NUT	What do you call these?
45	BASKET	What is this?
46	SPIDER	What animal is this?
47	WHISPER/GOSSIP	What is this person doing? <i>(point to girl that whispers)</i> <i>If answer is speaking softly, ask, What do we call it when someone speaks softly?</i>
48	BOUNCE/HOP	What is the person doing on the ball?
49	BOIL	What is the water doing?
50	SKELETON	What do you call this?
51	AMBULANCE	What type of car is this?
52	PREGNANT	The woman is going to have a baby soon. We say that she is _____?
53	BESIDE/NEXT TO	This apple is in front of the box <i>(point to apple in front of box)</i> . Where is this apple? <i>(point to apple next to the box)</i>

54	CROCODILE	What animal is this?
55	CHALK	What do you call this?
56	BANDAGE	What does he have on his hand?
57	VET/VETERINARIAN	What job does this person have? ( <i>point to vet</i> )
58	SOCCER	What sport are they playing? ( <i>don't accept 'ball'</i> )
59	GRAPES	What do you call this fruit?
60	LEAF	What is this?
61	SOAP	What is this? ( <i>point to soap</i> )
62	SCISSORS	What do you call this?
63	RHINO(CEROS)	What animal is this?
64	SKIP	What is the person doing? ( <i>if answered with 'jumping', ask what type of jumping is this?</i> )
65	DIP	What is the person doing with the food?
66	STING	What did the bee do to the boy?
67	SHALLOW	The girl is playing in deep water ( <i>point to picture on the left</i> ). How is the water here? ( <i>point to picture on right</i> )
68	EAGLE	What kind of bird is this?
69	MEDAL	What is this?
70	HORN	What is this? ( <i>point to horn</i> )
71	EYEBROW	What is this? ( <i>point to eyebrow</i> )
72	ANT	What do you call these animals?
73	CRICKET	What sport are they playing?
74	RAINBOW	What is this?
75	TOW	This truck is pulling the car. What is another word for pulling a car?
76	VACUUM	What is the person doing? ( <i>don't accept 'cleaning'</i> )
77	HOWL	What is the dog doing? ( <i>don't accept barking</i> )
78	RUSTY/ IT'S RUSTED	How would you describe this rail?
79	STICKY	This person worked with glue. How do his hands feel now?
80	TIDY/CLEAN/NEAT	This bedroom is messy. What is this bedroom like?
81	DENTIST	What job does this person have? ( <i>point to dentist</i> )
82	BERRY/BERRIES	What do you call these fruits? ( <i>don't accept 'strawberry'</i> )
83	DONKEY	What animal is this?
84	THORN	What do you call this?

85	PARACHUTE	What do you call this? ( <i>point to parachute</i> )
86	SKEW/CROOKED	This picture is hanging straight on the wall ( <i>point to straight picture</i> ). How is this picture hanging? ( <i>point to skew picture</i> )
87	YAWN	What is he doing?
88	ITCHY	This woman is scratching her arm because it is ____?
89	BEAK	What do you call this part of a bird? ( <i>point to bird's beak</i> )
90	ANTENNA/ AERIAL	What do you call this part of the radio? ( <i>point to antenna</i> )
91	ICEBERG	What do you call this? ( <i>point to iceberg</i> ) ( <i>don't accept ice</i> )
92	SNAIL	What do you call this?
93	ASTRONAUT	What is this? ( <i>if answer is 'moon', say what do you call this person who walks on the moon?</i> )
94	THERMOMETER	What do you call this?
95	MANE	What do you call this part of the lion's fur? ( <i>point to mane</i> )
96	LOBE	What do you call this part of the ear? ( <i>point to lobe</i> )
97	DEFLATE	What is happening to the ball?
98	DETONATE	What is another word for setting off a bomb?
99	EXTINGUISH	What is another word for putting out a fire?
100	DROOL	What is the dog doing? ( <i>point to drool</i> )
101	BUMPY/ ROUGH	This frog has smooth skin ( <i>point to frog at the top</i> ). What is the skin like on this frog? ( <i>point to frog at the bottom</i> )
102	CHAMELEON	What animal is this?

## 8. Appendix C – isiZulu and Siswati Score Sheet

FINA L ITEM NO. Z/S	ITEM IN ENGLISH	ISIZULU PROMPT	ISIZULU ITEMS	SISWATI PROMPT	SISWATI ITEMS
1	POTATO	Yini lena?	izambane;	Yini lena?	lizambane;
2	DOOR	Yini lena? ( <i>point to door</i> )	umnyango;isicabha;isivalo	Yini lena? ( <i>point to door</i> )	sivalo;umnyango
3	COMB	Kubizwa ngani lokhu?	ikamu;ikama	Ukubitani loku?	likamu;
4	BROOM	Kubizwa ngani lokhu?	umshanelo;umthanyelo	Ukubitani loku?	umtsanyelo;
5	FALL	Kuzokwenzekalani ngebhokisini eliphezulu?	wohloka;iwa, -wa; lizowa	Kutokwentekani ngalelibhokisi lelisetulu?	kuwa;
6	SING	Wenzani lomuntu?	cula;Hlabelela	Wentani lomuntfu?	cula
7	SPILL	Ingabe wenzeni umntwana itiye?	chitha;	Ingabe umntfwana ulenteni litiye?	kuchitsa;
8	UNDER	Ngitshele ukuthi likuphi i-aphula?	ngaphansi;phansi kwa/kwe	Ngitjele kutsi likuphi leli hhapula?	ngaphansi;
9	IN	Ngitshele ukuthi likuphi ikati?	phakathi kwa-;kwe- isitebhisi;iladi;isenyuko;isikwe lo	Ngitjele kutsi likuphi lelikati?	phakatsi;ebhokisini (must have e- marker)
10	LADDER	Yini lena?	ihadini; ikethenisi; ikhethini;	Yini lena?	sitepisi;
11	CURTAIN	Yini lena?	ishiya;	Yini lena?	likhethenisi;
12	EYEBROW	Yini lena? ( <i>point to eyebrow</i> )	Igedlela;iketela	Yini lena? ( <i>point to eyebrow</i> )	lishiya;
13	KETTLE	Kubizwa ngani lokhu?	–bomvu;bovu	Ukubitani loku?	ligedlela;
14	RED	Lombala unjani?	phephetha;Futha; cisha; phuphutha	Lombala unjani?	bovu;
15	BLOW	Wenzani lomuntu?	hlabab;gwaza	Wentani lomuntfu? Ingabe lomuntfu uyokwentani ngalo mukhwa?	kufutsa;phephetha
16	STAB	Uzowenzani ummese lomuntu?	hlabab;gwaza	Wentani lomuntfu? ( <i>don't accept</i> jabulile)	kugwaza;
17	LAUGH	Wenzani lomuntu? ( <i>don't accept</i> jabulile)	hleka;Mamatheka, moyizela	Wentani lomuntfu? ( <i>don't accept</i> jabulile)	kuhleka;Kumamatsek a
18	PAINTING	Wenzani lomuntu?	upende;	Wentani lomuntfu?	kupenda;
19	ONION	Yini lena?	u-anyanisi;ushaladi, ishaladi	Yini lena?	anyanisi;



20	CLOUD	Yini lena? ( <i>point to clouds</i> )	amafu;ilifu	Yini lena? ( <i>point to clouds</i> )	lifu;
21	CRUMBS	Zibizwa ngani izimvuthuluka zesinkwa? ( <i>point to crumbs</i> )	izimvuthu;imvuthuluka udoti;izibi, imfucumfucu,	Tibitwa ngani letimvitsi letiphuma etukwe sinkwa? ( <i>point to clouds</i> )	timvithi;
22	RUBBISH	Kukhonani ngaphakathi emgqonyeni? Ingabe uzizwa kanjani lo muntu?	imfucuza	Kwini lokungekhatsi emgconyeni? Ingabe lomuntfu utiva njani? ( <i>don't accept</i> dvumala)	tibi; idoti; insila
23	ANGRY/ MAD	( <i>don't accept</i> phatleke kabi, dumala)	-thukuthele;kwatile;-kwata, othukuthele		kwatile;-thukuthele
24	DIRTY	Sinjani isandla sakhe?	ngcolile;	Sandla sakhe sinjani?	ungcolile;
25	BITE	Ingabe yenzaniinja emunyweni walomuntu?	luma;	Ingabe lenja yentani kulomunwe walomuntu?	kuluma;
26	LICK	Wenzani lomuntu? ( <i>don't accept</i> udla)	khotsha;	Wentani lomuntfu? ( <i>don't accept</i> kudla)	khotsha;ukuncaya
27	KNEEL	Wenzani lomuntu?	guqa;goba	Ukubitani loku?	kuguca;
28	CHAIN	Yini lena?	iketangu,iketanga;	Yini lena?	liketane;
29	AXE	Yini lena?	imbazo;izembe	Yini lena?	lizembe;
30	THORN	Kubizwa ngani lokhu? ( <i>point to thorn</i> )	iva;iliva; amanyeva	Ukubitani loku? ( <i>point to thorn</i> )	linyeva;
31	HORN	Yini lena? ( <i>point to horn</i> )	uphondo	Yini lena? ( <i>point to horn</i> )	luphondvo;
32	SHARK	Hlobo luni lwesilwane lolu? ( <i>don't accept</i> inhlanzi)	ushaka;	Hlobo luni lwesilwane lolu? ( <i>don't accept</i> inhlanzi)	ushaka;
33	ON	Ngitshele ukuthi likuphi i-aphula?	kwetafula; ku-;kwi-ujabule;/-eneme, -sasile, -jabulayo, jabula, thaba, thokoza	Ngitjele kutsi likuphi leli hhapula?	tukwe; etafuleni (must have e-marker)
34	HAPPY	Ingabe uzizwa kanjani lo muntu? ( <i>don't accept</i> hleka) Lo muntu mfushane. ( <i>point to boy on right</i> ). Simchaza kanjani lo muntu? ( <i>point to boy on left</i> ) Follow up prompt if response is khulu'. Nginike igama eliphikisa fushane.		Ingabe lomuntfu utiva njani? ( <i>don't accept</i> hleka) Lomuntfu mfisha. ( <i>point to boy on right</i> ) Ingabe simuchaza njani lomuntfu? ( <i>point to boy on left</i> ) Follow up prompt if answer is khulu. Nginikete ligama lelipikisa fishane?	jabula;
35	TALL	Wenzani lomntwana? ( <i>don't accept</i> ukubhala)	omude	Umntfwana wentani? ( <i>don't accept</i> uyabhala)	lomudze
36	DRAW		ukudweba;		kudvweba;
37	SWIM	Wenzani lomuntu?	bhukuda;	Wentani lomuntfu?	kubhukuda;

38	SLIDE NURSE/	Wenzani lomuntu?	shelela; hlehla;slayida; shununuza	Wentani lomuntfu?	shelela;kuhlelehla;
39	DOCTOR	Wenza musebenzi muni lomuntu?	umhlengikazi; udokotela	Lomuntfu unaluphi luhlobo	mhlengikati;unesi;
40	TAIL	Kubizwa ngani lokhu? ( <i>point to tail</i> )	isisila; umsila	Ukubitani loku? ( <i>point to tail</i> )	udokotela umsila
41	MATTRESS	Kubizwa ngani lokhu? ( <i>don't accept</i> umbhede; isponthsi)	umantrasi;umatrasi	Ukubitani loku? ( <i>don't accept</i> umbhede; isponthsi)	mantrasi;
42	BEAD	Yini lena? ( <i>point to beads</i> )	ubuhlalu;	Yini lena? ( <i>point to beads</i> )	buhlalu;
43	ELBOW	Ingabe isiphi isitho somzimba lesi? ( <i>point to elbow</i> )	indololwane;	Nguyiphi incenye yemtimba lona? ( <i>point to elbow</i> )	ingcosa;
44	DESERT	Kubizwa ngani lokhu?	ugwadule	Ukubitani loku?	lugwadvule
45	BROWN	Lombala unjani? Lesisithombe esilenga odongeni siqonde ngqo. ( <i>point to left picture</i> )	obusundu	Lombala unjani? Lesitfombe sinamatsetiswe ngco elibondzeni. ( <i>point to left picture</i> ).	nsundvu
46	SKEW	Ingabe silenga kanjani lesisithombe? ( <i>point to right picture</i> )	tsheka;gobile	Ingabe sinamatsele njani lesitfombe? ( <i>point to right picture</i> ).	kutjeka;
47	DEFLATE	Ingabe kwenzekani ngebhola? ( <i>don't</i> <i>accept</i> bhamuka or bhobokile)	phantshisa;ukukhipha umoya;	Ingabe kwentekani kuleli bhola? ( <i>don't</i> <i>accept</i> bhamuka or bhobokile)	liphantjile; kukhipha moya;
48	KISS	Ingabe yenzani indoda?	qabula;/-anga	Ingabe yentani lendvodza?	kucabula;Kucabuza
49	YAWN	Wenzani lomuntu?	zamula;	Wentani lomuntfu?	kutamula;
50	RAKING	Wenzani lomuntu? Lo muntu ubanga umsindo uma elele.	harika; khweba;nwaya	Wentani lomuntfu?	kuharika;
51	SNORE	Ingabe usuke enzani lo muntu?	hona;honqa	Lomuntfu ubanga umsindvo nakalele.	kuhona;
52	AN ORANGE	Sibizwa ngani lesisithelo?	iwolintshi	Lubitwani loluhlobo lwesitselo?	liwonlintji
53	BUTTON	Yini lena? Le ngulube izacile. ( <i>point to pig on</i> <i>top</i> ) Siyichaza kanjani le lengulube? ( <i>point to pig on bottom</i> ) ( <i>don't accept</i> <i>only</i> khulu/nkulu)	ikinobho	Yini lena? Lenulube yondzile. ( <i>Point to pig on top</i> ) Ingabe siyichaza njani lengulube? ( <i>Point</i> <i>to pig on bottom</i> ) ( <i>don't accept only</i> khulu/nkulu)	inkinobho
54	FAT	Lo muntu mude. ( <i>point to boy on left</i> ) Simchaza kanjani lo muntu? ( <i>point to</i> <i>boy on right</i> ) ( <i>don't accept</i> mncane)	khuluphele;/-sdudla/inonile	Lomuntfu mudze. ( <i>point to boy on left</i> ) Ingabe simuchaza njani lomuntfu? ( <i>point to boy on right</i> ) ( <i>don't accept</i> mncane)	kukhuluphala;-sdudla fishane;
55	SHORT		fushane;fishane		

		Lolayini ogobile. <i>(point to left line)</i> Ingabe unjani lomugqa? <i>(point to right line)</i>	qondile;qonda	Lomugca ugwenjile. <i>(point to left line)</i> Ingabe unjani lomugca? <i>(point to right line)</i>	kucondzile;
56	STRAIGHT				
57	STICKY	Lomuntu usebenza nge glu. Ingabe uzizwa zinjani izandla zakhe manje? Kwenzekeni ngebhomu? <i>(don't accept liyavutha/liyasha)</i>	namathela;ncamathela	Lomuntfu bekasebentise iGlu. Ingabe tandla takhe tinjani nyalo? Kwentakaleni ngalebhomu? <i>(don't accept liyavutha/liyasha)</i>	kunamathela;
58	EXPLODE		bhamukile; qhumile		bhamukile;chumile
59	PEEL	Wenzani lomuntu? <i>(don't accept sika)</i>	hluba;	Wentani lomuntfu? <i>(don't accept juba)</i>	cata;kwebula
60	JUMP	Wenzani lomuntu?	gxuma;	Lomuntu ucabanga ukuthi ihlaya belihlekisa.Wenzani lomuntu?	kweca;
61	GIRAFFE	Yini lena?	indlulamithi;	Yini lena?	indlulamitsi;
62	TOE	Sibizwa ngani lesi sitho somzimba? <i>(point across toes)</i>	uzwane	Sibitwa ngani lesitfo semtimba? <i>(point across toes)</i>	lutwane
63	HIPPO	Hlobo luni lwesilwane lolu?	imvubu;	Hlobo luni lwesilwane lolu?	imvubu; kuya etulu;
64	GOING UP	Uyaphi lo muntu?	phezulu;/-ya phezulu	Uyaphi lomuntfu?	uyakhuphuka
	ARGUE,				
65	FIGHT, BICKER	Iliphi elinye igama elichaza ukulwa?	ukuxabana; thethisana	Nguliphi lelinye ligama lelichaza kulwa?	kucabana; thethisana
	RUSTY/ IT'S	Ungasichaza kanjani lesi sibambelelo?		Ungasichaza kanjani lesi sibambelelo?	
66	RUSTED	<i>(don't accept insimbi)</i>	rusile;	<i>(don't accept insimbi)</i>	kurusa;kutfomba
		Ingabe kubizwa ngani ukuma okunjena?	unxantathu;	Nikubita ngokutsini lokuma loku?	calantsatfu;
67	TRIANGLE		inkalankala;	Hlobo luni lwesilwane lolu?	inkalankala;
68	CRAB	Hlobo luni lwesilwane lolu?		Ukubitani loku? <i>(don't accept umsundu)</i>	mnenge;
69	SNAIL	Kubizwa ngani lokhu? <i>(don't accept umsundu)</i>	umnenke	Yini lena? <i>(don't accept imfene)</i>	ingobiyane;
70	MONKEY	Yini lena? <i>(don't accept imfene)</i>	inkawu;	Ukubitani loku?	sibungu;nyamane
71	CATERPILLAR	Kubizwa ngani lokhu?	ikhathaphila;isibungu	Hlobo luni lwesilwane lolu?	ingwe;
72	LEOPARD	Hlobo luni lwesilwane lolu?	ingwe;		
73	CHAMELEON	Hlobo luni lwesilwane lolu?	unwabu;	Hlobo luni lwesilwane lolu?	linwabu;
74	PEACH	Sibizwa ngani lesisithelo?	ipentshisi;umpetshisi	Lubitwani loluhlobo lwesitselo?	ipentshisi;
		Kubizwa ngani lokhu? <i>(don't accept iklabishi)</i>	ulethisi;	Ukubitani loku? <i>(don't accept iklabishi)</i>	mbidvo;
75	LETTUCE		uphayinaphu;	Lubitwani loluhlobo lwesitselo?	liphayinathi;
76	PINEAPPLE	Sibizwa ngani lesisithelo?			

77	PETAL	Ibizwa ngani lengxenye yembali? ( <i>point to petal on left</i> )	icembe;	Ibitwani lencenye le kuleliblomu? ( <i>point to petal on left</i> )	ligcembe;
78	HANDCUFF	Kubizwa ngani lokhu?	uzankosi;izinsimbi	Ukubitani loku?	bozankosi;
79	ITCHY	Lo mama uzinywaya ingalo yakhe ngoba i_____? Intombazane idlala emanzini <u>ashonayo</u> / anzulu / ajulile. ( <i>point to left picture</i> ) Ingabe anjani amanzi lapha? ( <i>point to right picture</i> ) ( <i>don't accept</i> amancane)	luma;batshelwa	Lomake utinwaya umkhono wakhe ngoba u_____?	kuluma;
80	SHALLOW		engajulile;Engashonile, engashoni	Lentfombatane idlalela kulamanti lashonako. ( <i>point to left picture</i> ). Ingabe anjani lamanti lapha? ( <i>point to right picture</i> ) ( <i>don't accept</i> amancane)	lengashoni;
81	BUMPY/ ROUGH	<u>Leliselesele</u> / lelixoxo linesikhumba esibushелеlezi. ( <i>point to top picture</i> ). Ingabe sinjani is'khumba exoxweni? ( <i>point to bottom picture</i> )	gqumuzela;	Sikhumba salesicoco siyashелеlela. ( <i>point to top picture</i> ). Ingabe sinjani lesikhumba kulesicoco? ( <i>point to bottom picture</i> )	mabhampi;
82	SLIPPERY	Labafana bamanzise isilayidi ngamanzi. Sinjani isilayidi manje?	shelela;bushелеlezi	Labafana batsambise lomshелеleti ngemanti. Ingabe unjani umshелеleti nyalo?	kushелеla;
83	WHALE	Hlobo luni lwesilwane lolu? ( <i>don't accept</i> inhlanzi, imfishi)	umkhomo;	Hlobo luni lwesilwane lolu? ( <i>don't accept</i> inhlanzi)	umkhoma;
84	DEW	Abizwa ngokuthi yini lamanzi abonakala otshanini ekuseni?	amazolo;	Ingabe abitwani lamanti lawuwabona etjanini ekuseni?	ematolo;
85	MUSHROOM	Yini lena?	ikhowe;Inkowankowane	Yini lena?	likhowa;
86	PYRAMID	Sibizwa ngani lesi simo?	iphiramidi;	Sibitwa ngani lesimo?	iphiramidi;
87	DRIZZLE	Ingabe wenzani lo muntu ngesosi kashokoledi?	consisela;Amathe ey'mpukane	Ingabe lomuntfu uyentani lesosi yale shokoleti?	kukhiva;
88	HOWL	Ingabeinja yenzani? ( <i>don't accept</i> khonkotha/memeza)	Klewula;hewula	Ingabe lenja yentani? ( <i>don't accept</i> khonkotha/memeza)	mlulungwane;
89	PECK	Zenzani iziyoni lapha phansi?	qhofa	Temtani tinyoni lapha phasi?	chofe
90	ROOTS	Yini lena?	izimpande; impande	Yini lena?	timphandze
91	APRON	Yini lena? ( <i>point to apron</i> )	iphinifa;i-ephroni; ilava; lodaka lwentabamlilo;	Yini lena? ( <i>point to apron</i> )	lifaskoti; ludzaka ntsabamlilo;
92	LAVA	Yini lena? ( <i>point to lava</i> )	udaka olushisayo	Yini lena? ( <i>point to lava</i> )	ludzaka olushisayo
93	EAGLE	Hlobo luni lwe nyoni lolu?	ukhozi;	Hlobo luni lwenyoni lolu?	lusweti;

94	BOW	Yini lena? Sibizwa ngani lesi sitho somzimba?	umnsalo	Yini lena? Sibitwa ngani lesitfo semtimba? ( <i>point to ankle</i> )	butjoki
95	ANKLE	( <i>point to ankle</i> )	iqakala		inchotolwane
96	BAT	Hlobo luni lwesilwane lolu?	ilulwane	Hlobo luni lwesilwane lolu?	lilulwane
97	FEATHER	Yini lena?	usiba	Yini lena?	izimpaphe; iqholo
98	DIVE	Wenzani lomuntu?	Tshuza; cwila	Wenzani lomuntfu?	ntjuza
99	HAIL	Yini lena?	isichotho	Yini lena?	sangcotfo
100	SHADOW	Yini lena? ( <i>point to shadow</i> )	ithunzi; isithunzi	Yini lena? ( <i>point to shadow</i> )	sitfuni
101	ROOF	Yini lena? ( <i>point to roof</i> )	uphahla	Yini lena? ( <i>point to roof</i> )	luphala
	GRASSHOPPE				sikhonyane; lidziya;
102	R	Hlobo luni lwesilwane lolu?	isikhonyane; inkumbi	Hlobo luni lwesilwane lolu?	intsetse