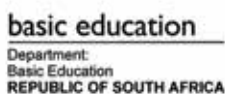


Grade 5

5

First Additional Language



Management Document

ENGLISH

First Additional Language

Grade 5

Management Document

Term 2

Edition 5, 2023



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Dear Grade 5 EFAL Teachers,

Welcome to the Primary School Reading Improvement Programme (PSRIP).

The PSRIP is a structured learning programme for EFAL. This means that a programme has been carefully designed for you to follow on a day-by-day basis as you teach EFAL to your learners. This includes lesson plans, learner books, resources, curriculum trackers and assessments.

Using a Structured Learning Programme (SLP) has many benefits for teachers and for learners. At first, it may seem a little overwhelming, but please keep trying. Once you are familiar with the routine and core methodologies, your pacing will improve and your life will definitely get easier!

Please look after the resources that you have been given.

Please also try to source a variety of reading resources for your learners and encourage them to do as much independent reading as possible.

Best wishes for a great term,

The PSRIP Team

Guidelines for the PSRIP EFAL SLP

This structured learning programme is designed to teach EFAL at intermediate phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS ATPs.

It is important to fully understand the concepts embedded in this approach.

STRUCTURED LEARNING PROGRAMME

- A structured learning programme provides day-by-day **lesson plans**, together with all the **required resources**.
- For this SP EFAL programme, a **routine** has been designed to teach each component of language in a 10-hour cycle, that extends across two weeks. In the first week, the lessons focus on **receptive language skills**; and in the second week the lessons facilitate **expressive language skills**.
- Within this routine, selected pedagogies, or ‘**core methodologies**’ have been included to teach different aspects of literacy and language. These core methodologies are used over and over, in every two-week cycle. This allows teachers to become experts in the delivery of these lessons, and to focus on the content. It also helps learners to focus on the content, once they understand the structure of each lesson.
- Content is developed around a **theme**, and each theme runs for two-weeks, as per the cycle routine.
- As per policy, the programme’s lessons and resources use the following approaches to teach reading and viewing, writing and presenting, listening, speaking and LSCs: **text-based, communicative, integrated** and **process orientated**.
- In addition, the programme is designed to support the development of **technical reading skills** and **comprehension skills** in a structured, explicit manner.

Term 2 Curriculum Tracker & Textbook Activities

Weeks 1-2

Week 1: People who changed history		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 1: Listening Activity • Listening Text: The story of a brave young woman • Genre: Story • Three read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: The story of a brave young woman • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /ch/ and /ai/	
Tuesday	Activity 3: Shared Reading: Pre-Read • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Discuss and predict	
Wednesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: Shared Reading: First Read • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Model comprehension skill: Making inferences • Oral comprehension • Introduce the LSC in context	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Model comprehension skill: Making inferences • Oral comprehension • Formulate a question about the text	

Week 1: People who changed history		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Teach the Comprehension Activity • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Teach: Making inferences	
Friday	Activity 1: Shared Reading: Post-Read • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Oral recount • Making inferences / summarise	
Friday	Activity 2: Teach the Genre • Review e.g. story, book or film review • Sample text: Book Review: The Life and Times of Bob Dylan	

Week 2: People who changed history		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning • Genre: Review • Topic: Write a review of the non-fiction text 'Nelson Mandela' • Planning Strategy: Write a list	
Monday	Activity 2: Group Guided Reading • Class: Worksheet Week 2 • Group 1	
Tuesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Tuesday	Activity 2: Group Guided Reading • Class: Worksheet Week 2 • Group 2	
Wednesday	Activity 1: LSC & Writing: Drafting • LSC: Conditional • Use plan to draft review	
Wednesday	Activity 2: Group Guided Reading • Class: Worksheet 2 • Group 3	
Thursday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	

Week 2: People who changed history		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Group Guided Reading - Class: Worksheet Week 2 - Group 4	
Friday	Activity 1: Writing: Editing and Publishing - Edit review using checklist - Publish and share review	
Friday	Activity 2: Group Guided Reading - Class: Worksheet Week 2 - Group 5	
Friday	Activity 3: - Review word find - Conclusion	

Weeks 1&2 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 1: Reading and Viewing		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads a story	
SUCCESSFUL OXFORD Oxford	Trouble in the supermarket, 68	
STUDY & MASTER Cambridge	Feeling small, 70	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Singing in the New Year, 63	
VIA AFRICA Via Africa	Read a story, 57	
HEAD START Oxford	All you need is a friend, 48	
SOLUTIONS FOR ALL Macmillan Education	The girl who tore her books, 63	
PLATINUM Pearson	Danger at the dump, 48	
TOP CLASS Shuter & Shooter	The ungrateful puff adder, 40	
Week 2: LSC		
Textbook	Supplementary LSC Activity:	Date Completed
	Begins to use the conditional, e.g.: If..., then...	
SUCCESSFUL OXFORD Oxford	Language: 'if' and 'then', 97	
STUDY & MASTER Cambridge	Conjunctions, 153	

Weeks 1&2 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 'if' and 'then', 89	
VIA AFRICA Via Africa	Begin to use conditional 'if'...'then', 84	
HEAD START Oxford	Connecting words, 71	
SOLUTIONS FOR ALL Macmillan Education	Language: 'if' and 'then', 91	
PLATINUM Pearson	Sentences with 'if', 71	
TOP CLASS Shuter & Shooter	Using 'if' and 'then', 60	
Week 2: Writing		
Textbook	Supplementary Writing Activity: Writes a review with a frame	Date Completed
SUCCESSFUL OXFORD Oxford	Book review, 73	
STUDY & MASTER Cambridge	Write a book review of a book you have read, 73	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a book review of, 'Totsi', 70	
VIA AFRICA Via Africa	Write a book review of a book you have read, 62	
HEAD START Oxford	Write a book review, 54	
SOLUTIONS FOR ALL Macmillan Education	Write a book review , 68	
PLATINUM Pearson	Write a book review of, 'The eagle calls', 53	
TOP CLASS Shuter & Shooter	Write a book review, 44	

Theme Reflection: People who changed history	
1 What went well this cycle?	
2 What did not go well this cycle? How can you improve on this?	
3 Did you cover all the work for the cycle? If not, how will you get back on track?	
4 Do you need to extend or further support some learners?	
5 In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 3-4

Week 3: Spiders		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 1: Listening Activity • Listening Text: Woman survives after bite from deadly spider! • Genre: Information article • Three read • Model comprehension skill: I wonder / Search the text • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: Woman survives after bite from deadly spider! • Genre: Newspaper Article • Small group discussions to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /tr/ and /ir/	
Tuesday	Activity 3: Shared Reading: Pre-Read • Introduce theme: Spiders • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Discuss and predict	
Wednesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: Shared Reading: First Read • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Model comprehension skill: I wonder / Search the text • Oral comprehension • Introduce LSC in context	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Model comprehension skill: I wonder / Search the text • Oral comprehension • Formulate a question about the text	

Week 3: Spiders		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Teach the Comprehension Strategy • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Teach: I wonder / Search the text	
Friday	Activity 1: Shared Reading: Post-Read • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Written Comprehension • Comprehension strategy: I wonder / Search the text	
Friday	Activity 2: Writing: Teach the genre • Descriptive essay • Sample text: Spider!	

Week 4: Spiders		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning • Genre: Descriptive paragraph • Topic: Write a descriptive paragraph about seeing a spider! Describe the experience. • Planning Strategy: Write a list	
Monday	Activity 2: Group Guided Reading • Class: Worksheet Week 4 • Group 1	
Tuesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Tuesday	Activity 2: Group Guided Reading • Class: Worksheet Week 4 • Group 2	
Wednesday	Activity 1: LSC & Writing: Drafting • LSC: Preposition indicating direction • Use plan to draft descriptive paragraph	
Wednesday	Activity 2: Group Guided Reading • Class: Worksheet 4 • Group 3	
Thursday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	

Week 4: Spiders		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Group Guided Reading - Class: Worksheet Week 4 - Group 4	
Friday	Activity 1: Writing: Editing and Publishing - Edit descriptive paragraph using checklist - Publish and share descriptive paragraph	
Friday	Activity 2: Group Guided Reading - Class: Worksheet Week 4 - Group 5	
Friday	Activity 3: - Review word find - Conclusion	

Weeks 3&4 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 3: Reading and Viewing		
Textbook	Supplementary Reading Activity:	Date Completed
SUCCESSFUL OXFORD Oxford	Reads information text with visuals Read a view a graph, 'Foods bought most often by Grade 5A', 79	
STUDY & MASTER Cambridge	Learning about rhinos, 76	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a TV schedule, 74	
VIA AFRICA Via Africa	Sports safety week, 68	
HEAD START Oxford	Birds and butterflies in your garden, 56	
SOLUTIONS FOR ALL Macmillan Education	The recovery position, 82	
PLATINUM Pearson	Read about games, 58	
TOP CLASS Shuter & Shooter	Read a TV guide, 47	
Week 4: LSC		
Textbook	Supplementary LSC Activity:	Date Completed
SUCCESSFUL OXFORD Oxford	Uses prepositions that show direction (towards) Language: prepositions, 82	

Weeks 3&4 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
STUDY & MASTER Cambridge	Fill in the missing words in the paragraph, 82	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Prepositions, 78	
VIA AFRICA Via Africa	Use prepositions, 76	
HEAD START Oxford	Prepositions, 61	
SOLUTIONS FOR ALL Macmillan Education	Prepositions of direction, 83	
PLATINUM Pearson	Work with words and sentences: prepositions, 60	
TOP CLASS Shuter & Shooter	Using prepositions, 51	
Week 4: Writing		
Textbook	Supplementary Writing Activity: Writes a short description using a frame / Makes a mind map summary of a short information text	Date Completed
SUCCESSFUL OXFORD Oxford	Write a description of your favourite meal, 81	
STUDY & MASTER Cambridge	Write a short description of each animal you have chosen, 85	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a description of a microphone, 80 Create a mind map summary, 80	
VIA AFRICA Via Africa	Write short descriptions of objects, 74 Use key words to make a mind map, 74	
HEAD START Oxford	Write a description of a garden you would like to grow, 60	
SOLUTIONS FOR ALL Macmillan Education	Write a description of a first aid box, 75	
PLATINUM Pearson	Write descriptions for three objects you see every day, 62 Make a mind map and summary, 62	
TOP CLASS Shuter & Shooter	Write a description of a lost item, 48	

Theme Reflection: Spiders	
1 What went well this cycle?	
2 What did not go well this cycle? How can you improve on this?	
3 Did you cover all the work for the cycle? If not, how will you get back on track?	
4 Do you need to extend or further support some learners?	
5 In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 5-6

Week 5: Leadership		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce theme: leadership • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: Listening Activity • Listening Choosing a soccer captain • Genre: Story • Three read • Model comprehension skill: I wonder / Make evaluations • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: Choosing a soccer captain • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /th/ and /ay/	
Tuesday	Activity 3: Shared Reading: Pre-Read • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Discuss and predict	
Wednesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: Shared Reading: First Read • DBE Workbook 1 page 116: Choosing a leader Model comprehension skill: Making inferences • Genre: Story • Oral comprehension • Introduce LSC in context	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Model comprehension skill: I am wonder / Making evaluations • Oral comprehension • Formulate a question about the text	

Week 5: Leadership		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Teach the Comprehension Activity • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Teach: I am wonder / Making evaluations	
Friday	Activity 1: Shared Reading: Post-Read • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Oral recount • Comprehension strategy: Summarise / Make evaluations	
Friday	Activity 2: Writing: Teach the genre • Story (narrative essay) • Sample text: Painting the Grade 5 classroom	

Week 6: Leadership		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning • Genre: Story (narrative essay) • Topic: Write a story about a character who shows at least one quality of being a good leader, like kindness, responsibility, or helpfulness! • Planning Strategy: Write a list	
Monday	Activity 2: Group Guided Reading • Class: Worksheet Week 6 • Group 1	
Tuesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Tuesday	Activity 2: Group Guided Reading • Class: Worksheet Week 6 • Group 2	
Wednesday	Activity 1: LSC & Writing: Drafting • LSC: 'Must', 'should', 'have to', to show obligation • Use plan to draft story	
Wednesday	Activity 2: Group Guided Reading • Class: Worksheet 6 • Group 3	
Thursday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	

Week 6: Leadership		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Group Guided Reading - Class: Worksheet Week 6 - Group 4	
Friday	Activity 1: Writing: Editing and Publishing - Edit story using checklist - Publish and share story	
Friday	Activity 2: Group Guided Reading - Class: Worksheet Week 6 - Group 5	
Friday	Activity 3: - Review word find - Conclusion	

Weeks 5&6 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 5: Reading and Viewing		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads a procedural text	
SUCCESSFUL OXFORD Oxford	How to mend a puncture, 100	
STUDY & MASTER Cambridge	Flying high, 100	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a recipe, 'Crumpets', 95	
VIA AFRICA Via Africa	Read a procedural text, 89	
HEAD START Oxford	A drawing game: Strange people, 74	
SOLUTIONS FOR ALL Macmillan Education	How to make a paper plate rainbow, 100	
PLATINUM Pearson	Read a recipe, 'A healthy salad', 78	
TOP CLASS Shuter & Shooter	Read a recipe for a paper mâche volcano, 63	
Week 6: LSC		
Textbook	Supplementary LSC Activity:	Date Completed
	Begins to use 'must', 'should' and 'have to' to show obligations	
SUCCESSFUL OXFORD Oxford	Language: 'must', 'have to' and 'should', 96	
STUDY & MASTER Cambridge	Language: 'must', 'have to' and 'should', 98	

Weeks 5&6 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
INTERACTIVE ENGLISH St Mary's Interactive Learning	Language: 'must', 'have to', 'should', and 'will', 89	
VIA AFRICA Via Africa	Use modal verbs, 'must' and 'should', 86	
HEAD START Oxford	Language to show intention with 'will' or 'shall', 71	
SOLUTIONS FOR ALL Macmillan Education	Language: 'must', 'have to' and 'should', 94	
PLATINUM Pearson	Work with words and sentences, 68	
TOP CLASS Shuter & Shooter	Should / must / have to, 59	
Week 6: Writing		
Textbook	Supplementary Writing Activity:	Date Completed
	Writes a story using a frame	
SUCCESSFUL OXFORD Oxford	Write a story about something you have lost, use the writing frame, 94	
STUDY & MASTER Cambridge	Write a story about something that has happened to you that taught you a lesson, use the writing frame, 96	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story about something that has happened to you that taught you a lesson, use the writing frame, 90	
VIA AFRICA Via Africa	Write a story using a frame, 85	
HEAD START Oxford	Write a story to explain why an animal looks or acts the way it does, use the writing frame, 70	
SOLUTIONS FOR ALL Macmillan Education	Write a South African ghost story, use the writing frame, 96	
PLATINUM Pearson	Write a story about a child who chases away a monster, use the writing frame, 73	
TOP CLASS Shuter & Shooter	Write your own story with the title 'A day without water', use the writing frame, 57	

Theme Reflection: Leadership	
1 What went well this cycle?	
2 What did not go well this cycle? How can you improve on this?	
3 Did you cover all the work for the cycle? If not, how will you get back on track?	
4 Do you need to extend or further support some learners?	
5 In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 7-8

Week 7: Breaking things down		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce theme: Breaking Things Down • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 1: Listening Activity • Listening Text: Programming a robot • Genre: Story • Three read • Model comprehension skill: Search the text / Making evaluations • Oral comprehension	
Tuesday	Activity 1: SPEAKING • Re-read Text: Programming a robot • Genre: Story • Small group discussion to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /ck/ /o/ and /sh/	
Tuesday	Activity 3: Shared Reading: Pre-Read • Introduce theme: Breaking things down • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Discuss and predict	
Wednesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: Shared Reading: First Read • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Model comprehension skill: Search the text / Making evaluations • Oral comprehension • Introduce LSC in context	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Model comprehension skill: Search the text / Making evaluations • Oral comprehension • Formulate a question about the text	

Week 7: Breaking things down		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Teach the Comprehension Activity • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Teach: Search the text / Making evaluations	
Friday	Activity 1: Shared Reading: Post-Read • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Written comprehension • Comprehension strategy: Search the text	
Friday	Activity 2: Writing: Teach the genre • Procedural Text • Sample text: How to make fried egg on toast	

Week 8: Breaking things down		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning • Genre: Procedural text (instructions) • Topic: Write instructions that tell someone how to play a game that you enjoy OR write instructions that tell someone how to do an activity you enjoy. • Planning Strategy: Write a list	
Monday	Activity 2: Group Guided Reading • Class: Worksheet Week 8 • Group 1	
Tuesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Tuesday	Activity 2: Group Guided Reading • Class: Worksheet Week 8 • Group 2	
Wednesday	Activity 1: LSC & Writing: Drafting • LSC: Connecting words and phrases showing contrast and reason • Use plan to draft procedural text	
Wednesday	Activity 2: Group Guided Reading • Class: Worksheet 8 • Group 3	
Thursday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	

Week 8: Breaking things down		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Group Guided Reading - Class: Worksheet Week 8 - Group 4	
Friday	Activity 1: Writing: Editing and Publishing - Edit procedural text using checklist - Publish and share procedural text	
Friday	Activity 2: Group Guided Reading - Class: Worksheet Week 8 - Group 5	
Friday	Activity 3: - Review word find - Conclusion	

Weeks 7&8 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 7: Reading and Viewing		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads stories	
SUCCESSFUL OXFORD Oxford	Kudu's wonderful horns, 91	
STUDY & MASTER Cambridge	The trader and the farmer part 1 & 2, 91	
INTERACTIVE ENGLISH St Mary's Interactive Learning	How frogs lost their buttocks, 86	
VIA AFRICA Via Africa	The walk to the cave, 79	
HEAD START Oxford	Why willows weep, 66	
SOLUTIONS FOR ALL Macmillan Education	The flying Dutchman, 92	
PLATINUM Pearson	Theseus and the minotaur, 69	
TOP CLASS Shuter & Shooter	The water of life, 54	
Week 8: LSC		
Textbook	Supplementary LSC Activity:	Date Completed
	Begins to use connecting words to show contrast, reason and purpose	
SUCCESSFUL OXFORD Oxford	Connecting words, 162	
STUDY & MASTER Cambridge	Connecting words, 101	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 'because', 'so that' and 'but', 99	

Weeks 7&8 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
VIA AFRICA Via Africa	Connecting words, 39	
HEAD START Oxford	Practise connecting words, 80	
SOLUTIONS FOR ALL Macmillan Education	Joining words, 106	
PLATINUM Pearson	Work with words and sentences, 79	
TOP CLASS Shuter & Shooter	Connecting words, 45	
Week 8: Writing		
Textbook	Supplementary Writing Activity:	Date Completed
	Writes a recipe or instructions for doing something using a frame / Writes a short account of a procedure followed	
SUCCESSFUL OXFORD Oxford	Write instructions for how to fix things, 101	
STUDY & MASTER Cambridge	Write instructions on how to make a puppet, 106	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a recipe, 101	
VIA AFRICA Via Africa	Write instructions on how to make something, 93	
HEAD START Oxford	Write a factual recount of instructions, 77	
SOLUTIONS FOR ALL Macmillan Education	Write a paragraph explaining how you made a rainbow plate, 102	
PLATINUM Pearson	Write a recipe, 81	
TOP CLASS Shuter & Shooter	Write instructions on how to make a paper mâché item, 65	

Theme Reflection: Breaking things down	
What went well this cycle?	
What did not go well this cycle? How can you improve on this?	
Did you cover all the work for the cycle? If not, how will you get back on track?	
Do you need to extend or further support some learners?	
In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Term 2 Programme of Formal Assessment

- 1 There are three formal assessment tasks for Grade 5 Term 2.
- 2 Please complete these tasks as detailed below.

GRADE 5 TERM 2 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Read aloud (see rubric below)	20	Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded. Listen to individual learners read aloud throughout the term during group guided reading lessons.			
4	Write a transactional text (see rubric below)	10	2	Mon, Wed, Fri	Writing	
5	Controlled Test: Response to text (see assessment task and memoranda below)	40	7	Mon - Fri	Group Guided Reading	

Term 2 Assessment Tasks, Tools & Memoranda

TASK 1 READ ALOUD				
MARKS	Maximum total of 20			
OBJECTIVE	Demonstrates oral reading fluency			
IMPLEMENTATION	- Listen to individual learners read aloud throughout Term 1 - Do this during Group Guided Reading			
ACTIVITY	- During Group Guided Reading, settle the group to read a text silently. - Next, listen to each learner read aloud from DBE Workbook 1, page 82, Fable: How night and day came about. - Explain that the learner will have 1 minute to read. - Instruct the learner to read this text out loud to you. - Time the learner. Take note of the number and type of errors made. - When 1 minute is up, instruct the learner to stop reading and assess using the rubric below.			
	7-8	5-6	3-4	1-2
PACING	The learner reads 120 words or more correctly in a minute.	The learner reads 100-120 words correctly in a minute.	The learner reads 80-100 words correctly in a minute.	The learner reads less than 80 words correctly in a minute.
	4	3	2	1
DECODING SKILLS	The learner comfortably decodes most phonetically regular words and common sight words independently.	The learner comfortably decodes many phonetically regular words and common sight words independently.	The learner decodes some phonetically regular words and common sight words independently.	The learner struggles to decode phonetically regular words and common sight words independently.
	4	3	2	1
VOLUME & EXPRESSION	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.

TASK 1 READ ALOUD				
	4	3	2	1
PHRASING	The learner reads with good phrasing; adhering to punctuation, stress and intonation.	The learner reads with a mixture of run-on sentences, mid-sentence pauses for breath, and some chopiness. There is reasonable stress and intonation.	The learner reads in two or three word phrases, not adhering to punctuation, stress and intonation.	The learner reads word-by-word in a monotone voice.

TASK 4 TRANSACTIONAL WRITING: REVIEW			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a review about the non-fiction text 'Nelson Mandela'		
IMPLEMENTATION	In Week 2 the process writing task requires learners to write a review with their opinion about a text they read		
ACTIVITY	1 Write a review about the non-fiction text 'Nelson Mandela'. 2 Work through the process writing lessons as per the lesson plan. 3 Collect learners' reviews at the end of the week for formal assessment.		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. It includes a quotation from the text and the learner's opinion and recommendation about the text.	The learner's response is relevant to the topic and interesting. The learner has attempted to give an opinion and a recommendation about the text.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	The learner has used paragraphs well to review all the different aspects of the text.	The learner has attempted to structure the review into logical paragraphs.	The learner's review has no logical structure or flow. Paragraphs have not been used.
PLANNING	2	1	0
	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.

TASK 4 TRANSACTIONAL WRITING: REVIEW			
EDITING / LSC	3	2	1
	The learner has included all the necessary information about the text. The language is emotive and descriptive. There is a conditional sentence. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner has included most of the necessary information about the text. There is an attempt at descriptive and emotive language and a conditional sentence. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not included the necessary information about the text. The style of the language is not correct and there is no conditional sentence. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.

TASK 5 RESPONDS TO TEXT	
MARKS	Maximum total of 40
OBJECTIVE	• Literary/Non- literary text (15 marks) • Visual text (10 marks) • Summary (5) • Language Structures and Conventions (10 marks)
IMPLEMENTATION	• These assessments do not have to be written in one session. • The assessments can be administered during group guided reading time in Week 7.
ACTIVITY	1 Hand out the assessment tasks to learners. 2 Read through the texts and papers once, and explain what is required of learners. 3 Collect the assessments after each session and mark them using the memorandum provided.

Term 2 Task 5 Controlled Test: Responds to Texts

QUESTION 1: READING COMPREHENSION

NAME: _____

Instructions:

- Read the story below twice.
- Answer the questions that follow.



The Misunderstanding

Since the beginning of the year, there had been tension in the Grade 5 class. Because there were many learners who spoke different languages, there were often arguments and misunderstandings.

One Thursday afternoon, the class was tired and irritated. Tendai walked past Lethu's desk and he whispered something to Unathi. Tendai heard the whisper and turned around speedily!

She started screaming at Lethu. 'I'm sick of you calling me names! If you have something to say, say it to my face – don't whisper behind my back!'

Ms Ndebele came over to see what the shouting was about. Tendai was furious and Lethu's face was going red.

'Students, what's going on? Please can we sort this out? I've spoken before about treating everyone with respect. Lethu, what did you say?'

Lethu's face was growing redder and he was sweating. He looked down at the floor.

'Lethu,' said Ms Ndebele insistently, 'what did you say? I can't have these rude comments in my class.'

Lethu's voice was so quiet it was hard to hear his words. 'I was just saying to Nathi that I think Tendai is so clever and so funny I would really like to spend more time with her,' he whispered.

Now it was Tendai's turn to go red!

QUESTIONS:

- 1 Why were there lots of misunderstandings in the Grade 5 class? (1)**

There were lots of misunderstandings because _____

- 2 What happened when Tendai walked past Lethu's desk? (1)**

When Tendai walked past Lethu's desk _____

- 3 What did she think he said? (1)**

She thought he said _____

- 4 Do you think Tendai was right to scream at Lethu? Why or why not? (2)**

I think Tendai was _____, because _____

- 5 How would you react if you thought someone said something bad about you? (2)**

I would _____

- 6 What did Lethu really say? (1)**

Lethu actually said _____

- 7 What does it mean you are feeling if your face goes red? (2)**

If your face goes red, you are feeling _____

- 8 Choose the best adverb to complete the sentence: (1)**

Ms Ndebele spoke firmly / nervously / angrily. _____

- 9 Do you think Ms Ndebele handled the situation well? Why or why not? (2)**

I think Ms Ndebele _____ because _____

- 10 Do you think Tendai and Lethu will be friends after this or not? What do you think will happen? (2)**

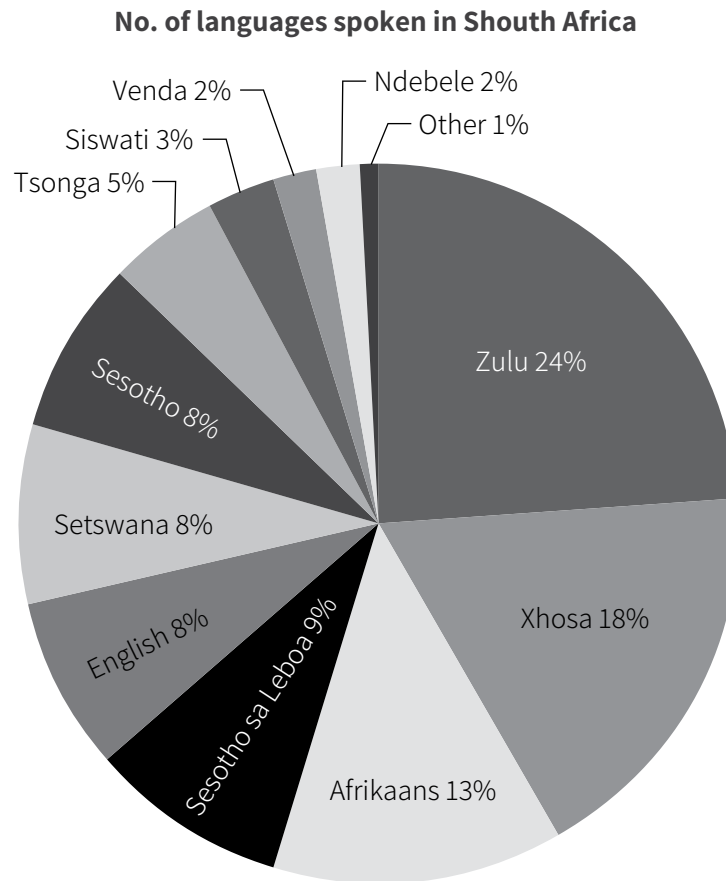
I think _____

15 MARKS

Term 2 Task 5 Controlled Test: Responds to Texts

QUESTION 2: VISUAL COMPREHENSION

NAME: _____



- 1 Which language is the most used language in South Africa?** (1)

The most used language is _____

- 2 Which official language has the fewest users?** (1)

The language with the fewest users is _____

- 3 There is 1% of other languages spoken. What do you think those languages might be and why?** (1)

I think those languages might be _____ because _____.

- 4 Sign Language is a language made with hand signals used by deaf people. Sign Language was made one of South Africa's official languages in 2022. Why do you think this change was made?** (2)

I think this change was made because _____

- 5 Choose the words that you would only hear in South Africa from the list:** (2)

parent / takkies / computer / chips / eish / friend / party / lunch

6 How many languages do you speak? Which is your favourite? Why? (2)

I speak _____ languages. My favourite is _____ because

7 Choose the correct word: (1)

A person who speaks more than one language is a:
language-plus / tongue-twister / multi-linguist.

10 MARKS

Term 2 Task 5 Responds to Texts

QUESTION 3: SUMMARY

NAME: _____

Read the text *The Misunderstanding* again.

Complete the summary:

- 1** As Tendai walked past, Lethu _____
- 2** Tendai started _____ because _____
- 3** Ms Ndebele _____
- 4** Lethu said _____
- 5** Tendai realised _____

5 MARKS

Term 2 Task 5 Responds to Texts

QUESTION 4: LANGUAGE STRUCTURE AND CONVENTIONS

NAME: _____

Instructions:

- Read the story 'The Misunderstanding' once again.
- Complete the following:

1 Find an example of the following parts of speech:

- a** one proper noun (paragraph 4) _____ (1)
- b** one connector (paragraph 8) _____ (1)
- c** one adjective (paragraph 2) _____ (1)
- d** one adverb (paragraph 2) _____ (1)

2 Rewrite this sentence – fill in all the punctuation marks. (2)

In our class most learners speak zulu, Sesotho and english.

3 Underline the preposition showing direction in the sentence below. (1)

Tendai always walked past Lethu's desk without stopping.

4 Complete this sentence using the 1st Conditional. (2)

If you don't understand what someone says, then _____

5 Join the sentences below with a connecting word that shows reason, e.g.: therefore; because. (1)

People often have misunderstandings. They speak different languages.

10 MARKS

Grade 5 Term 2: Controlled Test Responds to Text Memorandum

QUESTION 1: READING COMPREHENSION MEMORANDUM

- 1 There were lots of misunderstandings because many learners spoke different languages and sometimes, they didn't know what was being said. (1)
- 2 Lethu whispered something to Unathi. (1)
- 3 Tendai thought he said something rude or nasty about her. (1)
- 4 I think she was right because she thought he was being rude / it had happened before. Or, I think she was wrong as you should never shout at people, but if there is a problem you should rather talk and try resolve it respectfully. Own suitable response with reason. (2)
- 5 I would ask them why they said that / I would shout at them / I would say something bad back to them / Learners' own response (2)
- 6 Lethu said he thought Tendai was clever and he wanted to spend more time with her. (1)
- 7 If you face goes red, you are feeling embarrassed / ashamed. (2)
- 8 Ms Ndebele spoke firmly. (1)
- 9 Yes, she handled it well because she went over and asked the learners what was going on / she tried to help sort out the problem / she didn't want disrespect in her class.
No, she didn't handle it well, because it was none of her business. (2)
- 10 Learners' own ideas with reason
They will start to spend time together and enjoy hanging out. Or, after this incident they are both so embarrassed, neither of them wants to be friends. Learners' own ideas. (2)

15 MARKS

QUESTION 2: VISUAL COMPREHENSION MEMORANDUM

- 1 The most used language is Zulu (1)
- 2 Venda and Ndebele both have the fewest with only 2%. (1)
- 3 It might be Shona from Zimbabwe, or Yoruba from Nigeria or French or any of the other languages spoken in other countries by those people living in SA. (1)
- 4 I think this change was made because people who are deaf need to be considered in all national events, documents and occasions. Just because a person can't hear, that person should not be excluded from society. All South Africans are important and need to communicate and be respected. Any 2 responses or learner's own response with reasons. (2)
- 5 takkies; eish (2)
- 6 Learners' own answers with reason. (2)
- 7 multi-linguist (1)

10 MARKS

QUESTION 3: SUMMARY MEMORANDUM

- 1 **As Tendai walked past**, Lethu whispered something to Unathi.
- 2 **Tendai started** screaming at Lethu **because** she thought he was being rude to her or saying something bad about her.
- 3 **Ms Ndebele** came over and tried to sort out the problem by asking Lethu what he had said.
- 4 **Lethu said** he thought Tendai was clever and he wanted to spend time with her.
- 5 **Tendai realised** he wasn't being rude or mean, he liked/admired her!

5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT MEMORANDUM

- 1 Find an example of the following parts of speech:
 - a one proper noun (paragraph 4) Ms Ndebele / Tendai / Lethu (1)
 - b one connector (paragraph 8) and (1)
 - c one adjective (paragraph 2) tired / irritated (1)
 - d one adverb (paragraph 7) insistently (1)
- 2 In our class most learners speak **Z**ulu, Sesotho and **E**nglish. (2)
- 3 Tendai always walked past Lethu's desk without stopping. (1)
- 4 If you don't understand what someone says, then you can ask what they mean / you could ask for an explanation / any suitable response with the correct grammatical form. (2)
- 5 People often have misunderstandings, because they speak different languages. (1)

10 MARKS

Term 2 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: A MAN WHO SUFFERED

- 1 Who was in the island jail?

Nelson Mandela was in the island jail.

- 2 What did he have to do all day in that jail?

He had to chop and chip rocks all day and put them in a pail.

- 3 Describe where the jail was?

The jail was on a rocky island over the water.

GROUP GUIDED REDAIING TEXT: HOW STEPHEN GOT HIS NAME

- 1 What did the Grade 5 class have to do for homework?

For homework, the Grade 5 class had to find out why their parents had decided to give them the names that they did.

- 2 Who was Stephen named after?

Stephen was named after Stephen Bantu Biko/Steve Biko.

- 3 What can you infer about how the old South African Apartheid government treated black South Africans?

I can infer that the prisoners were treated cruelly/ they were not looked after... (See learners' answers).

- 4 If Steve Biko were alive today, what you ask him or say to him?

If Steve Biko was alive today, I would ask/ say... (See learners' answers).

- 5 Use the conditional to complete the sentence below:

If you believe in yourself then you will succeed. / learners' own ending

NON-FICTION TEXT: FLORENCE NIGHTINGALE

- 1 Why did nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because she went to Crimea and she stood up to men even though they had all the power.

- 2 What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi admires Florence Nightingale. (See learners' answers).

- 3 Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

Nurses were very important, and their work saved lives.

- 4 Choose the correct word to complete the idiom below:

Lesedi was feeling under the weather.

NON-FICTION TEXT: BAD TIMES IN HISTORY

- 1 What party was Hitler the leader of?

Hitler was the leader of the Nazi Party in Germany.

- 2 Did you know South African soldiers fought against Hitler? How do you feel about this?

I know/did not know that South Africans fought against Hitler. This makes me feel ... because... (See learners' answers).

- 3 Choose one of these connectors to join the two sentences below into one sentence: therefore/ however/ then

Hitler had great power therefore he had a huge influence on his country.

- 4 WW2 is an abbreviation for World War 2. What does WW1 stand for?

WW1 is an abbreviation for World War 1.

VISUAL TEXT: MAP OF THE WORLD

- 1 Look at the journey Florence Nightingale took from Britain to Crimea. Which ocean and/or sea did she have to cross?

Florence Nightingale had to cross the Black Sea and the Mediterranean Sea to get to Crimea.

- 2 The Allies were the USA, France and Britain. Look at where they are situated on the map. They fought against Germany, in France and Germany. Who had to travel the furthest to fight Germany?

The Ally that had to travel the furthest to fight Germany was the USA.

- 3 Would you rather have been Florence Nightingale or an Allied soldier? Give a reason for your answer.

I would rather have been Florence Nightingale because...

Or

I would rather have been an Allied soldier because... (See learners' answers).

- 4 Choose the correct word to make the sentence below true:

Long ago people used a compass to find their way; today we use GPS.

SUMMARY: BAD TIMES IN HISTORY

- 1 *Adolf Hitler was the leader of the Nazi Party.*
- 2 *He told the German people that all of their problems were because of Jewish people.*
- 3 *The Nazi Party kidnapped and killed over 6 million Jewish people.*
- 4 *The Nazi Party was stopped by the Allies.*
- 5 *South Africa also sent soldiers to fight with the Allies.*

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: A SPIDER IN OUR HOUSE

- 1 Where is the spider?

The spider is in the dirt in the house.

- 2 How can the little spider help us?

The spider can trap many insects in its web.

- 3 What does the spider eat?

The spider eats many insects.

GROUP GUIDED REDAIING TEXT: SPIDER BITES

- 1 If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may feel itchy and sore.

- 2 If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should go to the hospital immediately.

- 3 Why do spiders bite humans?

Spiders only bite humans in self-defence/ to protect themselves.

- 4 Why do you think you should stay calm if you are bitten by a spider?

*I think you should stay calm if you are bitten by a spider because it probably is not dangerous/
learners' answers.*

- 5 Underline the three prepositions of direction in the sentence below:

The spider crawled around the corner, along the wall and through the window.

- 6 Use one of these prepositions of direction to complete the sentence below: **down / up / above**

When my cousin saw a spider he jumped up in the air.

NON-FICTION TEXT: DAD'S FEAR OF SPIDERS

- 1 What was Themba's father scared of?

Themba's father was scared of spiders.

- 2 What important lesson did Themba learn about boys' feelings?

Themba learnt that boys are allowed to feel lots of feelings/boys can be scared of things.

- 3 What are you scared of and why?

I am scared of... because... (See learners' answers).

- 4 Complete sentence below with a preposition of direction:

Themba's father walked through/towards the door with a smile.

NON-FICTION TEXT: INTERESTING FACTS ABOUT SPIDERS

- 1 What do many spiders use to catch their prey?

Many spiders use webs to catch their prey.

- 2 Why do you think some humans are afraid of spiders when most are not dangerous?

I think some humans are afraid of spiders because... (See learners' answers).

- 3 Alliteration is when words that are close together in a sentence start with the same sound. Look at these examples: '...pounce on their prey...' and 'The careful cat catches cockroaches.'

Write a sentence about spiders or snakes using alliteration. (It can be a silly sentence and it doesn't have to make sense.)

Snakes slither slowly. The spider sees success! Learners' own examples

- 4 What do you think it means if someone has spidery handwriting? Choose the best meaning from these below:

The handwriting is messy and difficult to read.

VISUAL TEXT: DIAGRAM OF A SPIDER

- 1 To which part of the body are the spider's legs attached?

The spider's legs are attached to the head/cephalothorax.

- 2 Fill the missing words into the sentence below to make it true:

A spider is different to an insect because a spider has eight legs and an insect has six legs.

- 3 What does the spider use to make silk?

The spider uses its spinnarets/silk glands to make silk.

- 4 A spider has fangs. Name another creature that has fangs.

Another creature that has fangs is a snake.

SUMMARY: INTERESTING FACTS ABOUT SPIDERS

- 1 *Spiders make webs to catch their prey.*
- 2 *Spiders use a thread they make to their web.*
- 3 *Most spiders are not poisonous.*
- 4 *Most homes have 30 spiders in them.*
- 5 *Spiders have short hairs on the bottom of their feet to help them walk on walls and ceilings.*

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: WE ELECT OUR CAPTAIN

- 1 On which day of the week must we choose a captain?

We must choose a captain on Thursday.

- 2 What must a good captain be? List three things.

A good captain must be honest, responsible and brave.

- 3 When must we think about the captain?

We must think about the captain before Thursday/before we vote/at night.

GROUP GUIDED READING TEXT: WHAT MAKES A GOOD LEADER

- 1 Which of the above points do you think is the most important? Give a reason for your answer.

I think the most important point is...because... (See learners' answers)

- 2 Do you want to be a leader? Give a reason for your answer.

Yes, I want to be a leader because...

or

No, I don't want to be a leader because... (See learners' answers)

- 3 Which of the above points do you think is your strongest?

I think my strongest point is... (See learners' answers)

- 4 Which of the above points do you think you need to work on to become a good leader?

I think the point I need to work on is...

- 5 Some verbs show that something must happen. We call these verbs of obligation. Rewrite the sentences below and underline the verbs of obligation:

a A good leader must think of everyone and not only of herself.

b A good leader should be honest and trustworthy.

- 6 Put the words below into the correct order to form a proper sentence:

leader, hard, a, has, good, to, work

A good leader has to work hard.

NON-FICTION TEXT: STOPPING THE BULLIES

- 1 Why were the bullies jealous of Nelly?

The bullies were jealous of Nelly because was smart and a good netball player.

- 2 Who decided that it was time to stand up to the bullies?

Sindiswa decided that it was time to stand up to the bullies.

- 3 Why do you think the principal told Sindiswa that she was a good leader?

I think the principal told Sindiswa that she was a good leader because she helped someone else/ she did the right thing/stood up to the bullies...(See learners' answers)

- 4 Complete the sentence below with your own reason:

If you see someone being treated badly, you should...(See learners' answers)

NON-FICTION TEXT: SOUTH AFRICA'S 5TH PRESIDENT

- 1 Who is the 5th democratically elected president of South Africa?

The 5th democratically elected president of South Africa is President Cyril Ramaphosa.

- 2 Why do you think it is important for the leader of our country to be able to speak many languages?

I think it's important for the leader of our country to speak many languages because South Africa has many different languages.

- 3 Choose the correct form of the verb to complete the sentence below.

Choose from have / had / has

Every day, the president has to make difficult decisions to help the people.

- 4 The prefixes 'poly' and 'multi' both mean many. What do you think the word multicoloured means?

I think multicoloured means many colours...(See learners' answers)

- 5 What do you think it means to be 'democratically elected'?

I think it means that the president was elected fairly/ everyone had a chance to vote and have their say. (See learners' answers).

VISUAL TEXT: NUMBER OF FEMALE LEADERS IN THE WORLD BY CONTINENT

- 1 Which continent has the highest number of female leaders?

The continent with the highest number of female leaders is Europe.

- 2 How many female leaders are there on the African continent?

There are 2 female leaders on the African continent.

- 3 Which continent has the lowest number of female leaders?

The continent with the lowest number of female leaders is Asia.

- 4 There are many different kinds of leadership positions. Match the different names of different leaders to their job:

<i>Principal</i>	<i>head of a school</i>
<i>Boss/CEO</i>	<i>head of a company</i>
<i>Captain</i>	<i>head of a ship</i>
<i>President</i>	<i>head of a country</i>
<i>Employer</i>	<i>has people working for them</i>
<i>Commander</i>	<i>head of a military unit</i>

SUMMARY: SOUTH AFRICA'S 5TH PRESIDENT

- 1** *The 5th president of South Africa is Cyril Ramaphosa.*
- 2** *He was born on the 17th of November in 1952/in Soweto.*
- 3** *During Apartheid, he fought against Apartheid.*
- 4** *He is married to Dr Tsepho Mtsepe and they have four children.*
- 5** *He is a successful businessman.*
- 6** *He is also a polyglot.*

WEEKS 7 & 8 MEMORANDUM

DECODABLE TEXT: BUILDING A ROBOT

- 1 What is this person's job?

This person's job is a computer programmer.

- 2 What problem does this person want to solve?

This person wants to build a robot.

- 3 What must the robot do? (List 3 things)

The robot must sing, bring things and follow directions.

GROUP GUIDED REDAIING TEXT: NOT CONCENTRATING

- 1 Why did Mrs Bunu think it was a good idea to make soup?

She thought it was a good idea to make soup because the weather was cold outside.

- 2 Why was Mrs Bunu's mouth on fire after she tasted the soup?

Her mouth was on fire because she put red chillies in the soup.

- 3 How do you think Mrs Bunu felt when she saw she had made a mistake?

I think Mrs Bunu felt silly/cross/frustrated/ own answers....

I can make this connection because...(See learners' answers)

- 4 What can you learn from this story?

I can learn that it is always important to follow directions carefully/ to concentrate when you are busy with something.

- 5 Connectors join ideas and sentences. Rewrite the sentences below and underline the connectors:

a *The weather was cold outside, so she thought hot soup was a good idea.*

b *Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup.*

c *Because she was not concentrating, Mrs Bunu ruined the soup.*

- 6 Adjectives tell us more about nouns. Rewrite the sentences below using the adjective that you think matches the information in the story:

a *The weather was freezing.*

b *Mrs Bunu was a loving mother.*

c *The twins were energetic that afternoon.*

d *The soup was too spicy for Mrs Bunu.*

NON-FICTION TEXT: GETTING READY FOR THE PARTY

- 1 What kind of party did Yamkela decide to have and why?

Yamkela decided to have a talent show party, because her friends loved singing and performing.

- 2 Do you think Yamkela made a good decision about her party? Give a reason for your answer.

I think she made a decision.... because ... (See learners' answers)

3 What is the main idea of paragraph 3?

The main idea of paragraph 3 is that you must think about your guests when you are catering.

4 Look at the underlined connectors in the sentences below. Rewrite the sentences using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.

- a** *She was very excited, however her mother said there was lots of planning to be done first.*
b *They loved singing and dancing, so she decided to have a 'Talent Show' party.*

NON-FICTION TEXT: PREPARING FOR EXAMS

1 Why must you be prepared for exams?

You must be prepared for exams so that you can be successful.

2 There are 5 points listed to help you prepare for exams. Which point do you think is the most important in preparing for exams? Give a reason for your answer.

I think the most important point is...because....(See learners' answers)

3 Choose from the following connectors to join the sentences below:

but/ although/ so/ and/ because. (You may only use each connector once.)

- a** *I wanted to study but I was too lazy.*
b *She was really upset because she failed the exam.*
c *He didn't do very well although he thought he had done enough work.*

4 Find synonyms in the text for the words listed below:

- *worrying-stressful*
- *schedule-timetable*
- *peaceful-quiet*
- *unfocused-distracted*
- *nourishing-healthy*

VISUAL TEXT: WHAT IS RECYCLING?

1 What is recycling?

Recycling is taking the material from products you have already used and using them to make new products.

2 Do you think that recycling can really make a difference and help the environment? Give a reason for your answer.

I think that recycling can make a difference because...

or

I don't think that recycling can make a difference because...(See learners' answers)

3 At the end of the poster, there is a question: 'Are you making a difference?' Answer this question truthfully in the present continuous tense.

I am...

or

I am not... (See learners' answers)

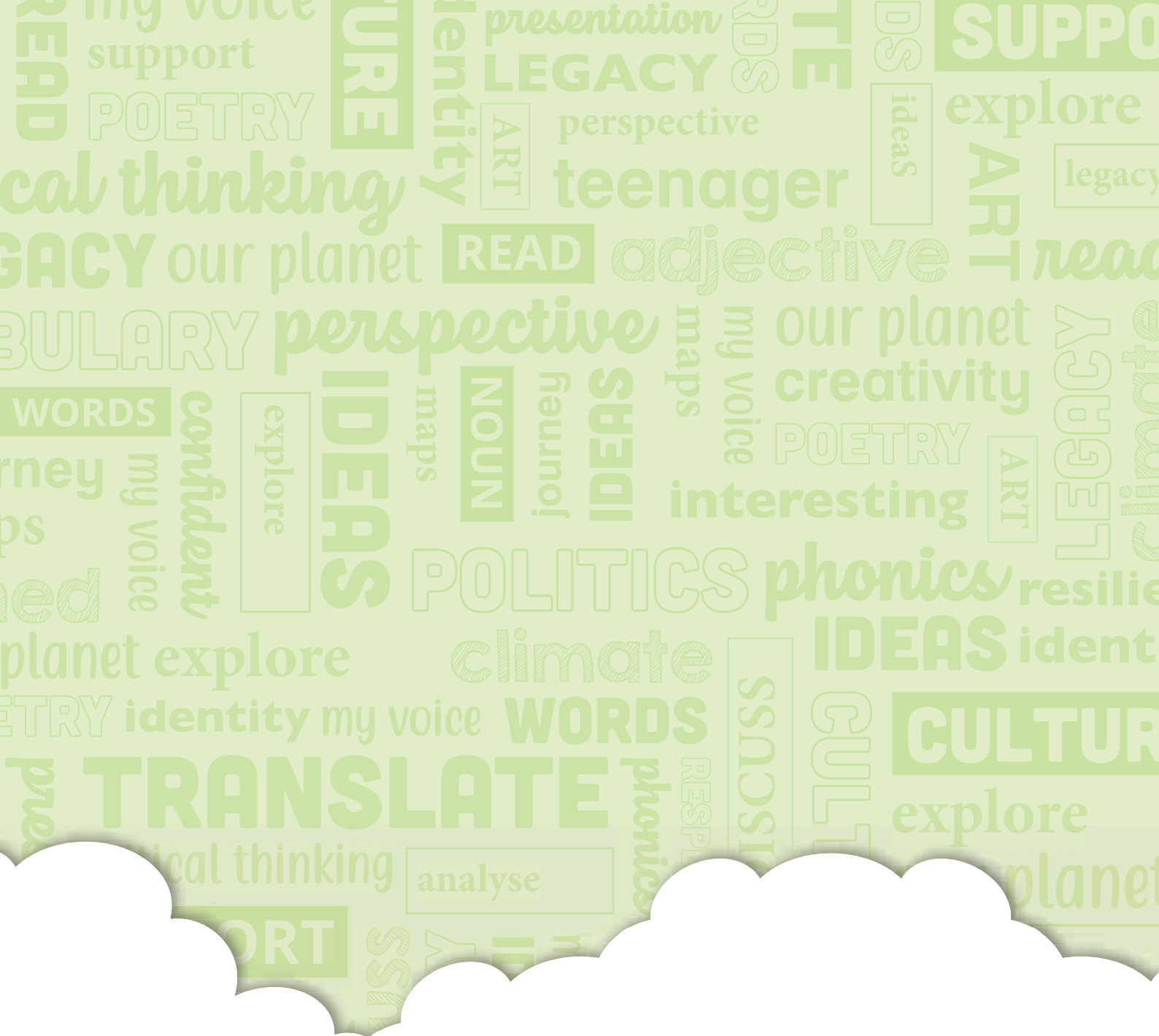
- 4 'Refuse' is a homonym because it has two meanings. One is a verb and one is a noun. Write sentences to show that you understand both meanings.

As a verb: I refuse to take the test.

As a noun: Let's take this refuse to the garbage bin.

SUMMARY: NOT CONCENTRATING

- 1 *Mrs Bunu decided to make some soup.*
- 2 *She got all the ingredients and followed the recipe.*
- 3 *But then she watched her children play.*
- 4 *When she tasted the soup, it was very spicy.*
- 5 *She used red chillies instead of red peppers.*
- 6 *Mrs Bunu learnt that it is important to follow directions.*



Other titles in this series

