

Grade 6

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 2

Management Document

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Edition 5, 2023



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Contents

Introduction and Guidelines for the PSRIP EFAL SLP	1
Term 2 Curriculum Tracker & Textbook Activities	3
Weeks 1-2	3
Weeks 3-4	8
Weeks 5-6	12
Weeks 7-8	17
Term 2 Programme of Formal Assessment	22
Term 2 Assessment Tasks, Tools & Memoranda	23
TERM 2 TASK 5 RESPONDS TO TEXTS	26
TERM 2 TASK 5 RESPONDS TO TEXTS	28
TERM 2 TASK 5 RESPONDS TO TEXTS	30
TERM 2 TASK 5 RESPONDS TO TEXTS	31
TERM 2: TASK 5 RESPONDS TO TEXTS MEMORANDA	32
Term 2 Reading Worksheet Memoranda	34

Dear Grade 6 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: Exploring new places		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce theme: Exploring New Places • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 1: Listening Activity • Listening Text: Visiting the City of Gold • Genre: Story • Three read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: Visiting the City of Gold • 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 • Introduce theme: Exploring new places • DBE Workbook 1 page 70: The brave little fish • 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: The brave little fish • Genre: Story • Model comprehension skill: Making inferences • Oral comprehension	

Week 1: Exploring new places		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 70: The brave little fish • Genre: Story • Model comprehension skill: Making inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: Teach the Comprehension Strategy • DBE Workbook 1 page 70: The brave little fish • Genre: Story • Teach: Making inferences	
Friday	Activity 1: Shared Reading: Post-Read • DBE Workbook 1 page 70: The brave little fish • Genre: Story • Oral recount • Summarise / Making inferences	
Friday	Activity 2: Teach the Genre • Story (narrative essay) • Sample text: Thuli's trip to the mountains	

Week 2: Exploring new places		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning • Genre: Story • Topic: A story about somebody who explores a new place! • 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: Adjectives • Use plan to draft story	
Wednesday	Activity 2: Group Guided Reading • Class: Worksheet 2 • Group 3	

Week 2: Exploring new places		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 1: Oral Activities - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: Group Guided Reading - Class: Worksheet Week 2 - 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 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: Read a story	Date Completed
SUCCESSFUL OXFORD Oxford	Deucalion's Flood, 63	
STUDY & MASTER Cambridge	Hot Air, 70	
INTERACTIVE ENGLISH St Mary's Interactive Learning	How fire came to Earth, 76	
VIA AFRICA Via Africa	The snake charmer, 62	
HEAD START Oxford	The rhino warriors who walked from Musina to Cape Town, 50	
SOLUTIONS FOR ALL Macmillan Education	There's a crocodile in the river, 52	
PLATINUM Pearson	Why monkeys have flat tummies, 54	
TOP CLASS Shuter & Shooter	The power of words, 45	

Week 2: LSC

Textbook	Supplementary LSC Activity: Adjectives	Date Completed
SUCCESSFUL OXFORD Oxford	Adjectives word game, 72	

Weeks 1&2 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
STUDY & MASTER Cambridge	Choose the correct adjectives, 72	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adjectives, 92	
VIA AFRICA Via Africa	Adjectives, 52	
HEAD START Oxford	Practise using adjectives, 62	
SOLUTIONS FOR ALL Macmillan Education	Adjectives, 56	
PLATINUM Pearson	Adjectives, 56	
TOP CLASS Shuter & Shooter	Finding and adding adjectives, 41	
Week 2: Writing		
Textbook	Supplementary Writing Activity: Writes a simple story using a a paragraph	Date Completed
SUCCESSFUL OXFORD Oxford	Write about your favourite season, use the writing frame, 67	
STUDY & MASTER Cambridge	Write a paragraph about the story, use the writing frame, 72	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph to explain your opinion of the story, 82	
VIA AFRICA Via Africa	Write a paragraph giving an opinion, 70	
HEAD START Oxford	Write a paragraph to express your opinion, 54	
SOLUTIONS FOR ALL Macmillan Education	Write a story called 'The day I saw a crocodile', 60	
PLATINUM Pearson	Write a story using a frame, 59	
TOP CLASS Shuter & Shooter	Write a story called 'Words that changed my life', 49 Express an opinion, 49	

Theme Reflection: Exploring new places	
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: Music		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce theme: Music • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 1: Listening Activity • Listening Text: Litha's first concert! • Genre: Story • Three read • Model comprehension skill: I wonder / Search the text • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: Litha's first concert! • Genre: Story • 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: Music • DBE Workbook 1 page 94: A radio interview • Genre: Information text • 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 94: A radio interview • Genre: Information text • Model comprehension skill: I wonder / Search the text • Oral comprehension	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 94: A radio interview • Genre: Information text • Model comprehension skill: I wonder / Search the text • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: Teach the Comprehension Strategy • DBE Workbook 1 page 94: A radio interview • Genre: Information text • Teach: I wonder / Search the text	

Week 3: Music		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Shared Reading: Post-Read • DBE Workbook 1 page 94: A radio interview • Genre: Information text • Written Comprehension • Comprehension strategy: Summarise / Search the text	
Friday	Activity 2: Teach the Genre • Descriptive essay • Sample text: Enjoying records with my granny!	

Week 4: Music		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning • Genre: Descriptive essay • Topic: Write a descriptive essay about a time you enjoyed music in some way! • 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: Personification • Use plan to draft descriptive essay	
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	
Thursday	Activity 2: Group Guided Reading • Class: Worksheet Week 4 • Group 4	
Friday	Activity 1: Writing Editing and Publishing • Edit descriptive essay using checklist • Publish and share descriptive essay	

Week 4: Music		
Day	CAPS content, concepts, skills	Date completed
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: Reads information texts / Reflects on texts read independently	Date Completed
SUCCESSFUL OXFORD Oxford	Different clothes from different climates, 75	
STUDY & MASTER Cambridge	Computers, 81	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Moon landing, 87	
VIA AFRICA Via Africa	The origins of transport, 72	
HEAD START Oxford	Looking beyond the Earth, 58	
SOLUTIONS FOR ALL Macmillan Education	Rosa's duties, 63	
PLATINUM Pearson	Read about paper, 64	
TOP CLASS Shuter & Shooter	Read the information text: the value of trees, 54	
Week 4: Writing		
Textbook	Supplementary Writing Activity: Writes a short description	Date Completed
SUCCESSFUL OXFORD Oxford	Write a description of your outfit, 80	
STUDY & MASTER Cambridge	Write a description of a pieces of technology you love, or would love to have, 86	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph describing an object or place you find interesting, 94	
VIA AFRICA Via Africa	Write a description of an object, 75	
HEAD START Oxford	Write a paragraph and description, 61	
SOLUTIONS FOR ALL Macmillan Education	Compare and describe two of the pictures, 67	

Weeks 3&4 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
PLATINUM Pearson	Write a description of a plant product, 68	
TOP CLASS Shuter & Shooter	Write a description of a wooden household item, 56	

Theme Reflection: Music	
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: Urban and rural		
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: A personal letter from Simphiwe to Unathi • Genre: Personal letter • Three read • Model comprehension skill: Making connections • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: A personal letter from Simphiwe to Unathi • Genre: Personal letter • 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 • Introduce theme: Urban and rural • DBE Workbook 1 page 112: Country mouse and city mouse • 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 112: Country mouse and city mouse • Genre: Story • Model comprehension skill: Making connections • Oral comprehension	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 112: Country mouse and city mouse • Genre: Story • Model comprehension skill: Making connections • Oral comprehension • Formulate a question about the text	

Week 5: Urban and rural		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Teach the Comprehension Strategy • DBE Workbook 1 page 112: Country mouse and city mouse • Genre: Story • Teach: Making connections	
Friday	Activity 1: Shared Reading: Post-Read • DBE Workbook 1 page 112: Country mouse and city mouse • Genre: Story • Oral recount • Comprehension strategy: Summarise / Make connections	
Friday	Activity 2: Writing Teach the genre • Personal letter • Sample text: A letter from Fatima to Bongiwe	

Week 6: Urban and rural		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning • Genre: Personal letter • Topic: Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin! • 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: Connecting words and phrases to show purpose • Use plan to draft personal letter	
Wednesday	Activity 2: Group Guided Reading • Class: Worksheet 6 • Group 3	

Week 6: Urban and rural		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 1: Oral Activities - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: Group Guided Reading - Class: Worksheet Week 6 - Group 4	
Friday	Activity 1: Writing Editing and Publishing - Edit personal letter using checklist - Publish and share personal letter	
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: Reads stories / Reads personal and social texts	Date Completed
SUCCESSFUL OXFORD Oxford	Read a personal letter, 86	
STUDY & MASTER Cambridge	Read this letter Gavin wrote to his friend, 96	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a formal letter, 104	
VIA AFRICA Via Africa	Read a simple personal letter, 85	
HEAD START Oxford	Read a personal email, 72	
SOLUTIONS FOR ALL Macmillan Education	Read a letter, 73	
PLATINUM Pearson	Read a diary extract, 74	
TOP CLASS Shuter & Shooter	Read a personal letter, 62	

Weeks 5&6 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 6: LSC		
Textbook	Supplementary LSC Activity: Begins to use connecting words to show purpose 'so that'	Date Completed
SUCCESSFUL OXFORD Oxford	Using connecting words, 'because' and 'so that', 93	
STUDY & MASTER Cambridge	Connecting words, 85	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 'because', 'so that' and 'but', 103	
VIA AFRICA Via Africa	Connecting words, 117	
HEAD START Oxford	Connecting words, 52	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Connecting words, 'because', 'so that' and 'but', 78	
TOP CLASS Shuter & Shooter	Use connecting words, 57	
Week 6: Writing		
Textbook	Supplementary Writing Activity: Writes a simple personal letter	Date Completed
SUCCESSFUL OXFORD Oxford	Write a letter to your friend, 89	
STUDY & MASTER Cambridge	Write back to Gavin as if you were his friend, 97	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a letter, 109	
VIA AFRICA Via Africa	Write a personal letter, 86	
HEAD START Oxford	Write a letter, 73	
SOLUTIONS FOR ALL Macmillan Education	Write a letter to John, 75	
PLATINUM Pearson	Write a letter, 79	
TOP CLASS Shuter & Shooter	Write a letter, 65	

Theme Reflection: Urban and rural	
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: Researching		
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: What are 21st Century skills? • Genre: Story • Genre: Story • Three read • Model comprehension skill: Making evaluations • Oral comprehension	
Tuesday	Activity 1: Speaking • Re-read Text: What are 21st Century skills? • Genre: Story • Small group discussion to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /br/ and /ng/	
Tuesday	Activity 3: Shared Reading: Pre-Read • Introduce theme: Researching • DBE Workbook 1 page 128: Workbookpedia • Genre: Information text • 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 128: Workbookpedia • Genre: Information text with visuals • Model comprehension skill: Making evaluations • Oral comprehension	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 128: Workbookpedia • Genre: Information text • Model comprehension skill: Making evaluations • Oral comprehension	
Thursday	Activity 2: Teach the Comprehension Strategy • DBE Workbook 1 page 128: Workbookpedia • Genre: Information text with visuals • Teach: Making evaluations	

Week 7: Researching		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Shared Reading: Post-Read • DBE Workbook 1 page 128: Workbookpedia • Genre: Information text • Oral recount • Comprehension strategy: Summarise / Making evaluations	
Friday	Activity 2: Teach the Genre • Questionnaire • Sample text: Mr Khosa's questionnaire on using the Internet	

Week 8: Researching		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning • Genre: Questionnaire • Topic: Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions. • Planning Strategy: Mind map	
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: Adverbs of degree • Use plan to draft questionnaire	
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	
Thursday	Activity 2: Group Guided Reading • Class: Worksheet Week 8 • Group 4	

Week 8: Researching		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Writing Editing and Publishing - Edit questionnaire using checklist - Publish and share questionnaire	
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: Reads a book review	Date Completed
SUCCESSFUL OXFORD Oxford	Read a book review, 102	
STUDY & MASTER Cambridge	Read a book review, 109	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a book review, 119	
VIA AFRICA Via Africa	Read a simple book review, 97	
HEAD START Oxford	Read a book review, 79	
SOLUTIONS FOR ALL Macmillan Education	The long journey, 83	
PLATINUM Pearson	Read a book review, 85	
TOP CLASS Shuter & Shooter	Read a book review, 74	
Week 8: LSC		
Textbook	Supplementary LSC Activity: Begins to use adverbs of degree, e.g.: very, really, almost, too	Date Completed
SUCCESSFUL OXFORD Oxford	Language: adverbs of degree, 99	
STUDY & MASTER Cambridge	Adverbs of degree, 'very', really, 'so' and 'too', 108	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adverbs of degree, 123	
VIA AFRICA Via Africa	Adverbs of degree language game, 99	

Weeks 7&8 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
HEAD START Oxford	Adverbs of degree, 80	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Adverbs of degree, 90	
TOP CLASS Shuter & Shooter	Adverbs of degree, 78	
Week 8: Writing		
Textbook	Supplementary Writing Activity: Writes simple definitions / Develops a simple questionnaire	Date Completed
SUCCESSFUL OXFORD Oxford	Write a questionnaire, 99	
STUDY & MASTER Cambridge	Write a paragraph giving your opinion, 109	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write simple definitions, 125 Develop a questionnaire, 125	
VIA AFRICA Via Africa	Write simple definitions, 97 Develop a simple questionnaire, 98	
HEAD START Oxford	Write a questionnaire, 81	
SOLUTIONS FOR ALL Macmillan Education	Add questions to a survey, 89	
PLATINUM Pearson	Develop a questionnaire, 91	
TOP CLASS Shuter & Shooter	Write a questionnaire, 71	

Theme Reflection: Researching	
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

Term 2 Programme of Formal Assessment

- 1 There are three formal assessment tasks for Grade 6 Term 2.
- 2 Please complete these tasks as detailed below.

GRADE 6 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	6	Mon, Wed, Fri	Writing	
5	Controlled Test: Response to text (see assessment task and memorandum below)	50	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 118, Caring for the environment. - 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 130 words or more correctly in a minute.	The learner reads 110 -130 words correctly in a minute.	The learner reads 90 - 110 words correctly in a minute.	The learner reads less than 90 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 choppiness. 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: FRIENDLY LETTER			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a friendly letter		
IMPLEMENTATION	In Week 6 the process writing task requires learners to write a friendly letter		
ACTIVITY	1 Write a friendly letter pretending that you are either Mathilda Mouse or Missy Mouse describing how life is at home to your cousin. 2 Work through the process writing lessons as per the lesson plan. 3 Collect learners' letters at the end of the week for formal assessment.		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. It includes the writer's thoughts and feelings.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	The learner has used the correct structure and layout of a friendly letter.	The learner has attempted to structure the letter correctly.	The learner's letter has not followed the correct structure.
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: FRIENDLY LETTER			
EDITING / LSC	3	2	1
	The learner has used informal language with the correct greeting and farewell. included all the necessary information about the text. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner's style of language is mostly correct. The learner has attempted to use the correct greeting and farewell. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not written in a suitable style. The appropriate greetings have not been used. 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 50
OBJECTIVE	• Literary/Non- literary text (20 marks) • Visual text (10 marks) • Summary (5) • Language Structures and Conventions (15 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 text below twice.
- The numbers on the left side are the paragraph numbers.
- Answer the questions that follow.



	The Best in the World!
1	The Rugby World Cup is a men’s rugby tournament held every four years between the best international teams. The tournament was first held in 1987. The winners get the Webb Ellis Cup, named after William Webb Ellis. It is said that during a school soccer match in 1823, William Ellis ‘invented’ rugby by picking up the ball and running with it. Four countries have won the trophy: South Africa and New Zealand three times each, Australia twice, and England once. South Africa are the current champions, having impressively beaten England 32-12 in the final of the 2019 tournament in Japan.
2	With this victory, the Springboks won more than just a rugby tournament. This team represented the whole country. When the Springboks won, the whole country cheered and celebrated together. Siya Kolisi was the first black Springbok captain. His humble manner and true leadership became a symbol of hope and transformation for the country. Kolisi grew up in the poor Zwide township outside Gqeberha (Port Elizabeth) and he had a tough upbringing. For him to come from such hard beginnings and go on to captain the winning national team really shows that everyone can achieve something great!
3	But we can’t just leave it to the rugby players to do the work. We all need to work together to make our country a better place where everyone can succeed and achieve their dreams.
4	Nelson Mandela said: “Sport has the power to change the world, the power to inspire and unite people. Sport can create hope”.

QUESTIONS:

- 1 How many times has the Rugby World Cup been played? (1)**

The Rugby World Cup has been played _____.

- 2 Who has won the tournament the most times? (2)**

_____ and _____ have won it the most times.

- 3 Why was it so important for South Africa that the Springboks won the Rugby World Cup in 2019? (3)**

Winning the World Cup was so important because _____

- 4 Where did Siya Kolisi grow up? (1)**

Siya Kolisi grew up _____.

- 5 What was his life like when he was growing up? (2)**

When Siya Kolisi was growing up _____

- 6 Give two adjectives to describe Siya Kolisi. (2)**

_____ and _____

- 7 What can we all learn from the Springboks? (2)**

We can learn _____

- 8 Do you agree with what Nelson Mandela said about sport? Why or why not? (3)**

I do/ do not agree with Mandela, because _____

- 9 How do you feel when your team wins a match? How do you feel when your team loses a match? (2)**

When my team wins I feel _____.

When my team loses I feel _____.

- 10 How do you think it feels to be part of a winning world cup team? How do you think it would change your life? (2)**

I think it would feel _____

I think it would change my life by _____

20 MARKS

TERM 2 TASK 5 CONTROLLED TEST: RESPONDS TO TEXTS

QUESTION 2: VISUAL COMPREHENSION

NAME: _____

RUGBY WORLD RANKING 2019

POSITION		TEAMS	POINTS
1	(1)	NEW ZEALAND	93.99
2	(2)	ENGLAND	90.87
3	(3)	IRELAND	86.39
4	(4)	AUSTRALIA	85.49
5	(5)	SCOTLAND	84.11
6	(6)	SOUTH AFRICA	83.81
7	(7)	WALES	82.08
8	(8)	ARGENTINA	78.22
9	(9)	FRANCE	78.09
10	(10)	FIJI	77.93

RUGBY WORLD RANKING 2018

POSITION		TEAMS	POINTS
1	(2)	SOUTH AFRICA	94.19
2	(3)	NEW ZEALAND	92.11
3	(1)	ENGLAND	88.82
4	(4)	WALES	85.02
5	(5)	IRELAND	84.45
6	(6)	AUSTRALIA	81.90
7	(7)	FRANCE	80.88
8	(8)	JAPAN	79.28
9	(9)	SCOTLAND	79.23
10	(10)	ARGENTINA	78.31

QUESTIONS:

- 1 Where were South Africa ranked in world rugby in 2018 and where were they ranked in 2019? (2)**

In 2018 SA was ranked _____. In 2019 we were _____.

- 2 Who fell the most positions from 2018 to 2019? (1)**

- 3 Who went up the most positions from 2018 to 2019? (1)**

- 4 Which country made it into the Top 10 in 2019 and had not been in the Top 10 before? (1)**

- 5 What do you think is a reason that Fiji was no longer in the Top 10 in 2019? (2)**

Fiji was no longer in the Top 10 because _____

- 6 If you were the Springbok coach, what would be your ideas to keep the Springboks in first position? (2)**

I would _____

- 7 If you play for a national team, are you always playing for the country or can you play for your own personal success? (1)**

If you play for a national team, you _____

10 MARKS

TERM 2 TASK 5 RESPONDS TO TEXTS

QUESTION 3: SUMMARY

NAME: _____

Read the text *The Best in the World* again.

Complete the summary:

- 1** The Rugby World is held _____
- 2** The countries who have won the tournament are _____
- 3** When the Springboks won in 2019, _____
- 4** Siya Kolisi _____
- 5** Nelson Mandela said sport can _____

5 MARKS

TERM 2 TASK 5 RESPONDS TO TEXTS

QUESTION 4: LANGUAGE STRUCTURE AND CONVENTIONS

NAME: _____

Instructions:

- Read the story 'The Best in the World!' once again.
- Complete the following:

1 Find an example of the following parts of speech:

- a** a proper noun (paragraph 1) _____ (1)
- b** a pronoun (paragraph 3) _____ (1)
- c** an adjective (paragraph 2) _____ (1)
- d** an adverb (paragraph 1) _____ (1)
- e** a determiner (paragraph 4) _____ (1)

2 Rewrite this sentence – filling in all the punctuation marks. (5)

When Kolisis team brought the webb ellis Cup home, the whole of south Africa celebrated

3 Join the sentences using one of these connecting words: and / because / then / however (2)

- a** The Springboks started the tournament badly. They won it in the end!

_____.

- b** They made it to the final. They worked incredibly hard together as a team.

_____.

4 There are lots of ideas from sport that we can use in life as well. Match these idiomatic expressions with their meaning: The first has been done for you. (3)

to be on the ball	something started well and is going well
off to a flying start	someone who works well with others
level playing field	to know what is happening and to be focused
a team player	everyone has an equal chance

15 MARKS

TERM 2: TASK 5 RESPONDS TO TEXTS MEMORANDA

QUESTION 1: READING COMPREHENSION MEMORANDUM

- 1 The Rugby World Cup has been played nine times. (1)
- 2 South Africa and New Zealand have both won it three times each. (2)
- 3 The Springboks' victory made the country proud and happy. Winning the World Cup showed South Africans that our country is changing for the better. Many of the players overcame hard challenges to get there and this gave South Africans hope and joy. (any suitable answers) (3)
- 4 He grew up in Zwile township, outside Gqeberha (Port Elizabeth). (1)
- 5 He had a hard life. He was poor and life was tough. (2)
- 6 humble, brave, determined, hard-working (any suitable adjectives) (2)
- 7 We can learn we need to work together. We can learn that you need to work hard to achieve. We can learn you can overcome hardships. We can learn team members need to respect each other. (learners' own suitable responses) (2)
- 8 I agree with Mandela because sport can bring people together. Sport is powerful and we can learn from winners and losers. If your country or team wins, it does give you hope.

Or, I disagree with Mandela. Sport is fun to watch and play, but it doesn't really change anything. After you cheer together, life is still the same and all the challenges are still there. (learners' own responses with reasons) (3)
- 9 When my team wins, I feel so happy / thrilled / like celebrating and dancing and singing.

When my team loses, I feel sad and depressed. (Learners' own ideas and answers) (2)
- 10 I think it would feel _____

I think it would change my life by _____.
(learners' own responses) (2)

20 MARKS

QUESTION 2: VISUAL COMPREHENSION MEMORANDUM

- 1 In 2018, SA was ranked six and in 2019 we were number one. (2)
- 2 Wales fell from position seven to four. (1)
- 3 South Africa went up the most from number six to number one. (1)
- 4 Japan made it to the Top 10 in 2019. (1)
- 5 They didn't play well / they lost their good players / they lost their good coach / any suitable response. (2)
- 6 Try keep all the great players / keep the team strong and fit / make sure they train together / keep their attitude positive / any suitable answers. (2)
- 7 Learners' own ideas. (1)

10 MARKS

QUESTION 3: SUMMARY MEMORANDUM

- 1 **The Rugby World is held** every four years.
- 2 **The countries who have won the tournament are** South Africa, New Zealand, Australia and England.
- 3 **When the Springboks won in 2019**, the whole of South Africa cheered and celebrated together.
- 4 **Siya Kolisi** was the first black Springbok captain.
- 5 **Nelson Mandela said sport can** change the world, unite people and bring hope.

5 MARKS

QUESTION 4: LANGUAGE STRUCTURES AND CONVENTION MEMORANDUM

- 1 **Find and copy the following words:**
 - a A proper noun (paragraph 1) South Africa / New Zealand / Australia / England / Rugby World Cup / William Webb Ellis (1)
 - b A pronoun (paragraph 3) we / our / their (1)
 - c An adjective (paragraph 2) whole / black / humble / true / poor / tough / hard / national / great (1)
 - d An adverb (paragraph 1) impressively (1)
 - e A determiner (paragraph 4) the (1)
- 2 **Rewrite this sentence – filling in all the punctuation marks.** (5)

When Kolisi's team brought the Webb Ellis Cup home, the whole of South Africa celebrated.
- 3 **Join the sentences using one of these connecting words: and / because / then / however** (2)
 - a The Springboks started the tournament badly, **however** they won it in the end!
 - b They made it to the final **because** they worked incredibly hard together as a team.
- 4 **There are lots of ideas from sport that we can use in life as well. Match these idiomatic expressions with their meaning: The first has been done for you.** (3)

to be on the ball	to know what is happening and to be focused
off to a flying start	something started well and is going well
level playing field	everyone has an equal chance
a team player	someone who works well with others

15 MARKS

Term 2 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: AWAY FROM HOME

- 1 Where did they go on a journey to?

They went on a journey to a new place.

- 2 How did the person in the story feel to be away from home?

The person felt down to be away from home.

- 3 What did the person in the story find from mum?

The person in the story found the food from mum.

GROUP GUIDED REDAINING TEXT: FACTS ABOUT JOHANNESBURG

- 1 Name two facts about Johannesburg from the text.

Two facts about Johannesburg are that Joburg has so many trees that it is called a man-made forest and that it is Africa's largest city. (or any 2 facts)

- 2 Which is the tallest building in Johannesburg?

The tallest building in Johannesburg is The Leonardo.

- 3 'Although she loved her home in the Free State, she also loved the excitement and bright lights of Johannesburg.' What can you infer about Lefa's hometown based on her comment about Johannesburg?

I can infer that Lefa's hometown is a small town, quiet town.

- 4 Why do you think Johannesburg is called 'The City of Gold'?

I think it is called 'The City of Gold' because it is where gold was discovered and mined.

- 5 Adjectives describe nouns. Find four adjectives in the above text.

Four adjectives from the text are: busy, beautiful, interesting, bright etc.

- 6 Rewrite the sentences below using the correct form of the adjective that is in brackets:

a Lefa has an older sister, but she is the tallest of the two.

b Cape Town is the most beautiful city in South Africa.

c Port Elizabeth has better beaches than Durban.

FICTION TEXT: A TRIP TO AMERICA

- 1 Where do the Mahleki family live? How do you know this?

The Mahleki family live in Nelspruit I know this because they flew from Nelspruit, their hometown, to Johannesburg.

- 2 Would you like to visit Disney World? Give a reason for your answer.

I would like to visit Disney World because...

OR

I would not like to visit Disney World because... (See learners' answers)

- 3** Choose one of the following connectors to join the sentences below: *but / and / because*. You may only use each connector once.

- a** *The Mahleki family had the greatest holiday because they all love theme park rides.*
- b** *Lindiwe ate her meals on the aeroplane and she could watch her own tv.*
- c** *The family had a wonderful time, but they had to go home to get back to school and work.*

NON-FICTION TEXT: GETTING TO KNOW KENYA

- 1** Where is Kenya located?

Kenya is located in East Africa.

- 2** What can you infer about a country where schooling is free?

I can infer that the government look after the people in Kenya (or own answer).

- 3** Which fact in the above text about Kenya did you find the most interesting, and why?

The fact about Kenya that I find the most interesting is... because... (See learners' answers)

- 4** The word 'game' has two meanings. Write two different sentences to show that you understand the two different meanings.

Game: I like to play a game with my friend.

Game: We went on a game drive to see all the different animals.

VISUAL TEXT: MOST VISITED CITIES IN THE WORLD

- 1** Which city had the most visitors in 2018?

Bangkok had the most visitors in 2018.

- 2** How many visitors did New York have in 2018?

New York had 13.1 million visitors in 2018.

- 3** Which city had more visitors in 2018 Tokyo or Paris?

Paris had more visitors in 2018.

- 4** When a word ends in **-y**, it can be difficult to form the plural of that word.

The rule is:

If the letter before the **-y** is a vowel, just add 's'. Example: *day-days*

If the letter before the **-y** is a consonant, change the -y to -ies. Example: *baby-babies*

Thinking about this rule, write the plural form of the nouns below:

- a** *story – stories*
- b** *boy – boys*
- c** *city – cities*
- d** *holiday - holidays*
- e** *factory – factories*
- f** *party – parties*

g monkey – monkeys

h family – families

SUMMARY: A TRIP TO AMERICA

- 1** *The Mahleki family visited Disney World in Florida*
- 2** *They flew from Nelspruit to Johannesburg to Atlanta to Florida.*
- 3** *On the aeroplane to Atlanta they had their own TV screens and ate breakfast and dinner.*
- 4** *In Florida they went to Disney World.*
- 5** *They went on the most exciting rides.*
- 6** *10-year-old Lindiwe liked flying in an aeroplane.*

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: THE BIRD'S MUSIC

- 1 Where did the bird sit?

The bird sat on my shirt.

- 2 What did the bird make?

The bird made music all day.

- 3 What did the bird help the person trust?

The bird helped the person trust that there will be a healthy time after the challenges.

GROUP GUIDED REDAIING TEXT: MIRIAM MAKEBA – A SOUTH AFRICAN STAR

- 1 What happened when Miriam Makeba was 18 days old?

When Miriam Makeba was 18 days old her mother was arrested and taken to prison.

- 2 Who was Miriam supposed to sing her first solo for? Did she sing for them?

Miriam was supposed to sing her first solo for the King and Queen of England. She did not sing for them.

- 3 Where did Miriam Makeba move to in 1950?

In 1950, Miriam Makeba moved to Sophiatown.

- 4 Who is your favourite South African musician/band? Why do you like their music?

My favourite South African musician/band is ... I like their music because... (See learners' answers).

- 5 Punctuate the 3 sentences below correctly.

Miriam Makeba was born near Johannesburg. She later lived near Sophiatown and then in New York. She was famous for her African jazz music.

- 6 Adverbs tell us more about the verb. Rewrite the sentences below with the correct form of the adverb in brackets:

a *Miriam's mother brewed beer illegally.*

b *She began singing professionally in the 1950s.*

FICTION TEXT: TSEKO'S DREAM

- 1 What was Tseko's dream?

Tseko's dream was to learn to play the guitar and win South African Idols.

- 2 Who made Tseko doubt himself?

His classmates made Tseko doubt himself.

- 3 Even though Tseko didn't win the church talent show, he was still very proud of himself. Why do you think this is so?

I think he was proud of himself because he did very well in the competition even though he was nervous. (or own answer)

- 4 An idiom is an expression/saying where the words don't mean exactly what they say. There is an extra, hidden meaning. Choose the correct meaning below for the idiom 'to sing your heart out':

To sing loudly and with great passion

NON-FICTION TEXT: INTERESTING FACTS ABOUT MUSIC

- 1 What chemical does your brain release when you listen to music that you like?

The chemical that your brain releases is called Dopamine.

- 2 What is a premature baby?

A premature baby is a baby that is born too early.

- 3 Change the sentences below into the present progressive tense:

- a *She is listening to music while she exercises.*
- b *My plants are growing faster because I play music to them.*

- 4 Look at the following words: *premature, prefix, predict, prejudice, prevent, precaution.*

What do you think the prefix *pre-* means?

I think pre- means before.

VISUAL TEXT: MUSIC FESTIVAL

- 1 What date is the music festival and why is this date special?

The music festival is on the 21st of March. This date is special because it's Human Rights Day.

- 2 How much are the tickets for the festival?

The tickets cost nothing; it is free.

- 3 Where is this festival taking place?

The festival is taking place in People's Park in Pretoria.

- 4 What is the noun form of the verb 'celebrate'? Use the noun form in a sentence.

The noun form of the verb 'celebrate' is celebration.

My sentence using this noun is: We were at the Human Rights Day celebration.

SUMMARY: INTERESTING FACTS ABOUT MUSIC

- 1 *When you listen to music you like, your brain releases Dopamine.*
- 2 *Dopamine is a chemical that makes you feel happy.*
- 3 *When premature babies listen to music it helps them feel happier and healthier.*
- 4 *Listening to music can decrease depression.*
- 5 *Music can help you to get a good workout!*
- 6 *Favourite songs remind us of something good in our life.*
- 7 *Plants grow faster when music is playing.*

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: HULISANI'S CHALLENGE

- 1 What is Hulisani's big challenge?

Hulisani's big challenge is that she cannot swim in water.

- 2 Where does Hulisani live now?

Now, Hulisani lives in a rural place next to the ocean.

- 3 What are three things that Hulisani cannot do now that she lives in this new place?

Hulisani cannot go in the car and she cannot dance to music.

GROUP GUIDED READING TEXT: OUR SUBSISTENCE FARM

- 1 How were Kamo and Buhle's lives very different?

Kamo and Buhle's lives were very different because Kamo lived in a small village and Buhle lived in a bustling town.

- 2 How did Buhle's family get food?

Buhle's family got food at the grocery store.

- 3 How did Kamo's family get food?

Kamo's family got food from their farm.

- 4 Which type of life do you think you would prefer, urban or rural? Give a reason for your answer.

I think I would prefer... because... (See learners' answers)

- 5 Choose the best connectors that show purpose, to complete the sentences below: *in order to / so that*

a *Kamo milked the cows so that the family could have milk daily.*

b *Buhle and Kamo wrote regularly in order to stay in touch with one another.*

- 6 Change the sentences below into the negative form:

a *Kamo didn't go to the city.*

b *Buhle hadn't milked the cows.*

FICTION TEXT: GETTING TO SCHOOL

- 1 What time did Babalwa and her mother wake up in the morning?

Babalwa and her mother woke up at 5am.

- 2 Why did Babalwa live so far away from her school?

Babalwa lived such a long way from her school because her family could not afford to live in the neighbourhood where her school was.

- 3 What did Babalwa see on the way to school? List three things.

On the way to school Babalwa saw people in their cars, traffic lights that did not work and car accidents.

- 4 Join the sentences below using suitable connectors:

- a The people in the cars were anxious because they were going to be late for work.
- b Babalwa's mother was not wealthy but she sent Babalwa to a good school.
- c Babalwa's mother worked very hard so that she could send Babalwa to a good school.

NON-FICTION TEXT: TOKYO

- 1 What is the capital city of Japan?

The capital city of Japan is Tokyo.

- 2 What can you buy from vending machines in Tokyo?

You can buy clothes and hamburgers.

- 3 Tokyo is described as one of the 'biggest, busiest, most bustling' cities in the world. Write down three adjectives that describe where you live.

Three adjectives that describe where I live are: ... and... and... (See learners' answers).

- 4 There are many Japanese words that we use in English. Match the meanings to the Japanese words below:

- a sushi - rice combined with seaweed, raw fish and/or vegetables
- b tsunami - extremely large, destructive wave caused by an earthquake
- c emoji - pictures/graphics used for electronic or phone messages
- d karate - a fighting style that uses hands and feet

VISUAL TEXT: VISIT TOKYO

- 1 From this poster, what are four tourist experiences that Tokyo says it has?

The four tourist experiences Tokyo says it has are shopping, scenery, food and friendly people.

- 2 Which tourist experience would make you want to visit Tokyo?

The tourist experience that would make me want to visit Tokyo is the... (See learners' answers).

- 3 Punctuate the sentence below to show direct speech:

'I'd love to travel to new places and experience unusual food and new traditions,' she told her friend.

SUMMARY: TOKYO

- 1 One of the biggest cities in the world is Tokyo, in Japan.
- 2 35 million live in the city suburbs of Tokyo.
- 3 People visit Tokyo to see fashion and to eat sushi.
- 4 One of the tallest buildings in the world is the Tokyo Skytree in Tokyo. It is 640 metres high.
- 5 On the streets there are many vending machines.
- 6 You can buy nearly everything from these vending machines.
- 7 Tokyo is safe for tourists.

WEEKS 7 & 8 MEMORANDUM

DECODABLE TEXT: LISA'S RESEARCH ABOUT STARS

- 1 What is Lisa curious about?

Lisa is curious about the stars.

- 2 Where does Lisa find out more information about stars?

Lisa finds out more information about stars in books and on the internet.

- 3 Name two things that Lisa wants to find out about stars.

Lisa wants to know how stars stay in the night sky and how far they are from Earth.

GROUP GUIDED READING TEXT: LOSING WEIGHT

- 1 What did Mpho and Puleng decide to do together?

They decided they wanted to lose weight and become fit and healthy.

- 2 What did each girl try for a week?

For one week, Mpho tried gave up on all sugar and bread and Puleng tried to exercise every day.

- 3 Do you think it was a good plan to do some research into which method would be best? Give a reason for your answer.

I think it was/was not a good plan because... (See learners' answers)

- 4 What would you do to get fit and healthy? Explain your answer.

I would ... to get fit and healthy ((See learners' answers)

- 5 Put the adverbs below in order of degree, from most to least:

Slightly, quite, hardly, very, extremely

- 6 Complete the sentences below using the correct adverb of degree from the following options (you may only use each one once): *very, quite, extremely, hardly, slightly*

a *Eating healthy food is extremely important in losing weight.*

b *Exercising regularly is very important in keeping fit.*

c *Taking vitamins is quite important for being healthy.*

d *Cutting your hair is hardly important for losing weight.*

FICTION TEXT: A CLASS RESEARCH PROJECT

- 1 What was the research project that the Grade 6 class had to do?

The Grade 6 class had to find out about their family, where they were from, their languages and traditions.

- 2 What do you think would have happened if Asa's mother had not read the letter from the teacher?

If Asa's mother had not read the letter, I think... (See learners' answers)

- 3 What is the last research project you had to do for school?

The last research project I had to do for school was... (See learners' answers)

- 4 Rewrite the sentences below. Then, underline the verb in each sentence. Next, circle the adverb in each sentence.
- a *I absolutely (adverb) loved (verb) this project.*
 - b *I listened (verb) carefully (adverb) to every word.*
 - c *She accurately (adverb) copied (verb) her granny's letter onto her project.*
- 5 What kind of adverbs are used in the sentences above?
- Adverbs of manner*

NON-FICTION TEXT: RESEARCHING ONLINE

- 1 Why was the internet first built?
- The original purpose of the Internet was for research computers to talk to each other.*
- 2 List 4 things that you can use the Internet for.
- Communication, shopping, research and social media.*
- 3 'The Internet is vast, and you can get 'lost'...'. Can a person really get 'lost' on the Internet? Explain what this means.
- 'Getting lost on the Internet' means getting distracted and ending up on sites that are not relevant to your work or purpose.*
- 4 An abbreviation is the shortened form of a longer word. 'The net' is an abbreviation for the word Internet. Write abbreviations for the words below:
- a *January – Jan*
 - b *Refrigerator – Fridge*
 - c *Telephone – Phone*
 - d *electronic mail – e-mail*

VISUAL TEXT: HOW MUCH DO CHILDREN USE THE INTERNET EVERYDAY

- 1 How many children use the internet for up to one hour a day?
- 47 children use the internet for up to one hour a day.*
- 2 What percentage of the surveyed children do not use the internet?
- The percentage of surveyed children who do not use the internet is 12%.*
- 3 Do you have access to the internet and if so, how do you access it (phone, laptop, computer, tablet)?
- I do/do not have access to the internet. I access it on... (See learners' answers)*
- 4 Write the contractions for the words below:
- a *will not – won't*
 - b *I will – I'll*
 - c *shall not – shan't*
 - d *he is – he's*
 - e *I have – I've*
 - f *let us – let's*

SUMMARY: LOSING WEIGHT

- 1** *Mpho and Puleng decided that they wanted to lose weight and become fit and healthy.*
- 2** *Mpho stopped eating sugar and bread.*
- 3** *Puleng started exercising every day.*
- 4** *After a week they weighed themselves.*
- 5** *Their research showed that the best way to lose weight is to change your diet.*

