

Note to parents

How do I help my child learn?

You can help your child to enjoy learning by understanding how your child learns best. Different children have different learning styles, even if they come from the same family or background. Children may use different learning styles depending on what they are learning and the environment in which they learn. Learning styles may also change as the child ages. Different learning styles use different parts of the brain. The more brain we use, the better we learn!

Visual learning

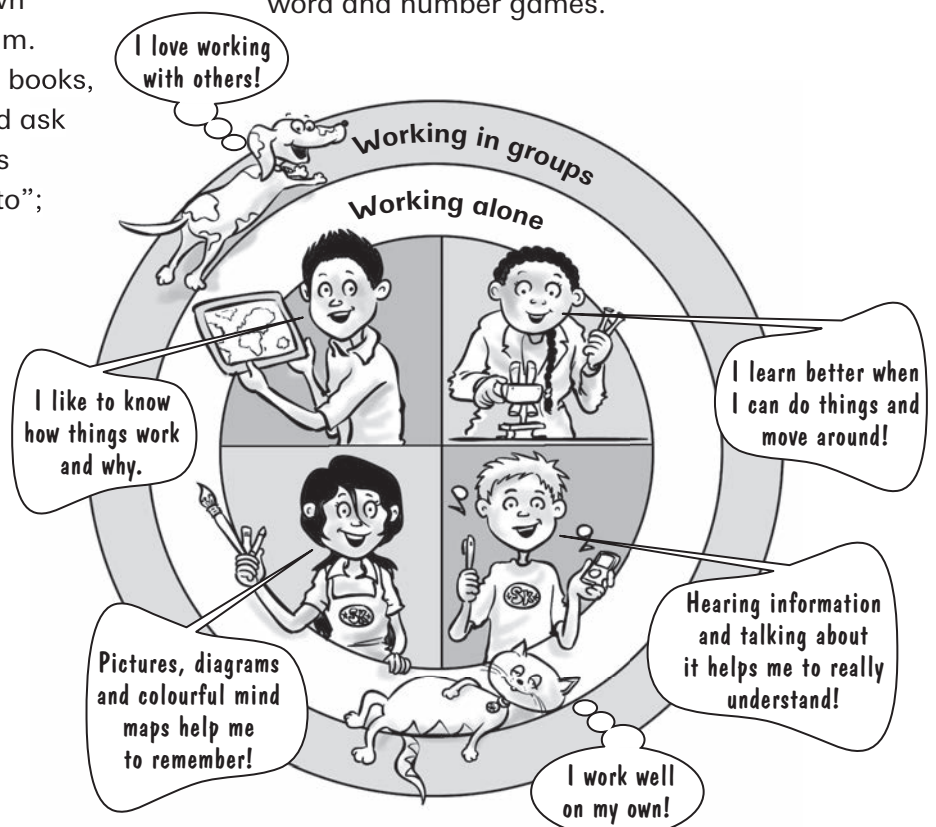
- Let your child focus on the pictures and drawings on the page and ask comprehension questions: what, who, where, when, how and why. (Visual comprehension is an important aspect of learning and assessment.) Encourage your child to visualise written information and draw what she sees.
- Encourage her to use mind maps with different colours and even pictures to remember information.
- Let her play with board games and jigsaw and picture puzzles to develop spatial skills. Let her watch educational DVDs and use interactive digital books.

Auditory learning

- Read aloud together.
- Encourage your child to write down or summarise what you read to him.
- Let him listen to a variety of audio books, music and news programmes, and ask comprehension questions, such as “Describe what you are listening to”; “Who is speaking? How do they feel and how do you know this?” “Where do you think this is set?”, etc.
- Record your child reading study notes and then let him play it back.
- Play word games such as *I spy* and do a variety of word puzzles to develop word association skills and vocabulary. Spelling puzzle answers out loud also reinforces visualisation of words and improves spelling.

Logical learning

- Draw your child’s attention to how different elements of a text are related to each other.
- Expose your child to more non-fiction texts in books, in newspapers and even on the Internet.
- Ask questions about sequences where your child gives a step-by-step account of events in stories or factual articles, of what they did that day, or how to make or do something. This develops the child’s ability to think logically and to use logical connectors such as *first, then, before*, and so on.
- Do projects that have a practical purpose and explain the purpose of activities to your child if she does not understand them.
- Let her use interactive digital books and play educational computer games, including Scrabble, Soduko, crossword puzzles and other word and number games.



Kinaesthetic learning

- Use objects and gestures to show how things work.
- Encourage your child to act out his understanding of ideas through role-play and mime.
- Visit a variety of places where your child can touch and interact with animals, objects and people.
- Let him carry out experiments or build objects related to the themes he is learning about.
- Allow your child to move his body and small objects when he is concentrating.
- Play sports and games together.

Alone or in a group?

Some children prefer to work alone and others prefer to work in groups. It is important that your child learns to do both. Encourage your child to invite one or two classmates over to work on projects, study or explore new ways of working together over weekends. Arrange excursions to museums, galleries and natural sites so that your child can explore with a friend.

How can I make learning English fun?

- Read aloud with your child every day. Paired reading encourages closeness as you sit together reading from the same book.
- Let your child see you reading for your work (e.g. instructions, recipes, emails), for pleasure and for study purposes.
- Find out what your child is interested in and help her find books in line with her interests to read for fun.
- Talk about what your child is reading – who are the main characters in the story, what happened to them, why, was this good or bad?
- Cook or make things together – read recipes and labels together, or compile a family cook or craft book.
- Explore books together – ask questions about the book, point out new words and ideas, discuss pictures and characters. Ask your child how she feels about the characters or events and relate these to your family's life.
- Tell stories together. Talk together about your family history, and discuss your memories of your trips together.

- Write and draw with your child. Let her draw pictures, compile a photo album or slide show, or write down those experiences she really enjoyed or that make her happy.
- Keep a diary: Encourage her to also write about those things that make her scared or sad in a diary.
- Visit the library often, join family book clubs, choose favourite authors and join your child in looking for interesting books.

How can I help my child with homework?

- Your child should spend at least 20 minutes on homework every day.
- Talk with your child's teacher. Know the purpose of the homework, and the class rules.
- Show enthusiasm for school and homework.
- Set aside time each day for homework. Don't leave it for just before bedtime, when it's stressful.
- Work on big projects over the weekends, especially if they involve getting together with classmates.
- Break assignments into smaller, more manageable bits.
- Provide a quiet study area with paper, markers, a ruler, pencils and a dictionary.
- Never do your child's homework! Check with your child's teacher about correcting homework.
- Practise spelling difficult words with your child every day.

How and when should my child do these tests?

- There should be a quiet and well-lit area with a desk and chair where the child can work. Make sure that there is a ruler, pencils, a sharpener, eraser and blue, red and black pens.
- Set aside time when your child will be able to do the test without being interrupted. Choose a time when your child is well-rested, such as a weekend morning.
- Set aside about 1 hour 45 minutes:
Comprehension and language – 1 hour
Break – 15 minutes
Writing – 30 minutes

TEST 1

Date:

Time:

Comprehension total: 15	Language total: $30 \div 2 = 15$	Writing total: 15
My total:	My total: $\div 2 =$	My total:



Read the comprehension carefully and answer the questions that follow.

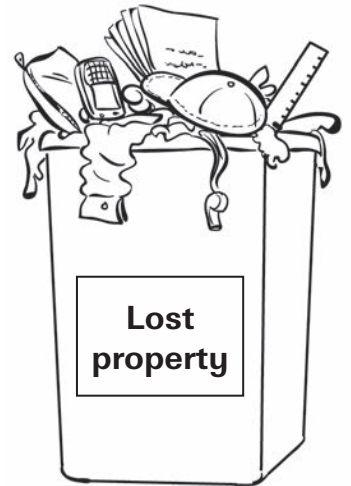
Pause for effect

Lindiwe is a member of the Hillview Primary School's Learner Representative Council (LRC). The principal has asked her to speak to the pupils about the thorny issue of lost property. Here is an extract from her written speech:

1. It is quite disturbing to see the amount of lost property lying around the school each day. [*Pause for effect*]
From ties, to lunch boxes and even to underwear [*Pause for effect and make eye contact*], it seems as if Hillview Primary and their families have lots of money to burn.
2. Did you know that poor [*Stress for effect*] Mrs Pillay, our hard-working secretary, collects your lost property at the end of each day? Did you know that she puts them in the lost property bin in front of the reception area? Once she has collected all the bits and pieces lying around, she draws up a lost property list. I think she deserves a medal. I'd be soooo [*Stress for effect*] annoyed if I was her.
3. Each week the list is placed on the school notice board and you would think that this would be the first place you would check if you are missing something. But NO! [*Stress for effect*] There are some children in the school who seem to prefer their stuff to remain lost, rather than to pay the R5 fine. This makes no sense at all.



4. What's wrong with this picture then? The answer: Everything! [*Stress for effect*]
5. So what can we do about this? One of the many things our teachers try to teach us is the lesson of responsibility. We should stop relying on adults to continually pick up after us. Let's become more organised and more aware of our school things. Let's make sure that they are properly marked. Let's make sure that they are properly stored in our bags before we run off to play. If we do these small things for ourselves, Hillview Primary can proudly say that it produces responsible and organised young people. Thank you. [*Smile and wait for applause*]



Comprehension

1. Why has the principal of Hillview Primary asked Lindiwe to speak to the pupils in the assembly? (1)

2. What happens to the lost property at the end of the school day? (1)

3. According to Lindiwe, why should their secretary be given a medal? (1)

4. If Lindiwe had been the secretary, how would she have handled the problem? What makes you say this? (2)

5. What is the purpose of the words in square brackets? (1)

6. **If you were a pupil at Hillview and had lost your lunch box, explain how you would go about getting it back.** (2)

7. **Complete the sentence below by ticking the correct box.** (1)

Lindiwe's speech can be described as:

- critical and negative.
- encouraging and positive.
- humorous and pointless.
- dramatic and over-the-top.

8. **According to Lindiwe, why should learners look after their own possessions?** (1)

9. **Why is lost property such a big problem at Hillview?** (1)

10. **According to Lindiwe, how can the learners at Hillview solve the problem of lost property?** (2)

11. **How persuasive would you say Lindiwe is? Explain your thinking.** (2)

Language

12. What figure of speech is used in the words *a thorny issue*? (1)

13. What does the expression *lots of money to burn* (paragraph 1) mean, as used in the text? (1)

14. Lindiwe has made two spelling errors in paragraph 3. Write down each misspelt word and its correct form. (2)

_____ - _____

_____ - _____

15. Add the correct prefix to the beginning of each word to form an antonym.

15.1 responsible _____ (1)

15.2 organise _____ (1)

15.3 possible _____ (1)

15.4 reliable _____ (1)

15.5 proper _____ (1)

16.1 The following words from the passage are homophones. Write down the corresponding homophone for each word below.

a. principal _____ (1)

b. their _____ (1)

c. lesson _____ (1)

16.2 Use each of the homophones in a sentence so that the meaning of each word is evident.

- a. _____
_____ (1)
- b. _____
_____ (1)
- c. _____
_____ (1)

17. In paragraph 4 Lindiwe writes: *The answer: Everything!*

- 17.1 Circle the colon in the sentence above. (1)
- 17.2 Explain the function of the colon in the sentence. (1)

18. Correct these sentences by writing the correct form of the verb in brackets.

- 18.1 All the teachers thought that Lindiwe's speech (be) excellent. _____ (1)
- 18.2 Kurt was too embarrassed to admit that he (lose) his underwear. _____ (1)
- 18.3 He had (pay) R5 to Mrs Pillay to get his underwear back. _____ (1)
- 18.4 Kurt now (mark) his property before taking it to school. _____ (1)
- 18.5 Lindiwe hopes that her classmates (be) more responsible in future.
_____ (1)

19. Change the verbs in bold in the simple present tense to the simple past tense.

- 19.1 Lindiwe **speaks** the truth. _____ (1)
- 19.2 Hillview's teachers **teach** them about responsibility. _____ (1)
- 19.3 The pupils **hear** the message clearly. _____ (1)

19.4 Everybody **thinks** that Lindiwe's speech was quite positive. _____ (1)

19.5 She **dreams** of becoming a public speaker. _____ (1)

20. Choose the correct word from the ones in brackets to correct the concord of each sentence. Circle your choice.

20.1 A bag of school shoes (was / were) dropped off at the secretary's office. (1)

20.2 The pupils at Hillview Primary (think / thinks) that a R5 fine is too much to pay. (1)

20.3 Responsible parents (teach / teaches) their children to be responsible. (1)

Writing

21. Decide on an issue which you would like to bring to the school's attention.

Choose one of the following topics:

1. The value of good sportsmanship
2. Littering on the school's campus
3. The importance of outreach
4. Good behaviour earns respect
5. Studying for success. (15)



- ★ Use the space below to brainstorm your ideas using a mind map.
- ★ Be persuasive. Be passionate. After all, you need to convince the learners about the correctness of your argument.
- ★ Your written speech must be between 80 and 100 words long.
- ★ Include comments in your text that will help you with how you wish to speak.
- ★ Include body language cues, when to pause and when to make eye contact.
- ★ Practise delivering the speech in front of your parents. Ask them for feedback.



Blank lined area for writing.

Answers

Test 1

Comprehension					
Question level	Skill level	Question numbers	Similar questions in other tests		
			Test 2	Test 3	Test 4
Literal	Learner is able to find answers in the text	2	1; 3; 4; 5	1; 2; 5; 6; 8	1; 2; 4
Reorganisation	Learner is able to manipulate information found in the text	1; 5; 8	2; 6; 9	9	7
Inference	Learner is able to understand the text and reason on information	3; 6; 9; 10	8; 10; 13; 14	3; 4; 7; 12	3; 5; 6
Evaluation	Learner is able to make judgements based on evidence from the text	4; 7	7; 11; 15	10; 11; 14.1	8
Appreciation	Learner is able to respond intellectually and emotionally to the values implied in the text	11	12	13; 14.2	9
Language					
Question level	Skill focus	Question numbers	Similar questions in other tests		
			Test 2	Test 3	Test 4
Spelling and vocabulary	Spelling	14	17.1; 17.3; 20.4	16; 17.1; 17.2; 17.5; 18; 20	10.2; 11.1
Punctuation	Colons	17	17.2	17.3–17.4	10.1
Grammar	Figures of speech	12	16.1–16.4; 16.6; 19; 20.2–20.3	15; 19; 21.1	10.3; 11.2–11.3
	Prefixes and antonyms Homophones	15 16.1			
Writing sentences	Idiomatic expressions	13	16.5; 16.7; 20.1; 20.5; 17.4; 18; 21	21.2; 22	10.4; 10.5; 10.6; 11.4; 11.5
	Meaning in context	16.2			
	Verb forms in context Tenses	18; 20 19			

Comprehension

- He wants her to convince the pupils that the problem of lost property needs to stop. (1)
- Mrs Pillay collects the lost property and puts the items in a special bin. (1)
- Not only does she give up her time to collect the items, but she also sorts through them so that she can draw up a lost property list for the pupils. (1)
- Lindiwe would be less tolerant than Mrs Pillay. She would certainly not pick up the lost property. Her annoyed tone of voice reflects this. (2)
- These words were added by Lindiwe as presentation cues. They remind her of how she should emphasise certain actions and words for effect. (1)
- Example:* I would go to the secretary's office and check the lost property list. If my lost item was on the list, I would pay Mrs Pillay R5 to get it back. (2)
- encouraging and positive (1)
- They should do this because it is the responsible thing to do. It is irresponsible and disrespectful to expect others to pick up their things after them. (1)
- The pupils don't seem to have the right attitude. They are careless with their possessions because they expect others to pick up after them. (1)
- They can change their attitudes by learning to be more responsible. They can become more organised by labelling their possessions. (2)

11. She is quite persuasive because she uses effective persuasive techniques in her speech. She is able to appeal to the learners' sense of collective responsibility. OR: She is not persuasive at all. (Accept any reasonable motivation.) (2)

Language

12. It is a metaphor. (1)
 13. Lindiwe believes that parents are wasting their money. (1)
 14. weak – week; prefer – prefer (2)
 15.1 irresponsible (1)
 15.2 disorganise (1)
 15.3 impossible (1)
 15.4 unreliable (1)
 15.5 improper (1)
 16.1 a. principle: A rule or belief governing one's personal behaviour (1)
 b. there: An adverb of place that shows location (1)
 c. lessen: To reduce (1)
 16.2 a. *Example*: My principles guide the way in which I behave. (1)

- b. *Example*: We arrived there shortly after sunset. (1)
 c. *Example*: I need to lessen the amount of sweets that I eat. (1)
 17.1 The answer is Everything! (1)
 17.2 The colon introduces the answer which is "Everything". (1)
 18.1 was (1)
 18.2 lost (1)
 18.3 paid (1)
 18.4 marks (1)
 18.5 will be (1)
 19.1 spoke (1)
 19.2 taught (1)
 19.3 heard (1)
 19.4 thought (1)
 19.5 dreamt (1)
 20.1 was (1)
 20.2 think (1)
 20.3 teach (1)

Writing

21. You can use the following rubric to assess your child's speech.

Un/Prepared speaking 15 marks	5	4	3	2	1
Topic and structure: development of ideas	<ul style="list-style-type: none"> • Topic relevant, interesting and original • Insightful interpretation • Effective introduction and conclusion • Progressive development of ideas 	<ul style="list-style-type: none"> • Suitable, relevant and interesting topic • Well researched and presented • Coherent; good introduction and conclusion • Logical flow of ideas 	<ul style="list-style-type: none"> • Topic relevant but lacks new information or interpretation • Functional introduction and conclusion • Sequence of ideas can be followed 	<ul style="list-style-type: none"> • Topic meets requirements; inadequate research • Poor introduction and conclusion • Ideas sometimes do not follow logically 	<ul style="list-style-type: none"> • Topic not suitable; poorly researched • Speaker lacks insight • No introduction or conclusion • Ideas muddled
Language level: age-appropriateness; difficulty	<ul style="list-style-type: none"> • Excellent command of language • Uses new and varied words to express thoughts and feelings • Strong persuasive tone 	<ul style="list-style-type: none"> • Impressive command of language • Able to convey thoughts and feelings accurately • Maintains audience interest 	<ul style="list-style-type: none"> • Capable of expressing self clearly • Appropriate register and vocabulary • Good introduction but interest wanes 	<ul style="list-style-type: none"> • Able to convey idea • Basic vocabulary • Few lapses in register • Does not command interest 	<ul style="list-style-type: none"> • Has difficulty in expressing self clearly • Inappropriate register; limited vocabulary • Does not command interest
Audience contact	<ul style="list-style-type: none"> • Cues reveal good insight into how to use body language, eye contact and voice effectively 	<ul style="list-style-type: none"> • Cues reveal some insight into how to use body language, eye contact and voice effectively 	<ul style="list-style-type: none"> • Cues not placed strategically or do not convey effective use of body language, eye contact and voice 	<ul style="list-style-type: none"> • Few cues; not strategically placed/ineffective use of body language, eye contact and voice 	<ul style="list-style-type: none"> • Few cues randomly placed; understanding of body language, eye contact and voice not clear