

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

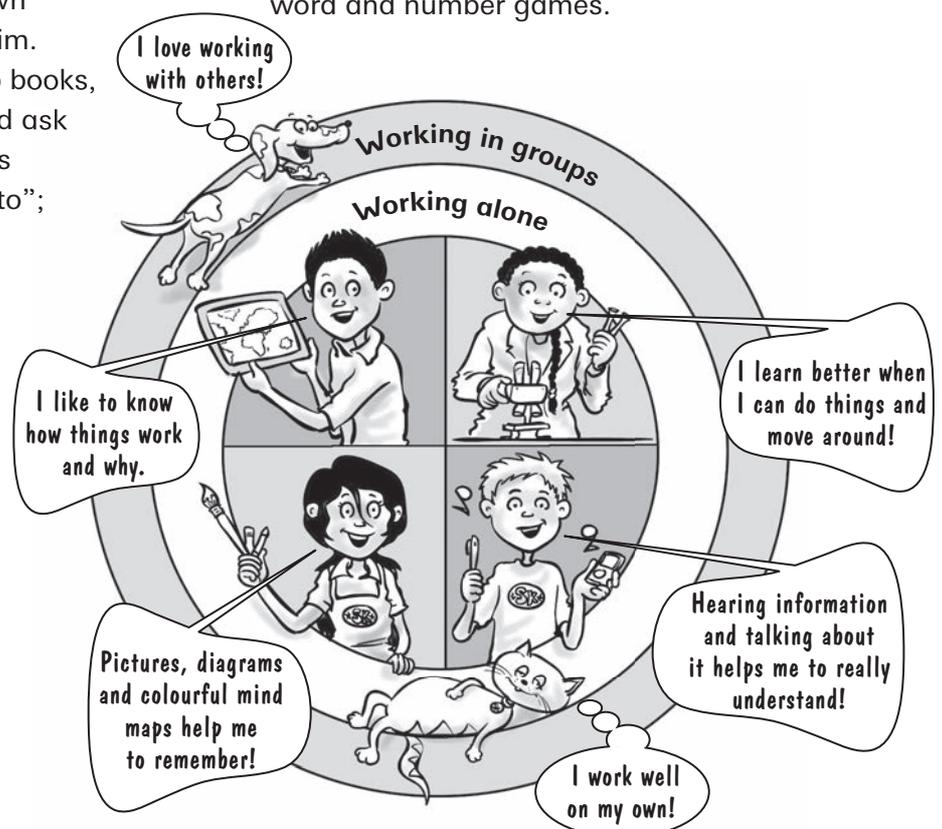
- Let your child focus on the pictures and drawings on the page and ask comprehension questions: what, who, where, when, how and why. (Visual comprehension is an important aspect of learning and assessment.) Encourage your child to visualise written information and draw what she sees.
- Encourage her 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:

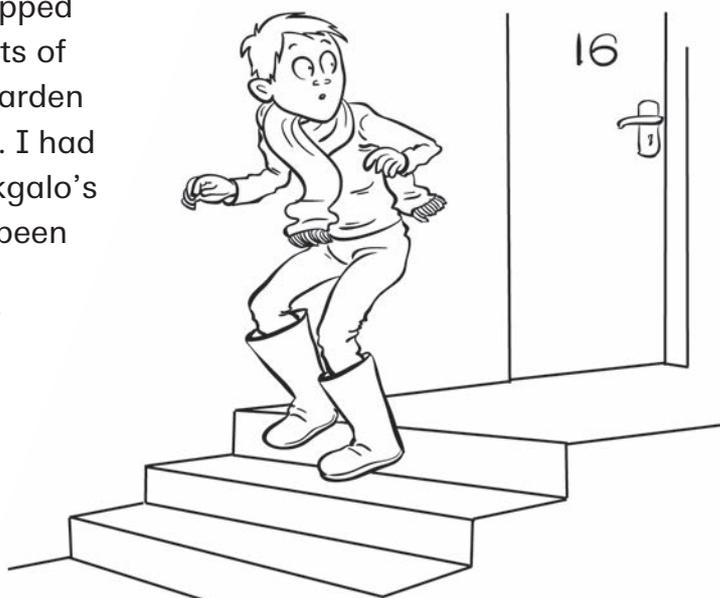


Read the comprehension carefully and answer the questions that follow.

Buffaloes

¹ First light. It was time. Tip-toeing to the door, I kept my boots off until I was at the threshold. I reached for my scarf that was hanging on the coat rack and did a sort of dance to wrap the woolly scarf around my neck and pull on the thick, black gumboots without toppling over.

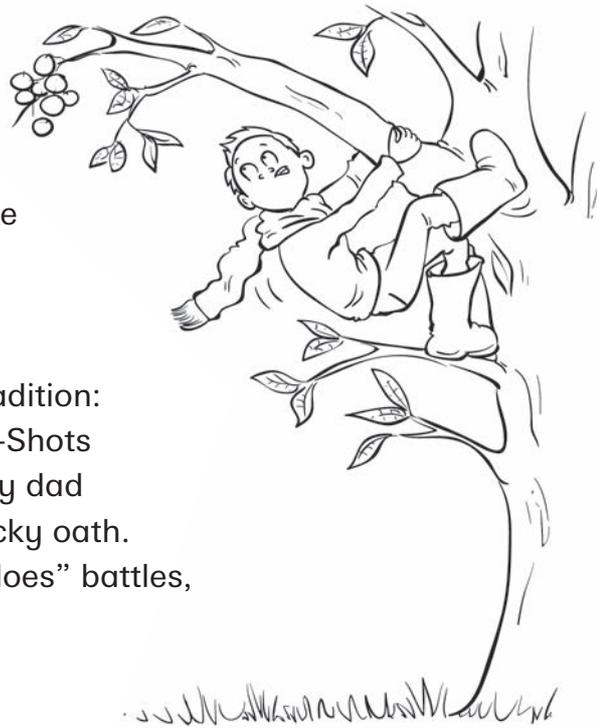
² I quietly opened the front door and slipped outside. I still had to navigate three flights of stairs in silence before I made it to the garden and the mighty Hairy Buffalo Thorn Tree. I had to pass Davey's door at number 16, Mokgalo's at 14 and Ryno's at 10. All of them had been eyeing the same prickly casing as I had been for the last four weeks. "Buffaloes" is serious stuff in our block and I had been the *veld* champion for two seasons running. The rules were simple – crack the hard, brown nut of your opponent in three or less tries. If neither nut cracked, you would resort to a shoot-out. I was the Big-Shot of "Buffaloes" and I did not fancy that changing this year.



³ I was safely past my rivals and into the open ground of the communal garden – a wild tumble of indigenous trees and shrubs. With dawn just breaking through the grey above, the tree and its offerings were truly a magnificent sight.

4 I began my ascent, wishing I had worn my *takkies*. Gumboots are not the best for climbing Hairy Buffalo trees but they did offer some protection from the caterpillar-like barbs that spiked from its branches.

5 And there it was. I inched slowly forward along the skinny branch towards my prize. Gripping the stem I said in true Buffaloes tradition: “Blinkblaar-wag-’n-bietjie”. All Buffaloes Big-Shots spoke to their prickly battalions this way. My dad told me that even Mr Bosman recited the lucky oath. And if it brought him good fortune in “Buffaloes” battles, who was I to tempt fate? So far, so good.



Comprehension

1. Circle the best option to complete the sentence below. (1)

The main character’s name is:

- 1.1 Davey
- 1.2 Mokgalo
- 1.3 Ryno
- 1.4 Buffalo
- 1.5 None of the above

2. Is the following statement true or false? (1)

The *Buffaloes Big-Shot* for the last two seasons climbed a tree. _____

3. What is the objective of the game “Buffaloes”? (2)

4. What was a *Buffaloes Big-Shot* expected to say to his prize? (1)

5. Complete the sentence below by writing one word for the underlined phrase. (1)

The story begins at first light and it therefore starts in the _____.

6. What are the *caterpillar-like barbs* actually referring to in paragraph 4? (2)

7. Why would gumboots be a good defence against them? (2)

8. In what season do you think this story takes place? Motivate your answer from the text. (3)

9. Why do you think the main character does not want to wake anyone as he goes outside? (2)

Language

10. Answer true or false to the following:

10.1 In the sentence *I inched slowly forward along the skinny branch towards my prize*, the words *I* and *my* are personal pronouns. _____ (1)

10.2 The word *slowly* is an adverb. _____ (1)

10.3 The word *skinny* is a noun that is being described by the adjective *branch*. _____ (1)

11. In the sentence *I began my ascent*:

11.1 Identify and write down the subject. _____ (1)

11.2 Identify and write down the object. _____ (1)

11.3 Identify and write down the verb. _____ (1)

12. Read the sentence below and answer the questions that follow.

With dawn just breaking through the grey above, the tree and its offerings were truly a magnificent sight.

12.1 Underline two examples of metaphor. (2)

12.2 Circle the three prepositions. (3)

12.3 Put a line through the articles. (3)

12.4 Rewrite the sentence in the simple present tense. (2)

12.5 Rewrite the sentence in the simple future tense. (2)

12.6 Write down an antonym for the word *magnificent*. _____ (1)

13. Rewrite the sentence with the correct punctuation. ($\frac{1}{2} \times 6$)

“even mr bosman spoke to his buffalo nut” said my dad

**14. Write down an English word for each of the Afrikaans words below.
Your English word should fit the context in which it is used.**

14.1 *veld* _____ (1)

14.2 *takkies* _____ (1)

15. Read through the score card and then answer the questions.

Contestant	Rounds	Shoot-out	Wins and losses
Mokgalo Coetzee	II II II III	1	3
Ryno Juba	III III	2	2
Nyati Biffles	II II II II	0	2
Jamie Africa	II II II II II III		4

15.1 How many contestants are listed on the score card? (1)

15.2 Alphabetise the contestants according to their surnames. (1)

15.3 Which contestant had the most rounds? (1)

15.4 What is confusing about the column entitled *Wins and losses*? (2)

15.5 What number should be written in the blank space under the column entitled *Shoot-out*? (1)

Writing

16. Complete the following writing assignments.

16.1 Invent five rules for the game of “Buffaloes” that would make it a fun, safe and challenging game to play. (5)

16.2 Write out the five-line certificate awarded to the Buffaloes Big-Shot
Champion of the season.

(5)

16.3 Write a five-line acceptance speech of the award of Best Buffaloes
Player of the season.

(5)

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	1, 2	1.1–1.3	1, 3.1	1, 2
Reorganisation	Learner is able to manipulate information found in the text	3, 4	1.4, 2, 4	2, 4, 5, 7	3, 4, 5, 6
Inference	Learner is able to understand the text and reason on information	5, 6, 7, 8	3, 5, 6	3.2, 6, 9	7, 8, 10
Evaluation	Learner is able to make judgements based on evidence from the text	9	7	8	9, 11
Language					
Question level	Skill level	Question numbers	Similar questions in other tests		
			Test 2	Test 3	Test 4
Spelling and vocabulary	Word meaning Spelling	12.6, 14 15.2	8	12.4	16, 14
Punctuation	Capital letters, commas and full stops	13	9	11.5, 13.1	15
Grammar	Parts of speech	10, 12.1–12.3	10, 11, 16	10, 11.4, 13.2–13.3, 13.5, 13.7	12, 13, 17, 19
Writing sentences	Parts of sentences	11	12, 13, 14, 15, 17, 18	11.1–11.3, 13.6, 13.4	18
	Tenses	12.4–12.5			
Understanding specialised texts	Tallying	15.1, 15.3–15.5		12.1–12.3, 12.5–12.6	

Comprehension

- 1.5 None of the above (1)
- True (1)
- The objective of a game of “Buffaloes” is to crack your opponent’s nut in three or less tries. (2)
- They would have said “Blinkblaar-wag-’n-bietjie”, as part of tradition. (1)
- morning (1)
- Example:* They are referring to the prickly thorns that are growing on the tree. (2)
- Gumboots are normally made out of thick rubber and someone wearing that kind of footwear would not feel the prickly thorns and would therefore be protected from them. (2)
- The story seems to be set in either winter or autumn, a season which has cooler temperatures. I would suggest this because the main character wore gumboots and a scarf and the sky was described as being grey. (3)
- There seems to have been a lot of interest shown by the children who live in the block towards the tree’s fruit. They all seem to be after the same bunch. The main character wants to be the first to get the prickly nut fruit and claim it for himself for the season’s games. (2)

Language

- 10.1 True (1)
- 10.2 True (1)
- 10.3 False (1)
- 11.1 I (1)
- 11.2 my ascent (1)
- 11.3 began (1)
- 12.1 to 12.3 *(With) dawn just breaking (through) the grey (above), the tree and its offerings were truly a magnificent sight.* (8)
- 12.4 The dawn just breaks through the grey above, the tree and its offerings are a truly magnificent sight. (2)
- 12.5 The dawn will break through the grey above, the tree and its offerings will be truly a magnificent sight. (2)
- 12.6 Accept any of the following: horrible, terrible, bad, poor, ugly (1)
13. “(E)ven (M)r (B)osman spoke to his (B)uffalo nut_o” said my dad_o ($\frac{1}{2} \times 6$)
- 14.1 *Example:* grassy area (1)
- 14.2 *Example:* lace-up shoes/trainers (1)
- 15.1 There are four contestants listed on the score card. (1)
- 15.2 Jamie Africa, Nyati Biffles, Mokgalo Coetzee, Ryno Juba (1)
- 15.3 The contestant with the most rounds is Jamie Africa. (1)
- 15.4 There is no way of knowing whether the figures recorded are showing the number of games won or the number of games lost. (2)
- 15.5 The number 1 should be written as the scores suggest that Jamie Africa only had one shoot-out. (1)

Writing

- 16.1 Accept any five relevant, on-topic, grammatically correct sentences. Award one mark for each sentence. Subtract up to two marks for spelling errors. (5)
- 16.2 and 16.3 Use this rubric to evaluate the written work for both topics. (10)

Criteria	Mark allocation
Five relevant, on-topic, grammatically correct sentences that make up a cohesive unit conveying creativity successfully without punctuation or spelling errors	4 to 5 marks
Five mostly, on-topic grammatically correct sentences that largely make up a cohesive unit that generally shows creativity, minimum spelling and punctuation errors	3 to 2 marks
Five sentences grammatically correct but with errors that impinge on understanding	0–1 mark