



Procedural text

CAPS: Grade 6, Term 3

Reading & viewing

Reads a recipe or other instructional text:

Orders jumbled instructions

Shows understanding of the text and how it functions

Recognises and explains the different structures, language texts and purposes

Note

All about procedural texts

For a procedure to be followed easily, instructions must be: clear, short, precise, factual, logical and easy to read.

Procedural texts use **imperatives**. **Imperatives** are bossy verbs that you use when you want to make a point forcibly.

E.g. **Take** the bin outside.

Procedural texts are also written in order to make sure that the end result is what it should be. They may use **time connectors** at the start of a sentence to show the order of instructions and phrases.

Time connectors are words such as **firstly, secondly, next, then, after that, finally**.

E.g. **First**, scoop two scoops of ice-cream into a bowl.

Next, squirt sauce of your choice on the top.

Activity 1

- 1 Place these instructions for playing 'Hide and seek' in the correct order.

HOW TO PLAY HIDE AND SEEK

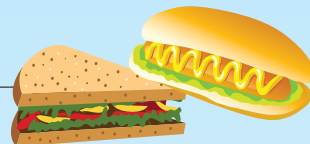


INSTRUCTION	ORDER
The game ends when all the hiding players have been found. The first hidden player to be found is the seeker for the next game.	
Then, the seeker counts to twenty while the other players hide.	
First, flip a coin to see who will be the 'seeker'.	

[illegible]

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Imagine you are the chef who invented 'The Super Sub'. Write a detailed recipe in the correct order to help Themba. Use the Method from (1) in Activity 2 to help you.



Play Simon Says with the class to get them used to using imperative verbs. E.g. Simon says put your hands on your head, touch the floor, bend your knees etc.

Select some learners to read their written work out loud. Ask class if they think that they would be able to follow the instructions.

