

PlusOne

English



Grade

4

PlusOne

English

Teacher's Guide



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Tel: +263 242 771 406 | +263 242 753 201

Mobile: +263 712 560 870 | +263 788 954 870

Email: sales@secondarybookpress.co.zw

Website: www.secondarybookpress.co.zw

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Editor-in-Chief: Munyaradzi Gunduza

Development Editor: Edwin Muzanenhamo

Design and text layout: Beverly Maraya

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Introduction

The PlusOne English Language Teacher's Guide is a detailed book that complements the teaching of English in Zimbabwean primary schools. This book offers valuable guidelines on how to deliver effective lessons using the HBC PlusOne English Language Grade 4 Learner's Book.

The subject, English Language, aims at producing a morally upright Zimbabwean, who is responsible and capable of maintaining a socially sound lifestyle. It seeks to explore social, cultural/religious, geographical and the technological space to develop the cognitive, affective and psychomotor domains of the learner since as a medium of instruction, the English Language assists in the teaching and learning of other learning areas across the curriculum. Broadly, the curriculum aims to produce learners who can:

- listen attentively for effective communication.
- speak fluently/sign proficiently for effective communication.
- read a variety of English texts for fluency and comprehension.
- write accurately in English.
- listen to/observe and understand texts or any form of communication in English.
- use writing conventions correctly.
- use the English Language for communication in different situations.
- express themselves in a correct and appropriate manner.
- utilise ICTs in aspects of listening, speaking, reading and writing.
- use non-verbal cues to express themselves.
- write a variety of creative texts.
- comment meaningfully on texts read to develop skills such as critical thinking, problem solving, team building and tolerance.
- use appropriate language in both written and spoken discourse in line with our cultural values.

Topics/Skills

The learning and teaching of the English Language will focus on the following skills:

- 1 Listening/Observing
- 2 Speaking/Signing
- 3 Reading/Signing
- 4 Writing/ Brailing

The objective of this Grade 4 Teacher's Guide is to make teaching and learning more interactive, practical and useful, and to bring out the ingenuity of teacher professionalism in the teacher to produce well-equipped learners for national development.

Philosophy of teaching English Language

English Language provides opportunity for teachers to adopt cross-cutting and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving conducive learning environment and developing learners into creative, honest and responsible citizens. The English Language classrooms should be learning-centred where the teacher, acting as a facilitator, introduces the topics for the day and assists learners to describe and analyse issues raised. In addition, the teacher helps learners to interact and share ideas among themselves based on their knowledge of Zimbabwe and the world. The class will be encouraged to explore topics through enquiry-based questions. The teacher should emphasise these important areas in day-to-day learning as they are aimed at promoting higher order thinking among learners.

Philosophy of learning English Language

Through the learning of English Language, learners will specifically acquire:

- 1 critical thinking and problem-solving skills to be able to compare, analyse, evaluate and apply geographical knowledge with little or no supervision.
- 2 creative thinking skills to be able to reconstruct important information confidently.
- 3 digital literacy skills to be able to use IT tools and resources efficiently for investigations and project works.
- 4 effective communication skills to be able to share information at various levels of interaction.
- 5 values to live as global citizens capable of learning about other peoples and cultures of the world.
- 6 leadership skills to be able to effectively build a team and also influence others to accomplish a common task.

Subject specific aims

The syllabus should enable learners to:

- develop the four basic skills namely: listening, speaking, reading and writing in the English Language with emphasis on visual, manual and tactile skills.
- express themselves freely in a variety of situations that involve the use of functional English.
- cultivate an appreciation of the use of English Language as a tool for cultural, political, religious, social and environmental development.
- prepare for present and future studies in the English Language and other learning areas.
- develop an appreciation of the English Language as a means of wider communication.
- promote a reading and creative writing culture using the English Language.
- promote the use of ICTs in the learning of the English Language.
- develop basic skills of analysing literary works.
- develop communicative competence in the English Language.

Instructional expectations

English Language provides opportunity for teachers to:

- adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and roleplay necessary for achieving learner-centered classrooms.
- nurture and develop learners into creative, honest and responsible citizens.
- adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of English Language learners.
- use multiple methods to systematically gather data about learners' understanding and ability to guide the teaching and learning of English Language.
- put necessary arrangements in place to provide feedback to both learners and parents.

Interpretation of key words in the syllabus

Topics are the broad areas/sections of English Language curriculum to be studied. Units are larger groups of related objectives from units may sometimes be closely related.

Content objectives indicate what all learners should know, understand and be able to do. Objectives are clear statements of specific things learners should know and be able to do within each unit.

Class management

Most teachers in Zimbabwe teach large classes. The teachers, based on their professional experience over the years, have developed skills in classroom methodology. Here are a few reminders about the whole class, group, pair and individual work that could be helpful with large classes.

Whole class teaching

Much of your teaching, especially when your class is large, will involve you standing at the front of the class explaining and listening to your learners. You can set out facts and concepts which everyone can understand. However, your class will vary in ability. More able learners should be given additional tasks to stretch their capabilities while those who find understanding more difficult should be given the time and attention they need.

When you introduce a topic make sure you use learners' existing knowledge and build upon it. The basic information for your lesson is in the text. If you are going to ask learners to read for themselves (at home or in class or to read out loud), work out during your lesson planning which words will be difficult for them to understand and explain these first. Make sure that all your learners have understood your explanation and give time to those having difficulty as well as talking and listening you will find other activities can be very valuable during whole-class teaching.

1 Group work

Class teaching is large group work but sometimes there are advantages in working in pairs or groups of four to six learners, some children make more progress when working in a group of the same ability.

On other occasions more able learners can help those who are not quite so quick at understanding.

Groups of friends and groups working on different topics are other possible divisions that you could make. For group work to be successful some thought must be given to the organisation of class furniture. In most of our classrooms we still see rows of desks with several children to each desk. The classrooms are also often crowded so that it is not easy to move the desks around. Whatever the situation some kind of group can be organised. At its most basic level the group will have to be learners at one desk. It might be possible for those at one desk to turn around to face those at the desk behind.

There are many advantages in allowing several children to consider a topic, work jointly and bring their findings back to the whole class: each group will think in a slightly different way and have different experiences to share.

Sometimes learners are better able to discuss sensitive areas in same-sex groups. Such work encourages co-operation and mutual support.

Individual groups can study a picture together or write a poem or discuss a topic like pollution in their community. You need to ensure that there is follow-up to group work so that work is not done in isolation but is instead considered by the class.

2 Pair work

Learners are often instructed to work in pairs – either with their desk mate or with a partner. This is an ideal opportunity for learners to assist each other, and for them to assess each other.

Working with a deskmate offers the least classroom disturbance. The learners are already seated side-by-side. They ask and answer questions during picture talk and they discuss the readings before they write comprehension answers individually.

Working with a partner that you have allocated to the learner means that you can pair a slower learner with a faster learner, so that they can help one another. You may also choose to pair learners of similar abilities together so that they can proceed more quickly with the work, while you assist the slower pairs.

3 Learner self-study

There will be times when you want the class to work as individuals to allow them to become familiar with material you have given them and to allow you to work with learners of different abilities.

It is worth bearing in mind that while there is a need for learners to learn how to read and study on their own; there are also dangers in this approach. It is essential that the material they read is understandable to them, and that your attention is still focused on the class to ensure that all learners are using the time to read and not misbehave. Use additional material at different levels to ensure that some learners do not finish more quickly than others.

Teaching tip

One of the most important skills in classroom management is the ability to ensure your learners are occupied for the whole lesson. If a group has finished its task and has nothing else to do it is likely to become disruptive. Break up your lesson and make sure it has several different parts:

- full class work,
- individual work,
- practical activities.

The curriculum emphasises the:

- creation of learning-centred classrooms using creative approaches to ensure learner empowerment and independent learning; positioning of inclusion and equity at the centre of quality teaching and learning; use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind.
- use of Information and Communications Technology (ICT) as a pedagogical tool.
- identification of subject specific instructional expectations needed for making learning in the subject relevant to learners.
- integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy and questioning techniques that promote deep learning.

Learning-centred pedagogy

The learner is at the centre of learning. At the heart of the national curriculum for change and sustainable development is the learning progression and improvement of learning outcomes for

Zimbabwe's young people. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort.

The curriculum encourages the creation of a learning centered classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas through the inspiration of the teacher.

The learners then become actively engaged in looking for answers, working in groups to solve problems. They also research information, analyse and evaluate information. The aim of the learning-centered classroom is to enable learners to take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher as a facilitator needs to create a learning environment that:

- makes learners feel safe and accepted.
- helps learners to interact with varied sources of information in a variety of ways.
- helps learners to identify a problem suitable for investigation through project work.
- connects the problem with the context of the learners' world so that it presents realistic opportunities for learning.
- organises the subject matter around the problem, not the subject.
- gives learners responsibility for defining their learning experience and planning to solve the problem.
- encourages learners to collaborate in learning.
- expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning-centered classroom. The content with reference to learner's activities in class and outside classroom focusses on learner-centred pedagogy, which emphasises active participation in class activities, making teaching and learning more practical and toward achieving positive learning outcomes that largely benefit the learner.

Pedagogical approaches

Effective teaching and learning in English Language depend upon the use of actively participatory methods including the following:

- Communicative Language Teaching (CLT)
- Demonstration
- Debate and discussion
- Individual and group presentations
- Drama
- Role play/ Imitation and simulation/Miming
- Poem recitation
- Educational tours/Excursions
- E-Learning
- Case study
- Animation
- Situational language teaching/learning
- Individual Learning Programmes (ILPs)

- Diorama
- Models/Resource persons

For effective learning to take place within specified timeframe, 9 periods of 30 minutes per week will be ideal for English Language. Remember that other lessons will be taught the same day with English Language. If possible, there should be internal arrangements for more time for activities outside the classroom such as excursions and other educational visits.

Pedagogical approaches

Effective teaching and learning in English Language depends upon the use of actively participatory methods including the following:

- Discussion
- Drama, role-play and simulation
- Song and dance
- Case studies and interviews
- Research
- Miming
- e-Learning
- Group work
- Question and answer
- Games

Inclusion

Inclusion is ensuring access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Zimbabwe. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access and accessibility to quality education is met. The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration.

The curriculum therefore promotes:

Learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities learning that is meaningful because it aligns with learners' ability such as learning that is oriented towards developing general capabilities and solving the practical problems of everyday life; and the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

Differentiation and scaffolding

Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

- a** task,
- b** one-on-one support,
- c** learning outcomes.

Differentiation by task involves teachers setting different tasks for learners of different abilities. Example in sketching the plan and shape of their classroom some learners could be made to sketch with free and while others would be made to trace the outline of the plan.

Differentiation by support involves the teacher giving the needed support and referring weak learners to the relevant departments for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

Scaffolding in education refers to the use of variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process. It involves breaking up the learning task, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read and engaging them to discuss the excerpt to improve comprehension. The teacher goes ahead to guide them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text.

Common scaffolding strategies available to the teacher are:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty or sophistication over time.
- describing or illustrating a concept, problem or process in multiple ways to ensure understanding.
- giving learners an example or a model of an assignment, they will be asked to complete.
- giving learners a vocabulary lesson before they read a difficult text.
- describing the purpose of a learning activity clearly and the learning goals they are expected to achieve; and describing explicitly how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

Learner activities

The types of activities used to ensure on-level, age-appropriate and multi-ability learning include:

- true or false activities
- cloze activities
- role-play
- songs and games
- crosswords and word searches
- matching activities
- case studies (for the higher grades) and interviews

Core competencies

Teaching instructions:

Diary entries, newspaper articles, brochures, posters and timelines.

Activities included in the text are intended to serve several purposes:

- They break up the lesson to aid concentration and increase learner participation.
- They extend the knowledge gained from the text.
- They develop academic skills such as reading with understanding, writing, presenting and organising information, map drawing and map reading, interpreting pictures and diagrams, problem solving.
- Some activities will develop communication skills: discussing, co-operating and reporting.

In later primary years the activities should also help learners to look beyond the material easily available to them by encouraging them to ask other adults, visit libraries (if there are any) and use the internet if it is available.

The Learner's Book aims to use a variety of approaches in order to offer as many ways of learning as possible. No one way suits every learner. As an example, there are many ways to teach reading. The best teachers use every method they know so as to suit each individual in their class.

Some people learn quickly by reading with understanding. Others need to learn through practical experience. You will have all types of learners in your class.

You will need additional activities to broaden the learning experience, some tailored to the needs of more or less able learners and others to add variety and depth to various topics.

Practical activities

When we talk about practical activities we tend to think of working with our hands but in this context the term covers all activities which include a practical skill. The obvious ones are writing and drawing related to the factual material of the lesson but an equally valuable practical activity might be the making of a model of some aspect of the learners' surroundings, such as a house or the local market. Another might be the writing and performing of a play based upon a traditional story.

All practical activities need careful organization but they can add a good deal of fun to the learning process. Learning needs to be made enjoyable if children are to grow up wishing to carry on developing their knowledge and skills.

Playing team games, reading stories to each other and making up and acting simple plays can all contribute to the promotion of learning.

Practising skills

Acquisition of study skills and knowledge has, by and large, been through practical lessons. Oral lesson cannot necessarily and abundantly give the learner the required skills and knowledge.

Learners need to practise:

Reading: Learners need to be able to read easily. In Zimbabwe, as we grow older, we need to be able to speak and read in English and our Zimbabwean languages to develop our studies further.

Writing: Learners need to develop writing skills through activity-based lessons so their writings will look legible to themselves and others for correct interpretation of what they have written.

Listening: Learners need to know how to listen carefully, especially when someone is not speaking clearly. This is a matter of practising concentration.

Research skills are important too. You can encourage learners to go beyond the Learner's Book in these later years of their primary schooling to look for additional materials, and to store only those facts which will be of long-term use and lifelong learning.

Use of ICT

Some schools in urban areas have access to computers in school or in libraries. Rural areas will become linked in the future. You should learn how to use a computer as soon as you are able. They open up the world as your resource. The internet can provide as much additional material as you will ever need.

Once your learners have the chance to use a computer, they too will have access to a world of information. This can be done through effective use of the following ICT tools:

- Laptop or desktop computers
- Smartphones

- Tablets
- CD players
- Projectors
- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint and Excel).

The teacher should try as much as possible use whatever technological resources available such as any of those stated above to assist in teaching and learning. The use of ICTs in teaching and learning activities promotes a paradigm shift to learner-centred environment.

Here are some useful ideas on how to go about this:

- Integrate ICT's in the learning process, as a key competence and contributing to the acquisition of skills and knowledge;
- Use ICT's in the classroom to work on information processing, authentic communication, and on the learner autonomy, as the builder of his or her own learning process;
- Give ICT's a role to help young people be able to arrange, evaluate, synthesise, analyse and decide on the information that comes to them;
- Learners with different types of supports and formats and, therefore, a great variety of activities in which they pass from receivers to makers;
- Attend to the diversity or learning needs of learners, using the copious offer of interactive exercises available on the web.

Making sure that learners have actually absorbed the lessons taught and not just had fun through the entire lesson is equally important. There are assessments at the end of each lesson in the Learner's Book that are useful tools for reinforcement of lessons taught.

You can also adopt other forms of assessment during the lessons to ensure learners are on the same level of understanding. Some of these assessments include the following:

Diagnostic assessment

This examines learners' prior knowledge and is used to establish links to the new lesson. Test learners' prior knowledge by asking them to respond to key words, names and dates related to the next topic. Ask learners to define key words and terms.

Formative assessment

Formative assessment is the methods that teachers use to evaluate and assess a learner's ability to understand and apply what they have learnt during a lesson.

Unit 1

Last minute luck

Unit objectives

By the end of this unit, learners should be able to:

- a** read and understand the comprehension passage.
- b** read, define and use new words in sentences.
- c** summarise the comprehension passage.
- d** shape letters well using the Nelson script handwriting.
- e** identify a noun and give own examples then use them in sentences.
- f** work in groups solving given problems.

Teaching notes

At the beginning of the unit, the facilitator highlights the importance of holidays using pictures or a map of resort areas in Zimbabwe. Asking and answering questions on holidays. Discussion in groups. Feedback from the learners on resort areas they have once visited. Reading of the comprehension passage. Picking out new words and defining and using them in sentences. Facilitator assists. The facilitator gives written exercises on planned work and stresses on hand writing. The facilitator uses a chart on the Nelson script handwriting. All the written exercises, the facilitator should stress on handwriting. The facilitator should guide the learners on all the discussions especially on essay writing. All discussions should be based on the lesson topic and appropriate learning aids.

Teaching materials

Charts pictures work cards sentence strips drawings

Resource materials

- PlusOne English Grade 4 Learner's Book pages 1 - 7.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Listening
- Speaking
- Summarising
- Brainstorming

Vocabulary

Answers from the learners though the facilitator should give them guidance. The learners can be allowed to use the dictionary at this initial stage.

A. Comprehension: Last minute luck

Comprehension answers 1

The facilitator should guide the learners on how best they can choose the correct answer on multiple choice questions. Learners should refer back to the passage.

- | | | | |
|---|---|---|---|
| 1 | D | 4 | B |
| 2 | C | 5 | B |
| 3 | D | | |

Comprehension answers 2

The facilitator and the learners retell the story or re-read the comprehension passage for recap then. Facilitator stresses on handwriting and how to answer the comprehension questions.

- 1 He lived in Chief Chidemo's village.
- 2 Kwangware's parents died/passed on/were killed by a lion.
- 3 He had nowhere to go/felt pity for him.
- 4 He was a hard worker/obedient.
- 5 She beat him up/starved him.
- 6 A snake.
- 7 The ring was to provide his needs.
- 8 The ring made him rich/work hard.

Comprehension answers 3

Facilitator tells the learners to refer back to the read comprehension passage then explains on the use of true/false when answering comprehension questions. Written work is given to learners.

- | | | | |
|---|-------|---|------|
| 1 | False | 5 | True |
| 2 | False | 6 | True |
| 3 | False | 7 | True |
| 4 | True | | |

B. Summary writing

Facilitator uses a prepared summary to explain on summary writing. Learners use word cards and sentence strips to complete the given summary. Fast writers read their written work. Facilitator assists.

orphan

stay

friends

river

pity

cruel

kind

C. Composition: My brother/sister

Facilitator gives the topic then leads the discussion by questioning and answering questions. Facilitator stresses on essay writing then reminds the learners on handwriting. Written work is given to learners. Learners write own compositions on Exercise 1.1.

D. Handwriting

Facilitator uses prepared media on the letter to be practised. Facilitator demonstrates shaping that letter. Learners practise writing letters as guided in Exercise 1.2.

E. Nouns

Facilitator introduces nouns by use of pictures. Learners name the pictures. Facilitator asks the learners to name the classroom furniture and all the other things around. Facilitator defines the noun. Learners use given nouns in sentences then report back as feedback. Individual written work is given to learners.

Exercise 1.3

These are only examples. More answers can come from the learners as well as the facilitator.

- 1 Desk, chair, teacher's table.
- 2 Bread, sweets, cooking oil.
- 3 Meat, sausage, polon.
- 4 Buns, bread, cakes.
- 5 Letters, chair, desk and more.
- 6 Hoe, vegetables, horse pie.
- 7 Pots, plates stove.

- 8 Books, maps, computers.
- 9 Computers, desks, printers.
- 10 Benches, bibles, congregants.

Exercise 1.4

- | | |
|-----------------|-----------|
| 1 Boys, girls | 6 pencil |
| 2 dog, puppies. | 7 oranges |
| 3 loaf, bread | 8 floor |
| 4 bird | 9 jersey |
| 5 knife | 10 shoes |

Exercise 1.5

- | | |
|-----------|---|
| 1 meat | 6 teeth |
| 2 book | 7 maize |
| 3 teacher | 8 oranges |
| 4 gardner | 9 Zimbabwe |
| 5 letter | 10 Different answers from the learners. |

F. Listening and speaking: Short vowel sounds

Exercise 1.6

Facilitator introduces the activity by demonstration then leads the learners in carrying out the laid out activity. The facilitator can also use able learners to demonstrate. Class carries out the activity with the facilitator giving guidance on pronunciation of the vowel sounds as corrections.

Exercise 1.7

- | | |
|----------|--------|
| 1 bad | 4 mane |
| 2 bed | 5 cell |
| 3 church | |

G. Sharpening your skills: Nouns (naming words)

The facilitator gives the instructions then demonstrates using a map of Zimbabwe. Learners do likewise solving the given problem. Learners role play carrying out the laid out activity. Fast learners report back for feedback. Facilitator gives guidance as comments and encouragements,

Unit 2

The new baby

Unit objectives

By the end of this unit, learners should be able to:

- a** read and understand the comprehension passage.
- b** answer comprehension questions.
- c** identify, read and define new words.
- d** summarise the read comprehension passage.
- e** produce a continuous piece of writing on a given topic.
- f** work as a group solving given problems.

Teaching notes

In this unit, the facilitator stresses on the needy in our community. The learners list the needy people and suggest how best to help them. The facilitator stresses on the newly born babies then learners identify their needs. Class reads the comprehension passage comparing what they have listed as the baby's needs and what's in the passage. Facilitator asks and answers questions on all the laid out activities during this week using the prepared teaching and learning aids. A resource person like a nurse can be called to explain on the needs of a newly born baby. Learners can also draw pictures of babies, mothers and their care givers.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 8 - 17.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Listening
- Speaking

Suggested learning materials

Charts

pictures

work cards

sentence strips

phonic alphabet

Vocabulary

The facilitator asks the learners to identify new words then practise reading them. The facilitator corrects pronunciation. Learners work in groups defining and using the new words in sentences. Facilitator assists.

A. Comprehension: The new baby

The learners read the comprehension passage together with the facilitator. The facilitator leads the discussion by asking and answering related questions. Fast learners retell the story. The slow learners can be asked to draw pictures related to the story. Facilitator gives individual written work to learners after demonstrating on how to answer multiple choice questions.

- | | |
|-----|-----|
| 1 A | 5 C |
| 2 B | 6 C |
| 3 A | 7 C |
| 4 A | 8 A |

Comprehension answers 2

The facilitator asks the learners to retell the comprehension story. Facilitator leads the learners by use of related pictures or questions. Slow learners can be asked to reread the comprehension passage whilst fast learners retell the story for recap. Learners are given individual work for feedback.

- | | |
|-------------|---------------------------|
| 1 Ambulance | 4 Dress and wash the baby |
| 2 Ben | 5 Ben |
| 3 Ann | 6 Girl |

Comprehension answers 3

- | | |
|---------|---------|
| 1 True | 4 False |
| 2 True | 5 False |
| 3 False | 6 True |

B. Summary writing

The facilitator explains on summary writing. He/she uses a prepared chart on summary writing to explain and demonstrate. The facilitator uses sentence strips to make sentences related to the story and arrange the facts sequentially. Learners write a summary filling up gaps.

hospital

baby

ambulance

house

baby girl

dress
gently

mama
small

babies
tiny

noise

nice

C. Composition: An informal letter

Exercise 2.1

The facilitator explains on letter writing then gives a topic for discussion. Learners give own opinions on the informal letter writing and practise writing the introduction. The facilitator assists the slow learners. Class writes the letter using the given guidelines in their activity book.

D. Verbs

Facilitator introduces the topic using pictures. Learners match picture and activity being portrayed on the picture. Facilitator defines a verb then asks the learners to list about five doing words. Facilitator also explains on verb tenses. Learners practise in groups.

Exercise 2.2

- | | |
|-----------|------------------|
| 1 cried | 6 put, went |
| 2 cut | 7 cycles, plays. |
| 3 pass | 8 wagged, waved. |
| 4 knocked | 9 told, liked. |
| 5 hopped | 10 ate, gave. |

Exercise 2.3

Learners practise giving the actions done by the named people.

- 1 teaches
- 2 plays football
- 3 marks books
- 4 digs in the garden
- 5 hits the ball
- 6 looks after the baby
- 7 writes an exercise.
- 8 grows his/her crops.

Exercise 2.4

Facilitator explains on the verb tense in discussion. Individual written work is given to learners.

E. Listening and speaking: Phonic sounds -ou- and -ow-

Facilitator explains and demonstrates reading the words from the prepared word cards producing the correct phonic sound, then the learners do Exercise 2.5 in their activity book. The facilitator assists wherever necessary.

F. Sharpen your skills: Nouns (naming words)

Teacher explains and demonstrates on using a prepared chart on nouns.. The learners practise and carry out the activity. Facilitator assists.

Exercise 2.6

- | | | | |
|---|------------|---|-----------|
| a | Singer | f | Survivor |
| b | Writer | g | Editor |
| c | Liar | h | Runner |
| d | Marker | i | Comforter |
| e | Competitor | | |

G. Questioning words

Learners respond to Exercise 2.7 by asking each other questions using How, When, Where, Which, Why and Who.

Exercise 2.8

- | | | | |
|---|---------------------|---|------------------------|
| 1 | Town | 5 | Agriculture book. |
| 2 | To buy a book. | 6 | On Saturday. |
| 3 | He boarded a bus. | 7 | They walked back home. |
| 4 | His friend Mduduzi. | | |

H. Registers

Exercise 2.9

- 1 “Good morning sir/madam.”
- 2 “It’s good to meet you.....”
- 3 “Good afternoon sir/madam.”
- 4 “Good morning grandmother.”
- 5 “How are you, Mrs.”
- 6 “Good afternoon coach.”
- 7 “Hello how are you.”
- 8 “How are you Manyara.”
- 9 “Good afternoon Mr Chimuti.”
- 10 “Hello. How are you? This is Musa speaking.”

Unit 3

The old man Mahleka

Unit objectives

By the end of this unit, learners should be able to:

- a read and understand the comprehension passage.
- b answer comprehension questions in full sentences and correct grammar.
- c appreciate and care for the aged in their community.
- d produce a continuous piece of writing on a given topic.
- e identify and define new words from a given passage.
- f identify and use articles correctly in sentences.

Teaching notes

The facilitator can invite an old man during the comprehension passage. The learners can ask and answer questions from the old man. The class can also be given a research on old people and their needs. Reading, asking and answering questions as well as listening to the old man as he laments his life stories. Facilitator uses the prepared teaching and learning aids to introduce the lessons.

Teaching materials

Prepared charts, work cards, pictures and diagrams.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 18 - 26.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Listening
- Brainstorming

Vocabulary

Facilitator uses the prepared word cards for the learners to read the identified new words. Learners use the sentence strips to complete using the new words. In groups, learners define the new words

then use them in own sentences. Facilitator assists the slow learners. Individual written work is given to learners.

A. Comprehension: The old man Mahleka

Comprehension answers 1

Reading the comprehension passage as a class. Identifying new words and defining them as a recap. Facilitator demonstrates on answering comprehension questions, Individual written work is given to learners for feedback.

- 1 Mahleka
- 2 He was friendly.
- 3 One
- 4 On occasions.
- 5 To sing for hours.
- 6 Would offer to do odd jobs at people's homes.
- 7 Either food or old tires.
- 8 In a small tin.
- 9 It was stolen.
- 10 Under a jacaranda tree.

Comprehension answers 2

Class retells the comprehension story. Asking and answering questions as a recap. Learners read the comprehension passage then complete the given sentences using correct words from the passage.

- 1 voices
- 2 tramp
- 3 singer
- 4 cheerful
- 5 liked
- 6 torn, overalls and yellow woolen
- 7 special
- 8 sad things
- 9 donation
- 10 God

Comprehension answers 3

The facilitator asks the learners to retell the comprehension passage read for the week. Asking and answering questions as a recap. Facilitator explains and demonstrates on answering multiple choice questions. Learners answer the given questions in their activity book.

- | | | | |
|---|---|----|---|
| 1 | A | 6 | A |
| 2 | A | 7 | D |
| 3 | B | 8 | B |
| 4 | C | 9 | A |
| 5 | B | 10 | A |

B. Composition: My best musician

Exercise 3.1

Facilitator explains on composition writing by use of a prepared media which is a musical instrument. Learners ask and answer questions. They discuss the laid out questions in their activity book. Practise writing the introduction in groups of threes then report back for class discussion. Facilitator assists, then gives the topic for individual work using the guided composition in their activity book.

C. Handwriting

Exercise 3.2

Introduction of the handwriting exercise using a prepared chart with the letters to practise. Facilitator demonstrates. Learners practise the Nelson script handwriting.

D. Articles

Facilitator explains and gives examples of articles using a prepared chart. Learners do likewise. Facilitator assists slow learners, then individual written work is given to learners.

Exercise 3.3

a window a door a tractor a bus an arm an arrow an eye the stool the ladder

Exercise 3.4

Learners work in groups carrying out the laid out activity in their activity book. Facilitator assists the slow learners.

an angel	an apron	an arch	an arm	the ear
an axe	the easel	an eel	an eye	

Exercise 3.5

The learners answer and ask questions as a recap then carry out the laid out activity in their activity book using the given pictures. Facilitator assists whenever necessary.

- | | |
|-----------|-----------|
| 1 A book | 5 An egg |
| 2 An ant | 6 The end |
| 3 an inch | 7 A flag |
| 4 A rock | 8 The inn |

Exercise 3.6

Facilitator gives the much needed instructions and demonstrates. Learners carry out the laid out activity in groups then report back for feedback. Individual written work is given to learners.

- | | |
|------------|--------|
| 1 an, a | 6 the |
| 2 an, | 7 the |
| 3 a, an | 8 a |
| 4 a, an | 9 the |
| 5 The, the | 10 The |

Exercise 3.7

Facilitator gives instructions and demonstrations. Learners demonstrate completing the given paragraph using articles. In groups, learners carry out the laid out activity using the prepared learning aids completing the given exercise. Report back for class discussion.

- | | |
|------|-------|
| 1 an | 6 the |
| 2 an | 7 the |
| 3 a | 8 an |
| 4 a | 9 a |
| 5 a | |

E. Listening and speaking

Facilitator leads the discussion by asking and answering questions. He/she demonstrates by reading words with the prescribed phonic sound. In groups learners practise reading the words producing the correct phonic sound. Facilitator corrects pronunciation.

Exercise 3.8

Learners spell the given words correctly.

Exercise 3.9

Facilitator explains and demonstrates. Learners carry out the laid out activity as prescribed in the activity book. Facilitator assists whenever necessary.

1 healed

2 sheep

3 class

4 me

5 take

F. Spellings and dictation

Facilitator explains and demonstrates on the activity to be done by use of word cards or sentence strips. Learners respond to Exercise 3.10 by writing down the words correctly.

G. Sharpen your skills: Musical instruments

Facilitator explains and demonstrates. Learners carry out the laid out activity in their activity book. They use the prepared diagrams matching the name to the instrument;

mbira

flute

drum

tambourine

guitar

Unit 4

The locusts

Unit objectives

By the end of this unit, learners should be able to:

- a** read and understand a given passage.
- b** read, define and use new words in sentences.
- c** produce a continuous piece of writing on a given topic.
- d** identify, define and use collective nouns in sentences.
- e** work as a group solving given problems.
- f** shape letters as per prescribed type of handwriting (Nelson script).

Teaching notes

In this unit, the facilitator focuses on crops and pests which affect crop growth. He/she uses pictures and prepared charts as visual aids. The learners are given time to brainstorm on the given topics. Feedback is given as per groups or from Individual written work is given to learners.

Teaching materials

Charts work cards sentence strips maps diagrams pictures

Resource materials

- PlusOne English Grade 4 Learner's Book pages 27 - 32.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Listening
- Drawing
- Discussing

Vocabulary

Facilitator uses the prepared word cards for the learners to read the identified new words. Learners use the sentence strips to complete using the new words. In groups, learners define the new words

then use them in own sentences. Facilitator assists the slow learners. Individual written work is given to learners.

A. Comprehension: The locusts

Comprehension answers 1

Reading the comprehension passage as a class. Identifying new words and defining them as a recap. Facilitator demonstrates on answering comprehension questions. Individual written work is given to learners for feedback.

- 1 They are very small insects.
- 2 Leaves and grass.
- 3 A disaster.
- 4 Father
- 5 Creeping all over the place and eating leaves and grass.
- 6 Everyone was busy working on their destroyed farms.
- 7 Mrs Moyo
- 8 Mill

Comprehension answers 2

Asking and answering questions as a recap. Learners read the comprehension passage then complete the given sentences using correct words from the passage.

- 1 Between Christmas and the New Year.
- 2 leaves and grass
- 3 Wolves
- 4 Steel
- 5 replanting

Comprehension answers 3

- 1 False
- 2 False
- 3 True
- 4 False
- 5 False

B. Composition

Exercise 4.1

Facilitator explains on composition writing by use of a prepared media. Learners ask and answer questions. They practise writing the introduction in groups of threes then report back for class discussion. Facilitator assists then give the topic for individual essay writing. Learners complete the guided composition using given guidelines from the read passage.

C. Collective nouns

The facilitator explains on collective nouns and gives examples using the prepared media. The learners are given time to practise in groups. Individual written work is given to learners.

Exercise 4.2

Reading and mastering the collective nouns from their activity book. Using five of these nouns in sentences.

Exercise 4.3

Asking and answering of questions as a recap. Learners list and use collective nouns in sentences then report back for feedback. Facilitator assists slow learners. Individual written work is given to learners.

- | | |
|-----------|-----------|
| ① canteen | ⑤ bunch |
| ② Sheaf | ⑥ Whales |
| ③ party | ⑦ players |
| ④ herd | |

Exercise 4.4

Facilitator explains and demonstrates on phonic sounds. Learners practise in groups. Report back for feedback.

- | | |
|----------|---------|
| ① flight | ⑤ tribe |
| ② flock | ⑥ crowd |
| ③ herd | ⑦ chest |
| ④ pack | |

Exercise 4.5

The learners revisit previous exercises as a recap. Asking and answering questions. Individual written work is given to learners.

- | | |
|----------|----------|
| 1 school | 6 span |
| 2 gang | 7 group |
| 3 herd | 8 swam |
| 4 shoal | 9 litter |
| 5 suite | |

D. Listening and speaking: Phonic sounds

Exercise 4.6

Facilitator explains and demonstrates. Learners practise, then in groups read the words and use them in sentences.

E. Sharpen your skills: Word puzzle

Facilitator explains and demonstrates. Able learners demonstrate. Doing the activity from the learner's activity book and solving the word puzzle.

- 1 India
- 2 Rose
- 3 Fight
- 4 Ask
- 5 Eat
- 6 Sea
- 7 Try
- 8 To
- 9 Cone
- 10 Ten
- 11 Pen
- 12 He
- 13 Army
- 14 Fat
- 15 Tower
- 16 Kite

Unit 5

My friend Fluffy

Unit objectives

By the end of the unit, learners should be able to:

- a** read and retell a story read.
- b** answer comprehension questions.
- c** say own thoughts on a given topic.
- d** produce a continuous piece of writing on a given topic.
- e** work as a group to solve given problems.
- f** identify and use adjectives correctly in sentences.

Teaching notes

Facilitator introduces all topics using the prepared media. Encourage learners to open up and contribute during the lessons. Lead the discussions by question and answer. Demonstrate and give valid examples before written exercise. All new terms have to be defined first.

Vocabulary

Facilitator reads the comprehension passage together with the learners picking out new words and defining them as a class. Learners practise using them in own sentences. Facilitator assists the slow learners.

Teaching materials

Charts pictures work cards sentence strips drawings

Resource materials

- PlusOne English Grade 4 Learner's Book pages 33 - 39.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Listening
- Drawing
- Discussing

A. Comprehension: My friend Fluffy

Comprehension answers 1

Class reads the comprehension passage. Facilitator leads the discussion by asking and answering questions. Learners give own views about pets. Individual written work is given to learners.

- 1 A dog
- 2 Fluffy
- 3 German shepherd
- 4 Vicious, useful, female, energetic, friendly, loyal, faithful and fluffy.
- 5 When the author was 7 years.

Comprehension answers 2

Facilitator explains on multiple choice questions. Learners retell the comprehension story. Individual written work is given to learners.

- | | |
|-----|-----|
| 1 B | 4 B |
| 2 A | 5 B |
| 3 C | 6 B |

Comprehension answers 3

Facilitator explains, defines true/false and demonstrates on the exercise. Learners practise in pairs.

- | | |
|---------|---------|
| 1 True | 5 False |
| 2 True | 6 True |
| 3 False | 7 False |
| 4 True | |

Comprehension answers 4

Class retells the comprehension story read. Facilitator leads the discussion using prepared media and use of questions. Individual work using words from the passage to construct own sentences. Facilitator assists slow learners.

B. Composition: My pet

Discussion on a pet as a man's best friend. Facilitator leads the discussion by question and answer method. Learners give own opinions on the topic. Drawing and labelling own pets. Individual written work is given to learners in writing the guided composition.

C. Adjectives

Explanation and definition of adjectives. Listing of the adjectives and using them in sentences. Assisting the slow learners. Individual written work is given to learners using adjectives in sentences.

Exercise 5.2

- | | |
|-------------|--------|
| 1 cold | 5 five |
| 2 pretty | 6 sour |
| 3 beautiful | 7 lady |
| 4 loud | 8 shut |

Exercise 5.3

Noun

- 1 lorry
- 2 rough
- 3 Frock
- 4 ball
- 5 light
- 6 leg
- 7 river
- 8 man
- 9 street
- 10 monkey

Adjective

- big
- sea
- lovely
- plastic
- brilliant
- wooden
- shallow
- blind
- busy
- clever

Exercise 5.4

Revisit of the previous lesson as a recap. Asking and answering questions using prepared media. Individual written work is given to learners is given to learners.

- | | |
|-------------|-----------|
| 1 beautiful | 6 juicy |
| 2 sharp | 7 leather |
| 3 loud | 8 tidy |
| 4 savage | 9 white |
| 5 warm | 10 deep |

D. Listening and speaking: Phonic sounds

Exercise 5.5

- a Bed/bird
Bed: A piece of furniture used for sleeping.
Bird: An animal with wings and feathers.
- b Sheep/ship
Sheep: An animal kept for wool and meat.
Ship: A large boat that travels on water.
- c Live/leave
Live: To stay or have life in a place.
Leave: To go away from a place.
- d Hear / here
Hear: To listen with your ears.
Here: This place.

Facilitator explains on the laid out activity on phonic sounds in the learner's activity book and demonstrates. In groups, learners carry out the laid out activity.

Exercise 5.6

- a I sleep on my **bed** every night.
- b A **bird** is sitting on the tree.
- a The farmer has many **sheep**.
- b The **ship** is sailing on the ocean.
- a I **live** in a village in Zimbabwe.
- b We **leave** school at 3 o'clock.
- a I can **hear** the teacher speaking.
- b Come and sit **here**.

Group work carrying out the activity from the learner's activity book. Learners construct sentences using the phonic words provided in their activity book.

E. Sharpen your skills: Research

Exercise 5.7

Explanation from the facilitator using a prepared media. Learners carry out a research on the given topic recording their findings following the given lay out. Report back for feedback.

F. Descriptive words (Adjectives)

Exercise 5.8

- 1 vicious
- 2 green
- 3 juicy
- 4 big
- 5 new
- 6 slim
- 7 short
- 8 strong
- 9 wise/wise
- 10 heavy

Unit 6

Ruth goes on holiday

Unit objectives

By the end of this unit, learners should be able to:

- a** read a passage for comprehension.
- b** say their own opinions on the given topic.
- c** ask and answer related questions.
- d** produce a continuous piece of writing on a given topic.
- e** change the verb to the present continuous tense and use them correctly in sentences.

Teaching notes

Introduce all topics using the prepared media. Encourage learners to open up and contribute during the lessons. Lead the discussions by question and answer. Demonstrate and give valid examples before written exercise. All new terms have to be defined first.

Teaching materials

Charts

pictures

work cards

sentence strips

drawings

Resource materials

- PlusOne English Grade 4 Learner's Book pages 40 - 48.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Listening
- Speaking
- Demonstrating
- Explaining

Vocabulary

Reading the comprehension passage and fishing out new words. Defining and using the new words in sentences. Assist using media like word cards and pictures.

A. Comprehension: Ruth goes on holiday

Comprehension answers 1

Reading the comprehension passage for comprehension. Revisiting vocabulary exercise. Asking and answering questions. Demonstration on answering comprehension questions. Individual written work is given to learners.

- | | |
|--|--------------------------------------|
| 1 To Durban. | 4 They help passengers on the plane. |
| 2 On the 10 th of December. | 5 Moved around shopping. |
| 3 Her parents. | |

Comprehension answers 2

Retelling the comprehension story. Picking out the important points from the passage. Explanation on completing the sentences using words from the comprehension passage.

- | | |
|--------------------------------------|-------------|
| 1 Ruvarashe | |
| 2 Secure the seat belt. | |
| 3 Politely | |
| 4 Oliver Tambo International Airport | |
| 5 | a Schools |
| | b Bid |
| | c Aeroplane |
| | d Young |
| | e Lady |
| | f Flight |

Comprehension answers 3

Explanation and demonstration on answering of multiple choice questions using prepared media. Answering of the questions.

- | | |
|-----|-----|
| 1 C | 4 B |
| 2 C | 5 A |
| 3 C | |

B. Handwriting

Exercise 6.1

Facilitator explains and demonstrates on the prescribed letters to practise shaping from the learners activity book. Learners practise. Facilitator assists using a prepared chart.

C. Verbs

Explanation on verbs and verb tenses using prepared media. Learners are allowed to list verbs. Playing a game using the commanding words. Facilitator assists wherever necessary.

D. Present continuous tense

Exercise 6.2

- | | |
|--------------|-------------|
| 1 Exciting | 5 Landing |
| 2 Travelling | 6 Moving |
| 3 Boarding | 7 Welcoming |
| 4 Attending | |

Exercise 6.3

- | | |
|--------------|-------------|
| 1 exciting | 4 attending |
| 2 travelling | 5 landing |
| 3 boarding | 6 moving |

Exercise 6.4

Asking and answering related questions for recap. Learners define verbs and gives examples. Individual written work is given to learners.

- | | |
|------------|-----------|
| 1 riding | 5 dying |
| 2 closing | 6 wasting |
| 3 deciding | 7 raising |
| 4 winter | 8 writing |

E. Simple past tense

Exercise 6.5

Facilitator explains on the exercise to be done and gives a demonstration. Learners practise in groups. Report back for feedback. Assisting slow learners.

- | | |
|-------------|------------|
| 1 moved | 5 walked |
| 2 visited | 6 used |
| 3 asked | 7 attended |
| 4 travelled | 8 changed |

Exercise 6.6

- | | |
|-------------|------------|
| 1 smiled | 5 failed |
| 2 arrived | 6 answered |
| 3 closed | 7 decided |
| 4 travelled | 8 wanted |

Exercise 6.7

- | | |
|-----------|------------|
| 1 chasing | 5 dared |
| 2 blazed | 6 stroking |
| 3 living | 7 hoped |
| 4 snoring | 8 closing |

F. Listening and speaking: Consonants

Exercise 6.8

Facilitator reads the phonic words from a prepared chart. Learners follow suit, taking note of the phonic sound. Facilitator corrects pronunciation.

G. Sharpen your skills: Modes of transport

Facilitator explains using pictures from the activity book. Learners work in groups naming the various modes of transport illustrated in their activity book. Report back and feedback from the facilitator.

Exercise 6.9

- | | |
|--------|---------|
| 1 flew | 4 drove |
| 2 rode | 5 walk |
| 3 rode | |

H. Registers

Exercise 6.10

Learners respond to questions 1-10 on introductions. Answers will vary.

- 1 Introduce yourself to a new classmate.
Hello. My name is Tendai. I am in Grade 4. Nice to meet you.
- 2 Introduce your best friend to the teacher.
Good morning, Teacher. This is my best friend, Rudo.
- 3 Introduce your brother to your friend.
Hello. This is my brother, Tinashe.
- 4 Introduce yourself to a visitor.
Good afternoon. My name is Farai. Welcome to our school.
- 5 Introduce your mother to your neighbour.
Good morning. This is my mother, Mrs Moyo.
- 6 Introduce your group members to the class.
Good morning. These are my group members: Blessing, Chipso and Simba.
- 7 Introduce your teacher to your parent.
Mum, this is my teacher, Mrs Ndlovu.
- 8 Introduce your cousin to your friend.
Hello. This is my cousin, Tapiwa.
- 9 Introduce yourself at a sports club.
Hello everyone. My name is Nyasha. I like playing football.
- 10 Introduce a visitor to your class.
Class, this is our visitor, Mr Banda. He has come to talk to us today.

Unit 7

Zimbabwe's wild animals

Unit objectives

By the end of this unit, learners should be able to:

- a** identify and name some of Zimbabwe's wild animals.
- b** define wild animals.
- c** identify and locate Zimbabwe's major game parks and game reserves.
- d** give own view on the importance of natural resources like animals.
- e** answer comprehension questions.
- f** write a story about a wild animal of own choice.
- g** use quotation marks correctly in sentences.

Teaching notes

Introduce all topics using the prepared media. Encourage learners to open up and contribute during the lessons. Lead the discussions by question and answer. Demonstrate and give valid examples before written exercise. All new terms have to be defined first.

Teaching materials

Charts pictures work cards sentence strips drawings

Resource materials

- PlusOne English Grade 4 Learner's Book pages 49 - 56.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Listening
- Drawing
- Discussing
- Sharing
- Interpreting
- Map reading

Vocabulary

Reading the comprehension passage and fishing out new words. Defining and using the new words in sentences. Assist using media like word cards and pictures.

Comprehension answers 1

Retelling the comprehension story. Picking out the important points from the passage.

Explanation on completing the sentences using words from the comprehension passage.

- 1 Ten
- 2 Zimbabwe
- 3 Tourists/people from other countries.
- 4 Fuel, oil, rice, cars, machines and spare parts.
- 5 Money from other countries.
- 6 Making shoes and mats, belts among others.

Comprehension answers 2

Explanation and demonstration on answering of multiple choice questions using prepared media.

- | | |
|-----|-----|
| 1 C | 4 A |
| 2 A | 5 C |
| 3 A | |

Comprehension answers 3

Facilitator explains, defines True/False and demonstrates on the exercise. Learners practise in pairs.

- | | |
|---------|--------|
| 1 True | 4 True |
| 2 False | 5 True |
| 3 True | 6 True |

Comprehension answers 4

Retelling the comprehension story. Picking out the important points from the passage.

Explanation on completing the sentences using words from the comprehension passage.

- 1 nest
- 2 den
- 3 sty
- 4 hole
- 5 stable
- 6 shell

B. Composition: My favourite animal

Exercise 7.1

Discussion on favourite animals. Facilitator leads the discussion by providing pictures as media. Facilitator leads the discussion by question and answer method. Learners give own opinions on the topic. Drawing and labelling own pets. Individual written work is given to learners to do in their activity book.

C. Direct speech

Exercise 7.2

Explanation and demonstration on quotation marks using media. Learners practise. Facilitator assists slow learners. Individual written work is given to learners.

- 1 The tourist's guide said "Keep away from wild animals."
- 2 The game warden shouted, "Stop killing animals please!"
- 3 The visitor in the audience was yelling, "More! We want more!"
- 4 Before leaving, the Zimbabwean guide said, "Thank you for a lovely holiday".
- 5 Mr Mutasa asked, "Will you play in the next match?"

Exercise 7.3

Explanation and demonstration on quotation marks using media. Learners practise. Facilitator assists slow learners. Individual written work is given to learners.

- 1 Sipho shouted, "I can't hear what you say!"
- 2 The teacher said, "Put your books away everybody."
- 3 The milkman, muttered "My feet are icy cold."
- 4 Mrs Smith asked, "Would anyone like another cup of tea."
- 5 Richard enquired, "Is this the way to the hospital?"

Exercise 7.4

Asking and answering questions for recap. Explanation and demonstration by fast learners.

- 1 "Three trials for 20c!" the showman shouted.
- 2 "There's a big storm brewing up," the old sailor remarked.
- 3 "I'm afraid my leg is broken," the full back muttered with a groan.
- 4 "Thank goodness, there are no exams," exclaimed Munashe.
- 5 "Hush! David is sleeping." Thando's mother whispered.

Exercise 7.5

Asking and answering questions for recap. Explanation and demonstration by fast learners.

- 1 “Pass me the butter,” Carol said to her mother.
- 2 “Would you like another cake?” asked Mrs Brown.
- 3 “These eggs are not fresh,” complained the customer.
- 4 “Is this the way to Norton?” enquired the pedestrian.
- 5 “Look out!” shouted the steeplejack.
- 6 “Please do all you can to help us!” cried Old Tom.
- 7 “The meeting is now closed!” declared the chairman.
- 8 “Pick up your feet!” the sergeant major shouted to the recruits.
- 9 “I am the last bawler in the team,” boasted Andrew.
- 10 “Don’t let me catch you throwing stones again,” father warned Peter.

Exercise 7.6

- 1 “You look tired,” said Sarah.
- 2 “Stop that thief!” shouted Simon at the top of his voice.
- 3 “You can all have a rest now,” said Mr Palmer.
- 4 “Has anyone seen my lunch-box?” asked Matthew with tears in his eyes.

D. Know your alphabet

Exercise 7.7

Explanation and demonstration by the facilitator using a prepared media. Learners work in groups solving the problem. Report back for feedback.

- | | | | | | |
|---|------|------|------|------|------|
| 1 | bank | band | bite | boat | bum |
| 2 | case | chop | club | cost | crop |
| 3 | lamb | leaf | lick | loaf | lump |
| 4 | part | peck | pint | port | pure |
| 5 | safe | scar | ship | slot | stop |
| 6 | mask | meat | mile | more | much |

Exercise 7.8

- | | | | |
|---|-------|---|------|
| 1 | nurse | 4 | else |
| 2 | gate | 5 | pill |
| 3 | from | | |

Exercise 7.9

1	deadly	debtor	decide	defeat	demand
2	habit	hamper	harmful	hatch	haunt
3	prank	prepare	price	produce	prove

E. Sharpen your skills: Map reading

Facilitator explains using the map in the activity book. Learners work in groups identifying and listing down the national parks illustrated on the map. The facilitator helps the learners listing the big five animals found in Zimbabwe's national parks. Feedback from the learners.

Unit 8

Children's Rights

Unit objectives

By the end of this unit, learners should be able to:

- a identify and list the children's rights.
- b say the importance of the children's rights.
- c give own opinions on the comprehension passage read.
- d answer comprehension questions.
- e produce a continuous piece of writing on the set topic.
- f identify and use prepositions correctly in sentences.
- g identify and use homophones correctly in sentences.

Teaching notes

Introduce all topics using the prepared media. Encourage learners to open up and contribute during the lessons. Lead the discussions by question and answer. Demonstrate and give valid examples before written exercises. All new terms have to be defined first.

Teaching materials

Charts pictures work cards sentence strips drawings

Resource materials

- PlusOne English Grade 4 Learner's Book pages 57 - 64.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Discussing
- Identifying
- Defining

Vocabulary

The facilitator lets the learners identify, read and define the new words. This is done in groups. Report back for class discussion. Using words in sentences. Facilitator assists by giving media and sentence strips.

A. Comprehension: My safety is known

Comprehension answers 1

Re-reading the poem. Picking out the important points from the passage. Explanation on completing the sentences using words from the given poem.

- | | |
|---|--------------------------------|
| 1 A child. | 4 Adults |
| 2 Child protection. | 5 Having laws to protect them. |
| 3 Protection, care, love, safety, laws. | |

B. Comprehension: All my life

Vocabulary

Reading the comprehension passage and fishing out new words. Defining and using the new words in sentences. Assist using media like word cards and pictures.

Comprehension answers 2

- | | |
|------------------------------|---------------------------|
| 1 John and Joice Chiweshe. | 5 Mrs Farirai |
| 2 Her mother was dead. | 6 Marry was sick. |
| 3 Dombotombo Primary School. | 7 Her teacher/Mrs Farirai |
| 4 Grade 4 | |

C. Composition: A letter to a friend

Exercise 8.1

Facilitator gives the topic for discussion. Learners share thoughts and feeling about the comprehension story. Sharing their life experiences. Facilitator explains on letter writing. Learners practise writing letters to their friends, then individual work following the given guidelines in their activity book.

D. Handwriting

Exercise 8.2

Facilitator demonstrates on shaping correctly the prescribed letters Gg and Hh. Learners practise using the prepared chart. Facilitator assists poor handwriters.

E. Prepositions

Explanation and definition of the preposition. Listing of prepositions. Learners talk about the position of people, birds and animals in Exercise 8.3.

Exercise 8.4

- | | |
|---------|--------------|
| 1 on | 3 above/over |
| 2 under | 4 in |

Exercise 8.5

- | | |
|--------|-----------|
| 1 with | 4 into |
| 2 to | 5 between |
| 3 from | |

Exercise 8.6

Asking and answering questions on prepositions for recap. Individual written work is given to learners is given to learners.

- | | |
|---------|-----------|
| 1 by | 4 beside |
| 2 to | 5 through |
| 3 along | |

Exercise 8.7

- | | |
|-----------|--------|
| 1 from | 6 at |
| 2 along | 7 at |
| 3 besides | 8 on |
| 4 against | 9 from |
| 5 after | |

F. Listening and speaking: Homophones

Explanation and definition of homophones. Facilitator gives examples. Class is divided into groups and work together solving the problems.

Exercise 8.8

Facilitator explains and demonstrates the prescribed activity. Learners carry out the activity in pairs. Report back for feedback.

Exercise 8.9

Facilitator gives word cards and instructs the learners to play games portraying the meanings of the given prepositions.

Exercise 8.10

Portraying meanings of the given words in games. Constructing sentences using those given words.

G. Sharpen your skills: Making sentences

Facilitator uses a prepared media with phrases to explain and demonstrate making sentences. Learners practise in groups. Report back for class discussion.

Exercise 8.11

Learners write down different answers 1-10.

- 1 **Walked into**
The boy walked into the classroom quietly.
- 2 **Walked on**
The girl walked on the dusty road to school.
- 3 **Walked above**
The cat walked above the wall carefully.
- 4 **Walked across**
We walked across the river using the bridge.
- 5 **Walked behind**
The small child walked behind his mother.
- 6 **Walked under**
The goat walked under the tree to rest.
- 7 **Walked beside** (correct form instead of “besides”)
The teacher walked beside the learners.
- 8 **Stood before**
The pupil stood before the class to answer questions.
- 9 **Looked down**
The boy looked down from the hill.
- 10 **Hopped into**
The frog hopped into the pond.

Unit 9

Herding cattle

Unit objectives

By the end of the unit, learners should be able to:

- a** share experiences herding cattle.
- b** read the given passage for comprehension.
- c** answer comprehension questions correctly taking note of the verbs.
- d** produce a continuous piece of writing on a given topic.
- e** identify nouns, change their form to plurals and use them correctly in sentences.
- f** brainstorm to solve a given problem.

Teaching notes

Introduce all topics using the prepared media. Encourage learners to open up and contribute during the lessons. Lead the discussions by question and answer. Demonstrate and give valid examples before written exercises. All new terms have to be defined first.

Teaching materials

charts

pictures

work cards

sentence strips

drawings

Resource materials

- PlusOne English Grade 4 Learner's Book pages 65 - 72.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading for a purpose
- Writing
- Listening
- Recounting stories
- Vocabulary development
- Speaking

Vocabulary

Reading the comprehension passage and fishing out new words. Defining and using the new words in sentences. Assist using media like word cards and pictures.

A. Comprehension answers 1

Re-reading the comprehension story. Picking out the important points from the passage.
Explanation on completing the sentences using words from the comprehension passage.

- 1 Chido and her friends.
- 2 Two friends
- 3 Nyamuzara Hills
- 4 Their dogs
- 5 Fog
- 6 Fog
- 7 The cattle
- 8 Water hole
- 9 Chido's father

Comprehension answers 2

Retelling the comprehension story. Picking out the important points from the passage.
Explanation on completing the sentences using words from the comprehension passage.

- | | |
|-----|-----|
| 1 B | 4 A |
| 2 A | 5 C |
| 3 A | |

B. Composition: The day I will never forget

Exercise 9.1

Learners share thoughts on “The day I will never forget.” Facilitator leads the discussion by question and answer method. Learners give own opinions on the topic. Individual written work is given to learners.

C. Nouns

Exercise 9.2

Definition of nouns using pictures and prepared media. Learners list nouns and use them correctly in sentences. Facilitator assists.

D. Nouns plural form

Facilitator explains and demonstrates. Learners practise. Facilitator assists.

Exercise 9.3

- | | |
|-----------|----------|
| 1 Chiefs | 6 Trees |
| 2 Tables | 7 Papers |
| 3 Doors | 8 Books |
| 4 Bananas | 9 Desks |
| 5 Apples | 10 Keys |

Exercise 9.4

- | | |
|---------------|------------|
| 1 Bushes | 5 Boxes |
| 2 Centimetres | 6 Dishes |
| 3 Coaches | 7 Churches |
| 4 Brushes | 8 Matches |

Exercise 9.5

- | | |
|-----------|-----------|
| 1 Flies | 5 Stories |
| 2 Ponies | 6 Ladies |
| 3 Babies | 7 Gipsies |
| 4 Berries | 8 Pennies |

Exercise 9.6

- | | |
|-----------|----------|
| 1 Knives | 6 Loaves |
| 2 Shelves | 7 Wolves |
| 3 Babies | 8 Lives |
| 4 Halves | 9 Loaves |
| 5 Calves | 10 Wives |

Exercise 9.7

- | | |
|-------------------------|----------------------------|
| 1 Calves | 5 Gipsies/trees |
| 2 Butcheries | 6 Leaves/trees |
| 3 Bakers/loaves/shelves | 7 Flies/babies |
| 4 Gardeners/bushes | 8 Cleaners/ brushes/ boxes |

E. Listening and speaking: Phonic sounds

Exercise 9.8

Explanation and demonstration on the phonic activity. Learners carry out activity in groups.

Exercise 9.9

Learners identify and read words with the long oo sound. Facilitator corrects pronunciation.

F. Questioning words

Exercise 9.10

- | | |
|--------------------|--|
| 1 He was a farmer. | 4 Fishermen |
| 2 On market days. | 5 Animals killed each other. |
| 3 The forest. | 6 Noone helped him since he lived alone. |

Exercise 9.11

Learners give the meaning of the word “nasty” as used in the passage.

G. Sharpen your skills: Gender

Explanation and demonstration using a prepared media.

Exercise 9.12

- | | |
|------------|------------|
| 1 Madam | 6 Queen |
| 2 Lady | 7 Cow |
| 3 Mayoress | 8 Hen |
| 4 Peahen | 9 Niece |
| 5 Empress | 10 Heiress |

Exercise 9.13

- | | |
|------------|--------------|
| 1 drake | 6 colt |
| 2 boar | 7 nephew |
| 3 widower | 8 Ram/wether |
| 4 wizard | 9 buck |
| 5 cockerel | 10 emperor |

Unit 10

Examination 1

Paper 1: Multiple choice answers

- | | | | |
|------|------|------|------|
| 1 D | 11 B | 21 C | 31 B |
| 2 A | 12 A | 22 B | 32 A |
| 3 B | 13 C | 23 B | 33 C |
| 4 B | 14 A | 24 B | 34 B |
| 5 B | 15 C | 25 D | 35 C |
| 6 C | 16 C | 26 D | 36 C |
| 7 C | 17 C | 27 A | 37 D |
| 8 C | 18 A | 28 B | 38 A |
| 9 C | 19 B | 29 B | 39 B |
| 10 B | 20 B | 30 C | 40 B |

Paper 2

Section A

Answers from learners will vary.

Section B

- | | |
|--|-----------------------------|
| 1 Zimpho's coach in the playing field. | 6 Trish Chareka |
| 2 Green tracksuit and football boots. | 7 Soccer/football |
| 3 Seeing a woman coaching soccer. | 8 Trish Chireka/Lady Fabish |
| 4 Friends | 9 Strange/unusual |
| 5 Football | |

Summary answer

The Zimphos **coach** made the most noise. This **lady/coach** is wearing a **green tracksuit**. Most of the spectators are **surprised** about the coach. Lady Fabish is also known as **Trish Chireka**. Most of the spectators think it is **not suitable** for a woman to coach soccer.

Unit 11

A journey by bus

Unit objectives

By the end of this unit, learners should be able to:

- a** read and answer comprehension questions.
- b** define and use new words in sentences.
- c** write a guided composition on a given topic.
- d** identify and use adverbs correctly in sentences.
- e** brainstorm and solve given problems.
- f** mix and mingle solving given problems.

Teaching notes

Introducing the topic using prepared media. Explanations and demonstrations. Learners carry out laid out activities individually and in groups. Discussions and feedback from learners. Asking and answering questions. Individual written exercises.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips and work cards.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 81 - 87.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|-------------|---------------|
| • Reading | • Colouring |
| • Writing | • Solving |
| • Listening | • Creating |
| • Drawing | • Discovering |

Vocabulary

Reading of new words from the word cards. Correcting pronunciation using the phonic alphabet. Learners spell and use the new words in sentences.

A. Comprehension: A journey by bus

Comprehension answers 1

Reading the comprehension passage. Recap on new words. Asking and answering questions.

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 | Gonarezhou National Park | 4 | Noise, vendors and touts |
| 2 | Bus | 5 | The heat |
| 3 | Mbare Musika | | |

Comprehension answers 2

- | | | | |
|---|---|---|---|
| 1 | A | 4 | A |
| 2 | C | 5 | D |
| 3 | D | | |

B. Composition: Informal letter writing

Exercise 11.1

Facilitator introduces the informal letter. He/she emphasises on layout. Learners practise letter writing in pairs. Individual work completing the guided letter in their activity book. Facilitator assists slow learners.

C. Handwriting

Exercise 11.2

Facilitator introduces the Nelson script handwriting by revising the previous letters. Learners practise as a recap, then practise shaping the new letters as per instruction.

D. Adverbs

Exercise 11.3

Learners read the sentences carefully.

Exercise 11.4

Identifying and defining adverbs. Explanations and demonstrations from the facilitator and the learners using prepared media.

quickly	sadly	safely	quietly	boldly
calmly	fondly	neatly	proudly	kindly

Exercise 11.5

Recap of the previous lesson. Asking and answering questions. Assisting slow learners. Introduction of the adverb. Identifying and defining. Demonstration and explanation using prepared media. Individual written work is given to learners.

easily	sleepy	luckily	angrily	greedily
noisily	heavily	steadily	hungrily	

Exercise 11.6

Asking and answering questions as a recap. Facilitator demonstrates formation of adverbs. Learners practise and report back for feedback. Individual work.

- | | |
|--------------|--------------|
| 1 carefully | 6 noisily |
| 2 frequently | 7 plainly |
| 3 swiftly | 8 soundly |
| 4 aimlessly | 9 politely |
| 5 shortly | 10 patiently |

Exercise 11.7

Recap of previous lessons. Group work completing sentences. Feedback and individual work.

- | | |
|------------|------------|
| 1 Roughly | 5 Jokingly |
| 2 Vainly | 6 Equally |
| 3 Costly | 7 noisely |
| 4 Terribly | 8 Singly |

Exercise 11.8

Demonstration by fast learners. Completing sentences as groups. Facilitator assists. Individual work.

- | | |
|-------------|---------------|
| 1 loudly | 4 noisily |
| 2 angrily | 5 beautifully |
| 3 carefully | |

Exercise 11.9

Carrying out individual work from the activity book after a demonstration and explanation from the facilitator.

- | | |
|------------|-----------|
| 1 quickly | 6 heavily |
| 2 quietly | 7 proudly |
| 3 safely | 8 neatly |
| 4 slowly | 9 easily |
| 5 sleepily | 10 boldly |

E. Listening and speaking: Long vowel sounds

Instructions from the learner's activity book. Carrying out the laid activity in pairs. Feedback and class discussion.

Exercise 11.10

- | | |
|--------|-----------|
| 1 sea | 4 leap |
| 2 mine | 5 protein |
| 3 weak | |

Exercise 11.11

Facilitator reads the words emphasizing on the phonic sound. Learners practise as the facilitator corrects pronunciation.

F. Sharpen your skills: Phonic sounds

Explanation and demonstration. Group work identifying and picking out the vowels from the given words. Report back for feedback.

G. Describing places and scenes

Exercise 11.13

Learners describe each place or scene using descriptive words in questions 1-10.

Descriptive scenes

- 1 **A busy market:** The air was thick with the pungent aroma of spices and fresh fish, while vendors shouted their prices over a constant hum of haggling shoppers and clinking coins.
- 2 **A quiet library:** Inside the stilled sanctuary, the only sounds were the faint rustle of turning pages and the occasional muffled thud of a heavy book being placed on a wooden table.
- 3 **A green field:** An endless carpet of emerald grass swayed gently in the breeze, dotted here and there with vibrant wildflowers reaching toward the sun.
- 4 **A noisy playground:** The air rang with piercing shrieks of joy and the rhythmic clank-clank of metal swings hitting their limit as children raced across the rubber-matted ground.
- 5 **A beautiful garden:** Manicured hedges framed a kaleidoscope of blooming roses and lavender, where heavy-headed peonies bowed over winding pebble paths.
- 6 **A small village:** Cottages with thatched roofs huddled together along narrow lanes, where smoke curled lazily from stone chimneys into the clear morning sky.
- 7 **A crowded bus stop:** Commuters stood shoulder-to-shoulder under the rusted overhang, checking their watches impatiently as they breathed in the bitter scent of exhaust fumes.
- 8 **A wide river:** The massive expanse of steel-blue water moved with a slow, powerful force, its surface shimmering with silver ripples under the afternoon light.
- 9 **A dusty road:** Every passing footstep kicked up a fine orange powder that coated the parched weeds along the shoulder and turned the horizon into a hazy blur.
- 10 **A bright classroom:** Sunlight streamed through tall windows, illuminating colourful posters on the walls and the neat rows of desks waiting for the morning lesson to begin.

Unit 12

Ryan and his boat

Unit objectives

By the end of this unit, learners should be able to:

- a Read for comprehension.
- b Answer comprehension questions.
- c Identify and define new words.
- d List various modes of transport.
- e Give own opinions on a given topic.
- f Write as essay on a given topic.
- g List conjunctions and use them correctly in sentences.

Teaching notes

Defining the various modes of transport using drawings, pictures and prepared charts. Reading and retelling the comprehension story. Asking and answering questions. Defining and identifying joining words. Group work on laid out activities. Brainstorming on given problems.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips and work cards.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 88 - 94.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading for a purpose
- Writing for accuracy
- Speaking
- Listening
- Drawing
- Painting

Vocabulary

Reading new words from word cards. Matching the words with their meanings using prepared charts. Assisting and correcting slow learners.

Sailing	– a ship that moves across the water.
Dismay	– feeling of sadness.
Scramble	– to move or crawl somewhere using your hands and feet.
Grip	– tight hold on something.
Mast	– a tall pole that holds the ship.
Boat	– a kind of vehicle for travelling in water.

A. Comprehension: Ryan and his boat

Comprehension answers 1

Reading the comprehension passage. Identifying new words and using them in sentences. Asking and answering questions. Individual work.

Sailing boat	– moving boat
Dismay	– frustration/sad
Scamble	– move/crawl
Grip	– tight hold
Mast	– tall pole that holds a ship

Comprehension answers 2

Retelling the comprehension story. Asking and answering questions as a recap. Explanation and demonstration from facilitator. Individual written work is given to learners.

- | | |
|------------------------|---------------------------------|
| 1 Ryan | 5 He fell into the river. |
| 2 Nyamande | 6 He was soaked wet. |
| 3 The boat got caught. | 7 Because his clothes were wet. |
| 4 shallow | |

Comprehension answers 3

Facilitator defines true/false. Explanation and demonstration. Re-reading the comprehension passage. Individual written work is given to learners.

- | | |
|---------|---------|
| 1 False | 5 False |
| 2 False | 6 True |
| 3 False | 7 True |
| 4 False | 8 False |

B. Summary: Writing

Class reads the comprehension passage picking out important points. Facilitator explains on summary writing. Learners practise in pairs. Facilitator assists slow learners in writing a summary.

Ryan was sailing a boat in Nyamande River. His boat mast was caught by a branch. As he tried to free his boat, he fell into the river and got wet. He ran home hoping to change the wet clothes but his parents were not around and the doors were locked. He waited in his wet clothes.

C. Composition: My best friend

Exercise 12.1

Explanation on composition writing using a prepared media. Learners share their opinions on best friends. Report back for class discussion. Facilitator assists wherever necessary. Individual work for feedback.

D. Conjunctions (Joining words)

Asking and answering questions as a recap. Groups list and use joining words in sentences. Written work.

Exercise 12.3

Learners work in groups carrying out the laid pout activity from their activity book. Facilitator assists.

Exercise 12.4

- | | |
|------------|-----------|
| 1 but | 6 if |
| 2 although | 7 while |
| 3 unless | 8 that |
| 4 because | 9 because |
| 5 and | 10 before |

Exercise 12.5

Class retells the comprehension story. Group work arranging the facts from the story in a chronological order.

- 1 Roy was very happy because there was a holiday.
- 2 He did not drink his juice because it was cold.

- 3 Peter dropped the cup and it broke.
- 4 Henry went into the park and he had a ride on the swing.
- 5 It was lovely, but it was too short for Penny.
- 6 He waited for Carol but she did not turn up.

Exercise 12.6

Explanation on using “so” to join sentences. Facilitator uses a prepared chart. Learners use sentence strips to complete the given sentences. Report back for feedback.

Example:

- 1 The weather was bitterly cold **so** Colin wore gloves.
- 2 We waited for Carol **so** she did not turn up.

Exercise 12.7

Recap on joining words. Group work fishing out joining words from the given sentences.

- | | |
|-------|-----------|
| 1 and | 4 because |
| 2 but | 5 so |
| 3 but | |

E. Listening and speaking: Long vowel sounds

Exercise 12.8

Explanation and demonstration from the facilitator. Learners carry out the laid out activity.

Exercise 12.9

Learners carry out a dialogue and dramatise each given situations.

F. Sharpen your skills

Facilitator explains and demonstrates using a prepared media. Learners work together solving the problem. They then read the words to each other in pairs.

Exercise 12.10

- | | |
|--------|----------|
| 1 wood | 5 groove |
| 2 mood | 6 broom |
| 3 foot | 7 boost |
| 4 boot | 8 groom |

Unit 13

The birth of Oliver

Unit objectives

By the end of this unit, learners should be able to:

- a** read and narrate a story.
- b** read and answer comprehension questions.
- c** identify and define new words from a read comprehension passage. Use new words in sentences.
- d** produce a continuous piece of writing on a given topic.
- e** work as a group solving a given problem.
- f** identify and use homophones correctly in sentences.

Teaching notes

Explanation and demonstrations using prepared media. Involving the learners in solving the problems using the various methods of learning like discovery, discussions, role play and drama. Use of relevant media during lesson delivery.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips and work cards.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 95 - 102.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Identifying, reading and defining new words. Using new words in sentences.

A. Comprehension: The birth of Oliver

Comprehension answers 1

Reading the comprehension passage. Explanation and demonstration of answering comprehension questions. Individual work.

- 1 1837
- 2 English Town
- 3 He was sick
- 4 The doctor/the nurse
- 5 Bed cover/blanket
- 6 The mother
- 7 The doctor

Comprehension answers 2

Retelling the comprehension passage. Asking and answering questions as a recap. Individual work.

- | | |
|---------|--------|
| 1 False | 4 True |
| 2 True | 5 True |
| 3 False | |

B. Composition

Exercise 13.1

Explanation on composition writing using prepared media, pictures or diagrams. Facilitator stresses on key areas like the introduction and the conclusion. Learners practise. Individual work making use of the guidelines in their activity book.

C. Handwriting

Exercise 13.2

Facilitator asks able learners to demonstrate shaping the last learnt letters. Facilitator corrects wherever necessary. Introduction of the new letters. Learners practise shaping the given letters correctly. Facilitator assists.

D. Homophones

Exercise 13.3

Explanation and definition of homophones. Learners list these words and use them in sentences. Facilitator assists by use of pictures. Individual work.

- 1 son
- 2 dye
- 3 flue
- 4 fowl
- 5 hire

- 6 bad
- 7 mane
- 8 quay
- 9 wring
- 10 note

Exercise 13.4

- 1 cereal
- 2 currant
- 3 fowl
- 4 heir
- 5 veil

- 6 stationary
- 7 prophet
- 8 sow
- 9 muscle

E. Using hear and here

Words on word cards. Definition of these two words and using them in prepared sentences. Learners practise. Feedback and individual work.

Exercise 13.5

- 1 here
- 2 hear
- 3 hear

- 4 here
- 5 here
- 6 hear

F. Using there and their

Words on word cards. Reading of the words stressing on pronunciation. Definition of these two words and using them in prepared sentences on sentence strips. Practise and individual work.

Exercise 13.6

- 1 their
- 2 there
- 3 there

- 4 their
- 5 their
- 6 there

Exercise 13.7

- 1 theirs
- 2 who's
- 3 off
- 4 whose
- 5 of

- 6 there's
- 7 it's
- 8 to
- 9 too
- 10 its

G. Listening and speaking: Phonic sounds

Exercise 13.8

Facilitator explains on completing the sentences using the given words. Facilitator uses a prepared media. Learners practise in pairs. Report back for class discussion. Individual work.

- 1 The **maid** poured tea from the kettle.
- 2 The bride and the groom **tied** the knot in church.
- 3 The game rancher protected the **herd** of elephants.
- 4 **Their** school head is bold headed.
- 5 The baby's **weight** was recorded on the baby's health record card.

H. Reading calendars

Exercise 13.9

Explanation on the calendar. Learners practise by giving their dates of birth. Individual work.

- | | |
|------------|-----------------------------|
| 1 March | 4 Sunday |
| 2 4 weeks | 5 To show dates and months. |
| 3 14 March | |

Exercise 13.10

- 1 31
- 2 Frebruary
- 3 Learners write their D.O.B (date of birth)
- 4 April and June.

I. Sharpen your skills: Spellings

Exercise 13.11

- | | |
|----------|------------|
| 1 Burden | 4 lesson |
| 2 magnet | 5 complete |
| 3 combat | 6 carpet |

Unit 14

Zimbabwe's heritage

Unit objectives

By the end of this unit, learners should be able to:

- a** read for information.
- b** answer comprehension questions.
- c** scan for information from a given text.
- d** identify and use new words in sentences.
- e** identify and use words opposite in meaning in sentences.
- f** show creativity by writing a story on a given topic.

Teaching notes

Encourage the learners to go out and carry out a research on this topic. Let them use diagrams, pictures and maps. The facilitator can use a map of Zimbabwe to deliver the comprehension lesson. Prepared media can be used for the rest of the lessons. The facilitator should call for the learner's full participation during the lessons. Group work and partnering is greatly encouraged.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips and work cards.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 103 - 110.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Discussing
- Sharing
- Discovering
- Researching
- Creating

Vocabulary

Learners work as partners identifying and defining the words from word cards. Facilitator assists in using these words in sentences by use of sentence strips. Class discussion and feed back.

A. Comprehension: Zimbabwe's heritage

Comprehension answers 1

Reading the comprehension passage for comprehension. Asking and answering questions. Individual written work is given to learners.

- | | |
|--------------------|-----------------|
| 1 Great Zimbabwe | 5 Cattle |
| 2 Masvingo | 6 The chiefs |
| 3 The Rozvi people | 7 Zimbabwe bird |
| 4 1075 | 8 Zimbabwe |

B. Comprehension: The National Heroes Acre

Comprehension answers 2

Explanation and demonstration on multiple choice questions. Learners practise in pairs. Written work for feedback.

- | | |
|-----|-----|
| 1 A | 4 B |
| 2 C | 5 D |
| 3 B | 6 A |

C. Comprehension answers 3

Reading the passage for comprehension. Asking and answering questions individual for recap. Written work for feedback.

- 1 Smoke that thunders.
- 2 Matabeleland North Province
- 3 Bulawayo
- 4 Tonga people
- 5 World's largest natural falls.

D. Composition

Exercise 14.1

Use of prepared media to introduce the topic. Learners discuss places of interest they once visited. Report back for class discussion. Practise writing the introductions. Feedback for class discussion. Written work.

E. Language skills: Opposites

Use of media like charts, pictures and word cards to introduce the topic. Demonstration and explanation. Able learners demonstrate as well. Individual written work is given to learners.

Exercise 14.2

Explanation and demonstration from the facilitator using the activity book. Learners carry out the laid out activity from their activity book. Feedback and class discussion.

Exercise 14.3

- | | |
|---------------|---------|
| 1 give | 6 noisy |
| 2 lit | 7 rich |
| 3 front | 8 mend |
| 4 short | 9 sad |
| 5 sour/bitter | |

Exercise 14.4

- | | |
|-------------|-----------|
| 1 expensive | 4 shallow |
| 2 absent | 5 delays |
| 3 false | 6 guilty |

Exercise 14.5

Explanation and demonstration from the facilitator using prepared media. Learners practise and individual exercise is given for feedback. Facilitator assists.

- | | |
|-------------|---------|
| 1 break | 5 noisy |
| 2 back/rear | 6 poor |
| 3 buy | 7 light |
| 4 short | 8 slow |

F. Listening and speaking: Phonic sounds - short vowels

Exercise 14.6

Facilitator uses the laid out activity in the learner's book to explain and demonstrate on the short vowel sound. Learners practise reading the words from a prepared media. Individual work for feedback.

Exercise 14.7

Explanation and demonstration from the facilitator on national monuments in Zimbabwe. Learners identify and name them in groups. Feedback in groups. Individual work.

G. Sharpen your skills

Exercise 14.8

Explanation and demonstration from the facilitator and able learners. Working in groups to solve the problems. Report back for feedback.

- 1 woman
- 2 teacher
- 3 bought
- 4 slowly
- 5 brush

H. Registers

Exercise 14.9

Learners respond to questions 1-10 by writing a polite apology for each situation.

Polite apologies

- 1 **Stepping on someone's foot:** "I am very sorry for stepping on your foot; I did not see you there. Are you okay?"
- 2 **Arriving late to class:** "Please excuse me, Teacher, for being late. I will try my best to be on time tomorrow."
- 3 **Breaking a friend's pencil:** "I am so sorry I broke your pencil. Please let me sharpen it for you, or I can lend you mine."

- 4 **Interrupting someone speaking:** “I am sorry for interrupting. Please finish what you were saying first.”
- 5 **Making noise in class:** “I apologise for making noise, Teacher. I will be quiet and focus on my work now.”
- 6 **Forgetting to return a book:** “I am sorry I forgot to bring your book back today. I have put it in my bag so I can give it to you tomorrow morning.”
- 7 **Bumping into someone:** “Oh! I am sorry for bumping into you. I should have been looking where I was walking.”
- 8 **Spilling water on the desk:** “I am sorry for spilling water on the desk. Let me get a cloth and wipe it up quickly.”
- 9 **Shouting at someone by mistake:** “I am sorry I shouted at you. I was frustrated, but I should not have raised my voice. Please forgive me.”
- 10 Forgetting a class duty (like sweeping or cleaning the board) “I apologise, Teacher, for forgetting my duty today. I will do it right now to make up for it.”

Unit 15

Mourning a living friend

Unit objectives

By the end of this unit, learners should be able to:

- a** read and answer a given comprehension passage.
- b** infer word meaning from a given text.
- c** spell and use new words correctly in sentences.
- d** define a good friend and share own experiences about friendship.
- e** identify and define new words.
- f** identify, list and use joining new words in sentences.

Teaching notes

Give the learners time to define a good friend and share their experiences with their friends. Explanation and demonstrations. Reading and defining new words from prepared media. Participation from learners through discussions. Individual written work is given to learners for feedback.

Teaching materials

Sentence strips, pictures, diagrams, phonic alphabet and work cards.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 111 - 116.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Speaking
- Writing
- Reading
- Listening
- Discussing
- Defining new words
- Dramatizing

Vocabulary

Identifying and reading new words. Facilitator stresses on pronunciation using the phonic alphabet. Learners practise. Individual written work is given to learners.

A. Comprehension: Mourning a living friend

Comprehension answers 1

Reading the passage for comprehension. Asking and answering questions in pairs and individually using sentence strips.

- | | |
|---------------------|----------------------|
| 1 He lived in town. | 4 They were friends. |
| 2 A car | 5 Kitten |
| 3 He was ten. | 6 Care centre |

Comprehension answers 2

Retelling the comprehension passage. Explanation and demonstration of answering comprehension questions. Learners practise in pairs. Individual written work is given to learners.

- | | |
|------------|---------------|
| 1 Car | 4 The writer |
| 2 Matt | 5 Out of bed. |
| 3 Hospital | |

Comprehension answers 3

Learners retell the comprehension story. They can dramatise the story. Facilitator assists. Individual work is given to learners.

- | | |
|---------------|-------------------------|
| 1 Toby | 6 Riding his bicycle. |
| 2 games | 7 Care centre/hospital. |
| 3 bicycle | 8 hatred |
| 4 good | 9 worried |
| 5 He was ten. | |

B. Composition: The accident

Exercise 15.1

Use of pictures to describe best friends and the activities they do together. The learners work in groups sharing thoughts on causes of accidents and suggest ways to avoid. Report back for a class

discussion. Explanation on writing a composition. Practise writing the introduction. Individual written work is given to learners. Facilitator assists slow learners.

C. Handwriting

Exercise 15.2

Learners practise writing the given letters in their books.

D. Language skills: Joining sentences

Recap on conjunctions. Listing and using in sentences. Assisting the learners. Individual work for feedback.

Exercise 15.3

Learners work in groups carrying out the laid out activity. Facilitator demonstrates and assists using a chart.

Exercise 15.4

- | | |
|--------|---------|
| 1 Who | 4 That |
| 2 That | 5 Whose |
| 3 Who | |

Exercise 15.5

- | | |
|---------|--------------|
| 1 whose | 4 whom |
| 2 who | 5 which/that |
| 3 which | |

Exercise 15.6

- | | |
|----------|------------|
| 1 after | 5 till |
| 2 before | 6 when |
| 3 since | 7 whenever |
| 4 until | 8 while |

E. Listening and speaking: Question and answer

Exercise 15.7

Facilitator explains and demonstrates. Retelling the comprehension story. Sharing thoughts and feelings on the story. Class discussion led by guided by the questions in their activity book. Report from learners.

F. Sharpen your skills: Animals

Demonstration and explanation from the facilitator. Learners carry out the laid out activity from their learner's activity book asking and answering questions. Learners draw and use the hook up. Facilitator assists.

G. Request registers

Learners respond to questions 1-10 on registers, using polite words like “ May I, Please may you, Could you please”.

Polite Requests

- 1 **Borrowing a pencil:** “Excuse me, may I please borrow a pencil for this lesson? I will return it as soon as I am finished.”
- 2 **Going to the toilet:** “Please, Teacher, may I be excused to go to the toilet?”
- 3 **Help with homework:** “Please, could you help me with this homework question? I am finding it a bit difficult to understand.”
- 4 **Asking a friend to slow down:** “Please slow down a little bit; I am struggling to keep up with you!”
- 5 **Asking the teacher to repeat instructions:** “Excuse me, Teacher, could you please repeat the instructions? I did not hear the last part clearly.”
- 6 **Asking a classmate to open the window:** “It is getting a bit warm in here; would you mind opening the window, please?”
- 7 **Asking a sibling to help carry books:** “Please, could you help me carry some of these books? They are very heavy for me.”
- 8 **Asking the bus driver to stop:** “Excuse me, Mr. Driver, could you please stop at the next bus stop? This is where I get off.”
- 9 **Asking a parent to sign a diary:** “Mom/Dad, please may you sign my school diary tonight so my teacher can see it tomorrow?”
- 10 **Using someone's sharpener:** “Please, may I use your sharpener for a moment? My pencil lead has just broken.”

Unit 16

Waking up at a rescue zoo

Unit objectives

By the end of the unit, learners should be able to:

- a** read for comprehension.
- b** identify, read and define new words from the given passage.
- c** use the new words in sentences.
- d** produce a continuous piece of writing on a given topic.
- e** work in groups solving given problems.
- f** identify and imitate animal sounds.

Teaching notes

Use of prepared media to explain and demonstrate the planned content for the week. A picture of a game park will be very vital. Involvement of the learners in demonstration, researches and group work on game parks and laid out activities. Learners use the prepared media to solve problems. Individual work on reading and writing. Exercise for feedback.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips and work cards.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 117 - 124.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|---------------|-------------|
| • Researching | • Drawing |
| • Writing | • Solving |
| • Discussing | • Recording |
| • Writing | |

Vocabulary

Introduction of the dictionary for definitions of the identified words. Reciting the letters of the alphabet. Explanation and demonstration on dictionary work. Group work reading and defining new words.

A. Comprehension: Waking up at a rescue zoo

Comprehension answers 1

Reading the passage for comprehension. Asking and answering questions. Explanation on answering comprehension questions. Practise and individual work.

- 1 The elephant.
- 2 The trumpeting noise.
- 3 Rescue zoo.
- 4 The windmill.
- 5 Oscar
- 6 Bananas
- 7 She leapt out of bed.
- 8 Wild animals
- 9 Talking to the animals.

Comprehension answers 2

Retelling the comprehension story. Asking and answering questions as a recap. Individual work.

- | | |
|----------|----------------------|
| 1 charm | 4 apples and oranges |
| 2 hippos | 5 trumpeting |
| 3 trees | 6 munched on |

Comprehension answers 3

Reading the comprehension passage. Explanation on answering questions by use of true or false. Individual written work is given to learners.

- 1 True
- 2 True
- 3 False
- 4 True
- 5 True

B. Composition: A day at the zoo

Exercise 16.1

Explanation on the set composition topic. Learners are given a map of Zimbabwe to identify game parks. Facilitator gives the composition topic and explains on essay writing. Learners are given time to practise. Individual work using the guide in the learner's book.

C. Animal sounds

Asking and answering questions as a recap. Use of pictures and drawings to identify and name animals. Miming animal sounds. Matching animal and the sound it produces. Individual work.

Exercise 16.2

- | | |
|-----------|-----------|
| 1 growls | 6 chirp |
| 2 coos | 7 gobble |
| 3 quacks | 8 howl |
| 4 squeaks | 9 grunt |
| 5 cackles | 10 laughs |

Exercise 16.3

Using a prepared media to ask and answer related questions in pairs. Individual written work is given to learners.

- | | |
|----------|---------|
| 1 Bleats | 6 Crow |
| 2 Clucks | 7 Grunt |
| 3 Purrs | 8 Growl |
| 4 Moos | 9 Bray |
| 5 Roar | 10 Bray |

Exercise 16.4

- | | |
|-----------|---------|
| 1 barking | 6 sheep |
| 2 moos | 7 cock |
| 3 bear | 8 lion |
| 4 horse | 9 hen |
| 5 mews | 10 pig |

D. Animals and their young ones

Exercise 16.5

Introducing animals and their young ones using pictures and drawings of animals. Use of prepared media matching animals to their young ones.

- | | |
|-------------|------------|
| 1 Kid | 5 Foal |
| 2 Lamb | 6 Duckling |
| 3 Nestling | 7 Colt |
| 4 Gooseling | |

E. Recap on joining words

Ask and answer questions on joining words. Learners revisit previous work. Facilitator stresses on grey areas. Individual work.

Exercise 16.6

- | | |
|---------|--------------|
| 1 who | 6 whom |
| 2 that | 7 that/which |
| 3 which | 8 that |
| 4 who | 9 who |
| 5 whose | 10 who |

F. Listening and speaking: The -ow- vowel sound

Facilitator explains and demonstrates on the vowel sound. Learners practise and carry out the activity as laid out in the learner's activity book. Report back for class discussion.

Exercise 16.7

Explanation and demonstration. Asking and answering questions using the instructions in the learner's book. Learners practise in groups. Individual work for feedback.

Exercise 16.8

Facilitator explains and demonstrates by use of the diagram in the learner's activity book. Learners work in pairs answering the given questions in their activity book. Report back for feedback.

Exercise 16.9

Answers are relative or depend on the learner.

G. Sharpen your skills: Jumbled sentences

Explanation and demonstration. Learners practise using the jumbled sentences in their activity book. The facilitator can write them on a chart. Report back for feedback.

Exercise 16.10

- 1 A man went fishing and caught a trout.
- 2 The angry farmer chased the boy from the orchard.
- 3 I enjoy reading interesting books at school.
- 4 Jane boarded an aeroplane yesterday.
- 5 My father is going to town tomorrow.
- 6 The boy ran across the street.
- 7 My child is suffering from poor eye sight.

Unit 17

Kubi, the nurse

Unit objectives

By the end of the unit, learners should be able to:

- a** read for comprehension.
- b** infer meanings of the new words from the given passage.
- c** use the new words in sentences.
- d** write a story on a given topic.
- e** identify nouns and use them correctly in sentences.
- f** work together to solve laid out problems.

Teaching notes

Use of prepared media on occupations. Explanation and demonstration of the planned content for the week using media. Involvement of the learners in demonstration, researches and group work on laid out activities. Learners use the prepared media to solve problems. Individual work reading, drawing and writing exercise for feedback.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips and work cards.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 125 - 132.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Discovering
- Listening
- Speaking
- Discussing
- Drawing

Vocabulary

Identifying and reading the new words. Facilitator stresses on pronunciation using the phonic alphabet. Learners practise. Individual written work is given to learners.

A. Comprehension: Kubi the nurse

Comprehension answers 1

Reading the passage for comprehension. Asking and answering questions. Explanation on answering comprehension questions. Practise and individual work.

- | | |
|-------------------------|------------------------------------|
| ① Kubi | ⑥ She wanted to prove a point. |
| ② White | ⑦ She showed signs of improvement. |
| ③ Policeman | ⑧ Scotland |
| ④ She failed her exams. | ⑨ To be a nurse. |
| ⑤ hardworking | ⑩ She graduated as a nurse. |

Comprehension answers 2

Explanation on the use of True or False when answering questions. Practise and written work answering the given questions.

- | | |
|---------|---------|
| ① False | ④ True |
| ② False | ⑤ False |
| ③ True | ⑥ True |

B. Composition: What I would like to be when I grow up

Exercise 17.1

Explanation on occupations. Recap on the comprehension passage. Learners give examples of occupations. Learners practise writing the introduction on the given topic. Individual written work is given to learners.

Exercise 17.2

Explanation on the laid out activity. Demonstration using prepared media. Learners practise. Individual work on writing the composition.

C. Handwriting

Exercise 17.3

Explanation and demonstration on the Nelson Script handwriting. Learners practise shaping the given letters. Facilitator corrects bad handwriters.

D. Occupations

Asking and answering questions as a recap on occupations. Learners list occupations in groups. Report back for feedback. Individual work.

Exercise 17.4

- | | |
|-------------|-------------|
| 1 Shepherd | 6 Dentist |
| 2 Pilot | 7 Conductor |
| 3 Librarian | 8 Carpenter |
| 4 Florists | 9 Barber |
| 5 Engineer | 10 Artist |

Exercise 17.5

Explanation on use of the word in question in sentences. Demonstration and learners practise in pairs. Written work.

- | | |
|------|--------------|
| 1 as | 5 as |
| 2 as | 6 as, though |
| 3 as | 7 as |
| 4 as | |

Exercise 17.6

- | | |
|-------------|----------------|
| 1 Cobbler | 4 Porter |
| 2 Fisherman | 5 Barber |
| 3 Teacher | 6 Train driver |

Exercise 17.7

Explanation from the facilitator. Learners practise in pairs. Report back for feedback and evaluation.

Exercise 17.8

- | | |
|----------|-----------|
| 1 helper | 3 dreamer |
| 2 jumper | 4 keeper |

Exercise 17.9

Facilitator explains and demonstrates. Learners practise in groups using prepared media. Individual written work is given to learners.

- | | |
|-----------|-------------|
| 1 runner | 5 drummer |
| 2 robber | 6 swimmer |
| 3 shopper | 7 trapper |
| 4 winner | 8 traveller |

Exercise 17.10

- | | |
|----------|----------|
| 1 rider | 4 smoker |
| 2 dancer | 5 maker |
| 3 driver | |

Exercise 17.11

- 1 crier
- 2 flier
- 3 drier
- 4 copier
- 5 carrier

Exercise 17.12

- 1 swimmer
- 2 crier
- 3 reader
- 4 winner
- 5 lodger
- 6 supplier

E. Listening and speaking: Phonic sounds

Exercise 17.13

- 1 house
- 2 mouse
- 3 loud
- 4 round...round
- 5 loud

F. Common exceptions

Exercise 17.14

Facilitator explains the words. Learners give and read the given examples producing the correct sound. Facilitator corrects on pronunciation.

G. Sharpen your skills: Phonic sounds

Exercise 17.15

Facilitator explains on work to be done using the diagram in the activity book. Learners carry out the activity in pairs by adding two more different words to questions 1-10. Answers will vary.

Sound matching exercise

- 1 coat, note, float (+ boat, goat)
Sound: Long "O"
- 2 hard, card, guard (+ yard, lard)
Sound: "AR"
- 3 pair, more, wear (+ stair, bare)
- 4 date, wait, great (+ late, gate)
Sound: Long "A"
- 5 meet, meat, neat (+ seat, beat)
Sound: Long "E"
- 6 play, lay, neigh (+ stay, day)
Sound: Long "A" (rhymes with "play")
- 7 pair, fare, fur (+ hair, bear)
Note: "Fur" is usually a different sound (like "bird"), but if you are following a specific rhyming pattern for "air," stick with words like stair.
- 8 bow, bore, core (+ shore, door)
Sound: "OR"
- 9 wright, right, night (+ light, sight)
Sound: Long "I"
- 10 heard, herd, head (+ word, bird)
Note: "Head" has a short "E" sound, while "heard" and "herd" have an "ER" sound. The most common match for "heard" would be bird or third.

Unit 18

Hobbies

Unit objectives

By the end of the unit, learners should be able to:

- a** read for comprehension.
- b** infer meanings of the new words from the given passage.
- c** use the new words in sentences.
- d** write a story on a given topic.
- e** identify nouns and use them correctly in sentences.
- f** work together to solve laid out problems.

Teaching notes

Facilitator introduces the unit topic using prepared media. Asking and answering questions. Learners carry out the laid out tasks in groups and as individuals. Facilitator assists where ever necessary. Able learners are allowed to demonstrate. Discussion and identifying hobbies. Sharing thoughts on favourite hobbies. Drawing and illustrating their hobbies.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips and work cards.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 133 - 138.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|--------------|----------------|
| • Reading | • Listening |
| • Explaining | • Sharing |
| • Discussing | • Drawing |
| • Writing | • Illustrating |

Vocabulary

Identifying and reading of the new words. Facilitator stresses on pronunciation using the phonic alphabet. Learners practise. Individual written work is given to learners.

A. Comprehension:Hobbies

Comprehension answers 1

Discussion on hobbies as a class. Identifying and listing hobbies. Reading the passage for comprehension. Discussing validity of hobbies. Asking and answering questions. Explanation on answering comprehension questions. Practise and individual work.

- | | |
|---|------------------------|
| 1 folk stories | 5 in the evening |
| 2 grandparents | 6 animals |
| 3 animals | 7 fire and moon |
| 4 talk, build houses, cook and pay lobola | 8 for light and warmth |

Comprehension answers 2

Explanation on completing sentences using words from a given passage. Reading the passage and practise. Individual written work is given to learners.

- 1 build houses and even pay lobola and get married. animals
- 2 folk stories
- 3 fire and moon
- 4 folk stories
- 5 Listening to music, watching movies, playing sports and listening to folk stories.
- 6 have fun, enjoy, relax
- 7 Answers will vary from learner to learner.

B. Composition: Informal letter writing

Exercise 18.1

Facilitator explains on letters. Explanation on an informal letter. Demonstration on letter writing. Groups discuss the given topic. Practise writing the composition. Individual written work is given to learners using the guide in their learner's activity book.

C. Quantity words

Exercise 18.2

Facilitator explains on quantity words. Learners list these in groups. Report back for discussion. Learners practise using these words in sentences. Facilitator assists.

Exercise 18.3

- | | |
|--------|--------|
| 1 many | 5 many |
| 2 much | 6 many |
| 3 much | 7 many |
| 4 many | 8 many |

Exercise 18.4

Let the learners work in groups carrying out the laid out activity. Facilitator only gives guidance and direction by use of explanation and demonstration.

Exercise 18.5

- 1 few
- 2 few
- 3 many
- 4 few
- 5 few
- 6 many
- 7 few
- 8 few
- 9 few
- 10 many

D. Listening and speaking: Phonics

Exercise 18.6

- | | | | |
|--------|-------|----------|-----|
| 1 week | wood | heard | see |
| 2 beat | there | hadthere | |
| 3 were | beat | ran | |

Exercise 18.7

- 1 Sartuday's child
- 2 grace
- 3 Wednesday child
- 4 Monday child
- 5 Friday child
- 6 Thursday child
- 7 Sabbath Day

E. Sharpen your skills: Forming words

Let the learners work in groups carrying out the laid out activity by use of the click wheel in their activity book. The facilitator can have the click wheel on a chart. Facilitator only gives guidance and direction by use of explanation and demonstration.

beat
behind

bear
believe

behalf
before

beast
beautiful

between

Unit 19

Communication

Unit objectives

By the end of the unit, learners should be able to:

- a** read and narrate a story.
- b** read and answer comprehension questions.
- c** identify and define new words from a read comprehension passage. Use new words in sentences.
- d** produce a continuous piece of writing on a given topic.
- e** work as a group solving a given problems.
- f** identify means of communication in and around Zimbabwe.
- g** identify and use questioning words correctly when asking questions.

Teaching notes

Introduce the comprehension topic by use of pictures. Let the learners discuss in groups, listing the various modes of communication. Help the learners identify the most common mode in Zimbabwe. Ask and answer questions on the weekly content. Let the learners explore and discover for themselves the essence of emails. They can carry a research. Report back for feedback. Give individual work.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips and work cards.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 139 - 145.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Identifying and reading the new words. Facilitator stresses on pronunciation using the phonic alphabet. Learners practise. Individual written work is given to learners.

Skills

- Reading
- Writing
- Speaking
- Listening
- Discovering
- Exploring

A. Comprehension: Communication

Comprehension answers 1

Reading the passage for comprehension. Discussing means of communication. Asking and answering questions. Explanation on answering comprehension questions. Practise and individual work.

- 1 Melisa's father
- 2 Father and daughter.
- 3 Mrs Lolo
- 4 About going to the library.
- 5 Books to read.
- 6 Computers
- 7 Mrs Moyo
- 8 Discount

Comprehension answers 2

Explanation on completing sentences using words from a given passage. Reading the passage and practise. Individual written work is given to learners.

- | | |
|---------------|-------------|
| 1 the library | 4 computers |
| 2 father | 5 less |
| 3 friends | |

Comprehension answers 3

Explanation on the use of true or false when answering questions. Practise and written work. Answering the given questions.

- | | |
|--------|---------|
| 1 True | 4 True |
| 2 True | 5 False |
| 3 True | 6 False |

B. Composition: An email

Exercise 19.1

Reading and discussing an email. Learners are helped in composing own email addresses. Learners discuss in groups using the prepared emails. Learners are given practise and individual work.

C. Punctuation

Explanation and demonstration on punctuation marks. Learners identify the punctuation marks using prepared media. Class practises punctuating given sentences in pairs. Report back. Individual work.

Exercise 19.2

- 1 What is the name of your school head?
- 2 Who is your neighbour?
- 3 Do you want a computer?
- 4 When is Christmas day?
- 5 What is your favourite colour?
- 6 Why do you eat food?
- 7 How many subjects do you learn at school?
- 8 How many times in a week do you go for sports?

Exercise 19.3

Explanation and demonstration by the facilitator using media. Learners discuss and practise. Individual written work is given to learners.

- | | |
|--------|---------|
| 1 Did | 6 When |
| 2 How | 7 Which |
| 3 Who | 8 Where |
| 4 Why | 9 Whose |
| 5 What | 10 Have |

D. Listening and speaking: Other vowel sounds

Explanation on the laid out activity. Learners carry out the activity. Facilitator assists.

Exercise 19.5

- 1 first
- 2 skirt
- 3 flower
- 4 fur
- 5 ferried

Exercise 19.6

Explanation and demonstration on action words. Learners practise individually actions portrayed on given pictures in their activity book, in sentences. Report back for class discussion and feedback.

E. Sharpen your skills: Making words

Explanation and demonstration in pairs. Facilitator assists. Learners carry out the activity in pairs. Learners report back their findings. Facilitator assists.

Exercise 19.7

- 1 golden
- 2 blooming
- 3 grunt
- 4 stool
- 5 winter
- 6 howling
- 7 captain
- 8 mongoose

Unit 20

Examination 2

Teaching notes

Giving the revision test. Explanation on how to handle the revision exercise. Individual written work is given to learners for evaluation.

Answers

- | | | | |
|----|---|----|---|
| 1 | C | 21 | C |
| 2 | D | 22 | C |
| 3 | B | 23 | B |
| 4 | C | 24 | B |
| 5 | C | 25 | C |
| 6 | B | 26 | B |
| 7 | A | 27 | B |
| 8 | B | 28 | C |
| 9 | B | 29 | C |
| 10 | C | 30 | A |
| 11 | C | 31 | C |
| 12 | A | 32 | C |
| 13 | C | 33 | B |
| 14 | C | 34 | A |
| 15 | A | 35 | B |
| 16 | A | 36 | B |
| 17 | C | 37 | C |
| 18 | B | 38 | D |
| 19 | D | 39 | A |
| 20 | D | 40 | B |

Paper 2

Teaching notes

Explanation on tackling the revision test. Individual written work is given to learners for feedback and evaluation.

Section A

Facilitator explains by use of charts and pictures. Choosing a topic to write on. Individual written work is given to learners.

Section B

Answers

- 1 Goat and fox.
- 2 Fox
- 3 The well was deep.
- 4 No. He was not telling the truth.
- 5 Goat
- 6 Unhappy
- 7 By jumping onto the goat's back.
- 8 He was left in the well.
- 9 Cheat/unfriendly
- 10 Fox

Summary

Facilitator asks and answers questions as a recap. Learners write the summary. Learners respond to the summary question in not more than 80 words using correctly punctuated and complete sentences.

Unit 21

Children living in the streets

Unit objectives

By the end of the unit, learners should be able to:

- a** identify and help needy people in their community.
- b** read the given passage for comprehension.
- c** answer comprehension questions.
- d** produce a continuous piece of writing on a given topic.
- e** identify, read and define new words from a given text.
- f** make use of contractions when writing sentences.

Teaching notes

Identifying needy people in the community and the help the learners suggest how best they can help them. Defining the children living in the streets and their needs. Leading discussions by question and answer. Research and recording findings. Individual work for feedback.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips and work cards.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 152 - 159.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|------------|---------------|
| • Reading | • Listening |
| • Writing | • Identifying |
| • Speaking | • Discussing |

Vocabulary

Introduction of the dictionary for definitions of the identified words. Reciting the letters of the alphabet. Explanation and demonstration on dictionary work. Group work reading and defining new words.

A. Comprehension: Children living in the streets

Comprehension answers 1

Discussion of the comprehension story. Asking and answering questions in groups. Individual work.

- 1 Busiest areas in major towns in Zimbabwe/Harare.
- 2 Streets and inlets.
- 3 Beg for food.
- 4 A child aged between 13 and 19 years of age.
- 5 Street kids.
- 6 Due to hardships.
- 7 Because they live in the streets.

Comprehension answers 2

Retelling the comprehension passage read. Facilitator explains on answering comprehension questions using a prepared chart on “wh” questions. Learners practise. Individual work.

- | | |
|--------------------------------------|---------------|
| 1 major towns/streets | 5 Street kids |
| 2 Harare, Gweru, Mutare and Bulawayo | 6 Warm places |
| 3 old/worn out | 7 Winter |
| 4 Kind | 8 Summer |

Comprehension answers 3

Learners read the comprehension passage again. Facilitator explains on multiple choice questions. Individual work.

- | | |
|-----|-----|
| 1 C | 4 D |
| 2 B | 5 B |
| 3 B | |

B. Composition: The day I went shopping

Exercise 21.1

Facilitator gives the composition topic. Learners discuss in pairs using the pictures in their activity book as guidelines. Class discusses the day they were taken out shopping by their parents/guardians. Facilitator emphasises on essay writing giving guidelines. Practise and individual written work is given to learners.

C. Contractions

Explanation on contractions using prepared media. Learners practise in groups. Facilitator assists slow learners. Individual written work is given to learners.

Exercise 21.2

Facilitator explains and demonstrates using prepared media. Learners practise in groups. Individual written work is given to learners.

- | | |
|-----------|-----------|
| 1 I'm | 5 I've |
| 2 You're | 6 You've |
| 3 We're | 7 We've |
| 4 They're | 8 They've |

Exercise 21.3

- | | |
|-----------|-----------|
| 1 We've | 5 I've |
| 2 I'm | 6 We're |
| 3 They've | 7 You're |
| 4 You've | 8 They've |

Exercise 21.4

- | | |
|-----------|----------|
| 1 They're | 6 We'll |
| 2 It's | 7 You've |
| 3 I've | 8 He's |
| 4 You'll | 9 We're |
| 5 I'm | 10 I'll |

Exercise 21.5

Facilitator explains and demonstrates on contractions using a prepared chart. Learners practise in pairs. Report back for class discussion. Individual work.

- | | |
|----------|------------|
| 1 Isn't | 6 Don't |
| 2 We'll | 7 Where's |
| 3 Here's | 8 You'll |
| 4 He'll | 9 Didn't |
| 5 Are'nt | 10 They'll |

Exercise 21.6

- | | | | |
|---|---------|----|----------|
| 1 | You'll | 6 | She'll |
| 2 | There's | 7 | They'll |
| 3 | We'll | 8 | Wouldn't |
| 4 | Who's | 9 | He'll |
| 5 | I'll | 10 | It's |

D. Listening and speaking: Needy people in the society

Exercise 21.7

Facilitator explains and demonstrates on the laid out activity using pictures of the various homes for the needy in Zimbabwe.

Exercise 21.8

Learners practise identifying and naming these homes and their patrons using media. Individual work. Learners take turns to talk about Jairos Jiri.

Exercise 21.9

Learners carry out the activity in pairs after the facilitator's demonstration. They talk about Mother Theresa.

E. Sharpen your skills: Abbreviations

Explanation and demonstration on writing abbreviations in Exercise 21.10 in full. Learners work in groups solving the problem. Recording and reporting back their findings.

Exercise 21.10

Abbreviations in full

Abbreviation	Full meaning
ZBC	Zimbabwe Broadcasting Corporation
COTTOCO	Cotton Company of Zimbabwe
HIV	Human Immunodeficiency Virus
SSR	Secondary School Report (or Social Security Reform)
NRZ	National Railways of Zimbabwe

UNHCR	United Nations High Commissioner for Refugees
ID	Identity Document
SADC	Southern African Development Community
ZIM	Zimbabwe
HRE	Harare (The airport code and common short form)
UN	United Nations
ATR	African Traditional Religion
WHO	World Health Organization
UNICEF	United Nations Children's Fund
AU	African Union
FAO	Food and Agriculture Organization
UNESCO	UN Educational, Scientific and Cultural Organization
AIDS	Acquired Immunodeficiency Syndrome
GMB	Grain Marketing Board
EMA	Environmental Management Agency
TIMB	Tobacco Industry and Marketing Board
CID	Criminal Investigation Department
AMA	Agricultural Marketing Authority
ORS	Oral Rehydration Salts

Unit 22

Gender roles

Unit objectives

By the end of the unit, learners should be able to:

- a** read and answer comprehension questions.
- b** infer word meaning from a given passage.
- c** identify and define new words from the comprehension passage.
- d** produce a continuous piece of writing on a given topic.
- e** identify and use verbs correctly in sentences.
- f** hold a discussion on a given topic.
- g** brainstorm solving a given problem.

Teaching notes

Introducing the topics using prepared media. Entertaining discussions on gender roles. Learners identify themselves with the roles they play at home and school. Reading the passage as a class. Learner working groups solve given problems. Individual work.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips.

Vocabulary

Facilitator issues word cards. In pairs, learners read and define the words from the cards. Learners use these words in sentences.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 160 - 166.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Role playing
- Listening

A. Comprehension: Gender roles

Comprehension answers 1

Reading the comprehension passage. Asking and answering questions. Individual written work is given to learners.

- | | |
|------------------|--|
| 1 roles | 4 teachers, secretaries and nurses. |
| 2 The boy child. | 5 engineers, bus drivers, accountants. |
| 3 Boys | 6 Soccer |

Comprehension answers 2

Retelling the comprehension passage read. Learners role play on gender roles then hold a class discussion answering the given questions in their learner's activity book as guidelines. Answers will vary from learner to learner.

Comprehension answers 3

Facilitator leads group discussion as learners identify their roles at home and school. The learners complete the given chart in their activity book. Answers will vary.

B. Composition: Dialogue

Exercise 22.1

Facilitator gives the topic. Explanation and demonstration on dialogue writing. Learners discuss sharing thoughts and opinions on the topic. Writing a dialogue. The facilitator explains on dialogue writing. Individual work is done following the lay out in their activity book.

C. Verbs: Past and past participle

Facilitator defines and explains verbs. Learners use pictures and drawings to list verbs. Group work. Individual work.

Exercise 22.2

- | | |
|---------|---------|
| 1 Taken | 6 Taken |
| 2 Took | 7 Took |
| 3 Taken | 8 Taken |
| 4 Took | 9 Taken |
| 5 Taken | 10 Took |

Exercise 22.3

- 1 taken
- 2 took
- 3 took
- 4 took
- 5 took

- 6 taken
- 7 taken
- 8 taken
- 9 took
- 10 taken

Exercise 22.4

- 1 ate
- 2 eaten
- 3 eaten
- 4 ate
- 5 eat

- 6 eaten
- 7 ate
- 8 ate
- 9 ate
- 10 eaten

Exercise 22.5

- 1 ate
- 2 eaten
- 3 eaten
- 4 ate
- 5 eaten

- 6 eaten
- 7 ate
- 8 eaten
- 9 ate
- 10 eaten

D. Listening and speaking: Silent letters

Exercise 22.6

Explanation and demonstration on silent letters. Carrying out the laid out activity. Learners work in groups carrying out this activity and recording their findings. Report back and individual work.

E. Phonic sounds

Exercise 22.7

Facilitator explains on the phonic sound for discussion. Giving examples. Learners practise reading words from word cards then uses the words in sentences. Carrying out the laid out activity in their learner's activity book.

- 1 seaport
- 2 mother
- 3 sport
- 4 Lord
- 5 George

F. Sharpen your skills: Singular nouns

Exercise 22.8

- 1 factory
- 2 thief
- 3 roof
- 4 mouse
- 5 glass
- 6 ox
- 7 sheep
- 8 child
- 9 man
- 10 woman

G. Congratulatory registers

Exercise 22.9

- 1 Well done! I'm so proud of you for passing your exam!
- 2 Congratulations on winning the race! You did amazing!
- 3 Well done on becoming class monitor! You truly deserve it!
- 4 Congratulations on baking your first cake! It looks delicious!
- 5 Well done for scoring a goal! That was fantastic!
- 6 Congratulations on the new baby! Wishing your family lots of joy!
- 7 Well done on winning the prize! You worked hard and it paid off!
- 8 Congratulations on drawing such a beautiful picture! Great job!
- 9 Well done to the class for winning the quiz! You all did excellently!
- 10 Congratulations on improving in reading! Keep up the good work!

Unit 23

The storm

Unit objectives

By the end of the unit, learners should be able to:

- a** share their thoughts and feelings on about the storm.
- b** read the given passage for comprehension.
- c** define and use new words in sentences.
- d** produce a continuous piece of writing on a given topic.
- e** identify and use verbs in simple past tense.
- f** mix and mingle solving a given problem.

Teaching notes

Introducing the topics using prepared media. Entertaining discussions on the storm. Learners share their thoughts and feelings about the storm. Reading the passage as a class. Learners working in groups solving given problems. Individual work.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 167 - 173.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|-------------|---------------|
| • Reading | • Writing |
| • Speaking | • Sharing |
| • Listening | • Dramatizing |

Vocabulary

Issuing of word cards. Grouping the learners and giving instructions. Defining the words using the dictionary. Using the words in sentences.

A. Comprehension: The storm

Comprehension answers 1

Reading the comprehension passage. Asking and answering questions. Individual work.

- 1 Tom and his mother.
- 2 The clouds.
- 3 It was going to rain.
- 4 In a caravan.
- 5 The clouds.
- 6 There was a storm.
- 7 Late in the afternoon.
- 8 Wanted to be the first to see the damage caused by the storm.

Comprehension answers 2

Retelling and dramatising the passage read. Answering questions using words from the passage.

- | | |
|--------------|----------------|
| 1 Lightning | 4 Beach |
| 2 The sea | 5 Penguin/bird |
| 3 Sand dunes | |

Comprehension answers 3

Leading a discussion by asking and answering questions. Learners fish out important points from the passage. Learners practise in pairs. Individual written work is given to learners. Answers will vary.

B. Composition: My favourite food

Discussion on food. Learners share their thoughts and feelings on food. Report back for a class discussion. Facilitator explains on essay writing. Individual written work is given to learners using the guide in their activity book.

Exercise 23.1

Answers from learners will vary.

My favourite food

Food is what I eat and drink. Food is important for my body and mind. With the food I eat, I can jump, dance, learn and play with my friends. Food gives me the energy I need to work hard in

school. Food comes in different types like rice, chicken, potatoes, pizza and sadza which is the staple food for Zimbabweans. Sadza comes from maize meal. We grow our maize in summer.

The food I like best is sadza and roasted chicken. This food is my best because it is very delicious and filling. I also like fruits very much, especially sweet mangoes. I do not like okra because it is too slimy for me. I am a Zimbabwean and my favourite food is sadza with beef and greens. I like this type of food because it makes me feel strong and healthy

C. Simple past tense

Explanation on verbs and verb tenses using prepared media. Learners practise. Report back. Individual work.

Exercise 23.2

- a spoke
- b heard
- c rang

Exercise 23.3

- | | |
|-----------|---------------|
| 1 wound | 5 thought |
| 2 drowned | 6 heard, rand |
| 3 grew | 7 wrote |
| 4 held | |

Exercise 23.4

jumped	reached	touched	were	dropped	wiped
cupped	felt	could	smiled	held	

Exercise 23.5

- | | |
|---------|---------|
| 1 given | 6 given |
| 2 gave | 7 gave |
| 3 given | 8 given |
| 4 gave | 9 given |
| 5 given | 10 gave |

Exercise 23.6

- | | |
|---------|---------|
| 1 gave | 3 given |
| 2 given | 4 given |
| e gave | |

- 6 given
- 7 gave
- 8 given

- 9 given
- 10 gave

D. Listening and speaking: Silent letters

Exercise 23.8

Introduction of the topic using media. Explanation and demonstration. Learners carry out the laid out activity. Learners report back their findings.

E. Sharpen your skills: Forming second words

Exercise 23.9

Introduction of the topic using media. Explanation and demonstration. Learners carry out the laid out activity. Learners report back their findings.

F. Registers for different situations

Exercise 23.10

- 1 Polite / Formal
- 2 Polite
- 3 Friendly / Informal
- 4 Polite / Apologetic
- 5 Neutral / Informal
- 6 Polite / Formal
- 7 Polite / Requesting
- 8 Friendly / Informal
- 9 Polite / Apologetic
- 10 Polite / Formal

Unit 24

Michael at the clinic

Unit objectives

By the end of the unit, learners should be able to:

- a** share their thoughts and feelings on a given topic.
- b** read the given passage for comprehension.
- c** define and use new words in sentences.
- d** produce a continuous piece of writing on a given topic.
- e** identify and use verbs in given sentences.
- f** mix and mingle solving a given problem.

Teaching notes

Use of prepared media on occupations. Explanation and demonstration of the planned content for the week using media. Involvement of the learners in demonstration, research and group work on laid out activities. Learners use the prepared media to solve problems. Individual work reading and writing exercise for feedback.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 174 - 181.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- | | |
|-------------|---------------|
| • Reading | • Writing |
| • Speaking | • Sharing |
| • Listening | • Dramatising |

Vocabulary

Introduction of the dictionary for definitions of the identified words. Reciting the letters of the alphabet. Explanation and demonstration on dictionary work. Group work on reading and defining new words.

A. Comprehension: Michael at the clinic

Comprehension answers 1

Discussion of the comprehension story. Asking and answering questions in groups. Individual work.

- 1 His mother.
- 2 He hurt his arm.
- 3 Red-haired nurse.
- 4 The doctor.
- 5 Wriggle his fingers and thumb.
- 6 The arm did not hurt when the doctor felt it.
- 7 On a Monday.
- 8 He wanted to deceive the doctor.

Comprehension answers 2

Facilitator explains and demonstrates on answering comprehension questions. Learners practise. Individual written work is given to learners.

- | | |
|--------------|--------------------|
| 1 The doctor | 4 Surgery/hospital |
| 2 shoes | 5 tests |
| 3 The doctor | |

B. Composition: My teacher

Exercise 24.1

Giving the essay topic, “My teacher.” Explanation on essay writing. Learners practise in pairs. Individual work.

C. Handwriting

Exercise 24.2

Facilitator picks learners with good handwriting and then asks them to demonstrate writing the previous learnt letters. The learners practise, then the facilitator explains and demonstrates. Learners are given new letters to practise using the prescribed handwriting. The facilitator corrects whenever necessary.

D. Noun and verb agreement

Facilitator explains on this topic using a prepared media. Learners practise in groups. Report back. Individual written work is given to learners.

Exercise 24.3

- | | |
|--------|--------------|
| 1 its | 6 its, it's |
| 2 it's | 7 its |
| 3 it's | 8 it's |
| 4 its | 9 its |
| 5 it's | 10 it's, its |

Exercise 24.4

- | | |
|--------|---------|
| 1 has | 5 makes |
| 2 have | 6 make |
| 3 was | 7 are |
| 4 were | 8 is |

E. Verbs

Asking and answering questions as a recap. Learners work in pairs carrying out the laid out activities. Report back and individual work.

Exercise 24.5

- | | |
|---------|---------|
| 1 go | 6 puts |
| 2 try | 7 hurry |
| 3 pulls | 8 runs |
| 4 say | 9 carry |
| 5 do | 10 play |

Exercise 24.6

- | | |
|-----------|---------|
| 1 play | 5 has |
| 2 carries | 6 run |
| 3 does | 7 looks |
| 4 go | 8 had |

Exercise 24.7

Facilitator explains and demonstrates. Using sentence strips. Individual work as learners write own sentences showing words meaning.

F. Listening and speaking: Phonic sounds

Facilitator explains and demonstrates using the words in sentences. Learners practise using sentence strips. Individual work for feedback.

Exercise 24.8

Facilitator uses a chart to explain on sentence construction. Learners practise then report back for feedback

Exercise 24.9

Class reads the comprehension passage for recap. Facilitator explains on drama. Give the learners roles to play. Practise dramatising the story.

G. Sharpen your skills: The directional compass

Facilitator takes the learners outside, explains and demonstrates on compass points. Learners practise drawing the compass and labelling the points. Facilitator leads by asking learners to give directions using the compass. Individual work for feedback.

Exercise 24.10

- ① South
- ② North
- ③ West
- ④ East
- ⑤ West

Unit 25

The ducklings

Unit objectives

By the end of the unit, learners should be able to:

- a** share their thoughts and feelings on a given topic.
- b** read the given passage for comprehension.
- c** define and use new words in sentences.
- d** produce a continuous piece of writing on a given topic.
- e** identify and use helping verbs in given sentences.
- f** mix and mingle solving a given problem.

Teaching notes

Use prepared media on all the topics for the week. Explanation and demonstration of the planned content for the week using media. Involvement of the learners in demonstration, research and group work on laid-out activities. Learners use the prepared media to solve problems. Individual work such as reading and writing exercise for feedback.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 182 - 188.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Listening
- Sharing
- Discussing
- Describing

Vocabulary

Identifying and reading new words from the prepared media. Defining the words and using them in sentences.

A. Comprehension: The ducklings

Comprehension answers 1

Reading the comprehension passage as a class. Asking and answering questions in pairs. Report back. Individual written work is given to learners.

- | | |
|------------------------|----------------------------|
| 1 Duck | 4 Swim on the canals. |
| 2 Incubating her eggs. | 5 Waterways in the garden. |
| 3 No one visited her. | 6 They came from eggs. |

Comprehension answers 2

Explanation and demonstration on answering of comprehension questions. Retelling the comprehension passage.

- 1 nest
- 2 incubating
- 3 duckling
- 4 ducklings
- 5 space

B. Composition: My favourite bird

Explanation on the essay topic and essay writing. Learners discuss birds and tell each other about their favourite birds. Learners practise in pairs and report back for class discussion. Individual written work is given to learners.

Exercise 25.1

Explanation and demonstration on the laid out activity. Learners match the names to the pictures then talk about the birds.

C. Handwriting

Exercise 25.2

Recap on previous letters. Learners practise individually. Facilitator gives new work. Learners practise individual work.

D. Homophones

Explain on homophones. Give examples. Define the words. Let the learners work in groups identifying the homophones and use them in sentences.

Exercise 25.3

Explanation on the laid out activity. Learners practise in pairs. Individual written work is given to learners.

- 1 were
- 2 where
- 3 were
- 4 where
- 5 were...where
- 6 were...where

Exercise 25.4

- | | |
|--------|--------|
| 1 is | 6 is |
| 2 as | 7 are |
| 3 has | 8 was |
| 4 did | 9 were |
| 5 done | 10 saw |

Exercise 25.5

- | | |
|--------|---------------|
| 1 was | 4 is, his |
| 2 were | 5 has, as, as |
| 3 has | |

Exercise 25.6

- | | |
|-------|--------|
| 1 Saw | 4 done |
| 2 did | 5 seen |
| 3 is | 6 are |

Exercise 25.7

- | | | | |
|---|-----|----|-----|
| 1 | are | 6 | is |
| 2 | is | 7 | are |
| 3 | is | 8 | are |
| 4 | is | 9 | are |
| 5 | are | 10 | are |

Exercise 25.8

Explanation on the laid out activity. Learners read the sentences and tell the sounds made by horses, donkeys, dogs and cocks.

E. Listening and speaking: Rhyming words

Exercise 25.9

Explain on rhyming words. Let the learners identify the words. Practise using the words in sentences. Carry out the activity from their activity book.

F. Sharpen your skills

Exercise 25.10

Explain on the word puzzle and give the instructions. Learners carry out the laid out activity and record their findings.

- 1 jog
- 2 jump
- 3 run
- 4 get
- 5 beg
- 6 cry
- 7 try
- 8 urge

Unit 26

The lost wallet

Unit objectives

By the end of the unit, learners should be able to:

- a** read and answer comprehension questions.
- b** produce a continuous piece of writing on a given topic.
- c** identify, read and define new words from the passage.
- d** dramatize the comprehension story.
- e** punctuate given sentences using the apostrophe to show possession.

Teaching notes

Use of prepared media on all the topics for the week. Explanation and demonstration of the planned content for the week using media. Involvement of the learners in demonstration, research and group work on laid out activities. Learners use the prepared media to solve problems. Individual work reading and writing exercise for feedback.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 189 - 196.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Identifying and reading new words from the prepared media. Defining the words and using them in sentences.

A. Comprehension: The lost wallet

Comprehension answers 1

Reading the comprehension passage. Defining new words as a recap. Explanation and demonstration. Individual work.

- 1 Selling fruits (oranges and bananas).
- 2 They got pocket money.
- 3 At a bus terminus.
- 4 They enjoyed watching what happened at the terminus.
- 5 He was waiting for the bus.
- 6 Reading a newspaper.
- 7 To get a good sit.
- 8 Thabo
- 9 He felt frightened.
- 10 Some money, a passport and a driver's licence.

Comprehension answers 2

Retelling the comprehension passage. Explanation and demonstration. Individual work.

- | | |
|---------------------------|-----------------------------------|
| 1 Thabo and Busi. | 4 His wallet. |
| 2 money | 5 The Chitungwiza Police Station. |
| 3 Newspaper and a wallet. | |

Comprehension answers 3

Explanation and demonstration. Learners practise in pairs. Individual written work is given to learners.

- | | |
|---------|---------|
| 1 True | 5 True |
| 2 False | 6 False |
| 3 False | 7 True |
| 4 False | |

B. Composition: The lost wallet

Exercise 26.1

Explanation and demonstration. Learners practise in groups. Learners practise in pairs as they talk about the lost wallet. Class discussion on the given topic. Individual written work on the composition.

C. Nouns - Possession

Exercise 26.2

Explanation and demonstration using prepared media. Learners practise in pairs. Recording their findings. Individual work.

- | | |
|----------------------|--------------------|
| 1 A kangaroo's tail. | 4 An eagle's beak. |
| 2 The sheep's wool. | 5 The woman's car. |
| 3 A donkey's ears. | 6 A lion's tail. |

Exercise 26.3

- | | |
|------------------------|--------------------------|
| 1 A boy's school. | 6 The elephants' trunks. |
| 2 A robin's nest. | 7 The cows' tails. |
| 3 A girls' playground. | 8 The teachers' meeting. |
| 4 A dogs' home. | 9 The pirates' treasure. |
| 5 A soldiers' camp. | 10 The rabbits' burrows. |

Exercise 26.4

Answers from learners will vary as they construct own sentences.

Exercise 26.5

- | | |
|-------------------------|--------------------------|
| 1 The clowns' trousers. | 6 The monkeys' tails. |
| 2 The elephants' tusks. | 7 The insects' wings. |
| 3 The sailors' uniform. | 8 The birds' nests. |
| 4 The dogs' bones. | 9 The ladies' clockroom. |
| 5 The girls' toys. | |

Exercise 26.6

- | | |
|--------------------------|---------------------------|
| 1 The women's hand bags. | 6 The men's shoes. |
| 2 The oxen's yokes. | 7 The airmen's camp. |
| 3 The mice's tails. | 8 The frog men's fit. |
| 4 The police's helmet. | 9 The geese's hanks. |
| 5 The children's toys. | 10 The children's fruits. |

D. Listening and speaking: Phonic sounds

Exercise 26.7

Let the learners read, memorise and recite the poem. Reciting the poem individually.

E. Sharpen your skills: Jumbled letters

Explain and give the instructions. Learners carry out the activity in groups recording their findings.

Exercise 26.8

- 1 Sun
- 2 Elephant
- 3 Orange
- 4 Man
- 5 Book
- 6 Bottle

F. Describing people

Exercise 26.9

Answers will vary. However, still learners need to follow the given examples as they describe people.

Exercise 26.9

Describing people

- 1 **A boy who is fast:** He is a speedy boy who can win every race on the school sports field.
- 2 **A woman who is kind:** She is a caring woman who always helps her neighbors when they are in need.
- 3 **A baby who is small:** The tiny baby can sleep comfortably in the palms of his father's hands.
- 4 **A man who is strong:** He is a powerful man who can lift heavy bags of maize without any help.

- 5 **A girl who is neat:** She is a tidy girl who keeps her school uniform and books perfectly clean.
- 6 **A teacher who is patient:** Our calm teacher waits quietly until everyone understands the math lesson.
- 7 **A runner who is quick:** The swift runner darted past the finish line before anyone else could catch up.
- 8 **A child who is playful:** The energetic child loves to jump around and play games with his friends all day.
- 9 **A guard who is brave:** He is a fearless guard who protects the shop throughout the dark night.
- 10 **A woman who is clever:** She is a smart woman who can solve difficult puzzles and problems very easily.

Unit 27

At the police station

Unit objectives

By the end of this unit, learners should be able to:

- a read the passage for comprehension.
- b role play dramatising the comprehension story.
- c show their creativity by writing a story on a given topic.
- d read and define the identified new words.
- e summarise a story.

Teaching notes

Use of prepared media on all the topics for the week. Explanation and demonstration of the planned content for the week using media. Involvement of the learners in demonstration, research and group work on laid out activities. Learners use the prepared media to solve problems. Individual work reading and writing exercise for feedback.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 197 - 203.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Listening
- Sharing
- Discussing
- Describing

Vocabulary

Identifying and reading new words from the prepared media. Defining the words and using them in sentences.

A. Comprehension: At the police station

Comprehension answers 1

Reading the comprehension passage. Defining new words as a recap. Explanation and demonstration. Individual work.

- 1 They had gone to head over the lost wallet.
- 2 A constable.
- 3 So that the owner would know who picked his wallet.
- 4 By broadcasting the message on radio.
- 5 Mr Masunda
- 6 He heard the announcement made on radio.
- 7 To claim his wallet.
- 8 He described the contents (what was in) the wallet.
- 9 The constable so that he would go and thank them.
- 10 He bought them shoes.

Comprehension answers 2

Retelling the comprehension passage. Explanation and demonstration. Individual work.

- | | |
|------------------|---|
| 1 Thabo and Busi | 6 Nyarai and Kumbirai |
| 2 Children | 7 To switch on the radio |
| 3 constable | 8 buying each of the children a pair of shoes |
| 4 Mr Masunda | 9 Constable |
| 5 In Mabvuku | |

Comprehension answers 3

Explanation and demonstration. Learners practise in pairs. Individual written work is given to learners.

- 1 A man dropped his wallet.
- 2 The two children took the wallet to the police.
- 3 Mr Masunda's children asked him to switch on the radio.
- 4 Mr Masunda heard the announcement from the radio.
- 5 Mr Masunda bought the children new shoes.

B. Composition: My family

Exercise 27.1

Explanation on composition writing. Learners share their thoughts and feelings on their families. Practise the introduction in pairs. Report back for class discussion. Individual written work is given to learners following the guidelines in the learner's activity book writing their compositions.

jogging walking doing basking sleeping getting brooding listening chirping eating

C. Handwriting

Exercise 27.2

Facilitator explains and demonstrates on the Nelson script handwriting. Individual work practising the recommended hand writing using a chart.

D. Compound words

Exercise 27.3

Explanation and demonstration. Learners practise. Individual work.

- 1 somewhere
- 2 everywhere
- 3 nowhere
- 4 anywhere

Exercise 27.4

- 1 anyone
- 2 everyone
- 3 anyone
- 4 noone

Exercise 27.5

- | | |
|------------|------------|
| 1 however | 4 whenever |
| 2 whatever | 5 wherever |
| 3 whoever | |

E. Listening and speaking: Phonic sounds

Exercise 27.6

Facilitator explains on the laid-out activity. Learners practise reading words from the word cards producing the correct phonic sound. Learners practise using the words with a -sh sound in sentences. Facilitator assists.

F. Sharpen your skills: Word meaning

Exercise 27.7

Facilitator explains on the laid out activity. Learners practise in pairs. Learners make two sentences for questions 2-10, following the example done on questions 1.

Homonyms: same spelling, different meaning

1 drop

Be careful not to **drop** that glass on the floor. (To let something fall)

A single **drop** of rain fell on my nose. (A small amount of liquid)

2 plain

I prefer to wear a **plain** white t-shirt today. (Simple or without patterns)

The zebra ran across the wide, grassy **plain**. (A large area of flat land)

3 present

I received a lovely **present** for my birthday. (A gift)

All the students are **present** in class today. (To be at a place)

4 bank

My mother went to the **bank** to withdraw some money. (A place where money is kept)

We sat on the **bank** of the river to fish. (The land alongside a river)

5 wave

A giant **wave** crashed against the rocks at the beach. (Moving water)

Don't forget to **wave** goodbye to your grandmother. (To move your hand)

6 train

We took the **train** from Bulawayo to Harare. (A vehicle that runs on rails)

I need to **train** my dog to sit and stay. (To teach a skill)

7 punch

The boxer landed a powerful **punch** on the bag. (To hit with a fist)

Use the tool to **punch** a hole in the paper. (To make a hole)

8 rule

You must follow every school **rule**. (A law or instruction)

The King will **rule** over the land for many years. (To lead or govern)

9 board

The teacher wrote the homework on the chalk **board**. (A flat surface for writing)

It is time to **board** the bus for our trip. (To get onto a vehicle)

G. Describing events

Exercise 27.8

Answers will vary. Learners use descriptive words to describe the questions 1-10.

Unit 28

Why bats fly at night

Unit objectives

By the end of the unit, learners should be able to:

- a** read a given text and answer comprehension questions.
- b** identify, define and use new words in sentences.
- c** produce a continuous piece of writing on a given topic.
- d** use the language structure correctly in sentences.
- e** read and spell words correctly.
- f** use the provided diagram to solve the given problem.

Teaching notes

Introduce the lesson topics by use of prepared learning media. Encourage the learners to mix and mingle in group work, discussing the laid out problems. Give valid examples and demonstrations. Involve the learners whenever necessary. Give a lot of oral exercises before written individual exercises.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 204 - 211.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Skills

- Reading
- Writing
- Speaking
- Listening
- Sharing
- Discussing
- Describing

Vocabulary

Identifying and reading new words from the prepared media. Defining the words and using them in sentences.

A. Comprehension: Why bats fly at night

Comprehension answers 1

Reading the comprehension passage. Asking and answering questions in pairs. Using new words in sentences as a recap. Individual work.

- 1 About the bat/fight between birds and animals.
- 2 Leopard
- 3 Drinking water.
- 4 Vulture was seen feeding on a dead elephant.
- 5 The bat.
- 6 Dishonest/bad/cheat.
- 7 The dove.
- 8 It became an enemy to birds and animals/had no friend /had no side to take/was lonely.
- 9 In the forest.

Comprehension answers 2

Retelling the comprehension story. Asking and answering questions. Learners practise. Individual work.

- | | |
|------------------------------------|---|
| 1 vultures fed on a dead elephant. | 5 Bats feed at night and rests upside down. |
| 2 A dead elephant. | 6 He changed sides during the fight. |
| 3 Bat | 7 fled/disappeared. |
| 4 A rat. | 8 Night only. |

Comprehension answers 3

The facilitator explains use of True and False. Individual written work is given to learners.

- | | |
|---------|---------|
| 1 True | 5 True |
| 2 False | 6 True |
| 3 True | 7 False |
| 4 True | |

B. Handwriting

Exercise 28.1

Learners practise writing the given letters. Facilitator assists by use of a prepared chart. Individual work practising the Nelson script handwriting.

C. Auxiliary verbs

Exercise 28.2

Explanation on the use of the word in question. Report back for class discussion.

- | | |
|-------|---------|
| 1 can | 5 could |
| 2 can | 6 could |
| 3 can | 7 could |
| 4 can | 8 could |

Exercise 28.3

- | | |
|-------|---------|
| 1 can | 4 can |
| 2 can | 5 could |
| 3 can | |

Exercise 28.4

- | | |
|----------|----------|
| 1 should | 4 shall |
| 2 should | 5 should |
| 3 shall | |

Exercise 28.5

- | | |
|------------|------------|
| 1 ought to | 4 ought to |
| 2 ought to | 5 ought to |
| 3 ought to | 6 ought to |

Exercise 28.6

- | | |
|--------------|--------------|
| 1 May, might | 4 May, might |
| 2 May | 5 May |
| 3 May | |

D. Contractions - shortening words

Recap on contractions. Learners are given time to practise. Report back for class discussion.
Individual work.

Exercise 28.7

- 1 wasn't
- 2 isn't
- 3 doesn't
- 4 hasn't

Exercise 28.8

- | | |
|-----------|-----------|
| 1 He's | 6 What's |
| 2 That's | 7 Who's |
| 3 She's | 8 It's |
| 4 It's | 9 There's |
| 5 There's | |

Learners construct sentences using these words

Exercise 28.9

- | | |
|-----------|-----------|
| 1 We've | 5 I've |
| 2 I'm | 6 We're |
| 3 They're | 7 you're |
| 4 You've | 8 They've |

Exercise 28.10

- | | |
|-----------|-----------|
| 1 he's | 6 what's |
| 2 that's | 7 who's |
| 3 she's | 8 it's |
| 4 it's | 9 doesn't |
| 5 there's | 10 aren't |

E. Using less and little

Exercise 28.11

- | | | | |
|---|--------|---|-------------|
| 1 | less | 5 | less |
| 2 | little | 6 | little |
| 3 | less | 7 | less/little |
| 4 | less | 8 | little |

F. Listening and speaking: Phonic sounds

Facilitator introduces the topic for discussion. Using appropriate media. Learners choose any five words from the list and make sentences. Answers will vary.

Unit 29

The robbers

Unit objectives

By the end of the unit, learners should be able to:

- a** share their thoughts and feelings on the given topic.
- b** read the passage for comprehension.
- c** answer given comprehension questions correctly as per the read text.
- d** identify and define new words from the passage.
- e** identify and use the language structure correctly in sentences.

Teaching notes

Facilitator introduces the topics using appropriate media. Learners are involved through discussions, research and feedbacks. Report back and recordings of the learner's findings. Assisting slow learners. Individual work.

Teaching materials

Charts, pictures, puzzles, diagrams, the phonic alphabet, the alphabet, sentence strips.

Resource materials

- PlusOne English Grade 4 Learner's Book pages 212 - 218.
- Heritage Based Curriculum (HBC) Junior English syllabus.

Vocabulary

Identifying new words and defining them. Using these words in sentences. Learners can use the dictionary or contextual meaning.

A. Comprehension: The robbers

Comprehension answers 1

Reading and discussing the read comprehension passage. Explanation on answering comprehension questions. Individual work.

- 1 They were afraid of thieves/bandits.
- 2 The villagers' property and cattle.
- 3 The thieves/bandits.
- 4 Underground
- 5 From a neighbouring country.
- 6 Before dawn.
- 7 Zimbabwe National Army.
- 8 Bandits
- 9 To their own country.
- 10 They were not allowed to cross the border.

Comprehension answers 2

Retelling the comprehension story. Asking and answering questions as a recap. Individual work.

- 1 Tongai's village
- 2 gang
- 3 evil
- 4 cattle and goods from stores.
- 5 before sunrise.
- 6 in their own country.
- 7 the thieves hid in their own country.

B. Composition: The rainy season

Exercise 29.1

Discussion on seasons of the year. Identifying the rainy season. Telling activities done during this season. Facilitator explains on composition writing. Individual work using the guidelines in the learner's activity. Answers will vary.

C. Handwriting

Exercise 29.2

Explain on the Nelson script handwriting. Facilitator demonstrates. Learners practise. The facilitator assists slow learners. Facilitator makes use a prepared chart.

D. Language skills: Similes

Exercise 29.3

Facilitator explains on similes. Learners identify, read and use similes in sentences. Answers will vary.

Exercise 29.4

Facilitator explains the laid out task. Learners practise. Individual work.

- | | |
|-------------|--------------|
| 1 Kitten | 6 Grass |
| 2 Vinegar | 7 Iron/nails |
| 3 ABC | 8 poker |
| 4 Fire/hell | 9 Charcoal |
| 5 Berry | |

Exercise 29.5

- 1 Kitten
- 2 poker
- 3 berry
- 4 sour
- 5 ABC

Exercise 29.6

In pairs, learners read phrases 1-5 and discuss what they mean.

Exercise 29.7

- | | |
|---------|--------------|
| 1 deaf | 5 bee |
| 2 bold | 6 cucumber |
| 3 dead | 7 fiddle |
| 4 clean | 8 button/sun |

Exercise 29.8

- 1 a wounded animal
- 2 the clear summer sky
- 3 burning fire
- 4 a sharp knife

E. Listening and speaking: Phonic words

Exercise 29.9

The facilitator explains and demonstrates reading the identified words. Learners listen to the passage and write all the words, punctuating them correctly.

Exercise 29.10

Learners spell the given words on page 218 correctly.

F. Sharpen your skills: General knowledge

Facilitator gives guidance as explanation and demonstration. Group work solving the given task. Individual written work is given to learners.

Exercise 29.11

- | | |
|------------|----------|
| 1 thatched | 4 throw |
| 2 growth | 5 method |
| 3 pray | |

Exercise 29.12

Clothes	Vessels	Furniture	Footwear
shirt	line	cupboard	sandals
scarf	trawler	table	shoes
tights	schooner	armchair	boots
vest	yacht	sideboard	slippers
trousers	cruiser	wardrobe	wellington
jewels	submarine	cabinet	

Unit 30

Examination 3

Explanation and demonstration on exam writing. Learners answer the questions for evaluation.

Paper 1: Multiple choice answers

- | | | | |
|------|------|------|------|
| 1 A | 11 B | 21 B | 31 A |
| 2 D | 12 A | 22 A | 32 B |
| 3 A | 13 B | 23 B | 33 B |
| 4 B | 14 A | 24 A | 34 B |
| 5 A | 15 C | 25 C | 35 A |
| 6 B | 16 A | 26 B | 36 A |
| 7 B | 17 C | 27 A | 37 B |
| 8 A | 18 C | 28 D | 38 A |
| 9 A | 19 D | 29 B | 39 D |
| 10 D | 20 A | 30 C | 40 D |

Paper 2

Section A

Essays from the learners. Answers will vary.

Section B answers

- | | |
|---------------------------------|-------------------------------|
| 1 Elephant | 6 Crystal/clear |
| 2 Four tusks. | 7 Swans/herons/ducks/crones. |
| 3 The drought. | 8 Herd |
| 4 Water | 9 Homes |
| 5 The elephant travelling east. | 10 Trampled back/walked back. |

Summary

Answers from the learners. Learners summarise the passage in not more than 50 words.