

JAMAICA

# Primary Language Arts

Grade 4

NSC Edition

SAMPLE

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 **HODDER**  
Education

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In this unit, you will share ideas about cultural traditions and heritage. This will include learning about traditional music, drama and folktales, food and other topics that shape our national and regional identity.



## Project 1



### Speaking and listening

- 1 Student A recites or sings the folk song to Student B. Student B takes notes about what is happening in each verse.

#### Mango Time

Mi nuh drink coffee tea – mango time  
 Care how nice it may be – mango time  
 In the heat of the mango crop  
 When di fruit dem a ripe an' drop  
 Wash yu pot, tun dem dung - mango time.

De terpine large an fine, mango time  
 Robin mango so sweet, mango time  
 Number eleven an hairy skin  
 Pack di bankra an ram dem in  
 For di bankra mus' full, mango time

Mek wi go a mango walk, mango time  
 For is only di talk mango time  
 Mek wi jump pon di big jackass  
 Ride im dung an no tap a pass  
 Mek di best a di crop, mango time.

*Folk song of Jamaica*



- 1 In pairs, look at your notes and discuss what you think each verse means. How do you think the person singing the song is feeling?
- 2 With your partner, take turns to translate the poem out loud from Jamaican Creole (JC) into Standard Jamaican English (SJE).

#### Look and learn

**Wh- questions** are used to ask about: people (**who**), time (**when**), something (**what**), place (**where**), a specific choice (**which**).

- 2 Make questions using a question word from the vocabulary box. The first one is done for you. Then ask and answer the questions in pairs.

### Vocabulary box

who where when why ~~which~~ what

- 1 Which kind of songs do you prefer, songs in SJE or songs in JC?
- 2 \_\_\_\_\_ was the last time you listened to the song *Mango Time*?
- 3 \_\_\_\_\_ do you usually listen to music?
- 4 \_\_\_\_\_ is your favourite singer?
- 5 \_\_\_\_\_ is music important to people and culture?

- 3 In pairs, take turns to ask your partner a question from Activity 2, but this time continue with a follow-up question.

### Look and learn

**Good listeners** actively engage with the other person using **body language** and **follow-up questions**.

#### Example:

Which kind of songs do you prefer, songs in SJE or songs in JC?

I prefer songs in JC.

Oh, really, can you tell me why?

Because I can learn about our culture.

- 4 Did you focus on your partner while they were talking? Ask a question and a follow-up question from Activity 2 and check whether you are listening intentionally. Use body language to show your partner you are interested.





## Word builder

This vocabulary is about song and dance:

### Vocabulary box

celebration	clap	sound	dance
tradition	instrument	performance	verse
rhythm	musical	emotion	melody
tune	joyful	costume	

- 1 Read the words with a partner and organise them in the table. Are there any words you do not know yet?

I know the meaning and how to say them.	I can read them, but I do not know what they mean.

- 2 In each sentence, there is a missing word. Find the correct word in the vocabulary box above and complete the sentences. Check your answers with a partner.

- Rebecca loves music because she thinks it is very \_\_\_\_\_.
- The piano is Ian's favourite \_\_\_\_\_.
- The dancer at the carnival had a beautiful \_\_\_\_\_.
- The singer asked the crowd to \_\_\_\_\_ along with him.

- 3 Write two sentences of your own, like the ones in Activity 2. Then challenge your partner to find the missing word from the Word box.

For words ending in **-tion** as in *nation*, by learning the word ending you can spell other words more easily. For example: *addition*, *station*, *position*.

- 4** **1** Find the words that end in *-tion* in the vocabulary box and write them below.  

---
  - 2** Add two more words of your own that end in *-tion*.  

---
  - 3** Compare your words with a partner and use a dictionary or online tool to check their spelling.
- 
- 5** Look at the words in Activity 1 that you placed under the column titled *I can read them, but I do not know what they mean*. Use a dictionary or online tool to look up the meaning of these words and write a sentence for each in your notebook. Ask your teacher to check your sentences.



## Let's read

### Research and study skills

#### Skim

When you answer comprehension questions, you often need to **skim** the text first. This means **reading quickly** to see how the text is organised and to get the gist (general idea) of the content.

#### Scan

When you **scan**, you **read quickly**, but **more carefully** to find specific information. To scan, you move your eyes quickly across the text. You do not have to read every word. When you scan, you do many things at the same time.

- Think about the **specific information** you are looking for, for example, a date, a name or a key word.
  - **Ignore information** you do not need and is therefore **not important** for your purpose.
  - **Move your eyes quickly** across the text until you find the information and then stop reading.
- 1 In small groups, think of a time that someone would skim information. For example, people skim through recipes to get an idea of what to cook for dinner.
  - 2 In pairs, discuss a time you needed to scan for information. For example, you see a sale sign for sports trainers in a shop window, but you are on a moving bus. You need to scan the information quickly for the price.
  - 3 Report back to the class with examples of skimming and scanning.

- 1 Skim the text quickly and decide what the best topic is for the text below.
  - 1 music makes you dance
  - 2 a traditional dance

## The Dinki Mini

The Dinki Mini is a dance for male and female dancers. It came to Jamaica from Africa and its name comes from the African word *ndingi*. Traditionally, it was performed after a person had died to help to make their relatives and friends feel better. The music has a lively beat and it is a joyful dance to celebrate the life of the person. Sometimes, it is performed for up to nine nights after a person has died.

To dance the Dinki Mini, dancers must move in time to the music in a certain way. They need flexible knees and hips that jerk back and forth to the rhythm of the beat. The instruments used to play this dance are often home-made instruments such as shakers, tins beaten together for percussion, or graters played with forks or spoons. They can also be instruments like the tamboo, which is a drum in the shape of a cylinder that is beaten with a baton.



Tamboo



Grater and spoon

2 Scan the text and decide whether these statements are true (T) or false (F).

- 1 The Dinki Mini is a dance only for girls. \_\_\_\_\_
- 2 The Dinki Mini is dance for just two people. \_\_\_\_\_
- 3 The Dinki Mini is a fast dance. \_\_\_\_\_
- 4 The Dinki Mini is a dance to celebrate Easter. \_\_\_\_\_
- 5 The Dinki Mini is a dance from Africa. \_\_\_\_\_

3 Why is the Dinki Mini dance traditionally performed?

4 Check out videos of young dancers performing the Dinki Mini dance on the Jamaica Cultural Development Commission's YouTube channel.

### ICT opportunity



Remember that we have to keep ourselves safe when we are online.

Challenge:

- In pairs, use a search engine such as Google or Windows Explorer to search for information on safety rules for children using the internet. Write down three of these rules.
- Compare your answers with the YouTube website by searching for videos titled *5 Internet Safety Tips for Kids*.





## Grammar builder

### Proper nouns and common nouns

#### Look and learn

**Proper nouns** are names of people and places. They start with a capital letter, for example: *Helen, Mark, Kingston*.

Nouns that are not proper nouns and do not start with a capital letter are called **common nouns**. Common nouns include the names of everyday items, for example: *table, car, school, house*.

- 1 With your partner, take turns to say nouns. Your partner must say whether each noun is a proper noun or a common noun. How do they know? Are they right?

**Student A:** Kingston.

**Student B:** Kingston is a proper noun. It is the name of a place and starts with a capital letter.

**Student A:** Yes, you're right!

- 2 Sort the nouns in the vocabulary box into two categories: common nouns and proper nouns. Write them in two lists in your notebook.

#### Vocabulary box

instrument	tune	plate	sound	Cuba
dance	Mr Smith	Portland	Joanna	performance

- 3 Look back at the text about the Dinki Mini dance. Find ten common nouns in the text and list them in your notebook.
- 4 Another student read the same text and he says that there are no proper nouns in it. Is he correct? Give a reason for your answer.
- 5 List ten common nouns you can see around you.
- 6 Think of the people you know and the places you have been. Then list ten proper nouns.
- 7 With your partner, compare your lists of nouns. Did you think of the same words or are they different? Count how many different common nouns and proper nouns you have together.
- 8 Choose two common nouns and two proper nouns from your list. Write four sentences, one for each noun you have chosen.



## Let's write

### Our music and dance

In this project, you have learned about traditional music and dance of Jamaica. However, there are other types of music that come from the Caribbean. Popular types of Caribbean music include salsa, calypso and reggae.



#### Cuba

**Salsa** is a lively style of dance music with origins from Africa and Spain.

#### Trinidad and Tobago

**Calypso** was originally the national dance of Trinidad and Tobago. It is associated with carnival.

#### Jamaica

**Mento** is a kind of Jamaican folk music similar to calypso. It was most popular in the 1950s.

**Reggae** is a much slower type of music than **ska** which became popular in the 1960s.

### Look and learn

#### ● Signal words to compare and contrast

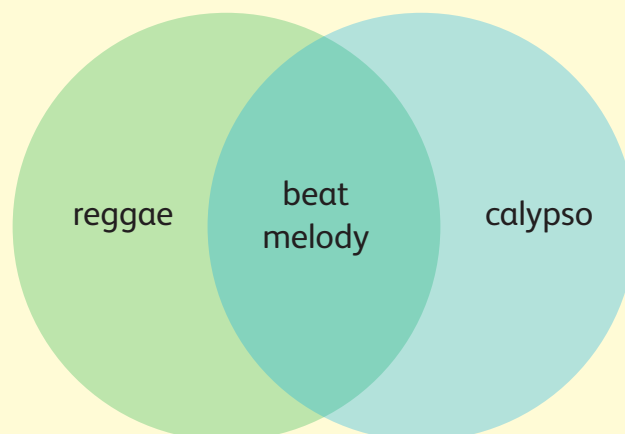
Compare	Contrast
Jamaican reggae is <b>similar to</b> some types of Trinidadian music, but it sounds more like ska.	Salsa music is <b>different from</b> reggae music.
alike resemble same as similar to	although different from however in contrast on the other hand

- **Transitional words and phrases to help your writing flow**

The first way..., Another way..., Next..., Then..., In addition..., To conclude..., Finally...

- **A Venn diagram to compare data and identify common features**

A **Venn diagram** is used to show how things are the same or different. Things that are the same go in the middle section.



**1** Write a paragraph to compare and contrast two types of music or dance from the Caribbean. Use signal words to **compare and contrast** and **transitional phrases** in your writing.

**1** Choose two different types of music or dance. Draw a Venn diagram in your notebook. Write the different features of what you will compare in the two Venn diagram circles. Then write the similar features in the middle section of the Venn diagram.

**2** Complete the gaps in the paragraph below, then use it to guide you in writing a draft for your own paragraph.

- The topic sentence must state both topics you are writing about.

When I researched \_\_\_\_\_ and \_\_\_\_\_

music, I found there are some ways the two types of music are **alike** and **different**.

- The body of the paragraph should include the points you want to compare and contrast.

The first way \_\_\_\_\_ and \_\_\_\_\_

are **alike** is that they both have/sound/use \_\_\_\_\_

in the music. Another way that they are **similar** is that

\_\_\_\_\_.

However, there are some ways \_\_\_\_\_

and \_\_\_\_\_ are **different**. For example,

\_\_\_\_\_.

- The conclusion summarises the information in your paragraph.

In conclusion, after researching \_\_\_\_\_ and

\_\_\_\_\_ music/dance, you can see that there are

some ways they are the same and other ways that they are very

different.

- 2 Revise and edit your draft. Make sure you have developed the correct structure of a paragraph (a topic sentence, the body and a concluding sentence). Check that you have used a variety of signal words to compare and contrast, as well as transitional phrases.
- 3 Write out your paragraph on a separate sheet of paper. You could illustrate your writing with a few drawings. Ask your teacher to display your work for others to read.



## Project 2



## Speaking and listening

## News stories

- 1 Annie Palmer was known as the *White Witch of Rose Hall*. Listen carefully as your teacher reads aloud two versions of the tale of Annie Palmer. Cover the texts while you listen and make notes on the main ideas.



Rose Hall

**Text 1**

Annie Palmer is said to haunt the grounds of Rose Hall Plantation near Montego Bay. She was born in Haiti where her English mother and Irish father lived. When her parents died of yellow fever, she was adopted by a nanny who taught her witchcraft and voodoo. She moved to Jamaica and married the owner of Rose Hall Plantation, John Palmer. Annie murdered Palmer as well as two subsequent husbands and many male plantation slaves. She was later murdered by a slave named "Takoo".

[https://en.wikipedia.org/wiki/White\\_Witch\\_of\\_Rose\\_Hall](https://en.wikipedia.org/wiki/White_Witch_of_Rose_Hall)

**Text 2**

Annie Palmer was born in Haiti. Her parents died of yellow fever and she was raised by a woman who taught her witchcraft and voodoo. However, recent research has cast doubt on the Annie Palmer legend. The real Annie Palmer married John Rose Palmer in 1820. He died in debt a few years later. Annie had no legal right to the plantation, so she had to leave. She died in 1846.

<https://www.thepalmsjamaica.com/annie-palmer-white-witch-rose-hall/>

- 2 With your partner, look at your notes and discuss these questions:
  - What were the differences between the two versions you listened to? Read the texts to confirm the differences you identified.
  - Why do you think that different versions of this tale exist?
- 3 Listen to your teacher read two extracts from documentaries about Jamaica. In small groups, answer the following questions and discuss your personal reactions.

**Tourist harassment**

Crime and tourist harassment <sup>1</sup>are increasing and being reported in both the local and foreign news. The result is that the tourism industry in Jamaica <sup>2</sup>has suffered, not only from bad publicity but also from people thinking that Jamaica is a dangerous place.

### Jamaica's dominance in track and field.

Jamaicans <sup>3</sup>start running track at a young age. Track <sup>4</sup>is a popular sport both in elementary schools and in clubs. The training is quite intense for children, but as it involves outdoor activities and sporting success, children are happy to work hard. Many think this to be the main reason for Jamaica being the best in the world in track and field.

- 1 How do you feel after listening to the information presented in the documentary on tourist harassment? Are the comments positive or negative? Do you agree that some tourists are harassed? Do you feel sorry, angry or fine about the reputation of Jamaica?
- 2 How do you feel after listening to the documentary on Jamaica's dominance in track and field? Do the comments make you feel proud and increase your self-respect and self-esteem?



I don't recognise some of these words. I think I'll use a dictionary or online tool to look them up.

- 3 Look at the underlined subjects in the documentary texts. Decide whether the subjects are singular or plural and look at how they agree with the verbs labelled 1 to 4.

#### Example:



The subject **Crime and tourist harassment** is plural. The pronoun is **They** and agrees with the verb **are**.



- 4 In groups, discuss the difference between the story of Annie Palmer and the news stories.



## Word builder

This vocabulary is about folktales and stories. Work in pairs to learn to spell the words below.

### Vocabulary box

setting	folktale	funny	ending
version	moral	character	favourite
myth	exciting	surprise	enjoyable
legend	frightening	plot	

- 1** 1 Work with a partner. Each student creates a table with three columns in their notebook, as in the example below. Make sure your table is big enough for every word in the Vocabulary box.

1	2	3
setting version		

- 2** Copy the words from the vocabulary box into column 1.
- 3** Practise writing each word in column 2.
- 4** Then cover the first two columns and listen as your partner reads the words aloud, while you write the words in the last column. Then swap.
- 2** Keisha has been searching online for information about folktales. Here are some of the results that came up. Unfortunately, there is a word missing from each search result.
- Find a word from the vocabulary box to complete each result.



mysearch.jm

good Jamaican folktales



- 1 A \_\_\_\_\_ story. Read on if you dare.  
[www.readscarystories.jm](http://www.readscarystories.jm)
- 2 Somebody will get a big \_\_\_\_\_ in this much-loved tale.  
[www.folktalesforyou.jm](http://www.folktalesforyou.jm)
- 3 The \_\_\_\_\_ of this story is full of twists and turns but eventually there is a happy \_\_\_\_\_.  
[www.storyoftheweek.jm](http://www.storyoftheweek.jm)
- 4 A real \_\_\_\_\_ amongst Jamaicans, the oldest known folktale.  
[www.historytales.jm](http://www.historytales.jm)

- 3 The syllables of the vocabulary box words are written below on separate pieces of paper. Without looking at the vocabulary box, match the different pieces together.

set	ver	leg	folk	mor	fun	end	sur
sion	ting	tale	al	end	prise	ny	ing

*(A red arrow points from 'ver' to 'sion')\**

Example: ver + sion = version

ex	char	fright	fav	en
en	our	ci	joy	ac
ter	ing	able	ting	ite

*(Red arrows point from 'fav' to 'our' and 'our' to 'ite')\**

Example: fav + our + ite = favourite

- 4 The words *myth* and *plot* are missing in Activity 3. In pairs, say why you think these words have been left out.



# Primary Language Arts

Grade **4**

*Jamaica Primary Language Arts* covers all the Language Arts strands under the National Standards Curriculum (NSC), and assists students in interacting with methodologies and content, not only in Language Arts, but also in other disciplines across the NSC.

The Four Cs of communication, collaboration, critical thinking and creativity take centre stage in these appealing and engaging books. Students will be supported and encouraged in their journeys to becoming life-long learners. The books are task-oriented and student-centred, with many activities which students will find both engaging and relevant.

- ☀ Explore and develop phonemic awareness through a variety of games and activities.
- ☀ Learn and use literary terms and discover how to engage with different types of text.
- ☀ Guide students to an understanding of the structure of language.
- ☀ Explore written communication for a variety of purposes.
- ☀ Ensure a smooth transition to the next phase of learning.

**SAMPLE**

