

Study guide for

# **ZACK ATTACK!**

by Jaco Jacobs

**Grade 4: THE MAGNIFICENT MAGIC TRICK**

**Grade 5: THE (ALMOST) INCREDIBLY AWESOME IDEA**

**Grade 6: THE DREADFULLY DISGUSTING KISS**

*Worksheets for the novel ZACK ATTACK! by Jaco Jacobs*

*Compiled by Christel Scheepers*

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Study guide for

# ***THE MAGNIFICENT MAGIC TRICK***

by Jaco Jacobs

**NOTE TO THE EDUCATOR:**

# There is a set of FOUR activities per chapter:

**Activity 1: Vocabulary**

*Aimed at expanding learner vocabulary.*

**Activity 2: Fact Sheets**

*Designed to summarise the storyline, etc.*

**Activity 3: Contextual Questions**

*Guide the learners towards a deeper understanding of events.*

**Activity 4: The Magic Box**

*Creative section.*



## BEFORE WE READ



NOTE TO THE EDUCATOR: *This activity may be done as a class discussion.*

### 1. THE BOOK COVER

*Look at the book cover and answer the following questions:*

- 1.1 What is the TITLE of the novel?
- 1.2 What is the name of the AUTHOR?
- 1.3 Mention THREE things that you see on the book cover.

### 2. THE TITLE OF THE STORY (*The Magnificent Magic Trick*)

*Answer the questions on the title of the story:*

- 2.1 Explain what MAGIC is.
- 2.2 What exactly are MAGIC TRICKS?
- 2.3 What do we call someone that does magic tricks?
- 2.4 Do YOU know any magic tricks? Can you show us?





## CHAPTER 1



### A BORING AFTERNOON

#### ACTIVITY 1: VOCABULARY

*Study the correct spelling of each word, and write down the MEANING (definition) of each word next to it.*

Spelling: **broccoli** : \_\_\_\_\_

\_\_\_\_\_

**cluttered** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**quite** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**rummages** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**skateboard** : \_\_\_\_\_

\_\_\_\_\_

**wardrobe** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ACTIVITY 2:    FACT SHEET # 1**

Complete:

<b># 1</b>	<b>ZACK BERRY</b>	<b>YOU: _____</b> <i>(write your name here)</i>
<b>Full names</b>		
<b>Home address</b>		
<b>Colour of house</b>		
<b>Type of pet</b>		
<b>Name of pet</b>		
<b>Best friend</b>		
<b>Sister's name</b>		
<b>Brother's name</b>		
<b>THREE things hated</b>		

### **ACTIVITY 3:     CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 3.1    List TWO reasons why Zack is bored.
- 3.2    Name THREE things that Zack saw in the Storeroom.

### **ACTIVITY 4:     THE MAGIC BOX**

*Answer the questions:*

- 4.1    Describe the MAGIC BOX in your own words.
  - a)     What colour was the MAGIC BOX?
  - b)     What was inside the MAGIC BOX?
- 4.2    How did Zack feel about the MAGIC BOX that he found?
- 4.3    How would YOU feel if you found a magic box?





## CHAPTER 2



### A MAGICIAN'S SECRETS

#### ACTIVITY 1: VOCABULARY

*Study the correct spelling of each word, and write down the MEANING (definition) of each word next to it.*

Spelling: **assistant** : \_\_\_\_\_

\_\_\_\_\_

**disappear** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**handkerchief** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**impatient** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**magician** : \_\_\_\_\_

\_\_\_\_\_

**twinkle** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **ACTIVITY 2:    FACT SHEET # 2**

Complete:

# 2	ZACK BERRY	VINCENT SEPTEMBER	YOU: <hr/> <i>(write your name here)</i>
Hair colour			
Interests			
TWO freaky facts			

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

Answer each of the following questions:

- 3.1 Who is Mrs. Longbottom?
- 3.2 Why doesn't Zack like her?
- 3.3 What word does a magician use to do magic?
- 3.4 Look at the sentence below and answer the question:

*"With a dramatic **swish** he waves the magic wand through the air."*

The underlined word is a SOUND word. What do we call such a word?

- 3.5 Zack performed HIS FIRST MAGIC TRICK with Vincent as his audience. Write a short paragraph of between 5 and 7 lines in length, in which you explain Zack's FIRST MAGIC TRICK.

## **ACTIVITY 4: THE MAGIC BOX**

*Answer the following questions:*

- 4.1 Who did the MAGIC BOX belong to?
- 4.2 Name THREE items that Zack found inside the magic box.
- 4.3 Zack also found a MAGICIAN'S CLOAK inside the magic box. What did it look like?
- 4.4 What is THE MAGICIAN'S SECRET RULE?
- 4.5 Research Task:

Choose ONE of the MAGICIAN's listed below, and do some research on him. Then compile a RESEARCH TASK of 3 to 5 pages on your chosen magician. You need to INCLUDE PICTURES and a LIST OF RESOURCES.

- a) Harry Houdini
- b) David Copperfield
- c) Dynamo
- d) David Blaine
- e) Puff (the Magic Dragon)





# CHAPTER 3



## THE GREAT ZACKOFSKI

### ACTIVITY 1: VOCABULARY

**SYNONYMS** are words that mean the same as another word.

Example: Close the door.      *means the same as*  
Shut the door.      So, we say that Close and Shut are SYNONYMS.

*Study the correct spelling of the words, and write down one SYNONYM for each word.*

- Spelling:    **astonish**      : \_\_\_\_\_
- breathtaking** : \_\_\_\_\_
- exactly**        : \_\_\_\_\_
- instructions** : \_\_\_\_\_
- performance** : \_\_\_\_\_
- volunteer**    : \_\_\_\_\_

### ACTIVITY 2: FACT SHEET # 3

*Complete:*

# 3	ZACK	VINCENT	FRANKIE
'Magic' name			
Part in the show			

### **ACTIVITY 3:     CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 3.1     Who were the first three people who watched Zack’s MAGIC SHOW?
- 3.2     How do we know KATE did not want to watch the show? Mention two things.
- 3.3     How did Zack include MOM in his show?
- 3.4     How did MOM react to this magic trick?
- 3.5     Briefly explain what Zack did to his watch.
- 3.6     In CHAPTER 2 we learned about SOUND WORDS.
  - a)     Can you remember what they are called? Write it down.
  - b)     Turn to page 19 in the novel, and write down ONE other example of a SOUND WORD.

### **ACTIVITY 4:     THE MAGIC BOX**

*Answer the following questions:*

- 4.1     Who is THE GREAT ZACKOFSKI?
- 4.2     Name THREE ITEMS that the Great Zackofski took from the magic box to use in his magic show.
- 4.3     List the THREE MAGIC TRICKS performed by the Great Zackofski during the magic show.





## CHAPTER 4



### A FIST THE SIZE OF A MELON

#### **ACTIVITY 1: VOCABULARY**

*Study the correct spelling of each word, and write down the MEANING (definition) of each word next to it.*

Spelling: **dork** : \_\_\_\_\_

\_\_\_\_\_

**incredible** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**menacing** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**nerd** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**sniggers** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**suspiciously** : \_\_\_\_\_

\_\_\_\_\_

**ACTIVITY 2:    FACT SHEET # 4**

Complete:

# 4	ZACK	VINCENT
Surname		
Why his surname is BULLY BAIT		

**ACTIVITY 3:    CONTEXTUAL QUESTIONS**

Answer each of the following questions:

- 3.1 Who is Brett Burns?
- 3.2 Mention TWO facts about him.
- 3.3 Do you think the other children like Brett? Explain why you say so.
- 3.4 Look at the sentence below, and answer the question:

*“Brett’s fist is almost the size of a melon.”*

Do you think his fist is *really* the size of a melon? What do we call this type of language usage?

**ACTIVITY 4: THE MAGIC BOX**

*Use the space below to DRAW A PICTURE of Zack's MAGIC BOX. You may decorate it as you wish...*





## CHAPTER 5



### CLANG! CLATTER! CLANK!

#### **ACTIVITY 1: VOCABULARY**

*Study the correct spelling of each word or phrase, and use each one in a CLARYFING SENTENCE of its own.*

Spelling: **expensive** : \_\_\_\_\_

\_\_\_\_\_

**gob smacked** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**grits** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**intensely** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ridiculous** : \_\_\_\_\_

\_\_\_\_\_

**squint** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**ACTIVITY 2:    FACT SHEET # 5**

*Complete:*

<b># 5</b>	<b>ZACK &amp; VINCENT's Second Magic Show</b>
<b>Place where the show was held</b>	
<b>Audience</b>	
<b>FOUR Magic Tricks performed</b>	

**ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 3.1    How do we know Brett is not really interested in the magic tricks?  
      Mention two things.
  
- 3.2    What does the other children's behaviour towards Brett suggest ...
  - a)    Do you think they liked him? (Give a reason.)
  
  - b)    Do you think they were scared of him? (Give a reason.)

- 3.3 Why did Zack not want to perform magic tricks at the school?
- 3.4 Why was Zack embarrassed when Vincent introduced him as THE GREAT ZACKOFSKI?

3.5 **ALLITERATION:**

*Study the examples below:*

*“his forehead a frown”*

and

*“as dead as a doornail”*

In each of the two phrases a CONSONANT is repeated within the same sentence or phrase. This literary device is known as ALLITERATION.

Turn to page 28 of the novel, and search for another example of ALLITERATION. Write it down, and underline the CONSONANTS that are repeated.

**ACTIVITY 4: THE MAGIC BOX**

*Answer the questions:*

- 4.1 Why did Zack and Vincent make a new MAGIC BOX?
- 4.2 Describe what the new magic box looked like.





# CHAPTER 6



## A SMILE LIKE A GREAT WHITE SHARK

### ACTIVITY 1: VOCABULARY

**ANTONYMS** are words that mean the opposite of another word.

Example: Close the door. *means the opposite of*  
Open the door. So, we say that Close and Open are ANTONYMS.

Study the correct spelling of the words, and write down one ANTONYM for each word.

- Spelling: **closer** : \_\_\_\_\_
- everyone** : \_\_\_\_\_
- forget** : \_\_\_\_\_
- nervous** : \_\_\_\_\_
- new** : \_\_\_\_\_
- roars** : \_\_\_\_\_

### ACTIVITY 2: FACT SHEET # 6

# 6	ZACK & VINCENT	BRETT
Reaction on seeing the cracked watch		
TWO actions after seeing the cracked watch		

### **ACTIVITY 3:     CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 3.1     How does Zack feel when he realises that Brett’s watch is broken?
- 3.2     Could Zack have accused Vincent of breaking the watch? Explain.

3.3     **SIMILE:**

It is a figure of speech involving the COMPARISON of one thing with another, usually using the words LIKE or AS.

Example:     *“a smile **like** a great white shark”*

Explanation: Brett’s smile is being compared to that of a great white shark, because, like a shark’s ‘smile’, his smile has nothing to do with friendliness: it spells danger!

Turn to page 33 of the novel, and find another SIMILE. Write it down.

### **ACTIVITY 4:     THE MAGIC BOX**

*Answer the questions:*

- 4.1     What did Brett do to the MAGIC BOX?
- 4.2     Write a short paragraph of 5 to 6 lines, in which you explain YOUR FEELINGS about everything that has happened, and Brett’s reactions afterwards.





## CHAPTER 7



### TONS OF TROUBLE

#### **ACTIVITY 1: VOCABULARY**

*Study the correct spelling of each word, and use each word in a CLARYFING SENTENCE of its own.*

Spelling: **capable** : \_\_\_\_\_

\_\_\_\_\_

**drooping** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**encounter** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**glumly** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**peering** : \_\_\_\_\_

\_\_\_\_\_

**torment** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ACTIVITY 2:     **FACT SHEET # 7****

*Complete:*

<b># 7</b>	<b>FRANKIE</b>	<b>JESSICAT</b>
<b>Type of pet</b>		
<b>Owner</b>		
<b>THREE distinct characteristics</b>		

**ACTIVITY 3:     **CONTEXTUAL QUESTIONS****

*Answer each of the following questions:*

- 3.1     Name two ASSUMPTIONS that Mrs. Longbottom makes about Zack and Vincent.
  
- 3.2     The letter **T** is repeated in the title of the chapter: "**T**ons of **T**rouble".  
Can you remember what we call this stylistic device? Write it down.
  
- 3.3     Explain why Jessicat's name is rather funny/strange.

## **ACTIVITY 4: THE MAGIC BOX**

*Answer the questions:*

- 4.1 Zack is feeling very sad and worried after everything that happened that day. He decides to write about it in his DIARY.

Pretend that you are Zack, and write this DIARY ENTRY of 10 to 15 lines.

- 4.2 Find some old magazines. Page through them, and find ONE PICTURE each, that match your idea of what each of these characters would look like. Cut out and paste the pictures below and on the next page.

**MRS. LONGBOTTOM**

**FRANKIE**

**JESSICAT**







# CHAPTER 8



## DOWN IN THE DUMPS

### ACTIVITY 1: VOCABULARY

Study the correct spelling of each word, and then divide each word correctly into SYLLABLES.

Example: screwdriver : screw - dri - ver

Spelling: delicious : \_\_\_\_\_

greedy : \_\_\_\_\_

nasty : \_\_\_\_\_

neither : \_\_\_\_\_

sandwiches : \_\_\_\_\_

screwdriver : \_\_\_\_\_

### ACTIVITY 2: FACT SHEET # 8

Complete:

# 8	BRETT THE BULLY	
	What did he do?	Why was it wrong ?
Action #1		
Action #2		
Action #3		
Action #4		

### **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

3.1 Look at the title of the chapter: *DOWN IN THE DUMPS*. What does it mean when a person is ‘down in the dumps’?

3.2 Brett is a real nasty bully.

a) Give TWO reasons why Zack and Vincent submit to his bullying?

b) Would YOU submit to bullying like this? Explain why you say so.

3.3 **SYNONYM:** Write down a synonym for **delicious**.

3.4 **ANTONYM:** Write down an antonym for **nasty**.

3.5 **METAPHOR**

**Look at this SIMILE:**                    “Vincent’s eyes **are like** saucers.”

(Vincent’s eyes are **compared to** round saucers.)

**Now look at the following COMPARISON:**

“Vincent’s eyes **are** huge saucers.” (It is the same comparison, but **the word LIKE has been dropped.**) This type of comparison is called a **METAPHOR**.

**Using the example above, change the following SIMILE into a METAPHOR:**

“Brett looks **like** an angry gorilla.”

### **ACTIVITY 4:    THE MAGIC BOX**

Zack’s cardboard magic box was destroyed by Brett. Suggest how Zack and Vincent can build a stronger, more sturdy MAGIC BOX that can’t be so easily destroyed.

Write SEVEN **INSTRUCTIONS** on how to build this new, stronger MAGIC BOX.





## CHAPTER 9

### A DIRTY TRICK



#### **ACTIVITY 1: VOCABULARY**

*Study the correct spelling of the listed VERBS and ADVERBS:*

Spelling:                    **VERBS** (action words)                    **ADVERBS** (describe how actions are done)

**discover**    **accidentally**

**jabber**    **quietly**

**pretend**    **sternly**

*Match the VERBS in column A with the most fitting ADVERBS in column B.*

*Write down both the VERB and its matching ADVERB.*

Column A

	<b><u>VERBS</u></b>
<b>1</b>	discover
<b>2</b>	jabber
<b>3</b>	pretend
<b>4</b>	punish
<b>5</b>	listen
<b>6</b>	look

Column B

	<b><u>ADVERBS</u></b>
<b>a</b>	quietly
<b>b</b>	falsely
<b>c</b>	excitedly
<b>d</b>	accidentally
<b>e</b>	intently
<b>f</b>	sternly

## **ACTIVITY 2:    FACT SHEET # 9**

*Complete:*

<b># 9</b>	<b>VINCENT</b> <b>The <i>Private Investigator</i> [PI]</b>
Whose secret did he uncover?	
How did he stumble upon the truth?	
What is the secret?	
How does this knowledge influence Zack and Vincent? Name two things.	

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Answer the following questions:*

- 3.1    Who is Bongani Mokoena?
- 3.2    What DIRTY TRICK did Brett pull on Zack and Vincent?

- 3.3 Turn to page 44 of the novel, and write down one sentence as proof that Brett never does his homework.
- 3.4 How does Brett's confession change the problems that Zack and Vincent had? Mention THREE things.

#### **ACTIVITY 4: THE MAGIC BOX**

##### **IRONY:**

*Refers to deliberately amusing or humorous statement, using language that actually mean the opposite.*

Example: "You are very early today" (when someone arrives late!)

Zack is the magician who performed MAGIC TRICKS. Explain the IRONY in the fact that Brett also had some 'tricks' up his sleeve.





## CHAPTER 10



### SPARKS

#### **ACTIVITY 1: VOCABULARY**

*Study the correct spelling of each word, and write down the MEANING (definition) of each word next to it.*

Spelling: **bogus** : \_\_\_\_\_

\_\_\_\_\_

**doofus** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**fortune teller** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**smirk** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**vanish** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**witness** : \_\_\_\_\_

\_\_\_\_\_

**ACTIVITY 2:    FACT SHEET # 10**

*Complete:*

<b># 10</b>	<b>VINCENT and ZACK's PLAN</b>
<b>Who performs the magic trick?</b>	
<b>How does the magic trick work?</b>	
<b>What happens to the wand?</b>	
<b>What happens to the watch?</b>	

**ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 3.1    How did Vincent know that Brett would be forced to do the trick himself?
- 3.2    Why was it clever to let Brett do the trick himself?

- 3.3 What was the reaction of \_\_\_\_\_ when the watch disappeared?
- a) Zack and Vincent
  - b) the other learners
  - c) Brett
- 3.4 In Chapter 4 we learned about EXAGGERATIONS (hyperbole). Find an example of an exaggeration on page 46 of the novel, and write it down.
- 3.5 In Chapter 9 we learned about METAPHORS. Find a metaphor on page 49 of the novel, and write it down. Then explain which objects are being compared with one another.

#### **ACTIVITY 4: THE MAGIC BOX**

*Answer the following questions:*

- 4.1 Which new tricks and MAGIC PROPS did Zack include in his third magic show?
- 4.2 What happened to the MAGIC BOX?
- 4.3 How do YOU feel about the things that happened when Brett tried to do magic? Explain your feelings in a short paragraph of 3 to 5 lines.







## CHAPTER 11



### VANISHED!

#### ACTIVITY 1: VOCABULARY

*Study the correct spelling of each word, and use each word in a CLARYFING SENTENCE of its own.*

Spelling: **borrow** : \_\_\_\_\_

\_\_\_\_\_

**forehead** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**overseas** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**pleading** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**readjust** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**uncomfortable:** \_\_\_\_\_

\_\_\_\_\_

## **ACTIVITY 2:    FACT SHEET # 11**

*Complete:*

<b># 11</b>	<b>WHEN A BULLY PANICS</b>
<b>Why did Brett panic when the watch vanished?</b>	
<b>Whose watch was it?</b>	
<b>Why did Brett have it?</b>	
<b>What did Brett admit about the broken watch?</b>	

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Choose the correct answer:*

3.1 Brett admitted to theft. What did he steal?

- a) He stole and then broke Zack's magic wand.
- b) He stole Zack's magic cloak.
- c) He stole his dad's watch.

3.2 Brett admitted that he pulled a DIRTY TRICK. What was the DIRTY TRICK?

- a) He bullied everybody out of their lunch.
- b) He tore the MAGIC BOX to pieces.
- c) He broke his dad's watch, and then put the blame on Zack.

3.3 Brett the bully was unmasked as ...

- a) ... a liar, a beggar and a thief.
- b) ... a liar, a cheat and a thief.
- c) ... a liar, a cry-baby and a thief.

#### **ACTIVITY 4: THE MAGIC BOX**

*Do the following:*

- 4.1 Explain how it was PART OF THE PLAN to just patch-up the broken magic box, instead of making a brand new one.
- 4.2 After Brett was unmasked as a cheat, Zack wrote about it in his d.i.ary. Pretend you are Zack, and write this DIARY ENTRY. Write 10 to 15 lines.





## CHAPTER 12



### THE OLDEST TRICK IN THE BOOK

#### **ACTIVITY 1: VOCABULARY**

*Study the correct spelling of each word, and write down the MEANING (definition) of each word next to it.*

Spelling: **clench** : \_\_\_\_\_

\_\_\_\_\_

**foggiest** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**prank** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Next, arrange the following proper nouns in ALPHABETICAL ORDER:*

**Zack**

**Kate**

**Brett**

**Frankie**

**Jessicat**

**Vincent**

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

**ACTIVITY 2: FACT SHEET # 12**

Complete:

<b># 12</b>	<b><u>MAGIC TRICKS EXPLAINED</u></b>	
	<b>How does the trick work?</b>	<b>Which props are needed?</b>
<b>The wand with sparks</b>		
<b>The vanishing watch</b>		
<b>The disappearing marble</b>		
<b>The flower behind an ear</b>		
<b>The coin behind an ear</b>		
<b>Crushing the watch</b>		

### **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

3.1    Why was Brett chasing Zack and Vincent?

3.2    Why should Zack not have explained the trick to Vincent?

### **ACTIVITY 4:    THE MAGIC BOX**

Give TWO reasons why Zack's MAGIC BOX is no longer a true magic box.



**THE END**

Study guide for  
***THE (ALMOST) INCREDIBLY  
AWESOME IDEA***

by Jaco Jacobs

**NOTE TO THE EDUCATOR:**

# There is a set of FOUR activities per chapter:

**Activity 1: Vocabulary**

*Aimed at expanding learner vocabulary.*

**Activity 2: Language**

*Language and Literary devices.*

**Activity 3: Contextual Questions**

*Guide the learners towards a deeper understanding of events.*

**Activity 4: Research and Write**

*Creative section.*



## BEFORE WE READ



NOTE TO THE EDUCATOR: *This activity may be done as a class discussion.*

### 1. THE BOOK COVER

*Look at the BOOK COVER and answer the following questions:*

- 1.1 What is the TITLE of the novel?
- 1.2 What is the name of the AUTHOR?
- 1.3 Mention THREE things that you notice on the book cover.
- 1.4 Who is the boy with the blond (yellow) hair? How do we know this?

### 2. THE TITLE OF THE STORY (*The (Almost) Incredibly Awesome Idea*)

*Answer the questions on the title of the story:*

- 2.1 Why does the author use TWO adjectives (***Incredibly Awesome***)?
- 2.2 What does each of these adjectives mean?
- 2.3 Why is the word (***Almost***) in brackets? What does this suggest?







## CHAPTER 1



### MONSTER WITH A GREEN FACE

#### **ACTIVITY 1: VOCABULARY**

*Study the correct spelling of each NOUN, and write down its PLURAL form:*

**avocado** : \_\_\_\_\_

**cucumber** : \_\_\_\_\_

*Study the correct spelling of each word, and write down its MEANING (definition) next to it.*

**devour** : \_\_\_\_\_

\_\_\_\_\_

**dumbfounded** : \_\_\_\_\_

\_\_\_\_\_

**exciting** : \_\_\_\_\_

\_\_\_\_\_

**mischievous** : \_\_\_\_\_

\_\_\_\_\_

**rip-roaring** : \_\_\_\_\_

\_\_\_\_\_

**shocking** : \_\_\_\_\_

\_\_\_\_\_

## **ACTIVITY 2:    LANGUAGE**

### **LITERAL & FIGURATIVE MEANING**

**LITERAL meaning:** Refers to the actual or basic meaning of a word / phrase.  
eg. *My schoolbag is heavy.*

**FIGURATIVE meaning:** Refers to the non-literal or metaphorical meaning of a word or phrase.  
eg. *My schoolbag weighs a ton.*

Meaning:     *My schoolbag is so heavy, it feels as if it weighs a ton.*

Inspect the following sentence, and explain its **FIGURATIVE** meaning:

*“You will only be allowed out of the house when you have to go to the **OLD-AGE HOME!**”*

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 3.1    What is Zack Berry’s home address?
- 3.2    What is odd about Zack Berry’s home?
- 3.3    Provide two reasons why Kate wants to ‘kill’ Zack.
- 3.4    Why does Kate suddenly have a **GREEN** face? Explain.

## **ACTIVITY 4:    RESEARCH AND WRITE**

Do a little research on natural products (like avocado, etc.) that are good for your skin.

Write down **THREE** products, and explain why each one is good for your skin.





## CHAPTER 2

### AN INCREDIBLY AWESOME IDEA



#### **ACTIVITY 1: VOCABULARY**

*Study the correct spelling, and use each word in a CLARYFING SENTENCE of its own.*

**awesome** : \_\_\_\_\_  
\_\_\_\_\_

**difficult** : \_\_\_\_\_  
\_\_\_\_\_

**especially** : \_\_\_\_\_  
\_\_\_\_\_

**guilty** : \_\_\_\_\_  
\_\_\_\_\_

**horrid** : \_\_\_\_\_  
\_\_\_\_\_

**incredible** : \_\_\_\_\_  
\_\_\_\_\_

**syrupy** : \_\_\_\_\_  
\_\_\_\_\_

**technically** : \_\_\_\_\_  
\_\_\_\_\_

## **ACTIVITY 2:    LANGUAGE**

Complete:

<b><u>DEGREES OF COMPARISON</u></b>		
<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
<b>angry</b>		
<b>big</b>		
<b>difficult</b>		
<b>good</b>		
<b>pretty</b>		
<b>sweet</b>		

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

Fill in appropriate ADJECTIVES for each COMMON NOUN:

the / a \_\_\_\_\_ cat

a \_\_\_\_\_ boy

the / a \_\_\_\_\_ dog

a \_\_\_\_\_ girl

a \_\_\_\_\_ face

a \_\_\_\_\_ garden

**ACTIVITY 4: RESEARCH AND WRITE**

Complete the *FACT FILE*:

<b><u>FACT FILE: CHARACTERS</u></b>				
	<b><u>KATE</u></b>	<b><u>FRANKIE</u></b>	<b><u>ZACK</u></b>	<b><u>VINCENT</u></b>
<b>TWO facts</b>				
<b>Two descriptive ADJECTIVES</b>				
<b>PICTURE (drawn or pasted)</b>				





## CHAPTER 3

### THE ZUCCHINI STREET NEWS



#### **ACTIVITY 1: VOCABULARY**

**SYNONYMS** are words that mean the same as another word.

Example: The girl yelled at her brother. *means the same as*  
The girl shouted at her brother.

So, we say that yelled and shouted are SYNONYMS.

Study the correct spelling of the words, and write down one SYNONYM for each word.

Spelling: **edition** : \_\_\_\_\_

**feature** : \_\_\_\_\_

**gazillion** : \_\_\_\_\_

**glint** : \_\_\_\_\_

**impressed** : \_\_\_\_\_

**journalist** : \_\_\_\_\_

**newspaper** : \_\_\_\_\_

**photo** : \_\_\_\_\_

## **ACTIVITY 2:    LANGUAGE**

Change the sentences (*by filling in the correct missing words*) ...

- a) ... Change into the FUTURE TENSE by using shall / will.
- b) ... Change into the FUTURE CONTINUOUS TENSE by adding (-ing).

### **2.1 Vincent thinks of a plan.**

- a) Vincent \_\_\_\_\_ of a plan tomorrow.
- b) Tomorrow after school he \_\_\_\_\_ of a plan.

### **2.2 Vincent and Zack search for stories.**

- a) They \_\_\_\_\_ for stories tomorrow.
- b) Tomorrow after school they \_\_\_\_\_ for stories.

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 3.1 What is the INCREDIBLY AWESOME IDEA that Zack came up with?
- 3.2 Which name did Zack and Vincent choose for their paper?
- 3.3 Where did they plan to distribute the paper?
- 3.4 What do we call ...
  - a) someone who writes articles for a newspaper: \_\_\_\_\_
  - b) someone who reports news to others: \_\_\_\_\_
  - c) someone who gives out a newspaper: \_\_\_\_\_

**ACTIVITY 4: RESEARCH AND WRITE**

**NEWSPAPER ARTICLE**

Pretend that you are a reporter for THE ZUCCHINI STREET NEWS.

Write a NEWSPAPER ARTICLE that will be placed next to the picture of Kate with her green avo-covered face. Zack wants you to use the heading ***“The monster of Zucchini Street”***.

Your article should cover HALF A PAGE.







**CHAPTER 4**  
**NEWCOMERS**



**ACTIVITY 1: VOCABULARY**

*Study the correct spelling of each NOUN, and write down its PLURAL form:*

**interview** : \_\_\_\_\_

**neighbour** : \_\_\_\_\_

*Study the correct spelling of each word, and write down the MEANING (definition) of each word next to it.*

**dreary** : \_\_\_\_\_

\_\_\_\_\_

**exclusive** : \_\_\_\_\_

\_\_\_\_\_

**groggily** : \_\_\_\_\_

\_\_\_\_\_

**sceptical** : \_\_\_\_\_

\_\_\_\_\_

**underestimate** : \_\_\_\_\_

\_\_\_\_\_

**whining** : \_\_\_\_\_

\_\_\_\_\_

## **ACTIVITY 2:    LANGUAGE**

**ANTONYMS** are words that mean the opposite as another word.

Example:    The girl laughed when she found the kitten.    *means the opposite as*  
The girl cried when she found the kitten.

So, we say that laughed and cried are ANTONYMS.

Write down one ANTONYM for each word.

**dreary**        : \_\_\_\_\_

**exclusive**    : \_\_\_\_\_

**groggily**     : \_\_\_\_\_

**sometimes**   : \_\_\_\_\_

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

Answer each of the following questions:

- 3.1    What is the surname of the new people that are moving into a house in Zucchini street?
- 3.2    Give a short description of the new girl, Emma.

## **ACTIVITY 4:    RESEARCH AND WRITE**

The following words are quite similar in meaning. Research and explain the **DIFFERENCES** in meaning ...

- 4.1    **newcomer and newbie**
- 4.2    **novice and rookie.**





**CHAPTER 5**  
**SPOOKY THINGS**



**ACTIVITY 1: VOCABULARY**

1.1 Use each of the following two words in a CLARIFYING sentence:

**previous** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**unfortunate** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.2 Find the VERB (action word) hidden within each of the following words.

Write down only the VERB that you found:

Look at the example:      **committed** : commit

Now do these yourself:      **haunted** : \_\_\_\_\_

**important** : \_\_\_\_\_

**newcomers** : \_\_\_\_\_

**spooky** : \_\_\_\_\_

**supposed** : \_\_\_\_\_

## **ACTIVITY 2:    LANGUAGE**

*Correct the spelling of the words listed below:*

<b>Incorrect Spelling</b>	<b>Correct Spelling</b>
<b>Saterday</b>	
<b>importent</b>	
<b>artichel</b>	
<b>unfourtunately</b>	

*Change the following statements into QUESTIONS:*

- 2.1 Everyone has seen the big truck in the street.
- 2.2 Zack rolls his eyes.
- 2.3 Zack rolled his eyes.
- 2.4 We will need more stories for the newspaper.

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 3.1 What story did Zack invent about Emma's new home?
- 3.2 Why did he invent such a story?
- 3.3 How does Vincent feel about this 'invented' story?
- 3.4 Give a SYNONYM for the word '***invented***'.

## **ACTIVITY 4: RESEARCH AND WRITE**

Research **GHOST STORIES**.

Write down a GHOST STORY that you have researched. Your story should be written as a NARRATIVE ESSAY of 1 to 2 pages in length.

*(**Tip:** A Narrative Essay is an essay in which you are narrating / telling a story.)*





**CHAPTER 6**  
**NOSY NEIGHBOUR**



**ACTIVITY 1: VOCABULARY**

1.1 Use each of the following nouns in a CLARIFYING sentence:

**bicycle** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**neighbourhood** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.2 Study the correct spelling of each proper verb, and write down the MEANING (definition) of each verb next to it.

**loiter / loitering** : \_\_\_\_\_  
\_\_\_\_\_

**skulk / skulking** : \_\_\_\_\_  
\_\_\_\_\_

**slink / slinking** : \_\_\_\_\_  
\_\_\_\_\_

**squint / squinting** : \_\_\_\_\_  
\_\_\_\_\_

## **ACTIVITY 2:    LANGUAGE**

*Rewrite each of the sentences in REPORTED SPEECH. Start each sentence as indicated.*

2.1    “Why are you two loitering in the streets again?” asks Mrs. Longbottom.  
***Mrs. Longbottom asks ... .***

2.2    “Will Brett go to jail, Vincent?” asks Zack.  
***Zack asked Vincent ... .***

2.3    “Mrs. Longbottom is brilliant!” says Vincent.  
***Vincent said that ... .***

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Say if the following statements are TRUE or FALSE. Provide a REASON for your answer:*

3.1    **Mrs. Longbottom is a nosy neighbour.**\_\_\_\_\_

*Reason:* \_\_\_\_\_  
\_\_\_\_\_

3.2    **Zack asked Brett about the stolen bicycle.**\_\_\_\_\_

*Reason:* \_\_\_\_\_  
\_\_\_\_\_

## **ACTIVITY 4:    RESEARCH AND WRITE**

Do some research on MAURITIUS and write down 5 FUN FACTS about the country.





## CHAPTER 7



### HAVE YOU SEEN THIS CAT?

#### **ACTIVITY 1: VOCABULARY**

1.1 Study the correct spelling of each word, and use each word in a CLARYFING SENTENCE of its own.

**beware** : \_\_\_\_\_  
\_\_\_\_\_

**dictionary** : \_\_\_\_\_  
\_\_\_\_\_

**enough** : \_\_\_\_\_  
\_\_\_\_\_

**photocopy** : \_\_\_\_\_  
\_\_\_\_\_

1.2 Explain the differences in meaning of each word pair:

a) **impressed and impressive** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) **patience and patient** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**ACTIVITY 2:    LANGUAGE**

*Indicate if each of the statements below are FACT or OPINION:*

- 2.1    Mrs. Longbottom’s cat is missing. \_\_\_\_\_
- 2.2    Vincent is more clever than Zack. \_\_\_\_\_
- 2.3    Zack likes to impress Vincent. \_\_\_\_\_
- 2.4    Zack’s dad works at a newspaper. \_\_\_\_\_
- 2.5    Turn to page 90 of the novel. Find and correct the three spelling mistakes in Zack’s ‘Lost Cat’ poster.

*Complete:*

<u>Incorrect spelling</u>	<u>Correct spelling</u>

**ACTIVITY 3:    CONTEXTUAL QUESTIONS**

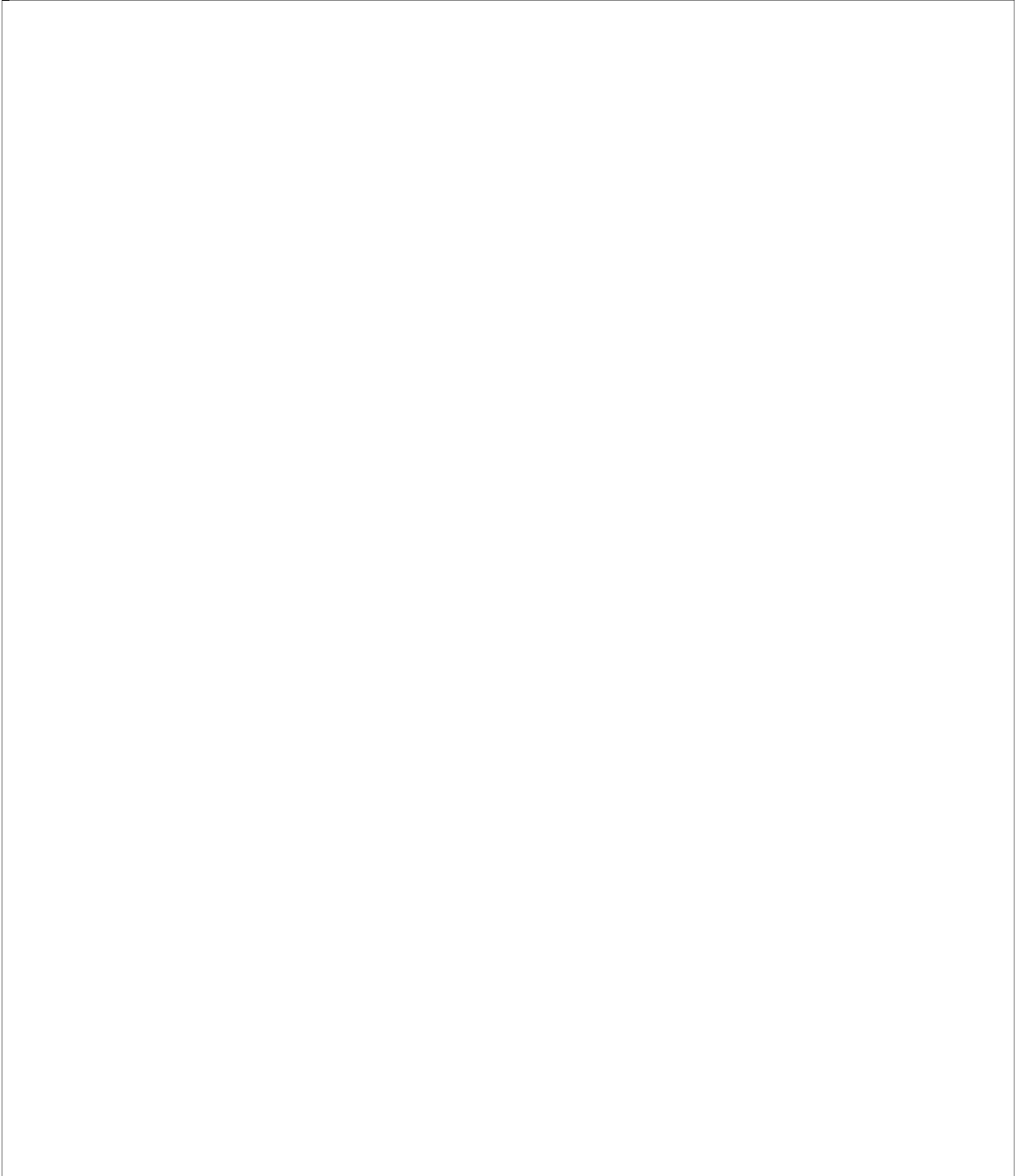
*Answer each of the following questions:*

- 3.1    What is the name of Mrs. Longbottom’s cat?
- 3.2    Do you think Mrs. Longbottom loves her cat? Explain.
- 3.3    How would YOU feel if your cat went missing?

**ACTIVITY 4:    RESEARCH AND WRITE**

Design a POSTER in which you ask people to help find Jessicat.

*(You may NOT copy Zack's poster!)*

A large, empty rectangular box with a thin black border, intended for the student to draw their poster. The box occupies most of the page below the instructions.

## CHAPTER 8

### A VOLCANO ON THE VERGE OF ERUPTION

#### ACTIVITY 1: VOCABULARY

*Study the correct spelling of each word, and write down the MEANING (definition) of each word next to it.*

Spelling: **defamation** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**fortunate** : \_\_\_\_\_

\_\_\_\_\_

**knuckles** : \_\_\_\_\_

\_\_\_\_\_

**sternly** : \_\_\_\_\_

\_\_\_\_\_

**verge** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**volcano** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **ACTIVITY 2:    LANGUAGE**

### 2.1    **SIMILE:**

It is a figure of speech involving the COMPARISON of one thing with another, usually USING the words LIKE or AS.

Example:     “Kate looks like a volcano on the verge of eruption.”

Explanation:    Kate is red in the face and her cheeks are puffed up. She looks as if she is going to explode or boil over, much like a volcanic eruption.

Turn to page 92 of the novel, and find another SIMILE. Write it down.

### 2.2    **METAPHOR:**

Look at this SIMILE:    “Kate looks like a puffed-up bullfrog.”

(Kate has puffed up her cheeks and looks like a bullfrog.)

Now look at this COMPARISON:     “Kate is an angry bullfrog.”

(It is the same comparison, but the word LIKE has been dropped).

This type of comparison is called a **METAPHOR**.

Turn to page 95 of the novel, and find another METAPHOR. Write it down.

### 2.3    **Change a SIMILE into a METAPHOR:**

*For each of the sentences below, change each SIMILE into a METAPHOR:*

- a)     Kate looks like a volcano on the verge of eruption.
- b)     Her face is as red as a sun ripe tomato.
- c)     She is puffing like a steam train.

### **ACTIVITY 3:     CONTEXTUAL QUESTIONS**

Zack and Vincent’s newspaper, the ZUCCHINI STREET NEWS, has been delivered to all the post boxes in Zucchini street.

*Complete the table: You need to briefly outline each story under the appropriate heading. You also need to write down the reaction of each person, as indicated:*

<b><u>“The monster of Zucchini street”</u></b>	<b><u>“The spooky bedroom”</u></b>
<i><u>Kate’s reaction:</u></i>	<i><u>Emma’s reaction:</u></i>
<b><u>“Bicycle thief”</u></b>	<b><u>“Kekana’s off to Mauritius”</u></b>
<i><u>Brett’s dad’s reaction:</u></i>	<i><u>Mr. Kekana’s reaction:</u></i>

#### **ACTIVITY 4:     RESEARCH AND WRITE**

All the residents have decided to lay charges against Zack and Vincent!!

You are Sergeant Oregano, who has been sent to Zack's home to write down all the charges.

Write down the list of charges against Zack and Vincent.





**CHAPTER 9**  
**A WONDERFUL THING**



**ACTIVITY 1: VOCABULARY**

*Study the correct spelling of each word, and use each word in a CLARYFING SENTENCE of its own.*

**embarrassed** : \_\_\_\_\_  
\_\_\_\_\_

**misunderstanding** : \_\_\_\_\_  
\_\_\_\_\_

**slander** : \_\_\_\_\_  
\_\_\_\_\_

**soppy** : \_\_\_\_\_  
\_\_\_\_\_

**squeaky** : \_\_\_\_\_  
\_\_\_\_\_

**terrible** : \_\_\_\_\_  
\_\_\_\_\_

## **ACTIVITY 2:    LANGUAGE**

*Combine the two sentences using the word in brackets:*

- 2.1    Mr. Kekana is annoyed.  
       Zack has ruined his surprise.    **(because)**
- 2.2    Mrs. Longbottom calls Jessicat her 'sweetie-pie'.  
       The cat hisses at Frankie.        **(but)**
- 2.3    Mrs. Longbottom reminds Brett he had stolen her peaches.  
       He should stop acting all holy.    **(so that)**

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*In questions 3.1 to 3.3, choose the correct answer:*

- 3.1    Brett Burns is a thief. He stole ...
- a)    a bicycle.
  - b)    peaches.
  - c)    Jessicat.
- 3.2    Mr. Kekana's wife knew about his surprise. How did she find out?
- a)    Mrs. Longbottom told her.
  - b)    She heard about it at the hair salon.
  - c)    She found the tickets in his sock drawer.
- 3.3    Mrs. Longbottom did something shocking to Zack. What did she do?
- a)    She took him to the police.
  - b)    She kissed him.
  - c)    She hugged him.



- 3.4 Explain why Mrs. Longbottom is so happy about the new *ZUCCHINI STREET* newspaper.
- 3.5 Why is it **IRONIC** that she is the only person that is happy about the paper?

#### **ACTIVITY 4: RESEARCH AND WRITE**

Zack's dad is NOT impressed about what Zack and Vincent had written in their newspaper. His dad gives him a serious 'talk to' after everyone else had returned home.

Write the **DIALOGUE** between Zack and his dad. (It has to be one page in length).





**CHAPTER 10**  
**SECOND EDITION**



**ACTIVITY 1: VOCABULARY**

Write down one ANTONYM for each word.

- chilly : \_\_\_\_\_
- eerie : \_\_\_\_\_
- relieved : \_\_\_\_\_
- shaky : \_\_\_\_\_

**ACTIVITY 2: LANGUAGE**

2.1 **ALLITERATION**

Refers to the repetition of the same CONSONANT sound in the same sentence or line.

Example: “he **puts** the **newspaper** in the **red postbox**”

Turn to page 102 of the novel, and search for another example of ALLITERATION. Write it down, and underline the CONSONANTS that are repeated.

2.2 **ASSONANCE**

Refers to the repetition of the same VOWEL sound in the same sentence or line.

Example: “Vincent turns **around** **and** **walks** **away**”

Turn to page 104 of the novel, and search for another example of ASSONANCE. Write it down, and underline the VOWELS that are repeated.

### **ACTIVITY 3:     CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 3.1    How does Emma take ‘revenge’ on Zack and Vincent?
- 3.2    How did Kate take revenge on Zack?
- 3.3    The second edition of the *ZUCCHINI STREET NEWS* does not contain the usual collection of news flashes. List the TWO stories featured in this edition.

### **ACTIVITY 4:     RESEARCH AND WRITE**

Zack and Vincent really messed up with the first edition of their newspaper. It is clear that they need guidance on how to compile a newspaper.

Mrs. Longbottom has asked you to assist Zack and Vincent with this. You decide to start off by giving them a clear set of INSTRUCTIONS.

Write 7 to 10 instructions. Use the title:

**‘Guidelines to follow when writing for a Newspaper.’**



**THE END**

Study guide for  
***THE DREADFULLY  
DISGUSTING KISS***

by Jaco Jacobs

**NOTE TO THE EDUCATOR:**

# There is a set of FOUR activities per chapter:

**Activity 1: Vocabulary**

*Aimed at expanding learner vocabulary.*

**Activity 2: Contextual Questions**

*Guide the learners towards a deeper understanding of events.*

**Activity 3: Language and Literary devices**

*Enhance language skills and the use of literary devices.*

**Activity 4: Research and Write**

*Creative section.*



## BEFORE WE READ



NOTE TO THE EDUCATOR: *This activity may be done as a class discussion.*

### 1. THE BOOK COVER

*Look at the book cover and answer the following questions:*

- 1.1 What is the TITLE of the novel?
- 1.2 What is the name of the AUTHOR?
- 1.3 Mention THREE things that you notice on the book cover.
- 1.4 Who is the boy with the blond (yellow) hair? How do we know this?
- 1.5 Explain what is happening in the picture (illustration).

### 2. THE TITLE OF THE STORY (*The Dreadfully Disgusting Kiss*)

*Answer the questions on the title of the story:*

- 2.1 What does the illustration tell us about the expected storyline?
- 2.2 What do YOU think the ***Disgusting Kiss*** will be about?





## CHAPTER 1



### SINGING IN THE SHOWER

#### **ACTIVITY 1: VOCABULARY**

1.1 Study the correct spelling of each VERB, and use it in a CLARIFYING sentence:

**flutter** : \_\_\_\_\_  
\_\_\_\_\_

**squint** : \_\_\_\_\_  
\_\_\_\_\_

1.2 Study the correct spelling of each word, and write down its MEANING (definition):

**annoying** : \_\_\_\_\_  
\_\_\_\_\_

**apparently** : \_\_\_\_\_  
\_\_\_\_\_

**cheeky** : \_\_\_\_\_  
\_\_\_\_\_

**disgusting** : \_\_\_\_\_  
\_\_\_\_\_

**dreadful** : \_\_\_\_\_  
\_\_\_\_\_

**sly** : \_\_\_\_\_

## **ACTIVITY 2:     CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 2.1    List two unusual things about Zack Berry’s home.
- 2.2    What was Zack busy doing in the bathroom?
- 2.3    What had inspired him to do this?

## **ACTIVITY 3:     LANGUAGE AND LITERARY DEVICES**

### **ONOMATOPOEIA:**

- 3.1    Explain what ONOMATOPOEIA is.
- 3.2    Copy THREE examples of ONOMATOPOEIA from Chapter 1 (p.107 – 111).

### **ALLITERATION:**

- 3.3    Explain what ALLITERATION is.
- 3.4    UNDERLINE the ALLITERATING sounds in the following sentence:

*“Then he sees her slyly slipping something into her pocket”.*

## **ACTIVITY 4:     RESEARCH AND WRITE**

- 4.1    Research the OPERA, and write down FOUR fun facts about it.
- 4.2    Name one famous OPERA piece, as well as the name of its COMPOSER.





## CHAPTER 2

### THE SINGING FAIRY PRINCE



#### **ACTIVITY 1: VOCABULARY**

1.1 Study the correct spelling of each word, and use it in a CLARYFING SENTENCE of its own:

**important** : \_\_\_\_\_

\_\_\_\_\_

**impression** : \_\_\_\_\_

\_\_\_\_\_

**incident** : \_\_\_\_\_

\_\_\_\_\_

**thrilled** : \_\_\_\_\_

\_\_\_\_\_

1.2 The following four words can be used as either a VERB or a NOUN.

Explain the different meanings:

<b>WORD</b>	<i>used as a NOUN</i>	<i>used as a VERB</i>
<b>audition</b>		
<b>interview</b>		



<b>WORD</b>	<i>used as a NOUN</i>	<i>used as a VERB</i>
<b>notice</b>		
<b>record</b>		

## **ACTIVITY 2: CONTEXTUAL QUESTIONS**

*Answer the following questions:*

- 2.1 Explain what Kate had done to embarrass Zack?
- 2.2 Why does Kate's actions impress Vincent?
- 2.3 What reason does Kate have for doing this?
- 2.4 How did Zack put a stop to Kate's plans with the recorder?
- 2.5 Ms. Lawrence had a surprise in store for the Grade four class. What was it?

2.6 Match the names in **Column A** with the facts in **Column B**:

<b>Column A</b>	
<b>2.6.1</b>	Mr. Carlson
<b>2.6.2</b>	Ms. Lawrence
<b>2.6.3</b>	Mrs. Goodman

<b>Column B</b>	
<b>a.</b>	Rich donor & playwright
<b>b.</b>	Principal
<b>c.</b>	Grade 4 Teacher

### **ACTIVITY 3: LANGUAGE AND LITERARY DEVICES**

*Complete:*

<b><u>DEGREES OF COMPARISON</u></b>		
<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
<b>cunning</b>		
<b>furious</b>		
<b>miserable</b>		
<b>sneaky</b>		

### **ACTIVITY 4: RESEARCH AND WRITE**

Zack is SUPER EXCITED at the prospect of playing the TERRIBLE TROLL!!  
That evening, he writes in his DIARY about it.

Pretend YOU are Zack, and write the **DIARY ENTRY** of 8–10 lines.





**CHAPTER 3**  
**THE TERRIBLE TROLL**



**ACTIVITY 1: VOCABULARY**

1.1 Use each of the PROPER VERBS in a CLARIFYING sentence of its own:

**announce** : \_\_\_\_\_

\_\_\_\_\_

**clench** : \_\_\_\_\_

\_\_\_\_\_

**smirk** : \_\_\_\_\_

\_\_\_\_\_

**sneer** : \_\_\_\_\_

\_\_\_\_\_

**twirl** : \_\_\_\_\_

\_\_\_\_\_

1.2 Write down an appropriate PROPER NOUN next to each ADJECTIVE:

a) a clumsy \_\_\_\_\_

b) a horrible \_\_\_\_\_

c) a menacing \_\_\_\_\_

d) a squeaky \_\_\_\_\_

## **ACTIVITY 2:     CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 2.1    What does Brett do to ensure no-one else auditions for the role of the TERRIBLE TROLL? Mention two things.
- 2.2    What prompts Zack to also write down his name on the audition list for the TERRIBLE TROLL?
- 2.3    Give TWO reasons why all the children are scared of Brett.

## **ACTIVITY 3:     LANGUAGE AND LITERARY DEVICES**

*Change each of the sentences below into a QUESTION:*

- 3.1    We'll have to wait and see who gets the part.
- 3.2    Everyone is waiting to see what will happen.
- 3.3    He can crush a coke can with one hand.
- 3.4    I am going to be the Terrible Troll.
- 3.5    He writes his name underneath Brett's name.
- 3.6    They burst out laughing. (NOTE: *There are TWO possibilities here. Write both*)
- 3.7    He walked up to the noticeboard.

## **ACTIVITY 4:     RESEARCH AND WRITE**

Describe what each of the following FAIRY TALE characters look like. Also describe their CHARACTERS. (You need to research if you don't know.)

You may also draw or paste a picture, to show what they look like.

*Use the space created on the next page.*

**FAIRY PRINCE**

What does he look like?

What are his characteristics?

Picture:

**BUTTERFLY PRINCESS**

What does she look like?

What are her characteristics?

Picture:

**TROLL**

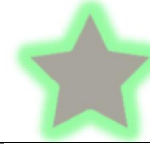
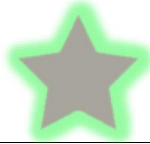
What does he look like?

What are his characteristics?

Picture:



**CHAPTER 4**  
**BIG TROUBLE**



**ACTIVITY 1: VOCABULARY**

1.1 Provide a SYNONYM for each word:

**actual** : \_\_\_\_\_

**culprit** : \_\_\_\_\_

**awful** : \_\_\_\_\_

**spectacular** : \_\_\_\_\_

1.2 Provide an ANTONYM for each word:

**ancient** : \_\_\_\_\_

**sentimental** : \_\_\_\_\_

**nowadays** : \_\_\_\_\_

**thrilled** : \_\_\_\_\_

**ACTIVITY 2: CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

2.1 What happened to the tape recorder that Zack had taken from Kate?

2.2 What is the REAL reason that Zack is so upset about the tape recorder?

2.3 Why can Vincent's *Freaky Fantastic Facts* mostly be referred to as 'useless information'?

### **ACTIVITY 3:    LANGUAGE AND LITERARY DEVICES**

*Change each of the following statements into NEGATIVES:*

- 3.1    Zack is having an awful day.
- 3.2    Zack rolls his eyes.
- 3.3    Brett took the tape recorder.
- 3.4    It was Kate who took the tape recorder.

### **ACTIVITY 4:    RESEARCH AND WRITE**

*Research TAPE RECORDERS, and write down FIVE FUN FACTS about it.*





**CHAPTER 5**  
**A NASTY SURPRISE**



**ACTIVITY 1: VOCABULARY**

1.1 Use each of the following words / phrases in a CLARIFYING sentence:

**creepy crawlies** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**flutter** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**gruff** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.2 Explain the differences in meaning for each set of words.

(TIP: one word is a VERB; the other is a NOUN)

a) **embarrass and embarrassment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) **applause and applaud:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### 1.3 COLLECTIVE NOUNS:

*Fill in the correct COLLECTIVE NOUNS:*

**A group of learners** is called a \_\_\_\_\_ or a \_\_\_\_\_

**A group of butterflies** is called a \_\_\_\_\_ or a \_\_\_\_\_

**A group of pianos being played** is called a \_\_\_\_\_ of pianos.

**A group of loose papers** is called a \_\_\_\_\_ of papers,

but **a group of bound papers** is called a \_\_\_\_\_

**A group of fairies** is called a \_\_\_\_\_ of fairies.

**A group of trolls** is called a \_\_\_\_\_ or a \_\_\_\_\_ of trolls.

### ACTIVITY 2:      **CONTEXTUAL QUESTIONS**

*Say if each of the statements below is TRUE or FALSE. Provide a REASON for each of your answers.*

2.1 Emma didn't sing all that well. \_\_\_\_\_

*Reason:* \_\_\_\_\_

2.2 Vincent sang beautifully. \_\_\_\_\_

*Reason:* \_\_\_\_\_

2.3 Brett did not sing. \_\_\_\_\_

*Reason:* \_\_\_\_\_

2.4 Kate giggles a lot. \_\_\_\_\_

*Reason:* \_\_\_\_\_

### **ACTIVITY 3:    LANGUAGE AND LITERARY DEVICES**

*Correct the spelling of the words listed below:*

<b>Incorrect Spelling</b>	<b>Correct Spelling</b>
<b>beutiful</b>	
<b>audiance</b>	
<b>laafing</b>	
<b>importint</b>	

*First change the following statements into QUESTIONS, and then into NEGATIVES:*

- 2.1    She looked sternly at the class.
- 2.2    No-one has signed up for the part of the fairy prince.
- 2.3    All the girls laugh hysterically at the joke.

### **ACTIVITY 4:    RESEARCH AND WRITE**

Zack is not happy about the events of the day. He felt utterly humiliated when Brett played the tape recorder in front of the entire class!

That evening, he writes in his DIARY about it.

Pretend YOU are Zack, and write the **DIARY ENTRY** of 8 – 10 lines





## CHAPTER 6

### BAD NEWS



#### **ACTIVITY 1: VOCABULARY**

*Use each of the following PROPER VERBS in a CLARIFYING sentence:*

**collapse** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**defeat** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**exchange** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ignore** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**mutter** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **ACTIVITY 2:     CONTEXTUAL QUESTIONS**

*In questions 2.1 to 2.5, choose the correct answer:*

2.1    Zack has just received some BAD NEWS. What is the bad news?

- a)    He had lost his dad's tape recorder.
- b)    He was chosen as the terrible troll.
- c)    He was chosen as the fairy prince.

2.2    Vincent gives Zack some more BAD NEWS. What is it?

- a)    The fairy prince has to sing a lot.
- b)    The fairy prince has to kiss the fairy princess.
- c)    The fairy prince has to 'fly' onto the stage.

2.3    How does Zack feel about being chosen as the fairy prince?

- a)    He is embarrassed.
- b)    He is happy.
- c)    He is sad.

2.4    Which part was Vincent chosen for?

- a)    Vincent was chosen as the terrible troll.
- b)    Vincent was chosen as the fairy prince's assistant.
- c)    Vincent was chosen as a tree.

2.5    Why does Zack not look forward to the rehearsals?

- a)    He wanted to be the terrible troll.
- b)    He has to memorise a lot of lines.
- c)    Emma will be there.

### **ACTIVITY 3:    LANGUAGE AND LITERARY DEVICES**

*Rewrite each of the sentences in REPORTED SPEECH. Start each sentence as indicated.*

3.1    Zack frowns. “What’s wrong, Vincent?”

***Zack frowned and asked ... .***

3.2    “Well, at least you will get your dad’s tape recorder back,” replies Vincent.

***Vincent replies that ... .***

3.3    Zack yelled: “Vincent, I don’t WANT the lead!”

***Zack yelled to Vincent that ... .***

### **ACTIVITY 4:    RESEARCH AND WRITE**

Zack is quite upset about having been chosen to play the fairy prince.

His grandpa sees that he is upset and takes Zack and Vincent to the WIMPY for milkshake and a waffle.

Write a one-page **DIALOGUE** between Zack, his grandpa and Vincent, as they relax at the WIMPY.





## CHAPTER 7

### NO EXCUSES



#### **ACTIVITY 1: VOCABULARY**

1.1 Add an appropriate ADVERB to each of the VERBS below:

act \_\_\_\_\_

disappear \_\_\_\_\_

congratulate \_\_\_\_\_

revenge \_\_\_\_\_

damage \_\_\_\_\_

snigger \_\_\_\_\_

#### **ACTIVITY 2: CONTEXTUAL QUESTIONS**

Match the characters in **Column A** to their **DIRECT** statements in **Column B**:

	Column A
2.1.1	KATE
2.1.2	Ms. LAWRENCE
2.1.3	ZACK's DAD
2.1.4	ZACK's MOM
2.1.5	ZACK

	Column B
a.	"Congratulations, son! I'm proud of you."
b.	"Did you get a <i>girl's</i> role?"
c.	"It's not a Fairy. It's a Fairy Prince."
d.	"I never realized that he had such a beautiful voice."
e.	"He got the lead role in the school play!"

### **ACTIVITY 3:     LANGUAGE AND LITERARY DEVICES**

3.1     Copy ONE example of ALLITERATION from page 135 in the novel:

#### **ASSONANCE:**

*Refers to the repetition of the same VOWEL sound in the same sentence or line.*

Example:     "Zack took the tape recorder from his bag and put it back in the drawer."

3.2     Turn to page 136 of the novel, and search for another example of ASSONANCE. Write it down, and underline the VOWELS that are repeated.

### **ACTIVITY 4:     RESEARCH AND WRITE**

Design a POSTER in which you advertise the play.

*(Remember to give the NAME of the play, which class (grade 4's) is performing it, the venue, time, entry fee, etc.)*





**CHAPTER 8**  
**TERRIFIED FLOWERS**



**ACTIVITY 1: VOCABULARY**

*Explain the MEANING (definition) of each word or phrase:*

**irritable** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**a jailbird** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**mimic** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**plonking** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**to be caught red-handed** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **ACTIVITY 2:     CONTEXTUAL QUESTIONS**

*Answer the following questions:*

- 2.1     While Zack is singing, he “***feels his cheeks burning***”. What do these words suggest about Zack’s feelings?
  
- 2.2     What does one of the children say when the question arises on exactly *how* Zack will be ‘flying’ onto the stage? Why is it IRONIC?
  
- 2.3     When Zack is fed-up with all the teasing, he does something shocking – but typically prince-like. What does he do, and why is it ‘typically prince-like’?
  
- 2.4     “***Zack feels his legs go wobbly.***” Why do his legs go wobbly every time he has to rehearse the final scene of the play?
  
- 2.5     How would YOU feel if YOU had to rehearse a scene like that in front of all your classmates and teachers?

## **ACTIVITY 3:     LANGUAGE AND LITERARY DEVICES**

### **PERSONIFICATION:**

*This is a literary device where HUMAN QUALITIES are attributed (given) to inanimate / non-human entities, objects or things.*

Example:     “***Zack lowers his sword and glares at the terrified flowers.***”

Explanation: *Flowers are given the HUMAN QUALITY of becoming terrified.*

Turn to page 137 of the novel, and find another example of PERSONIFICATION. Write it down, and explain which HUMAN QUALITIES were given to the object.

## **ACTIVITY 4: RESEARCH AND WRITE**

Zack is not happy about being the fairy prince at all! He hates singing in front of his classmates, especially such girly-like fairy songs. He decides to write a letter to his grandpa about it.

Pretend you are Zack.

Write a **FRIENDLY LETTER** to your grandpa, telling him all about the teasing, the fairy prince's costume, the singing, etc. (Make sure your letter has the correct format, and write a letter that covers at least one full page)





## CHAPTER 9

### TIME FOR REVENGE



#### **ACTIVITY 1: VOCABULARY**

#### **PERSONAL PRONOUNS**

*These are words that replace proper nouns (names) in sentences, to avoid unnecessary repetition.*

Examples of personal pronouns:

<b>I</b>	-	<b>me, my, mine</b>
<b>We</b>	-	<b>us, our, ours</b>
<b>You</b>	-	<b>your, yours</b>
<b>He</b>	-	<b>him, his</b>
<b>She</b>	-	<b>her, hers</b>
<b>They</b>	-	<b>them, their, theirs</b>
<b>It</b>	-	<b>its</b>

Complete the sentences by filling in the correct form of the PERSONAL PRONOUN:

- 1.1 Zack is upset. (Zack) is not saying a word.
- 1.2 Zack and Vincent are friends. (Zack and Vincent) live in the same street.
- 1.3 Vincent says to Zack: "(You and I) should come up with a plan today."
- 1.4 Zack replies: "(Vincent) are right. The plan has to be good."
- 1.5 Zack lives in Zucchini street. (Zucchini street) is a strange name.

## **ACTIVITY 2:     CONTEXTUAL QUESTIONS**

*Answer the following questions:*

2.1     The title mentions “revenge”. Who is planning to take revenge, and why?

2.2     ***Vincent clears his throat. “It wouldn’t be THAT bad to kiss her ...”***

What does the above statement by Vincent reveal about his own feelings towards Emma?

2.3     When does Vincent look for answers in his book of *Freaky Fun Facts*?

2.4     ***“Chatting with Mrs. Longbottom is never fun”***

Explain the irony in this statement.

2.5     Mrs. Longbottom displays extreme **PREJUDICE** against children.

a)     Explain what prejudice is.

b)     Turn to page 143 in the novel and write down one example of her prejudice.

## **ACTIVITY 3:     LANGUAGE AND LITERARY DEVICES**

3.1     **SIMILE:**

*It is a figure of speech involving the comparison of one thing with another, usually using the words LIKE or AS.*

Example:     “Zack’s eyes sparkle **like** stars”

Explanation:     Zack’s eyes are bright and sparkling just like stars.

Turn back to page 138 of the novel, and find another **simile**. Write it down.

### 3.2 **METAPHOR:**

Look at this SIMILE: "To Mrs. Longbottom, Zack and Vincent who look like jailbirds."

(They are untidy and scruffy, always up to mischief and steal her apples. They look like they belong in jail)

Now look at this COMPARISON: "To Mrs. Longbottom, Zack and Vincent are jailbirds"

(It is the same comparison, but the word LIKE has been dropped).

This type of comparison is called a **METAPHOR.**

Turn back to page 132 of the novel, and find another METAPHOR. Write it down, and explain what is being compared.

### 3.3 Change a SIMILE into a METAPHOR:

*For each of the sentences below, change the SIMILE into a METAPHOR:*

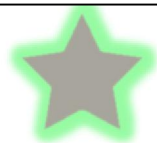
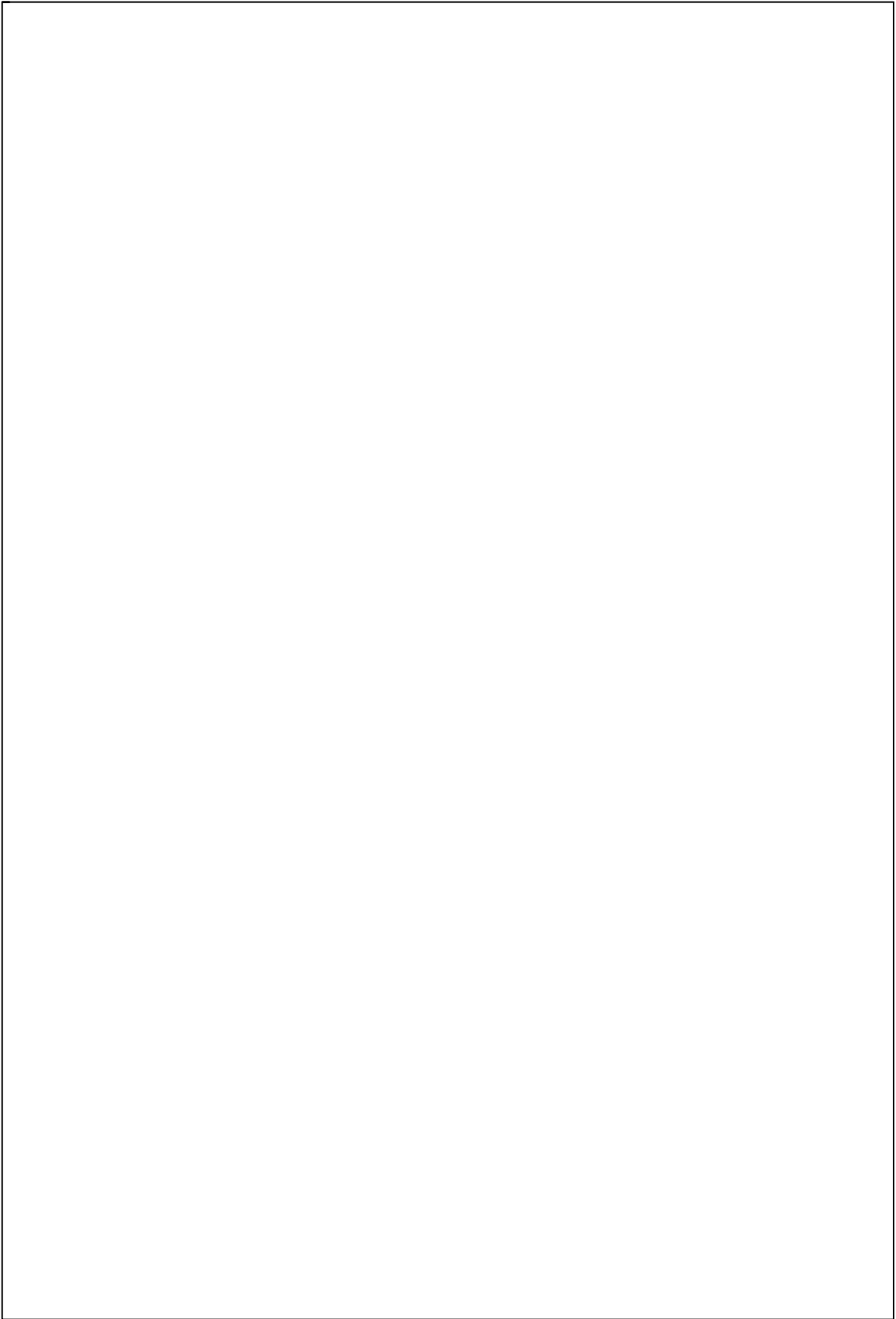
- a) Jessicat hisses like a snake.
- b) Zack's cheeks are as hot as burning coals.
- c) Emma rides like lightning past them on her bicycle .

## **ACTIVITY 4:** **RESEARCH AND WRITE**

Zack is supposed to 'fly' down onto the stage, because he is the FAIRY PRINCE. Mr. Lehave thinks it will work if Zack is suspended from a strong cable.

**INVENT** some unique way to assist Zack to 'fly' onto the stage. It must be YOUR OWN invention.

Use the empty block on the next page to draw pictures of your INVENTION, and to also describe how it will work.



**CHAPTER 10**



**ANTS**

**ACTIVITY 1: VOCABULARY**

*Use each of the following COMMON NOUNS in a clarifying sentence:*

**costumes** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**harness** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**perch** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**playwright** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**waistcoat** : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **ACTIVITY 2:     CONTEXTUAL QUESTIONS**

*Answer each of the following questions:*

- 3.1    What are the “six-legged friends” that Zack is referring to, and why is he calling them his ‘friends’?
- 3.2    Give two possible reasons why Mrs. Longbottom suspects they are up to something.
- 3.3    Write down two *Freaky Fantastic Facts* about ants, that Vincent had written down in his book.

## **ACTIVITY 3:     LANGUAGE AND LITERARY DEVICES**

*Complete:*

<b>ADJECTIVE</b>	<b>SYNONYM</b>	<b>ANTONYM</b>
attack		
brave		
friendly		
graceful		
guilty		
lazy		
lucky		
pesky		
wobbly		
yucky		



## **ACTIVITY 4: RESEARCH AND WRITE**

Zack and Vincent were not very successful in their attempt to collect fire ants in a glass bottle, as they were bitten a lot.

You decide to give them some ADVICE ON COLLECTING FIRE ANTS.

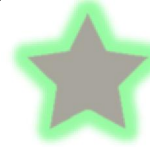
Write 5-10 INSTRUCTIONS that can be followed when collecting fire ants.





## CHAPTER 11

### BREAK A LEG



#### **ACTIVITY 1: VOCABULARY**

*Briefly explain the MEANING (definition) of each word.*

**grits** : \_\_\_\_\_

\_\_\_\_\_

**startled** : \_\_\_\_\_

\_\_\_\_\_

**suspicious** : \_\_\_\_\_

\_\_\_\_\_

#### **ACTIVITY 2: CONTEXTUAL QUESTIONS**

*State whether each of the statements below are TRUE or FALSE, and provide a reason for your answer:*

2.1 Ms. Lawrence means it literally when she says the children must go and 'break a leg'. \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

2.2 Zack likes his fairy prince outfit. \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

2.3 Mrs. Goodman cares about her reputation. \_\_\_\_\_

Reason: \_\_\_\_\_  
\_\_\_\_\_

2.4 Zack is very nervous about kissing Emma on the mouth. \_\_\_\_\_

Reason: \_\_\_\_\_  
\_\_\_\_\_

**ACTIVITY 3: LANGUAGE AND LITERARY DEVICES**

*Complete the DEGREES OF COMPARISON.*

POSITIVE	COMPARATIVE	SUPERLATIVE
cheeky		
disgusted		
funny		
graceful		
guilty		
lucky		
mysterious		
pesky		
queasy		
yucky		

## **ACTIVITY 4: RESEARCH AND WRITE**

It is a week before the performance of the play.

You are a reporter with the *Kouga Express*. You had done an interview with Zack, Mrs. Goodman, Ms. Lawrence, Emma and Mr. Carlson (the principal), about their expectations for the show.

Write your **NEWSPAPER ARTICLE**. It should be one full page in length.

*(**TIP:** Remember, your article is written A WEEK BEFORE the show, so you also need to get your readers interested in going to see the show!)*





**CHAPTER 12**  
**A STUNNED SILENCE**



**ACTIVITY 1: VOCABULARY**

*Use each of the following words in a clarifying sentence:*

**airborne** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**bonkers** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**maniac** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**somersault** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**wrench** : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **ACTIVITY 2:     CONTEXTUAL QUESTIONS**

Indicate if each of the statements below are FACT or OPINION:

- 2.1   Zack enjoys singing. \_\_\_\_\_
- 2.2   The word “BZZZ” is an example of onomatopoeia. \_\_\_\_\_
- 2.3   Mr. Lehave hoisted Zack up too quickly. \_\_\_\_\_
- 2.4   Brett has gone completely bonkers. \_\_\_\_\_
- 2.5   Mrs. Goodman was satisfied. \_\_\_\_\_

## **ACTIVITY 3:     LANGUAGE AND LITERARY DEVICES**

**HYPERBOLE**       *Refers to extreme exaggerations.*

Example:       *‘The maniac Troll is a runaway, howling wolf.’*

Explanation:   The actor playing the role of the Troll is running around uncontrollably, and making loud yelling sounds that resemble the howls of a wolf.

Turn to page 156 of the novel, and write down one example of a hyperbole.

## **ACTIVITY 4:     RESEARCH AND WRITE**

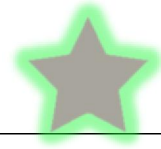
Write a NARRATIVE ESSAY about the evening of the concert. Your essay should be 180-200 words long.





## CHAPTER 13

### A MYSTERY



#### **ACTIVITY 1: VOCABULARY**

*Explain the differences in MEANING of each word pair:*

**soppy and soapy :** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**nauseous and queasy :** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**whining and whinny :** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **ACTIVITY 2: CONTEXTUAL QUESTIONS**

*Answer the questions:*

- 2.1 Why did Kate find the show utterly embarrassing?
- 2.2 Briefly explain Zack's parent's reaction?
- 2.3 What is the 'mystery' referred to in the title of this chapter?

### **ACTIVITY 3:     LANGUAGE AND LITERARY DEVICES**

*Study the statement below:*

‘She nearly laughed her head off when the troll finally managed to pull his head off!’

Write a paragraph of 6-8 lines in which you discuss if it is meant LITERALLY or FIGURATIVELY. Provide reasons for your answer.

### **ACTIVITY 4:     RESEARCH AND WRITE**

#### **RESEARCH TASK:**

Choose ONE of the topics listed below, and do some research on it. Then compile a RESEARCH TASK of 6 to10 pages on your chosen topic. You need to INCLUDE PICTURES and a LIST OF RESOURCES.

- a)     Two famous South African playwrights.
- b)     Two famous international playwrights.
- c)     Two famous South African opera singers.
- d)     Two famous international opera singers.



**THE END**



# ANSWER BOOK

Study guide for

## **ZACK ATTACK!**

by Jaco Jacobs

**Grade 4: THE MAGNIFICENT MAGIC TRICK**

**Grade 5: THE (ALMOST) INCREDIBLY AWESOME IDEA**

**Grade 6: THE DREADFULLY DISGUSTING KISS**

*Worksheets for the novel ZACK ATTACK! by Jaco Jacobs*

*Compiled by Christel Scheepers*

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# ANSWER BOOK

Study guide for

## ***THE MAGNIFICENT MAGIC TRICK***

by Jaco Jacobs

### NOTE TO THE EDUCATOR:

# There is a set of FOUR activities per chapter:

**Activity 1: Vocabulary**

*Aimed at expanding learner vocabulary.*

**Activity 2: Fact Sheets**

*Designed to summarise the storyline, etc.*

**Activity 3: Contextual Questions**

*Guide the learners towards a deeper understanding of events.*

**Activity 4: The Magic Box**

*Creative section.*

*Compiled by Christel Scheepers*



## BEFORE WE READ



### 1. THE BOOK COVER

- 1.1 Zack Attack!
- 1.2 Jaco Jacobs
- 1.3 Trees; blue sky; green grass; dog; cat; three boys running; one boy has a sword; another wears a troll suit; an old lady is chasing the boys.

### 2. THE TITLE OF THE STORY (*The Magnificent Magic Trick*)

- 2.1 The power of influencing or manipulating things or events, by using mysterious or supernatural forces.
- 2.2 A remarkable act that seems supernatural, but is actually done by trickery or illusion.
- 2.3 A magician.
- 2.4 Own answer.



## CHAPTER 1

### A BORING AFTERNOON



#### ACTIVITY 1: VOCABULARY

- broccoli : edible green plant in the cabbage family.
- cluttered : filled with an untidy collection of things.
  
- quite : to a certain or fairly certain degree.
- rummages : search untidily through something.
- skateboard : a short narrow board with 2 small wheels fixed to the bottom.
- wardrobe : a large, tall cupboard in which clothes are hung.

#### ACTIVITY 2: FACT SHEET # 1

##### ZACK BERRY:

Full names: Zachary Barnaby Berry (Chapter 7)


Home address: 10 Zucchini street  
Colour of house: Shocking yellow  
Type of pet: Dog  
Name of pet: Frankenstein (Frankie)  
Best friend: Vincent September  
Sister's name: Kate Berry  
Brother's name: He has no brother.  
Three things hated: - hates being bored;  
- hates fish fingers;  
- hates broccoli.

### **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 Kate is at hockey practice; Vincent is at the dentist; Frankie is tired of playing with the ball; he is tired of watching TV and playing on his PlayStation.
- 3.2 - a flat soccer ball;  
- an old wardrobe with a broken mirror;  
- his mom's old exercise bike;  
- a magic box.

### **ACTIVITY 4: THE MAGIC BOX**

- 4.1 a) A black box with gold stars.  
b) 50 magic tricks.
- 4.2 He smiled broadly.
- 4.3 Own answer.

	<b>CHAPTER 2</b>	
<b>A MAGICIAN'S SECRETS</b>		

### **ACTIVITY 1: VOCABULARY**

assistant : a person who helps in a particular work.  
disappear : cease to be visible.  
handkerchief : a square piece of cloth, made from cotton or other woven material, intended for wiping one's nose.  
impatient : not patient, restless or short of temper, to be quickly irritated.  
magician : a person with magical powers.  
twinkle : shine with a gleam that constantly changes from bright to faint.

## **ACTIVITY 2:      **FACT SHEET # 2****

**ZACK BERRY:**                      Blond hair;  
   Magic tricks;  
   He is quite clever;  
   He is very self-assured.

**VINCENT SEPTEMBER:**      Brown/Black hair;  
   Freaky Facts;  
   He keeps a book of Freaky Facts;  
   He is a quick thinker.

## **ACTIVITY 3:      **CONTEXTUAL QUESTIONS****

- 3.1    Zack's neighbour.
- 3.2    She doesn't like young boys, and is always complaining and getting Zack in trouble.
- 3.3    ABRACADABRA
- 3.4    Onomatopoeia
- 3.5    He made a marble disappear and reappear.

## **ACTIVITY 4:      **THE MAGIC BOX****

- 4.1    Zack's granddad.
- 4.2    Marbles, a magic book, a wand, a magic cloak, playing cards, handkerchiefs, rings, and balls.
- 4.3    The magician's cloak was black, and covered in stars.
- 4.4    A MAGICIAN SHOULD NEVER TELL ANYONE HOW A TRICK WORKS. IT'S A SECRET.
- 4.5    Research Task:

The educator should give learners ample time to finish the Task. They also need to explain and demonstrate the skills needed in completing the Research Task, and should provide a concrete example of a completed task. Any of the five magicians can be picked – but every learner's task should include interesting facts, pictures and a list of resources.



## CHAPTER 3



### THE GREAT ZACKOFSKI

#### **ACTIVITY 1: VOCABULARY**

##### **SYNONYMS**

astonish	:	amaze, surprise.
breathtaking	:	magnificent, wonderful.
exactly	:	precisely, absolutely.
instructions	:	directions, orders.
performance	:	show, execution.
volunteer	:	offering something/a service without obligation.

#### **ACTIVITY 2: FACT SHEET # 3**

<u>ZACK:</u>	'Magic' name:	The Great Zackofski
	Part in show:	The Magician
<u>VINCENT:</u>	'Magic' name:	Vincenzi
	Part in show:	Magician's assistant
<u>FRANKIE:</u>	'Magic' name:	Frankenstein
	Part in show:	Magician's 'assistant'

#### **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 Zack's dad, his mom, and his sister, Kate.
- 3.2 - She says he must hurry up, because she wants to finish her homework.
- She snorts and rolls her eyes at Zack's tricks.
- 3.3 She volunteered, and then he plucked a flower from behind her ear.
- 3.4 She was pleasantly surprised, and clapped her hands.
- 3.5 Zack put his watch in a magic bag, and then hit it with a hammer!
- 3.6 a) Onomatopoeia
- b) BANG!

#### **ACTIVITY 4: THE MAGIC BOX**

- 4.1 Zack Berry
- 4.2 Wand, cloak, coins, marbles, plastic flower, magic bag.

- 4.3 - He picked a flower from behind his mom's ear.  
- He picked a coin from behind Frankie's ear.  
- He 'breaks' his watch, and then mends it with his wand.



## CHAPTER 4



### A FIST THE SIZE OF A MELON

#### **ACTIVITY 1: VOCABULARY**

dork	:	a socially inept person, silly but cute.
incredible	:	impossible to believe.
menacing	:	threatening, suggesting danger.
nerd	:	foolish, boring person who lacks social skills.
sniggers	:	laugh in a scornful way.
suspiciously	:	with cautious distrust.

#### **ACTIVITY 2: FACT SHEET # 4**

ZACK: Surname: BERRY  
*It is the name of a sweetish fruit.*

VINCENT: Surname: SEPTEMBER  
*It is a month of the year.*

#### **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 The biggest bully in Grade 4.  
3.2 He bullies others, hurts other children's feelings; he is very big and strong; he also lives in Zucchini street.  
3.3 No. He is nasty to everyone.  
3.4 Figurative language / Exaggeration (hyperbole)

#### **ACTIVITY 4: THE MAGIC BOX**

*Own picture of the MAGIC BOX.*





## CHAPTER 5



### CLANG! CLATTER! CLANK!

#### **ACTIVITY 1: VOCABULARY**

expensive	:	costing a lot of money.
gobsmacked	:	utterly astonished.
grits	:	to cause teeth to grind, and then face a challenge.
intensely	:	with extreme force or strength; to an extreme degree.
ridiculous	:	extremely silly or absurd.
squint	:	to look at something with both eyes partly closed, in an attempt to see more clearly.

#### **ACTIVITY 2: FACT SHEET # 5**

##### Second Magic Show:

Place where the show was held:	Under a tree on the school playground.
Audience:	Their school mates.
Magic tricks performed:	<ul style="list-style-type: none"><li>- picks a flower from behind a girl's ear;</li><li>- making a marble disappear;</li><li>- making Brett's watch disappear &amp; reappear;</li><li>- crushing Brett's watch with a hammer.</li></ul>

#### **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 - Brett keeps on making fun of Zack's tricks.  
- Brett insists that a two year-old can do the tricks.  
- He keeps on telling everyone 'how' each trick works.  
- He scoffs and snorts at all Zack's efforts.
- 3.2. a) No. They laugh about his bragging and call him 'chicken'.  
b) Yes. They fall silent when he looks at them.
- 3.3 He was scared of making a fool of himself; he was scared the tricks might not work.
- 3.4 He knew the children would make fun of such a name.
- 3.5 **ALLITERATION:**

**W**hy don't you **w**ear it (any example with repeating consonants)

## **ACTIVITY 4: THE MAGIC BOX**

- 4.1 - The black magic box was too big to take to school.  
- They needed a box with a false bottom for the trick to work.
- 4.2 They used an old shoe box to make a magic box with a false bottom.  
They then covered it and decorated it.



## **CHAPTER 6**

### **A SMILE LIKE A GREAT WHITE SHARK**



## **ACTIVITY 1: VOCABULARY**

### **ANTONYMS:**

closer	:	further, distant, remote.
everyone	:	nobody, no one.
forget	:	remember.
nervous	:	calm, relaxed.
new	:	old.
roars	:	whispers, whimpers, silent.

## **ACTIVITY 2: FACT SHEET # 6**

### **ZACK and VINCENT:**

Reaction: Zack is nervous, apologises and stammers.  
Actions: He looks at the broken watch and groans.

### **BRETT:**



Reaction: He is furious, yells at Zack and threatens him.  
Actions: Grabs Zack by his shirt, pokes his nose with his finger and rips the box to pieces.

## **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 He is shocked and dumbfounded.
- 3.2 No. Zack himself used the hammer to 'smash' the watch to pieces.
- 3.3 **SIMILE:**  
His face is as red as a stop sign.  
His flushed face is compared to the red paint on a stop sign.

## **ACTIVITY 4: THE MAGIC BOX**

- 4.1 Brett tore the box to pieces.  
4.2 Own answer. The learner must focus on his/her own feelings about events.

	<b>CHAPTER 7</b> <b>TONS OF TROUBLE</b>	
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### **ACTIVITY 1: VOCABULARY**

capable	:	having the ability to do or achieve something.
drooping	:	hang limply downwards.
encounter	:	be faced with/experience something hostile unexpectedly.
glumly	:	done in a depressed or sullen way.
peering	:	to look intently into the distance.
torment	:	severe physical or mental suffering.

### **ACTIVITY 2: FACT SHEET # 7**

<b><u>FRANKIE:</u></b>	Type of pet:	Dog
	Owner:	Zack Berry
	Characteristics:	<ul style="list-style-type: none"><li>- Likes to play with a tennis ball;</li><li>- Barks when excited;</li><li>- Always growls at Jessicat.</li></ul>

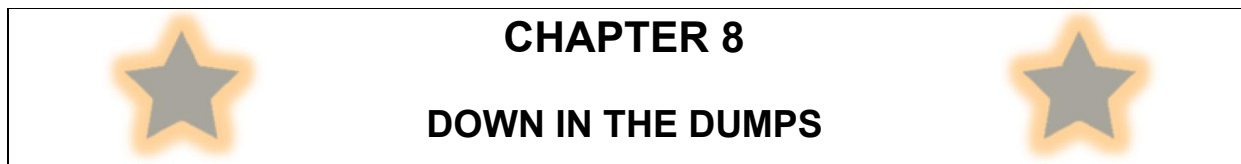
<b><u>JESSICAT:</u></b>	Type of pet:	Cat
	Owner:	Mrs. Longbottom
	Characteristics:	<ul style="list-style-type: none"><li>- Likes to sit on the wall;</li><li>- Stares menacingly at everybody;</li><li>- Always hisses at Frankie.</li></ul>

### **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 - She expects them to always be up to no good: she thinks they are mean to Jessicat.  
- She thinks all children are rude.
- 3.2 Alliteration
- 3.3 It seems to be a combination of JESSICA and CAT.

## **ACTIVITY 4: THE MAGIC BOX**

- 4.1 The DIARY ENTRY should be 10 to 15 lines long, and should focus on Zack's feelings.
- 4.2 The learners should demonstrate that they have developed clear concepts of what each of the sub characters, Mrs. Longbottom, Frankie and Jessicat, look like.



## **ACTIVITY 1: VOCABULARY**

### **SYLLABLES:**

de - li - cious  
gree - dy  
nas - ty

nei - ther  
sand - wi - ches  
screw - dri - ver

## **ACTIVITY 2: FACT SHEET # 8**

### **BRETT THE BULLY:**

- Action 1: He takes their pocket money.  
***Theft is a serious crime.***
- Action 2: He threatens Zack and Vincent.  
***Intimidation is a criminal offence.***
- Action 3: He forces Vincent to do his homework for him.  
***Forced labour is not permissible.***
- Action 4: He eats their lunch, and is even picky about it.  
***Greed is a very bad character trait.***

## **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 Feeling very sad.
- 3.2 a) - Zack and Vincent submit to his bullying because they think they are indebted to him for breaking his watch.  
- They know he will hurt them, as he is much bigger and stronger.
- b) Own answer.

3.3 SYNONYM: for **delicious**: - tasty, mouth-watering.

3.4 ANTONYM: for **nasty**: - nice, pleasant.

3.5 METAPHOR  
Brett is an angry gorilla.

#### **ACTIVITY 4: THE MAGIC BOX**

The learner should write **SEVEN INSTRUCTIONS** on how to build a new, stronger MAGIC BOX.



### **CHAPTER 9**

#### **A DIRTY TRICK**



#### **ACTIVITY 1: VOCABULARY**

1	discover	d	accidentally
2	jabber	c	excitedly
3	pretend	b	falsely
4	punish	f	sternly
5	listen	a	quietly
6	look	e	intently

#### **ACTIVITY 2: FACT SHEET # 9**

##### VINCENT THE PRIVATE INVESTIGATOR:

Whose secret did he uncover?

He uncovered Brett's secret.

How did he stumble upon the truth?

He overheard Brett and Bongani talk in the bathrooms.

What is the secret?

Brett had played a dirty trick on Zack. He himself had broken the watch before he even gave it to Zack. He wanted Zack to be blamed for breaking the watch.

How does this knowledge influence Zack and Vincent?

Zack and Vincent devise a plan to take revenge on Brett. Zack is relieved, because his magic trick actually did not go wrong.

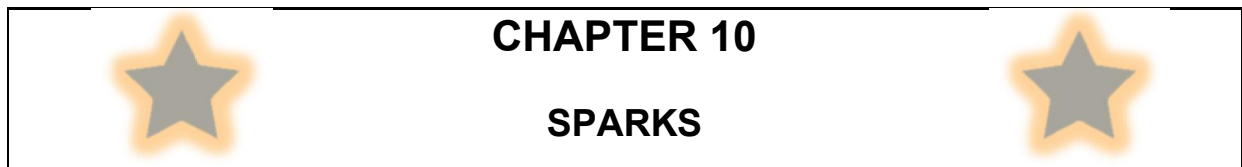
### **ACTIVITY 3:     CONTEXTUAL QUESTIONS**

- 3.1    Bongani is a friend of Brett.
- 3.2    Brett made Zack take the blame for breaking the watch. He did not know that Brett had already broken the watch earlier.
- 3.3    Ms. Lawrence will probably faint right on the spot when she sees Brett's homework. It will be the first time in history that it has been done properly.
- 3.4
  - Zack doesn't have to worry that his magic trick is flawed.
  - Zack and Vincent don't have to worry about having to replace such an expensive watch.
  - Brett the Bully is unmasked as a liar, a cheat and a thief.

### **ACTIVITY 4:     THE MAGIC BOX**

#### **IRONY:**

Zack's tricks are entertaining, but Brett's tricks aren't real tricks: they are mean acts of cheating.



### **ACTIVITY 1:     VOCABULARY**

bogus	:	not genuine or true.
doofus	:	a stupid person.
fortune teller	:	a person who tells you what they think will happen to you in future.
smirk	:	smile in an irritating, conceited way.
vanish	:	disappear suddenly and completely.
witness	:	to see something happen.

### **ACTIVITY 2:     FACT SHEET # 10**

VINCENT and ZACK's PLAN:

Who performs the magic trick?

Brett.

How does the trick work?

The watch has to disappear, and will then reappear and will no longer be broken.

What happens to the wand?

It 'explodes'.

What happens to the watch?

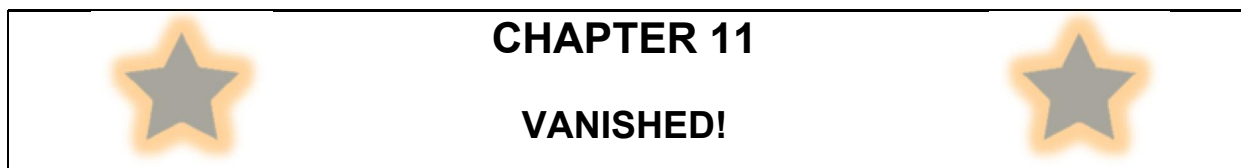
It vanishes.

### **ACTIVITY 3:      CONTEXTUAL QUESTIONS**

- 3.1 He was counting on Brett's pride to get the better of him.  
3.2 If Brett did the trick himself, he could blame no one else.  
3.3 a) Zack and Vincent are very calm, blaming Brett for being rude to the wand.  
b) The other learners are shocked in disbelief.  
c) Brett panics and tears up the magic box in frustration  
3.4 EXAGGERATIONS (hyperbole): 'As quick as a flash'.  
3.5 METAPHORS: "Brett, are you chicken?" Brett is compared with a scared chicken.

### **ACTIVITY 4:      THE MAGIC BOX**

- 4.1 He had a new wand and a new magic bag. His new trick was to make the watch disappear completely, and then make it reappear and be fixed.  
4.2 Brett rips it up into pieces.  
4.3 Own answer. The learner should focus on his/her own feelings.



### **ACTIVITY 1:      VOCABULARY**

borrow	:	take and use with the intention of returning it.
forehead	:	the part of the face above the eyebrows.
overseas	:	in a foreign country.
pleading	:	making an emotional plea to someone.
readjust	:	set or adjust something again.
uncomfortable	:	causing or feeling physical discomfort or pain.

## **ACTIVITY 2:     **FACT SHEET # 11****

### **WHEN A BULLY PANICS:**

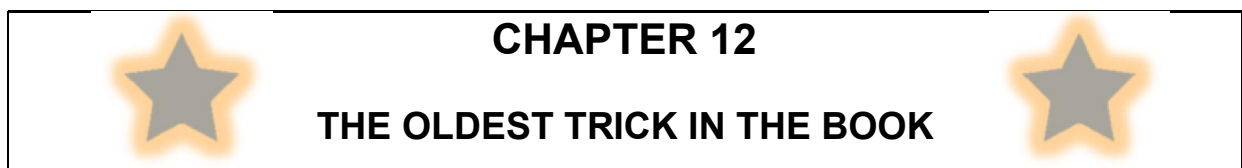
- Why did Brett panic?         -         He admitted it was not his watch.  
Whose watch was it?         -         It was his dad’s sports watch.  
Why did Brett have it?       -         He had stolen it.  
What did Brett admit about the broken watch? -         The watch was already broken when he gave it to Zack to use in the magic trick.

## **ACTIVITY 3:     **CONTEXTUAL QUESTIONS****

- 3.1   Brett admitted to theft. What did he steal?  
      c)    He stole his dad’s watch.  
3.2   Brett admitted that he pulled a DIRTY TRICK. What was the DIRTY TRICK?  
      c)    He broke his dad’s watch, and then put the blame on Zack.  
3.3   Brett the bully was unmasked as ...  
      b)    ... a liar, a cheat and a thief.

## **ACTIVITY 4:     **THE MAGIC BOX****

- 4.1   They had to make sure Brett knew the box. They also knew he would tear it to pieces – again! They actually hoped for it to happen, as it will make the plan bullet proof.  
4.2   The learner should write a DIARY ENTRY of 10 to 15 lines. The focus should be on Zack’s feelings.



## **ACTIVITY 1:     **VOCABULARY****

- clench                         :         close the hand into a tight ball.  
foggiest                       :         unable to think/see clearly; clouded (reasoning).  
prank                           :         a practical joke.



ALPHABETICAL ORDER:

1. Brett
2. Frankie
3. Jessicat
4. Kate
5. Vincent
6. Zack

**ACTIVITY 2:      **FACT SHEET # 12****

MAGIC TRICKS EXPLAINED:

**The wand with sparks:**

Vincent found the special magic wand in a toy shop. If you tap the tip against something, there is a loud BANG! and sparks fly. [Wand, magic box]

**The vanishing watch:**

The watch is put inside a magic box with a false bottom. This watch then 'disappears' when you slip it into your sleeve.

**The disappearing marble:**

Make a small hole at the bottom of a paper cup, just big enough for a marble to fall through the bottom of the cup. Put a marble in your pocket beforehand. Use a second marble for the trick. Show the audience that you are placing the marble in the cup. Let it fall through the hole in the cup and hold it in your hand so that nobody sees it. Now show the audience how you are taking the (other) marble from your pocket.

**The flower / coin behind the ear:**

Wear a long-sleeved shirt. Before you start the trick, pinch a coin/flower in the fold of your elbow. Show the audience that your hand is empty. Let your arm hang down so that the coin/flower falls into your hand. Now, put your hand out and pretend to take the coin from behind someone's ear.

**Crushing the watch:**

The watch is put inside a magic bag. This magic bag is two bags: the outer one is full of screws and nuts and old pieces of porcelain. When you put the watch in the bag, make sure you put it in the HIDDEN compartment. Then you smash the bag full of screws, nuts and porcelain pieces with the hammer. It sounds exactly as if you are smashing the watch.

### **ACTIVITY 3:     CONTEXTUAL QUESTIONS**

- 3.1    He had overheard when Zack was bragging to Vincent about how they tricked Brett.
- 3.2    The MAGICIAN's RULE says you may NEVER tell anyone how your tricks work!

### **ACTIVITY 4:     THE MAGIC BOX**

A magic box is full of secrets: All these magic tricks had been explained, so Zack's box holds no more mysteries or secrets.



**THE END**

# ANSWER BOOK

Study guide for

## ***THE (ALMOST) INCREDIBLY AWESOME IDEA***

by Jaco Jacobs

### NOTE TO THE EDUCATOR:

# There is a set of **FOUR** activities per chapter:

**Activity 1: Vocabulary**

*Aimed at expanding learner vocabulary.*

**Activity 2: Language**

*Language and Literary devices.*

**Activity 3: Contextual Questions**

*Guide the learners towards a deeper understanding of events.*

**Activity 4: Research and Write**

*Creative section.*



## BEFORE WE READ



### 1. THE BOOK COVER

- 1.1 Zack Attack!
- 1.2 Jaco Jacobs
- 1.3 Trees; blue sky; green grass; dog; cat; three boys running; one boy has a sword; another wears a troll suit; an old lady is chasing the boys.
- 1.4 It is the main character, Zack. We know, because he is leading; he is the main feature of the picture.

### 2. THE TITLE OF THE STORY (*The (Almost) Incredibly Awesome Idea*)

- 2.1 He is trying to emphasise how good the idea was.
- 2.2 Incredibly: extremely, to a great degree.  
Awesome: extremely impressive, amazing.
- 2.3 Almost: not quite, very nearly.  
It suggests that the idea did not quite turn out to be so great, after all.



## CHAPTER 1

### MONSTER WITH A GREEN FACE



### ACTIVITY 1: VOCABULARY

#### PLURALS:

avocado - avocados  
cucumber - cucumbers

devour : eat hungrily or quickly.  
dumbfounded : greatly astonished or amazed.  
exciting : causing great eagerness or enthusiasm.  
mischievous : causing trouble in a playful way.  
rip-roaring : noisily excited.  
shocking : causing a feeling of dismay, offensive.

## **ACTIVITY 2:    LANGUAGE**

### **FIGURATIVE MEANING:**

He/she will be kept indoors (grounded) for a very long time.

## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

- 3.1    10 Zucchini street.
- 3.2    The house is painted shocking yellow.
- 3.3    -        They are siblings that are always fighting.  
         -        He entered her room without knocking.  
         -        He took a picture of her while she had a beauty mask on her face.
- 3.4    Kate has a beauty mask, made from avocado, on her face.

## **ACTIVITY 4:    RESEARCH AND WRITE**

The learner needs to research and write down three natural products, and explain why each one is good for your skin.



## **ACTIVITY 1:    VOCABULARY**

*Own sentences so the meaning of the word is clear:*

awesome	:	extremely impressive, amazing.
difficult	:	needing much effort or skill.
especially	:	used to single out one person or thing.
guilty	:	having committed an offense.
horrid	:	very unpleasant or disagreeable.
incredible	:	too extraordinary to be believed.
syrupy	:	excessively sentimental, the consistency of syrup.
technically	:	according to the facts.

## **ACTIVITY 2:    LANGUAGE**

### **DEGREES OF COMPARISON:**

angry	-	angrier	-	angriest
big	-	bigger	-	biggest
difficult	-	more difficult	-	most difficult
good	-	better	-	best
pretty	-	prettier	-	prettiest
sweet	-	sweeter	-	sweetest

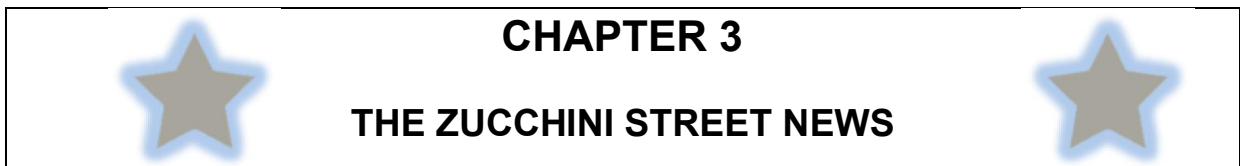
## **ACTIVITY 3:    CONTEXTUAL QUESTIONS**

*Any appropriate adverbs:*

the / a <b>lazy</b> cat	a <b>lively</b> boy
the / a <b>playful</b> dog	a <b>pretty</b> girl
a <b>flushed</b> face	a <b>lush</b> garden

## **ACTIVITY 4:    RESEARCH AND WRITE**

<b><u>KATE:</u></b>	Giggles a lot; is irritated by Zack; wants to become an actress. Irritable; immature; fiery.
<b><u>FRANKIE:</u></b>	Goes everywhere with Zack; gets excited quickly; hates cats. Playful; friendly.
<b><u>ZACK:</u></b>	Is full of ideas; trustworthy friend; gets embarrassed quickly. Brave; self-assured.
<b><u>VINCENT:</u></b>	Asks a lot of questions; is a good friend of Zack. Inquisitive; quick thinker; clever.



## **ACTIVITY 1:    VOCABULARY**

### **SYNONYMS**

edition:	issue, volume.
feature:	characteristic, attribute.
gazillion:	umptillion.
glint:	shine, gleam.

impressed:	influenced, inspired.
journalist:	reporter.
newspaper:	gazette, bulletin.
photo:	photograph, image, picture.

## **ACTIVITY 2:      LANGUAGE**

- a) FUTURE TENSE.  
b) FUTURE CONTINUOUS TENSE.
- 2.1 **Vincent thinks of a plan.**  
a) Vincent ***will think*** of a plan tomorrow.  
b) Tomorrow after school he ***will be thinking*** of a plan.
- 2.2 **Vincent and Zack search for stories.**  
a) They ***will search*** for stories tomorrow.  
b) Tomorrow after school they ***will be searching*** for stories.

## **ACTIVITY 3:      CONTEXTUAL QUESTIONS**

- 3.1 Zack wants to start a community newspaper.  
3.2 The Zucchini Street News.  
3.3 To all the houses in Zucchini Street.  
3.4 a) journalist.  
b) reporter.  
c) newspaper editor.

## **ACTIVITY 4:      RESEARCH AND WRITE**

### NEWSPAPER ARTICLE:

The learner should write a NEWSPAPER ARTICLE that will be placed next to the picture of Kate with her green avo-covered face, under the heading “***The monster of Zucchini Street***”. The article should cover HALF A PAGE.



## CHAPTER 4

### NEWCOMERS



#### **ACTIVITY 1: VOCABULARY**

##### **PLURALS:**

interview - interviews  
neighbour - neighbours

dreary : depressingly dull or bleak.  
exclusive : excluding other things.  
groggily : unsteady and dazed, shaky.  
sceptical : not easily convinced.  
underestimate : an estimate that is too low.  
whining : a long high-pitched crying sound.

#### **ACTIVITY 2: LANGUAGE**

##### **ANTONYMS:**

Dreary - exciting, cheerful.  
Exclusive - inclusive.  
Groggily - stable, steady.  
Sometimes - never, often.

#### **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 Jones.  
3.2 She has two cheeky plaits and a button nose. She is quite rude.

#### **ACTIVITY 4: RESEARCH AND WRITE**

- 4.1 **newcomer:** someone who recently arrived in a place.  
**newbie:** an inexperienced newcomer to a particular activity.  
4.2 **novice:** a person who is new and inexperienced in a job/situation.  
**rookie:** someone who's new at something.





## CHAPTER 5

### SPOOKY THINGS



#### **ACTIVITY 1: VOCABULARY**

Own sentences so the meaning of the word is clear:

- 1.1 previous : existing/occurring before.  
unfortunate : unlucky.

- 1.2 VERBS:
- |                  |   |                      |
|------------------|---|----------------------|
| <b>haunted</b>   | : | <i>haunt</i>         |
| <b>important</b> | : | <i>import</i>        |
| <b>newcomers</b> | : | <i>come</i>          |
| <b>spooky</b>    | : | <i>spook</i>         |
| <b>supposed</b>  | : | <i>suppose; pose</i> |

#### **ACTIVITY 2: LANGUAGE**

- Saterdag - Saturday  
important - important  
artichel - article  
unfourtunately - unfortunately

#### **QUESTIONS:**

- 2.1 Has everyone seen the big truck in the street?  
2.2 Does Zack roll his eyes?  
2.3 Did Zack roll his eyes?  
2.4 Will we need more stories for the newspaper?

#### **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 Zack suggested that the house was haunted.  
3.2 He wanted to take revenge on Emma for being so rude to them.  
3.3 Vincent is not happy, as he believes a reporter should stick to facts.  
3.4 invented = created, designed.

#### **ACTIVITY 4: RESEARCH AND WRITE**

The learner should write a narrative essay on a ghost story. It should be 1-2 pages long.



## CHAPTER 6

### NOSY NEIGHBOUR



#### **ACTIVITY 1: VOCABULARY**

1.1 Own sentences so the meaning of the word is clear:

- |                 |   |   |
|-----------------|---|---|
| bicycle         | : | vehicle with two wheels, a frame and pedals.    |
| neighbourhood   | : | a district within a town or city.               |
| 1.2 loiter(ing) | : | stand around without purpose.                   |
| skulk(ing)      | : | keep out of sight.                              |
| slink(ing)      | : | move smoothly with gliding steps, stealthily.   |
| squint(ing)     | : | look at something with one or both eyes closed. |

#### **ACTIVITY 2: LANGUAGE**

- 2.1 Mrs. Longbottom asks why the two of them are loitering in the streets again.  
2.2 Zack asked Vincent if Brett would go to jail.  
2.3 Vincent said that Mrs. Longbottom was brilliant.

#### **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 TRUE. She knows everything about her neighbours.  
3.2 FALSE. Zack made his own assumptions about the bicycle theft.

#### **ACTIVITY 4: RESEARCH AND WRITE**

The learner should write down 5 FUN FACTS about Mauritius.



## CHAPTER 7

### HAVE YOU SEEN THIS CAT?



#### **ACTIVITY 1: VOCABULARY**

1.1 Own sentences so the meaning of the word is clear:

- |            |   |   |
|------------|---|---|
| beware     | : | be alert to danger.                         |
| dictionary | : | book that explains the words of a language. |
| enough     | : | as much as is required.                     |
| photocopy  | : | photographic copy of printed material.      |

- 1.2a impressed : feeling or showing respect for something.  
 impressive : evoking respect through size.
- 1.2b patience : the capacity to tolerate delays/problems.  
 patient : able to tolerate delays/problems; a sick person.

## **ACTIVITY 2: LANGUAGE**


- 2.1 Mrs. Longbottom's cat is missing. *Fact*  
 2.2 Vincent is more clever than Zack. *Opinion*  
 2.3 Zack likes to impress Vincent. *Opinion*  
 2.4 Zack's dad works at a newspaper. *Fact*
- 2.5 beware - beware  
 wholes - holes  
 gardins - gardens

## **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 Jessicat.  
 3.2 Yes. Own answer.  
 3.3 Own answer.


## **ACTIVITY 4: RESEARCH AND WRITE**

The learner needs to design a **POSTER** in which you ask people to help find Jessicat.



# CHAPTER 8

## A VOLCANO ON THE VERGE OF ERUPTION



## **ACTIVITY 1: VOCABULARY**

- defamation : the act of damaging the good reputation of a person.  
 fortunate : lucky, involving good luck.  
 knuckles : finger joints.  
 sternly : in a serious manner.  
 verge : an edge/border, edging/bordering.  
 volcano : a rupture in the earth's crust that allows lava to escape.

## **ACTIVITY 2:     LANGUAGE**

### 2.1     **SIMILE:**

Her face is as red as a sun ripe tomato.

### 2.2     **METAPHOR:**

Kate will be King Kong crazy.

### 2.3     **Change a SIMILE into a METAPHOR:**

- a)     Kate is a volcano on the verge of eruption.
- b)     Her face is a sun ripe tomato.
- c)     She is a puffing steam train.

## **ACTIVITY 3:     CONTEXTUAL QUESTIONS**

### The monster of Zucchini street:

It is the story about Kate with her green avocado-covered face.

Reaction:     Kate was furious.

### The spooky bedroom:

This is Zack's invented story about Emma's bedroom being haunted.

Reaction:     Emma didn't react.

### Bicycle thief:

The story about Brett stealing a bicycle.

Reaction:     Both Brett and his dad were fuming and wanted to sue Zack.

### Kekana's off to Mauritius:

The story of the Kekana's upcoming holiday in Mauritius.

Reaction:     Mr. Kekana was annoyed that his surprise had been ruined.

## **ACTIVITY 4:     RESEARCH AND WRITE**

The learner should compile a list of charges against Zack and Vincent.



## CHAPTER 9



### A WONDERFUL THING

#### **ACTIVITY 1: VOCABULARY**

Own sentences so the meaning of the word is clear:

embarrassed	:	showing or feeling embarrassment.
misunderstanding	:	failure to understand something correctly.
slander	:	making a false spoken statement about someone.
soppy	:	self-indulgently sentimental.
squeaky	:	making a high-pitched sound or cry.
terrible	:	anything that causes terror, anything really bad.

#### **ACTIVITY 2: LANGUAGE**

- 2.1 Mr. Kekana is annoyed because Zack has ruined his surprise.
- 2.2 Mrs. Longbottom calls Jessicat her 'sweetie-pie', but the cat hisses at Frankie.
- 2.3 Mrs. Longbottom reminds Brett he had stolen her peaches, so that he should stop acting all holy.

#### **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 Brett Burns is a thief. He stole ...
  - b) peaches.
- 3.2 Mr. Kekana's wife knew about his surprise. How did she find out?
  - c) She found the tickets in his sock drawer.
- 3.3 Mrs. Longbottom did something shocking to Zack. What did she do?
  - b) She kissed him.
- 3.4 One of the neighbours found and returned Jessicat after they read the newspaper.
- 3.5 Mrs. Longbottom dislikes Zack.

#### **ACTIVITY 4: RESEARCH AND WRITE**

The learner should write a **DIALOGUE** between Zack and his dad. (It has to be one page in length).



## CHAPTER 10

### SECOND EDITION



#### **ACTIVITY 1: VOCABULARY**

##### **ANTONYMS:**

chilly	-	warm.
eerie	-	normal, reassuring.
relieved	-	worried, anxious.
shaky	-	steady.

#### **ACTIVITY 2: LANGUAGE**

##### 2.1 **ALLITERATION**

'new neighbours' (or any other example of alliteration from page 102)

##### 2.2 **ASSONANCE**

'He feels like ...'

#### **ACTIVITY 3: CONTEXTUAL QUESTIONS**

- 3.1 She scared them with a story of ghosts floating around in her bedroom.
- 3.2 She took a photo when Mrs. Longbottom kissed Zack. That photo is now on the front page of their paper's second edition.
- 3.3 Zack and Vincent apologized about all the lies, and they thanked the people who had found Jessicat.

#### **ACTIVITY 4: RESEARCH AND WRITE**

The learner needs to write 7-10 instructions on how to compile a newspaper, using the title: '**Guidelines to follow when writing for a Newspaper**'.



**THE END**

# ANSWER BOOK

Study guide for

## ***THE DREADFULLY DISGUSTING KISS***

by Jaco Jacobs

### NOTE TO THE EDUCATOR:

# There is a set of **FOUR** activities per chapter:

**Activity 1: Vocabulary**

*Aimed at expanding learner vocabulary.*

**Activity 2: Contextual Questions**

*Guide the learners towards a deeper understanding of events.*

**Activity 3: Language and Literary devices**

*Enhance language skills and the use of literary devices.*

**Activity 4: Research and Write**

*Creative section.*

*Compiled by Christel Scheepers*



## BEFORE WE READ



### 1. THE BOOK COVER

- 1.1 ZACK ATTACK!
- 1.2 Jaco Jacobs.
- 1.3 Trees; blue sky; green grass; dog; cat; three boys running; one boy has a sword; another wears a gorilla? suit; an old lady is chasing the boys.
- 1.4 It is the main character, Zack. We know, because he is leading; he is the main feature of the picture.
- 1.5 Explain what is happening in the picture (illustration).

### 2. THE TITLE OF THE STORY (*The Dreadfully Disgusting Kiss*)

- 2.1 It looks like a fairy tale prince, so the children might take part in a play.
- 2.2 Own answer.



## CHAPTER 1

### SINGING IN THE SHOWER



### ACTIVITY 1: VOCABULARY

Own sentences so the meaning of the word is clear:

- flutter : fly or flapping wings unsteadily.
- squint : to look at something with both eyes partly closed, in an attempt to see more clearly.
- annoying : causing irritation.
- apparently : as far as one can see, seemingly.
- cheeky : showing lack of respect or politeness.
- disgusting : arousing strong indignation.
- dreadful : causing great suffering or fear.
- sly : showing a cunning and deceitful nature.



## **ACTIVITY 2:     CONTEXTUAL QUESTIONS**

- 2.1    His home is painted bright yellow, and sometimes you can hear strange, loud noises coming from within the house.
- 2.2    Zack was copying the opera singer he saw the night before.
- 2.3    His parents had taken them to the Opera to watch a show.

## **ACTIVITY 3:     LANGUAGE AND LITERARY DEVICES**

### **ONOMATOPOEIA:**



- 3.1    The formation of a word from an associated sound.
- 3.2    'Laaaaaaaaaaaa', 'Laaaaaaaa – ti – daaa', 'leeeeeee!', 'Bang!'

### **ALLITERATION:**

- 3.3    The repetition of the same consonant sound in the same line or sentence.
- 3.4    *"Then he sees her slyly slipping something into her pocket".*

## **ACTIVITY 4:     RESEARCH AND WRITE**

- 4.1    The learner must write four fun facts about the Opera.
- 4.2    The learner should name one famous OPERA piece, as well as the name of COMPOSER.

	<h2><b>CHAPTER 2</b></h2> <h3><b>THE SINGING FAIRY PRINCE</b></h3>	
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## **ACTIVITY 1:     VOCABULARY**

- 1.1    important     :     of great significance or value.
- impression   :     an idea or opinion about someone, an imitation of someone.
- incident     :     an event or occurrence.
- thrilled     :     extremely pleased and excited.
  
- 1.2    audition:    verb:     to interview for a role or job.  
                  noun:     the interview conducted with the person.
- interview: verb:     to conduct a face to face meeting with people.  
                  noun:     a meeting of people face to face.
- notice:    verb:     paying attention to something, become aware of.  
                  noun:     notification.

**record:**      verb:            set down in writing, convert sound into a more permanent reproduction like a CD.  
                         Noun:            a piece of concrete evidence.

## **ACTIVITY 2:      CONTEXTUAL QUESTIONS**

- 2.1 She had made a tape recording of him interpreting the opera singer.  
2.2 Vincent thinks her plan is quite cunning.  
2.3 She wants to use the recording to embarrass her brother.  
2.4 He took the tape recorder out of Kate’s bag, and put it in his own schoolbag.  
2.5 She told the grade four class that they are to present a play to the school.  
2.6.1 b.      Principal.  
2.6.2 c.      Grade 4 teacher.  
2.6.3 a.      Rich donor and playwright.

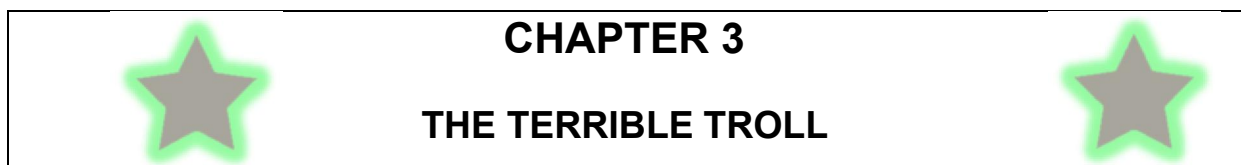
## **ACTIVITY 3:      LANGUAGE AND LITERARY DEVICES**

### **DEGREES OF COMPARISON:**

cunning	-	more cunning	-	most cunning
furious	-	more furious	-	most furious
miserable	-	more miserable	-	most miserable
sneaky	-	sneakier	-	sneakiest

## **ACTIVITY 4:      RESEARCH AND WRITE**

The learner should write a DIARY ENTRY of 8-10 lines.



## **ACTIVITY 1:      VOCABULARY**

- 1.1 announce      :      make a formal public statement.  
clench            :      close the hand and fingers into a tight ball.  
smirk             :      smile in an irritating or conceited way.  
sneer             :      a contemptuous or mocking smile or remark.  
twirl              :      to cause to rotate rapidly.

- 1.2 a) a clumsy movement  
b) a horrible nightmare  
c) a menacing look  
d) a squeaky voice

### **ACTIVITY 2: CONTEXTUAL QUESTIONS**

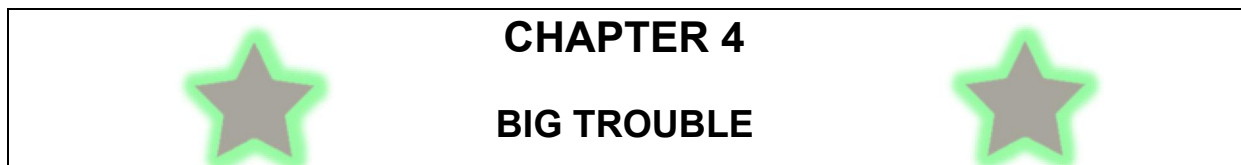
- 2.1 Brett wants the role, and he knows there are definitely other, more talented children than him.
- 2.2 Brett suggested he try out for the effimate role of a fairy (prince).
- 2.3 - He is stronger and bigger than them.  
- His dad is a lawyer.  
- He bullies everyone.

### **ACTIVITY 3: LANGUAGE AND LITERARY DEVICES**

- 3.1 Will we have to wait and see who gets the part?
- 3.2 Is everyone waiting to see what will happen?
- 3.3 Can he crush a coke can with one hand?
- 3.4 Am I going to be the Terrible Troll?
- 3.5 Does he write his name underneath Brett's name?
- 3.6 Do they burst out laughing? OR  
Did they burst out laughing?
- 3.7 Did he walk up to the notice board?

### **ACTIVITY 4: RESEARCH AND WRITE**

This is a research task. Learners need to show that they understand the differences between all the fairy tale characters.



### **ACTIVITY 1: VOCABULARY**

- 1.1 SYNONYMS:
- actual: real, genuine.  
awful: terrible, disgusting.  
culprit: offender, criminal.  
spectacular: breathtaking, eye-catching.

## 1.2 ANTONYMS:

ancient: recent, contemporary.  
nowadays: old, distant.  
sentimental: practical, dispassionate.  
thrilled: bored.

## ACTIVITY 2: CONTEXTUAL QUESTIONS

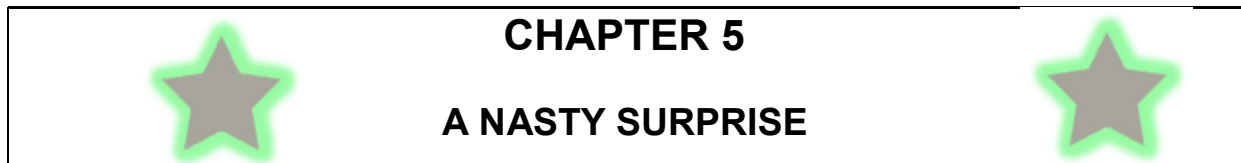
- 2.1 Somebody stole it out of his schoolbag.
- 2.2 He knows they will use it to humiliate him.
- 2.3 It rarely answers the question being posed.

## ACTIVITY 3: LANGUAGE AND LITERARY DEVICES

- 3.1 Zack is not having an awful day.
- 3.2 Zack doesn't roll his eyes.
- 3.3 Brett didn't take the tape recorder.
- 3.4 It wasn't Kate who took the tape recorder.

## ACTIVITY 4: RESEARCH AND WRITE

The learner should research TAPE RECORDERS, and write down FIVE FUN FACTS about it.



## ACTIVITY 1: VOCABULARY

- 1.1 *Own sentences so the meaning of the word is clear:*
  - creepy crawlies: small flightless creatures.
  - flutter: fly or flapping the wings unsteadily.
  - gruff: rough and in a low pitch.
- 1.2 WORD PAIRS:
  - a) **embarrass:** cause to feel awkward;  
**embarrassment:** a feeling of shame or awkwardness.
  - b) **applause:** approval or praise expressed by clapping;  
**applaud:** to show approval or praise by clapping.

### 1.3 COLLECTIVE NOUNS:

A group of learners is called a **school** or a **class**.

A group of butterflies is called a **flutter** or a **flight**.

A group of pianos being played is called a **concert** of pianos.

A group of loose papers is called a **pile** of papers, but a group of bound papers is called a **book**.

A group of fairies is called a **charm** of fairies.

A group of trolls is called a **trouble** or a **band** of trolls.

**(NOTE:** a group of UNICORNS is called a blessing!)

### ACTIVITY 2: CONTEXTUAL QUESTIONS

2.1 False. She sings beautifully.

2.2 False. He did not sing at all.

2.3 True. Brett only growled.

2.4 True. She always giggles a lot at school, when she is with her friends.

### ACTIVITY 3: LANGUAGE AND LITERARY DEVICES

beutiful	-	beautiful
audiance	-	audience
laafing	-	laughing
importint	-	important

First change the following statements into QUESTIONS, and then into NEGATIVES:

2.1 Did she look sternly at the class?

. She didn't look sternly at the class.

2.2 Has anyone signed up for the part of the fairy prince?

No-one has signed up for the part of the fairy prince.

2.3 Do all the girls laugh hysterically at the joke?

All the girls don't laugh hysterically at the joke.

### ACTIVITY 4: RESEARCH AND WRITE

The learner should write a **DIARY ENTRY** of 8 – 10 lines

## CHAPTER 6

### BAD NEWS

#### **ACTIVITY 1: VOCABULARY**

Own sentences so the meaning of the word is clear:

- collapse : to fall abruptly.  
defeat : win a victory over in a battle or contest.  
exchange : giving one thing and receiving another.  
ignore : refuse to take notice or acknowledge.  
mutter : say something in a barely audible voice.

#### **ACTIVITY 2: CONTEXTUAL QUESTIONS**

- 2.1 Zack has just received some BAD NEWS. What is the bad news?  
c) He was chosen as the fairy prince.
- 2.2 Vincent gives Zack some more BAD NEWS. What is it?  
b) The fairy prince has to kiss the fairy princess.
- 2.3 How does Zack feel about being chosen as the fairy prince?  
a) He is embarrassed.
- 2.4 Which part was Vincent chosen for?  
c) Vincent was chosen as a tree.
- 2.5 Why does Zack not look forward to the rehearsals?  
b) He has to memorise a lot of lines.

#### **ACTIVITY 3: LANGUAGE AND LITERARY DEVICES**

- 3.1 Zack frowned and asked Vincent what was wrong.  
3.2 Vincent replies that he (Zack) will at least get his dad's tape recorder back.  
3.3 Zack yelled to Vincent that he did not want the lead.

#### **ACTIVITY 4: RESEARCH AND WRITE**

The learner should write a one-page DIALOGUE between Zack, his grandpa and Vincent, as they relax at the WIMPY.



## CHAPTER 7

### NO EXCUSES



#### **ACTIVITY 1: VOCABULARY**

##### 1.1 **ADVERBS**

act *responsibly*

congratulate *heartily*

damage *severely*

disappear *suddenly*

revenge *viciously*

snigger *wryly*

#### **ACTIVITY 2: CONTEXTUAL QUESTIONS**

- 2.1.1        b
- 2.1.2        d
- 2.1.3        a
- 2.1.4        e
- 2.1.5        b

#### **ACTIVITY 3: LANGUAGE AND LITERARY DEVICES**

##### 3.1 **ALLITERATION:**

'a whole weekend.'

##### 3.2 **ASSONANCE:**

'not a lot of time'

#### **ACTIVITY 4: RESEARCH AND WRITE**

The learner should design a **POSTER** in which he/she advertises the play.



## CHAPTER 8



### TERRIFIED FLOWERS

#### **ACTIVITY 1: VOCABULARY**

irritable	:	showing a tendency to be easily annoyed.
a jailbird	:	a person who is/has been in prison.
mimic	:	imitate someone.
plonking	:	setting down heavily or carelessly.
to be caught red-handed	:	in the act of doing something wrong.

#### **ACTIVITY 2: CONTEXTUAL QUESTIONS**

- 2.1 He is embarrassed.
- 2.2 Someone suggests he should just sprinkle himself with fairy dust. It is ironic, because he could have done that if he was a REAL fairy prince, and not just PRETENDING to be one.
- 2.3 He pulls out his sword to defend his honour, just like a real prince would have done!
- 2.4 He dreads having to kiss Emma.
- 2.5 Own answer.

#### **ACTIVITY 3: LANGUAGE AND LITERARY DEVICES**

##### **PERSONIFICATION:**

'One of the flowers snorts with laughter'

Flowers cannot snort with laughter: it is a human quality.

#### **ACTIVITY 4: RESEARCH AND WRITE**

The learner should write a **FRIENDLY LETTER** of one full page in length.





## CHAPTER 9

### TIME FOR REVENGE



#### **ACTIVITY 1: VOCABULARY**

##### **PERSONAL PRONOUNS**

*These are words that replace proper nouns (names) in sentences, to avoid unnecessary repetition.*

- 1.1 He.
- 1.2 They.
- 1.3 We.
- 1.4 You.
- 1.5 It.

#### **ACTIVITY 2: CONTEXTUAL QUESTIONS**

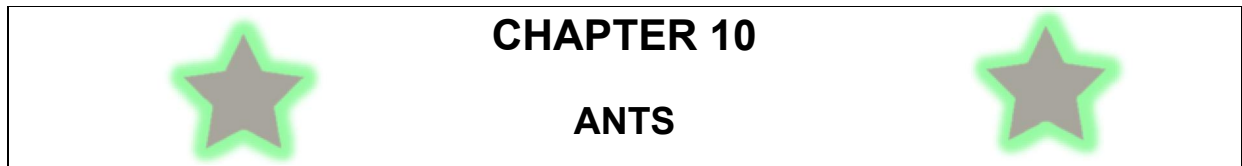
- 2.1 Zack and Vincent are planning to take revenge on Brett, as he is the reason that Zack was chosen as the fairy prince.
- 2.2 Vincent likes Emma. He wouldn't mind having to kiss her.
- 2.3 When he does not know WHAT or HOW to answer.
- 2.4 The irony lies in the fact that chatting is supposed to be a fun activity.
- 2.5 **PREJUDICE:**
  - a) a preconceived opinion not based on reason or actual experience.
  - b) 'She firmly believes that all children are trouble.'

#### **ACTIVITY 3: LANGUAGE AND LITERARY DEVICES**

- 3.1 **SIMILE:**  
'(Fly) like a real fairy.'
- 3.2 **METAPHOR:**  
'Vincent's jaw drops'  
*Vincent opened his mouth so quickly, that it looks as if his jaw is dropping from his mouth.*
- 3.3 **Change a SIMILE into a METAPHOR:**
  - a) Jessicat becomes a snake.
  - b) Zack's cheeks are burning coals.
  - c) Emma flashes past them on her bicycle.

## **ACTIVITY 4: RESEARCH AND WRITE**

The learner should **INVENT** some unique way to assist Zack to 'fly' onto the stage.



## **ACTIVITY 1: VOCABULARY**

costumes	:	a set of clothes in a style typical of a specific country, cultural grouping, or historical period.
harness	:	a set of strappings and fittings by which a horse, donkey or ox is fastened to a cart or plough.
perch	:	an object on which a bird alight/roosts, to rest on something.
playwright	:	a person who writes plays.
waistcoat	:	a close-fitting sleeveless garment worn under a jacket.

## **ACTIVITY 2: CONTEXTUAL QUESTIONS**

- 3.1 They are fire ants, and they are going to help him in his revenge on Brett.
- 3.2 She ALWAYS thinks they are up to something, but they are also acting weirdly.
- 3.3 - Fire ants inject acid when they bite, thus causing the sting;  
- Ants have been on earth for nearly 60 million years;  
- Ants can lift things nearly 30 times their own body weight.

## **ACTIVITY 3: LANGUAGE AND LITERARY DEVICES**

<u>Attack:</u>	Synonym:	charge, strike.
	Antonym:	defend, praise.
<u>Brave:</u>	Synonym:	courageous, fearless.
	Antonym:	cowardly, fearful.
<u>Friendly:</u>	Synonym:	affectionate, amiable.
	Antonym:	unfriendly, hostile.
<u>Graceful:</u>	Synonym:	beautiful, elegant.
	Antonym:	inelegant, ugly.
<u>Guilty:</u>	Synonym:	culpable, blameworthy.
	Antonym:	guiltless, innocent.
<u>Lazy:</u>	Synonym:	weary, lethargic.
	Antonym:	active, energetic.

Lucky:       Synonym:   fortunate, advantageous.  
                   Antonym:   unlucky, unfortunate.

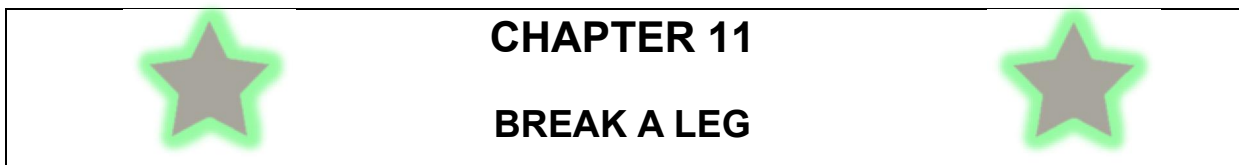
Pesky:       Synonym:   bothersome, irksome.  
                   Antonym:   pleasing, pleasant, agreeable.

Wobbly:     Synonym:   unsteady, unstable, rocky.  
                   Antonym:   stable, steady.

Yucky:       Synonym:   unpleasant, foul, nasty, disgusting.  
                   Antonym:   yummy.

#### **ACTIVITY 4:     RESEARCH AND WRITE**

The learner should write 5-10 **INSTRUCTIONS** that can be followed when collecting fire ants.



#### **ACTIVITY 1:     VOCABULARY**

grits           :       grind one’s teeth, and face a challenge.  
 startled       :       feeling/showing sudden shock or alarm.  
 suspicious    :       show a cautious distrust of someone or something.

#### **ACTIVITY 2:     CONTEXTUAL QUESTIONS**

- 2.1   False. It is a figurative statement.
- 2.2   False. He hates it so much, that he hopes his mom never finishes it.
- 2.3   True. She says her reputation is at stake.
- 2.4   True. He hopes something happens to prematurely ends the show so that he doesn’t have to kiss Emma on the mouth.

#### **ACTIVITY 3:     LANGUAGE AND LITERARY DEVICES**


##### **DEGREES OF COMPARISON:**

cheeky	-	cheekier	-	cheekiest
disgusted	-	more disgusting	-	most disgusting
funny	-	funnier	-	funniest
graceful	-	more graceful	-	most graceful
guilty	-	guiltier	-	guiltiest
lucky	-	luckier	-	luckiest

mysterious	-	more mysterious	-	most mysterious
pesky	-	peskier	-	peskiest
queasy	-	queasier	-	queasiest
yucky	-	yuckier	-	yuckiest


#### **ACTIVITY 4: RESEARCH AND WRITE**

The learner should write a **NEWSPAPER ARTICLE** of one full page in length.



## CHAPTER 12

### A STUNNED SILENCE



#### **ACTIVITY 1: VOCABULARY**

Own sentences so the meaning of the word is clear:

airborne	:	capable of travel through the air.
bonkers	:	crazy, mad.
maniac	:	a person exhibiting extremely wild or violent behaviour.
somersault	:	an acrobatic movement where a person turns head over heels in the air and lands on their feet.
wrench	:	a sudden violent twist or pull.

#### **ACTIVITY 2: CONTEXTUAL QUESTIONS**

2.1	Zack enjoys singing.	<u>Opinion</u>
2.2	The word “BZZZ” is an example of onomatopoeia.	<u>Fact</u>
2.3	Mr. Lehave hoisted Zack up too quickly.	<u>Opinion</u>
2.4	Brett has gone completely bonkers.	<u>Opinion</u>
2.5	Mrs. Goodman was satisfied.	<u>Fact</u>

#### **ACTIVITY 3: LANGUAGE AND LITERARY DEVICES**

##### **HYPERBOLE**

‘battling to wrench off his head’

#### **ACTIVITY 4: RESEARCH AND WRITE**

The learner should write a NARRATIVE ESSAY about the evening of the concert. The essay should be 180-200 words long.



## CHAPTER 13



### A MYSTERY

#### **ACTIVITY 1: VOCABULARY**

soppy	:	self-indulgently sentimental
soapy	:	covered with soap, a soap opera.
nauseous	:	feeling inclined to vomit.
queasy	:	nauseous, feeling sick.
whining	:	making a long, high-pitched cry or sound.
whinny	:	a gentle, high-pitched neigh.

#### **ACTIVITY 2: CONTEXTUAL QUESTIONS**

- 2.1 She is embarrassed because her brother's pants got ripped off.
- 2.2 They are extremely proud that Zack stayed calm and saved the show.
- 2.3 The 'mystery' of how an army of fire ants made their way into Brett's troll suit.

#### **ACTIVITY 3: LANGUAGE AND LITERARY DEVICES**

The learner should write a paragraph of 6-8 lines in which he/she discuss if the statement is meant LITERALLY or FIGURATIVELY. The learner should display a clear understanding of both concepts.

#### **ACTIVITY 4: RESEARCH AND WRITE**

##### **RESEARCH TASK:**

The learner should select ONE of the topics, do some research and compile a RESEARCH TASK of 6 to 10 pages on the chosen topic.

- a) Two famous South African playwrights.
- b) Two famous international playwrights.
- c) Two famous South African opera singers.
- d) Two famous international opera singers.

**THE END**

