



Western Cape
Government
FOR YOU



Wes-Kaapse
Regering

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
LEARNER RESOURCE PACK
ENGLISH
GRADE 4
TERM 3-2025
WEEKS 9&10



LISTENING AND SPEAKING Activity 1.1 – Advertisement discussion

Look at the following advertisement. Answer the discussion questions in your group.



1. What is being advertised? Is it a product, a service, an event or awareness of something?
2. Do you think this advertisement is effective? Give a reason for your answer.
3. Which elements in the advertisement draws your attention?
4. Which elements in the advertisement do you think are not as effective?
5. Who do you think is the intended audience for this advertisement?

LESSON 2

L&S Activity 2.1 - Phonics: 'n, w, l, r'

You are going to work in groups. Brainstorm words that include the sounds n, w, l or r that you can see in the advertisement below. Some words will include more than one sound. **Remember, you must be able to hear the sound in the words that you write and not only see the letter.**



Activity 2.2

Making predictions

Listen to the title of the text. Complete the following frame:

I predict that this advertisement will be about ... because ...

LESSON 3

L&S Activity 3.1 – Answer questions after listening

Advertisement slogan: Nature Valley – Rediscover the joy of nature!

You will listen to a video, or your teacher will read the advertisement, **Nature Valley – Rediscover the joy of nature!** First, read and then answer the questions after listening to your teacher.

1.3.1 The product or service being advertised in the advertisement is

1.3.2 The target audience for this advertisement is

1.3.3 Something in the advertisement that appeals to my emotions is

1.3.4 The main message of the advertisement is

1.3.5 Some of the values that are evident in the advertisement are

LSC Activity 3.2: Collective nouns poster

Study and memorise the list of names for groups of a specific noun.

Collective Nouns



People

A collective noun is a noun that identifies groups of people.

- A **crowd** of people.
- A **panel** of experts.
- A **group** of engineers.
- A **gang** of thieves.
- A **regiment** of soldiers.
- An **army** of photographers.
- The **audience** was delighted with the performance.
- The **band** is likely to perform in Paris next week.
- The finance **committee** controls the budget.

Animals

A collective noun is a noun that identifies groups of animals.

- A **school** of whales.
- A **swarm** of flies.
- A **herd** of yaks.
- A **flock** of sheep.
- A **nest** of mice.
- They saw a **bevy** of swans.
- The **colony** of ants worked together.
- I saw a **litter** of five kittens.
- He saw an **array** of hedgehogs in the field.
- I saw a **pride** of lions.

Things

A collective noun is a noun that identifies groups of things.

- A **bowl** of rice.
- A **sheaf** of grain.
- A **chest** of drawers.
- A **comb** of bananas.
- A **range** of mountains.
- She kept a **bouquet** of flowers on the table.
- He bought a **case** of wine for his birthday.
- He bought a new **deck** of cards.
- He saw a **flight** of geese.

www.eslkidsworld.com

LSC Activity 3.3 - Collective nouns, adjectives, verbs, adverbs and subject-verb agreement

Complete the following tables by following the instructions.

COLLECTIVE NOUNS

Write down a definition for collective nouns:

Look at the images below. Each image represents a collective noun.	Write down the collective noun represented by the image in this column.	Add an adjective to the collective noun to describe it.	Write an interesting sentence which includes: The correct subject-verb agreement, the collective noun, an adjective, a verb, an adverb and the correct punctuation marks.
	A <u>team</u> of soccer players.	A <u>happy</u> team of soccer players.	A <u>happy team</u> of soccer players <u>are standing proudly</u> to take a photo.
	A _____ of bees.		
	A _____ of cows.		
	A _____ of trees.		
	A _____ of birds.		
	A _____ of cards.		
	A _____ of fish.		

COLLECTIVE NOUNS

Write down a definition for collective nouns:

Look at the images below. Each image represents a collective noun.	Write down the collective noun represented by the image in this column.	Add an adjective to the collective noun to describe it.	Write an interesting sentence which includes: The correct subject-verb agreement, the collective noun, an adjective, a verb, an adverb and the correct punctuation marks.
	A _____ of geese.		
	A _____ of wizards.		
	A _____ of kittens.		
	A _____ of lizards.		
	A _____ of soldiers.		
	A _____ of books.		
	A _____ of snakes.		

LSC Activity 1.3: Reflexive pronouns

Study the following personal and reflexive pronouns. Use each of the pronouns in the poster in sentences. You should write eight sentences.

Reflexive Pronouns

Just as a mirror shows a reflection, a reflexive pronoun reflects back to the personal pronoun. Reflexive pronouns are special pronouns used when the subject and the object refer to the same person or things.

 he - himself	 it - itself
 you - yourself	 she - herself
 me - myself	 they - themselves
 we - ourselves	 one - oneself

LSC Activity 3.4 – STEMS: Complete the activity about word stems below.

Stems

A stem is the core part of a word that carries its fundamental meaning. It is the base to which prefixes and/or suffixes can be added to form new words or modify the word's meaning. Stems are often found in the middle of a word and can be a whole word by themselves. For example, in the word "happiness," "happy" is the stem.

medium transcend marine primary liberate

plural submarine germinate prime plus

liberty median transfer germ

Match the words in the block to the stem and meaning in the table below.

stem	meaning	words
germ	vital or related	
mar	ocean	
prim	first	
plu	more	
liber	free	
medi	middle	
trans	across	

LESSON 4

READING AND VIEWING VOCABULARY

word	definition
advertisement	A special picture or words that try to tell you about a product, service, event or cause, like a toy or a tasty snack and make you want to buy it.
purpose	The reason why someone makes an advertisement. it might be to sell something or tell you about an event.
target audience	The kind of people the advertisement is trying to talk to. if it is an advertisement about toys, it is trying to talk to children and parents.
persuasive techniques	The clever ways advertisers use to try to make you want to buy something, like showing happy children playing with a toy.
key message	The most important thing the advertisement wants you to remember such as, "this toy is super fun!"
graphics	The pictures and drawings in an advertisement that make it look cool and interesting.
tagline	A short and catchy phrase that helps you remember a product, like "have a break, have a kit kat."
slogan	A short and memorable motto that represents a product or company, like "I'm lovin' it" for McDonald's.
logo	A special sign or symbol that shows which company or brand something is from like the golden arches for McDonald's.
product	Something that is made or sold, like a toy, a bicycle or a snack.
service	Something people do to help others, like fixing your bicycle or cutting your hair.
event	A special thing that happens at a certain time and place, like a concert or a birthday party.
cause	An important idea or something people care about, like helping the environment or making sure everyone has enough food.
stereotype	Thinking that all people or things in a group think, act or behave the same, even when they do not.
emotive language	Words that are used to make you feel strong emotions, like happy, sad, or excited, so that you will want to do something or buy something.

LESSON 5 and 6

READING AND VIEWING: First, second and third read:

Read the following advertisement and answer the questions that follow:

Title: Nature Valley – Ask Nature

[Scene: A bright, sunny day with a little girl, sitting on a stoep/porch in a rural area. An animated electronic device, Earth Explorer Buddy (EEB), shaped like a cone, is placed in front of her.]

Little girl: (curiously) How old is the Earth?

EEB: (robotic voice) The Earth is 4.45 billion years old.

Little girl: (Wide-eyed) Do you know what the sun feels like on your face?

EEB: I am not equipped to answer that.

Little girl: (running through the field excitedly) It feels amazing!

(The little girl blows the billowing tufts of dandelion seedheads.)

Little girl: Now you make a wish.

EEB: Searching the web for 'wish'.

(The little girl hears a woodpecker, sees a snail and sits next to the water to look at ducks.)

Little girl: There it is! (looking at a snail) He is so slimy. Can you hear the ducks?

Little girl: (Laying down on the grass) You wouldn't believe the view. Wow! Look at the stars.

EEB: There are over 100 billion stars in the galaxy.

Little girl: But have you ever seen a shooting star?

(EEB just keeps loading and loading without responding.)

Little girl: That's what I thought. (She switches EEB off.)

[The scene fades out with the words: Nothing Replaces Nature]

Advertisement slogan: Nature Valley – Rediscover the joy of nature!

LESSON 7

HOW TO DO ADVERTISEMENT ANALYSIS

Look at the following advertisement. Your teacher will discuss the different parts of an advertisement with you.



Activity 7.1 Analysing Advertisements

1. Your group will receive a different print advertisement to work with.
2. First, scan the advertisement carefully to find:
 - the **product** being advertised, and
 - any **emotional words** used in the advertisement.
3. Next, analyse the advertisement together as a group. Use the following criteria to guide your discussion:
 - **Message and values:** What message does the advertisement want to send, and what values are shown in the text?
 - **Structure, purpose and audience:** How is the advertisement structured? What is its purpose? Who is the target audience?
 - **Language use:** Look at how persuasive and emotive language is used. Is the language short and economical?
 - **Stereotypes:** Can you identify any stereotypes in the advertisement?

- **Graphical techniques:** Look at colour, design, images and layout.
How do these affect the message being conveyed?
- 4. Present your group's findings to the class.
- 5. When presenting, make sure you share your observations about the:
 - product,
 - target audience,
 - persuasive techniques,
 - graphical information,
 - possible stereotypes, and
 - key message of the advertisement.





1. Interpret and discuss the message, including the values in the text:

- What do you think this advertisement is trying to tell us or make us think about?
- What kind of things or ideas might this advertisement want us to believe or like?

2. Discuss the structure, purpose, and audience of the text:

- Why do you think this advertisement was made? What are the advertisers trying to make people do or feel?
- **Who** do you think this advertisement is made for? Who is supposed to see it and why?

3. Discuss language use, including persuasive and emotive language and the economical use of language:

- Are there words in the advertisement that make you want to do something or buy something? What are they?
- Does the advertisement use only a few words to say something important or does it use many words to explain something?
- Can you find words that make you feel excited, happy, sad or concerned or feel any other emotion when you read them in the advertisement?

4. Identify and discuss stereotypes:

- Do you think everyone will like the information in this advertisement? Why or why not?
- What do you think about the way the advertisers use images, people or things in the advertisement?

5. Identify and discuss graphical techniques such as colour, design, choice of images, and other elements and how it affects the message conveyed:

- What colours do you see in this advertisement? How do these colours make you feel?
- What do you notice about the pictures and how they're arranged in the advertisement?
- Do the pictures and words make you want to do something or try something? What's interesting about it?

LESSON 8 and 9

R&V Activity 8.1 - Who, what, where, when why and how?

These questions words can be used to ask questions. Think about the advertisement. In groups, develop a question with each of the six question words.

R&V Activity 8.2

Read the text of lesson 5 and 6 in this learner resource pack and answer the questions that follow.

Questions:

1. Literal recall:

- Question: How old is the Earth according to Earth Explorer Buddy (EEB)?

2. Inference:

- Question: Why did the little girl switch EEB off at the end of the text?

3. Literal:

- Question: What does the little girl do to enjoy nature during the text?

4. Inference:

- Question: What does the little girl mean by the statement, "Nothing Replaces Nature" at the end of the text?

5. Evaluation:

- Question: Why do you think the little girl asked EEB if it had ever seen a shooting star? What does this tell you about her perspective on technology?



R&V Activity 8.3 - Advertisement analysis – independent activity

Analyse the following advertisement by answering the questions you used in R&V Activity 8.3.



LESSON 11

LSC Activity 11.1 – Conjunctions

Coordinating Conjunctions: and, but, or, nor, yet

Subordinating Conjunctions: when, if, because, since, although

1. We should turn off lights ____ we leave a room to save energy.
2. Let's recycle paper, plastic ____ glass to help our planet.
3. ____ we all work together; we can make a positive impact on the environment.
4. We can use cloth bags ____ reusable containers to reduce plastic waste.
5. We should conserve water ____ we'll have more for future generations.
6. ____ we save electricity, we reduce air pollution from power plants.
7. We should plant trees ____ we care about nature and clean air.
8. ____ we use fewer disposable items; we can create less litter.
9. Let's walk or cycle to school ____ we can reduce air pollution.
10. ____ we reduce waste, we can help protect wildlife habitats.

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LESSON 12

LSC Activity 12.1 – Teaching Similes and Metaphors

Underline the similes and metaphors in the following poem. (Can you identify the rhyming words?)

Amidst the trees, so tall and green, Nature's masterpiece is seen. Rivers flow like winding veins, Life's connection, nature's chains.	In this tale of Earth and sky, Similes and metaphors lie. Can you spot them, shining bright? In every line, they take flight.
The air, like a cozy, warm embrace, Holds us close in its gentle grace. A mountain stands like an ancient wall, A guardian mighty strong and tall.	With simple words that light the way, We learn to care, to save the day. A language that shows what's right, To keep our planet shining bright.
But pollution comes, a creeping guest, A harmful force that needs a rest. It's like a cloud that blocks the sun, Harming us all, one by one.	Source: ChatGPT

LESSON 13

Instructions: Work in your group with the same advertisement. Follow the steps below:

1. Identify values

- Look at the advertisement carefully.
 - As a group, write down the values you can see (for example: honesty, responsibility, perseverance, kindness, etc.).
-
-
-

2. Find the main message

- Write down the main message of the advertisement in one or two sentences.
-

3. Group discussion

- Discuss together how the values you listed are shown in the advertisement.
 - Write your group's ideas below:
-
-
-

4. Feedback

- Each learner must give **individual feedback** to the class about one value or the main message they identified.

LESSON 10, 15, 17 and 19: WRITING AND PRESENTING

W&P Activity 1.1 – An example of an advertisement and AFOREST-strategy

An advertisement consists of different parts. Look carefully at the different parts that must be included in an advertisement. Also study the AFOREST-strategy and see whether you can identify the different parts of the strategy in the advertisement below.

The different parts of a print advertisement

headline alliteration

Save Our Seas

rule of two

image

awareness

tagline

**WHAT GOES
IN THE OCEAN
GOES IN YOU.**

statistics and facts

body copy

logo or slogan

RECENT STUDIES ESTIMATE THAT FISH OFF THE WEST COAST INGEST OVER 12,000 TONS OF PLASTIC A YEAR. FIND OUT HOW YOU CAN HELP TURN THE TIDE ON PLASTIC POLLUTION AT WWW.SURFRIDER.ORG/RAP

SURFRIDER
Rise Above Plastics

AFOREST

Persuasive Writing Techniques for Advertisements

A Alliteration
Alliteration involves using the repetition of initial consonant sounds in words close to each other to create a memorable and rhythmic effect.

F Facts
Facts refer to providing accurate and credible information to support the message being conveyed.

O Opinion
Opinions involve expressing personal viewpoints or testimonials that resonate with the audience's emotions.

R Rhetorical Question
Rhetorical questions are questions posed for effect rather than seeking an actual answer. They engage the audience by encouraging them to think about the topic at hand.

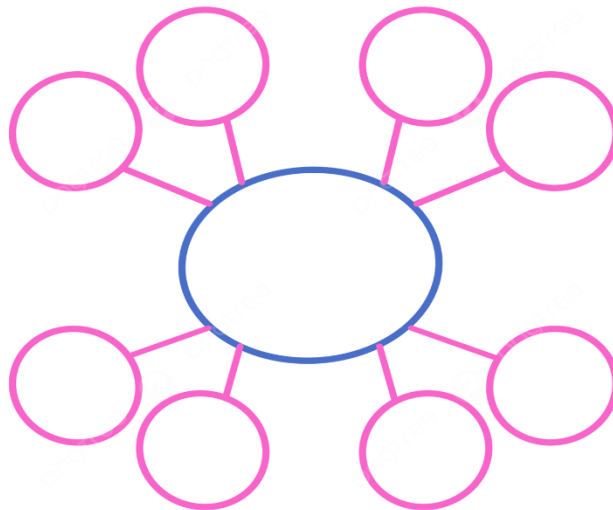
E Emotive Language
These are words and phrases that evoke strong feelings or emotions.

S Statistics
Advertisers include statistics to add a sense of credibility and authority to the message.

T Rule of Two or Three
Advertisers use images or words that repeat in groups of two or three.

W&P Activity 1.2 - Brainstorming

You will brainstorm what you know about writing an advertisement with your teacher. Capture and organise your thoughts on a mind map such as the one below.



W&P Activity 1.3 - Using the AFOREST-strategy for creating an advertisement

You are going to create your own advertisement using the elements of an advertisement and the AFOREST-strategy. Familiarise yourself with the AFOREST-strategy. Use the AFOREST- strategy Your advertisement should include alliteration; facts; opinion; a rhetorical question; statistics and the rule of two/three.

W&P Activity 1.4 - Revising and editing an advertisement

Use the ARMS-strategy to revise your advertisement. Remember, revision makes your writing sound better. Use the CUPS-strategy below to edit your advertisement. Remember, editing makes your writing look better.

ARMS

Review & revise
to refine your writing.



A	Add words or sentences, to improve meaning and make ideas clearer.
R	Remove any unnecessary words or sentences.
M	Move a word, group of words, sentence, or sentences to make your ideas clear.
S	Substitute, or trade words or sentences to improve meaning or quality.

Criteria	Description
Capitalisation	The first word in each sentence is capitalised. All names of places, people and characters are capitalised. All text titles are capitalised. I used the personal pronoun, <i>I</i> and not <i>i</i> , in my writing.
Understanding and usage	I have used simple, compound and complex sentences. I have used connecting words such as <i>but</i> , <i>because</i> , <i>and</i> <i>then</i> , <i>after</i> and other words. My sentences do not all start with the same word. When I read my sentences or phrases, it is not too long and easy to understand. I have used alliteration.
Punctuation	Every sentence ends with an appropriate punctuation mark (full stop, question mark, exclamation mark etc.) Commas are used to separate words in lists. I have used apostrophes for contractions such as <i>he's</i> , <i>they're</i> , <i>I'll</i> , <i>it's</i> .
Spelling and grammar	I have checked the spelling of difficult words by dividing the words into syllables or sounding out the words. I have checked that plural subjects are used with plural verbs and singular subjects are used with singular verbs.

W&P Activity 1.5 – Advertisement rubric

CRITERIA	Level 4 Mastery	Level 3 Proficient	Level 2 Satisfactory	Level 1 Developing
Mark allocation	4	3	2	1-0
Persuasive techniques, emotive language and target audience	All the persuasive techniques such as use of alliteration, facts, opinion, rule of two or three and other engaging elements are evident. The target audience can be identified easily.	Most of the persuasive techniques such as use of alliteration, facts, opinion, rule of two or three and other engaging elements are evident. The target audience can be identified easily.	Some evidence of persuasive techniques such as use of alliteration, facts, opinion, rule of two or three and other engaging elements are evident. The target audience is not well-considered.	Evidence of persuasive techniques such as use of alliteration, facts, opinion, rule of two or three and other engaging elements are not all evident. The target audience cannot be identified easily.
	4	3	2	1-0
Visual Elements, Creativity, Consistency	The advertisement is visually appealing and engaging. Excellent use of colour, font and images.	The advertisement is visually appealing and engaging to an extent. Good use of colour, font and images.	The advertisement reflects an attempt to be visually appealing and engaging. Some use of colour, font and images.	The advertisement reflects very little visually appealing and engaging elements. Almost no use of colour, font and images.
			2	1-0
Advertisement Content and Planning			Well planned and very informative with excellent evidence of advertisement elements.	Very little evidence or no evidence of planning. Some or no evidence of advertisement elements.
TEACHER'S FEEDBACK			DATE:	MARK:
Teacher's signature				

LESSON 14, 16 & 18: GROUP GUIDED READING**Decoding Skills****Phonic sounds**

Learn to say these sounds: n, l, w and r

Phonic words

Practice sounding out and reading these words. Underline the focus sound in each word.

nap	net	not	nut	nose
lip	lap	log	lot	like
wet	win	wag	wall	wind
rug	rag	run	red	rib

Add your own words to the table below that start with the letters: n, l, w and r

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

n	l	w	r
no	little	with	run
now	light	was	really

Read as many sight words as you can with a friend who keeps score:

[Sight Words for Grade 4 with Teacher Calai](#)

Vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

nature	sunny	billion	wish
woodpecker	water	little	girl
replaces	rediscover	old	web

DECODABLE TEXT

Harmful for Nature

"Pollution is when things like trash, chemicals and dirty water make our world less clean. It is a big problem, and we need to stop it! When people throw their trash on the ground instead of in a bin, it can end up in rivers, lakes and oceans. This hurts the animals that live there. Harmful chemicals from factories and cars can make the air dirty to breathe, and it is not good for our health. We must work together to keep our planet clean and safe."

Comprehension Questions:

1. What are some examples of things that can cause pollution?
2. How does pollution affect animals and nature?
3. Why is it important for people to work together to stop pollution?

Paired Reading: Ocean Cleanup

Once upon a time, in a land not so far away, there was a beautiful ocean. The water was crystal clear, and the fish swam happily beneath the shining sun.

But as time passed, something began to change. People from the nearby town would visit the beach and, while most of them enjoyed the ocean, some didn't treat it kindly. They left behind trash, like plastic bottles and wrappers, which found their way into the water.

Slowly, the ocean started to look different. Instead of sparkling blue, it became murky and filled with floating debris. The fish and animals that called the ocean home struggled to find clean water to swim in.

One day, a group of friends decided they couldn't just watch the ocean suffer. They organised a beach cleanup. Armed with gloves and bags, they picked up every piece of trash they could find. They worked hard until the beach was clean again.

Their efforts didn't stop there. They decided to raise awareness about ocean pollution. They spoke to their neighbours, started recycling programmes and even created artwork from the plastic they collected.

Gradually, the ocean began to heal. The water cleared and the fish returned. The friends learned that when people work together to protect the environment, they can make a big difference.

Comprehension Questions:

1. Why did the ocean start to look different over time?
2. What kind of trash did people leave behind on the beach?
3. How did the group of friends help clean up the ocean?
4. What were some of the actions the friends took to raise awareness about ocean pollution?
5. What did the friends learn from their efforts to protect the environment?

SOURCE: ChatGPT

Decodable text

Porcupines

Porcupines use their quills to protect themselves. They stamp their feet and shake their quills to frighten away other animals. If the animal doesn't go away, the porcupine runs backwards so their sharp quills get stuck in the other animal. Porcupines can hurt lions, leopards, dogs and even people.

A porcupine can grow new quills when their quills fall out. When baby porcupines are born, their quills are soft. They take about five days to get hard.

Answer the following questions:

1. Tick all the things' porcupines do to protect themselves.

- stamp their feet
- bite other animals
- shake their quills
- run into the other animal
- shoot their quills at other animals

2. Can newborn porcupines protect themselves? Provide a reason for your answer.

Yes / No

PAIRED READING:

True Treasure

"Nature is like a treasure and we must protect it. We can help by not littering in the parks or by the rivers. It is important to recycle our paper, plastic and cans. When we use water, we should be careful not to waste it. Trees are our friends, so let us plant more of them. By taking care of nature, we keep the world beautiful for ourselves and for the animals who live here too."

Source: ChatGPT

Answer the following questions:

1. Why is nature compared to a treasure in the text?
2. What are some ways mentioned in the text to help protect nature?
3. Why is it important to take care of nature, according to the text?

GROUP GUIDED READING TEXT:

Helping Nature

"Nature is like a big, beautiful puzzle and we are all a piece of it. To protect our planet, we need to work together. We can start by picking up trash when we see it, even if it's not ours. Recycling is like magic - it turns old things into new ones, helping our Earth stay clean. Remember to turn off lights when you leave a room to save energy. Planting trees is like giving a big, green hug to the Earth. Let's be nature's superheroes and keep our planet healthy and happy!"

Source: ChatGPT

Answer the following questions:

1. How is nature described in the text?
2. According to the text, what are some ways we can help protect the planet?
3. Why does the text suggest that planting trees is like giving a big, green hug to the Earth?

INDEPENDENT READING SKILLS

Read the following text and answer the questions that follow:

AMELIA AND SIBLINGS' NATURE ADVENTURE

Amelia and her little brother, Leo, embarked on a nature adventure. They wandered into the lush forest behind their house, their eyes wide with wonder. Sunlight filtered through the leaves, casting playful shadows on the ground. Birds sang harmonious melodies, creating a soothing symphony.

As they strolled along a bubbling brook, Leo's curious eyes spotted a family of deer sipping from the clear water. Amelia whispered, "Let's watch quietly, so they're not scared away." Mesmerised, they observed the gentle creatures, their graceful movements like a dance in the wild.

Further down the path, they encountered a field of vibrant wildflowers. Butterflies of every hue danced among the blossoms, adding an enchanting touch to the scenery. Amelia and Leo crouched down to examine the intricate petals, marvelling at nature's artistry. Nearby, a towering oak tree beckoned with its sturdy branches. Climbing up, they found a cozy nook and sat down, embracing the tranquillity around them. The rustling leaves overhead seemed to share tales of ages past, as if the tree itself held the wisdom of time.

As the sun began its descent, casting a warm golden glow, Amelia and Leo knew their nature adventure was coming to an end. With a promise to return, they headed back home, their hearts full of the beauty and serenity they had experienced in the embrace of the natural world. *Source: CHATGPT*

Questions

1. Who went on the nature adventure?
2. Where did Amelia and Leo go for their adventure?
3. What did they see as they strolled along the brook?
4. What did Amelia and Leo do when they came across the field of wildflowers?
5. How did Amelia and Leo feel at the end of their nature adventure?

VISUAL TEXT: ADVERTISEMENTS

Study the following advertisement and answer the questions that follow:



Answer the following questions:

1. The product or service being advertised in the advertisement is

2. The target audience for this advertisement is

3. Something in the advertisement that appeals to my emotions is

4. The main message of the advertisement is

5. Some of the values that are evident in the advertisement are

Summary: Nature Valley – Ask Nature

1. Read the non-fiction text again: **Nature Valley - Ask Nature**
2. Then, write in your own words what the advertisement is about.
3. Write a summary of the advertisement.

END.