

ENGLISH LANGUAGE
YEAR 2
TEACHER'S GUIDE



Department of Education
Port Vila, Vanuatu

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First published 1996

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Typeset, in Port Vila by the Curriculum Development Unit.

Printed in Vanuatu by Sun Productions.
Reprinted in 2007 by IPV Printers.

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FOREWORD

Teachers will welcome the appearance of the *Pupil's Book* and *Teacher's Guide* for the Year 2 English language programme. The early years of learning to use a new language require a stimulating programme centered around the interests that children have in their immediate environment and in the wider world. These are the years when children acquire the capability to read and write, not only for the satisfaction of mastering such complex skills, but also for the pleasure and the power that literacy will bring to their personal lives.

A *Pupil's Book* and a *Teacher's Guide* are only a starting point for a language programme. The activities that children will be doing on a daily basis still have to be planned by the teacher, enlarged books have to be made, and ways must be found to value children's writing. Throughout the programme, there will be the challenge of promoting children's talk, of listening to it with interest, and of responding to it constructively. Parents also have an important role to play in developing the many languages that children will be acquiring at this time - the languages of the community, and the languages of wider education, English and French.

Through the use of the ideas in the *Teacher's Guide* and in the *Pupil's Book*, I have no doubt that the children in Year 2 will grow and develop in their ability to learn about their world.

ACKNOWLEDGEMENTS

We are especially grateful to the New Zealand Education Assistance Programme in Vanuatu which is supporting the development of the Primary English Curriculum for years 1 - 6 of basic education in Anglophone schools. In particular, we would like to acknowledge the role that the New Zealand Education Assistance Programme has played in funding the illustrator for the *Teacher's Guide* and *Pupil's Book*, and in providing consultancy opportunities in both Vanuatu and New Zealand.

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INTRODUCTION

Welcome to the *Teacher's Guide* for the Year Two English Language Programme. It is part of Vanuatu's Unified Primary Curriculum.

The *Teacher's Guide* will help you plan activities for the 15 units of work in the *Pupil's Book* for Year Two. For each unit you should plan to use the activities in the *Pupil's Book* as well as additional ones that you plan yourself from the suggestions in the *Teacher's Guide*. Each unit should take between two and three weeks to complete. You should aim to complete five units a term.

The suggestions in the *Teacher's Guide* are organised under these headings:

Resources

These are the materials that will help you plan interesting activities for the children to do. You should make a file of these resources because they will be useful in the following years or for other teachers.

Skills

The skills are listening, speaking, reading and writing. Remember that in most activities they can be linked together. Children talk and listen to what others have to say. Pictures are drawn and captions are made. Stories are told and these can be written down and read to others.

Sound Focus

Each unit chooses a sound that children should practise and link to the letters of the alphabet. Some of the new vocabulary in the unit will make use of the sound. In addition, the handwriting exercises can practise words that begin with the sound focus for the unit.

Structural Focus

Each unit has a grammatical construction that should be practised during language activities. Children need to hear the construction many times before they begin to use it for themselves. The construction should appear in the text of stories that are made into enlarged books. The construction should also be used in the children's written work where this is appropriate.

Functional Focus

Language is used to get jobs done. Therefore it is important to give children real jobs to do through their talk, their reading, and their writing. Each unit highlights some of the uses to which language is put and provides opportunities for children to carry out jobs with a friend, in small groups, and with the teacher, or at home and in the wider community.

Vocabulary

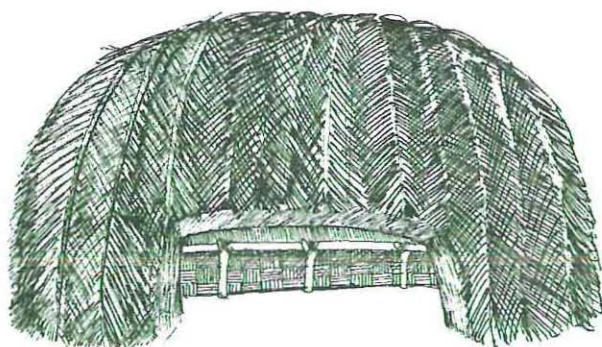
The new words that might be used during the unit are listed in a box. Notice that the article which is frequently used with the word is also given. Verbs are listed in their infinitive form, and adjectives and adverbs are listed with the words that they are frequently found with. So the new words might look like this:

a fish, a crab, the reef, to catch a fish, to look carefully, a hard shell, two sharp claws

New words need to be used in interesting contexts. Actual experiences are best, then pictures and memories. The new words should be seen in stories and their use encouraged in the children's writing.

Vocabulary Activities

Many of the activities require children to label a picture they have drawn and to write a caption to go with the picture. Always encourage children to say/write more about the things they are labelling. For example:



The roof is made from coconut leaves.

Our bush house.

My father made it.

Notice that the labels contain the article and other words that give details or a comment about the items. Usually the pictures can be made into an enlarged book or used to make a mural.

Listening and Speaking

Listening and speaking activities should be done in different kinds of settings - in the classroom, on experience visits, with the teacher, with a friend, or in small groups. Children should be encouraged to describe what they are seeing, doing, feeling, thinking or planning to do. Children should be encouraged to ask questions and seek clarification. They should also be helped to say more and to continue a conversation over several turns. Whenever possible, listening and speaking should be linked to reading, writing, and the production of work that can be displayed, reported on, or used by others.

Reading

Children's progress in reading will require the following activities:

1. Daily story experiences using enlarged books. These books should be made from the *Vanua Readers*, the ELPAM books, the *Ready-to-Read* series, or from other sources of children's literature.
2. Co-operative reading from texts built up from the things that the children are saying about their experiences at school and at home. These texts may be labels and captions associated with pictures, stories recounted by the children, or reports of events. The texts may also be in the form of lists of items, messages, letters, or invitations.
3. Opportunities for children to make their own books using their personal writing.
4. Activities that develop knowledge of literacy, for example, activities that help children learn the letter names of the alphabet, letter-sound correspondences, sight vocabulary, rhyming words, and work attack skills.
5. Opportunities to read independently and to respond to print in the environment.

In all, it is important that children have daily opportunities to read aloud to a friend or an adult, and to read silently for personal satisfaction. Each unit in the *Teacher's Guide* gives some titles of books that are suitable for the unit.

Writing

Children should have the opportunity to write on a daily basis. The forms of writing should include labels, captions, recounts of experiences, lists, messages, letters and reports. The writing should be read and responded to by other people. Some writing should be published in class books and use in the reading programme. Words that the children require for their writing should form the basis for the spelling programme.

Poems, Rhymes, and Songs

Children can gain experience of the sounds and rhythms of English through poems, rhymes, and songs. Some of the examples in the *Teacher's Guide* have been written by teachers and children, using familiar experiences.

Drama, Craft, and Drawing

Drama is the opportunity for children to develop language in imaginative situations and this is an important experience. Some drama situations should be familiar to the children, others should be set in imaginary settings. Craft and drawing activities provide opportunities for children to use English to talk about how things are done or represented in their work.

Assessment

Each unit has suggestions for assessment activities. These include:

- a. Talking with children about their work
- b. Hearing children read on a regular basis, including reading their own writing
- c. Observing how children participate in the activities of the unit.

At the back of the *Teacher's Guide* you will find a list of the grammatical structures that are introduced into each unit of work. This is followed by an alphabetical listing of the new vocabulary.

Pupil's Book

The *Pupil's Book* goes with the *Teacher's Guide* and has activities for children to do. The children should not write in the *Pupil's Book* but in their exercise books. You will need to help the children to understand the instructions for the different activities. The symbol **P** in the margin of the *Teacher's Guide* tells you when there is an activity in the *Pupil's Book* which the children should do.

TERM 1

UNIT 1 : DOMESTIC ANIMALS

Resources

- Photographs and posters of different animals
- Old magazines, picture books
- Plain and coloured cards
- Paper, coloured pencils, pencils
- *Vanua Readers*, ELPAM materials
- Animal templates
- Glue, pairs of scissors
- Empty rice sacks, thread, needles
- Coconut fibres, saw dust, dried grass

Skills

- | | |
|--------------|------------|
| 1. Listening | 3. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

The sound /d/ as in **dog**

The sound /æ/ as in **animal**

Structural Focus

1. A confirming sentence in an exchange
Is it (a)?
Yes, it's (a)
2. A disconfirming sentence in an exchange
Is it (a)?
No, it isn't (a).....

For example:

Is it a cat?

Yes, it's a cat.

Is it a dog?

No, it isn't a dog.

It's a cat.

Functional Focus

1. Asking a factual question
2. Confirming information
3. Disconfirming information

For example:

Is it a horse? (A factual question)

Yes, it's a horse. (Confirming information)

Is it a pig? (A factual question)

No, it isn't a pig. (Disconfirming information)

It's a goat. (Confirming information)

Vocabulary

Teach the children to understand and use these words:

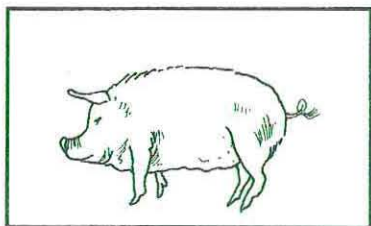
an animal, a cat, a dog, a goat, a horse, a farm, a fence, a plantation, a village, a farmer, meat, health, size, good, bad, a **tame** parrot, a **wild** goat, a **domestic** animal, to care for, to feed, to eat.

Vocabulary Activities

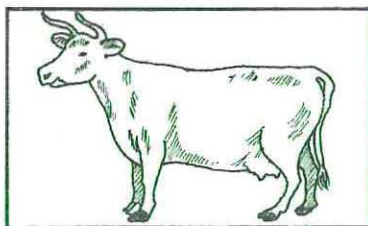
1. Use pictures, photographs and children's experiences of domestic animals to introduce the new vocabulary.
2. **Matching pictures with words.**

Prepare picture cards of different animals and flash cards with the names of animals. The children have to find the right card to match the picture.

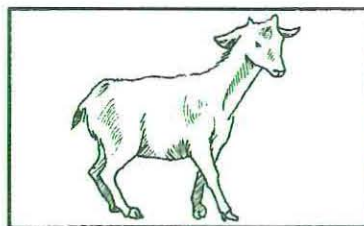
For example:



A pig



A cow



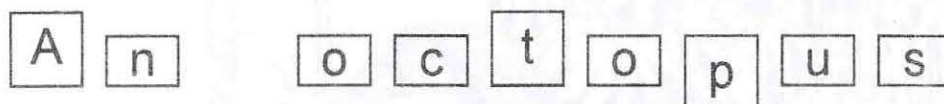
A goat

3. Word building

Prepare letter cards.

From the letter cards help the children to build up some words.

For example:

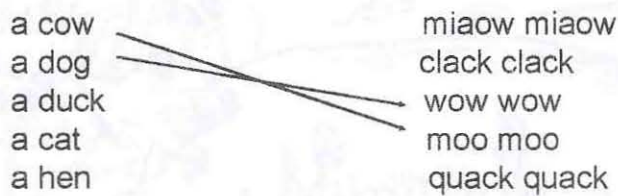


Use words from the vocabulary list.

4. Matching

Draw a line from the animal to the sound it makes.

For example:



5. Labelling

Children draw an animal and label the interesting parts.

6. Making groups of words.

Encourage children to make groups of words.

For example:

Animals that eat grass	Animals that eat meat	Animals that eat insects
------------------------	-----------------------	--------------------------

1. Cows
2. Horses
3. Goats

1. Cats
2. Dogs

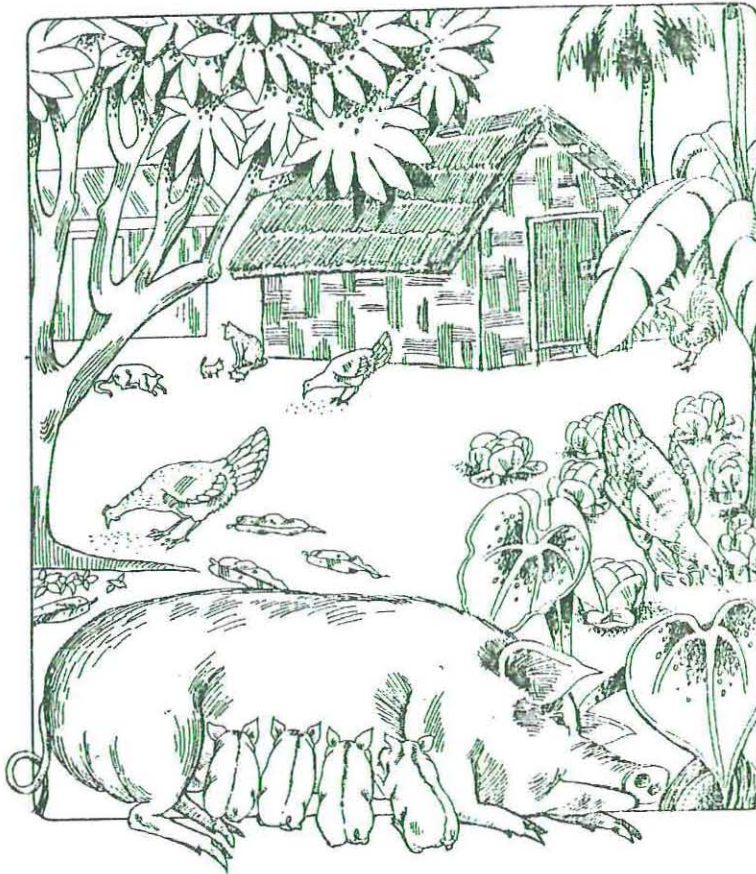
1. Birds
2. Lizards

Listening and Speaking

1. Using the picture in the *Pupil's Book*, children name the various animals.

P

For example:



Teacher : What can you see around the house?

Child : I can see a pig.

Teacher : Yes, the pig is feeding her babies.

Children : I can see three hens.

Teacher : Good, let's find the hens. One under the tree. One near the house.
And one scratching in the garden.

Children name the animals that live around their homes. They name their favourite animals and say why they like them.

For example:

Teacher : What's your favourite animal, Netty?

Child : A cat.

Teacher : Why?





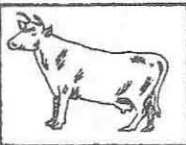

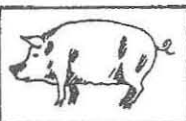
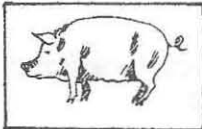
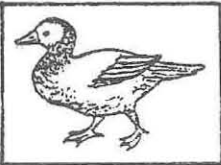
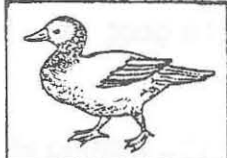





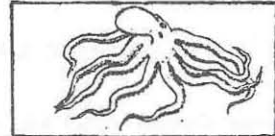
Child : It sleeps on my bed.

2. Same or different

Children work in pairs.

Each child has a card, either Card A or Card B.

For example:

Card A	Card B
+1. 	1. 
2. 	+2. 
+3. 	3. 
4. 	+4. 
+5. 	+5. 
6. 	+6. 
+7. 	7. 
8. 	+8. 

The child with Card A describes picture No. 1. The child with Card B studies his/her picture to see if it's the same or different. The children take turns at beginning the talk. The person with the cross next to the number begins the talk.

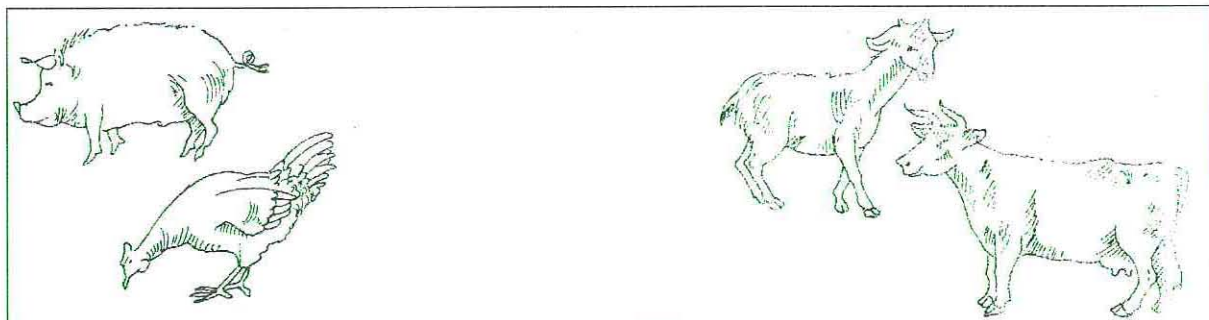
3. Identifying noises

Ask a few children to make different animal noises while the rest listen and identify the animal. Talk briefly to the children about domestic animals that are familiar to them, and about their usefulness to people. Show pictures.

4. Ask and answer

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Children work in pairs. One person looks at the pictures. The other person asks the questions. The person with the pictures replies appropriately.



For example:

Child A : What are you looking at?
Is it a goat?

Child B : No, it isn't a goat.
It's a pig

Child A : What are you looking at now?
Is it a duck?

Child B : No, it isn't a duck
It's a hen.

The children take turns at asking the questions.

Reading

1. Create your own story about common animals in the village and read it with the children.
2. The suggested books can also be read with the children.

(i) *Rebecca and the Piglet*, and *My Rooster*, by Nanette Vakessa, *Vanua Readers*.

(ii) *A Piglet at School*, by Eunice Simbolo, *Vanua Readers*.

(iii) *The little Red Hen*, by Magot Zemach, *ELPAM Materials*.

Reading Activities

1. Make a class picture book about Animals. Help the children to draw different animals. Cut out the pictures and paste them into a book. Then help the children to write captions to go with the pictures, e.g. "This is a little red hen. She is looking for worms."
2. Ask the children simple questions about the stories they have been reading with the teacher.
3. Work with the children to produce flash cards for the Vocabulary introduced in this unit.

For example:

Ask the children to point to certain words, e.g. "Point to the word 'tame'. Point to the word for *parrot*."

a goat




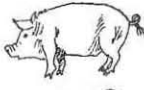


feed the cat

a tame parrot

4. Help the children to match the young animal with its parent in the *Pupil's Book*. Use a stick or piece of string.

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For example:

Young Animal	Parent Animal
a chicken	
a piglet	
a duckling	
a kitten	
a puppy	
a calf	

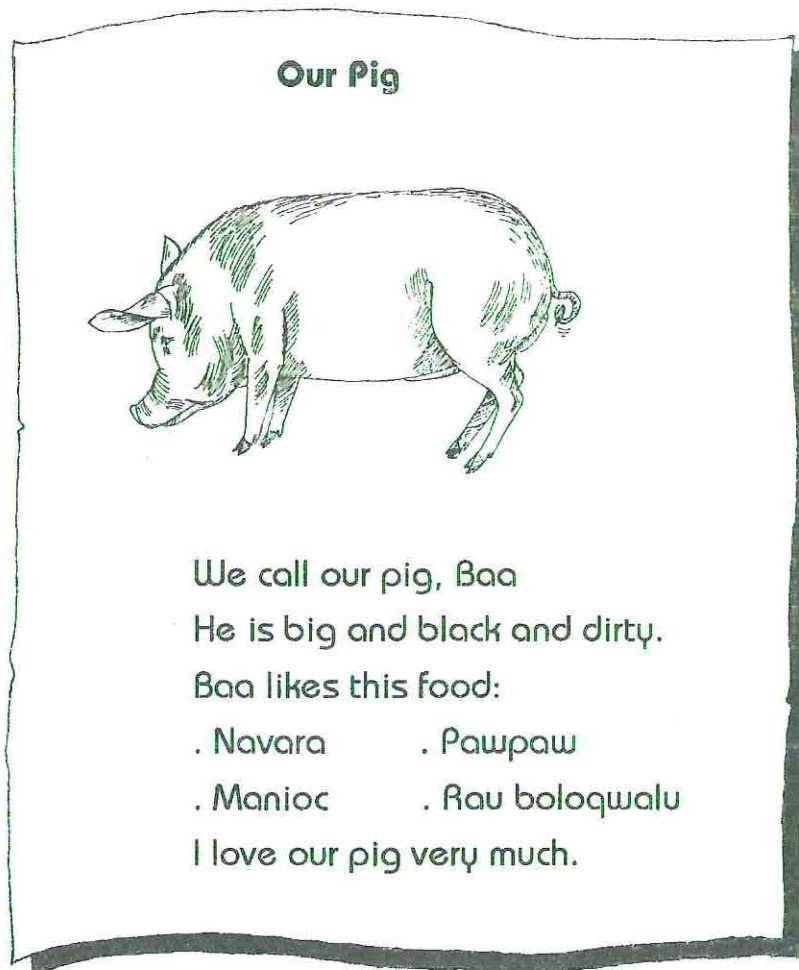
5. Work with the children to make a class mural of a farm, a plantation or a village with the animals in it. Label the animals.

Writing

1. Individuals draw a picture of a special animal. They write some sentences about their pictures.

P

For example:



2. The children can make different animals from plasticine, fruit and seeds. Write the names of the animals on cards and place them beside each animal.
3. Select a few words from the vocabulary list and let the children practise writing them in sentences about animals.

Poems and Rhymes

Teach this poem to the children. You can make up your own poems or teach the children any poems about animals that you know.

Little Dog

*Little dog, Little dog
Where have you been ?
To the farm to see the farmer
Little dog Little dog
What did you do there ?
I ate some of his hens
Little dog Little dog
How did you catch them ?
With my teeth so sharp.*

Singing

Teach the children to sing this song to the tune "There's a little white duck".

*There's a little wild dog
Barking in the village
A little wild dog doing what he wanted
He wags his tail and he turns around
To see if his wags had been heard around
There's a little wild dog barking in the village
Bark, bark, bark.*

Sing favourite songs about animals that come from children.

Handwriting

Practise making the letter 'd' and the letter 'a'. Print a true sentence based on the children's experiences with words that contain the focus letters.

For example:

We have four ducks at home.

Drama

Act "The Animal Quarrel".

People in the Play.

Storyteller Cat Dog Rooster Cow Duck

- Storyteller : One day the animals quarrelled about who was the best of all the animals in the farm.
- Cat : I am the best because I live in the house with the farmer and eat from a plate.
- Dog : No. I'm the best because I guard the farm at night.
- Rooster : No. I am because I wake the farmer up in the morning.
- Storyteller : They quarrelled and quarrelled. At last the duck said :
- Duck : Oh, what a noise you are making! It's true that the cat lives in the house with the farmer and eats from a plate. The dog guards the farmer at night and the rooster wakes the farmer up in the morning. But I think the cow (duck pats the cow) is the best because she gives milk to the farmer everyday.

You can make up a play like this that is suitable for your class.

Assessment

Let individual children give their views about any animal they choose. Ask simple comprehension questions about the animals the children have talked about.

Ask children what animals, they think are the best and why?

UNIT 2 : INSECTS

Resources

- Stories about insects
- Photographs and posters of different insects
- *Vanua Readers*
- Containers for keeping insects
- Pencils, crayons, coloured pencils, paper
- Little blackboards, coloured chalk
- Paper for making books

Skills

1. Listening
2. Speaking
3. Reading
4. Writing

Sound Focus

The sound /m/ as in **mosquito**

The sound cluster /fl/ as in **fly**

Structural Focus

1. Present simple:

I/you/we/they **live** in the village.

He/she/it **lives** in the village.

An insect **has** six legs.

The spelling sometimes changes.

catch	catches
go	goes
carry	carries
have	has

2. A plural noun after numbers:

An insect has **six legs**.

A fly has **two wings**.

Functional Focus

Giving information that is usually true.

For example:

An insect **has** six legs.

A mosquito **moves** its wings very quickly.

A fly never **shuts** its eyes.

Vocabulary

Teach the children to understand and use these words:

ants, flies, mosquitoes, grasshoppers, insects, legs, eyes, the **head** of an insect, the **body** of an insect, wings, the bush, grass, flyspray, sickness, to bite, to crawl, to fly, to gather, to lay eggs, a **tiny** insect.

Vocabulary Activities

1. Show pictures of insects such as ants, flies and mosquitoes and talk about them with the children. Explain that ants, flies and mosquitoes are called insects. Ask the children if they have seen these insects around their homes.
2. Take the children outside and divide them into groups. Hand out a container to each group and ask them to look for some ants in the grass. In the classroom talk about the ants with the children.

For example:

Ants are small insects that crawl around. How many legs do they have? Count them.

They have

What colour are they? Some are Some are

There are different sizes of ants and you can find them in different places. What do you think ants eat?

They eat Ants work together to gather food.

3. Flies are insects too. They have wings and they can fly around. (Show a picture of a fly.) They like to sit in the rubbish and then come and sit on our food. They can make us sick. Can you see them flying around in your house? Can you see any flying around in the room now? It is hard to catch them. You can use a fly-spray to kill them.

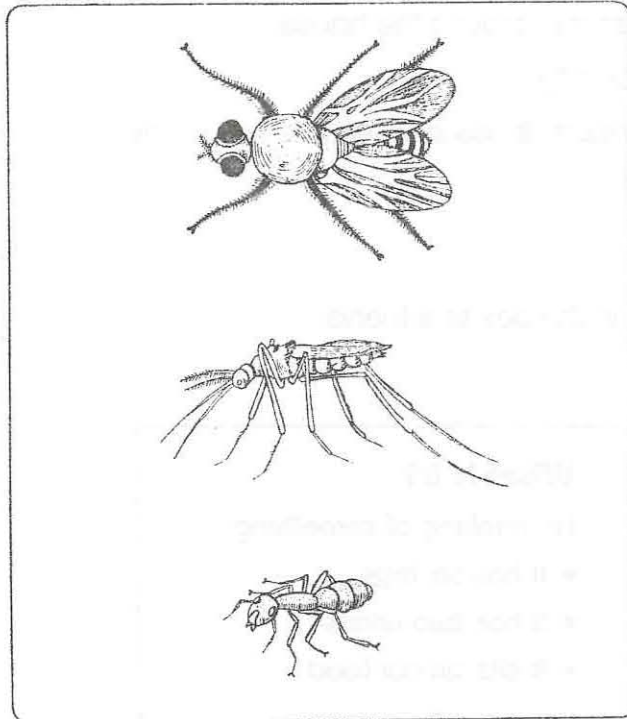
4. There are many insects around us and one of them is the mosquito. They have wings and can fly around. They can bite people and drink their blood. (Show a picture of a mosquito.) They can make us sick, so we have to drink some medicine to get better.
-

Listening and Speaking

1. Picture Reading

P

Ask the children to talk about the insects on the picture page of the *Pupil's Book*.



For example:

Teacher : What insects can you see in the picture?

Children : I can see a fly.
I can see a mosquito.
I can see an ant.

Teacher : Look at the fly. Count its legs..... Count its wings.

Continue to ask questions about the insects in the picture. For example, "Where do you find them?" "What do they eat?" Encourage children to retell experiences with insects.

For example:

I saw some ants this morning. They were carrying some breadcrumbs. I saw many flies in our kitchen. They were sitting on Anna's bread.

2. Sorting task

P

Put the names of the animals in the right place (page 6 of *Pupil's Book*). Children make their lists and read them to a friend. They answer questions about their lists.

For example:

Teacher : Tell me about a pig.

Child : A pig is an animal around the house.

Teacher : Tell me about a fly.

Child : A fly is an insect. It has six legs and two wings.

3. What is it?

Children say the words in the box to a friend.

P

For example:

What is it?

I'm thinking of something:

- It has six legs.
- It has two wings.
- It sits on our food.

What is it?

The friend tries to guess the name of the insect (eg. A fly).

Reading

1. There are many story books on insects that you can choose to read to the children.
2. You can make reading cards based on the children's experiences of insects or by using local stories.
3. You can write the pages of a story about insects on separate cards. Children can sit in a circle and read their card to tell the story.

Reading Activities

1. Work with the class to make a class reading book on insects. Let them work in groups. Some children can draw the pictures. Other children can write the captions to go with the pictures.
2. Make flashcards for the vocabulary introduced in this unit.
3. Help the children to work in groups to create short simple rhymes on insects.
4. Take the class on a short walk and give them the opportunity to find and observe insects. They can then build up sentences about the experience.

For example:

I saw a long, green stick insect on the wall of the school. I stopped. I counted its legs. One, two, three, four, five, six.

Writing

P

1. List writing

Children draw an insect and label the interesting parts. Underneath their picture they list the information they know about the insect.

For example:

A fly

I know three things about a fly:

1. It has six legs.
2. It has two wings.
3. A fly lays eggs in our food.

2. Completion Exercise

Give language practice based on the following structures.

- a. All _____ have six legs.
- b. Ants _____ together.
- c. Some ants have _____ bodies.
- d. Flies have _____ legs.

dirty, insects, red, work

Poems and Rhymes

Ants

*Ants, ants, I see you everyday,
Marching like soldiers on my kitchen floor,
Looking for something greater to carry.
You never give up in difficult times.
I admire your courage.*

Flies

*Flies, you are my number one enemy.
I hate to see you sitting on my food.
Your dirty legs can make me sick.
I do not want to be in bed,
So flies do not come near me.*

The Mosquito

*Mosquito, mosquito, your buzzing noise annoys me.
I want to have a peaceful rest in bed.
Please, keep away from me tonight,
And never come back again.
There are other places for you to go.*

Singing

Teach this song to the children but first go through the words with them and let them say the words.

Shoo Fly

*Shoo fly don't bother me;
Shoo fly don't bother me;
Shoo fly don't bother me;
For I belong to somebody else.
I feel, I feel, I feel like the morning star.
I feel, I feel, I feel like the morning star.
(Repeat verse)*

Handwriting

Here are some short texts for children to copy.

- a. Flies are dirty.
They sit on our food.
Please, cover your food.
- b. Mosquitoes give us malaria.
They hide in tall grass.
Please, keep your place clean.
- c. Ants are tiny insects.
They are always looking for food.
There are many kinds of ants.

Children illustrate these texts after copying out the sentences.

Assessment

An assessment can be done by asking questions that require factual answers. For example, "How many legs has a fly?"

An assessment of a child's written language can be taken from the writing exercises.

UNIT 3 : BABIES

Resources

- Poems and rhymes about babies
- Pictures of babies from magazines
- Photographs of babies from families of children in the class
- Posters from clinics and dispensaries
- Story books about babies
- Rattles of different kinds
- Large sheets of paper, coloured pencils, scissors and paste
- Dolls and dolls' clothes
- Paint, paintbrushes, cards, pieces of carton

Skills

- | | |
|--------------|------------|
| 1. Listening | 3. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

The sound /b/ as in **b**aby, **b**ed, **b**all

Structural Focus

1. The present continuous tense in sentences such as:
The mother **is bathing** the baby in a basin on the verandah.
2. Questions such as:
What is the baby doing?
3. Prepositions of place: on, in, inside, outside.

Functional Focus

Asking for and giving specific information.

For example:

Teacher : What is the grandmother doing in the picture?

Child : She's sitting on the floor.
She's holding a spoon in her right hand.

Vocabulary

Teach the children to understand and use these words:

a baby, babies, napkins, a baby's bath, a cot, a doll, a rattle, toys,
a baby-sitter, a mosquito net, baby clothes, baby powder, baby food, to cry,
to be born, to sleep, to feed, a **healthy** baby, a **helpless** baby, a **pretty** baby,
curly hair, **soft** skin

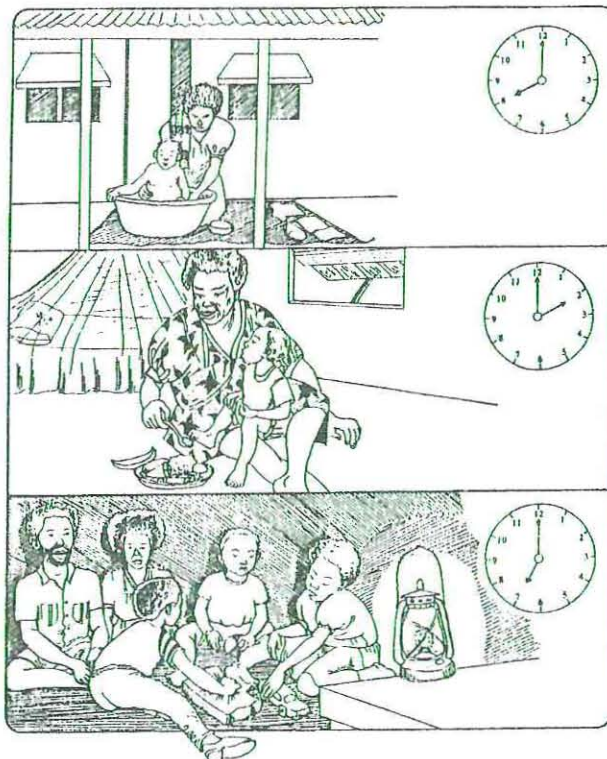
Vocabulary Activities

1. Use photographs or pictures from magazines to teach the meaning of the vocabulary.
2. Use flashcards and pictures to revise the vocabulary.

Listening and Speaking

1. Talk about the pictures in the *Pupil's Book*.

P



For example:

The mother is washing the baby girl in a basin on the verandah of their house. There is a towel on the mother's shoulder. The soap is in a little dish beside the basin. The baby's clothes are on the mat.

Have children point to items as you say them.

2. Children tell you about the pictures in Exercise two of the *Pupil's Book*.

P



For example:

The baby's wearing a hat, etc.

3. Have children take turns to talk about their baby brothers and sisters to the class. Invite the children to bring photographs of their baby brothers or sisters to school.
4. Ask the children general and specific questions, such as:
 - (i) Do you like your baby brother/sister?
 - (ii) Do you help mummy to look after your baby brother/sister?
 - (iii) Can your baby brother/sister talk?
5. The children work in pairs to give each other information about their own family.

Reading

1. Read with the children the following titles:

(i) *My little brother*, by Joy Cowley, ELPAM materials.

(ii) *The sick doll*, by Eunice Simbolo, and *Ben tries to walk*, by Daniel Iamiam, *Vanua Readers*.

Help the children to enjoy the stories by relating them to their own experiences of baby brothers and sisters.

2. Children who have stories about babies may share them with other children.
3. Invite older children from another class to read their own stories to the children.

Reading Activities

1. The teacher and children make reading flashcards such as:

babies	a baby	baby clothes
The baby's toys.	The baby is crying.	The baby is asleep.

2. The children answer questions such as:

- (i) Who has a baby at home?
- (ii) Is your baby a girl or a boy?
- (iii) How old is your baby?
- (iv) What's your baby's name?

3. Produce simple captions for the children's drawings.

4. Make a display with the children of the photographs of babies belonging to the families of the children.

Writing

P

1. Children make lists of what babies like to do.

For example:

My baby likes to do these things:

- Eat cockroaches
- Tear paper
- Cry and cry and cry
- Play with my sister's hair
- Hide her face behind her hands
-
-



2. The children may use their captions from the reading activities to label cut-out pictures, drawings or paintings about babies.

3. Help the children to make lists of things that their baby sisters or brothers like to do. Make the lists into class books and share them for reading.

Poems and Rhymes

1. Read poems or rhymes about babies to the children.
2. The children recite any poems or rhymes on babies they know. Help the children to write poems and rhymes such as:

Big Brother

*A big brother
Keeps watch
While baby brother
Sleeps.*

Baby

*Baby, baby
Sweet baby
Love my baby
Dear, dear baby.*

3. Invite children from another class to recite poems or rhymes they know.

Singing

1. The children sing these songs:

P

- (i) Little Baby Jesus.
- (ii) Jesus Loves The Little Children.
- (iii) Rock-a-bye Baby, on the Tree Top.

2. Help the children to make up short, simple songs about babies.

3. Children sing their favourite songs.

Handwriting

Children practise writing words beginning with "b" suggested by the teacher.

For example:

baby, babies, bath, boy, big, ball, bowl.

Drama

1. The children pretend that they are babies. They can make different sounds similar to those that babies produce when :
 - (i) They are happy
 - (ii) They are hungry
 - (iii) They are sleepy.
2. The children may sleep on their backs looking up and talking to the ceiling. They may crawl around the classroom.
3. The children act out different situations in the care of babies and young children
4. Invite the children to bring dolls, little blankets, napkins, and cushions to the classroom.

Drawing

P

1. Allow the children to draw their own baby and use these captions as the labels :

My baby sister	My baby brother
Her name is	His name is
2. Sketch different sized babies using crayons or charcoal for the classroom wall pictures.
3. Encourage the children to choose what they are going to draw.

Assessment

Ask the children general questions using the baby picture chart to assess what they have remembered.

UNIT 4 : REEFS

Resources

- Stories about the reef, sea, ships, fish, sharks, shells
- Photographs of the reef, paintings, and posters
- Poem and rhyme books
- Paint, paintbrushes, plasticine, charcoal
- Paper, cards, pencils, coloured pencils
- Pairs of scissors, string, paste
- *Vanua Readers*

Skills

- | | |
|--------------|------------|
| 1. Listening | 3. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

The sound /r/ as in reef, rock, rough, raw fish, roar, raft.

Structural Focus

1. Using verbs to give instructions.

For example:

Teacher : Point to the starfish.
Count its arms.
One, two, three, four, five.
That's right.

2. Prepositions of place, such as: in, on, near, beside.

Functional Focus

1. Responding to instructions and directions:

For example, responding to the following:

Draw a rockpool on a reef.

Put two starfish in the rockpool.

Put a large crab in the rockpool.....

2. Recalling experiences on the reef, for example:

I saw some little fish in a rockpool.

Vocabulary

1. Teach the children to understand and use these words:

a rock pool, coral, sand, a shell, the reef, seaweed, a starfish, a crab, a sea cucumber, a sponge, an octopus, reef fish, a canoe, a boat, a fishing line, a spear, a fish trap, a stone, a turtle, to swim, to wade, to catch a fish, **coloured** fish, **sharp** coral, **raw** fish, **rough** sea

Vocabulary Activities

Show pictures of the reef or take the children to the reef. Build up an understanding of the new vocabulary by pointing to the new items.

For example:

Teacher : Point to a starfish.
Child : (Points to starfish)
Teacher : That's right. What are you showing me?
Child : A starfish.

2. If the children have been to the reef, they touch and describe the feel of the things they have collected.

For example:

Child A : The shell is hard.
Child B : Be careful. The coral is sharp.

Other describing words include:

Coloured shells, coral or stones; **sharp** coral, stones or claws.

Listening and Speaking

1. The children and teacher talk about reefs. (For example, how they are formed, their age, their value and uses to people and sea animals and the need to preserve them.)
2. Children talk about their last visit to the sea using language structures such as:

I saw a starfish in a rockpool.

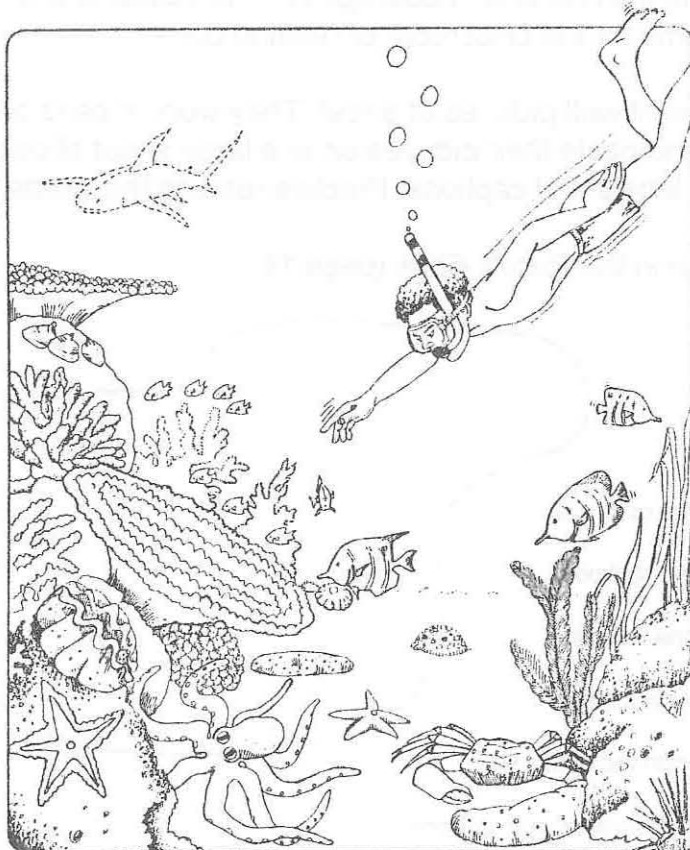
I saw a sea-cucumber on the sand.

The coral was very sharp. I cut my foot.

The sand was soft. We dug a big hole and it filled up with water.

3. Look at the pictures in the *Pupil's Book*. Children point to items when the teacher names them. Children talk to their friends about the things they see in the picture.

P



For example:

Teacher : Point to the crab. Count its legs. Touch its hard shell. Pretend to pick it up. How are you going to do it? Be careful of the sharp claws!
(The children follow the teacher's instructions.)

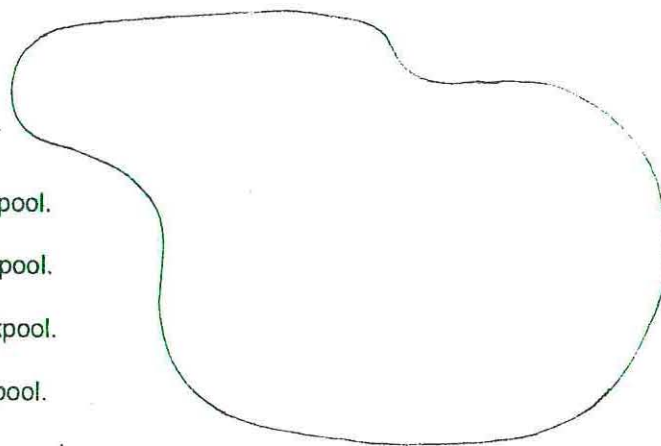
Reading

1. Read or make up stories about reefs, the sea, shells and ships. Children listen for enjoyment, and for general and specific information.
2. Read the following titles from the *Vanua Readers* to the children:
 - (i) *Old Vaenga*, by Ronald Seikiai.
 - (ii) *Matou and Neiknalkus*, by Kalkai Taua.
 - (ii) *Papa went fishing*, by Eunice Simbolo.
 - (iv) *The Devil Octopus*, by Margaret Lobu.

Reading Activities

1. Take the children to the reef and encourage them to collect shells, dead coral, sand and other items for the classroom or reading corner.
2. Children draw or paint wall pictures of a reef. They work in pairs or groups to draw, colour, cut and paste their pictures on to a large sheet of paper prepared by the teacher. Write labels and captions. Practise reading the words.
3. Follow the direction in the *Pupil's Book* (page 14).

P



- Put two starfish in the rockpool.
 - Put three shells in the rockpool.
 - Put a large crab in the rockpool.
 - Put some sand in the rockpool.
 - Put a sea cucumber on the sand.
 - There are four tiny fish swimming in the pool.
They are hiding in the seaweed.
4. Make a class book about reefs.
 5. Children answer general and specific questions about some of the stories they have been told.

Writing

Visit a rockpool on the reef. Children list the things they saw in the pool.

P

For example:

Rockpool

We saw these things in the rockpool yesterday:

- Two starfish
- Lots of shells
- Some crabs under a stone
- Some sea cucumbers and some little fish
- _____
- _____

Poems and Rhymes

1. Read sea poems and rhymes to the children.

For example:

*Sea shells, sea shells,
On the shore.
Sea shells, sea shells,
On the shore.*

2. Children create simple poems and rhymes.

For example:

*Look at the reef.
What can I see?
I can see starfish.
They're smiling at me.*

Singing

The children learn some songs about the sea.

They sing their favourite songs about the sea, reefs, shells, fish or ships.

Handwriting

Practice making the letter "r". Children write sentences containing words beginning with "r".

For example:

We heard the roar of the rough sea crashing on the reef.

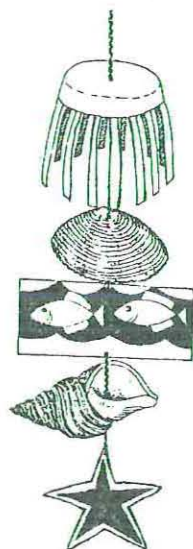
Drama

1. Ask children to show how crabs scuttle, shells crawl, and fish swim. Demonstrate if necessary. Suitable music may accompany these movements.
2. The children pretend to be crabs, fish, seaweed, seaslugs, octopus, and so on, moving as they do.
3. The children pretend to be waves during the time when the sea is calm and when the sea is rough.

Drawing

1. Help the children to draw wall pictures of the animals they have seen on the reef. Paste them on large sheets of paper and display the frieze on the classroom wall.
2. Children make a 'hanging picture' of the things you can see in a rockpool.

For example:



You will need:

- Safe scissors
- Colour pencils or pens
- Some cotton or string.

P

Assessment

Ask the children questions about what they have seen and learned during the unit. Notice strengths and weaknesses in their use of spoken and written language.

UNIT 5 : HOSPITALS

Resources

- Stories about sick children or sick animals
- Pictures of hospitals, medicine, doctors and nurses
- Charcoal, pencils, coloured pencils
- Plasticine and paper
- A white sheet for making doctors and nurses uniforms and bandages
- ELPAM materials
- *Vanua Readers*

Skills

1. Listening
2. Speaking
3. Reading
4. Writing

Sound Focus

The sound /h/ as in hospital, house, head, health

Structural Focus

1. Present simple of *have*.

For example:

I **have** a sore leg.

2. Use of *cannot* (*can't*) in sentences such as:

I **can't** run. I hurt my leg.

3. Use of *want* as in:

I cut my foot. I **want** a bandage.

Functional Focus

1. Responding to a doctor's questions.

For example:

Doctor : What is your problem?

Child : I have a sore throat.

2. Expressing symptoms.

For example:

Mother : My baby is sick. Feel her head. She is very hot.

3. Giving details about yourself to a doctor.

For example:

Doctor

How old are you?

Where do you live?

Where does it hurt?

Child

I'm nine.

I'm staying with my grandmother.

Here. In my tummy.

Vocabulary

Teach the children to understand and use these words:

the hospital, the clinic, the dispensary, the doctor, the nurse, the dresser, some medicine, pills, a needle, a bandage, pain, blood, a patient, to cut, to scratch, to hurt, to cough, to feel **sick**, to feel **sore**, to feel **better**, to be **sick**, to be **well** again, to have a **sore** throat, to have a **bad** cold, to stay in bed, **healthy** food

Vocabulary Activities

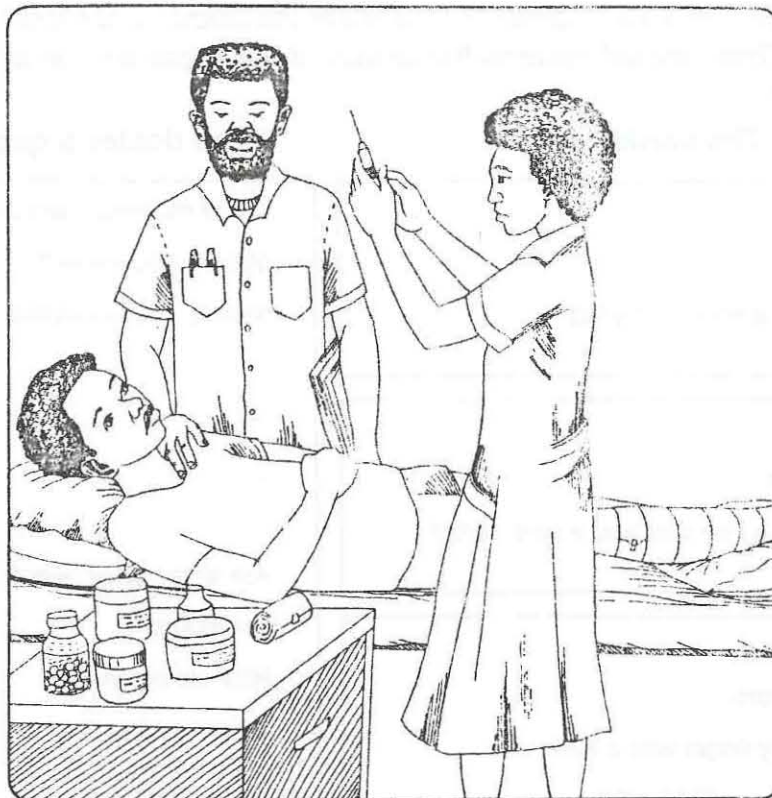
1. Show pictures of hospital or clinic scenes and use the relevant vocabulary.
2. Visit the nearest hospital, clinic or dispensary.
3. Children role-play being doctors, nurses and patients.

Listening and Speaking

1. The children give information to their classmates about their own experiences with hospitals, clinics, diseases, medicine, doctors and nurses. For example, "Last year I was sick. I had a pain in my tummy. I went to the hospital at Luganville. I saw the doctor. He gave me some medicine."
2. The children give information to each other about their present state of health. For example, "I feel very well today", or, "I am healthy", or, "I have a sore toe", or, "I scratched my arm."

3. The children talk about the picture page on page 17 of the *Pupil's Book* with the teacher. They point to people and other interesting items in the pictures (the doctor, the nurse, a bandage, some medicine bottles, a boy with a broken leg...)

P



4. Children bring dolls to school, or make puppets. The children ask the dolls or puppets about their health and they answer the children's questions.
5. The children give information about pet animals that are sick.
6. The children tell each other about sick relatives or friends.
7. The children give information about their dental health, their experiences with dentists, and about their toothbrushing habits.

Reading

1. Read and create stories about children in hospital, include stories about dental health. Children listen for delight, and specific information.
2. Read to the children the stories:
 - (i) *Dad's headache*, by Joy Cowley, ELPAM materials.
 - (ii) *The sick doll*, by Eunice Simbolo, *Vanua Readers*.

Reading Activities

1. Children choose a card and become the person on the card. They pretend to go to hospital. When their turn comes they answer the doctor's questions (see the *Pupil's Book*). The "doctor" records the details of each "patient" on a form.

The cards:

Name: Lila
Age: 6 years
Problem: I have a sore on my leg.

Name: Bani
Age: 7 years
Problem: I have a bad cold and a sore throat.

Name: Woi
Age: 6 1/2 years
Problem: I cut my finger with a knife.
Look! It is still bleeding.

Name: Mrs Hava
Baby's age: 2 years
Problem: My baby is sick. Feel her head.
She is very hot.

The doctor's questions:

Good morning, I am Doctor Moli.

What's your name?

What's your problem?

.....
.....
.....
.....

Ask some other questions.

For example:

How old are you?

Where do you live?

.....
.....
.....
.....
.....
.....
.....

Your teacher will help you with some other questions.
Don't forget to help the person with their problem.

You will need to give them some ointment and some medicine. Perhaps you will need to put a bandage on a leg or a sticking plaster on a finger.

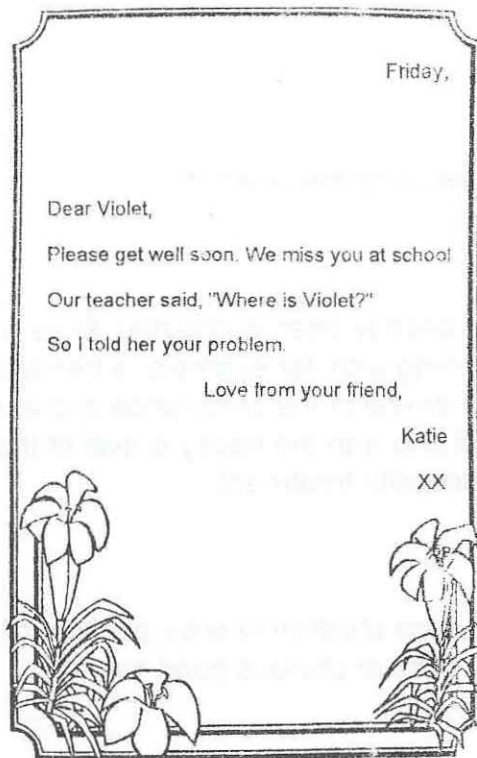
2. Make a class book about hospitals.
3. Children answer general and specific questions about the stories the teacher has read or told.

Writing

Children make a "get well" card for a person who is sick.

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For example:



The children exchange cards with one another and write replies.

Poems and Rhymes

Help the children to make rhymes such as:

P

1. Hop is healthy.
Hop is fine.
Hop has clean (hands, legs, knees, teeth etc).
Just like mine.
2. Here's the doctor.
Here's the nurse.
They fix my sore..... (leg, arm, head etc.)
When it hurts.

Singing

Teach children about personal hygiene by using the song "This is the way we"
For example, "This is the way we brush our teeth" and, "This is the way we wash our hands".

Handwriting

The children practise words beginning with the letter 'h'.

For example:

hospital, house, head, health.

Encourage children to write sentences using these words.

Drama

The opportunities for role plays have already been suggested. Role plays could be expanded to dramatic activities beginning with, for example, a tree falling on a child's leg, the child being carried home, the arrival of the ambulance and a trip at high speed to hospital. This activity should end with the happy arrival of the injured, if still bandaged child, back home after successful treatment.

Drawing

Be positive about good health. Encourage children to draw pictures of children with big smiles and shiny, white teeth in a state of obvious good health.

Assessment

Ask individual children questions such as "How's that sore leg of yours today?" Or, "Has that sore on your foot healed yet?" Or "Did you clean your teeth this morning?"

TERM 2

UNIT 6 : FRUIT AND VEGETABLES

Resources

- Photographs, paintings and posters of fruit and vegetables
- Different kinds of fruit and vegetables
- Stories, poems, rhyme books
- ELPAM materials
- *Vanua Readers*
- Carton boxes, knives, pairs of scissors
- Coconut fibres
- Flashcards
- Old magazines
- Fruit and vegetable templates

Skills

- | | |
|--------------|------------|
| 1. Listening | 3. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

The sounds /f/ and /v/.

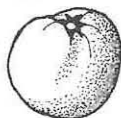
Practise the /f/ sound in words such as, food, fish, feed and the /v/ sound in words such as, vegetables, natavoa, village.

Structural Focus

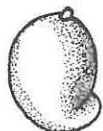
Using adjectives to say what something is like.

For example:

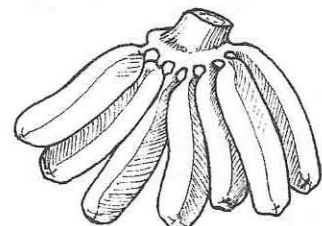
This orange is very sweet.



A juicy mango



Green bananas.



Adjectives describe nouns. They say what something is like. Adjectives come before nouns or after **be**. They have the same form in the singular and the plural.

Functional Focus

Identifying fruit and vegetables.

For example:

A banana is a fruit.

A pawpaw is a fruit.

A cabbage is a vegetable.

Vocabulary

Teach the children to say and understand these words:

the garden, some breadfruit, a melon, some yam, a pawpaw, a bunch of bananas, some tomatoes, a pumpkin, some corn, an orange, some taro, a cabbage, some mangoes, some manioc, a carrot, a lemon, a mandarin, some nakavika, some nakatabol, some fruit, some vegetables. to pick, to dig, to buy from the market, a **sour** lemon, a **juicy** mango, a **sweet** orange

Vocabulary Activities

1. Sound groups

Sort word cards showing the names of fruit and vegetables into groups that begin with the same sounds.

2. Fruit and vegetables

Children sort packets of word cards into two piles - fruit and vegetables. This is a small group activity.

3. Word recognition

Place a packet of word cards upside down on the floor and let the children sit around them. Choose a child to pick up a card and say the word. If the child is correct, she or he keeps the card but if the child is wrong she or he returns the card to the floor. This continues until all the word cards on the floor are gone. The child with the most word cards is the winner.

Variation:

Hold the word cards. Show the word cards to the children. A child calls out the word. If the child is correct she or he gets the card. The child with the most word cards is the winner.

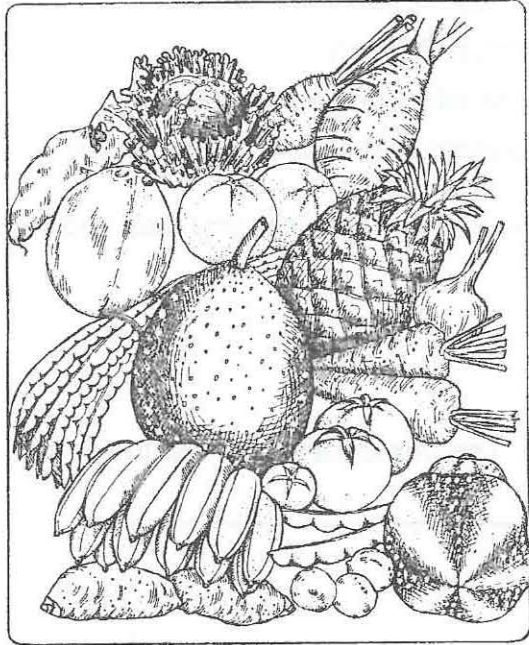
4. Experience visit

If there is a garden near your school, take the children to the garden to see and feel actual examples of fruit and vegetables.

Listening and Speaking

1. Show pictures of different fresh fruit and vegetables to the children. Use the picture in the *Pupil's Book* (p. 23).

P



- a. Tell them that these fruit and vegetables are different kinds of food we have in Vanuatu.
 - b. Ask them to name what they can see in the picture.
Accept names given in local languages.
 - c. Ask them to talk about how their mothers cook their vegetables at home. This can be done as a class or in groups.
2. Ask the children to talk about different ways in which new fruit and vegetables are blessed in their communities.

3. Following directions

P

Children pretend they are going to their garden with members of their family. Tell them what to do in the garden ("Pick some fruit and put them in a basket"). Children listen to the directions and role play the actions. (This can also be a reading activity. The directions can be written on cards. Children pick up the cards and mime what the cards say.)

4. Tell a story about a fruit, e.g. *A Big Bunch of Bananas*, by Madeline Karu, *Vanua Readers*. Ask them questions about the story. Children retell the story with the help of the teacher.

Reading

1. Write your own stories about fruit and vegetables and read them to the children.
2. Read these stories to the children:
 - (i) *The Enormous Taro*, by Louise Cyske, *Vanua Readers*.
 - (ii) *Corn*, by Raymond Nasse, *Vanua Readers*.
 - (iii) *The Breadfruit Tree*, by Lea Liwuslili, *Vanua Readers*.
 - (iv) *Blessing Yams in Niue*, by Jennifer Wendt, ELPAM materials.

Read any other suitable books about fruit and vegetables you may find in your school.

Reading Activities

1. What is it?

Children say these words to a friend. The friend tries to guess the item.

P

What is it?

I am thinking of a fruit.

- It is round.
- It is juicy.
- It is sweet.
- It has a green skin when it is growing.
- It has a yellow skin when it is very ripe.
- You can take the skin off with your fingers.
- You can squeeze it to make a drink.
- You can eat it, but be careful. The juice may squirt on your clothes.

What is it?

Write your own cards for common fruit and vegetables.

2. Make a picture collage

Children outline the shape of a fruit or a vegetable, using templates. They then glue bits of paper and coconut fibre to build up the texture of the particular item. Add captions to the finished products.

3. Fruit and vegetable search

Fruit and vegetables are displayed on the classroom floor. Group the children into two teams. A child finds a fruit or a vegetable with the name that begins with a certain sound indicated by the teacher. The child's team gets a point if the child is correct. This continues until everyone has had a turn.

4. Twenty questions

The teacher has the name of a fruit or a vegetable written on a card which she hides from the children's sight. Through asking questions, children try to guess the word on the card. The children are allowed twenty questions only. The questions should be asked in such a way that the teacher is able to answer "Yes", "No", or "I don't know".

Variation:

Children can take the place of the teacher.

5. Making animals from fruit

Ask the children to bring the fruit before the lesson so they can make their animals.

6. Vegetable print

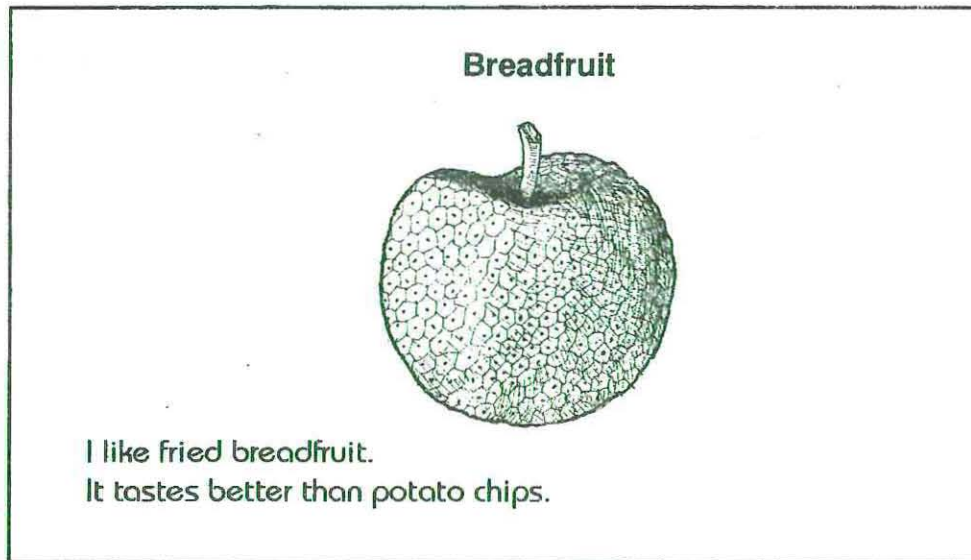
The children carve pictures or patterns on the flat surface of a vegetable. They then put paint on the surface and press it on the paper.

Writing

1. Make a big book from the children's pictures of fruit and vegetables.

Help the children to write interesting captions.

For example:



2. Group work

Hold up a fruit and let the children look at it for about half a minute or so. The fruit is then put away and the children try to remember as much as they can about it. They discuss in their own groups about what they remember and write words or simple captions about the fruit.

3. Class book

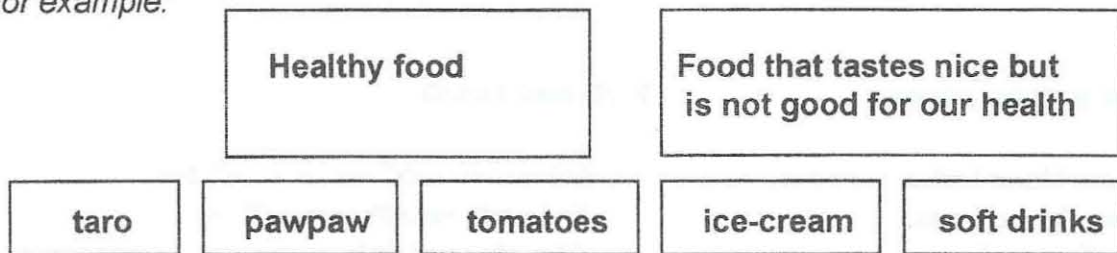
P

Children make a list of their favourite fruit and vegetables. They make the pages into a class book.

4. Classifying

Children prepare charts like these from word cards made from the vocabulary for this unit.

For example:



The children can make the word cards themselves. They decide under which heading the word cards should go. They can then make posters based on their charts.

5. Cloze activity

Make up cloze activities for the stories, poems and songs you have shared with the children.

For example:

Listen _____, take it easy.
Don't grow too _____.
They'll just bring a _____.
And get you _____.

down	juicy
mango	stick

Poems and Rhymes

Teach the following poems to the children. You can make up some more of your own about fruit or vegetables.

i. WHAT I LOVE DOING

*I love to go to the garden
To see the cabbages grow.
I love to go to the garden
To see the scarecrow
That will scare away the crow.*

ii. WHAT'S GOOD?

*Everybody says,
"Yam is good."
Everybody says,
"Cabbage is good."
But I tell you,
"Both will do you good."*

Singing

Teach the children to sing these songs, or you can make up your own songs about fruit and vegetables.

1. TAEM BLONG KAIKAI

Taem blong kaikai,
Taem blong kaikai,
Gudfala kaikai,
Gudfala kaikai,
Taro mit mo popo,
Taro mit mo popo,
Gudfala kaikai,
Gudfala kaikai.

2. ISLAND FOOD

Eat island food and you will see
How very healthy you will be.
Vanuatu people long ago
Believed that this was always so.

Chorus

Island food, it is so good.
Eat it up, you know you should.
Rubbish food, it is so bad.
Wasting vatu, makes you mad.

Taro and fish are good to eat,
Soup with vegetables and lots of meat.
With pawpaw and mango you
shouldn't go wrong.
Eat island food and you'll be strong.

Sugar and cordials are bad for you.
Lollies and twisties are no good too.
Your teeth will rot and you'll get fat,
Sleeping the day away on your mat.

Handwriting

1. Help the children copy these words:

fruit, fish, food, feed,
vegetables, village, vocabulary, vase

2. Encourage the children to produce their own short captions about a fruit or a vegetable. Correct any errors.

Drama

1. Help the children to work as a class or in groups to dramatise the scene of planting a new garden.
2. Ask the children to mime in pairs activities such as:
 - a. Collecting fruit from trees
 - b. Cleaning the fruit.

Invite suggestions from the children for other situations to dramatise or mime.

Drawing

1. Have the children work in two groups. One group produces pictures of fruit and another group produces pictures of vegetables. Label the pictures before displaying.
2. Help the children to trace the fruit and vegetable templates.
Use some thread to hang the templates in the classroom later on.
3. You may show the children how to sketch a fruit or a vegetable using charcoal.
This can be done on a clean sheet of paper or on pieces of carton.

Assessment

From time to time give children the opportunity to label and classify fruit and vegetables commonly found in the environment.

UNIT 7 : PLANTATIONS

Resources

- Stories about plantations, planting coconuts and cocoa, building houses and fences
- Poem and rhyme books
- Pencils, coloured pencils, clay, plasticine
- Sheets of plain paper, crayons
- Paint, paintbrushes
- Photographs, charts, magazines
- Cards, pieces from cardboard cartons
- *Vanua Readers*

Skills

1. Listening
2. Speaking
3. Reading
4. Writing

Sound Focus

The sound /k/ as in coconuts, copra and cocoa.

Structural Focus

Using the *present continuous* for actions that are happening in a picture or a photograph.

Long Form	Short Form
I am picking a breadfruit. You are picking a breadfruit. He is picking a breadfruit. She is picking a breadfruit. We are picking a breadfruit. You are picking a breadfruit. They are picking a breadfruit.	I 'm picking a breadfruit. You 're picking a breadfruit. He 's picking a breadfruit. She 's picking a breadfruit. We 're picking a breadfruit. You 're picking a breadfruit. They 're picking a breadfruit.

The spelling sometimes changes before -ing

take —→ taking

put —→ putting

Notice also that **am/are/is** do not need to be repeated in a second action after **and**.

Lesy's mother **is cleaning** the taro and **putting** them in a basket.

Functional Focus

Making lists of jobs for people to do.

When people make a list of jobs, they usually begin the list with a verb, rather than with the subject.

For example:

My Father's Jobs

1. Make a fence.
2. Husk the coconuts.
3. Cut the firewood.

My Mother's Jobs

1. Cook our food.
2. Weed the garden.
3. Weave our baskets.

This is the form of the verb that is used to tell or remind someone to do something.

Vocabulary

Teach the children to say and understand these words:

the plantation, the bush, the garden, a plant, a tree, a worker, an animal, a fence, copra, cocoa, coffee seeds, wood, to cut, to weed, to clean, to dig, to pick, to plant, to grow, **ripe** bananas, **green** bananas, a **clean** plantation

Vocabulary Activities

1. Visit a nearby plantation with the children. Introduce the relevant vocabulary there.
2. Use photographs or charts to identify new vocabulary items.
3. Display charts or photographs for the revision of new words.

Listening and speaking

P

1. Children name the people who are working in the plantation (see the picture page). Children name the items in the picture and say what the people are doing. Encourage the children to 'say more'.



2. Have a discussion session where the children take turns to talk about their plantations of cocoa, coconut, coffee, bananas and fruit trees.
3. Children bring photographs and pictures of their plantations to school and tell other children about them.
4. Children ask and answer questions.

For example:

- a. Who has a plantation?
 - b. Who works in your plantation?
 - c. Do you have animals in your plantation?
 - d. Do you live in your plantation?
5. Discuss the uses of trees and wood and how important trees are to us.

Reading

1. Read or make up stories about plantations, planting coconuts or cocoa, cutting trees and building fences.

For example:

Ten Brown Coconuts, by Keitaha Neribo, *Vanua Readers*.

2. Children who have stories about coconuts, cocoa, trees or fences may share them with other children.
3. Invite older children from another class to read or tell stories to your children. They may have custom stories to tell about family, cocoa or coconut plantations.

Reading Activities

1. Make with the children a large, wall picture or frieze of a coconut plantation. Use pictures from magazines, paintings, sketches, coconut fibre, leaves and shells, pasted on to a large sheet of paper. Label the various items shown in the wall picture.
2. Make a class book about a plantation.
3. Children answer questions about the stories the teacher has told.

Writing

P

1. Children write sentences for the pictures in the *Pupil's Book* on page 28. They then draw their own pictures and write their own sentences using the patterns that they have practised.

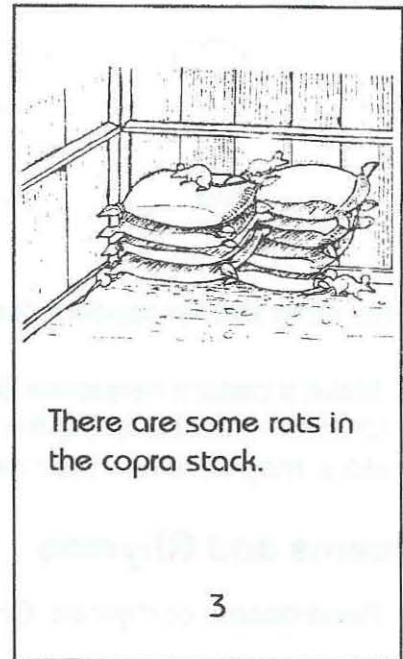
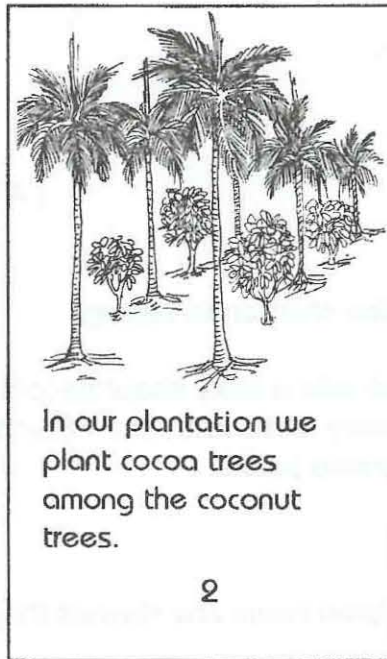
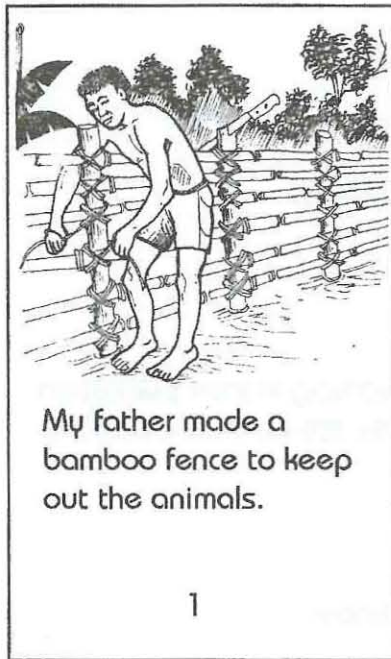
For example:



My mother is cutting the grass with a bushknife. The grass is very long.

2. Children write simple captions for pictures in a class book about plantations.

For example:



3. Make lists of jobs for people to do at the plantation.

P

For example:

My Jobs

1. Weed the garden
2. Gather some coconuts and some firewood.
3. Look after my baby brother.

Other Jobs

1. Water the plants.
2. Help my father catch some wild chickens.
3. Carry some firewood home.

4. There are many things to be seen in the plantation. Make lists with the children on large sheets of paper of different things to see.

For example:

- a. Animals
- b. Birds

- c. Trees
- d. Flowers

Use pictures to illustrate the lists.

5. Help the children to arrange the stepping stones in the right order, so as to complete a caption.

For example:



bird



A



big

(A big bird)

Give other simple captions for the children to arrange.

6. Make a picture sequence that tells a story about people working in their plantation. Children practise telling the story to their friends. When they are confident with the story, they write it in their exercise books.

Poems and Rhymes

1. Read poems or rhymes. Children recite any rhymes they know.
2. Help the children to make up simple rhymes and poems such as:

THE PLANTATION

Plantation, plantation,
Help me hunt the horses.
The horses are all hiding
In your home.

WHAT CAN YOU SEE?

What can you see?
I can see trees,
Birds,
Flowers and fruit,
Everywhere in the plantation.

Singing

Make up a song about going to the plantation for the weekend.

Handwriting

1. Help the children copy these words:
coconuts, copra, cocoa
2. Encourage children to write short lists of things they see or do in the plantation.

Drama

1. Children mime an activity such as chopping wood, cutting grass, clearing the bush and planting. The other children try to guess the activity being mimed.
2. The children pretend to be tall coconut trees during a fine day and a very windy day.
3. As a class, the children dramatise the scene of chopping a tall tree, singing this song:

Down, up, down, up,
Swing your axe and bend your knees,
Down, up, down, up,
This is the way to chop o tree,
Stand back, the axe-men call,
Look out, it's going to fall.
CRASH! goes the tree, so tall.

Drawing

1. Model the different animals and birds you can find in the plantation. Use clay or plasticine.
2. Children may do leaf and bark rubbing after a walk to a nearby plantation or to a garden.
3. Do leaf prints with the children.
This is what to do:
 - a. Paint the underside of a leaf.
 - b. Place the painted side of the leaf on to a piece of clean paper.
 - c. Put a newspaper on top of the leaf and rub gently.
 - d. When dry, overprint a second layer using differently shaped leaves or ferns.

Assessment

P

1. What am I doing?

Children pick up cards and read the clues to a friend. The friend tries to guess what you are doing.

For example:

What am I doing?

I am doing something in the plantation.

- My arms get tired quickly.
- I have to be very, very careful.
- I am using a bush knife.

What am I doing?

2. Ask questions to assess what children have observed and remembered from the activities of the unit.

UNIT 8 : GAMES FOR FUN

Resources

- Skipping ropes or bush vines
- Pencils, crayons, paper
- Charts, posters, photographs
- Cards, magazines
- Stories, poems, rhyme books
- ELPAM materials
- *Vanua Readers*

Skills

- | | |
|--------------|------------|
| 1. Listening | 3. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

The /g/ sound in **game**, **girl**, **goal**, **get**, **give**.

Structural Focus

Using the **-ing** form of verb after these words:

to enjoy, to like, to dislike, to love, to hate, to stop

For example:

I like **playing** 'poison ball'.

Stop **looking** for the ball. Peter has found it.

I hate **coming** last in a race.

Functional Focus

Stating wishes using the verb *to want*.

For example:

I want to play snakes and ladders next.

I want to play hide-and-seek at lunch time.

Notice that we use *to + verb* after *want*.

Vocabulary

Through playing games, looking at pictures, or through saying poems and rhymes, teach the children to understand and say these words:

a game, the ground, a skipping rope, marbles, hopscotch, a dice, a bat, girls, players, a teddy bear, points, to get, to touch, to play, to step, to jump, to hop, to run, to learn, to count

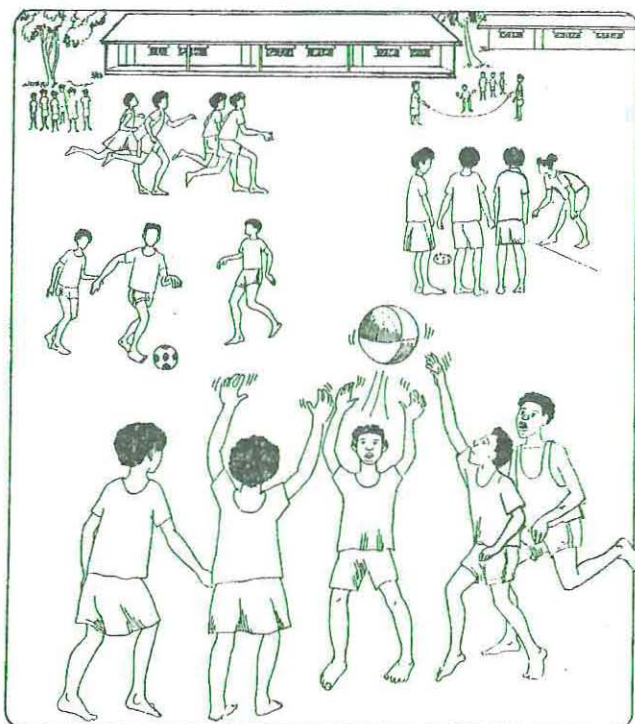
Vocabulary Activities

1. In the centre of a circle formed by the children, arrange word cards from the vocabulary list. When you call out a word, the children stand up in the circle and try to find the word. The child who recognises the word picks up the word card and says the word aloud. This continues until all the word cards have been picked up.
2. Work with the children to prepare a set of word cards and picture cards. Children match the cards.
3. Display the word cards on the classroom floor where all the children can see them. Then mime an action and encourage individuals to show you the right word card.
4. Display the word cards and the picture cards around the classroom for revision.

Listening and Speaking

P

1. Use the picture page in the *Pupil's Book*.



Ask these questions:

What are the children doing?

What do we call the games?

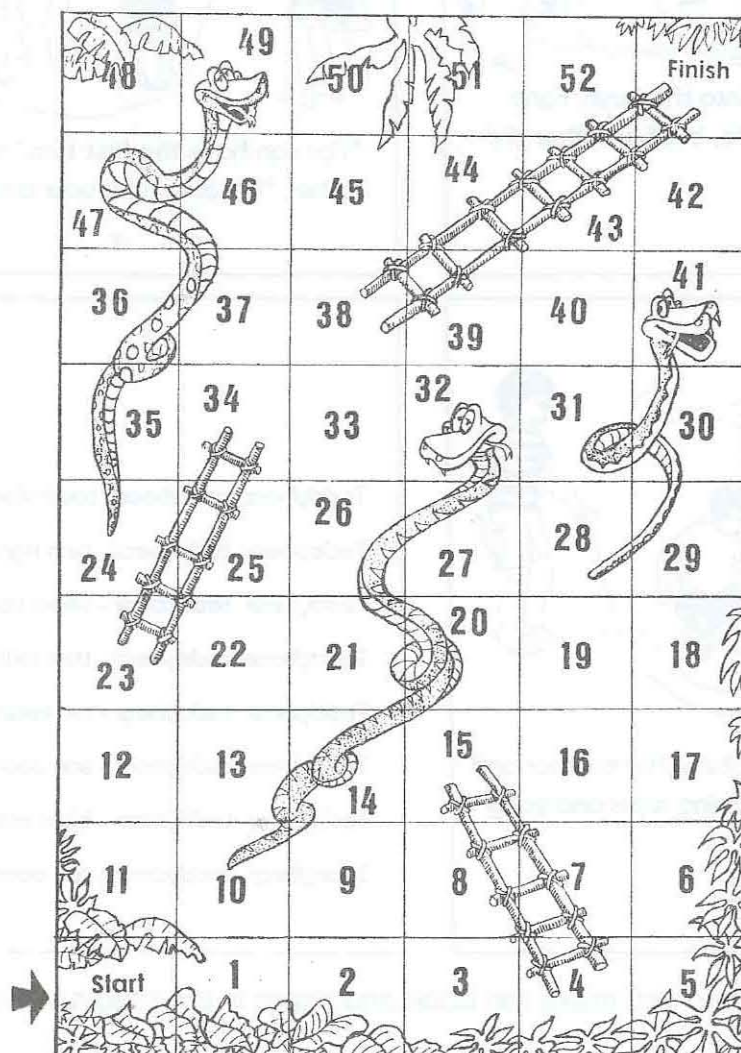
What are the children using to play the games?

2. Ask the children to tell you about the games they like to play. They may take turns to do this. They answer questions about the game.
3. Tell the children about games you used to play when you were a child. Encourage the children to ask you questions.
4. If there is a child in your class who knows a game that everyone else in the class does not know, ask the child to talk about the game. Later the child can teach the game to others.

Playing games

P

Show the children how to play "Snakes and Ladders" (see p. 32 in the *Pupil's Book*). Children play with a partner. They will need to make dice and a personal counter.



Reading

Prepare a large format book for the following story:

First Turn

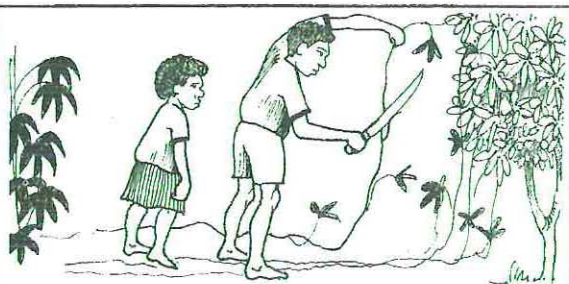
Year 2

First Turn

Fana wanted a skipping rope for her birthday.

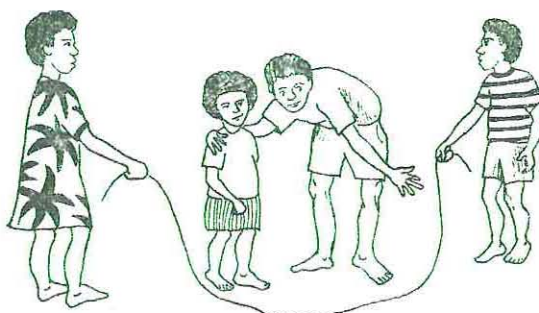
"We will go into the bush and cut a vine," said her father.

1



So the family went into the bush. Fana carried the bush knife, but her father did the cutting.

2



"You can have the first turn," said her father, "because it is your birthday."

3



So Fana had the first turn. Her brother and sister turned the skipping rope and sang this song:

4

Teddybear, teddybear - touch the ground.
Teddybear, teddybear - turn right around.
Teddybear, teddybear - show your shoes.
Teddybear, teddybear - that will do.
Teddybear, teddybear - run upstairs.
Teddybear, teddybear - say your prayers.
Teddybear, teddybear - blow out the light.
Teddybear, teddybear - say goodnight.

5

The children should help you make the book and share in the reading of it.

Reading Activities

1. From magazines, cut out pictures of children or adults playing games. Make a "Game Picture Book". Children write captions for the pictures.
2. Select simple sentences from children's experiences with games, and prepare flash cards. The children sit on the mat. Hold the flash cards up. The first child to read the sentence gets the card. This goes on until all the cards are picked up. The child who gets the most cards is the winner.
3. Organise the children to work in groups to produce word cards and picture cards for class activities.
4. Children make 'guessing cards' like the ones on page 33 in the *Pupil's Book*. Then children work in pairs. One child picks up a card and reads the clues. The other person listens and tries to guess the game.

Can you guess this game?

I shut my eyes tight.
I count to twenty very slowly.
My friends run and hide.
I open my eyes.
I try and find my friends.

What is the game?

What are we doing?

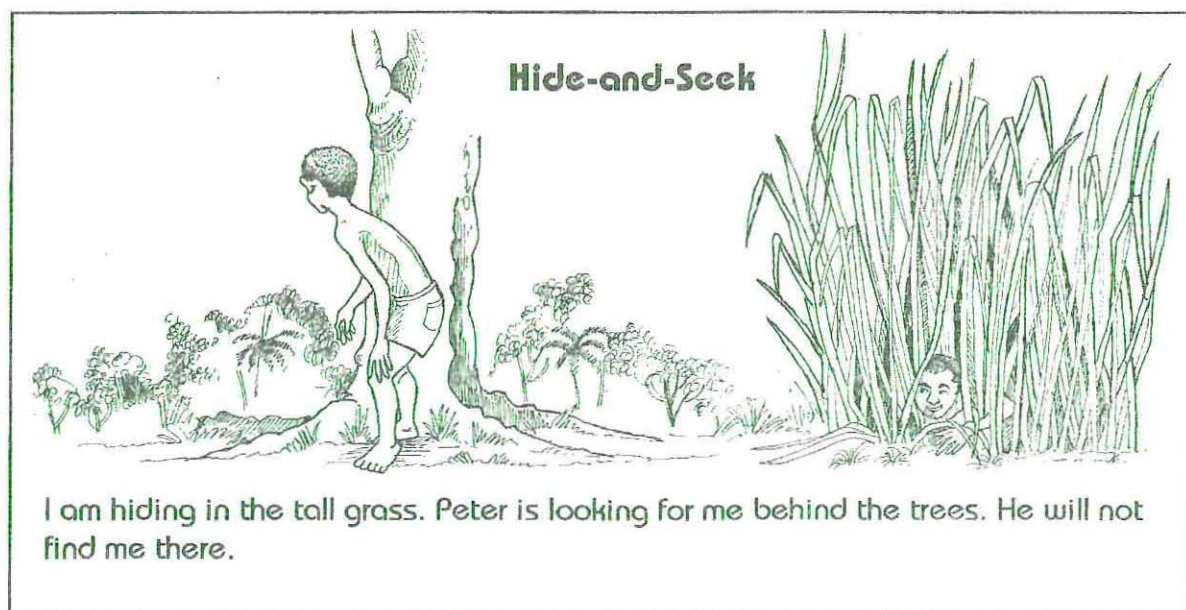
We stand in a straight line.
The teacher says 'Go'.
We run as fast as we can.
We come to a big tree.
Someone touches the tree first,
someone touches it second, and
someone will be last.

What are we doing?

Writing

1. Children draw interesting pictures of themselves playing games with their friends. They write captions under their pictures.

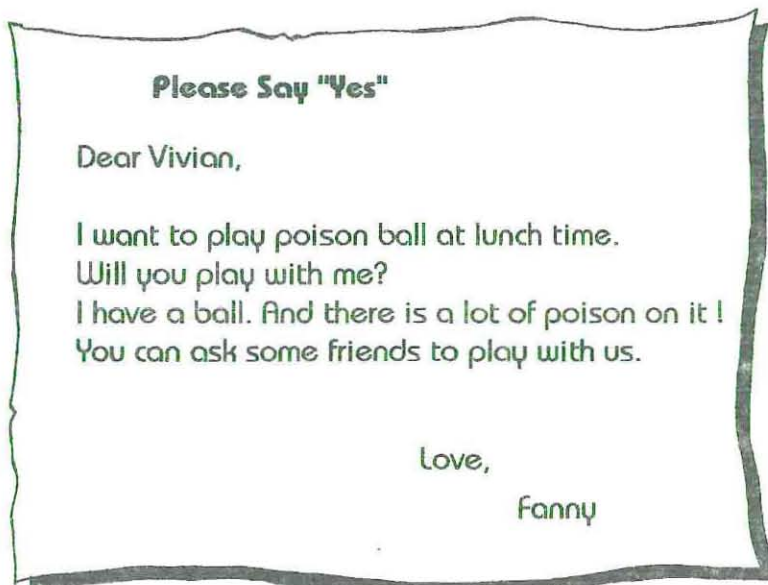
For example:



P

2. Children make a card inviting a friend to play a game with them at lunch time.

For example:



Prepare for this activity by organizing the groups who will be playing the games.
Make sure that everybody receives an invitation.

Handwriting

1. Children practise writing lists of words beginning with the sound /g/ (game, girl, goal, get, give).
2. Children write captions for picture cards showing children enjoying games.

Poems and Rhymes

1. Enjoy the following rhymes with the children:

1. LITTLE GIRL

Where are you going little girl?
I'm going to the garden.
What have you in your bag?
I have green grapefruit in my bag.

2. I WAS

When I was one
I played a drum.
When I was two
I found a shoe.

Singing

You may think of some well-known skipping songs to sing with the children. Here is one to teach them:

The big ship sails through the alley, alley o,
The alley, alley o, the alley, alley o,
The big ship sails through the alley, alley o,
On the fourteenth of December.

As the last words are said, the girl runs out of the rope while it is still turning.

Drama

Role play situations that can occur in games. Children suggest how the situation could be handled.

For example:

Situation	How to handle the situation
A younger sister wants to join in a skipping game.	1. Give the little girl two or three turns. 2. An older child skips with the little girl. 3. Slow down the turning of the rope.

Other examples include inviting other children to play, taking turns, handling children who break the rules, and stopping to help someone who is hurt during the game.

Drawing

Encourage the children to develop their own art work using games as the theme.
Help them to display the work around the classroom afterwards.

Assessment

Ask the children if they enjoy playing games and what games they like most of all.

UNIT9 : BIRDS

Resources

- Pictures of different kinds of birds
- Photographs and posters from the ELPAM materials
- Story books about birds
- Poems and rhymes
- Paper, pencils, scissors, paste
- *Vanua Readers*

Skills

- | | |
|--------------|------------|
| 1. Listening | 3. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

1. The middle sound in the word 'bird' /ɜ:/.
2. The consonants /b/ as in **b**ird and /p/ as in **p**arrot.
3. The consonant clusters /tʃ/ as in chicken and /kw/ as in quick.

Structural Focus

Identifying what you are talking about by using *my*, *your*, *its* and *their*.

For example:

Look at **my** parrot. I like **its** feathers. Draw a picture of **your** parrot. Label the interesting parts, for example, **its** beak and **its** claws.

Functional Focus

Using *best*, *the best* or *the best of all* to say how much you like something.

For example:

I like Joseph's parrot the best.

Notice you usually put *the* in front of *best*, but you can omit it in informal speaking and writing.

Vocabulary

Look at birds outside. Also look at pictures of birds.

Build up an understanding of the new words and use them in talk, songs and rhymes.

a parrot, a kingfisher, a seagull, an owl, an eagle, a duck, a rooster, a hen,
a chicken, the beak, the feathers, the wing, the tail, the bird's feet, webbed feet,
the bird's breast, to fly, to perch, to peck, tall/er, big/ger, loud/er, fat/ter,
noisy birds, pretty feathers, to sing sweetly

Vocabulary Activities

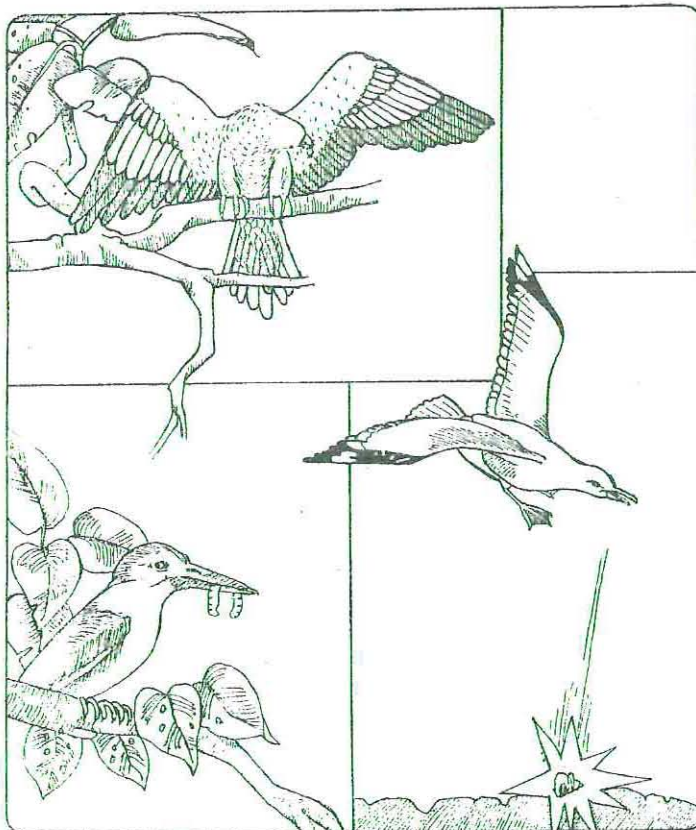
1. Using pictures, identify different kinds of birds with the children. Name the interesting features of the various birds.
2. Children talk about their experiences with birds. They may use local names for doing this. The English language names will come slowly with experience of meeting them in reading and writing tasks.

Listening and Speaking

P

1. Children look at the picture page and point to the birds. They say what the birds are doing.

For example:



T: (Pointing to the eagle) What's the eagle doing?

C: It's perched on a branch.

T: That's right. You can see the eagle's sharp claws holding on to the branch.

Other things the eagle is doing:

Spreading its wings

Cleaning its feathers...

Children also name the bird they like the best, and say why.

2. Show the children a picture of a bird (e.g. a duck) and point out some of the interesting features of the bird.

For example:

feathers, webbed feet, the duck's beak, the tail feathers

Ask the children to repeat the words after you, while pointing to the appropriate part.

Reading

Read the following titles from the *Vanua Readers* with or to the children:

- (i) *My Rooster*, by Nanette Vakesa.
- (ii) *The Proud Parrots*, by Ismail Pakoa.
- (iii) *Duck and Ducklings Island*, by Eunice Simbolo.
- (iv) *The Flying Fox and the Parrot*, by Blaise Tao.

Reading Activities

1. Make an enlarged version of, *My Rooster*. Read it to the children and then gradually involve the children in reading it with you. Ask questions about the story.
2. Make sentence cards to match the script in the book and get some children to work on them individually, putting them in the order of the story. They can use the small reader to help them.

3. Attach sentence cards to the display of birds that the children have made.

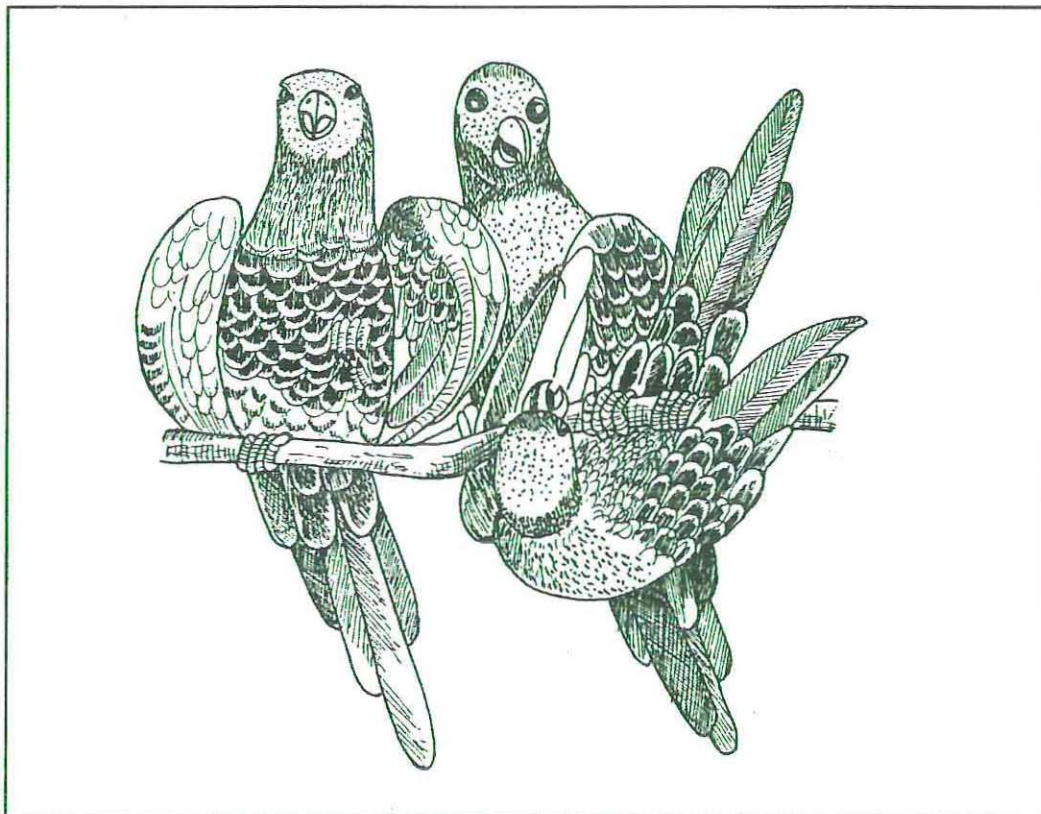
For example:

Look at our birds. We made them out of coconut husks and dried leaves.

Read the sentences to the children and get them to identify particular words.

4. Make an enlarged version of the Vanua Reader, *The Proud Parrots* and read it with the children. Make a reading activity based on the story. For example, write the key phrases on sentence cards and make picture cards to match. Some of the children can work on this activity individually.

For example:



Parrots have beautiful colours

5. Children match the pictures of the various birds with the food they like to eat. See *Pupil's Book* page 36.

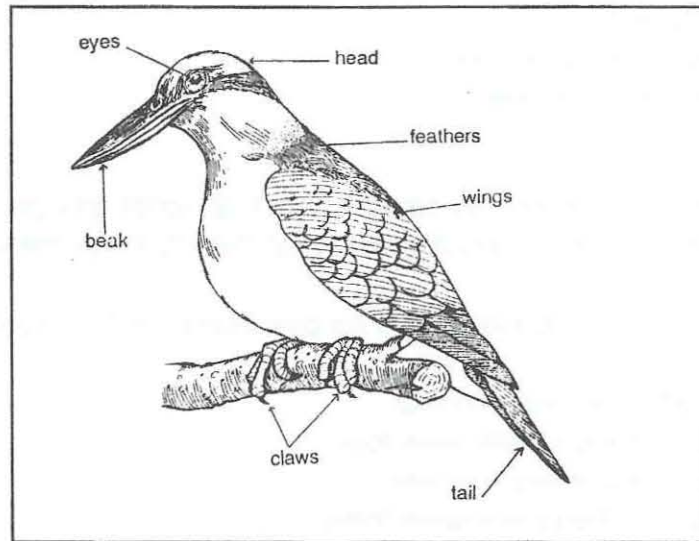
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Writing

P

1. Children draw a picture of a bird. They label the interesting parts of the bird.

For example:



2. Children choose a bird. They write three things about the bird.

P

For example:

Coconut Parrots

I know three things about coconut parrots:

1. They have green, red and purple feathers.
2. They eat seeds, coconut flowers, ripe bananas and pawpaws.
3. They make a nest in a hole in a dry wood.

We have a parrot at home.

I feed my parrot with pieces of old bread.

Poems and Rhymes

1. Teach the children this action poem:

Stretch up high, touch the sky,
See the birds flying by,
Bend down low, touch your toes,
Waddle like the old duck goes,
Quack, quack, quack.

The children do the actions as they say the poem. In small groups, give children turns at making the "quack" sound as the rest of the class say the whole poem.

2. Teach the children the following poem for practising the /t/ sound.

Five little chickadees sitting in a row,
One flew away and then there were four.
Four little chickadees sitting in a tree
One flew away and then there were three.
Three little chickadees looking at you,
One flew away and then there were two.
Two little chickadees sitting in the sun,
One flew away and then there was one.
One little chickadee sitting all alone,
He flew away and then there was none.

The children take turns to act the part of the five birds. They draw pictures of the birds which can be put up on the wall with sentences written by the teacher.

Drama

Children listen to a story about a bird, e.g. *Duck and Ducklings Island*. Ask questions about the story. Children retell the story through actions and making up their own lines for the birds in the story.

Craft

Show the children how to make their own birds using local materials. Use coconut husks for the body and dried leaves for the wings.

Handwriting

Children write true sentences about birds they know. The teacher uses these sentences for handwriting practice.

For example:

Last night I fed some little birds with some bread.

Drawing

Children draw a bird's nest in a special place in the garden.
They paste grass on their nests and make two eggs to go in the nest.

Assessment

Ask children general and specific questions about birds they know. Ask children to read their writing to you.

UNIT 10 : JOBS

Resources

- Story books about jobs and the work that people do
- Photographs and posters of different types of jobs
- Poems and rhymes
- Paper, plasticine, paint/paintbrushes
- Charcoal, sandtray, sandpit
- Glue or paste
- *Vanua Readers*

Skills

- | | |
|--------------|------------|
| 1. Listening | 3. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

The sound /ŋ/ as in **working**, **making**, **planting**, **digging**, **building** ...

Structural Focus

Describing routines or repeated actions by using the present simple:

I/you/we/they work in the garden every Saturday.

He/she works in the garden every Saturday.

~ Notice that the spelling sometimes changes:

finish	————→	finishes
go	————→	goes
carry	————→	carries

Functional Focus

Saying when or how often something happens.

These words usually go with the present simple:

every day, in the afternoon, often, every morning, in the evening, never,
every year, always, at night, usually, sometimes.

Notice that **always, often, usually, sometimes** come before the main verb but after **be**.

They **sometimes** go to the garden on Saturday afternoon. It is **usually** hot.

Vocabulary

Teach the children to say and understand these words:

a job, a nurse, a taxi driver, a shopkeeper, a housewife, a fisherman, a mother, a father, a teacher, a doctor, a farmer, a gardener, a builder, a policeman, a policewoman, a pastor, a bus driver, to work, to make, to help, to give, to teach, to preach, to plant, to dig, to clean, to sweep, to wash, to drive, a **hard** job, an **easy** job

Vocabulary Activities

1. Show pictures of men and women at work (including housework). Ask children to identify the jobs. Write the names for the activities on the blackboard.

For example:

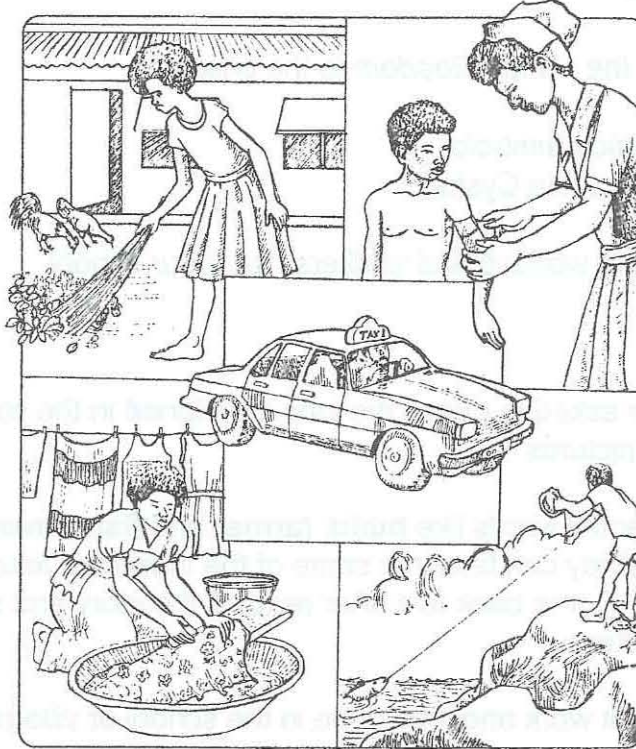
fishing, cleaning, driving

2. Ask about the jobs people do in their home, village, church, school and town. Elicit the names of these jobs by showing pictures of a school, church and dispensary and asking, "Who works here?" and "What do they do?"
3. Walk through the village with the children and identify as many different jobs as you can see. If possible, ask the workers to tell the children about their work. Try to visit interesting work areas which the children may not have seen before such as the airfield when a flight is in, or a workshop, restaurant kitchen, fishery or a local government office.

Listening and speaking

P

1. Use the picture page in the *Pupil's Book* (p.39) to talk about the job people do in the community.



2. Talk about the work done by family members. Make lists of all the jobs done by mothers, fathers and the children themselves. Ask the children which jobs are the hardest, the easiest, or the most important.
3. Talk about the jobs being done in the school. Ask a teacher to tell the children all the different jobs she does in the school (preparing, marking, supervising, for example). Talk about the work the children themselves do both inside and outside the classroom, such as washing hands, carrying water, sweeping and gardening.
4. Stand by the roadside and talk about the work done by the people who come past: drivers, the police, farmers, fishermen and shoppers, for example.
5. Elicit from the children as many words as they know with the sound /ŋ/. Write them on the board. Add some of these words to the list if the children have not already given them.

long, along, song, sing, wing, wrong, bring, ring, (some)thing, working,
doing, making, building, digging, teaching, driving, helping

Teach the children to pronounce these words and to understand their meaning by using pictures and other aids.

Reading

1. Read stories to children about people working, about firemen, policemen, farmers and cooks, for example.

2. Read these titles from the *Vanua Readers* to the children:

(i) *A Good Builder*, by Eunice Simbolo.

(ii) *Molse and Molkas*, by Louise Cyske.

Create similar stories about working and workers near your school.

Reading Activities

1. The children should be asked to guess the jobs mentioned in the stories after looking at some of the pictures.

2. Help the children to identify words like **build**, **farmer** and **fisherman** in the text of the stories. Ask them if they can tell what some of the individual letters are or guess what the whole word is. Come back to it after reading the story and see how many can identify words or letters.

3. Make a class book about work and jobs done in the school or village.

Writing

P

1. Ask the children to make a list of jobs they do every day to help their mothers and their fathers.

For example:

What I do every day

I do these jobs every day:

1. I feed my parrot.
2. I pick up the leaves outside our house.
3. I play with my baby brother.
4. I go to the shop to buy some bread.
5.
6.

Children make the lists into a class book.

2. Children make lists of 'special' jobs they are sometimes asked to do. They write their lists on a card. The cards can be used for reading practice. Store them in the reading corner.

P

For example:

Special Jobs

1. I clean a fish for my mother.
2. I wash my baby brother.
3. I comb my sister's hair.
4. I pick some flowers and put them in a vase.
5. I take my grandmother to her garden.

3. Children work with a partner to make a book about important people and their jobs.

Poems and Rhymes

Teach the children some or all of the following rhymes:

1. A fisherman from Epi
Was always very ready
To catch a fish
For his daughter's dish,
Unless it was too heavy.

2. Little Boy Blue, come blow on your horn,
The sheep's in the meadow, the cow's in the corn.
Where is the boy that looks after the sheep?
He's under the haystack fast asleep.
(This rhyme is an example of a boy who should have been working but went to sleep instead.)

3. Doctor Foster went to Gloucester
In a shower of rain;
He stepped in a puddle,
Right up to his middle,
And never went there again.

4. Bye, Baby Bunting,
Daddy's gone-hunting,
Gone to get a rabbit skin
To wrap a Baby Bunting in.

5. Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can;
Pat it and prick it, and mark it with b,
Put it in the oven for baby and me.

6. Cobbler, cobbler, mend my shoe,
Get it done by half past two;
Half past two is far too late,
Get it done by half past eight.

Drama

Encourage the children to mime the actions of men, women and children at work. Vary this activity by having them make suitable noises where appropriate. For example, children form a circle and circulate around the room pretending to sweep the floor while making sweeping or swishing noises. Similarly they may mime the actions of a farmer chopping a tree or cutting tall grass with a bush knife. They may imitate the actions and sounds of a truck or car being driven, or of a policeman directing traffic. They may mime the actions of planting seeds, catching fish or nursing a baby.

Assessment

From time to time, ask the children to identify the work of people around them. Ask, "What's his/her job?" or "What's she/he doing?"

TERM 3

UNIT 11 : HANDICRAFTS

Resources

- Collect examples of handicrafts from the local area.
- Take the children to where handicrafts are made. Alternatively, invite a woman or a man to come to the classroom and show the children different types of handicrafts.
- Gather a supply of materials for making hats, baskets, mats, necklaces and traditional toys.
- *Vanua Readers*

Skills

1. Listening

3. Reading

2. Speaking

4. Writing

Sound Focus

The sounds /b/, /h/ and /m/ as in **b**asket, **h**at and **m**at

The sound cluster /gr/ as in **g**lass skirt

Structural Focus

Using the verb *make* in the sense of producing, constructing, or creating something.

For example:

My father **made** a spear out of/from a piece of bamboo.

When we are thinking about the **process** of making the spear we use *out of*. If we are thinking of the **changes** that are made to the materials as we make something, we use *from*.

Functional Focus

We use the **passive** if we do not know who does an action or if it is not important or not necessary to say who does it.

For example:

The spear **is made from** bamboo.

(It is not important or necessary to know who made the spear.)

In order to form the passive, use a tense of **be + past participle**.

For example:

The basket **is made** from coconut leaves.

The grass skirts **were made** from pieces of string.

The fact that the items were made from coconut leaves or pieces of string is more important **than** the people who made them.

Vocabulary

Introduce the following words in the context of looking at examples of handicrafts and making them:

a basket, a mat, a hat, a grass skirt, necklaces, a fan, carvings, a woman, my mother, the market, a store, a shop, the shopkeeper, money, visitors, tourists, a tourist boat, the wharf, planes, the airport, to buy, to sell, to like, a **new** hat

Vocabulary Activities

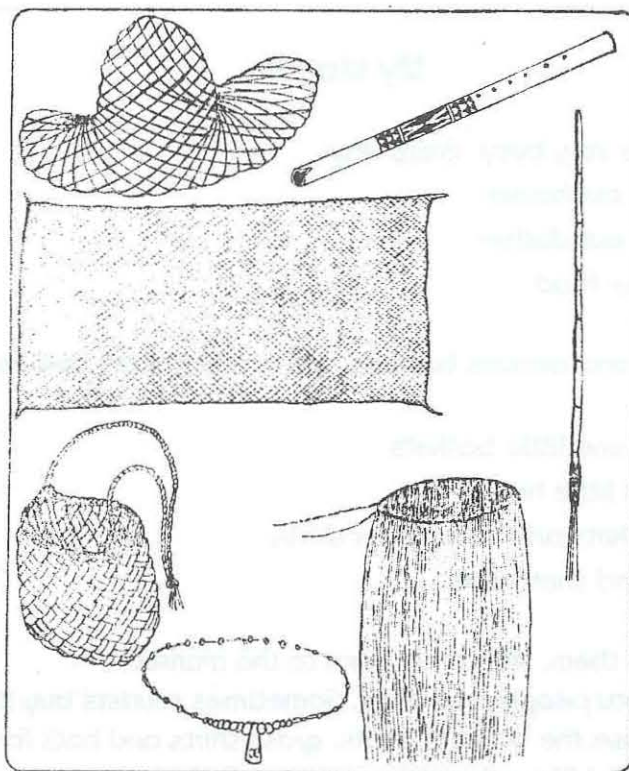
1. Examples of handicrafts can be labelled as well as the materials from which they are made.
2. Children can role play a market scene. Children ask for certain items and use paper money to buy them.

Listening and Speaking

P

1. Use the picture page in the *Pupil's Book* (p.43) to encourage talk about different handicrafts. Children choose an item and tell a friend about it.

For example:



Child A: I have a mat on the floor beside my bed. My mother made it for me. She dyed some of the leaves green and yellow before she made the mat.

Child B: What do you use the mat for?

Child A: For sleeping in the sun on the verandah.... I sit on it to eat my meal. I take it with me when we go for a picnic.

2. Show children different examples of handicrafts. Encourage them to talk about the items by using the following questions:

How do we make it?

When do we use it?

Do we sell them?

Who buys them?

3. Children tell the teacher or a friend how they helped to make an example of a handicraft. Encourage the children to say what their particular jobs were.

Reading

1. Make an enlarged book with the children.

For example:

My Mother

My mother is always very busy. Every day:

She sweeps our house
She washes our clothes
She cooks our food.

Sometimes she sits and weaves baskets, grass skirts, mats and hats.

She weaves:

Big baskets and little baskets
Big hats and little hats
Long grass skirts and short grass skirts
Long mats and short mats.

When she has made them, she takes them to the market.

Sometimes Ni-Vanuatu people buy them. Sometimes tourists buy them.

And sometimes we use the baskets, mats, grass skirts and hats for custom ceremonies, and for our life at home.

2. Share these titles from the *Vanua Readers* with the children:

- (i) *A good Builder*, by Eunice Simbolo.
- (ii) *At School*, by Touran Rarua.

Reading Activities

1. Write the steps for weaving a headband on strips of cardboard. Children sort the cards into the right order. They then make the headband and give it to a friend.

For example:

Ask your brother to get some green coconut leaves for you.

Bring the coconut leaves to school.

Ask your teacher to show you how to weave the headband.

Weave a headband yourself and give it to a friend.

Ask your friend to wear the headband.

2. Make word puzzles using the words introduced in the unit.

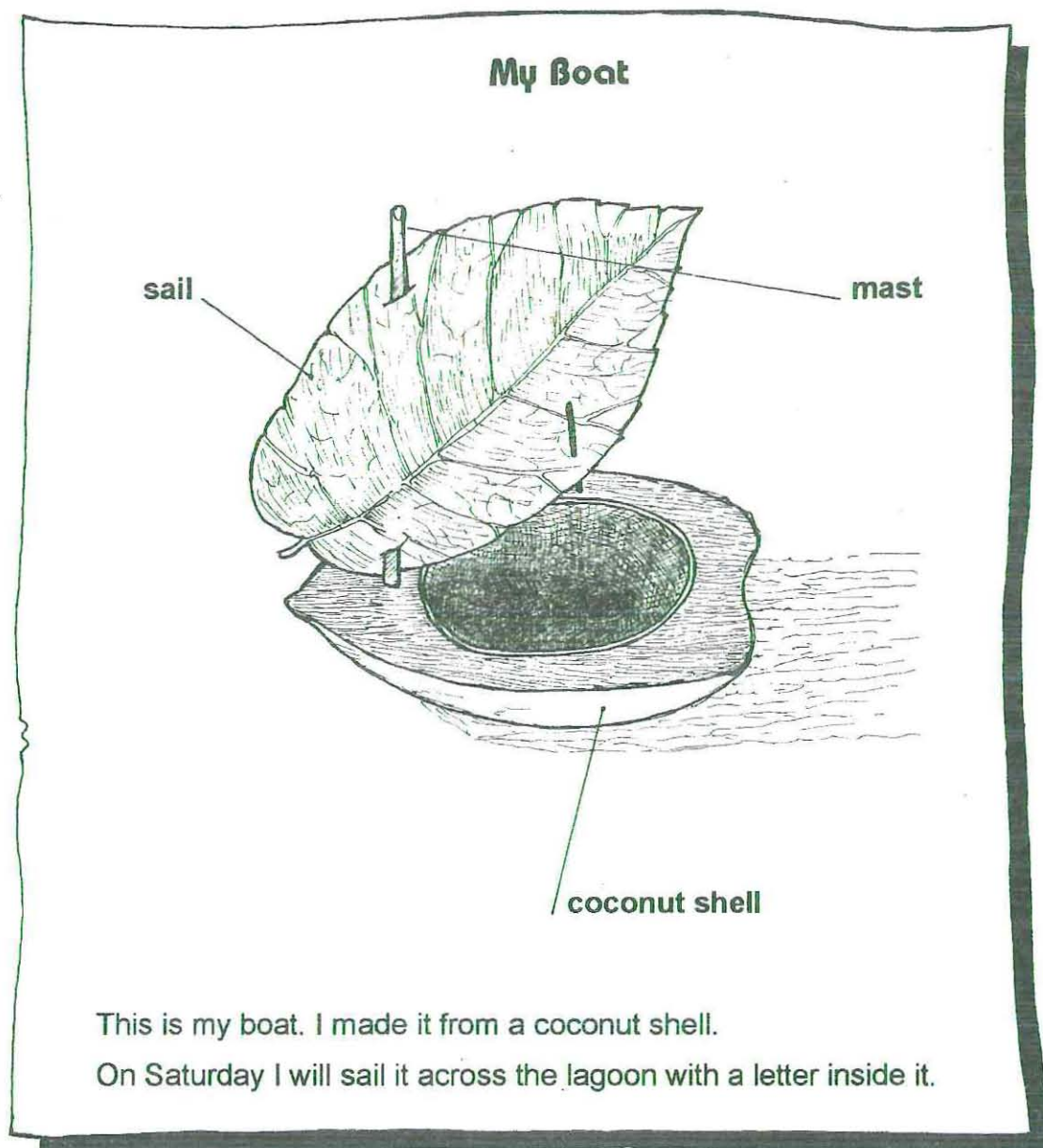
Writing

P

1. Children complete sentences about the things you need to make baskets, spears, necklaces and grass skirts. See the *Pupil's Book* (p.44).
2. Children write true sentences in answer to five questions in the *Pupil's Book* (p.45).

P

3. Children make a display of things they have made themselves. For each item, children write a short account of what they did.



Handwriting

Children practise their handwriting during the writing activities. Encourage children to use sharp pencils. Children look at each other's work and mark the neatest sentences. They can use a vegetable stamp to reward good work.

Poems and Rhymes

Who made baskets?
Who made mats?
Nobody else but mother!

Who made grass skirts?
Who made hats?
Nobody else but mother!

What are the little mats made of?
What are the little hats made of?
What are the little fans made of?
What are the little baskets made of?
They are all made of local materials
From the green islands of Vanuatu.

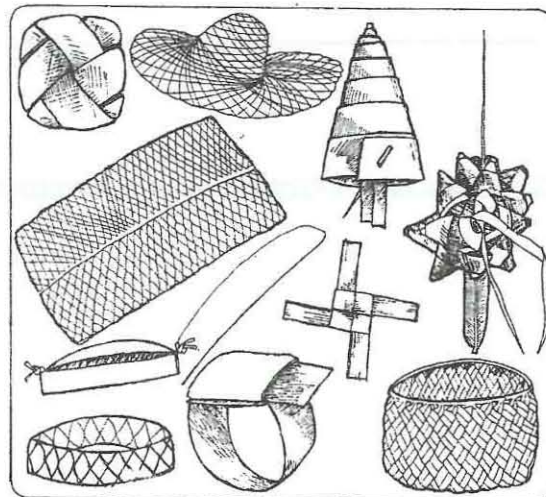
Where can we buy these little mats?
Where can we buy these little hats?
Where can we buy these little fans?
Where can we buy these little baskets?
We can buy them all from
Our local shops and markets.

What can the little mats do for you?
What can the little hats do for you?
What can the little fans do for your?
What can the little baskets do for you?

Craft

P

Children make examples of handicrafts from coconut leaves and other local materials. The finished items can be given away as gifts. Children write a card to go with each gift.



Drama

Shopping

Characters: Vira is the shopkeeper, Sue is a customer and a visitor to Vanuatu.

Sue : Hello! My name is Sue.

Vira : Hello! I am Vira. Please, can I help you?

Sue : Yes please. Do you sell any local handicrafts? Do you have any baskets or hats for sale?

Vira : Yes. I have a lot. Around this corner. There are mats, baskets, hats, fans, and grass skirts.

Sue : I like these fans. How much are they?

Vira : They have different prices. Fans are VT 100, hats are VT 150 each. Which one do you really like?

Sue : I like the ones with feathers on.

Vira : Oh, they are VT 200 each. Would you like this one?

Sue : Yes, please, I'll have that fan, that basket, and this hat. How much are they altogether, please?

Vira : They will be VT 700 altogether. Thank you very much. Goodbye!

Sue : Thank you and goodbye!

Assessment

Help children to make little booklets about handicrafts. Cut out pictures to make little books for children to read.

UNIT 12 : THINGS WE MAKE

Resources

- Photographs and other pictures of things we make
- Old magazines
- Materials that could be used to make models (coconut leaves, grass, sticks, seeds, string, coconut shells...)
- *Vanua Readers* and ELPAM materials that show things we make
- Collect examples of things we make

Skills

- | | |
|--------------|------------|
| 1. Listening | 2. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

The sound /θ/ as in **things**, **thin**, **thick**, **throw**, **three**

The sound /b/ as in **boat**, **bull**, **book**, **beads**, **bag**, **blue**.

Structural Focus

Using the past simple for actions that started and finished in the past.

For example:

My father **made** our food safe.

For regular verbs we add **ed** or **d**.

paint ———→ painted

use ———→ used

The spelling sometimes changes.

stop ———→ stopped

try ———→ tried

Some verbs have special forms.

For example:

make ———→ made

go ———→ went

take ———→ took

buy ———→ bought

Functional Focus

The question "How is it made?" (e.g. referring to a food safe) can be answered by saying:

What to say	Example
<ul style="list-style-type: none">• Who made it• What the person made it from• The tools the person used• Other things the person needed• The actions• A comment	<ul style="list-style-type: none">• My father made our food safe.• He made it from a box and some chicken wire.• He used a hammer, a saw, and some wire cutters.• He went to the shop and bought two hinges for the door.• I painted the legs of the safe. My sister painted the top.• It was good fun to help my father.

Vocabulary

Teach the children to say and understand these words (things we make):

a walking stick, a bush knife, a table, a canoe, a wooden box, a chair, a house, a pot, a boat, an outboard engine, a bow and arrow, a church, a food safe, handicrafts, cushions, curtains, clothes, a motor car, a bed, a motor bike, a sailing boat, a mast, a sail, an anchor, a bicycle, a wheelbarrow, a water taxi, a speed boat, a truck, a ship, a pig pen, a bush house, a necklace, a cupboard, a hammer, nails, a ruler, a pencil, a saw, sawdust, noise, wood, timber, a carpenter, a tape measure, to measure, to cut.

Vocabulary Activities

1. Help children find pictures of things we make in old magazines. The children paste the pictures on large sheets of paper and label the pictures.
2. Ask the children to give the words related to the word 'boat'.

For example:

sea, sail, harbour, anchor, cargo, wharf, passengers, load, unload, sailors, crew, captain...

3. The children draw pictures of something their mother has made, or their father has made. The children label the picture and write a caption underneath.

For example:

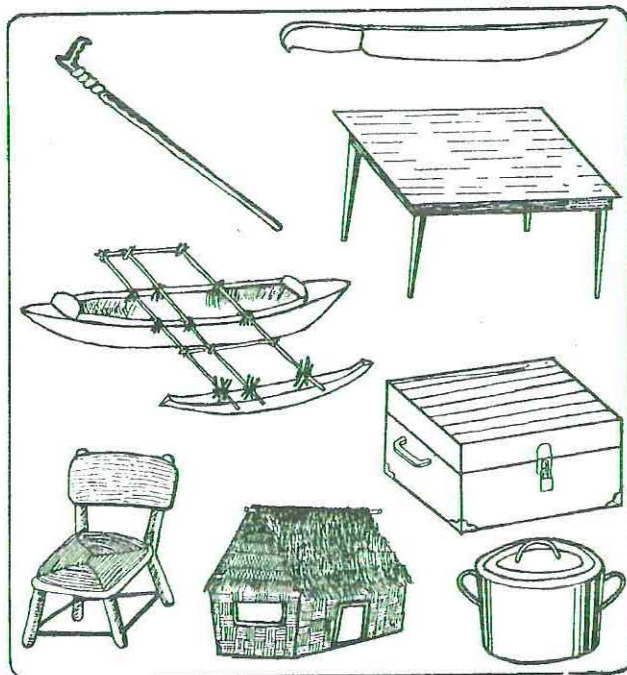


My mother made this dress for me.
She has very clever fingers.
I wear the dress to Sunday School.

Listening and Speaking

P

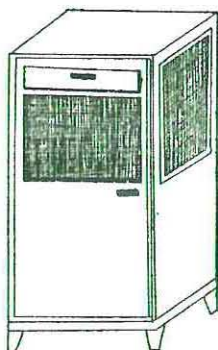
1. Children choose an item from the picture page in the *Pupil's Book* (p.47). They explain to a friend how the item is made.



2. Children choose something that people make. They say what it is used for.

For example:

A food safe



We put our food in the safe so that flies cannot spoil the food. My father made our food safe.

3. Ask an elderly person from the village to give a talk to the children about how a canoe is made.

Reading

1. Read to or with the children the following titles from the *Vanua Readers*:

- (i) *A Good Builder*, by Eunice Simbolo.
- (ii) *After School*, by Kalkai Taua.
- (iii) *At School*, by Touran Rarua.

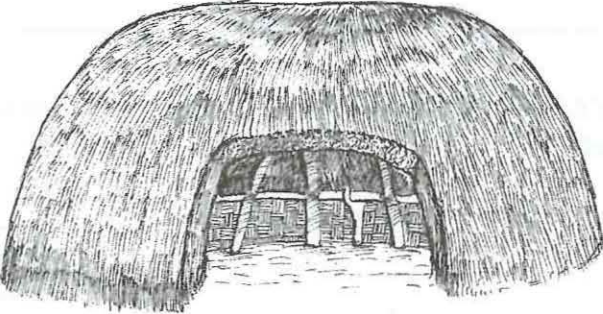
2. Invite children with reading books to bring them to school to share with the class.

Reading Activities

1. Use the children's experiences to make an enlarged book about things their mothers and fathers have made for the family.

For example:

Bush house



My name is James.
This is our new bush house.

All the family helped our father make it.

- My brothers cut the wood for the posts.
They also cut the bamboo for the frames.
- My sisters helped my mother weave the coconut leaves for the roof and the walls.

Sometimes my mother and father let us sleep in the bush house at night.

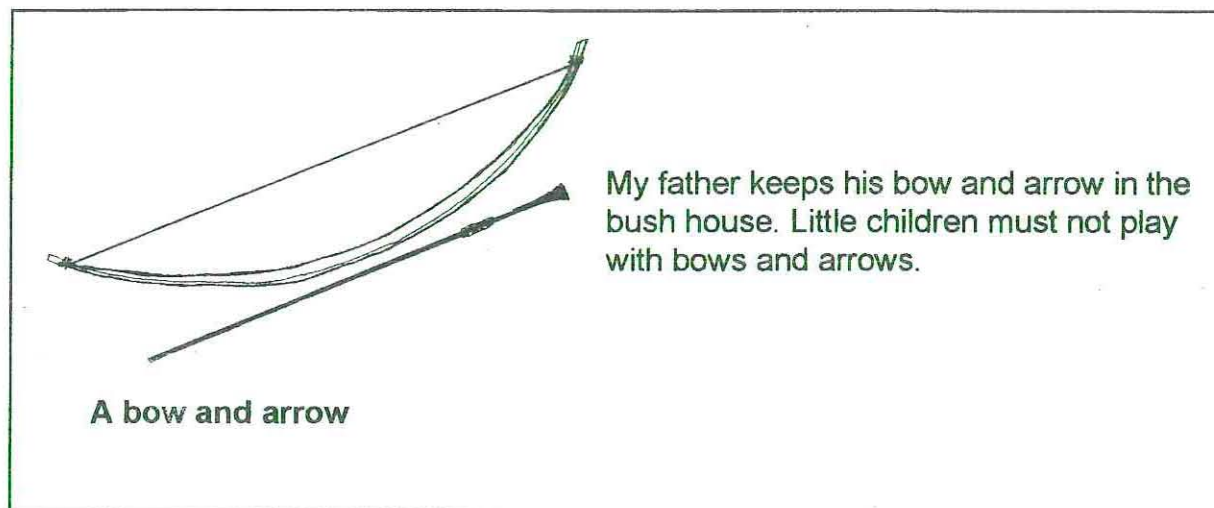
2. Make word puzzles using the words introduced in the unit.

3. Help the children to write simple stories based on the titles they read.

Writing

1. Children collect pictures of things that people make (*Pupil's Book*, page 48). They display the pictures on a mural. The teacher helps the children to write captions for the pictures. Children read the captions together.

For example:



2. Children sort the pictures in the *Pupil's Book* (p.49) into two groups: things we use on land, and things we use on the sea.

Project

P

Children have a choice of things to make on page 50 of the *Pupil's Book*. The directions say what the children are to do.

Rhymes

BOATS

Boats, boats

Sometimes I see busy boats

Big sailing boats, small sailing boats

Big cargo boats, small cargo boats

Big tourist boats, small tourist boats.

Boats, boats

Sometimes I see busy boats,

Coming in and going out of Vila harbour.

My Canoe

*My canoe is moving on the sea
On the sea, on the sea
My canoe is moving on the sea
Early in the morning.*

*My canoe is moving very fast
Very fast, very fast
My canoe is moving very fast
Early in the morning.*

Mala Rowed His Boat

*Mala rowed his boat ashore
Halleluiah
Mala rowed his boat ashore
Halleluiah.*

(Children can sing the rhymes.)

Drama

Help children dramatise a situation where the family work together to make something that is needed: for example, making a new pig pen, making a water tank for the church, making a new canoe...

Assessment

Ask children to talk about their projects. Ask children questions about common items that are made at home or made in other countries.

UNIT 13 : FISH

Resources

- Photographs and other pictures of fish, fishing and the sea
- Story books with a fishing theme
- *Vanua Readers*
- Materials for making murals and models (plasticine, dough, paint/paintbrushes, paper, cardboard)

Skills

- | | |
|--------------|------------|
| 1. Listening | 3. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

The sound /f/ as in **fish, farm, first, feed, find, fat, few, finger, food...**

The sound /i/ as in **fish, fin, big**

Structural Focus

1. The verb *to have*

For example:

A crab **has** eight legs.

Crabs **have** very hard shells.

In these sentence **have/has** is used as a full verb with a meaning like that of "own" or "possess".

2. Revision of the present continuous tense when looking at people doing things in pictures.

Form:

am/are/is + ing form of the verb

For example:

He **is spearing** a fish.

The spelling sometimes changes before **-ing**.

take ———→ **taking**

put ———→ **putting**.

Functional Focus

Describing the interesting parts of something you are looking at.

For example:

Look at this crab.
It has two round eyes.
It has eight legs.
Its shell is very hard.
It has two big claws.
These claws are very strong.

Vocabulary

Teach the children to say and understand these words:

a crab, a turtle, a fishing line, a fishing spear, a fish trap, an octopus, a hook, bait, fins, gills, scales, the tail of a fish, a fishing net, the shell of a crab, fish bones, poison, a shark, a reef fish, **sharp** teeth, **strong** claws, round eyes, usually

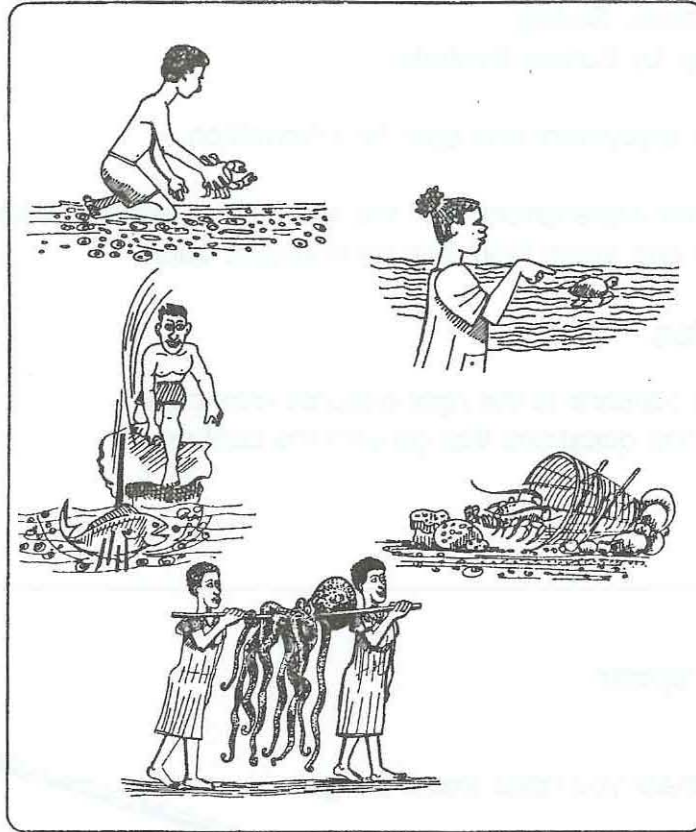
Vocabulary Activities

1. Show photographs, posters or pictures of fish and talk about them with the children.
2. Help the children to make some word puzzles for the words introduced in the unit.
3. The children draw, paint or cut out pictures of the fish they are familiar with. They ask the teacher to help them label the pictures.
4. Show pictures of people fishing in different places - in the lagoon, outside the reef, in the river, and from boats or canoes. Talk about the pictures. The children ask questions.

Listening and speaking

P

1. Use the picture page in the *Pupil's Book* (p.51). Children talk about the pictures with a friend. Encourage the children 'to say more'.



For example:

Child A : What is Pita doing?

Child B : He's picking up a crab. He's being very careful. Look, he's holding it like this... on the back. That's how we pick up a crab.

2. Talk about different kinds of fish. Children describe fish they know. Accept the names given in the local language or Bislama.
3. Invite someone to come to the school and talk to the children about the different methods of catching fish. Encourage the children to ask questions.
4. Children build up lists of words that begin with the /f/ sound. They also build lists of words which contain the sound /i/. The children make true statements using some of the words.

For example:

My father caught a big parrot-fish on Saturday. My mother baked it and we ate it on Sunday.

Reading

1. Read these titles from the *Vanua Readers* with or to the children:

- (i) *The Funny old Fisherman*, by David Kaukari.
- (ii) *Old Vaenga*, by Ronald Seikiai.
- (iii) *Papa went Fishing*, by Eunice Simbolo.

The children listen for enjoyment and specific information.

2. Children recount their experiences with the sea, fish or fishing. Write some of these stories down and make them into an enlarged book.

Reading Activities

P

1. Children match the captions to the right pictures (see p.53).
They must answer the questions that go with the captions.

For example:

A fishing spear

To make a fishing spear you need these things:

- A piece of bamboo
- Some pieces of wire
(Ask your father to sharpen the wire for you.)
- Some strong string.



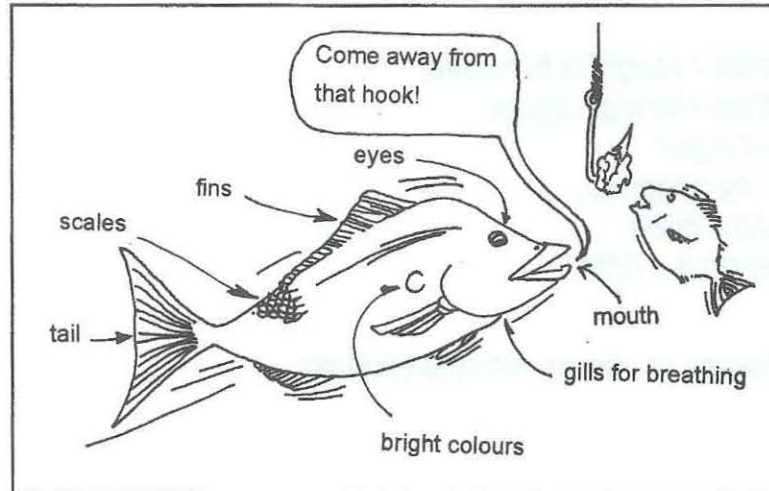
- 2. Children make models of fish, using paper, plasticine or wood.
- 3. Make word puzzles using the words introduced in the unit.

Writing

1. Children draw a reef fish and label the interesting parts.

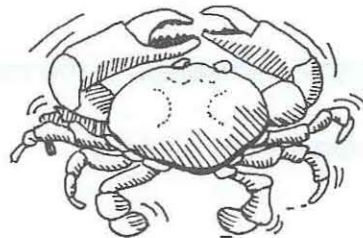
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For example:



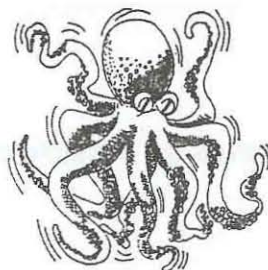
2. Use the writing cards in the *Pupil's Book* (p.54). Children practise saying the story to a friend before writing it in their exercise books.

P



Look at this crab.
It has two round eyes.
It has eight legs.
The shell is very hard.

It has two big claws.
The claws are very strong.



Look at this octopus.
It has two round eyes.
It has eight long arms.
It usually lives in holes
in the reef.

It comes out at night to catch shellfish, crabs, and small fish.

3. Children draw, cut out and paint cardboard or paper fish. The fish are displayed on a mural. Children write captions for their fish.

Poems and Rhymes

1. Read poems and rhymes to the children about the sea and fish.

For example:

*1, 2, 3, 4, 5, once I caught a fish alive.
6, 7, 8, 9, 10 then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.*

2. Write simple rhymes or poems with the children.

For example:

*Fish have fins
And fish have tails.
Fish have skins and
Fish have scales.*

*The tiny, tiny fish enjoy themselves in the sea.
Come, tiny fish,
Your little lives are fun for you and me.*

Singing

Children sing known songs about the fish in Bislama, English or in their own local languages.

Handwriting

Children practise writing as many words and phrases as possible beginning with the letter 'f'.

For example:

fish	fins	fun
fishing	for	food

Drama

The children pretend to be big and small fish swimming in the pools and in the deep sea. They are surrounded by dangers, such as bigger fish than them, hooks, nets, poison, fish traps and fishermen with spears.

Drawing

Draw and colour different kinds of fish for a class display. Children can use charcoal to outline the shape of the fish.

Assessment

Encourage children to talk about their work. Notice the vocabulary they are using. Ask questions and observe the confidence they show in responding to the questions.

UNIT 14 : THE ISLANDS

Resources

- Photographs and pictures of island life
- Stories, poems, rhymes
- Paint, paintbrushes, paper, cards, paste, coloured pencils, crayons
- *Vanua Readers*

Skills

- | | |
|--------------|------------|
| 1. Listening | 3. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

The sound /k/ as in **c**anoe, **c**ommunity, **c**opra, **c**attle farm
Also /k/ in **c**linic, **c**limb, **c**lean, **c**lear, **c**louds, **c**lub

Structural Focus

1. Revise the present simple for repeated actions, usually with **always**, **often**, **sometimes**, **everyday**.

For example:

We **often** go to the river for a swim.

Sometimes my father takes me fishing.

The spelling sometimes changes:

catch	————→	he catches
go	————→	she goes
carry	————→	she carries

2. Using *must* and *have to* in order to say what you need to do or it is your duty to do.

Must means that "I decide to do something myself".

Have to means "someone else decides for me".

For example:

My room is untidy. I **must** put my things away.

(Who made the decision to tidy the room? I did.)

I can't go swimming with you today. I **have to** help my mother with the cooking.

(Who made the decision? My mother did.)

Functional Focus

Using *there is* and *there are* to refer to interesting things that you have noticed.

For example:

There is a road around the island.

There are seven people in the water taxi.

Vocabulary

Teach the children to say and understand these words:

an island, hills, a valley, the bush, a plantation, roads, shops, a church,
a beach, outrigger canoes, a village, a wharf, a ship, a school, a water taxi,
a clinic, a store, the reef, people, the community, homes, local government,
copra, cattle farm, the weekend, to visit, exciting things to do

Vocabulary Activities

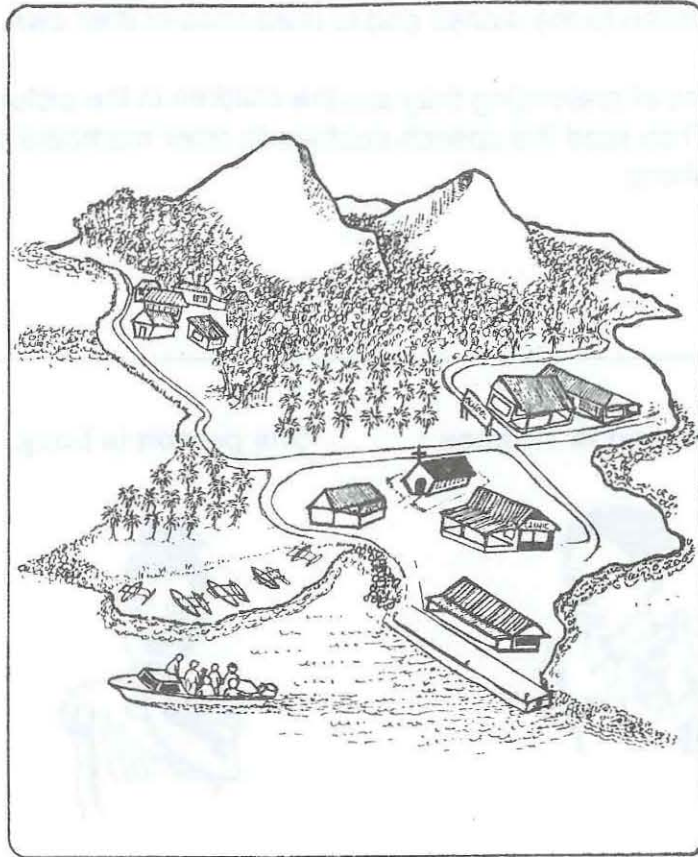
Use charts, maps, photographs or drawings to teach the new vocabulary.

Listening and Speaking

P

1. Children name the things that they can see on the picture map in the *Pupil's Book* (p.55). Encourage the children to elaborate their answers.

For example:



There is a water taxi going to the next village. There are seven people on board.
I think it has a new outboard motor.

2. Children take turns to talk about their own home islands. Encourage them to illustrate their talk with maps, picture maps and photographs. Have a question time after each talk.
3. Children talk about what they do during weekends.

For example:

Work in the garden

Go fishing

Cut copra

Clean the church grounds

Reading

1. Read stories about island life to the children.
2. Children share their own stories with other children. Invite older children from another class to listen to the stories and to read ones of their own.
3. Children take turns at pretending they are the children in the picture in the *Pupil's Book*, page 57. They read the speech bubbles to other members of their group. They then ask questions.

P

For example:

One person is Thomas.



One person is Lucy.



Questions

Thomas asks these questions:

- Lucy, what do you have to do on Saturday?
- If you are very lucky, what else will you do?
Who might come with you?
- Where do you always go on Sundays, Lucy?

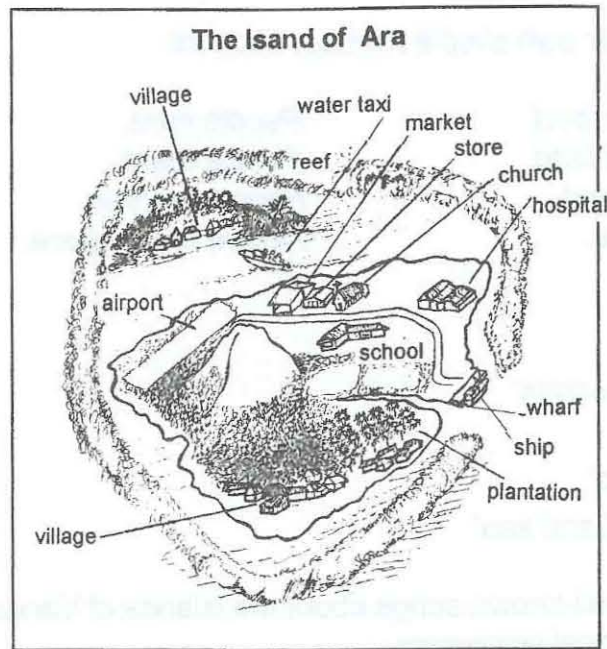
Lucy asks these questions:

- Thomas, what do you have to do on Saturday?
- If you are lucky, what else will you do?
Who might come with you?
- Where do you always go on Sundays, Thomas?

Reading Activities

1. Children make a picture map of an island. They make trees, houses, roads, a reef and other interesting things (see *Pupil's Book*, p.56). Labels are written on the picture map. The children practise reading the labels.

For example:



2. Make word puzzles using the words introduced in the unit.

Writing

1. Children make lists of some of the exciting things they do on their islands. See *Pupil's Book*, page 58.

For example:

I like to do these things because they are exciting:

1. Sleep with my mother while my father is away.
2. Collect flowers to put in the house.
3. Catch a fish on a fishing line.
4.
5.

The lists can be illustrated and made into a class book.

2. Children make a book out of the picture maps. They label interesting things and write captions.

Poems and Rhymes

Read poems and rhymes about islands and island life.

Help children write their own simple rhymes, such as:

*Green land,
Green land,
This land,
Is mine.*

*People here,
People there,
People, people,
People everywhere.*

Singing

1. Children sing these songs:

'I have a little garden'

'I travelled over land and sea'.

2. Children may sing well-known songs about the islands of Vanuatu. Accept songs in Bislama and the local languages.
3. Help children to write short, simple songs about islands and island life.

Drama

Give children the opportunity to mime activities such as digging, planting, weaving, and cooking. Have the audience guess what they have mimed.

Drawing

Children draw their own island. They colour it, paint it, and paste it on to a big sheet of paper for a class display.

Model different-sized islands using plasticine and display in the class.

Children choose their own drawing.

Assessment

Ask questions to assess what the children have remembered and observed during their work on the unit.

UNIT 15 : HOLIDAYS

Resources

- Photographs and pictures from magazines showing people on holiday
- Stories of what children do during the school holidays
- Paper, paint, crayons and glue
- *Vanua Readers*

Skills

- | | |
|--------------|------------|
| 1. Listening | 3. Reading |
| 2. Speaking | 4. Writing |

Sound Focus

The sound /h/ as in a **h**oliday, a **h**ouse, a **h**orse, a **h**at, **h**ills, **h**appy, **h**ot, **h**unting

Structural Focus

Questions that ask for information begin with question words: **where, when, what, who, which, why, whose, how, how much/many, how often, what time, what kind of ...**

For example:

Who is staying with Ena?

Where does Hela live?

What did the girls eat for breakfast?

Who climbed the tree first?

Notice the word order in the above questions. At this stage, children should be responding to the questions. You should not be expecting them to use the structures accurately.

Functional Focus

Using *be going to* when stating plans.

I am going to stay with my aunty during the holidays.

Vocabulary

Teach the children to say and understand these words:

photographs, stamps, postcards, T-shirts, pieces of coral, hats, shells, fishing spears, baskets, a backpack, a bag, a suitcase, Christmas, Easter, a public holiday, a picnic, to visit, to stay, the weekend, the airport

Vocabulary Activities

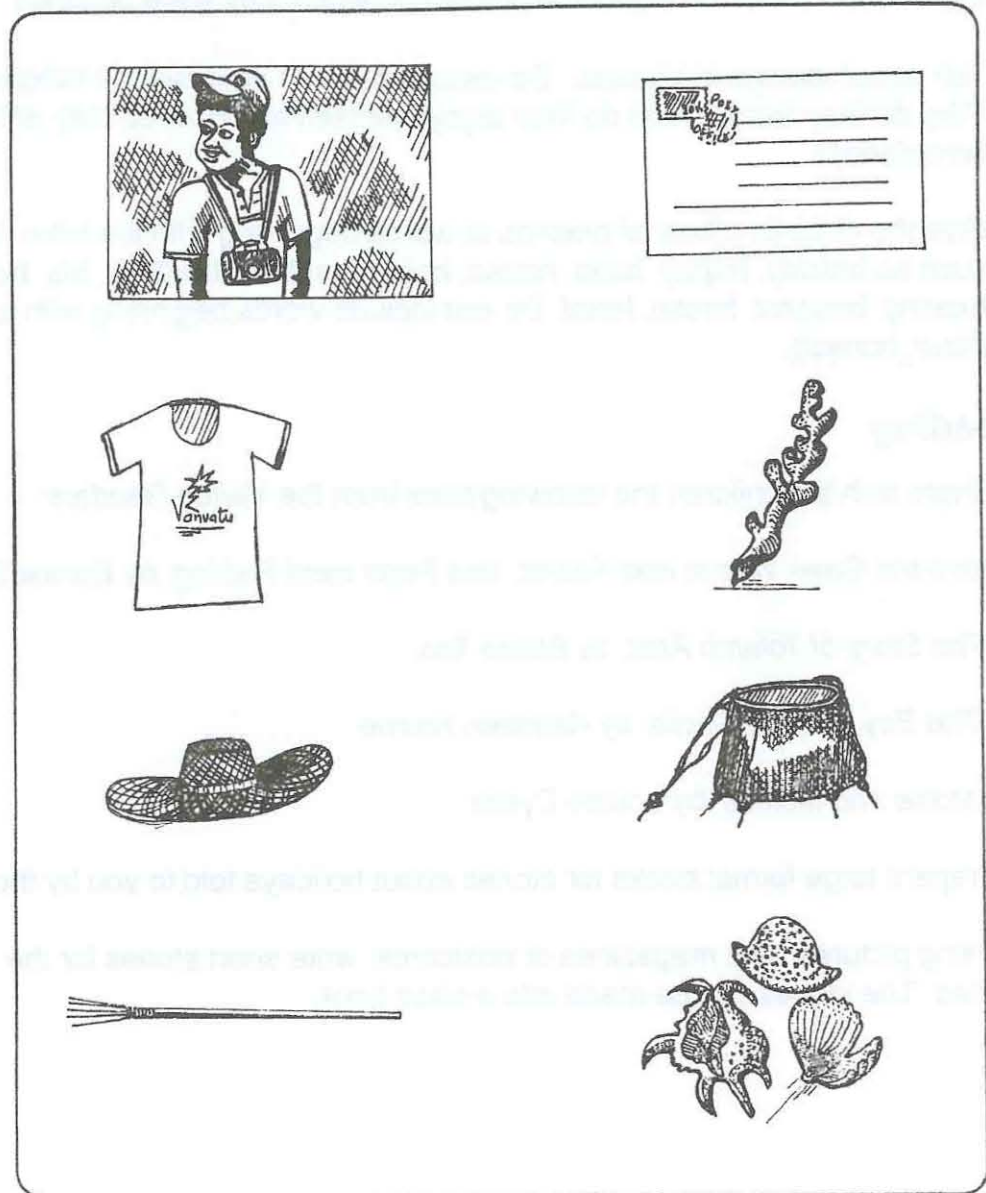
1. Show pictures of families boarding buses, boats and aeroplanes, children playing, families relaxing or having fun during a picnic at the beach, and families travelling and arriving at the homes of friends or relatives. Talk about where these families might be going, why, and what they might be doing.
2. Show pictures of bags, suitcases and backpacks. Ask the children to say what things might be inside them.
3. Children cut out or draw pictures of people going on holiday. The pictures may be placed next to pictures of buses, aeroplanes, beaches or tourist resorts.

Listening and Speaking

P

1. Use the picture page in the *Pupil's Book* (p.59) to discuss the things people collect when they are on holiday. Make a list of these things on a chart or on the blackboard. Encourage children to elaborate their answers.

For example:



- Teacher** : Evelyn, you went to Santo during the August holidays. What did you bring home?
- Evelyn** : Some clothes. My aunty bought them for me.
- Teacher** : What sort of clothes, Evelyn?
- Evelyn** : A T-shirt, a skirt, and an island dress.

2. Briefly tell the class about one of your own holidays, showing photographs if possible. Following this, ask the children to tell about their holidays. Ask the children to bring some photographs to show the class.
3. Bring some holiday souvenirs to school and ask the children to bring any they may have. Any simple, interesting object, such as a shell, obtained from another island will do for this purpose, especially if it was obtained on a holiday. Exchange information about the objects and how and when they were obtained.
4. Talk about tourists in Vanuatu. Do visitors come to your island? Who are they? Why do they come? How do they enjoy themselves? How do they arrive (by boat or aeroplane)?
5. Give the children plenty of practice at words beginning with the letter 'h'. Words such as **holiday**, **happy**, **hello**, **house**, **home**, **hit**, **hurt**, **hunt(er)**, **his**, **her**, **heal**, **health**, **healthy**, **hospital**, **hostel**, **hotel**. Do **not** include words beginning with a silent 'h' (hour, honest).

Reading

1. Share with the children the following titles from the *Vanua Readers*:
 - (i) *How the Cave Valeva was Found*, and *Papa went Fishing*, by Eunice Simbolo.
 - (ii) *The Story of Tolamb Atoll*, by Blaise Tao.
 - (iii) *The Boy and the Devils*, by Kathleen Niurrie.
 - (iv) *Molse and Molkas*, by Louise Cyske.
2. Prepare large format books for stories about holidays told to you by the children.
3. Using pictures from magazines or postcards, write short stories for the children to read. The stories can be made into a class book.

Reading Activities

P

Children read the story in the *Pupil's Book* (p.60). They then work with a friend, taking turns to ask and answer the questions on page 61.

A Holiday

Hela is on holiday. She is staying with her friend, Ena.

After breakfast the two children climbed a tree.



Look carefully in the tree.

What does Hela find?

What will the girls do?

Now do the activity on the next page.

Questions

Work with a friend.

Ask these questions.

1. Who is staying with Ena?

.....

2. Where does Hela live?

.....

3. What did the girls do after breakfast?

.....

4. Who climbed the tree first?

.....

5. What did she find?

.....

6. What did the girls do next?

.....

When the children are confident with the language, they should write the answers in their exercise books. They could also turn the story into a booklet, adding one or two more pages to finish the story.

Writing

1. Children write a story about an interesting thing they did on their last holiday.
Make the stories into a class book.
2. Write a letter to a friend asking them to visit you during the next holidays.
Alternatively, children could write a letter saying thank you for a holiday they have just had.

Poems and Rhymes

1. Teach the children this rhyme (and riddle):

*As I was going to St. Ives
I met a man with seven wives.
Each wife had seven sacks.
Each sack had seven cats.
Each cat had seven kits.
Kits, cats, sacks and wives,
How many were going to St. Ives?*

(The answer, of course, is one.)

By all means change St. Ives (in England) to a place in Vanuatu, if the name has two syllables and rhymes with 'Ives'.

2. Make up rhymes such as the following:

*We went to Ambae,
The pretty island of Ambae.
We went to Ambae,
We went there by boat.*

Or

*Henry went to Santo,
The beautiful island of Santo.
Henry went to Santo,
He went there by plane.*

Singing

1. Sing the song in the *Pupil's Book* (p.62) with the children.
2. Teach the children to sing the song 'Everybody likes to take a holiday'.

Everybody likes to take a holiday,
Everybody likes to take a rest.
Spending time together with the family,
Sharing lots of love and happiness.

Chorus:

Come and ring those bells,
Light the Christmas tree.
Jesus is our King,
Born for you and me.
Come and ring those bells.
Everybody say,
Jesus, we remember it's your birthday.

Celebrations come because of something good,
Celebrations we love to recall.
Mary had a baby boy in Bethlehem,
The greatest celebration of them all.

Handwriting

Children practise saying and writing words that begin with the sound /h/.

For example:

holiday, home, hotel, hunting

Children should also write true sentences using these words.

Drama

Children dramatise an adventure they have had during the holidays.

For example:

Staying the night in a bush house, making a bamboo raft, hunting wild chickens in the bush, helping with a wedding feast....

Drawing

1. Children should decorate an invitation to a friend asking them to come and stay during the holidays.
2. When children write a 'Thank-you letter' after a holiday, they should include in the letter a picture showing the best time they had on their holiday.
3. Children draw 'smiling faces'. Paste the faces on a class mural.

Assessment

From time to time, ask the children what they did on their holidays. At the end of the term, ask the children to tell a friend where they are going for their holidays and what they may be doing.

LANGUAGE NOTES

Language Focus and Functional Focus in the Year 2 Book

Unit	Structural Focus	Functional Focus
Unit 1 Domestic animals	Use of <i>Is it (a)..? Yes, it's (a)..</i> <i>No, it isn't (a)...</i> <i>Is it a dog?</i> <i>No, it isn't a dog.</i> <i>It's a goat.</i>	Asking a factual question Confirming/disconfirming information
Unit 2 Insects	1. Present simple <i>She lives in the village.</i> 2. Plural nouns after numbers <i>An insect has six legs.</i>	Giving information that is usually true
Unit 3 Babies	1. Present continuous <i>The mother is bathing the baby in a basin on the verandah.</i> 2. Use of question forms <i>What is the baby doing?</i> 3. Prepositions of place <i>on, in, near, beside</i>	Asking for and giving specific information
Unit 4 Reefs	1. Using verbs to give instructions <i>Point to the starfish.</i> 2. Prepositions of place <i>on, in, near, beside</i>	1. Responding to instructions and directions <i>Put a crab in the rock pool.</i> 2. Recalling experiences on the reef. <i>I saw some little fish in the rock pool.</i>
Unit 5 Hospitals	1. Present simple of <i>have</i> <i>I have a sore leg.</i> 2. Use of <i>cannot (can't)</i> <i>I can't run. I hurt my leg.</i> 3. Use of <i>want</i> <i>I cut my foot. I want a sticking plaster.</i>	Responding to a doctor's questions.... Expressing symptoms A. <i>What is your problem?</i> B. <i>I have a sore throat.</i>

Unit	Structural Focus	Functional Focus
Unit 6 Fruit and Vegetables	Using adjectives to say what something is like <i>A juicy mango. This orange is very sweet. Green bananas.</i>	Identifying fruit and vegetables <i>A banana is a fruit. A cabbage is a vegetable.</i>
Unit 7 Plantations	Using the present continuous for actions that are happening in a picture or a photograph <i>Lesy's mother is cleaning the taro and putting them in a basket.</i>	Making lists of jobs for people to do <i>My Father's jobs:</i> 1. <i>Make a fence</i> 2. <i>Husk the coconuts</i> 3. <i>Cut the firewood.</i>
Unit 8 Games for Fun	Using the "...ing" form of the verb after <i>to enjoy</i> , <i>to like</i> , <i>to dislike</i> , <i>to love</i> , <i>to hate</i> , <i>to stop</i> <i>I like playing poison ball.</i>	Stating wishes using the verb <i>to want</i> <i>I want to play snakes and ladders. I want to play hide-and-seek at lunch time.</i>
Unit 9 Birds	Identifying what you are talking about by using <i>my</i> , <i>your</i> , and <i>its</i> <i>Look at my parrot. I like its feathers.</i>	Using <i>best</i> , <i>the best</i> , and <i>the best of all</i> to say how much you like something <i>I like Joseph's parrot the best.</i>
Unit 10 Jobs	Describing routines or repeated actions by using the present simple <i>I/you/we/they work in the garden every Saturday.</i>	Saying when or how often something happens <i>They sometimes go to the garden on Saturday afternoon.</i>

Unit	Structural Focus	Functional Focus
Unit 11 Handicrafts	Using the verb <i>make</i> in the sense of producing, constructing, or creating something <i>My father made a spear out of/from a piece of bamboo.</i>	Using the passive if we do not know who does an action or if it is not important or not necessary to say who does it <i>The spear is made from bamboo.</i>
Unit 12 Things we make	Using the past simple for actions that started and finished in the past. <i>My father made our food safe.</i>	Different ways to answer the question, "How is it made?" (Referring to a food safe)
Unit 13 Fish	1. The verb <i>to have</i> <i>A crab has eight legs.</i> <i>Crabs have very hard shells.</i> 2. Revision of the present continuous tense	Describing the interesting parts of something you are looking at <i>It has two big claws.</i> <i>The shell is very hard.</i> (Referring to a crab)
Unit 14 The Islands	Using <i>must</i> and <i>have to</i> in order to say what you need to do or what it is your duty to do <i>My room is untidy. I must put my things away.</i> <i>I can't go swimming with you today. I have to help my mother with the cooking.</i>	Using <i>there is</i> and <i>there are</i> to refer to interesting things that you have noticed <i>There is a road around the island.</i> <i>There are seven people in the water taxi.</i>
Unit 15 Holidays	Using question words to ask for information (<i>where, when, what, who, which, why, whose, how...</i>) <i>Who is staying with Ena?</i> <i>Where does Hela live?</i> <i>What did the girls eat for breakfast?</i> <i>Who climbed the tree first?</i>	Using <i>be going to</i> in order to state plans <i>I am going to stay with my aunty during the holidays.</i>

VOCABULARY LIST

A

the airport
an animal
ants

B

babies
a baby
a baby bath
baby clothes
baby food
a backpack
baby powder
a baby-sitter
a bad cold
a bag
bait
a bandage
a basket
baskets
a bat
a beach
the beak
a bed
to feel better
a *bigger* taro
the bird's breast
the bird's feet
to bite
blood
a boat
the body of an insect
to be born

a bow and arrow
some breadfruit
a builder
a bunch of bananas
a bus driver
the bush
a bush knife
a bush house
to buy from the market

C

a cabbage
a canoe
to care for
a carpenter
a carrot
carvings
a cat
a cattle farm
a chair
a chicken
Christmas
a church
to clean
a *clean* plantation
a clinic
the clinic
clothes
cocoa
coffee seeds
the community
copra
coral
sharp coral

some corn
a cot
to cough
to count
a crab
to crawl
to cry
a cupboard
curly hair
curtains
cushions
to cut

D

the dice
to dig
the dispensary
a doctor
a dog
a doll
a *domestic* animal
the dresser
to drive
a duck
an eagle

E

Easter
an easy job
to eat
to lay eggs
exciting things to do
eyes

F

a fan
a farm
a farmer
a *fat* baby
a father
the feathers
to feed
to feel sick
to feel sore
a fence
fins
fish bones
to catch a fish
coloured fish
raw fish
a fish trap
a fisherman
a fishing line
a fishing spear
fishing spears
a fishing net
flies
to fly
flyspray
a food safe
healthy food
some fruit

G

a game
a gardener
to gather
to get
gills

girls
to give
a goat
a *wild* goat
good
grass
a grass skirt
grasshoppers
green bananas
the ground
to grow

H

a hammer
to hammer
handicrafts
a *hard* job
a hat
hats
to have a bad cold
the head of an insect
health
a *healthy* baby
to help
a *helpless* baby
a hen
hills
homes
a hook
to hop
hopscotch
a horse
the hospital
a house
a housewife

to hurt

I

insects
an island

J

a job
a *juicy* mango
to jump

K

a kingfisher

L

to learn
legs
a lemon
to like
local government
loud music

M

to make
a mandarin
some mangoes
some manioc
marbles
the market
a mat
to measure
meat
some medicine
a melon
money

a mosquito net
mosquitoes
a mother
my mother
a motor car
a motor bike

N

nails
some nakatabol
some nakavika
napkins
a necklace
necklaces
a needle
a *new* hat
noise
noisy birds
a nurse
the nurse

O

an octopus
an orange
an outboard engine
outrigger canoes
an owl

P

pain
to paint
a parrot
a pastor
a patient
a pawpaw

a pencil
people
to perch
photographs
to pick
a picnic
pieces of coral

a pig pen
pills
planes
a plant
to plant
a plantation
the plantation
to play
players
points
poison ball
a policeman
a policewoman
a rock pool
postcards
a pot
to preach
a *pretty* baby
pretty feathers
a public holiday
a pumpkin

R

a rattle
the reef
a reef fish
reef fish
ripe bananas

roads
a rooster
rough sea
round eyes
a ruler
to run

S

a sailing boat
sand
a saw
sawdust
scales
a school
to scratch
a sea cucumber
a seagull
seaweed
to sell
a shark
sharp teeth
a shell
the shell of a crab
shells
a ship
a shop
a shopkeeper
the shopkeeper
shops
to be sick
sickness
to sing *sweetly*
size
soft skin
a skipping rope

to sleep
to have a sore throat
a *sour* lemon
a spear
a sponge
stamps
a starfish
to stay
to stay in bed
to step
a stone
a store
strong claws
a suitcase
to sweep
a *sweet* orange
to swim

T

T-shirts
a table
the tail
the tail of a fish
a *tall* boy
a *tame* parrot
a tape measure
some taro
a taxi driver
to teach
a teacher
a teddy bear
timber
a *tiny* insect
some tomatoes
to touch

a tourist boat
tourists
toys
a tree
a truck
a turtle

U

usually

V

a valley
some vegetables
a village
to visit
visitors

W

to wade
a walking stick
to wash
a water taxi
webbed feet
to weed
the weekend
to be well again
a wharf
the wharf
the wing
wings
a woman
wood
a wooden box
to work
a worker

Y

some yams