

**ENGLISH LANGUAGE
YEAR 3
TEACHER'S GUIDE**



Department of Education
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FOREWORD

I am pleased to introduce the *Pupil's Book* and *Teacher's Guide* for Year 3 of the primary English curriculum.

By the end of Year 3, children will have reached the midpoint of their primary education. It is therefore most important to be building a secure base in language for the work that lies ahead in Years 4 to 6.

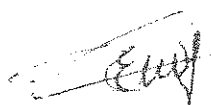
The *Pupil's Book* continues to provide opportunities for language and literacy development through the study of topics that children experience in their everyday lives.

The development of literacy - reading and writing in the local and international languages spoken in Vanuatu - continues to be emphasized. So too is the importance of weaving language and literacy into the many contexts of learning.

The *Teacher's Guide* expands on the basic opportunities for language development. However, the suggestions in the *Teacher's Guide* will need to be fashioned into quality planning, quality resources, and quality work from children. In-service programmes will help you achieve such goals, but at the heart of educational progress lies the partnership between teachers, children, and the community.

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 Programme has played in funding the illustrator for the Year 3 *Teacher's Guide* and *Pupil's Book*, in meeting printing and dissemination costs, 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 Three English Language Programme. The programme 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 Three. 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 organized under a number of subheadings, as explained below.

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 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 and read. Stories are told and these can be written down, read to others, or dramatized.

Language focus

In each unit, there are opportunities to draw attention to particular sounds and grammatical structures, as well as how the structures are used in speaking and writing. The emphasis is on helping children to notice the forms, understand the forms in a message, and use the forms in communicative situations. In the *Teacher's Guide*, information about language forms is given under three headings:

Sound focus

A sound is chosen that is found in particular words in the unit. Children should be encouraged to:

- Link the sound with particular letter spellings
- Make other words that use the sound and spelling variations
- Use the words in context by completing sentences, and matching the words with picture clues or simple definitions.

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. Suggestions for language practice are given under a special subheading on page 4.

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 practise these uses with a friend, in small groups, and with the teacher, or at home and in the wider community.

Vocabulary

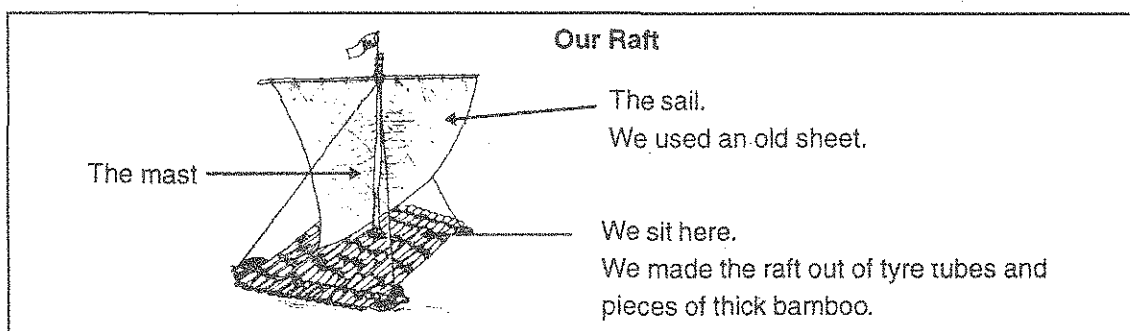
The new words that might be used during the unit are listed in a box. Notice that the article which is frequently used with the word is also given. Verbs are listed in their infinitive form, and adjectives and adverbs are listed with the words that they are frequently found with. So the new words might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

An axe, a digging stick, the bush, vegetables, to make a bird trap, to hide in the long grass, to walk quickly , every day, at night ...
--

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, and in their talk. Class dictionaries can be made in order to record interesting new words.

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:



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.

Other activities include:

- Flash cards to build up sight vocabulary
- Read-and-do cards that carry instructions that involve responding to the new words.

For example:

Draw an **umbrella**.

Make a **flag**.

- Word puzzles (crosswords, word search activities, and games with words).

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.

Language practice

Suggestions are made for helping children notice particular grammatical forms. The exercises should be done with a partner so that the children are encouraged to put into words the particular features they are attending to. Some of the exercises require children to respond to the new forms in a message. Other exercises require students to produce the new forms in their speech and writing.

Reading

There are three questions to ask yourself when planning the reading programme:

- a What will the children be reading?
- b How will they be reading the stories?
- c How will reading be linked to talking and writing?

The reading programme should contain the following experiences with literacy:

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. Usually the books are read together first.
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. Daily activities that develop knowledge of literacy. Examples include activities that help children learn the letter names of the alphabet, letter-sound correspondences, sight vocabulary, rhyming words, and work attack skills. The activities also include comprehension work, learning from texts, and using texts to get jobs done.
5. Opportunities to read independently and respond to print in the environment.

In all, it is important that children have daily opportunities to read aloud to a friend, or to 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. There are also suggestions for how to read stories with children, as well as examples of suitable reading activities.

Writing

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

Spelling

Children should be learning at least five words a day for spelling. The words should come from different sources:

- Children's own writing
- New words from the unit
- Words from other areas of the curriculum (social studies, science, and mathematics)
- High interest words that are encountered during reading.

Spelling is a matter of understanding and using the words. Although it involves memory of word forms, spelling grows out of knowledge of letter names and their sounds, and practice in writing words in all kinds of contexts.

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 *Guide* have been written by teachers and children using familiar experiences.

Handwriting

Throughout the language programme, children express their growing literacy skills. They see different kinds of print during reading, while in their writing they experiment with different kinds of letters, print size, and layout conventions. However, there is still an important role for handwriting on the timetable. It is here that children learn to make letter forms efficiently and legibly through practising movement patterns, watching how letters are made, and copying letter shapes.

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.

There are also suggestions for recording the progress of children in their language development.

Appendix

At the back of the *Teacher's Guide* you will find a list of grammatical constructions that are brought into focus in each unit of work. This is followed by a pronunciation guide and an alphabetical listing of new vocabulary.

Pupil's Book

The *Pupil's Book* for the children goes with this *Guide*. In the *Pupil's Book* there are activities for each unit. 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 *Guide* tells you when there is an activity in the *Pupil's Book* which the children should do.

TERM 1

UNIT 1: FISHING

Resources

- Pictures and photographs of children involved in activities associated with different kinds of fishing: line fishing, spear fishing, using nets and fish traps, and collecting seafood from the reef

Skills

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

Structural focus

To provide information using numbers and plural nouns

For example:

I had **two** hooks on my fishing line.
We caught **ten** fish.

Numbers 1-20

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty ...

The marked numbers in the box are the easiest numbers for children to say (*one, two, four, nine, ten and eleven*). Children may need practice in listening to the other numbers first before using the numbers in their talk.

Plural of nouns

Rule	Singular	Plural
Add <i>s</i>	a hook	two hooks
Add <i>es</i> to <i>ch, o, s, sh, x</i> , words ending in <i>m</i>	a watch a tomato a dress a dish a box	two watches two tomatoes two dresses two dishes two boxes
<i>y</i> after a consonant → <i>ies</i> ; <i>f</i> → <i>ves</i>	a baby a leaf	two babies two leaves
Irregular plurals	a child a man a woman a tooth a foot	two children four men four women my teeth my feet
Some nouns do not change in the plural	one fish	ten fish
Some nouns have only a plural form		my clothes my jeans my shorts my scissors

Remember that children have to hear the changes and notice the changes when they see the words in print.

Sound focus

Pronouncing the plural forms of nouns

It may be difficult for your students to pronounce the plural forms of nouns. In the spoken language the pronunciation depends on the last sound of the singular noun. These are the rules:

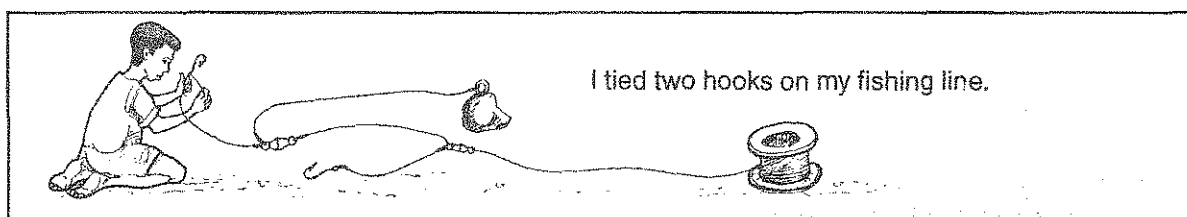
Sound	Rule	Examples
<p>/z/</p> <p>(Most frequent sound and the easiest for your learners to make)</p>	<p>If the last sound is a vowel sound or a voiced consonant, say /z/.</p> <p>(The voiced consonants are /b/ /d/ /g/ /ð/ /v/ /w/ /l/ /r/ /m/ /n/ /ŋ/ /h/)</p>	<p>canoes crabs</p> <p>boys spears</p> <p>cars fishing lines</p> <p>keys stores</p> <p>mangoes tins</p> <p>paddles waves</p> <p>jobs</p>
<p>/s/</p>	<p>If the last sound is an unvoiced consonant, use /s/.</p> <p>(The voiceless consonants are /p/ /t/ /k/ /f/ /θ/ /h/)</p>	<p>hooks reefs</p> <p>clocks pots</p> <p>nets baskets</p> <p>traps rocks</p>
<p>/ɪz/</p> <p>(Least frequent sound and the most difficult to pronounce)</p>	<p>If the last sound is /s/ /z/ /t/ /ʃ/ or /dʒ/, say /ɪz/.</p>	<p>dresses lunches</p> <p>dishes churches</p> <p>judges</p>

Functional focus

During the unit, give children opportunities to:

- Recount experiences
- Make lists
- Label pictures
- Write captions

Encourage children to provide information using numbers and plural nouns. For example:



Vocabulary

There are four types of words that the children will be wanting to use in this unit.

Action words

To go fishing, to catch a fish, to kill a fish with a stone, to clean a fish, to tie a hook on to a fishing line, to put some bait on the hook, to wait for the fish to bite, to feel the fish bite, to paddle a canoe, to bail the water out of the canoe, to prepare the fishing lines, to collect the bait, to carry the paddles, to take your place in the canoe, to return home, to be very careful, to jerk, to tug, to wriggle, to collect seafood from the reef ...

Important fishing words

A fishing line, a fish trap, a fish spear, a spear gun, crabs, shellfish, sea cucumbers, hermit crabs, bait, a bait tin, the local names of different kinds of fish ...

Place, time, and sea words

A rock, the reef, close to the sea, afterwards, again, always, usually, a special place, a safe place, a good place to fish, calm sea, rough sea, waves washing over the reef, high tide, low tide, to mark the place ..., deep water, shallow water ...

General words and other useful phrases

Spare clothes, lunch, cooking pots, a basket, jobs, the best place, dangerous, exciting, colour words, number words ...

Colour words (green, red, blue ...), number words (one, two, three ...), expressions of quantity (some, several, a lot ...)

There is space for you to add further words to these lists. You will notice such words in the children's talk and in their writing.

Vocabulary activities

1. Encourage children to retell the experiences they have had when they have gone fishing with their parents and other family members.
2. Children draw pictures about the times they have gone fishing. Help the children to label their pictures and write a caption.
3. Make a mural showing all kinds of activities associated with fishing. Children can provide the pictures. Label the actions and the interesting things on the mural.
4. **Picture reading**

P

Use the Picture Reading page in the *Pupil's Book* (p.1) to ask general and specific questions, and to encourage children to talk about their own experiences with fishing. If the children do not live by the sea, you may need to help them imagine the experiences.

Here are some questions to ask:

Look at the woman on the rock.

- What is she doing?
- What is she waiting for?
- How will she know there is a fish on her line?
What will happen then? What will happen next?
- I wonder what sort of bait she is using
- I wonder what sort of fish are biting her bait
- I wonder how many fish she will catch
- I wonder what she will do with the fish

Do you sometimes go fishing like that? Or your father ...? Tell me about it.

What do you like best about fishing? What do you like worst of all?

Sometimes fishing can be dangerous. Tell me about what might happen if you are not careful. Have any of those things happened to you? Tell me about it.

Listening and speaking

P

1. Ask and answer activity

Children take turns asking a friend the questions in the *Pupil's Book* on page 2. The person who is asking the questions should write down his/her friend's replies in an exercise book. From the answers, the person can give a talk about what the friend has said. *For example:*

Ask and answer

Work with a partner.

One person asks the questions.

Write your friend's name here: _____

Questions

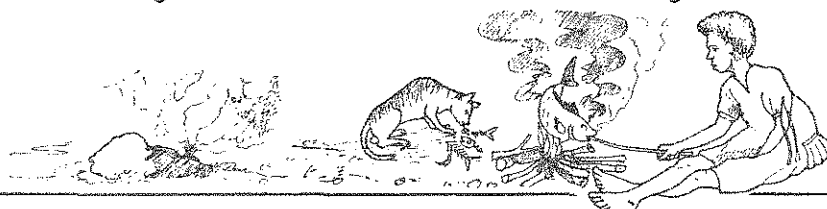
1. Is your village close to the sea? ☐ Yes ☐ No
2. Have you ever gone fishing? ☐ Yes ☐ No
3. Who do you go fishing with?
 - Your father _____
 - Your mother _____
 - A brother or sister _____
 - An uncle or aunt _____
 - Your friends _____
4. What kinds of fish do you catch?

5. What do you use to catch the fish?
(Draw your friend's answer in your exercise book and label the picture.)
6. Do you take your fish home. ☐ Yes ☐ No

Here is an example of a child's talk. The child is reporting what her friend, Fiona, has told her.

Talk

Sometimes Fiona goes fishing with her uncle on Ambae. She catches reef fish on her fishing line. She uses hermit crabs for bait. Her grandmother cooks the fish on a stick. She gives one fish to her cat.



Reading

Reading materials

<i>Vanua Readers</i>	<i>Ready-to-Read</i> stories
'A Big Catch' by David Kaukari 'Molse and Molkas' by Louise Cyske 'Papa Went Fishing' by Eunice Simbolo 'Old Vaenga' by Ronald Seikiai	'Fasi's Fish' by Joy Cowley 'Fishing off the Wharf' by Don Long

Reading activities

1. Enlarged books

Make an enlarged book from one of the *Vanua Readers* or from a story from the *Ready-to-Read* series. Then use these lesson steps:

- a. Show the book to the children. Read the title. Look at the pictures. Predict what the story will be about by reading the pictures.
- b. Read the story with the children several times during the week. Pause for children to join in. Read the story again by asking questions about each page. Encourage the children to retell the story.
- c. Children do activities based on the story. They can act the story out using the words of the people in the story. They can make their own storybooks by changing the circumstances of the story a little. They can draw an interesting part of the story and write labels and captions.
- d. Place the book in the library corner. Encourage children to read the book in library time, to themselves and to other children.
- e. Ask the children to read the book to you so you can assess the progress they are making. Notice the words they are having difficulty with.

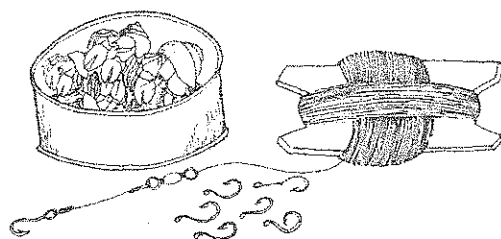
2. The story in the *Pupil's Book*

P

Read the story with the children using co-operative reading tactics. The children then take turns at reading the story to a friend. Afterwards the children complete the drawing activity. Additional comprehension questions are set out below. Encourage children to draw and write their answers.

Additional Comprehension Questions

1. Draw everything that Mela takes with her when she goes fishing. Label each thing.



2. Where does Mela stand when she is fishing? What is 'special' about the place?
3. What do you think Mela likes doing best of all? Next best? And so on.
Best of all: _____
Next best: _____
Third best: _____
4. What can Mela do with the help of other people?
5. What is Mela's problem? (She has this problem at night-time.)

3. Sound patterns and words

Make these activities for the children to do:

Making words

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> fi wi hu da </div>		sh	<u>fish</u> _____ _____ _____	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> ma pu wa di </div>	sh	_____ _____ _____ _____
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> ra bu ca cru </div>	sh	_____ _____ _____ _____	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> bru fla cra sma </div>	sh	_____ _____ _____ _____	

Word meanings

1. You catch them on a fishing line			s	h
2. Wild pigs live there			s	h
3. You put your food in it			s	h
4. Opposite to pull			s	h
5. Be very quiet			s	h
6. A lot of spots on your skin			s	h

The answers for the word meanings are: fish, bush, dish, push, hush and rash.

Language practice

P

1. Noticing plural forms

Children supply the plural form of the nouns on page 4 in the *Pupil's Book*. They should underline or colour in the changes in the noun. They should also look at the plural forms and respond to these questions:

One or more than one?
How do you know?

For example:

T: Look at the word <i>nets</i> . One or more than one? How do you know?	Child: More than one. Child: I can see the 's'.
T: Look at the word <i>men</i> . One or more than one? How do you know?	Child: More than one. Child: The word has changed.
T: Look at the word <i>fish</i> . One or more than one?	Child: You cannot tell. The word <i>fish</i> does not change in the plural. You have to read the story to find out.

2. Pronouncing the plural forms

Make lists of plural nouns according to whether they end in /z/, /s/ or /iz/ (see below). Practise saying the words in the lists with the children. Begin with the easiest forms to pronounce, i.e. the words pronounced with /z/. Practise the harder sounds later in the unit. Make flash cards. Children take turns in picking up the cards and saying the words. They can keep the cards if they pronounce the words accurately. Use the following groups of words for practising the plural forms:

/z/		/s/		/iz/	
canoes	tins	hooks	reefs	dresses	churches
boys	stones	nets	pots	dishes	bushes
cars	paddles	traps	baskets	lunches	
crabs	waves	rocks			
spears	jobs				

Writing

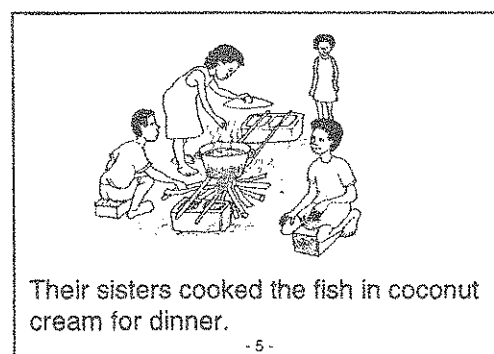
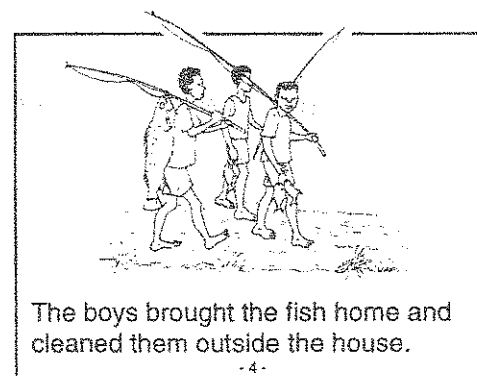
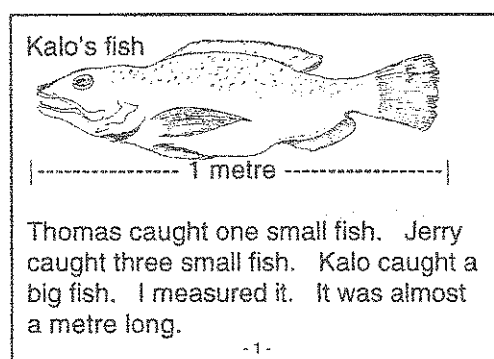
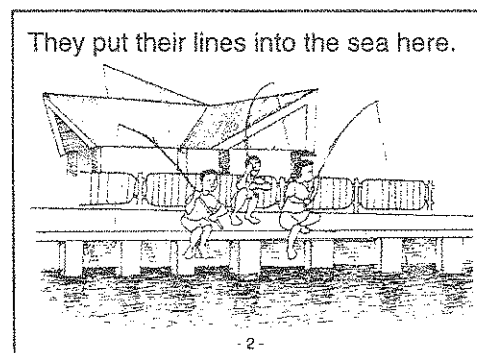
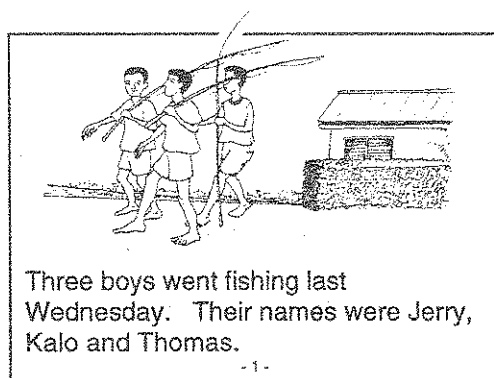
P

1. Making lists

Help children to make lists of the jobs that people do when they go fishing. An example of one list is on page 5 of the *Pupil's Book*. The lists should be displayed on the wall, or made into a class book. Items on the list can be illustrated by the children. The items can also be placed on cards and sorted into groups.

2. Writing stories

Encourage children to recount experiences they have had with catching fish. The stories should be made into books for other children to read. Here is an example:



3. Information texts

Children write short information texts on different topics associated with fishing.

For example:

The best bait
Good places for catching fish
The best way to cook a fish
Rules for fishing

Here is an example.

Going Fishing	
1.	Always go fishing with an older person. (I go fishing with my father.)
2.	Be careful of hooks! They can go into your finger.
3.	Be careful of big waves. They can wash you off the rocks.
4.	Always tell your mother or your father where you are going. Do not come home late.

4. Arranging sentence cards

P

The jobs on the cards on page 6 of the *Pupil's Book* are out of order.
Help the children sort the cards into the best order.

For example:

Prepare the fishing lines.

Collect the bait.

Carry everything to the beach.

Take your place in the canoe.

Paddle to the best fishing place.

Catch some fish.

Paddle back to the beach.

Cook the fish with some vegetables.

Have a good meal. Have a rest. Play some games on the beach.

Return home.

Remember:

1. The pupils should make the cards for you and then practise arranging them with a partner.
2. The cards can be grouped under different story parts:

Before we left

Prepare the fishing lines.

Collect the bait.

Carry everything to the beach.

Catching the fish

Paddle to the best fishing place.

Catch some fish.

Afterwards

Paddle back to the beach.

Cook some fish with some vegetables.

Have a good meal.
Have a rest. Play some games on the beach.

3. It does not matter in which order children prefer to do the things that have to be done before they go fishing. Some children might want to collect the bait first or leave that job until they get to the beach.

Poems, rhymes and songs

1. Poem cards

Make a poem card with the children.

- Write the poem together.
- Illustrate the poem.
- Learn to say the words together.
- Set the poem to music. Make actions to go with the singing. Make a tape recording.
- Display the poem card on the wall.

2. Song cards

Collect songs that people sing when they go fishing. Make the songs into a song book. Make a tape recording of the class singing the songs.

Drama, craft and drawing

Help children make fish masks. Use the fish masks in a play that you write with the children. *For example:*

Fish School

It is early in the morning. The fish are lined up outside their classroom. Mrs. Fish (their teacher) arrives.

Mrs. Fish: Come inside now and sit down. I'm going to call the roll.

(The fish sit down on the seaweed mat in front of Mrs. Fish.)

Mrs. Fish: Is Polly parrot fish here today?
Are the reef fish brothers here?
Is Lolo the lobster here?
Is Steven stone fish here?
Has Onnie the octopus come out of her hole today?
Has Tina the tuna come back from the ocean yet?
Where is Harry hermit crab today?

And so on. After each name on the roll is called, the children say, "Yes, I'm here Mrs. Fish" or they say where the person is. For example:

Mrs. Fish: Is Lolo the lobster here?

Children: No, Mrs. Fish. Lolo isn't here. He was caught in a lobster pot last night.

The play can be based on a story from the *Vanua Readers* or from the *Ready-to-Read* books or from a story the children have written.

Assessment

1. Assess the children's work during the unit by:
 - a Talking with the children about their work
 - b Hearing children read from the *Vanua Readers* and other story books
 - c Listening to children read the stories they have written
 - d Observing how children participate in the activities of the unit.
2. Keep a record form for each child. The record form could look like this:

Name: <u>Fiona Sam</u>		Year <u>3</u>
Language		
Units	Her best work in the unit	
1. Fishing	Fiona wrote a good story and made it into a book. Other children have read it. She took the story home to read to her parents.	
2.		

- On the back of the form the teacher can keep a record of the books that the child is able to read with confidence and understanding.

[illegible]

4. Write an assessment activity that focuses on the forms of the language practised in the *Pupil's Book*.

For example:

Peter is practising how to write words that mean more than one. But he has forgotten what to do. Can you help him?

One	More than one
a hook	three hook_
a stone	two stone_
a fish	ten f_ _ _
a mango	four mango_ _
a new dress	my old dr_ _ _ _
a stick	two _ _ _ _ _

UNIT 2: LIKES AND DISLIKES

Resources

- Pictures of children involved in activities related to their leisure time, their duties at home, and their involvement in church and community life.

Skills

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

Sound focus

The “-ing” form of a word uses this sound: /ɪŋ/. Here are some examples.

What I like doing	
I like:	
<input type="checkbox"/> Listening to the radio	
<input type="checkbox"/> Floating on a bamboo raft	
<input type="checkbox"/> Going fishing with my father.	

Language focus

To provide information by using “-ing forms” of verbs.

For example:

The -ing Form	
1.	We use the “-ing form” as a noun. <i>I like swimming.</i>
2.	We use the “-ing form” after these verbs: enjoy <i>I enjoy reading.</i> love <i>I love eating ice-creams.</i> hate <i>I hate combing my hair. It has lots of tangles in it.</i> like <i>I like putting flowers in a vase.</i> dislike <i>I dislike making my bed in the morning.</i> stop <i>Stop playing with the water from the tap.</i>
3.	We use the “-ing form” after the word go for activities. <i>I go fishing every Saturday with my uncle.</i>

About the theme

This unit is asking you to make charts that list:

1. What children like doing.
(*Playing games.*)
2. What children like doing although the activities are a little dangerous.
(*Floating down a river on a bamboo raft.*)
3. What children do because they are asked to do it, not because they like doing it.
(*Cleaning their teeth.*)
4. Activities that will get you into trouble.
(*Playing with matches.*)

The unit also asks children to think about the reasons why they like/dislike doing certain things (it's good fun; it tastes nasty) and why certain activities are dangerous and need an adult to be present (I can't swim very well).

Vocabulary

There are three different types of words that children will be wanting to use in this unit.

Activities (I like doing/or have to do)

Playing games, going to a birthday party, watching a video, going fishing, sleeping with my grandmother, making toys, going for a picnic, going shopping, climbing trees, floating on a raft, playing with a bow and arrow, cooking on a stick over a fire, swimming in a river with a grown up watching me, playing a trick on a friend, riding in the bus ...

Things I like

An ice-cream, a present on my birthday, new clothes, a new school bag, coloured pencils, new shoes, a new toy, my dog, a new book, sweets, a juicy mango, a bag of nuts

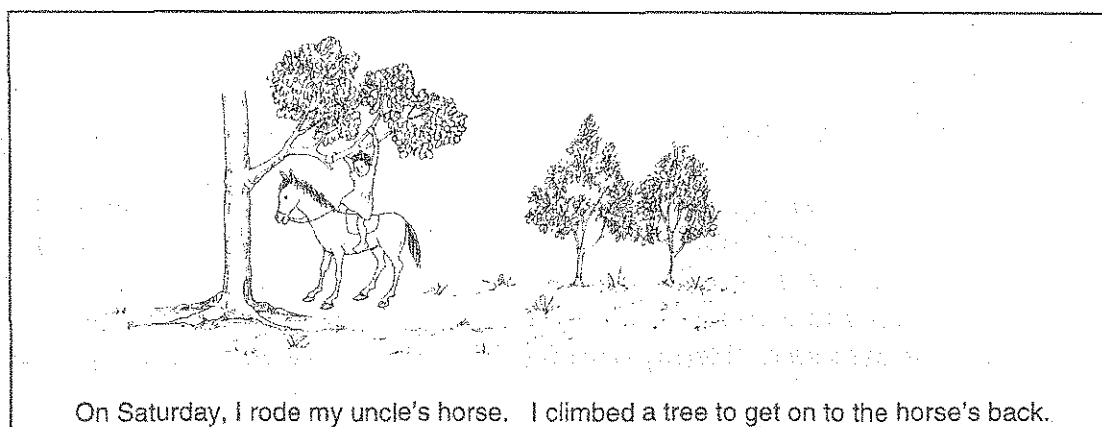
Reasons for liking things

It's good fun, I like the taste, it's exciting, I like being with my friends, I can teach my friends, she asked me to do it, I like it, it's dangerous ...

Vocabulary activities

P

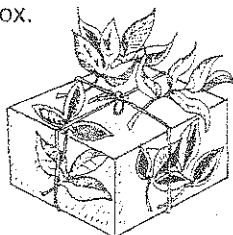
1. The unit requires children to talk about things they have done in the past or would like to do in the future. So new vocabulary has to start with children looking at pictures and saying "I like that", "I like doing that ...", "I don't like doing that ...". Use the pictures in the *Pupil's Book* (p.7) to start this talk.
2. Reading stories in big books where children are doing things and the activity is illustrated in the pictures.
3. Children draw a picture about doing something. Then they label the picture. They should say something interesting about the activity. *For example:*



4. A friend is sick in hospital. Pick a present for your friend. *For example:*

Violet's present

Violet has put Joseph's present in this box and covered it with different coloured leaves. Guess what Violet has put in the box.



The presents

a comic, a book, a whistle, a purse, a pencil case, a ribbon, a doll, a cake, some sweets, a comb, a brush, a fishing line, a hair tie, a frog, some chocolate, some flowers, dry leaves, stones

Note: In real life, Violet put a cake in the box.

5. Make a list of the presents for different people in the class. *For example:*

Person	Present
1. Helen	a purse
2. Peter	a frog

Listening and speaking

1. What is it?

P

Make cards like the one shown in the *Pupil's Book* on page 8.

Children take turns reading the clues and guessing the item or activity. When you make the cards, start with the most general feature and then make the clues more and more specific. Here are two further examples.

What was it?	What is it?
Clues <ul style="list-style-type: none"><input type="checkbox"/> I got it today.<input type="checkbox"/> My aunty gave it to me before school.<input type="checkbox"/> It was wrapped in coloured paper and tied with a ribbon.<input type="checkbox"/> There was a new T-shirt inside the parcel and a special card for me.<input type="checkbox"/> The card said, "Happy birthday."	Clues <ul style="list-style-type: none"><input type="checkbox"/> I have a new one this year.<input type="checkbox"/> It is dark blue, but I have put some stickers on it.<input type="checkbox"/> I carry it to school on my shoulders.<input type="checkbox"/> My school books are inside. So is my lunch.
What was it?	What is it?

(The item in the *Pupil's Book* is 'an icecream'; the examples above are 'a birthday present' and 'my school bag'.)

2. Interviews

Children ask their friends what they like doing the best of all after school. They then make a chart.

For example:

We like doing these things:	
My friends	What they like doing
Dora	Looking for frogs
Peter	Making a tree hut in the bush
Amy	Playing poison ball with her cousins

Language practice

P

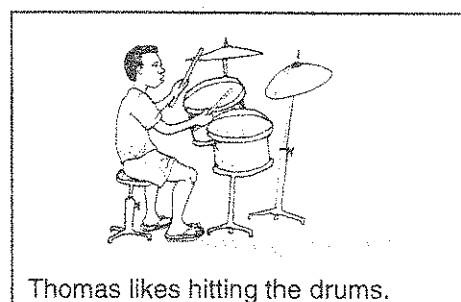
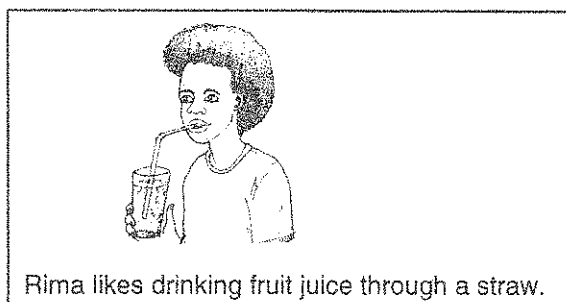
1. Sentence completion

Children complete the sentences using the information provided in the table. They read the sentences to a friend and underline the “-ing” forms with coloured pencils (p.9).

2. Writing true sentences

Children draw up their own table of information by asking their friends what they like or dislike doing. They then write true sentences about their friends. These sentences can be pasted on a class frieze.

For example:



3. Pair work

Work with a partner.

Take turns picking up a card and asking the question on the card. Put the cards with “yes” answers in one pile and the “no” answers in another pile.

“No” Cards

Do you like swimming with crocodiles?

Do you like walking on the reef without sandals?

Do you like weeding the garden by yourself?

“Yes” Cards

Do you enjoy watching animal cartoons on video?

Do you like playing with your friends?

Should you stop children playing with matches?

Remember it is the “saying more” that counts. *For example:*

Do you like swimming with crocodiles?

No I don't. They are very dangerous animals.

Reading materials

The following books are suitable to use in this unit:

<i>Vanua Readers</i>	<i>Ready-to-Read</i>
<ul style="list-style-type: none">• 'Matou and Neiknalkus' by Kalkai Taua• 'Pupu and Nautilus' by Tanimio Callixto	<ul style="list-style-type: none">• 'Matthew Likes to Read' by Jan Grainger• 'My Bike' by Craig Martin

Reading activities

1. Enlarged books

Make an enlarged book from one of the *Vanua Readers* or from a story from the *Ready-to-Read* series.

2. Can you guess?

P

Children make lists of the things they like doing best of all. They read their lists to other children. The children try to guess what the person likes doing the very best of all. There is an example of this activity in the *Pupil's Book* on page 10. In real life, Lila liked sleeping with her grandmother the very best of all, while Thomas liked going fishing with his father.

3. Reading skills

Give children opportunities to build up their sight vocabulary by presenting high frequency words on flash cards. Practise identifying initial sounds, and grouping words by initial sounds. Also practise 'guessing words in context' by writing sentences on cards with a space for the missing word.

4. Readers' theatre

Children choose the best part of a story and read it to a group of children. They introduce the part and say why they like it.

Writing

P

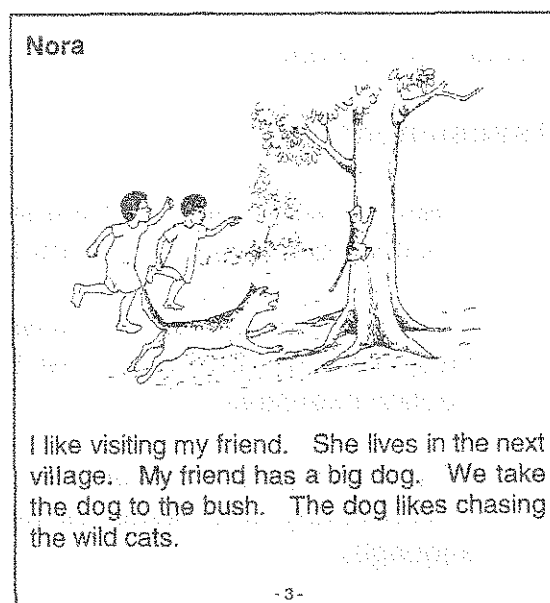
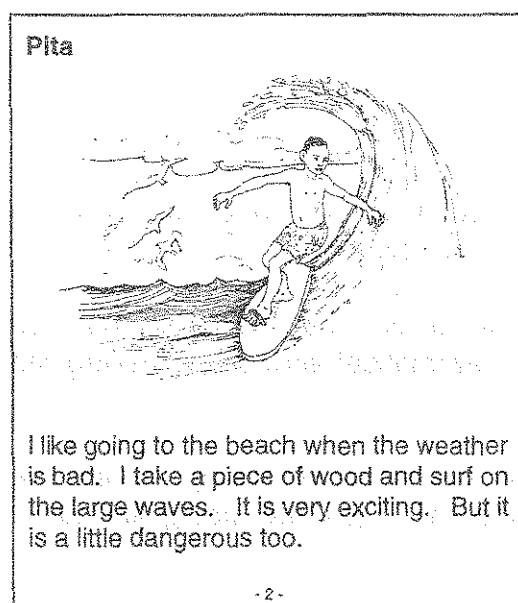
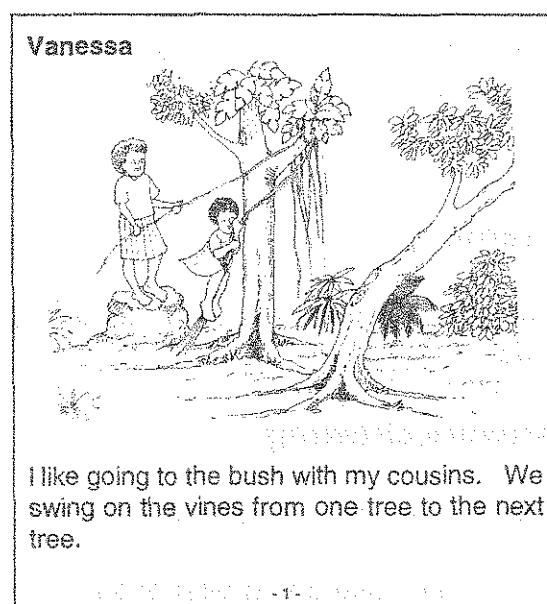
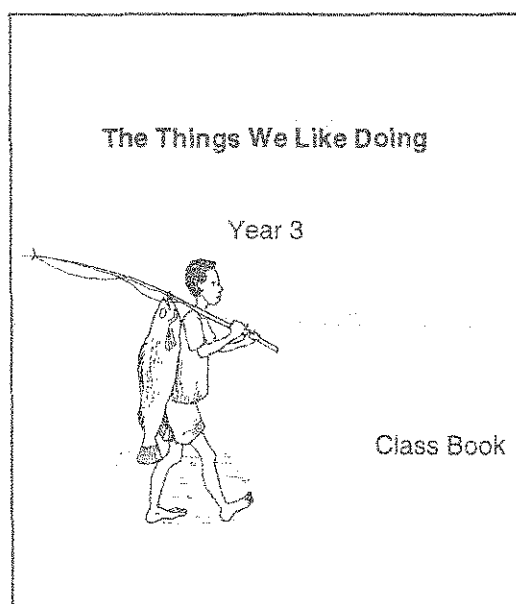
1. Making lists Children make lists of:

- ☐ The things they like doing
- ☐ The things that are good fun but a little dangerous
- ☐ Things that are not much fun
- ☐ Things that are important to do each day.

There is an example of a list on page 11 in the *Pupil's Book*.

2. Stories

Children write a story about doing one of the things on their lists. They publish their stories in a class book. Here is an example:



Poems and rhymes

1. Read poems and rhymes about interesting games and also games that are a little dangerous.
2. Help the children to write their own poems about what they like doing best.

Singing

The children may take turns to choose a song to sing. Accept songs in Bislama, as well as in the local languages.

Handwriting

The children practise saying and writing "-ing" words. *For example:*

playing watching sleeping cooking climbing
floating

Drama

Give children the opportunity to dramatize poems or rhymes that they have written or read.

Artwork/Drawing

The children may choose to draw a picture of:

- a What I like doing best of all
- b What I don't like doing.

Display the artwork.

Assessment

1. Listen to children read from the story books that you have used during the unit. Ask children general questions about the stories.
2. Ask the children to read their written work to you. Use the words that have been misspelled for spelling. Use the grammatical errors for making language practice exercises.
3. Ask children questions about what they like/do not like doing. Notice the range of vocabulary and sentence patterns that they are using in their spoken language.

UNIT 3: THE BUSH

Resources

- Photographs and pictures of activities in the bush
- Stories of the bush made into enlarged books
- Paper for a wall chart
- Paste and paint

Skills

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

Sound focus

The sound /b/ as in **bush**, **bananas**, **bamboo**

The sound /u:/ as in **doing**, **food**, **canoe**

Language focus

Language structures

Using adjectives to give more information about people and things. *For example:*

A **wild** pig (An adjective used before a noun)

The stream looked **dangerous** after the heavy rain (An adjective used after a link verb)

The following are examples of adjectives used in the unit before nouns.

a **wild** animal, **juicy** mangoes, a **dark** cave, **large**, **shiny** leaves, **thick** bamboo, **dry** wood, a **heavy** bunch of bananas, **heavy** rain, a **large** stone, **tall** grass

These adjectives are used after a linking verb in the unit.

It is **dangerous** to go into the bush alone.

The mango tasted **juicy**.

Do not go into the swamp. It is very **wet** and **muddy** there.

Patrick was **cold**, **hungry** and very **frightened**.

The bush is **green** and **beautiful**.

Functional focus

To say more about an experience you are recounting. *For example:*

On Saturday, I went into the bush to **get some oranges and lemons**.

I tripped over a large stone **hidden in the long grass**.

Vocabulary

Pupils should be given opportunities to hear and use the following groups of words.

Things you do in the bush

To climb a tree, to knock mangoes off a tree with a stick, to pick some nuts, to get a wild yam, to snare a bird, to hunt wild animals, to spread banana leaves on the ground to make laplap, to chop trees with an axe, to burn trees, to build a fence, to dig the soil, to help someone to do something, to put plants in the soil, to water the plants, to collect firewood, to find some special leaves, to be lost in the bush, to fall out of a tree, to trip over a stone, to hurt yourself, to cut yourself, to remember the story, to search for someone, to break a rule, to start to do something, to break your arm, to burn your skin

Things you see in the bush

A tree hut, **wild** animals, pigs, chickens, goats, bullocks, birds, fruit trees, mango trees, guava trees, **useful** plants, bamboo, banana plants, **wild** yams, medicine leaves, **interesting** things, a swamp, a cave, a stream, a river, a lake, frogs, snakes, butterflies, insects, flying foxes, **wild** birds, a bush knife, rules, a torch, food, water, shelter ...

Other useful phrases

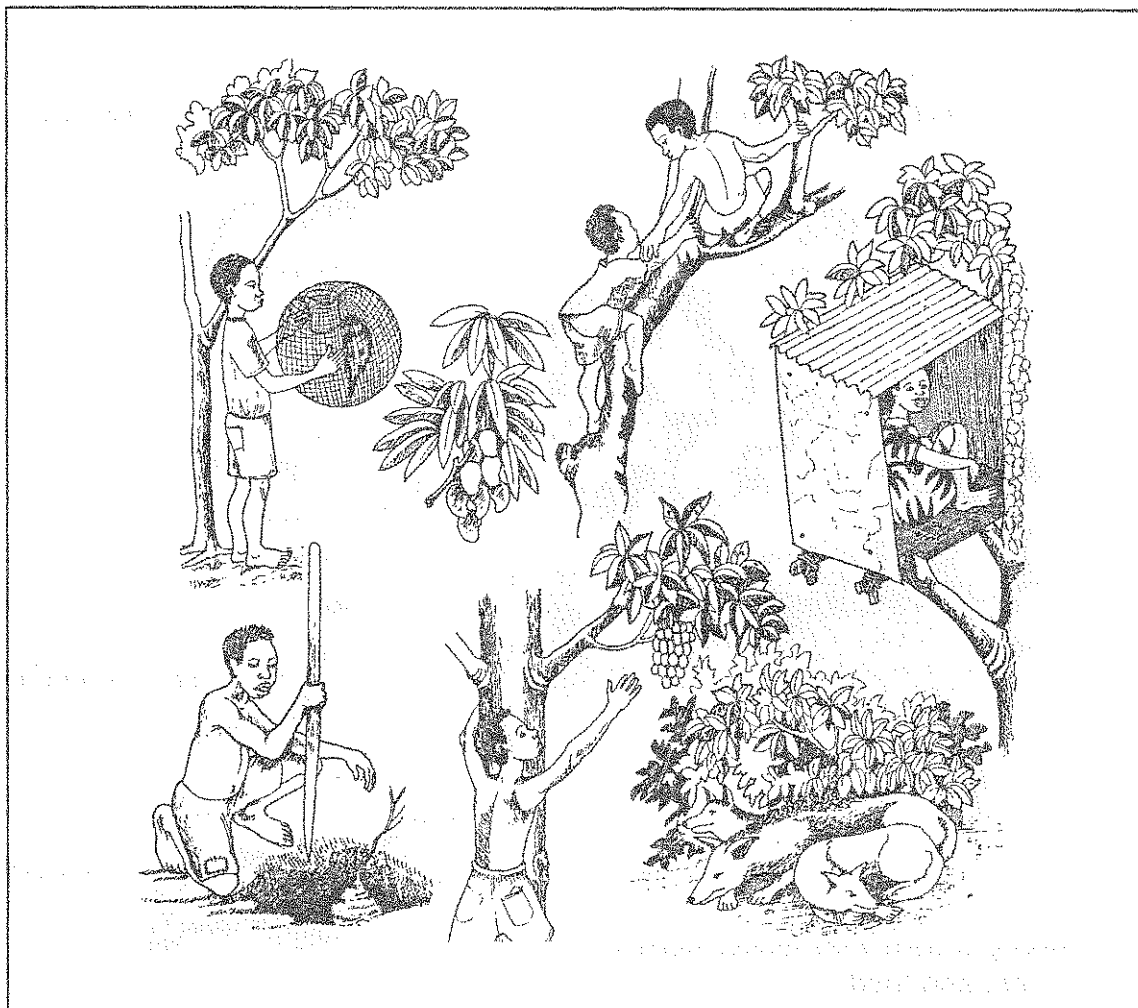
Be careful, night-time, midnight, good to eat, a **dangerous** thing to do ...

Vocabulary activities

1. Finding people in the picture

P

Children find the people in the picture and say what they are doing (p.13).



For example:

Teacher: Who is sitting in the tree hut?

Child: Violet.

Teacher: What is Mr. Kalo doing?

Child: He's digging a wild yam.

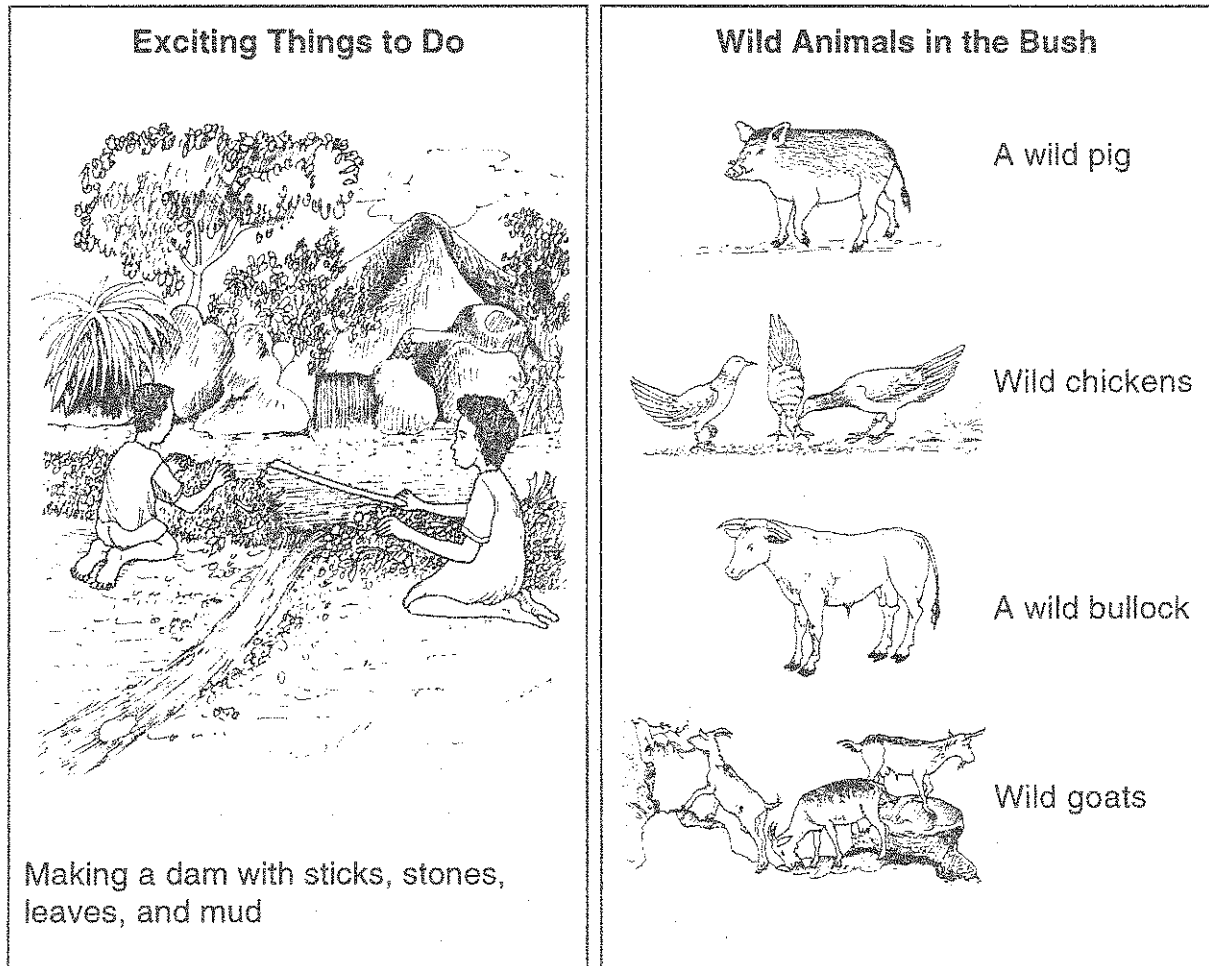
2. Point to

The teacher asks the children to point to different things in the picture. *For example:*

Point to:

- ☐ The tree hut
- ☐ The dogs sleeping beside the bushes
- ☐ The mother spreading the banana leaves on the ground

3. Children make a wall chart showing all the things they can see and do in the bush. They label their pictures and write captions. Page 14 in the *Pupil's Book* gives some suggestions for the wall chart.
4. Children make a class picture dictionary for the unit. Pages from the dictionary might look like this:



5. Five new words a day should be put into a spelling book and learned by heart for the next day.
6. Use a vocabulary game to check new words, e.g. a crossword or a guessing game.
7. Children use the new words in sentences that give interesting messages about their experiences. *For example:*

I went with my father to clear the bush for gardening. My job was to pick up the sticks and leaves, and burn them. My mother let me light the fire.

Listening and speaking

1. Children retell experiences they have had in the bush. The children who are listening ask questions.

P

2. Each child interviews another child using the questions in the *Pupil's Book* on pages 15-16. They then give a short talk to the class. In the talk they say what their friend does when he/she goes to the bush.

Here is an example of a child's talk:

Talk

My friend is Maylene. She sometimes goes to the bush with her mother and her father:

- ☐ To catch wild chickens
- ☐ To make a garden
- ☐ To gather leaves, fruit, and firewood.

Sometimes Maylene goes to the bush to play hide-and-seek with her friends, and to climb trees.

3. Organize a picnic lunch in the bush. Play some games and do some jobs, such as gathering fruit and vegetables, and gathering some firewood. The children can then give the fruit and firewood to their neighbours.
4. Ask a person from the village to tell stories about how they used to garden and hunt in the bush in the old days. The children can make a wall chart from the stories showing the tools we use today and the tools that people used to use.

Language practice

P

Children fill in the spaces in the sentences on page 17. The exercise practises the use of adjectives. The adjectives give more information about people, animals, and things.

The children's sentences should read like this:

A wild pig. Some juicy mangoes. A dark cave. Large shiny leaves for baking food. Very thick bamboo.

A swamp. It was very wet and muddy. A stream. It looked dangerous to cross after all the rain. Thick vines for making a swing. A bundle of dry wood. A heavy bunch of bananas.

Reading

1. Make big books about the children's experiences in the bush. Children read the stories to other children, they take the book home and read to family members.

The books are finally put in the resource room for other classes to borrow and read.

2. Write a blackboard story with the children. Then write comprehension questions.

P

There is an example on pages 18-19 of the *Pupil's Book*:

Remember the Lesson

Once upon a time there was a boy in our village called Patrick. One day he went into the bush to look for birds by himself. By night-time Patrick had not come home. His parents looked for him in the village. He was not there. They went to his grandparents' house. He was not there. "Perhaps he is in the bush," the grandfather said.

The men of the village made torches and searched the bush. At midnight they found Patrick sitting under a tree, cold, hungry, and very frightened.

Ask and answer

Work with a friend.

One person asks the questions.

Questions

1. Where did Patrick go? Why?
2. What rule did Patrick break?
3. By night-time Patrick had not come home. Where did his parents look for him?
4. What did Patrick's grandfather say?
5. Where did the men of the village find Patrick? (Can you tell me more ...?)

3. Choose a *Vanua Reader* that has a story set in the bush. For example:

___ 'How Taripoaliu came to live in Siviri' by Eunice Simbolo

___ 'The Story of Tolamb Atoll' by Blaise Tao

Base discussion, story writing, and drama activities on this story.

4. Read custom stories and other stories you know that are set in the bush. Design activities based on these stories.

Writing

Story writing

P

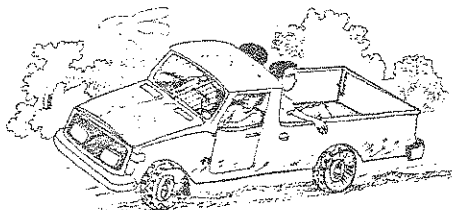
Children write a story about the bush (see p.20). They make the stories into a book. The book is read by other children. Here is another example of a story that a child wrote.

STUCK IN THE MUD

by

Masina George

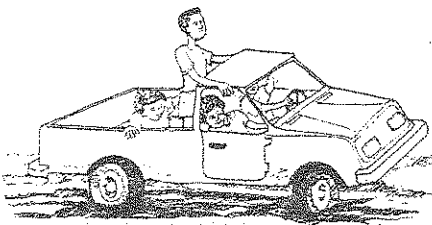
STUCK IN THE MUD



On Saturday we went to the bush to get some cabbages and to dig some yams.

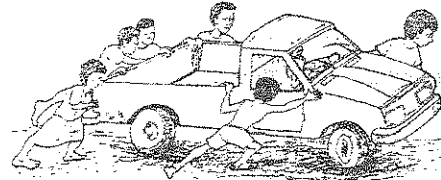
- 1 -

It was raining very hard.



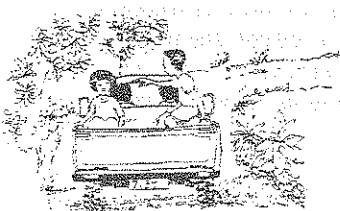
Our truck got stuck in the mud.

- 2 -



Some people helped us to push the truck out of the mud.

- 3 -



"Don't tell grandma," said my father. She will be very cross."

Questions

Now, can you remember my story?

1. Why did we go to the bush?
2. What was the weather like?
3. What happened to the truck?
4. How did we get the truck out of the mud?
5. What did my father say? Why, I wonder?

- 5 -

Notice that the child has written some questions for her story on the last page.

Rules for the bush

P

Children read about why the bush is sometimes a dangerous place (see page 21). Then they do the writing jobs at the bottom of the page. Here is an example from a child's rule book.

My Rule Book

GOING TO THE BUSH

Rules

1. Go with a grown-up.
2. Be very careful if you climb high trees or swing on vines.
3. Don't cross a dangerous stream.
4. Don't light fires.

Poems and rhymes

P

1. Enjoy the poem in the *Pupil's Book* on page xx
2. Children write their own poems about the bush. They present their work on Poem Cards. Here are two examples:

The Bush

What can you see in the bush?
I can see trees
Big and little birds
Wild animals
Flowers and fruit
Everywhere in the bush.



The Wind in the Leaves

The soft wind is blowing
The leaves are whispering
Just what are they saying?
There is no way of knowing.



Singing

Some of the children's poems can be sung as lullabies and chants, or turned into singing games. The songs can be recorded on a tape and included in a class song book.

Drama

1. Role play situations that can happen in the bush. Children suggest how the situation could be handled.
2. The children's stories about the bush can be dramatized. Here is an example:

Too Quick

Storyteller:	One day a mother asked her children to go to the bush and clean the garden.
Mother:	Go now. Take the bush knives. Be careful of the corn plants.
Storyteller:	The children went to the bush and looked at all the weeds in the garden.
Eldest boy:	Let's stand in a line. Start cleaning. Keep to your line.
Eldest girl:	We'll have a race. I bet that I'm first!
Storyteller:	So the children raced to finish the job. The youngest child came first.
Youngest boy :	Look, I'm first! You are all too slow.
Storyteller:	The children looked. Yes, the youngest child was first. He had cleaned all the weeds. But He had cleaned all the corn plants too!

Art work

1. Children can paint interesting things they have seen or done in the bush. Captions can be written and the art work displayed.
2. Children can construct an imaginary bush in a sand tray, using cuttings from trees, leaves, sticks and stones.

Assessment

1. Ask children what they like doing in the bush. Also ask them about the interesting things you can see there.
2. Listen to the children as they read their stories or poem cards to you. Notice the expression in their voices as they are reading.
3. Ask the children to read one of the reading books from the unit. Notice the sight vocabulary that is still causing difficulty. Also notice how well the children are able to use letter sounds and context to read unfamiliar words.
4. Check the children's writing. What letter shapes are causing difficulty? What words are being spelled incorrectly? What basic grammar practice might the children need?
5. Are children taking home the books they have made? Are they reading them to family members?
6. How much detail is in the children's art work? Can they talk about the detail? The choice of colours? Can they 'story' their pictures?

UNIT 4: OUR BODY

Resources

- Charts and posters showing the different parts of the human body
- Photographs, pictures from magazines and children's drawings

Skills

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

Structural focus

Indicating possession or ownership: *my sister's comb*

There are four ways to indicate possession:

1. Use a person's name + 's.

Pita's feet, Mari's tidy hair

2. Use a singular noun + 's. (Also an irregular noun + 's).

your mother's towel
the children's feet

3. Use a possessive word

Singular (one person)	my arm	your hand	her legs, his legs its wings
Plural (two or more people)	our teeth	your hands	their feet their wings

4. Use a plural noun +

my grandparents' house

Sound focus

Pronouncing 's to indicate possession or ownership. Local names in Vanuatu usually end in a vowel sound, so, when we add 's, the s is pronounced /z/.

Mari's feet
Kalo's eyes

Bani's clean knees
Lala's short hair

Functional focus

1. Stating rules

Brush your teeth before you come to school.
Have a good wash before you go to bed.
If you are sick, *take* your medicine until it is finished.

Notice that each verb is in its basic form, with no endings.

2. Asking interview questions

Interview questions seek information. There are three main kinds:

a Yes-no questions

Did you wash your hands last night: Yes ☐ No ☐

b Wh-questions (what, why, where, or how)

What did you eat for breakfast?

A piece of bread and a banana.

c Alternative questions

Did you use toothpaste or salt water to brush your teeth this morning?

Toothpaste ☐ Salt water ☐ Something else ☐

Vocabulary

Parts of the body

Two feet, two knees, your right arm, your left arm, shoulders, cheeks, your skin, your teeth, your hair, your forehead, your eyebrows, your chin, your ears, your neck, your back, your chest, your wrists, your elbows, eight fingers, two thumbs, your waist, your legs, your fingernails, your ankles, ten toes ...

Actions

To clean your teeth, to comb your hair, to wash your hands, to kneel on the floor to say your prayers, to keep your hair short, to cut and clean your fingernails, to touch your toes, to wiggle your eyebrows ...

Other important words

A toothbrush, a tube of toothpaste, a bottle of shampoo, a cake of soap, a towel, a face towel, a brush, a comb, a pair of scissors, clean clothes, fresh fruit, a mosquito net, tangles in your hair ...

Vocabulary activities

1. The first thing that children should be able to do is to respond to the new words by pointing to the part, touching it, moving it, or using it in some way.

For example:

Point to your knees.

Touch your ankles.

Wriggle your eyebrows.

Pretend you are cleaning your teeth/drying your hands on a towel/soaping your hair with shampoo and then rinsing it with cold water.

Notice how the commands can get longer and more complicated. Perhaps you can use several new words in the command.

2. Secondly, children should practise using the new words by giving commands to a friend. As they gain in confidence, the children should try to say more in the command.

For example:

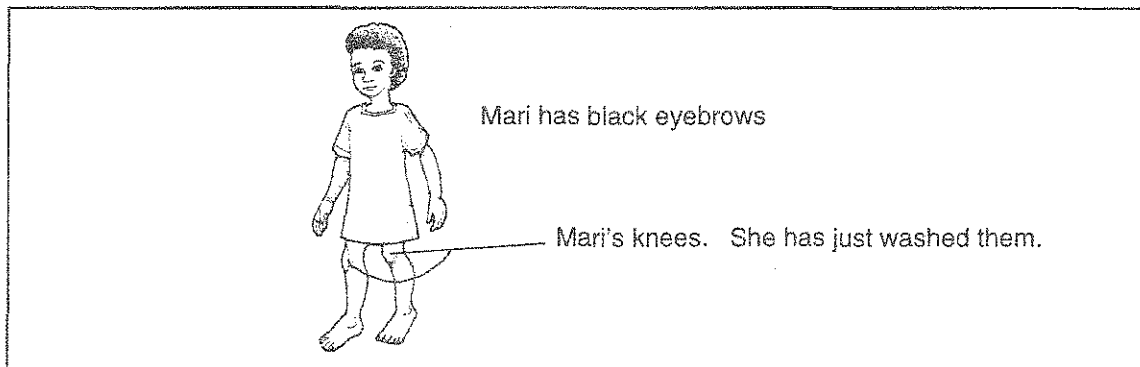
Comb your hair. Use your mother's big comb.

Scrub your knees. Use a piece of soap and a brush.

3. Spelling the new words

Start with labelling pictures that children have drawn or cut out and pasted into their exercise books.

The children should be helped to make the labels grammatical. *For example:*



The next job is to select five new words a day to learn by heart for spelling. Children should write the new words the next day without looking at the list. The word list for the week should be tested on Friday.

4. Using the new words

Children need the opportunity to use the new words in their story writing and project work. Words they have difficulty with should be in a personal notebook or easily available in a class dictionary.

5. Word games

There are many types of word games that can practice spelling. Some examples are crosswords, hidden words, and word puzzles. *An example of hidden words appears below:*

Find the hidden words.
Use the clues to help you.

c	f	l	k	n	e	e	s
b	f	e	e	t	e	g	m
j	l	o	a	r	t	r	v
h	a	i	r	x	a	a	c
e	h	m	s	k	i	n	f

Clues

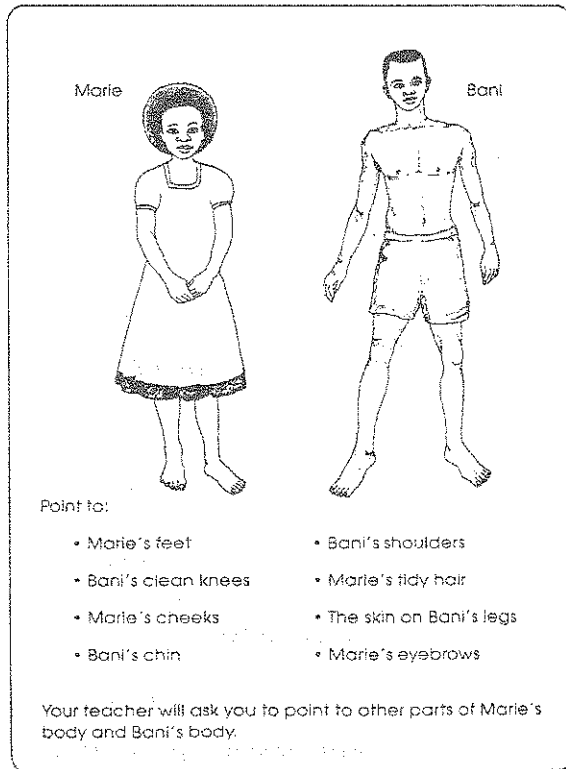
1. Wash your f _ _ t before you go to bed.
2. Comb your _____ every day.
3. You have two of these. You listen with them.
4. Sometimes mosquitos bite my sk _____ at night.
5. My _____ gets sore when I carry heavy things.

(The hidden words are *feet, hair, ears, skin, and arm.*)

Listening and speaking

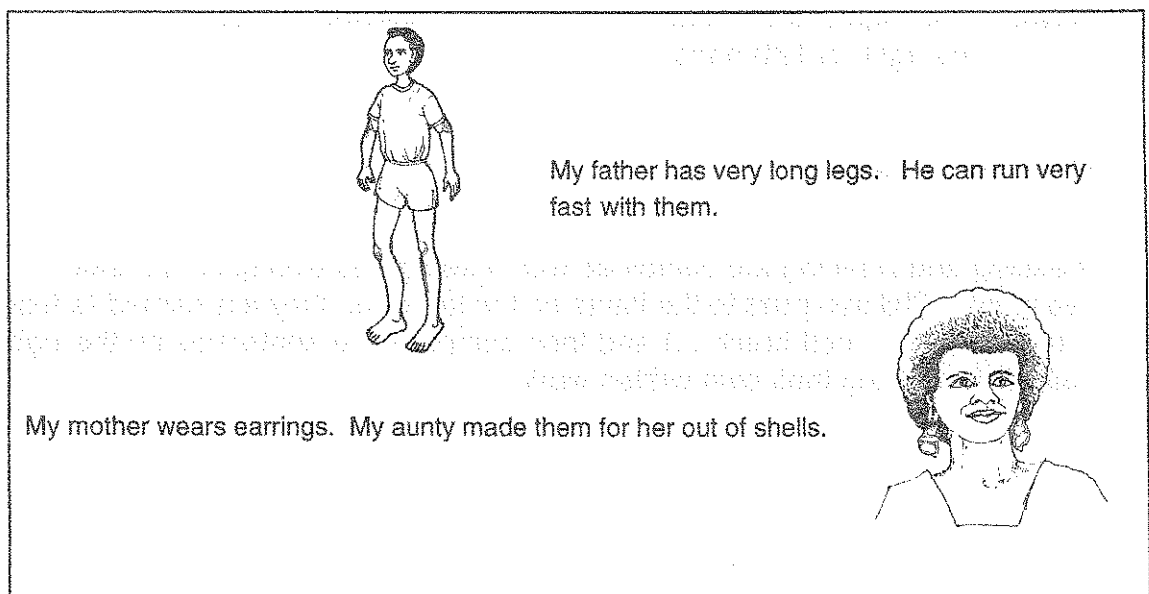
1. Picture reading

P



Children point to parts of the body shown in the picture on page 23. They tell a partner to point to items too.

2. Children draw pictures of their family members and label them. They say interesting things about their brothers, sisters, and parents.



3. What is it?

P

Children work in pairs. One person reads the clues. The other person tries to guess the item.

The answers to the examples in the *Pupil's Book* on page 24 are:

- (a) My shoulder (b) My knees

Two other examples are given below.

What is it?

1. I use these parts of my body all the time at school.
2. I have eight of them and two that look a bit like them too.
3. I only use some of them when I hold a pencil.

What are they?

Answer: The fingers and thumb on my right (or left) hand

What is it?

1. I have lots of these.
2. One fell out the other day and I got VT200 from my grandmother for it.
3. I get growled at if I don't clean them before I go to bed.
4. Every year the dentist looks at them.

What are they?

Answer: My teeth

4. Fill in the spaces

P

Speaking and listening are combined with reading and writing in this task (see p.25). Children point to the items on the left when they are named (a tube of toothpaste, a toothbrush ...) and then complete the sentences on the right orally before doing their own written work.

5. Ask and answer

P

Children work in pairs. One person asks the questions. The other person replies.

The example is from page 26 in the *Pupil's Book*.

Ask and answer	
Work with a friend. One person asks the questions.	
Questions	Your friend's answer
1. Did you put on clean clothes this morning?	_____
2. Did you brush your teeth before you came to school?	_____
3. Did you eat some fresh fruit this morning?	_____
4. Are you keeping your hair short?	_____
5. Do you wash your hands before you touch food?	_____
6. Do you keep your fingernails short? Show me.	_____
7. Did you have a good wash before you went to sleep last night?	_____
8. Did you sleep under a mosquito net? Why/why not?	_____
9. Do you wash your hair every day?	_____
10. Are your ears clean?	_____
11. If you are sick, do you take your medicine until it is finished?	_____
12. Do you put your sleeping mat in the sun on fine days?	_____

Notice that most of the answers are either 'Yes' or 'No'. Encourage the children to say more.

For example:

A: Did you put on clean clothes this morning?

B: Yes, my mother ironed them for me last night and put them in my room.

A: Did you brush your teeth before you came to school?

B: Yes, I did. My toothpaste has a blue stripe and tastes like chewing gum.

Reading

Reading materials

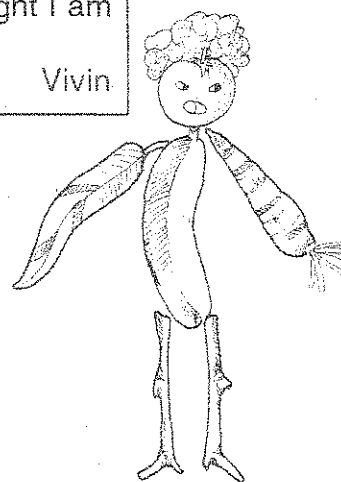
<i>Vanua Readers</i>	<i>Ready-to-Read stories</i>
'The Strongest Husband' by Leipaki Heka 'How the cave Valeva was found' by Eunice Simbolo	'Sam's Mask' by Christine Cachemaille 'The Shag Goes Fishing' by Joy Cowley

Reading activities

1. Make an enlarged book from one of the stories listed above. Read the story co-operatively with the children.
2. Record children's experiences with the theme of the unit and use these as reading material.

For example:

My Doll	
Yesterday, I made a doll for myself. I used these things:	
An orange A green banana Carrots Sticks Cotton from the kapok tree Two bean seeds A leaf	for the head for the body for the arms for the legs for the hair for the eyes for the mouth
I put the doll on the table beside my bed. Tonight I am going to make some clothes for my doll.	
Vivin	

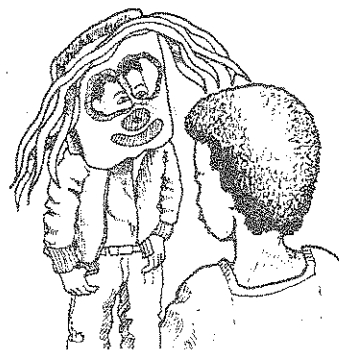


3. With the children, build up a story that is similar to another story. For example, the following story is based on 'Sam's Mask' by Christine Cachemaille.

Pita's Octopus

Pita made an octopus mask at school.

- ☐ He made two round eyes.
- ☐ He made a big mouth.
- ☐ He made eight long arms.



Pita took the mask home after school. He knocked on the door.

"Help!" cried his mother. "Who is this octopus with Pita's legs?"

4. Use children's experiences with accidents to write short texts for reading.

Here is an example:

Jerry Had An Accident

My cousin Jerry jumped off his father's truck at home. He cut his leg on a sharp piece of concrete. His parents took him to the hospital. The nurse stitched the cut and put a bandage on it.

5. Make a classbook about the various parts of the body. Use these sentence patterns for the text:

I use my ears for hearing.
I use my mouth for smiling.
I use my teeth for crunching hard biscuits.
I use my legs for walking, running, and climbing trees.

Language practice

1. Here is an exercise to practise + 's to show possession or ownership.

Who Owns What?		
Join the names of people with items they own. The first one has been done for you.		
Lina	basketball	_____
Patrick	car	_____
Mr. Joe	comic	Lina's comic
Mrs. Lele	watch	_____
Mr. Butu	new dress	_____
Nora	canoe	_____
	drums	_____

Children should be encouraged to read their lists aloud for pronunciation practice.

2. Children draw things they own and label the pictures using "my". *For example:*

my pen, my coloured pencils, my bamboo comb ...

3. When the children are making up their own rules for looking after themselves safely, they will be using the basic forms of verbs. These verbs can be left out of the rules for language practice. *For example:*

Important Rules	
1.	_____ my hands before I eat my food.
2.	_____ my teeth before I come to school.
3.	_____ a piece of sugar cane to keep my teeth strong and healthy.
4.	_____ my hair short and clean.
5.	_____ clean clothes.

The verbs that have been left out are *wash, brush, chew, keep, and wear*. (Each verb should begin with a capital letter.)

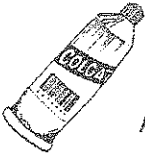
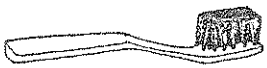


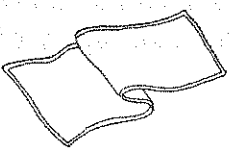

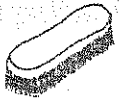
Writing

1. Filling in the gaps

P

Children complete the sentences that go with the pictures on page 25 of the *Pupil's Book*.

For example:

 <p>A tube of toothpaste</p>  <p>A toothbrush</p>	<p>We use these things to clean our teeth.</p>
 <p>A cake of soap</p>  <p>A bottle of shampoo</p>	<p>We use a cake of soap to wash our hands, our face, our legs, and our feet. We use a bottle of shampoo to wash our hair. Sometimes we use soap.</p>
 <p>A big towel</p>  <p>A face towel</p>  <p>A brush</p>	<p>We use a brush to get the mud off our legs. We use a face towel to dry our face and hands. And we use a big towel to dry our body after a swim or a shower.</p>

2. Making lists

P

Children make lists of things they do every day to keep their bodies clean and healthy (see p.27).

For example:

Keeping Clean and Healthy

I do these things every day to keep my body clean and healthy:

1. I wash my face in the morning and clean my teeth.
2. I comb my hair to get the tangles out of it.
3. I eat a piece of pawpaw and a slice of bread for breakfast.
4. I eat a raw carrot so I can see like a cat in the dark.
5. I eat fish and plenty of green beans for dinner.
6. I wear clean clothes and feel nice about that.
7. I brush my teeth before I go to sleep.
8. I do not drink tea with too much sugar and sweet milk in it.

3. Writing rules

Writing rules for keeping one's body clean and healthy is a similar activity to making lists, but check that the children are using the basic forms of the verbs.

4. Writing stories

Children write stories that involve parts of the body. Examples of stories that children might write are found on pages 42 and 43 in the Reading section.

5. Crossword puzzles

Show children how to make a crossword puzzle. Put the crossword on one card and the clues on another card so that the crossword can be done with a partner. Here is an example. (Notice that the crossword has been filled out to show the answers.)

Card A	Card B
Clues	Crossword
Across 1. You carry a basket on this part of your body. 2. Sometimes you twist this part of your body when you are running. It can be sore.	
Down 1. This spreads itself all over you. 2. Some people use these to show they are unhappy. Remember you have two of them. 3. You have to bend this part of your leg when you jump and run. 4. You bend this part of your body when you are throwing a ball.	

This is the kind of talk you want to encourage.

A: Ask me a clue. What clue do you want first?

B: One across.

A: OK. You carry a basket on this part of your body.

B: My shoulder.

A: Yes, that's right. Now write it in the spaces.

A: What do you want next?

B: Two down.

A: OK

Poetry



Children read the poem on page 28 of the *Pupil's Book*.

It is a good poem to learn by heart. Encourage children to use their hands as they say the lines.

Assessment

1. Children should draw themselves or their favourite animal and label the different parts of their body, or the different parts of their favourite animal's body.
2. Listen to children read stories.
 - Are they reading words in groups?
 - Are they reading with expression in their voices?
 - Can they use the pictures to help them with words they cannot recognize by sight?
 - Can they retell interesting parts of the story?
3. Look at the children's writing. Build up a list of words for spelling based on the errors that children are making.

UNIT 5: PUZZLES

Resources

- Books and magazines that contain puzzles that are suitable for children
- Examples of puzzles that the teacher has made
- Examples of string games, card tricks, magic, and riddles

Skills

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

Sound focus

1. Make words from the letter combination

ss

For example:



The words are: cross, dress, grass, miss, grasshopper, message, and lesson.

Children use the words in sentences taken from the puzzles.

For example:

- a Don't _____ the lines of the maze. (Puzzle 2)
- b Use the mouse code to help you understand the _____. (Puzzle 3)
- c Alice lands her plane on the _____. (Puzzle 4)

The missing words are: cross, message, and grass.

Structural focus

1. Using "want to" with another verb

For example:

- a Lulu the locust **wants to give** Pita some advice.
- b Alice **wants to land** her plane on Santo.

"Want to" in these sentences indicates a wish.

A more difficult way of saying these sentences is to use "would like to".

For example:

Lulu the locust **would like to give** Pita some advice.

2. Children can make up true sentences that say what they would like to do.

For example:

I want to go swimming after school.
I want to stay with my grandmother on Saturday night.
I want to help Thomas bake a cake for my mother's birthday.
I want to wash my hair tonight with coconut soap.
I want to play hide-and-seek with my friends at lunchtime.

Functional focus

1. Giving instructions using the dictionary form of the verb

For example:

Tie a hook and a stone on to the end of your fishing line. (Puzzle 1)
Put some juicy bait on the end of your hook.
Throw your line into the water.

2. When children make their own puzzles they will be practising the language of instructions.

Vocabulary

What words to teach?

When children do puzzles, there are three lots of words to teach:

1. The words in the introduction to the puzzle:

A locust, some advice, to be mixed up, a shark, an octopus, an octopus hole, the reef, a mouse, a parcel, to visit a friend, to land a plane, to run out of petrol, soon

2. The words in the instructions to the puzzle, that is the words that tell the children what to do:

To learn how to fish, to say the sentences in the best order, to label the things in the picture, to draw a line with your finger, don't cross any lines, use the mouse code to read the message, to join the dots, to fill in the blanks, to complete the pattern ...

3. The words in the puzzle itself:

To tie a hook on to the end of your fishing line, juicy bait, to throw your fishing line into the water, to sit back and wait, the first bite, some seaweed, a wreck, some buildings, a square, some animals, north, south, east and west, the river, an eel, a fin, a sting ray, the sea, salt water, a wave, the ocean, some squid, a whale, some seaweed, an octopus, a reef fish, the Pacific Ocean, a swordfish, the fastest fish in the sea ...

As children do puzzles, help them to understand and use the above words.

Vocabulary activities

1. Experience with puzzles

Prepare different puzzles that use the same introduction and instructions. As the children do the puzzles, they are practising the new words. *For example:*

The following puzzle is based on Puzzle 1 in the *Pupil's Book* (p.29).

Polly the parrot wants to give Tina some good advice about planting some flowers in the garden outside her bedroom. But everything Polly says is mixed up. Help Tina plant the flowers by saying the sentences in the best order.

- _____ Water the plants every day for a week.
- _____ Dig the soil.
- _____ Put the plants in the holes.
- _____ Pull out the weeds in the garden under your window.
- _____ Make a small hole, one for each plant.
- _____ Be patient! Plants take time to grow and flower.

Other ideas for writing parallel puzzles for Puzzle 1 include:

- ☐ Washing the baby
- ☐ Giving Mum and Dad a surprise
- ☐ On Christmas day
- ☐ Cleaning your teeth

2. Making instructions from cards

Children make instructions for a puzzle using cards with words and word parts on them.

For example:

Join	the	dots	<input type="checkbox"/>			
Follow	the	instructions	<input type="checkbox"/>			
Draw	a	line	through	the	maze	<input type="checkbox"/>

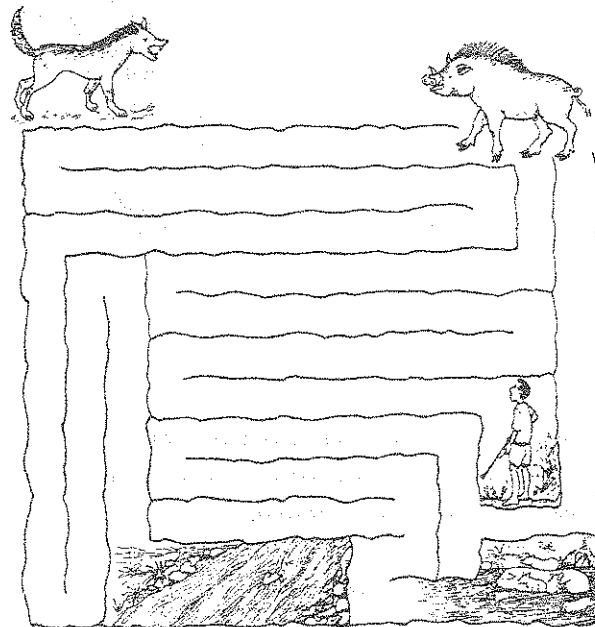
3. Practising new words

Use a variety of activities to practice the spelling of new words that the children asked for when they are making puzzles of their own.

For example:

The child who writes the following puzzle, asked for help with the underlined words.

Long Tusks, the wild pig in our bush, is trying to escape from my uncle's hunting dogs. Can you help Long Tusks find his way back to his family in the swamp. But don't cross over any lines.



The following activity would be suitable for practising the underlined words in the child's puzzle.

Unscrambling letters

_____ tukss _____ esacep

_____ swmpa

Clues

☐ They are curved and sharp.
They are dangerous.
A pig has them.

☐ To run away so that you
are not caught.


☐ A wet place.
The soil is soft and muddy.
The grass is high and thick.

Listening and Speaking

1. Following instructions

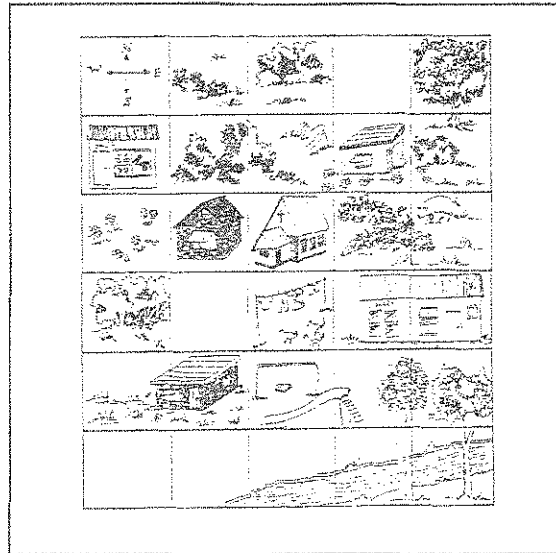
P

Many puzzles can be done with a partner. For example, Puzzle 4 on pages 32-33 in the *Pupil's Book*.



Instructions

1. There are no houses, shops, or buildings where Amy lands her plane.
2. Amy's plane does not land in a square with plants or trees in it.
3. There aren't any animals in the square where Amy lands her plane.
4. Amy lands her plane south of the church.
5. Amy lands her plane west of the river.

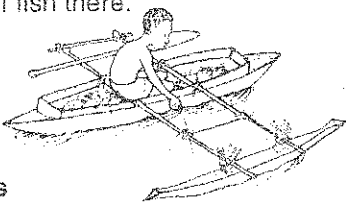


One person gives the instructions. The other person follows the instructions. The person who gives the instructions must watch what their partner is doing, answer questions, and repeat instructions if needed.

Here is another example of this kind of puzzle.

Card A

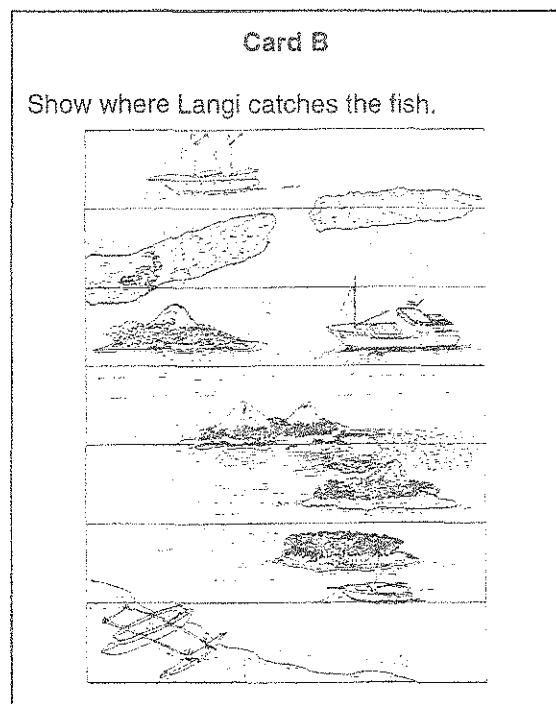
Langi knows the best place to catch reef fish. Follow his directions and you will catch a lot of fish there.



Instructions

1. Get your canoe from the flat rock.
2. Go past the island that has two high hills.
3. Do not go through the gap in the reef.
4. Stop when you come to the wreck. It is an old trading boat.

That is the place!! You will catch a lot of fish there.



2. Crosswords

P

Crosswords can be done with a partner. One person has the clues. Their partner asks for each clue and then fills in the spaces. It is best to use crosswords that practise important words that the children have recently met in their work. Puzzle 5 on page 34 of the *Pupil's Book* is an example of a crossword that can easily be done with a friend.

3. Telling the puzzle story

Most puzzles have a story that children can tell afterwards.

For example:

- The best way to catch a fish (Puzzle 1)
- How the octopus escaped from the shark (Puzzle 2)
- What the code message said (Puzzle 3)
- Where Alice landed the plane (Puzzle 4)

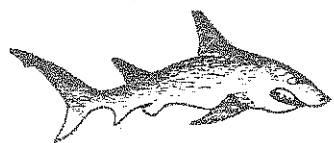
Other children can say if the person is right.

Here are two examples of the kinds of stories that children have made up from the puzzles.

The Shark and the Octopus

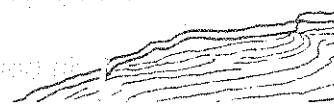
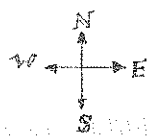
The shark is very hungry today. He sees Olly the octopus swimming outside the reef. "Good," he says to himself. "I'll have Olly for my breakfast."

But Olly is quick. She darts through the third opening in the reef and quickly finds her hole. She knows that she must not go near the wreck. There is another hungry shark there. And she must keep away from the seaweed.



Alice Lands her Plane

When Alice is flying her plane to Santo, she always looks for the church and she looks for the river. She knows that she mustn't land near houses or near trees or near animals. When she sees the church, she turns south. And when she sees the river she goes west a little. There is a nice piece of flat land there for her plane.



Reading

1. Reading Puzzles

There are several types of reading to do in puzzles.

- a Reading the introduction. Often this is the start of a story. The thinking part is predicting what is going to happen.
(Where will the octopus want to go? What must she be careful of? Why?)
- b Reading the instructions. The action part is following the instructions accurately.
(Don't cross any lines in the maze!)
- c The pictures, codes and words in the puzzle itself. Usually, this part of the puzzle can lead to interesting comments by the children. *For example:*

"Be careful, Octopus. Don't go near the wreck. There are two other hungry sharks waiting for you there. And don't go past the seaweed. That would be a very bad mistake!"

2. Developing word meanings

Puzzles introduce new words that should be linked together in the child's mind for fluent reading.

For example:

Circle the word that doesn't belong:

- a hook, bait, boat, line, sinker
- b cave, octopus hole, crab hole, the reef
- c north, south, east, river, west
- d wave, eel, sting ray, octopus, shark

3. Answering questions

Puzzles are good for asking and answering questions. *For example:*

- a What did the coded message say?
- b How did you work out the message?
- c Why do people write messages in code?

Writing

1. Writing coded messages

Children use a code to write a message to a friend. The children can use the code in the *Pupil's Book* on page 31, or make up a code of their own. Here is another kind of code the children can use:

Message

APleaset swalke chomep zwitha imek baffery fschooli

RDORAM

In order to read this message, cross off the first and the last letters of each word.

Message

~~A~~Pleaset~~s~~ ~~s~~walke~~d~~ ~~c~~homep~~p~~ ~~z~~witha~~a~~ ~~i~~mek~~k~~ ~~b~~aftery~~y~~ ~~f~~schooli

RDORAM

2. Puzzle cards

Children make puzzle cards and display them in the classroom. Care is taken with the art work, the design, and use of colours. Answer cards are also available. The puzzle cards can be taken home by other children.

3. Making a puzzle book

Each child makes a puzzle. The puzzles are made into a group book and shared with other children. They should provide an answer sheet for their puzzle. Remember to gather a variety of puzzles:

- ☐ Scrambled stories
- ☐ Mazes
- ☐ Codes
- ☐ Instructions
- ☐ Crosswords

4. Story writing

Children write a story based on a puzzle. For example, a story about an octopus escaping from Mr. Shark.

Poetry

Some puzzles can be in verse.

For example:

Midnight the Cat

Midnight the cat is small, sleek, and black.
She has a best friend who is long, scruffy, and fat.
His name is Cheetah - and he runs very fast.
But not up trees where his friend the cat waits.

1. Draw Midnight waiting in a tree. What is she waiting for? (A careless bird.)
2. Who is Midnight's friend?
☐ A dog ☐ A pig ☐ A goat ☐ A monkey

(A dog can run faster than a pig and a goat. A monkey can climb trees easily.)

Make some puzzles like this with the children.

Assessment

Three questions are important to ask:

- a Have children been busy making and doing puzzles they have made for themselves?
- b Can they story the puzzle?
- c Can they answer questions about how they solved the puzzle?

Making Resources

Gather ideas for puzzles and share them with other teachers. Parents could be asked to help with making puzzle cards for children to do. The important thing to remember is to have an interesting story in the puzzle.

TERM 2

UNIT 6: GARDENING

Resources

- Pictures and photographs of different kinds of gardens
- Pictures that show the various tools that people use in the garden

Skills

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

Sound focus

1. The sound /g/ as in *garden, gather, grass*
2. The “-s form” in the present simple tense

The pronunciation of the ‘s form varies depending on the preceding sound.

/s/		/z/		/ɪz/	
looks	cuts	runs	tries	passes	pushes

Structural focus

Describing routines or repeated actions by using the present simple with time and frequency words

I/you/we/they weed the garden early in the morning.

He/she/my mother/usually cuts the grass around our house.

Notice the spelling sometimes changes:

finish	→	finishes (verbs that end in -o/-s/-ch/-sh)
go	→	goes
carry	→	carries (verbs that end in a consonant + -y)
fly	→	flies
but play	→	plays
buy	→	buys (note have → has)

The present simple tense uses the base form of the verb, which changes only in the third person singular, where there is an -s ending.

Functional focus

Saying when or how often something happens

These words usually go with the present simple (frequency word and time expressions):

every day, in the afternoon(s), often, every morning, in the evening(s), never, every year, always, at night, usually, sometimes, on Saturday(s), once a week, at the weekend(s)

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

They sometimes go to the garden early on Saturday morning. It's usually too hot later on in the day.

The words *every day, every week, once a day, once a week, once a year* usually come at the end of the sentence.

The family goes to the garden once a week.

Sometimes, occasionally, normally, usually can come at the beginning of the sentence.

Sometimes I go to the garden at the weekend.

Vocabulary

Things you can see in the garden

Plants, vegetables, fruit, flowers, seeds, vines, carrots, cabbages, cucumbers, eggplants, beans, yams, tomatoes, onions, oranges, lemons, bananas, mangoes, avocados, guavas, pawpaw, corn, sugar cane, taro, kumula, manioc, spades, digging sticks, fences, tins, drums to store water, baskets, mats, cooking pots, a hoe, a rake, an axe, a bush knife, a bush kitchen, a shed, tall grass

Routines associated with the garden

To clear the bush, to cut the grass, to dig the soil, to collect vegetables and fruit, to plant taro, to fix the fences, to burn the dry leaves, to chop branches off the trees, to weed the garden, to make a fence, to pick fruit

Words used to talk about how plants grow

To grow into a plant, the stem of a plant, a bud, a banana shoot, the root of a plant, the leaves, to make food, to grow upwards, to grow down to look for water, to curl, sunlight, to test, climbing plants, to die, to fall to the ground, the soil, to split open

Frequency and time words

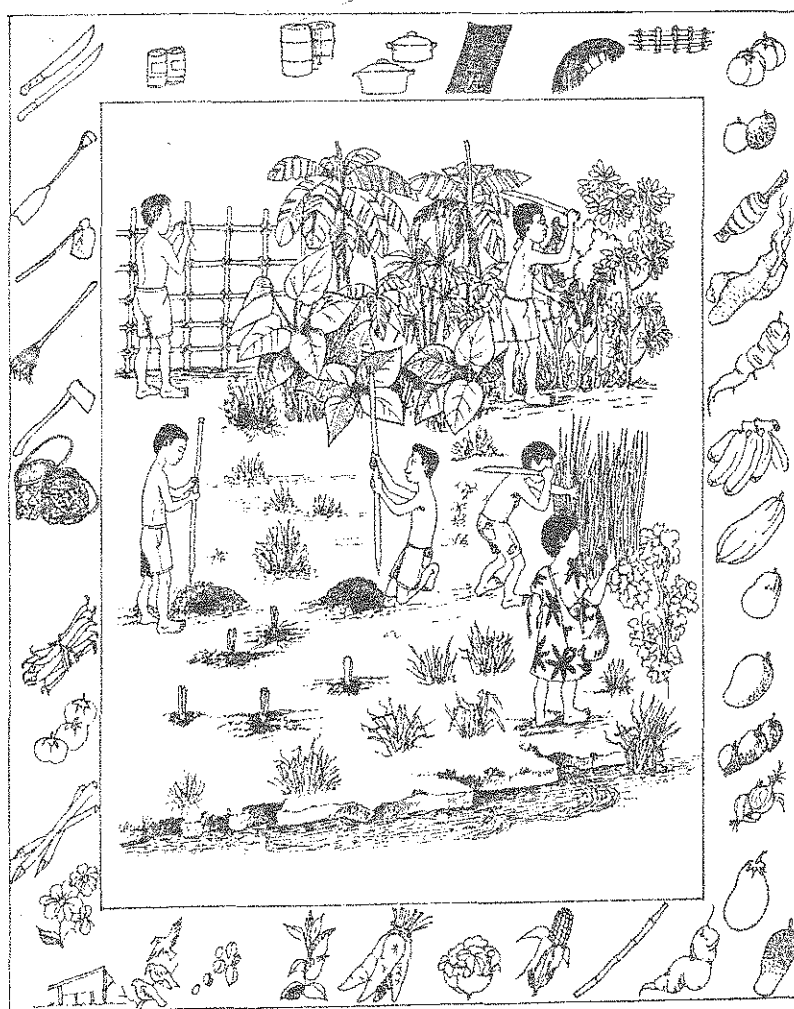
Every day, in the afternoon(s), often, every morning, in the evening(s), never, every year, always, at night, usually, sometimes, on Saturday(s), once a week, at the weekend(s)

Remember to add words to the boxes as you listen to what the children are trying to say during the activities in the unit.

Vocabulary activities

P

1. Children point to items on the picture page in the *Pupil's Book* (p.35) and say what the people are doing. Encourage children to say more by asking these questions:
 - a Do you sometimes do that in your garden? Tell me about it.
 - b Who helps you? What do they do?
 - c Is it good fun? Is it hard work?



P

2. Children draw a picture map of their gardens (see p.36). They label the interesting things in their gardens and write captions about them. Using their picture maps, the children give short talks about their gardens to the class. They conclude their talks by answering questions that other children ask.
3. Have a discussion about the importance of gardens and the importance of fresh food in our diet.

Listening and speaking

P

- Put the best times for planting vegetables on a chart at the front of the room. Children sit in pairs. The person with their back to the chart asks the questions and fills out the form in their exercise books (see p.37 in the *Pupil's Book*). Then the other person has a turn at asking the questions and filling out the form.

The best times for planting different kinds of vegetables and plants on Efate are shown below. These times might be different in the other provinces of Vanuatu.

Vegetables	Best Times
Yams	August, September, during the dry season
Taro	Any time
Manioc	Any time
Tomatoes	February
Watermelon	August
Pineapples	January
Lettuce	May

- Have a discussion about why some vegetables and fruit can be planted all the year round, and some only at certain times.
- Make **What Is It?** cards. Children work with a partner and have turns at saying the clues. *Two examples appear below:*

What Is It?
<ul style="list-style-type: none"> It is the tastiest and healthiest food in the Pacific. Some people eat it every day. Some people leave it for the birds to eat, or feed it to their pigs. When it is ripe, the fruit is very soft. There are hundreds of black seeds inside.
What is it?

Answer: A ripe pawpaw

What Is It?
<ul style="list-style-type: none"> My father keeps three of these in the bush hut near our garden. They are at least a metre long. One end is pointed. My father makes them from an orange tree. He uses them to dig out wild yams.
What are they?

Answer: Digging sticks

Language practice

P

1. What does Violet's family do in the garden?

Children should practise the activity first with a partner until they can say the endings of the words fluently while their partner listens. Then the children should write the list down in their exercise books, using coloured pencils to mark the endings of the words. The list should be read again as a friend listens and checks that he/she can hear the appropriate endings (see the answer sheet below).

Who Does What in our Garden?	
<p>My father:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chops the branches off the trees <input type="checkbox"/> Burns the trees <input type="checkbox"/> Digs the soil. <p>My brother:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps my father with his jobs <input type="checkbox"/> Makes the fences <input type="checkbox"/> Digs the yams. <p>Myself:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I sit and watch. Sometimes I help to burn the dry leaves. 	<p>My mother:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weeds the garden <input type="checkbox"/> Clears the grass <input type="checkbox"/> Collects the vegetables for the family. <p>My sister:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps my mother with her jobs <input type="checkbox"/> Collects the cabbages <input type="checkbox"/> Picks the fruit.
<p><i>(Pupil's Book, p.38)</i></p>	

2. Children should write their own list of activities and read them to a friend. Again the children should mark the verb endings and the plural endings in some way.
3. Encourage children to ask and answer these questions when they look at their lists.
 - a How do you make the simple present tense?
 - b How do you show that I am talking about two or more things?

Reading

Reading materials

<i>Vanua Readers</i>	<i>Ready-to-Read</i>
'How Tariipoaliu Came to Live in Siviri' by Eunice Simbolo 'How the Cave Valeva was Found' by Eunice Simbolo	'Hay for Ambrosia' by Jane Buxton 'Uncle Timi's Sleep' by Joy Cowley

1. Children's stories

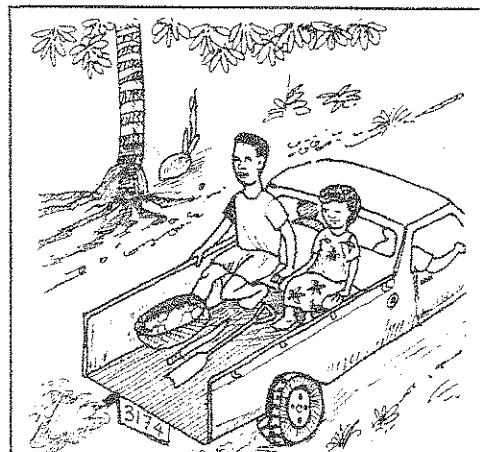
Children should recount incidents that have happened to them in their family gardens. These can be made into enlarged books and used in the reading programme.

The following story is an example:



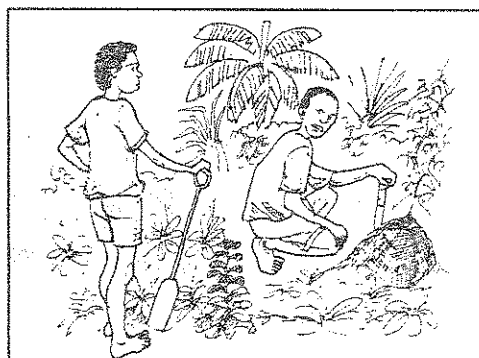
One day we went to our garden to dig yams. My uncle came too.

- 1 -



We took my uncle's truck. We took bush knives, yam spades, and plenty of food.

- 2 -

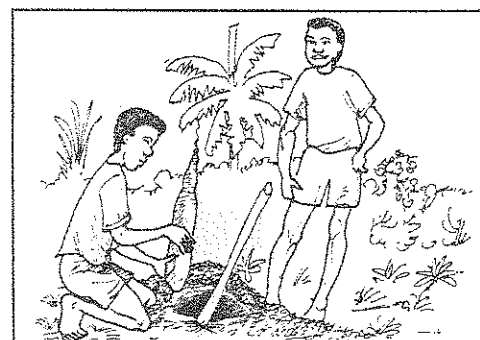


My father's job was to dig the new yams.

"Use the yam spade," said my uncle.

"No," replied my father. "I'll use a stick."

- 3 -



My father cut a stick and sharpened it. Then he started to dig the yams. He was very fast.

My uncle was surprised. "You are very good at that," he said.

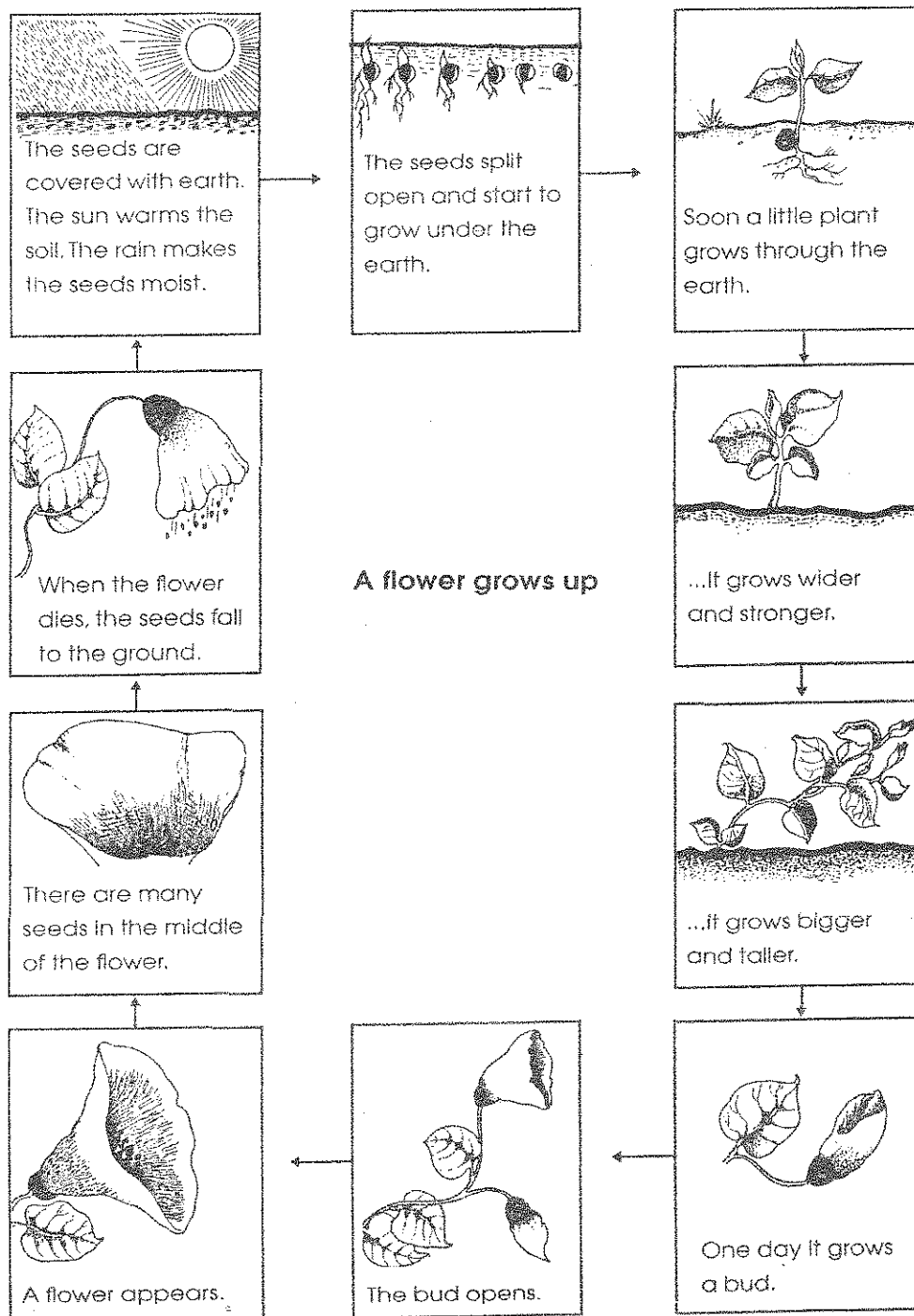
- 4 -

Some of the stories should be about funny things that happen/dangerous things/good times/and bad times.

2. Information texts

P

The *Pupil's Book* on page 39 has a flow chart of how a seed grows up. The pictures and the text should be made into an enlarged book that can be read together as a shared book experience. The children should be growing seeds in jars at the time they are reading the book, so they can see the various stages for themselves.



Writing

1. Children's stories

As mentioned in the Reading section, children should be helped to retell interesting things that have happened to them in their gardens. These stories should be published in booklets for other children to read.

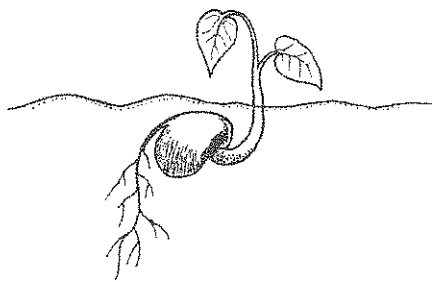
2. Information texts

P

Children can investigate one of the questions in the *Pupil's Book* on page 40. They present their work with drawings, labels, captions, quizzes for the reader, things for the reader to do, a short talk, and a display. *Here is an example:*

Why do Stems Grow Up and Roots Grow Down?

Look at the picture.



Plants know which way is up. They also know which way is down. Test it. Plant a seed upside down. Soon the root will curl down to look for water. And the stem will turn upwards. This is important. The leaves must be in sunlight so that the plant can make its own food.

3. Children write simple captions for pictures in a class book about gardens. *For example:*



4. Children make lists of jobs people do in their gardens. They can also make lists of things they can see and do. Pictures can be used to illustrate the lists.

Poems and rhymes

Read poems and rhymes about activities in the garden. Help the children to write their own poems about what they like doing best when their family goes to the garden.

Singing

Sing the poems and rhymes that the children have written. Make musical instruments to accompany the songs.

Handwriting

Children practise saying and writing the words in the sound focus of the unit (garden, gather, grass; looks, cuts, runs, tries, passes, pushes).

Drama

Give children the opportunity to dramatize stories, poems, and rhymes they have written themselves or read during reading time.

Artwork

Children can make a model garden using materials from the environment and pictures of the bush as a backdrop.

Assessment

1. Listen to children read from the story books that you have used during the unit. Ask children general questions about the stories.
2. Ask the children to read their written work to you. Use the words that children are having difficulty with for spelling. Use the grammatical errors for making language practice exercises.
3. Ask children questions about what they usually do in their gardens. Notice the range of vocabulary and sentence patterns that they are using in their spoken language.

UNIT 7: FAIRNESS

Resources

- Stories that involve sharing, taking turns, and making choices

Skills

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

Sound focus

The sound /eə/ as in the words **fair**, **share**, and **wear**

fair /feə(r)/	share /ʃeə(r)/	wear /weə(r)/
hair pair chair airport aeroplane	care careful careless	tear bear

Other common words with the sound /eə/ include: **their**, **where**, **there**, and **square**.

Notes

- This sound is difficult for most children. It is made by putting two vowel sounds together (/e/ + /ə/ = /eə/). The first vowel sound is longer than the second.
- Most children will pronounce the letter "r" when they are saying words like **fair** and **share**. Usually, however, the letter "r" is only pronounced in the word **aeroplane**.

Structural focus

1. We use *I think ... should + verb* when we want to give our opinion about the right thing to do.

Child: I think Fred should get the soccer ball. Remember, he likes soccer.

2. The verb **to give** can have two objects, a direct object and an indirect object.

I think we should give Fred the *soccer ball*.
(Indirect Direct object)
object)

or I think we should give the soccer ball *to Fred*.
(Direct object) (Indirect object)

We usually put the more important piece of information *last*.

Here is a list of verbs that can take two objects.

<p>(1)</p> <p>to give something to someone</p>	<p>(2)</p> <p>to buy something for someone</p>
<p>give</p> <p>post</p> <p>read</p> <p>tell</p> <p>write</p> <p>pay</p>	<p>lend</p> <p>sell</p> <p>promise</p> <p>pass</p> <p>show</p> <p>teach</p>
<p>buy</p> <p>cook</p> <p>get</p> <p>pour</p> <p>cut</p> <p>keep</p>	<p>prepare</p> <p>bring</p> <p>find</p> <p>make</p> <p>save</p>

Functional Focus

- ## 1. Providing alternatives

Should we give the soccer ball to Fred or to Vanessa?

2. Showing tentativeness, politeness, possibilities

Compare:

Direct	Tentative
Give the ball to Fred.	I think we should give the ball to Fred.

Vocabulary

The new words in this unit are the words that are needed to talk about the topics of the various exercises.

Christmas presents

A soccer ball, a skipping rope, a transistor radio, a table tennis bat, a table tennis ball, a fishing rod, a fishing reel, a packet of coloured pencils, coloured cotton, a packet of needles, music, sewing, soccer, to quarrel over presents ...

Giving an opinion

To agree with an idea, to disagree with an idea, to be sure about something, to do something wrong, to follow rules, to obey rules, to do housework, to look after someone, to start school, to solve problems, to solve quarrels, to be busy, to be fair, housework, ideas, rules, playground quarrels ...

Things we should do

To go straight home after school, to visit somebody, to buy a present, to bake a cake, to tell someone about something, to pick up the broken pieces, to be sorry about something, a vase, a jar, a rubbish tin ...

Sharing

To share something with somebody, to wrap something, to think for a moment, to keep something for yourself, a lolly, sweets, a handkerchief, your pocket, a problem, everybody

Unfair things

To have to do something while your friends are doing something exciting, to go to school with bare feet while all your friends are wearing sandals, to get smacked for something you did not do ...

Apologizing for actions

To apologize to someone for doing something, to lose something that does not belong to you, to take fruit from another person's tree, to forget to do something you promised to do, to tell someone a secret when you are not supposed to

Vocabulary activities

1. Hearing the new words

Many of the new words are verbs that take prepositions after them (for example, to agree with someone or with an idea). The best way to learn these phrases is to hear them many times. In fact, children may need to hear the phrases more than 10 times before they start to use them in their own talk.

2. Responding to the words

It is not enough just to hear the new words. Children should also have to respond to the new words as well.

For example:

Who agrees with giving Vanessa the two books? Put your hand up if you agree with that idea.

3. Miming the phrases

Some verb phrases can be mimed. Children are asked to imagine situations and do the actions in the way the teacher directs.

For example:

Teacher: Imagine you have five lollies. Share the lollies with a friend. Give one lolly to your friend and keep one for yourself. Give a second lolly to your friend and a second one for you. What are you going to do with the last lolly?

(The children mime the actions as the teacher talks.)

4. Encouraging longer answers

Encourage children to use the new verb phrases during ask-and-answer activities.

For example:

Teacher: Imagine you have dropped a plate and broken it. What should you do?

A: Pick up the pieces and put them in the rubbish tin.

Teacher: What else should you do?

B: Tell my mother and say "I'm sorry".

Listening and speaking

1. Who gets what?

P

Help the class to get to know the children on the picture page first by reading about them and remembering what they like doing (see p.41). The class then suggests who should get the presents. The talk should go like this:

TEACHER: Who should get the two books?

CHILD A: Vanessa likes reading.

CHILD B: James likes reading too. We could give a book to Vanessa and a book to James.

TEACHER: Alright, let's put a piece of string from the books to Vanessa and James.

Now the soccer ball. Who should get the soccer ball?

CHILD C: Fred, I think. It says that Fred likes soccer.

TEACHER: Do you agree with that?

CHILD D: Well, girls are good at playing soccer too. And Vanessa likes playing games.

TEACHER: But we don't know if she likes playing soccer.

CHILD E: We could give Fred the fishing rod because he likes going fishing. Then we could give the soccer ball to Vanessa and both books to James.

TEACHER: Alright. Let's try that. Join the books to James and the soccer ball to Vanessa.

Continue to encourage talk that explores possibilities and alternatives.

2. What do you think?

P

Encourage children to say if they agree or disagree with what the people are saying on page 42 of the *Pupil's Book*. When children say they agree/disagree with an idea, ask why.

For example:

TEACHER: When children start school, should they begin to do some work around the house?

CHILD: I agree, but not too much work.

TEACHER: Why?

CHILD: Children must have enough time to do their homework from school. They must have some time to play too. And to read if they want to.

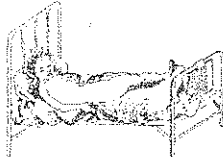

Language practice

1. Doing the right things

P

The exercise on page 43 in the *Pupil's Book* gives children practice with the grammar of saying what they 'should do' in particular situations. Encourage the children to work with a partner first so they become confident with the grammar, before writing the sentences in their exercise books.

(The sentences have been completed below as a guide.)

Situation	The right things to do
 Netty is in hospital.	<ol style="list-style-type: none"> 1. We should visit her. 2. We should make her a card. 3. We should buy her a present. 4. We should bake her a cake. 5. We should tell the teacher she's in the hospital.
 Frank broke his mother's vase.	<ol style="list-style-type: none"> 1. He should tell his mother. 2. He should pick up the pieces and put them in the rubbish tin. 3. He should say to his mother, "I am very sorry." 4. He should buy a new vase with his pocket money. 5. He should put the flowers in a jar.

2. I think

Children practise putting **I think** in front of their suggestions about the right things to do. *For example:*

I think we should visit Netty in hospital
 I think we should make her a card.

3. What should we do?

Children pick up cards that describe common situations. They then say what they should do. *For example:*

Bullying An older boy is bullying you after school. What should you do?	Helping You see your grandmother carrying a heavy basket. What should you do?
--	--

Reading

Reading materials

<i>Vanua Readers</i>	<i>Ready-to-Read</i>
'Matou and Neiknalkas' by Kalkai Taua 'Pupu and Nautilus' by Tanimio Callixto	'It's My Bread' by Diana Noonan 'What's in the Cake Tin?' by Jane Buxton

Reading activities

1. *Vanua Readers*

Read the stories several times with the children. Build up an understanding of the stories through using the pictures and by acting out parts of the story. When the children are confident with the stories they should read them to a friend and read them at home to members of their family. Link the stories to the theme of 'fairness'.

2. *Ready-to-Read stories*

'It's My Bread' and 'What's in the Cake Tin?' are suitable stories for independent reading. You can also write parallel stories using the same sentence patterns. These new stories should be made into big books with the help of the children.

Here is an example of a parallel story based on 'It's My Bread':

It's My Coconut

"It's my coconut," said the rat.

"No, it's my coconut," said the rooster.

"No, it's not," said the pig. "It's my coconut."

"You are all wrong," said the black ants. "It's our coconut". By this time, they had taken it all away.



3. Three lollies

P

With the children, read the story in the *Pupil's Book* on page 44.

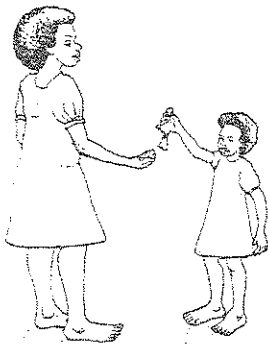
Different children act out the story as you read it a second and third time. The children work with a partner to do the 'Ask-and-answer' task on the next page. The children should do the task with different partners so that they become confident in retelling the story.

4. Class book

Children write their own stories about sharing, taking turns, helping, or doing something wrong. Put the stories in a class book and practise reading from it.

Here are two examples:

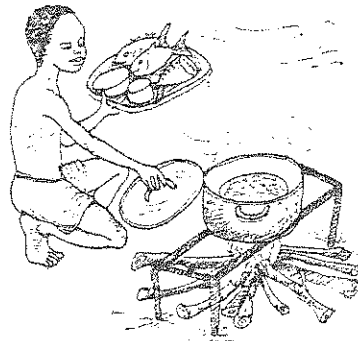
Christine



I did not eat my lunch at school yesterday.

When I got home my mother said, "Do not do that again, my dear." And she took my sweets and gave them to my brother.

James



My mother lets my older brother take a turn at cooking the tea. Last night he cooked a fish and some yams.

5. What is fair?

Make a wall chart showing fair and unfair actions. Use these ideas:

Fair	Unfair
Sharing Taking turns Helping other people Telling the truth Admitting a mistake Thinking about other people	Not sharing; being selfish Not taking turns Not helping other people Telling lies Blaming other people Being selfish

Writing

1. Unfairness

P

Help children to make a list of unfair situations. The list has been started in the *Pupil's Book* on page 46. Accept what the children perceive as unfair, but ask them why it is unfair.

Here are some more examples:

Unfair Situations

1. Being left at home while our parents go to the Independence celebrations
2. Not getting a present on Children's Day
3. Being left out of a game because you are too small
4. Being teased by other children because your clothes are different
5. Your brothers and sisters do not share their presents with you

2. Letter of apology

P

Help children think of different ways for saying sorry. They practise these ways by writing notes to people using pretend situations.

The *Pupil's Book* gives one example on page 47. *Here is another example:*

Dear Mum,

I am sorry I came home late today after school. We had a practice session for the school concert.

Jennifer.

3. Children's stories

Children write their own stories about situations that are fair or unfair. Help the children make books from their stories.

Poems, rhymes and singing

Children read poems and rhymes about fair and unfair situations. Help them to write their own poems about the situations they think are fair and unfair. Children may choose their own titles.

The children sing the poems to the tunes they have made up.

Handwriting

Help the children to practise saying and writing the words that include the sound focus of the unit (hair, pair, chair, airport, aeroplane, care, careful, careless, tear, bear).

Drama

Give children the opportunity to dramatize the poems or the stories they have written themselves on fair and unfair situations.

Assessment

P

1. On page 48 of the *Pupil's Book* there is a checking activity for the children to complete. Notice that the task is asking children to read instructions and respond appropriately. Encourage the children to give reasons for their decisions about sharing the bread roll, and who should get the icecream.
2. Ask the children to give you examples of fair and unfair situations. Encourage the children to say why the situations are fair/unfair in each case.
3. Record whether the children can read the stories in the unit confidently and with understanding.
4. Look at one piece of writing that each child has done. Note the things the children are doing well. Make a list of things that are not being done so well.
5. Give a vocabulary check task to see if the children are able to use the new words in context.

UNIT 8: VOLCANOES AND EARTHQUAKES

Resources

- Postcards of the volcano on Tanna
- Travel brochures advertising visits to Tanna
- Pictures of volcanoes in other parts of the world
- Pictures of the damage done by earthquakes
- Reference books about volcanoes and earthquakes
- Information from Civil Defence about what to do in times of emergency

Skills

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

Sound focus

The sound /oʊ/ as in the words volcano, boat, and tomorrow. Notice that the sound /oʊ/ is usually written with the letters "o" or "o...e", "oa", or "ow". Other spellings include "ew", and "oe".

For example:

volcano	boat	tomorrow	Other spelling
taro go no hello home home nose telephone	coat road Joan	know low narrow show slow throw	sew toe know toe

Most student will have difficulty with this sound. Remember that it is made up of two sounds /o/ and /ʊ/. The second sound is very short (/o/ + /ʊ/ → /oʊ/).

Structural focus

1. Past continuous

The past continuous tense is made from **was/were** + **ing** form of the verb:

The ground **was shaking** under our feet.

The spelling sometimes changes when we add -ing to the verb:

shake → shaking run → running

We use the past continuous for an action that is happening in the past when we are describing a scene:

Smoke and fire **were coming** out of the volcano.

Glowing ash and red hot stones **were going** high into the sky.

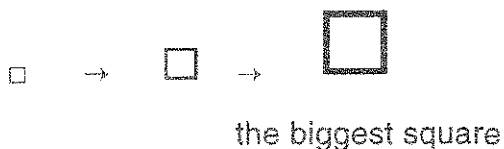
Sometimes one past action "interrupts" another past action. We use the past continuous for the action which was already happening and the past simple for the shorter "interrupting" action:

Lucy **was standing** on the roof of the kitchen when an earthquake **shook** the ground.

2. Big, bigger, biggest

One way to teach the difference between bigger and biggest is to ask the children to draw a small square and then make it bigger and then bigger again. The children can then point to the biggest square.

For example:



This can be repeated with other nouns (a house, a canoe, a garden ...).

Functional Focus

Reporting facts

We use the present simple forms of the verb to report facts that do not usually change. We also use the present simple for reporting repeated actions with the words **always**, **often**, **sometimes**, **every day**

The lava **spurts** out like a fountain from the crater of the volcano.

Sometimes red hot rocks **burst** through the crust where it is thin and weak.

Vocabulary

Volcano words

Red hot rocks, glowing ash, small stones, smoke, fire, to tremble under your feet, to shake, lava, to spurt out, to bubble out, a fountain, gas, pipes, vents, the crater of a volcano, underground reservoir, a track to the top of the volcano, to be thrown high into the sky, to be trapped, the centre of the earth, to rise, a ball of fire, to cool, a crust, the inside, the outside, red hot, to burst through, thin, weak, to be born, a mountain ...

Earthquake words

An earthquake, to shake, to swing backwards and forwards, a small shake, a bigger shake, a tidal wave, a tsunami, to flee to higher ground, to crawl under a table, electric wires, a strong earthquake, a small earthquake, damage, to feel an earthquake, to cause, to occur, to be hurt ...

Story words

In the beginning, the sky god, a bad person, to stamp your feet, to be angry, a magic stick, a fire pit ...

Add other words to the boxes that children use in their stories, or that you use in talking to children about volcanoes and earthquakes.

Vocabulary activities

There are two sets of words for the children to learn - words used to talk about volcanoes, and words used to recount experiences of earthquakes.

VOLCANOES

There are many volcanoes in Vanuatu, but only some of them are active at present. Unless the children live on Tanna, Ambrym or Epi, or have visited there, they may not have seen an active volcano. The new words will have to be taught by looking at pictures of volcanoes, reading stories or short information texts about volcanoes, and by making models of volcanoes out of sand.

1. Using postcards and travel brochures, make a display of postcards and pictures of the volcano on Tanna. Children identify the interesting features in the pictures and ask questions.

2. Picture story reading

P

Read the picture story in the *Pupil's Book* with the children (see p.49). When the children are confident with the story, use the "point to" technique and "ask and answer" to help the children to process the new words quickly.

Point to:

- The aeroplane
- The Island of Tanna
- The track to the top of the mountain
- The volcano
- The red hot rocks
- The glowing ash and small stones going high into the night sky

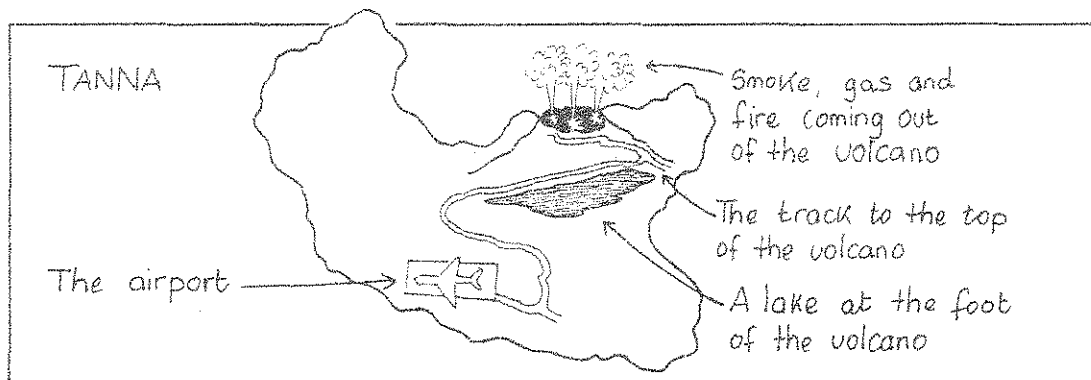
Ask and answer

Questions

1. Why is Mala going to Tanna?
2. How does he get to the crater of the volcano?
3. What does he see?
4. What does he feel?
5. Why is it dangerous in the crater?

3. Wall pictures

As the unit proceeds, children should make a picture map of Tanna showing the volcano. Children should label their pictures and write captions to paste on the wall picture. The picture map might look like this:



EARTHQUAKES

Most children will have felt an earthquake at some time in their lives. New vocabulary can therefore be introduced as a way to help them tell their stories.

1. Retelling experiences

Children remember the last time they felt an earthquake. Ask these questions:

Question	Sample reply
What were you doing?	I was sitting in school. It was writing time.
What did you hear?	A slow creaking sound: creak, creak, creak
What did you do?	I sat very, very still. I looked at the roof of the classroom and I listened to each creak.
How did you feel?	I was puzzled for a moment. Then I began to feel afraid. The creaks went on and on.
What did you do after the earthquake?	I talked to my friends excitedly. I think they were afraid too ... especially the boys ... but they were too shy to say so.

2. Looking at pictures

Children look at pictures of earthquake damage. They identify the damage with the teacher supplying the appropriate vocabulary.

For example:

Windows break, water pipes break, walls crack, fires start, soil and rocks begin to slide, buildings collapse, tsunami waves smash on to the shore ..., roads crack, people are hurt

3. Word charts

Children make a word chart that says all the feelings they had during an earthquake. Divide the words into groups - before the earthquake, during the earthquake, after the earthquake.

Listening and speaking

The teacher's story

P

Read the picture map on page 50 of the *Pupil's Book*. It is a diagram of the inside of a volcano. Help the children to understand the diagram by building it up on the blackboard and labelling the parts as you go. When children are confident with the information on the picture map. Use the ask-and-answer technique for rehearsing the information.

For example:

Ask and answer

Instructions

Work with a friend. Take turns answering the questions.

Questions

1. If we could look inside a volcano, what would we see?

Lava rising from the centre of the earth

A huge underground cave filled with lava pipes going from the cave to the crater

Vents in the crater floor where the lava bubbles out

2. If we were standing on the edge of the crater looking down into it, what would we see?

Lava spurting out of the vents

Red hot stones, fiery ash, and lots of smoke going high into the sky

3. What would you feel?

The earth trembling under your feet

4. How does a volcano start?

There is molten rock inside the earth. Sometimes the earth cracks and lets the red hot rock bubble out through the crack.

2. Listen and draw

Children should draw their own pictures of the inside of a volcano by following the teacher's instructions.

For example:

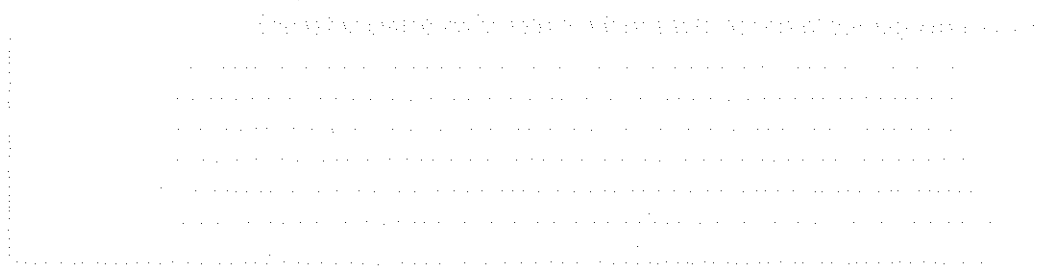
Teacher:

- a Draw the outside of the volcano. Don't forget to draw the crater.
- b Now draw four vents in the floor of the volcano.
- c Each vent goes to a cave of lava. Draw the pipes that lead to the cave. Draw the cave of lava too.
- d The cave of lava is on top of a crack in the rock that leads to the centre of the earth. The lava is coming up that crack and filling the lava cave. Draw the crack now and show the lava coming up through the crack.
- e Now let's go back to the crater. What is coming out of the vents? Yes, that's right. Lava, red hot rocks, glowing ash, and grey smoke. Show all those things coming out of the vents.
- f Some tourists are climbing the mountain to look at the volcano. Draw their truck, and the path they will walk along.
- g Now colour your picture. Write labels and captions. Show your picture to a friend.

You should pause after each instruction so that the children can draw that part of their picture. As the children are drawing, you should repeat the instructions by talking about the drawings that the children are doing and by asking the children to talk back what they are drawing.

For example, the teacher might say after giving the first instruction:

Yes, that's right, Pita. You've drawn the outside of the mountain and you have drawn a large crater.



Reading

Reading materials

The *Pupil's Book* contains a number of texts for children to read:

- | | |
|---|--|
| <input type="checkbox"/> Letter written by Tony | <input type="checkbox"/> Information about earthquakes |
| <input type="checkbox"/> My teacher's story | <input type="checkbox"/> Earthquake rules. |
| <input type="checkbox"/> My grandfather's story | |

Reading material can also be made out of the children's experiences, and from stories they write.

Reading activities

P

1. My grandfather's story

Children read the grandfather's account of why Mount Yasur is an active volcano (see p.51). The following comprehension question can be practised by the children:

Ask and answer

Instructions

Work with a friend. Take turns at asking and answering the questions.

Questions

1. Who put Yasur in the mountain? Why?

2. How do we know Yasur is still in the mountain?

3. What does it mean when we feel the earth trembling?

4. What does it mean when we see the fire in the crater?

5. Why is it dangerous to go too close to the crater of an active volcano?

2. Measuring earthquakes

P

Read the text with the children and relate the information to their own experiences of earthquakes (see p.52). Make a quiz for practising the information in the text.

3. Earthquake rules

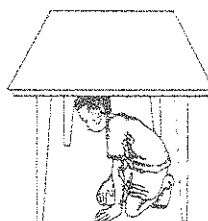
P

Children read the earthquake rules to a friend and then test their friend's knowledge about what to do in an earthquake (see p.53). Add some more advice to the rules based on what the children say or what people in the local area usually do. Write rules for the class to follow if an earthquake strikes. Children practise obeying the rules.

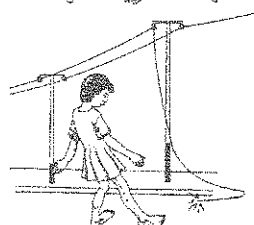
Earthquake Rules

If you are in a building and the ground is shaking very badly:

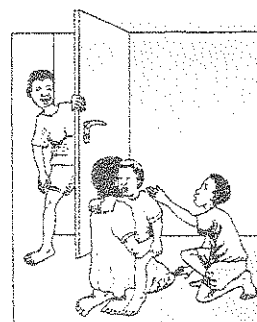
1. Crawl under a table or a bed.
If you are at school, crawl under your desk.



2. When the shaking stops, go outside. Keep away from the building. Keep away from electric wires.



3. Check to see that your brothers and sisters and friends are all right.



4. Do not go down to the sea.
Walk to higher ground.



Checking

Ask your friend to say the rules to you.

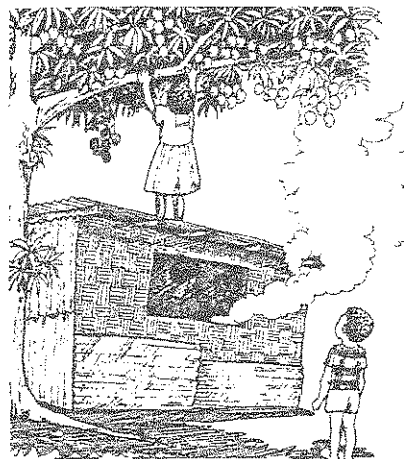
Writing

P

1. Picture story

Children practise the story with the teacher before writing it in their exercise books. The story can be made into a book using the children's pictures. The book can be used for reading practice. The story should read like this, but remember it is only a guide. The children will have their own way of writing about the events in the pictures.

Lucy and the Mangoes



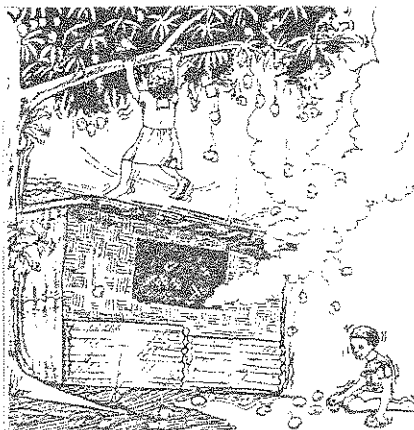
On Saturday morning, Lucy climbed on to the kitchen roof to get some mangoes. Her brother stood on the ground and watched her.

- 1 -



Suddenly the ground began to shake. The kitchen roof shook too. Lucy was very frightened. She hung on to a branch of the mango tree.

- 2 -



The ripe mangoes fell on to Lucy. They fell on to the roof and on to the ground. Lucy's brother caught three and put them in his pocket.

- 3 -

2. Experience story

Encourage children to write their own story about volcanoes and earthquakes. These stories should be made into a class book and used for additional reading practice.

Here are two examples:

John

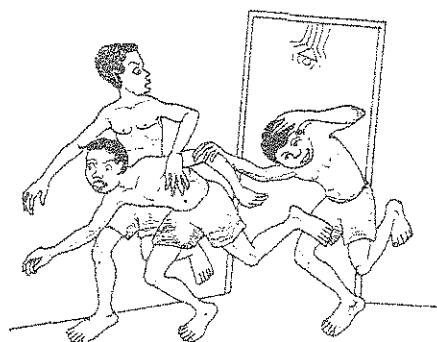


This is the volcano on Ambrym. I saw it from the plane.

- I saw the crater.
- I saw the fire.
- I saw the ash cloud.

I sat in my seat and was very frightened.

Margaret



My mother told me this story.

"I remember a big earthquake when I was at school. The boys ran outside and some began to climb the trees. I don't know why."

3. Information cards

If your school has a library, encourage the children to find information about volcanoes and earthquakes. The children should then write a 'fact card' for other children to read. They write questions on the back for children to answer.

For example:

Front

Volcanoes Under the Sea

There are volcanoes under the sea too. The lava bubbles out through hot spots at the bottom of the sea. The lava makes mountains under the sea. Some islands are the top of volcanoes made this way.

Back

Questions

1. Where else can you find volcanoes?
2. Do these volcanoes work the same way as volcanoes on land?
☐ Yes ☐ No
3. What happens to the lava from undersea volcanoes?
4. Draw an undersea volcano. Label the parts.

Poems, Rhymes, and Singing

Help children to write their own poems, rhymes, and songs associated with volcanoes and earthquakes.

Handwriting

Encourage children to use their best printing when they write for the class book. Notice the letters the children are not making neatly. Show children how to make those letters again and then practise using vocabulary from the unit.

Drama

1. Children can dramatize volcano and earthquake stories they have heard, read, or experienced for themselves.
2. Dramatize an earthquake striking the local area while the children are doing different things. The children role play the rules they should follow and the experiences they might have.

Assessment

1. There are a number of important new words in this unit. Many of the words are technical words, and the best way to test them is through children drawing and labelling pictures.
2. Some of the reading texts give information about volcanoes and earthquakes. The best assessment of the children's comprehension is whether they remember the information and relate the information to their experiences.
3. During writing, check to see how many sentences the children are writing. By now they should be writing at least three or four sentences in their stories.

UNIT 9: FIRST AID

Resources

- Safety posters, health posters, and first aid posters
- Pictures that show children in unsafe situations

Skills

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

Sound focus

The sound /w/ as in the question words *what, when, where, why*.

Notice that 'who' is pronounced /hu:/.

Structural focus

1. Using reflexive pronouns

*I cut **myself** on a piece of glass. He cut **himself** with a knife.*

The reflexive pronouns are set out in the following table:

Pronouns	Reflexive pronouns
I	myself
you	yourself
he	himself
her	herself
it	itself
we	ourselves
you	yourselves
they	themselves
one	oneself

Notice:

- a We use reflexive pronouns when the subject and object of the verb are the same person.

*Violet burnt **herself** on the iron.*

*The **cat** washed **itself** with its paws.*

- b We often use reflexive pronouns after these verbs:

Verbs in this unit	Other verbs
to burn yourself	to enjoy yourself
to cut yourself	to teach yourself
to hurt yourself	to behave yourself

- c We sometimes use reflexive pronouns for emphasis. In this case we put them at the end of the sentence.

*I painted the picture **myself**.*

(This means that nobody else helped me.)

2. Using the short form of 'have got' to say what is wrong

I've got a prickle in my foot.

She's got a scratch on her leg.

Nora's got a cut on her finger.

Long form	Short form
I have got	I've got
You have got	You've got
He/She/It has got	He's got/She's got/It's got
We have got	We've got
You have got	You've got
They have got	They've got

Notice that we just use 'had' when we are talking about the past.

*I **had** a prickle in my foot.*

*She **had** a scratch on her leg.*

*Nora **had** a cut on her finger.*

Functional focus

Asking questions when a person has hurt himself, or herself

Question	Answer
What's the matter?	I cut my foot.
What's wrong?	
What happened?	
Where's the prickle?	Look, it's here.

About the theme

First Aid

It is important for children:

1. To recognize common dangers in the home and in their environment
2. To do the right things when there is an accident
3. To know how to keep themselves safe.

The unit also asks children to take responsibility for keeping the environment safe for other people.

Vocabulary

Accident words

A kettle, boiling water, a box of matches, sharp knives, medicine bottles, a broken bottle, broken glass, a rusty tin, sharp nails, rusty nails, a rake, sharp things, pointed things, a bush knife, fishing hooks, a fishing knife, to fly a kite near power lines, to burn your arm/yourself, to cut yourself, to cool the burn with cold water, to cover the burn with a bandage, to break the blister yourself, to cut your finger, to wash a cut, to cover a cut with sticking plaster, to wash the cut, to dry the skin, to cover the cut with the sticking plaster, to be stung by a wasp, to take out the wasp sting, to flick the wasp sting sideways with your fingernail, a splinter of wood, a piece of glass, a clean needle, to fall in the sea, to drown, to swallow small things, to choke, to play with matches/near the fire/near the stove, electrical things ...

Vocabulary activities

1. Help the children to recognize and name dangerous things in their environment. Use pictures to start this talk.
2. Saying why. Ask about dangerous things in the environment. Encourage children to say why the items are dangerous.
3. What should you do? Encourage children to act responsibly when they see dangerous things. *For example:*

Put sharp knives away. Pick up broken glass. Put medicine on a high shelf.

Listening and speaking

1. Picture reading

P

Children identify the dangerous things in the pictures on page 55 of the *Pupil's Book*. They are encouraged to give reasons why the items are dangerous.

For example:

TEACHER: What is dangerous in the picture?

CHILD: The kettle on the stove.

TEACHER: Why is that dangerous?

CHILD: The baby might reach up and pull it off the stove. The hot water would burn the baby badly.

TEACHER: Yes, that's right. We must never leave a baby in the kitchen with pots on the stove. What else is dangerous?

CHILD: The medicine bottles. The baby might climb on to the chair and get the medicine.

TEACHER: Yes, we must always put medicine away in a high cupboard, so young children cannot see the bottles.

2. Children's experiences

Children tell about accidents that have happened to them when they were young. The stories should be written down and made into reading material for the unit.

3. Talks

Ask a Red Cross nurse to come and give a demonstration of what to do when a child injures her/himself. Make pictures of what the nurse says. Label the pictures and display them on the wall. Children can then give talks using the pictures, and their own demonstrations.

4. Giving advice

P

The children pretend that accidents have happened to them (see p.56 of the *Pupil's Book*). They tell their friend what happened. Their friend tell them, in turn, what to do.

For example:

CHILD A: I have burned myself with the iron. Look, there is a blister on my leg.

CHILD B: Oh dear, that looks bad. You must do these things:

First: Cool the burn with cold water for 10 minutes.

Second: Cover the burn with a clean bandage. If you don't have a bandage, cut a clean piece of cloth and wrap it around your leg.

Third: Do not break the blister. Leave it alone. And don't poke a needle into it.

You should role play the situations with various members of the class before the children work with a partner. Encourage the children to say more by filling in the details.

Reading

Reading materials

1. Reading material that has been made by the teacher from the experiences of children are important in this unit. At least two enlarged books should be made and read with the children. In addition, the children's own writing should be published by them in book form.
2. Information pamphlets from the health clinic and from the civil defence can be adapted and made into a class book for co-operative reading.
3. Animal rescue stories give added literacy experiences to the unit. For example, the *Ready-to-Read* story by Rae Collins and Craig Marton is about a small girl rescuing a lamb that has lost its mother.

Reading activities

1. Safety rules

P

Put safety rules on cards or on charts. Children read the rules to a friend. They then test each other on the rules.

For example:

Here are the rules that have been printed on page 57 of the *Pupil's Book*. Three other rules have been added to the list.

Looking after Babies

Safety rules

1. Watch very young children near water. They will fall in and drown.
2. Don't give babies small things to play with. They will swallow them and choke.
3. Don't let babies play with sharp things or pointed things. They will cut themselves.
4. Don't let young children play with matches. They will burn themselves or set fire to the house.
5. Watch babies near a fire, near the stove, near boiling water, or near electrical things. They will burn themselves.
6. Be careful of babies near steps. They will fall down the steps and hurt themselves.
7. Don't leave the baby by itself near sand or dirt. The baby will eat it.
8. Take all the bones out of the fish or chicken before giving it to the baby. Babies sometimes choke on fish bones and chicken bones.

2. Making rules

Children can make up other rules. For example: rules about knives, rules about medicine, rules about electricity, rules about fishing, rules about kerosene, petrol, and gas cylinders.

For example:

RULES ABOUT MEDICINE

1. Keep the medicine on a high shelf.
2. Follow the instructions carefully.
3. Do not use another person's medicine.
4. Finish the medicine even if you are feeling better.

RULES ABOUT KEROSENE

1. Keep the top on the kerosene bottle.
2. Label the bottle carefully.
3. Do not throw kerosene on a burning fire.
4. Be very careful when you fill a kerosene lamp.

3. Story reading

P

Read the story on page 58 of the *Pupil's Book* with the children until they are confident in reading it for themselves. Then they should take turns to read it to a partner. Comprehension is checked by doing the ask-and-answer questions on page 59.

4. Additional reading

Use other stories from the *Vanua Readers* or from the *Ready-to-Read* series either for independent reading or for shared reading. Parallel stories can be developed with the children and made into books.

5. Home reading

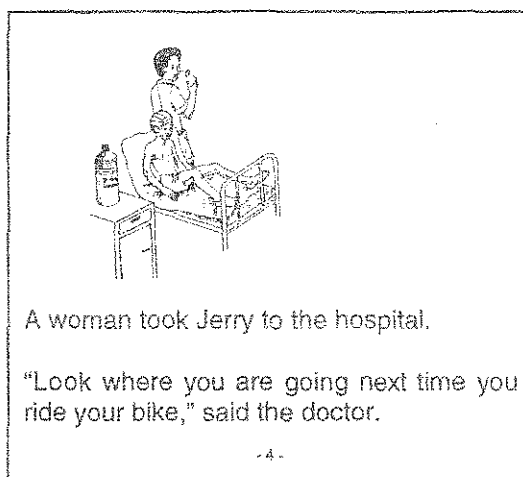
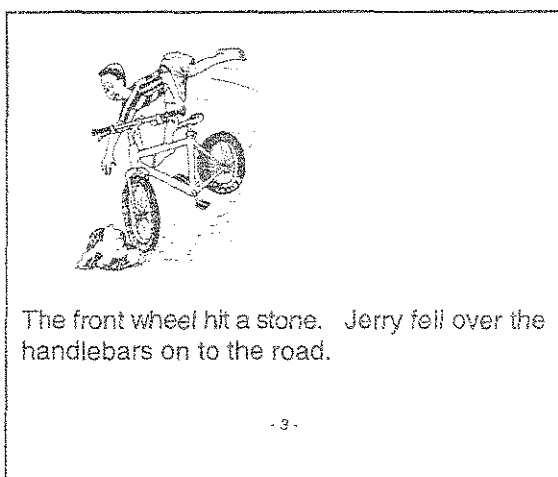
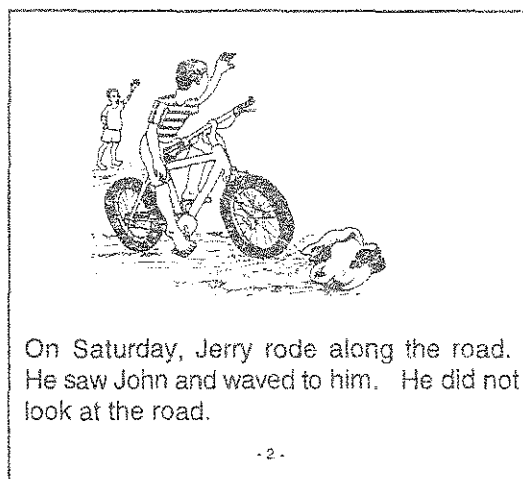
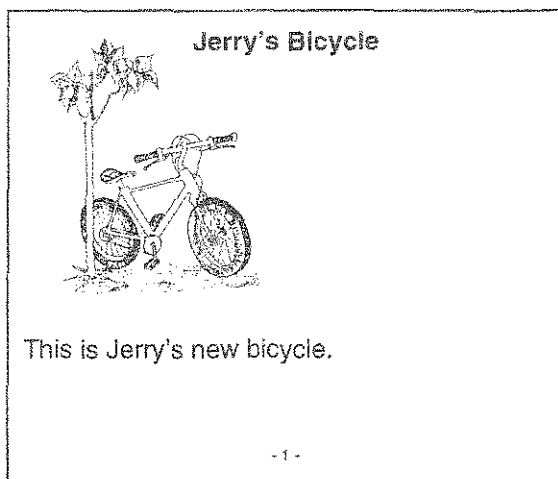
Each week children should take a reading book home to share with other family members. It can be a school book or one written by the child him/herself. It is a good idea to ask the parents to sign a special 'Home Reading Card' to show that the reading has been done. The child makes the card and decorates it in an interesting way.

Writing

P

1. Jerry's bicycle

The story about Jerry has been told through pictures and through text with gaps in it (see p.60 in the *Pupil's Book*). Develop the story with the children. Then they practise telling the story to a friend before making it into a reading book with their own illustrations. The book can be taken home for reading to family members.

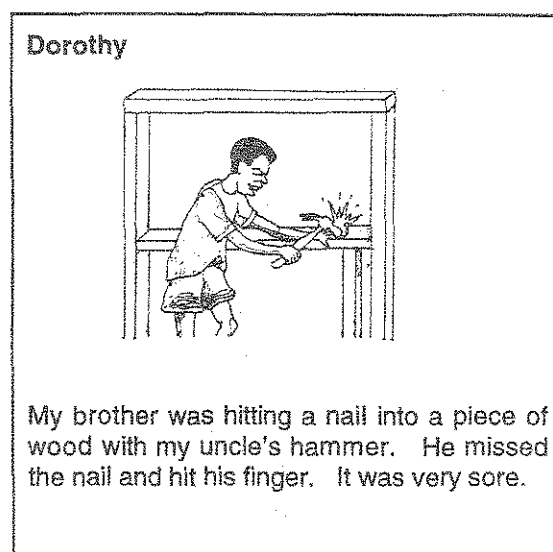
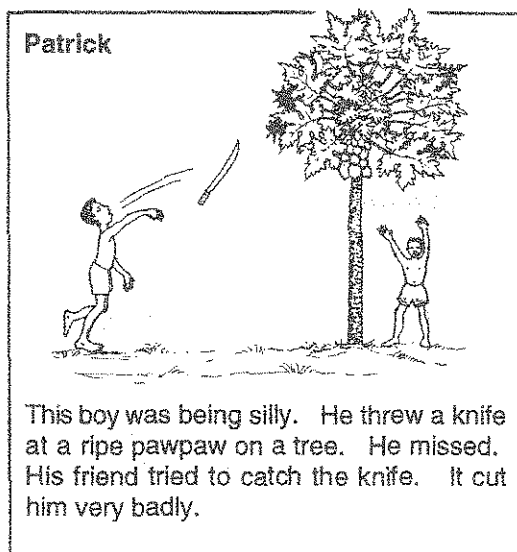


2. Giving advice

Make cards similar to the one on page 61 in the *Pupil's Book*. Children role play the incidents and practise giving the advice. As a last step the children can write the advice down in their exercise books, or on reading cards. As always the children should illustrate their work and write labels and captions for their pictures.

3. Children's experiences

Children will have many stories to tell about getting hurt and what happened after that. The stories should be written down, collected into a class book and shared at reading time. Two examples appear below:



Poems and rhymes

P

Read the poem on page 62 of the *Pupil's Book* with the children. Encourage the children to write their own poems and rhymes, publishing them on poem cards.

Singing

Help children to write 'safety songs' and songs to comfort people who have hurt themselves in different ways.

Handwriting

Children practise saying and writing words that use the /w/ sound:

what, when, where, why, watch, water ...

Drama

Give children the opportunity to dramatize stories they have written or experiences they have had with accidents, first aid, or keeping themselves safe.

Artwork

Give the children the opportunity to illustrate their stories, or make their stories into enlarged books. Make safety posters and murals that can be displayed in the classroom or at home.

Assessment

1. Listen to children read from the story books that you have used during the unit. Ask children general questions about the stories.
2. Ask the children to read their written work to you. Use the words that have been misspelled for spelling. Use the grammatical errors for making language practice exercises.
3. Ask children questions about what to do when particular accidents happen. Notice the range of vocabulary and sentence patterns that they are using in their spoken language.

UNIT 10: SECRETS

Resources

- The best resources for this unit are stories, experiences, and imaginative play situations that involve secrets of different kinds.

Skills

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

Sound focus

The sound /s/ as in **secrets**, **whisper**, **surprise**, **promise** ...

(Notice that the letter 's' for plural is usually pronounced /z/, but following the sounds /t/, /p/, /k/, /f/, and /θ/ it is pronounced /s/.

Language focus

Structural focus

1. Using 'can' to give permission

*You **can** come to my house after school today.*
*You **can** come with me to see the cave.*

2. Using 'that' to refer to and emphasize things that have already been mentioned

*Dorothy wants to fly an aeroplane. **That** is her secret wish.*

Functional focus

1. Labelling interesting things on a picture map
2. Writing a letter, keeping a diary, writing messages in code
3. Producing direct speech in stories

My mother does not like cats. "They put fleas on your bed," she always says to me.

Vocabulary

Secrets

A secret, to have a secret, to tell a secret, to share a secret, to whisper a secret, to keep a secret, a secret friend, a secret place, a secret hiding place, a secret wish, a secret diary, a secret dream, a surprise, a promise, to keep a promise, to break a promise, a tree hut, a lookout, a rope ladder, to pretend, treasure, a treasure box, a treasure map, to bury, a copy, a track, a bridge, a pond, a swamp, fear, thin, a shelter, a food safe, to float, to hide, to be pleased, a yacht, a loose tooth, to wriggle, a fairy, fairies, a tyre tube, a piece of rope, a sledge, cardboard, fast, faster, fastest

Vocabulary activities

1. The words in this unit are best learned through talking about the pictures in the *Pupil's Book* and using the children's experiences with the theme.
2. Encourage the children to draw secret places and label their pictures. These pictures can be displayed as a mural.
3. More new words will be experienced in the stories you choose for reading, and in the stories children write for you. Keep a class dictionary. Choose words from the dictionary for spelling.

Listening and speaking

1. Picture reading

P

The aim of the activity (p.63) is help children understand the various kinds of secrets they have or tell to their friends. Help the children to read the secrets in the speech bubbles and then to role play the incidents with a friend.

For example:

CHILD A: Jennifer, it's my birthday today. Please don't tell anyone. You can come to my house after school. My mother has made me a cake.

CHILD B: Happy birthday, Jennifer. I'd like to come to your place after school. And I promise not to tell anyone.

Children reply to the secret. Notice also that they can expand on the words in the speech bubbles.

2. Telling secrets

Children tell a secret to a friend. The friend promises not to tell the secret to anybody.

3. Secret dreams

P

Children say what their secret dreams are. These can be written down and used for reading cards. There is an example of a secret dream and a secret wish on the picture reading page (p.63 in the *Pupil's Book*).

4. Interviews

Children interview their friends. They use these questions:

I am giving you two wishes.

What is your first wish?

What is your second wish?

The children record their friends' wishes on a card.

Name	First wish	Second wish
James	To play basketball in America	To own a soccer ball
Dorothy	To visit France	To find some gold

Afterwards, they can repeat their friends' wishes to the class.

Reading

Reading materials

<i>Vanua Readers</i>	<i>Ready-to-Read stories</i>
'The Story of Tolamb Atoll' by Blaise Tao 'The Boy and the Devils' by Kathleen Niurrie	'Number One' by Joy Cowley 'The boat' by Sue Fuller

Children's stories

As always, children will have their own stories to tell that involve mystery, secrets and private things. Help them write these stories down and publish them in interesting ways. They are an excellent source of reading and an excellent means of language development.

Reading activities

1. Picture letter

P

Talk about the picture of the tree hut on page 64 of the *Pupil's Book*.
Read the letter with children. Relate the things in the letter to the picture.

2. Buried treasure

P

The children break the code in order to find out what is in the treasure box (see p.65). They read the picture map at the bottom of the page and find the way to the tree hut from the children's home.

3. Picture story

Read the story on page 66 with the children. The children can help you make it into a big book. There are some comprehension question for the children to do. They should only do the comprehension questions when they are confident in reading the story.

4. Additional stories

Use the stories from the *Vanua Readers* and the *Ready-to-Read* series in the usual way. Remember to dramatize the stories as one of the follow-up activities. The stories should always be available for independent reading in spare time. They should also be in a system for taking them home to read to family members. The books should be placed in folders to keep them safe.

Writing

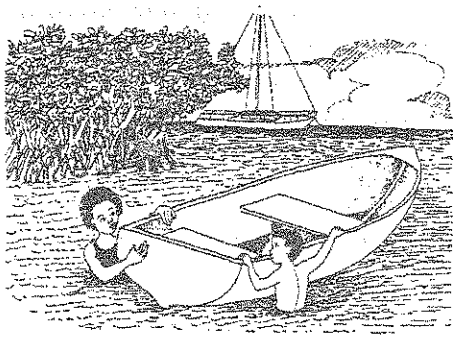
1. Picture story

P

Build up the picture story with the children (see p.67). Give plenty of opportunity to practise telling the story before writing it down. Some children should make the story into a book for reading at home and to other children. The full story is given below, but remember that the children may tell it differently, and perhaps in a more interesting way.

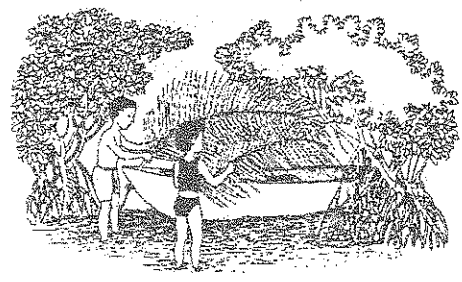
1. Picture story (cont.)

The Boat



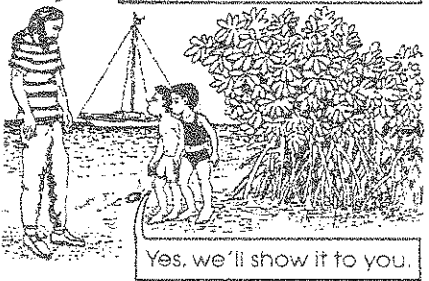
On Saturday, Jennifer and Pita found a boat drifting in the lagoon.

- 1 -



They hid the boat in the mangroves and covered it with coconut fronds.

- 2 -



Have you seen my boat?

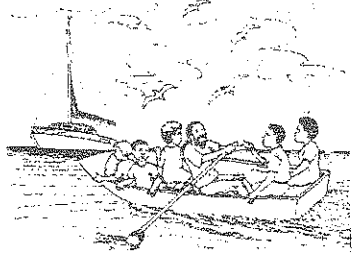
Yes, we'll show it to you.

The next day there was a man on the beach.

"Have you seen my boat?" he said.

"Yes! We'll show it to you," said Pita and Jennifer.

- 3 -



The man was very pleased to see his boat again.

"Come to my yacht," he said. "I will take you for a sail. Your mother and father and brothers and sisters can come too."

- 4 -

2. Secret diary

P

This is a very important activity. Children should now be keeping a diary that they write in regularly. Sometimes they write in their diary at school. At other times they should write in the diary at home. At least two entries a week should be made. There are four examples of what children could write in the *Pupil's Book* on page 68.

Notice that these texts can be used for additional reading practice. Children should put them on cards that look like pages from a diary.

Poems and rhymes

P

1. Read the poem on page 69 with the children. Read it together several times for enjoyment. Return to it on different days. Encourage the children to learn it by heart. Give opportunities for saying the poem with actions or through song. The poem should be written on a poem card and made available during independent reading and for home reading.
2. Encourage children to write their own poems and rhymes for the unit. Publish them on poem cards.

Singing

Write songs to accompany the stories and activities in the unit.

Handwriting

Children practise saying and writing words that use the /s/ sound:

Saturday, secrets, sea, sail, sister ...

Drama

Give children the opportunities to dramatize stories that they have written or experiences they have had with the theme of the unit.

Assessment

1. Check task

P

- There is an ask-and-answer activity on page 70 of the *Pupil's Book*. Children should repeat the activity with three or four friends in order to develop speaking fluency. Listen to the children and observe who are managing the task confidently and who are struggling with the language. The children who are struggling should be paired with confident children at least some of the time.
2. Listen to the children read the various stories in the unit. Ask questions about the stories and about the illustrations.
 3. Notice the sentence structure and punctuation in the children's written stories. Build lessons around mistakes that are being made frequently.

TERM 3

UNIT 11: HUNTING

Resources

- Photographs, pictures of activities associated with hunting
- Resource people from the village who can talk about hunting in earlier times
- *Vanua Readers*, *Ready-to-Read* materials, and children's stories that have a hunting theme

Skills

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

Language focus

Sound focus

When you are pronouncing the past tense forms in speech, the pronunciation of the -ed varies, depending on the preceding sound.

For example:

/-t/	/-d/	/-id/
stopped cooked looked asked jumped	died tried called lived saved	decided needed started waited wanted

The base word ends in a
unvoiced sound

The base word ends in a
voiced sound

The base verb ends in /t/
or /d/

Structural focus

1. Using **used to + base verb** in storytelling in order to say what happened regularly in the past, but does not happen now

My grandfather *used to make* bird traps out of coconut fibre.
After a strong wind, *we used to put* a trap on little trees in the bush.

Notice that **would + base verb** is another way of emphasizing repeated actions in the past during storytelling.

In half an hour we *would catch* ten birds.

2. Using the past simple for actions that follow one another in a story to mark a sequence of actions.

For example:

We **picked** the birds out of the trap and **squeezed** their necks.
We **pulled** their feathers out at home and **cooked** them with vegetables.

For regular verbs we add -ed or -d.

pull	→	pulled	use	→	used
------	---	--------	-----	---	------

The spelling sometimes changes.

stop	→	stopped	try	→	tried
------	---	---------	-----	---	-------

Some verbs have special forms.

make	→	made	go	→	went
take	→	took	buy	→	bought
catch	→	caught	fly	→	flew

Functional focus

1. Recounting a personal experience by mentioning who was involved, when and where the event took place, and detailing the sequence of events in the order in which they happened
2. Making a personal comment about the events.

Vocabulary

The following vocabulary is used in the activities in the *Pupil's Book*:

Actions

To make a bird trap, to put, to catch, to pick a bird out of a trap, to squeeze a bird's neck until it is dead, to pull the feathers out, to cook, to hunt wild animals, to kill, to put something down on the ground, to run away home, to remember, to cut something open, to hide in the long grass, to stand under a tree, to carry a gun, to bark, to place, to carry a hunting spear, to shoot an animal, to clean an animal so that it is ready for cooking ...

Interesting items and places

My grandfather, my grandmother, a bird trap, coconut fibre, a **strong** wind, the bush, vegetables, hunting spears, **tall** grass, our dinner, an axe, the grass, piglets, members of my family, the pig's stomach, a **wild** pig, **long** tusks, a gun, an umu, a flying fox ...

Vocabulary activities

1. Dramatic storytelling

The new words in the unit are best introduced through stories that children, or invited guests, tell about hunting. The stories can be acted out so that the meaning of the new words is clear through the actions of the storyteller.

2. Picture stories

P

New words can also be introduced through reading picture stories about hunting with the children. Again, actions should accompany the reading of the stories. An example of a picture story appears in the *Pupil's Book* (p.71).

3. Experiences

Items that are used to catch or hunt animals can be displayed. Children should draw the items, and make a mural from their drawings. Labels and captions should be added to the mural.

Pictures, photographs, and drawings provide another kind of opportunity for introducing the language of hunting.

Listening and speaking

P

1. Picture story

Build up the story on page 71 in the *Pupil's Book* by asking questions about the pictures. Then read the story together, with children joining in as they become confident with the new words. It is best to use an enlarged book to introduce this activity. Some of the questions that you should ask are set out below.

Page	Key questions
1	What did the person's grandfather used to do?
2	Where did they used to put the bird trap? When was the best time? How many birds did they used to catch? How long did it take?
3	What did they do then? How did they kill the birds?
4	How did they cook the birds? What did they do first? Second? Third?
Afterwards	<p>Have you ever caught birds that way? Tell me about it.</p> <p>What part of the story would you like to do the best of all?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make the bird trap. <input type="checkbox"/> Hang the bird trap in the tree. <input type="checkbox"/> Watch the little birds get caught. <input type="checkbox"/> Take the birds out of the trap. <input type="checkbox"/> Squeeze their necks until the birds are dead. <input type="checkbox"/> Pull the feathers off. <input type="checkbox"/> Make the soup. <input type="checkbox"/> Eat the soup. <p>What part of the story would you not like to do?</p> <p>Is it cruel to catch birds this way?</p>

Listening and speaking (cont.)

2. Mental hide-and-seek

P

Say to the children, "I am looking at something in the picture. What am I looking at?" The children try to guess what you are looking at. As a variation, give children clues.

For example:

I am looking at something. It is hiding in the tall grass.

When children are confident with the new vocabulary, they should play the game with a friend.

Reading

1. Shared reading

P

With the help of the children, read the story about 'a lucky chicken' (*Pupil's Book*, p.73). When the children are confident with the story, they should read it to a friend.

2. Ask and answer

P

Children work in pairs. They practise asking and answering the questions on page 74 until they are able to retell the story of the lucky chicken through responding confidently to their partner's questions. Encourage the children to say more and even ask their own questions. When children are fluent at this activity, allow them to tape-record their talk.

Remember: each child should have a turn at asking and answering the questions.

3. *Vanua Readers*

Select a story from the *Vanua Readers* and turn it into an enlarged book. Read the story using the lesson plans for shared book experiences.

4. Independent reading

Have stories available that older children at the school have written and made into reading material for your class. Each child should read at least one of these stories to another child or to an adult. The story should be entered into the child's reading log.

Writing

1. Story writing

Children should be encouraged to tell stories about hunting experiences. These stories should be made into reading cards for other children to read.

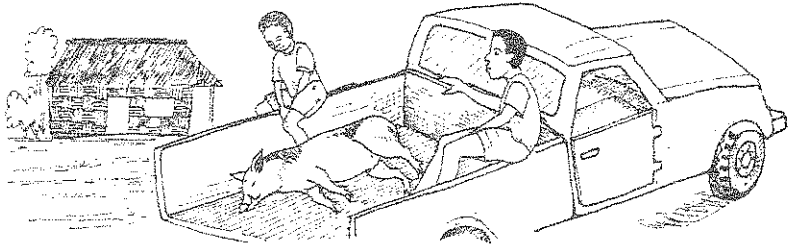
For example:

Too Little

I am too little to go hunting with my older brothers. So I watch them:

1. Climb into the truck
2. Go off with the dogs
3. Come back with a wild pig in the back of the truck.

I am sorry for the pig but I still want to eat it.

Pita

2. Cloze activity

P

Children read the story with a friend and choose a good word to go into the spaces (see p.75). When the children are confident with the story, they should come and read it to the teacher.

The story should read like this:

Early Memories

I am remembering my grandmother. She had a pig with eleven piglets (1) inside her, waiting to be born.

One day my grandmother (2) said to the members of my family, "We need a pig (3) for a feast on Saturday. Kill that one."

So they killed (4) the pig. They cut (5) open her stomach and took the baby pigs out. They buried (6) them under a coconut tree.

Poems and rhymes

Read poems and rhymes about wild animals in the bush. Help the children write their own poems about hunting.

Singing

Children sing hunting songs using English, Bislama, and the local languages of the area.

Handwriting

When children prepare their stories for a class book, they will be using their best printing. Look at the letters that are not being formed confidently and practise them using the vocabulary and sentences from the unit.

Read and draw

P

Children read the sentences on page 76 of the *Pupil's Book* and draw appropriate pictures.

Drama

1. There are many situations associated with hunting animals in the bush that can be used for role play and drama.
2. Give children the opportunity to dramatize the stories they have written or read during this unit.
3. With the children, write a short play. Help the children to make animal masks and imaginary hunting weapons. Ask other people to come and watch the play.

Projects

Encourage children to find out information about hunting from resource people in the village. Ask parents to help with this work. Children should present a short talk on their topic and answer questions. The information should also be displayed in visual and written form.

Assessment

As well as observing how children are responding to the various exercises in the *Pupil's Book*, you should give children experience of responding to and using the language introduced in the unit. Here is an example.

Check Task

1. Name four wild animals in the bush.

a _____
c _____

b _____
d _____

2. Draw a bird trap. There is one bird caught in the trap. Label your picture.

3. Imagine your father and uncles are going to the bush to find a wild pig. What will they take with them?

4. Remember the story about the lucky chicken. What did the teacher ask the little girl to do?

5. Write your own story about going to the bush with your family to catch a wild animal.

UNIT 12: COMMUNICATION

Resources

- Pictures of people communicating in different ways
- Examples of newspapers, magazines, letters, and notices
- Pictures of telephones, television sets, computers, and other examples of other modern communication systems

Skills

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

Sound focus

Words like **communication**, **invitation**, and **conversation** end with the letter pattern “-tion”. This letter pattern is pronounced /ʃən/. Other words ending with this letter pattern are **collection**, **relation**, **position**, **action**, **nation**, and **fraction**.

Language focus

- Using the basic form of the verb for the following speech acts:

Speech acts	Example
1. Giving instructions	Bring a bottle of water with you.
2. Inviting	Please come to my birthday party on Saturday.
3. Warning	Be careful. The stones are slippery.
4. Advising	Sit in the shade to eat your lunch.
5. Requesting	Please, come with me to the market after school.
6. Expressing good wishes	Have a nice day!

Notice there are no endings on the verb and usually there are not subject parts in the sentence.

- Using “can you ...” and “could you...” to make invitations and requests more polite or more tentative

***Can you** come with me to the market after school, please?*

***Could you** come with me to the market after school, please?
(More polite; more tentative)*

Vocabulary

Actions

To read a newspaper, to read a book, to read a letter, to listen to the radio, to watch television, to watch a video, to watch a play, to talk on the telephone, to give a speech, to listen to the pastor in church, to listen to the village chief, to work on a computer, to send a letter, to send a fax, to read the sign, to obey the sign, to write a letter, to write a message, to write a note.

People and their jobs

A journalist, a printer, a news broadcaster, a technician, a keyboard operator, a switchboard operator

Technology words

Communication, mass media, transmitter, satellite, satellite dish, receiver, cell phones

People with special communication needs

A blind person (braille), a deaf person (sign language)

Vocabulary activities

1. Children should learn these words and phrases by taking part in experiences involving communication, or through role play in imaginary situations.
2. It is important to have library books that show how modern methods of communication work (telephones, radio communications, computers, facsimile machines, television, video ...).
3. Projects can help students to build up word knowledge in the area of communication.
4. **Experiences with different forms of communication**

These experiences should be recorded in books produced and illustrated by the children.

Listening and speaking

1. Picture reading

P

Use the pictures on page 77 of the *Pupil's Book* to introduce some of the new words and phrases associated with the unit.

Tell a story for each picture. Children listen to the story and point to the appropriate picture.

2. Remembering messages

P

Role play situations where children have to listen to messages and remember what they have been told. There is an example on page 78 of the *Pupil's Book*.

Children listen to the message several times. When they are confident that they can remember the message, the children work in pairs. One person asks the questions on the pupil's page and monitors their friend's answers. In a variation of this activity, the children work in threes with one child giving the message, one child asking the questions, and one person giving the answers.

Language practice

P

Children practise making a message polite using 'Can you ...', 'Could you ...'. They also practise conventional ways of answering a telephone (see p.79). One way to fill in the blanks appears below:

Monday

Dear Toni,

Can you come to my house after school, please? I have something to show you.

Your friend,

Pita

Phone Message

Lessy picks up the phone: "Hullo, I'm Lessy."

"Hullo, Lessy. It's John here. Can I speak to your grandmother, please?"

Then Lessy says: "Just a minute. I will go and get her."

Reading activities

1. Messages

P

Make messages for children to read like the ones in the *Pupil's Book* on page 80. Children take turns at picking up a message, reading it, and then saying what they have to do. Wherever possible, children should act out the message with a partner.

2. Letters

Arrange for children to receive letters from pupils in another school. Children read their letters privately. They read the letter aloud to a friend. The letters should be replied to in writing time and posted to their new friends.

3. Enlarged books

Some stories make use of letters and other forms of communication. Make these stories into large books and use co-operative reading methods to help the students become fluent and independent readers of the story.

4. *Vanua Readers*

Choose a story from the *Vanua* series and read it with the children until they are fluent. Dramatize the story and use the readers' theatre to present parts of the story that children especially like. Write comprehension activities for the story that are based on story parts. (Who are the main people in the story? Who has a problem? What is the problem? How is the problem solved?) Encourage children to relate personal experiences, or other stories they know, to the main events in the story.

5. Puzzles

Make puzzles that use codes, maps, or muddled-up directions. Share the puzzles with other people.

6. Custom story

P

Make the custom story on page 83 into an enlarged book. Read the story with the children until they are confident to read it with a partner.

Writing

1. Letters

Every child should have a penfriend in a neighbouring school. One way to arrange this is to 'adopt a class' in another school. The names of the girls and boys are written on cards and given out to the children. Each child should receive the name of a penfriend. Letters can be exchanged from time to time. The teacher can deliver the letters from the class, or post them. It is important that every child receives and writes a letter.

2. Class newspaper and magazines

The children publish a class newspaper, or magazine, once a term. The newspaper can be published like an enlarged book, with children taking turns at taking it home to read to their families. Alternatively, children can write newspapers/magazines in groups of four or five. Again, children should have turns at taking their publications home.

3. Story writing

P

Children can write stories that have signs or a message or a letter as part of the story. There is an example that has been made into a booklet on pages 80-81 of the *Pupil's Book*.

4. Information texts

P

Children list, draw and describe the different ways that people use to communicate on a personal level. The children's work is gathered together and published in a class book. There is an example on page 82 of the *Pupil's Book*.

5. Codes

Children can invent codes in order to write a 'secret' message. Encourage children to exchange the messages.

Poems and rhymes

P

Help children to write messages in rhyme and send them to other children. Invitations, letters, and replies can also be written in rhyme (see page 84).

Singing

Encourage children to sing the rhymes they have written as messages (and sign the reply).

Handwriting

Children practise saying and writing words that end in the letter pattern “-tion”. *For example:*

Communication, invitation, repetition, conversation, collection, position, relation, fraction

Drama

1. Encourage children to ‘read’ body language and respond appropriately. For example, children use facial expressions, gestures, body movement, and signs of emotion to show worry, fear, happiness, anger, agreement, disagreement, sadness, loneliness, surprise, uncertainty, confusion
2. Encourage children to communicate messages through dance, music, and song.

Assessment

1. One way to assess a unit of work is to finish with a project that involves groups of children carrying out a particular task. For example, setting up a class radio station using a tape recorder, using a video camera to make a television production, producing a class newspaper or magazine, or organizing a penfriend club.
2. Knowing about a topic also means that you know some of the problems associated with the topic and how those problems can be solved. For example, here are some of the problems associated with ‘communication’:

Problems		Advice
1.	People don't listen carefully to messages.	Write the message down.
2.	Messages are not delivered.	Remind the person to deliver the message and check next day.
3.	People don't reply to your letters.	Don't give up. Write again.
4.	Toll calls to another island or country cost a lot of money.	Don't talk too long. Ring during the cheap time.

3. Ask children to give a talk about a special topic they are interested in. For example, how a telephone works, communication in earlier times, unusual ways to communicate, animal communication

UNIT 13: POLLUTION

Resources

- Pictures that contrast life in earlier times in Vanuatu and life now
- Pictures that show how we use the environment for our needs
- Pictures that show the different ways in which we are spoiling our world

Skills

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

Sound focus

Using the /ə/ sound in syllables that are not important:

pollution environment conservation

The sound /ə/ may be spelt with the letters a, o, e, or er. The sound is never in the stressed part of a word.

Language focus

Some verbs are always found with short adverbs:

Switch the light off.
Turn the tap off.
Put the food away.
Give your old clothes away.
Don't cut trees down.

Alternatively, you can place the adverb immediately after the verb:

Switch off the light.
Put away the food.
Don't cut down trees.

Notice, however, that pronouns must follow the verb:

Switch it off.
Put it away.
Don't cut them down.

Vocabulary

General words

Our earth, our needs, food, shelter, safety, the land, the sea, the sky, the air, plants, animals, birds, trees, bush, jungle, streams, rivers, swamps, food chains, oil, petrol, gas, electricity, oil wells, to generate electricity, electric lights, gas stoves, an open fire, wool, cotton, energy, rubbish, litter, plastic, plastic bottles, an empty packet of sweets, a radio, an electric fan, a tip (i.e. a piece of advice), sweet wrappers, food scraps.

Actions

To throw away, to bury in the ground, to take it with you, to drop it on the ground, to pick it up, to turn it off, to let it run, to turn it on, to switch it off, to cut trees down, to eat unhealthy food, to waste, to give old clothes away.

Vocabulary activities

1. Help children to label pictures using the new vocabulary.
2. Build up a class dictionary using sketches, labels, definitions, captions, and check questions. Different children can be responsible for different words.
3. Use the important verbs on flash cards. Children pick up the cards and mime the actions.

For example:

Turn the tap off tightly.

Pick up the plastic bags on the beach.

4. Encourage the children to use the new words in their talk and writing.

Listening and speaking

1. What gives us a happy life?

P

Children choose five things that give *them* a happy life (see p.85).

Which side of the page do their items come from? The items on the left represent the things that used to make people happy, and still do. The items on the right represent newer ways of satisfying needs and wants.

2. Sorting items

Write the items on the picture page on cards. Children sort the cards into groups. *For example:*

You need money to buy these things.

You get these things from the bush, the garden, or the sea.

They are made in factories. Sometimes they are brought to Vanuatu by ship.

Tins of fish

Pawpaw

A radio

Meat (wild pigs)

A car

Fish

An outboard motor

You can sell these things in the market.

Things your parents can make:

Easily

With the help of things from the shop

A fan

A food safe

A bird trap

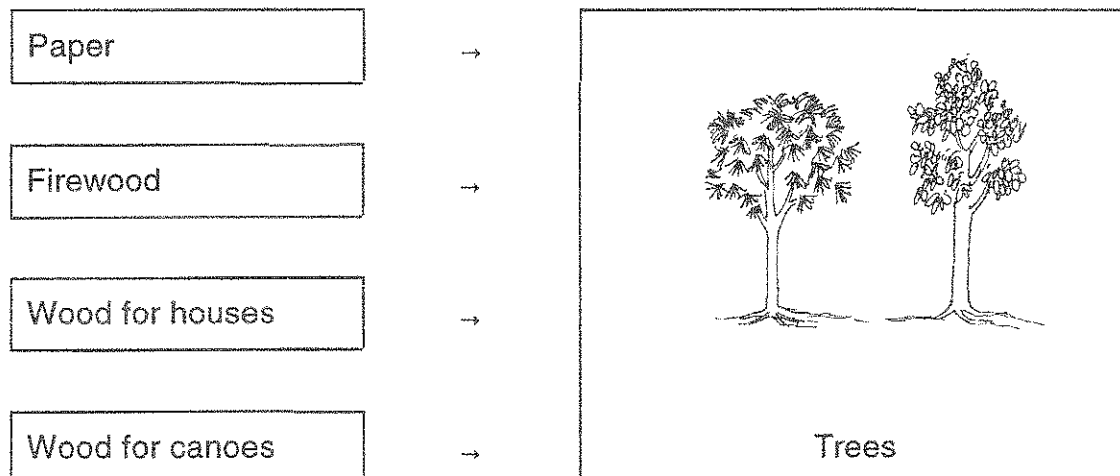
A bush house

A canoe

4. Where do things come from?

Children pick up cards and say where the items on the cards come from.

For example:



5. Point to

P

Talk about the things in the picture map on page 86. Children point to the things that are harming the air, the water, and the land. Children also find things that are helping to protect our health and our environment.

For example:

- Point to the petrol that is leaking into the sea from the outboard motors.
- Point to the woman throwing her dirty washing water into the lagoon.
- Point to the rubbish tins. Where will the caretaker empty them? Then what will he/she do?

As the items are identified, children say how the items are harming or helping the environment, or our health.

6. Sharing experiences




Children recount experiences of clearing the bush for their gardens, and of keeping their environment tidy and clean.

Language practice

P

What should you say?

Children look at each picture on page 87, read the caption, and then imagine what they would say. *For example:*

Situation	You say:
<p>Anita</p>  <p>Anita is throwing her lolly paper away. There are other lolly papers and rubbish in the long grass.</p>	<p>"Please don't throw your lolly paper away. Put it in your pocket and take it home."</p>
<p>Paul</p>  <p>Paul went to get some water. Look! He has not turned the tap off.</p>	<p>"Please, turn the tap off. Don't waste water."</p>
<p>Nina</p>  <p>Nina is throwing rubbish into the lagoon:</p> <ul style="list-style-type: none"> • Tins and plastic bottles • Vegetable skins • Pieces of bamboo. 	<p>"Please, don't throw your rubbish in the lagoon. Bury the tins. Make the vegetable skins into soil. Burn the bamboo."</p>

Children make up other situations and put them on cards for their friends to do.

Reading

Reading materials

You will need to gather your own reading materials for this unit. Use the stories in the *Pupil's Book* as a starting point for gathering other stories and making information sheets.

Reading activities

1. Good advice

P

Children take turns at reading Lucy's advice on keeping the environment safe (see p.88). Encourage children to rehearse the advice by asking and answering questions.

For example:

- a What is Lucy's first piece of advice? Her second piece of advice?
- b What should you do with old tins and plastic bottles? Waste paper? Food scraps? Weeds, leaves, and grass?
- c Sometimes we cut trees down for wood. What should we do afterwards? Why?

2. Story reading

P

Children read the story on page 89 in the *Pupil's book* to a partner. They read the story several times to different partners until they are confident with the story. Then they check their memory of the story by doing the ask-and-answer task in page 90. The story can be made into an enlarged book and put into the library corner.

3. Shared reading

Read at least one enlarged book that has been made from the children's experiences of caring for the environment. Involve the children and their parents in making the book.

4. Reading for information

Make information cards that contain answers to questions that children ask. Children read the cards to a partner and test themselves on the information.

Writing

1. Reports

P

Children observe and report what people are doing to the environment.

- Children make lists of the rubbish they see on the side of the road, or on paths (see p.91 of the *Pupil's Book*).
- Children say what their families do to keep the environment clean and healthy.
- Children explain how some careless actions harm the environment.

2. Rules

Children write rules to cover situations where the air, or water, or land is being harmed by our actions.

3. Problems

Children choose a problem associated with pollution. They say how the problem happens, and they suggest what people should do. Here is an example:

Is the Water Clean?

Problem

Sometimes people get sick after they eat shellfish from the lagoon.

Why?

1. Sometimes people throw rubbish into the lagoon.
2. The shellfish feed on the rubbish.
3. The people eat the rubbish in the shellfish.

What should people do?

1. Do not throw rubbish into the lagoon.
2. If the water is not clean, do not eat raw shellfish.
3. If the water is not clean, cook shellfish very well before you eat them.

4. Story writing

Children write their own stories about caring for the environment. They publish these stories in books that can be taken home for reading.

Poems and rhymes



Children write poems and rhymes to remind others about the importance of making our environment safe from pollution (see p.92). The poems can be sung to reinforce their message.

Spelling

The unit introduces the children to many long and difficult words:

pollution, climate, conservation, environment, global warming, soil erosion, reforestation ...

Make word puzzles to practise spelling the words and recognizing their meanings.

Drawing

Children can make notices and posters to remind people what to do to keep their environment clean and healthy. This is an opportunity to take special care with printing and handwriting.

Drama

Children write short plays showing the way life has changed in their village over the lifetime of their family members.

Assessment

1. Children should undertake projects that will improve the school environment.
2. It is important that children know the rules for keeping the environment clean and safe. It is also important that they carry out the rules in their lives.
3. Children should be able to say why it is important to save forests, keep water clean, and take responsibility for rubbish. Problem cards that contain ask-and-answer questions are important for assessing how much children know about the topic of pollution.

UNIT 14: RULES

Resources

- Pictures of children doing the right things at school, at home, and in their play
- Pictures of people playing games, or doing interesting things
- Pictures of situations where people have to act quickly and know the appropriate things to do.

Skills

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

Language focus

Sound focus

The sound /r/ as in *rules*, *race*, and *raft*. Also in combination with other consonants (*brush*, *cry*, *dress*, *fresh*, *grace*, *prayers*, and *treasure*).

Structural focus

1. Using the basic form of the verb to state a rule, or to give good advice.

Say grace before you start to eat your food.

After a shower, **dry** yourself carefully with a towel.

2. Using **must/must not/mustn't + verb** to emphasize a rule:

You **must say** grace first.

You **must clean** your teeth before you come to school.

Notice there is no /s/ with he/she/it and no /to/ after *must*.

Nora's sick today. She **must stay** in bed.

Pita's dog **mustn't** come to school.

Functional focus

Giving more information using words and phrases that answer the question “how?”

Dry yourself **carefully** with a towel.
Play **safely** in the bush.
Tie the pieces of bamboo together **tightly**.

About the theme

It is important for children to understand that:

- Rules help us to keep safe and healthy in our daily lives
- Rules help us to enjoy games
- Rules help us to decide the correct things to do in dangerous situations
- Rules help us decide what we should do in situations where there are choices between right and wrong, and fair and unfair behaviour
- Rules are for everyone to keep.

Children should also know what to do and say when other people are deliberately breaking rules that are important.

Vocabulary

General

Rules, school rules, a watch, a bush track, a notice, a raft, a tyre tube, a mast, a sail, a sheet, a treasure hunt, a clue, clue cards, a place to sleep.

Actions

To say grace, to pass the food, to have a shower, to say prayers, to make a rule, to break a rule, to keep a rule, to see something shining in the long grass, to pretend that something belongs to you, to write a notice, to quarrel, to argue, to bully.

Other words

Shallow water, clean clothes, tidy hair, thick bamboo, fresh water, afterwards, safely, carefully.

Vocabulary activities

1. Encourage the children to use the new words as they recount recent experiences. *For example:*

Last night I said my prayers before I went to sleep. I always do that.
I kneel beside the bed and Mummy listens to me.

2. Help the children to enter the new words into a class dictionary book for the unit. If possible, children draw the words, label the pictures and write captions. Children practise reading the pages of the dictionary to a friend.
3. Have plenty of opportunities to read and write the new words. Use the words for spelling, handwriting, and in poems, songs, and plays.

Listening and speaking

1. **What are the rules?**

P

Children suggest the rules that apply at the dinner table, when getting ready for school, and for going to sleep at night (see page 93). Children use both the pictures and their own experiences in saying what the rules might be.

2. **Who makes the rules?**

P

Children work in pairs and fill out an information form similar to the one on page 94 of the *Pupil's Book*. Encourage the children to say what the rules are in each of the situations. At the end of the activity, children can use their sheets to give short reports.

3. **Recounting stories**
Children recount experiences associated with making rules, and keeping them, or breaking them. The stories should be written down and made into a class book.

4. **Do you know the rules?**
Children pick up cards with different situations printed on them. They earn a seed for every rule that they can give. *For example:*

Playing: Hide-and-Seek

Rules

1. Shut your eyes tightly if you are counting.
2. Don't count too fast.
3. Call out when you are coming to find your friends.
4. Do not hide outside the boundary.

(Four seeds)

Language practice

1. Swimming safely

P

Children advise Jennifer and Pita what to write in the spaces on page 95 of the *Pupil's Book*. Children should practise saying the rules first. When they have finished writing the rules, children should read or say the rules to at least three other people. The rules should look like this:

Swimming Safely

1. Ask your parents first. Tell them where you are going.
2. Go with an older sister or brother.
3. Don't jump into shallow water.
4. Dry yourself carefully with a towel afterwards.
5. Wear dry clothes home.
6. Don't come home late.

Jennifer and Pita

2. Role play

Pretend you are Jennifer's mother. Tell Jennifer and Pita the rules for swimming safely. Use 'must', 'must not' and 'mustn't'.

3. Ask-and-answer

Children take turns at asking and answering questions about the swimming rules.

Questions

- Who should you ask?
- What should you tell them?
- Who should you go with?
- What is another important rule?
- Why is it important?
- What must you remember to do afterwards? Why?

Reading

Reading materials

Find stories from different sources (*Vanua Readers*, *Ready-to-Read* stories, custom stories, library books ...) that are suitable for this unit. Read the stories co-operatively with the children, and base literacy activities around the theme.

Reading activities

1. The watch

P

With the children, read the story on page 96 of the *Pupil's Book*. Discuss the pictures and dramatize the story. Children say what they would do if they found a watch in the long grass.

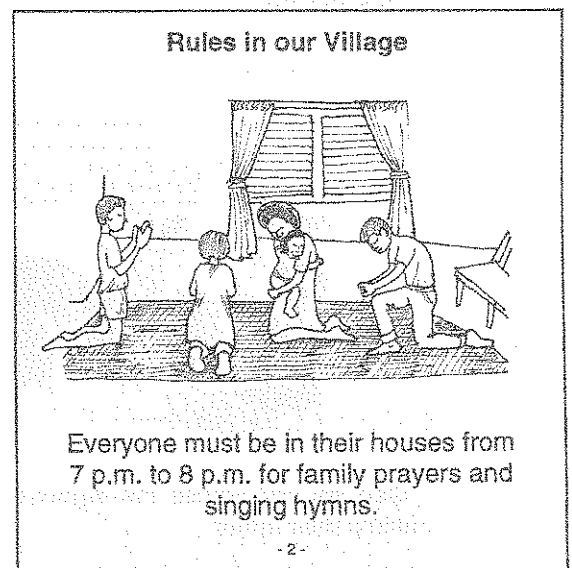
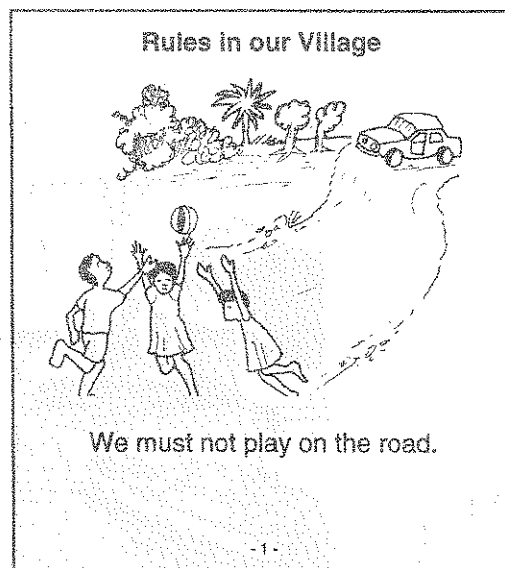
2. Children's own stories

Encourage children to tell you about things they have found. Write the stories on the blackboard, or in a class book. Use the stories for reading practice.

3. Class book

Help children to produce a class book containing different kinds of rules. Include the children's experiences with rules.

For example:



Writing

1. School rules

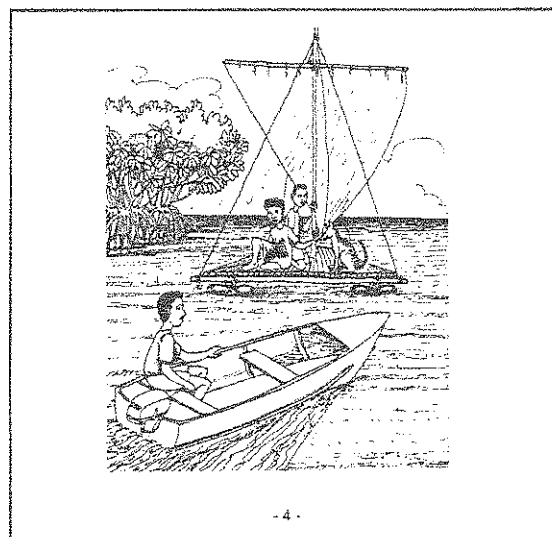
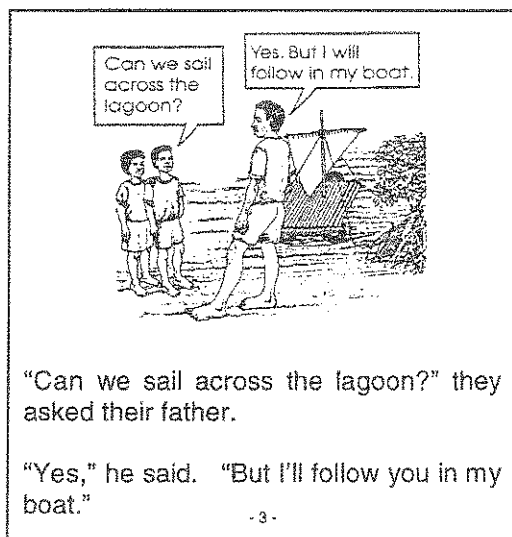
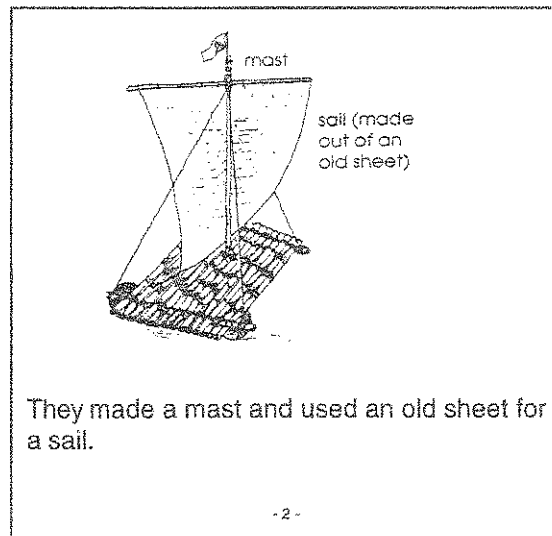
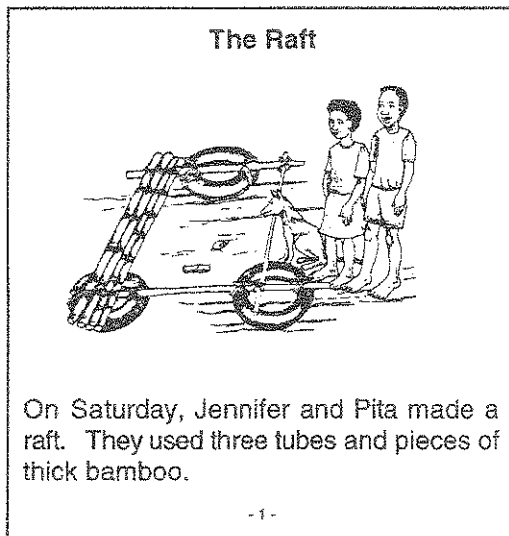
P

Children pretend they are helping Rina and Joseph to write down some school rules (see p.97). The children should practise saying the rules with a friend before writing them down in their exercise books. When finished, the rules should be read several times to different people.

2. Story writing

P

Help the children build a story from the pictures on page 98. When they are confident in telling the story, the children make the story into a book. These books are then taken home and read to family members. The story should read like this:



Writing (cont.)

3. Treasure hunt

P

Help children to make up games and write the rules for the game.

Remember to play the game afterwards. "Treasure Hunt" on page 99 of the *Pupil's Book* is an example of how writing and reading can combine in children's games.

4. Personal writing

Encourage children to write their own stories that involve children doing the right thing. Publish the stories so that you are adding to the reading resources of the unit.

5. Certificates

Children design and present certificates to their friends whenever they are seen to be doing the right things in particular circumstances.

Poems, rhymes and songs

Children make up poems, rhymes, and songs to sing during games, during special events, or for imaginary situations.

Handwriting, art and craft

Children practise their handwriting during book production time. Illustrating the stories, together with making models and puppets, can be included in the book production activity.

Drama

Readers' theatre activities include reading the stories to an audience in play form with suitable songs and props.

Assessment

P

1. If you are doing this unit late in the year, you might like to assess the children's progress in English through a short test. Read-and-do tasks are particularly useful for checking that children can use reading to get jobs done (see below). Looking at the diaries that children are keeping (see Unit 10 in the *Pupil's Book*, p.68) is also a useful way of checking development in writing.
2. Hear children read from the *Vanua Readers* that you have taken during the year. Are the children able to read the stories confidently and with expression? Do they have the ability to work out difficult words from the pictures, or from the story up to that point?

The 'Read-and-do' activity on page 100 of the *Pupil's Book* is one way to assess the developing ability of children to respond to written instructions and present information for others to read.

For example:

Rules for Keeping Animals Safe and Healthy															
1.	Write a true sentence: I have a pet <u>dog</u> at home. Its name is <u>Cheetar</u> .														
2.	Who looks after your <u>dog</u> ? <table><tbody><tr><td>• Me</td><td>• My brothers and sisters</td></tr><tr><td>• My parents</td><td>• Other people, Violet and Thomas</td></tr></tbody></table>	• Me	• My brothers and sisters	• My parents	• Other people, Violet and Thomas										
• Me	• My brothers and sisters														
• My parents	• Other people, Violet and Thomas														
3.	What do you give your <u>dog</u> to eat? <table><tbody><tr><td>a. Bread</td><td>c. Bones</td></tr><tr><td>b. Meat</td><td>d. Rice</td></tr></tbody></table>	a. Bread	c. Bones	b. Meat	d. Rice										
a. Bread	c. Bones														
b. Meat	d. Rice														
Write some rules for keeping your <u>dog</u> healthy and safe. <table><tbody><tr><td>a.</td><td>Feed him every day.</td></tr><tr><td>b.</td><td>Give him a drink of fresh water every day.</td></tr><tr><td>c.</td><td>Give him a place to sleep.</td></tr><tr><td>d.</td><td>Give him a wash once a week in the lagoon.</td></tr><tr><td>e.</td><td>Don't hit him with sticks or throw stones at him.</td></tr><tr><td>f.</td><td>Play with him, take him for a run every day.</td></tr><tr><td>g.</td><td>Give him medicine when he is sick.</td></tr></tbody></table>		a.	Feed him every day.	b.	Give him a drink of fresh water every day.	c.	Give him a place to sleep.	d.	Give him a wash once a week in the lagoon.	e.	Don't hit him with sticks or throw stones at him.	f.	Play with him, take him for a run every day.	g.	Give him medicine when he is sick.
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e.	Don't hit him with sticks or throw stones at him.														
f.	Play with him, take him for a run every day.														
g.	Give him medicine when he is sick.														

UNIT 15: PUZZLES

Resources

- Books and magazines that contain puzzles that are suitable for children
- Examples of puzzles that the teacher has made
- Examples of string games, paper folding, riddles, and magic.

Skills

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

Language Focus

Sound focus

Making words from initial letter combinations such as fl, sh, st, and tr.

For example:

fl		sh		st	
flag	flood	ship	share	star	still
fly	floor	shade	shark	stamp	stir
flour	flower	shadow	sharp	stand	stomach
float	flame	shake	shelf	start	stone
flat	flap	shallow	shell	stay	stop
flash	flavour	shape	shore	steal	story
flow	flutter	shoot	shop	steep	straight
flea	flu	shore	short	stick	stream

Words beginning with /tr/ include *treasure, travel, track, traffic, train, transport, trap, tree, triangle, trick, try, trip, trouble, truck, true, and trunk.*

Other initial letter combinations used in the vocabulary for this unit include cl (clues), cr (cross), sw (swamp), pl (place), pr (present), and sm (small).

The dictionary can help you to find common words that start with particular letter combinations.

Structural focus

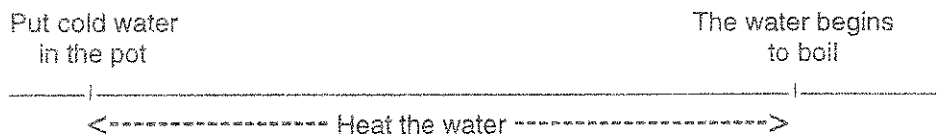
1. Combining messages using time words, such as 'before', 'after' and 'until'. In all, there are seven time words that are used to join messages in English.

when	before	after	since
while	as	until	

In this unit, the time word 'until' is used (see Puzzle 2).

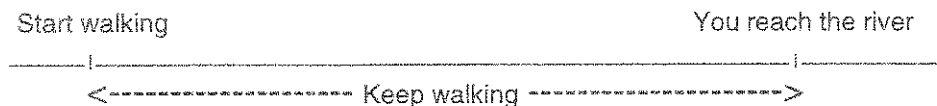
Heat the water **until** it boils.

The word 'until' means 'up to a particular time'.



Here is another example from Puzzle 3.

Keep walking **until** you reach the river.



2. Using 'first', 'then', 'next', and 'finally' to say that something is done before or after other things, as in the recipe for fish soup.

<p style="text-align: center;">Fish Soup</p> <p>First fill a pot with water. Then heat the water until it boils. Next put fish and vegetables in the boiling water. Finally add salt and pepper.</p>

Functional focus

Varying the message by using negative words when you say to say:

- Something is not true
- Something is not happening
- Something is not there.

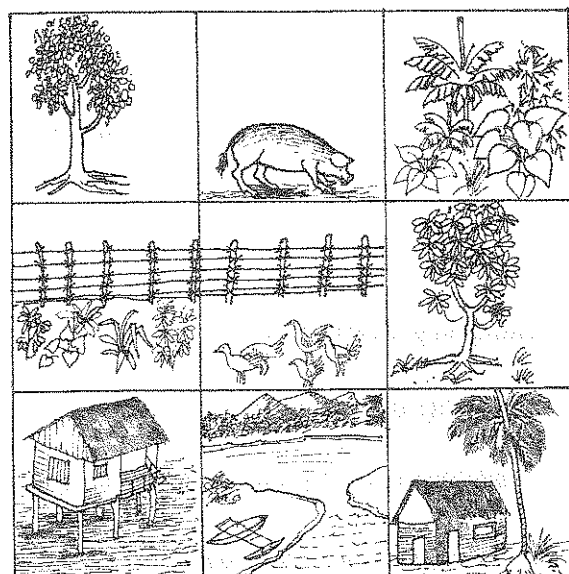
Here are the negative words in English.

no	nobody	never	nowhere	neither
not	no-one	none	nothing	nor

For example:

Find the square where:

- There are no trees
- There aren't any animals
- There isn't a fence
- Nobody has planted a garden



Vocabulary

What words to teach?

Words in the introductions to the puzzles

A birthday party, a good time, a recipe, fish soup, to mix up the instructions, buried treasure, a treasure map, clues, to discover where the treasure is buried, to mark a cross on the map, a swamp, north, south, east, west, to travel, a raft, difficult, a dark place, a hidden present, to cross off a square, the last remaining square.

Words in the puzzles

A star, a party hat, to wave a small flag, boiling water, to add salt and pepper, until, to boil some water, finally, to bury some treasure, mountains, a lake, a forest, a swamp, some caves, a map, a fence, a road sign, library, a suitcase, an oven, cold, light, enormous, to protect, a ship, an umbrella, rain

Vocabulary activities

1. Doing the puzzles

As children do the puzzles, help them to understand and use the new words.

2. Experience with puzzles

Prepare additional puzzles that use the same kind of introduction and instructions as the puzzles in the *Pupil's Book*. These are sometimes called parallel puzzles.

3. Writing puzzles

Encourage children to write their own puzzles using similar instructions and story lines as the puzzles in the *Pupil's Book*.

4. Spelling activities

Make spelling activities and games for some of the important new words in the unit.

Listening and speaking

1. Working with a partner

P

Sometimes puzzles can be done interactively with a friend. Here are two examples from the *Pupil's Book*.

Who Said It?

One person reads out the speech clues, pretending to be a particular child at the birthday party (see p.101). The other person listens, examines the picture, and works out the name of the person who is speaking. For example:

CHILD A: Hi! There are two stars on my party hat. What is my name?

CHILD B: Pita.

CHILD A: That's right. I've two stars on my hat. Violet has only one.

The person who is reading out the speech clues must check what their partner is saying, ask and answer questions, and repeat the speech clues if necessary.

Buried Treasure

Again the children can work in pairs. One child reads out the various directions for finding the treasure (see p.103). The other person finds the way on the map. The person giving the directions must watch what their partner is doing, answer questions, and repeat the instructions if needed.

2. Telling back the story

P

Most puzzles have a story in them that can be told back to a partner. For example, this is how Jennifer told her partner how to make fish soup. (See the puzzle on p.102 in the *Pupil's Book*.)

Fish soup

This is how to make fish soup:

- First put some water in a big pot.
- Then heat the water on the stove until it boils.
- Next put the fish and vegetables into the boiling water. Add a little salt and pepper.
- Cook the soup gently until the vegetables are soft.

Now the soup is ready to eat.

Encourage children to add details when they are telling the story back.

3. **Ask-and-answer**

P

If the puzzle has a story, then you can write an ask-and-answer activity to check the children's understanding of the story. For example, here is an ask-and-answer task for "Buried Treasure" (see p.103).

Buried Treasure

Questions

1. Where did you land on Treasure Island?
2. What did you find south of the village? (There were snakes and crocodiles living there.)
3. How did you cross the river? How did you cross the lake?
4. Where did the river start? What make walking hard?
5. Where did you find the treasure?
6. Tell me an easier way to get to the treasure cave.

4. **What is it?**

P

Children can test their partner's knowledge of new words by using the format of the "What Is It?" puzzle on page 107 of the *Pupil's Book*. The emphasis should be on responding quickly to the clues (which may be given in any order). This can also be done as a class activity for spelling.

Reading

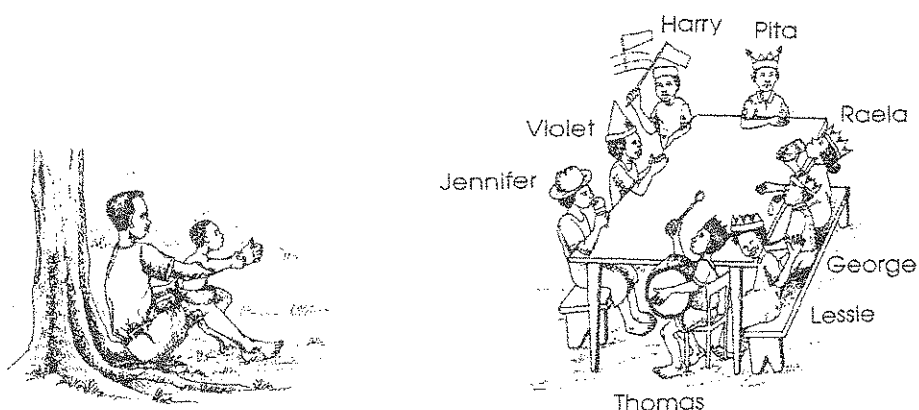
1. Story the puzzles

P

With the help of the children, build up a story for each puzzle on the blackboard. The children can then make an enlarged book from the story.

Pita's Birthday Party

Pita is eight years old today. He is having a party with his friends. Here they are sitting at the table:



- Pita is wearing a hat with two stars on it.
- Harry is waving a flag.
- Violet has one star on her hat.
- Jennifer is eating an ice cream.
- Thomas is hitting the drum.
- George is blowing a whistle.
- Raela is drinking some lemonade.

Who have I forgotten?

- Pita's uncle. He is sitting under the tree.
- The baby. I think the baby wants to play with the drum.

Here is a question to answer:

What did Pita get for his birthday?

Clue: You hit it to make a loud noise.

(Based on Puzzle 1, p.101)

2. Ask-and-answer

Design an ask-and-answer task to go with each puzzle. Children take turns asking and answering the questions until they become fluent at doing so.

3. Read-and-do

Practise new words by writing instructions on cards. Children pick up the cards and do what the instructions say. *For example:*

Make a party hat. Put three stars on the hat.

Draw a drum, a flag, and a whistle. Which one would you like for a present?

Writing

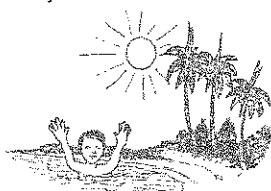
1. Story writing

Children write a story based on a puzzle. *For example:*



Jennifer's First Day at a New School

This is Jennifer. She is going to a new school today.



Jennifer walked past the lagoon. Two boys called out to her: "Come and have a swim with us!" "No," said Jennifer. "I'm going to my new school."

Jennifer walked past the shop. "Come inside and have an ice cream," said the shopkeeper. "No," said Jennifer. "I'm going to my new school."



At last Jennifer arrived at the school. A teacher was waiting for her at the gate. "Come with me," said the teacher. "I will take you to your new class."

(Based on the puzzle on p.106)

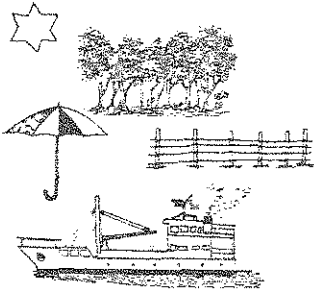
The story can be made into an enlarged book and used for reading.

2. Making a puzzle book

Each child makes a puzzle. The puzzles are made into class books and shared with other children. Each puzzle should have an answer sheet (except for mazes).

Assessment

1. The following questions are important to ask:
 - a. Have children been busy doing the puzzles?
 - b. Can they story the puzzles?
 - c. Can they answer comprehension questions about the puzzles?
 - d. Can they make puzzles of their own?
 - e. Can they work with a partner to do the puzzles interactively?
2. Assess whether children can respond to the new words and grammar when they meet them in new contexts. *For example:*

Read and Do																																									
1. Write your name here. _____																																									
2. Draw a map of an island. Mark these things on your map.																																									
<input type="checkbox"/> A village <input type="checkbox"/> A swamp <input type="checkbox"/> A river <input type="checkbox"/> A bay	<input type="checkbox"/> A lake <input type="checkbox"/> Mountains <input type="checkbox"/> Some caves <input type="checkbox"/> Bush																																								
3. Fill in the words.																																									
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4. Fill in the missing words.																																									
a. Goats eat this.																																									
b. The opposite of enormous																																									
c. What do you find in a library?																																									
d. What do you put in a suitcase?																																									
e. The hot time of the year																																									
5. Say that these words are not true by using <i>not</i> or <i>n't</i> .																																									
a. My parents are at home.																																									
b. I am tired.																																									

APPENDIX

Language Focus in the Year 3 Pupil's Book

Unit	Structural focus	Functional focus
Unit 1 Fishing	<p>Numbers 1-20: One, two, three ... twenty</p> <p>Singular and plural nouns: One hook Two hooks A box Two boxes A man Two men One fish Ten fish My clothes</p>	<p>To provide information using numbers and plural nouns: I have two hooks on my fishing line.</p> <p>To recount an experience</p> <p>To make lists</p> <p>To label pictures</p> <p>To write captions</p>
Unit 2 Likes and dislikes	<p>Using "-ing" forms after the verbs <i>enjoy, love, hate, like, dislike</i>, and <i>stop</i>: I like swimming. I love eating icecreams.</p> <p>Using the "-ing" form after the verb <i>go</i> for activities: I go fishing with my uncle every Saturday.</p>	<p>To express likes and dislikes (<i>like + verb-ing</i>): I like climbing trees. I don't like combing my hair.</p> <p>To express "preference or a choice" (<i>would like + to + verb</i>): I would like to watch video at my uncle's house. I would like to play games with my friends after school today.</p>
Unit 3 The bush	<p>Using adjectives to give more information about people and things: A wild pig The stream looked dangerous after the heavy rain.</p> <p>Using "to + verb" to answer the question "Why?": Why did you go to the bush? To catch some wild chickens.</p>	<p>To say more about an experience you are recounting: On Saturday, I went into the bush to get some oranges and lemons.</p> <p>Asking questions using "wh- words + do": What games do you play in the bush? What did you find in the trap?</p>
Unit 4 Our body	<p>Indicating possession or ownership: My sister's comb My grandparents' house Our teeth, your hands, its wings ...</p> <p>More examples of using "to + verb" to show purpose or reason: We used a brush to get the mud off our legs.</p>	<p>Stating rules: Brush your teeth before you come to school.</p> <p>Asking different kinds of interview questions: Did you wash your hands last night? What did you eat for breakfast? Did you use toothpaste or salt water to brush your teeth last night?</p>
Unit 5 Puzzles	<p>Using <i>want to</i> with another verb: I want to stay with my grandmother on Saturday night.</p> <p>Using <i>the</i> when there is only one: Wait for the first fish to bite. What is the fastest fish in the sea?</p>	<p>Giving instructions using the base form of the verb: Tie a hook on to your fishing line. Put some bait on the book. Throw your line into the water.</p>

Language focus

Unit	Structural focus	Functional focus
Unit 6 Gardening	Describing routines and repeated actions using the present simple: I/you/we/they weed the garden early in the morning. He/she clears the grass.	Saying when or how often something happens: They sometimes go to the garden early on Saturday morning.
Unit 7 Fairness	Using "I think ... <i>should</i> + verb" when we want to give our opinion about the right thing to do: I think Fred should get the soccer ball. Verbs with two objects: I think we should give <u>Vanessa</u> <u>the soccer ball</u> .	Providing alternatives: Should we give the soccer ball to Fred or to Vanessa? To ask for and give opinions: Who do you think should get the skipping rope? I think Fred should get the fishing rod.
Unit 8 Volcanoes and earthquakes	Past continuous: The ground was shaking under our feet. Big, bigger, biggest: The biggest square	Reporting facts using the present simple forms of the verb: The lava spurts out like a fountain from the crater of the volcano.
Unit 9 First aid	Using reflexive pronouns: I cut myself on a piece of glass. Using the short form of <i>have got</i> to say what is wrong: I've got a prickle in my foot.	Asking questions when a person has hurt himself, or herself: What's the matter? What's wrong? What happened? Where's the prickle? To express needs and emotions: I need a clean bandage on my leg. "Ow, that hurts!"
Unit 10 Secrets	Using <i>can</i> to give permission: You can come with me to see the cave. Using <i>that</i> to refer to and emphasize things that have already been mentioned: Dorothy wants to fly an aeroplane. That is her secret wish.	Drawing a picture map and labelling interesting things on it Writing a letter Keeping a diary Writing messages in code Including direct speech in stories

Language focus

Unit	Structural focus	Functional focus
Unit 11 Hunting	<p>Using "used to + base verb" in story telling in order to say what happened regularly in the past, but does not happen now: My grandfather used to make bird traps out of coconut fibre.</p> <p>Using the past simple for actions that follow one another in a story to mark a sequence of actions: We picked the birds out of the trap and squeezed their necks.</p>	<p>Recounting a personal experience</p> <ul style="list-style-type: none"> Telling about who was involved Telling about when and where the event or incident occurred Detailing the sequence of events in the order in which they happened Making a personal comment about the events
Unit 12 Communication	<p>Using the basic form of the verb for the following speech acts - giving instructions, inviting, warning, advising, and requesting: Bring a bottle of water with you. Please come to my birthday party on Saturday.</p> <p>Using <i>can you ...</i> and <i>could you ...</i> to make invitations and requests more polite and more tentative: Can you come with me to the market after school, please?</p>	<p>Taking a message</p> <p>Telling a story</p> <p>Giving instructions, inviting, warning, advising, requesting</p>
Unit 13 Pollution	<p>Using verbs that are always found with short adverbs: Switch the light off. Put the food away.</p>	<p>Presenting facts and information about a topic</p> <p>Using illustrations and diagrams</p>
Unit 14 Rules	<p>Using the basic form of the verb to state a rule, or to give good advice: Say grace before you start to eat your food.</p> <p>Using "must + verb" to emphasize a rule: You must say grace first.</p>	<p>Giving more information using words and phrases that answer the question "How?": Dry yourself carefully with a towel. Play safely in the bush. Tie the pieces of bamboo together tightly.</p> <p>Giving an explanation in answer to the question "Why?"</p>
Unit 15 Puzzles	<p>Combining messages using time words such as <i>before</i>, <i>after</i> and <i>until</i>: Heat the water until it boils.</p> <p>Using <i>first</i>, <i>then</i>, and <i>finally</i> to say that something is done before or after other things, as in recipes: First fill a pot with water. Then heat the water until it boils.</p>	<p>Varying the message by using negative words when you want to say</p> <ul style="list-style-type: none"> Something is not true Something is not happening Something is not there: <p>There are no trees in the square. There isn't a fence either.</p> <p>Giving instructions</p>

Pronunciation

Vowels

1	/ɑ:/	far; start; large; father	7	/ɔ:/	saw; more; four
2	/æ/	have; fat; bad	8	/ʊ/	could; good; would
3	/e/	egg; bed; head	9	/ʌ/	but; cut; blood
4	/ɪ/	sit; give; sing	10	/u:/	you; use; fool; do
5	/i:/	me; eat; agreed; piece	11	/ɜ:/	learn; third; word
6	/ɒ/	hot; lost; long	12	/ə/	mother; about; forget
			13	/i/	city; very; jockey

Consonants

14	/b/	bed; big; brother	26	/s/	see; hits; mass
15	/d/	did; dog; bed	27	/t/	time; put; winter
16	/f/	five; if; coffee	28	/v/	van; have; lovely
17	/g/	good; leg; pig	29	/w/	with; white; woman
18	/h/	hat; have; who	30	/z/	zoo; nose; runs; easy
19	/j/	you; yellow; young	31	/ʃ/	ship; sugar; wish
20	/k/	can; kicking; lucky	32	/ʒ/	pleasure; measure
21	/l/	leg; yellow; old	33	/ŋ/	sing; running; singer
22	/m/	me; money; summer	34	/tʃ/	cheap; watch; reaching
23	/n/	no; money; can	35	/θ/	thin; thick; bath
24	/p/	put; happy; up	36	/ð/	then; weather
25	/r/	run; hurry	37	/dʒ/	joy; judge; general

Diphthongs

38	/aɪ/	five; nine; alive; why	43	/eə/	there; hair; where; bear
39	/aɪə/	fire; higher	44	/ɪə/	hear; nearly
40	/aʊ/	out; down; sound	45	/oʊ/	going; so; slowly
41	/aʊə/	flower; sour	46	/ɔɪ/	boy; toilet; coin
42	/eɪ/	say; ight; paint; again	47	/ʊə/	poor; sure

VOCABULARY

A
about
to add salt
advice
after school
afternoon
afterwards
again
to agree with an idea
the air
all your friends
always
and
angry
an animal
some animals
wild animals
your ankles
another person
any lines
to apologize to s.o.
your arm
a bow and arrow
to ask me
at night
at the weekend(s)
avocados
away
an axe

B
your back
backwards
a bag of nuts

a new school bag
to bail the water out
a bait tin
some bait
to bait a hook
to bake a cake
a ball of fire
thick bamboo
banana leaves
banana plants
a banana shoot
bananas
a bandage
bare feet
to bark
a basket
be careful
beans
in the beginning
to belong to
the **best** order
the **best** places
big, bigger, biggest
a bird
a bird trap
a bird's neck
a birthday party
my birthday
the first bite
the blanks
a **blind** person
a blister
blue
to boil
boiling water

a new book
to be born
a bottle of shampoo
plastic bottles
a bow and arrow
a box of matches
braille
branches
to break a promise
to break a rule
to break a blister
to break your arm
a bridge
broken glass
to build a fence
bullocks
to bully
buried treasure
to burn
to burn trees
to burn your arm
to burst through
to bury
the bus
the bush
to be busy
butterflies
to buy a present

C
a canoe
a car
care

Vocabulary

to be very careful
carefully
carrots
to carry a gun
to catch a fish
some caves
cell phones
the centre
food chains
cheeks
your chest
chickens
the village chief
your chin
to choke
to chop branches off
a church
to clean
clean clothes
to clear the bush
to climb a tree
climbing plants
close to the sea
too close
new clothes
clue cards
clues
coconut fibre
a code
cold water
to collect firewood
coloured pencils
to comb your hair
communication
to complete the pattern
to cook
cooking over a fire

cooking pots
to cool a burn
corn
to cover a cut
hermit crabs
the crater
to crawl
to cross off a square
cucumbers
sea cucumbers
to curl
to cut something open

D

a **dangerous** thing
a **dark** place
a day
every day
dead
a **deaf** person
deep water
a secret diary
to die
different kinds of fish
difficult
to dig the soil
digging sticks
our dinner
to disagree with s.t.
to discover
a satellite dish
to do housework
do not go too close
don't cross any lines
the dots
to draw a line

to drop it
to drown
the **dry** leaves
to dry the skin
to go down
drums to store water

E

your ears
the earth
an earthquake
east and west
to eat
an eel
eggplants
eight fingers
your elbows
an **electric** fan
electricity
an **empty** pack
the end
energy
enormous
evening
every day
everybody
exciting
expressions
your eyebrows

F

a face towel
to be fair
a fairy

Vocabulary

to fall in the sea
my family
an electric fan
fast
a fax
fear
feathers
to feel the fish bite
bare feet
a fence
coconut fibre
to fill in the blanks
a fin
finally
to find
your finger
your fingernails
an open fire
firewood
the first bite
a fish
fish soup
a fish spear
to fish
fishing
a fishing knife
going fishing
to fix the fences
a small flag
to flee to high ground
to flick the wasp
sting
to float
floating on a raft
the floor
flowers
to fly a kite

a flying fox
to follow rules
unhealthy food
a food safe
for
your forehead
a forest
to forget to do s.t.
forwards
a fountain
flying foxes
fresh water
a friend
frogs
fresh fruit
fruit trees
it's good fun

G

playing games
the garden
gas
gas stoves
to generate electricity
to get smacked
to give a speech
broken glass
glowing ash
to go down
goats
going fishing
a good place to fish
it's good to eat
grace
my grandfather
my grandmother
the tall grass

a grasshopper
green
the ground
to grow into a plant
a grown up
guava trees
guavas
a spear gun

H

tidy hair
a handkerchief
your hands
a party hat
to have a secret
to have to do s.t.
hermit crabs
a hidden present
to hide in the grass
a secret hiding place
high tide
higher ground
a hoe
an octopus hole
home
a hook
red hot rocks
housework
to hunt wild animals
a treasure hunt
a hunting spear
to hurt yourself
to be hurt
a tree hut

Vocabulary

I

I can teach my friends
an ice-cream
an idea
in a river
in the afternoon(s)
insects
the inside
the instructions
interesting things
into the sky
it is dead
to do its worst

J

a jar
to jerk
to join the dots
a journalist
a **juicy** mango
jungle

K

to keep a promise
a kettle
a keyboard
a keyboard operator
to kill the fish
different kinds
a kitchen
a kite
to kneel on the floor
two knees
a bush knife
to knock fruit off a tree
kumara

L

to label the things
a rope ladder
a lake
the land
to land a plane
sign language
the **last** square
lava
to learn how to fish
medicine leaves
left
your legs
lemons
to let it run
a letter
a library
electric lights
a fishing line
power lines
to listen to the pastor
the **local** names
a locust
a lolly
the **long** tusks
to look after someone
to look for water
a lookout
to lose something
to be lost
low tide
a **loose** tooth
a lot

M

a **magic** stick

to make toys
mango trees
mangoes
manioc
a treasure map
to mark a cross
mass media
a mast
a box of matches
mats
me
medicine bottles
members of my family
a message
midnight
to mix up
to be mixed up
a moment
every morning
a mosquito net
a mountain
a mouse
music
my birthday

N

rusty nails
the local names
near the fire
your neck
needles
our needs
a net

Vocabulary

never
a new book
a news broadcaster
a newspaper
at night
night-time
north
a note
a notice
some nuts

O

to obey rules
the ocean
the Pacific Ocean
an octopus
an octopus hole
off
often
oil
oil wells
old clothes
on Saturday(s)
on the ground
once a week
one
onions
an open fire
a keyboard
operator
oranges
the best order
our dinner
out
out of a trap
the outside
an oven

over a fire

P

the Pacific Ocean
an empty pack
a packet of needles
to paddle the canoe
the paddles
a pair of scissors
a parcel
a birthday party
a party hat
to pass the food
the pastor
the pattern
pawpaw
coloured pencils
pepper
a blind person
petrol
cell phones
to pick fruit
to pick up
a picnic
the picture
a piece of advice
a piece of glass
a wild pig
piglets
the pig's stomach
pipes
a dark place
to place
a plane
a banana plant
to plant
plastic
plastic bottles

a play
to play with matches
playground quarrels
playing games
to be pleased
your pocket
pointed things
a pond
cooking pots
power lines
your prayers
to prepare
a present
to pretend
a problem
a promise
to protect
to pull the feathers out
to put plants in the soil

Q

quantity
to quarrel
playground quarrels

R

a radio
a raft
rain
a rake
a ray
to read a book
it is ready
a receiver

Vocabulary

a recipe
red hot rocks
the reef
a reef fish
the remaining square
to remember the story
underground reservoir
to return home
riding in the bus
right
to rise
a river
a road sign
a rock
the root of a plant
rough sea
the rubbish
a rubbish tin
a school rule
to run out of petrol
a **rusty** tin

S

a food safe
a **safe** place
safely
safety
a sail
salt
salt water
sandals
satellite dish
on Saturday(s)
to say your prayers
a new school bag
scissors
food scraps

a calm sea
sea cucumbers
seafood
to search for someone
a secret
a **secret** diary
a **secret** place
a **secret** wish
to see something
seeds
to send a fax
to send a letter
the sentences
sewing
to shake
shallow water
shampoo
to share
to share a secret
a shark
sharp knives
she
a shed
a sheet
shellfish
a shelter
new shoes
a ship
going shopping
to shoot an animal
short
shoulders
sideways
a road sign
sign language
to sit back and wait
skin

a skipping rope
the sky
a sledge
to sleep
a small flat
smoke
to snare a bird
so that
soap
soccer
a soccer ball
the soil
to solve problems
to solve quarrels
some
somebody
someone
something
sometimes
soon
to be sorry about s.t.
fish soup
south
spades
a spear
a **spear** gun
special leaves
a **special** place
a speech
a splinter of wood
to split open
to spread
to spurt out
a square
to squeeze
squid
to stamp your feet

Vocabulary

to stand under a tree
a star
to start school
to start to do s.t.
the stem of a plant
a stick
a magic stick
sticking plaster
a wasp sting
stomach
a stone
to store water
a story
a gas stove
streams
a **strong** wind
to be stung by a wasp
sugar cane
a suitcase
sunlight
to be sure
a surprise
to swallow small things
to swing
to switch off
a swamp
sweet wrappers
sweets
swimming in a river
a switchboard operator
a swordfish

T

a table
a table tennis bat
to take
to take some fruit with you

to take out a wasp sting
to talk on the phone
tall grass
tangles in your hair
a tap
taro
the taste of something
a technician
to tell
to tell a secret to someone
to tell s.o about something
teeth
television
to test
thick bamboo
thin
things
dangerous things
electrical things
exciting things
sharp things
to think for a moment
to throw away something
my thumb
a **tidal** wave
the tide
high tide
low tide
tidy hair
a good time
to tie
a tin
a rubbish tin
a rusty tin
my toes
tomatoes
too close

a tooth
a loose tooth
a tooth brush
tooth paste
a torch
to touch
a towel
a face towel
the top of the volcano
a toy
a truck
a bush track
a transmitter
a trap
a bird trap
a fish trap
to be trapped
to travel
treasure
a treasure box
a treasure hunt
a treasure map
buried treasure
a tree
a quava tree
a mango tree
to tremble
to trip over something
a tsunami
a tube
a tube of tooth paste
to tug
to turn a tap off
to turn a tap on
a tyre tube

Vocabulary

W

your waist
to wait
to wash
to wash a cut
to wash your hands
a wasp
a wasp sting
to waste
a watch
to watch a play
to watch a video
to watch television
water
boiling water
cold water
deep water
fresh water
shallow water
to water the plants
a wave
a tidal wave
to wave a flag
weak
to weed the garden
a week
once a week
the weekend
a well
an oil well
west
a whale
when
where
while
to whisper
to whisper a secret

a wild pig
wild yams
a strong wind
electric wires
a wish
a secret wish
with
with cold water
with your fingernails
to work on a computer
to wrap something
a sweet
a wreck
to wriggle
to wriggle your eyebrows
your wrists
to write a letter
to write a message
to write a note
to write a notice
wrong
something wrong

Y

a yam
wild yams
a yacht
every year
you
your arm
your back
your chest
your chin
your ears
your elbows
your feet

your fingers
your fingernails
your forehead
your hair
your hands
your legs
your neck
your skin
your teeth
your toes
your waist
your wrists
yourself

