

**ENGLISH LANGUAGE
YEAR 5
TEACHER'S GUIDE**



Department of Education

Port Vila, Vanuatu

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FOREWORD

I am pleased to introduce the *Pupil's Book* and *Teacher's Guide* for Year 5 of the primary English curriculum in Vanuatu.

The units of work in this book provide children with opportunities to use English for communication and school learning. The units include experiences in reading, writing and talking in the context of activities that families do in their everyday lives. The units also draw on the interests of girls and boys as they grow and develop during middle childhood.

The aim of the *Teacher's Guide* is to help you prepare units of work that integrate listening, speaking, reading, writing and learning. It will help you to think about important goals for the language curriculum and the opportunities that children will need in order to achieve the goals successfully.

The *Teacher's Guide* will also help you to expand your range of teaching techniques. Furthermore, it will encourage you to think reflectively about your children's use of language.

We hope that you find the *Teacher's Guide* useful. We also hope that the children will enjoy the *Pupil's Book*.

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 principal illustrators for the Year 5 *Teacher's Guide* and *Pupil's Book*, in meeting printing, distribution and dissemination costs, and in providing consultancy opportunities in both Vanuatu and New Zealand.

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PART ONE

ENGLISH CURRICULUM FOR YEAR 5

INTRODUCTION

Welcome to the *Teacher's Guide* for the Year 5 English Language Programme. The programme has 15 units of work, five units for each term. Each unit has a number of activities for the children to do. A unit will take two or three weeks to finish.

The *Teacher's Guide* is in three parts. In the first part, we look at the different kinds of activities that are in each unit of work. In the second part of the *Guide*, we give you some background information on each unit, some additional suggestions for activities, and some examples of children's work. In the last section we summarize the grammar items and new vocabulary that are used in the *Pupil's Book*.

There are many parts to the English language curriculum for Year 5. In terms of materials, there is a *Pupil's Book* and there are the *Vanua Readers*. There are also other materials that your school might have, as well as materials you and the children have made in previous years. Listening, speaking, reading and writing are important skills, but these will usually be practised together as children explore the topics in the *Pupil's Book*. Handwriting and spelling are also part of the language programme. Activities such as drama, music, art and craft can also play a part in helping children enjoy the use of language.

ACTIVITIES IN THE *PUPIL'S BOOK*

There are six important activities that appear in most units of work in the *Pupil's Book*:

- ◇ Picture reading
- ◇ Finding out
- ◇ Story reading
- ◇ Language practice
- ◇ Story writing
- ◇ Projects

The following notes will help you to know more about each of these activities, how to take them with children, and how to monitor their use.

Picture reading

- Each unit begins with a picture page. The pictures can be used in many ways:
 - 1 Children look at the picture page and recall their own experiences with the things in the picture.
 - 2 The children use the picture page to learn new words. In talking about the pictures, they will hear and want to use new words to describe what they see.
 - 3 The teacher can use the picture page for listening and speaking practice. For example, the teacher can ask children to point to things in the pictures. The teacher and the children can ask and answer questions, or tell stories based on things in the picture.
 - 4 Children can draw their own pictures based on the theme. The children are then encouraged to label their pictures, write captions, and write stories to go with the pictures. These picture stories can be made into a class book.
 - 5 The teacher can help children to make a mural based on the theme. Again labels, captions and stories should be written to go with the mural.
 - 6 The pictures should be supported by visits where this is possible so that children are seeing for themselves what the artist has drawn.
 - 7 Collect other pictures about the theme using photographs, posters, magazines, and the artwork of other people. Make displays of these.
 - 8 Ask people from the village to come and share with the children their experiences of the theme.

Finding out

Every unit has some interesting questions for children to find the answers to. They find the answers in different ways:

- a Children think of their own experiences, saying what they know about the topic, what they have observed or done, and how they feel about the topic.
- b Children ask other people - perhaps their parents, or an adult who has special knowledge of the topic. Children in Year 6 can also be used as sources of information.
- c Children use books in the class or school library to find out the answers to the questions.

During 'Finding out' activities, encourage children to take notes, present their information in attractive ways, and share their knowledge with other children through giving short talks. Some of the talks should be written down first, and later published in class books. Audio tapes can be made of spoken presentations and placed in the listening corner for children to enjoy.

Finally, large books can be made using the information collected by the children. Displays can be organized for parents to view or for children from other classes to look at.

Reading

There are several types of reading that children need experiences of:

1 Reading to do things

Children read maps, directions, instructions, recipes, messages, reminders, forms, posters and information sheets.

2 Story reading

Stories are read for enjoyment. The emphasis is on understanding the text and responding to it emotionally and reflectively.

3 Reading to learn

Articles are read in order to find, remember and use information.

4 Critical reading

Children read to form an opinion that can be discussed with other people.

In Year 5, **story reading** and **reading to learn** are of particular importance (see the next two sections).

Story reading

A reading programme has many parts to it. However, your first job is to choose the reading material. Here are the places to go to get what the children will need:

1 ***Vanua Readers***

Choose a story from the *Vanua* series that is related to a theme in the unit. New titles are appearing every year.

2 ***Pupil's Book***

Some stories in the *Pupil's Book* should be made into large books so that groups of children can read them with you as a shared experience. These stories can be elaborated by the teacher if she/he wishes. The artwork can be copied or new pictures drawn.

3 **Other sources of published stories**

You should also choose stories and articles from the *School Journals* (Junior level or Part 1), and from books that are in the school library.

4 **Stories that children write**

Some of the stories that children write during the unit should be published as large books, or small books, using different kinds of book-making methods (e.g. shape books, concertina books, and pop-out books).

5 **Poems and songs**

Select poems and songs related to the theme. Prepare these on poem cards and song cards, or publish them in books for the children to use. Write some of these with the children.

6 **Plays**

Choose a play related to the theme. It may come from an already published source, or it may be specially written by you with the help of the children. Children can also develop their own plays and these can be taped and subsequently written down as a published version.

The second job is to know how you will take the story with the children. Here are the options:

- 1 Reading to the children
- 2 Reading the story co-operatively with the children
- 3 Helping the children to read the story individually or in groups (guided reading)
- 4 Making the stories available for independent reading.

Reading to learn

During Year 5, children should become increasingly involved in reading to learn. There are several kinds of reading-to-learn experiences that children should have on a regular basis.

1 Experience with the topic

Children go on an experience visit. They describe what they see, they ask questions, and they suggest explanations.

2 Language experience texts

An enlarged book is made with the help of the children. The pictures and the text re-create the children's experiences with the topic. The book is read together. Children take turns at asking and answering information questions.

3 Enlarged books

A few large books on a topic are created. These are read co-operatively. Children retell what they have learned from the books. They test one another on the information in the book.

4 Reading cards

Reading cards and small books are made with the children's help. The reading cards contain a short text and some activities for children to complete with a partner. The emphasis is on learning something new about a topic, recalling the information later, and sharing it with others. Ask-and-answer activities, information-transfer tasks, and projects are three types of opportunity for children to express their learning from reading cards.

5 Library tasks

Children use the class or school library to find the answers to specific questions they might have about a topic. The answers to the questions are presented in class through short talks, written reports, or through displays.

It is important to keep gathering texts that can be used to support the children's learning in the various units in the *Pupil's Books*. Such texts can then become an important resource for future classes.

The texts can be read in the same way as stories. Children listen to the texts, or read them co-operatively. Children can be helped to learn from the texts, or encouraged to use them independently.

Language practice

Each unit has a language practice opportunity where children are encouraged to notice the forms of English. The activities should be done together first with the teacher. Then the children should practise the language forms with a friend. As a last step, the children should complete the activity in their exercise books and mark the answers.

During language practice, children must:

- ◇ Understand the purpose of the language practice exercise
- ◇ Notice the forms by pointing to them, or marking them in some way.
- ◇ Respond to the message as well as notice the forms
- ◇ Make their own exercises.

Ideas for additional language practice are given in Part Two. The language focus for each unit lists examples of language functions and language structures that could be practised in the various units. A brief description of the structures is included for the teacher's information.

Writing

By Year 5, writing is an important part of language use in school. Improvements in children's writing will go hand-in-hand with increasing experience of reading, speaking, listening and project work.

In the language curriculum, children will be writing for a variety of reasons. Some reasons will be personal; other reasons will be communicative in nature. Some writing will be done to explore new topics, and will help children think about issues. Other writing will be done to entertain friends, thereby becoming an important element in the reading programme.

There are three questions that need to be addressed when thinking about the writing opportunities associated with the units:

- ◇ What types of writing should children be experiencing on a regular basis?
- ◇ What kinds of help will be provided?
- ◇ How will feedback on writing be given to children?

Suggested answers to the three questions appear on the next five pages.

Types of writing

There are 12 kinds of writing experiences that children need to have regularly.

a Real-life writing

Children write lists, notes, invitations and letters. They keep diaries. They communicate in writing with other people. They exchange letters within the class, with children in other classes, or with penfriends. They keep in touch with family members through letter writing in a local language or in English.

b Comprehension questions

When children answer comprehension questions they are in fact retelling important events in the story, filling in gaps in the story, or exploring their reactions to events. They may also be relating the story to their own experiences.

c Personal experiences

Constructing a story from personal experience introduces children to the 'shape' of stories. The experience is introduced in an 'interesting way'. A 'problem' arises and 'becomes solved' through the actions and thoughts of the writer. A 'satisfying ending' will leave the reader amused, excited, relieved, thoughtful, or wanting to read the story again. Perhaps the reader will want to question the author.

Stories based on personal experiences are usually written in the first person and recount events that have actually happened to real people.

d Third-person stories

Third-person stories are similar in shape to first-person stories. The writer, however, is telling the story about what other people have done in respect to a problem situation. The characters and the setting are important as well as the flow of action. Again, the ending should be satisfying to the reader.

An important technique for developing third-person stories is to have children tell one another a story that happened to them. The listeners then retell the story as it happened to the person concerned.

e Imaginary stories

Imaginary stories are created in the children's minds and are not restricted in every respect to actual events in the real world.

First-hand experiences can trigger imaginary stories, but the stories introduce new settings, new characters and new events.

Sometimes an imaginary story will be about fantastic events. Sometimes the story will be an adventure in local or far-away settings. The story may take children back in time, or into the future.

f Custom stories

Children retell stories that have been told to them over and over again in family settings. Mostly, custom stories should be written in the local languages of the children.

g Innovations

Children should practise retelling stories written by other people, but they should change the base story in some way. They may change the setting, or the characters, or the actions. The base story provides the shape, a theme and a story line. It also provides examples of the things a character might say.

h Writing to communicate information

Children should be engaged in projects that require written accounts, displays and a spoken presentation. The topics should involve description, explanation, the expression of opinion, or the making of plans. In preparing their texts they will be reading, taking notes, preparing outlines and learning new information.

i Writing special kinds of texts

Children should write poems, plays and words for songs. The freshness of the language, the sharpness of the dialogue and the rhythm in the lines are essential features of such texts.

j Producing magazines, class newspapers, class books, information pamphlets ...

The various forms of publication provide children with the opportunities to write for different purposes and for specific audiences. Each class should be publishing children's work on a regular basis through these and other forms.

k Keeping a diary or writing journal

If children keep a diary or writing journal, they are able to add entries independently on a daily basis. Usually children are given a fixed time each day to write in their diaries, for example 10 or 15 minutes at the same time in the day. The teacher will keep a diary at that time too.

Children read their diaries to others and may select entries to share with the teacher.

l Other forms of writing

There are a large number of interesting activities that involve writing. Some of these are:

- ◇ Making maps, picture maps and plans
- ◇ Writing labels, directions, instructions and recipes ...
- ◇ Inventing games and puzzles
- ◇ Making posters, signs, advertisements
- ◇ Writing invitations, thank-you cards, sympathy cards, reminder cards and friendship cards.

m Writer's theatre

It is important for children to have the opportunity to read their writing to others and to enjoy the writing of their friends. In a 'writer's theatre', children select a piece of writing and read it to a small audience of interested people. At the end of the reading, questions might be asked and the writer thanked for his or her contribution. The 'theatre' is in a special place in the classroom with a mat, and curtains or suitable backdrop.

The above suggestions should result in a rich and varied writing programme that is exciting and satisfying for all concerned.

Providing help

In a writing programme, you have to consider how children will receive help with their writing tasks. There are at least three important points to remember here:

- 1 Help can be given in a variety of ways. Some of these ways show children what to do. Some ways give help with things that children may not know. Other techniques focus on motivating children so that they sustain effort over the task. For example:

Show children what to do	<ul style="list-style-type: none">◇ Build up text on the blackboard co-operatively.◇ Provide models from which children innovate.◇ Provide text with gaps.
Help with knowledge	<ul style="list-style-type: none">◇ Help children recall experiences and background knowledge.◇ Help with sentence patterns and linking words.◇ Build up word lists for the topic.
Motivate children to write	<ul style="list-style-type: none">◇ Provide opportunities to publish and display children's writing.◇ Have materials and resources to support the visual presentation of writing.◇ Include children's writing in the reading programme.

- 2 The aim is to help children to be confident, independent writers who are at the same time resourceful, able to talk about their writing, and willing to share what they are producing. It is important **not** to become dependent on the help that is provided.
- 3 Have a writing syllabus. There is a place for explaining, showing, instructing and requiring certain text features. Punctuation, spelling, dialogue, story shape, handwriting, presentation, book-making, grammatical accuracy, sentence and paragraph structures are all essential elements in the writing syllabus.

Feedback

Children's writing should be showing developments throughout the year, reflecting their growing mastery of reading. Four kinds of feedback are therefore needed:

- 1 Feedback on the message (the story line, the story shape, or the information flow)
- 2 Feedback on the accuracy of the text (spelling, punctuation, sentence structure, use of direct speech and paragraphing)
- 3 Feedback on presentation
- 4 Feedback on the reader's appreciation of the text for the purpose for which it was written.

The following points should be borne in mind:

- a Children should draft important work that they intend to finally publish. Different kinds of feedback are usually provided at the different stages of drafting.

Initial draft	Message, story line and information flow
Second draft	Accuracy, presentation
Final draft	Presentation, reader response

- b Involve children in the reviews of the text. Children should be reading their friends' work, asking questions, making suggestions and responding appropriately to the text.
- c At least one piece of writing a week should be checked for accuracy and corrected in at least two or three important places in the text.
- d Some language practice activity should be developed based on important developmental errors that are occurring in the children's texts.

Picture stories

Many units in the *Pupil's Book* have a **picture story** for children to use. The pictures are drawn to help children to tell a story. The introduction to the pictures gives the starting point for the story and some of the vocabulary that may be needed. The questions that go with the pictures help to give shape to the children's text.

The following method steps describe one way to take the picture stories with the class:

- 1 Look at the pictures first with the children. Help the children to read the pictures and understand the sequence of events in the story.
- 2 Use the introduction to the picture story and the questions to build up an oral text. Encourage the children to recite this version with a partner before beginning to write down the story in their exercise books.
- 3 Although the children will start the stories in broadly similar ways, encourage them to use later pictures to experiment with their own ways of telling the story.
- 4 The stories should be made into booklets and new pictures drawn by the children. The books can then be used in the reading programme.
- 5 Stories from the children's own experiences that are similar to the picture story can also be developed into both small and large books. Such stories can be an important source of new reading material for the class. Particularly successful stories could be sent to the Curriculum Development Unit for possible publication in the *Vanua* series.

During their writing, children should take special care with the following:

- | | |
|-----------------------------|---------------|
| ◇ Verb forms | ◇ Punctuation |
| ◇ Articles and noun endings | ◇ Spelling |

Children should be encouraged to experiment with direct speech and to expand their stories with appropriate detail.

Projects

A project is an extended task that integrates listening, speaking, reading, writing and thinking. There is usually a goal to reach (a talk, a display, an information booklet ...) which will include:

- ◇ Planning
- ◇ Gathering information
- ◇ Discussion
- ◇ Problem solving
- ◇ A spoken report
- ◇ A written report
- ◇ A display

There are different kinds of projects in the *Pupil's Book*:

1 Encounter projects

Encounter projects require students to work with knowledgeable people in their village in order to complete their tasks.

2 Text projects

Text projects encourage students to use a range of texts in order to research a topic (e.g. library books, story books, information pamphlets ...).

3 Class letter-writing projects

In these projects, students exchange letters, audio-cassettes and photographs with students on another island or in different countries.

4 Activity projects

Activity projects require students to organize a special occasion, such as a tree-planting day, or a kite festival, in which parents and children from other classes might also participate.

Project work should encourage imagination, creativity, responsibility, collaboration, research and study skills, and the integration of experiences within the curriculum. It may involve activity outside the classroom and in the students' own time. For this reason, parents should be informed about the project and how the children will be supervised.

OTHER ACTIVITIES

There are five other activities that should be planned for the children in the language programme:

- ◇ Handwriting
- ◇ Spelling
- ◇ Poems and songs
- ◇ Drama
- ◇ Art and craft

These activities should be related to the theme. They need to be specially planned by the teacher because they are not in the *Pupil's Book*. Some suggestions appear below.

Handwriting

The development of a neat, easily read, and fluent style of printing and writing is important in Year 5. The size and shape of letters, together with their position on the line need to be practised consciously by the children and checked by the teacher. Pencils need to be properly sharpened, good rubbers should be available, and rulers should be used where appropriate.

The presentation of work should get progressively better across the school year. It is easy to check this with the children by looking at previous work and noticing the improvement that is occurring.

The practice of particular letters should occur each day for 10 or 15 minutes, using models from the blackboard. The models may include spelling words, interesting sentences, or examples of the children's own writing.

Here is an example of a page from a student's writing book. The student is in Year 5 and studying the first unit in the *Pupil's Book* (see page 6).

Monday, 14 February 2000

Tt Tt turtles

You must not kill turtles or take turtle eggs.

Sometimes mother turtles lay their eggs on a beach near our village.

The standards set during the writing lessons should transfer to all the written work done by the children. Teachers should mark the writing books every day. Notice the letters the children have difficulty with, so that these letters can be revised with the children.

Spelling

Children need to be learning at least five new words a day (or 20 words a week). The words should be chosen from the language activities associated with the units of work, including words from the children's own stories. The words should be recorded in a spelling notebook and learned by heart for the next day. The words should be tested daily and again reviewed at the end of the week.

Children will need to be shown how to learn a new word. For example, children should be able to:

- a Look at a new word in context, such as when it is met in a picture, encountered during an experience, read in a story, or required for communication
- b Guess the meaning of a word from context
- c Record the word carefully in an exercise book, noticing how it is pronounced and how the sounds and letters of the word are matched
- d Use the word in their own sentences
- e Practise writing the word and then checking that they have spelt the word correctly
- f Say and spell the words to themselves silently
- g Visualize the word in their mind, seeing each of the important letter combinations
- h Test themselves by using the word in a true sentence
- i Use the new word in activities and in their written work.

At least 15 minutes should be spent on spelling every day. Children should be taught how to use a dictionary to check the spelling of words. They should also be taught how to test themselves on their spelling words, test a friend, and record personal results.

Some spelling activities appear on the next page.

Special activities can help children develop spelling skills:

- a Keeping a class dictionary of words that are used in writing activities
- b Making and playing spelling games
- c Reading stories written by other children and helping to proofread these stories before they are published
- d Using a dictionary, or a resource person, when difficult words are needed
- e Writing every day in a diary or journal for important communicative purposes
- f Making vocabulary charts for the units of work, together with word books and vocabulary games.

The ability of individual children to spell appropriately needs to be monitored carefully on a weekly basis. Three questions should always be asked:

- ◇ Is the child using words accurately during story writing?
- ◇ Does the child have techniques for checking the accuracy of his or her work?
- ◇ Is the child able to help others to proofread stories?

Poems and songs

The teacher and the children should write their own poems and songs for the various units. These should be published in class books and shared with other classes, and displayed on open days. These books can also be used with future classes and added to with contributions from parents and other people in the village. The poems and songs can use all the languages spoken by the children and be accompanied by music and movement.

Drama

Drama gives opportunities for children to develop their language in imaginative situations. Drama experiences should therefore be planned for each unit and involve all children as participants and as audience. The dramatic possibilities associated with the units may need team planning and the help of interested parents and children. Ideas should be recorded for future use. Tape-recordings can be made, and presentations given to other classes at assembly time or on open days.

Art and craft

Likewise, art and craft activities will require careful planning so that the themes come alive in the children's own creative work. Planning with other teachers, with parents and with people in the village could help to make the activities part of the children's total lived experiences.

VOCABULARY DEVELOPMENT

The rapid development of vocabulary is one of the main aims of the programme in Year 5. The development will come through experiences with the activities in the *Pupil's Book*, through the reading programme, and through the children's engagement in the wider curriculum.

The new words that might be used during each unit are listed in Part Two of the *Teacher's Guide*. Notice that the articles which are frequently used with the words are also given. Verbs are listed in their infinitive form, and adjectives and adverbs are listed with the words that they are frequently found with.

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.

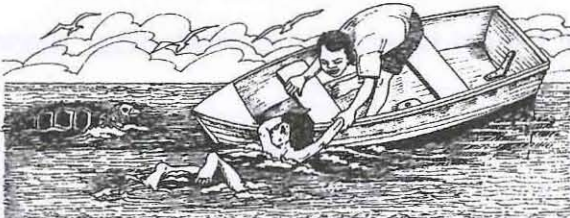
Vocabulary activities

Many activities in the units require children to draw a picture and label interesting things in the picture. Always encourage children to say/write more about the things they are labelling.

Jennifer and the turtle (page 6)

Jennifer's father. He is helping Jennifer into the boat.

A green turtle. It can't see the oars and there is no anchor. I must draw them in.



Their boat. I see the oars and there is no anchor. I must draw them in.

Jennifer. She is scared of the turtle. I think the turtle will dive when it finally sees the boat.

Notice that the labels contain the articles and other words that give details about events in the picture. Later, pictures can be made into a large book or used to make a mural.

GENDER EQUITY

Everything that is done at school is for the development of all children - both girls and boys, living in different places, and including children with disabilities. What children are doing in school on a daily basis must be of equal interest and value to everyone.

One area of importance is the way girls and boys are portrayed in the units of work in the *Pupil's Book*. For example, the following characteristics should be present in the units:

- ◇ The units should include both girls and boys in the illustrations and text.
- ◇ Girls should initiate important actions in the stories just as frequently as boys. In the dialogue, girls should speak as often as boys.
- ◇ Girls should be seen as doing everything that boys are capable of doing. Likewise, boys should be seen doing the things that girls traditionally do.
- ◇ Both boys and girls, as well as male and female members of their families, should be involved in jobs around the home, and in providing care for young children.
- ◇ The importance of girls and women should be maintained in all the work associated with the theme.

A second area of importance is the way the story is used in class work:

- ◇ Girls should be encouraged to give their perspectives on a story just as often as boys give their perspectives.
- ◇ Both girls and boys should have turns at leadership, reporting and publishing roles during group tasks.
- ◇ Class discussion should encourage children to think carefully about the roles of girls and boys in stories. Children should also discuss how those roles might be similar or different from those experienced by them in daily life.

Another area of importance is the way the teacher interacts with children during class work:

- ◇ Girls must have the same opportunity as boys to answer questions and give perspectives on stories.
- ◇ Teachers need skills in asking about gender issues in stories.
- ◇ Teachers need to become aware of their own gender perspectives in their talk, writing, and assessment procedures.

ASSESSMENT

The objectives for each unit (see Part Two) will help you to assess the learning that occurs during the units. Essentially, children are expected to:

- a Share experiences that they have had with the various topics
- b Develop confidence in using new words related to each topic
- c Take part in book experiences with increasing skill and understanding
- d Contribute written stories of their own that can be made into booklets and shared with other children
- e Pay attention to forms of language and use them appropriately in language production
- f Learn information from spoken and written accounts so that it can be used imaginatively, creatively, or to solve problems
- g Investigate a topic and present the information to other children through talks, booklets and displays
- h Express themselves creatively through art, drama, craft, poems, songs and dance
- i Understand the role of culture in shaping their identity.

Keeping a record of the accomplishments of children in the areas mentioned above is the essence of assessment. This will require you to know individual children well, have samples of their work on record, and have plans for their progress.

RESOURCES AND ORGANIZATION

The following information summarizes the resources each class should have and the basic organization that should be followed:

- 1 Every student in the class should have a copy of the *Pupil's Book*. In addition, each Year 5 teacher should have a *Teacher's Guide*. It is important to teach children how to care for the books and keep them in good repair.
- 2 There are 15 units of work in the *Pupil's Book*. Five units should be completed each term. You can change the order of the units to suit the interests of the children and the availability of first-hand experiences in the local area.
- 3 Children should spend two to three weeks on each unit. The units integrate skills and draw on learning that may also be occurring elsewhere in the curriculum.
- 4 There are usually eight activities in the *Pupil's Book* for each unit. More activities will be needed, arising out of your own planning and resources.
- 5 The *Pupil's Book* must be supplemented by book experiences that draw on a variety of other resources:
 - ◇ *Vanua Readers*
 - ◇ *Junior School Journals*
 - ◇ *School Journals*, Parts 1 and 2
 - ◇ Class and school library books
 - ◇ Books made from stories written by the children or available in the local area.
- 6 You must implement gender equity practices so that children will come to understand the potential that resides in everybody to make a valued and unrestricted contribution to their school, community and country.
- 7 Wherever possible, team planning should occur. In this way resources can be shared, issues discussed, and new activities tried. Zone leaders and other key people in primary education can assist you to implement a quality programme using the new books.

PART TWO

INFORMATION ABOUT THE UNITS

UNIT 1: ADVENTURE

Background

'Exciting', 'risky', 'dangerous' are all words that the dictionary connects with adventure. Children 'have an adventure' or 'go on an adventure' when they do something new, unusual, or unsupervised by adults. They may be going to a new place, doing something for the first time, finding something unexpectedly, exploring an interesting part of their environment, or solving a problem, often with friends. During the adventure, people will show courage, bravery and resourcefulness. Perhaps something unexpected or unusual will happen. They may become frightened, fearful, afraid. Parents may become worried about the safety of their children. Other people will be amazed at what happened when they hear the story. There will have been thrills, excitement, danger, decisions to make, and the need to keep safe.

When children write or read adventure stories, the story will be about life-like characters in a context which is believable as part of the real world. The characters will act in ways in which people act in real life. Readers will be able to place themselves in the shoes of the characters who feature in the story. The excitement of the action, feelings of suspense and a satisfying ending will be important parts of the story.

Objectives

During the unit, we would like children to:

- a Recount exciting experiences they have had with their friends and family
- b Say how they kept themselves safe during the experience
- c Imagine doing things that involve risk, danger, excitement and courage
- d List adventures that they have had, or they know other people have had, classifying the adventures in different ways
- e Respond to adventure stories by
 - ◇ Talking about the important actions in the story
 - ◇ Viewing the story through the characters' eyes
- f Invent adventures that will be exciting to read, publishing the stories in class books
- g Interview parents about exciting experiences that people had in the past, publishing these stories in class books too
- h Write adventure poems and plays, setting some parts to music.

During the unit, children should listen to elders recall important adventure stories from the past.

Vocabulary

Help children to understand and use the following words in the context of the activities in the unit.

Adventure

Picture page

An adventure, a rowing boat, a tent, a powerful light, to wonder, to let someone do something, to stay a night somewhere, a possibility, an island, the mainland, a ship, the crew of a ship, to signal for help, the shore, passengers, to be careful, to keep oneself safe, to be worried ...

Story reading

The evening, a **cool** breeze, a **warm** blanket, to scoop up, a plate, to eat quickly, kerosene, the shop, to get something, to harm, a torch, to set off, to switch on a torch, to shine **dimly/brightly**, lazy, to be frightened, to think, to die, a week ago, halfway, a path, torch batteries, the wind, to stumble, shaky, footsteps, to call out ...

Cross-country race

A race, cross-country, to organize, a map, the course, a gate, the road, the beach, the sand, to turn right, to reach, a river, a bridge, to cross a river, a bush track, a water tank, a farm, a garden, to win the race, the first person in a race

General words

A turtle, to swim, to dive, to climb, to notice, to watch, a horse, a journey, to travel, to ride, a snake pool, a spirit, to sparkle, a mirror, a picnic, to tempt, trembling, a kettle, to boil, waves, the bank of the pool ...

Instructions

To imagine, a picture, to tell a friend, to pretend, to make a list, a tick (✓), a cross (X) ...

Language functions

To imagine something happening

To tell an exciting story

To communicate feelings

To give directions for a cross-country race.

Language focus

Punctuation

Do the children know these rules?

Punctuation Rules		
1	A capital letter is used to begin a sentence.	_____
2	A full stop is used to end a sentence.	_____
3	When we write a question we make a question mark at the end of the question. A question mark looks like this ?	_____
4	A capital letter is used to begin someone's name.	_____
5	A capital letter is used to begin the name of a place.	_____
6	A special mark like this ' is used to show where we have shortened a word.	_____
7	The special mark ' is also used to show that something belongs to someone.	_____
8	Put a full stop, a comma, a question mark or an exclamation mark after the last word that the person says. These marks will be inside the speech marks.	_____

Example:

"I want you to run to the shop and get some kerosene," said my father.

"Dad, I don't like the dark," I told him. "Can I have a torch?"

Past simple

The different ways of forming the past simple are shown below using verbs from the unit.

Rule	Examples		
Add <i>-ed</i> or <i>-d</i> to the verb.	scream	⇒	screamed
	start	⇒	started
	scoop	⇒	scooped
	stumble	⇒	stumbled
	die	⇒	died
Sometimes the spelling changes.	cry	⇒	cried
	hug	⇒	hugged
	stop	⇒	stopped
	travel	⇒	travelled
Some verbs have special forms.	eat	⇒	ate
	make	⇒	made
	do	⇒	did
	take	⇒	took
	shine	⇒	shone
	think	⇒	thought
	tell	⇒	told
	fall	⇒	fell
	know	⇒	knew
	see	⇒	saw
	come	⇒	came
	bring	⇒	brought
	is/are	⇒	was/were
Some verbs do not change	set off	⇒	set off
	cut	⇒	cut
	hit	⇒	hit
	hurt	⇒	hurt
	let	⇒	let
	put	⇒	put
	shut	⇒	shut

We use the past simple for actions and situations that follow one another in a story.

Then I **saw** a light coming towards me. It **was** Dad, with another torch.
He **came** and **hugged** me and we **walked** home together.

In Part Three there is a full list of verbs that have special forms in the past simple.

Past continuous

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

One day Jennifer **was swimming** in the sea.

We use the past continuous for situations that continue for a period of time in the past:

Her father **was watching** her from their boat.

When one action interrupts another action, we use the simple past for the shorter action and the past continuous for the longer action:

Suddenly Jennifer **saw** a turtle. It **was swimming** towards her with its head in the air.

Question words

Questions which ask for information begin with question words:

where, when, what, who, which, why, whose, how, how many, how much ...

It is important to notice these rules:

- a We put the question word before the auxiliary verb in two-part verbs:
Where **was** Jennifer swimming?
(1) (2)
- b If there is no auxiliary, put the question word before a form of 'do' (to make a two-part verb):
What **did** Jennifer see?
(1) (2)
- c If 'who' or 'what' refer to the subject of the sentence, the verb is not changed in any way:
What happened in the story? (**What** is the subject)
Who was in the boat? (**Who** is the subject)

Compare

What happened in the story?	(What is the subject)
What did the turtle do?	(The turtle is the subject, what is the object)

Common errors

Children will often leave out the forms of 'do' when they ask questions with one-part verbs:

✗ What Jennifer do? ✓ (What did Jennifer do?)

They may also leave out the auxiliary, or **not** put the auxiliary next to the wh-word:

✗ Where Jennifer swimming? ✓ (Where was Jennifer swimming?)

✗ Where Jennifer was swimming? ✓ (Where was Jennifer swimming?)

Practice

Children will need a lot of careful practice before they become accurate in their use of wh-words. Encourage them to write their own wh-questions for the pictures in the *Pupil's Book*, and then practise the questions with a partner.

For example, here are some questions about the cross-country race map on page 8 of the *Pupil's Book*.

Questions

- 1 Where does the race start?
- 2 Where do the runners go first? Next? After that?
- 3 How do they cross the river?
- 4 Where do they go after crossing the second bridge?
- 5 How do they get to the water tank?
- 6 Which way round the water tank do they run?
- 7 What must the runners be careful of when they go through the farm?
- 8 Where does the race end?
- 9 Who wins the race?

Prepositions

We use prepositions (*up, round, down, into ...*) mostly before nouns:

The children ran **up** the hill, **round** the water tank, **down** the path, and **into** the plantation.

Remember that English prepositions are not always used in the same way as prepositions in the children's home languages.

Prepositions of movement tell us about movement or direction.

Movement	up, down, into, over, through, across, along, past, out of, from on to, towards, from ... to, around, round, into, through, out of
----------	--

The 'cross-country race' (pages 8, 9) in the *Pupil's Book* gives children experience with prepositions of movement.

Language practice

P

Exercises in the *Pupil's Book*

The children's work on page 6 in the *Pupil's Book* should look like this:

Jennifer and the Turtle

One day Jennifer **was swimming** in the sea. Her father **was watching** her⁽¹⁾ from their boat. Suddenly she **saw** a turtle. It **was swimming** towards her⁽²⁾ with its head in the air. Quickly Jennifer **climbed** into her father's boat. When⁽³⁾ the turtle **noticed** the boat, it **dived** quickly and **swam** away.⁽⁴⁾⁽⁵⁾⁽⁶⁾

Sample questions

- 1 What was Jennifer doing when she saw the turtle?
- 2 Where was her father? What was he doing?
- 3 Why did Jennifer climb into the boat? Who helped her?
- 4 What did the turtle do when it noticed the boat?
- 5 How long can turtles hold their breath under the water?

Additional exercises

The following exercises provide additional practice work. The exercises are based on the new words and language structures in the unit.

New words

Choose the best answer.

- 1 A cool **breeze** was blowing through the window.
a wind b rain c sound
- 2 The boy **scooped** the last bits of taro from his plate and ate them quickly.
a cut up b picked up c scraped up
- 3 "Nothing will **harm** you," said his father.
a help b hurt c happen
- 4 The boy **switched on** the torch but the batteries were dead.
a picked up b put down c turned on
- 5 The boy **stumbled** and fell.
a tripped b jumped c ran
- 6 His father **hugged** his son and they walked home together.
a picked up b kissed c put his arms round

Punctuation

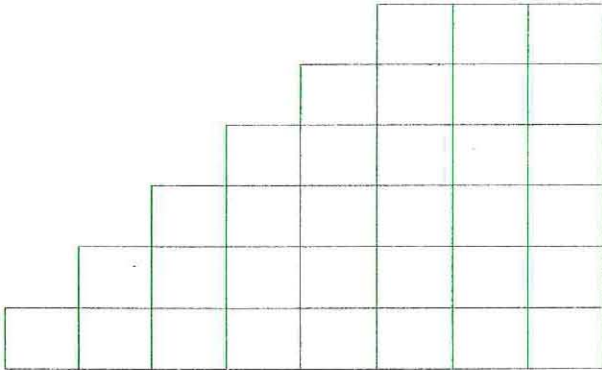
Choose an interesting part of the story. Write it on the blackboard without punctuation marks or capital letters. Ask the children to put in the appropriate punctuation. For example:

Wow mama help help I screamed I know this was the end of my life boy whats the matter a voice called out of the dark

(See page 4 of the *Pupil's Book*)

Verb forms

Fill in the past simple forms of the following verbs:



Verbs
call
cry
run
switch
take
think

Children should make up their own examples of this puzzle and put them into a class book for other people to practise.

Word ladders

Arrange the speech words in the box according to how **loud** the words are.

Ladder
(loudest)

Speech words

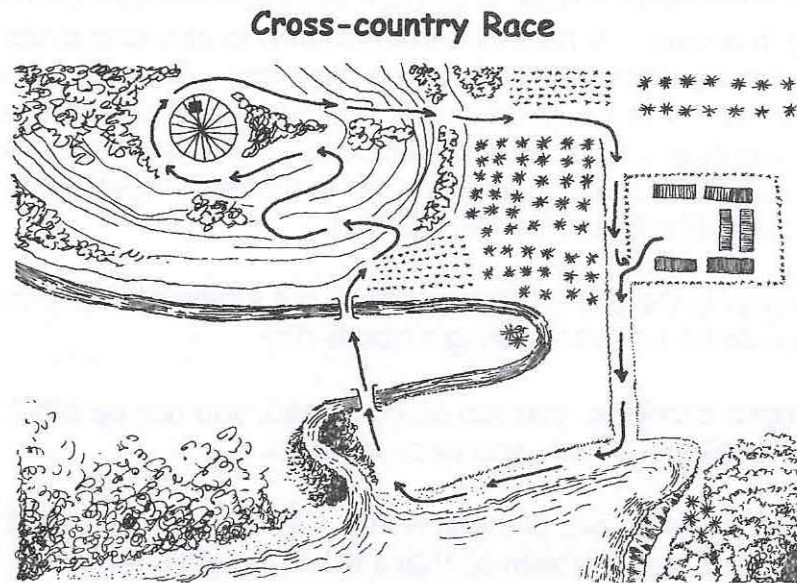
call out
cry out
say, tell
scream
whisper

A word ladder can also be made for the various verbs of movement in the unit (crawl, walk, jog, run, race, fly ...). The top of the ladder is the 'fastest' word.

The story of the race

P

Here is an example of a story for the pictures on page 9 of the *Pupil's Book*.



At last the race began. The teacher blew her whistle and off we went - out the gate and down the road to the beach.

We turned right there. It was hard to run on the soft sand! It kept shifting under our feet.

At the mangroves we turned right again and followed a path to the first bridge across the river. The people who reached the bridge first were lucky, because only two or three people could cross the bridge at one time.

After the second bridge, we ran up a bush track to the water tank. It had been raining, so the track was muddy and very slippery. Some people slipped and fell, others held on to bushes to pull themselves up. That was the hardest part of the race.

Some parents were waiting at the water tank to make sure we went right around it. Then it was easy. We ran down the hill through a farm gate and past the gardens. Some cattle watched us with a very puzzled look on their faces.

The race finished at the school gate. Julie was first through the gate and was the winner for our year.

New words

P

The answers to the items on page 10 in the *Pupil's Book* are as follows:

- a Children will know what a **race** is through the experiences they have had of participating in a race. A **race** is a **competition** to see who is the fastest in running, swimming, riding a bicycle, or driving a car. Athletics is a **sport** and includes such activities as running, the high jump and javelin throwing. A **game** is an activity or a sport where people follow rules and try and win. In the plural form, **games** are an organized event in which **competitions** in several sports take place (the South Pacific Games).

The best answer is therefore 'a competition', but a race could be made into a game, or it could be an event during a sports day.

- b You **run across** a **bridge**, you run along a road, you run up a hill; you slide down a bank or slippery track; you open a parcel.
- c **Slippery** means at least two of those words. A slippery path is **wet** or greasy from the rain. It is also **smooth** so that it is hard to get a foothold. The path might be muddy too and the mud might be making the path slippery, but equally the mud might make it easier to get a foothold.
- d The **winner** of a race is the fastest runner.



UNIT 2: GIANT WAVES

Background

On the night of 17 July 1998, at about 9.30 p.m., the worst tidal wave the South Pacific has seen in recent memory wiped out all traces of four villages on the west Sepik coast of Papua New Guinea. Over 2,000 people died, many of them children.

Tidal waves are caused by underwater earthquakes and can travel quickly across the ocean, devastating anything in their path. If you live in a coastal village you must be aware of the danger from them and be ready to move to higher ground if a warning of a tidal wave is received.

Fortunately for us, tidal waves seldom occur, but we must still be prepared for them. There are signs that elders in the village would recognize. For example, tidal waves follow an earthquake. Immediately before the waves approach, the sea may go out a long way, exposing the reef and the sea bed to an unusual degree, leaving fish stranded. Under no circumstances should you go down to look, because the wave crest will be on its way.

Tidal waves are more properly called tsunami (Japanese for giant wave) or seismic sea waves.

Objectives

As a result of the unit, children should:

- a Know the signs of an approaching tsunami; know what to do if a tsunami warning is received in the village
- b Know where it is safe to go if a tsunami warning is received, what to do, and how to help others
- c Know the dangers associated with a tsunami
- d Understand and respect the power of the sea
- e Develop feelings for the tragedies that people have endured as a result of natural disasters, such as earthquakes, floods, cyclones and tsunami
- f Marvel at the courage that people show during natural disasters
- g Know the role of medical teams, rescue teams, and the mobile in times of disaster; know how local and overseas aid can help the situation
- h Appreciate the importance of faith in times of tragedy; know how people try to cope with tragedy in their lives; know how people can go about facing the future.

During the unit, children should talk with elders, listen to people talking about tidal waves in the past, and read information available from the Vanuatu Disaster Office.

Vocabulary

Help children to understand and use these words.

Giant Waves

Explanations

Giant waves, a tsunami, a tidal wave, an undersea earthquake, a landslide, a volcanic eruption, a sudden jolt, to cause, to create, to displace water, to decrease, depth, an effect, to break, a wave, a column of water, the height, the top of a wave, to continue, to push forward, to topple, a force, a tremendous force, the shore, to follow ...

Experiences

To wash across, the coast, a powerful earthquake, to shake the ground, to stare, to rise up, a wall of water, to rush, to start running, to reach, to be carried away, a moment, a husband, a wife, a mangrove tree, to search, to sweep (water), a kilometre, the land, to be higher than something else, a warning, a cave, the hillside, at night, in the morning, to approach, to be damaged, a plan, a place, a safe place, a dangerous area, a disaster, safety rules, an emergency, a disaster officer, to tie, a first-aid box ...

Instructions

To pretend, to draw a picture map, to make a plan, to present information, to write some rules

Encourage children to make their own lists of new words as they meet them during their project work.

Language functions

To explain the causes of natural events, such as a tsunami

To recreate the experiences of other people through drama and discussion

To use information texts to acquire knowledge that may be needed in future situations

Language focus

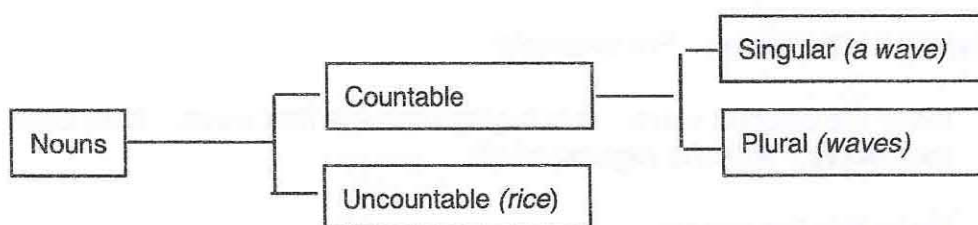
Plural of nouns

The different ways of forming the plural of countable nouns are summarized below. Singular nouns can be preceded by *a* or *one*. Plural nouns can be preceded by *some*, *several*, *a few*, *many* or a number.

Rule	Singular	Plural
Add <i>s</i>	a wave one kilometre	three waves two kilometres
Add <i>es</i> to <i>ch</i> , <i>o</i> , <i>sh</i> , <i>x</i> word endings	a branch a mango a bush a box	some branches several mangoes a few bushes five boxes
<i>y</i> after a consonant ⇒ <i>ies</i> ; <i>f</i> ⇒ <i>ves</i>	a berry a leaf	berries some leaves
Irregular plurals	a child a man a woman a tooth a foot a mouse	children men women teeth feet mice
Some nouns do not change in the plural	one fish one breadfruit	many fish four breadfruit
Some nouns have only a plural form		clothes jeans shorts scissors

Notes

- 1 Nouns in English are usually either countable or uncountable nouns. Countable nouns can have a plural form; uncountable nouns do not.



- 2 Examples of nouns that are usually not counted are: kapok, wood, timber, bamboo, water, rain, sunlight, wind, air, soil, earth, grass, jungle, fruit, food, rice, fun, work, safety.

- 3 Uncountable nouns are not used with numbers. Instead we use phrases such as: a tin of water, several pieces of bamboo, two bags of kapok, a bucket of soil, a lot of rice, plenty of food, our safety
- 4 Some nouns can be both countable and uncountable (e.g. bush, cake).

Auntie bought us some cakes for tea.
Auntie bought us some cake for tea.

Adjectives and degree

There are three ways to change an adjective to show degree.

Rule		Examples		
1	Add <i>-er</i> or <i>-est</i> for one-syllable adjectives	high strong	higher stronger	highest strongest
2	Use <i>more</i> and <i>most</i> plus the adjective for two-syllable adjectives or adjectives with more than two syllables	careful powerful frightening	more careful more powerful more frightening	most careful most powerful most frightening
3	Change the spelling	good bad many little	better worse more less	best worst most least

Note

Sometimes the spelling changes when using Rule 1:

◇ big bigger biggest ◇ easy easier easiest

Exercises

Children can practise adjectives of degree using six kinds of exercises:

- 1 **Following instructions** For example:
- a Draw the second wave. It is higher than the first wave. Now draw the third wave. It is the highest of all.
 - b Make this line longer. _____
 - c Make a bigger square. □

2 **Choosing the correct item** For example:

- a Point to the biggest square. □ □ □
- b Point to the tallest tree.
- c Point to the smallest boat.

3 **Answering processing questions** For example:

- a The wave was higher than the coconut trees.

Question

Which was higher? The wave or the coconut trees?

- b Claire found her baby daughter and older son.

Question

Who was saved?

- ◇ The youngest child?
- ◇ The two-year-old son?
- ◇ The five-year-old son?

4 **Answering general knowledge questions**

- a Which is bigger? A stream or a river?
- b Which is juicier? An orange or an avocado?
- c Which is sweetest? A lime, a lemon or a mandarin?

5 **Filling gaps** with the right form of the adjective. For example:

- a The third wave was the _____ of all. | high
- b The _____ son was swept away by the giant | young
wave.

Prepositions in expressions of time

The following rules underlie the choice of prepositions with time expressions.

Preposition	Used with ...	Example
on	days of the week dates	on Monday on Friday night on 17 July 1998
in	the year the century the month the season a part of the day	in 1998 in the 19 th century in July in the dry season in the morning in the afternoon in the evening
at	specific times special times of the year	at seven o'clock at the end of July at Easter at Christmas

Note

- 1 There are some common time expressions that do not have any preposition:

◇ last year	◇ a week ago
◇ yesterday	◇ today
◇ tomorrow	◇ next week

- 2 Some examples are exceptions to the rule and should be learned:

◇ at night

Time clauses

Words such as *when*, *while*, *as soon as*, *before*, *after*, *until* can introduce a time clause.

Claire Atraki was cooking dinner **when** she felt a powerful earthquake.

Note

- 1 When two actions happen at the same time, we use *while* to introduce the longer action.

While Claire was searching for her husband and children, she heard many cries coming from the lagoon.

2 *Until* means 'up to a particular time'.

Claire clung to the branches **until** the wave passed.

Sentence joining is a good way for children to practise subordinating conjunctions of time. For example:

Claire saw the wave.

Claire started to run as fast as she could.

as soon as

As soon as Claire saw the wave, she started to run as fast as she could.

What is the main idea?

What is the second idea?

Language practice

Exercises in the *Pupil's Book*

P

The answers to the language practice exercises on page 20 in the *Pupil's Book* should look like this:

More than one

One	More than one
A giant wave	Three giant waves
My house	Other houses in the village
A man, a woman and a child	Men, women and children
A mangrove tree	Mangrove trees
A kilometre	Two kilometres

Words we do not count

◇ To gather **fruit**

◇ To find fresh **water**

Other examples of nouns that are usually uncountable include: kapok, wood, timber, bamboo, rain, sunlight, air, soil, earth, grass, fruit, food, rice, fun, work, safety

Fabien's story

(1) was sitting

(2) felt

(3) watched

(4) came (back)

(5) swept

Additional exercises

The following exercises provide additional language practice work. The exercises are based on the structures and theme emphasized in the unit.

New words

Point to the best answer with your finger.

- 1 Claire felt a **powerful** earthquake.
a strong b weak c loud
- 2 Claire and her family **stared at** the sea.
a listened to b looked at c remembered
- 3 The wave **rushed** towards Claire and her family.
a came b went c hurried
- 4 Claire was **swept** into a mangrove tree.
a pushed b carried c brushed
- 5 Claire **searched** in the mangrove trees for her children.
a looked b stood c called

Fill in the gaps

Read the sentences with a partner. Fill in the gaps as you are reading.

a	the
For _____ moment, Claire stared at _____ sea. It was rising up like _____ wall of water. She still remembers _____ sound as _____ wave rushed towards _____ shore.	

Understanding adjectives

- 1 Claire had two sons. Who was saved?
◇ The older son ◇ The younger son
- 2 Which was higher?
◇ The coconut trees ◇ The giant wave
- 3 Which tsunami wave is usually the highest?
◇ The first wave ◇ The second wave ◇ The third wave
- 4 Where is the safest place during a tsunami?
◇ At sea ◇ On the beach
◇ Up a coconut tree ◇ On a hill

Prepositions with time words

Look at these examples.

on	in	at
on Monday on 17 July	in 1998 in July in the evening	at seven o'clock at the end of July

Now give the rules.

- a We use _____ with days of the week and dates.
- b We use _____ with the year, month and with parts of the day.
- c We use _____ with specific times.

But remember that many time expressions do not have a preposition. For example:

- ◇ last year
- ◇ today
- ◇ a week ago
- ◇ tomorrow
- ◇ yesterday
- ◇ next week

Using *when* ...

Words such as *when*, *while*, *as soon as*, *before*, *after*, *soon after* and *until* tell us when an action happens. Which word is the best choice to fill the gaps in the following sentences?

- 1 Claire was cooking dinner _____ she felt a powerful earthquake.
- 2 Soon _____ the earthquake, she saw a giant wave coming out of the night.
- 3 _____ she saw the wave, she started to run as quickly as she could.
- 4 _____ she could run very far, the wave swept her into the mangrove trees beside the lagoon.
- 5 She clung to the branches _____ the water had passed.
- 6 _____ she was searching for her husband and children, she heard many cries coming from the lagoon.

Story writing

P

On this occasion, the outline of the story has been given under the pictures. Encourage the children to:

1 Say more by adding details For example:

- ◇ It was late on Friday afternoon when the tsunami warning came over the radio.

"Quick," said the father. "We will put some things in the boat and go. We don't have much time to get to safer ground."

2 Change details of the story

- ◇ We crossed, taking a pig, five chickens, my dog and my sister's parrot. Other boats were following us.

3 Add direct speech

- ◇ We climbed to a cave in the hillside. "We'll be safe here," said my father.

4 Add another picture to the story

At ten o'clock, the first helicopter flew over. We waved from the mangroves where we were searching for our boat.

Notice that the ask-and-answer task on the next page of the *Pupil's Book* (page 22) will help the children plan some of the details for their story.

UNIT 3: RESCUE

Background

Every ni-Vanuatu person should have the capability to help in the rescue of people who get into difficulties. The difficulties may come from misadventure, or disasters, or through accidents. In addition, our country has agencies that specialize in rescue work. The mobile, the police and the fire service are trained to rescue people in all sorts of circumstances. Sometimes our country has had to call on international efforts to provide assistance to areas that have suffered badly from cyclone damage. At the local level, the ship *Tukoro* is available for rescues at sea and for travelling to an island where assistance is needed. Every village will immediately go to the help of people who get into difficulties. The chiefs and elders of the village will have particular knowledge, skills and leadership functions that can be useful at such times.

Objectives

In this unit, we want children to do the following things:

- a Come to understand the various roles that people can play in going to the rescue of others
- b Come to appreciate the courage and bravery of people who put their own lives at risk during rescue attempts
- c Know what to do in times of emergency so that children are able to ask for help appropriately, organize help efficiently when asked to do so, and assist in rescue efforts in age-appropriate ways
- d Know the stories of rescues that have been carried out in their local area
- e Know how to keep themselves safe in situations that are potentially dangerous, so that they do not create a situation where they have to be rescued
- f Know some of the equipment that is needed for achieving rescues in particular situations
- g Be able to imagine what it is like to be in the position of needing help, or in the position of giving comfort to others
- h Understand how panic and selfishness can make rescue operations difficult; understand how co-operation and thinking of other people can make rescue operations easier.

Vocabulary

Help children understand and use these words.

Rescue

Explaining ideas

To become trapped, a cliff, a ledge on a cliff, to rescue, danger, a dangerous situation, to get stuck somewhere, to get lost, to get cut off by a flood, to get swept out to sea, to get blown out to sea, to break a bone, a lizard, to flow, swiftly, to rain heavily, to cover, a stone ...

Real-life events

A search, a rescue, a special job, a lost person, to find, to train an animal, to search for someone, to work with someone, thick bush, a disaster, the police, to practise, to pretend, to hide, a tent, a base, to keep in contact with someone, a radio, a hiding place, to settle down, to wait, to begin to do something, to move backwards and forwards, the scent of a person, to pick up the scent, an air-scenting dog, to sniff the air, skin cells, to work fast, to travel backwards and forwards, to call a dog, to encourage someone, to check, to be injured, cold, thirsty, to report to base, to meow, a ladder, bamboo, an organization, the mobile defence force, an emergency medical team, a rescue helicopter, the fire service, to be caught somewhere, to be stranded, shallow water, a net ...

Instructions

To gather stories, to find information, to imagine a situation ...

Help children record their own list of new words that have been gathered from their project work.

Language functions

To explain the reasons for actions

To discuss the consequences of certain actions

To propose solutions to problems that require reasoned action

To imagine situations and the feelings of other people

Language structure

Present simple

Form

The rules for forming the present simple are as follows:

- a With I/you/we/they/plural nouns, just use the dictionary form of the verb:
Air-scenting dogs **sniff** the air for the skin cells that **come** from a person's arms and legs.
- b With he/she/it/singular nouns, add -s, -es, or change y → ies.

Add -s			Add -es			y → ies		
take	⇒	takes	go	⇒	goes	hurry	⇒	hurries
tell	⇒	tells	watch	⇒	watches	try	⇒	tries
begin	⇒	begins	miss	⇒	misses			
sniff	⇒	sniffs	search	⇒	searches			

- c The verbs *to be* and *to have* have special forms:
I **am**, you/we/they **are**, he/she/it **is**
I/you/we/they **have**, he/she/it **has**
- d We make questions with *do* and *does* + the dictionary form of the verb:
Where **does** Sue **take** Lacey in the weekends?
How **does** Lacey **find** lost people in the bush?
Why **does** Sue **take** some friends with her? What **do** they **do**?

Use

We use the present simple for stating facts. For example:

Lacey **has** a special job. Lacey **is** an air-scenting dog.

We also use the present simple for actions that happen frequently (or don't happen frequently), especially with these words:

always often usually sometimes never every day

For example:

Sue often **takes** Lacey into the bush to practise finding a lost person.
She always **takes** some friends with her.
Some **pretend** to be lost. Others **set** up a tent as a base.

Notice how we use the present simple with particular verbs:

like	love	hate	dislike	know
believe	think	understand	see	smell
hear	own	belong	have	need

For example: Lacey **knows** how to find lost people in the bush.

Present continuous

Form

The rules for making the present continuous are as follows: *am/are/is + ing* form of the verb.

"Sue to Control. We **are** returning now. Over and out."

The spelling sometimes changes before *ing*:

take ⇒ taking put ⇒ putting

Use

We use the present continuous in three situations:

- a For something that is happening at the moment of speaking or writing, often with **now, at the moment, just, today**.
The river **is flowing** swiftly now after the rain in the hills.
- b For something that is happening for a limited time in the present.
A lizard **is climbing** up the coconut tree behind May.
- c For future plans, often with time expressions such as **tomorrow, next year, next week ...**
Dorothy **is going** to Port Vila next week.

Special verbs: *to get*

Get is a very useful verb, especially in informal English. The parts of the verb are *get, gets, getting, got*.

There are many meanings of the verb *get*. Here are some of them:

- a To obtain, receive, catch
The boy **got** a knife. (obtained)
The boy **got** a present. (received)
The boy **got** some fish. (caught)
- b To become, to be
The girl **got** thirsty/tired/hungry. (became/was)
The girl **got** lost in the bush. (became/was)
The girl **got** stuck in the tree. (became/was)
- c To reach, cause, make
The children **got** home at six o'clock. (reached)
At last, my uncle **got** the engine to start. (caused, i.e. fixed the problem)
My auntie **got** the pot clean with some ashes. (made)

There are many other uses of **get**, including multi-word verbs with **get**. Deal with each example as it comes up. Use a dictionary to help you.

Note

In the unit (page 26) the *-ing* form of **get** is used to make an action like a noun.
For example:

getting lost in a cave
getting swept out to sea

getting stuck in a tree
getting cut off by the tide

Language practice

Exercises in the *Pupil's Book*

New words (page 35)

P

The best answer is given first. Other possible answers are given second.

- 1 A **special** job is usually an important job⁽¹⁾. Sometimes it is unusual⁽²⁾ or different⁽³⁾ from other jobs.
- 2 When Sue **trained** her dog, she taught the dog how to pick up and follow the scent of a lost person⁽¹⁾. She most certainly will have encouraged the dog⁽²⁾, and the dog will have learned what to do⁽³⁾.
- 3 When an air-scenting dog **picks up** the scent of a lost person, it finds the scent first⁽¹⁾ and then follows the scent until it finds the particular person⁽²⁾. Hopefully it does **not** lose the scent.
- 4 When Lacey **checks that the lost person is alright**, she examines the person for injuries first⁽¹⁾ making sure that the person is alright⁽²⁾. She would only call the doctor on her radio if the person was injured or in need of medical attention.

The words that the children have to find in the story are:

- | | | |
|---|-------------------------------------|--------------------|
| a | to look carefully for | to search for |
| b | an event that causes harm or damage | a disaster |
| c | killing another person deliberately | murder |
| d | to save somebody from danger | to rescue somebody |
| e | badly hurt | injured |

Every day, often, sometimes (page 36)

P

Encourage children to write **true** statements describing what they do.
For example:

Every day ...

What things do you do **every day**?

- 1 I say my prayers at night.
- 2 I comb my hair in the morning.
- 3 I feed my dog.



Often ...

What things do you do **often**?

- 1 I help my mother with the cooking.
- 2 I go with my father to our garden.
- 3 I listen to the radio in my bedroom.



Sometimes ...

What things do you do **sometimes**?

- 1 I go swimming in the lagoon.
- 2 I play soccer with my friends.
- 3 I go to the market with my mother.



Never ...

What things do you **never** do?

- 1 I never throw rubbish into the lagoon.
- 2 I never go fishing on Sundays.
- 3 I never say bad words.



Children should interview their friends (or observe their pets) and make similar cards saying what their friends do often, sometimes and never. For example:

Susie

Often	Sometimes	Never
Susie often helps her mother with the dishes.	Sometimes she goes fishing with her father.	She never goes swimming alone.

Children should illustrate the cards and make them into a class book. Children must be careful with the form of the verb in the present simple when they are talking about their friends or pets. Here is another example. The person has been observing their dog, Timmy:

Timmy

Always	Sometimes	Never
Timmy always barks when someone comes to our house.	Timmy sometimes swims with us in the lagoon.	Timmy never takes food from the table.

Additional exercises

Children need practice with the present simple tense using five kinds of exercises.

- Making lists** For example, lists of facts about a pet, or lists of things that children know about the world.

My Dog	What I Know
His name is Bingo. He chases cats. He eats fish and rice. He wags his tail when he is happy. He barks when he is excited. He likes chasing a tennis ball. He doesn't like being teased.	The sun rises in the east and sets in the west. The tide comes in twice a day. A tsunami is a giant wave. Coconut crabs come out at night time. They live in holes in the ground during the day.

- Choosing the best answer** For example:

In the weekends Sue _____ her dog into the bush to practise finding lost people.

- | | |
|----------|-------------|
| a take | b takes |
| c taking | d is taking |

Her dog _____ the scent of a lost person and _____ it through the bush.

- | | |
|------------|-----------|
| a picks up | b pick up |
| c follow | d follows |

- 3 **Saying whether a sentence is written correctly or not** Children tick (✓) correct forms and change errors to make the sentence accurate. For example:

Sue checks that the person alright and then report back to base.

Sue checks✓ that the person is alright and then reports back to base.

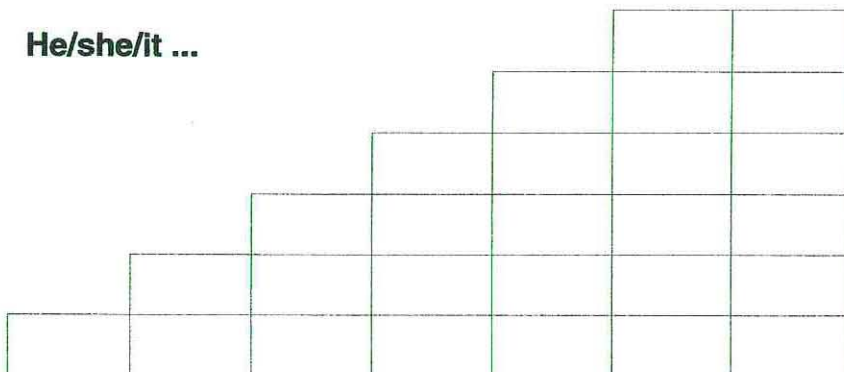
- 4 **Children supply the correct forms**

Lacey _____ fast, _____ backwards and forwards through the bush. Sue _____ behind.

travel
walk
work

- 5 **Make the words fit** Fit the he/she/it forms of these verbs in the present simple into the puzzle.

He/she/it ...

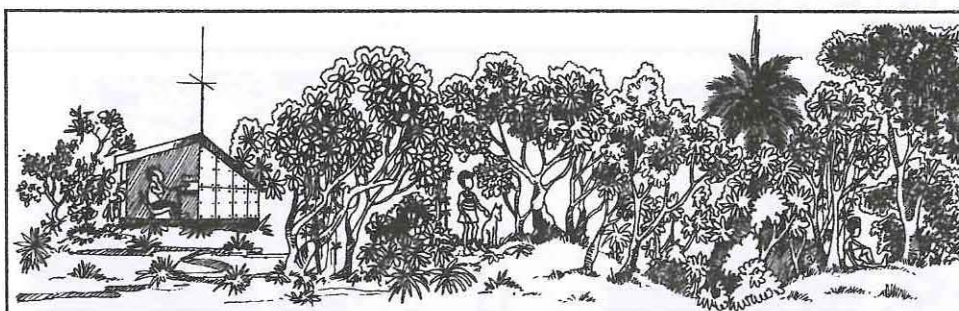


be
begin
do
have
reach
take

Encourage children to make their own examples of this activity for inclusion in a class puzzle book.

The following three exercises can be used to give children practice with the **present continuous tense**.

1 Describing actions in pictures



Sue's friend **is sitting** in the base tent. She **is talking** on the radio. Another friend **is hiding** in the bush. She **is pretending** to be lost. Sue **is training** her dog to pick up her friend's scent.

Children can draw their own pictures and say what is happening in them. The picture can be made into a class book for reading practice.

2 Choosing the best answer

"Sue to Control. We _____ now. Over and out."

- | | | | |
|---|---------------|---|-----------|
| a | return | b | returning |
| c | are returning | d | returns |

3 Make the verbs fit Fit the -ing forms of the verbs into the puzzle.

Susie/Joseph/The cat is ...			i	n	g	<div>carry</div> <div>hit</div> <div>lie</div> <div>make</div> <div>return</div> <div>travel</div>
I am/you, we, they are ...			i	n	g	
			i	n	g	
			i	n	g	
			i	n	g	
			i	n	g	

Again, children should make their own puzzles and include them in a class book.

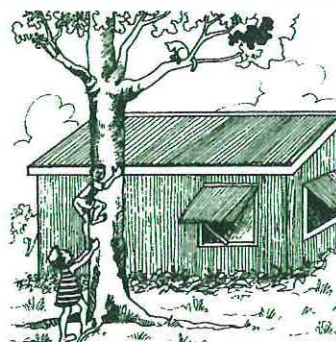
Here is a story that a Year 5 child wrote from the pictures and questions on page 37 of the *Pupil's Book*.

Too Little to Get Down



One day Josephine's kitten climbed a tree beside her house. Then it could not get down. It just sat there and mewed and mewed.

1



Josephine and her brother tried to climb the tree but the trunk was too smooth.

"Let's make a ladder," said Josephine.
"There's some bamboo behind the house."

2



So they began the job. Josephine's brother made the bottom rungs while Josephine made the top rungs.

The kitten just sat in the tree and mewed and mewed.

3



When the ladder was finished, Josephine put it against the branch and climbed up. "You are too little to be up trees," she said as she picked up the kitten and cuddled it under her arm.

4

Help children to introduce some direct speech into their stories. Publish the stories in big books that the children make.

UNIT 4: FIJI

Background

People from Fiji sometimes come to Vanuatu to study or to work. Students from Vanuatu frequently go to Fiji for university study or for training programmes. In very early times, the Fijian people came from the same ancestral lands as our people did, voyaging across the Pacific in large sailing canoes.

Today Fijians share their country with Fiji Indians, who came from India to work on sugarcane plantations. There are three main islands (Viti Levu, Vanua Levu and Kandava) and more than 800 smaller islands. Three languages are spoken: Fijian, Hindi and English. Two-thirds of the population live in villages in rural areas. They garden (cassava, rice, sweet potatoes, bananas), fish, and earn money from crops such as coconuts, ginger, pineapples, citrus fruit and sugarcane. Church, education and sport are important activities in the lives of the people.

Objectives

Through taking part in the activities in the unit we hope that children will come to do the following things:

- a Imagine growing up in a Fijian village
- b Know the custom stories that are frequently told to Fijian children
- c Know how people live in Fiji, what problems they have and how they solve their problems
- d Know some of the important people and events in the history of Fiji
- e Meet a person who has been to Fiji, or is Fijian; have a penfriend from Fiji with whom you exchange letters
- f Appreciate the indigenous patterns in Fijian art and craft.

Vocabulary

Help children to learn and use these words.

Fiji

Information about Fiji

A Fijian, a Fijian village, food crops, a yaqona plant, a dalo plant, a duruka plant, a tapioca plant, to own land, usually, the capital city of Fiji, a shark's tooth, a whale's tooth, a tusk from a pig, a sulu, curry, roti bread, to dress differently from other people, a dress, a sari, freshwater prawns, a museum, culture, a giant screen, a stamp, a bure, building materials, firewalking, a yaqona ceremony, a custom, tapa cloth, a pattern, eco-tourism, an eco-tour, sugarcane, a sugar factory, tourism, mining, gold, silver, tenant farmers, cassava, cattle, tuna, to export, copra, coconut oil, to import, sandalwood, bêche-de-mer, a missionary, a mission, a Fijian chief, independence ...

Custom stories

A giant, greedy, a huge meal, a messenger, to invite, news, to whisper, to fall fast asleep, the shore, to yawn, to be surprised, everybody, a feast, next, to splash through the sea, to swallow food, to gobble food, to crunch food, to chew food, tiny scraps of food, to groan, a stomach, halfway across, warm water, to stretch, rock, a bridge, to come to life again, heated stones, a pit, white-hot, kava, stingrays, mbalolo ...

Encourage the children to make their own lists of new words that they encounter during their project work.

Language functions

To interpret photographs as a way of acquiring information about a country

To question informants in order to obtain information about a topic

To answer questions from knowledge you have acquired

To retell a custom story from another country

To imagine one's life in a different environment

Structure

Stating a reason or purpose

We use **to** + the **base form** of the verb to show a reason or purpose. It usually answers the question *Why?* or *What for?*

- a Mr. Isele picked up a piece of coral ... (Why?) ... **to make** himself heavy.
- b Mr. Isele used a scraper and brush ... (What for?) ... **to clean** the bottom of boats in the lagoon.
- c Some children paddled out in their canoes ... (Why?) ... **to see** the visitors.

Exercises

There are three kinds of exercises that can help children practise this construction:

1 Matching exercises

Children join the beginning of a sentence with an appropriate purpose or reason. For example:

Sentence beginning	Why/What for?
a Jennifer bought some flour	to get some water.
b James opened his pencil bag	to make a cake.
c Dorothy went to the tap	to look for his pen.

2 Asking questions

Children draw pictures of people going somewhere. They ask their partner to say **where the people are going** and **why**. For example:

The boys are going home to cook their fish.	Questions Where are the boys going? Why?
---	---

The pictures can be made into a class book for grammar practice.

3 Giving reasons or listing the uses of things

- a Children give the reasons why people go to a particular place, such as Port Vila, the market, their gardens, the bush
- b Children list as many uses as they can for common items, such as a knife, a tin, a piece of bamboo

For example:

Why People go to Port Vila	Uses of a Knife
◇ To sell things in the market	◇ To cut string
◇ To buy things in the shops	◇ To cut food
◇ To visit relatives	◇ To carve wood
◇ To have a holiday	◇ To peel an orange
◇ To go to secondary school	◇ To open a tin
◇ To find work	◇ To scrape dirt off your shoes

Negative words

Not is the main negative word in English in the verb phrase. Here are the rules for making a sentence negative.

- 1 Place *not* after the verb *be*.
 My parents are at home. ⇒ My parents are **not** at home.
 Margaret was angry. ⇒ Margaret was **not** angry.
- 2 Place *not* after the auxiliary in a two-part verb.
 Peter is coming. ⇒ Peter is **not** coming.
 We will win the soccer match. ⇒ We will **not** win the soccer match.
- 3 If there is no auxiliary verb, use *do* (*does*, *did*) before *not*. (In other words, you make a one-part verb into a two-part verb by adding a form of *do*.)
 I feel tired. ⇒ I **do not** feel tired.
 Paul enjoys drawing ... he **does not** enjoy gardening.
 It rained last night. ⇒ It **did/not** rain last night.
- 4 In informal English, we usually use the contraction *-n't* instead of *not*.
 I **didn't** go to the market on Saturday. (did not)
 I **won't** come tonight. (will not)
 My parents **aren't** at home. (are not)
 Peter **isn't** coming. (is not)
 I **don't** feel tired. (do not)
 We **won't** win the soccer match on Saturday. (will not)
- 5 *Not* can be followed by 'any' or an 'any-word'.
 We have **some** fruit. ⇒ We haven't **any** fruit.
 I want **something** to eat. ⇒ I don't want **anything** to eat.
 I put it **somewhere**. ⇒ We could not find it **anywhere**.
 I saw **someone** take the money. ⇒ I didn't see **anyone** take the money.

Practising negative sentences

1 Making lists

Negative sentences are best practised by children writing out lists of things they like or don't like, do or don't do, or places they have been or haven't been, and so on. The positive and negative sentences should be true sentences. For example:

Things I Like
I like icecream.
I like taro.
I like playing soccer.
I like fishing.

— James

Things I don't like
I don't like sago.
I don't like boiled carrots.
I don't like playing rugby.
I don't like snakes.

— James

Things Janet did Last Night
Janet helped her mother cook the dinner.
Janet played with her baby sister.
Janet said her prayers before she went to sleep.

— As told to Susie

Things Janet didn't do Last Night
Janet didn't wash or dry the dishes. Her brother did those.
Janet didn't listen to the radio. The batteries were flat.

— As told to Susie

2 Correcting sentences

Children usually use 'no' instead of 'not'.

Anna is no very tall.	(not very tall)
Paul no enjoy gardening.	(doesn't enjoy)
I no like rice.	(don't like)
He no come tonight.	(can't come/won't come/isn't coming)

Collect children's errors and make them into a book. Children practise correcting the sentences in pairs.

Other negative words

No is also an important negative word. It has two main uses:

- 1 As a response word:

Did you go swimming last night?
No, we played soccer.

- 2 As a determiner with a noun by itself:

Mr. Shark had **no** teeth.
 There was **no** rice left in the bag.
 She has **no** free time after school.

The best way to practise the use of **no + noun** is to make lists of things that you have run out of at home or don't have. For example:

Thursday	Things We Don't Have
<p>Dear Mum,</p> <ol style="list-style-type: none"> 1 There is no bread left for our lunch tomorrow. 2 There is no sugar in the cupboard. 3 There are no ripe pawpaw on the tree yet. <p>_____</p> <p>_____</p> <p>—</p> <p style="text-align: right;">Jennifer</p>	<ol style="list-style-type: none"> 1 We have no video. 2 Uncle has no fish for us today. 3 We have no pigs just now. 4 My married sister has no children yet. <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Dorothy</p>

Notice that children could have used *not ... a/any* instead of *no* in these sentences:

There isn't **any** bread left for our lunch tomorrow.
 There aren't **any** ripe pawpaw on the tree yet.
 There isn't **any** sugar in the cupboard.
 We don't have **a** video.
 Uncle doesn't have **any** fish for us today.
 We don't have **any** pigs just now.
 My sister doesn't have **any** children yet.

(We use **not ... any** with plural and uncountable nouns; **not ... a** with singular countable nouns.)

Finding out (page 40)

P

- 1 All the food crops listed on page 40 are grown on land surrounding a Fijian village.

Fijian names for food crops are listed below.

Fijian name	English name	Local language name
yaqona	kava	maloku (Ambae)
jaina	banana	
dalo plant	taro	
tapioka	tapioca (cassava)	
uvi	yam	
uto	breadfruit	
niu	coconut	
raisi	rice	
kumala	kumara (sweet potato)	

- 2 In a Fijian village, land belongs to the clan or mataqali. The land is shared out among the people in the mataqali. The people use the land to grow their food. A village may contain three mataqali. All the mataqali work together to keep the village tidy and clean.
- 3 Between 1879 and 1916, Indians from northern and southern parts of India were brought to Fiji by agents of the British Government to work in the copra and sugar cane plantations. They got their passage paid to Fiji in return for working for five years. They were given a house and food, as well as a small wage. After five years, they could return to India if they wished, but few did. About 40,000 people were brought out in this way. They were able to lease land from the mataqali, but not own land.

Treasure hunt (pages 41-42)

P

- 1 Port Vila (Port Vila International Airport, also known as Bauerfield after Lt. Col. Bauer who supervised the construction of the airstrip in just 30 days in May 1942)
- 2 Fiji dollars, similar in value to the Australian dollar
- 3 Bula. *Bula* is a Fijian greeting ('Hullo, welcome').
- 4 Suva. Suva is the largest city in Oceania. It is a port, and has a large business area and market. The Parliament of Fiji is situated in Suva.
- 5 A whale's tooth (*tabua*) is presented to a respected visitor or guest. If you are a child, you are more likely to be given a shark's tooth.
- 6 Sulu
- 7 Curry and roti. The mother may be wearing a sari. Fiji Hindi is the household language of most Fijian Indians.
- 8 Freshwater prawns. He may also buy some fish, or an eel.
- 9 English
- 10 You may be shown war clubs, food bowls, long forks, clay pots, tapa cloth, and examples of Fijian outrigger canoes.
- 11 Seven-a-side rugby, called 'rugby sevens'. The Fijian team regularly wins international tournaments against overseas countries.

Language practice

Give reasons (page 51)

P

The sentences should read as follows:

- 1 Mr. Isele picked up a bit of coral or a clam shell to make himself heavy.
- 2 Mr. Isele used his scraper and brush to clean the bottom of the boats in the lagoon.
- 3 Some children paddled out in their canoes to see the visitors.

Fill the spaces (page 51)

P

The sentences should read as follows

- 1 A shark has lots of teeth but Mr. Shark had **no** teeth at all.
- 2 Mr. Isele was **no longer** a pearl diver.
- 3 The children were talking to the tourists. "Look out for Mr. Shark," they said.
- 4 The woman said, "I'm **not** going to swim with sharks around."
- 5 "**Don't** be silly," said the man. "There aren't **any** sharks here. Come on. Race you in."

Crossword (page 52)

Across		Down	
1	scrape	2	pearls
3	shark	4	nickname
6	canoes	5	warm
8	walk	7	two
9	family	10	lagoon
12	swim	11	teeth
14	anchored	13	weed

One way to finish the letter is as follows:

Saturday

Dear Mum and Dad,

Guess what? We are staying near a river! All the children swim there in the afternoon. But don't worry, Salesia always comes with us.

1



Sometimes we try to catch prawns and eels for dinner. Caroline is best at catching them.

2



There is a large tree on the bank of the river. It has plenty of vines hanging from the branches. We swing out on them and jump into the river. Swish, swish, splash!

3



On the way home, we stop in the bush for firewood. We also get mangoes and coconuts. We are really having a good time.

Love,
Amy and James

4

Poem

The poem 'When I was Young by the River' by Sereima Lumelume was published in the *School Journal* Part 1, Number 5 (1990), pages 2-8. It is reproduced below.

When I was Young by the River by Sereima Lumelume

When I was young by the river,
Dad toiled in the food garden.
Mum caught prawns, fish, and eels for dinner.

When I was young by the river,
my sisters and brothers
splashed and swam in the river.
We tried catching prawns, fish, and eels, too,
for dinner -
no one could!

On our way home,
we stopped in the woods for firewood.
One of my sisters scrambled for mangoes,
my big brothers climbed for coconuts,
and we little ones played hide-and-seek
among the bushes.

When I was young by the river,
Mum, Dad, and my brothers and sisters
gathered mussels in the river.
Then we cooked them in the fire
and ate them dipped in lemon juice.

Afterwards, we swung on the vine
tied to a rain tree beside the river.
Swish! Swish! Swish! and in we dived -
SPLOSH!!
Mum and Dad cheered.

When I was young by the river,
we went to church on Sundays
and had lovo food for lunch.
Then we listened to Bible stories
from our Sunday School teacher.

When I was young by the river,
we watched the river
swell in the torrential rain.
Dad's cassava patch and dalo patch,
kumala patch and bele patch,
were all under water.
We held each other
and prayed for the rain to stop.
When the rain ceased
and the water went down,
we took to the river bank
and fished ... and fished ... and fished.

Tilapia! Tilapia! Tilapia!

One! Two! Three!
and then
Four! Five! Six!
then
Seven! Eight! Nine ...
There were fish galore
for dinner.

In the evening we sat around Dad
in the bure.
He told us stories
of long, long ago.
Mum plaited mats
beside the fire.

Then all was quiet.
Occasionally the dogs howled
in the distance,
The owls screeched overhead,
and Dad snored in bed.

As dawn broke,
the roosters crowed,
the doves cooed, the mynahs twittered,
the bulbuls chirped.
Dad sharpened his knife
and set off for the garden.

Mum lit the fire and prepared breakfast.
Big brothers helped Dad
and big sisters helped Mum.
We little ones huddled around the fire to get
warm.

Another new day began.

I loved the days
when I was young by the river.

Fire walking

The passage about fire walking should read as follows:

Fire walking

First, the people dig a big hole in the ground for the fire pit.

Then, they line the fire pit with smooth, round stones.

Next, they put burning logs in the fire pit. The logs burn there for many hours.

Finally, when the stones are red hot, the fire walkers, dressed in ceremonial costume, follow their leader and walk barefooted and in single file over the hot stones.



ATTENTION: Don't try to walk on hot stones. It is very dangerous.

UNIT 5: ANIMAL STORIES

Background

Animal stories play an important part in storytelling in all cultures. In such stories, animals usually behave in ways that help us understand our own natures or problems, or help us to understand natural events that are puzzling to us. Animals are empowered to speak, think and plan in ways that human beings do.

Each culture has animals that have particular significance. They are frequently imbued with particular characteristics. For example, in some cultures monkeys are clever and smart, foxes are tricky and cunning, lions are wise and chiefly, elephants kind and compassionate. In our cultures we have animals that are portrayed as good, bad, helpful, cunning and treacherous.

We read animal stories with the children because of the situations presented in the stories, the lessons that can be learned and applied to our own lives, as well as for the enjoyment of the experience.

Objectives

Through the activities of the unit we hope that children will achieve these things:

- a Know the custom stories from their area that involve animals
- b Enjoy the stories from other countries that include animals
- c Know why people regard certain animals as important; know the animals that have particular significance in different cultures
- d Respond to stories with their own questions
- e Write their own stories about real animals or imaginary events; write poems about animals
- f Distinguish real-life stories about animals from imaginary stories where animals take on human characteristics
- g Understand that there are always people in life that will try to trick you, or drag you into wrong-doing; be able to reflect on the consequences of tricking people for an advantage, of being selfish for a gain, or of trying to win at all costs.

Vocabulary

Help children to learn and use the following words.

Animal Stories

Names of animals

A lion, a monkey, a kangaroo, a kiwi, a fox, a rabbit, a tiger, an elephant, a leopard, a giraffe, a hippopotamus, a rhinoceros, a jackal, a wallaby, a koala bear, a dingo, a platypus, a wombat, a moa, a tuatara, a seal, an elephant seal, a penguin, a whale, a crocodile, a wild pig, a python, a wolf, a bear, a bison, a walrus, a salmon, a horse, a cow, a squirrel, an owl, a goat ...

Words associated with animals

A pouch, to hop, to hunt, sport, extinct, to protect, a tail, a fin, a snout, a heart, an enemy, to attack, to survive, a wound, to heal, weight, an animal's claws, a dead animal, strong jaws, to lay eggs, to hatch ...

Animal stories

A trick, to trick, a cliff, suddenly, to taste, to shake, to tell the truth, to be frightened, to hang, soon, real, unreal, to stop someone from doing something, cunning, a crab, mud, to pretend, a forest, to bury something, a nosy person, eagerly, to wave, dead, to sound fishy, to drag, a tricky plan, to swish, to thump, to pretend, dinner, curious, really, silly, nervous, wet, sticky, suspicious, sometimes ...

Encourage the children to keep their own list of interesting words as they find them in their reading or need them in their writing.

Language functions

To name animals and describe their characteristics; to give information about animals

To present information about an animal you have studied for a project

To retell traditional stories from other countries that involve animals

Structure

The definite article, *the*

The two most basic rules are as follows:

- 1 When we refer to a thing for the first time, we use *a* or *an*.

One morning, **a** shark was swimming near **a** cliff. Suddenly **an** orange hit the shark.

- 2 When we refer to the same thing again, we always use *the*.

The shark looked up. He saw **a** monkey in **an** orange tree. "Eat **the** orange," said **the** monkey. "It tastes better than fish."

Notice

- a *The* is used with a different noun provided this noun refers to the same thing that was mentioned previously.

Suddenly an orange hit the shark on **the** nose. (The shark's nose)

A crab and a crocodile once lived on a river bank in India. They were **the** greatest of friends. (The friends were the crab and the crocodile)

- b *The* is used to emphasize certain nouns, for example in titles of stories ('**The** flying fox and **the** parrot').

The is used in some time and place expressions.

The next day the shark came back again.
In the middle of the sea, the shark stopped.

Other common time expressions with *the* are:

At the weekend	In the evening
In the morning	In the afternoon
On the first of January.	

Practising the definite article

Here are three different ways of practising the article system in English.

- 1 **Writing stories**

Children produce indefinite and definite articles in their stories and get feedback from the teacher on the forms they use.

2 Filling in gaps

Choose a simple story (perhaps from a *Vanua Reader*). Copy the beginning of the story on the blackboard, leaving the articles out. Children practise reading the story, supplying the appropriate articles. For example:

One day (a) flying fox met (a) parrot sitting on (a) branch.
Suddenly (the) parrot swung over and hung from (the) branch
upside-down.

"Why don't you try that?" said (the) parrot to (the) flying fox.

From 'The Flying Fox and the Parrot' by Blaise Tao (pages 3-5)

Notice:

- ◇ If you choose text from near the beginning of the story, you can contrast 'a' with 'the'.
- ◇ Encourage children to say why they used 'a' in the first sentence and 'the' in the subsequent sentences.

3 Correcting sentences

Children will often omit 'the' before a noun that has already been mentioned. Children should therefore be helped to find this error in their own stories. Exercises like this can help:

Yes/No. Make it right.

1	One morning a shark was swimming near a cliff.	Yes	No
2	Suddenly an orange hit the shark on the nose.	Yes	No
3	He looked up and saw a monkey in an orange tree.	Yes	No
4	the "Eat orange," said the monkey. "It tastes better than fish."	Yes	No
5	The s the shark ate orange. "I like it," he said. "Give me some more."	Yes	No

Pronouns

Animal stories often give good practice with pronoun usage. This unit is therefore a good opportunity to revise the various pronoun forms.

Forms

Number	Subject pronouns	Object pronouns
Singular	I you he, she, it	me you him, her it
Plural	we you they	us you them

Note

- 1 A person is **she** or **he**; an animal is **she**, **he** or **it**. If an animal is a pet, it is usually **he** or **she**.

she	he	she, he or it
-----	----	---------------

- 2 Pronouns are words that replace nouns or noun phrases.

The shark ate the orange. "I like **it**," **he** said. "Give **me** some more." (it = the orange; he/me = the shark)

- 3 Do not use a pronoun if it is not clear who or what the pronoun refers to.

Practising pronouns

There are three main ways of practising pronouns.

- 1 **Writing stories**

Give children feedback on the way they are using pronouns in their stories.

- 2 **Filling in gaps**

The shark ate the orange. "I like _____," _____ said.
"Give _____ some more."

3 Saying what the pronouns refer to

Text

1 The shark ate the orange. "I like it," he said. "Give me
some more." So the monkey shook the tree again. A lot of
oranges fell into the water.

5 "Thank you," said the shark. "You are very kind. One day
I'll do something for you."

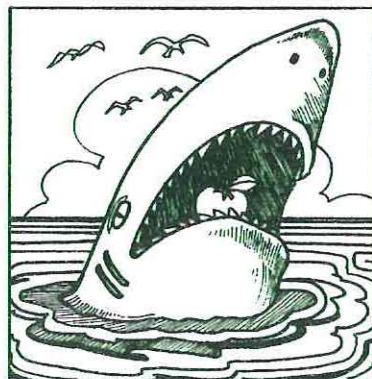
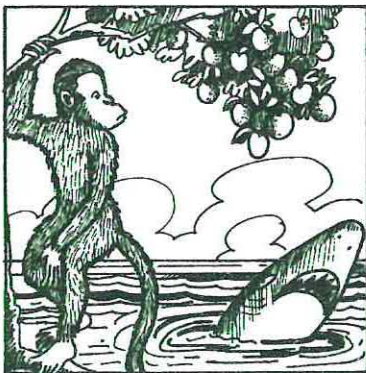
(Line 1): it **the orange** that hit the shark on the nose

(Line 1): he **the shark** It was a man shark. He was swimming near
a cliff.

(Line 1): me _____

(Line 4): you _____

In this kind of exercise, encourage the children to say more about each noun.



Adjectives

Background information

After nouns and verbs, adjectives are the largest group of words in English. Adjectives describe the qualities of people, animals, things and places. For example:

- A What's your sister like?
B Well, she's **tall** and has **black** hair.

Position of adjectives

- 1 We put adjectives before a noun ...

a **large** crocodile; a **cunning** jackal

or after verbs such as **be**, **become**, **look**, **seem** and **stay**:

The crocodile was very **large**.
The mud looked **wet** and **slippery**.

- 2 More than one adjective can modify a noun.

the **soft river** mud

- 3 Words like *very*, *rather*, *quite*, *too*, *more*, *really* can modify an adjective.

The jackal was a **rather nosey** fellow.
The crocodile looked **quite dead**.

Exercises

Choosing words to fill gaps in sentences is one way to practise adjectives. For example:

The _____ jackal was a _____ fellow.

(1)

(2)

(3)

"Alright," he said. I'll come back with you. But first I want to

see if that _____ crocodile is _____ dead."

(4)

(5)

cunning
nosey
old
rather
really

Answers (1) cunning (2) rather (3) nosey (4) old (5) really

Children should also be encouraged to use adjectives in interesting ways in their own stories.

Exercises

Picture page (page 55)

P

Animals of the world:

Animals	Countries
lion	Africa
monkey	Africa, Asia
kangaroo	Australia
kiwi	New Zealand
fox	England
rabbit	England, Australia, New Zealand ...

Comprehension

Real and unreal (page 61)

P

- | | | | | | |
|---|--------|---|--------|---|------|
| 1 | real | 2 | unreal | 3 | real |
| 4 | unreal | 5 | unreal | | |

Monkeys do shake the branches of trees when they are angry or when they want nuts or fruit to fall on to the ground.

How? (page 61)

P

- 1 The monkey put its tail around the shark's fin.
- 2 The shark tricked the monkey. He said to the monkey, "Come and meet my family." But really the shark wanted the monkey's heart to give to his sick grandfather.
- 3 The monkey tricked the shark. She told the shark, "My heart is hanging in the orange tree. We must go back and get it." So they went back to the orange tree and the monkey ran away.

The children should read the story with a friend, filling in the gaps as they go. For example:

The Monkey and the Shark

One morning a shark was swimming near a cliff. Suddenly an orange hit the shark on the nose.

The shark looked up. He saw a monkey in an orange tree. "Eat the orange," said the monkey. "It tastes better than fish."

The shark ate the orange. "I like it," he said. "Give me some more."

The monkey shook the tree. A lot of oranges fell into the water. "Thank you," said the shark. "You are very kind. One day I'll do something for you."

The next day the shark came back to get some more oranges.

"I'm sorry," said the monkey. "There are no more left. Go and eat fish instead."

The next day the shark came back again and said to the monkey, "I want to do something for you. Come and meet my family."

"All right," said the monkey. The monkey climbed down the cliff and sat on the shark's back.

"Put your tail around my fin if you don't like the water," said the shark.

In the middle of the sea, the shark stopped. "Now I'll tell you the truth," he said. "My grandfather is very ill. A monkey's heart will make him better."

The monkey was frightened. "I'd be happy to give my heart to your grandfather," she said. "But I can't. It is hanging in the orange tree."

So the shark and the monkey came to the orange tree again. "Wait here for a minute," said the monkey. "I'll go and get my heart for your grandfather."

The shark waited and waited. Then he looked up at the tree. The monkey was sitting on a branch, laughing. "I tricked you," she cried. "Go away and never come back again."

Elephant seals (page 64)

P

Fill in the table

Animal	Elephant seal
Length	Six or seven metres
*Weight	Over 5,000 kg
Food	Fish
Enemies	Killer whales, large sharks
What it can do well	Swim
What it cannot do	Heal bad cuts while it is still in the sea
A question I want to ask	How do they climb up the beach? Do they lay eggs or do they have babies? Can they breathe under the water? Do they have warm blood or cold blood?

Language practice

Words from clues (page 69)

P

- 1 A large scaly animal that lives in rivers in hot countries. It has a long tail and very big jaws.
a c r o c o d i l e
- 2 A cunning animal that lives in Africa and Asia. (It looks like a wolf or a large dog.)
a j a c k a l
- 3 A tree that gives a nice shade. The jackal was resting under it in the story.
a b a n y a n t r e e

More words from clues (page 69)

P

- | | | | | | | | |
|---|-------|---|-------|---|---------|---|---------|
| 1 | mud | 2 | busy | 3 | scuttle | 4 | cunning |
| 5 | fishy | 6 | swish | 7 | thump | | |

UNIT 6: LAND-DIVING

Background

Cultures have traditional ways to mark the end of childhood and the passage into adulthood. Cultures also have ways to test courage, co-operation, responsibility and respect for the past. Land-diving is one ceremony that weaves all of these values into a unique display of faith. It is usually held on one or two chosen days between April and June in certain places in South Pentecost.

Objectives

Through the activities in the unit, we hope that children will:

- a Come to know the tradition of land-diving; know the custom story that is the basis of the ceremony
- b Know why young men engage in land-diving; appreciate the skills and knowledge that go into the preparation for the jump; identify the qualities that land-diving draws upon
- c Imagine the feelings of apprehension that need to be overcome before the jump is made
- d Appreciate the faith that is placed in the preparation and support for the jump
- e Become aware of the dangers and how those dangers are lessened through the preparation for the jump and the techniques that are used
- f Understand the role of women and other family members at the time of the jump
- g Understand the reasons why tourists travel to see the ceremony, why money is changed, and why pictures are taken
- h Understand how the children's own culture marks the beginning of adulthood and celebrates courage and bravery
- i Discuss the reasons why people oppose the introduction of land-diving on other islands, or advocate its wider use
- j Collect stories from other countries that show how courage is tested.

Vocabulary

Finding out

Land-diving, the towers, to construct a tower, the materials, to dive from the towers, to train, to receive training, to take part in a ceremony, an accident, a fatal accident, an occasion, a tradition, a change, to occur, important, courage, to test someone's courage, to be associated with ...

Custom story

A long time ago, a tricky plan, to climb a tree, a banyan tree, a vine, one's ankle, short enough to suspend, too long, the ground, carefully, a sign, to echo, to prepare for something ...

First dive

To be busy doing something, to gather, supervision, a platform, to complete, to shiver, fear, to approach, to feel nervous, amusement, eventually, to arrive, to crowd around something, one's heart, to beat quickly, one's shoulder, the climb, halfway up, outwardly calm, deep down, a blanket, to throw something away, a sign, to prove one's self, to feel numb, one's stomach, a combination, excitement, a point of no return, to finish doing something, to tie, an encouraging hand, to close your eyes, good luck, to whizz through the air, to leave something behind, a jerk, a painful jerk, to cheer, to hug someone, relatives, to support someone, a calm smile, to burst into tears ...

Other activities

To persuade, to be alive, gently, to remind, one's reaction, nervousness, a whale shark, to kill, to attack, a fin, a jellyfish, to be stung, danger, to conquer a fear, to overcome pain, an injury, sickness, a mistake, a lie ...

Language functions

To retell custom stories, such as those surrounding tests of courage

To give detailed information about things and events

To express the feelings that people have in situations that are testing courage

To give reasons; to make judgements

Language focus

Quantifiers with nouns

Quantifiers are words like:

some much many a few a little

They go before nouns:

The young woman tied **some** vines around her ankles.

Quantifiers answer the questions: **How many? How much?**

The table shows you which quantifiers go with **plural nouns** and which go with **uncountable nouns**.

Type of noun	Examples	Quantifiers
Plural nouns (including nouns with a plural idea)	vines people jellyfish	some, many, any, a few, several, a lot of, lots of
Uncountable nouns	courage water rice	some, much, any, a little, a lot of

For example:

several vines
a lot of courage
some jellyfish

many people
a little water
some rice

(How many?)
(How much?)

Practising quantifiers

1 Multiple-choice items

_____ people gathered around the tower.
a Lots of (✓) b Much c A little

How many people gathered around the tower?

Lots of people ...

2 Adding details

The woman tied _____ vines around her husband's ankles.
It took _____ courage to jump.
_____ people were watching.

a lot of
many
some

3 Writing stories

Encourage children to add details in their stories that answer the question, How many? or How much?

There were **several** jellyfish in the lagoon.

Adjectives

The adjectives in the box below indicate that someone has a particular feeling, such as fear, worry or excitement.

afraid	eager	nervous	scared
angry	encouraging	painful	terrible
ashamed	exciting	pleased	understanding
anxious	frightened	prepared	uneasy
calm	glad	proud	unhappy
comfortable	happy	ready	willing
concerned	impatient	reluctant	worried
confident	interested	sad	
determined	keen	safe	

Adjective patterns

Adjectives that describe feelings frequently come after a linking verb (be, become, feel, look, seem, stay ...).

Subject	Verb group	Adjective group	Additional information
Bule	was feeling	nervous.	before the big jump.
"You	are	quite safe, "	said his uncle.
Bule's mother	seemed	outwardly calm	but she was just as nervous as Bule.
Bule	was	keen	to make the jump.
He	was not	usually afraid	of heights.

Practising adjectives

1 Posters

Children draw a person from the story and then write adjectives that describe the person.

2 Ask-and-answer cards

Children can practise asking and answering questions about people's feelings. For example:

Ask and answer	
Land-diving	
Question	
1	Was Bule calm or nervous before the jump? Bule was quite nervous.
2	How did Bule's mother feel? To other people she seemed calm, but inside she was just as nervous as Bule.
3	Was Bule keen to make the jump? Yes. He was ready to show his mother that he was now a man.
4	How did Bule's uncle feel? He was confident, calm and reassuring.
5	How did Bule feel as he flew through the air? _____
6	How did Bule's mother feel after the jump? _____

Simple past

Custom stories and personal experience stories give opportunities for revising the **simple past**.

A long time ago a young woman **wanted** her husband to die. So she **thought up** a tricky plan.

She **climbed** a banyan tree and **tied** some vines around her ankles. Her husband followed her up the tree. She **tied** some vines around his ankles too.

The various forms of the simple past, its uses, as well as exercise types have been given previously (see page 26). A list of common irregular forms is given in Part Three (page 159).

Wh-questions

The structure of *wh*-questions is set out in the notes for Unit 1 (page 27). The rules in their most simple form are:

- 1 The *wh*-question words are:
who what where when why how
- 2 Reverse the order of the subject and verb:
Where are the coloured pencils?
- 3 If the verb has two parts, reverse the subject and the first part of the verb:
When are you coming home?
- 4 If the verb has only one part, use some form of **do**:
Where does your teacher live?

Remember that children need a lot of practice in order to get *wh*-questions asked accurately.

Too versus enough

The word *too* comes **before** an adjective and means 'more' than just 'very'.

The vines were **too** long. (The vines were very long.)

When the word *enough* comes **after** an adjective, it means 'sufficiently'.

The vines were short **enough** to suspend her above the ground.
(The vines were sufficiently short)

Enough can also be used before a noun. *Enough* then means 'sufficient'.

There was **enough** food for everyone.
(There was sufficient food for everyone.)

Children can practise the distinction by completing sentences with the appropriate word.

- | | | |
|---|--|--------|
| ◇ | There was _____ rice for everyone. | |
| | (1) | |
| ◇ | The sea was _____ rough for fishing. | enough |
| | (2) | |
| ◇ | The table was _____ heavy to move. | too |
| | (3) | |
| ◇ | The sea was calm _____ to go swimming. | |
| | (4) | |

Language practice

Word study (page 78)

P

The best words for the spaces in the sentences are as follows:

Set one		Set two		Set three	
1	shivered	5	suspend	9	local
2	began	6	fatal	10	jerk
3	approached	7	persuaded	11	excitement
4	put	8	supervision	12	traditional

Asking questions (page 80)

P

- | | | |
|---|---|----------|
| 1 | What do sharks eat? | (Rule 2) |
| 2 | How many teeth do sharks have? | (Rule 2) |
| 3 | Which is the largest shark? | (Rule 1) |
| 4 | How do sharks find their prey? | (Rule 2) |
| 5 | How many sharks do people kill every year? | (Rule 2) |
| 6 | How many people do sharks attack every year? | (Rule 2) |
| 7 | What do some people use shark fins for? | (Rule 2) |
| | (What do some people make out of shark fins?) | (Rule 2) |

Questions about land-diving

Here are some examples of questions that children might ask:

- 1 Who makes the platform?
What do they do?
- 2 How did Bule feel before the dive?
Who were watching the dive?
- 3 What did the uncle do on the day of the dive?
Who did Bule see in the crowd?
How was Bule's mother feeling?
What was she holding in her hand?
- 4 How did Bule feel after the dive?
What did Bule's mother do?

Story writing

Here is an example of a story that could go with the pictures on page 81 of the *Pupil's Book*.

Stung by a Jellyfish



"Awe, awe, awe"

Hearing the cries, Jennifer looked up from her book. A small boy was tearing long, trailing tentacles from his arm.

1



"Stand still!" Jennifer shouted. "Don't move!"

She dashed into the water. A jellyfish stung her legs, but she did not stop.

2



Jennifer picked up the little boy and carried him to the beach.

"It hurts, doesn't it," she whispered.

3



Some people came from the village with hot water. They bathed the stings and squeezed a sea cucumber on to the rash. "The stings will soon be better," they said. "And thank you, Jennifer."

4

UNIT 7: BUSH FIRES

Background

In countries such as Australia, bush fires can be disastrous. They spread rapidly, destroying forests, bird life, animal life and settlements. In Vanuatu, bush fires become serious when they harm the forest, destroy gardens and pollute the atmosphere.

Through this unit, we want children to appreciate the scale of the destruction that bush fires can cause. We also want children to have the awareness that will prevent fires beginning accidentally. We also want children to know appropriate survival techniques should they be trapped by a forest fire.

Objectives

The objectives for this unit cover knowledge, attitudes and skills:

- a Know how bush fires begin; what dangers they bring to animals and people; and why extra care must be taken with fires in gardens and plantations
- b Know how to survive in a bush fire if trapped by one
- c Appreciate the courage and skills of people who fight bush fires
- d Know important stories of courage in the face of bush fires that may have occurred in their area
- e Be able to empathize with people who may have suffered as a result of bush fires
- f Know how bush fires are controlled should they break out and threaten their area
- g Know the factors that may increase the size and destructiveness of a bush fire
- h Know how to help a person whose clothes are on fire; how to help a person with burns on their skin
- i Write rules for the lighting and care of fires in gardens or in plantations.

Vocabulary

Help children to understand and use these words.

Bush Fires

Experiences

A bush fire, to start a fire, to spread quickly, to cause damage, damage, a disaster, a sad occasion, to stop a bush fire, to put out a fire, to prevent a bush fire, to clear the land, to burn, smoke, flames, sparks, ashes, to beat a fire out, to flee from a fire, the wind, to blow, to race, to jump, to explode in flames, to wait, to burn itself out, the ground, hot, heat ...

Story reading

A wild fowl, feathers, to flash, a hiding place, to aim a bow and arrow, to cut through the air, to pierce, a bird's chest, wings, to fly, dry twigs, to roast, crackling flames, thirsty, a stream, to cough, to feel drowsy, a stupid thing, to crackle fiercely, a deep roar, rumbling, thunder, to choke, a person's heart, to tremble, a rattlesnake, to gasp for breath, thick smoke, to swallow, to have no mercy, to splash, a cool place, trouble ...

Other activities

To catch, to reach, to run, a bank of a stream, to press, the dirt, to jump over, a problem, a wet cloth, to breathe, a person's lungs, a blanket, to protect, to pass quickly, to be safe from something, to clear the bush, to light a fire, a fire break, to watch, properly, to beat the flames, to sting, an emergency, to be scared, to be curious, to catch fire, to roll on the ground, to put out the flames, to escape, to notice, a shirt, meanwhile, to cut someone off from, a deep breath ...

Language functions

To recount an experience through the eyes of a person in a dangerous situation

To provide information accurately and clearly so that people can act on it appropriately

To investigate a topic and present a report on it

Language focus

Prepositions

We use prepositions (*in, under, for*) mostly before nouns and pronouns:

under the stone

a present **for** her

Remember that English prepositions are not always used in the same way as prepositions in the children's home language(s).

Place

Prepositions of place tell us **where** things are or **where** things happen.

Place	In, on, at, to, by, next to, near, in front of, behind, under, above, on top of, below, between, inside, outside, opposite, among, beside, close by, close to, in between
-------	---

Notice:

- 1 We usually use *in* for something which is inside an area, building or object:

in the bush

in Vanuatu

in the bark of the tree

- 2 We usually use *on* for a position on a line, a surface or a thing:

on the line

on the road

on a branch

- 3 We usually use *at* to describe a particular place:

at the top of the tree

- 4 Here are some common expressions:

in the picture

in the middle

in the background

on the right/left

on the page

at the back/front

at the top/bottom

I have found ...

- 1 When we want to show that an action started before and is continuing up to the present, we use **have** or **has** + **past participle**.

I **have found** an animal in the picture. It is sitting on a stone near the river. What is it?



- 2 *Have* changes to *has* with *she*, *he*, *it* and single nouns.

I **have** found ...

She **has** found ...

We/you/they **have** found ...

- 3 The past participle for regular verbs is the same as the past simple; the past participle of irregular verbs may be the same, but more often it is different.

Dictionary form	Past simple	Past participle
look move stop	looked moved stopped	looked moved stopped
find get make	found got made	found got made
go see swim	went saw swam	gone seen swum

For example:

The animal **has moved**. It's now on a stone on the other side of the river.

The beetle **has got** spots on it.

I **have seen** flying foxes like that in the bush.

The past particles of common irregular verbs are given in Section 3, page 159.

- 4 Questions

Have you found the animal yet?

☐ No, I haven't

☐ Yes, I have

(short answers)

- 5 The activity on page 85 of the *Pupil's Book* practises *I have found ...*

Multi-word verbs

Forms

Multi-word verbs consist of more than one word.

come in
run down to

sit down
move out from

look back
look out for

Some common patterns include:

- 1 Verb + (preposition + noun phrase)

The old woman **went to** her garden.
The wild fowl **landed on** a low branch.

- 2 (Verb + adverb)

He **came inside** and **sat down**.

(The adverb is adding to or changing the meaning of the verb.)

- 3 (Verb + adverb) + noun phrase

He **put out** the fire.

(The adverb has changed the meaning of the verb.)

Notice that you can move the adverb around in the sentence. For example:

He put **out** the fire.
He put the fire **out**. (optional word order)
He put it **out**. (obligatory word order)

- 4 (Verb + adverb) + (preposition + noun phrase)

He **moved out from** his hiding place.

(The adverb is adding to the meaning of the verb; the preposition is linking the noun phrase to the verb.)

Multi-verb forms are common in English but may not be common in the children's first languages.

Verbs			Additional words				
ask	be	break	Prepositions				
come	fall	find	at	for	from	into	like
get	give	go	of	on to	with	against	by
keep	let	look	down	in	on	over	to
make	put	run	Adverbs				
set	take	turn	back	away	ahead	off	by*
			down*	in*	on*	over*	

*can be either a preposition or an adverb

Go for (an icecream). **Go into** (the house). **Go with** (your sister).
Go back. **Go away.** **Go ahead.**
Go down to (the stream). **Go on with** (your work).

on out
back put away
off down

Put down the stick.

a The girl **put on** her best dress for Sunday School.
b **Put back** the clock. It is ten minutes fast.
c It is raining. We will **put off** the game until next week.
d The men **put** the fire out with buckets of water.

1 The fire spread _____ the next garden.
a to b at c by

2 The arrow cut _____ the air.
a into b over c through

3 The boy was thirsty. He ran _____ the stream.
a away from b down to c up to

Special verbs: *to make*

The verb *to make* has a number of different uses and patterns. The most important are:

- 1 Make = create, produce, prepare ...

My uncle **made** me a new bow and arrow.
The boy **made** a fire.

- 2 Make = cause, change ...

The smoke **made** the boy cough.
The wind **made** the fire hotter.

- 3 Make = force, compel ...

Our parents **make** us go to bed early on week nights.

- 4 Idioms

Make sure (that) you put the fire out properly.

Adjectives and degree

Revise the ways to change an adjective to show degree (see Unit 2, page 36, in the *Teacher's Guide*).

The wind made the fire **bigger**.
The fire got **hotter** and **hotter**.



Language practice

Guessing the animals (page 85)

P

- 1 With the children, build up a list of animals in the picture before beginning the activity. (Accept local names.)

Animals, Insects and Birds

A tree snake, a pigeon, a flying fox, a butterfly, a goat, a pig, a cat, a frog, a lizard, an insect, a dragonfly, an ant, a beetle, a ladybird ...

- 2 List prepositions that describe where the animals are in the picture. For example:

on, behind, in, beside, near, next to, under, at the top, at the bottom, on the left, on the right, in the middle, close to, in front of, on top of

- 3 Practise the activity with the children first. For example:

- a I have found an insect. It is sitting on a leaf at the bottom of the picture, on the left. It's black. What is the insect?

Answer: **An ant.**

- b I have found an animal. It is hanging upside down from a branch of a tree. The tree is on this side of the river beside the waterfall.

Answer: **A flying fox.**

Children should make their own versions of this activity, putting people, animals and things in different settings. Gather the pictures up and put them into class books.

Comprehension

Choose the best answer (page 90)

P

- 1 The boy shot the bird with a bow and arrow.
- 2 He roasted the bird over a fire.
- 3 The wind fanned the flames, some dry grass began to burn, and sparks blew into the bush. (The sparks probably began the bush fire.)
- 4 It began to rain; the men from the village tried to put out the fire with buckets of water. (Both happened at the end of the story.)

Comprehension

New words (page 91)

P

- 1 flashed ⇒ shone, sparkled (both are right)
- 2 pierced ⇒ went through
- 3 twigs ⇒ small **sticks** from a tree
- 4 The fire started to **spread** ⇒ burn the grass
- 5 drowsy ⇒ sleepy
- 6 The smoke **choked** the boy. ⇒ The boy could not breathe because the smoke was going in his nose and mouth. He would then swallow and begin to cough. (all are correct)
- 7 eerie ⇒ strange and frightening (both are right)
The smoke would be making the sky dark. The eerie light would be making the boy nervous and frightened.
- 8 The fire had **no mercy**. ⇒ The fire had no thought of what it was burning - plants, trees and animals.

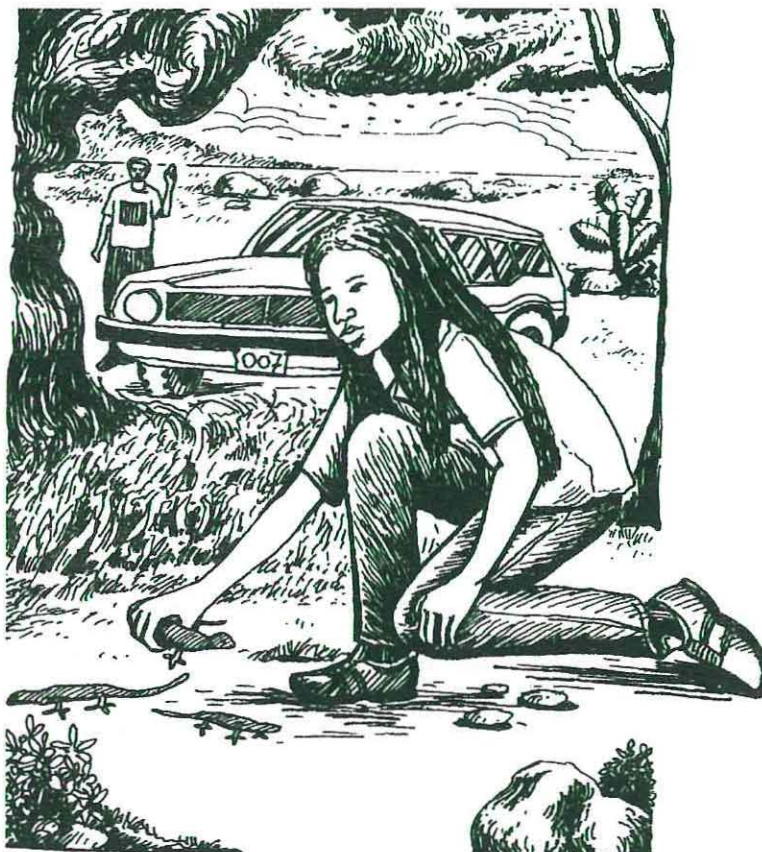
Important parts of the story (page 92)

P

Important part	Main actions
Catching the wild fowl	The boy shot the wild fowl with his bow and arrow.
Cleaning the bird	The boy pulled the feathers out. He cut out the bird's stomach.
Making the fire	The boy gathered some dry twigs, lit a fire, and began to roast the bird.
Leaving the fire to go to the stream	The boy ran down to the stream to get a drink of water. While he was away, the fire began to spread.
Smelling smoke at the stream	The boy smelt smoke. He began to cough. He ran back to the fire.
The fire spreads to the bush	The grass was burning. Sparks flew into the bush. Thick smoke coloured the sky. Trees began to burn. The fire had no mercy.
The rain comes	It began to rain. Men came from the village with buckets of water. The boy found a cool place to hide.

Encourage the children to tell the story through the eyes of one of the people involved in the incident. Here is an example:

Trapped by the Fire



"Leisel, hurry up!" I heard my father shout from beside our truck.

The flames and smoke were racing towards our house. The grass was already burning between my sister and the truck.

I saw Leisel stop, bend over, and gather up some lizards that were trapped by the fire. She put them down her shirt, stood up, and raced through the smoke and flames.

Later, as we bumped down the road ahead of the fire, she took the lizards out and let them hide behind the back seat. "Soon you'll have a new home, too," she whispered. "Just like us."

UNIT 8: SHARING

Background

The idea of sharing is one of the most important values in our culture. In helping children to think about sharing, there are three questions to ask:

- 1 What is being shared? (A resource, a possession, a commodity, a need, a job, a duty, a responsibility, an experience, an opinion, a personal characteristic ...)
- 2 How is it being shared? (Do you give some of it to others; do you take turns using it; do you both use it ...?)
- 3 What is reasonable and fair behaviour? (If we are distributing something, do we share it equally or do we divide it according to need or status ...?)
- 4 Why is sharing so important in our lives? (Are we thinking of other people; are we expecting something back in return; are we preventing waste ...?)

Children learn to share by following the example of older children and their parents, through being encouraged to share, or through meeting disapproval when they omit to share. Children also learn to share through listening to stories about sharing, through discussing customary practices, and through reflecting on the value of sharing in family and community life.

Objectives

The activities in the unit are designed to help children to:

- a Talk about experiences with sharing in their daily lives
- b Solve problems that involve sharing, the need to share, or the expectation that sharing should take place
- c Reflect on stories where people do not follow customary practice in sharing; say why particular actions were wrong; and say what should have happened in those instances
- d Know custom stories in their area that involve sharing
- e Say how things should be shared according to customary practices; discuss whether particular actions are fair, reasonable, thoughtful ...
- f Say why some things are not shared
- g Know the benefits of sharing in both family and village life.

Vocabulary

Help children to understand and use these words:

Sharing

Experiences

To share, to take turns, the first turn, to divide, to give a person a piece of something, an equal share, a bigger piece, a smaller piece, half, a quarter, a small piece, the same amount, fair, unfair, to offer, to borrow, to return, to look after something, food, drink, clothes, flipflops, a radio, a toothbrush, a towel, the shower, soap, money, an iron, a sewing machine, garden tools, scissors, a fan, a table lamp, to exchange ...

Stories

Sharing

To decide, to own, a blanket, a cow, a tree, to find a way, to cheat, to have half of something, to seem fair, to use something, daytime, night time, hot, warm, cold, to shiver, the front half, the back half, the trunk of a tree, the roots of a tree, branches, leaves, to water a tree, to pick fruit, every day, a forest, a wise man, thin, unhappy, to listen carefully, sunset, to hand someone something, dripping wet, angry, to keep yourself warm, to try to do something, to hurry to do something, to finish, to tickle, a straw, surprised, to kick something over, a bucket, milk, furious, to belong to someone, to feel better, an axe, to start to do something, to think for a moment, to agree ...

Bananas

A banana plant, the middle of a garden, to feed, to water, to watch, to grow, to appear, thick, long, finally, to change, perfect, excited, to rush out, to steal, to yell, to stamp, to mean, single, to hide, to hope, a thief, to become dark, still, to wait, to give up, to stir, to raise, to march, to point to someone, to shout, to boot someone, a kick, a knock on the door, quiet, to peer, darkness, to be surprised, to return, annoyed, to scamper away, a second one ...

The fox and the stork

A fox, a stork, soup, a dish, flat, delicious, to lap, greedily, your tongue, poor, to invite, tasty, a jug, narrow, a worm, the stork's bill, helpless ...

Language functions

To recount experiences associated with sharing things

To give reasons that justify decisions

To reflect on the consequences of decisions

To make suggestions as to how things should be done

Language focus

Giving advice/making suggestions

When you are talking with children about sharing things, you will be using a number of different communication strategies. Sometimes you will be telling people what to do, or what they must do. At other times you will be suggesting what is a good idea, or what is the right choice in a particular situation. The main grammatical structures that you will be using are as follows:

a **Basic form of the verb**

We use the dictionary form of the verb to tell a person what to do.

Take turns at wearing the T-shirt.
Give your friend 150 vatu.

b **Must + verb**

We use *must* + verb to emphasize our advice.

You **must share** the coloured pencils with your sister.
(= You can't just use them yourself.)

c **Have to + verb**

We use *have to* + verb when we think there is only **one right thing** to do in the situation.

You **have to share** the pencils with your sister.
(= Something bad will happen if you don't.)

d **Should + verb**

We use *should* + verb to tell somebody that we think something is a good idea, or is the right thing to do.

You **should give** your friend the first drink.
(= I think it is a good idea to give your friend the first drink from the bottle of lemonade.)

e **Ought to + verb**

Ought to + verb is another way of saying something is a good idea, or is the right thing to do.

I think you **ought to wash** and **iron** the T-shirt after you have used it.
(= I think it is a good idea to wash and iron the T-shirt - it is the right thing to do.)

Children will slowly build up the different patterns for giving advice based on the structures that you use on a daily basis in the classroom.

Social function of *can*

When making decisions and giving instructions, English speakers use *can* to influence a listener positively. For example, compare:

Instruction (present simple)	Suggestion (<i>can</i> + verb)
You use the blanket in the daytime, and I'll use it at night.	You can use the blanket in the daytime, and I'll use it at night.
You look after the front half of the cow, and I'll look after the back.	You can look after the front half of the cow, and I'll look after the back.
You have the trunk and the roots, and I'll have the branches and leaves.	You can have the trunk and the roots, and I'll have the branches and leaves.

Notes

- 1 *You can* in these sentences means "you are allowed to ...".

 You can use the blanket in the daytime ...
 (= You are allowed to use the blanket in the daytime.)
- 2 In some sentences, *can* means either "to be able to" or "it is possible". For example:
 - a I **can** ride a bicycle.
 (= I know how to ride a bicycle.)
 - b If it rains, we **can** play the game tomorrow.
 (= It is possible to play the game tomorrow, if it rains today.)
- 3 *Can* has two negative forms: *cannot* and *can't*.

While

When two actions happen at the same time, we use *while* to introduce the longer action. For example:

On cold nights Ramu shivered **while** Somu kept warm with the blanket.
One day, **while** Ramu was walking in the forest, he met a wise man.

Children should practise joining sentences using words such as: *when, while, as soon as, before, after, until*.

The sentences can come from the stories they are reading and writing.

Language practice

Articles (page 104)

P

A Tricky Way to Share

Ramu and Somu shared **a** blanket, **a** cow and **a** tree.

One day, Somu said to Ramu, "You can use **the** blanket in the daytime. I want to have **the** blanket at night."

As for **the** cow, Ramu fed it every day and gave it water. Every evening, Somu milked **the** cow and drank **the** milk.

As for **the** tree, Ramu watered it every day, while Somu picked all **the** fruit for himself.

Important words (page 104)

P

- 1 Ramu and Somu decided to **share** everything they owned - a blanket, a cow and a tree.
- 2 Somu found a way to **cheat** his friend Ramu.
- 3 Ramu **shivered** on cold nights because he had no blanket to keep him warm.
- 4 Somu was angry when Ramu handed him the blanket which was **dripping** wet.
- 5 Ramu **tickled** the cow's nose with a straw.
- 6 The cow kicked over the bucket of milk because she was so **surprised**.
- 7 Somu was **furious** because he could not sell the milk.
- 8 Ramu reminded Somu that the front half of the cow **belonged** to him.
- 9 Somu **yelled** out when Ramu began to chop the trunk of the tree.
- 10 In the end, Somu **agreed** that Ramu's way of sharing was the right way.

Reason and purpose (page 110)

P

The man planted a banana tree **for his family**. Soon the bananas were perfect **for picking**.

A monkey picked the bananas **for its children**.

The man planted a second banana tree **for the monkey's family**.

Now there are more than enough bananas **for both families**.

The right meanings (page 110)

P

- 1 started to appear ⇒ The man could see them; little bananas began to grow.
- 2 perfect for picking ⇒ The bananas will be just right to pick and eat.
- 3 rushed out ⇒ The man hurried to the banana tree; the man ran to the banana tree.
- 4 the man's face dropped ⇒ Suddenly the man stopped smiling.
- 5 stirred ⇒ Something moved.
- 6 marched ⇒ The man made the monkey walk quickly.

The children have at least three stories in this unit that they can use as a starting point for their own innovations. Some suggestions for each story appear below:

Story	Suggested innovations
Sharing	Children choose one item for their characters to share (a football, a torch, an item of clothing ...). Perhaps the unfair sharing arrangement is for one character to have the item during the day, and the other character to have it at night. Encourage the children to think of an appropriate pay-back (letting the air out of the football before the sun comes up, using the torch batteries in a radio during the day, washing the item of clothing first thing in the morning ...).
Bananas	Children change the plant and the animals. Perhaps it is a person rather than a monkey who is taking the fruit or vegetables.
The Fox and the Stork	Children change the animals and the food they prepare for their guests. For example: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">A horse A cat</div> <div style="text-align: center;">⇒ ⇒</div> <div style="text-align: center;">A pile of long grass A plate of lizards</div> </div> <p>Also encourage children to re-write the story using sea life (a turtle, an octopus, a shark ...).</p>

UNIT 9: SAMOA

Background

The Samoa Islands consist of the independent state of Samoa (formerly Western Samoa) and the United States territory of American Samoa. Samoan society is organized around extended families, each headed by a chief, or matai, who is responsible for the family's welfare. A traditional Samoan house, or fale, has an oval roof, thatched with sugarcane leaves and supported on wooden poles. Principal crops in the gardens are taro, yams, bananas, breadfruit and papayas.

Samoa was probably settled by people voyaging eastwards from our own islands in very early times. They speak one language, Samoan, and learn English at school for international communication. The largest urban settlements are Apia on the island of Upolo in Samoa, and Pago Pago on the island of Tutuila in American Samoa.

Other countries in Polynesia include Hawaii, Tahiti, Pitcairn Island, Easter Island, Cook Islands, Niue, Kingdom of Tonga, Tokelau, Wallis and Futuna, and New Zealand.

Objectives

During this unit we would like the children to do the following things:

- a Enjoy stories about children growing up in Samoa
- b Enjoy the custom stories that are told to Samoan children by their parents and grandparents
- c Imagine life in a Samoan village, from a child's perspective
- d Know some of the customs that help to create the identity of Samoan children
- e Learn some Samoan greetings, songs and dances
- f Know some interesting/useful facts about Samoan and its history
- g Appreciate the art and craft work of Polynesia
- h Be aware of issues that face young people growing up in Samoa and how they deal with their problems
- i Know the countries of Polynesia and where they are found on a map.

Vocabulary

Help children to understand and use these words:

Samoa

Information

The airport, to drive, a traditional house, the capital city, a national language, exports, facts, information, business, a fale, building materials ...

Story reading

Night on the reef

A minister, to surround, a job, to long to do something, to agree to do something, to hurry, a sack, secure, an anchor, to anchor, a Coleman lantern, to fasten, to reach, the tide, uncovered, to lower, to be drawn towards something, to fill up, armpits, panic, exhausted, a prayer, danger, huge, a rest, to calm down, to kneel, to cling, to point to something, to realize, bruises, to bruise, coral cuts, a couple of, darkness, to fade, the dawn ...

The sauma'iafe

To call somebody, to watch out for something, shadows, pleasant, strange, a gust of wind, to slap, to flee, to burst into, breathless, to punish ...

Writing

A spirit, exciting, funny, the shape of a story, the climax of a story, the ending, to satisfy, to disobey, unexpected, to frighten, a story line, distinct, characters, action, to exchange, to divide, to tattoo, patterns ...

Language functions

To imagine events that you might experience in another country

To locate information on maps

To appreciate the art, craft and music produced by other people

To discuss issues and suggest ways of dealing with problems

Language focus

Future

There are several ways of talking about future time in English.

- a Using the present continuous or *be going to* + verb for an intention or plan

We **are flying** to Port Vila tomorrow.
We **are going** to Samoa the next day.

- b Using *will* ('ll) and *won't* + verb for a prediction

Our uncle **will** meet us at the airport. But our auntie **won't** be there. She'll be at home.

- c Using *will be* + *-ing* form of the verb for an action which will be happening during a particular time period in the future

We **will be staying** in Apia for a week. Then we **will be going** to Savai'i.

Conditional sentences with *if*

Conditional sentences that make a prediction have two parts: the *if*-clause with the present simple, and the main clause with *will/won't*.

If you **drive** around Savai'i in a car, it **will take** you all day.

<i>If</i> half	<i>Will/won't</i> half
If you drive around Savai'i in a car ... ↓ This may or may not happen.	it will take you all day. ↓ This will happen if the first part of the sentence happens.

The *if*-clause can come first or last. When it comes first, we usually put a comma after it.

Relative clauses

Relative clauses tell you more about nouns. For example:

Tufulasi used to live on Savai'i.
(You don't know very much about Savai'i.)

Tufulasi used to live on Savai'i **which is one of the islands of Western Samoa**.
(Now you know more about Savai'i.)

Relative clauses begin with a relative pronoun:

Relative pronoun	What the pronoun replaces
who that and which	'Who' replaces a person 'That' and 'which' replace animals and things

Examples

- a We had a banana plantation **which** surrounded our fale.
(= The banana plantation surrounded our fale.)
- b My father, **who** was a minister, liked to go fishing at night time.
(= My father was a minister.)

Link words

The following words link ideas together in sentences to show important relationships, such as time, place, a contrast, a reason or result, or a purpose. Some common link words are:

Time	when, while, as, before, after, until, as soon as ...
Place	where
Contrast	but, although
Reason	because, since, as
Result	so
Purpose	so that, in order to

Examples

- a One evening, **when** I was eight years old, my father agreed to take me out night fishing.
- b The tide was low. We couldn't paddle the canoe any more, **so** we lowered the anchor.
- c I opened my eyes, **but** there was no sign of the canoe.
- d We stopped fishing and tried to go back to **where** the canoe was anchored.

Comprehension

Important words (page 121)

P

- | | | | |
|---|---------------------------|---|----------------------------|
| 1 | the catch | ⇒ | fish |
| 2 | longed | ⇒ | wished, wanted, prayed ... |
| 3 | were drawn towards | ⇒ | came towards |
| 4 | exhausted | ⇒ | very tired |
| 5 | clung | ⇒ | held tightly |

Choose the best answer (page 124)

P

- | | | | |
|---|-------------------------------------|---|--|
| a | The older sister | b | When children do not do as they are told |
| c | She wanted to take her friend home. | | |

Language practice

There are no language practice exercises in this unit. Instead you should make up your own exercises. Here are two examples of what you could do.

Verb forms

Fill in the past simple forms for the following verbs:

								Verbs
								to agree
				w	e	n	t	to fasten
								to go
								to have
								to hurry
								to throw

								Verbs
								to answer
								to be
								to climb
								to fill
								to keep
								to kneel

Encourage children to make their own exercises using the verbs in the stories.

Sentence joining

Join these sentences into one longer sentence using the words on the right. For example:

- | | | |
|---|--|--------------|
| 1 | We had a banana plantation.
The banana plantation surrounded our fale.
Most of our food came from the sea. | which
but |
|---|--|--------------|

We had a banana plantation **which** surrounded our fale, **but** most of our food came from the sea.

- | | | |
|---|--|------|
| 2 | I was eight years old.
My father agreed to take me night fishing. | when |
|---|--|------|

- | | | |
|---|---|----------|
| 3 | We reached the reef.
It was beginning to get dark.
We dropped the anchor. | as
so |
|---|---|----------|

- | | | |
|---|---|-------|
| 4 | I walked along the reef holding the lamp.
My father went diving. | while |
|---|---|-------|

- | | | |
|---|--|-----|
| 5 | I opened my eyes.
There was no sign of the canoe. | but |
|---|--|-----|

- | | | |
|---|--|-----------|
| 6 | I knelt down.
I clung to my father.
He looked around us. | and
as |
|---|--|-----------|

It is best to take the sentences from a story that the children know well.

UNIT 10: STORIES FROM AROUND THE WORLD

Background

The unit allows children to explore the names of different countries and to enjoy traditional stories associated with their peoples. In enjoying the stories, children will learn things about the country in which the story is set, including aspects of culture that are part of the heritage of children living in those lands. The stories will help to show that people everywhere encounter similar problems, enjoy similar things, and place importance on similar values. The particulars of daily life might change, but underlying values remain essentially the same.

Objectives

Through the activities in the unit we hope that children will:

- a Come to know the names of different countries in the world and where the countries can be found on world maps
- b Enjoy stories that are associated with the countries
- c Be able to learn information about each country and its people through reading the stories
- d Recognize the similarities and differences between stories that have been told to children in different places and at different times
- e Imagine life outside of Vanuatu, as lived by children
- f Create stories that might have been told to children who have lived in another country.

Vocabulary

Help children to understand and use these words:

Stories from around the World

Introduction

Names of countries, regions, winter, summer, a royal family, capital city, a rainforest, immense, to contain, treasure, famous, an official language ...

Story reading

How an old woman made the sea

A grandchild, a fence, to fence off, separately, to be allowed to do something, a giant leaf, to store water, liquid, a secret, magic, front, back, to shoot, a lizard, to forbid, forbidden, beautiful, to scurry away, to burst, to pour out, to swirl around, to gurgle, to bubble, to be scared, terrified, to pour, the ocean, the world ...

Talk

A farmer, a field, to be surprised, to turn up, to bother, to weed, typical, a surprise, to be shocked, to be annoyed, tone of voice, a palm tree, gently, unexpected, finally, trouble, to pause, to give someone a break, important, rubbish, to sigh, downfall, to reckon, a stool ...

Language functions

To name countries in the world and locate them on maps

To give information about countries as part of a project

To retell traditional stories from other countries

To write new stories, using a base story as a starting point

Language focus

Prepositions of movement

Prepositions of movement tell us **how** things move and **where** they move to:
The water gushed and gurgled **out of** the leaf and **around** the earth.

Here are some of the most common prepositions of movement:

from	to	in	into	out of
up	down	over	round	through
along	across	past	on to	on
off	behind	between	inside	under

For example:

The boys climbed **over** the fence.

The water swirled **around** the boys' feet.

Soon it was **up to** their ankles.

Some and any

Some and *any* are quantifiers. We use them when we are talking about more than one thing, but we don't know exactly how many, or it isn't important to know how many.
For example:

The boys wanted to shoot **some** lizards.

Remember

- 1 Use *some* with nouns you can't count.
Some water poured out of the magic leaf.
- 2 Use *some* to ask for things.
Can I have **some** biscuits, please?
- 3 Use *some* to ask somebody if they want something.
Would you like **some** sweets?
- 4 Use *any* in negative sentences.
The boys couldn't find **any** lizards in the front garden.
No-one else in the village had **any** water.

Word order in negative sentences

The old woman said, "You mustn't play in the back garden."

The boys couldn't find **any** lizards in the front garden.

The rules for using negative words are summarized in the notes for Unit 4 (Fiji), page 56 in the *Teacher's Guide*.

Listening and speaking

What country is it? (page 129)

P

Card 1: England (United Kingdom)

Card 2: Brazil; Amazon River

Comprehension

Yes, No - Make it right - say more (page 133)

P

- 1 No. The boys lived with their **grandmother**. It is true the house was small, and it had a fence around it.
- 2 No. The boys were **not allowed** to play in the **back garden**. The back garden had a special fence round it to keep people out.
- 3 Yes. There was a magic leaf in the back garden. The old woman used the leaf to make and store water.
- 4 Yes. The boys could not find any lizards in the front garden, so they went into the back garden. A lizard was sitting on the magic leaf. They shot at the lizards with their bows and arrows, but missed it and hit the leaf instead.
- 5 No. The boys were **terrified**. The water was flowing everywhere. They were too scared to move.

Understanding the story, *Talk* (page 137)

P

- 1 The yam was angry because the farmer didn't look after it properly when it was growing.
- 2 The farmer was surprised because one of the yams began to speak.
- 3 The farmer was annoyed because he didn't like the way his dog spoke to him.
- 4 The palm tree said, "You put that down!" because the palm tree didn't want the farmer to hit the dog.
- 5 The chief told the farmer to go away and not bother him.
- 6 The story teaches us that we must think carefully about the things we do.

Language practice

You will need to make up your own language practice exercises for this unit. Here are some suggestions (see below and the next page).

Prepositions of movement

Answering questions (The answers to the exercise are provided.)

1	Which of these can you climb over? You climb over a fence. You climb up a tree. You cross over a bridge.	<input checked="" type="checkbox"/> a fence <input type="checkbox"/> a tree <input type="checkbox"/> a bridge
2	What did the water gush out of? The water gushed out of the magic leaf. The water gushed over the lizard. The water flowed over the garden.	<input type="checkbox"/> the garden <input checked="" type="checkbox"/> the magic leaf <input type="checkbox"/> the lizard
3	What can you go into? You go into a garden. You dig up a yam. You climb over a rock.	<input type="checkbox"/> a yam <input type="checkbox"/> a rock <input checked="" type="checkbox"/> a garden
4	What can you jump off? You jump off a rock. You jump into a river. You jump over a piece of bamboo.	<input checked="" type="checkbox"/> a rock <input type="checkbox"/> a river <input type="checkbox"/> a piece of bamboo
5	What can you run around? You run around a tree. You run along a road. You run across a bridge.	<input type="checkbox"/> a road <input checked="" type="checkbox"/> a tree <input type="checkbox"/> a bridge

Encourage children to write their own items. Put the items in a class book. Here are some suggestions for the starting questions:

- | | |
|----------------------------|--------------------------------------|
| ◇ What can you get out of? | ◇ Which things can you go up? |
| ◇ What can you jump over? | ◇ Which things can you walk through? |
| ◇ What can you walk along? | ◇ What can you go across? |

Verbs

Children make 'stairway' puzzles for the simple past, using the following sets of verbs:

- | | |
|---|--|
| a | hit (hit), shoot (shot), find (found), play (played), climb (climbed), scurry (scurried) |
| b | put (put), keep (kept), hear (heard), gush (gushed), gurgle (gurgled), return (returned) |
| c | have (had), take (took), cry (cried), sigh (sighed), start (started), listen (listened) |
| d | run (ran), go (went), speak (spoke), miss (missed), learn (learned), bother (bothered) |

Grammar test

Violet has written some information about baby sharks. Sometimes she is not sure of her grammar. Help her to choose the best words.

Baby Sharks

- 1 Baby sharks _____ called pups.
a is b are c no word needed
- 2 A shark pup usually grows from _____ egg inside its mother's body.
a the b a c an
- 3 After about nine months, the shark pup slips out _____ an opening in its mother's body.
a through b behind c across
- 4 The pup is joined to its mother by a tiny cord _____ breaks as the pup swims away.
a who b that c which
- 5 Some sharks, however, lay about twenty eggs _____ the water.
a on b in c by
- 6 A shark pup hatches out of an egg _____ it is fully grown.
a after b when c before
- 7 It then _____ off to hide somewhere safe.
a swim b swims c swimming
- 8 _____ eggs get eaten before the pups hatch.
a Much b Many c A lot

Please correct this sentence for Violet.

- 9 Shark pup look like his parent but are small

Answers

- | | | | | | |
|---|--|---|------|---|---------------|
| 1 | are | 2 | an | 3 | through |
| 4 | which or that | 5 | in | 6 | when or after |
| 7 | swims | 8 | Many | | |
| 9 | Shark pups look like their parents but they are smaller. | | | | |

UNIT 11: CHAMPIONS

Background

A champion is someone who has won first prize in an important competition, contest, race or fight. It may be a particular person or a team.

There are four sets of questions that should guide the children's thinking about a champion or a champion team:

- 1 What was the contest? Who were they competing against? What prize did they win?
- 2 What special skills did the person or team develop? What special training did they undertake?
- 3 What sacrifices did they have to make?
- 4 What benefits did they receive from their new status?

Objectives

Through the activities in the unit we hope that children will do the following things:

- a Find out about people and teams who have been champions in sport in Vanuatu
- b Appreciate the importance of having goals that you strive to achieve
- c Enjoy stories that tell about the lives of people who become champions in sporting fields
- d Have the experience of preparing themselves for a particular contest
- e Come to understand the hard work and sacrifice that is involved, the satisfaction or disappointment of competing in an event, and the customs surrounding winning and losing
- f Come to understand the rules of fair play, the value of competition, and the importance of team work
- g Know how to practise appropriately for an event
- h Know the appropriate behaviour when winning a contest or an event
- i Understand that usually only one person or team can win; others must accept defeat graciously.

Vocabulary

Help children to understand and use the following words in the context of the unit.

Champions

Experiences

A champion, an athlete, a runner, a swimmer, a dancer, a medal, a silver medal, a gold medal, games, a championship, to become a champion, world champions, soccer, a yacht, a competition, a prize, to train, regularly, to drink alcohol, a coach, a trainer, to enter a competition, determination, to set goals, performance, to accept defeat, to have the support of people, humble, to boost, to obey, to win, sports, well-known ...

Reading

Silver medallist calls for more athletes

To call for someone to do something, return, to reward someone with something, potential, capabilities, a test, to be sure, unemployed, prospects, regional competitions, to devote time to something, to turn up for training, to short-list names, to provide competition, tough competition, to select, to participate in/at, an international athletics meeting, to improve, to be scared, a running lane, long-distance running, a problem, a challenge, to lead in a race, advice, difficulties, a relay race ...

The race

To get up, to chirp, sports day, as usual, to fold clothes, to brush, running shoes, to feel nervous, to win, winning, to do your best, to stumble, to twist one's ankle, to comfort someone, to stream past, to finish a race, an accident, exactly ...

Language functions

To communicate information about a person

To give an opinion; to provide advice

To report the words of other people

Language focus

Where and when

Where can introduce a question about place:

Where did Anderson Tor go to school?

It means 'in what place'. It is an adverb introducing a question. We sometimes call it a *wh*-word.

Where can also join two sentences:

a Anderson Tor went to Ranwadi High School.

b He took up long-distance running **there**.

Anderson Tor went to Ranwadi High School **where** he took up long-distance running.

It means 'in the place which'. It is called a conjunction or link word, and introduces an adverbial clause of place.

In a similar way, *when* can introduce a question about time or it can join two sentences related by time.

When (adverb) in questions means 'at what time':

When did Anderson Tor take up long-distance running?

When (conjunction) means 'at the time at which':

Anderson Tor took up long-distance running **when** he went to the Ranwadi High School.

The language practice exercise on page 148 in the *Pupil's Book* gives practice in using *where* and *when* to join sentences.

Indirect speech (present)

This is direct speech:

Vanessa says to her father: "*I want to go running with you this morning.*"

This is indirect or reported speech:

Vanessa says **that she** wants to go running with **her father** this morning.

Notice these things in the example above:

- a *Say* is called a reporting verb. The reporting verbs used in the story 'The Race' are: *call, say, ask, reply*.
 - b If the reporting verb is in the present tense, there is no change of tense in indirect speech.
 - c We can leave out *that* after the reporting verb.
 - d Sometimes other words change in indirect speech, for example pronouns.
-

Indirect speech (past)

When the reporting verb is in the past (*she said*), the verb tense in the direct speech changes when we report it.

Direct speech	Indirect speech
Vanessa said quietly to herself: "I want to be the fastest runner in my class. Even faster than the boys."	Vanessa said quietly to herself that she wanted to be the fastest runner in her class. Even faster than the boys.

The children should learn these changes.

Direct speech

Present

Past

Present perfect

can/will/may

Instructions

Pronouns

⇒

⇒

⇒

⇒

⇒

⇒

Indirect speech

Past

Past perfect

Past perfect

could/would/might

An infinitive clause

Some of the pronouns change

You will need to build up examples of each of these changes with the children.

Indirect questions

The reporting verbs for indirect questions are *ask*, *want to know* and *wonder*. Look at the following example:

Direct question	Indirect question
"Where did you come in the race?" Dad asked Vanessa that evening.	In the evening, Vanessa's father asked her where she had come in the race.

Notice:

- We do not use *do/does/did* to make indirect questions.
- We do not put a question mark at the end.
- The tense usually changes when we report a question.
- If there is a question word (*who*, *when*, *why*, *how*) in the direct question, we repeat it in the indirect question.
- If there is no *wh*-word in the direct question, we begin the indirect question with *if* or *whether*.

Vanessa's father asked her **if** she **was** disappointed.
("Are you disappointed?" Vanessa's father asked her.)

Exercises

Language practice

Where or when (page 145)

P

- 1 Anderson Tor was a little scared **when** he raced the 5000 metres at the Mini Games.
- 2 Anderson Tor took part in the Island Relay **when** he came back to Port Vila.
- 3 Anderson took part in the Oceania Championships in Auckland **where** he came second in the 5000-metre race.
- 4 **When** Anderson Tor went to Ranwadi High School on South Pentecost, he took up long-distance running.
- or Anderson Tor went to Ranwadi High School **where** he took up long-distance running.
- 5 Anderson Tor received a silver medal **when** he represented Vanuatu at the Oceania Games in Auckland
- or Anderson Tor represented Vanuatu at the Oceania Games in Auckland **where** he received a silver medal.

Indirect speech

You should make your own exercises for practising indirect speech. The exercises should include a setting and have the words that a person has said in a column on the left. There should be a space on the right for the indirect speech. For example:

Reporting the Words of Others	
Setting Mr. Patrick is telling his class about a school picnic later that week.	
Mr. Patrick "The picnic will be on Friday. Bring your lunch and something to drink."	What you tell your parents Mr. Patrick said that the picnic would be on Friday. He told us to bring our lunch and something to drink.

Writing

When children are involved in games at school and at home they should be encouraged to show 'fair play'. The question 'What is fair play?' is an important one for children to answer from the perspective of players, the coach, any officials, and spectators.

Here are some cards that could be prepared by children who are involved in team games.

Fair Play Advice for Players	Fair Play Advice for Coaches
1 Always keep to the rules.	1 Treat all players the same, whatever their ability.
2 Always play hard and train your best.	2 Never shout at players or make fun of them.
3 Respect your opponents and officials. Do not shout or ridicule players.	3 Always respect the referee or umpire and their decisions.
4 Don't get angry.	4 Make sure your players shake hands with the opposition and thank the officials.
5 Remember to thank the coach and shake hands with the opposition.	

Other cards could be made for referees, umpires and spectators, or for particular games or sports.

For example, officials should always be fair and consistent in their decisions; explain decisions to the players; help players to understand the rules; and be firm and friendly. Spectators should always speak out against violence or poor behaviour; never say bad words to players, coaches or officials; and always should show respect to referees and their decisions. Spectators should be positive and encouraging in their support of the team.

UNIT 12: DANGER!

Background

There are many dangers that children may have to face in Vanuatu. Such dangers should be known by the children so that they can be helped to avoid the dangers or to face them resourcefully. The emphasis in the unit should be on knowledge and customary advice. The unit should not promote unreasonable fears or lead to loss of confidence. The key questions are:

- 1 What situations can be dangerous?
- 2 How can we keep ourselves safe in such situations?
- 3 How can we best help people who might be involved in a dangerous situation?

Objectives

Through engaging in the activities in the unit we hope that children will:

- a Know about common situations that present dangers to children in Vanuatu
- b Know what to do to avoid such dangers
- c Know how to keep themselves safe if they are in danger; know how to help others who are in the same situation as themselves
- d Know customary advice given by elders, as well as the reasons for this advice
- e Role play appropriate behaviour in unsafe situations; know why people sometimes act unwisely or inappropriately
- f Explore what it means to take extra care, or special care, in potentially dangerous situations
- g Learn from the reactions of other people who have been involved in danger
- h Know the stories of their area that have shown the courage of people in times of danger
- i Know how to warn people of danger, or the approach of danger, and give appropriate advice
- j Know the roles that different people play in the village during times of danger
- k Know the roles that different people play in the village during times of danger
- l Understand the way people sometimes react to danger, for example through panicking or displaying selfishness; know what to do in such circumstances.

Vocabulary

Help children to understand and use the following vocabulary in the context of the unit.

Danger!

Experiences

Danger, a dangerous situation, the environment, to classify, different, a reason, a crocodile, a label, poison, accidentally, to escape from danger, a bees' nest, honey ...

Reading

The crocodile

A breeze, a land cruiser, to be careful, to wrap, to set off, favourite, to whisper, to buzz, creepers, bait, bubbles, deep breathing, an evil spirit, as quick as lightning, to spring out of, to clash, to grab, to sob, to rear up, to be determined to do something, juicy, supper, to leap out of, splashing ...

Can a shark do a good turn?

A passenger, the crew, a neighbouring island, a voyage, a nightmare, angry waves, howling wind, to become obvious, to sink, to be sucked down, a life-jacket, stormy, enormous, a raft, a cook, powerful, to tear something apart, to become separated, raging seas, calm, to drift, to feel hopeful, to sight land, the distant shore, the current, to remember, a creature, to rip, to faint, seriousness, to keep alert, to realize, to support, the dawn, to guide, to make sure, to reach, safely, to be certain, to doubt, to mistake, a dolphin, drowning ...

Language functions

To say why particular experiences are considered to be dangerous

To say what one would do in a particular situation

To give an opinion; to support the opinion with information

Language focus

Adjectives

Adjectives tell us more about nouns.

Suddenly a **huge** crocodile sprang out from the water. Its **white** teeth clashed as it tried to grab Mele.

In English, adjectives go before a noun or after linking verbs such as *be*, *get*, *become* and *seem*. For example, compare:

- a A **huge** crocodile sprang out of the water. (Before the noun)
- b A crocodile sprang out of the water. It was **huge**. (After the verb *be*)

Suggested exercise

Mele felt, heard, saw, did and knew about many things during her adventure. Help her write them down, using the words on the right.

Things that Mele felt, saw, did ...	The missing words
1 A _____ breeze	◇ cool
2 Mele's _____ fishing place	◇ deep
3 She climbed on to the _____ tree.	◇ evil
4 Then she heard _____ breathing.	◇ favourite
5 "It must be an _____ spirit," she thought.	◇ mangrove
6 A _____ crocodile	◇ frightened
7 Its _____ teeth	◇ huge
8 Giovanni heard her _____ shouts.	◇ juicy
9 The crocodile was determined to catch a _____ supper.	◇ weaker
10 Slowly the crocodile's splashing got _____.	◇ white

Comparative adjectives

Comparative adjectives are used to talk about the difference between **two** people, animals or things. The word *than* often comes after the comparative adjective.

I'm **bigger than** you.

Saltwater crocodiles are **larger than** freshwater crocodiles.

Your drawing is **better than** mine.

Revise the rules for forming comparative adjectives from one-syllable adjectives.

Rule	Adjective	Comparative adjective
1 Add -er to make the comparative of one-syllable adjectives	short tall old	⇒ shorter ⇒ taller ⇒ older
2 If the one-syllable adjective ends in 'e', just add 'r'	nice wide large	⇒ nicer ⇒ wider ⇒ larger
3 Sometimes the spelling changes. Children should learn these forms.	fat big hot thin wet	⇒ fatter ⇒ bigger ⇒ hotter ⇒ thinner ⇒ wetter
4 Sometimes the word changes	good bad far	⇒ better ⇒ worse ⇒ further

It is easy to make the comparative of longer adjectives, i.e. adjectives with more than one syllable:

more + adjective

difficult ⇒ **more** difficult beautiful ⇒ **more** beautiful
boring ⇒ **more** boring interesting ⇒ **more** interesting

Some longer adjectives which end in y:

change y to i and add -er

easy ⇒ easier funny ⇒ funnier
heavy ⇒ heavier happy ⇒ happier

Using comparative adjectives

There are two kinds of exercises that help children practise the special forms of comparative adjectives.

a Writing about differences

Children work with a partner to write five sentences about the differences between them. The sentences should be true and use the comparative form of words such as:

small young old tall thin short heavy

For example, here are the sentences that Jennifer wrote after talking with her friend Susie.

Jennifer and Susie

- 1 My hair is shorter than yours.
- 2 You are taller than me.
- 3 I am younger than you.
- 4 My flipflops are smaller than yours.
- 5 Your school bag is heavier than mine.

Note:

You will need to revise the possessive pronouns for this exercise. The possessive pronouns are:

Adjectives		Possessive pronouns	Adjectives		Possessive pronouns
my	⇒	mine	our	⇒	ours
your	⇒	yours	your	⇒	yours
his	⇒	his	their	⇒	theirs
her	⇒	hers			

b Multiple choice items

Children choose the correct form of the adjective (and associated words). For example:

- ◇ John writes _____ than his brother Kaltang.
a fast b faster c quickly
- ◇ Your pencil is sharper _____ mine.
a than b like c as
- ◇ Your book is newer than _____.
a me b my c mine

Giving advice

We use *should* and *should not (shouldn't)* + verb for giving or asking advice.

What **should** I do with this tin of poison?

You **should** put it on a high shelf.

The construction '*should* + verb' is the same for all persons.

In order to practise *should*, make problem cards for children to respond to. They should aim to provide five pieces of advice for each problem. Here is an example:

Problem	Problem
Jennifer wants to do better in school.	James wants to win the cross-country race next year.
◇ What should she do?	◇ What should he do?
Your advice	Your advice
1 Jennifer should read at home every night to her brother.	1 James should run three kilometres every day after school.
2 Jennifer should learn her tables by heart.	2 He should record his times in a notebook.
3 Jennifer should learn five spelling words every day.	3 He should practise cross-country running with his friends in the weekends.
4 _____ _____ _____	4 He shouldn't run with younger children. He should run with boys his own age or a little bit older.
5 _____ _____ _____	5 He shouldn't run barefoot.

The problem cards can be put into a class book for reading practice. As they read the cards, encourage children to choose the best piece of advice.

Comprehension

Choose the best answer (page 158)

P

Encourage children to select the best answer(s) from the alternatives. They should also say more about the items. For example, in Question 1, Mele wanted to go fishing. Her mother wanted Mele to come with her to the market.

I think that Giovanni was playing at home because he was able to grab his father's spear when he heard Mele call out.

Suggested answers

- 1 To go fishing
- 2 Be careful!
- 3 In a mangrove tree, on the bank of the river
- 4 The buzzing of insects (that is on the way to the river)
- 5 There was a crocodile nearby (and all the fish had swum away from it).
- 6 The crocodile's breath
- 7 It leapt at Mele twice. The next time it leapt it had Giovanni's spear in its back and was twisting and splashing to get rid of it.
- 8 Giovanni's spear

Choose the best word to fill the gap (page 165)

P

- | | | |
|-----------|----------------|--------------|
| 1 ship | 2 neighbouring | 3 passengers |
| 4 sailing | 5 waves | 6 wind |
| 7 sank | | |

Sharks and dolphins (page 166)

P

Features		Sharks	Dolphins
1	A fish	✓	—
2	A mammal (the mother feeds the young with her own milk)	—	✓
3	Playful creatures who like to make friends with people	—	✓
4	Killing machines	✓	—
5	Rough skin	✓	—

Here is an example of a story written from the pictures on pages 159-160 in the *Pupil's Book*.

Stung!



Darius, James and Elenor found a bees' nest in the bush.

"Let's smoke the bees away so we can get the honey," said Elenor.

1



So the children lit a fire close to the nest.

"Cover your face, Darius," said James.

"Some of the bees are still there."

2



Darius began to get the honey from the nest. He put the honey in a small bowl.

3



"Awe, awe! The smoke is stinging my eyes!" cried Darius. "I think all the bees have gone now. You can put out the fire."

4



So James put out the fire. But as soon as the smoke cleared the bees came back.

"Run," shouted Elenor as the bees swarmed around the children. "These bees are angry!"

5

Notes

- 1 The children should develop natural sounding speech to go with the story.
- 2 Make the story into an enlarged book and use it in the reading programme.
- 3 Encourage children to write their own picture stories about events that have resulted in danger for them.

Language practice (page 167)

P

- 1 I have not been to my auntie's house **since** Christmas.
- 2 Henry goes to school **with** his sister.
- 3 John writes faster **than** his brother Kaltang.
- 4 The policeman questioned the boy **who** took the bicycle from outside the shop.
- 5 Joan and Alison look **alike** because they are twins.
- 6 He takes **a lot of** sugar in his tea.
- 7 Helen asked if she could have **another** piece of cake.
- 8 **Most** children in primary schools do not have a chance to go to secondary schools.

Give a short talk about surviving a crocodile attack. Use the information that appears in the table below. Repeat important information and provide examples. The children will listen to your talk and practise remembering the information.

Information table

Why might a crocodile attack you?	<ul style="list-style-type: none"> ◇ It may be frightened. ◇ It may be <u>hungry</u>.
What will the crocodile do to you?	It will <u>drag/pull</u> you under the water to try to <u>drown</u> you.
What must you remember to do?	<ol style="list-style-type: none"> 1 Relax and <u>hold your breath</u> for as long as you can. 2 If you do not struggle, the crocodile will think you have <u>drowned</u>. It will then bring you to the <u>river bank</u> to eat you. 3 When the crocodile slowly opens its mouth for the first bite, you may have a chance to <u>escape</u>.
Important things to remember about crocodiles	<ul style="list-style-type: none"> ◇ A crocodile can hold its <u>breath</u> under water a lot longer than you can. ◇ A crocodile cannot <u>eat</u> under water. ◇ A crocodile closes its mouth a lot faster than it opens it.
Best advice	<u>Don't go near</u> rivers and swamps where there are crocodiles.

UNIT 13: SPARE TIME

Background

This unit gives children the opportunity to talk about the things they do in their spare time, or could do. Important questions to ask are:

- ◇ What do you do in your spare time?
- ◇ Who do you do these things with?
- ◇ What do you enjoy about the activity?
- ◇ How do these activities help your own development?

During the unit, children should be introduced to new activities that they could be doing, such as reading, keeping a diary, collecting interesting things, learning to play a musical instrument, engaging in art and craft projects, playing a sport, joining a club, taking part in church activities, doing homework, helping around the home, visiting friends or relatives, looking after a pet, making things, going on walks, exploring new places

When talking about spare time activities, other things should be discussed, such as responsibilities, appropriate and inappropriate behaviour, and the satisfaction that can be experienced through the activities.

Objectives

Through the activities in the unit, we hope that children will be able to do the following things:

- a Identify the periods in the day when they have spare time, both at school and at home
- b Describe the things they do in their spare time
- c Keep a record of the things they do in their spare time on a particular day or during a particular week
- d Explore new ideas for spare time activities; start a new hobby; learn a new game
- e Think about how they keep themselves safe during spare time activities; think about who they include in their spare time activities (children with disabilities, members of the opposite gender, younger children ...)
- f Come to understand the value of spare time activities in their own development
- g Compare spare time activities of children today with the spare time activities that their mothers and fathers used to take part in.

Vocabulary

Help children come to understand and use the following words:

Spare Time

Activities

To play netball, soccer, tennis, cricket, basketball ..., hide-and-seek, hopscotch, marbles; to cook scones, rice, cabbage, corned beef, the evening meal ..., to chop wood, to make laplap ...

Stories

A treasure map, to pretend, to load, to draw, complicated charts, imaginary voyages, faraway oceans, foreign lands, a telescope, to haul up, an anchor, to set a sail, a shout, a bottle, to wait impatiently, the tide, to reach, the side of a boat, to pluck something from the water, a piece of paper, to peer, a cork, to work something free, to struggle, to do the job, to unfold, to spread something out, a sandbar, to trace, to clap one's hands, delight, to set off, excitedly, to splash, mud, a painted rock, to gleam, to mention something, the dark side of a rock, a shadow, to cast a shadow, sunset, to remind someone, to drag, a hole, to prise open something ...

Activities

A pair of oars, to sleep outside, a drum, to crouch, to pounce, to land on, a kite, to lift off, to dive, string, electric lines, telephone wires, to enjoy, a hobby, a person with a disability, to decorate, to award a certificate, a competition

Language functions

To describe and compare activities, games and hobbies

To explain why you enjoy particular activities

To keep a diary or a record of what you do in your spare time

Language focus

There is, there are ...

We use *there is* (*there's*) and *there are* to talk about things we know are there. We use *there is* with one thing, and *there are* with two or more things.

There is an old boat on its side in the mangroves near our place.

There are lots of crabs in the mangrove swamp.

Adverbs of manner

Adverbs tell us more about verbs.

We waited for the tide to bring the bottle towards us.

We waited **impatiently** for the tide to bring the bottle towards us.

Making an adverb is easy. Here are the rules:

Rule	Adjective		Adverb
1 To make most adverbs, add <i>-ly</i> to an adjective.	slow impatient beautiful	⇒ ⇒ ⇒	slowly impatiently beautifully
2 If the adjective ends in <i>y</i> , change <i>y</i> to <i>i</i> and add <i>-ly</i> .	noisy busy happy	⇒ ⇒ ⇒	noisily busily happily
3 Be careful. Learn these adverbs.	good fast hard	⇒ ⇒ ⇒	well fast hard

Remember to use an adjective, **not** an adverb, after these verbs:

be look feel smell taste

I'm **happy**.

You **look tired**.

He **feels tired**.

The cakes **smelt good**.

Icecream **tastes nice**.

Verbs with *to* + infinitive

- 1 We use *to* + infinitive after these verbs:

agree
decide
hope
want

learn
manage
offer

plan
promise
remember

For example:

Vanessa **wants to be** a doctor.
Darius **wanted to open** the tin first.

- 2 We can use an object (*you, me, Darius ...*) + *to* + infinitive after these verbs:

allow
ask
help

invite
prefer

teach
want

For example:

Mum allows **us to stay up** late on Friday nights.

- 3 After *would like/love/prefer/hate* we use *to* + infinitive.

Vanessa **would like to come** with us on Saturday.

Verb tenses

The unit provides opportunities to revise the present simple, the past simple, and the past continuous.

"I think **there is** a piece of paper inside," **said** Darius slowly. He **was peering** through the green glass, and **trying** to work the cork free with his teeth.

We **struggled** to get the piece of paper out of the bottle, but Jennifer's little fingers **did** the job at last.

Comprehension

Choose the best answer (page 175)

P

Encourage the children to say more after they have chosen the best answer.

- 1 In an old boat (It was lying on its side in the mangroves where the river goes into the lagoon.)
- 2 To strange lands
- 3 Find some treasure
- 4 A green bottle floating in the sea
- 5 She was too little to read the words
- 6 In the shadow cast by the rock in the late afternoon
- 7 The children's father

Language practice

There is, there are ... (page 176)

P

There is (there's) and *there are* are used to talk about things that you know exist.

- a Use *there is* with one thing.

There is an old boat in the mangroves.
(We know it is there - you can see it there among the mangroves.)

- b Use *there are* with two or more things.

There are lots of crabs in the mangrove swamp.
(Everybody knows they are there.)

Verb patterns (page 176)

P

- 1 Yesterday we learned **to play** a new game.
- 2 We promised **to come** home early after school.
- 3 We remembered **to dig** in the right place.
- 4 We hoped **to find** some money in the old tin.
- 5 Darius wanted **to open** the tin first.

Story writing

Here is an example of a story written from the pictures on page 177 of the *Pupil's Book*.

Sleep-out!



One evening Brecila, Reuben, Margaret and Lensay were allowed to sleep outside. They lit a fire. Brecila sat beside Reuben's drum.

1



In the middle of the night the children were fast asleep. An owl sat on a branch and looked at them. A black cat crouched and looked at Reuben's drum.

2



Suddenly the cat pounced. Its front paws hit the drum. Boom! Its back legs landed on Brecila's face.

"Awe! Awe!" screamed Brecila. "A wild animal!"

3



Margaret woke up and screamed too. Then she saw the cat.

"There is your wild animal," she laughed. "What a good drum-hunter he is!"

4

UNIT 14: AUSTRALIA

Background

Australia is a large country that is reasonably close to Vanuatu. We have transport links there by air and by sea. Many of the goods in our shops are made in Australia. Some students go there for study. Church groups visit Australia regularly.

At the end of last century, many young men were taken to Australia to work in the sugar-cane plantations in Queensland. Some descendants of these men have returned to Vanuatu recently to find out the history of their families and to see the birthplace of their ancestors.

The Aboriginal people of Australia have an ancient culture that is respected for its insights into the relationship of a people to nature and to time. Europeans came to Australia about the same time as they came to Vanuatu. However, they came to Australia to settle, to farm, and to create a new nation.

Objectives

Through the activities in the unit we hope children will do, or be able to do, the following things:

- a Imagine what their lives might be like if they grew up in a city or country area in Australia (perhaps in Queensland)
- b Recall important information about Australia, its geography and history
- c Understand the heritage of the Aboriginal people, the important stories they tell their children, and the difficulties that they face in living on their lands
- d Give examples of the resources that Australia is able to share with other countries in the Pacific
- e Know the circumstances and family stories of people who left Vanuatu to work in the plantations
- f Come to understand the influences that shape the identity of Australian boys and girls
- g Meet people who have been to Australia or talk to students who have studied in Australia
- h Complete a project on an interesting feature of Australia (e.g. wildlife, the Great Barrier Reef, goldmining, the desert ...).

Vocabulary

Help children to come to understand and use these words:

Australia

Visiting Sydney

A ferry, the harbour, a wharf, a zoo, an underground train, sheep, cattle, wheat, barley, corn, a kangaroo, a koala bear, a wallaby ...

Story reading

Forty days in the desert

A helicopter, a base, to spot someone, to land, to investigate, to survive, a desert, to run out of something, a hospital, a rescue, to keep oneself alive by doing something, a tracker, an Aborigine, a tent, to lose, a trail, barefoot, muddy water, overhead, a dry creek bed, a campsite, a search, to enable you to do something, peace, the police, on average, to travel, a waterhole ...

The spider

To go out hunting, to be missing, to kill, to watch for something, an anteater, a fire-stick, bones, to pretend, a snake, the darkness, eyelids, ugly, a witch, hairy, the bark of a tree, a spider, a web, an insect ...

Activities

A sheep farm, the outback, a licence, to dazzle, a good shot, a bullet, a dingo, a platypus, mining, the Australian economy, dream time, land rights ...

Language functions

To talk about photographs with a friend

To imagine what would happen during a holiday to a new place

To find out information about a country by asking questions and consulting books

Language focus

The future

There are many ways of talking about future time in English. The children will meet two ways in the 'imaginary holiday' task on pages 184 and 185 in the *Pupil's Book*:

- ◇ Future simple with *will*
- ◇ Future continuous

1 **Will ('ll) and won't + verb**

The future simple with *will* is used for making a prediction:

What animals **will** you see on the farm? We **will** see sheep and cattle, and perhaps pigs. We **won't** see any kangaroos. I think **we'll** see those in the outback.

We frequently use *will* after the following verbs: *expect, hope, think, be afraid* and with *probably*.

For example:

We'll **probably go** to a farm in the outback next week.

2 **Will be + -ing**

We use the future continuous for a routine or repeated action over a length of time in the future.

What language **will** you **be speaking**?
We **will be speaking** English mostly.

We also use the future continuous for an action that will be happening at a particular point of time in the future.

This time next week we'll **be travelling** to Darwin by bus.

Other ways to talk about the future are described in page 101 of the *Teacher's Guide*.

Past perfect simple

The news report on page 186 of the *Pupil's Book* contains several examples of the past perfect:

Aboriginal trackers **had found** Robert's tent and bicycle over a month ago.

We use the past perfect for a past action which happened before another past action, often with *after*, *when*, *because* or *as soon as*:

When Robert heard the sound of the helicopter, he **had travelled** 250 miles from his campsite.

The past perfect is formed by using *had* + past participle for all persons:

After he **had run** out of food, Robert kept himself alive by eating plants and flowers.

Notice that the story also contains an example of the past perfect continuous:

Robert was not aware that people **had been** searching for him.

We use the continuous form of the past perfect for actions that can take a long time in the past (before another past action happened).

Past passive

The news report also contains examples of the past passive:

Robert Bogucki **was found** after surviving 40 days in the Great Sandy Desert.

The past passive is formed in this way: *was/were* + past participle.

The past passive may be followed by *by* + person/thing if we wish to say who or what did the action:

The helicopter **was paid by** Robert's parents.

Children should compare the **passive** form with the **active** form. The passive form is preferred if we do not know who does something, or it is not important or not necessary to say who does it.

Compare:

Active (past simple)	The helicopter found Robert after 40 days in the desert.
Passive (past passive)	Robert was found after 40 days in the desert.

Notice:

- 1 The object in the active sentence (Robert) becomes the subject of the passive sentence.
- 2 The news report has used the passive because we already know the helicopter crew had spotted Robert. The important thing for the reader was that Robert 'was found'.

Activities in the *Pupil's Book*

Holiday (page 184)

P

- 1 Sydney Airport is called the Kingsford Smith Airport (after a famous early flyer).
- 2 Sydney Harbour Bridge; the Sydney Opera House
- 3 You will catch a ferry. A ferry is a boat that carries passengers across the harbour to various places in Sydney.
- 4 There is an enormous variety of food available in Australia. Possible food eaten by an Australian family includes the following:

Soup	Chicken soup, tomato soup, vegetable soup, mushroom soup, fish soup ...
Meat	Lamb, beef, pork, kangaroo (chops, steak, a roast; fried, barbecued, roasted ...)
Poultry	Chicken, turkey, emu (roasted, fried, barbecued)
Fish	Barramundi, cod, John Dory, flounder, red emperor ... (baked, steamed, fried, barbecued ...)
Shellfish	Mussels, prawns, oysters, scallops, lobster ...
Curries	Chicken curry, lamb curry, fish curry
Vegetables	Potatoes (boiled, baked, roasted, mashed, chips ...), carrots, parsnips, peas, beans, cabbage, cauliflower, broccoli, silverbeet, spinach, pumpkin, marrow, zucchini, eggplant
Salad	Lettuce, tomatoes, cucumber, radishes, spring onions
Dessert	Fresh fruit, apple pie, fruit salad and icecream, jelly, steamed pudding, rice pudding, pavlova ...

Other types of food that might be eaten include Italian-style food (pastas, salamis, olives, strong cheeses, anchovies, spaghetti, pizza), Asian food (Chinese, Thai, Vietnamese, Japanese) and Indian food. Bush tucker is the name given to food that is eaten in the outback. The family might also be trying Aboriginal recipes with kangaroo meat, crocodile, baby eels, or witchetty grubs).

5 English. Many other languages are spoken in Australia by families who have settled there from different parts of the world (Pacific languages, European languages, Asian languages ...). The Aboriginal people may be speaking the languages of their ancestors. (Australia's Aboriginal people once spoke 500 different languages, each as rich and complex as any world language.)

6 What we would see:

Place	What we would see
Taronga Zoo	Animals from all round the world. (There are about 4,000 animals there.) You would probably want to see a kangaroo, a wallaby, a wombat and a koala bear. You might go into the snake house. You will also enjoy looking at the chimpanzees in their special park.
Sydney Tower	You will look over Sydney through glass windows. The tower is 305 m (1,000 ft) high. You will see the city, the bridge, the harbour, the opera house
Bondi Beach	The surf, surfing, windsurfing, people swimming and people sunbathing
Sydney Cricket Ground	Perhaps Australia are playing England or the West Indies or South Africa at cricket
Underground railway	The electric trains will be stopping at the platforms every few minutes. Crowds of people will be getting on and off the trains.
George Street	Shops of all kinds, crowds of people, the monorail (an aerial train that can take you around the city centre, Chinatown and Darling Harbour)

7 a Blankets or a duvet
b TV or a video film

8 a Sheep, cattle, horses, pigs, poultry, deer, emus
b Wheat, barley, corn

9 The same hymns and the same kind of prayers that are sung or said in your church. The language of the service will most probably be English.

10 Some presents could be:

a toy koala bear, a boomerang, clothes, hats, shoes, books, tapes, or a small radio

Comprehension

Choose the best answers (page 187)

P

Encourage children to say more about the answers they choose.

- 1 40 days
- 2 About six miles
- 3 So that he could find water holes in the creek bed. Plants and flowers were most likely to be growing there.
- 4 God
- 5 Probably. His feet would be soft because he would normally wear shoes. On the other hand, the river stones would be smooth and the creek bed would be dried mud.
- 6 He did all of those things. He drank muddy water. He ate plants and flowers, and he prayed to God. However, most importantly, he found water, even though it was muddy.
- 7 His parents. The Australian government had paid for previous searches.
- 8 No. He must have left his campsite to go for a walk and then lost his sense of direction. He told his rescuers, "I don't know how I became lost."

Did you know ...? (page 188)

P

- a Tell the police when and where you are going. You must also tell them when you will be coming back. The police will check your equipment and make sure you have enough water and food.
- b Water, food, a compass, a map, a tent, matches, a mobile phone, a knife ...
- c Enough water to last you and for an unexpected emergency
- d Find a waterhole in a creek bed. Travel only at night. Rest in the shade during the day. Light a fire to show where you are. Use your mobile phone to ask someone to search for you.

Kangaroo hunting (page 189)

P

Here is some background information about hunting kangaroos.

- 1 If you want to hunt kangaroos, you must have a government licence. Each year the Australian Government decides exactly how many kangaroos the hunters can shoot. It is usually a lot, about three million.
- 2 Kangaroo hunters work at night because that is when the kangaroos feed. Kangaroos sleep during the day.
- 3 Kangaroo hunters use a truck with a spotlight. When a kangaroo looks into the spotlight it is dazzled. The hunter fires his rifle from behind the spotlight.
- 4 A hunter may kill about 25 kangaroos in a night. He will then skin them.
- 5 Many people, most of them from the cities, say that kangaroo hunting is cruel. However, a hunter usually only kills old males, never females or young kangaroos.

Language practice (page 195)

P

- 1 Susie goes to school **with** her brother.
- 2 Jennifer goes to school **in** a water taxi. (Notice that we could say ... **by water taxi**, without the article.)
- 3 Their teacher, **who** comes from Ambae, is a very good soccer player.
- 4 This summer is much drier **than** last summer.
- 5 The cattle do not have **any** grass to eat because it is so dry. (Also ... **enough grass** to eat)
- 6 He ate **so** much icecream he began to feel sick.
- 7 They went for a swim **after** school. That's why the boys were late home.
- 8 Both options are correct. (***Once upon a time** there lived a giant on the island of Pele* is possibly the more usual starting phrase for a custom story.)

UNIT 15: MYSTERIES

Background

A mystery is something that is strange, hard to understand, or difficult to get reliable information about. A mystery story is therefore a story in which strange things happen that puzzle the characters. Usually events are not explained in full until the end of the story. So mystery stories start with an unusual problem. People try to solve the problem by investigating it until events become clear in the end.

Mysteries have happened from time to time in most village areas. What happened to the fisherman who never returned from the sea? Who lit the fire that destroyed the bush? Where did the stone carvings come from? Who lived in the cave and left messages on the wall? Where does the hot water in the spring come from? Why is the water white in this stream?

Some mysteries require children to look at scientific explanations. Some mysteries require investigation and deduction, while some mysteries require imaginative thinking. Custom stories often try to explain mysteries: for example, how the cave on North Efate was made; why the moon shines at night; or why there is so much water in the sea.

Objectives

We hope that children will come to do the following things as a result of the activities in the unit:

- a Enjoy reading and writing mystery stories
- b Investigate a local mystery, finding out as much as they can about it, and suggesting what might have happened
- c Examine some custom stories and compare the explanation of a mystery in the story with explanations provided by reference books
- d Make up mystery stories and publish them as books for the reading programme
- e Write poems and songs about mysteries
- f Find out how people today solve real-life mysteries; how police work; and how scientists work
- g Make a list of mysteries that people are investigating today, or that the children are curious about, or that we turn to Christianity to explain (e.g. Where does our spirit go when we die?)
- h Know what special skills and personal characteristics are needed to solve mysteries (patience, persistence, good observation, careful thinking, resourcefulness; sometimes courage ...).

Vocabulary

Help children to begin to understand and use these words during the unit.

Mysteries

Story reading

A mystery

To bury, to break open, a stone, a photograph, money, notes, a gold ring, a tin, thoughtfully, to smell, loose, to wonder, to murmur, to borrow, a letter, the post, to belong to someone, to own something, valuable, a yacht, to sink, an address, an envelope ...

Frightening the eagles away

To frighten away, an eagle, angry, to march somewhere, clothes, paint, to cut off, a stick, the end of something, to hang things on something, to paint, to notice, to rattle, the breeze, a scarecrow, probably, to fly away ...

No-one answered

To leave something open, to have breakfast, no-one, to answer, a food safe, to get ready to go somewhere, a mystery, to lick, furiously, to bark, to chase, to wait for someone ...

Wondering

Snug, scent, to chirp, to splash, waves, cheerfully, a rainbow, to shine, a rain shower, the roof of a house, to marvel ...

Activities

A number, to add, to subtract, to take away, to multiply, to divide, a title of a story, interesting, repetition, a clue, a surprise, to solve a mystery, to expect something, direct speech, details, a clothes line, a water tap, a lucky number, a two-digit number, to repeat, to be fair, to be helpful, to keep safe, to organize games, neat, tidy, to be kind to somebody, to explore, to be good at something, thoughtful, jobs, to be reliable, to be hardworking, a real-life mystery, to explain properly, rubble, good fortune, to interpret signs, misfortune, strange, coincidental, enormous odds, unexpected, valuables, to disappear ...

Language functions

To follow instructions; to report observations

To make deductions; to explain puzzling events

To write mystery stories

Language focus

Deduction

We use *must* + verb to say that we are sure that something is true. We are sure because of what we know.

The ring **must** be mine. It has the first letter of my name on the back.
It **must** be Bingo who took the fish. I could smell fish when he licked me.

We use *cannot (can't)* to say that we are sure that something is impossible. We are sure because of what we know.

It **can't** be my baby sister. She isn't tall enough to reach the food safe.
At any rate she **could not** eat a whole fish.

Something, no-one, everywhere ...

Children should come to use the following words appropriately.

	Some-words	Any-words	Every-words	No-words	Part of speech
Things	something	anything	everything	nothing	Pronouns
People	somebody someone	anybody anyone	everybody everyone	nobody no-one	Pronouns
Places	somewhere	anywhere	everywhere	nowhere	Adverbs

Note:

- 1 We use *some-*, *every-* and *no-*words in affirmative sentences.

No-one answered Grandfather's question.

- 2 We usually use *any-words* in questions and negative sentences.

"Has **anyone** taken the fish from the food safe?" Mother asked us at breakfast.

"I **can't** find my shoes **anywhere**," said Grandfather.

"Can you see Bingo **anywhere**," I asked.

Present perfect simple

The present perfect simple is used to talk about things that happened a short time **before now** but that are still important **now**.

"The eagles **have eaten** our bananas again," our father said.

The present perfect simple is formed by using *have* or *has* plus the 'past participle' of the base verb.

Base verb	Past simple	Past participle
look smile eat	looked smiled ate	looked smiled eaten

For regular verbs, the past participle is formed by adding *-ed* or *-d* to the base verb. For irregular verbs, children will have to learn the forms through experience and the spelling programme. There is a list of past participles in Part Three of the *Teacher's Guide*.

Other examples:

"Who **has seen** my shoes?" asked Grandfather.

"**Has** anyone **seen** the fish?" asked Mother.

"**Has** anyone **seen** Bingo?" I replied.

Notice that the present perfect is frequently used with these words: *just*, *already*, *not yet*.

"I think that Bingo has just eaten the fish. I can smell it on his breath."

or

"I think that Bingo has already eaten the fish. I can smell it on his breath."

Vanessa hasn't finished her mathematics **yet**.

Mystery numbers (page 200)

P

Ask the children to think of a number, for example 4. They write the number down in their exercise book and then follow the instructions on page 200. They then ask you to guess their answer. You can say, "Your answer is 7." And you will always be right, no matter what number a child thinks of. Here are two examples:

Jennifer			Thomas		
My secret number	:	4	My secret number	:	10
a Take away 2	:	$4 - 2 = 2$	a Take away 2	:	$10 - 2 = 8$
b Multiply the result by 3	:	$2 \times 3 = 6$	b Multiply the result by 3	:	$8 \times 3 = 24$
c Add 12	:	$6 + 12 = 18$	c Add 12	:	$24 + 12 = 36$
d Divide the result by 3	:	$18 \div 3 = 6$	d Divide the result by 3	:	$36 \div 3 = 12$
e Add 5	:	$6 + 5 = 11$	e Add 5	:	$12 + 5 = 17$
f Take away your secret number	:	$11 - 4 = 7$	f Take away your secret number	:	$17 - 10 = 7$
g Your answer	:	<div style="border: 1px solid black; padding: 2px 10px;">7</div>	g Your answer	:	<div style="border: 1px solid black; padding: 2px 10px;">7</div>

If a child says his answer is **not** 7, you can say, "No, you have made a mistake. Do your sums again." No matter what the starting number is, the answer will always be 7.

Comprehension

Choose the best answer (page 202)

P

Encourage the children to comment on the answers they choose as the best for the story.

- 1 There were no bananas. Eagles like to eat ripe bananas.
- 2 We will have to stop the eagles (or we will have no bananas at all).
- 3 No, he didn't. But he had an idea in his mind. I think the children would ask their father what the things were for, especially the paint and the tins.
- 4 A scarecrow. The coconut shell was the scarecrow's head, and the sticks the scarecrow's arms, body and legs.
- 5 The tins rattling in the breeze. I think the noise of the tins frightened the eagles. I don't think eagles would be frightened of the scarecrow's face, or the scarecrow's long arms.

Your lucky number (page 206)

P

Children follow the instructions on page 206. Here is another example.
With this name, notice that you have to repeat the addition in Step 4 in order to get a lucky number between 1 and 9.

Dorothy Armstrong

1 My name : Dorothy Armstrong

2 My letter numbers :

D o r o t h y A r m s t r o n g
4 7 2 7 4 8 1 1 2 4 3 4 2 7 5 3

3 Adding my letter numbers :

$4 + 7 + 2 + 7 + 4 + 8 + 1$	=	33	(Dorothy)
$1 + 2 + 4 + 3 + 4 + 2 + 7 + 5 + 3$	=	31	(Armstrong)
$31 + 33$	=	64	

4 Adding the first digit to the second digit:

$6 + 4 = 10$

⇒ Repeating the addition to get a number between 1 and 9

$1 + 0 = 1$

My lucky number is

1

Children then read about the kind of person their lucky number says they are. The chart is on page 207 in the *Pupil's Book*.

Language practice

Choose the best answer (page 208)

P

- | | | | | | |
|---|-------------------|---|-----------------|---|-----------------------|
| 1 | combs | 2 | was cooking | 3 | would buy |
| 4 | were asked | 5 | come | 6 | has just eaten |
| 7 | chased | 8 | is going | | |

The bottle of coins

P

Valuables sometimes disappear and cannot be found. Here is a true story from Papua New Guinea. The story is referred to on page 209 in the *Pupil's Book*.

The Bottle of Coins by Joycelin Leahy Pictures by Arthur Amala

Somewhere in Mumeng there is a bottle of coins buried under a house.

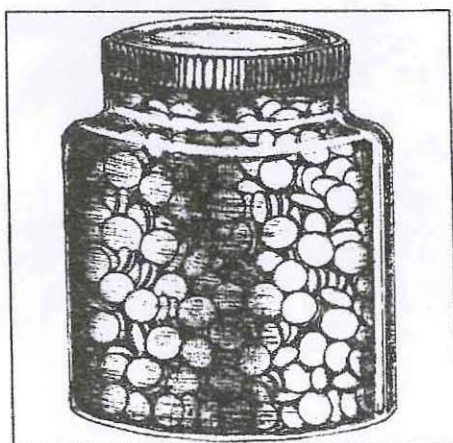
It's a lollipop bottle. It's huge. It's heavy. And it's full of money.

The money was my grandfather's pay for working with the German missionaries before the war. My grandmother saved all his pay in that bottle. She buried it under the house to keep it safe. There were no banks in those days.

When the war came they packed up everything and went to Lae. But nobody thought about the money.

My grandmother said no-one else knows about the hiding place.

It must still be there.



Papua New Guinea School Journal, Junior 1 (1996) pages 30-32

Story writing

There are four stories in this unit, as well as a poem:

- ◇ A mystery
- ◇ Frightening the eagles away
- ◇ No-one answered
- ◇ The bottle of coins
- ◇ Wondering

Suggested work

- 1 Encourage children to choose one of the stories as a starting point for an imaginary story of their own.
- 2 Help children to write a mystery story based on an experience that they have had, or on a topic that they have information about. There are a number of suggestions on page 210 of the *Pupil's Book*.
- 3 Write a poem about the things you wonder about, or are curious about. An example is given on page 211 of the *Pupil's Book*.
- 3 Hold a writer's day when children display and read from the stories they have written for the unit.



PART THREE

LANGUAGE FOCUS IN THE YEAR 5 *PUPIL'S BOOK*

GRAMMAR SUMMARY

Unit	Language functions	Language structures
Unit 1 Adventure	<p>To imagine something happening</p> <p>To tell an exciting story</p> <p>To communicate feelings</p> <p>To give directions, for example for a cross-country race</p>	<p>Using the past simple for actions and situations that follow one another in a story: Then I saw a light coming towards me. It was Dad, with another torch. He came and hugged me.</p> <p>Using the past continuous for situations that continued for a period of time in the past: One day, Jennifer was swimming in the sea. Her father was watching her from their boat. Suddenly she saw a turtle.</p> <p>Asking for information using <i>wh</i>-questions: Where was Jennifer swimming? What did she see?</p> <p>Using prepositions to indicate direction or movement: The children ran down the road, along the beach, across the bridge, and up the bush track.</p> <p>Using capital letters, full stops, question marks and speech marks</p>
Unit 2 Giant waves	<p>To explain the causes of natural events, such as a tsunami</p> <p>To recreate the experiences of other people through drama and discussion</p> <p>To use information texts to acquire knowledge that may be needed in future situations</p>	<p>Singular and plural of nouns: a wave three waves a branch some branches a leaf many leaves</p> <p>Adjectives, degree and comparison: The wave was higher than the coconut trees. The third wave was the most powerful.</p> <p>Prepositions in expressions of time: on Monday in the dry season at seven o'clock</p> <p>Saying when an action happens using a time clause beginning with <i>when, while, as soon as, before, after, until</i>: Claire Atraki was cooking dinner when she felt a powerful earthquake.</p>

Grammar summary

Unit	Language functions	Language structures
Unit 3 Rescue	<p>To explain the reasons for actions</p> <p>To discuss the consequences of certain actions</p> <p>To propose solutions to problems that require reasoned action</p> <p>To imagine situations, feelings ...</p>	<p>Using the present simple for stating facts or describing actions that happen frequently: Lacey has a special dog. Sue often takes Lacey into the bush to practise finding a lost person.</p> <p>Using the present continuous:</p> <p>a For actions that are happening for a limited time in the present: A lizard is climbing up the coconut tree after May.</p> <p>b For future plans with time expressions: Dorothy's going to Port Vila next week.</p> <p>Special verbs: <i>to get</i>. Uses include: The boy got a knife. (Obtained) The girl got lost in the bush. (Became) The children got home at six o'clock. (Reached) Getting stuck in a tree. (Makes an action like a noun)</p>
Unit 4 Fiji	<p>To interpret photographs as a way of acquiring information about a country</p> <p>To read and to question informants in order to obtain information about a topic</p> <p>To answer questions from knowledge you have acquired</p> <p>To retell a custom story from another country</p> <p>To imagine one's life in a different environment</p>	<p>Stating a reason or a purpose by using <i>to + verb</i>: Mr. Isele picked up a piece of coral to make himself heavy. (Answers the question <i>Why?</i>) Mr. Isele used a scraper and brush to clean the bottom of boats in the lagoon. (Answers the question <i>What for?</i>)</p> <p>Negative words: <i>Not</i>. My parents are not at home. Peter is not coming. I do not feel tired. We haven't any fruit.</p> <p>Other negative words: <i>No</i>. Mr. Shark had no teeth.</p>
Unit 5 Animal stories	<p>To name animals and describe their characteristics; to give information about animals</p> <p>To present information about an animal you have studied for a project</p> <p>To retell traditional stories from other countries that involve animals</p>	<p>Articles: <i>a/an, the</i>: One morning, a shark was swimming near a cliff. Suddenly an orange hit the shark on the nose.</p> <p>Pronouns, especially <i>she, he, it</i>. The shark ate the orange. "I like it," he said. "Give me some more."</p> <p>Using adjectives to give more information about people, animals and things: a large crocodile soft river mud The jackal was a rather nosey fellow.</p>

Grammar summary

Unit	Language functions	Language structures
Unit 6 Land-diving	<p>To retell custom stories, such as those surrounding tests of courage</p> <p>To give detailed information about events</p>	<p>Quantifiers with nouns: <i>some, much, many, a few, a little</i>. For example: some vines many people a little water</p> <p>Adjectives that describe feelings: Bule was feeling nervous before the big jump. Bule's mother was outwardly calm but she was just as nervous as Bule.</p> <p>Revising <i>wh</i>-questions: Who dived first? What did Bule build?</p> <p><i>Too</i> versus <i>enough</i>: The vines were too long. The vines were short enough to suspend Bule above the ground.</p> <p>Revising past simple form of verbs: climb ⇒ climbed tie ⇒ tied think ⇒ thought say ⇒ said</p>
Unit 7 Bush fires	<p>To recount an experience through the eyes of a person in a dangerous situation</p> <p>To provide information accurately and clearly so that people can act on it appropriately</p> <p>To investigate a topic and present a report on it</p>	<p>Prepositions of place: <i>in, on, at, next to, in front of ...</i>. For example: in the bush on a branch at the top of a tree in the middle</p> <p><i>I have found ...</i>: I have found an animal in the picture. Can you guess what it is?</p> <p>Multi-word verbs: The old woman went to her garden. The men put out the fire. The boy moved out from his hiding place.</p> <p>Special verbs: <i>to make</i>: The boy made a fire to roast the wild fowl. The smoke made him cough. Make sure you put the fire out properly.</p> <p>Adjectives and degree (revision): The fire got hotter and hotter.</p>

Grammar summary

Unit	Language functions	Language structures
Unit 8 Sharing	<p>To recount experiences associated with sharing things</p> <p>To give reasons that justify decisions</p> <p>To reflect on the consequences of decisions</p> <p>To make suggestions as to how things should be done</p>	<p>Giving advice/making suggestions:</p> <p>a Basic form of the verb: Take turns at wearing the T-shirt.</p> <p>b <i>Must</i> + verb: You must share the coloured pencils with your sister.</p> <p>c <i>Have to</i> + verb: You have to share the pencils.</p> <p>d <i>Should</i> + verb: You should give your friend the first drink.</p> <p>e <i>Ought to</i> + verb: I think you ought to wash and iron the T-shirt before you give it back.</p> <p>Social uses of <i>can</i>: You can use the blanket during the day, and I'll use it at night.</p> <p>Joining sentences with time works: On cold nights Ramu shivered while Somu kept warm with the blanket.</p>

Grammar summary

Unit	Language functions	Language structures
Unit 9 Samoa	<p>To imagine events that you might experience in another country</p> <p>To locate information on maps</p> <p>To appreciate the art, craft and music produced by other people</p> <p>To discuss issues and suggest ways of dealing with problems</p>	<p>Talking about future time:</p> <p>a Using the present continuous or <i>be going to</i> + verb for an intention or plan: We are flying to Port Vila tomorrow. We are going to fly to Samoa the next day.</p> <p>b Using <i>will</i> ('ll) and <i>won't</i> + verb for a prediction: Our uncle will meet us at the airport.</p> <p>c Using <i>will be</i> + <i>-ing</i> form of the verb for an action at a particular time in the future: We will be staying in Apia for a week.</p> <p>Conditional sentences with <i>if</i>: If you drive around Savai'i in a car, it will take you all day.</p> <p>Relative clauses: My father, who was a minister, liked to go fishing at night. We had a banana plantation which surrounded our fale.</p> <p>Link words: One evening, when I was eight years old, my father agreed to take me out night fishing.</p>
Unit 10 Stories from around the world	<p>To name countries in the world and locate them on maps</p> <p>To give information about countries as part of a project</p> <p>To retell traditional stories from other countries</p> <p>To write new stories, using a base story as a starting point</p>	<p>Prepositions of movement: The boys climbed over the fence. The water swirled around the boys' feet.</p> <p><i>Some</i> and <i>any</i>: The boys wanted to shoot some lizards. The boys couldn't find any lizards in the front garden.</p> <p>Word order in negative sentences: The old woman said, "You mustn't play in the back garden,"</p> <p>Past simple forms of regular and irregular verbs: climbed found hit scurried</p>

Grammar summary

Unit	Language functions	Language structures
Unit 11 Champions	<p>To communicate information about a person</p> <p>To give an opinion; to provide advice</p> <p>To report the words of other people</p>	<p><i>Where</i> and <i>when</i>:</p> <p>a Introducing a question: Where did Anderson Tor go to school?</p> <p>b Linking two sentences: Anderson Tor went to Ranwadi High School where he took up long-distance running.</p> <p>Indirect speech (present): Vanessa says that she wants to go running with her father this morning.</p> <p>Indirect speech (past): Vanessa said quietly to herself that she wanted to be the fastest runner in her class.</p> <p>Indirect questions: In the evening, Vanessa's father asked where she had come in the race.</p>
Unit 12 Danger!	<p>To say why particular experiences are considered to be dangerous</p> <p>To say what one would do in a particular situation</p> <p>To give an opinion; to support the opinion with information</p>	<p>Adjectives: A crocodile sprang out of the water. It was enormous.</p> <p>Comparative adjectives: Saltwater crocodiles are bigger than freshwater crocodiles.</p> <p>Using <i>should</i> and <i>should not (shouldn't)</i> + verb for giving advice: You should put the tin of poison on a high shelf.</p>
Unit 13 Spare time	<p>To describe and compare activities, games and hobbies</p> <p>To explain why you enjoy particular activities</p> <p>To keep a diary or a record of what you do in your spare time</p>	<p><i>There is, there are ...</i>: There is an old boat on its side in the mangroves near our place. There are lots of crabs in the mangrove swamp.</p> <p>Adverbs of manner: We waited impatiently for the tide to bring the bottle towards us.</p> <p>Verbs with <i>to</i> + infinitive: Darius wanted to open the tin first.</p> <p>Revision of verb forms: "I think there is a piece of paper inside," said Darius slowly. He was peering through the green glass, and trying to work the cork free with his teeth.</p>

Grammar summary

Unit	Language functions	Language structures
Unit 14 Australia	<p>To talk about photographs with a friend</p> <p>To imagine what would happen during a holiday to a new place</p> <p>To find out information about a country by asking questions and consulting books</p>	<p>Talking about future time:</p> <p>a Using the future simple with <i>will</i> ('ll) and <i>won't</i> for making a prediction: What animals will you see on the farm? We will see sheep and cattle and perhaps pigs. We won't see any kangaroos. I think we'll see those in the outback.</p> <p>b Using the future continuous (<i>will be</i> + <i>-ing</i>) for a routine or repeated action over a length of time in the future: What language will you be speaking? We will be speaking English mostly.</p> <p>Past perfect simple: Aboriginal trackers had found Robert's tent and bicycle over a month ago.</p> <p>Past passive: The helicopter was paid by Robert's parents.</p>
Unit 15 Mysteries	<p>To follow instructions; to report observations</p> <p>To make deductions; to explain puzzling events</p> <p>To write mystery stories</p>	<p>Making deductions: using <i>must</i> + verb to say that we are sure that something is true: The ring must be mine. It has the letter S on the back.</p> <p><i>Something, no-one, everywhere ...:</i> No-one answered Grandfather's question. "Has anyone taken the fish from the food safe?" Mother asked us at breakfast. "I can't find my shoes anywhere," said Grandfather.</p> <p>Present perfect simple: "Who has seen my shoes?" asked Grandfather. "I think that Bingo has just eaten the fish. I can smell it on his breath."</p> <p>Grammar revision. For example: My sister combs her hair every day. While my mother was cooking our food, I washed my uniform. If I had a lot of money I would buy a new radio for our family.</p>

PRONUNCIATION GUIDE

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	/ɪ/	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; eight; paint; again	47	/ʊə/	poor; sure

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bend	bent	bent	make	made	made
bite	bit	bitten	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt	burnt	ride	rode	ridden
buy	bought	bought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	shake	shook	shaken
dream	dreamt	dreamt	shine	shone	shone
drink	drank	drunk	shoot	shot	shot
drive	drove	driven	show	showed	shown
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	smell	smelt	smelt
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spell	spelt	spelt
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	spoil	spoilt	spoilt
get	got	got	spread	spread	spread
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
hang	hung	hung	sweep	swept	swept
have	had	had	swim	swam	swum
hear	heard	heard	swing	swung	swung
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
learn	learnt	learnt	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written

INTEGRATED VOCABULARY LIST

A

an Aborigine
to accept
to accept defeat
an accident
accidental
accidentally
action
to add
an address
advice
an adventure
an aeroplane
age
ago
the air
an airfare
an airport
an air-scenting dog
alcohol
alive
to allow
an amount
to amuse
amusement
an anchor
to anchor
anger
angry
an ankle
an animal
to annoy
annoyed
another
an answer
to answer

an anteater
apart
to appear
to approach
an armpit
to arrive
an arrow
as
as usual
ash
ashes
to ask
to assist
an athlete
athletics
an atoll
to attack
Australia
average
on average
a way
an axe

B

back
bait
a banana
a banana plant
a bank
a bank of a river
bamboo
a banyan tree
a bark of a dog
the bark of a tree
to bark
barley

bare
barefoot
a base
basketball
a battery (for a torch)
to be
to be alive
to be allowed to do something
to be annoyed
to be associated with
to be born
to be busy (doing something)
to be careful
to be certain
to be curious
to be determined to do something
to be drawn towards something
to be fair
to be frightened
to be good at something
to be hardworking
to be helpful
to be kind to someone
to be missing
to be reliable
to be safe
to be scared
to be shocked
to be sucked down
to be sure
to be surprised
to be stung
to be worried
a beach

Vocabulary

a bear
to beat (a fire out)
beautiful
bêche-de-mer
to become
to become dark
to become obvious
to become separated
from
a bee
a bee's nest
to begin
behind
to belong to someone
best
big
bigger
a bill (of a bird)
a bird
a bison
a blanket
to blow
a boat
to boil
a bone
bony
a boot
to boot something or
someone
to borrow
a bow
a bow and arrow
a branch
to break
to break open
breakfast
breath
to breathe
breathing
breathless
a breeze

a bridge
bright
brightly
brilliant
a bruise
to bruise
to brush
a bubble
to bubble
a bucket
to build
a building
building materials
a bullet
a bure
to burn
to burn out
to burst
to burst into tears
to bury
the bush
a bush fire
a bush track
a business
busy
to buy
to buzz

C

a cabbage
to call out
to call for someone to do
something
to call somebody
calm
to calm down
a camp
a campsite
a capability

a capital city
care
to care
careful
carefully
to carry
cassava
to cast (a shadow)
to catch
to catch fire
cattle
to cause
to cause damage
a cave
a ceremony
a certificate
a challenge
a champion
a championship
a character (in a story)
to change
a chart
to chase
to cheat
to check something
to cheer
cheerful
cheerfully
one's chest
to chew food
a chief
to chirp
to choke
to chop
a city
to clash
to classify
to clear
to clear land
to clear the bush
a cliff

Vocabulary

the climax of a story
 to climb
 to cling
 to close
 a cloth
 clothes
 a clothes line
 a clue
 clumsy
 a coach
 to coach
 the coast
 coconut oil
 coincidental
 cold
 a column (of water)
 a combination
 to comfort
 a competition
 complicated
 to complete
 to construct
 to contact
 to contain
 to continue
 to conquer
 a cook
 to cook
 cool
 copra
 coral
 a cork
 corn
 corned beef
 a country
 a couple of things
 courage
 a course
 to cover
 a cow
 a crab

to crackle
 to create
 a creature
 a creek
 a creek bed
 to creep
 a creeper
 the crew (of a ship)
 cricket
 a crocodile
 to cross
 a cross-country race
 to crouch
 to crowd around
 someone
 to crunch
 cunning
 curious
 a current
 a custom
 to cut off
 to cut through

D

a dalo plant
 damage
 to dance
 a dancer
 danger
 dangerous
 a dangerous situation
 dark
 darkness
 to dart in
 the date
 the dawn
 a day
 daytime
 to dazzle

dead
 death
 to decide
 the deck of a ship
 to decorate
 to decrease
 deep
 deep down
 defeat
 delicious
 to depart
 depth
 a desert
 to destroy
 a detail
 determination
 determined
 to devote time to
 something
 to die
 to die out
 different
 difficult
 difficulty
 to dig
 dim
 dimly
 a dingo
 dinner
 a dinosaur
 direct
 direction
 dirt
 a disability
 to disappear
 a disaster
 a disaster officer
 a dish
 to displace water
 to display work
 distant

Vocabulary

distinct
a dive
to dive
to divide
to do
to do a job
to do one's best
a dolphin
to doubt
down
downfall
to drag
to draw
a dream
to dream
dream time
a dress
to drift
a drink
to drink
to drink alcohol
to drip
to drive
drowsy
to drown
a drum
dry
dull
a duruka plant

E

eager
eagerly
an eagle
to eat
to echo
an economy
an eco-tour
eco-tourism

an effect
electric
electricity
an elephant
an emergency
an emergency medical
team
to enable
to encourage
encouraging
the end of something
the ending of a story
an enemy
to enjoy
enormous
enormous odds
enough
to enter
to enter a competition
an envelope
the environment
equal
to escape from
something
the evening
an evening meal
eventually
every
everybody
every day
everyone
evil
an evil spirit
exact
exactly
to exchange
excited
excitedly
excitement
exciting
exhausted

to expect
to explain
to explode
to explore
to export
exports
extinct
an eye
an eyelid

F

a fact
to fade
to faint
fair
to fall
false
a family
the royal family
famous
a fan
far
far away
a farm
to farm
a farmer
fast
to fasten
fatal
favourite
fear
to fear
a feast
a feather
to feed
to feel
to feel better
to feel drowsy
to feel hopeful

Vocabulary

to feel nervous
to feel numb
female
a fence
to fence
to fence off
a ferry
a field
Fiji
Fijian
to fill up
final
finally
to find
to find a way
fierce
fiercely
a fin
to find
to find information
to finish
to finish a race
a fire
a bush fire
a fire break
the fire service
a fire stick
fire walking
first
first-aid
a first-aid box
a fish
fishy
flames
to flash
flat
to flee from something
flip-flops
flippers
to flow
to fly

to fold something
to follow
food
food crops
a foot
footsteps
to forbid
forbidden
to force
foreign
a forest
a fortune
good fortune
a fowl
a wild fowl
a fox
fresh
freshwater
free
to frighten
to frighten away
front
the front half of
something
fruit
funny
furious
furiously
further
further up

G

a gale
a game
games
a garden
garden tools
to gasp
to gasp for breath

a gate
to gather
to get
to get lost
to get ready
to get up
gentle
gently
a ghost
a giant
giant
a gift
a giraffe
to give
to give advice
to give a talk
to give up
to gleam
to go
to go out
to go out hunting
a goal
a goat
to gobble food
goggles
gold
a gold ring
good
good luck
good fortune
the government
to grab
a grandchild
a grandfather
greed
greedily
greedy
to groan
the ground
to grow
to guard

Vocabulary

to guess
to guide
to gurgle
a gust of wind

H

half
halfway
halfway across
halfway up
hair
hairy
a hand
to hand something to
 somebody
to hang
to hang on to something
happy
a harbour
hard
hard to see
to harden
to harm
to hatch
to haul
to haul up
to have
to heal
health
healthy
a herd of cattle
one's heart
heat
heated stones
to heave
to heave oneself up
height
a helicopter
a rescue helicopter

help
to help
helpful
helpless
to hide
hide-and-seek
a hiding place
high
a hill
a hillside
a hippopotamus
a hobby
to hold
hollow
honey
to hop
to hope
hopscotch
a horse
a hospital
hot
a house
to howl
a howling wind
a hug
to hug
huge
humble
to hunt
a hurricane
to hurry
a husband

I

to illustrate
to imagine
imaginary
immense
impatient

impatiently
to import goods
important
to improve
independence
information
to injure
an injury
an insect
an interest
interesting
international
to interpret
to interview someone
to investigate something
to invite
to iron
an island

J

a jackal
a jacket
a life jacket
a jellyfish
a jerk
to jerk
a job
a journey
a jug
juicy
to jump
to jump over something

K

a kangaroo
kava
to keep
to keep alert

Vocabulary

to keep oneself alive
to keep oneself safe
to keep oneself warm
to keep safe
kerosene
a kettle
a kick
to kick
to kick something over
to kill
a kilometre
kind
a kite
a kiwi
to kneel
to knock
to knock on a door
a koala bear

L

a label
a ladder
a lagoon
a lake
a lamp
land
land cruiser
land-diving
land rights
a landslide
to land on something
a lane
a running lane
a language
a national language
an official language
a lantern
to lap
large

last
the last time
a launch
a law
to lay eggs
lazy
to lead (in a race)
a leaf (leaves)
to leap
to leave
to leave something open
a ledge of a cliff
a leopard
less
less than
to let someone do something
a letter
to lick
a licence
a government licence
to lie
one's life
a life cycle
a life jacket
to lift
to lift off
to light
to light a fire
lightning
a limb
a line
a power line
an electric line
a lion
a liquid
a list
to listen
little
a little bit
a lizard

to load
to look
to look after something
long
long-distance
a long-distance race
long-distance running
to long to do something
loose
to lose something
lost
a lost person
to lower something

M

a machine
mad
a mad dash
main
the mainland
to make
to make a plan
to make sure
magic
a magic leaf
male
a man (men)
a mangrove tree
a mangrove swamp
manioc
a map
a treasure map
marbles
to march somewhere
to mark
a market
a mast
materials
to marvel at something

Vocabulary

a meal
to mean
meanwhile
a medal
a gold medal
a silver medal
a medallist
to meet
a meeting
to mention something
to meow
mercy
a message
a messenger
the middle of something
milk
a mine
mining
a minister
a mirror
misfortune
a mission
a missionary
a mistake
a mixture
a moa
the mobile defence force
modern
a moment
money
a monkey
more
in the morning
a mountain
the mouth of a river
to move backwards and
forwards
mud
muddy
to multiply
to murmur

a museum
a mystery

N

a name
narrow
national
neat
a neighbour
neighbouring
a neighbouring island
nervous
nervously
nervousness
a nest
a net
netball
new
news
next
at night
a nightmare
night-time
no-one
a nosey person
a note
notes (money)
to notice
a number
a lucky number

O

an oar
obedient
to obey
obvious
the ocean
an occasion

odd
odds
to offer something to
someone
official
old
one
to open
to organize
to organize a game
the outback of Australia
an outboard motor
outwardly
to overcome
overhead
an owl
to own land

P

a paddle
to paddle
pain
painful
to paint
a pair
a palm tree
panic
paper
a parent
a part of something
to participate
to pass
to pass quickly
a passenger
a pastor
a path
patient
a pattern
to pause

Vocabulary

to pay
peace
to peer
a penguin
people
perfect
performance
perhaps
a person
to persuade
a photograph
to pick
to pick up
to pick up the scent
a picnic
a picture
a picture map
a piece of something
to pierce
a pig
a wild pig
a pit
a fire pit
a place
a plan
to plan for something
a plant
a plate
a platform
a platypus
to play
to play games
to play sport
pleasant
pleased
plenty
to pluck
a point
to point to someone
poison
poisonous

the police
a pool of water
poor
a poor swimmer
possible
a possibility
to post
a poster
potential
a pouch
to pounce
to pour
to pour out
powerful
a powerful earthquake
to practise
to pray
a prayer
to prepare for something
a present
to present something
to present information
to press
to pretend
to prevent
a priest
to prise something open
a prize
a probable
probably
a problem
a project
proper
properly
a prospect
to protect
to prove oneself
to provide
to pull
to punish
to push

to push forward
to put out a fire
a python

Q

to qualify
a quality
a quantity
a quarter
to question
a queue
quick
quickly
quiet
quietly
quite
a quiz

R

a rabbit
a race
a cross-country race
to race
a radio
a raft
to range
raging seas
a railway
rain
a rainbow
a rainforest
to raise
to rattle
a rattlesnake
to reach
a reaction
ready
real

Vocabulary

to realize
real-life
really
to rear up
a reason
to receive
recent
to reckon
to recognize
to record
a reef
to refuse
a region
regular
regularly
a relative
to release
reliable
to remember
to remind someone
 about something
to repeat
repetition
to reply
to report to base
a reptile
a rescue
a rescue helicopter
to rescue
a resource
to respect
responsibility
a rest
to rest
to retrieve something
to return
a reward
to reward
a rhinoceros
rice
to ride

to ride a horse
right
to turn right
a right
a ring
to rip
ripe
to ripen
to rise up
a risk
a river
a road
to roar
to roast
a rock
to roll
to roll on the ground
a rope
a rope ladder
a roof (roofs)
the roots of a tree
roti bread
rough
to row a boat
a rowing boat
royal
a royal family
rubbish
rubble
to rumble
rumbling
to run
to run out of something
a runner
to rush
to rush out

S

a sack

sad
safe
safely
safety
safety rules
a safe (for food)
sails
a salmon
same
sand
a sand bar
sandalwood
a sari
to satisfy
a sauma'iafe
to save someone
to say
to scamper away
to scare someone
scarecrow
scared
scent
to scent of a person
to scent
a scientist
scissors
a scone
to scoop up
to scrape
a scraper
to scratch
to scream
to scurry
to scurry away
the sea
the sea bed
sea grass
seaweed
a seal
an elephant seal
to search (for someone)

Vocabulary

second
secret
to secure
to see
to seem
to separate
separately
serious
seriously
seriousness
to set
to set goals
to set off
to set sail
to settle down
to sew
a sewing machine
a shadow
to shake
shaky
shallow
shallow water
a shape
to shape
to share
a shark
sharp
sharp eyesight
a sheep (sheep)
a sheep farm
to shine (a torch)
a ship
a shirt
to shiver
a shock
to shock
a shoe
running shoes
to shoot
a shop
the shore

short
a shot
a good shot
to shout
one's shoulder
a shower
a rain shower
sick
sickness
the side of something
to sigh
to sight (land)
a sign
a signal
to signal
silly
silver
to sink
a situation
skin
skin cells
to skip to one side
to slap
to sleep outside
to slide
to slip off
slow
slowly
small
smaller
a smell
to smell
to smile
smoke
smooth
a snake
to sniff the air
a snout
snug
soap
to sob

soccer
to solve a problem
to solve a mystery
some
someone
something
sometimes
soon
soup
spare
spare time
a spark
to sparkle
special
a special job
speech
direct speech
indirect speech
a spider
a spirit
to splash
splashing
sport
sports
a sports day
to spot someone
to spread (something
out)
to spring
to squeeze
a squirrel
a stamp
to start
to start a fire
to start to do something
to stay
to steal
steep
to steer a boat
to stick
sticky

Vocabulary

still
 to sting
 a stingray
 to stir
 one's stomach
 a stone
 a stool
 to stop
 a store (shop)
 to store food
 to store water
 a stork
 a storm
 stormy
 a story
 a story line
 straight
 to strand
 strange
 a straw
 a stream
 to stream past
 to stretch
 string
 strong
 to struggle
 to stumble
 stupid
 to subtract
 to suck
 to be sucked down
 sudden
 suddenly
 sugar
 sugar cane
 a sugar factory
 a sulu
 summer
 sunlight
 a sunset
 to supervise

supervision
 supper
 to support someone
 a surprise
 to surprise
 surprised
 to surround
 to survive
 to suspend
 suspicious
 to swallow
 a swamp
 to sweep
 swift
 swiftly
 to swim
 a swimmer
 to swirl
 to swish
 a switch
 Sydney

T

a table
 a table lamp
 to take
 to take away
 to take care of someone
 to take part in something
 to take turns
 a tail
 a talk
 to talk
 tall
 a tap
 a water tap
 a tank
 a water tank
 tapa cloth

a tapioca plant
 taro
 to taste
 tasty
 a tattoo
 to tattoo
 a taxi
 a water taxi
 a tear (tears from your eyes)
 to tear
 to tear something apart
 a telephone
 a telescope
 to tell
 to tell the truth
 to tempt someone
 tenant farmers
 tennis
 a tent
 terrified
 to terrify
 a test
 to test
 to tick
 to tickle
 tidal
 a tidal wave
 the tide
 low tide
 high tide
 tidy
 to tie
 to tie up
 a tiger
 tight
 tightly
 a tin
 a title of a story
 a tone of voice
 a tongue

Vocabulary

tools
a tooth
a toothbrush
the top of a wave
a topic
to topple over
a torch
tough
a tough competition
tourism
a tourist
towards
a towel
a tower
to trace
a track
a tracker
a tradition
traditional
to train
a trainer
training
to trap
to travel
treasure
a tree
to tremble
tremendous
to trick
tricky
a tricky plan
trouble
a truck
a trunk of a tree
to try to do something
a tsunami
a tuatara
tuna fish
a tunnel
a turn
a good turn

to turn
to turn around
to turn up for something
a turtle
a green turtle
a tusk (from a pig)
a twig
to twist
to twist an ankle
typical
typically

U

ugly
to uncover something
uncovered
under
underground
underground transport
an undersea earthquake
an animal (under threat)
to understand
underwater
unemployed
unexpected
unfair
to unfold
unhappy
unreal
to unwind
to use
useful
usefully
usual
usually

V

a valley

valuable
valuables
a vegetable
a vehicle
very
a village
a vine
to visit
a voice
volcanic
a volcanic eruption
a volcano
a voyage

W

to wait for someone
a wallaby
to wander away
warm
a warning
to wash
to watch
to watch out for
something
a wave
a tidal wave
to wear
a web
a spider's web
a week
a weekend
to weed
to weep
well
well-known
wet
a whale
a whale shark
a wharf

Vocabulary

wheat
to whisper
to whizz through a job
wild
to win
to win a race
the wind
a wing
a winner
winter
a wire
a piece of wire
telephone wires
wise
a witch
a woman
to wonder
wood
to work
to work something free
the world
a worm
to worry
to wrap
a wreck
to write

Y

a yacht
a yam
a yaqona plant
a yaqona ceremony
to yawn
a year
to yell
yellow
yesterday
yet
young

yourself
youth
youthful

Z

a zebra
zero
a zone
a zoo

