

Unit 2: Personal Experiences

Background of the topic:

An experience is something that happens to you and influences you in some way. It may be a good experience that influences you positively, or it may be a frightening experience or bad experience, such as a nightmare or the trauma of an accident or a disaster.

In talking about an experience, children should be encouraged to recount not only what happened to them but also their response to the experience. How did they feel? What did they learn? What would they do differently now? The experience itself may be interesting, exciting or frightening. The experience may bring happiness or sadness; it may lead to knowledge, understanding or changes in the way they may act in the future.

Children should have the opportunity to talk and write about experiences in all aspects of living and growing in Vanuatu. They may want to tell about experiences in the bush, in the gardens or at sea. They will have experiences with their friends, their families and with the culture. They will have experiences with animals and the care of pets.


Encourage children to talk about bad experiences too. Occasions when they are bullied, treated unfairly, or are uncertain or afraid. They should also examine experiences when they felt anger, jealousy, hate, envy or hopelessness.

Objectives:

Through the activities in this unit, we would expect the children to:

- a. Recount experiences that have happened to them recently
- b. Talk about the effects of the experiences on themselves or others
- c. Say what they learned as a result of the experiences
- d. Make books from written accounts of the experiences; illustrate the books; use the books in the reading program; share the books with children from other classes
- e. Record particular experiences that their parents or grandparents remember, and those into books
- f. Compare their own experiences with the experiences of children living in other countries
- g. Help others who might have had a bad experience recently.

English Language Overview & Activities: Week 5 & 6

Date/ Week:	Monday / Week 5
Topic:	Oral Brainstorming / sharing experiences
Instruction:	<p>Look at the picture below. A picture story of Jennifer and her friend crossing the lagoon and suddenly their paddle broke. Imagine how the story goes on until it ends.</p> <div data-bbox="548 405 1000 844"></div> <p>These girls had a very Interesting day at the lagoon, and they will remember this experience for the rest of their life.</p>
Activity:	<p>Now close your eyes, and try to remember, what is the most exciting time you have ever had? Share this experience to your parents, siblings and whoever you've spent with during this lock down and put it into writing. Use the Recount writing format to write your story.</p>

Date/ Week:	Tuesday / Week 5
Topic:	Oral Brain / sharing other experiences
Instruction:	<p>Choose other times in your life from the list below. Tell the story to a mum and dad or any relatives that are living with you.</p>
Activity:	<p>What Happened?</p> <ol style="list-style-type: none">1. What is the saddest moment in your life?2. What is the funniest thing that has happened to you?3. When did you feel the greatest fear?4. What was the time when you had to take responsibility for other children?5. What was the time when you did something that you knew was wrong?

Date/ Week:	Wednesday / Week 5
Topic:	Story Reading
Instruction:	Read the story of 'Walk-About' and answer the following comprehension questions at the end of the story.
Activity:	<div data-bbox="790 363 1060 432" data-label="Section-Header"> <p style="text-align: center;">Walk-about <i>by Raela Ruben</i></p> </div> <div data-bbox="396 487 1401 609" data-label="Text"> <p>"Here's your T-shirt," said the official, pulling out one from the box that was too big for me. I put it on. Monique and Marie put theirs on too. We were now officially on the walk.</p> </div> <div data-bbox="389 627 1432 749" data-label="Text"> <p>Every year UNELCO organizes a day-long walk called 'La Piste Bleue'. This year it began at Lololima and lasted seven stages. We walked in threes. That was the rule.</p> </div> <div data-bbox="428 768 1429 1180" data-label="Image"> A black and white line drawing showing three people standing next to a large sign. The sign has the words 'La Piste' at the top and a wavy line with three 'X' marks below it. One person is pointing at the sign, another is looking at it, and a third is standing to the right. They are in an outdoor setting with trees and bushes. </div> <div data-bbox="358 1222 1458 1457" data-label="Text"> <p>At the start, everyone was laughing and talking with excitement. They laughed less when they reached the path that wound up the hill. It had been raining for two weeks, and the path was like a piece of soap. Socks came off, mud squelched through our toes, legs got stuck, and people slipped over.</p> </div> <div data-bbox="386 1495 1438 1845" data-label="Image"> A black and white line drawing showing a group of people walking on a very muddy and slippery path. The path is winding up a hill. Some people are slipping or struggling to move forward. The background shows trees and a hilly landscape. </div>

Activity:

At last we reached Station 1. I gave my ticket to the official, and Monique hers, but when we turned round we couldn't see Marie.

"Sit there until she comes," the official said. "You know the rule."

We noticed that some people were walking towards a truck,

"I think they have had enough," said Monique in a low voice.
"And it is only Stage 1."



At last Marie arrived and we were allowed to start the second stage.

This time we had to climb a fence and go through a paddock.

"I think they are bulls," said Monique nervously.

But I noticed that they seemed more interested in grass than in us.



Activity:

Between Stage 3 and Stage 5 we crossed and re-crossed three rivers. Sometimes there was a rope for us to hang on to. Sometimes there were logs for us to balance on. Monique, however, crawled. At least we were able to wash the mud off our legs and arms as we crossed the rivers. One man dropped his pack into the river - camera, clothes, papers and all.



Between Station 5 and Station 6 we met a man standing at a fork in the path. He was singing at the top of his voice and waving his arms. For some competitors he pointed right. He pointed left to us, so I immediately said to Monique, "We are going right!"

When we reached Station 6, there were not many people there.

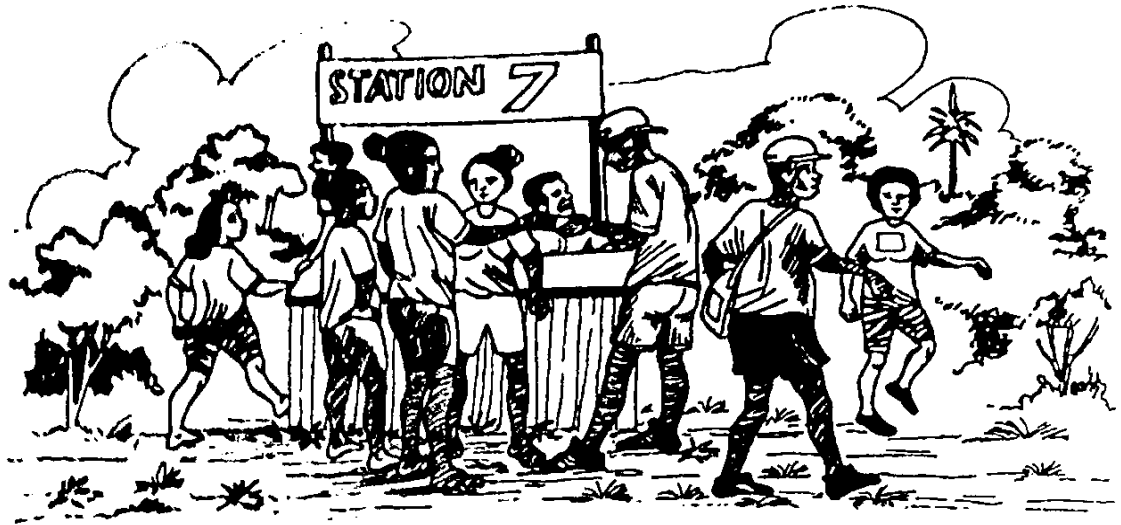
"I wonder where they have all gone to," I murmured.

Later we saw the Mobile escorting the man to the truck. He was still waving his arms and shouting "left", "right", "left", "right".



Activity:

The people who reached Station 7 were given a prize. We finished, but by then the officials had run out of prizes. I blamed Marie for taking so long to climb the hill. Marie blamed Monique for spending so long crossing the rivers. And they both blamed me for not obeying the man with the waving arms.



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COMPREHENSION

Choose the best answer or answers

1. What were the competitors wearing during the walk?
 - a. New T-shirts.
 - b. Old Clothes.
 - c. Clean socks.
2. What was an important rule?
 - a. Don't run – just walk.
 - b. Don't fall into the river.
 - c. Always walk in threes.
3. Why was it hard to climb the hill?
 - a. The path was very muddy.
 - b. People slipped over all the time.
 - c. There were no bushes to hang on to.

	<p>4. Why did the official ask Monique and Raela to wait at the first station?</p> <ol style="list-style-type: none"> The girls needed a rest. The girls had to wait for Marie. The girls didn't give their tickets to the official. <p>5. Why were the girls nervous of 'the bulls'?</p> <ol style="list-style-type: none"> The bulls were eating the grass. The bulls had horns. Bulls sometimes chase people. <p>6. How did the girls cross and re-cross the rivers?</p> <ol style="list-style-type: none"> Sometimes they swam across. Sometimes they waded across, holding on to a robe. Sometimes they walked across on logs of wood. <p>7. Was the man supposed to be telling the competitors which way to go at the fork in the path?</p> <ol style="list-style-type: none"> Yes No Perhaps <p>8. Why did the girls not get a prize?</p> <ol style="list-style-type: none"> They didn't finish the race. They took too long. The organizers ran out of prizes.
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Date/ Week:	Thursday / Week 5
Topic:	Story reading & Activities continues
Instruction:	Re-read the story of the 'Walk-About', and answer this following in full sentences.
Activity:	<p>Questions:</p> <ol style="list-style-type: none"> How long did the walk take for most people? What other rules do you think the other competitors had to obey?

	<p>3. What was the weather like in the weeks before the race?</p>
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	<p>4. What was the rule?</p>
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	<p>5. Were the animals really bulls or were they cows? How do we know?</p>
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	<p>6. How did Marie cross the rivers?</p>
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	<p>7. What happened to one person?</p>
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	<p>8. What was important in the walk?</p>
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Date/ Week:Friday / Week 5

Topic:Grammar

Instruction:Look at the word that tells us how many things we are talking about. Add the letters that show we are talking about more than one thing. Complete the table:



Activity:

One thing	More than one thing
a T-shirt one week one sock a bull a single log	three T-shirts two week_ both sock_ several bull_ two log_
a branch a mango a bush a box	some branch__ five mango__ a few bush__ two box__
a berry a leaf	berr__ some leav__
a child a man a woman a tooth a foot a mouse	some _____ a group of ____ many _____ my _____ my _____ lots of _____
one breadfruit one fish	four _____ ten _____
a piece of rope a bucket of water a bag of clothes a packet of flour	two piece_ of ____ two _____ _____ _____

Can you give the rules for talking about more than one thing?

Date/ Week:	Monday / Week 6																																																																																		
Topic:	Grammar																																																																																		
Instruction:	Read the instructions carefully and complete the activities																																																																																		
Activity:	<div>1. Fill in the spaces: Fit the past tense forms of these verbs below into the right spaces.</div> <div><table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>Verbs</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>to blame</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>to finish</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>to give</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>to meet</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>to slip</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>to squelch</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>to wave</td></tr></table></div> <div>2. A story: Here is a story that Pita wrote for that picture below: Help him with his verbs.</div> <div></div> <div><table><tr><td><p>Lick, Lick My sister haws a motor bike, it is _____ red. Sometimes she _____ me for a ride.</p><p>One day we _____ to the plantation. As we _____ along the track, we _____ some bullocks sitting on the grass in front of us. My sister _____ . _____ off the bike, and _____ to Wave her arms at the bullocks. They just _____ there and _____ at her.</p></td><td><p>Verbs paint take</p><p>ride go see stop jump begin sit, look</p></td></tr></table></div>										Verbs										to blame										to finish										to give										to meet										to slip										to squelch										to wave	<p>Lick, Lick My sister haws a motor bike, it is _____ red. Sometimes she _____ me for a ride.</p> <p>One day we _____ to the plantation. As we _____ along the track, we _____ some bullocks sitting on the grass in front of us. My sister _____ . _____ off the bike, and _____ to Wave her arms at the bullocks. They just _____ there and _____ at her.</p>	<p>Verbs paint take</p> <p>ride go see stop jump begin sit, look</p>
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	<div data-bbox="342 98 1143 401"> <p>Suddenly the bullock stood up and _____ towards the bike. Then he stopped and _____ the mudguard.</p> <p>"I think he _____ the taste of the polish," my sister laughed. "I _____ the bike this morning."</p> </div> <div data-bbox="1143 98 1528 401"> <p>walk/come</p> <p>lick</p> <p>like</p> <p>clean</p> </div> <p data-bbox="310 449 1073 491"><i>How will the story end? Write your own ending.</i></p> <p data-bbox="310 533 488 575">My Ending:</p> <div data-bbox="305 575 1536 915"> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div>
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Date/ Week:	Tuesday / Week 6
Topic:	Story Writing (Picture Story)
Instruction:	Read the instructions carefully and write your story in an exercise book using the given pictures below. Remember the pictures are connected.
Activity:	<p>Leisei and Saralyn decided to go fishing although it was a cloudy day. Tey paddled out towards the reef passage in search of larger fish. All of a sudden, it got darker Tell their story.</p> <div data-bbox="342 1367 902 1976"> <p data-bbox="545 1377 691 1398">The Storm</p>  <p data-bbox="350 1839 878 1913">What did Leisei and Saralyn decide to do? What was the weather like?</p> <p data-bbox="610 1944 626 1965">1</p> </div> <div data-bbox="967 1367 1479 1976">  <p data-bbox="984 1839 1463 1913">Where did they get the best fish? What is happening to the weather?</p> <p data-bbox="1211 1944 1227 1965">2</p> </div>



What happened to the canoe?
What happened to the children?

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How did the children reach the
shore? How does the story end?

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Date/ Week:	Wednesday - Friday / Week 6
Topic:	Story Writing (Picture Story)
Instruction:	Continue with the story of 'The Storm'. Proof read and edit and write a final draft ready for publishing
Activity:	Following the writing process: <ol style="list-style-type: none"> 1. Planning 2. Draft writing 3. Proof reading & Edit 4. Write Final Draft 5. Publish