

English

Syllabus

2015



Standards-Based



Elementary

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Issued free to schools by the Department of Education

Published in 2015 by the Department of Education, Papua New Guinea
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ISBN 978-9980-87-891-5

Acknowledgements

The Elementary English Syllabus was developed by the Curriculum Development and Assessment Division of the Department of Education.

The department would like to thank the Technical Working Group, Syllabus Advisory Committee, Board of Studies and teachers, trainers, non-governmental organisations, church education partners, teachers' colleges, universities and other stakeholders for their help in developing the syllabus.

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Secretary's Message

This Elementary English Syllabus is the new standards-based curriculum for elementary schools in Papua New Guinea. It covers the content to be taught in the first three years of school. It should be taught from Term 1 2015.

The syllabus introduces English as a second language and should be taught at the same time as the language syllabus. It covers the foundation skills of speaking, listening, reading and writing in English.

The syllabus contains standards that are the minimum levels of achievement children are expected to reach before entering primary school.

This syllabus is an important part of raising standards in literacy at the foundation level. I approve this syllabus as the official curriculum for all elementary schools in Papua New Guinea.



Dr. Uke W. Kombra, PhD
Acting Secretary for Education

Introduction

This English Syllabus sets out the content and skills that must be taught to all elementary students as they begin to speak, read and write English.

The content is written as student-centred standards that the children need to achieve by the end of each year.

The minimum time allocation is 1 hour every day in all three years.. Schools may teach more hours than this if needed.

Rationale

Children need to develop a knowledge of English at an early age, as they begin their formal learning. Almost all the children are learning English as a second language, so this syllabus will build from the language they speak at home. The results from the Early Grade Reading Assessment (EGRA) in Papua New Guinea showed that children are not learning basic reading and writing skills. EGRA and the OBE Exit Report recommend the use of scripted lessons, the teaching of phonics and greater student access to reading materials. Benchmarking of literacy skills by the Pacific Assessment Benchmarks in Examination Results (PaBER) has made it possible to identify the best practice to aim for.

English is a global language that is important for the future of Papua New Guinea. This Elementary English Syllabus provides a solid foundation for future learning.

Aims

The aims of the **Elementary English Syllabus** are to:

- introduce English as a second language
- raise the standard of English in every elementary school
- prepare children for learning in English at primary school
- build on the language and literacy skills learnt in the Language Syllabus
- enable children to communicate in basic English in the classroom
- teach children to read, understand and write simple English sentences
- encourage enjoyment of and interest in learning English.

National Benchmarks

Strand	By the end of Elementary 2
1. Speaking and listening	<ul style="list-style-type: none"> • Use phonics knowledge to build up words, sentences • Speak and understand English correctly • Ask and answer questions correctly • Listen and follow instructions • Collaborate with other students in English during lessons
2. Phonics	<ul style="list-style-type: none"> • Pronounce English sounds correctly • Blend sounds to make syllables, words, phrases and sentences • Read decodable texts in different styles • Read and segment different text types
3. Reading	<ul style="list-style-type: none"> • Read words and sentences confidently • Read different text types fluently with meaning and comprehension; • Read stories and other books for enjoyment
4. Writing	<ul style="list-style-type: none"> • Spell and write words correctly • Use punctuation marks correctly • Apply creative writing skills in lesson activities • Write texts that make sense

Curriculum Principles

The principles of the standards-based curriculum are that it:

- is clear and simple to understand
- is easy to teach and assess
- is child-centred
- builds on what the children already know and their home life.

Our way of life

Our languages are important aspects of our country’s many cultures, to be transferred from one generation to the next and between people who live and work together. The Elementary Syllabuses accommodate our cultural identity through the teaching of both English and home languages.

Multiculturalism

English is used as a lingua franca in our multicultural society and is also the leading global language. It is therefore important to teach English as a subject at elementary level so that children from an early age can communicate well in English.

Integral human development

The Philosophy of Education for Papua New Guinea, known as the Matane Report, acknowledges the national goals and directive principles in the National Constitution and is based on integral human development:

- **Integral** in the sense that all aspects of a person are important.
- **Human** in the sense that social relationships are fundamental.
- **Development** in the sense that every individual has the potential to grow in wisdom, skill and goodness.

Catering for students with special needs

Many students have special needs. They may include students who are gifted or disadvantaged, either physically, emotionally or intellectually. This syllabus can be adapted to suit children with special needs.

Guiding Principles

- Children need to be taught oral English before learning to read and write.
- The ability to communicate in English in the classroom is essential.
- The syllabus should follow the principles of teaching English as a second language.
- Children learn new languages quickly, so the standards should be ambitious.
- It is important to teach the sounds and words of English in a structured but playful way.

Content Overview

The syllabus is organised into four strands. These are to be taught in Elementary Prep, Elementary 1 and Elementary 2 classes as outlined on the table below.

Strand	Units		
	Elementary Prep	Elementary 1	Elementary 2
1. Speaking and listening	<ul style="list-style-type: none"> • Oral expression • Listening comprehension • Vocabulary 	<ul style="list-style-type: none"> • Oral expression • Listening comprehension • Vocabulary 	<ul style="list-style-type: none"> • Oral expression • Listening comprehension • Vocabulary
2. Phonics	<ul style="list-style-type: none"> • Sound recognition • Letter recognition • Writing sounds • Reading sounds 	<ul style="list-style-type: none"> • Sound recognition • Letter recognition • Writing sounds • Reading sounds 	<ul style="list-style-type: none"> • Sound recognition • Letter recognition • Writing sounds • Reading sounds
3. Reading	<ul style="list-style-type: none"> • Fluency • Comprehension • Vocabulary 	<ul style="list-style-type: none"> • Fluency • Comprehension • Vocabulary 	<ul style="list-style-type: none"> • Fluency • Comprehension • Vocabulary
4. Writing	<ul style="list-style-type: none"> • Letter formation • Word formation • Sentence formation 	<ul style="list-style-type: none"> • Sentence formation • Creative writing • Spelling 	<ul style="list-style-type: none"> • Sentence formation • Creative writing • Spelling

Content Standards

Content standards show the knowledge and skills that students should achieve in each strand and at the end of each grade. The table below shows the content standards of each strand across the three Elementary grades. Each standard is coded; the first number or letter shows the grade, the second number shows the strand and the third the standard.

Strand	Elementary Prep	Elementary 1	Elementary 2
Speaking and listening	<p>P.1.1 Greet someone and introduce themselves</p> <p>P.1.2 Understand and follow simple classroom instructions</p> <p>P.1.3 Understand and use all EP common words</p>	<p>1.1.1 Ask and answer questions about their life</p> <p>1.1.2 Give simple instructions to other children</p> <p>1.1.3 Understand and use all E1 common words</p>	<p>2.1.1 Begin to use English to communicate with other children and the teacher in the classroom and in real-life situations outside</p> <p>2.1.2 Talk clearly about familiar topics</p> <p>2.1.3 Understand and use all E2 common words</p>
Phonics	<p>P.2.1 Hear and say the beginning, middle and end sounds in words</p> <p>P.2.2 Read and say all EP sounds and letters</p> <p>P.2.3 Sound out simple words</p>	<p>1.2.1 Read and say all E1 sounds and letters in words</p> <p>1.2.2 Read and say all E1 sounds and letters</p> <p>1.2.3 Blend sounds to make longer words</p>	<p>2.2.1 Read and say all E2 sounds and letters in words</p> <p>2.2.2 Know different spellings for the same sounds</p> <p>2.2.3 Blend sounds confidently to make words</p>
Reading	<p>P.3.1 Read all EP common words</p> <p>P.3.2 Read a five-word sentence</p>	<p>1.3.1 Read all E1 common words</p> <p>1.3.2 Read an E1 story aloud and answer simple questions about it</p>	<p>2.3.1 Read all E2 common words</p> <p>2.3.2 Read aloud with increasing fluency and understanding</p> <p>2.3.3 Read an E2 story aloud, retell it and answer questions about it</p>
Writing	<p>P.4.1 Write the 20 letters taught in EP correctly</p> <p>P.4.2 Copy accurately a five-word sentence</p> <p>P.4.3 Write EP common words</p>	<p>1.4.1 Write all 26 small and capital letters correctly</p> <p>1.4.2 Write a simple label or sentence about a picture</p> <p>1.4.3 Write E1 common words</p>	<p>2.4.1 Write 3 sentences on a familiar topic</p> <p>2.4.2 Use capital letters and full stops correctly</p> <p>2.4.3 Write E2 common words</p>

Content Expansion

Content standards are expanded into performance standards with assessment tasks for each strand.

Strand 1: Speaking and listening

Strand	Elementary Prep	Elementary 1	Elementary 2
Speaking and listening	P.1.1 Greet someone and introduce themselves	1.1.1 Ask and answer questions about their life	2.1.1 Begin to use English to communicate with other students and the teacher in the classroom and in real-life situations outside
Performance standards	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Understand and use greetings and words to introduce themselves such as what is your name, good morning, how are you, etc.	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Understand and answer simple questions about themselves such as where do you live, how old are you, what do you like eating, etc.	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Understand and use English to communicate in the classroom such as asking to use the toilet or asking for help with a problem b. Role play real-life situations such as shopping at the market, getting a PMV, church service or visit to doctor
Assessment tasks	Apply simple manners during class time	Listen and ask simple questions correctly	Listen and retell events correctly
Performance standards	P.1.2 Understand and follow simple classroom instructions <i>Students will demonstrate the achievement of the above statement when they:</i> a. Respond correctly to simple instructions such as stand up, come here, put your hands up, etc.	1.1.2 Give simple instructions to other children <i>Students will demonstrate the achievement of the above statement when they:</i> a. Give clear instructions to other children such as please can I borrow your pen and excuse me	2.1.2 Talk clearly about familiar topics <i>Students will demonstrate the achievement of the above statement when they:</i> a. Speak with confidence on a topic they know such as their family, pets, favourite things or sports
Assessment tasks	Listen and respond to simple instructions correctly	Give instructions on different topics	Speak confidently on familiar topics
Performance standards	P.1.3 Understand and use all EP common words <i>Students will demonstrate the achievement of the above statement when they:</i> a. Understand and use all EP common words in Annex 2	1.1.3 Understand and use all E1 common words <i>Students will demonstrate the achievement of the above statement when they:</i> a. Understand and use all E1 common words in Annex 2	2.1.3 Understand and use all E2 common words <i>Students will demonstrate the achievement of the above statement when they:</i> a. Understand and use all E2 common words in Annex 2
Assessment tasks	Understand and say simple words confidently	Understand and say simple words and sentences confidently	Speak confidently in different situations

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Strand 2: Phonics

Strand	Elementary Prep	Elementary 1	Elementary 2
Phonics	P.2.1 Hear and say the beginning, middle and end sounds in words	1.2.1 Read and say all E1 sounds and letters in words	2.2.1 Read and say all E2 sounds and letters in words
Performance standards	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Hear and say the beginning, middle and end sounds in words in the Teacher Guide	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Read and say all E1 sounds and letters from Annex 1	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Read and say all E2 sounds and letters in words from Annex 1
Assessment tasks	Identify and use correct sounds to make words	Identify and use words and sentences to make simple stories	Identify and use words in different text types
Performance standards	P.2.2 Read and say all EP sounds and letters <i>Students will demonstrate the achievement of the above statement when they:</i> a. Read and say all EP sounds and letters from Annex 1	1.2.2 Read and say all E1 sounds and letters <i>Students will demonstrate the achievement of the above statement when they:</i> a. Read and say all E1 sounds and letters from Annex 1	2.2.2 Know different spellings for the same sounds <i>Students will demonstrate the achievement of the above statement when they:</i> a. Know different spellings for the same sounds such as 'there' and 'their'
Assessment tasks	Use learnt phonograms to make words and simple sentences	Use learnt phonograms to make words and simple sentences	Identify and reproduce different spellings for the same sounds
Performance standards	P.2.3 Sound out simple words <i>Students will demonstrate the achievement of the above statement when they:</i> a. Sound out simple words, e.g. dog, dish	1.2.3 Blend sounds to make longer words <i>Students will demonstrate the achievement of the above statement when they:</i> a. Sound out words, e.g. sorry, brown	2.2.3 Blend sounds confidently to make words <i>Students will demonstrate the achievement of the above statement when they:</i> a. Sound out words, e.g. could, brain
Assessment tasks	Blend sounds to read words	Blend sounds to read words	Blend sounds to read words

Strand 2: Reading

Strand	Elementary Prep	Elementary 1	Elementary 2
Reading	P.3.1 Read all EP common words	1.3.1 Read all E1 common words	2.3.1 Read all E2 common words
Performance standards	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Use phonics to read all the decodable words and recognise the sight words on the EP common word list (Annex 2)	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Use phonics to read all the decodable words and recognise the sight words on the E1 common word list (Annex 2)	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Use phonics to read all the decodable words and recognise the sight words on the E2 common word list (Annex 1)
Assessment tasks	Decode words to make simple sentences	Decode words and make sentences	Decode words and sight words

Performance standards	P.3.2 Read a five-word sentence <i>Students will demonstrate the achievement of the above statement when they:</i> a. Read fluently and understand sentences of five simple words such as 'Ben is a big dog'	1.3.2 Read an E1 story aloud and answer simple questions about it <i>Students will demonstrate the achievement of the above statement when they:</i> a. Read an E1 story or song aloud fluently from the Teacher Guide b. Correctly answer comprehension questions about a story such as 'What animals are in the story?'	2.3.2 Read aloud with increasing fluency and understanding <i>Students will demonstrate the achievement of the above statement when they:</i> a. Read aloud with expression such as speaking louder for exclamation marks b. Answer questions about the story such as 'Where did the girl come from?'
Assessment tasks	Read simple sentences fluently	Read and comprehend short stories and answer questions	Read aloud with expression
Performance standards			2.3.3 Read an E2 story aloud, retell it and answer questions about it <i>Students will demonstrate the achievement of the above statement when they:</i> a. Read an E2 story aloud fluently b. Correctly retell it and answer comprehension questions about it such as 'why do you think Ben did that?'
Assessment tasks			Read stories fluently

Strand 4: Writing

Strand	Elementary Prep	Elementary 1	Elementary 2
Writing	P.4.1 Write the 20 letters taught in EP correctly	1.4.1 Write all 26 small and capital letters correctly	2.4.1 Write 3 sentences on a familiar topic
Performance standards	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Form all 26 letters taught in EP correctly writing with a pencil or chalk	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Form all small and capital letters correctly with a pencil or pen	<i>Students will demonstrate the achievement of the above statement when they:</i> a. Write 3 correctly spelled and grammatical correct sentences on a known topic
Assessment tasks	Write letter shapes correctly	Write small letters and capital letters correctly	Write words and sentences correctly
Performance standards	P.4.2 Copy accurately a five-word sentence <i>Students will demonstrate the achievement of the above statement when they:</i> a. Copy accurately from the board short sentences which use words in the Teacher Guide stories and songs	1.4.2 Write a simple label or sentence about a picture <i>Students will demonstrate the achievement of the above statement when they:</i> a. Write a simple label or sentence about a picture such as 'This is my home and sister.'	2.4.2 Use capital letters and full stops correctly <i>Students will demonstrate the achievement of the above statement when they:</i> a. Write in sentences with capital letters and full stops b. Be able to add full stops and capital letters to sentences without them

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Assessment tasks	Write words correctly	Write simple sentences about a picture	Punctuate sentences correctly
Performance standards	<p>P.4.3 Spell EP common words</p> <p><i>Students will demonstrate the achievement of the above statement when they:</i></p> <p>a. Write correctly from dictation all the words on the EP common words list (Annex 1)</p>	<p>1.4.3 Spell E1 common words</p> <p><i>Students will demonstrate the achievement of the above statement when they:</i></p> <p>a. Write correctly from dictation and in their own writing all the words on the E1 common words list (Annex 1)</p>	<p>2.4.3 Spell E2 common words</p> <p><i>Students will demonstrate the achievement of the above statement when they:</i></p> <p>a. Write correctly from dictation and in their own writing all the words on the E2 common words list (Annex 1)</p>
Assessment tasks	Listen to and write words correctly	Write sentences correctly	Write sentences in dictation activity correctly

Assessment

The standards are written so they are easy to assess. There are three types of assessment tasks built into the lesson plans:

Assessment for learning

Assessment for learning is ongoing assessment (also known as formative assessment). It is the assessment that teachers do every day during their teaching and at the end of the lesson. Formative assessment helps teachers to plan their next lesson.

Assessment as learning

Assessment as learning means that children are involved in assessing their own progress and the work of other children in the class.

Assessment of learning

Assessment of learning is also called summative assessment. This form of assessment is done at the end of a topic or term.

National benchmarking or end-of-term tests are examples of assessment of learning.

Methods of assessment

Teachers can assess children's performance in different ways. In the Teacher Guides these methods of assessment are used:

- Observation checklists
- Word tests

Recording

It is important for teachers to keep a record of children's progress and any problems they are having.

The teachers must use the progress chart in the teacher guides to record children's learning at the end of each year.

Reporting

It is compulsory for teachers to:

- report the children's progress to parents at the end of each term
- pass the children's records to the next teacher before the next school year begins
- pass the children's records to the primary school when they graduate from elementary school.

Evaluation

Evaluation is when the teacher reflects on their own teaching to improve the children's learning. For example:

- Was the lesson effective?
- Did the children reach the expected standard?
- How can I improve my teaching?

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Report of the Task Force for the Review of Outcome-Based Education in Papua New Guinea (2013).

Annex 1

The following sounds and letters (phonemes and graphemes) will be taught in EP, E1 and E2.

EP sounds lists		
Sound	Letter patterns	Example words
/c/	c, k	cup, kite
/t/	t	tin, ant
/a/	a	cat, tap
/d/	d	dog, dad
/g/	g	go, dig
/o/	o	hot, pot
/s/	s, ss	sun, miss
/m/	m	man, mop
/i/	i	pig, sit
/n/	n	nut, hen
/r/	r	rat, car
/sh/	sh	ship, fish
/l/	l	lip, leg
/h/	h	hit, hand
/e/	e	peg, set
/b/	b	bat, ball
/f/	f	fit, fun
/u/	u	but, up
/p/	p	tap, pig
/w/	w	wet, swim
/ch/	ch	church, chips
/th/	th	three, thumb
/ng/	ng	long, think

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E1 sounds lists		
Sound	Letter patterns	Example words
/v/	v	van, visit
/tthh/	th	this, that
/ee/	e, ee, y, ea	me, deep, happy, meat
/l/	ll	full, pill
/oo/	oo	look, took
/j/	j	jug, jump
/ar/	ar	star, part
/oa/	oa, o, ow, o_e	goat, float, go, grow, bone
/ou/	ou, ow	house, cow
/or/	or	for, sport
/ay/	ay, a_e	day, made
/ie/	i_e, y, igh, ie	kite, try, high, tie
/q/	q	queen, quick
/x/	x	exit, box
/oa/	o, ow, o_e	no, grow, home

E2 sounds lists		
Sound	Letter patterns	Example words
/y/	y	yes, yam
/ooh/	o, oo, ew, ue, u_e	do, zoo, grew, blue, rule
/t/	tt	kittens, sitting
/f/	ff, ph, gh	stuff, phone, tough
/l/	le	little
/s/	ss, c, se, ce	miss, centre, house, voice
/g/	gg	digger, bigger
/er/	er, ear, ir, or	sister, early, bird, worm
/d/	dd	sudden
/n/	nn	dinner
/m/	mm	summer
/b/	bb	rabbit
/or/	ore	more
/ie/	i	I, kind
/ay/	ai, ey, ea	pain, they, steak
/e/	ea, a	bread, many
/ue/	u, ew, iew, eau	tune, pew, view, beauty
/oy/	oy, oi	boy, foil
/r/	wr	write
/air/	air, ear, are, ere	hair, bear, square, there
/j/	g, dge	giant, bridge
/w/	wh	what, when
/t/	ed	bumped
/d/	ed	filled
/oo/	oul	would
/u/	o_e, ou	some, above, enough
/ng/	n	think
/n/	kn	knee
/z/	s	cheers

Annex 2

The following common words will be taught in EP, E1 and E2.

EP common words

1. the	26. girl	51. saw	76. then
2. and	27. your	52. no	77. big
3. a	28. them	53. yes	78. small
4. an	29. mama	54. not	79. do
5. to	30. papa	55. has	80. don't
6. said	31. it	56. have	81. will
7. in	32. Mr	57. had	82. when
8. on	33. Mrs	58. here	83. what
9. up	34. is	59. there	84. oh
10. down	35. are	60. come	85. now
11. out	36. was	61. go	86. back
12. at	37. were	62. went	87. pig
13. into	38. that	63. came	88. people
14. off	39. this	64. get	89. house
15. he	40. for	65. got	90. water
16. I	41. of	66. look	91. food
17. you	42. with	67. looked	92. old
18. me	43. but	68. put	93. too
19. she	44. so	69. make	94. by
20. we	45. from	70. stop	95. day
21. they	46. all	71. help	96. time
22. my	47. some	72. helped	97. children
23. his	48. can	73. want	98. I'm
24. her	49. like	74. be	99. woman
25. boy	50. see	75. as	100. good

Colours	Family	Days of the week	Body parts	Numbers
red black white blue yellow green	father mother sister brother bubu uncle aunt baby	Monday Tuesday Wednesday Thursday Friday Saturday Sunday	hand head leg mouth nose eyes ears teeth	zero one two three four five six seven eight nine ten
School	Animals	Environment	Time	Home
teacher book class table desk pencil ruler blackboard chalk biro toilet	pig dog cat chicken rooster bird fish rat	sun moon sea bush tree rain road garden river market	morning afternoon night day	bed mat pot fire dish cup plate spoon fork bush knife
Greetings				
Hello Goodbye Hi Good morning Good afternoon Good night				

E1 common words

1. how	26. our	51. I'll	76. left
2. where	27. take	52. work	77. lots
3. which	28. more	53. us	78. gave
4. did	29. shout	54. way	79. give
5. did not	30. red	55. door	80. told
6. going	31. start	56. may	81. keep
7. over	32. say	57. soon	82. even
8. under	33. car	58. only	83. tell
9. away	34. truck	59. suddenly	84. sat
10. home	35. fast	60. cry	85. know
11. things	36. hurry up	61. cried	86. long
12. something	37. much	62. because	87. short
13. play	38. many	63. clothes	88. tall
14. fun	39. why	64. feet	89. eat
15. find	40. jump	65. its	90. well
16. live	41. place	66. cap	91. better
17. small	42. sleep	67. ran	92. never
18. garden	43. book	68. wanted	93. need
19. last	44. took	69. round	94. found
20. first	45. didn't	70. around	95. every
21. any	46. again	71. other	96. laugh
22. let	47. after	72. run	97. another
23. or	48. think	73. right	98. room
24. who	49. thought	74. wrong	99. am
25. new	50. made	75. inside	100. key

Animals	Classroom words	Body parts	Months of the year
mouse cuscus bat frog ant bee spider butterfly flies mosquito	exercise book chair bell floor group name page window words letters	fingers hair toes knees lips stomach arm feet neck tongue	January February March April May June July August September October November December
Time words	Weather	Fruit	Garden food
today yesterday tomorrow morning afternoon night	sunny raining cloudy windy storm	mango pineapple pawpaw coconut lemon orange	potatoes yam taro corn beans pumpkin greens banana
Store food	Transport	Action words	Opposites
rice sugar salt noodles tinfish tin meat tea flour cooking oil coffee	canoe boat car truck bus plane helicopter bicycle motorbike	sit stand sleep eat sing jump run walk pull push talk play	short–long tall–short big–small old–young full–empty alive–dead wet–dry fat–tin laugh–cry new–old day–night light–dark right–wrong cold–hot

E2 common words

1. if	26. village	51. hot	76. eyes
2. too	27. grandmother	52. birds	77. gone
3. their	28. grandfather	53. coming	78. wish
4. about	29. book	54. pull	79. stopped
5. called	30. under	55. tea	80. park
6. asked	31. I've	56. box	81. liked
7. just	32. Still	57. end	82. grow
8. would	33. different	58. sun	83. radio
9. everyone	34. same	59. really	84. bottle
10. magic	35. fell	60. please	85. tin
11. must	36. there's	61. thank you	86. stone
12. these	37. better	62. most	87. stick
13. next	38. best	63. miss	88. leaves
14. that's	39. hard	64. he's	89. drink
15. king	40. easy	65. cold	90. tasty
16. queen	41. soft	66. once	91. washing
17. let's	42. eggs	67. use	92. clean
18. great	43. ever	68. we're	93. cook
19. before	44. lived	69. dark	94. towel
20. window	45. so	70. than	95. soap
21. each	46. white	71. across	96. salt
22. can't	47. bad	72. wind	97. fly
23. begin	48. friends	73. river	98. read
24. began	49. looking	74. along	99. write
25. town	50. ball	75. throw	100. speak

Time	Comparing sizes	Body parts	Dressing for singing
second minute hours tonight midnight noon evening now later soon o'clock half past quarter past	big–bigger–biggest small–smaller– smallest tall–taller–tallest short–shorter– shortest fat–fatter–fattest	thumb wrist palm foot knee toes elbow hair chest hip	paint grass-skirt feathers shells necklace drums bow and arrows leaves head dress oil dance
Feelings	Church	Directions	Sea & river
happy sad shy angry scared rich poor love hate	Bible pastor priest reading pray Jesus	North South East West right left straight on front back	reef waves island sea river flood calm rough
Village	Good manners	Sea animals	River animals
house canteen trade store people church play ground school Aid-post community hall market	please thank you excuse me sorry welcome bless you	fish starfish crab crocodile shark snake dolphin eels	fish eels prawns crocodile frogs snake
Subject pronouns			
singular		plural	
I you he/she/it		we you they	

