

English

Wednesday, 20 June 2007

The English Language Curriculum shares the notion that cultural knowledge is the foundation for learning. It is through Cook Islands Culture, values, practices and knowledge that we are offered a unique view that can be taught to our children and shared with the world. As educators, it is important that we start with the world that was left for them by their ancestors. Download: Curriculum English Chris Story Language Advisor

Email: christopher@education.gov.ckhis e-mail address is being protected from spam bots, you need JavaScript enabled to view it

Download: English Curriculum A3

The Cook Islands Ministry of Education supports Bilingualism. The Cook Island English Language Curriculum and the English Department in the Cook Ministry of Education acknowledges Maori as the Language of the Land and its People and English as the Language of Trade and Diplomacy. English is important in secondary and tertiary education in order for us to participate in the International world.

For most Cook Islands children, English is not their mother tongue and, therefore, language programmes in the curriculum must reflect this. Proficiency in second language literacy is not begun until literacy in the first language is established. It is proven that children and students who are competent in two or more languages are cognitively advantaged. In the Cook Islands, bilingual skills can be an advantage in a number of work and community situations. Teachers, therefore, need to provide learning opportunities which offer children the chance to develop ability in, and confidence with, communicating competently first in Maori and then English. Toou Reo

E akaperepere I toou reo
 Na te Atua i oronga mai i te reira
 Auraka kia ngaro toou reo
 Ko te pouri aea koe
 I to tu Maori
 E apii I taau au tamariki
 Ki toou reo tupuna, kia ora koe. Your Language Treasure your language
 It is a gift from God.
 Preserve your language
 So you may know your
 True Maori nature
 Teach your children
 Their ancestral language, to live

By Kauraka Kauraka

{mospagebreak heading=Overview of English&title=Teachers}Teachers

SAMPLE UNIT OF WORK More sample units of work are available here for download

TOPIC: Making Local Bread

CLASS: Forms 3-4

STRAND/S: Oral, Written, & Visual

DURATION: 1 week

(We apologise that this unit is still in the process of being uploaded)

{mospagebreak title=Principals} Principals

Kia Orana!

Toou Reo is a poem by renowned Cook Islands poet Kauraka Kauraka. It holds a special place in the English Language Curriculum Document as many of the sentiments of the poem are reflected in the intent of this Curriculum statement. As we read his words we gain an understanding of the importance that language plays in shaping individual, community and national identity. We also realize that language forms our perception or world view, how we interpret actions or events, how we create and perform and how our investigations into different aspects of the modern world have been flavored by our cultural identity, history and values.

Therefore, as leaders of your respective schools, it is vital that you promote the learning of our cultural values and

attitudes, also encourage your teachers to utilize their communities (namely, parents and caregivers) in educational programs so that they may contribute in their children's education. It also asks that we use the surrounding environment to create exciting and interesting learning experiences for students. This increases the value and importance of schools in the community and for the students, as well as validating the cultural knowledge that the community can share with the school.

{mospagebreak title=Students} Students

Folks!

Let's face it -- English is a crazy language. I suppose Pidgin is too but to some degree! You may have heard or read the following extract but didn't take much notice. Well here it is for you to enjoy (courtesy of John.Kongoi@lihir.com.pg).

There are neither egg in an eggplant nor ham in a hamburger; neither apple nor pine in a pineapple. English muffins weren't invented in England or French fries in France. Sweetmeats are candies while sweetbreads, which aren't sweet, are meat.

We take English for granted. But if we explore its paradoxes, we find that quicksand can work slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig.

And why is it that writers write but fingers don't fing, grocers don't groce and hammers don't ham? If the plural of tooth is teeth, why isn't the plural of booth beeth? One goose, 2 geese; so one moose, 2 meese? One index, 2 indices?

Doesn't it seem crazy that you can make amends but not one amend; that you comb through annals of history but not a single annal? If you have a bunch of odds and ends and get rid of all but one of them, what do you call it? If teachers taught, why don't preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat?

Sometimes I think all the English speakers should be committed to an asylum for the verbally insane. In what language do people recite at a play and play at a recital? Ship by truck and send cargo by ship? Have noses that run and feet that smell? Park on driveways and drive on parkways?

How can a slim chance and a fat chance be the same, while a wise man and wise guy are opposites? How can overlook and oversee be opposites, while quite a lot and quite a few are alike? How can the weather be hot as hell one day and cold as hell another.

Have you noticed that we talk about certain things only when they are absent?

Have you ever seen a horseful carriage or a strapful gown? (referring to horseless/strapless). Met a sung hero or experienced requited love? (referring to unsung/unrequited). Have you ever run into someone who was combobulated, gruntled, ruly or peccable? And where are all those people who are spring chickens or who actually WOULD hurt a fly?

You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which an alarm clock goes off by going on.

People, not computers invented English, and it reflects the creativity of the human race (which, of course, isn't a race at all). That is why, when the stars are out, they are visible, but when the lights are out, they are invisible.

And why, when I wind up my watch, I start it, but when I wind up this essay, I end it.

Why is it when we are ill, we are referred to as being 'poorly', but when we are well again, we're never referred to as 'richly'? Or if an airplane has a near miss, surely that would mean it was hit?

And finally - If in England they speak 'English', why don't they call it 'American' in America, or 'Australian' in Australia? And there is Papua Nlu Guinean (PIGIN)

So let's face it, ENGLISH IS A COMPLEX LANGUAGE AND HAS A LOAD OF IDIOSYNCRACIES but it is important that we must all acquire a proficiency in English in order to live in the global world.