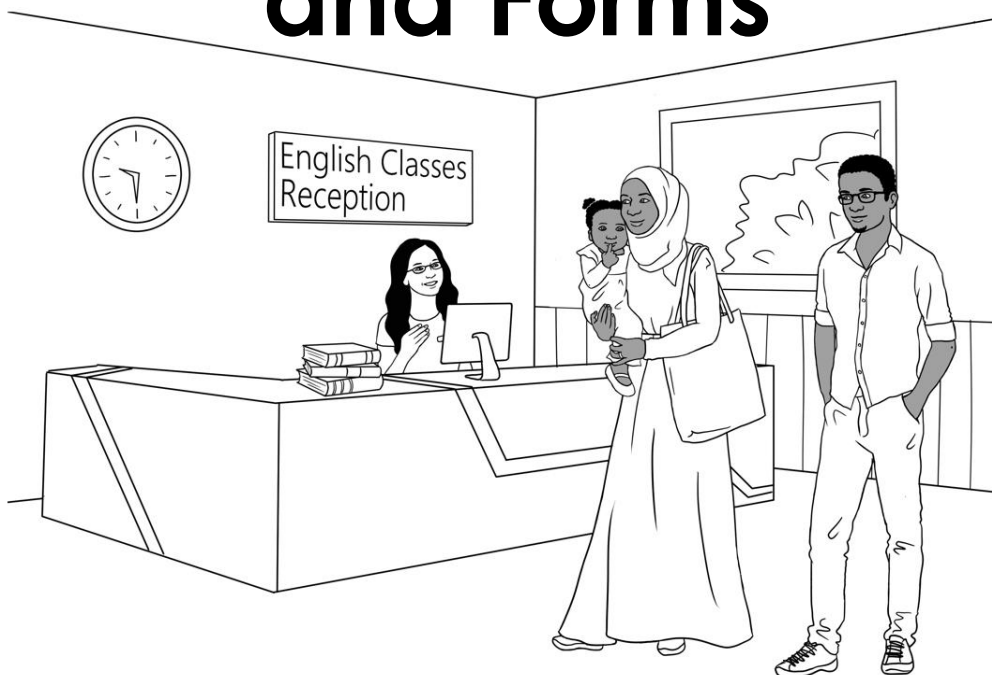


English Ready

22637VIC Course in EAL

VU23496 Communicate basic personal details and needs
VU23498 Read and write short highly familiar messages and forms

Conversation, Messages and Forms



Student _____

Teacher _____

Class _____

Date _____

This workbook is designed to be used with the support of a teacher.

Design team: Vicki Hambling, Sue Paull, Frida Dean, Janice Langley, Glenise Kleehammer and Mary Wallace

Illustrations: Madelena Scott

Acknowledgements: The design team would like to thank the AMEP service providers and practitioners who participated in the trial and gave valuable feedback. The team would also like to acknowledge the use of the EAL Framework which underpins the design of this book.

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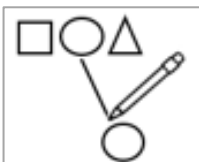





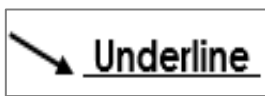

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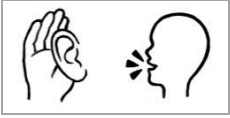
1. Instructions



Project and mime each instruction.

1.		Listen	2.		Say
3.		Read	4.		Write
5.		Ask	6.		Spell
7.		Work with a partner	8.		Clap
9.		Copy	10.		Match
11.		Tick	12.		Circle
13.		Point	14.		Record
15.		Colour	16.		Underline
17.		Notebook			

2. Meet the people.

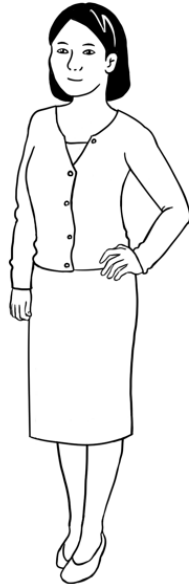


Project the page. Students point to the students and teacher. Name the characters. Create sentences.
e.g. *Ming is a student.*

Ming's family comes from China.



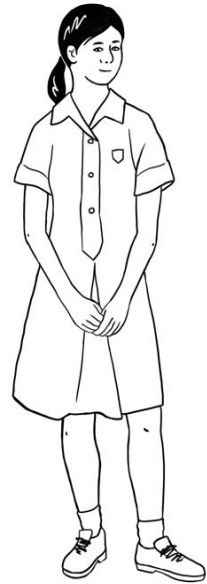
This is **Ming**.



This is **Lan**.



This is **Bao**.



This is **Mai**.

Sahra's family comes from Somalia.



This is **Sahra**.



This is **Hani**.



This is **Tahil**.



This is **Abdi**.

Nisha's family comes from India.



This is **Nisha**. This is **Pari**. This is **Dev**.

Anika comes from Ethiopia.



This is **Anika**.

Pam is from Australia.



This is **Pam**.

Jenny is a teacher.
She is from Australia



This is **Jenny**.

3. Do you understand?



Ask students to listen to the sentences and repeat them.

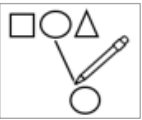


Sorry. I **don't** understand.

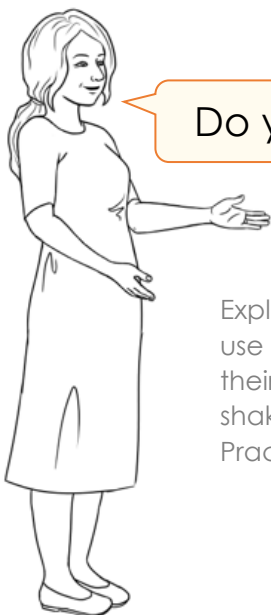
Can you speak **slowly** please?

Can you say that **again** please?

Can you **help me** please?

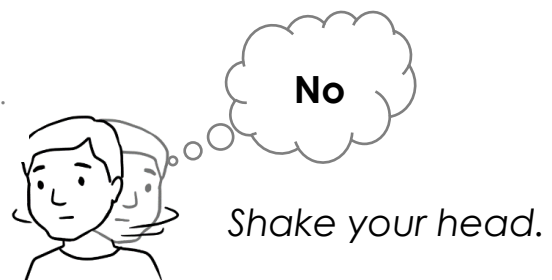
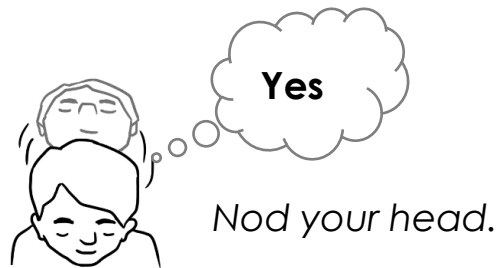


1. Sorry.	that again please?
2. Can you speak	I don't understand.
3. Can you say	please?
4. Can you help me	slowly please?

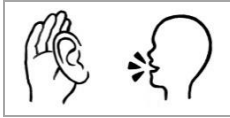


Do you understand?

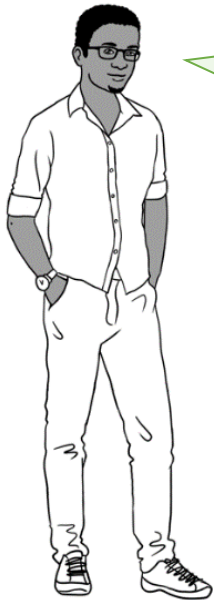
Explain to students that they can use body language e.g. nodding their head would mean Yes and shaking their head would mean No. Practice this in class.



4. Introductions



Ask students to listen to the sentences and repeat them.



Hello. My name is Tahil.
What's your name?

Hi. My name is Anika.

Nice to meet you.

Nice to meet you too.



Ask students to work with their partner and write their names on the form.

You Hello. My name is _____
your name

What's your name?

Partner Hi. My name is _____
your partner's name

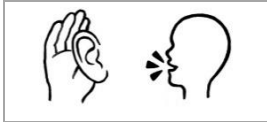
You Nice to meet you.

Partner Nice to meet you too.



Encourage students to read the form with their partners.

5. The alphabet



Capital letters = BLOCK letters



The Alphabet activities in this book are for revision. More activities can be found in Course in Initial Teacher resources units VU23489, VU23491 and VU23492.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z



Small letters

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z



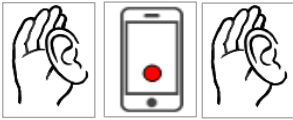
Read out selected capital and small letters randomly and ask students to circle them.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z











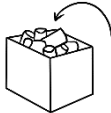
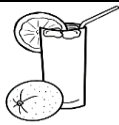
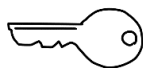








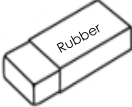








Read out selected letters randomly and ask students to circle only the capital letters or small letters. e.g. small k or capital M.

A	b	c	D	e	F	g	H	i	J	k	L	M
n	O	p	Q	r	s	T	U	v	W	x	Y	z

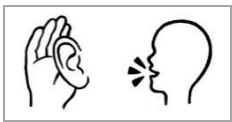


Show students how to use their phones to record the teacher’s voice. Ask the students to record as you read the words. Encourage them to listen to their recording at home. Ask students to write a word with the same first sound in the spaces provided on the table.

The sounds of the alphabet		 Write a word with the same first sound.
a	 ambulance	 apple
b	 ball	
c	 cake	
d	 down	
e	 eggs	
f	 foot	
g	 girl	
h	 home	
i	 in	
j	 juice	
k	 key	
l	 lamp	

m		man	
n		no	
o		office	
p		pen	
q		question	
r		rubber	
s		student	
t		tea	
u		up	
v		vegetables	
w		workbook	
x		x-ray	
y		yes	
z		zero	

6. Have a conversation.



Encourage students to practice the conversation with their partners.

1. Greeting

A

Good morning.

Good morning Alina.

B

Good afternoon Jenny.

Good afternoon.

C

Hello.

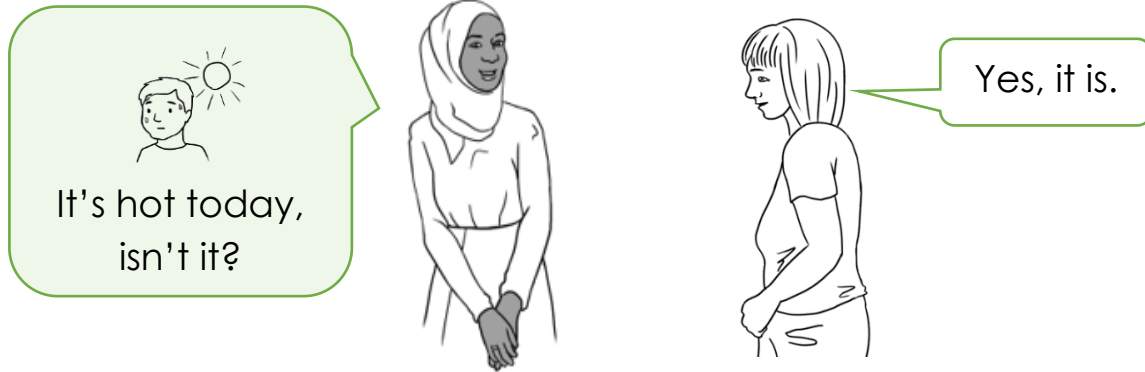
Hi Sahra.



2. Talk about the weather.

Point to the opening and closing of a conversation.

Point to talking about the weather. Read the statements to the class, emphasising 'very'. Ask students to practice the conversation with a partner. Emphasise the bolded words.



1. It's very hot today, isn't it?		Yes, it is.
2. It's cold today, isn't it?		
3. It's very cold today, isn't it?		
4. It's a beautiful day isn't it?		

3. End the conversation.





Project pages 11 and 12 and read conversations 1,2,3 and 4. Point to the opening and closing of each conversation and check students' understanding. Encourage students to practice conversations 1, 2, 3 and 4 with a partner.

1



Bao Hello. My name's Bao.
What's your name?

Tahiil I'm Tahiil.
I come from Somalia.
Where are you from?

Bao I come from China.
Nice to meet you.

Tahiil Nice to meet you too.



2



Tahiil Hi Anika. How are you?

Anika Fine thanks Tahiil.
And you?

Tahiil I'm fine too.
See you later.

Anika See ya. **ya = you**



3



Pam Hello Sahra.

Sahra Hi Pam.

Pam It's cold today, isn't it?

Sahra Yes, it is.

Pam Nice to see you Sahra.

Sahra Nice to see you too.

Pam Bye for now.

Sahra Bye.

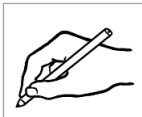
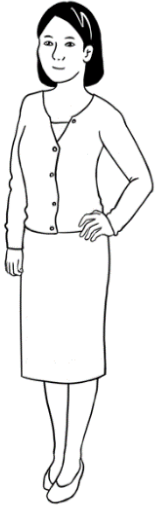




4



Nisha Hello Lan.
 Lan Hi Nisha. How are you?
 Nisha Fine thanks and you?
 Lan Good thanks.
 Nisha It's a beautiful day, isn't it?
 Lan Yes, it is.
 Nisha See you later Lan.
 Lan Bye Nisha.



Ask students to fill in the blanks with their partners.

Greeting	<p>You Hello _____ . <i>your partner's name</i></p> <p>Partner Hi _____ . How are you? <i>your name</i></p> <p>You Fine thanks and you?</p> <p>Partner Good thanks.</p>
Talk about the weather.	<p>You It's a beautiful day, isn't it?</p> <p>Partner Yes, it is.</p>
End the conversation.	<p>You See you later _____ . <i>your partner's name</i></p> <p>Partner Bye _____ . <i>your name</i></p>



Encourage students to read the conversation with their partner.

7. English class


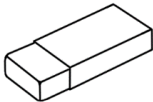
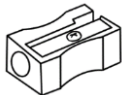

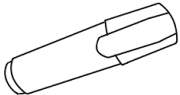
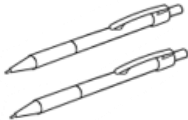

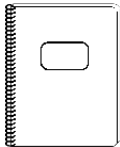


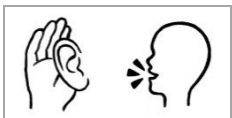
Point to the stationary items and say the words. Ask students to repeat and copy them. The activities below reinforce the need to come prepared to class.

Ask students to show the teacher or each other what they have brought for class, stating the name of each item.

I'm ready for class.
I have 9 things in my bag.




 pencil pencil	 rubber _____	 sharpener _____	 pencil case _____
 highlighter _____	 pens _____	 workbook _____	 notebook _____



Encourage students to read the conversation and practice with their partner.


Tahil needs to borrow a pen and a pencil.



Anika. Can I borrow a pen please?

Thanks a lot.

Can I borrow a pencil too?



Yes. Here's a pen.

Oh no. Sorry Tahil.



8. When, where, who, what, why?



Ask students to and write answers in the five rectangles and then compare answers with their partner. Finally, check the answers with the class as a whole.

<p>When do you go to school?</p>	<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday
	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	<input type="checkbox"/> Saturday



<p>Where is this?</p> <p>Australia</p> <p>the garden</p> <p>the park ✓</p>	<p>the park</p>	<p>_____</p>	<p>_____</p>
---	-----------------	--------------	--------------

<p>Who is this?</p> <p>Bao</p> <p>Mai</p> <p>Lan</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
---	--------------	--------------	--------------



<p>What do you have in your bag?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Why do you learn English?</p>	<input type="checkbox"/> <p>to work</p>	<input type="checkbox"/> <p>to study</p>	<input type="checkbox"/> <p>to make friends</p>
---	---	--	---

9. People in a family



Ming talks about his family

Project conversations on pages 15, 16 and 17. Ask students to listen to these conversations as you read them. Point to the family words on page 15. Encourage students to find family words on pages 16 and 17 and to practice the conversations with a partner.



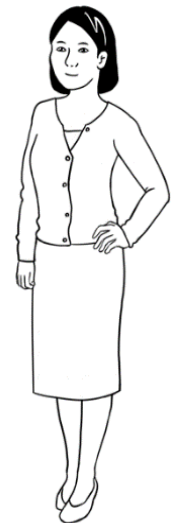
My name's Ming.
This is my **daughter** Lan.



I am a **grandfather**.
This is my **granddaughter** Mai
and my **grandson** Bao.



My name's Lan.
Ming is my **father**.



I am a **mother**.
This is my **daughter** Mai
and my **son** Bao.



My name's Bao.
Mai is my **sister**.



My name's Mai.
Bao is my **brother**.





Bao talks about his family.



Is this your family Bao?

Yes.
This is my grandfather Ming,
my sister Mai and my mother Lan.

Is your sister's name Mai?

Yes. Her name is Mai.



Ask students to write Bao's family words.

1. This is my family.
2. This is my _____ Ming.
3. This is my _____ Lan.
4. This is my _____ Mai.

mother
family ✓
sister
grandfather



Ask students to read the conversation with a partner and copy in their notebook.

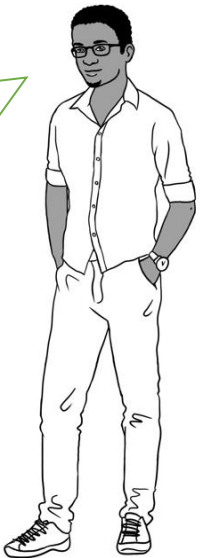


Tahiil talks about his family.



Is this your family Tahiil?

Yes.
This is my wife Sahra and my daughter Hani.
Abdi is Sahra's brother.



Ah. Abdi is Sahra's brother?

Yes. He is.



Ask students to write Tahiil's family words.

1. This is my family.
2. This is my _____ Sahra.
3. This is my _____ Hani.
4. This is Sahra's _____ Abdi.

daughter
family ✓
brother
wife



Ask students to read the conversation with a partner and copy in their notebook. Encourage students to write about themselves and read with a partner if they are comfortable to do so.



Family words

Point to the family words, read them and ask students to repeat after you. Ask students to copy the words on the lines.


father	<u>father</u>	mother	<u>mother</u>
son	_____	daughter	_____
grandfather	_____	grandmother	_____
grandson	_____	granddaughter	_____
husband	_____	wife	_____
brother	_____	sister	_____
uncle	_____	aunt	_____
cousin	_____	cousin	_____



Ask students to find and circle the family words in the table. All the words are horizontal.

u	n	c	l	e	a	b	m	o	t	h	e	r	c
d	g	r	a	n	d	d	a	u	g	h	t	e	r
s	o	n	e	f	g	r	a	n	d	s	o	n	g
h	u	s	b	a	n	d	h	s	i	s	t	e	r
b	r	o	t	h	e	r	i	f	a	t	h	e	r
j	w	i	f	e	k	l	c	o	u	s	i	n	m
n	d	a	u	g	h	t	e	r	o	a	u	n	t
g	r	a	n	d	f	a	t	h	e	r	p	q	r
s	t	u	g	r	a	n	d	m	o	t	h	e	r

10. Break words into syllables.

Word	student
Break	stu  dent
Syllables	stu dent 1 2

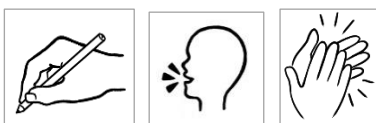


Listen and say the words. Clap the syllables. Point to the syllables in each word. Encourage students to clap with you.

Sahra	Tahiil	Hani	Mai	Bao	Anika
-------	--------	------	-----	-----	-------

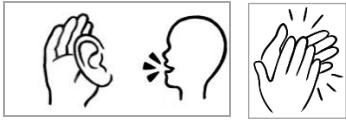


Names	How many syllables?			
	1	2	3	4
Sahra		Sahra		
Tahiil		Tahiil		
Hani		Hani		
Mai	Mai			
Bao	Bao			
Anika			Anika	
Abdi		Abdi		



Ask students to write their name, say it and clap each syllable. They could also do this with their partner's name.

Your name: _____. My name has _____ syllables.



Listen and say the words. Ask students to clap the syllable.
Point to the syllables in each word.

How many syllables?
Say the words.
Clap the syllables.



Word	Syllables		
	1	2	3
pencil		pencil	
pen			
sharpener			
workbook			
wife			
husband			
son			
daughter			
grandfather			
grandmother			
brother			
sister			
uncle			
aunt			
cousin			

11. What do you like?










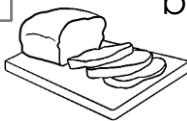




Explain simple expressions of like or dislike by pointing to 'like', 'likes', 'don't like' and 'doesn't like'. 'Subject-Verb' agreement can also be explained by pointing to 's' in 'likes' and comparing 'don't' and 'doesn't'.

	to like	to not like	 fruit.
I	like	don't like	
You	like	don't like	
He, She, It	likes	doesn't like	
We	like	don't like	
They	like	don't like	

Tick what you like.

Cross what you don't like.

<input type="checkbox"/>  apples	<input type="checkbox"/>  bananas	<input type="checkbox"/>  ice cream
<input type="checkbox"/>  tea	<input type="checkbox"/>  coffee	<input type="checkbox"/>  orange juice
<input type="checkbox"/>  cake	<input type="checkbox"/>  pizza	<input type="checkbox"/>  hot chips
<input type="checkbox"/>  bread	<input type="checkbox"/>  rice	<input type="checkbox"/>  noodles



I like _____ and _____.

I don't like _____.



Encourage students to talk about what they like or don't like to their partners.



Students listen, repeat and point to the words. Suggestion for more advanced students: Students could add one more thing to this set of food that they like. The teacher can model this: *I like tea. I like chicken. I like ...*

apples



bananas



ice cream



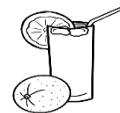
tea



coffee



orange juice



cake



pizza



hot chips



bread



rice



noodles



Ask students to pay attention to 'tick and cross'. Point to 'like' and 'don't like' and check understanding. Play Audio 1 and ask students to tick or cross as they listen.

Tick what people like.

X **Cross** what people don't like.

1	ice cream	coffee	Tea
---	-----------	--------	-----

2	rice	cake	Coffee
---	------	------	--------

3	noodles	hot chips	Rice
---	---------	-----------	------

4	coffee	cake	bananas
---	--------	------	---------



What do you like doing?

Ask students to listen to the conversations on pages 23 and 24. Point to use of gerunds after the verb 'like' to express like or dislike.



Sahra. Do you like reading?

Yes, I do.

Do you like gardening?

No. I don't.



Tick what you like.



Cross what you don't like.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
gardening	cooking	reading
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
walking in the park	playing soccer	playing games
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
fishing	swimming	watching TV



Ask students to complete the sentences about themselves.

I like _____ .

I don't like _____ .



Bao. Do you like gardening?

Do you like swimming?








Yes. I do.

No. I don't.



Ask students to work with their partners and ask the questions and complete the table below.

<input checked="" type="checkbox"/> Tick yes or no.	<input checked="" type="checkbox"/> Yes. I do.	<input checked="" type="checkbox"/> No. I don't.
1. Do you like gardening? 		
2. Do you like cooking? 		
3. Do you like reading? 		
4. Do you like walking in the park? 		
5. Do you like playing soccer? 		
6. Do you like playing games? 		
7. Do you like fishing? 		
8. Do you like swimming? 		
9. Do you like watching TV? 		



Ask students to complete the sentences about their partners.

My partner likes _____ .

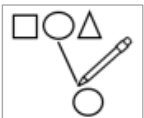
He / She doesn't like _____ .

12. Months of the year



Practice saying the months and numbers. Point to the short and long words and mention that months start with capital letter. Students repeat after you 'January, Jan, February, Feb' etc then practice in pairs.

The number of the month	 Copy the long words.	Short words
1	January <u>January</u>	Jan
2	February _____	Feb
3	March _____	Mar
4	April _____	Apr
5	May _____	May
6	June _____	June
7	July _____	July
8	August _____	Aug
9	September _____	Sept
10	October _____	Oct
11	November _____	Nov
12	December _____	Dec



Ask students to match the short form of the month to its number.

Jan	→	5	July	→	8
Feb		1	Aug		11
Mar		6	Sept		10
Apr		4	Oct		7
May		2	Nov		12
June		3	Dec		9



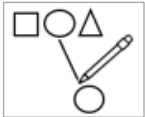
Dates in numbers

Point to the two ways of writing the date.

This is the **full date**. →

This is the **date in numbers**. →

Day		Month		Year			
21		July		2022			
2	1	0	7	2	0	2	2



Ask students to match the full date to the date in numbers.

Full date
25 December 2016
15 September 2022
19 January 1978
21 October 2006
13 May 2023
24 June 2021
13 February 1986

Date in numbers
19.01.1978
13.05.2023
15.09.2022
21.10.2006
25.12.2016
13.02.1986
24.06.2021



Encourage the students to write the dates and read them. Students can also write their birthday (if they know it) or today's date.

Full date	Day. Month. Year
9 May 1986	09.05.1986
19 September 1995	
6 June 2023	
18 March 1970	
5 February 2015	

13. Syllables – strong and weak



Some syllables are **strong**.
Some syllables are *weak*.

Point to the strong syllables, clap and say the words. Ask students to repeat.

walking	gardening	reading	cooking
playing	fishing	swimming	watching



Ask students to underline the strong syllables in the words. Encourage them to read, clap and circle the strong syllables.

<u>Monday</u>	Tuesday	Saturday	January	April
July	August	September	thirteen	thirty
fourteen	forty	sixteen	sixty	hundred

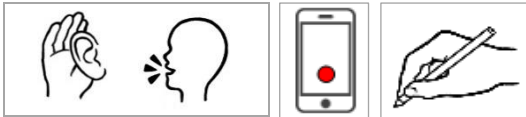


Ask students to read the sentences with a partner and copy them in their notebooks.

1. Today is **Tuesday**.
2. My birthday is in **August**.
3. My house number is four**teen**, not **forty**.

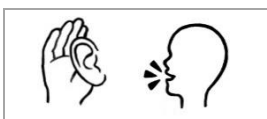


14. Words on forms



This is an introduction to words on forms. Ask students to record your voice as you read the words on the form. Ask students to translate these words in their own language and write in the spaces.

Family Name [Surname]	
First Name [Given name]	
Title	
Country of birth	
Date of birth	
Address	
Street	
Suburb	
Postcode	
Phone number	
Signature	



Point to the instructions. Point to 'Capital' and 'Block' letters and 'black pen'.

Instructions on forms

1. PLEASE USE **CAPITAL** LETTERS.

2. PLEASE USE **BLOCK** LETTERS.

3. Please use a **black pen**.

4. **Tick the box.**

A B C D E F
G H I J K L M
N O P Q R S
T U V W X Y Z



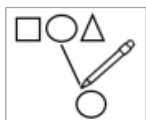
Please note for the first activity if the student is preliterate or building literacy, they will need assistance from a volunteer or another student with the same language background. If that is not possible, student can use the recording to translate and get help from friends or family after class.

15. An English class for Sahra



Project the page and point to the picture. Read the sentence and check understanding.

Tahiil, Sahra and Hani go to the TAFE College.



Play Audio 2 and ask students to match the two parts of the sentences.

1. Hello. My name	my wife Sahra.
2. This is	is Tahiil.
3. She needs	childcare?
4. We have	an English class.
5. Do you have	a daughter.



Play Audio 2 again and ask students to fill the blanks with the correct words from the box.

meet	fill	here	help	have
name ✓	wife	Yes	class	have

Tahiil	<p>Hello. My <u>name</u> is Tahiil.</p> <p>This is my _____ Sahra.</p> <p>She needs an English _____.</p>
Receptionist	<p>Hello. Nice to _____ you.</p> <p>You can enrol in an English class _____.</p>
Tahiil	<p>Thank you. We _____ a daughter.</p> <p>Do you _____ childcare?</p>
Receptionist	<p>Yes, we have childcare.</p> <p>Can you _____ in this form please Sahra?</p>
Sahra	<p>Mmm. Can you _____ me please?</p>
Receptionist	<p>_____. I can.</p>



Encourage student to practice reading the conversation with their partner.



Sahra's form

Explain general information needed for filling a form. Point to information on Sahra's form e.g. Family name, First name etc.



Student Enrolment Form

PLEASE USE **CAPITAL LETTERS**.

Tick the box.

1. Family name	ELMI
2. First name	SAHRA
3. Title	<input type="checkbox"/> Mr <input type="checkbox"/> Miss <input checked="" type="checkbox"/> Mrs <input type="checkbox"/> Ms
4. Country of birth	SOMALIA
5. Date of Birth	07. 07. 1996
6. Address	Street UNIT 6, 50 BAKER ROAD
	Suburb KELLIVALE
	Postcode 2421
7. Phone number	0455 961 259
8. Signature	<i>Sahra Elmi</i>



Ask students to find and circle the information from the box in the form.

Country of birth	Date of birth	Postcode
------------------	---------------	----------



This is your form.
Point to the instructions.



Point to the instructions. Ask students to complete the form with their information.

TAFE		Student Enrolment Form	
PLEASE USE CAPITAL LETTERS.			
<input checked="" type="checkbox"/> Tick the box.			
1. Family name			
2. First name			
3. Title		<input type="checkbox"/> Mr <input type="checkbox"/> Miss <input type="checkbox"/> Mrs <input type="checkbox"/> Ms	
4. Country of birth			
5. Date of Birth			
6. Address	Street		
	Suburb		
	Postcode		
7. Phone number			
8. Signature			



Can you check my work please?

Encourage peer correction by getting students to ask their partners to check their work.

16. The days



Practice saying the days. Point to the short and long words and mention that days of the week start with capital letter.



Ask students to circle the days of the week.

Full word	Short word
Monday	Mon
<u>Monday</u>	<u>Mon</u>
Tuesday	Tues
_____	_____
Wednesday	Wed
_____	_____
Thursday	Thurs
_____	_____
Friday	Fri
_____	_____
Saturday	Sat
_____	_____
Sunday	Sun
_____	_____

- Tuesday
- October
- January
- Wednesday
- June
- Monday
- December
- July
- Saturday
- April
- Thursday
- November
- Sunday
- February
- March
- Friday



Sahra's week

Ask students to use their phones to record as you read the words. Explain that they can listen again in class or at home.

Monday ✓	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	



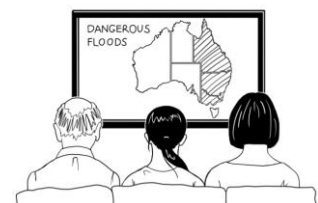
1. On Monday I go to English class.
2. On _____ I go to English class.
3. On _____ I do my homework.
4. On _____ I like cooking.
5. On _____ I go shopping.
6. On _____ I walk in the park.
7. On _____ I watch soccer.



Ask students to complete the sentences about themselves.

About you.

1. On _____ I go to English class.
2. On _____ do my homework.
3. On _____ I watch TV.
4. On _____ I _____.



Encourage students to read the completed sentences to their partners and then copy in their notebooks.

17. The time

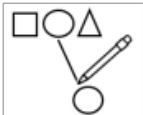


Point to the days and times on the timetable. Explain about the start and finish times and room numbers.

This is my timetable.
I go to class on Monday and Tuesday.



	Mon	Tues	Wed	Thurs	Fri
Morning					
Start	9:00	9:30			
Finish	12:00	12.30			
	Room 3	Room 4			
Lunch break					
Afternoon					
Start	12:30	1:00			
Finish	2:30	3:00			
	Room 3	Room 4			



Ask students to match first part of the sentence to the second part.

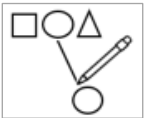


1. I go to class	on Monday.
2. I am in Room 3	9:00 on Monday morning.
3. I am in Room 4	on Monday and Tuesday.
4. I start at	2:30 on Monday afternoon.
5. I finish at	on Tuesday.

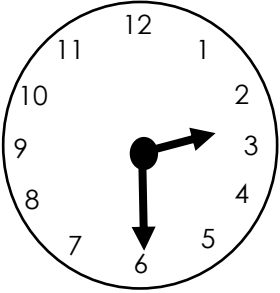

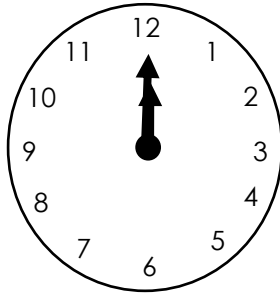

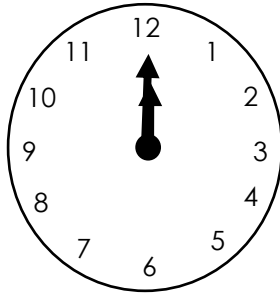


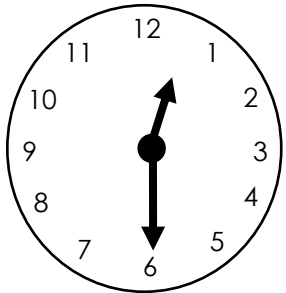

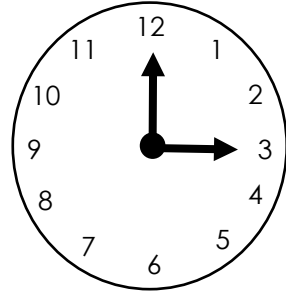


Ask students to complete the sentences about themselves.

I go to class on _____.



Students match the times with the pictures. At the start and end of the class over the next few days, use the classroom clock to check the time and reinforce the start and finish time of class.

	<p>Monday morning</p> <p>9:00 → </p> <p>12:00 ← </p>	
	<p>Monday afternoon</p> <p>12:30</p> <p>2:30</p>	
	<p>Tuesday morning</p> <p>9:30</p> <p>12:30</p>	
	<p>Tuesday afternoon</p> <p>1:00</p> <p>3:00</p>	



Ask students to complete the sentences about themselves.

Today I start class at _____ .

Today I finish class at _____ .



Encourage students to read the sentences with their partners.

On Monday Sahra starts class at **9:00** in the morning.

She finishes at **2:30** in the afternoon.

18. Messages

A message from the teacher



Project the message. Point to the greeting and ending in a message. Read the message for the students and ask follow-up questions.



Hello Sahra,

Your class starts on
Monday 13 July.

Please come to
Room 3 at 9:00.

Your teacher]

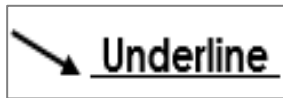
Jenny

Greeting

Ending



Circle the greeting.



Underline the ending.



Tick one.

- This is a form.
 a text message.
 a Medicare card.



Ask students to read the message and write the answers.

1. Who is this message to? _____
2. Who is this message from? _____
3. When does Sahra's class start?

Date _____ Time _____



Project the message. Read the message for the students and ask follow-up questions.

A message from Sahra

Hi Jenny,
I can't come to
class tomorrow.
Sorry.
My baby is sick.
Sahra Elmi



Encourage students to write a message to their teacher, explaining why they can't come to class.


You can't come to class tomorrow.


1. **Tick** why.


- I am sick.
- My child is sick.
- My mother is sick.
- I have a doctor's appointment.

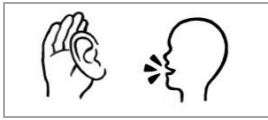


Large rounded rectangular box with horizontal lines for writing a message.

2.  **Write** a message to your teacher here. →

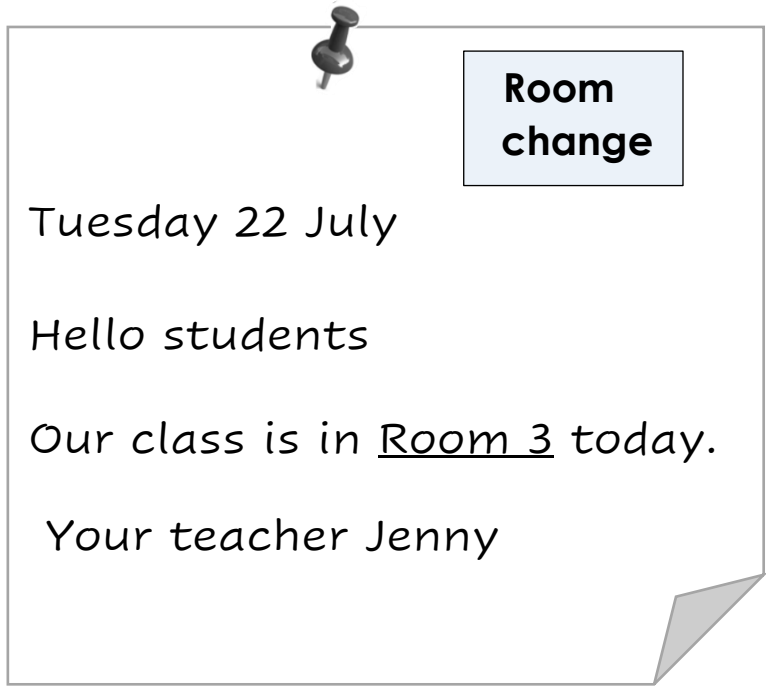
3.  **Copy** your message on your phone.

4.  **Send** the message to your teacher.



Project and read the note in class. Ask students follow-up questions about the note.

A note on the door of Room 4



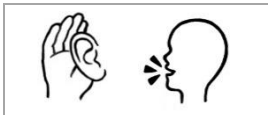
Tick.

1. Who is the note for ?	<input type="checkbox"/>	Jenny	<input checked="" type="checkbox"/>	students
2. Who is the note from ?	<input type="checkbox"/>	Jenny	<input type="checkbox"/>	students
3. Who is Jenny?	<input type="checkbox"/>	a student	<input type="checkbox"/>	a teacher
4. Where is the class today?	<input type="checkbox"/>	Room 3	<input type="checkbox"/>	Room 4
5. Where is the note?	<input type="checkbox"/>	on the door of Room 3	<input type="checkbox"/>	on the door of Room 4




Ask students to ask and answer the questions with their partners.

19. Two letter sounds



Point to the digraphs and read the sounds and the words. Ask students to repeat the sounds and the words. Ask students to circle the words in the sentences.

Sounds	Words	 Circle the words.
ch	change	There is a room change today.
sh	she	She reads the note.
th (1)	three	Please go to room three .
th (2)	the	The note is on the door.
wh	What Where	What is the room number today? Where is the note?
ph	phone	What's your phone number?



Ask students to complete the sentences using the words from the box. Encourage the students to put a tick next to the word that they have used.

1. There is a room change today.
2. _____ reads the note.
3. Our class is in room _____.
4. _____ note is on _____ door.
5. _____ is the room number today?
6. _____ is the note?
7. What 's your _____ number.

The
the
✓ change
what
phone
where
three
she



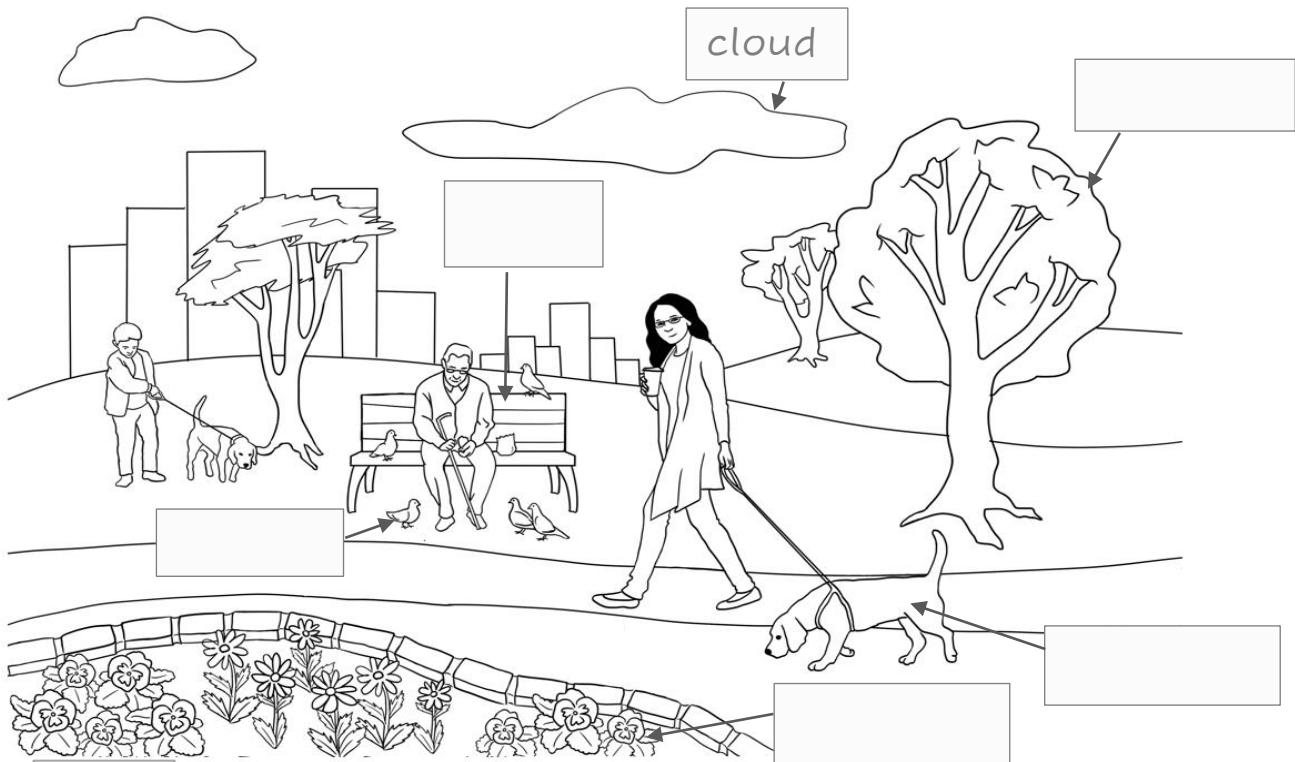
Encourage students to read the completed sentences to their partners and then copy in their notebooks.

20. How many?



Point to the picture and drill the words from the box. Ask students to count them e.g. tree and write the numbers. Read the numbers and point to the letter and number format.

seat	dog	tree
cloud ✓	bird	flower



Ask students to complete the sentences using the words from the box. Encourage the students to put a tick next to the word that they have used.

There is one seat.

There are _____ dogs.

There are _____ clouds.

There are _____ trees.

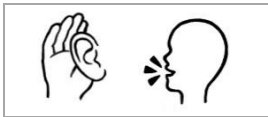
There are _____ birds.

There are _____ flowers.

1	✓ one
2	two
3	three
4	four
5	five
6	six
7	seven

8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen

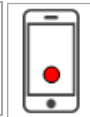
22. At the childcare centre



Ask students to listen and record as you read the conversation.



Sahra meets Nisha at the childcare centre.



Encourage students to read the conversation by themselves and/ or in pairs and record their voice.

Nisha Hi. Can I help you?

Sahra Can I have childcare for my daughter please?

Nisha Yes, you can. What's your daughter's name?

Sahra Hani Jama

Nisha How old is your daughter?

Sahra Two



Nisha What's her date of birth?

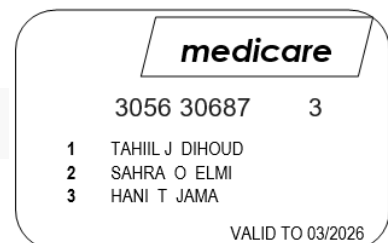
Sahra 24th June 2021

Nisha Good. What days do you need?

Sahra Monday and Tuesday

Nisha Do you have a Medicare card?

Sahra Mmm yes. Here it is.



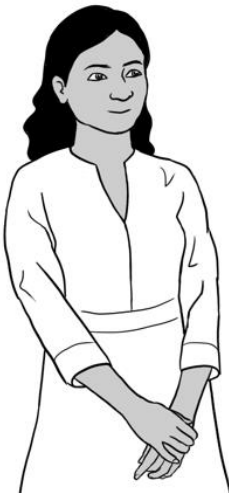
Nisha Thank you. Can you fill in this form please?

Sahra Oh. Can you help me please?





Say the **bold** words **strongly**.



- Can I **help** you?
- What's her **name**?
- How **old** is your **daughter**?
- What's her **date** of **birth**?
- What **days** do you **need**?
- Do you **have** a **Medicare** card?
- Can you **fill** in this **form** please?



Ask students to write Sahra's answers. Encourage students to practice reading the conversation with a partner.

Nisha	Sahra
Can I help you?	Can I have childcare for my daughter please?
What's her name ?	
How old is your daughter ?	
What's her date of birth ?	
What days do you need ?	
Do you have a Medicare card?	
Can you fill in this form please?	



Ask students to put the words in order and then write the sentences.

1. help Can I you?

Can I help you?

2. her name? What's

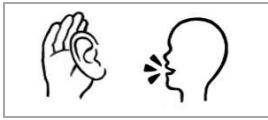
3. old How daughter? your is

4. birth? of What's her date

5. days What do you need?

6. you Medicare a have card? Do

7. form please? fill in Can you this



A message from Sahra

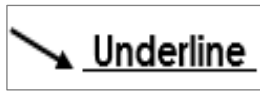
Project the message. Point to the greeting and ending in the message.

Read the message for the students and ask follow-up questions.

Hello Nisha,
 Hani is sick.
 She can't come to childcare today.
 Sahra Elmi



Circle the greeting.

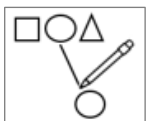


Underline the ending.



Ask students to write the answers and match the greeting and ending words.

1. Who is the message to? _____
2. Why does Sahra send the message?
3. Hani is _____.
4. She can't come to _____ today.



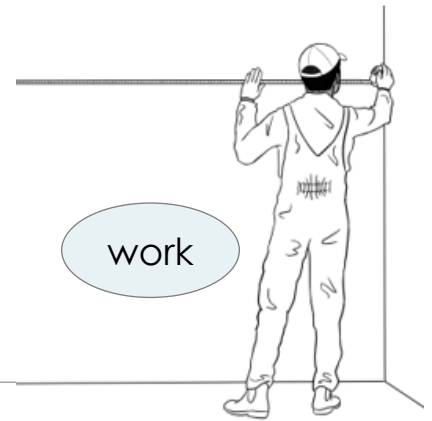
1. See you	next week.
2. Good	soon.
3. Good	later.
4. See you	morning.
5. See you	afternoon.

23. Tahiiil's week



Explain that this is Tahiiil's week. Point to the days of the week and Tahiiil's actions. Encourage students to read with a partner.

1. I work on Monday.



2. I work and study on Tuesday.



3. I work on Wednesday.

4. I work and study on Thursday.

5. I work on Friday.

6. I study on Saturday morning.

7. I play soccer on Sunday.



24. Tahiiil plays soccer.



Read the conversation below. Point to the beginning and ending of the conversation. Encourage students to read the conversation.

In the morning before soccer



Pam Good morning Sahra.

Sahra Good morning Pam.

Pam It's a beautiful day, isn't it?

Sahra Yes, it is.

My husband Tahiiil plays soccer today.

Pam It's a good day for soccer.

Nice to see you Sahra.

Sahra Yes. See you soon Pam.



Ask students to complete the sentences using the words from the box. Encourage the students to put a tick next to the word that they have used.

Pam Good morning Sahra.

Sahra _____ morning Pam.

Pam It's a beautiful _____, isn't it?

Sahra Yes, it _____.

My _____ Tahiiil plays soccer today.

Pam It's a good day for _____.

It's nice to see _____ Sahra.

Sahra Yes. See you _____ Pam.

- husband
- morning ✓
- Good
- soccer
- is
- day
- soon
- you







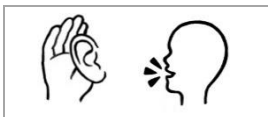
Encourage students to read the completed conversation with their partners.



Point to the new words and encourage students to copy them. Read the conversation below. Encourage students to read the conversation with a partner.

In the afternoon at soccer

to run <u>to run</u>		painful _____	
to trip _____		to drive _____	
to fall over _____		hospital _____	



Tahiil plays soccer on Sunday.

Tahiil runs after the ball.

He trips and falls over.

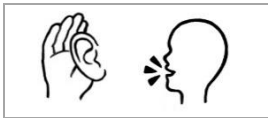
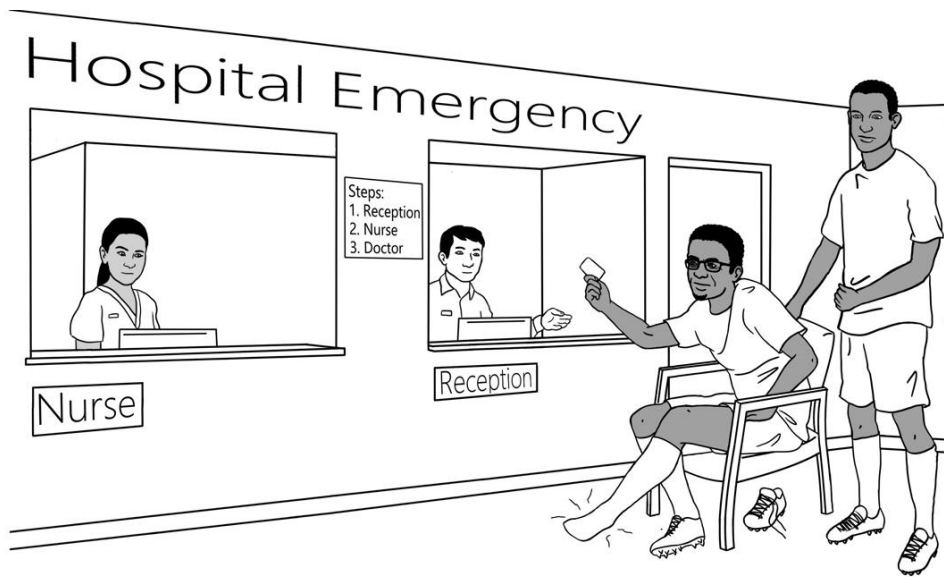


Can I help?

Are you OK Tahiil?

Oh. My foot is very painful. Can you drive me to the hospital?

The Hospital Emergency



Read the sentences and point to the order of events, e.g. 'first' and 'then'.

Abdi drives Tahil to the hospital emergency.

First, they go to reception.

Then Tahil speaks to the nurse.

Then they wait for the doctor.



reception. to go they First,

First, they go to reception.



nurse. Tahil Then speaks the to



doctor. the they Then wait for



At the reception desk

problem problem

a lot of _____

to wait _____



Ask students to record as you read the conversation. Encourage students to read the conversation with a partner and record their own voice as they are reading.

Reception Hello. What's the problem?

Tahil I hurt my foot playing soccer.

Reception Can you tell me your family name?

Tahil Dihoud D – I – H – O – U – D

Reception What's your first name?

Tahil Tahil T – A – H – I – I – L

Reception Do you have a Medicare card?

Tahil Yes. Here it is.

Reception Are you in a lot of pain?

Tahil Sorry, can you say that again, please?

Reception Is your foot painful?

Tahil Yes. Very painful.

Reception Please sit there.

Fill in this form for the nurse.

Tahil Thank you.



Ask students to complete the sentences using the words from the box. Encourage the students to put a tick next to the word that they have used.

Reception Hello. What's the problem ?

Tahiil I hurt my _____ playing soccer.

Reception Can you tell me your family _____?

Tahiil Dihoud D - I - H - O - U - D

Reception And your _____ name?

Tahiil Tahiil T - A - H - I - I - L

Reception Do you have a Medicare _____?

Tahiil Yes. Here it is.

Reception Are you in a lot of _____?

Tahiil Sorry, can you _____ that again, please?

Reception Is _____ foot painful?

Tahiil Yes. My foot _____ very painful.

Reception Please _____ there.

_____ this form for the nurse.

Tahiil Thank you.

- first
- problem ✓
- foot
- card
- name
- pain
- your
- fill in
- sit
- say
- is




Encourage students to read the completed conversation with their partners.



Point to the information on the form and check understanding.

Tahiil fills in a form.



Hospital Patient Form

Write in CAPITAL LETTERS.

Tick the boxes

Title Mr Mrs Ms Miss

Family Name DIHOUD

Given Name TAHIIL JAMA

Date of Birth 27/06/1994

Address UNIT 6, 50 BAKER ROAD

Suburb KELLIVALE **Postcode** 2421

Phone 0400 785 936

Medicare Number 3056 30687 3 **Valid to** 06/2031



Ask students to circle the information from the form and put a tick next to the correct box.

1. Tahiil needs to fill in the form

for Centrelink for the hospital for TAFE classes

2. Tahiil needs to fill in his

signature Medicare number title
 email phone address country



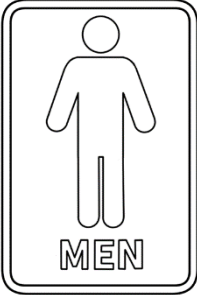
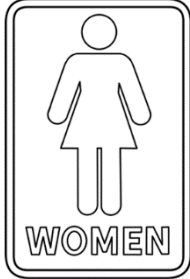

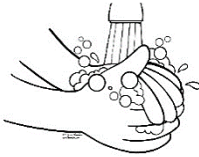



Can you check my work please?

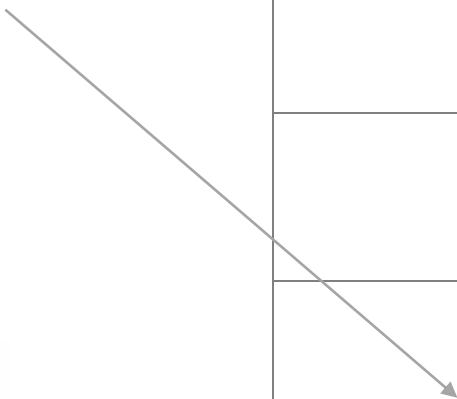
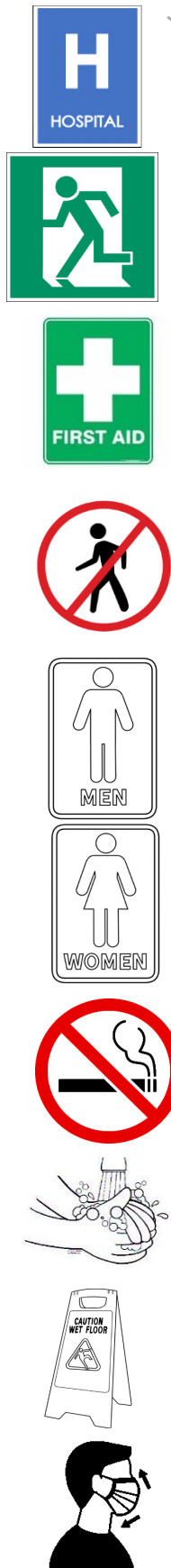
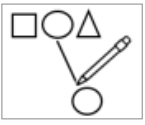
Encourage peer correction by getting students to ask their partners to check their work.

25. Signs at the Hospital

Project the signs on this page. Read the signs and ask students to repeat them. Ask the students to tick the signs they can see in their English Centre.

<p>1</p>  <p><input type="checkbox"/></p> <p>Hospital</p>	<p>2</p>  <p><input type="checkbox"/></p> <p>Exit</p>
<p>3</p>  <p><input type="checkbox"/></p> <p>No Entry</p>	<p>4</p>  <p><input type="checkbox"/></p> <p>First Aid</p>
<p>5</p>  <p><input type="checkbox"/></p> <p>Men's toilet</p>	<p>6</p>  <p><input type="checkbox"/></p> <p>Women's toilet</p>
<p>7</p>  <p><input type="checkbox"/></p> <p>No Smoking</p>	<p>8</p>  <p><input type="checkbox"/></p> <p>Wash your hands.</p>
<p>9</p>  <p><input type="checkbox"/></p> <p>Wet floor</p>	<p>10</p>  <p><input type="checkbox"/></p> <p>Wear a face mask.</p>

Tick the signs in your English centre.



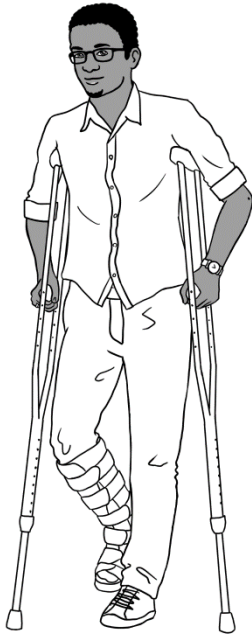
No smoking
Wet floor
Hospital
Men's toilet
Wear a face mask
No Entry
Women's toilet
First Aid
Exit
Wash your hands

26. Tahiiil can't come to class



Tahiiil sends a message to his teacher.

Hi David,
 I hurt my foot.
 I can't walk.
 I can't come to class
 for 8 weeks.
 I am very sorry.
 Tahiiil Dihoud

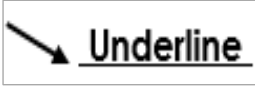


Project the message.

Read the message for the students and ask follow-up questions.



Circle the greeting.



Underline the ending.



Write.

1. This message is to David.
2. This message is from _____
3. Tahiiil hurt his _____.
4. He can't _____.
5. He can't come to class for _____ weeks.

foot
Tahiiil
David ✓
8
walk



Tick one.

Why does Tahiiil write this message?

- He can't come to class for 3 weeks.
- He can't come to class tomorrow.
- He can't come to class for 8 weeks.

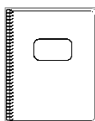
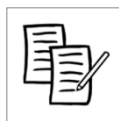


Sahra at TAFE

Project the conversation and read in class. Point to greeting and ending. Ask follow-up questions. Encourage students to read and practice the conversation with their partner and copy in their notebook.



Sahra	Good morning.
Receptionist	Good morning Sahra. How are you?
Sahra	I'm fine thanks. Tahiil can't come to class.
Receptionist	Oh? Why?
Sahra	He hurt his foot. He can't walk. He can't come to class for eight weeks.
Receptionist	That's not good.
Sahra	I have his form for a volunteer tutor.
Receptionist	Ah. Good. Thank you Sahra.
Sahra	Thank you.





Ask students to complete the sentences using the words from the box. Encourage the students to put a tick next to the word that they have used.

Sarah

Good morning.

Receptionist

Good morning Sahra.

How are _____?

Sahra

I'm fine thanks.

Tahiil can't _____ to class.

Receptionist

Oh? _____?

Sahra

He hurt his _____.

He can't _____.

He can't come to class

for eight _____.

Receptionist

That's _____ good.

Sahra

I have his _____ for

a volunteer tutor.

Receptionist

Ah. Good. _____ you Sahra.

Sahra

Thank you.

- you
- Why
- walk
- morning ✓
- weeks
- come
- Thank
- foot
- form
- not



Ask the students to copy the conversation in their notebooks.

27. Where and when?



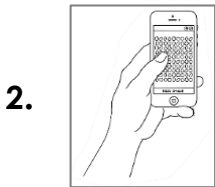
Where?

Explain that 'Wh' questions such as **Where** and **When** are used when we want to ask for more information. Explain that 'Where' is used to ask about a place. Then read the sentences and emphasize the place. Ask students follow up questions to check understanding.



walking like **in the park.** They

They like walking in the park.



playing likes **on the phone.** He games



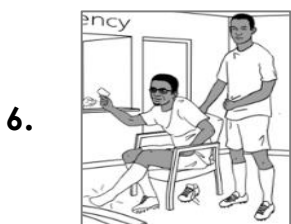
soccer like **in the park.** They playing



Sahra **to** childcare. daughter her takes



family **from** China. Bao's comes



drives **to** the hospital. Abdi Tahil



When?


Explain that 'Wh' questions such as **Where** and **When** are used when we want to ask for more information. Explain that 'When' is used to ask about time. Then read the sentences and emphasize the time. Ask students follow up questions to check understanding.


1.  morning **on Saturday.** swimming likes He


_____ *He likes swimming on Saturday morning.* _____

2.  watch **in the afternoon.** TV We







3.  came Australia I **in March 2016.** to




4.  was Hani **on 24 June 2021.** born



5.  class **on Monday.** finishes Sahra **at 2:30**





6.  can **at 10** come Anika **on Tuesday.**

28. Word Lists

Family	Instructions	Adjectives
 <p>wife husband daughter son mother father sister brother uncle aunt cousin</p>	 <p>read write say ask listen point spell repeat record</p>	 <p>hot warm cold beautiful nice fine good</p>
<hr/> <p>granddaughter grandson grandmother grandfather boy</p>	<hr/>  <p>copy check circle underline clap tick colour</p>	<hr/>  <p>colour black white grey red pink purple light blue dark blue yellow orange light green dark green</p>
 <p>girl baby child</p>		

School	When	Where
 <p>workbook notebook pen pencil pencil case rubber sharpener highlighter</p>	 <p>time year month week day morning afternoon today tomorrow next week</p>	 <p>home school English class reception desk room childcare the garden the park hospital Australia</p>

Polite words	Food	Work and study
<p>excuse me please thank you sorry</p>	 <p>fruit apples bananas bread cake coffee hot chips ice cream noodles orange juice pizza rice tea</p>	 <p>student teacher receptionist doctor nurse painter volunteer tutor</p>

Verbs		Words on forms
 <p>to meet</p>  <p>to come</p> <p>to do</p> <p>to have</p> <p>to go</p> <p>to be</p> <p>to like</p> <p>to live</p> <p>to learn</p> <hr/>  <p>to study</p> <p>to work</p> <p>to understand</p> <p>to borrow</p> <p>to need</p> <p>to start</p> <p>to finish</p> <p>to send</p>	<p>to play</p> <p>to walk</p> <p>to run</p> <p>to trip</p> <p>to fall</p> <p>to break</p> <p>to hurt</p> <p>to drive</p> <hr/>  <p>to sit</p> <p>to wait</p> <p>to see</p> <p>to fill in</p> <p>to watch</p> <p>to cook</p> <p>to swim</p> <p>to fish</p>	<p>full name</p> <p>first name</p> <p>given name</p> <p>family name</p> <p>surname</p> <p>title</p> <p>place of birth</p> <p>date of birth</p> <p>age</p> <p>country</p> <p>language</p> <hr/> <p>address</p> <p>street</p> <p>suburb</p> <p>postcode</p> <p>phone number</p> <p>email</p> <p>signature</p> <p>married</p> <p>emergency</p>

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

