

# English Ready

22638VIC Certificate 1 in EAL  
VU23501 Participate in short simple exchanges

## Student Workbook



Student \_\_\_\_\_

Teacher \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

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**Illustrations acknowledgements:**

Crack in glass, coffee pot & frypan [These Photos](#) by Unknown Author is licensed under [CC BY-NC](#)

**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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*This workbook is designed to be used with the support of a teacher. **See the Teacher Resources** for a wide range of activities to support the work in this book.*

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# 1. Introduction

①



Workbook instructions

PPT



1. listen



2. say

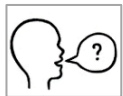
Listen, repeat, clap, mime each instruction for students to imitate.



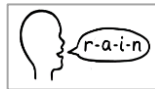
3. repeat



4. clap



5. ask questions



6. spell



7. match



8. \* work with a partner

\* **Work with a partner**  
= speak or read aloud in pairs



9. read



10. write



11. copy



12. circle



13. tick



14. highlight

See Teacher resources for ways to practise these expressions.

②

Do you understand?

Yes, I understand.



No, I don't understand.

Can you say it again please?



Are you OK?

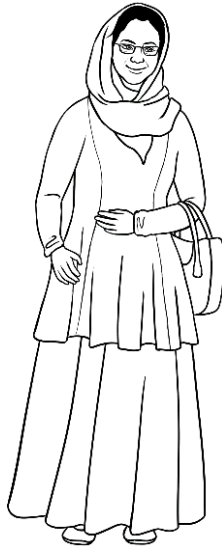
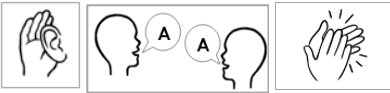
No. Can you help me please?

Could you speak slowly please?



**don't** = do not

## 2. Meet the students and teachers.



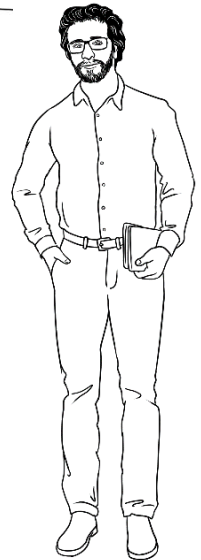
Amina



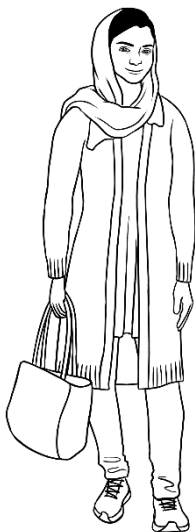
Ahmad



Basam



Peter



Parwana



Linh



Ko



Wendy

### 3. Getting to know you



**Focus :** word stress in names and countries.  
Write all students names and countries of origin on the whiteboard.  
Students can copy their own country in a blank box if it's missing below.



Read the conversation and include the names and countries of the characters, but don't write them in the spaces.

	<b>Amina</b>	Hello. My name's _____.	
	Ahmad	Hi. My name's _____.	<b>Ahmad</b>
	<b>Amina</b>	Nice to meet you. Where do you come from _____? name	
	Ahmad	I come from _____. country	
	Ahmad	What about you? Where do you come from _____? name	
	<b>Amina</b>	I come from _____. country	



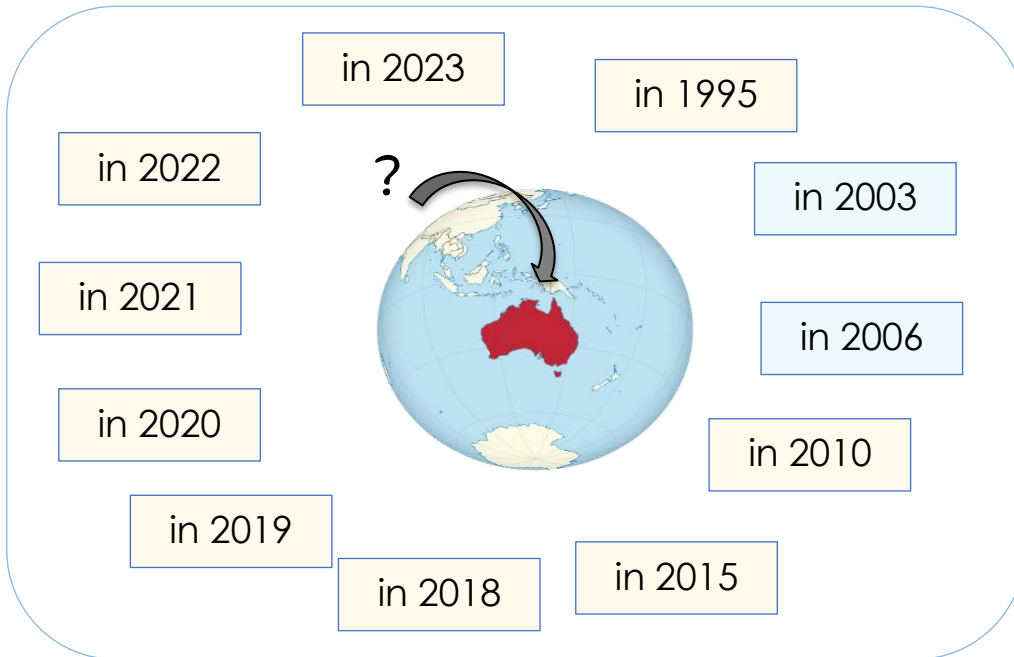
- Divide class into two groups, A & B. Set a short time limit.
- Students walk round the class, practising the conversation above with different students, substituting their names and countries in the spaces.
- Group A begin and Group B respond. After the set time, swap roles.

①



**Focus:**

- Saying the years: 1995 = nineteen ninety-five, 2010 = twenty ten etc, but 2003 = two thousand and three
- Introduction of past simple.



②



Read the conversation and include the years of arrival of the characters, but don't write them in the spaces.



2023

**Amina**

When did you come to Australia Ahmad?

Ahmad

I came in \_\_\_\_\_. What about you?

When did you come here Amina?



2022

**Amina**

I came in \_\_\_\_\_.

③



I came to Australia in \_\_\_\_\_.

④



- Divide class into two groups, A & B.
- Set a short time limit.
- Students walk round the class, practising the conversation above with different students, substituting their own years in the spaces.
- Group A begin the conversation and Group B respond. After several minutes, swap roles.

①



②



Focus: Conversation structure

## Conversation 1 – Break time

<b>Student A</b>	Hi. My name's _____. name What's your name?	<b>1. Greeting</b>  Start with an introduction.
Student B	Hello. I'm _____. name Nice to meet you.	
<b>Student A</b>	Nice to meet you too.	
Student B	Where are you from _____. name	<b>2. Topic</b>  Coming to Australia
<b>Student A</b>	I come from _____. country What about you? Where are you from?	
Student B	I come from _____. country I came to Australia in _____. year What about you? When did you come here?	
<b>Student A</b>	I came here in _____. year Oh. Look at the time. I must get back to class .	<b>3. End</b>  Close the conversation.
Student B	Me too. Talk later.	
<b>Student A</b>	Bye.	

①



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**Focus:**

- Conversation structure
- Question inflection
- Importance of learning outside class time

Conversation 2 - Before class

<b>Student A</b>	Hi _____. name How are you?	<b>1. Greeting</b>  Start the conversation with a greeting.
Student B	Hi _____. name I'm fine thanks. And you?	
<b>Student A</b>	Yes. I'm OK.	
Student B	You're early today.	<b>2. Topic</b>  Speaking English
<b>Student A</b>	Yes. I like to be early so I can practise speaking English.	
Student B	Me too. We can practise together.	
<b>Student A</b>	Yes, we can.	<b>3. End</b>  Close the conversation.
Student B	Oh. The teacher's here. Let's talk later.	
<b>Student A</b>	Yes. After class?	
Student B	Yes. Nice to talk to you.	

## 4. Basam starts class.

①   **PPT**

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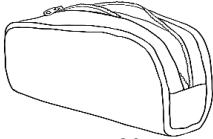
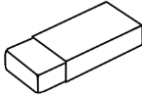
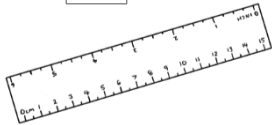
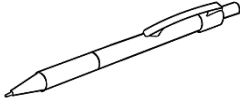

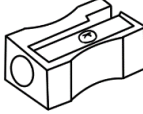
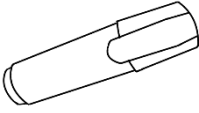

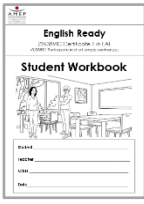

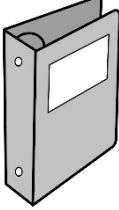
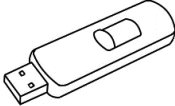
**Focus:**

- Indefinite article
- No article for *scissors*.
- Question inflection



<b>Basam</b>	Hello. I'm a new student. My name's Basam.
Peter	Welcome Basam. I'm your teacher. My name's Peter.
<b>Basam</b>	Hello Peter. What do I need for class? I have a pen and a notebook.
Peter	That's good, but you need a few more things.



1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		
<u>a pencil case</u>		
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
		
7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
		
10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
		

- a rubber
- a pen
- a pencil
- a ruler
- a notebook
- a workbook
- a folder
- a pencil case ✓
- a USB
- a sharpener
- a highlighter
- scissors

③  

Tell students to first tick what Basam has, and then what Basam needs to buy. Choose the items to suit your class. Students tick the items.



What do **you** have for class?  
What do you need to buy?



Emphasize:  
• the indefinite article  
• inserting *and* before the final item

I have \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.

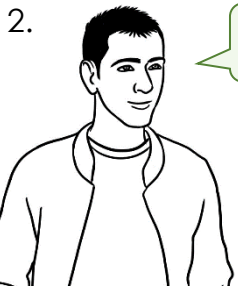
I need to buy \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.



1. Could I borrow a pencil?

Thanks.

Sure. Here's one.



2. Could I borrow a highlighter?

Sorry. I don't have one.



3. Could I borrow your workbook for a minute?

Thanks Ahmad.

OK. Here it is.




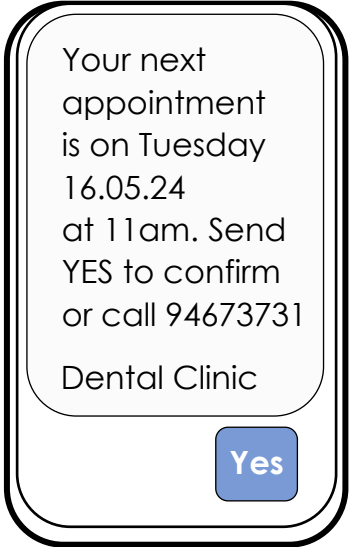
①



Basam has an appointment.



I have a dentist appointment tomorrow.

**confirm** = agree

②



<b>Basam</b>	Excuse me, Peter.
Peter	Yes Basam?
<b>Basam</b>	I can't come to school tomorrow because I have an appointment. I'm sorry to miss class.
Peter	That's OK. I understand. Next time, could you try to make your appointment outside class time?
<b>Basam</b>	It's difficult to make an appointment.
Peter	Ok. Let's practise together.



③





Next week

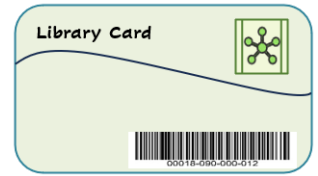
later	name	fine	What	about
Bye	2:30	like ✓	next	no

<b>Basam</b>	Good morning. I'd <u>like</u> to make an appointment please.
Receptionist	No problem. What's your <b>name</b> ?
<b>Basam</b>	Basam Radi.
Receptionist	Basam, what <b>about</b> Wednesday at 10:00?
<b>Basam</b>	Oh sorry, that's <b>no</b> good.
Receptionist	OK. <b>What</b> about Thursday at 12:00?
<b>Basam</b>	Oh no, that's no good. Have you got a <b>later</b> time?
Receptionist	What about <b>2:30</b> ?
<b>Basam</b>	Yes that's <b>fine</b> .
Receptionist	Good. We'll see you <b>next</b> Thursday at 2:30.
<b>Basam</b>	Thank you. Bye.
Receptionist	<b>Bye</b> .



Students cover the conversation on the opposite page. Ask questions about the picture. Read the listening statements together. Students listen to the transaction, and tick the boxes.

Basam goes to the library.



a library card



a conversation group



a computer



easy English books



See Teacher resources for additional practise on this type of transaction.

1  
Basam wants

- to join the library.
- to join a conversation group.
- to use a computer.
- to borrow some easy English books.

2  
The librarian wants

- Basam's full name.
- his address.
- his birthdate.
- his phone number.

①



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**Focus:** Sentence stress - Stress the critical words in the transaction. Guide students in locating the words that carry the main meaning; ask them to place a dot over these words. See example. See Teacher Resources for multi-level sequencing exercise.

<b>Basam</b>	Excuse me. I'd like to join the library. Can you help me please?
Librarian	Yes, I can. Can you tell me your full name?
<b>Basam</b>	My name's Basam Radi.
Librarian	How do you spell your family name?
<b>Basam</b>	Radi R A D I
Librarian	What's your address?
<b>Basam</b>	It's Unit 3 / 140 Kemp Street, Kellivale.
Librarian	What's your phone number?
<b>Basam</b>	0463 346 291
Librarian	Just a minute. OK, here's your library card. You can use the library now.
<b>Basam</b>	Thank you. Can I borrow some easy English books?
Librarian	Yes. I'll show you where they are.
<b>Basam</b>	Thank you.

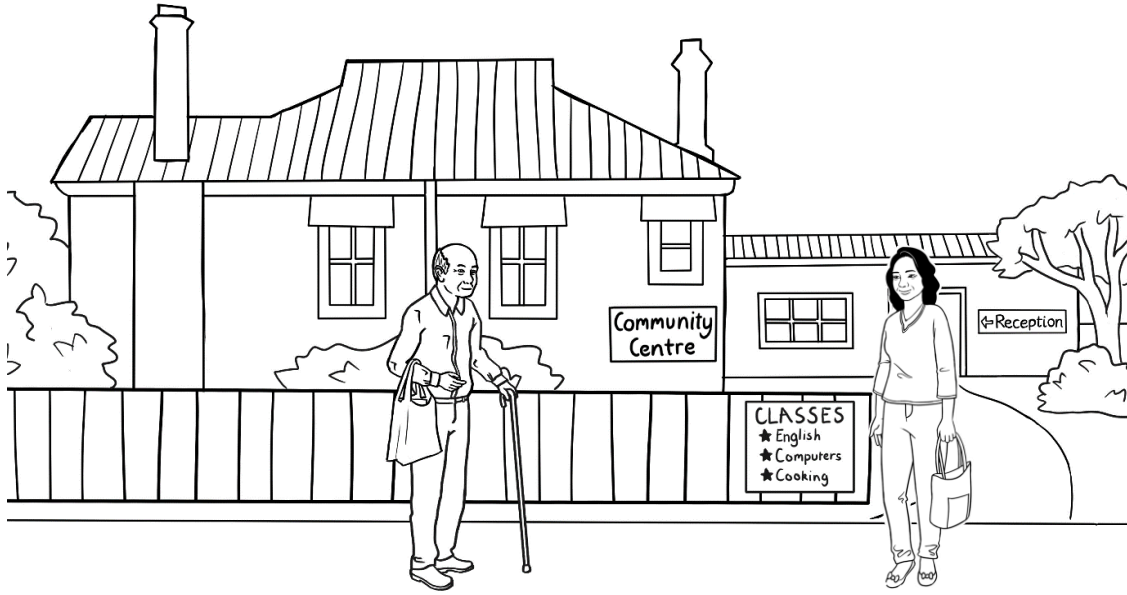


**5. Linh starts class.**

①



**Focus:** Consolidating question inflection.  
See Teacher Resources for Section 4.



<b>Ming</b>	Hello. My name's Ming. Are you a new student?
Linh	Yes. I'm a new student. My name's Linh.
<b>Ming</b>	Nice to meet you Linh.
Linh	Can you help me Ming? Where's the Level 1 classroom?
<b>Ming</b>	I can show you. Come with me.
Linh	Thank you.

②

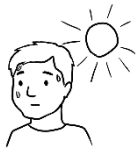




**Focus:** Correctional stress.



<b>Wendy</b>	Good morning. I'm your teacher. My name's Wendy.
Linh	Hello Wendy. My name's Linh.
<b>Wendy</b>	How do you spell your name?
Linh	Linh. L I N H
<b>Wendy</b>	Did you say L I N A?
Linh	No. L I N <b>H</b>
<b>Wendy</b>	Where do you come from Linh?
Linh	I come from Vietnam.
<b>Wendy</b>	It's nice to meet you.
Linh	It's nice to meet you too.



hot



very hot

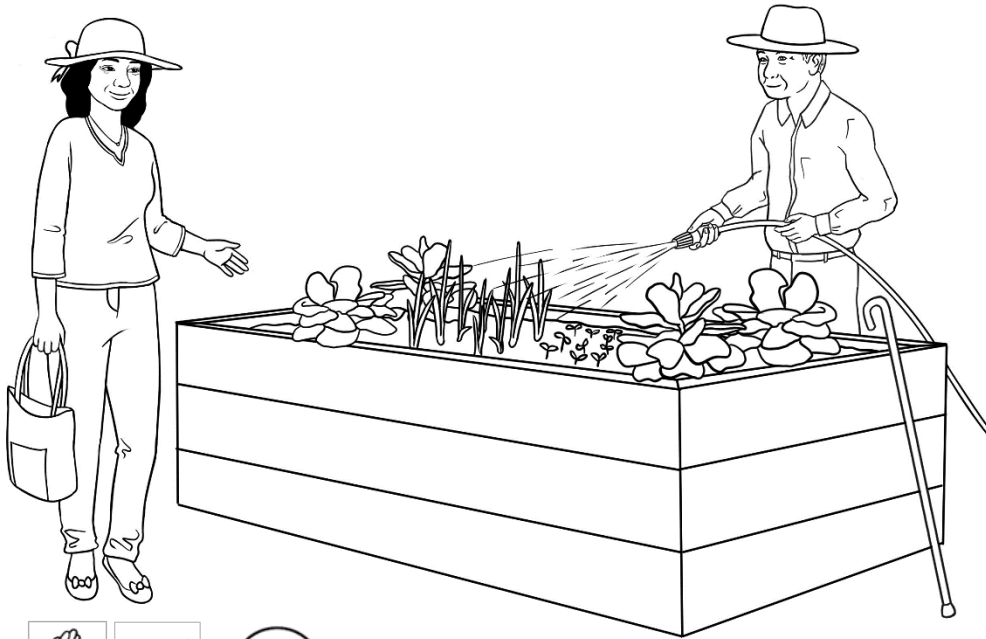


flowers



vegetables

Students cover the conversation on the opposite page. Read the listening statements. Discuss the picture. Listen to the conversation and tick the boxes.



1. Ming works in the garden  on Tuesday  on Wednesday.

2. He works  before class  after class.

3. He's watering  the flowers  the vegetables.

4. Tomorrow will be  hot  very hot.

5. Linh will help  today  next week.



See the Teacher Resources for a multi-level sequencing activity.

help	vegetables	hot	week	Bye
thanks	Hello ✓	today	Wednesday	very

<b>Linh</b>	Hi Ming.
Ming	<u>Hello</u> Linh. How are you?
<b>Linh</b>	Fine <b>thanks</b> . What are you doing?
Ming	I'm watering the <b>vegetables</b> . This is our community garden. I work here on <b>Wednesday</b> before class.
<b>Linh</b>	Oh.
Ming	I need to water <b>today</b> because tomorrow will be <b>very hot</b> .
<b>Linh</b>	Mm. Can I <b>help</b> in the garden?
Ming	Yes. Everyone's welcome.
<b>Linh</b>	Thanks Ming. I'd better go. See you here next <b>week</b> .
Ming	Bye Linh.
<b>Linh</b>	<b>Bye</b> .

**6. Parwana enrolls in a class.**



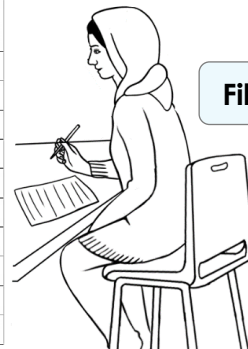
Students cover the conversation on the opposite page.

- Ask questions about the picture.
- Read the listening statements.
- Listen to the transaction and circle yes or no.

**a form**

Kallivale Learning Centre		Student Enrolment Form	
		Please use CAPITAL letters. <input checked="" type="checkbox"/> Tick the box.	
First name			
Family name			
Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Other
Date of birth			
Country of birth			
Date of arrival in Australia			
Address	Street		
	Suburb/Town		
	Postcode		
Phone number			

**Fill in a form.**



1. Parwana needs to fill in a form. Yes No

2. She can come for an interview tomorrow. Yes No

3. The interview on Friday is at 10:00. Yes No

4. Parwana needs childcare for her son. Yes No

5. Forms are difficult for Parwana. Yes No

①



②



See the Teacher Resources for a multi-level sequencing activity.

tomorrow	Thanks	10:30	a form	No
son	here ✓	fill in	Friday	help

<b>Parwana</b>	Excuse me. Can I enrol in an English class <u>here</u> ?
Receptionist	Yes, you can enrol here. But first you need to fill in <b>a form</b> and have an interview.
<b>Parwana</b>	An interview?
Receptionist	Yes. Can you come for an interview <b>tomorrow</b> ?
<b>Parwana</b>	<b>No</b> , I'm sorry. I'm busy tomorrow.
Receptionist	Can you come on <b>Friday</b> at <b>10:30</b> ?
<b>Parwana</b>	Yes, that's OK. I need childcare for my <b>son</b> . Do you have childcare here?
Receptionist	Yes, we do. I can give you some information about childcare, but let's <b>fill in</b> this form first.
<b>Parwana</b>	Oh. Forms are difficult. Can you <b>help</b> me please?
Receptionist	Yes, I can help you.
<b>Parwana</b>	<b>Thanks</b> for your help.

①



**Focus** – correctional stress. e.g. 30 not 13, Students cover the conversation opposite, discuss the picture, read the statements below and listen to the transaction.

At the childcare centre



②



1. Parwana's son is three.	Yes	<input checked="" type="radio"/> No
2. His birthday is on 13 September.	Yes	<input checked="" type="radio"/> No
3. He was born in 2021.	<input checked="" type="radio"/> Yes	No
4. Parwana needs childcare on Monday and Thursday.	Yes	<input checked="" type="radio"/> No
5. Parwana needs to fill in a form.	<input checked="" type="radio"/> Yes	No



**Focus** – conversation fillers, transactional questions, pronunciation of 13 and 30.

<b>Nisha</b>	Hello. Can I help you?	
Parwana	Yes. Can I enrol my son for childcare here?	
<b>Nisha</b>	Yes, you can. How old is your son?	
Parwana	He's two.	
<b>Nisha</b>	What's his name?	
Parwana	Mustafa Tajik.	
<b>Nisha</b>	Uh huh. What's his date of birth?	Uh huh = yes
Parwana	30 September 2021.	
<b>Nisha</b>	<b>13</b> September?	
Parwana	No. <b>30</b> September.	
<b>Nisha</b>	Oh, <b>30</b> September. What days do you need childcare?	
Parwana	Monday and Tuesday.	Oh = 😲
<b>Nisha</b>	Mm. That's fine. Can you fill in this form?	
Parwana	Oh. Can you help me please?	
<b>Nisha</b>	Yes, I can help. Let's sit down here.	



Parwana starts class.



<b>Linh</b>	Hello. My name's Linh.
Parwana	Hello. My name's Parwana. I'm a new student.
<b>Linh</b>	Oh. What class are you in?
Parwana	I'm in Level 1.
<b>Linh</b>	Me too. Come and meet our teacher and the students. We're in room 2 today, but tomorrow we're in room 3.
Parwana	Thanks for your help Linh.
<b>Linh</b>	No problem.



①



**Students cover the text at the bottom of the page.**

Read a sentence of the text to the students. Students listen and circle the correct word in the pair. continue in this way with all the sentences.

1. glass	class
2. pill	fill
3. ten	pen
4. fun	one
5. his	is
6. meets	greet

7. son	run
8. name	game
9. feeds	needs
10. two	who
11. thirteen	thirty
12. Sunday	Monday

②



③



1. Parwana wants to go to English class.
2. She needs to fill in a form.
3. Parwana has an interview is at 10.
4. She goes into English Level one.
5. Wendy is Parwana's teacher.
6. Parwana meets Linh.
7. Parwana has a son.
8. His name is Mustafa.
9. Mustafa needs to go to childcare.
10. He's two.
11. His birthday is on 30 September.
12. Childcare is on Monday and Tuesday.



## 7. Talk about jobs at home.

①   **PPT**

② 



**Focus**

1. Use and form of present simple tense.  
Use for \* regular habits, activities and events  
\* facts

Form - Use **do** with questions and negatives

2. Sentence structure

**Note:** Add additional time markers and objects to the grid below.

See teacher resources for additional exercises.



<b>Linh</b>	Do you cook dinner every day Parwana?
Parwana	Yes I do. What about you Linh? Do you cook dinner every day?
<b>Linh</b>	No, I don't cook every day, because my husband cooks sometimes.
Parwana	Oh. You're lucky.



③  

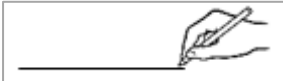


Subject	verb	object	when
I You They We	cook	dinner	every day.
He, She, It	cooks		



Subject	verb	object	when
I You They We	don't cook	dinner	every day.
He, She, It	doesn't cook		

①



Show the **PPT** of everyday activities before this matching exercise. Verbs are grouped – regular and irregular



- cook dinner
- clean the house
- work in the garden
- wash the car
- do the shopping
- do some homework
- do the washing
- do the dishes
- cut the grass



②



What do **you** do every day?

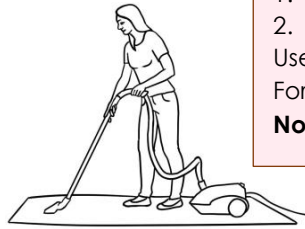
I \_\_\_\_\_ every day, but  
don't \_\_\_\_\_ every day.

③



My partner \_\_\_\_\_ every day,  
but doesn't \_\_\_\_\_ every day.

Students write their own answers, ask their partner the question and write positive and negative statements. They tell the class about their partner to practise 3rd person singular.





**Focus**  
 1. Sentence structure [transitive verbs]  
 2. Use and form of past simple tense for reg & irreg verbs.  
 Use: For completed activities and events  
 Form: Use of **did** with questions and negatives  
**Note:** Add additional objects and time markers.



<b>Parwana</b>	Did you clean the house yesterday Linh?
Linh	Yes I did. I cleaned in the morning. What about you Parwana? Did you clean yesterday?
<b>Parwana</b>	No, I didn't. I cooked all day because it was my husband's birthday.
Linh	Oh. Happy birthday to your husband.



**Regular verb - to clean**

Subject	verb		object	when
I You They We He, She, It	 cleaned	 didn't clean	the house	yesterday.



What did **you** do yesterday?

Students go round the class asking the two questions. Set a time limit.

I \_\_\_\_\_ yesterday.

What didn't you do yesterday?



I didn't \_\_\_\_\_ yesterday.



<b>Basam</b>	Did you do the shopping yesterday Ahmad?
Ahmad	No I didn't, because I worked yesterday. What about you? Did you do the shopping?
<b>Basam</b>	Yes I did. I went to the new supermarket on North Street.
Ahmad	Oh. What's it like?
<b>Basam</b>	Very cheap.



**Irregular verb - to do**

Subject	verb		object	when
I You They We He, She, It	 did	 didn't do	the shopping	yesterday.



Did **Ahmad** do the shopping yesterday?

No, he \_\_\_\_\_ yesterday.

Did **you** do the shopping yesterday?

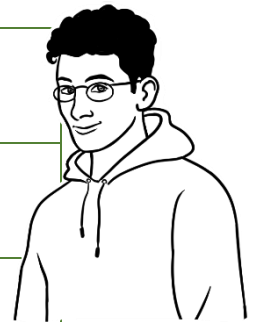
\_\_\_\_\_.



**Focus**

- Merged words: did you = *didja*
- Colloquial language uh huh = yes, Yeah = yes
- Intonation to change meaning  
Really? = *Is that true?* Really. = *That's true.*

Divide the class in half for the chant.



What did you do yesterday?	Yesterday?
Yes, yesterday.	Not much.
Did you clean the house?	No, I didn't.
Did you wash the car?	No, I didn't.
Did you cut the grass?	No, I didn't.
Did you work in the garden?	No, I didn't.
Did you do the shopping?	No, I didn't.
Did you do the washing?	No, I didn't.
Did you do some homework?	Yes, I did.
Did you cook dinner?	Yes, I did.
You cooked dinner?	Uh huh.
Really?	Uh huh.
You can cook?	Uh huh.
Really?	Yeah, really.

**Really?** = *Is that true?*

**Really.** = *That's true.*

①



**Students cover the text at the bottom of the page.**

Read a sentence of the text to the students. Students listen and circle the correct word in the pair. Continue in this way with all the sentences.

1. way day
2. looks cooks
3. shopping chopping
4. work shirt
5. mouse house

6. car jar
7. wishes dishes
8. washing squashing
9. grass class
10. come some

②



③



1. What do you do every day?



2. Parwana cooks dinner every day.

3. Basam does the shopping.

4. Ahmad doesn't work in the garden.



5. Linh cleans the house.



6. A man washes the car.



7. A woman does the dishes.



8. She also does the washing.



9. A man cuts the grass.



10. The student does some homework.



## 8. Talk about free time.



PPT

**Focus:** Use of gerunds after *I like*.

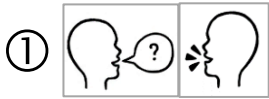
Listen and repeat the activities. Students could try to guess what Ahmad and Basam like doing.



What do you like doing in your free time?



<p>1.</p> <p>going to the park</p>	<p>2.</p> <p>going to the beach</p>	<p>3.</p> <p>talking to family online</p>
<p>4.</p> <p>visiting friends</p>	<p>5.</p> <p>shopping</p>	<p>6.</p> <p>playing video games</p>
<p>7.</p> <p>cooking</p>	<p>8.</p> <p>having a barbeque</p>	<p>9.</p> <p>watching TV</p>
<p>10.</p> <p>playing sport</p>	<p>11.</p> <p>fishing</p>	<p>12.</p> <p>using social media</p>







Do you like cooking?

Yes I do.



No I don't.

Students walk around the class asking a maximum of two questions of each student. Students tick yes or no and write the student's name on the grid.

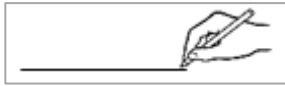
Do you like _____	Yes	No	Name
1.  cooking?			
2.  fishing?			
3.  shopping?			
4.  going to the park?			
5.  going to the beach?			
6.  playing sport?			
7.  having a barbecue?			
8.  watching TV?			
9.  visiting friends?			
10.  using social media?			



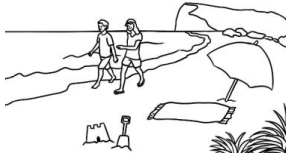
Students record the name of one student and a positive and a negative statement about them below: then tell the class.

\_\_\_\_\_ likes \_\_\_\_\_, but  
 name  
 doesn't like \_\_\_\_\_.

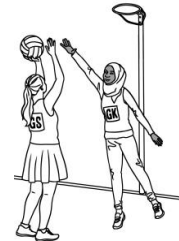
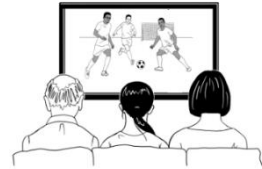
①



Show the **PPT** of everyday activities before this matching exercise.



- going to the park
- going to the beach
- going to the city
- going to a cafe
- talking to family online
- watching TV
- shopping
- fishing
- visiting friends
- cooking
- having a barbecue
- playing sport
- playing video games
- using social media



②





Students first write, then tell the class what they like and don't like.



I like \_\_\_\_\_, but



I don't like \_\_\_\_\_.



**Focus:** adverbs - *really, sometimes*, conjunction - *but*

	<b>Ahmad</b>	What do you like doing in your free time Basam?	
	Basam	I like fishing. Do you like fishing Ahmad?	
	<b>Ahmad</b>	No, I don't, but I <b>really</b> like playing video games. What about you? Do you like video games?	
	Basam	Yes, sometimes.	<b>really</b> = <i>very much</i>

	<b>Ahmad</b>	What do you like doing in your free time Amina?	
	Amina	I like cooking. Do you like cooking Ahmad?	
	<b>Ahmad</b>	Yes, I do, but I <b>really</b> like using social media.	

	<b>Ahmad</b>	I don't like working in the garden. What about you Peter?	
	Peter	I like working in the garden, but I <b>really</b> like soccer. What about you? Do you like playing soccer?	
	<b>Ahmad</b>	Yes, I like playing soccer on the weekend sometimes.	

**9. Talk about the weather.**









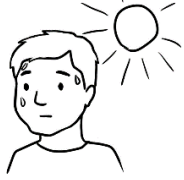



**PPT**

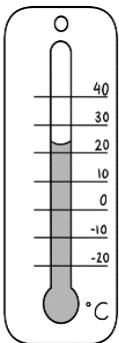


Students tick the boxes which describe the current day's weather.

What's the weather like today?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
				
sunny	cloudy	windy	rainy	stormy

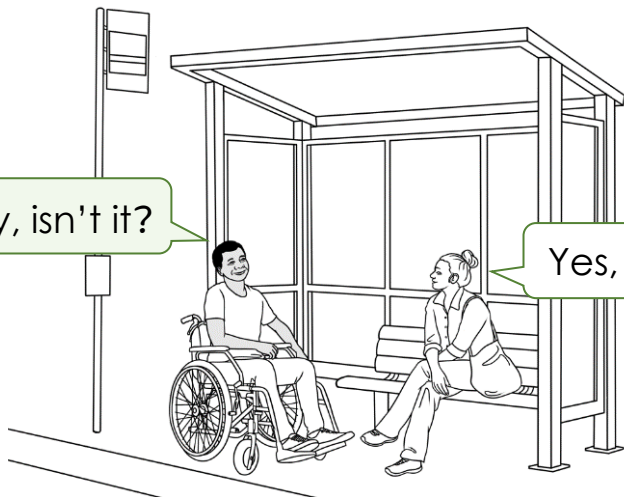
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
				
warm 20°	hot 30°	very hot 39°	cold 12°	very cold 1°



° = degrees



It's a nice day, isn't it?



Yes, it's a lovely day.



Start a conversation.

1.

It's a nice day, isn't it?

Yes, it is.

Explain that weather is a safe topic to start a conversation anywhere with anyone. Divide the class into two. Group A read the statements in the green speech bubbles and Group B reply with the statements in the white speech bubbles. After a short time, swap roles.

2.

It's cold today, isn't it?

Yes.

Write the number of the conversation in which the weather pictured below is mentioned.

3.

It's really hot today, isn't it?

Yes, very hot.

4.

Do you think it'll rain today?

Maybe. It's very cloudy.

②



- 
- 
- 
- 
-

## 10. Talk about family.



**Focus** – correctional stress and vocab related to family  
 Students need to cover the conversation on the opposite page, discuss the picture, read the statements below and listen to the conversation.



Students may have difficulty talking about family due to past trauma in their country of birth or in Australia. It is important to give students the language to politely avoid talking about the topic. See page 39



1. Parwana has many of her family in Australia.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
2. She has three children.	<input type="radio"/> Yes	<input checked="" type="radio"/> No
3. She has two sons and a daughter.	<input type="radio"/> Yes	<input checked="" type="radio"/> No
4. Her daughter is 5 years old.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
5. Linh says, 'What a big family.'	<input type="radio"/> Yes	<input checked="" type="radio"/> No

①



②



many	Australia✓	lucky	brother	Yes
photo	five	children	lovely	two

<b>Linh</b>	Do you have family in <u>Australia</u> Parwana?
Parwana	Yes I do. I have many of my family here. I have my husband and children, and my parents and my <b>brother</b> .
<b>Linh</b>	Oh. You have <b>children</b> ? How many?
Parwana	I have <b>two</b> .
<b>Linh</b>	A girl and a boy?
Parwana	<b>Yes</b> , a girl and a boy.
<b>Linh</b>	How old are they?
Parwana	My daughter Bibi is <b>five</b> and my son Mustafa is two. Look. I have a <b>photo</b> of my family.
<b>Linh</b>	What a <b>lovely</b> family. You're very lucky Parwana.
Parwana	Yes, I'm very <b>lucky</b> .



This is my family.

<b>mother</b>	<b>father</b>	<b>brother</b>	<b>husband</b>	<b>son</b>	<b>daughter</b>	<b>me</b>
Amina	Nabi	Rahim	Jomeh	Mustafa	Bibi	Parwana



**Focus** – Discuss family relationships within Parwana's family. Choose a character and ask questions about their relationship to others in the family. e.g. *Who is Bibi's grandmother/father/uncle?* etc

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



**Focus:** How to politely avoid talking about family.



<b>Parwana</b>	Do you have family in Australia Linh?
Linh	Just my husband.
<b>Parwana</b>	Oh that's hard for you.
Linh	Yes.
<b>Parwana</b>	When did you come to Australia?
Linh	A long time ago.
<b>Parwana</b>	Do you have family in Vietnam?
Linh	I don't like to talk about my family Parwana, because it makes me very sad.
<b>Parwana</b>	Oh, I'm sorry Linh.
Linh	That's OK.
<b>Parwana</b>	Let's talk about something else.

**11. Talk about an excursion.**



**PPT**



**Focus:** Simple future

Monday

Today is Monday.  
We will go on an excursion tomorrow.



<b>Wendy</b>	We'll go on an excursion tomorrow.
Linh	Where will we go?
<b>Wendy</b>	We'll go to the market.
Linh	How will we get there?
<b>Wendy</b>	We'll go by bus.
Linh	What time will we leave?
<b>Wendy</b>	We'll leave at 9:30.
Linh	What time will we get back?
<b>Wendy</b>	We'll get back at 1 o'clock.



①

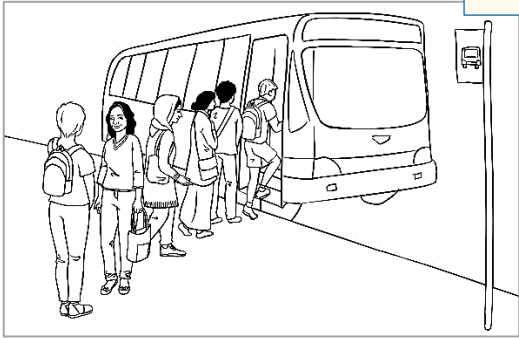


②



**Focus:** present simple;  
simple sentence structure - subject verb object

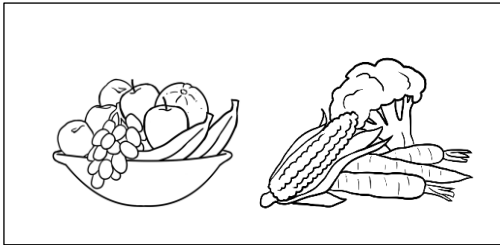
Tuesday



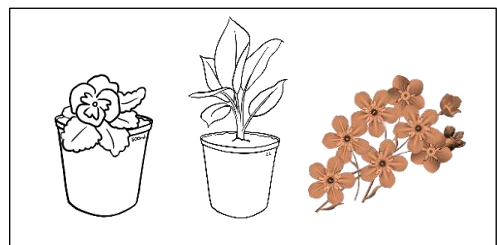
The students get on the bus.



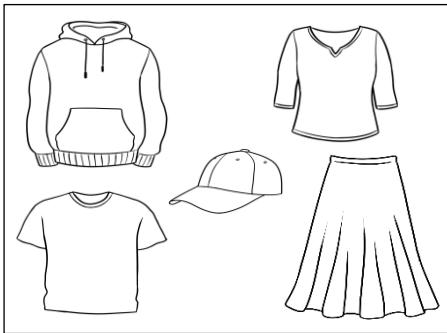
They look around the market.



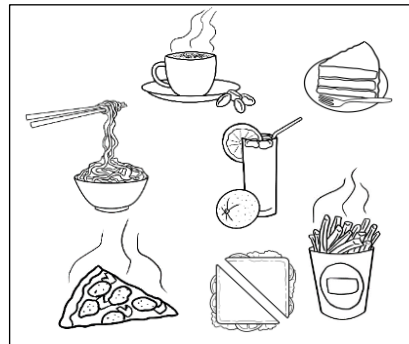
They buy fruit and vegetables.



They buy plants and flowers.



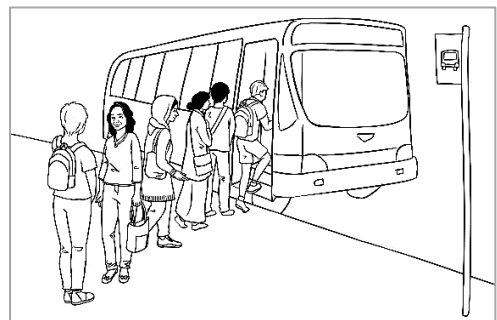
They buy clothes.



They have lunch.



The students speak English.



They catch the bus back to the centre.

①



②



③



Wednesday

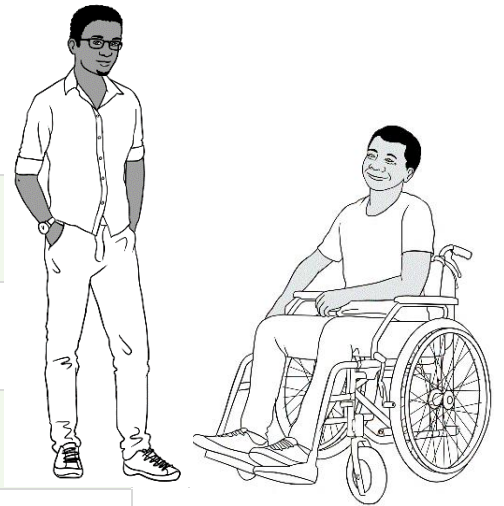
<b>Sarah</b>	Hi Parwana. How are you?
Parwana	Good thanks Sahra.
<b>Sarah</b>	Are you enjoying your English class?
Parwana	Yes I am. Yesterday we <b>went</b> on an excursion to the market.
<b>Sarah</b>	Oh. <b>Did</b> you have lunch there?
Parwana	Yes, we <b>had</b> lunch, but before lunch we <b>looked around</b> the market.
<b>Sarah</b>	<b>Did</b> you buy anything?
Parwana	Yes, we <b>bought</b> lots of things. Some students <b>bought</b> clothes and flowers, but Linh and I <b>bought</b> fruit and vegetables. Then after lunch, we <b>caught</b> the bus back to the centre.
<b>Sarah</b>	<b>Did</b> you enjoy the excursion?
Parwana	Yes I <b>did</b> and we <b>spoke</b> English all day.
<b>Sarah</b>	Let's go to the market together sometime.
Parwana	Good idea. See you later Sarah.
<b>Sarah</b>	Yes. See you soon.

**Focus** : past simple & sentence structure.



Past
went
had
did <sup>4</sup>
bought <sup>3</sup>
caught
spoke
looked around

Note – *did* and *bought* are used multiple times.



<b>Tahil</b>	Hi Ko. How's things?
Ko	Good thanks Tahiiil.
<b>Tahil</b>	How's your English class?
Ko	Great. We <b>went</b> to the market yesterday.
<b>Tahil</b>	Oh. How <b>did</b> you get there?
Ko	We <b>caught</b> the bus.
<b>Tahil</b>	How <b>did</b> you get your wheel chair on the bus?
Ko	The driver <b>put down</b> a ramp for me.
<b>Tahil</b>	Oh, that's good. How <b>was</b> the market?
Ko	Good. I <b>bought</b> a t-shirt and a big bag of lemons. Would you like some lemons?
<b>Tahil</b>	Yes please.
Ko	I'll give them to you later.
<b>Tahil</b>	OK. I'll see you then.

Past
went
did <sup>2</sup>
caught
put down
was
bought

**did** is repeated.



**12. Talk about sport.**

①

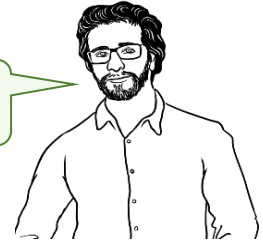


②



PPT

What sports do you enjoy watching or playing?



- soccer
- footy
- tennis
- netball
- cricket



③



See Teacher Resources for a survey about sport.



<b>Peter</b>	Have you been to a footy game Basam?
Basam	Footy?
<b>Peter</b>	Yes footy. Aussie Rules. AFL.
Basam	No, not yet. I don't understand it. I like soccer.
<b>Peter</b>	Yes, I like soccer, but I like footy too. It's a <b>popular</b> sport in Australia.



A **popular** sport is a sport many people like.



**Focus :** Listening to key content words and question words. Students need to cover the conversation below for exercise 1.

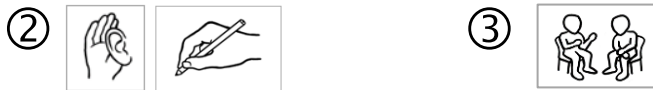
1. What sport are Nisha and Parwana talking about?

tennis       cricket       soccer

2. Is Parwana interested in this sport?       Yes       No

3. Where does Nisha come from?

Afghanistan       China       India



fine	yesterday	where	tired
here	How	interested in	very



<b>Nisha</b>	Hello Parwana. <b>How</b> are you?
Parwana	I'm <b>fine</b> thanks. And you?
<b>Nisha</b>	I'm a little <b>tired</b> . I went to the cricket <b>yesterday</b> . Are you <b>interested in</b> cricket?
Parwana	No, I'm not, but it's a popular <b>sport</b> isn't it?
<b>Nisha</b>	Yes, and it's <b>very</b> popular in my country.
Parwana	Oh, <b>where</b> do you come from Nisha?
<b>Nisha</b>	I'm from India.





**Focus :** Unstressed words – the goal of this exercise is to draw attention to the words that are often difficult to hear in conversation. Students need to cover the conversation below for exercise 1.

4. What sport are Peter and Amina talking about?

footy       netball       tennis

5. Can Amina play this sport?  Yes       No

6. Where is the Australian Open played?

Sydney       Melbourne       Brisbane



it	but	and	Did you	Do you
All	It's on	I do	on	a



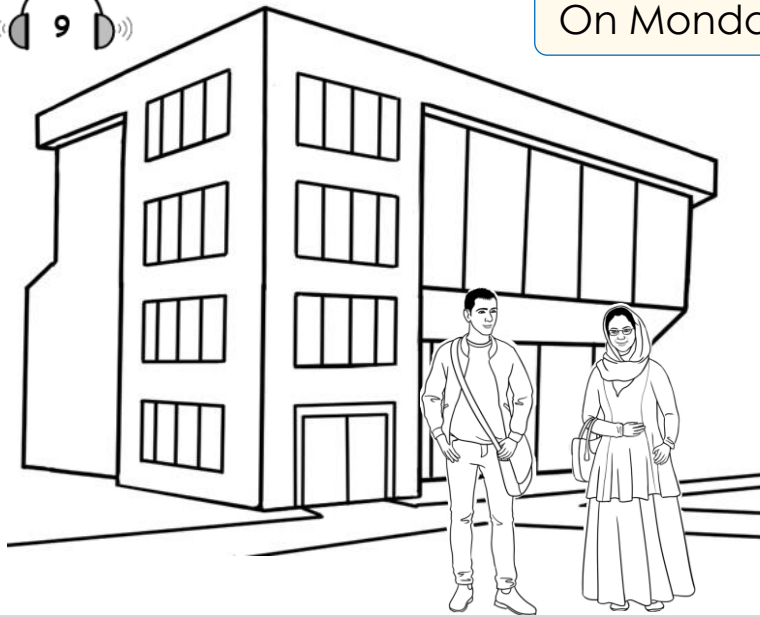
<b>Peter</b>	Do you like tennis Amina?
Amina	Yes, I do. I really like watching tennis, but I can't play.
<b>Peter</b>	Did you watch the Australian Open on TV last night?
Amina	The Australian Open? What's that ?
<b>Peter</b>	It's a tennis competition. It's on in Melbourne in January every year. All the best players come to play. It's on TV tonight.
Amina	Oh. Then I'll watch it tonight.



**13. Talk about the weekend.**

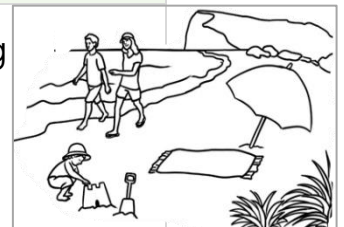


On Monday before class



**Focus :** past simple  
See the Teacher resources for activities for the following conversations about the weekend.

<b>Basam</b>	Hi Amina. How are you?
Amina	Good thanks Basam. And you?
<b>Basam</b>	I'm fine thanks. How was your weekend?
Amina	It was busy. We went to the beach on Sunday because it was so hot.
<b>Basam</b>	Yes. It was really hot. Did you take the grandchildren?
Amina	Yes we did. The children loved playing in the water and on the beach. Did you have a busy weekend?
<b>Basam</b>	No, it was very quiet. Oh, look at the time.
Amina	Oh yes. It's time for class. Let's hurry.

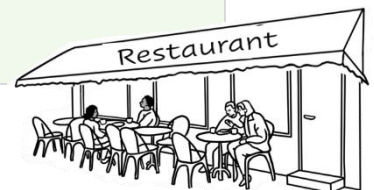




On Monday before class



<b>Wendy</b>	Hi Linh. How are you going?
Linh	Good thanks. How are you Wendy?
<b>Wendy</b>	I'm fine thanks. What did you get up to on the weekend?
Linh	I went shopping and talked to my friends in Vietnam. What did you do Wendy?
<b>Wendy</b>	I played netball and went out for dinner on Saturday.
Linh	That sounds nice.
<b>Wendy</b>	Yes, it was. Excuse me Linh. I need to get ready for class. Could you help me?
Linh	Yes, I'd love to.
<b>Wendy</b>	Thank you. We need to move this table.



①



②



On Monday at break time



<b>Linh</b>	Hello Ko.
Ko	Hi Linh.
<b>Linh</b>	Did you have a good weekend?
Ko	Yes. I went to the park with my family.
<b>Linh</b>	It was a beautiful day.
Ko	Yes, we sat on the grass near the lake.
<b>Linh</b>	Oh nice.
Ko	We had lunch, watched the ducks and relaxed. What about you?
<b>Linh</b>	We had a very quiet weekend at home.
Ko	Oh, here's Wendy. Let's go back to class.
<b>Linh</b>	Yes.



# 14. What will you buy?

①



PPT

What will you buy?



②



Watch PPT. Clap the syllables. Students tick what they'll buy. See the Teacher resources for many activities in this section.

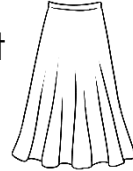
1. dress



2. top



3. skirt



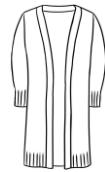
4. shorts



5. jumper



6. cardigan



7. t-shirt



8. jeans



9. raincoat



10. jacket



11. hoodie



12. trackpants



13. scarf



14. cap



15. sunhat



16. shoes



17. boots



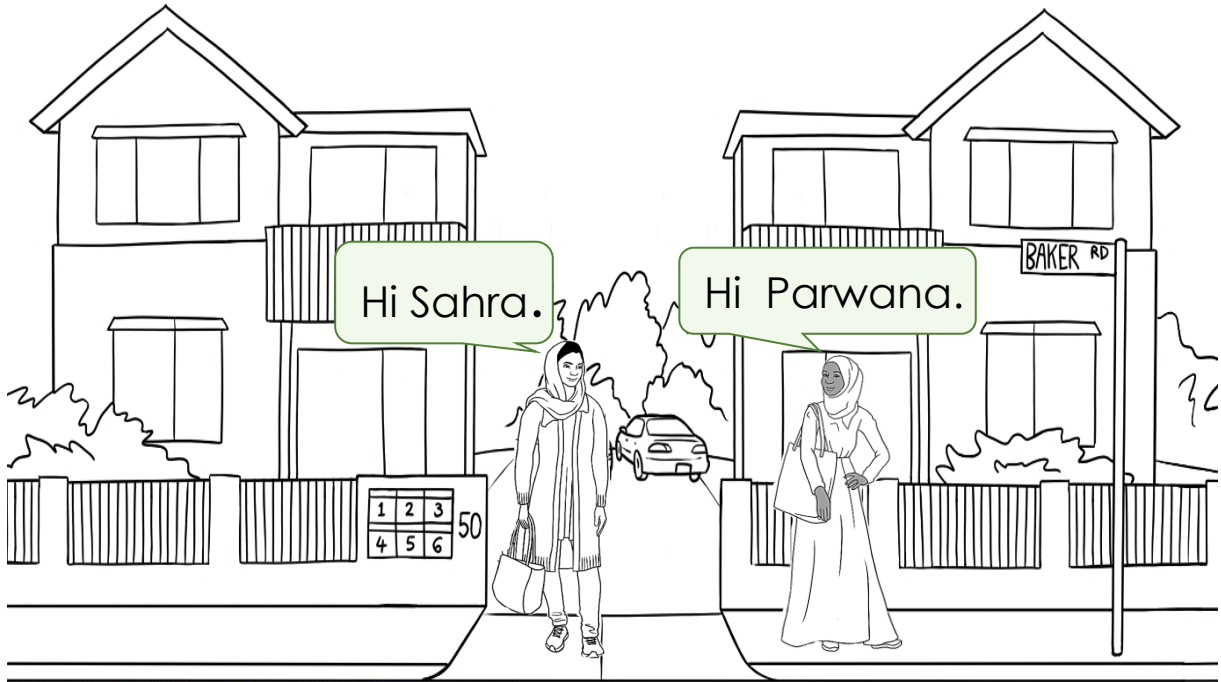
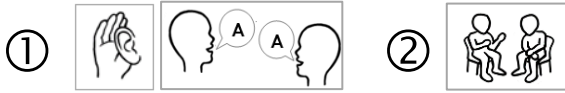
18. runners



③



What will you buy?



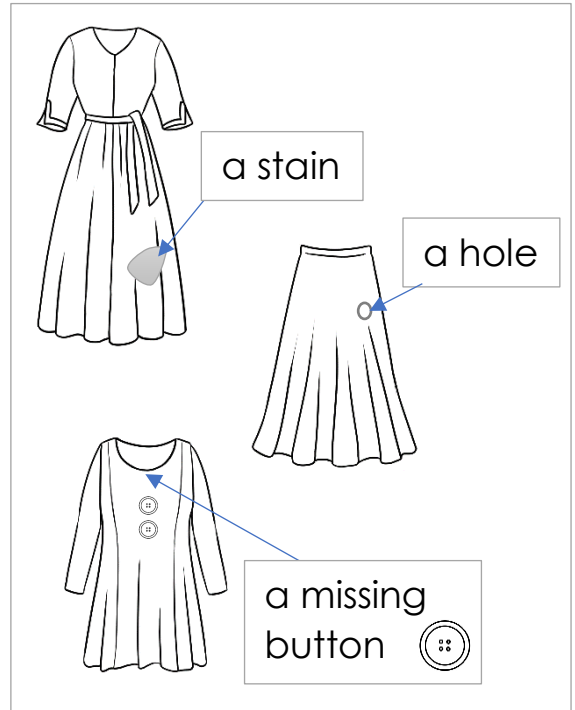
<b>Parwana</b>	Hi Sahra.
Sarah	Hi Parwana. Are you going shopping today?
<b>Parwana</b>	Yes, I am. I need a new skirt and top.
Sarah	I'm going shopping too. I need a new pair of shoes.
<b>Parwana</b>	Let's go together.
Sarah	OK.
<b>Parwana</b>	Let's walk to the bus stop.
Sarah	The bus will be here soon.
<b>Parwana</b>	Yes. Let's walk quickly.

**quickly** = fast

# 15. What's the problem?



**Focus** – sentence structure, transactions vocab and expressions.  
 Students cover the conversation on the opposite page, read the listening statements, listen to the transaction and tick answers.



<b>1</b>	Parwana	bought	<input type="checkbox"/> a dress <input type="checkbox"/> a top <input checked="" type="checkbox"/> a skirt	<input checked="" type="checkbox"/> yesterday. <input type="checkbox"/> last week. <input type="checkbox"/> two days ago.
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<b>2</b>	There	is	<input type="checkbox"/> a missing button. <input checked="" type="checkbox"/> a small hole. <input type="checkbox"/> a stain.
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<b>3</b>	The shop assistant	needs	<input type="checkbox"/> Parwana's phone number. <input type="checkbox"/> her debit card. <input checked="" type="checkbox"/> the receipt.
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②



Role play the transaction.  
See the Teacher Resources for a sequencing exercise.

<b>Parwana</b>	Hello. I bought this skirt yesterday, but there's a small hole in it.
Shop assistant	Oh. Where's the hole?
<b>Parwana</b>	Just here.
Shop assistant	Oh yes. Do you have the receipt?
<b>Parwana</b>	Yes. Here it is.
Shop assistant	That's fine. Would you like an exchange or a refund?
<b>Parwana</b>	Oh. What does that mean?
Shop assistant	An <i>exchange</i> means you can change the skirt for a new one. A <i>refund</i> means you can get your money back.
<b>Parwana</b>	I'd like an exchange please.
Shop assistant	Okay. Can you get another skirt and bring it back here?
5 minutes later	
<b>Parwana</b>	Here's a new skirt.
Shop assistant	Do you need a bag?
<b>Parwana</b>	No thanks, I have a bag. Thanks for your help.
Shop assistant	You're very welcome.

①



②



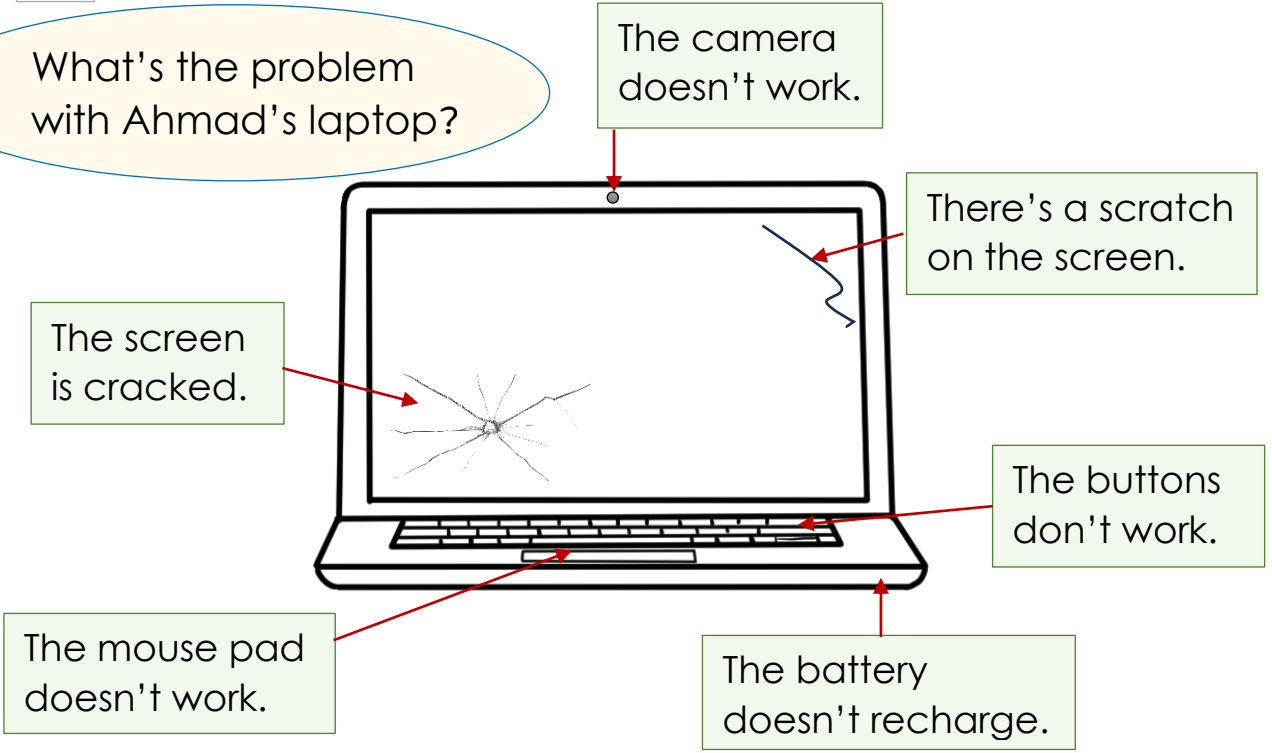
<b>Peter</b>	Hi Ahmad. How's your new laptop?
Ahmad	Hello Peter. The laptop's no good.
<b>Peter</b>	Oh. What's the problem?
Ahmad	I bought it last week, but it's faulty.
<b>Peter</b>	Will you take it back?
Ahmad	Yes. I'm going to the computer store after class.
<b>Peter</b>	Do you have the receipt?
Ahmad	Yes, I do.

**faulty** = not working well

③



What's the problem with Ahmad's laptop?





②



③



problem	phone	card	your	recharge
refund	not	fine	last week✓	sorry

<b>Ahmad</b>	Hello. I bought this laptop <u>last week</u> , but it's faulty.
Shop assistant	What's the <b>problem</b> ?
<b>Ahmad</b>	The battery doesn't <b>recharge</b> .
Shop assistant	That's <b>not</b> good. Do you have your receipt?
<b>Ahmad</b>	Yes. It's on my <b>phone</b> here.
Shop assistant	That's <b>fine</b> . Would you like an exchange or a refund.
<b>Ahmad</b>	I'd like a <b>refund</b> please.
Shop assistant	Certainly. Do you have <b>your</b> card?
<b>Ahmad</b>	Yes. Here it is.
Shop assistant	I'll put the money onto your <b>card</b> .
<b>Ahmad</b>	Thank you.
Shop assistant	I'm <b>sorry</b> about the problem.
<b>Ahmad</b>	That's okay. Bye
Shop assistant	Bye.

Role play the transaction.  
See the Teacher Resources for a sequencing exercise.



**Focus** – Transactional language  
 Students read the transaction in pairs with Student A selecting a piece of clothing and a problem from the boxes. Then swap roles.

<b>Student A</b>	I bought this _____ yesterday, but there's a problem.	
Student B	Oh. What's the problem?	
<b>Student A</b>	It's _____	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">too big</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">too small</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">the wrong colour</div> </div>
Student B	Would you like an exchange or a refund?	
<b>Student A</b>	I'd like _____ please.	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px; margin: 0 10px;">an exchange</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 0 10px;">a refund</div> </div>
Student B	Certainly. That's no problem. I can help you with that.	
<b>Student A</b>	Thank you very much.	
Student B	You're welcome. See you again.	
<b>Student A</b>	Bye.	



**Focus** – Transactional language  
 Students work in pairs - Student A is the customer first and Student B the shop assistant. Student A selects an appliance, the time of purchase and a problem. The transaction on the opposite page can be used as a prompt, but the goal is for students to be able to improvise. Swap roles.

1. What did you buy?

electric jug



toaster



microwave

coffee pot



fry pan



2. When did you buy it?

today	two days ago	three days ago	last weekend
yesterday	last week	two weeks ago	last Monday

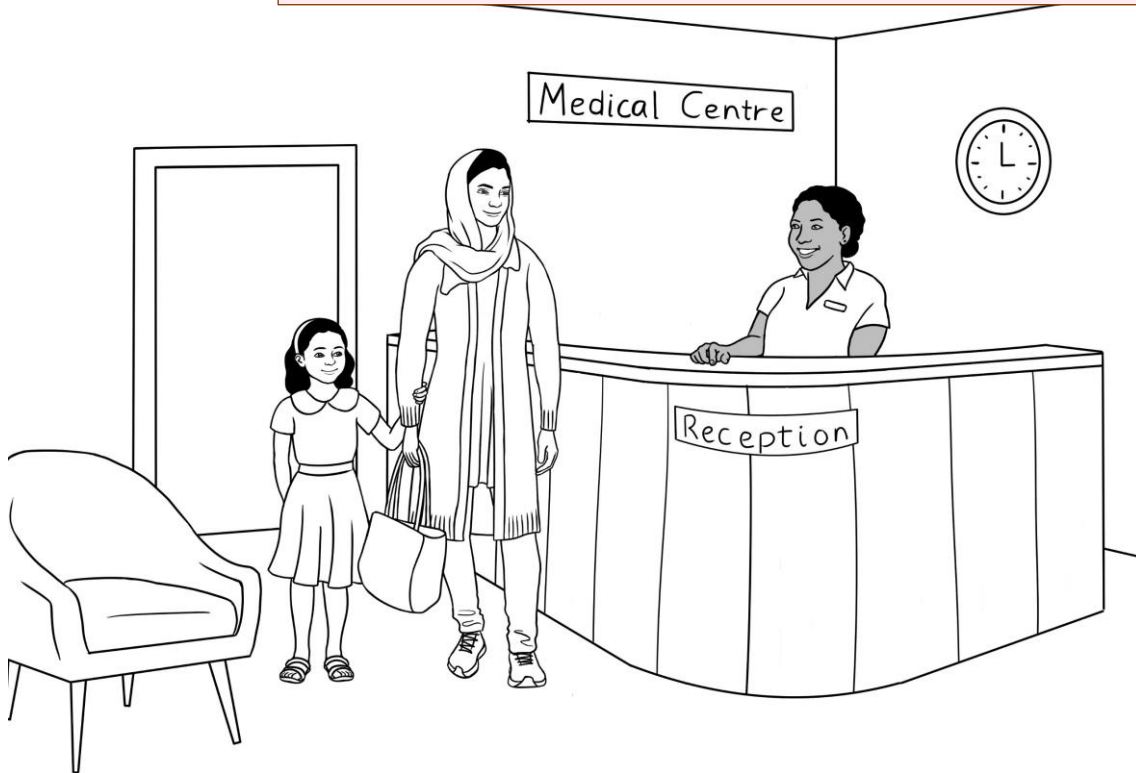
3. What's the problem?

<p>There's a crack.</p>	<p>There's a scratch.</p>	<p>The top's missing.</p>
<p>It doesn't work.</p>	<p>It's broken.</p>	<p>The handle's loose.</p>

## 16. At the medical centre



**Focus** – sentence structure, transactions vocab and expressions  
 Students cover the conversation on the opposite page, read the listening statements, listen to the transaction and tick answers.



<b>1</b>	Parwana	needs	an appointment	<input type="checkbox"/> with the dentist. <input checked="" type="checkbox"/> with the doctor. <input type="checkbox"/> with the nurse.
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<b>2</b>	Parwana	<input checked="" type="checkbox"/> needs <input type="checkbox"/> doesn't need	<input type="checkbox"/> an interpreter.
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<b>3</b>	The receptionist	needs	<input checked="" type="checkbox"/> Parwana's full name. <input type="checkbox"/> her address. <input checked="" type="checkbox"/> her Medicare card.
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**Focus:** Transactional language  
 See the Teacher Resources for an activity where students can substitute their own information in such a transaction.

<b>Receptionist</b>	Good morning. Can I help you?
Parwana	Yes. I need an appointment with the doctor.
<b>Receptionist</b>	Have you been here before?
Parwana	No I haven't.
<b>Receptionist</b>	OK. What's your full name please?
Parwana	Parwana Saikal. S A I K A L.
<b>Receptionist</b>	Do you have a Medicare card Parwana?
Parwana	Yes. Here it is.
<b>Receptionist</b>	Can you come tomorrow at 11?
Parwana	Yes. I can, but I need an interpreter.
<b>Receptionist</b>	I'll arrange an interpreter. What language do you speak?
Parwana	Pashto.
<b>Receptionist</b>	Could you fill in this form too please?
Parwana	Yes, thank you. See you tomorrow.
<b>Receptionist</b>	Yes. Bye.



## 17. At the chemist

①



**Focus** – correctional stress and chemist-related vocab

Students need to cover the conversation on the opposite page, discuss the picture, read the statements below and listen to the conversation.



②



1. Parwana goes to the chemist with a script.

Yes

No

2. She needs some medicine.

Yes

No

3. Her script is ready in about five minutes.

Yes

No

4. Parwana says, 'I want to pay for this.'

Yes

No

5. Parwana pays in cash.

Yes

No



<b>Parwana</b>	Hi. I'd like to leave this script please.
Chemist	Have you had this medicine before?
<b>Parwana</b>	Yes, I have.
Chemist	That's fine. It will take about 15 minutes.
<b>Parwana</b>	OK. I'll wait here.
15 minutes later	
Chemist	Your script is ready now. Please pay at the register.
<b>Parwana</b>	OK. Thanks.
At the register	
Cashier	Next please.
<b>Parwana</b>	I'd like to pay for this.
Cashier	Sure. Is that card or cash?
<b>Parwana</b>	Card, please.
Cashier	Just tap here when you're ready.
<b>Parwana</b>	She taps the card. OK?
Cashier	Yes, that's fine. Thanks very much.
<b>Parwana</b>	Thanks. Bye.

