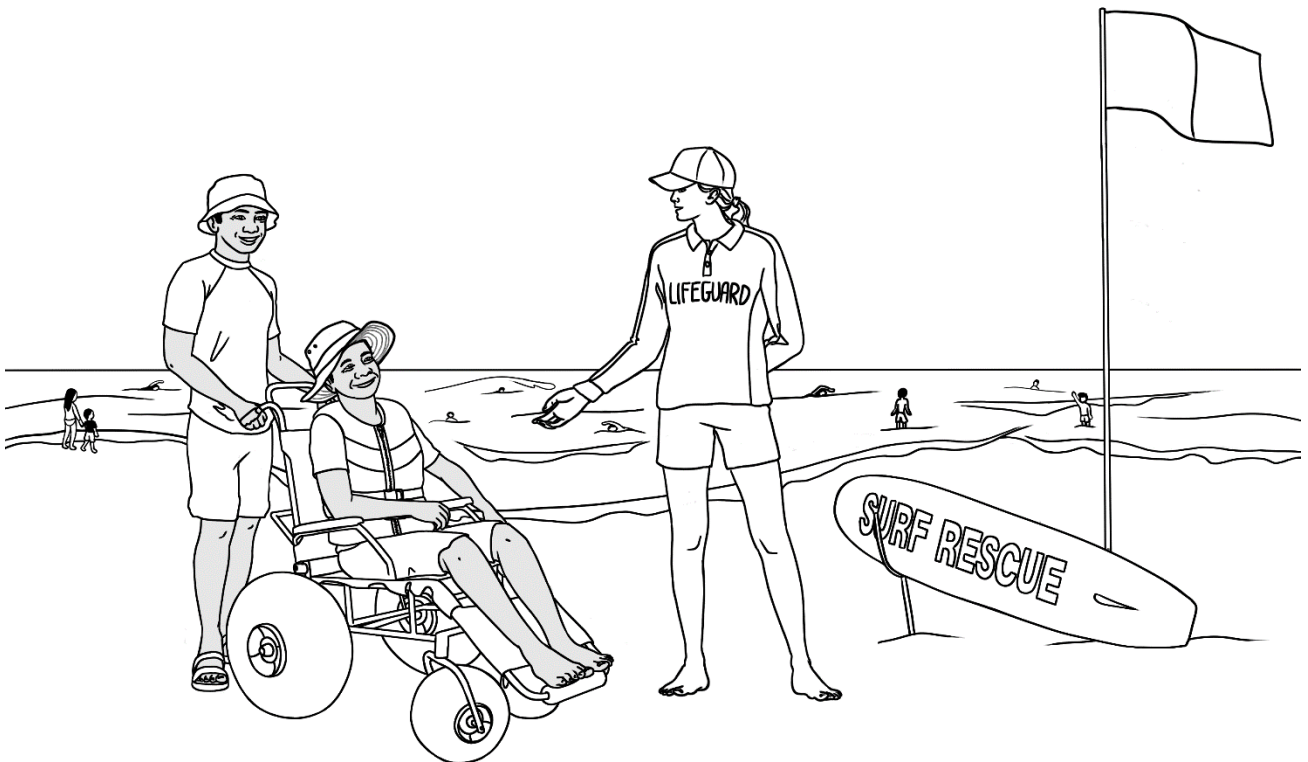


# English Ready

22638VIC Certificate I in EAL  
VU23502 Give and respond to short simple spoken information

## Student Workbook



Student \_\_\_\_\_

Teacher \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

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**Illustrations:** Madelena Scott

**Illustrations acknowledgements:**

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**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. It complements *VU23504 Read and Write short simple informational texts* and is best used concurrently so language elements are recycled.

See the **Teacher Resources** for activities to support the work in this book.

**To pre-teach vocabulary** in each section, see the Word Lists at the back of the Teacher Resources.

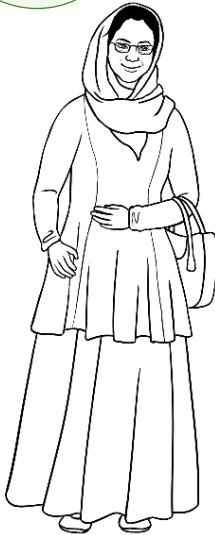
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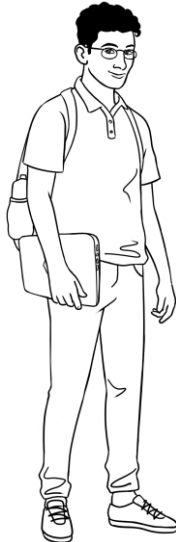
# 1. Meet the students and teachers



**At the AMEP Centre**



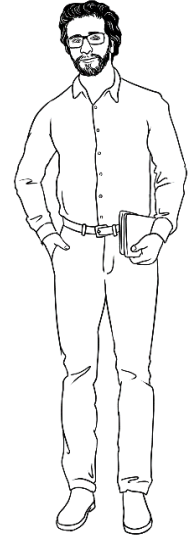
Amina



Ahmad

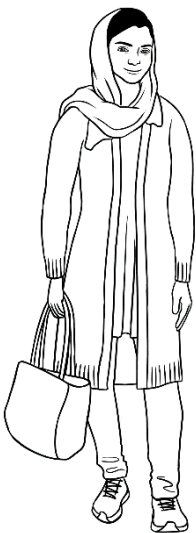


Basam



Peter

**At the Learning Centre**



Parwana



Linh



Ko



Wendy

**2. Meet two families.**



Listen, repeat, clap family members – daughter, son, husband etc. NB – Amina is Parwana's mother.

**Parwana's family**

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

**Ko's family**

<b>me</b>	<b>wife</b>	<b>daughter</b>	<b>son-in-law</b>	<b>grandson</b>
Ko	Zani	San	Thein	Yaza



●	● ●	● ● ●
son wife	mother      father sister      brother daughter    grandson husband	son-in-law

### 3. Workbook instructions

①



**PPT – Workbook instructions**



1. listen

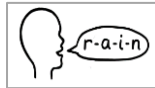


2. say

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



3. ask questions



4. spell



5. read



6. write



7. tick



8. circle



9. \* work with a partner



10. clap

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



11. Check your work.



12. Ask for help.

②

Do you understand?

Yes, I understand.



No, I don't understand.

Can you say it again please?



Are you OK?

Could you speak slowly please?

**don't = do not**

See Teacher resources for ways to practise these expressions.

No. Can you help me please?

Could you check my work?



### 4. Information about someone



Ask your teacher some questions.

**Questions 3 and 4** may be questions both teachers and students are reluctant to answer. Explain that it is okay to make up answers. The truth is not essential in this situation. Write your answers to the students' questions on the board for the students to copy.  
**Future plans** - In their learning plan, students need to consider English/vocational study and work plans. Here you can expand future goals to include broader study options and leisure activities. See below.

1. What's your name?  
\_\_\_\_\_

2. Where do you come from?  
\_\_\_\_\_

**My teacher**

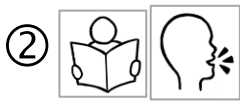
3. Are you married or single?  
\_\_\_\_\_

7. What are you good at?  
\_\_\_\_\_  
\_\_\_\_\_

4. Do you have any children?  
\_\_\_\_\_

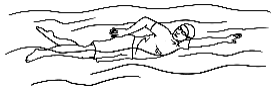
6. What do you do in your free time?  
\_\_\_\_\_  
\_\_\_\_\_

5. What are your future plans?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Future plans**

Learn



to swim.



to drive.



to speak a new language.



First Aid.



to dance.



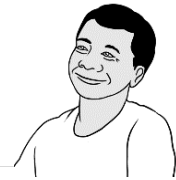
to play the piano.



to play cricket.



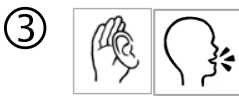
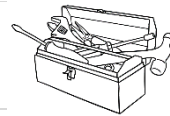
**Linh asks Ko some questions.**



1. What's your <b>name</b> ?	My name is Ko.
2. Where do you <b>come from</b> ?	I come from Myanmar.
3. Are you <b>married</b> or <b>single</b> ?	I'm married.
4. Do you have <b>children</b> ?	I have a daughter and a grandson.
5. What are your <b>future plans</b> ?	I want to finish my English study. Then I want to learn how to repair computers.
6. What do you do in your <b>free time</b> ?	I like reading and using computers.
7. What are you <b>good at</b> ?	I'm good at fixing things.

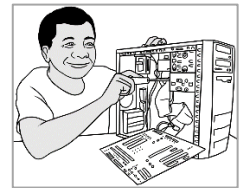
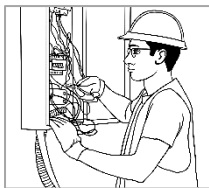
Vocabulary for this exercise:

- For question 4, turn back to page 3.
- For question 6 & 7, show the PPT *Free Time* and complete the exercises on the following page.

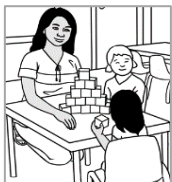


**Future plans**

Match the future plans. Elicit additional study and work plans and write on the board.



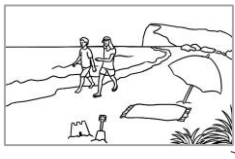
study	nursing	electrician	repair computers	cook
fork lift driver	child care	gardener	receptionist	house painter



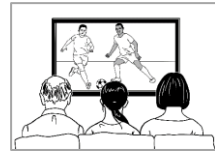


Free time

Match the free time activities. Elicit additional activities and write on the board.

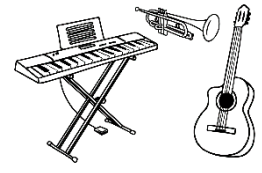
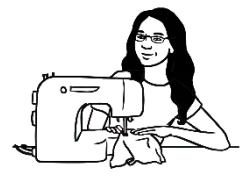


cooking	going to the park	going to the beach	shopping	gardening	having a barbecue
playing sport	playing video games	watching TV	visiting friends	using social media	using computers

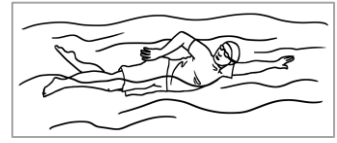
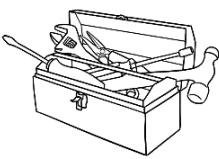


What are you good at?

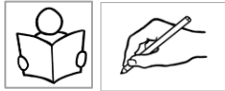
Match the skills. Elicit additional skills and write on the board.



driving	cooking	running	music	sewing
playing sport	fishing	fixing things	swimming	using computers



①



Write your information.

See the Teacher Resources pages 16 – 30 for two transactions which include the need to give personal information in the library and the police station. The transactions have audio, listening questions, a cloze and sequencing strips at two levels.

1. What's your <b>name</b> ?	My name is _____
2. Where do you <b>come from</b> ?	I come from _____.
3. Are you <b>married</b> or <b>single</b> ?	I'm _____.
4. Do you have <b>children</b> ?	I _____ have / don't have a child /children
5. What are <b>your future plans</b> ?	I want to _____ Then I want to _____ _____
6. What do you do in your <b>free time</b> ?	I like _____ and _____.
7. What are you <b>good at</b> ?	I'm good at _____.

②



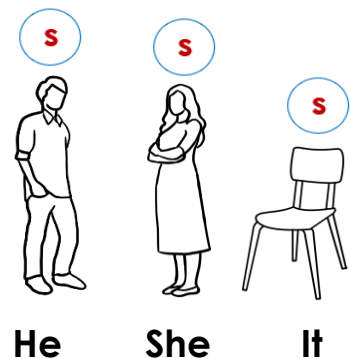
③



**Grammar focus**

- Long and short forms of the verb to be and the use of the short form in speaking.
- The **s** ending for 3<sup>rd</sup> person singular forms in the Present Simple.

Verb to be	
Long	Short
I am	I'm
He <b>is</b>	He's
She <b>is</b>	She's
It <b>is</b>	It's
You are	You're
We are	We're
They are	They're





Subject	Verbs				
	be	have	like	come	want
I	am	have	like	come	want
He, She, It	<b>is</b>	<b>has</b>	<b>likes</b>	<b>comes</b>	<b>wants</b>
You, We, They	are	have	like	come	want



Students need to ask the questions and also ask their partner to spell any words they can't spell. Discourage copying.

Interview your partner.

Can you spell that please?

1. What's your <b>name</b> ?	My partner's name <b>is</b> _____.
2. Where do you <b>come from</b> ?	He / She <b>comes</b> from _____.
3. Are you <b>married</b> or <b>single</b> ?	He / She' <b>s</b> _____.
4. Do you have <b>children</b> ?	He / She _____ has / doesn't have a child / children
5. What are your <b>future plans</b> ?	He / She <b>wants</b> to _____. Then he/she <b>wants</b> to _____ _____.
6. What do you do in your <b>free time</b> ?	_____ <b>likes</b> _____ Partner's name and _____.
7. What are you <b>good at</b> ?	He / She' <b>s</b> good at _____.



In a group of three or four, students give some information about their partner. Encourage students to speak rather than read.

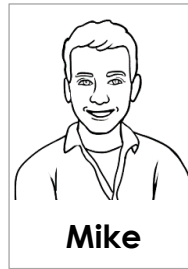


Wendy gives a talk about someone.

I want to tell you about Mike.

1. Who's Mike?

- Wendy's older brother
- Wendy's younger brother
- Wendy's younger sister






Read the questions together before reading Wendy's talk to the class.

2. What information is true about Mike?

Information	True	False
a. Mike comes from Poland.		<input checked="" type="checkbox"/>
b. He came to Australia six years ago.	<input checked="" type="checkbox"/>	
c. He lives in Brisbane now.		<input checked="" type="checkbox"/>
d. He's married.	<input checked="" type="checkbox"/>	
e. He has two children.	<input checked="" type="checkbox"/>	

Ticked answers are only shown in this teacher version of the workbook.

3. What company does Mike work for?

- a gas power company 
- a wind power company 
- a solar power company 

**Wendy's Talk**

Mike is my younger brother. He came to Australia from England six years ago. He lives in Sydney now with his wife and two children. He works for a solar power company. He loves camping with his family in the holidays. My brother is hard-working and kind. He's also a great cook.

4. What does he love doing with his family in the holidays?

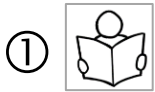
- camping. 
- fishing 
- swimming 

5. Wendy says that Mike is a great

- dancer. 
- cook 
- soccer player. 

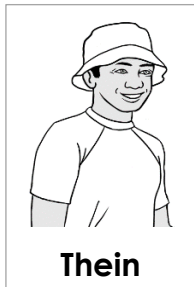


See the Teacher Resources page 31-34 for a talk by Wendy about herself. The activity includes listening questions and a plan for her talk.



Ko gives a talk about someone.

Read the questions together before reading Ko's talk to the class.



I want to tell you about Thein.



**Thein** Say *th* as in *the* and the long *i* = *thine*

1. Who's Thein?

- Ko's friend
- Ko's son
- Ko's son-in-law

2. Where does he come from?

- America
- Myanmar
- Mexico

3. Does he have children?

- Yes, three.
- Yes, two.
- Yes, one.

4. What information is true about Thein?

Information	True	False
a. Thein wants to finish his English study.	✓	
b. He wants to learn about gardening.	✓	
c. He works for a house painter.		✓
d. He works two days a week.	✓	
e. Thein likes fishing.		✓
f. He's a very good swimmer.	✓	



5. Thein is

Students may need to tick more than one answer.

- kind.
- hard-working.
- friendly.
- healthy.

②



**Ko's Talk**  
 Thein is my son-in-law. He comes from Myanmar. He's married to my daughter and they have a beautiful baby son. Thein wants to finish his English study. Then he wants to go to TAFE and learn about gardening. He works for a gardener two days a week. He loves gardening. Thein also likes playing soccer and going to the beach. He's a very good swimmer.



**A talk about someone**



Ko wrote a plan for his talk.

I practised with my family before my talk.



Ko's talk and his plan provide a model for students to give a talk about someone.

- After reading Thien's talk, brainstorm people students could talk about - family or friends.
- Project page 13 and model a talk about someone **you** know. As you give your talk, point to relevant parts of the plan and show a photo of the person.
- Practise standard phrases & sentences such as those in **blue** many times.
- The name of the person must be written on the board or on paper in Step 1.

Plan	A talk about <b>Thein</b>
<p><b>1. Greeting</b></p> <p>Say and write the person's name.</p>	<p><i>Good morning/afternoon everyone.</i></p> <p><i>My name is Ko.</i></p> <p><i>Today I want to tell you about Thein.</i></p>
<p><b>2. A photo</b></p>	<p><i>Here's a photo of Thein.</i></p>
<p><b>3. Information</b></p> <p>Family/ friend</p> <p>Birth country</p> <p>Married / single</p> <p>Children</p> <p>Future plans</p> <p>Free time</p> <p>Skills</p>	<p>Thein is my son-in-law.</p> <p>He comes from Myanmar.</p> <p>He's married to my daughter and they have a beautiful baby son.</p> <p>Thein wants to finish his English study. Then he wants to go to TAFE and learn about gardening. He works for a gardener two days a week. He loves gardening.</p> <p>Thein also likes playing soccer and going to the beach. He's a very good swimmer.</p>
<p><b>4. Your opinion</b></p>	<p>Thein is kind and friendly.</p>
<p><b>5. Thank you and questions</b></p>	<p><i>Thank you for listening.</i></p> <p><i>Do you have any questions?</i></p>



**A talk about someone**

①  

②  

Students write a draft of their talk in their notebook. They check their work and ask the teacher to check it as well.

③ 

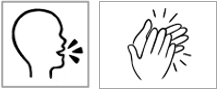
Students write their final edited copy here.

Plan	A talk about _____
<p><b>1. Greeting</b></p> <p>Say and write the person's name.</p>	<p>Good morning/afternoon everyone. My name is _____.</p> <p>Today I want to tell you about _____</p>
<p><b>2. A photo</b></p>	<p>Here's a photo of _____.</p>
<p><b>3. Information</b></p> <p>Family/ friend</p> <p>Birth country</p> <p>Married / single</p> <p>Children</p> <p>Future plans</p> <p>Free time</p> <p>Skills</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>4. Your opinion</b></p>	<p>_____.</p>
<p><b>5. Thank you and questions</b></p>	<p>Thank you for listening. Do you have any questions?</p>





④  










After practice in class and at home, students give their short talk [without reading] to a small group.

# 5. The park



Say and clap the stress patterns. The unstressed syllable is soft and the stressed syllable is longer and stronger.  
**Grammar** - The indefinite article identifies the words as countable nouns.  
**Extension** - Write two of the stress patterns on the board and list familiar words with similar patterns.

• ○	○ •
a park  a lake 	wetlands  toilets 

• ○ •	• ○ • •
a car park  a playground  a bike track  a dog park  a river 	a picnic spot  a walking track  a drinking tap  a barbecue 

• ○ • ○ •	• ○ • • ○ •
a picnic shelter 	an exercise station 

**a track** = a path

**a shelter** = a place with a roof

**wetlands** = a swamp



Find and say the names of places on the map with a partner.



Students practise saying names of places on the map using the correct stress pattern.

**KELLIVALE PARK**

Map features include: Kemp River, Lake, Wetlands, Kemp Street, River Road, and various recreational facilities.

**KEY**

- Toilets
- Playground
- Exercise station
- Walking track
- Walking and bike track
- Picnic spot
- Picnic shelter
- Barbecue
- Dog park
- Drinking tap

①



Ask your partner about their local park.



Ask closed questions focusing on the upward inflection. Give short answers.

**Short answers**

Yes, it does.  
No, it doesn't.

**Does it have**

1.   a lake?

2.   toilets?

3.   wetlands?

4.   a car park?

5.   a playground?

6.   a dog park?

7.   a bike track?

8.   a river?

9.   a picnic spot?

10.   a walking track?

11.   a drinking tap?

12.   a barbecue?

13.   a picnic shelter?

14.   an exercise station?

②



Write about your partner's park.



My partner's park has \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.

③



Students read what they have written aloud to their partner and/or the class.

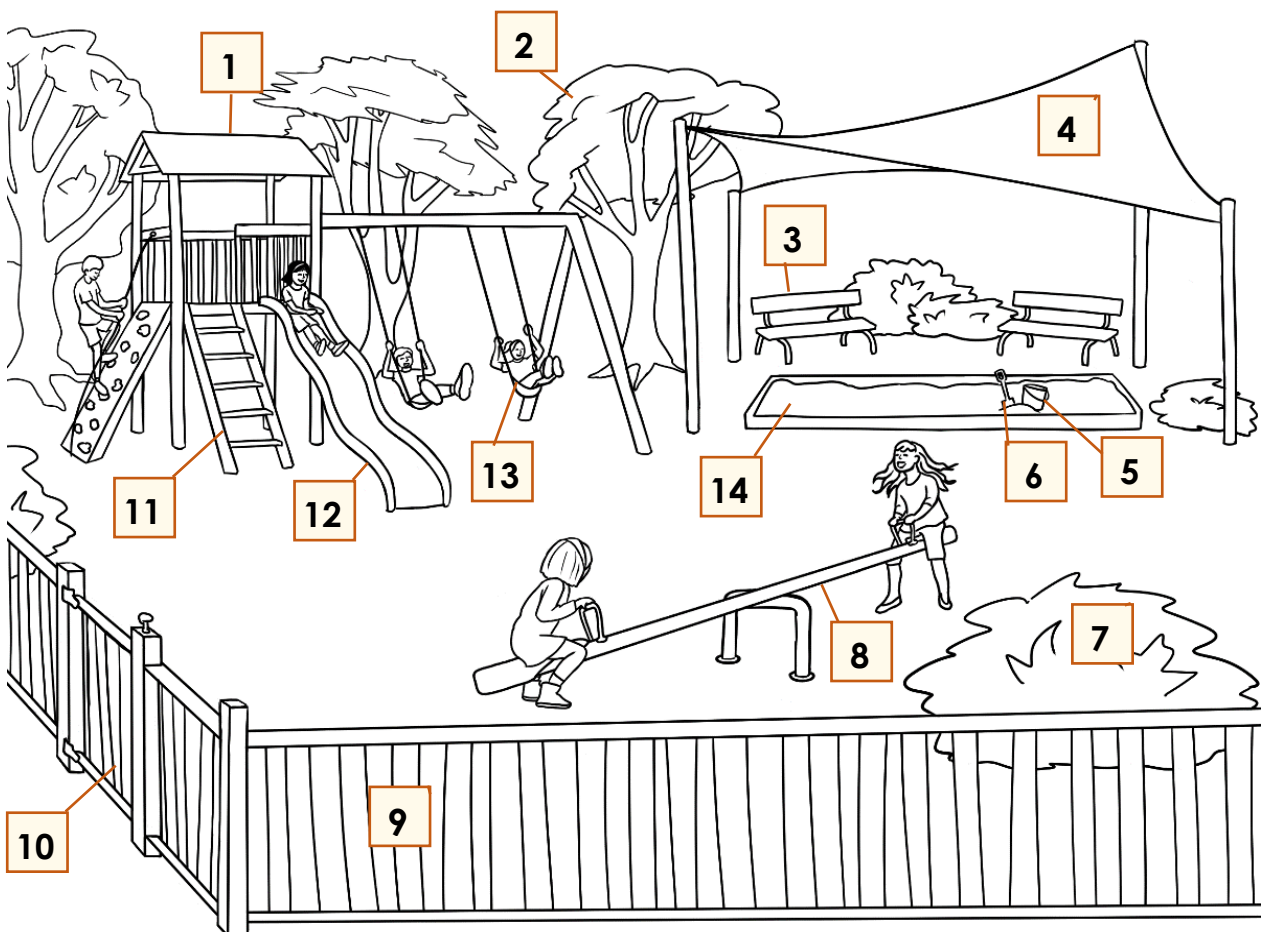


**A children's playground**

1. Say and clap the stress patterns.  
**Grammar** - The indefinite article identifies the words as countable nouns. Note that 'a' is pronounced with the unstressed Schwa ə.  
**Extension** - Write the stress patterns on the board and list familiar words with similar patterns.  
 2. Write the numbers from the boxes in the picture to match the words below.

3	a bench	2	a tree	7	a bush
13	a swing	12	a slide	6	a spade
9	a fence	10	a gate		

1	a tree-house	11	a ladder	14	a sandpit
4	a sunshade	5	a bucket	8	a see-saw



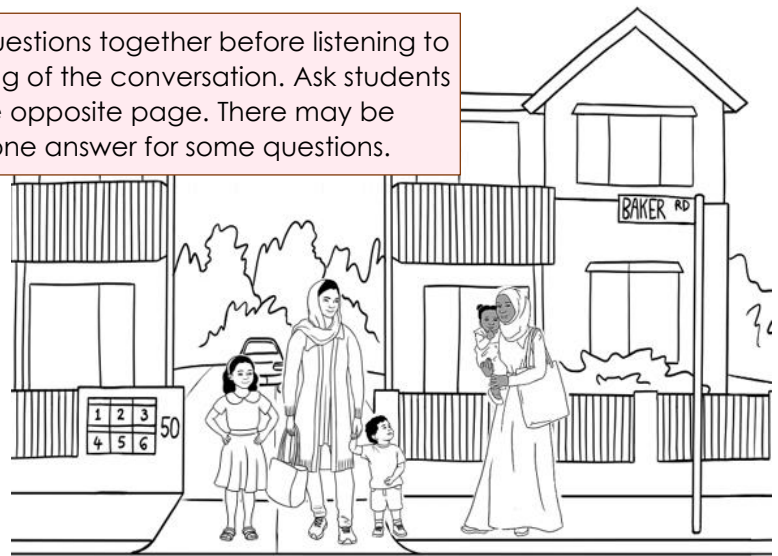


Read the questions together before listening to the recording of the conversation. Ask students to cover the opposite page. There may be more than one answer for some questions.

**Parwana talks to Sahra.**

1. What does Parwana talk about?

- an old playground
- a new playground



2. Parwana talks about the playground, because

- her children like the playground.
- Sahra's daughter will like the playground.
- she's going to the playground tomorrow.

3. Where is the playground?

- near the lake
- near the toilets
- near the car park

4. When did Parwana go there?

- on Friday
- on Saturday
- on Sunday

5. Parwana gives some information about the playground.

Information	True	False
<b>g.</b> The playground has a long slide.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>h.</b> It has three swings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>i.</b> It has a sandpit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>j.</b> It has a see-saw.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>k.</b> It has shady trees and a safety fence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>l.</b> It has a sunshade over the swings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>m.</b> Parwana's children really like the playground.	<input checked="" type="checkbox"/>	<input type="checkbox"/>



①



<b>Parwana</b>	Hi Sahra.	
Sahra	Hi Parwana. Did you have a <u>nice</u> weekend?	really
<b>Parwana</b>	Yes. We went to the <b>new</b> playground in the park.	Saturday nice ✓
Sahra	Oh. When did you go there?	will like
<b>Parwana</b>	On <b>Saturday</b> .	new
Sahra	Did the children like it?	long
<b>Parwana</b>	They <b>really</b> liked it. Your daughter Hani <b>will like</b> it too. It has a <b>long</b> slide and <b>two</b> swings. There's a sandpit and a <b>see-saw</b> .	love fence lake sandpit
Sahra	Oh yes. Hani will <b>love</b> it. Where's the playground?	shady
<b>Parwana</b>	It's near the <b>lake</b> .	next
Sahra	Is the playground <b>shady</b> ?	two
<b>Parwana</b>	Yes. There are many <b>trees</b> and there's a sunshade over the <b>sandpit</b> . The children are safe because the playground has a <b>fence</b> .	trees see-saw
Sahra	Let's go together <b>next</b> weekend.	
<b>Parwana</b>	Okay. Good idea.	

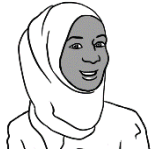
②





**Sahra asked Parwana some questions.**

Read the closed questions with an upward inflection. Circle the answers Parwana gave.



1. Did you have a nice weekend?
2. Did the children like it?
3. Is the playground shady?

Yes I did.	No, I didn't.
Yes they did	No, they didn't.
Yes, it is	No, it isn't.



Did you have a nice weekend?



Explain that questions beginning with **wh** words are open. The rule is that open questions should be said with a downward inflection. Match the questions and answers.

1. **What** did Parwana do on the weekend?
2. **When** did she go there?
3. **Where** is the playground?
4. **What** will Parwana and Sahra do next weekend?

- She went on Saturday.
- She went to the playground.
- They'll go to the playground together.
- It's near the lake.



1. **What** did you do on the weekend?
2. **Where** did you go?
3. **What** will you do next weekend?

Ask students to tell the class something their partner did on the weekend **or** something he/she will do next weekend.

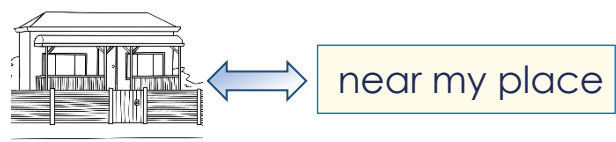
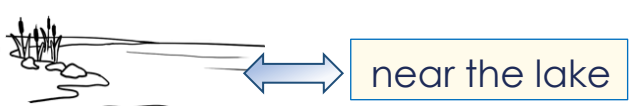
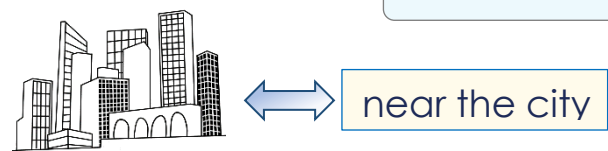


**Information about a favourite place**

Brainstorm favourite places either locally or anywhere in Australia and write them on the board. Project photos of some places.

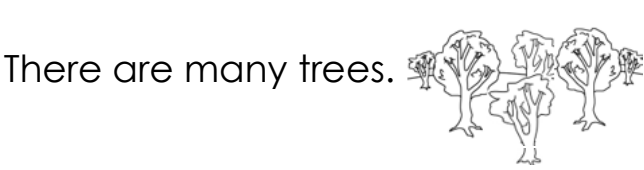
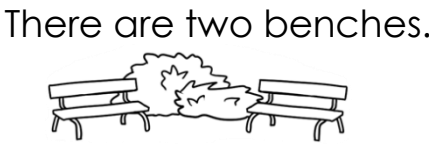
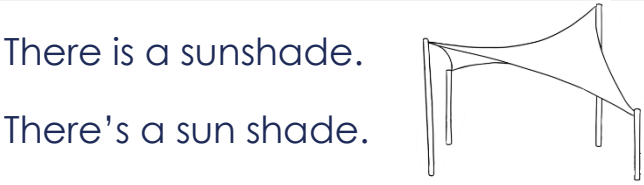
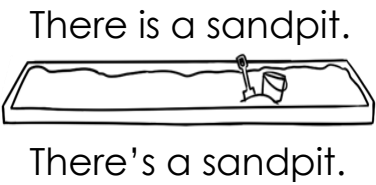
**Where is it?**

**near = close to**

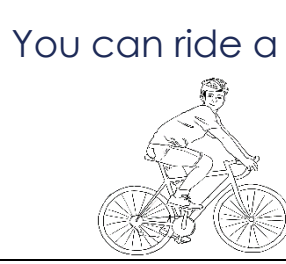
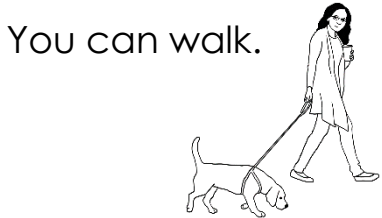


**Tell me about it.**

**Grammar** *There is* & *there are* are used to introduce people or things. The short form *there's* is used in spoken English. See the Teacher Resources for activities to practise this grammar.



**What can you do there?**



①



**A talk about a favourite place**



Parwana wrote a plan for her talk.

I practised many times in class and with my family before my talk.



Parwana's talk and plan provide a model for students to give a talk.

- After reading Parwana's talk, brainstorm places students could talk about.
- Project page 23 and model a talk about one of **your** favourite places. As you give your talk, point to relevant parts of the plan and show a photo of the place.
- Practise standard phrases & sentences such as those in **blue** many times.
- The name of the place must be written on the board or paper in Step 1.

Plan	My favourite place – The new playground
<p><b>1. Greeting</b></p> <p>Say and write the place name.</p>	<p><i>Good morning/afternoon everyone.</i>  <i>My name is Parwana.</i>  <i>Today I want to tell you about the new playground.</i></p>
<p><b>2. A photo</b></p>	<p><i>Here's a photo of the playground.</i></p>
<p><b>3. Information</b></p> <p>Where is it?</p> <p>Tell me about it.</p> <p>What can you do there?</p>	<p>The new playground is in the Kellivale Park near the lake.</p> <p>There's a long slide and a see-saw. There's a sandpit with a big sunshade over it. There are two swings and many trees. The playground has a safety fence.</p> <p>My children can play on the slide and in the sandpit. I can sit in the shade and watch them.</p>
<p><b>4. Your opinion</b></p>	<p>The playground is a fun safe place for my children.</p>
<p><b>5. Thank you and questions</b></p>	<p><i>Thank you for listening.</i>  <i>Do you have any questions?</i></p>

②



**A talk about my favourite place**

① 

② 

Students write a draft of their talk in their notebook. They check their work and then ask the teacher to check it as well.

③ 

Students write their final edited copy below.

Plan	My favourite place _____
<p><b>1. Greeting</b></p> <p>Say and write the place name.</p>	<p>Good morning/afternoon everyone. My name is _____.</p> <p>Today I want to tell you about _____.</p>
<p><b>2. A photo</b></p>	<p>Here's a photo of _____.</p>
<p><b>3. Information</b></p> <p>Where is it?</p> <p>Tell me about it.</p> <p>What can you do there?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>4. Your opinion</b></p>	<p>_____</p> <p>_____.</p>
<p><b>5. Thank you and questions</b></p>	<p>Thank you for listening. Do you have any questions?</p>

④ 

Students give their talk to a small group or the class.



Make sentences and ask questions in the **Present Tense**.



Sentences	Subject	Verb	Where	When
	I, You, We, They	go walk	to the park to the shop	every day. every week.
	He, She, It	go <b>es</b> walk <b>s</b>	to class to work	on Monday. on the weekend.

Questions	Subject	Verb	Where	When
<b>Do</b>	I, you, we, they	go walk	to the park to the shop	every day? every week?
<b>Does</b>	he, she, it	go walk	to class to work	on Monday? on the weekend?



Demonstrate how to make sentences and questions using the table. Students can create sentences and ask questions in pairs.

**Grammar focus** – Present Simple, word order, common time markers and use of the verb *to do* to make questions. This tense features most commonly in information texts.



a. go to class Do you every week?

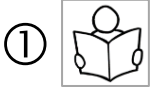
*Do you go to class every week?*

b. to the shop Do on the weekend? they walk

c. she to work go Does on Monday?

d. walk every day? Does to class he

**6. An excursion to the park**



**A weather check**

I hope the weather is fine for our excursion. Let's listen to the weather report.



Read the questions together before you read the weather report. Students can later read the transcript of the report at the back of their book.

1. The report is about the weather

- today.  tomorrow.  next week.

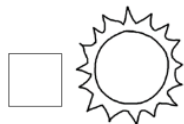
2. What day is the report for?

- Tuesday  Wednesday  Thursday

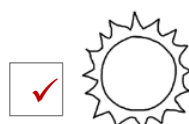
3. What is the date?

- 21 September  21 November  21 December

4. The weather in the morning will be



Sunny and hot 30°



Sunny and warm 25°



Cloudy and warm 20°

5. The weather in the afternoon will be



Wet and cold 14°



Windy and very cold 8°



Windy and cold 14°

②

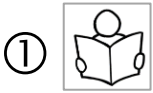


**The weather report**

Here's the Kellivale weather report for tomorrow, Tuesday 21 November. It'll be warm and sunny in the morning with a temperature of 25 degrees. The weather will change in the late afternoon. It will be windy and cold. The temperature will drop to 14 degrees.

**A voice message on WhatsApp**

Ask students to cover the voice message on opposite page and read the listening questions together. You read the voice message to the class and students tick the answers.



1. Where is Peter's class going?

to the library

to the park.

to the beach

I'll remind the students about the excursion tomorrow.



Students may need to tick more than one answer for some questions.

2. Where will they meet?

in the park

at the library

in the classroom

3. What time do they meet?

9:15

9:30

9:45

4. How long does it take to walk there?

25 minutes

20 minutes

15 minutes

5. They will have their morning tea at the picnic shelter near

the lake

the river

the playground

6. What should they bring?

a notebook

morning tea

a drink

7. What should they wear?

a hat

a raincoat

**comfortable** shoes

**comfortable** shoes = easy for walking

8. How will they get there?

by bus

by walking

by car

9. Peter says, 'Don't be \_\_\_\_\_.'

early / late / sick





playground	late	shoes
morning	park ✓	25
classroom	picnic	9:30
a hat	12:30	a drink



Don't forget our excursion to the park tomorrow. We'll meet in the **classroom** at **9:30** and be back by **12:30**.

It takes about **25** minutes to walk to the park. Then we'll walk to the **picnic** shelter near the **playground**. We'll have our morning tea there. Please bring **a drink** and some **morning** tea to share. Wear comfortable **shoes** and **a hat**.

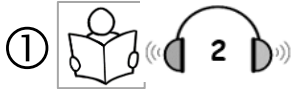
See you tomorrow and don't be **late**.



Minimal pairs – In each row, read the word pairs. Then select and say one word in each pair and students circle the word.

1.	park	dark
2.	borrow	tomorrow
3.	street	meet
4.	back	pack
5.	bake	take
6.	when	then

7.	ear	near
8.	tea	see
9.	wink	drink
10.	too	shoe
11.	share	square
12.	late	mate



**Amina's late.**



Ask students to cover the opposite page. Read the questions together, then listen to the audio. Students then tick their answers.

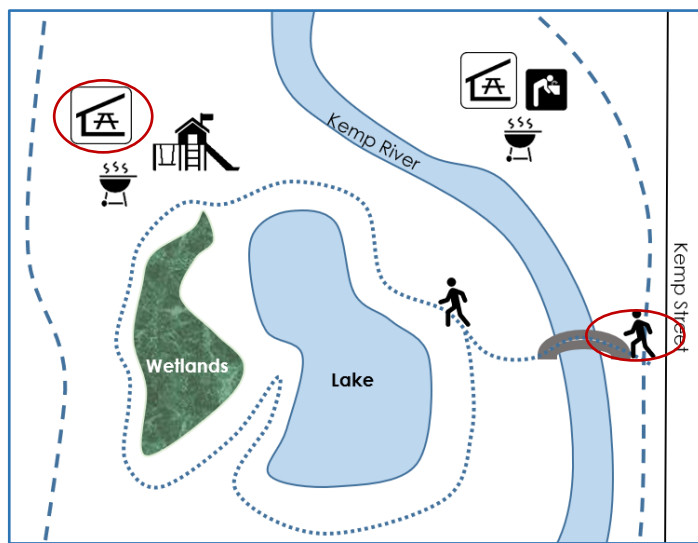
I'm late. Where's my class?  
I'll call my teacher.



1. Amina calls her teacher because she can't find
- a. her handbag.
  - b. her class.
  - c. her notebook.

2. Where is Amina?  
3. Where is her class?

Students circle where Amina and her class are.



4. Peter's directions	
a. Walk over the bridge to the lake.	True False
b. Turn left at the lake.	True False
c. Walk round the lake to the wetlands.	True False
d. We're at the picnic shelter.	True False
e. We're next to the river.	True False

5. How does Amina feel?
- a. happy 😊
  - b. sad 😞
  - b. worried 😟
  - c. tired 😴

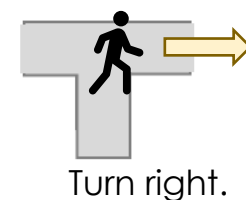
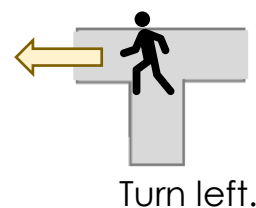




<b>Amina</b>	Hello Peter.	
Peter	Hi Amina.	bridge
<b>Amina</b>	I'm <u>worried</u> . I can't find you.	Where
Peter	<b>Where</b> are you?	over
<b>Amina</b>	I'm <b>on</b> the little <b>bridge</b> near Kemp Street.	on
Peter	Walk <b>over</b> the bridge to the lake. Then turn <b>right</b> .	round
<b>Amina</b>	Did you say turn <b>left</b> ?	behind
Peter	No, turn right. Walk <b>round</b> the lake to the playground. We're at the <b>picnic</b> shelter <b>behind</b> the playground.	worried ✓
<b>Amina</b>	You're at the picnic <b>shelter</b> ?	picnic
Peter	That's right.	right
<b>Amina</b>	Thanks Peter. I'm sorry I'm <b>late</b> .	left
Peter	Don't worry. See you <b>soon</b> .	late
		soon
		shelter



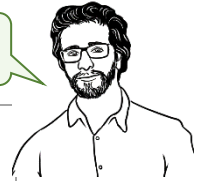
Students read the conversation above and the directions opposite aloud in pairs.



①



How do you feel?



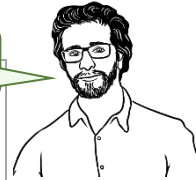
Long	Short	
I am	I'm	happy. 😊
He is	He's	sad. 😞
She is	She's	worried. 😟
It is	It's	tired. 😫
You are	You're	interested. 🤔
We are	We're	sick. 🤒
They are	They're	

**Common contractions of the verb to be.**  
Mime the emotions in exercise 1 and read the contracted forms in exercise 1 and 2 together.

②

Long	Short	
I am	I'm	on an excursion.
He is	He's	in the park.
She is	She's	on the bridge.
It is	It's	at the picnic shelter.
You are	You're	in class.
We are	We're	at home.
They are	They're	

Where's everyone?



**Where's = Where is**

③



Read aloud and students repeat the three contractions in each row, Select and say one of the three for students to circle.




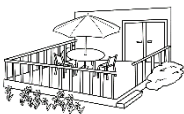






1.	I'm	She's	He's
2.	You're	We're	They're
3.	It's	She's	You're
4.	We're	They're	She's
5.	You're	He's	It's
6.	He's	It's	I'm




## 7. A place to rent



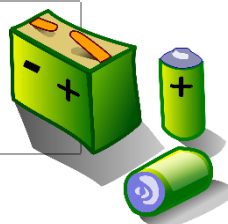
The indefinite articles have been included to:

- show the article is always pronounced with the unstressed schwa
- identify the words as uncountable nouns.

• ○	• ○ •
<p>a house </p> <p>a unit </p> <p>a bath </p> <p>a deck </p>	<p>a bedroom </p> <p>a bathroom </p> <p>a laundry </p> <p>a garage </p> <p>a garden </p> <p>a workshop </p>

• ○ • ○ •	• ○ • ○
<p>a separate toilet </p>	<p>a living room </p> <p>a parking space </p>

○ • • ○ •
<p>lithium batteries</p>





**A new home**

Ask students to cover the opposite page. Read the questions below together before listening to the recording of the conversation. There can be more than one answer for some questions.

1. What are Linh and Parwana talking about?

- Parwana's new home
- Linh's new home
- the teacher's new home



2. What street is the new home in?

- Blue Street
- Dew Street
- View Street

3. How long does it take to walk to the shops?

- 5 minutes
- 10 minutes
- 15 minutes

4. The new home is

- a new house.
- an old house.
- an old unit.

5. The new home has

- a small garden.
- a big garden.
- two bedrooms.
- a front deck.
- a back deck.
- a garage.

6. The garage will be used for

- a car.
- a workshop
- an e-bike.



7. You can't keep e-bikes inside a house because

- they are oily and dirty.
- the batteries can catch fire.
- they are noisy.

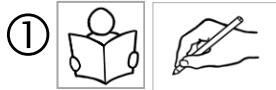
8. Parwana didn't know about lithium batteries. She says,

- 😊 I'm glad.
- 🤔 That's interesting.
- 😟 That's worrying.



**glad** = happy

**charge** a bike = fill with electricity

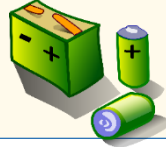


<b>Linh</b>	I moved into my new <u>home</u> yesterday Parwana.	in Street home ✓ shops Where old two five e-bike fire back interesting inside garage away
Parwana	That's great Linh. <i>Where</i> is it?	
<b>Linh</b>	It's <i>in</i> View Street.	
Parwana	New Street?	
<b>Linh</b>	No. View <i>Street</i> , V – I – E – W.	
Parwana	Is it near the <i>shops</i> ?	
<b>Linh</b>	Yes. It's only a <i>five</i> -minute walk.	
Parwana	So, tell me about your new home.	
<b>Linh</b>	Well, it's an <i>old</i> house with <i>two</i> bedrooms. It has a small garden, a sunny <i>back</i> deck and a garage.	
Parwana	Do you need a garage?	
<b>Linh</b>	Yes. I need a place for my <i>e-bike</i> .	
Parwana	Why can't you keep the bike <i>inside</i> ?	
<b>Linh</b>	I need to charge my bike <i>away</i> from the house because lithium batteries can catch <i>fire</i> .	
Parwana	That's <i>interesting</i> . I didn't know that.	
<b>Linh</b>	Yes. The batteries can be dangerous, so I'm glad we have a <i>garage</i> .	





**lithium batteries**




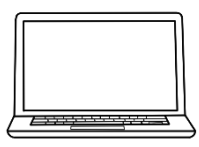
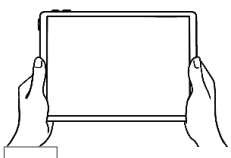

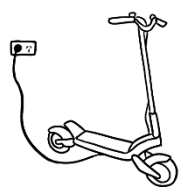

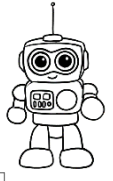


What do you know about lithium batteries?



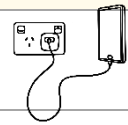


**Grammar** – Use the plural form when talking about things in general.

Read the questions together before listening to the recording of the information about lithium batteries. The transcript is at the back of this book.

**1. Lithium batteries are in**

 a. <input checked="" type="checkbox"/> mobile phones.	 b. <input checked="" type="checkbox"/> laptops.	 c. <input checked="" type="checkbox"/> tablets.
 d. <input checked="" type="checkbox"/> e-bikes.	 e. <input checked="" type="checkbox"/> e-scooters.	 f. <input type="checkbox"/> toasters.
 g. <input checked="" type="checkbox"/> toys.	 h. <input type="checkbox"/> coffee pots.	 i. <input checked="" type="checkbox"/> power tools.

**2. Is this true or false?**

Information about lithium batteries	True	False
a. You can recharge the batteries. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. You can charge them anywhere.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. They can be dangerous. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. They can get very hot.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. The batteries can catch fire.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. It's easy to put out a battery fire. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3. What is safe?



<p>a. <input checked="" type="checkbox"/></p>	<p>b. <input type="checkbox"/></p>
<p>c. <input type="checkbox"/></p>	<p>d. <input checked="" type="checkbox"/></p>
<p>e. <input type="checkbox"/></p>	<p>f. <input checked="" type="checkbox"/></p>
<p>g. <input checked="" type="checkbox"/></p>	<p>h. <input type="checkbox"/></p>
<p>i. <input type="checkbox"/></p>	<p>j. <input checked="" type="checkbox"/></p>

②

## 8. Sale at the Op Shop



**Linh talks to her friend.**

Students may need to tick more than one answer for some questions.



I bought some things at the OP Shop sale.

Read the questions together before you read Linh's description of her purchase to her friend. The transcript can also be found at the back of this book.

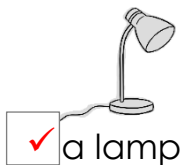
1. When did Linh go to the sale?

- on the weekend     yesterday     today

2. She went to the sale because she wanted to buy things for

- Chinese new Year.     her new home.     her brother.

3. What did she buy?



4. Information about the vase	True	False
a. It's a glass vase.		<input checked="" type="checkbox"/>
b. It's blue and white.	<input checked="" type="checkbox"/>	
c. It was made in Vietnam.		<input checked="" type="checkbox"/>
d. It's 13 centimetres tall.		<input checked="" type="checkbox"/>
e. It's very old.	<input checked="" type="checkbox"/>	

5. Why is the vase special to Linh?

- It's very old.  
 It's very beautiful.  
 It was very cheap.

**Linh's talks to her friend**  
 I wanted some things for my new home, so I went to the sale at the OP Shop today. Everything was half price and I bought a lamp, a table and a beautiful pottery vase. The vase is very old and was made in China. It's blue and white and about 30 centimetres tall. It's special because it's very old.



**Information about a special object**

Where did you get it?

I bought it **at a shop**  **in the city.** 

It was **a gift**  **from**  \_\_\_\_\_.

Where was it made?

It was made in  \_\_\_\_\_.

**Grammar** The passive form here can be taught as a collocation rather than as a grammar point. Ask students to check where other things they own were made. e.g. phone, stationery, watch, shoes, clothes, bags, car, white goods etc


What does it look like?

It's blue and white.  


It's big.  
  
It's small.  


It's glass  

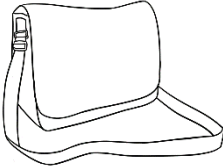

It's old.  It's new. 

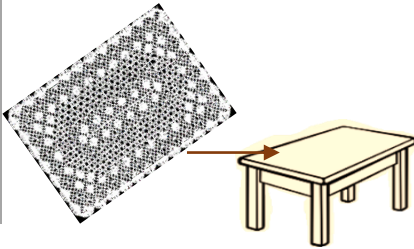
It's 30 centimetres long.  


It's wooden.  


What do you do with it?

I put flowers in it.  


I put books in it.  


I put it on the table.  




**Linh gives a talk about a special object.**

**an object** = a thing



Linh wrote a plan for her talk.

I practised many times in class and at home before my talk.



Students use the plan and Linh's talk as a model for a talk.

- Brainstorm ideas of different objects.
- Project page 39 & model a talk about an object that is special for you. Show the object to the class and as you give your talk, point to relevant parts of the plan.
- Practise standard phrases and sentences such as those in **blue** many times.
- The name of the object must be written on the board or on paper in Step 1.

Plan	My talk – A special vase
<p><b>1. Greeting</b></p> <p>Say and write the name of the object.</p>	<p>Good morning/afternoon everyone. My name is Linh.</p> <p>Today I want to tell you about a special vase.</p>
<p><b>2. The special object</b></p>	<p>This is the vase.</p>
<p><b>3. Information</b></p> <p>Where did you get the object?</p> <p>Where was it made?</p> <p>What does it look like?</p> <p>What do you do with it?</p>	<p>I bought this pottery vase last week at the Op Shop. It was very cheap, but it's very beautiful.</p> <p>It was made in China and is very old.</p> <p>It's blue and white and about 30 centimetres tall.</p> <p>I put flowers in it. I put it on my new table, in my new home.</p>
<p><b>4. Why is it special?</b></p>	<p>It's special because it's very old.</p>
<p><b>5. Thank you and questions</b></p>	<p>Thank you for listening. Do you have any questions?</p>



**Grammar** Note the use of the indefinite article, **a** special vase, for the first mention. Then the definite article, **This is the** vase, for the second mention.



**A talk about a special object**

Students write a draft of their talk in their notebook. They check their work and then ask the teacher to check it as well. Their final edited copy can be written here.

- ①  
- ②  
- ③ 

Plan	My talk _____
<p><b>1. Greeting</b></p> <p>Say and write the name of the object.</p>	<p><i>Good morning/afternoon everyone.</i></p> <p><i>Today I want to tell you about a special _____.</i></p>
<p><b>2. The special object</b></p>	<p><i>This is _____.</i></p>
<p><b>3. Information</b></p> <p>Where and when did you get the object?</p> <p>Where was it made?</p> <p>What does it look like?</p> <p>What do you do with it?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>4. Why is it special?</b></p>	<p><i>It's special because _____</i></p> <p>_____</p>
<p><b>5. Thank you and questions</b></p>	<p><i>Thank you for listening.</i></p> <p><i>Do you have any questions?</i></p>

- ④  

After practice in class and at home, students give their short talk [without reading] to the class or a small group.

## 9. An invitation



**Basam gets a voice message.**

Read the questions together before you read the voice message. The transcript of the message is also at the back of this book.

1. Who is the voice message from?

- Ahmad
- Peter
- Amina

2. What is the message about?

- homework
- an invitation
- an excursion

3. What day is the barbecue?

- Sunday
- Saturday
- Friday

4. What time is the barbecue?

- 12:00
- 12:30
- 1:00

5. Where is the barbecue?

- 46 Baker Rd
- 36 Baker Rd
- 46 Laker Rd

6. Who will be there?

- Linh
- Amina's family
- Peter

7. What can Basam bring?

- fruit
- drinks
- nothing

8. Why is Amina having a barbecue?

- for fun
- for her birthday
- for Ahmad's birthday

9. When does Basam need to reply to Amina's invitation?

- tomorrow
- today
- tonight



**Amina's voice message to Basam**  
 Hi Basam. This is Amina. Can you come to a BBQ at my place on Sunday. It's at 12:30? My address is 46 Baker Rd. It's my birthday and you can meet my family. I want to invite Ahmad too. Don't bring any food. We'll have lots of food. Can you let me know tomorrow? Bye.



**Jazz chant**

The chant revises common expressions, question inflection and correctional stress. Read together as a class, then in pairs, then together as a class again.



I'm having a barbecue.  
Would you like to come?

On the weekend.

On **Sunday**.

At 12:30.

At **12:30**.

At our place.

At **our** place.

Nothing.

There'll be lots of food.

No, no. Thank you.

No, no. Thank you.

No, no.

Just bring yourself.

Basam's coming too.

You can meet my family.

See you Sunday.



I'd love to come.  
When is it?

On Saturday?

What time?

At 2:30?

Where is it?

At **your** place?

What can I bring?

I'll bring a cake.

I'll bring a salad.

I'll bring a pizza.

Okay.

Thanks Amina.

Great.

Great.

Great. See ya.

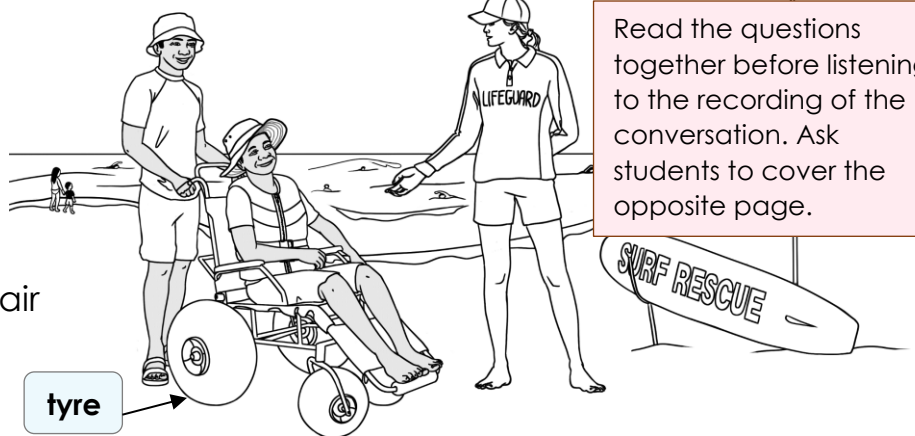
# 10. The beach and the pool



**Ko goes to the beach.**

1. What are they talking about?

- the weather
- the beach
- the wheelchair



Read the questions together before listening to the recording of the conversation. Ask students to cover the opposite page.

2. Information	True	False
a. The wheelchair is comfortable.	✓	
b. It's not easy to push.		✓
c. The tyres are very thin.		✓
d. The chair can go in the water.	✓	
e. Ko should return the chair after 5.		✓
f. Ko can book the chair any day.	✓	



3. The lifeguard said, *Stay between the*

- rocks.       flags.       people.

4. The lifeguard also said to stay

- in the shallow water.       in the deep water.

5. What does it mean?



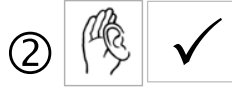
Book the chair.  
shallow  
return  
free

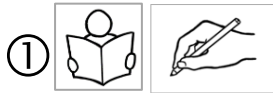
take back

costs nothing

not deep

Put your name down for the chair.





<b>Lifeguard</b>	Hello. Is the beach <u>wheelchair</u> comfortable?	very wheelchair✓ in flags fat chair first water push  day return free shallow problem help beach Yes Before
Ko	Yes, <b>very</b> comfortable.	
<b>Lifeguard</b>	Have you used the <b>chair</b> before?	
Ko	No. This is the <b>first</b> time.	
<b>Lifeguard</b>	The <b>fat</b> tyres make the chair easy to <b>push</b> over the sand. You can take it in the <b>water</b> too.	
Ko	Yes. I want to go <b>in</b> the water.	
<b>Lifeguard</b>	Stay between the <b>flags</b> and in the <b>shallow</b> water.	
Ko	When should I <b>return</b> the chair?	
<b>Lifeguard</b>	<b>Before</b> 5.	
Ko	Can I book the chair any <b>day</b> ?	
<b>Lifeguard</b>	<b>Yes</b> . The beach wheelchair is <b>free</b> because we want everyone to enjoy our beautiful <b>beach</b> .	
Ko	Thanks for your <b>help</b> .	
<b>Lifeguard</b>	No <b>problem</b> . Have fun.	





**Swimming lessons**



② What questions will Parwana ask Sahra?

do	want	does	go	can learn ✓
do	cost	does	go	lessons

1. Who can learn to swim?
2. Where **does** Hani **go** for swimming **lessons**?
3. When **does** Hani **go** to the pool?
4. What **do** the lessons **cost**?
5. Why **do** you **want** Hani to learn to swim?

Read the conversation on page 46. Students tick the answers on the following page. Support the reading of the conversation by writing Sahra and Parwana's names on the board and pointing to each character as you read their part of the dialogue.



What does Sahra say?

Students may need to tick more than one answer for some questions.

**Who** can learn to swim?



babies



children



adults

**Where** does Hani go for swimming lessons?



**When** does Hani go to the pool?

November						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	2 Swimming	3	4	5	6	7
8	9 Swimming	10	11	12	13	14
15	16 Swimming	17	18	19	20	21
22	23 Swimming	24	25	26	27	28
29	30 Swimming	31				

November						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	2	3	4 Swimming	5	6	7
8	9	10	11 Swimming	12	13	14
15	16	17	18 Swimming	19	20	21
22	23	24	25 Swimming	26	27	28
29	30	31				

November						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	2	3	4	5 Swimming	6	7
8	9	10	11	12 Swimming	13	14
15	16	17	18	19 Swimming	20	21
22	23	24	25	26 Swimming	27	28
29	30	31				

**What** do the lessons cost?



**Why** do you want Hani to learn to swim?

to make her **strong**



to make her **safe** in the water



It's important learn to swim in **Australia**.



①



②



<b>Parwana</b>	<b>Who</b> can learn to swim Sahra? <u>Anyone?</u>	does
Sahra	Yes. Anyone can learn, <b>babies</b> , children and <b>adults</b> .	lessons goes babies
<b>Parwana</b>	<b>Where</b> does Hani go for swimming <b>lessons</b> ?	Pool adults
Sahra	We go to the Kellivale Swimming <b>Pool</b> . It's in North Street, opposite the <b>hospital</b> .	Anyone✓ Tuesday hospital
<b>Parwana</b>	<b>When</b> <b>does</b> Hani go to the pool?	cost
Sahra	Hani <b>goes</b> to the pool on <b>Tuesday</b> morning, but there are different lesson times.	safe water
<b>Parwana</b>	<b>What</b> do the lessons <b>cost</b> ?	Health enrol
Sahra	I have a <b>Health</b> Care Card, so I pay <b>\$15</b> a lesson.	strong \$15
<b>Parwana</b>	<b>Why</b> do you <b>want</b> Hani to learn to swim?	too Australia
Sahra	Swimming will make her <b>strong</b> . I want Hani to be <b>safe</b> in the water. It's important to learn to swim in <b>Australia</b> .	want
<b>Parwana</b>	I want my children to be safe in the <b>water</b> . I'll <b>enrol</b> them in classes <b>too</b> . Thanks for the information Sahra.	



Read the conversation in the table as a jazz chant to help students memorise these common questions.












Who's that in the photo Amina?

It's my granddaughter Bibi. She's learning to swim.



Basam	Amina
Who can learn to swim?	Anyone.
Where can you learn?	At the pool.
When can you learn?	Anytime.
What does it cost?	I'm not sure.



Questions	Me	Partner 1	Partner 2	Partner 3
1. Can you swim? 				
2. Can you cook? 				
3. Can you ride a bike? 				
4. Can you sew? 				
5. Can you fix things? 				
6. Can you drive? 				
7. Can you play the piano? 				
8. Can you play soccer? 				
9. Can you dance? 				

Students work in groups of 4. After completing the survey for themselves, the group works as two pairs. Students ask their partner the questions on the survey and record their answers. Once completed, they swap partners and repeat the process. When everyone has finished, tally and record the skills on the board by asking, *Who can swim?* etc

# 11. A quick and easy meal

Ask students to cover the opposite page.

①



Can you cook Basam?

No, but I want to learn.



I can teach you. Here's a pizza recipe with only six ingredients.



Students write the meaning of *ingredients* in their language.

**ingredients** = \_\_\_\_\_

1. Ask students to guess the six ingredients in Ahmad's pizza.
2. Read the ingredients – a pizza base, an egg, mozzarella cheese, feta cheese, parsley and black sesame seeds. Students tick the ingredients and write the words.

②



③

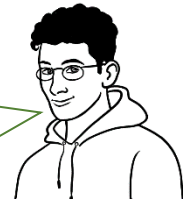


<input type="checkbox"/>	 a tomato <i>a tomato</i>	<input type="checkbox"/>	 a potato	<input checked="" type="checkbox"/>	 feta cheese
<input type="checkbox"/>	 an onion	<input checked="" type="checkbox"/>	 a pizza base	<input checked="" type="checkbox"/>	 mozzarella cheese
<input checked="" type="checkbox"/>	 an egg	<input type="checkbox"/>	 garlic	<input type="checkbox"/>	 mushrooms
<input type="checkbox"/>	 an eggplant	<input checked="" type="checkbox"/>	 parsley	<input checked="" type="checkbox"/>	 black sesame seeds

The base of this traditional Syrian pizza is normally home-made, not shop-bought. We tested the recipe before including it here, but it proved to be a little dry, perhaps due to the inferior base. Ask students how the recipe might be improved and the ingredients they use for their pizza.



Is the pizza easy to make Ahmad?



Yes, easy and quick. I'll tell you how to make it.

Read the questions together before you read the cooking instructions. The instructions are also at the back of this book.

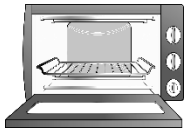
1. Why is Ahmad talking about pizza?

- He eats pizza every day.
- Basam wants to learn to cook.
- Ahmad has an easy recipe.

**Cooking instructions**

1. Heat the oven to 180°C
2. Grate a cup of mozzarella the cheese.
3. Grate ½ cup of feta cheese
4. Chop ½ cup of parsley
5. Break an egg into a bowl.
6. Add the cheese, parsley and a teaspoon of black sesame seeds to the bowl.
7. Mix together and spread on the pizza base.
8. Bake in the hot oven for 15 minutes.

2. Instructions



a. **Heat** the oven to 100°C.

True

False



b. **Grate** a cup of mozzarella cheese.



d. **Chop** ½ cup of parsley.



e. **Break** an egg into a bowl.



f. **Add** the cheese and parsley.



g. **Add** 2 teaspoons of black sesame seeds.

h. **Mix** together and spread on the pizza base.



i. **Cook** for 10 minutes.

2



Student correct the above instructions and read the corrected instructions in pairs.

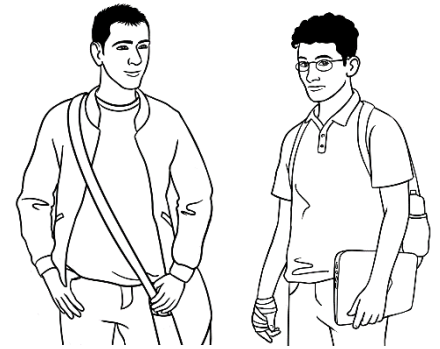


**What happened?**

Read the questions together before listening to the recording of the conversation. Ask students to cover the opposite page.

1. What are Basam and Ahmad talking about?

- Basam's cooking
- Ahmad's hand
- Ahmad's pizza



2. What did Ahmad cook yesterday?

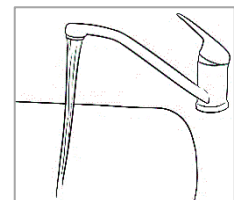
-  noodles
-  fried eggs
-  a pizza

3. What happened to his hand?

- He burnt his hand.
- He cut his hand.
- He broke his hand.

4. What did Ahmad do quickly?

- He put his hand in salty water.
- He put his hand in cold running water.
- He put his hand in warm water.



5. How long did he keep his hand in water?

- 3 minutes
- 6 minutes
- 10 minutes

6. Why did he put his hand in water? He wanted to

- warm his hand.
- cool his hand.
- wash his hand.





<b>Basam</b>	What <u>did</u> you <u>do</u> to your hand Ahmad?	hurt
Ahmad	I <b>burnt</b> it. I <b>made</b> a pizza yesterday and <b>burnt</b> my hand on the pan.	kept
<b>Basam</b>	Oh no.	did✓
Ahmad	Yes it really <b>hurt</b> , but I quickly <b>put</b> my hand in cold running water. I <b>kept</b> it there for 10 minutes.	do✓
<b>Basam</b>	<b>Did</b> that <b>help</b> ?	better
Ahmad	Yes. The water <b>cooled</b> the burn. It's much <b>better</b> today.	made
		burnt
		burnt
		cooled
		put
		Did
		help



Verbs are in irregular and regular groups.



Present
do
burn
make
hurt
put
keep

Past
burnt
put
kept
did
made
hurt

Present	Past
do	_____
burn	_____
make	_____
hurt	_____
put	_____
keep	_____

help
cool

cooled
helped

help	_____
cool	_____



**Linh talks to Wendy.**

Read the questions together before listening to the recording of the conversation. Ask students to cover the opposite page.

1. What are Linh and Wendy talking about?

- Linh's recipe
- Linh's accident
- Linh's homework



2. What did Linh cook yesterday?

-  noodles
-  fried eggs
-  a pizza

3. On the weekend, Linh hurt

- her hand.
- her head.
- her leg.

4. What did she do after her accident? She put

- an ice pack on her head.
- an ice pack on her leg.
- her hand in warm water.

5. What did she do next? She sat down

- with her head up.
- with her leg up.

6. How long did she sit?

- 15 minutes
- 20 minutes
- 25 minutes

7. How does Linh feel today?

- not well
- better
- much better

Mime new vocabulary before listening. Students write the meanings in their own language.

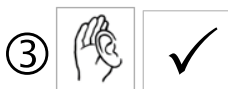
② **limping =**

**slipped =**

**dropped =**

**fell =**

**ice pack =**





<b>Wendy</b>	You're <u>limping</u> Linh.	dropped cooked limping✓ didn't hit didn't see hurt happened slipped slipped fell fell feel sat 20 put was
Linh	Yes. I <b>slipped</b> and <b>fell</b> on the weekend.	
<b>Wendy</b>	What <b>happened</b> ?	
Linh	I <b>cooked</b> some noodles for lunch and <b>dropped</b> some on the floor.	
<b>Wendy</b>	Oh?	
Linh	I <b>didn't see</b> the noodles and <b>slipped</b> on them. I <b>fell</b> on my leg.	
<b>Wendy</b>	Oh dear.	
Linh	It really <b>hurt</b> so I <b>put</b> an ice pack on my leg. Then I <b>sat</b> with my leg up for <b>20</b> minutes. I <b>was</b> lucky I <b>didn't hit</b> my head.	
<b>Wendy</b>	How do you <b>feel</b> today?	
Linh	Much better.	



Write the past tense of the verbs.



am	was
fall	
hurt	
put	
sit	

slip	
happen	
drop	
cook	

## 12. Information transcripts

This section contains transcripts of information texts which are not included in the student version of the workbook. The transcripts are useful in many ways. e.g.

- After the initial exercise in the book, students can read while listening to the teacher.
- Students can record the teacher reading the text; then listen and read at home.
- To create additional cloze exercises .

### **Wendy's Talk** Page 10

Mike is my younger brother. He came to Australia from England six years ago. He lives in Sydney now with his wife and two children. He works for a solar power company. He loves camping with his family in the holidays. My brother is hard-working and kind. He's also a great cook.

### **Ko's Talk** Page 11

Thein is my son-in-law. He comes from Myanmar. He's married to my daughter and they have a beautiful baby son. Thein wants to finish his English study. Then he wants to go to TAFE and learn about gardening.

He works for a gardener two days a week. He loves gardening. Thein also likes playing soccer and going to the beach. He's a very good swimmer. He's kind and friendly.

### **The weather report** Page 25

Here's the Kellivale weather report for tomorrow, Tuesday 21 November. It'll be warm and sunny in the morning with a temperature of 25 degrees. The weather will change in the late afternoon. It will be windy and cold. The temperature will drop to 14 degrees.

**A talk about lithium batteries** Page 35

This talk has an audio recording.

Lithium batteries are everywhere. The batteries are in mobile phones, toys, laptops, tablets, e-scooters, e-bikes and power tools. You can recharge them, but they can be dangerous. Be careful where you charge them. The batteries can get very hot and catch fire. Battery fires are very hard to put out. Here are some safety tips:

- Unplug the battery when it is fully charged.
- Use the correct charger.
- Charge batteries out of sunlight.
- Charge batteries on a table or desk.
- Put old batteries in a battery recycling bin.

**Linh's talks to her friend** Page 36

I wanted some things for my new home, so I went to the sale at the OP Shop today. Everything was half price and I bought a lamp, a table and a beautiful pottery vase. The vase is very old and was made in China. It's blue and white and about 30 centimetres tall. It's special because it's very old.

**Amina's voice message to Basam** Page 40

Hi Basam. This is Amina. Can you come to a BBQ at my place on Sunday. It's at 12:30? My address is 48 Baker Rd. It's my birthday and you can meet my family. I want to invite Ahmad too. Don't bring any food. We'll have lots of food. Can you let me know tomorrow? Bye.

**Cooking instructions** Page 49

1. Heat the oven to 180°C.
  2. Grate a cup of mozzarella cheese.
  3. Grate  $\frac{1}{2}$  cup of feta cheese.
  4. Chop  $\frac{1}{2}$  cup of parsley.
  5. Break an egg into a bowl.
  6. Add the cheese, parsley and a teaspoon of black sesame seeds to the bowl.
  7. Mix together and spread on the pizza base.
  8. Bake in the hot oven for 15 minutes.
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