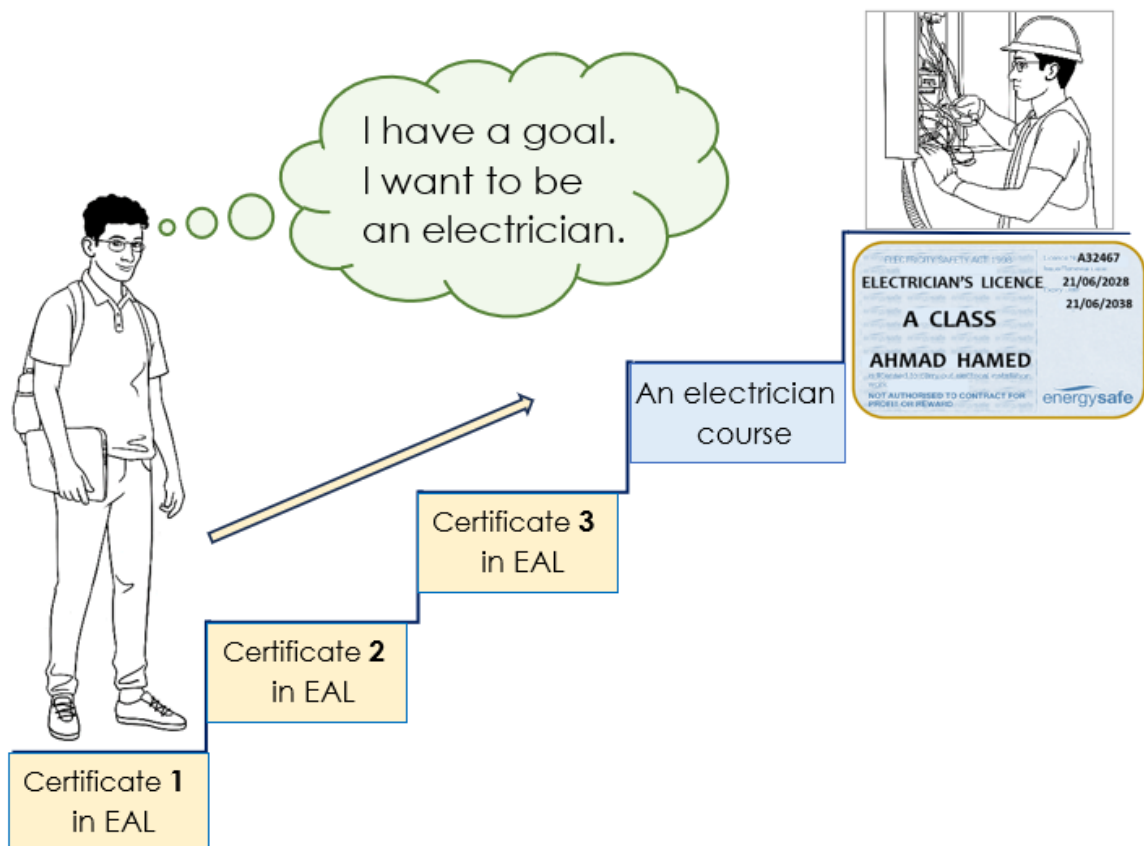


English Ready

22638VIC Certificate 1 in EAL
VU23500 Plan language learning with support

Teacher Resources



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Illustrations acknowledgements:

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Introduction to the books

The Teacher Resources

The resources book is an electronic reference and all materials can be adapted and printed as needed. PowerPoint slides have been created to introduce, consolidate and revise some vocabulary. This icon indicates a PowerPoint Presentation:

An orange rounded square icon with the white text 'PPT' inside.

The Student Workbook

The student book requires teacher direction and is **not intended for independent learning**. It is also not intended to be the only material used to teach the unit or to be used as an assessment task. It is highly recommended that students buy and use a notebook for general class work and practice. The book is available as a Word document so that teachers can:

- localise and update the content
- adjust the material to suit the requirements of particular classes
- delete or add materials as required. If you add or deduct pages, be mindful of the layout as the document has been designed so that particular pages are opposite one another.

NB. Teacher versions of the student workbooks and also the **worksheets in this book** contain notes to indicate the language focus and/or guidance for the exercise. **Teacher notes such as this one need to be removed before printing for students.**

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

Section 1 – 4: These sections include activities to support the first four sections in the Student Workbook.

Section 5: This section offers ways to expand and assist students' goal setting.

Section 6 – 7: These sections focus on developing a wide range of learning skills to help students achieve their short-term and long-term goals.

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1. Introduction

1. Learning to learn is an on-going process

Learning to learn is incremental and activities to develop learning skills are best integrated throughout the course.

The language features in the *Knowledge Evidence* for this learning unit are embedded in the teacher and student books. The grammar and vocabulary requirements listed are taught more explicitly in the oral and written units.

2. Workbook instructions

The workbook is **not** designed for independent learning and students will require guidance for activities by the teacher. To minimise distractions from the page content, icons replace written instructions in the workbooks. Some additional teacher notes have been included in text boxes in the teacher version of the student book.

PPT – Workbook

The PowerPoint gives a simple introduction to the icons. Show the PPT on *slide show*. Show the PPT again, and delay the appearance of the instruction word. Encourage students to guess and mime the instruction.

3. Do you understand?

Use the expressions - Print the expressions and encourage their use through regular practice:

- Give the five expressions to five students. Select the most confident students at first.
- Ask these students to use their expression at least once during the class – initially with the teacher and later with each other.

Note

Additional activities to familiarise students with the workbook instructions and 'Do you understand?' type expressions can be found in the Teacher Resources for Unit VU23501 – *Participate in short simple exchanges*.

3. Do you understand?

I don't understand.

Can you say it again please?

Can you help me please?

Could you speak slowly please?

Can you spell that please?

2. Meet the students and teachers.

The characters

All the drawings in the student workbook are available to be used in the design of additional materials. The bio data chart below was created to maintain consistency of information throughout the English Ready books at the three levels - Course in Initial EAL, Course in EAL and Certificate 1 in EAL. It may be useful to update character information. Characters unshaded appear in Certificate 1 in EAL books and those in grey feature in the Course in EAL books as well.

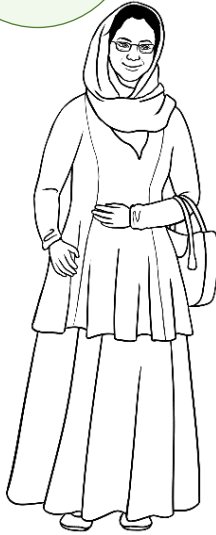
Name	Family members	Country of origin	Age / Date of birth	Date of arrival	Address Kellivale 2421	Phone
Ming Wu	Lan, Bao, Mai	China	27.03.1959	07.05.19	70 Wattle St	0418 335 748
Sahra Omar Elmi	Tahiil, Hani Abdi	Somalia	07.07.96	09.06.22	Unit 6, 50 Baker Rd	0455 961 259
Linh Nguyen		Vietnam	60		Unit 1, 140 Kemp St	
Nisha Kumar	Pari (f) Dev (m)	India			18 Sea St Near Taree NSW	0411 825 999
Basam Radi		Iraq	30 05.08.1993		Unit 3, 140 Kemp St	0455 328 691
Nabi Saikal	Husband and wife Parents of Parwana	Afghanistan	48	2023	48 Baker Road	0462 595 751 NabSaikal@gmail.com
Amina Tarukh			46	2023		0466 379 142 ATarukh13@gmail.com
Parwana Saikal	Rahim's sister		25 09.05.1998	12.01.23		0476 756 932 Parwana27@gmail.com
Jomeh Tajik	Parwana's husband		27			
Bibi Tajik	Girl 5					
Mustafa Tajik	Boy 2					
Rahim Saikal	Parwana's brother		19 07.05.03			0469 883 412 rahims003@gmail.com

Bio data continued

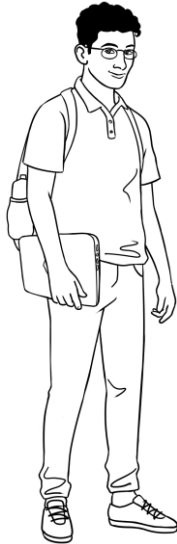
Name	Family members	Country of origin	Age / Date of birth	Date of arrival	Address in Kellivale 2421	Phone
Ahmad Hamed	Carim (m 19) Fatima (f 15)	Syria	21 25.08.2001	2022	260 North St	0492 665 732
Ko Tun	Zarni Tun – wife San Tun – daughter Thein Myint – son-in-law [24] Yaza - grandson	Myanmar			4/ 50 Baker St	
Pam		Australia	70		5/50 Baker Rd	
Teacher - Peter		Greece	38			0436 924 651
Teacher - Wendy		England	45			

Certificate 1 in EAL Characters

At the AMEP Centre



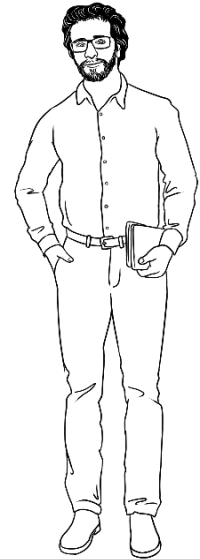
Amina



Ahmad



Basam



Peter

At the Learning Centre



Parwana



Linh



Ko



Wendy

3. What helps you learn English?

Introduction

Given that many AMEP students may have had limited schooling, it is important to broaden their concept of ways to learn. Attending an English class provides momentum and guidance in learning, but students need to learn to be active and independent learners, inside and outside the classroom. They also need to understand the importance of learning in different places and situations.

1. Learn **in** and **outside** the class - Brainstorm

The cards on the following two pages support the brainstorm about learning in the Student Workbook [Pages 4 & 5]. Focus on learning **in** the class first.

- Brainstorm ideas about how to learn best in class and write these ideas on the board.
- Print and cut up the nine cards and give each pair of students a set.
- Students call out new ideas from the cards to add to the brainstorm.
- Students record nine ideas on the mind map in their workbook.

Repeat the procedure for learning **outside** the classroom.

In preparation for classes, teachers can alert students to the vocabulary lists at the end of the Student Workbooks for units *VU23501 Participate in short simple exchanges* and *VU23503 Read and write short simple messages and forms*. Students can use the lists to familiarise themselves with the language to be covered in the following class. Encourage students to *review* after class and *preview* before class; teach the meaning of these words.

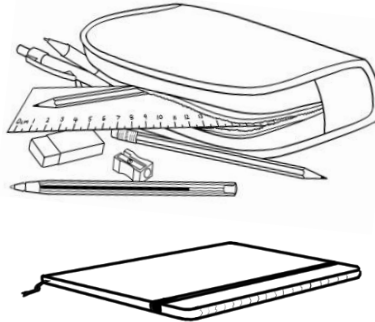
A learning review can be found at the end of the Student Workbook on pages 16 – 17. The review is written in Past Simple so students can reflect on the steps they have taken in their learning.

1. Learn in class - Cards

Come to class early.



Come prepared for class.



Come to every class.

July			
Mon	Tues	Wed	Thurs
1 ✓ Class	2 ✓ Class	3 ✓ Class	4 ✓ Class
8 ✓ Class	9 ✓ Class	10 ✓ Class	11 ✓ Class
15 ✓ Class	16 ✓ Class	17 ✓ Class	18 ✓ Class
22 ✓ Class	23 ✓ Class	24 ✓ Class	25 ✓ Class
29 ✓ Class	30 ✓ Class	31 ✓ Class	

Ask for help.

Can you help me please Peter?



Talk to classmates In English.

Did you have a busy weekend Parwana?

Very busy.



Write new words on a word list.

Word list

early
afternoon
difficult



Record the teacher.

What helps you learn English?



Learn some computer skills.



Put your phone on silent.



1. Learn **outside** class - Cards

Review and preview classwork.



Borrow books and study in the library.



Learn English online.



Listen to the recording of the teacher and repeat.

What helps you learn English?

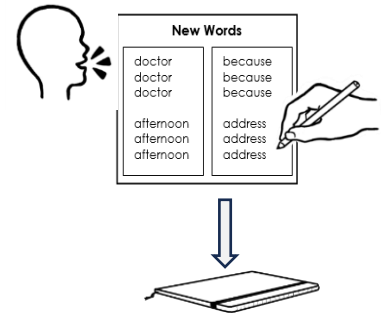


What helps you learn English?

Read and listen to audio books.



Say and write new words again and again.



Talk to new people.

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

Yes, it is.



Go to a conversation class.



Speed copy for six minutes four times a week.

I can't come to class tomorrow because I have a dentist appointment. See you on Thursday.



I can't come to class



2. Focus on skills

The brainstorming of learning strategies *inside* and *outside* the classroom addresses both the oral and written skills in English. However, within a learning plan, students are asked to focus on specific skill areas.

- Usually *speaking* is the most common area of need, and activities to strengthen both *speaking* and *listening* skills need to be included in every lesson. A noisy classroom is a good sign.
- The next area of need is usually one or more of the written skills of *reading*, *writing* and *spelling*.
- Skills in grammar and vocabulary acquisition are embedded in all skill areas.

It's important to explain to the students about the goal and skills focus of classroom activities, to show what skills are being taught.

3. Skills focus cards

- a. Speaking and listening skills
- b. Reading, writing and spelling skills [Grey cards]

Activity 1 – Skills cards to support the writing of a learning plan

- Print and cut up all the cards, enough to have a complete set for each group of 3 or 4 students. Divide each set into two groups – 1. *Speaking and Listening* cards 2. *Reading and Writing* cards.
- When students are writing their learning plans, give out a set of the *Speaking and Listening* cards to each student group so they can select the skills they want to develop and record in their plans.
- Collect those cards, and repeat the activity with a set of the *Reading and Writing* cards.

Activity 2 – The practice of learning skills

The recording of skills in a learning plan is meaningless if the skills are not encouraged and put into practice. This can be done in a number of ways:

a. Learning skills posters

- Enlarge one page of the cards and print large enough for a wall poster. Select one skill a day to focus on. This may be in response to a class or particular student's needs. Individual students could also select a skill to focus on.
- Enlarge and print the rest of the pages of the cards one by one, and repeat the selection of a skill to practise each day.
- The posters can be used to indicate the skills being developed in the class at any time.

Activity 3 – Individual checklists of skills

A small number of skills could be selected to create a checklist of each student's specific learning needs and used as a tailored study skill prompt. Each student is likely to have a different set of skills.

Activity 4 – Survey of students

Print a page of the skills cards, enough for each student to have a page. Students work in small groups and ask questions e.g. **Do you listen to the teacher?** **Do you talk to other students?** Students record the positive or negative answers. Tally the responses on the board and follow up any learning gaps in following classes.

Activity 5 - Teacher interview


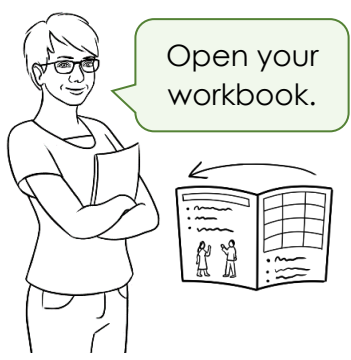









A personal interview can be helpful for students who may not be progressing. The cards can be used as a prompt to help students choose better strategies to assist their learning.

Activity 6 – Grammar practice

Grammar can be woven into the previous activities. Grammar such as:

- **Modals** - *will, need to, have to*
e.g. I *will* ask for help. I *need to* talk to new people.
- **Adverbs of frequency** - *always, often, sometimes, never*
e.g. I *always* ask for help. I *sometimes* talk to new people.
- **Simple connectives** - *and, because*
e.g. I'll borrow books from the library *and* read every day.
I need to listen and repeat *because* it will help my speaking.
- **Verb tenses and time markers** - *Present and Past Simple*
e.g. I *use* new words *every day*. [Present Simple]
I *go* to a conversation class *once a week*. [Present Simple]
I *talked* to friends in English *on Saturday*. [Past Simple]

3a. Speaking and listening skills

<p>Listen to the teacher.</p>   <p>Open your workbook.</p>	<p>Listen and repeat.</p>   <p>Listen</p> <p>Listen</p>	<p>Talk to other students.</p>  <p>Hello. My name's Amina.</p> <p>Hi. My name's Ahmad.</p>
<p>Talk to friends In English.</p>  <p>Did you have a busy weekend Parwana?</p> <p>Really busy.</p>	<p>Use new words.</p>  <p>It's really hot today.</p>	<p>Talk to new people.</p>  <p>It's a nice day, isn't it?</p> <p>Yes, it is.</p> <p>BUS STOP</p>
<p>Record the teacher.</p>  <p>What helps you learn English?</p>	<p>Listen to the teacher and repeat.</p>  <p>What helps you learn English?</p> <p>What helps you learn English?</p>	<p>Repeat sentences and phrases again and again.</p>  <p>It's time for class. It's time for class. It's time for class.</p>

3a. Speaking and listening skills

Say, 'I don't understand.'

I don't understand.

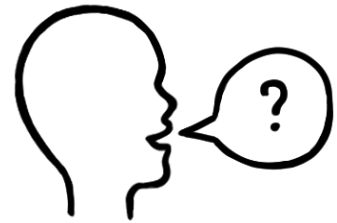


Ask for help.

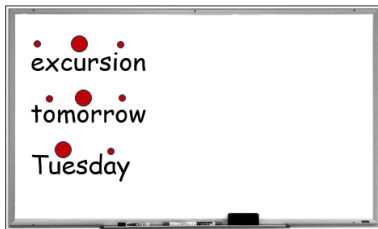
Can you help me please Peter?



Ask questions.



Say and clap the stress.



Listen to and read audio books.



Go to a conversation class.



Listen to and sing songs.



Sing along to songs on YouTube videos.



Use AMEPOnline.



3a. Speaking and listening skills

Watch English movies with subtitles.



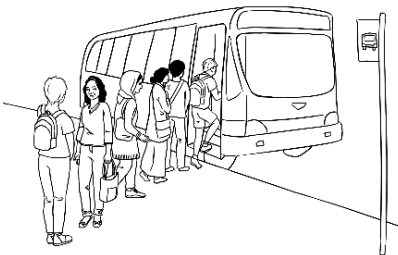
Play games.



Go shopping with friends.



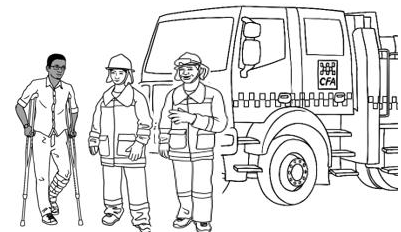
Go on excursions.



Speak English with team mates.



Speak English with other volunteers.



Join a sports club.



Have a BBQ with classmates.



Talk to people at the child care centre.



3b. Reading, writing and spelling skills

Borrow books from the library and read every day.



Learn words about a topic.

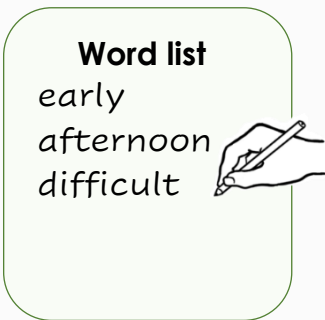


Park
 tree bench
 bird path
 bush clouds

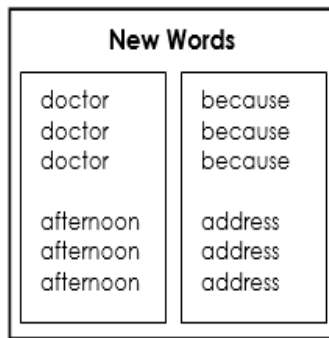
Change the settings on your phone to English.



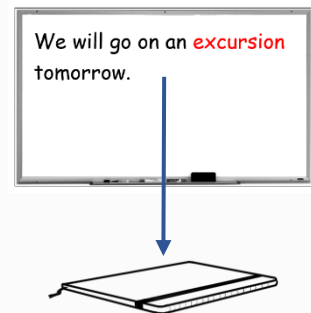
Write new words on a word list.



Copy words again and again.



Copy sentences from the board into a notebook.



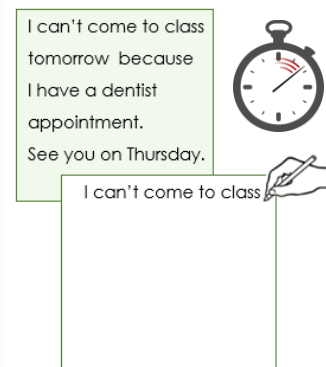
Play games.



Write words in colour.



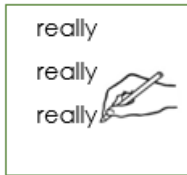
Speed copy for six minutes every day.



3b. Reading, writing and spelling skills

Write and say new words again and again.

really, really, really

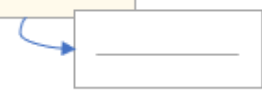


Put the words on your fridge and read them every day.



Write a new word on one side of a card and write the word in your language on the back.

difficult



Take a photo of new words on your phone.



Use AMEPOnline.



Type sentences on the computer.



Write text messages.



Practise sentences for dictation in class.

We went on an excursion to the market.



We went on an excursion to the market.



Practise spelling patterns.

Vowel patterns	feel	need	meet
	day	say	play

Consonant patterns	train	trick	truck
	back	sick	sock

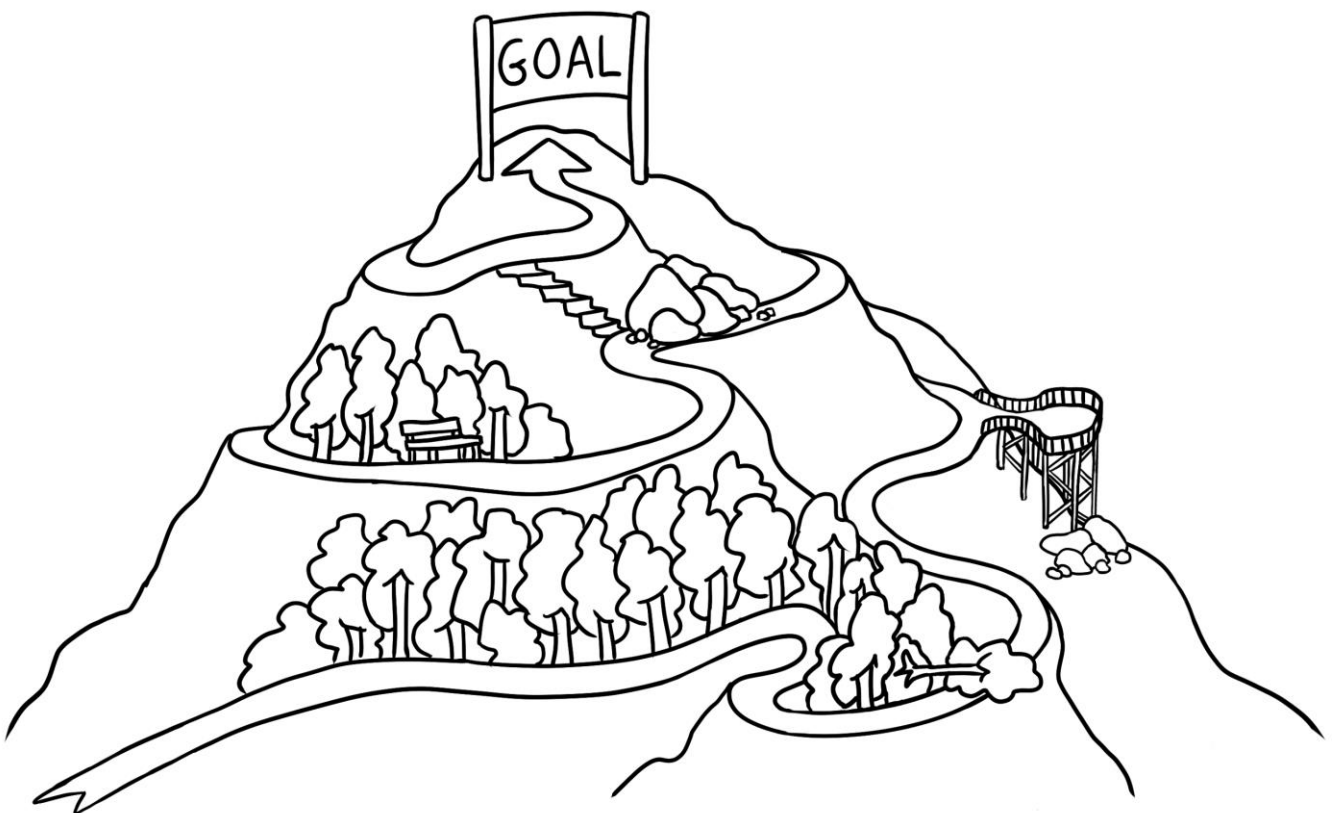
4. Sometimes there's a problem.

Introduction

Newly arrived migrants and refugees are likely to have a number of barriers to their learning. It's important that students are aware that there are resources available to help. Although more complex financial, housing and relationship issues need to be referred to the coordinator or other qualified professionals, more common problems and possible solutions can be discussed in class. Such discussion can help students realise that they are not alone in experiencing barriers to learning and that they can learn new ways to solve these problems with the help of their teacher and classmates.

Activity 1 – Sometimes there's a problem

Project the drawing below depicting how barriers, distractions and delays may slow the journey to a goal. Ask students to point out the barriers on the path [the tree and rockfall], the distractions and delays [the lookout and bench] and the need to sometimes take a slightly different path to the one originally planned [the steps]. The drawing can be used to explain the meaning of the words *problem*, *difficulty*, and *solution*.



The most common problem and one solution

The most common problem for students is absence from class for a range of reasons such as sickness, caring responsibilities, specialist medical appointments, housing, settlement issues etc. It is important that early in the course, students are encouraged to pair up with a classmate to help catch up on classwork if and when they are unable to attend class.

Activity 2

Brainstorm some possible problems and solutions on the board.

Problems may be:

- Educational
- Cultural
- Settlement related
- Due to past experiences e.g. trauma
- Health – medical, dental
- Work related
- Personal e.g. busy home life, carer demands

Solutions/help sources may include:

- the current learning institution
- settlement organisations
- charitable organisations/churches
- the community e.g. sporting clubs, the local council
- personal management

Activity 3

Print the following pages. **[Remove the pink teacher box.]**

Students tick the solution they would try for each problem.

①



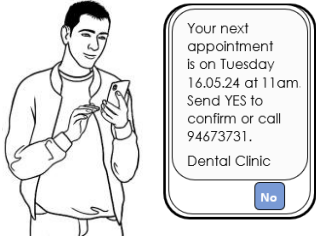






②



Instruct students to tick the solutions that they might try.

Problems	Some solutions																																			
<p>1. I have a busy life.</p>	<p><input type="checkbox"/> a. Make a timetable.</p> <div style="border: 1px solid #000; padding: 5px; margin: 5px 0;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th colspan="7">July</th> </tr> <tr style="background-color: #fff9c4;"> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> <th>Sat</th> <th>Sun</th> </tr> </thead> <tbody> <tr> <td>1 Class and study</td> <td>2 Class and study</td> <td>3 Class and study</td> <td>4 Class and study</td> <td>5 Work and BBQ</td> <td>6 Work, clean, cook</td> <td>7 Soccer, wash, shop</td> </tr> <tr> <td>8 Class and study</td> <td>9 Class and study</td> <td>10 Class and study</td> <td>11 Class and study</td> <td>12 Work and BBQ</td> <td>13 Work, clean, shop</td> <td>14 Soccer, wash, cook</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td></td> </tr> </tbody> </table> </div> <p><input type="checkbox"/> b. Study in the library after class every day.</p> <p><input type="checkbox"/> c. Study three times a day, for 10 minutes each time.</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid #00aaff; padding: 2px 5px; background-color: #e0f0ff;">10 minutes</div> <div style="border: 1px solid #00aaff; padding: 2px 5px; background-color: #e0f0ff;">10 minutes</div> <div style="border: 1px solid #00aaff; padding: 2px 5px; background-color: #e0f0ff;">10 minutes</div> </div>	July							Mon	Tues	Wed	Thurs	Fri	Sat	Sun	1 Class and study	2 Class and study	3 Class and study	4 Class and study	5 Work and BBQ	6 Work, clean, cook	7 Soccer, wash, shop	8 Class and study	9 Class and study	10 Class and study	11 Class and study	12 Work and BBQ	13 Work, clean, shop	14 Soccer, wash, cook	15	16	17	18	19	20	
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15	16	17	18	19	20																															
<p>2. I miss class because I am sick.</p> <p>I miss class because my child is sick.</p>	<p><input type="checkbox"/> a. Catch up on classwork with a classmate.</p> <p><input type="checkbox"/> b. Look after your sick child and try to study at home.</p> <p><input type="checkbox"/> c. Ask someone in your family to look after your sick child.</p>																																			

Problems	Some solutions
<p>2. I have an appointment.</p> 	<p><input type="checkbox"/> a. Make an appointment outside class time.</p>  <p><input type="checkbox"/> b. Change the appointment time so it is outside class time.</p> 
<p>3. I work.</p> 	<p><input type="checkbox"/> a. Work outside class time.</p>  <p><input type="checkbox"/> b. Learn with AMEPOne.</p>  <p><input type="checkbox"/> c. Ask for a volunteer tutor.</p>  <p><input type="checkbox"/> d. Enrol in a part-time class.</p>

5. Help students set goals.

Help students set their goals

Throughout the term organise activities to support students when planning their future. Where possible, provide information in a student's first language. Some ideas for future planning:

1. Excursions

Excursions not only allow students time to talk to one another in English, but also give them an opportunity to see a range of study and work options.

Visit local:

- TAFE or Registered Training Organisations [RTO]
Sometimes these organisations will offer short taster courses.
- Large employers e.g. Bunnings, MacDonalds
- Volunteering centres e.g. Op Shop, CFA

2. Speakers

Speakers can inspire students and open up new avenues for study and work. However, it is critical that all speakers are aware of the English level of the class and adapt the speed and complexity of their language accordingly.

Recommend the use of visual aids or a data show. Possible speakers could be:

- A career advisor from the TAFE or RTO to talk about available courses
- A student study counsellor to talk to small groups of students
- A volunteer from the SES or CFA to speak about their work
- Ex-students to talk about their learning journey
- An employer to talk to students about their expectations of an employee, especially their English level and general employability skills.
- Someone from a recruitment agency to talk about job opportunities.
- Pair-up with students from a higher-level class to interview each other and talk about future plans.

6. Cultural differences

Students are encouraged to communicate in English outside the classroom with classmates, neighbours and strangers. However for some students, there may be reasons preventing them doing this. A discussion of cultural differences can help explain and potentially break down some of the barriers to engagement and communication.

1. Cultural differences in the classroom

A good place to start discussion is about cultural differences in the classroom. *Learning in Australia* is compared to learning in students' countries of birth on pages 25 – 27 in the **Course in EAL** Student Workbook for the unit *VU23494 Use strategies to develop language learning with support*.

2. Cultural differences more generally

The table on the following page is a teacher reference. Discuss relevant questions when appropriate and role play to demonstrate with more confident students.

Cultural differences

1. Is it okay to interrupt the teacher?
2. Is it okay to ask the teacher to repeat something?
3. Is it okay to tell the teacher you don't understand?
4. Is it okay to tell the teacher the lesson is too hard or too fast?
5. Is it okay for a woman to ask a man a question?
6. Is it okay for a man to ask a woman a question?
7. Is it okay to keep eye contact when talking to someone?
8. Is it okay to smile at a stranger? Is it okay to say hello?
9. Can a woman introduce herself to a man?
10. Can a man introduce himself to a woman?
11. Is it okay to sit next to someone of the opposite sex?
12. Is it okay to stand very close to a person when you talk to them?

7. Summary of learning strategies

Introduction

To learn effectively students need to use a variety of strategies. There is no right or wrong way; it is a personal choice and strategies vary according to the task. However, students with little or disrupted education may have few skills in learning.

For students to become familiar with new learning strategies, it may be necessary to practise in class first and many strategies can be adapted to meet differing levels of learning ability. For example to practise *Useful expressions to show understanding*, the activity could be adapted for three levels:

- High level students: Memorise three sentences.
I don't understand.
Can you say it again please?
Could you speak slowly please?
- Mid-level students: Memorise 2 sentences
I don't understand.
Can you say it again please?
- Beginner students:
I don't understand.

In the student book, the students could highlight the expressions they have to learn. On their phones, they could record the teacher reading the three expressions, and then listen and repeat at home.

It is useful to keep a record of the learning strategies introduced throughout the course. This can ensure that a wide range of strategies are introduced and practised both inside and outside the class. e.g.

Week and Strategy	Activity
Week 1 Expressions of understanding	Highlight the expression to learn. Record the teacher. Listen and repeat at home again and again. Use the expressions in class.
Week 2	

1. Summary lists of learning strategies can be found on the following pages.

These are for teacher reference and include ways to improve skills in:

- a. Study
- b. Vocabulary acquisition
- c. Listening
- d. Speaking
- e. Reading
- f. Writing

Select a strategy a day or each week to discuss and practise. Students may suggest alternative strategies which can also be trialed by the class.

An example of a strategy to develop more active learners

Encourage students to take a photo of texts in their day-to-day lives such as at the supermarket, on a bus, on the street, at the health centre. They read the text and consider the following questions about it:

- Where did you see it?
- What does it mean?
- Why was it there?
- Would you see this in your country of birth?

Students could share their photos with other students, or could forward them to the teacher for projection and discussion in class.

[Idea presented at a LWA workshop *Linguistic Mindfulness* in 2022 by Karen Barber at North Metro TAFE , WA.]

As students try new ways to learn and see positive results, their confidence will improve and learning will become faster and easier.

2. Conversation models from unit *VU23501 Participate in short simple exchanges*. [See page 34]

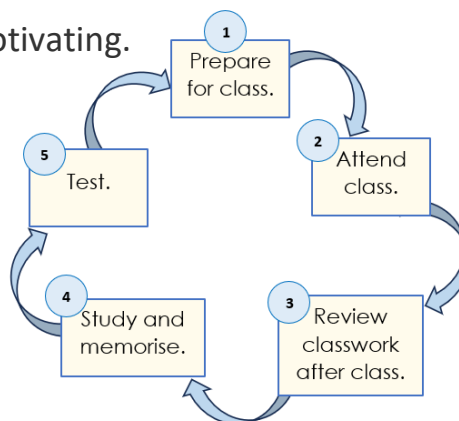
- Simple phrases and expressions from conversations could be practised and memorised.
- Students could rehearse in pairs and perform these dialogues for the class.

1a. Strategies to improve study skills

a. **Have a goal.** Goals are important and motivating.

b. **Practise a five-step study cycle:**

1. Prepare for class
2. Attend class
3. Review the class work as soon as possible after class
4. Study and memorise new words, phrases and sentences
5. Test.



The study cycle could be printed in A3 to create a class poster as above.

c. **Repeat and review** are key elements for successful learning. Brief regular practise and repetition fixes words, phrases or sentences into the long-term memory. It is important to review regularly to retain information. Reading and saying words aloud assists retention.

d. **Use a memory aid** - Visualise the meaning of a word, say the word aloud and mime it, clap the syllables, say the word in a specific location e.g. to remember the rooms of a house, say the names of each room while standing in it. [Rooms can also be labelled.]

e. **Daily study** is motivating and effective; it maintains momentum. The commitment of studying with a friend can make this easier.

f. **Create a quiet place to study** - without distractions is the ideal. If home is busy, the library after class offers an excellent space.

g. **Divide study time into short chunks and stagger the sessions.**
e.g. a list of words or sentences to learn for a dictation on a Friday - Study for 10 minutes at a time on Sunday, Tuesday, and Thursday. This is more effective than studying for 10 minutes on three consecutive days and more effective than studying for 30 minutes on one day.

h. **Regular attendance** is critical. Come on time, participate and remain until the end of the class. When classes are missed, students need to ask a friend to catch up on work and collect handouts.

i. **Use [AMEPOnline](#).** This site has a wealth of materials to support learning.

j. **An AMEP volunteer tutor** can offer additional support.

k. **A learning diary** can make students more aware of their learning.
e.g.: *Today I spoke English to _____ . I borrowed a book from the library.*

1b. Strategies to improve skills in vocabulary retention

a. Make flashcards:

- with a word and a picture.
- with a word in English on one side and the translation on the reverse side

b. Use new words three times the first day then at least once a day over the following week.

c. Use the senses to experience words as broadly as possible. e.g. *kiwi fruit* - feel, smell and taste one. Words are more easily remembered when several senses are used.

d. Copy the same word over and over, reading it aloud and visualising it.

e. Group words:

- in topics e.g. *time* - days of week, months, seasons
- with similar meanings e.g. sick, ill, unwell

f. Review new words before going to sleep.

g. Use visual and location skills to boost memory e.g. Label things in a picture, in the class, around the home and garden. Put several objects on a tray, cover with a cloth and ask students to recall. This can also be done with familiar words written at random on the board, covered and then written from memory.

h. Set a goal to learn 4 new words every day. Write the 4 words on:

- the palm of the hand
- a piece of card to put it in a pocket, and take out throughout the day to memorise.
- a sticky note and attach it to the fridge. Look at and say the words when opening the fridge door.

When the words are memorised, write them from memory.

i. Learn shortened and colloquial words and when to use them appropriately. e.g. arvo (afternoon); barbie (BBQ); bickie (biscuit); chockie (chocolate) mozzie (mosquito)

j. Chunk words into syllables, noting the stress. e.g. enrolment - en **rol** ment

k. The Word List on pages 37 - 38 contains the words used in the student workbook and can be printed for revision and homework activities.

1c. Strategies to improve listening

- a. **Watch English movies** with English subtitles.
 - Movies on YouTube can be watched with the speed slowed down to hear more words and phrases.
 - Replay sections of movies many times to be clear about the dialogue.
- b. **Listen to music in English**, the same song over and over. Access YouTube clips with the lyrics.
- c. **Borrow simple books with audio** from the library. Listen to the audio, read the book and read aloud over and over. Close the book and just listen to the audio over and over.
- d. **Record the audio for some *English Ready* units** on a phone and listen at home.
- e. **Access the audio from [AMEPOnline](#).**
- f. **Listen to native-speakers** when out shopping or on public transport.
- g. **Some TV programs** designed for children offer slow, clear listening opportunities.

1d. Strategies to improve speaking

- a. **It's important to express understanding and need:**
 - Ask questions
 - Ask for help
 - Say when you don't understand
 - Ask the teacher to speak more slowly.
- b. **Memorise a phrase or sentence** from the workbooks by repeating it over and over every day.
- c. **Model and practise making introductions** in class. Encourage students to introduce themselves to others, smile and look at the person.
- d. **Talk to a wide range of people** - classmates, neighbours and native speakers. Talk as much as possible and don't worry about the mistakes; making mistakes is how learning happens.
- e. **Borrow simple books with audio** from the library. Listen to the audio, read the book and read aloud over and over.
- f. **Sing in English.** Watch YouTube videos of songs with the lyrics. Download songs and memorise the words and melody.
- g. **Read conversations** from the unit *VU23501 Participate in short simple exchanges* and practice them over and over with a friend. Use the conversation as a model to write a new conversation. Once the teacher has corrected it, rewrite and read with a classmate. See Page 26 for a guide to conversations in the unit VU23501.
- h. **Speak in front of the mirror.** Speak loudly. Record your voice.
- i. **Mark the stress on words** to help with pronunciation
- j. **Record classroom conversations** on a phone and listen to them at home. Repeat them aloud.
- k. **Join a sports club**, a volunteer organisation or help out at the child care centre or school. This can help integrate families into the community.
- l. **Organise social activities with classmates** from different language backgrounds. Have a picnic, a game of soccer, a BBQ etc

1e. Strategies to improve reading

- a. **Revise class texts as soon as possible after class.** Look up any words not understood, write them down and learn them.
- b. **Read in English every day.** Select a news article in your first language to become familiar with the content and then find an article in English on the same topic.
- c. **Introduce common sound patterns.** Although words from other languages have made English more challenging to read and spell, approximately 80% of English words have regular patterns and rules. To develop independent reading skills, work on the sounds needs to be done systematically and revised regularly.

A summary of the long and short vowel sounds used in the student workbook can be found on pages 34 - 36. Additional resources to support the teaching of sounds can be found in the following English Ready books:

- **Letter Sounds** developed for Course in Initial EAL, *Unit VU22578 Recognise letters of the alphabet and their sounds* – A very basic introduction to sounds.
 - **Teacher Resources** for Certificate 1 in EAL [Access], *Unit VU23503 Read and write short simple messages and forms* – Initial sounds, consonant blends and two consonants make one sound, pages 10 – 13; letter clusters used in the unit pages 70 – 72.
 - **Teacher Resources** for Certificate 1 in EAL [Access], *Unit VU23501 Participate in short simple exchanges* – Consonant clusters used in the unit pages 96 – 97.
- d. **Select a book at the right level.** Don't get a book that's too hard. Read the title. Scan the book looking at any pictures or diagrams to get an idea of what the book is about.
 - e. **Listen to an audio recording while reading.** Look up new words and write them down with their meaning.
 - f. **Read the book aloud** pausing at punctuation. Reading every day will build up vocabulary and help with writing.
 - g. **Change the language setting to English on devices.** This will build vocabulary with the repetition of notifications and language.
 - h. **Ask your children to read to you.**

1f. Strategies to improve writing

- a. **Write a sentence every day.** Ask your teacher to correct it. Write it again with no mistakes.
- b. **Next step: Write two or three sentences every day.** Leave a blank line between the writing for the teacher to correct. Copy the corrected sentences with no mistakes.
- c. **Memorise the spelling of words.** Use the *Look, say, cover, write, check* technique or other techniques noted in the Teacher Resources for *Unit VU23503 Read and write short simple messages and forms* on pages 39 - 42.
- d. **Introduce common sound patterns.** Knowing the common sound patterns expands a student's word bank, makes the memorization of words easier and so allows students to write with more speed and confidence. See the information about the importance of teaching sounds on the previous page. A summary of the long and short vowel sounds used in the student workbook can be found on in this book on pages 32 - 34. The spelling of the sounds is ordered with the most common pattern in the first column.
- e. **Word list** – A summary of words used in the student workbook can be found in this book on page 35. This can be printed and used for spelling practice and dictation, and for pronunciation. A blank template is also included on page 36 for students to create their own word list.
- f. **Practise speed copying.** Set a timer for six minutes. Take one paragraph in your student book. Copy the paragraph over and over for six minutes every day for a week. You will get faster and more accurate each day. The next week select a different paragraph.
- g. **Send text messages or emails to friends.** If possible, the teacher could organise email pen-pals from other classes in the learning centre or even in centres across the world.
- h. **Use models** to guide writing.

Long vowel patterns – Words in the student workbook

Long a			
a_e	ai	ay	a
classmate s	painter	days	timetable
make	again	play	change
game s		okay	
translat e d		say	

Long e			
ee	ea	y	e
week	speak	study	he
volunte e r	read	family	be
nee d	ea s y	country	
spee d	tea ch	copy	
thre e	repea t	library	
	ea ch	every	
	tea m		

Long i			
i_e	y	igh	i
outside	my	nights	silent
five	try		child
fireman	type		
write			
time			
online			
life			

Long o			
o_e	oa	o	ew
home		go	sew
broke		piano	
note		so	
wrote			
phone			

The **Long u** sound is uncommon in English and no examples are used in the student workbook.

Short vowel patterns

Short a	Short e	Short i	
a	e	i	
plan	help	did	finish
can	get	is	list
have	yes	in	miss
catch	went	skill	listen
man	then	with	
stand	text	sick	
back		fix	

Short o		Short u	
o	a	u	o
from	want	study	come
borrow	what	club	some
	was		
	watch		

Word List from the student workbook

A	again, accident, after, ask, appointment, audio	N	nights, notebook, nurse, neighbours, need
B	business, broke, borrow,	O	outside, once, online
C	country, certificate, course, catch up, conversation, copied	P	please, plan, painter, play, piano, practice, prepared, previewed
D	delivering, difficult	Q	qualification, questions
E	early, eight, every, electrician, easy	R	record, repeat, repair, reviewed
F	fireman, foot, filled, form, future, first, finish, fix, four	S	slowly, study, soccer, skills, solution, sew, sick, speed, six, silent
G	goal, group	T	tutor, talk, translated
H	help, home, house	U	understand
I	improve	V	volunteer
J		W	week, work
K		X	
L	list	Y	
M	motorbike, mechanic, months, minutes	Z	

Word List - Blank

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	

N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

2. Conversation models

VU23501 Participate in short simple exchanges		
Situations	Pages	Topics
Students introduce themselves and talk to other students.	4 – 7, 14, 22 17 24 – 27 33 37, 39 47, 49	Introductions The garden Jobs at home Free time Family The weekend
Students talk to teachers.	8, 15 10 40 44, 46 48 54	Meet the teacher Can't come to class Plan an excursion Sport - footy and tennis The weekend Ahmad's laptop
Enrolment	19 21	An English class Child care
At the library	13	Joining the library
Shopping	51 53 55 56 61	Arrange to go shopping Return clothing Return a laptop Return some clothing Buy medicine at the chemist
Speak to a stranger.	34 - 35	Talk about the weather
Talk to a neighbour.	42 - 43	Talk about an excursion
Talk to a childcare worker.	45	Sport - cricket
Talk at work with workmates & customers.	AMEPOnline	Participate in short simple exchanges - Assad and Noora working in a supermarket
Make appointments.	11, 19, 59	Medical appointments

