

English Ready

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

Teacher Resources



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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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Introduction

The Teacher Book

The book is an electronic reference and all materials can be adapted and printed as needed. Worksheets have teacher notes that can be removed prior to printing.

Resources here include:

- pair work and class work
- revision and homework
- pronunciation
- extension

The book contains audio transcripts and links to the audio MP3 files can be found on the English Ready webpage. PowerPoint slides have been created to introduce, consolidate and revise vocabulary. The following icons indicate:



Mp3 audio files



PowerPoint.

The Student Workbook

The student book requires teacher direction and is **not intended for independent learning**. Although the workbook addresses all the unit requirements, it is not intended to be the only material used to teach these units 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. Also removing pages may mean that the book no longer covers all the requirements of the unit.

NB. Teacher versions of the student workbooks and also the **worksheets in this book** contain notes to indicate the language focus and/or guide for the exercise.

Teacher notes such as this one on worksheets in the Teacher Resources need to be removed before printing.

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

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1. Introduction

1. Pronunciation

Pronunciation needs to be done in the context of everyday teaching and the following two resources are highly recommended and give practical ideas and guidance on ways to do this:

- Lynda Yates and Beth Zielinski *Give it a Go: Teaching Pronunciation to Adults* can be downloaded free from the following site:


https://www.academia.edu/87980183/Give_it_a_go_teaching_pronunciation_to_adults



- Carringbush has developed a series of free teacher training videos for teachers of adult EAL learners at foundation level. The videos feature approaches of teaching pronunciation, vocabulary, text and other tips.

<https://carringbush.org.au/teacher-training-videos/>

2. Teaching word stress

Below are some of the techniques suggested in the book by Lynda Yates and Beth Zielinski *Give it a Go: Teaching Pronunciation to Adults*. [See page 78]

Technique	Examples
1. Physically demonstrate the strong stress with movement.	Explore a variety of methods: Tap the table, punch the air, clap, tap your foot, click your fingers, stretch a rubber band, raise and lower your hand. e.g. A mina 
2. Hum the word.	under stand mm - mm - MMM
3. Vocalise the pattern	under stand di di da
4. Sound and kinesthetic together	Hum the word and use the hand movements at the same time.

<p>5. Visual and auditory</p>	<p>Close your fist next to your face and open it when you say the stressed syllable.</p>												
<p>6. Draw the word stress</p>	<p>○ ○ ○ u n d e r s t a n d</p>												
<p>7. Use Cuisenaire rods or cards</p>	<p>Use rods or card to show the stress.</p> <p> l a t e r</p> <p> t o d a y</p>												
<p>8. Make lists of words with their stress patterns for students to practice. This could be a wall chart or a temporary list on the board of new words of the day.</p> <p>Note: In words that end in <i>tion</i> or <i>sion</i>, such as <i>instruction</i>, <i>station</i>, <i>admission</i>, the stress always falls before the final syllable.</p>	<table border="1" data-bbox="740 875 1203 1122"> <tr> <td>○ ○</td> <td>○ ○</td> </tr> <tr> <td>again</td> <td>listen</td> </tr> <tr> <td>repeat</td> <td>partner</td> </tr> </table> <table border="1" data-bbox="745 1187 1198 1442"> <tr> <td>today</td> <td>○ ○</td> </tr> <tr> <td>later</td> <td>○ ○</td> </tr> <tr> <td>instruction</td> <td>○ ○ ○</td> </tr> </table>	○ ○	○ ○	again	listen	repeat	partner	today	○ ○	later	○ ○	instruction	○ ○ ○
○ ○	○ ○												
again	listen												
repeat	partner												
today	○ ○												
later	○ ○												
instruction	○ ○ ○												

3. 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.

The following activities can help students recognise and remember the meaning of the icons. **Remove the teacher instruction text boxes before printing for students.**

Activities

a. **PPT – Workbook instructions**

Show on *slide show*. Once students have been introduced to the icons, delay the appearance of the instruction word and encourage students to guess and mime the instruction.

b. **Syllables and word stress** - Project the table on the next page. Clap the syllables, clapping louder on the stressed syllable.

c. **Instructions** - Listening worksheet.

4. Do you understand?

Activities

a. **Sentence stress** - Project the sentences and clap more loudly on the stressed syllables.









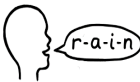








b. **Use the expressions** - Print the expressions and encourage their use through regular practice:

- Give the four expressions to four 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.
- Give the expressions to different students in following classes.

5. Syllables and word stress – Worksheet

This worksheet revises the worksheet instructions and clarification requests. Emphasise that stressed syllables sound louder and longer, (See page 26 *Give it a Go*) and that it can be difficult to understand what is being said if the stress is incorrect.

Activity 3b Instructions– Syllables and word stress

		
 say	 listen	 repeat
 clap	 highlight	
 spell	 copy	
 read	 circle	
 write	 question	
 tick	 partner	
 match		

Activity 3c Instructions - Listening

Print and cut into three. Say each instruction word at random in the blue row; students number the icons. Emphasise the word stress. Repeat for the grey row.



--	--	--	--	--	--	--

--	--	--	--	--	--	--



--	--	--	--	--	--	--

--	--	--	--	--	--	--



--	--	--	--	--	--	--

--	--	--	--	--	--	--

Activity 4a Do you understand? – Sentence stress

1. I understand.

2. I **don't** understand.

3. Can you say it **again** please?

4. Can you **spell** that please?

5. Can you **help** me please?

6. Could you speak **slowly** please?

Activity 4b Do you understand – Use the expressions

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?

5. Syllables and word stress – Worksheet



Say the words aloud, clap and count the syllables and write the number of syllables in the box.

again	2
circle	
clap	
copy	
could	
highlight	
listen	

partner	
question	
read	
record	
repeat	
say	
slowly	

speak	
spell	
start	
teacher	
tick	
understand	
write	



Say the words aloud, and clap the strong stress loudly. Add the stress pattern dots next to each word.

again	o O
circle	
clap	
copy	
could	
highlight	
listen	

partner	O o
question	
read	
record	
repeat	
say	
slowly	

speak	
spell	
start	
teacher	
tick	
understand	
write	

2. Meet the students and teachers.

The characters

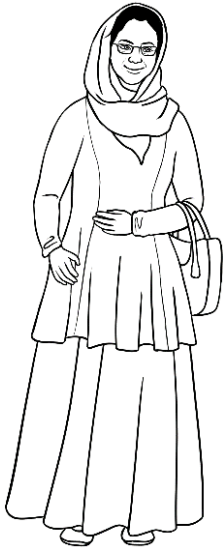
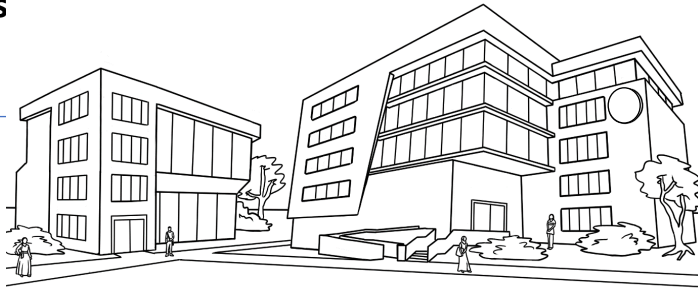
All the drawings in the student workbook are available to be used in the design of additional materials. The bio data chart below was created to maintain consistency of information throughout the English Ready books at the three levels - Course in Initial EAL, Course in EAL and Certificate 1 in EAL. 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 in Kellivale 2421	Phone
Ming Wu	Lan, Bao, Mai	China	27.3.1959	07.05.19	70 Wattle St	0418 335 748
Sahra Omar Elmi	Tahiil, Hani Abdi	Somalia	7.7.96	9.6.22	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 Lives near Taree NSW	0411 825 999
Basam Radi		Iraq	30 5/08/1993		Unit 3, 140 Kemp St	0455 328 691
Nabi Saikal	Husband and wife Parents of Parwana	Afghanistan <i>Pashto</i>	48	2023	48 Baker Road	0462 595 751
Amina Tarukh			46	2023		0466 379 142 ATarukh13@gmail.com
Parwana Saikal	Rahim's sister		25 09/05/1998	12/01/2023		0476 756 932 Parwana27@gmail.com
Jomeh Tajik	Parwana's husband		27 25/08/1996			
Bibi Tajik	Girl 5					
Mustafa Tajik	Boy 2					
Rahim Saikal	Parwana's brother		19 07/05/03			0469 883 412

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 Yaza - grandson	Myanmar	47 4/1/1977		4/ 50 Baker St	0564 891 410
Pam		Australia	70		5/50 Baker Rd	
Teacher - Peter		Greece	38			0436 924 651
Teacher - Wendy		England	45			

Level 1 Characters



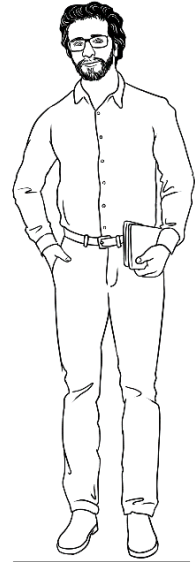
Amina



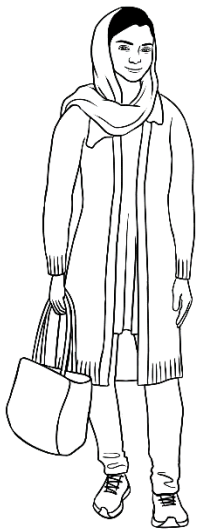
Ahmad



Basam



Peter



Parwana



Linh



Ko



Wendy

3. Getting to know you

1. Introducing people

Use the names of characters in the book to teach syllables and stress.

- Create a grid on the board [as below] and add the names of the characters. Listen to each name, say it and while saying it, clap, tap the desk or punch the air to count the syllables. Write the number of syllables on the grid.
- Say the word again, exaggerating the stressed syllable, clapping, tapping and punching more strongly on the stressed syllable. Also show the word with your hand, lifting it on the stressed syllable.

e.g. Amina



- Add the stress \uparrow A ε rn on the grid and co \uparrow nɑ with each character.

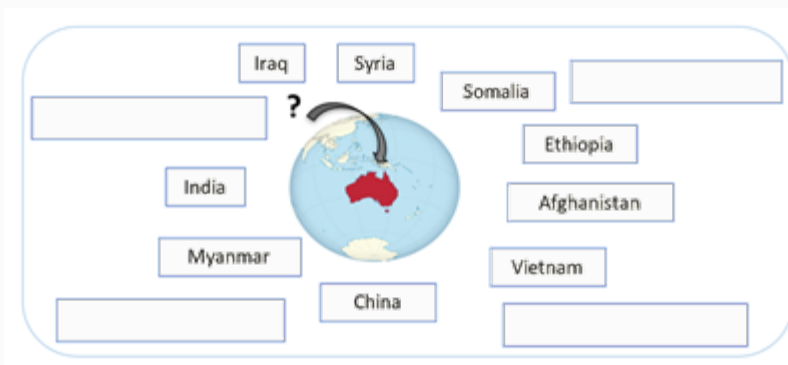
Repeat this activity with the names of students in the class.

Note: Some learners find syllables and word stress difficult. For example, English speakers hear one syllable in the word *crisp*, but Japanese speakers can hear four syllables *ku/ri/su/pu*.

(Lynda Yates and Beth Zielinski *Give it a Go: Teaching Pronunciation to Adults*, p 25)

Names	How many syllables?	Stress pattern
Wendy	2	○ ○
Peter	2	○ ○
Amina	3	○ ○ ○
Basam	2	○ ○
Ahmad	2	○ ○
Parwana	3	○ ○ ○
Linh	1	○
Ko	1	○

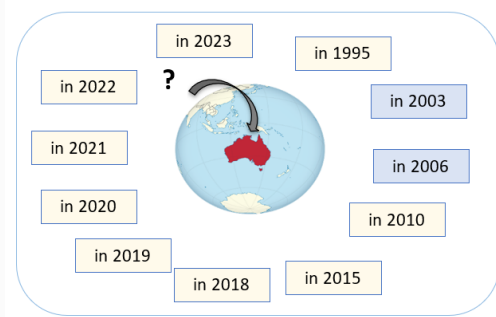
2. Where do you come from?



- a. Put some stress pattern dots on the board.
 e.g. ○ ○ ○ ○ ○ ○ ○
 Read out the name of a country, clap the stress pattern and ask students to match the country to the stress pattern. Students need time to repeat the name and clap the pattern before identifying the country.
- b. The class sits in a circle. They take turns to throw a soft ball to each other. The person who receives the ball says their name and where they come from.
 e.g. I'm _____ and I come from _____.

name
country
- c. Repeat the above activities with the names of students in the class, relevant suburbs, towns and street names.

3. When did you come to Australia?



- a. **Practise saying the years – Class activity**
 - The years after 1909 and 2009 are read by coupling the numbers.
 e.g. 1945 = *nineteen – forty-five*, 2012 = *twenty - twelve* etc.
 - The years 1900 – 1909, 2000 – 2009 are read differently.
 e.g. 1900 is *nineteen hundred*, 2000 is *two thousand* then 2001 is *two thousand and one and two* etc.

- b. **Read the years on coins.**

Students to empty their pockets/purses and read the dates on their coins.



c. Saying the years - Information gap activity

If students are unfamiliar with reading a grid, demonstrate the activity below on the board.

4. Asking questions about someone - Pair work

Print and cut up the worksheet on the following page. Students work in pairs. It's important that students only look at their own half.

Demonstrate the activity with a confident student, especially the question - *Can you spell that please?*

5. Giving correct personal details

It's important for students to practise giving their personal details one-to-one with a teacher or volunteer tutor. Do this early in the course at convenient times during classes. Teachers can record student details on the template page 20 and check for accuracy on a health card or other documentation.

3c. Saying the years - Information gap activity**Student A**

	A	B	C	D	E
1		2006		2022	
2	2010		2021		2018
3		1994		1989	
4	1983		1971		2000

Student B

	A	B	C	D	E
1	2023		2003		2015
2		2019		1995	
3	2001		2013		1998
4		1986		1978	

4. Asking questions about someone - Pair work

Student A

Can you spell that please?

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

1. What's his first name? **Ahmad**
2. What's his family name? _____
3. Where does he come from? **Syria**
4. When did he come to Australia? _____
5. What street does he live in? **North Street**
6. What's the number of his house? _____
7. What's his brother's name? **Carim**
8. What's his sister's name? _____

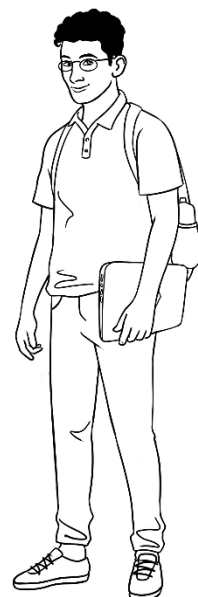


Student B

Can you spell that please?

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

1. What's his first name? _____
2. What's his family name? **Hamed**
3. Where does he come from? _____
4. When did he come to Australia? **2022**
5. What street does he live in? _____
6. What's the number of his house? **260**
7. What's his brother's name? _____
8. What's his sister's name? **Fatima**



5. Giving correct personal details

Teacher/tutor writes student answers and compares accuracy with documentation.

Date _____

1. What's your first name? Can you spell it please?
2. What's your family name? Can you spell it please?
3. What country do you come from?
4. What language do you speak?
5. Can you tell me your address?
What's the name of your street? Can you spell it please?
6. What's the name of your suburb? Can you spell it please?
7. What's your postcode?
8. What's your telephone number?

5. Sentence stress - Common phrases in introductions

- a. Once a class is familiar with a phrase or a sentence, write it on the board and mark the sentence stress. Say the phrase or sentence many times clapping, tapping, stamping etc the stressed parts.

e.g.

Good morning. ○ ○ **○** ○
 What's your name? ○ ○ ○ **○**
 It's nice to meet you. ○ **○** ○ ○ ○
 Nice to meet you too. **○** ○ ○ ○ ○
 What about you? ○ ○ **○**

- b. Demonstrate how putting stress on different words in a sentence changes the meaning.

e.g.

I came to Australia in 2023. [**I** came then, not anyone else]

*I came to Australia in 20**23**.* [Not at another time – e.g. 2022]

- c. Kinaesthetic movement can highlight and help students remember common stress patterns.

e.g.



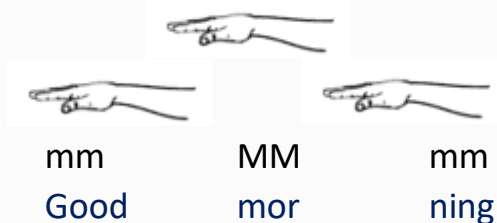
- d. Hum the phrase.

e.g. mm MM mm

Good mor ning

- e. Combine kinaesthetic and humming together.

e.g.



- f. Clap the words that are stressed in the sentence, then the whole sentence with the unstressed words fitting into the beat.

e.g. **must back class** → I **must** get **back** to **class**.

6. Linking

Although it can make distinguishing each word difficult, linking creates smoother speech and is an important feature of spoken English.

A common linking is between final **consonant** sounds and the initial **vowels** in a following word.

e.g. My name's **s**Amina. = My name's**A**mina.

My name's **s**Ahmad. = My name's**A**hmad.

Thanks **s**Ahmad. = Thanks**sA**hmad.

What **a**bout you? = What**a**bout you?

I have an **a**ppointment. = I havean**a**ppointment.

7. Unsounded letters

In Australian English, the letter *r* is often unsounded:

- Within words when followed by another consonant
e.g. Satur**r**day, morn**r**ing
- In words that end in *er, or, ar* such as *mother, doctor, grammar*, the *er, or, ar* are pronounced as the unstressed schwa sound - u.h.

8. Common expressions in introductions – Chant [Below]

A	B
Good morning	Good morning
Nice to see you.	Nice to see you too.
How are you?	How are you ?
I'm good thanks.	I'm good thanks too.
When did you get here?	When did you get here?
I came here in 2022.	I came here in 2022, too.
Really?	Yes really!

4. Basam starts class.

1. In the classroom - Stationery

Activities

a. PPT - Stationery

Show on *slide show*. Once students have been introduced to the stationery objects, delay the appearance of the word and encourage students to guess the word.

b. Inflection – Questions and statements

- Demonstrate inflection by using your finger to show the up and down inflection:

- **downward** for **wh questions** and for **statements** and **answers**

e.g. *What do you have/need for class?*
When did you come to Australia?
I came here in 2022. etc



- **upward** for simple **yes/no questions**.

e.g. *Do you have a pencil?*
Could I borrow a pencil?
Does he/she need to buy a pencil? etc



c. Classroom stationery - Pair work information gap

Print and cut up the worksheet on the following page. Students work in pairs, with one half of the worksheet - Student A or Student B. It's important that students only look at their own half. Demonstrate the activity with a confident student, especially the question and answers and the use of the indefinite article and the upward *yes/no* question inflection:

Does he/she need to buy _____ ?

name of object



Yes she/he does.

No she/he doesn't.



d. Conversation chants *Can I borrow _____?*

Practise the short conversations as a chant. Project page 27, divide the class in half and chant the requests and responses, placing stress on key words and using an upward inflection for the *yes/no* questions.

e. Conversations *Can I borrow _____?* Class activity

- **Positive responses**

Print in colour and cut up enough copies of the short positive conversations, so that each student has either an A or B slip of paper. Students walk around the room and ask questions or give responses depending whether they are A or B. [The use of colour makes it easier for students to distinguish between A and B.]

- **Negative responses**

Repeat the exercise for negative responses.

Note – *This will only work if positive and negative conversations are practised separately.*

2. Joining the library - *Stress patterns in key words*

Print the worksheet on page 30. On the worksheet, the main stress is marked on key content words. Students work in pairs, take turns to substitute their own details in the conversation while stressing the key words and using a downward inflection for *wh* questions.

1c. Classroom stationery - Pair work information gap

Student A

What does Ahmad need to buy for class?



Does he need to buy _____?



Ahmad needs to buy

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



Yes, she does.

No, she doesn't.



Amina needs to buy

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



Ahmad needs to buy _____, _____,
_____, _____, _____,
_____ and _____.

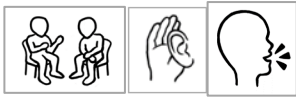


Check your work.

Student B



①



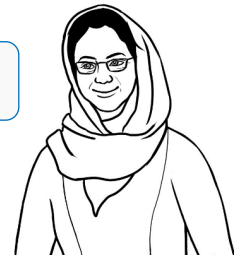
Yes, he does.

No, he doesn't.

Ahmad needs to buy

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

What does Amina need to buy for class?



②



Does she need to buy _____?

③



Amina needs to buy

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

⑤



Amina needs to buy _____, _____,
 _____, _____, _____,
 _____, and _____.

⑤



Check your work.

1d. Conversation chants – Can I borrow _____ ?

①

A	B
Do you have a rubber?	Yes, I do.
Can I borrow it please?	Sure.
Thanks.	No worries.

②

A	B
Do you have a ruler?	Yes I do.
Can I borrow it for a minute?	OK.
Thanks a lot.	No problem.

③

A	B
Do you have a spare pencil?	No I don't have one.
That's OK.	Sorry.

④

A	B
Do you have a highlighter?	Yes I do.
Can I borrow it for class today?	Sorry. I'm using it.

1e. Conversations *Can I borrow* _____ ? Class activity - Positive responses

A	B
Do you have a rubber?	Yes I do.
Can I borrow it please?	Sure.
Thanks.	No worries.

A	B
Do you have a ruler?	Yes I do.
Can I borrow it for a minute?	OK.
Thank you.	Not a problem.

A	B
Do you have a spare highlighter?	Yes.
Can I borrow it please?	Sure
Thanks. I'll give it back in a minute.	That's fine.

A	B
Do you have a pencil?	Yes, I have two.
Can I borrow one for class today?	Yes, sure.
Thanks a lot.	OK.

1e. Conversations *Can I borrow* _____? Class activity – Negative responses

A	B
Do you have a sharpener?	No. I don't have one.
No worries.	

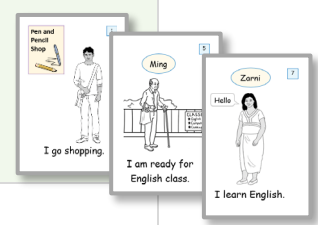
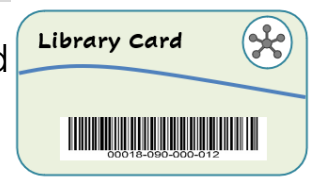
A	B
Do you have a pencil?	No I don't.
That's OK.	No worries.

A	B
Do you have a rubber?	Sorry. I don't have one
No problem. I'll ask someone else.	OK.

A	B
Do you have a highlighter?	Yes, I do.
Can I borrow it for a minute?	Sorry, I'm using it.

2. Joining the library -Stress patterns in key words

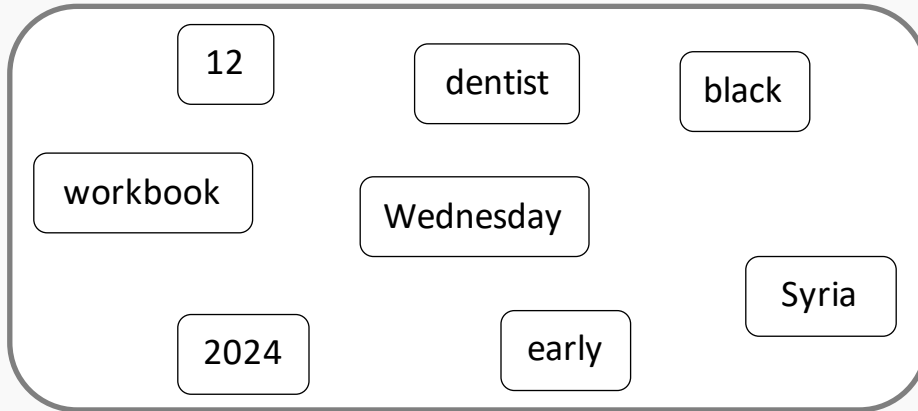
Student	Excuse me. I'd like to join the library. Can you help me?
Librarian	Yes, I can. Can you tell me your full name?
Student	My name's _____.
Librarian	How do you spell your family name?
Student	_____
Librarian	What's your address?
Student	It's _____.
Librarian	What's your phone number?
Student	_____.
Librarian	Just a minute. OK, here's your library card You can use the library now.
Student	Thank you. Can I borrow some easy English books?
Librarian	Yes. I'll show you where they are.
Student	Thank you.



5. Linh starts class.

1. Correctional stress – class activity

Write about 8 – 10 familiar words or numbers on the whiteboard.



The words and numbers above provide the correct answers to the questions the teacher will ask. When introducing the activity, point to the answer after asking the question. Later, students can locate the correct answer. When students answer, they need to place **stress** on the corrected word.

	Teacher	Student
1	Today is Tuesday.	No, it's Wednesday .
2	It's 10 o'clock.	No, it's 12 o'clock.
3	It's good to be late for class.	No, it's good to be early .
4	This is a notebook. [<i>Hold up a workbook.</i>]	No, it's a workbook .
5	This is blue. [<i>Hold up something black.</i>]	No, it's black .
6	I have a tooth ache. I'll go to the doctor.	No, go to the dentist .
7	Ahmad comes from China.	No, he comes from Syria .
8	This year is 2022.	No, it's _____. current year

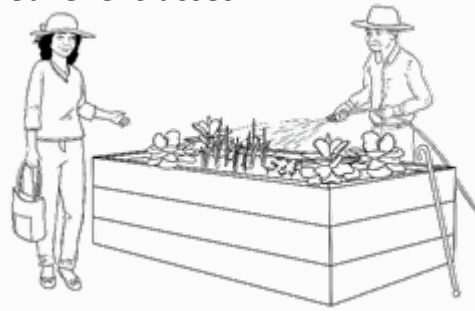
Note: This activity could be adapted for a variety of purposes.

e.g. a comprehension activity with two teams.

- Write some correct and some incorrect answers to questions on the board.
- A student from each team stands in front of the board and tries to be first to circle the answer after the teacher asks a question.

2. Listening and sequencing - *An exercise for mixed level classes*

The conversation between Linh and Ming has been organised at three levels of difficulty which allows all students to do the same exercise, but at their current level of skill. The same technique could be used with other conversations in the student workbook to create listening exercises.



This is a listening activity. The teacher needs to walk around to help and check students' work as they listen and sequence the text.

- Print each of the levels on the following pages.
- Students select their level and cut up the strips.
- With their workbooks closed, students sequence the strips of text.
- Read the text for students to check their work.
- Give students a paper clip to hold the strips and collect these for later revision and/or for students to try a higher level the following day.

Level A

Oh.

Today I need to water the vegetables because tomorrow will be very hot.

Bye.

Bye Linh.

Thanks Ming. I'll see you here next week.

Hello Linh. How are you?

Mmm. I'd like to help. Can I help in the garden?

I'm watering the vegetables.
This is our community garden.
I work here on Wednesday before class.

Hi Ming.

Yes. Everyone's welcome.

Fine thanks. What are you doing?

Level B

Oh.

Today I need to water the vegetables because tomorrow will be very hot.

Bye.

Bye Linh.

Thanks Ming.

I'll see you here next week.

Hello Linh. How are you?

Mmm. I'd like to help.

Can I help in the garden?

I'm watering the vegetables.

This is our community garden.

I work here on Wednesday before class.

Hi Ming.

Yes. Everyone's welcome.

Fine thanks. What are you doing?

Level C

Mmm. I'd like to help.	
Hi Ming.	
Bye.	
Bye Linh.	
Yes. Everyone's welcome.	
Oh.	
Thanks Ming.	
I'll see you here	next week.
Hello Linh.	How are you?
Today I need to water the vegetables	because tomorrow will be very hot.
Can I help	in the garden?
I'm watering	the vegetables.
This is	our community garden.
I work here on Wednesday	before class.
Fine thanks.	What are you doing?

6. Parwana enrolls in a class.

1. Correctional stress – pair work

Revise correctional stress on the board using an example on the following worksheet. Students work in pairs and swap roles once they have completed the six short exchanges.

	Student A	Student B
1	The interview is at 10:30.	Did you say 9:30?
	No, 10:30 .	Ah. 10:30 .
2	How old is your son?	He's two.
	Did you say two ?	Yes, two .
3	What's his date of birth?	30 September 2021
	13 September?	No, 30 September.
4	What days do you need childcare?	Monday and Tuesday.
	Monday and Thursday ?	No, Monday and Tuesday .
5	What's your address?	48 Baker Road, Kellivale
	Did you say Laker Road?	No, Baker Road.
6	When did you come to Australia?	I came here in 2023.
	In 2020?	No, in 2023 .

2. Listening and sequencing in two levels

The simpler level A retains the green background colour of the first speaker, while the more difficult level B has no colour to define the speakers.

- Copy and cut up the strips.
- Read each line of the transaction slowly.
- Students listen and order the strips.
- Students read the transaction in pairs.

Level A

Uh huh. What's his date of birth?

Yes, you can. How old is your son?

What's his name?

Hello. Can I help you?

Oh, **30** September. What days do you need childcare?

13 September?

Yes, I can help. Let's sit down here.

Mm. That's fine. Can you fill in this form?

Oh. Can you help me please?

Monday and Tuesday.

He's two.

Yes. Can I enrol my son for childcare here?

30 September 2021.

No. **30** September.

Mustafa Tajik.

Level B

Uh huh. What's his date of birth?

Yes, you can. How old is your son?

What's his name?

Hello. Can I help you?

Oh, **30** September. What days do you need childcare?

13 September?

Yes, I can help. Let's sit down here.

Mm. That's fine. Can you fill in this form?

Oh. Can you help me please?

Monday and Tuesday.

He's two.

Yes. Can I enrol my son for childcare here?

30 September 2021.

No. **30** September.

Mustafa Tajik.

7. Talk about jobs at home.

1. Vocabulary

PPT – At home

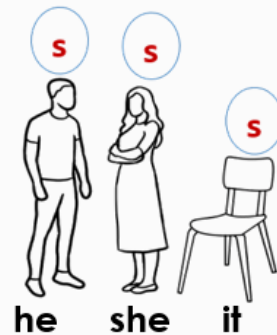
Show on *slide show*. Once students are familiar with the jobs at home, delay the appearance of the word and encourage students to guess it.

2. Present Simple

Regular activities such as jobs around the home are a useful topic to teach the present simple tense. Other common topics are regular habits and routines especially around time e.g. I get up at 7. I have breakfast at 7:30.

I go to class/work at 8:30. etc

A challenge in the Present Simple tense is the addition of **s** for the 3rd person singular with both positive and negative forms. Draw a simple visual memory prompt and encourage students to do the same. e.g.



Activities

a. Jazz chants

Chants are quick and useful ways to practise and memorise grammar and collocations. The chants on the next page focus on the present simple tense [first person and third person singular, positive and negative], and also the upward inflection in yes/no questions.

- Begin with chant #1 and once familiar, move onto chant #2.
- Divide the class into two – one half reads the black text and the other reads the red.
- Encourage students to be animated and exaggerate words in bold and questions.

b. Present Simple survey [3rd person singular] – Regular habits on Monday.

The survey includes content covered in the Course in EAL student workbooks, and consolidates the use of Present Simple for regular habits.

- Project the survey on page 38 and practise the three questions students need to ask.
- Set a time limit and students walk around the room, interviewing five other students and recording names and times on the grid.
- When the time limit is up or when students have completed the survey, record Baos' times in exercise 2.
- Record the names and times of two students interviewed.
- Students can read these sentences aloud in pairs or to the class.
- Repeat the survey with different days and activities.

2a
Jazz
Chants

1

Here's my Saturday.
This is what I do.

I do some homework.
Do some homework?
Yes I do.

I do the washing.
Do the washing?
Yes I do.

I clean the house.
Clean the house?
Yes I do.

I cook lunch.
Cook lunch?
Yes I do.

I do the dishes.
Do the dishes?
Yes I do.

I work in the garden.
Work in the garden?
Yes I do.

Wow! You're amazing!

But, I **don't** do the shopping.
Don't do the shopping?
No I don't.

And, I **don't** wash the car.
Don't wash the car?
No. I don't have a car!
You don't have a car?
No, not yet.

2

Here's Linh's Saturday.
This is what she does.

She does some homework.
Does some homework?
Yes she does.

She does the washing.
Does the washing?
Yes she does.

She cleans the house.
Cleans the house?
Yes she does.

She cuts the grass.
Cuts the grass?
Yes she does.

She works in the garden.
Works in the garden?
Yes she does.

She washes the car.
Washes the car?
Yes she does.

Wow! She's amazing!

But, she **doesn't** cook lunch.
Doesn't cook lunch?
No she doesn't.

She **doesn't** do the dishes.
Doesn't do the dishes?
No she doesn't.

She goes out for lunch
every Saturday.
Lucky Linh!
Lucky Linh!

b. Present Simple survey – regular habits

①



On Monday



Names	What time do you get up?	What time do you have breakfast?	What time do you go to bed?
Bao	at 7:30	at 8:00	at 11:00

②



1. Bao gets up at _____ and has breakfast at _____.
He goes to bed at _____.

2. _____ gets up at _____ and has breakfast at _____.
name
He / She goes to bed at _____.

3. _____

3. Past Simple - Irregular verbs

Irregular verbs need to be memorised. Regular practise with short activities to break up a class can be helpful.

a. Irregular verbs race

- Write a list of familiar irregular verbs on the board in present simple. Write a second list with same verbs, but in a different order at the other end of the board.
- Students form two teams in front of the lists; each team with a whiteboard marker.
- On the signal, the first student in each team writes the past simple form next to the first verb, hands the marker to the next student and goes to the back of the line.
- The team that finishes first with no errors is the winner.

Team 1

come *came*

cut

do

give

go

have

make

meet

read

say

see

Team 2

do *did*

come

read

go

have

cut

meet

say

give

make

see

b. The Fly Slap Game

You will need two new different coloured fly swats and a whiteboard.

- Divide the class into two teams, named after the colours of the swats.
- Write the base form of irregular verbs randomly over the board.
Say the verbs as you write and ask students to repeat. Elicit sentences with each verb in the Present Simple.
- A student from each team stands at the board holding their team's swat.
- Students in the class take turns to call out a verb. The first student at the board to slap the verb and give the past tense form, wins a point for their team, and wins an extra point if they can put the past tense verb in a sentence.
- Rotate students after about four words and keep score on the board.

Note: This game can be used to revise any vocabulary.

4. Past Simple - Regular verbs

a. Introduction The pronunciation of **ed** at the end of all regular verbs depends on whether the final sound in the verb is *voiced* or *unvoiced*.

On the table below are pairs of sounds where the only difference in their pronunciation is whether they are voiced or unvoiced.

Voiced sounds		Unvoiced sounds	
b	ball	p	pencil
d	dog	t	tea
g	go	k	kick
v	very	f	five
z	zero	s	six
th	this	th	three
j	jug	ch	chair

- Students can feel the difference in the paired sounds when they put their hand on their throat. Say for example, the sound **b** and they will feel their vocal chords vibrate. Now ask them to say the sound **p**, and the chords won't vibrate.
- Hold a tissue in front of the mouth and say both sounds. With **b**, the tissue barely moves, but with **p**, the puff of air will move the tissue.
- Continue with all the paired sounds on the table.

b. The pronunciation of **ed** in Past Simple regular verbs

- When **ed** is added to verbs ending in an **unvoiced** consonant, it is pronounced **t**.
- When **ed** is added to a **voiced** sound, vowel or consonant, it is pronounced **d**.
- When **ed** is added to a word ending in the letter **t** or **d**, it is pronounced **ed** [*e is the schwa sound.*]

Draw a table on the board similar to the one below and read aloud familiar Past Simple regular verbs emphasising the pronunciation of **ed**. When students say the sound of **ed** write the verb in the correct column. [Verbs in blue are the workbook instructions.]

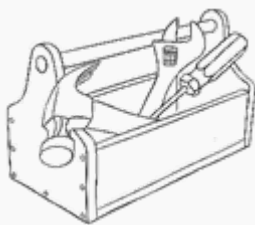
t after unvoiced sounds	d after voiced sounds	ed after <i>t</i> and <i>d</i>
cooked	cleaned	repeated
worked	washed	highlighted
walked	listened	
fixed	copied	
asked	circled	
matched		
clapped		

5. Regular and irregular verbs - Additional Practice

- The teacher calls out the verb in its base form and students call out the past tense together. This could also be done in teams. Each team uses a list of familiar verbs and takes turns to call out a verb with the other team answering either together or individually.
- Students sit in a circle, each with a verb picture card. [See following pages] Write a list of time markers on the board and students take turns to create a sentence using a time marker.
e.g. *Yesterday I _____ , On Saturday my husband _____ ,
On the weekend we _____*

Note: Pictures in grey are new scenarios not introduced in the student workbook.

[Idea from Lynda Yates and Beth Zielinski *Give it a Go: Teaching Pronunciation to Adults*]



8. Talk about free time.

1. Vocabulary PPT – Free time

Show the free time activities on *slide show*. Once students are familiar with the activities, delay the appearance of the words and encourage students to guess.

2. Grammar – Gerunds [A verb form which functions as a noun by adding *ing*.]

Although gerunds are not taught explicitly at Level 1 in EAL, they are introduced as they are the most natural form to use when talking about free time preferences. The infinitive rather than the gerund can also be used.

e.g. *I like to cook.*

Note: *I enjoy* can be substituted for *I like*, but used only with the gerund.

e.g. *I enjoy cooking.* NOT *I enjoy to cook.*

Activity - gerunds and conjunctions *and* & *but*

- Cut up the free-time cards on the following pages.
- Students work in pairs with two picture cards.
- Write *I like* on the board and students create compound sentences about their preferences.

e.g. *I like fishing **and** I like cooking. I like cooking, **but** I don't like fishing.*

- Students take turns to tell the class about their preferences.
- Swap cards with other students, repeat the exercise and this time students tell the class about their partner's preferences.

e.g. _____ *likes cooking **and** she/he likes fishing.*

_____ *likes cooking, **but** she/he doesn't like fishing.*

Note: *Picture cards in grey are scenarios not introduced in this section of the student workbook.*

3. Grammar - Present continuous [for current actions]

Introduce the tense by asking students, '*What am I doing?*' Do a variety of actions such as sitting, walking, writing etc, and write these actions on the board e.g. *I am sitting down. I'm walking. I'm writing.* Emphasise that this tense form is used for actions that are happening **right now**. Write the verb forms on the board including the contraction of the verb *to be*.

	I	am	reading.		I	'm	reading.
	He	is			He	's	
	She				She		
	It				It		
	You	are			You	're	
	We				We		
	They			They			

Present Continuous *[continued]***Activity 1. – What are you doing now?**

- Cut up the cards on the following pages.
- Students work in pairs, each with a picture card. They ask each other – *What are you doing now?*
- Students create sentences using present continuous.
e.g. *I'm fishing. I'm going to the park.*
- Students take turns to tell the class what they're doing.
- Swap cards with other students, repeat the exercise and this time students tell the class what their partner's doing.
e.g. *My partner's swimming.*

Activity 2 – Worksheet *Where are you going now?*

Remove pink teacher direction boxes before printing.

Activity 3 – Chant - Going to the park/beach on a hot day

Use mime to teach parts of the body and the importance of using sunscreen, wearing a hat and being hydrated while outside in the Australian sun. Extend the chant with sunscreen to include other exposed body parts, arms, hands, feet etc.

Activity 4. Present Simple with time markers – Pair work

- Read the model conversation as a class, stressing the words in bold.
- Students work in pairs and
 - substitute the words **in blue** in the model conversation, with activities from the larger table
 - select a time marker. Additional time markers could be selected from a list on the board.

When students are familiar with the activity, adverbs of frequency such as *always, usually, often, sometimes* could also be substituted.

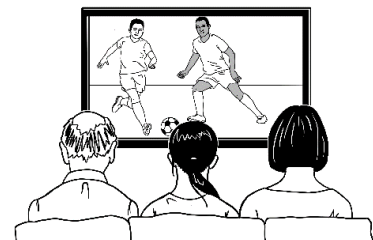
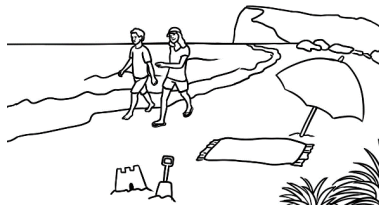
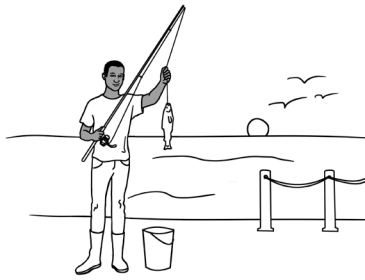
Activity 5. Past Simple with time markers

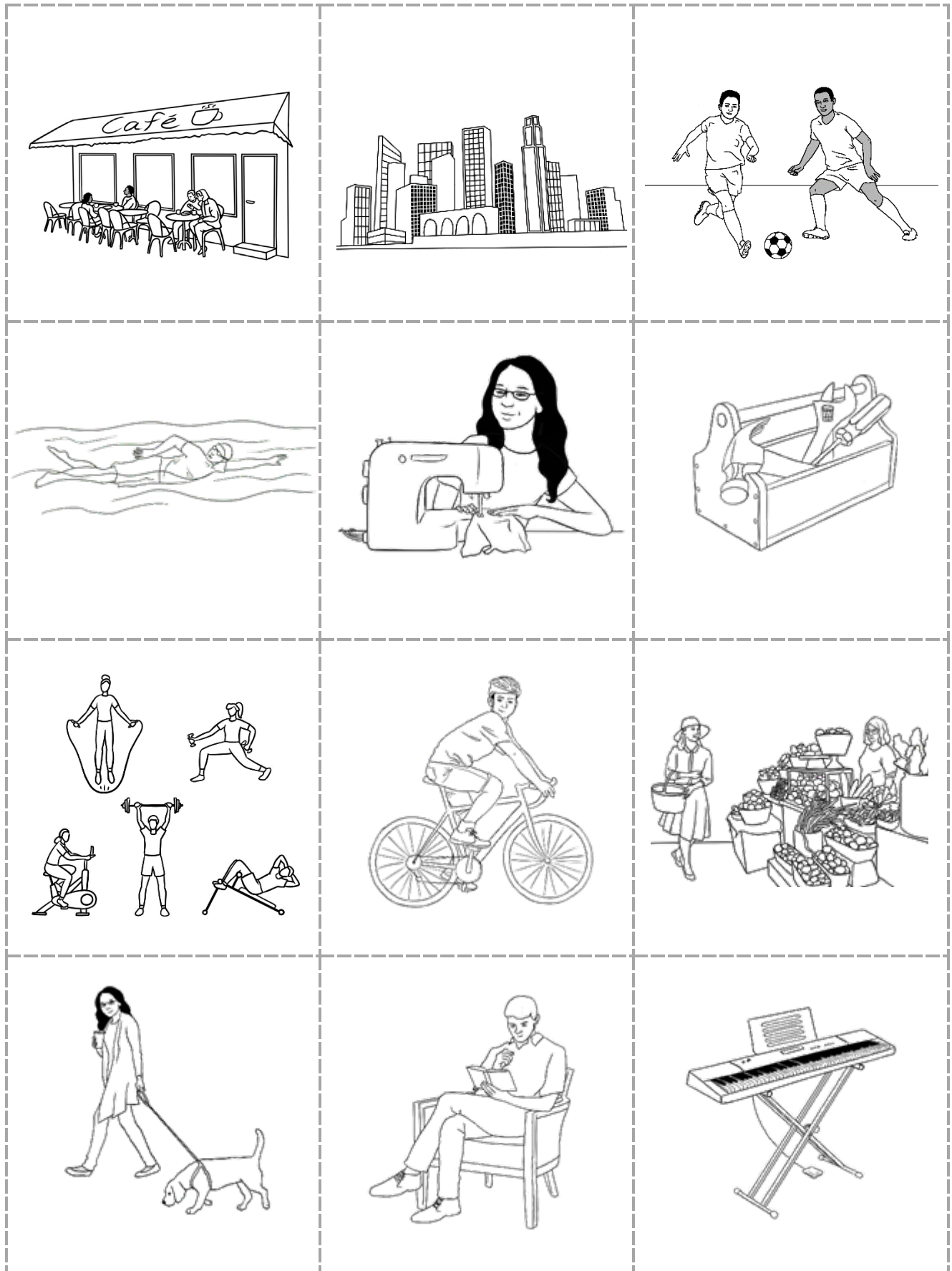
This activity is a mirror image of Activity 4, but with Past Simple verbs and time markers.

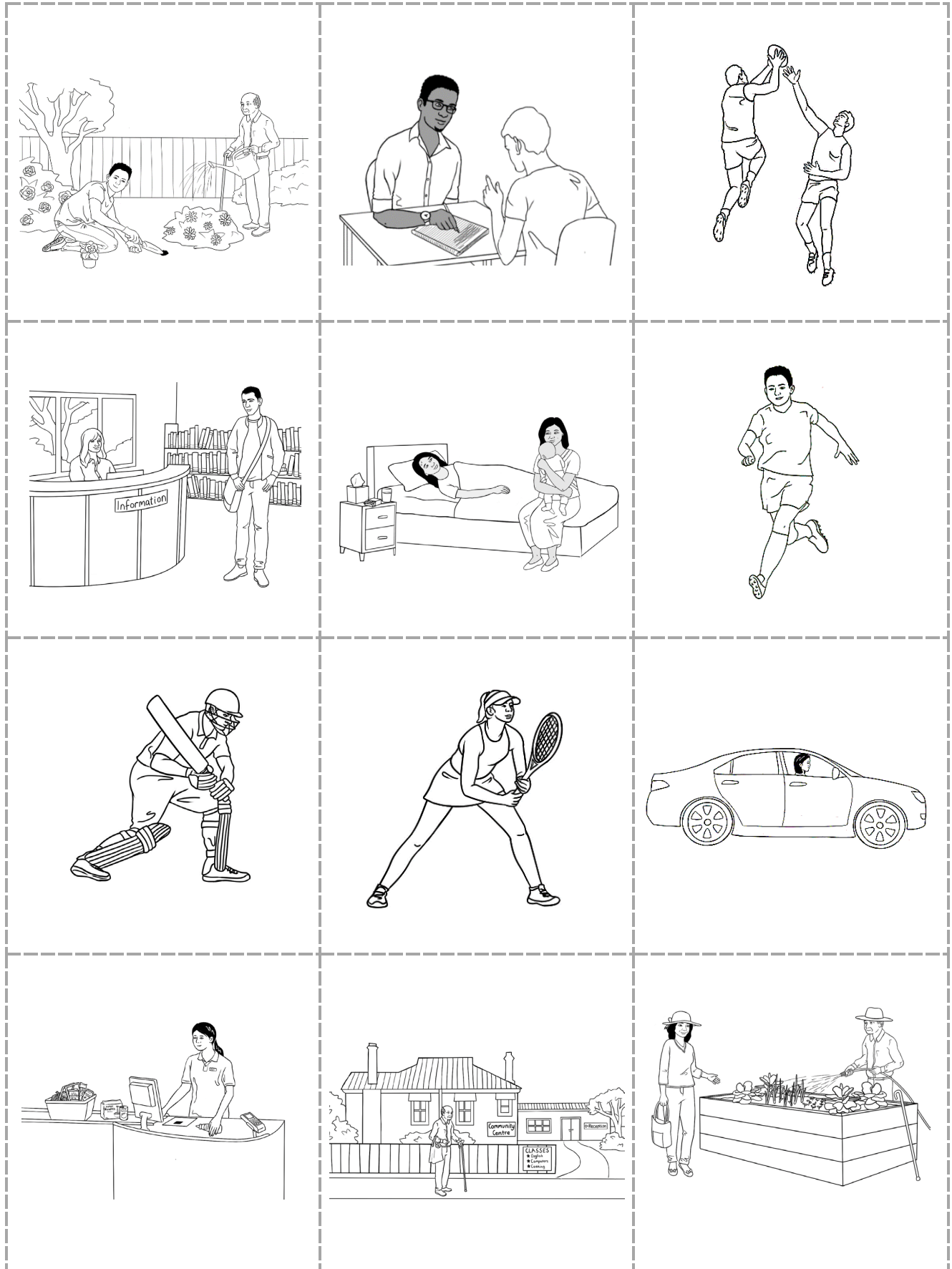
Activity 6 – Lists of verbs covered in the workbook

Use the lists in a variety of ways:

- Call out each verb and students give the past simple form.
- Write the verbs on the board and students call out the Past Simple.
- Use for homework or in class - students write the verbs in Past Simple.



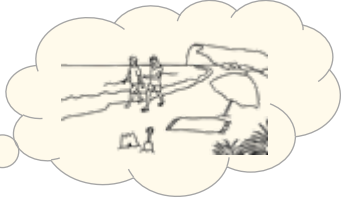




Activity 2 : Present Continuous Worksheet – Where are you going now?



Where are you going now?



Ahmad	Hi Basam, where are you going?
Basam	I'm going to the park. Wanna come?
Ahmad	Sorry, I can't. We're going to the beach. Come with us.
Basam	Sounds great. OK, thanks, I will.



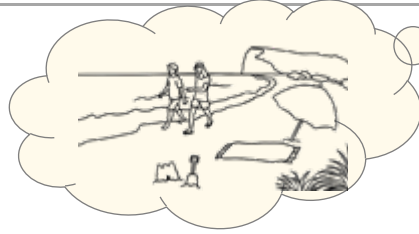
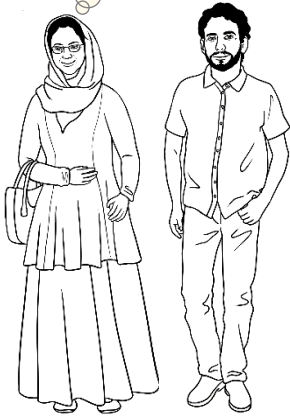
Long	Short		Where?
I am	I'm	going	to the park.
He is	He's		to the beach.
She is	She's		
It is	It's		
You are	You're		to the city.
We are	We're		to a café.
They are	They're		



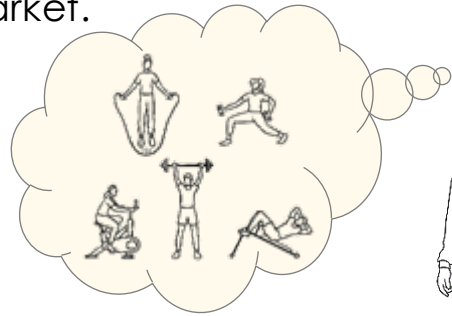
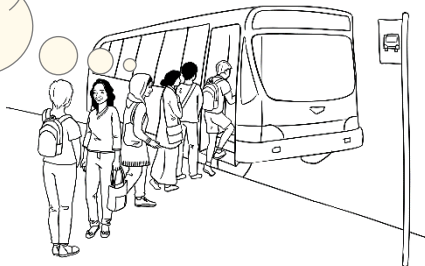
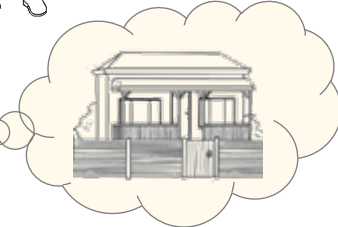
Write and say in the short form.

1. He is going to the park. _____
2. She is going to the beach. _____
3. We are going to the city. _____
4. They are going to a café. _____

④



1. I'm going home.
2. I'm going to the beach.
3. I'm going to the gym.
4. We're going to the city.
5. We're going to the market.



⑤



Students orally insert names and places in the gaps.

Student A	Hi _____, where are you going? <small>Name</small>
Student B	I'm going to _____. Wanna come? <small>Where to?</small>
Student A	Sorry, I can't. We're going to _____. <small>Where to?</small> Come with us.
Student B	Sounds great. OK, thanks, I will.

Activity 3 – Chant *Going to the park/beach on a hot day.*

Teacher	Students
We're going to the park .	We're going to the park .
Where are we going?	We're going to the park .
We're putting on sunscreen .	We're putting on sunscreen .
What are we doing?	We're putting on sunscreen .
We're putting it on our nose .	We're putting it on our nose .
Where are we putting it?	We're putting it on our nose .
We're putting it on our cheeks .	We're putting it on our cheeks .
Where are we putting it?	We're putting it on our cheeks .
We're putting it on our necks .	We're putting it on our necks .
Where are we putting it?	We're putting it on our necks .
We're putting on our hats .	We're putting on our hats .
What are we doing?	We're putting on our hats .
Now we're ready .	Yes, we're ready .
We're going, we're going, we're going to the park .	

Activity 4. Present Simple with time markers

Present Simple




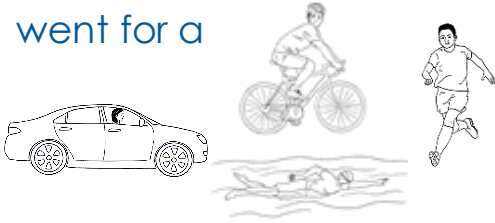

Student A	Student B
What do you do every Saturday?	Every Saturday? I do some shopping .
Every Saturday?	Yes, every Saturday. What do you do?
I go to the library and do some homework .	Mm. Every Saturday?
Yes, every Saturday.	

<p>go to the</p>	<p>play</p>	<p>do some</p>	<p>Present Simple time markers</p> <p>everyday</p> <p>every morning</p> <p>every afternoon</p> <p>every Sunday</p> <p>every Friday</p> <p>every weekend</p>
<p>go for a</p>			
<p>go to work</p>	<p>play the piano</p>		

Activity 5. Past Simple with time markers

Past Simple

Student A	Student B
What did you do last Sunday?	Last Sunday? I went to the gym . What did you do last Sunday?
I went for a bike ride .	That sounds good.

<p>went to the</p> 	<p>played</p> 	<p>did some</p> 	<p>Past Simple time markers</p> <p>last year</p> <p>this morning</p> <p>yesterday</p> <p>last week</p> <p>last friday</p> <p>last weekend</p>
<p>went for a</p> 	<p>played the piano</p> 		

Activity 6 – Verb lists**Irregular Verbs**

be	<i>am / is are</i>	<i>was were</i>	have		send	
come			make		speak	
cut			meet		spell	
do			read		tell	
drive			run		understand	
give			say		write	
go			see			

Regular Verbs

ask	help	sit
borrow	highlight	start
chat	join	talk
circle	like	tick
clap	listen	use
clean	miss	visit
close	need	walk
cook	play	want
copy	practise	wash
enrol	record	watch
fill	repeat	water
fix	show	work

9. Talk about the weather.



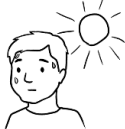


1. Vocabulary PPT – The weather

- a. Show on *slide show*. Once students are familiar with the weather icons, delay the appearance of the words and encourage students to guess.
- b. Extend vocabulary related to weather by gradually introducing some of the words and expressions on the grids below which could be turned into wall charts.
- c. Pair work worksheet





2. Complex sentences with *because* and *so* [Past Simple]




Working with a partner, students create complex sentences orally using *because* [a reason] and *so* [a result] using positive and negative forms.





1b. Vocabulary extension

 sunny	 warm	It's a beautiful day. It's fantastic weather.
	 hot	It's a good day for the beach.
	 very hot	It's too hot. It's scorching. It's boiling.
	 hot and dry	It's very dry.

Vocabulary extension - continued

 windy	 cold	It's chilly weather. It's freezing. It's so windy.
	 very cold	
	 hot	It's too hot and windy.














 cloudy	 hot	It looks like rain. It might rain.
	 cold	

 rainy  stormy	 cold	It's wet and cold. It's miserable weather.
	 hot	It's pouring. It's very humid. It's a wild storm.

1c The weather – Pair work Worksheet



What's the weather like today?

<p>1. What's the weather like today?</p>	 cloudy	 warm
<p><i>It's cloudy and warm today.</i></p>		
<p>2. What's the weather like today?</p>	 sunny	 hot
<p>3. What's the weather like today?</p>	 sunny	 very hot
<p>4. What's the weather like today?</p>	 rainy  windy	 cold
<p>5. What's the weather like today?</p>	 stormy	 very cold
<p>6. What's the weather like today?</p>	 rainy	 warm





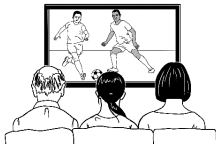

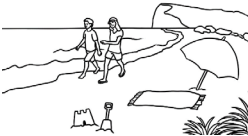
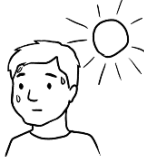


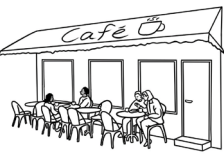

2. Complex sentences with because and so – positive forms










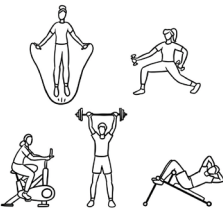




Positive

I went to the park **because** it was sunny.

It was sunny **so** I went to the park.

because	
1. 	
3. 	
5. 	
7. 	
9. 	
11. 	

so	
2. 	
4. 	
6. 	
8. 	
10. 	
12. 	

②



Negative

We didn't go to the park **because** it was rainy.

It was rainy **so** we didn't go to the park.

because	
1.	
3.	
5.	
7.	
9.	
11.	

so	
2.	
4.	
6.	
8.	
10.	
12.	

10. Talk about family.

1. Vocabulary **PPT - Family**

Show on *slide show* about Parwana's family. Once students are familiar with the family relationships, delay the appearance of the words and encourage students to guess.

2. Introduce your family

As some students in the class may have suffered trauma, family loss and separation in their previous homeland or in Australia, there are two options for introducing a family. Students may choose to introduce:

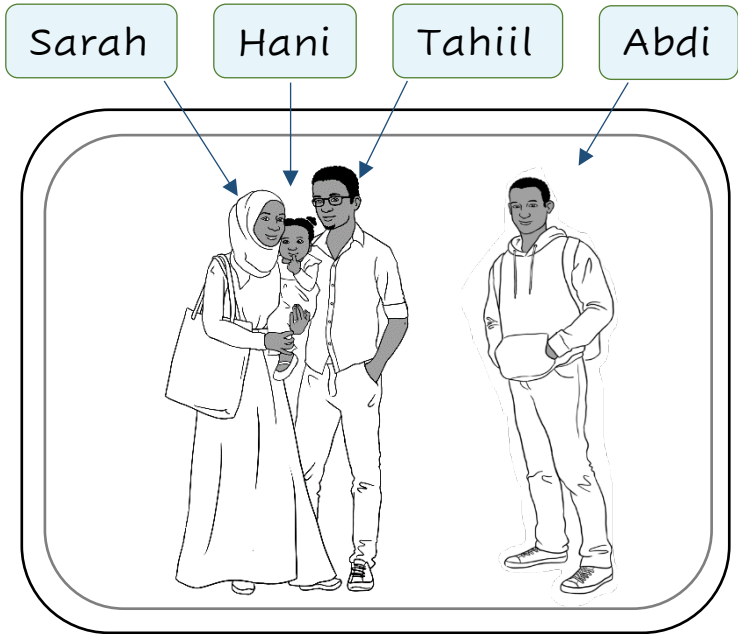
- Sahra's family
- Their own family

Students can choose the option with which they feel most comfortable. Students who have a photo/s can show a partner and introduce their family members by name and relationship. Students can refer to page 38 in the student workbook to guide them.



Sahra's family

This is my family.



1. This is Sahra's family.
2. This is her _____ Tahiil.
3. Sahra is Tahiil's _____.
4. This is her _____ Har
5. Sahra is Hani's _____.
6. Tahiil is Hani's _____.
7. This is her _____ Abdi.
8. Sahra is Abdi's _____.
9. Abdi is Hani's _____.



mother
 father
 husband
 wife
 daughter
 daughter
 brother
 sister
 uncle

10. They come from Somalia.

11. Talk about an excursion.

1. Listening to excursion arrangements.

a. An excursion to the market - Excursion #1 Listening

This exercise needs to be completed before reading about the excursion in Section 11 in the Student Workbook.

- Students need to read the listening questions together.
- The teacher reads each sentence slowly allowing time for students to circle the correct answer.

b. An excursion to the beach - Excursion #2 Listening

This is a similar exercise to the one above with, but with different details and students need to write their answers in the spaces. Dictate each sentence slowly and allow time for students to circle the correct answer on the answer sheet.

c. An excursion to the gardens - Excursion #3 – Information gap pair-work

- Practise the questions students will need to ask to find the missing information on their table.
- Student A needs to write four answers in the yellow boxes and Student B needs to write their answers in the blue boxes.

2. Vocabulary **PPT – An excursion**

Show on *slide show*. Once students are familiar with the details about the excursion, delay the appearance of the sentences and encourage students to guess.

1a An excursion to the market - Excursion #1 - Listening

Teacher Sheet - Read the sentences.

1. Next week, we're going on an excursion **to the market**.
2. We're going **on Tuesday 5 September**.
3. We'll meet **at the bus stop**.
4. We'll meet there **at 9:30am**.
5. The bus ticket will cost **\$5.50**.
6. We'll come back **at 1:00pm**.
7. Bring **a drink bottle** and **a hat**.
8. If you can't come on the day, please phone me on **0400 789 651**.



Excursion #1

1	Where are you going?	to the museum	to the market	to the city
2	When are you going?	on Thursday 5 September	on Tuesday 15 September	on Tuesday 5 September
3	Where do you meet?	at the bus stop	at the train station	at TAFE
4	What time do you meet?	at 8:00	at 8:30	at 9:30
5	What will it cost?	\$5.15	\$5.50	\$5.55
6	What time do you come back?	at 11:00	at 12:00	at 1:00
7	What do you bring?	a drink bottle and lunch	a drink bottle and hat	a drink bottle and coat
8	What number do you call if you can't come?	0400 789 652	0400 786 951	400 651

1b An excursion to the beach - Excursion #2 Listening

Teacher Sheet - Read the sentences.

1. Next month we're going on an excursion **to the beach**.
2. We're going **on Monday, 25 November**.
3. We're going **by train**.
4. We'll meet **at the station**.
5. We'll meet there **at 8:45am**.
6. It'll cost **\$7.00**.
7. We will be back **at 2pm**.
8. Bring **a drink bottle, lunch, sunscreen** and **a hat**.
9. If you want to swim, bring **bathers** and a **towel**.
10. If you swim, swim between **the flags**.




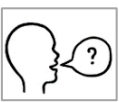
Excursion #2



train	\$7.00	the beach	a hat
2pm	bathers	sunscreen	the flags
8:45am	25 November	a towel	the station

1. Where are we going for our excursion? *to* _____
2. When are we going? *on Monday* _____
3. How are we going? *by* _____
4. Where will we meet? *at* _____
5. What time will we meet? *at* _____
6. How much will it cost? _____
7. What time will we be back? *at* _____
8. What do I need to bring? *a drink bottle,* _____,
lunch and _____
9. If I want to swim, what do I bring? _____ *and* _____
10. Where must I swim? *between* _____

1c. An excursion to the gardens - Excursion #3 – Information gap pair-work



A



①   Where are we going?
 Can you spell it please?

②  

1	Where are we going?	
2	When are we going?	30 September
3	How will we get there?	
4	Where do we meet?	classroom
5	What time do we meet?	
6	How much will it cost?	nothing
7	When do we come back?	
8	What do we bring?	Food to share

B

①   To the gardens.
 G - A - R - D - E - N - S

②  

1	Where are we going?	to the gardens
2	When are we going?	
3	How will we get there?	walk
4	Where do we meet?	
5	What time do we meet?	12:00
6	How much will it cost?	
7	When do we come back?	3:00
8	What do we bring?	

12. Talk about sport.

1. Vocabulary PPT – Sport

Talking about sport is an easy way into a conversation in Australia. This section focuses on five of the most popular sports. Show the PPT about the five most popular sports on *slide show* and encourage students to guess each sport before the word appears.

2. Survey – What's the most popular sport? –group work

This survey introduces alternative answers to *yes/no* - adverbs of frequency *sometimes* and *never*. It also includes *every week*, a common time marker for Present Simple.

- Print a survey for each student and practise the questions and answers.
- Groups of 4 work best as students can work in pairs then swap partners.
- Each student answers the questions about themselves, putting a tick for a positive answer or a cross for a negative one.
- They then interview each student in the group.
- Once the survey is completed, the results could be recorded on the board to identify the most popular sport.

2. Survey

What's the most popular sport?

① Question



Do you play soccer?



Do you watch soccer?



② Answer

Yes, sometimes.




No, I don't.

Yes, every week.

No, never.



Do you	play	watch	play	watch	play	watch	play	watch	play	watch
 Student name	soccer?		footy?		netball?		tennis?		tennis?	
You										

13. Talk about the weekend.

1. Conversation structure – Wall chart

Create a wall chart with greetings, topics and closing. Add to it as new vocabulary and topics are introduced.

2. A listening cloze exercise in graded levels

The cloze exercises on pages 73 - 76 extend the first conversation in Section 13 in the student workbook. Most classes have a range of levels, but it is possible to do the same activity with all students by using graded worksheets. The answers can be folded under or be referred to.

Once the activity is complete, higher-level students correct their own work. Allowing students to determine their own level builds both skills and confidence. The difference in the levels:

- Level A: Font size 16. First sounds only missing.
- Level B: The letters missing are easy to hear.
- Level C: The dashes for each letter in the word support the learner.
- Level D: There are no supports for this level.

3. Listening to a conversation

a. Cloze

- Students fold the words for the cloze and listen.
- The teacher reads the full conversation on page 78.
- Read it again and pause before the missing words and elicit these.
- Students unfold the missing word list and complete the cloze.
- Read in pairs and role play similar conversations.

b. Sequence a conversation

- Cut up the strips.
- Sequence as the conversation is read slowly.

4. Chant about the weekend – Fishing

Chants are a helpful way to remember collocations, grammar forms, pronunciation and word stress. Chants can be spoken in a number of ways:

- Teacher / student
- Two teams of students – Team A is *Ahmad*; Team B is *Basam*
- Students in pairs.

1. Conversation – Wall Chart

1. Greetings	Good morning Good afternoon Hello Hi Hi. How are you? Fine thanks. And you?
2. Topics	Free time The weather Family Weekend activities Sport
3. End the conversation	Nice to see you. I've got to go. [Gotta go] See you later. [See ya] Bye for now. Bye

2. A listening cloze exercise in graded levels – Level A

Basam	Hi Amina. How are __ou?
Amina	Good __ __ anks Basam. And you?
Basam	I'm __ ine thanks. How was your weekend?
Amina	It was busy. We __ ent to the beach on Sunday because it was so __ ot.
Basam	Yes. It was really hot. Did you __ ake the grandchildren?
Amina	Yes we did. The children __ oved playing in the water and on the __ and. Did you __ ave a busy weekend?
Basam	No. it was __ ery quiet. Oh, look at the __ ime.
Amina	Oh yes. It's time for __ __ ass. Let's hurry.

Fold

Check your answers.

you	thanks	fine	went
hot	take	loved	sand
have	very	time	class

2. A listening cloze exercise in graded levels – Level B

Basam	Hi Amina. How a _ e you?
Amina	Good _ _ ank _ Basam. And you?
Basam	I'm _ _ _ e thanks. How was your weekend?
Amina	It was busy. We _ _ _ _ to the beach on Sunday because it was so _ _ _ .
Basam	Yes. It was really hot. Did you _ _ _ e the grandchildren?
Amina	Yes we did. The children _ o _ e _ playing in the water and on the _ _ _ _ Did you _ a _ e a busy weekend?
Basam	No. it was _ e _ y quiet. Oh, look at the _ _ _ e.
Amina	Oh yes. It's time for _ _ ass . Let's hurry.

Fold

Check your answers.

are	thanks	fine	went
hot	take	loved	sand
have	very	time	class

2. A listening cloze exercise in graded levels – Level C

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

Fold

Check your answers

are	thanks	fine	went
hot	take	loved	sand
have	very	time	class

2. A listening cloze exercise in graded levels – Level D

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

Fold

Check your answers

are	thanks	fine	went
hot	take	loved	sand
have	very	time	class

3. Listening to a conversation



On Monday before class



Wendy	Hi Linh. _____ are you going?
Linh	_____ thanks. How are you Wendy?
Wendy	I'm _____ thanks. What did you get up to on the _____ ?
Linh	I went _____ and met some friends for _____. What did you do Wendy?
Wendy	I played _____ and went out for _____ on Saturday.
Linh	That sounds nice.
Wendy	Yes, it was. Excuse me Linh. I need to get _____ for class. Could you _____ me?
Linh	Yes, I'd _____ to.
Wendy	Thank you. We need to move this _____ .

- fine
- weekend
- How
- Good
- ready
- shopping
- lunch
- table
- netball
- help
- dinner
- love

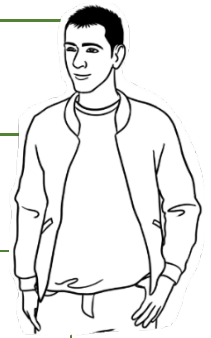
3. Sequence a conversation

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

4. Chant about the weekend - Fishing



Hi Basam.	Hi Ahmad.
What did you do on Sunday?	I went fishing.
Where did you go?	I went to the beach.
What did you take?	I took my bag.
Uh huh.	I took my fishing rod.
Uh huh.	I took some food.
Good idea.	I took my water bottle.
Uh huh.	I put on my runners.
Uh huh.	I put on some sunscreen.
Uh huh.	I put on my sunglasses.
Uh huh.	I put on my hat.
Uh huh.	I put on my safety vest.
Great.	Then I went fishing.
Did you catch a fish?	Nothing.
Nothing?	Not one fish.



14. What will you buy?

1. Vocabulary **PPT - Clothing**

Show all the clothing on *slide show*. Once students are familiar with the clothes, delay the appearance of the sentences and encourage students to guess.

Focus on the use of the indefinite article and introduce *a pair of* for the jeans, shoes etc

2. Items that come in pairs



- Hold up a pair of scissors and say *I have a pair of scissors*. Explain that much of our clothing comes in pairs, as many parts of our bodies are duplicated. e.g. arms, legs
- The worksheet on page 82 could be projected before students match the items of clothing.
- Working in pairs, students take turns to ask their partner questions about what they are wearing. e.g. *Are you wearing a pair of socks?* Their partner points to the corresponding drawing on their worksheet and answers.

3. Clothing Games for fun and light relief

For these games, you need a wide range of:

- clothing pictures out of catalog
- cardboard cut-out doll clothes
- second-hand clothes. *

***Note:** Some students may not be comfortable handling second-hand clothes.

Game 1 – Dress an imaginary person

- Before starting the game, ask a number of students to stand and identify a piece of clothing they are wearing.
- Pick up pictures/items of clothing for students to name.
- Students form two teams. [Limit the numbers in each team to make the game manageable] Each team will dress an imaginary person.
- Call out an item of clothing e.g. *a long-sleeved shirt*. All the students then chant *a long-sleeved shirt, a long-sleeved shirt etc*.
[It's important to include the indefinite article before each noun.]
- A student from each team runs to grab the picture/item and lay it on the 'person'. Continue in this way until the 'person' is fully dressed.
- When students are more familiar with the game, call out a list of items e.g. *a cap, a t-shirt, a pair of shoes* and the students chant *a cap, a t-shirt, a pair of shoes, a cap, a t-shirt, a pair of shoes etc*

Game 2 - Clothing and weather

Make sure you have pictures/items of clothing for all weathers including warm hats, summer hats, scarves, raincoats, umbrellas, sandals, boots, long-sleeved and short-sleeved shirts etc. Describe the weather and the teams must select what their character will wear.

Note: The topic of clothing lends itself to the Present Continuous tense.

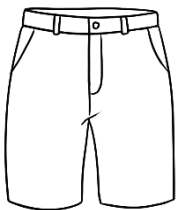
e.g. *I'm/He's wearing a pair of jeans and a t-shirt.*

4. Pair work - Information gap

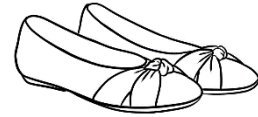
This activity practises singular and plural nouns and pairs of items. Students should use the indefinite article before singular nouns.

- Students work in pairs and it's important they don't show their worksheet to their partner.
 - ★ Student A asks questions in the rows with stars - 1, 3, 5
 - Student B asks questions in the rows with dots – 2, 4, 6
- Demonstrate the activity, by doing A1 and A2 together. Students answer the question, e.g. in A1, both students have *two t-shirts*, so they tick the A1 box. In A2, the students have different items of clothing, so cross the A2 box.
- Students ask questions of the whole row and then swap roles.
- The final tally should be 9 *the same* and 9 *different*.

2. Items that come in pairs



1. a pair of shoes
2. a pair of runners
3. a pair of sandals
4. a pair of boots
5. a pair of socks
6. a pair of gloves
7. a pair of jeans
8. a pair of shorts
9. a pair of trackpants
10. a pair of glasses
11. a pair of sunglasses
12. a pair of earrings



Are you wearing a pair of socks?

Yes I am.

No I'm not.



4. Pair work information gap

Student A 

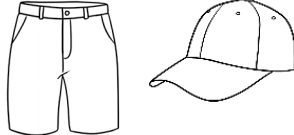




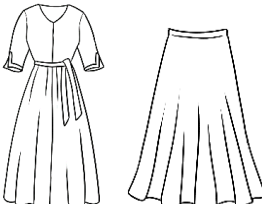



What's in A1?

What's in B1?

Is it the same or different?



	A	B	C
 1	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
2	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
 3	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
4	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
 5	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
6	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 

Student B 



What's in A2?

What's in B2?

Is it the same or different?



	A	B	C
1	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
2	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
3	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
4	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
5	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
6	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 

15. What's the problem?

1. Listen to a transaction and sequence

There are two transactions to order. Students need to cut up the strips. Read each transaction for students to:

- Listen and sequence
- Highlight the greetings
- Underline the closings
- Read in pairs.

2. What's the problem – Transactional language

Worksheet #1

This worksheet follows up on the exercise in the student workbook and can be used for homework. Students could write and read their sentences to the class the following day. Each scenario could be the basis of a role play.

Worksheet #2

This worksheet is an extension of Worksheet #1 and can also be used for homework. It adds the element of time. Students could write and read their sentences to the class the following day.

3. A transaction – Returning a hoodie

The purpose behind this transaction is to explain to students that although all goods can be returned and exchanged, not all stores will offer a refund.

- Read the transaction and students complete the cloze.
- Role play the transaction.
- Alter the role play by changing the item being returned.

4. A useful resource - *Chen and Lin Buy a Microwave*

In the reader *Chen and Lin Buy a Microwave*, the couple return their faulty microwave and ask for help about the purchase of an expensive product.

This Australian reader is available at five levels from the ESL Reads website:

<https://eslreads.com/> [There is a charge for this resource.]

Check out Clare Harris's blog for other resources:

<https://clareharris.com/australian-eal-resources-whats-free-an-update/>

1. Listening to a transaction and sequence #1

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

1. Listening to a transaction and sequence #2

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

2. What's the problem – Transactional language - Worksheet #1



What's the problem?

- an electric jug
- a toaster
- a fry pan
- a coffee pot
- a microwave

What did you buy?

What's the problem?

a coffee pot



There's a crack.



The top's missing.



There's a scratch.



It's broken.



The handle's loose.



It doesn't work.



- I bought a coffee pot, but the top's missing.
- I bought a _____, but _____.
- I bought a _____.
- _____.
- _____.

2. What's the problem – Transactional language – Worksheet #2

1. What did you buy?

2. When did you buy it?

3. What's the problem?



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

I bought	What?	When?	Problem?
I bought	a coffee pot	three days ago	but the top's missing.
I bought a			
I bought a			
I bought a			



Role play the transactions.

What's the problem?

I bought a coffee pot three days ago, but the top's missing.

3. A transaction – Returning a hoodie [Answer sheet on the following page]



Hi. I have a problem with this _____.

What's the problem?

I bought it last week, but it's too _____.

Do you have the _____?

Yes. Here it is.

No problem. I can _____ it for you.

Could I get a _____?

No, the hoodie is not _____.
You can get another one in your size.

Ok.

Please get a new hoodie and bring it back here.

Here it is.

I'll _____ it over for you.

Thanks for your _____.

You're _____. See you again.

Bye.

- faulty
- exchange
- swap
- big
- receipt
- hoodie
- help
- refund
- welcome

3. A transaction – Returning a hoodie [Answer sheet]

Hi. I have a problem with this hoodie.
What's the problem?
I bought it last week, but it's too big.
Do you have the receipt?
Yes. Here it is.
No problem. I can exchange it for you.
Could I get a refund?
No, the hoodie is not faulty. You can get another one in your size.
Ok.
Please get a smaller size and bring it back here.
Here it is.
I'll swap it over for you.
Thanks for your help.
You're welcome. See you again.
Bye.

16. At the medical centre

Make an appointment at the medical centre

The transaction on the following page is from the student workbook.
Students can work in pairs to:

- Read the transaction and substitute their own details in the gaps.
Then swap roles.
- Role play the transaction in front of the class when they are more familiar with the language.

Receptionist	Good morning. Can I help you?
You	Yes. I need an appointment with the doctor.
Receptionist	Have you been here before?
You	No I haven't.
Receptionist	OK. What's your full name?
You	_____
Receptionist	Can you spell your family name please?
You	_____ say name _____ spell name
Receptionist	Do you have a Medicare card?
Parwana	Yes. Here it is.
Receptionist	Can you come on _____ at _____?
You	Yes. I can, but I need an interpreter.
Receptionist	I'll arrange an interpreter. What language do you speak?
You	_____ language.
Receptionist	Could you fill in this form too please?
You	Yes, thank you. See you on _____ day.
Receptionist	Yes. Bye.

17. At the chemist

At the chemist – Short conversations in pairs

- Role play the chemist scene in the student workbook with the class.
- Cut up the short exchanges below and on the following page.
- Students read the short exchanges in pairs.
- Pairs then swap their conversation with another pair, and read the new exchange.
- After some practice, encourage students to role play an exchange in the chemist in front of the class.

Chemist	Hello, how can I help you?
Customer	I'm looking for a bigger packet of this please.
Chemist	It's over here.
Customer	Thanks very much.

Chemist	Hi. Can I help you?
Customer	Where can I find one of these please?
Chemist	I can show you. Here it is.
Customer	Thanks. That's very helpful.

Chemist	Hi. Can I help you?
Customer	Where can I find this medicine?
Chemist	I'll check out the back. Here it is.
Customer	Thanks for your help.

Chemist	Do you need any help?
Customer	I can't find the sunscreen.
Chemist	It's down here.
Customer	Thanks a lot.

Chemist	Can I help you?
Customer	No. I'm just looking.
Chemist	That's fine. Let me know if you need any help.
Customer	Thank you.

18. Word lists

Word lists

1. Consonant clusters

Consonant clusters can be at the beginning, in the middle or at the end of a word. Clusters used in the student book are listed in the tables on pages 96 - 97. Exercises c, d, and e below suggest ways to use these lists.

2. Complete list of words from the student workbook

There is a one-page word list for most sections. The word lists can be used in a variety of ways:

- a. Printed and used as a homework booklet so students can familiarise themselves with the vocabulary before beginning a new section in the workbook.
- b. As worksheets to complete in class before beginning each section.
- c. Students could record the teacher reading the words on their phones. It's important for the teacher to pause after each word to allow time for the students to repeat the word as they listen back at home.
- d. Used to create word-finds and crosswords and for dictation.
- e. Students could also be shown how to create their own word-finds on puzzlemaker.com in their computer class.

There are some examples of sentences or phrases from the workbook in the *Use* column. Students could also:

- Add a synonym
- Write their own sentences. These would need to be checked if not copied from the workbook.

1. Consonant clusters

sh	th (<i>voiceless</i>)	th (<i>voiced</i>)	ch
English	three	that	teacher
sharpener	thanks	they	chat
show	with	brother	childcare
she	thing	mother	cheap
dishes	Thursday	father	beach
wash ing	birth date	then	watch ing
shopping	North	to gether	children
fish ing			catch ing
shorts			lunch
shirt			ex change
shoes			re charge
cash			much

sp	fr	cl	str
spell	from	class	Australia
speaking	free	clinic	street
sport	friends	clean	
	fruit	cloudy	
	frypan	clothes	

pr	st	pl	gr
p ractise	s tudents	p lease	g roup
p roblem	s tarts	p laying	g rass
p retty	s tormy	p lants	g reat
	s tain		g randchildren
	s to r e		
	toaster		
	yester d ay		

ph	ck	fl	cr
p hoto	b ack	f lowers	c rick e t
p hone	c lock		c red i t
	j ack e t		c rack
	track p ants		

dr	sk	sc	sm
d ress	s kirt	s carf	s mall
		s cr a ch	
		s cr e en	
		s cr i pt	

br	wh
b ring	w hat
b roken	w here
	w hen

2. Word lists

Section 1 – Introduction

Word	Stress pattern	Translate	Use
again	o O		
circle	O o		
clap	O		
copy	O o		
could	O		
highlight	O o		
listen	O o		
match	O		
partner	O o		
question	O o		
read	O		
repeat	o O		
say	O		
slowly	O o		
spell	O		
tick	O		
write	O		

Sections 2/ 3 – Meet the students/Getting to know you

Word	Stress Pattern	Translate	Use
about	o O		What about you?
before	o O		
break	O		It's break time.
centre	O o		Learning Centre
class	O		
come	O		I come from Vietnam.
early	O o		I like to be early.
get back	o O		I must get back to class.
later	O o		Talk later.
look	O		
meet	O		Nice to meet you.
nice	O		Nice to meet you too.
practise	O o		We can practise speaking.
chat	O		Let's chat later.
time	O		
together	o O o		We can practice together.
what	O		What is your name?
when	O		When did you come?
where	O		Where are you from?

Section 4 - Basam starts class at TAFE

Word	Stress Pattern	Translate	Use
appointment	o O o		I have an appointment.
because	o O		
borrow	O o		Could I borrow a pen?
card	O		Here's your library card.
easy	O o		
few	O		You need a few more.
library	O o		
minute	O o		Just a minute.
miss	O		It's not good to miss class.
more	O		
need	O		What do you need?
outside	o O		Make appointments outside class time.
show	O		
sure	O		
things	O		You need a few more things.
tomorrow	o O o		
try	O		
welcome	O o		

Section 5 - Linh starts class at the community centre

Word	Stress Pattern	Translate	Use
after	○ ○		
because	○ ○		
better	○ ○		I'd better go.
classroom	○ ○		
everyone	○ ○ ○		Everyone is welcome.
flowers	○ ○		
garden	○ ○		
help	○		Can you help me?
new	○		I'm a new student.
show	○		I can show you.
tomorrow	○ ○ ○		Tomorrow will be hot.
Tuesday	○ ○		
vegetables	○ ○ ○		
watering	○ ○ ○		I'm watering the garden.
Wednesday	○ ○		
with	○		Come with me.
work	○		

Section 6 - Parwana enrolls in a class

Word	Stress Pattern	Translate	Use
birth	○		What's your date of birth?
birthday	○ ○		When's your birthday?
born	○		Where were you born?
busy	○ ○		I'm busy tomorrow.
childcare	○ ○		
difficult	○ ○ ○		Forms are difficult.
enrol	○ ○		Can I enrol here?
Excuse me	○ ○ ○		
fill in	○ ○		Fill in this form.
first	○		First, fill in the form.
form	○		
Friday	○ ○		
information	○ ○ ○ ○		
interview	○ ○ ○		
Monday	○ ○		
September	○ ○ ○		
sorry	○ ○		I'm sorry.

Section 7 - Talk about jobs at home

Word	Stress Pattern	Translate	Use
also	○ ○		
cheap	○		It's very cheap.
clean	○		
cook	○		Cook the dinner.
cut	○		Cut the grass.
dinner	○ ○		
dishes	○ ○		Wash the dishes.
grass	○		
homework	○ ○		Do some homework.
house	○		Clean the house.
husband	○ ○		
like	○		What's it like?
lucky	○ ○		
man	○		
morning	○ ○		
really	○ ○		
sometimes	○ ○		
wash	○		Wash the car.
woman	○ ○		
yesterday	○ ○ ○		

Section 8 - Talk about free time

Word	Stress Pattern	Translate	Use
beach	○		going to the beach
city	○ ○		going to the city
fish	○		I like fishing.
free time	○ ○		What do you do in your free time?
friends	○		
go	○		
like	○		I like cooking.
online	○ ○		I talk to family online.
park	○		I go to the park.
play	○		
social media	○ ○ ○ ○ ○		
sport	○		I play sport.
use	○		I use social media.
video games	○ ○ ○		I play video games.
visit	○ ○		I visit friends.
watch	○		I watch TV.
weekend	○ ○		Saturday and Sunday

Section 10 Talk about family

Word	Stress Pattern	Translate	Use
aunt	○		
brother	○ ○		
children	○ ○		I have two children.
daughter	○ ○		I have a daughter.
family	○ ○		What a big family.
granddaughter	○ ○ ○		
grandfather	○ ○ ○		
grandmother	○ ○ ○		
grandson	○ ○		
hard	○		That's hard for you.
husband	○ ○		
lovely	○ ○		
many	○ ○		
nephew	○ ○		
niece	○		
parents	○ ○		
sister	○ ○		
son	○		I have one son.
uncle	○ ○		
wife	○		

Section 11 - Talk about an excursion

Word	Stress Pattern	Translate	Use
back to	○ ○		They catch the bus back to the centre.
bus	○		
catch	○		They catch the bus.
clothes	○		
enjoy	○ ○		Did you enjoy it?
excursion	○ ○ ○		
fruit	○		
get back	○ ○		What time will we get back?
idea	○ ○ ○		Good idea.
leave	○		
look around	○ ○ ○		We will look around the market.
lunch	○		
market	○ ○		
plants	○		
ramp	○		The driver put down a ramp.
together	○ ○ ○		Let's go together.

Section 12 Talk about sport

Word	Stress Pattern	Translate	Use
all	○		All the best players
Aussie Rules	○ ○		Australian Rules Football
best	○		All the best players come and play.
competition	○ ○ ○ ○		
cricket	○ ○		
every year	○ ○ ○		They play every year.
footy	○ ○		football
interested	○ ○ ○		Is she interested?
January	○ ○ ○		
last night	○ ○		
netball	○ ○		
popular	○ ○ ○		It's a popular sport.
talking about	○ ○		What are they talking about?
	○ ○		
tennis	○ ○		
tired	○		I'm a little tired.
tonight	○ ○		

Section 13 - Talk about the weekend

Word	Stress Pattern	Translate	Use
excuse	o O		Excuse me.
get ready	O O o		I need to get ready.
get up to	o O o		What did you get up to?
go back	o O		Let's go back to class.
going	O o		How are you going?
grass	O		
hurry	O o		Let's hurry.
lake	O		
loved	O		They loved the water.
move	O		
quiet	O o		We had a quiet weekend.
relaxed	o O		
sounds	O		That sounds nice.
table	O o		
water	O o		

Section 14 - What will you buy?

Word	Stress Pattern	Translate	Use
boots	○		
cap	○		
cardigan	○ ○ ○		
dress	○		
hoodie	○ ○		
jacket	○ ○		
jeans	○		
jumper	○ ○		
pair of	○ ○		
raincoat	○ ○		
runners	○ ○		
scarf	○		
shorts	○		
shoes	○		
skirt	○		
soon	○		The bus will be here soon.
sunhat	○ ○		
top	○		
trackpants	○ ○		
t-shirt	○ ○		

Section 15 What's the problem?

Word	Stress Pattern	Translate	Use
battery	○ ○		
button	○ ○		
cracked	○		
exchange	○ ○		
faulty	○ ○		
handle	○ ○		The handle is loose.
hole	○		
mean	○		What does that mean?
missing	○ ○		
receipt	○ ○		
recharge	○ ○		
refund	○ ○		
scratch	○		
screen	○		
stain	○		
store	○		
take it back	○ ○ ○		Will you take it back?

Section 16 At the medical centre

Word	Stress Pattern	Translate	Use
address	o O		
arrange	o O		I'll arrange an interpreter.
dentist	O o		
doctor	O o		
full name	O O		What's your full name?
have you been	o o O		Have you been here before?
interpreter	o O o o		
language	O o		
medical	O o o		Medical Centre
Medicare card	O o o O		
need	O		
nurse	O		
receptionist	o O o o		

Section 17 - At the chemist

Word	Stress Pattern	Translate	Use
cash	○		Is that card or cash?
chemist	○ ○		
fine	○		That's fine.
just	○		Just tap here.
medication	○ ○ ○ ○		
next	○		
pay	○		I'd like to pay.
ready	○ ○		Your script is ready.
register	○ ○ ○		
script	○		
sure	○		
tap	○		Tap here when you're ready.
wait	○		

