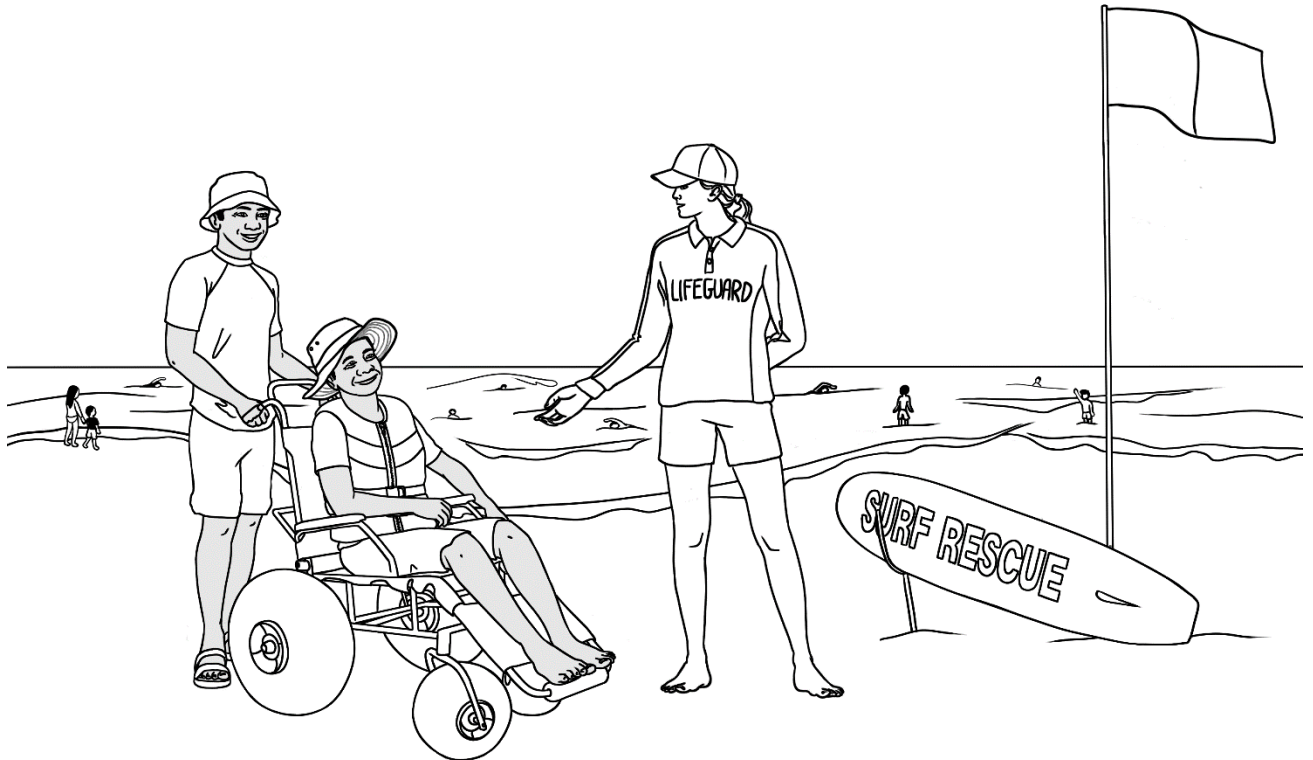


English Ready

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

Teacher Resources



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Illustrations acknowledgements:

Harmony Day Image by Freepik

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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
- extension

PowerPoint slides have been created to introduce, consolidate and revise vocabulary. This icon indicates a PowerPoint Presentation: 

There are two mp3 listening files indicated by this icon. 

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 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.

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 need to be removed before printing for students.**

Read the questions below before listening to the conversation. Tell students that in some questions, there may be more than one correct answer.

These resources complement VU23504 *Read and Write short simple informational texts.*

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1. Meet the students and teachers

The characters

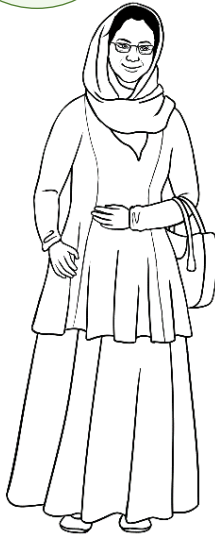
Illustrations in this book and the student workbook are available for use in the design of additional materials.

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 at times. All the characters feature in the Certificate 1 in EAL books. However, those in grey and blue also feature in the Course in EAL and the Course in Initial EAL books respectively.

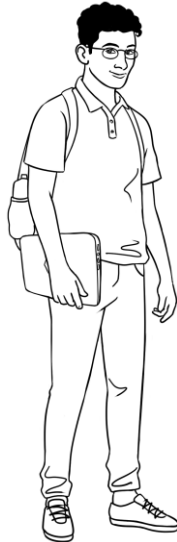
Name	Family members	Country of origin	Age / Date of birth	Date of arrival	Address in Kellivale 2421	Phone
Linh Nguyen		Vietnam	60		56 View St [moved here in this book]	0567 322 184
Basam Radi		Iraq	30 05.08.1993	2023	Unit 3, 140 Kemp St	0455 328 691
Nabi Saikal	Husband and wife	Afghanistan <i>Pashto</i>	48	2023	48 Baker Rd	0462 595 751 NabSaikal@gmail.com
Amina Tarukh	Parents of Parwana		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

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 Yaza - grandson	Myanmar			Unit 4 50 Baker Rd	
Sahra Omar Elmi	Hani – daughter 2 years	Somalia	7.07.96	9.6.22	Unit 6 50 Baker Rd	0455 961 259
Teacher - Peter		Greece	38		Bramby NSW	0436 924 651
Teacher - Wendy		England	45			

At the AMEP Centre



Amina



Ahmad



Basam



Peter

At the Learning Centre



Parwana



Linh



Ko



Wendy

2. Meet two families.

These two families include Parwana, Amina and Ko, three students in the Certificate 1 in EAL student workbooks. Their family members feature in this unit and units VU23500, VU23501, VU23502 & VU23503. Project:

- #1 and point to any member of Parwana's family and elicit her relationship.
- #2 and point to any member of Rahim's family and elicit his relationship.
- #3 and point to any member of Ko's family and elicit his relationship.
- #4 and point to any member of Zani's family and elicit her relationship.
- #5 and point to any member of Their's family and elicit his relationship.

Introduce the family members using the polite expression ***This is*** and the correct 3rd person pronouns. e.g.

Parwana's family – This is **her** daughter Bibi. This is **her** son Mustafa.




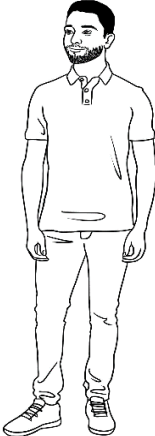
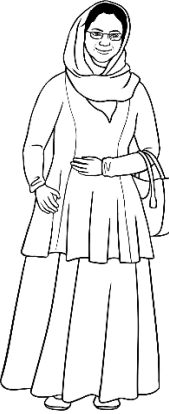


Rahim's family – This is **his** niece Bibi. This is **his** brother-in-law Jomeh.

Ko's family – This is **his** wife Zarni. This is **his** son-in-law Their.






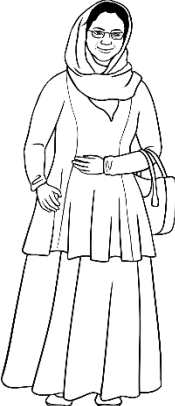

Their's family – This is **his** wife San. This is **his** father-in-law Ko.

Zani's family – This is **her** husband Ko. This is **her** grandson Yaza.






① Parwana's family

						
me Parwana	daughter Bibi	son Mustafa	husband Jomeh	mother Amina	father Nabi	brother Rahim






② Rahim's family

						
me Rahim	sister Parwana	niece Bibi	nephew Mustafa	brother-in-law Jomeh	mother Amina	father Nabi






③ Ko's family

				
me Ko	wife Zani	daughter San	son-in-law Their	grandson Yaza

④ Zani's family

				
me Zani	husband Ko	daughter San	son-in-law Their	grandson Yaza

⑤ Their's family

				
me Their	wife San	son Yaza	mother-in-law Zani	father-in-law Ko

3. Workbook instructions

Workbook instructions

To minimise distractions from the page content, icons replace written instructions in the workbooks. However, students will still require guidance for activities by the teacher. Some additional teacher instructions have been given 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.

Activity 1 - Vocabulary **PPT – Workbook instructions**

The PPT includes all the icons used in the Certificate 1 in EAL units. You may wish to delete the icons that are not relevant to the student workbook for this unit.

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.

Activity 2 - Teaching syllables and word stress

- Say a word from the list below, repeat it, breaking it into syllables and stressing the strong syllable.
- Demonstrate physically by:
 - clapping
 - tapping your hand, a pen or a ruler on the table
 - punching the air
 - stamping your feet
 - taking a step for each syllable
 - using a rubber band to stretch out on the stressed syllable.
- Ask students to repeat the word with the action several times.
- Create a table on the board similar to the one on the following page, writing the word in the correct column.
- Repeat the process with the remaining words.

In a later class, the words could be enlarged and written on paper. Students could then attach the words to the board in the correct column using magnets or copy the words in the column.

Syllables	
1 ○	2 ○ ●
read	listen
say	questions
write	copy
tick	partner
check	circle
work	highlight
ask	
help	

Activity 3 - Make requests for repetition or clarification

- Teach students the requests for clarification and repetition introduced in the student workbook
- Print the requests on the following page, laminate and cut up.
- Build confidence in using the expressions through regular class 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.
 - Give the expressions to different students in following classes.

Sorry. I don't understand.

Can you help me please?

Can you say that again please?

Can you speak slowly please?

Can you spell that please?

4. Information about someone

The key goals of this unit are for students to understand and give spoken information, and activities need to be provided for students to build their confidence in achieving this. Speaking to more than one person in a group or to the whole class can be challenging for many, so it's important to build confidence through regular non-threatening practice.

This section begins the process of building that confidence. Students can listen to and to give information using the vocabulary and grammar they are most familiar with, to talk about the people they know best – themselves, family and friends.

Activity 1 – Round the class activities

Organise the class to stand in a circle or arrange the class tables in a U-shape. It is important that:

- students have eye-contact with each other
- the grammar and vocabulary used are controlled and familiar so students feel relaxed about participating.

Examples of activities:

- a. Introduce yourself [Use a large ball or a bean bag]
Say your name and where you come from and throw the ball to someone. They say their name and where they come from and throw the ball to someone else. The game continues until everyone has had a turn.

The information given can be varied in each game. e.g. free time activities, favourite food, favourite colour, lucky number, the time you get up/go to bed

- b. Introduce yourself and the person next to you.
My name is _____ and this is _____. Demonstrate how to introduce someone with an outstretched hand towards the person, palm up. This introduction can be revised when a new student joins the class.

Activity 2 – A daily weather check

Select a student from the roll to check the day's weather report and the UV rating on-line. The check can be done before class or during the break and the student then tells the class. Chose a different student each day.

Activity 3 – Pay for the chance to ask questions and give answers.

Many students who are confident speaking in class frequently monopolise this space and reduce opportunities for less confident students to speak. The following activity can be used occasionally to bring more balance to the speaking space in a class. The activity encourages reluctant speakers, and makes more confident speakers aware of how often they speak and how this can limit the learning of others.

- a. Give each student three or four small *items of currency* e.g. fake money, buttons, matches, small slips of card
- b. Whenever a student asks or answers a question, they need *to pay*, and move one of their *items of currency* into the middle of the table.
- c. Once a student has used all their currency, they cannot speak until most of the class has used their currency by asking questions or giving answers. This usually leads to the whole class encouraging the more reluctant students to speak and builds a more cooperative approach to learning.

Note: This activity creates an artificial situation in a class and should only be used occasionally. However, using it just once can develop an awareness of the need for all students to speak and develop their oral skills in class.

Activity 4 – Personal information [Pair work]

This pair-work information gap activity allows student to practise listening to and answering questions about personal details. The grammar focus is on:

- *wh* questions
 - personal pronouns, third person singular – he/his, she/her.
 - Contractions – What's, it's
- a. Print enough copies of the alphabet strips and the worksheets for Students A and B. The alphabet strips are an aid to spelling, but may not be needed by all students.
 - b. Demonstrate the activity with a confident student. Student A asks questions first and writes the answers given by Student B.
 - c. Emphasise that students must not show their worksheet to their partner; all questions and answers must be given orally.

Activity 4 – Personal information – Pair work



Your person is a woman. Use **she** and **her**.

Student **A**

①



What's her first name?

Can you spell that please?

②



1. What's her first name? _____
2. What's her family name? _____
3. Where does she come from? _____
4. Is she married or single? _____
5. Does she have children? _____
6. What are her future plans? _____
7. What does she do in her free time? _____
8. What's she good at? _____

③



	First Name	Ko
	Family Name	Tun
	Country of Origin	Myanmar
	Marital status	married
	Children	one daughter
	Future plans	to repair computers
	Free Time	reading
	Good at	fixing things



Student **B**

	First Name	Parwana
	Family Name	Saikal
	Country of Origin	Afghanistan
	Marital status	married
	Children	2
	Future plans	to be a nurse
	Free Time	cooking
	Good at	learning English



Your person is a man. Use **he** and **his**.



What's his first name?

Can you spell that please?



1. What's his first name? _____
2. What's his family name? _____
3. Where does he come from? _____
4. Is he married or single? _____
5. Does he have children? _____
6. What are his future plans? _____
7. What does he do in his free time? _____
8. What's he good at? _____

Activity 4 – Personal information – Pair work – Alphabet strips

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Activity 5 – Personal information embedded in transactions

a. Basam at the library

b. Ahmad at the police station

With both transactions it is useful to discuss different forms of ID. Repeat the conversations, substituting different forms of ID.

The transactions include an audio mp3 recording, questions, a cloze activity [for *At the library*] and sequencing strips.

Sequencing strips

The sequencing slips are at two levels, with level A indicating the first speaker in green, while Level B has no colour. The two levels of difficulty allow students to do the same exercise, but at their current level of skill. All the conversations in the student workbook have been organised at two levels in this resource book.

The sequencing 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 are given the level that is suitable for their skill level. When students become more familiar with the activity, they may feel confident about selecting or requesting a different level.
- Students cut up the strips.
- With their workbooks closed, read the text slowly for the students to sequence the strips of text.
- Once sequenced, reread 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.

Note: Remove the pink teacher boxes before printing the worksheets.

Activity 5a – Basam at the library



At the library

Read the questions below before listening to the conversation. Tell students that in some questions, there may be more than one correct answer.



1. Why is Basam speaking to the librarian?

- He wants to use a computer today.
- He lost his card yesterday.
- He needs an English grammar book.

2. When did Basam join the library?

- last week
- last month
- yesterday

3. The librarian asks Basam for some information.

- his name
- his date of birth
- his address

4. What ID does Basam show the librarian?

- his licence
- his passport
- his Medicare card

5. The librarian says, 'I can **cancel** that card.'

Cancel means

- stop.
- find.
- look for.

6. **A few** minutes is about

- a minute.
- three minutes.
- ten minutes.





Basam	Excuse me. Can you help me please?	Street
Librarian	Yes. How can I _____ you?	give
Basam	My name is Basam Radi. I _____ the library last week, but I _____ my library card yesterday.	please✓ joined
Librarian	That's not a problem. I can _____ that card and _____ you a new one.	help lost
Basam	Thank you.	minutes
Librarian	What's your _____ of birth Basam?	cancel
Basam	5 _____ 1993.	date
Librarian	And your _____?	have new
Basam	Unit 3, 140 Kemp _____.	Thank
Librarian	114 Kemp Street?	card
Basam	No. 140.	August
Librarian	Do you _____ any ID Basam?	address
Basam	Yes. Here's my Medicare _____.	
Librarian	That's fine. I'll get you a _____ card. Can you wait a few _____?	
Basam	Yes I can. _____ you very much.	



Activity 5a – Basam at the library - **Answers**

Questions

1. Why is Basam speaking to the librarian?
 He wants to use a computer today.
 He lost his card yesterday.
 He needs an English grammar book.

2. When did Basam join the library?
 last week last month yesterday

3. The librarian asks Basam for some information.
 his name his date of birth his address

4. What ID does Basam show the librarian?
 his licence his passport his Medicare card

5. The librarian says, 'I can **cancel** that card.'
 Cancel means
 stop. find. look for.

6. A few minutes is about
 a minute. three minutes. ten minutes.

Cloze

Basam	Excuse me. Can you help me <u>please</u> ?	please
Librarian	Yes. How can I <u>help</u> you?	help
Basam	My name is Basam Radi. I <u>joined</u> the library last week, but I <u>lost</u> my library card yesterday.	joined lost
Librarian	That's not a problem. I can <u>cancel</u> that card and <u>give</u> you a new one.	give date
Basam	Thank you.	address
Librarian	What's your <u>date</u> of birth Basam?	Street
Basam	5 <u>August</u> 1993.	have
Librarian	And your <u>address</u> ?	card
Basam	Unit 3, 140 Kemp <u>Street</u> .	cancel
Librarian	114 Kemp Street?	minutes
Basam	No. <u>140</u> .	Thank
Librarian	Do you <u>have</u> any ID Basam?	August
Basam	Yes. Here's my Medicare <u>card</u> .	new
Librarian	That's fine. I'll get you a <u>new</u> card. Can you wait a few <u>minutes</u> ?	
Basam	Yes I can. <u>Thank</u> you very much.	

Activity 5a – Basam at the library - Sequencing

Level A

Yes I can. Thank you very much.

Do you have any ID?

No. **140**.

That's fine. I'll get you a new card.
Can you wait a few minutes?

5 August 1993

114 Kemp Street?

Yes. Here's my Medicare card.

That's not a problem. I can cancel that card
and give you a new one.

Unit 3, 140 Kemp Street.

What's your date of birth Basam?

Thank you.

And your address?

My name is Basam Radi. I joined the library last week, but I lost my library card yesterday

Yes. How can I help you?

Excuse me. Can you help me please?

Activity 5a – Basam at the library - Sequencing

Level B

Yes I can. Thank you very much.

Do you have any ID?

No. **140**.

That's fine. I'll get you a new card.
Can you wait a few minutes?

5 August 1993

114 Kemp Street?

Yes. Here's my Medicare card.

That's not a problem. I can cancel that card
and give you a new one.

Unit 3, 140 Kemp Street.

What's your date of birth Basam?

Thank you.

And your address?

My name is Basam Radi. I joined the library last week,
but I lost my library card yesterday

Yes. How can I help you?

Excuse me. Can you help me please?

Activity 5b – Ahmad at the police station

①



At the police station



1. Why is Ahmad at the police station?

- Someone stole his wallet.
- Someone stole his motor bike.
- Someone stole his driver's licence.

Read the questions below before listening to the conversation. Tell students that in some questions, there may be more than one correct answer.

2. When did Ahmad go to the party?

- 14 June
- 24 June
- 25 August

3. The police officer asks Ahmad for some information.

- his name
- his date of birth
- his address

4. Ahmad lives in North Street. His street number is

- 215
- 250
- 260

5. What ID does Ahmad show the police officer?

- his student card
- his passport
- his Medicare card

6. Where can Ahmad order a new licence?

- at train station
- at the police station
- on-line

7. What does the police officer give Ahmad?

- a licence
- a report
- some money

②



Other lost objects can be substituted in this transaction - house keys, car keys, work keys, mobile phone, wallet, handbag

Ahmad	Good morning.
Police officer	Morning. How can I help you?
Ahmad	Someone stole my driver's licence.
Police officer	Okay. I need some details. Can you give me your full name?
Ahmad	Ahmad Hamed.
Police officer	Can you spell your family name Ahmad?
Ahmad	Hamed H – A – M – E – D.
Police officer	Okay Ahmad. Can you tell me what happened?
Ahmad	I went to a party. There were a lot of people. Then I got home and my licence wasn't in my wallet.
Police officer	When was the party?
Ahmad	Last Saturday, 14 June.
Police officer	I need some more details - your date of birth and address?
Ahmad	My date of birth is 25 August, 2001. My address is 260 North Street Kellivale.
Police officer	Do you have some ID?
Ahmad	Yes. My student card and Medicare card.
Police officer	Thanks. I'll cancel your license, but you can order a new one online. Here's a copy of my report.
Ahmad	Thanks for your help.

Activity 5b – Ahmad at the police station - Answers

Listening questions

<p>1. Why is Ahmad at the police station?</p> <p><input type="checkbox"/> Someone stole his wallet.</p> <p><input type="checkbox"/> Someone stole his motor bike.</p> <p><input checked="" type="checkbox"/> Someone stole his driver's licence.</p>
<p>2. When did Ahmad go to the party?</p> <p><input checked="" type="checkbox"/> 14 June <input type="checkbox"/> 24 June <input type="checkbox"/> 25 August</p>
<p>3. The police officer asks Ahmad for some information.</p> <p><input checked="" type="checkbox"/> his name <input checked="" type="checkbox"/> his date of birth <input checked="" type="checkbox"/> his address</p>
<p>4. Ahmad lives in North Street. His street number is</p> <p><input type="checkbox"/> 215 <input checked="" type="checkbox"/> 250 <input type="checkbox"/> 260</p>
<p>5. What ID does Ahmad show the police officer?</p> <p><input checked="" type="checkbox"/> his student card <input type="checkbox"/> his passport <input checked="" type="checkbox"/> his Medicare card</p>
<p>6. Where can Ahmad order a new licence?</p> <p><input type="checkbox"/> at train station <input type="checkbox"/> at the police station <input checked="" type="checkbox"/> on-line</p>
<p>7. What does the police officer give Ahmad?</p> <p><input type="checkbox"/> a licence <input checked="" type="checkbox"/> a report <input type="checkbox"/> some money</p>

Activity 5b – Ahmad at the police station – Sequencing

Level A

Ahmad Hamed.

Morning. How can I help you?

Hamed H – A – M – E – D.

Okay. I need some details.
Can you give me your full name?

I went to a party. There were a lot of people. Then I got home and my licence wasn't in my wallet.

Can you spell your family name Ahmad?

Someone stole my driver's licence.

Okay Ahmad. Can you tell me what happened?

Good morning.

When was the party?

Yes. My student card and Medicare card.

I need some more details - your date of birth and address?

Thanks for your help.

Do you have some ID?

Last Saturday, 14 June.

Thanks. I'll cancel your license, but you can order a new one online. Here's a copy of my report.

My date of birth is 25 August, 2001.
My address is 260 North Street Kellivale.

Activity 5b – Ahmad at the police station – Sequencing

Level B

Ahmad Hamed.

Morning. How can I help you?

Hamed H – A – M – E – D.

Okay. I need some details.
Can you give me your full name?

I went to a party. There were a lot of people. Then I got home and my licence wasn't in my wallet.

Can you spell your family name Ahmad?

Someone stole my driver's licence.

Okay Ahmad. Can you tell me what happened?

Good morning.

When was the party?

Yes. My student card and Medicare card.

I need some more details - your date of birth and address?

Thanks for your help.

Do you have some ID?

Last Saturday, 14 June.

Thanks. I'll cancel your license, but you can order a new one online. Here's a copy of my report.

My date of birth is 25 August, 2001.
My address is 260 North Street Kellivale.

Activity 6 – Wendy gives a talk

This activity provides an additional talk to support those in the student workbook. It's important to show that not all the points in Step 3 of the plan need to be covered in the talk. e.g Wendy doesn't mention her marital state/children, nor does she say what she is good at. She mentions her work, and adds a new point to her plan - *Work*. Details also don't need to follow the order suggested on the plan. Wendy's talk includes:

- Listening questions
- Transcript of the talk
- Plan for the talk

Activity 6 – Wendy give a talk about someone – Listening questions



1. Who is Wendy talking about?

- her friend
- her sister
- herself



2. Where does she come from?


- New Zealand
- the USA
- England

3. When did she come to Australia?

- 1 year ago.
- 5 years ago.
- 10 years ago.

4. Why did Wendy come to Australia?

- She wanted a new job.
- She wanted to have fun.
- She wanted to travel.

5. Information	<i>True</i>	<i>False</i>
a. She was a nurse In England.		
b. She misses her family.		
c. Wendy has a new friend in Australia.		
d. On the weekend, she likes cooking.		
e. She also likes bushwalking. 		
f. Wendy would like to travel to South Australia.		
g. She would like to go there next year.		



Activity 6 – Wendy give a talk – Transcript and answers

Wendy's talk

Good morning/afternoon everyone. My name is Wendy. Today I want to tell you some information about me. Here's a photo of me at school in England.

I came to Australia from England five years ago because I wanted to travel. I was a teacher in England and I'm a teacher in Australia too. I miss my family, but I have many new friends now. On the weekends, I like reading and bushwalking. Next year I'd like to travel by train to Western Australia. I really love the big blue skies here.

Thank you for listening. Do you have any questions?

1. Who is Wendy talking about?

her friend
 her sister
 herself




2. Where does she come from?

New Zealand the USA England

3. When did she come to Australia?

1 year ago. 5 years ago. 10 years ago.

4. Why did Wendy come to Australia?

She wanted a new job.
 She wanted to have fun.
 She wanted to travel.

5. Information	True	False
a. She was a nurse in England.		<input checked="" type="checkbox"/>
b. She misses her family.	<input checked="" type="checkbox"/>	
c. Wendy has a new friend in Australia.		<input checked="" type="checkbox"/>
d. On the weekend, she likes cooking.		<input checked="" type="checkbox"/>
e. She also likes bushwalking. 	<input checked="" type="checkbox"/>	
f. Wendy would like to travel to South Australia.		<input checked="" type="checkbox"/>
g. She would like to go there next year.	<input checked="" type="checkbox"/>	

Activity 6 – Wendy gives a talk about someone – Plan

Some information about me



I wrote a plan for my talk.

Plan	A talk about me
<p>1. Greeting</p> <p>Say and write the person's name.</p>	<p><i>Good morning/afternoon everyone.</i></p> <p><i>My name is Wendy.</i></p> <p><i>Today I want to tell you some information about me.</i></p>
<p>2. A photo</p>	<p><i>Here's a photo of me at school in England.</i></p>
<p>3. Information</p> <p>Family/ friend</p> <p>Birth country</p> <p>Married / single</p> <p>Children</p> <p>Work</p> <p>Free time</p> <p>Future plans</p> <p>Skills</p>	<p><i>I came to Australia from England five years ago because I wanted to travel.</i></p> <p><i>I was a teacher in England and I'm a teacher in Australia too. I miss my family, but I have many new friends now.</i></p> <p><i>On the weekends, I like reading and bushwalking. Next year I'd like to travel by train to Western Australia.</i></p>
<p>4. Your opinion</p>	<p><i>I really love the big blue skies here.</i></p>
<p>5. Thank you and questions</p>	<p><i>Thank you for listening.</i></p> <p><i>Do you have any questions?</i></p>

5. The park

Activity 1 – *There is and there are* [Class work]

In this section, students need to prepare to talk about a place they are familiar with. In preparation for describing a place, the expressions *there is* and *there are* need to be practised. These expressions introduce people and things.

- Project a photo such as the photo below from Creative Commons, or use your own photos of places, local and nationally.



- Ask questions:
 - a. *What do you see?***
Students respond using the introductory phrases. ***There's ... There are ...***
e.g. tall buildings, skyscrapers, the city, a large white building, a river, a sports ground, a bridge
 - b. *What can you do there?***
e.g. You can walk in the park. You can ride a bike beside the river.
You can play sport on the sports ground.
 - c. *Can you...?***
Can you cross the river? Can you swim in the river? Can you ride a bike to the city? Can you walk to the city?

Activity 2 – Identifying places on a map [*Pair work*]

The following two maps of Kellivale Park are essentially the same as the map in the student workbook, except the icons in each map here have been positioned differently.

- Students work in pairs.
- Give each student either map A or B and instruct students to keep their maps 'secret'. Students could sit back-to-back to make this easier.
- Students open the student workbook to page 15 and use the key to help with the vocabulary.
- They then take turns to ask questions:
 - Student A asks – *What's in A1?*
Student B answers – *a compass*. In this square, both maps have the same image, so both students tick the square.
 - Student B then asks – *What's in A2?* If the icon is the same, students tick the square; if it is different they put a cross in the square.

Demonstrate this with a confident student.

- Encourage students to use clarifying questions such as *Can you say it again please?*
- Set a time limit for the activity. Students don't need to ask about every square.

This activity recycles vocabulary, and gives practice in asking questions and using contractions.

Activity 2 – Identifying places on a map – Student B

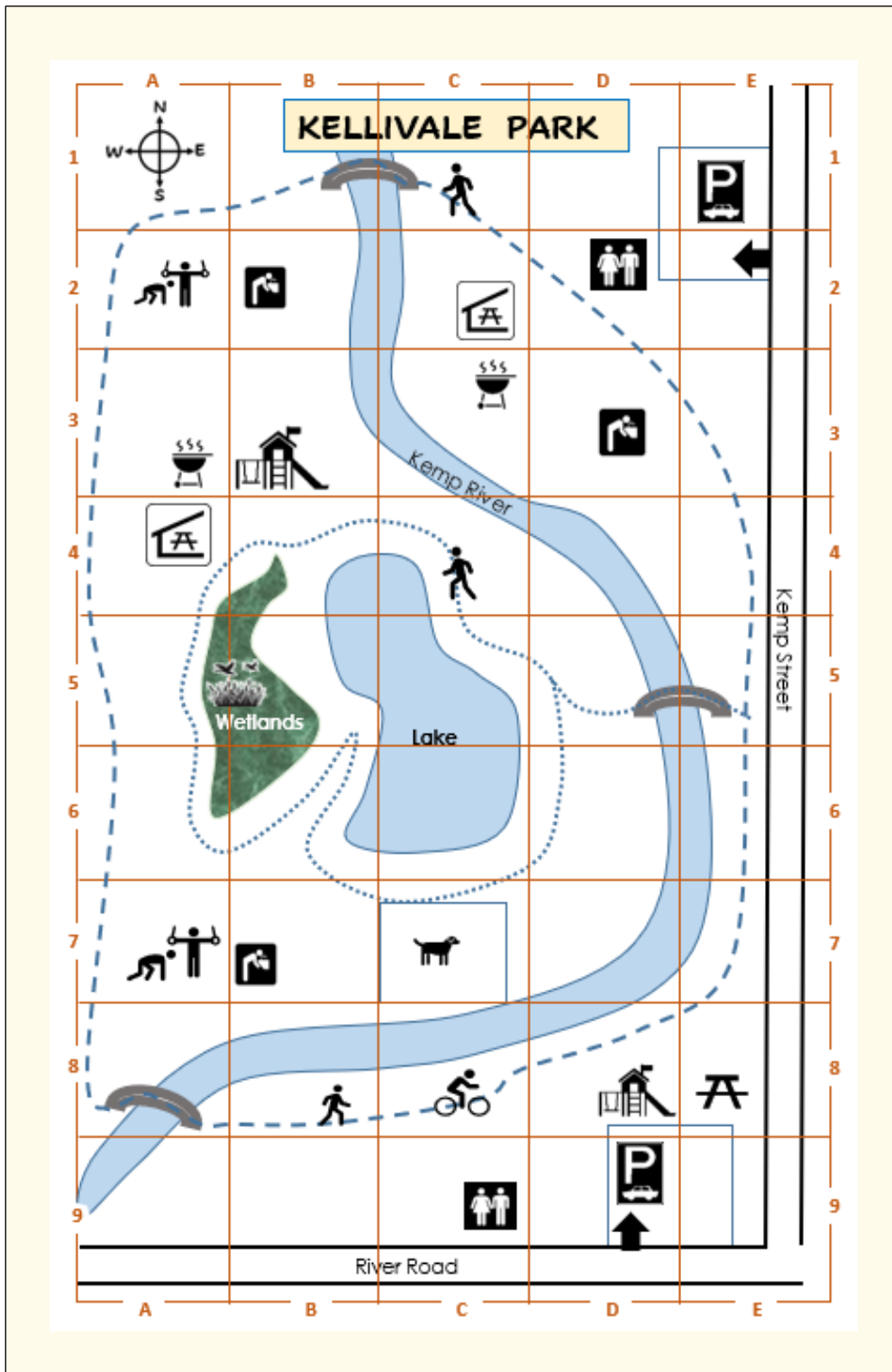
Map B Student B



What's in A2?

Can you say it again please?

Is it the same or different?



Activity 3 – Parwana talks to Sahra - Sequencing

The following conversation between Parwana and Sahra is included in the student workbook. The sequencing slips are at two levels, with level A indicating the first speaker in green, while Level B has no colour. The two levels of difficulty allow students to do the same exercise, but at their current level of skill.

Level A

Okay. Good idea.

Is the playground shady?

Yes. There are many trees and there's a sunshade over the sandpit. The children are safe because the playground has a fence.

Level A [Continued]

On Saturday.

Hi Parwana. Did you have a nice weekend?

It's near the lake.

Oh. When did you go there?

They really liked it. Your daughter Hani will like it too. It has a long slide and two swings. There's a sandpit and a see-saw.

Let's go together next weekend.

Yes. We went to the new playground in the park.

Oh yes. Hani will love it. Where's the playground?

Hi Sahra.

Did the children like it?

Activity 3 -The new playground - Sequencing

Level B

Did the children like it?

Hi Sahra.

Yes. We went to the new playground in the park.

It's near the lake.

On Saturday.

Hi Parwana. Did you have a nice weekend?

Yes. There are many trees and there's a sunshade over the sandpit. The children are safe because the playground has a fence.

Let's go together next weekend.

Oh. When did you go there?

Oh yes. Hani will love it. Where's the playground?

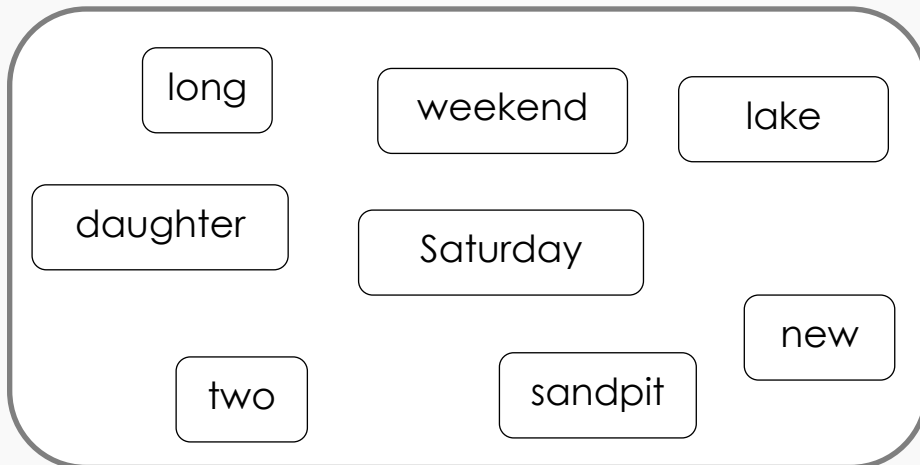
They really liked it. Your daughter Hani will like it too.
It has a long slide and two swings. There's a sandpit
and a see-saw.

Is the playground shady?

Okay. Good idea.

Activity 4- Correctional stress – class activity

A class activity based on Parwana and Sahra’s talk about the new playground. Complete this exercise after Parwana and Sahra’s conversation on pages 18 – 19 in the student workbook. Write the following words on the board.



These words provide the correct answers to the questions the teacher will ask about the conversation. 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	Sahra went to the park on Sunday.	No, on Saturday .
2	The playground is old.	No, it's new .
3	The slide is short.	No, it's long .
4	The playground is near the road.	No, it's near the lake .
5	The sunshade is over the see-saw.	No, it's over the sandpit ..
6	Parwana has three children.	No, she has two children.
7	Sahra has a son.	No, she has a daughter .
8	They want to go to the park next Friday.	No, next weekend .

This activity can be adapted for any section in the student workbook.

Activity 5 – A council advertisement – Listening *[Class activity]*

This is an announcement that would accompany some visuals on a council website. It needs to be read by the teacher. The listening exercise follows the pattern of other listening exercises in the student workbook and includes listening questions.

- a. Read the questions together as a class.
- b. Read the council advertisement to the students slowly a couple of times, giving students time to tick the answers.
- c. The transcript can be printed later for students to listen to and read.

Note: There is more than one answer for the final question.

Transcript

The fun run advertisement

Come to Kellivale Park next Sunday 5 June, for our annual 12 kilometre fun run. Everyone is welcome, but children under 12 must run with an adult. It costs \$20 and \$10 for students. All the money will go to the Cancer Council. Meet at 10 am near the Kemp Street car park. You can run or walk and stop at any time. After the run, there'll be a free barbecue near the river. Bring your family and friends.

Answers

1. What is the advertisement about?
 a running club a fun run a running race

2. When is the event?
 next Friday next Saturday next Sunday

3. How many kilometres can you run?
 10 12 15

4. You meet near the Kemp Street
 bridge. car park. café.

5. What time do you meet?
 8 am 9 am 10 am

6. How much will Ahmad pay to enter?
 \$10 \$20 \$30

7. The council advertised the **annual** fun run because they want
 many people to come. people to have a picnic. to raise money for the Cancer Council.

annual = every year

Activity 5 – A council advertisement – Listening questions

①



A council advertisement



Kellivale Shire Council



Do you like running Ahmad?

Listen to this advertisement on the council website.

Yes I do.



1. What is the advertisement about?

a running club

a fun run

a running race

2. When is the event?

next Friday

next Saturday

next Sunday

3. How many kilometres can you run?

10

12

15

4. You meet near the Kemp Street

bridge.

car park.

café.

5. What time do you meet?

8 am

9 am

10 am

6. How much will Ahmad pay to enter?

\$10

\$20

\$30

7. The council advertised the **annual** fun run because they want

many people to come.

people to have a picnic.

to raise money for the Cancer Council.

annual = every year

②



6. An excursion to the park

Activity 1 - Syllables and word stress

- a. Say a word from the list below or any words introduced in class. Repeat it, breaking it into syllables.
- b. Demonstrate the syllables physically by:
 - tapping your hand, a pen or a ruler on the table
 - clapping
 - punching the air
 - stamping your feet
 - taking a step for each syllable
 - stretching a rubber band on the strong syllable.
- c. Ask students to repeat the word with the action several times.
- d. Count the syllables as you clap or tap etc
- e. Create a table on the board similar to the one below. Write the word in the correct column.
- f. Repeat the process with the remaining words.

○ ●	● ○	● ○ ●	● ● ○
weather	report	excursion	comfortable
Tuesday	today	September	understand
morning	remind	tomorrow	afternoon
library	forget		
classroom	behind		
minutes	again		
teacher	repeat		

Activity 1 - Syllables and word stress - Worksheet



weather	excursion	again
Tuesday	today	library
September	remind	tomorrow
forget	comfortable	report
classroom	behind	minutes
repeat	afternoon	understand
teacher	morning	



● ●	● ●	● ● ●	● ● ●

Activity 2 – Amina’s late - sequencing

This is a listening activity. The teacher needs to walk around to help and check students’ work as they listen and sequence the text. See notes in this book on page 16 about sequencing activities.

Level A

Thanks Peter. I’m sorry I’m late.

Hi Amina.

You’re at the picnic shelter?

Where are you?

Did you say turn left?

Don’t worry. See you soon.

Hello Peter.

No, turn right. Walk round the lake to the playground.
We’re at the picnic shelter behind the playground.

I’m worried. I can’t find you.

That’s right.

I’m on the little bridge near Kemp Street.

Walk over the bridge to the lake. Then turn right.

Activity 2 – Amina’s late - sequencing

Level B

Thanks Peter. I'm sorry I'm late.

Where are you?

I'm worried. I can't find you.

Hi Amina.

I'm on the little bridge near Kemp Street.

Don't worry. See you soon.

Did you say turn left?

No, turn right. Walk round the lake to the playground.
We're at the picnic shelter behind the playground.

Walk over the bridge to the lake. Then turn right.

That's right.

Hello Peter.

You're at the picnic shelter?

7. A place to rent

Activity 1 – Vocabulary– parts of a house [Pair work]

The vocabulary squares can be used for a variety of activities:

- a. Matching in pairs – Print enough copies of page 51 so each pair of students has a page. Students cut up the squares and match. The words can then be copied into notebooks. [Store cut-up squares in envelopes for later use.]
- b. Concentration – Mix the squares face down on the table and students take turns to turn over two squares. If the picture and word match, students keep them and have another turn. If the squares don't match, students turn them face down again. The winner is the student who ends up with the most pairs when all squares have been matched.
- c. Creating new partners for class pair work - Give pictures to one half the class and the matching words to the other half. Students need to find their match and then sit and work together.

Activity 2 – My dream house [Group work]

- a. Model describing your *dream house*:

My dream house has four bedrooms.
It has two bathrooms and a separate toilet
for visitors. It has a big living room for the
family. It has a big garden and a deck.
It has a garage for two cars.

Students work in small groups. Give both sets of pictures on pages 51 and 52 to each student. Each person lays out a selection of cards to create their own house design. They then describe it to the group.

e.g. *My house has 4 bedrooms. It has ...*

My unit has 2 bedrooms. It has ...

- b. The best house I lived in – repeat the previous activity but each person lays out a selection of cards to create the best house they've lived in. They then describe it to the group. [Pre-teach past simple: *It had...*]

Activity 1 & 2 – Vocabulary – parts of a house

	house		unit
	bedroom		bathroom
	bath		separate toilet
	laundry		living room
	garage		parking space
	garden		deck

Activity 2 - Additional set of cards for the design of *dream homes*

	bedroom		bedroom
	bedroom		bedroom
	bathroom		bathroom
	bath		separate toilet
	laundry		living room
	garage		parking space
	garden		deck

Activity 3 – House survey *[Small group]*


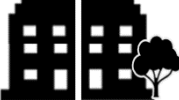




- Print a survey sheet for each student.
- Project the questions below or write them on the board.
- Students work in groups of four and ask the questions below of the members of their group.
- Students interview one partner, and then change partners until they have interviewed the three other students in the group.


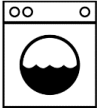




Questions

1. Do you live in a house?
2. Do you live in a flat?
3. How many bedrooms do you have?
4. How many bathrooms do you have?
5. Do you have a bath?
6. Do you have a separate toilet?
7. How many living rooms do you have?
8. Do you have a separate laundry?
9. Do you have a parking place?
10. Do you have a garage?
11. Do you have a garden?
12. Do you have a deck?







Activity 3 – House survey - Worksheet


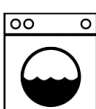



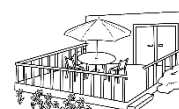
Student 1







					


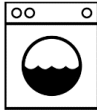



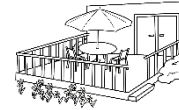
Student 2

Student 3

Activity 4 – A new home

The following conversation between Parwana and Linh is included in the student workbook. The sequencing slips are at two levels, with level A indicating the first speaker in green, while Level B has no colour. The two levels of difficulty allow students to do the same exercise, but at their skill level.

Level A

Yes. The batteries can be dangerous, so I'm glad we have a garage.

Why can't you keep the bike inside?

Well, it's an old house with two bedrooms. It has a small garden, a sunny back deck and a garage.

That's interesting. I didn't know that.

It's in View Street.

No. View Street, V – I – E – W.

That's great Linh. Where is it?

Yes. I need a place for my e-bike.

So, tell me about your new home.

Yes. It's only a five-minute walk.

Do you need a garage?

I moved into my new home yesterday Parwana.

New Street?

I need to charge my bike away from the house because lithium batteries can catch fire.

Is it near the shops?

Level B

New Street?

Is it near the shops?

It's in View Street.

Yes. It's only a five-minute walk.

Why can't you keep the bike inside?

That's great Linh. Where is it?

Do you need a garage?

That's interesting. I didn't know that.

Well, it's an old house with two bedrooms. It has a small garden, a sunny back deck and a garage.

I moved into my new home yesterday Parwana.

Yes. I need a place for my e-bike.

No. View Street, V – I – E – W.

I need to charge my bike away from the house because lithium batteries can catch fire.

So, tell me about your new home.

Yes. The batteries can be dangerous, so I'm glad we have a garage.

8. Sale at the Op Shop

Objects in the Op Shop

Activity 1 – Naming items [Pair work]

In this information gap activity, students name items on their worksheet and identify if they are the same or different to those on their partner's worksheet.

There are two levels:

Level A – includes only one item in a square and the vocabulary includes vocabulary in the student workbook for this unit and unit VU23504 Read and write informational texts.

Level B - features more items in a square and vocabulary from other Certificate 1 in EAL units.

- Students work in pairs. It's important they don't show their worksheet to their partner.
- ★ Student A asks questions in rows 1 and 3 with stars.
- Student B asks questions in rows 2 and 4 with dots.
- Demonstrate the Level A activity, by doing A1 and A2 together. Students answer the question, e.g. in A1, both students have *jeans*, so they tick the A1 box. In A2, the students have different items, so cross the A2 box.
- Students ask questions about the whole row and then swap roles.

Activity 2 – Where was it made? Where were they made?

As part of the description of an object, it is common to mention where it was made. Although the passive is not taught at Certificate 1 in EAL, it can be taught as a collocation.

- Project page ___ and note:
 - the use of *was made* for singular objects and *were made* for plural objects.
 - the use of the definite article *the*, as the questions are about specific objects.
- Ask questions *Where was the t-shirt made? Where were the jeans made?* and students nominate a country.
- Ask student to check where things they own were made. e.g. their phone, pen, watch, shoes, clothes, car.

Activity 1 – Naming items Level A

Student A ★




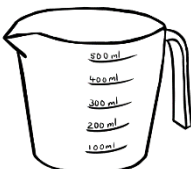







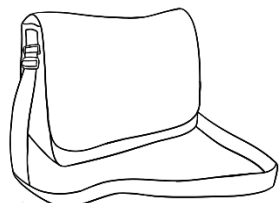


What's in A1?

What's in B1?

Is it the same or different?



	A	B	C
1 ★	<input type="checkbox"/>  <p>jeans</p>	<input type="checkbox"/>  <p>a jacket</p>	<input type="checkbox"/>  <p>a rug</p>
2 ●	<input type="checkbox"/>  <p>a jug</p>	<input type="checkbox"/>  <p>a vase</p>	<input type="checkbox"/>  <p>shoes</p>
3 ★	<input type="checkbox"/>  <p>a bowl</p>	<input type="checkbox"/>  <p>a hat</p>	<input type="checkbox"/>  <p>a toy</p>
4 ●	<input type="checkbox"/>  <p>a chair</p>	<input type="checkbox"/>  <p>a lamp</p>	<input type="checkbox"/>  <p>a bag</p>

Activity 1 – Naming items Level A

Student B


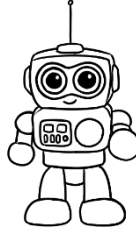
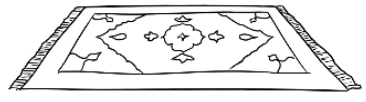
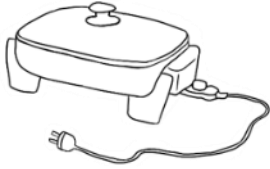


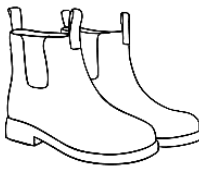

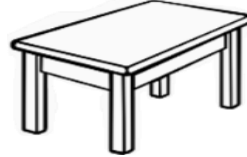





What's in A2?

What's in B2?

Is it the same or different?



	A	B	C
1 ★	<input type="checkbox"/>  jeans	<input type="checkbox"/>  a toy	<input type="checkbox"/>  a rug
2 ●	<input type="checkbox"/>  a frypan	<input type="checkbox"/>  a vase	<input type="checkbox"/>  a coat
3 ★	<input type="checkbox"/>  boots	<input type="checkbox"/>  a hat	<input type="checkbox"/>  a table
4 ●	<input type="checkbox"/>  a chair	<input type="checkbox"/>  a backpack	<input type="checkbox"/>  a cap

Activity 1 – Naming items Level B

Student A ★



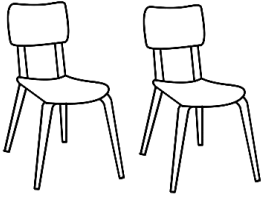


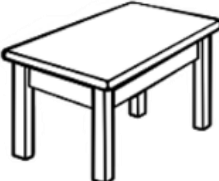




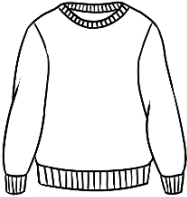
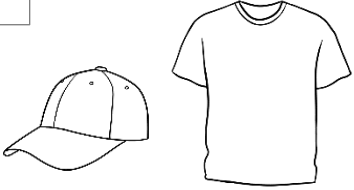


What's in A1?

What's in B1?

Is it the same or different?



	A	B	C
1 ★	<input type="checkbox"/>  <p>a pair of jeans</p>	<input type="checkbox"/>  <p>a bowl and a spoon</p>	<input type="checkbox"/>  <p>two chairs</p>
2 ●	<input type="checkbox"/>  <p>a box of toys</p>	<input type="checkbox"/>  <p>a pair of runners</p>	<input type="checkbox"/>  <p>a table</p>
3 ★	<input type="checkbox"/>  <p>a backpack</p>	<input type="checkbox"/>  <p>a pair of gloves</p>	<input type="checkbox"/>  <p>a coat and a scarf</p>
4 ●	<input type="checkbox"/>  <p>a pair of earrings</p>	<input type="checkbox"/>  <p>a jumper</p>	<input type="checkbox"/>  <p>a cap and a t-shirt</p>

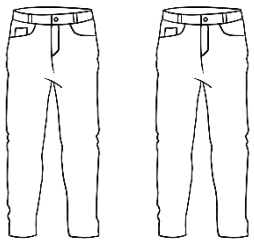

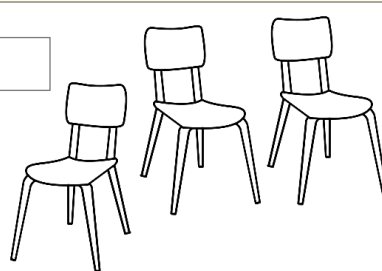


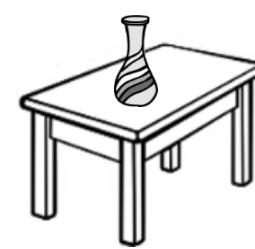




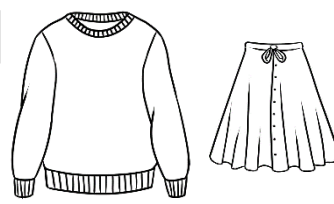
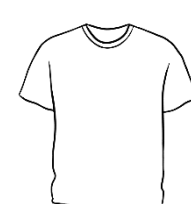
Activity 1 – Naming items Level B

Student B ●

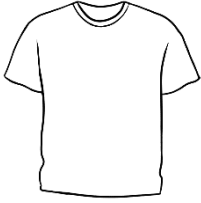
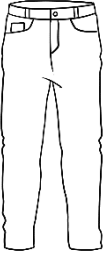




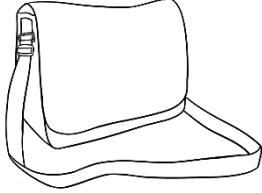
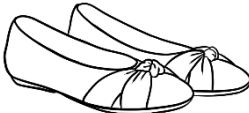
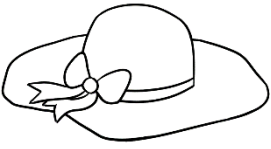



What's in A2?
What's in B2?

Is it the same or different?

	A	B	C
1 ★	<input type="checkbox"/>  2 pairs of jeans	<input type="checkbox"/>  a bowl and a spoon	<input type="checkbox"/>  three chairs
2 ●	<input type="checkbox"/>  a box of toys	<input type="checkbox"/>  a pair of runners and a pair of socks	<input type="checkbox"/>  a table and a vase
3 ★	<input type="checkbox"/>  two backpacks	<input type="checkbox"/>  a pair of gloves	<input type="checkbox"/>  a coat and a scarf
4 ●	<input type="checkbox"/>  a pair of earrings	<input type="checkbox"/>  a jumper and a skirt	<input type="checkbox"/>  a t-shirt

Activity 2 – Where was it made? Where were they made?

Where was it made?	Where were they made?	
 <p>the t-shirt</p>	 <p>the jeans</p>	<p>in China</p> <p>in Vietnam</p> <p>in Iraq</p>
 <p>the scarf</p>	 <p>the earrings</p>	<p>in Syria</p> <p>in Afghanistan</p>
 <p>the coat</p>	 <p>the runners</p>	<p>in Myanmar</p> <p>in India</p>
 <p>the bag</p>	 <p>the shoes</p>	<p>in Italy</p> <p>in Greece</p>
 <p>the hat</p>	 <p>the gloves</p>	<p>in England</p> <p>in the USA</p> <p>in Australia</p>

9. An invitation

Activity 1 – Amina invites Ahmad to a barbecue.

This is a conversation that needs to be read by the teacher. It recycles the WhatsApp invitation from Amina to Basam in the student workbook on page 40. The listening exercise follows the pattern of other listening exercises in the student workbook and includes listening questions and a cloze exercise.

- d. Read the questions on the next page together as a class.
- e. Read the conversation below to the students slowly a couple of times, giving students time to tick the answers. If possible, record the conversation with another teacher prior to the class. You can improvise playing two roles in the conversation by projecting pictures of Amina and Ahmad and pointing to each speaker as you read their part.

Note: There is more than one answer for question 5.

Transcript

Amina	Hello Ahmad.	
Ahmad	Hi Amina.	you
		12:30
Amina	Our family is having a barbecue on Sunday . Basam can come. Would you like to come?	park
		Sunday
Ahmad	Yes, I'd love to come. What time?	lots of
Amina	About 12:30 .	barbecue ✓
Ahmad	Is the barbecue in the park ?	love
		meet
Amina	No, it's at our place, 48 Baker Road.	48
Ahmad	Can I bring some food ?	food
Amina	No thanks Ahmad. There'll be lots of food.	happy
Ahmad	Is this a special day?	special
		birthday
Amina	Yes, it's my birthday .	celebrate
Ahmad	I'd love to celebrate your birthday Amina. It'll be nice to meet your family too.	
Amina	I'm very happy you can come.	

Answers

- What are they talking about?
 - homework
 - an invitation
 - the weather
- What day is the barbecue?
 - Sunday
 - Saturday
 - Friday
- What time is the barbecue?
 - 12:00
 - 12:30
 - 1:00
- Where is the barbecue?
 - at the park
 - at the beach
 - at Amina's house
- Who will be at the barbecue?
 - Linh
 - Basam
 - Amina's family
- What can Ahmad bring?
 - fruit
 - drinks
 - nothing
- Why is Amina having a barbecue?
 - for fun
 - for her birthday
 - for Basam's birthday
- Amina says
 - I'm very happy you can come.
 - I'm glad you can come.



Activity 1 – Amina invites Ahmad to a barbecue. Listening questions



1. What are they talking about?

- homework
- an invitation
- the weather

2. What day is the barbecue?

- Sunday
- Saturday
- Friday



3. What time is the barbecue?

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

4. Where is the barbecue?

- at the park
- at the beach
- at Amina's house

5. Who will be at the barbecue?

- Linh
- Basam
- Amina's family

6. What can Ahmad bring?

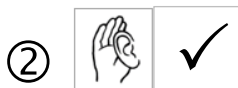
- fruit
- drinks
- nothing

7. Why is Amina having a barbecue?

- for fun
- for her birthday
- for Basam's birthday

8. Amina says

- I'm very happy you can come.
- I'm glad you can come.



Activity 1 – Amina invites Ahmad to a barbecue. Cloze



Amina	Hello Ahmad.	
Ahmad	Hi Amina.	you
Amina	Our family is having a <u>barbecue</u> on _____. Basam can come. Would _____ like to come?	12:30 park
Ahmad	Yes, I'd _____ to come. What time?	Sunday
Amina	About _____.	lots of barbecue✓
Ahmad	Is the barbecue in the _____?	love
Amina	No, it's at our place, _____ Baker Road.	meet
Ahmad	Can I bring some _____?	48
Amina	No thanks Ahmad. There'll be _____ food.	food
Ahmad	Is this a _____ day?	happy
Amina	Yes, it's my _____.	special
Ahmad	I'd love to _____ your birthday Amina. It'll be nice to _____ your family too.	birthday
Amina	I'm very _____ you can come.	celebrate

Activity 2 – An invitation to Harmony Day

The following invitation is an example of one that could be used to invite other student groups to an event. Ideally students would memorise sections of the invitation and go as a small group to other classes to invite them to the event.

- Vocabulary – write the words in the text box below on the board and explain each. Leave the words on the board, so students can copy any words they may need in the listening exercise.
- Give each student a copy of the listening cloze. Read the invitation slowly while students write the missing words.

harmony	celebrate
cultures	food
orange	shoes

Harmony Day



Transcript

Good morning everyone.

Next Monday is Harmony Day.

Harmony Day is on 21 March every year.

It's a day to celebrate our different cultures.

We celebrate with food, music and dancing.

Come and join us next Monday at 11:30.

Lunch is at 12:30 in the garden.

Singing and dancing starts at 1:30.

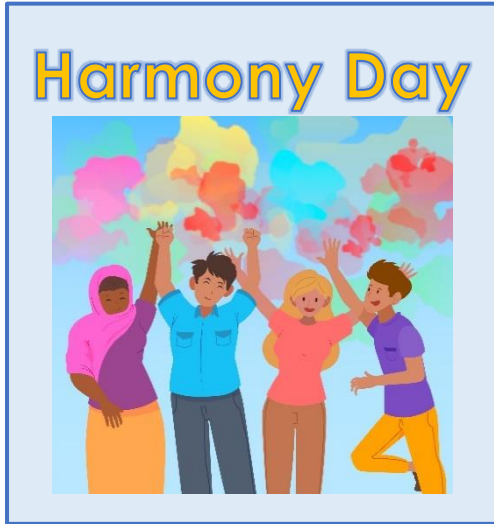
Bring a plate of food to share.

Wear special clothes from your country or something orange.

Wear your dancing shoes.

Don't forget Monday 21 March is Harmony Day.

Activity 2 – An invitation to Harmony Day



Event Name _____

Date _____

Time _____ : _____ am

Lunch _____ : _____ pm

Music _____ : _____ pm

Bring a plate of _____

Wear special clothes or something _____ .

Wear your dancing _____ .



Event Name _____

Date _____

Time _____ : _____ am

Lunch _____ : _____ pm

Music _____ : _____ pm

Bring a plate of _____

Wear special clothes or something _____ .

Wear your dancing _____ .

10. The beach and the pool

Activity 1 – Ko goes to the beach Sequencing

As in other sequencing activities in this book, the sequencing is at two levels and designed to be used as a listening activity.

Level A

Stay between the flags and in the shallow water.

Yes, very comfortable.

The fat tyres make the chair easy to push over the sand. You can take it in the water too.

No. This is the first time.

Have you used the chair before?

Yes. I want to go in the water.

Hello. Is the beach wheelchair comfortable?

When should I return the chair?

No problem. Have fun.

Thanks for your help.

Yes. The beach wheelchair is free because we want everyone to enjoy our beautiful beach.

Can I book the chair any day?

Before 5.

Activity 1 – Ko goes to the beach – sequencing

Level B

Hello. Is the beach wheelchair comfortable?

Yes, very comfortable.

Have you used the chair before?

No. This is the first time.

The fat tyres make the chair easy to push over the sand. You can take it in the water too.

Yes. I want to go in the water.

Stay between the flags and in the shallow water.

When should I return the chair?

Before 5.

Can I book the chair any day?

Yes. The beach wheelchair is free because we want everyone to enjoy our beautiful beach.

Thanks for your help.

No problem. Have fun.

Activity 2 - The UV-Index Listening

Read the information about the UV Index to students. Students fill in missing information.

The UV Protection poster could be enlarged for a wall chart and adapted for other activities.

Transcript

The UV index helps us be SunSmart. The index has five levels, low, moderate, high, very high and extreme. Remember the numbers for each level:

- Low is 1 and 2.
- Moderate is 3, 4 and 5.
- High is 6 and 7.
- Very high is 8, 9 and 10.
- Extreme is 11+

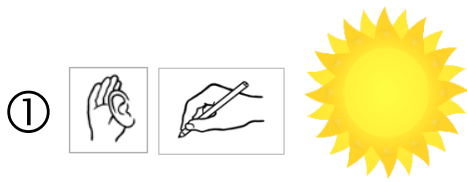
UV rays are from the sun. You cannot see or feel them, but your skin can burn when the UV index is 3 and over.

Keep safe. Download the free SunSmart app today.

Low (0-2)	Medium (3-5)	High (6-7)	Very High (7-10)	Extremely High (11+)
Sunscreen	Sunscreen	Sunscreen	Sunscreen	Sunscreen
Sunglasses	Sunglasses	Sunglasses	Sunglasses	Sunglasses
	Hat	Hat	Hat	Hat
		Shade	Shade	Shade
				Indoors from 10am – 4pm






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Activity 2 - The UV-Index Listening



feel	five	safe	free
3	sun	helps	high

The UV index _____ us be SunSmart. The index has _____ levels, low, moderate, _____, very high and extreme. Remember the numbers for each level:

the UV Index				
				
Low	Moderate	High	Very high	Extreme

UV rays are from the _____. You cannot see or _____ them, but your skin can burn when the UV index is _____ and over. Keep _____. Download the _____ SunSmart app today.



Activity 3 - Swimming lessons – Matching questions and answers

The questions in green and the answers in white can be cut up and matched. Students can take turns to ask and answer the questions.

Who can learn to swim Sahra? Anyone?

Where does Hani go for swimming lessons?

When does Hani go to the pool?

What do the lessons cost?

Why do you want Hani to learn to swim?

Yes. Anyone can learn, babies, children and adults.

We go to the Kellivale Swimming Pool. It's in North Street, opposite the hospital.

Hani goes to the pool on Tuesday morning, but there are different lesson times.

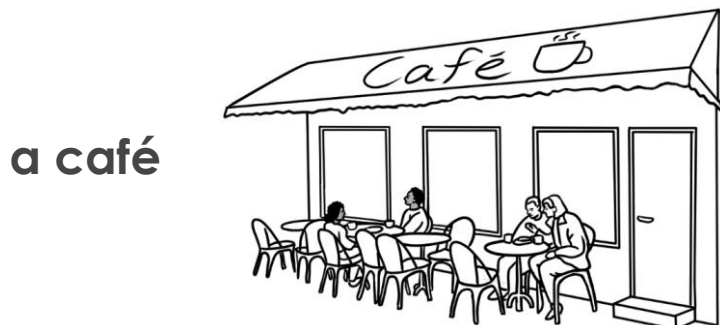
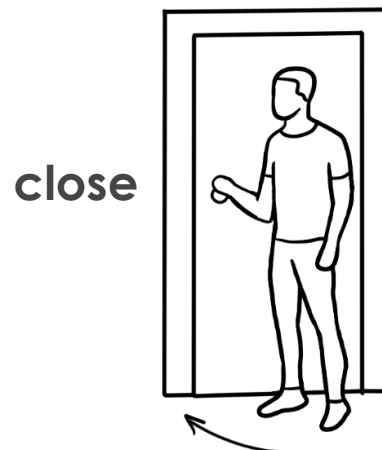
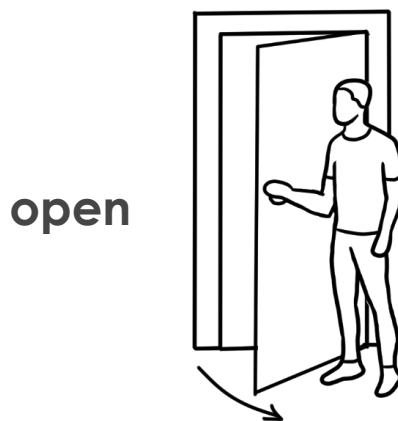
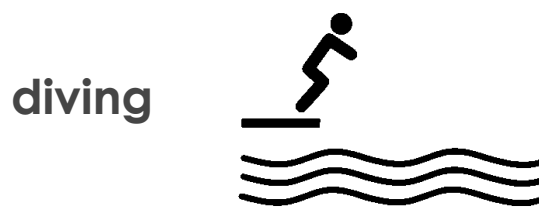
I have a Health Care Card, so I pay \$15 a lesson.

Swimming will make her strong. I want Hani to be safe in the water. It's important to learn to swim in Australia.

Activity 4 - At the pool – Listening [Class activity]

Before the listening exercise, project the pictures below and teach this vocabulary: a nappy, open, close, a café, diving

- Give each student a listening sheet.
- Slowly read each announcement while students complete the missing words.



At the pool - Transcript

1. Good morning swimmers.

Swimming lessons for babies will begin at 10:30.

Babies must wear swimming nappies.

2. All swimmers

Please shower before you swim.



3. All swimmers, please follow the rules.

- No running.
- No diving in the small pools.

4. The café will open at 11.

Please do not eat food in the pool.

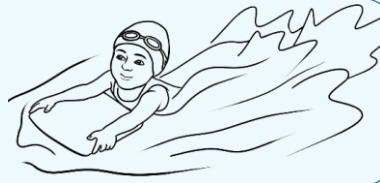
5. The café close in 15 minutes.


The pool closes in 30 minutes.

Activity 4 - At the pool – Listening worksheet



At the pool



<p>1. Good morning swimmers. Swimming lessons for _____ will begin at _____. Babies must wear _____ nappies.</p>	<p>swimming babies running</p>
<p>2. All swimmers Please shower _____ you swim. </p>	<p>diving eat before</p>
<p>3. All swimmers, please follow the rules.</p> <ul style="list-style-type: none"> • No _____. • No _____ in the _____ pools. 	<p>small 10:30 30</p>
<p>4. The café will open at _____. Please do not _____ food in the pool.</p>	<p>11 15</p>
<p>5. The café closes in _____ minutes. The pool closes in _____ minutes.</p>	



11. A quick and easy meal

Vocabulary and grammar revision

The following activities revise vocabulary and grammar included in this section in the student workbook.

Activity 1 – What did they buy?

- Print the student worksheet on the following page.
- Slowly read what each character bought from the shopping chart below and students tick their answers.

Extension – Play the round the class accumulative activity where each student says **I bought some...** and adds the previous student's purchase to theirs.

Student 1 I bought some cheese.

Student 2 I bought some cheese and some eggs.

Student 3 I bought some cheese, eggs and spinach. etc

This game can be varied:














- I went to the shop and bought some
- I went to the shop and bought some ...*[choices follow in alphabetical order.]*

Activity 1 – What did they buy?

Shopping chart

Ingredients	Ko	Linh	Basam	Ahmad
1.  cheese				
2.  eggs	✓	✓	✓	✓
3.  milk				
4.  mushrooms			✓	
5.  oil	✓	✓	✓	✓
6.  onions	✓	✓		✓
7.  parsley	✓	✓	✓	✓
8.  pepper	✓	✓	✓	✓
9.  potatoes				✓
10.  salt	✓	✓	✓	✓
11.  spinach			✓	
12.  tomatoes	✓	✓	✓	✓
13.  water	✓	✓		✓

Activity 1 – What did they buy? Student worksheet

Ingredients	Ko	Linh	Basam	Ahmad
1.  cheese				
2.  eggs				
3.  milk				
4.  mushrooms				
5.  oil				
6.  onions				
7.  parsley				
8.  pepper				
9.  potatoes				
10.  salt				
11.  spinach				
12.  tomatoes				
13.  water				

Activity 2 – Food [*Pair work*]

- Print the student worksheets on the following page.
- Students take turns to ask questions about what food is in the empty grey boxes on their grid.
- It is important that students don't copy, but ask each other to spell any words they can't spell.

Activity 3 – Bingo [*Class work*]

A vocabulary revision exercise.

Activity 4 – Chant [*Class work*]

This chant helps students remember common questions and collocations, and introduces the word *oodles*. Divide the class into A and B and once students are familiar with the chant, one or more students can take the teacher's role.

Activity 5 – Sequencing of two conversations about kitchen accidents

As with other sequencing activities in this book, the sequencing for these two conversations is at two levels and are designed to be used as listening activities.

- a. What happened?** This is based on the conversation on pages 50 -51 in the student workbook.
- b. Linh talks to Wendy.** This is based on the conversation on pages 52 -53 in the student workbook.

Activity 2 – Food









What's in **A1**?

Can you spell that please?



Write in the white boxes.

Student A

	A	B	C	D
1	cheese	 eggs	 potatoes	
2	 tomatoes	 salt		
3	 water		 onions	









What's in **B1**?

Can you spell that please?












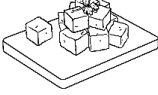


Write in the white boxes.

Student B

	A	B	C	D
1	 cheese	eggs		 mushrooms
2			 spinach	 oil
3		 parsley		 milk

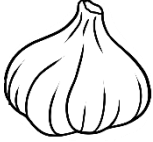



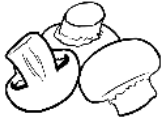
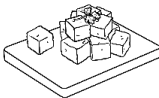



Activity 3 – Bingo Master Sheet

 garlic	 sesame seeds	 potatoes
 salt	 mushrooms	 Milk
 eggs	 eggplant	 tomato
 pepper	 Oil	 feta










Activity 3 – Bingo

Student cards

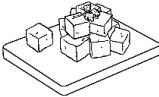








Card 1

 garlic	 sesame seeds	 potatoes
 salt	 mushrooms	 feta
 eggs	 eggplant	 tomato







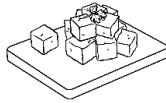


Card 2

 tomato	 mushrooms	 feta
 pepper	 eggplant	 eggs
 garlic	 potatoes	 sesame seeds

Card 3

 feta	 potatoes	 sesame seeds
 garlic	 eggplant	 eggs
 tomato	 mushrooms	 milk

Card 4

 eggplant	 eggs	 oil
 sesame seeds	 potatoes	 garlic
 feta	 mushrooms	 tomato

Activity 4 – Chant

Teacher	A	B
Linh goes shopping.	Who goes shopping?	Linh goes shopping.
She goes on Friday.	When does she go?	She goes on Friday .
Linh goes to the market.	Where does she go?	She goes to the market .
She buys eggs and milk.	What does she buy?	She buys eggs and milk .
She buys lots of noodles.	What does she buy?	She buys lots of noodles .
Linh cooks some noodles.	What does she cook?	She cooks some noodles .
Oodles of noodles.	What did you say?	Oodles of noodles .

Activity 5 – What happened? Sequencing

Level A

Oh no.

Yes. The water cooled the burn. It's much better today.

What did you do to your hand Ahmad?

Yes it really hurt, but I quickly put my hand in cold running water. I kept it there for 10 minutes.

Did that help?

I burnt it. I made a pizza yesterday and burnt my hand on the pan.

Level B

Did that help?

I burnt it. I made a pizza yesterday and burnt my hand on the pan.

Yes. The water cooled the burn. It's much better today.

Yes it really hurt, but I quickly put my hand in cold running water. I kept it there for 10 minutes.

What did you do to your hand Ahmad?

Oh no.

Activity 5 – Linh talks to Wendy. Sequencing

Level A

Oh?

Much better.

What happened?

It really hurt so I put an ice pack on my leg. Then I sat with my leg up for 20 minutes. I was lucky I didn't hit my head.

How do you feel today?

I cooked some noodles for lunch and dropped some on the floor.

Oh dear.

I didn't see the noodles and slipped on them.
I fell on my leg.

You're limping Linh.

Yes. I slipped and fell on the weekend.

Level B

I didn't see the noodles and slipped on them.
I fell on my leg.

Oh?

What happened?

Much better.

Yes. I slipped and fell on the weekend.

You're limping Linh.

How do you feel today?

It really hurt so I put an ice pack on my leg. Then I sat with my leg up for 20 minutes. I was lucky I didn't hit my head.

I cooked some noodles for lunch and dropped some on the floor.

Oh dear.

12. Word Lists

Additional materials in the *English Ready* resource books

Teachers with a mixed ability class might find the Course in EAL and the Course in Initial EAL materials useful. Feel free to adapt the materials where necessary using the characters from Certificate 1 in EAL. The Teacher Resources will give you many ideas.

1. Letter clusters

The words in the lists of letter clusters appear throughout the student book and can be used to practise pronunciation, draw attention to spelling patterns and create games.

2. Word lists

Lists of most words used in each section are on the following pages. Some students like to see the words used in a section before they begin the section. The lists can be used in a variety of ways:

- Make a word list book for students to take home so they can prepare the vocabulary before each class.
- Hand out a list in class and prepare together as a class activity.
- Use the lists to look for and draw attention to common sounds, stress and spelling patterns. It's important to stagger the focus on word patterns, as introducing too many at once can be overwhelming.

e.g. the most common ways to write the **long e** sound:

- **ee** as in see, tree, free, week, meet, street, green, feel
- **ea** as in clean, bean, eat, meal, east
- **y** as in happy, sunny, rainy, windy, copy, lucky, twenty, thirty

However, the **long e** sound can also be written as:

e as in he, **ei** as in receive, **ie** as in brief and **i** as in police.

1. Letter clusters

st	ck	ch	ing
station	back	chair	coming
stay	black	chant	going
street	check	charge	having
strong	deck	cheap	learning
student	pack	check	talking
study	quick	cheese	asking
	rock	children	listening
cost	tick	China	reading
first		Chinese	working
just	lucky	chop	camping
last			cooking
list		beach	gardening
must		catch	playing
past		each	running
		lunch	swimming
		much	limping
		such	living
		watch	parking
		which	everything
			meaning
		teacher	morning
			nothing
			interesting

br	cl	fr	gr
break bring broke brother	clap class cloudy	free Friday fried friends from fruit	grandson grate great greeting ground ingredients

pl	sh	sp	tion
place plans play playing player playground please eggplant reply	shade shallow share she shelter shoes shop short should show bush English finish fish push wash	space spade speak special spell sport spot spread hospital teaspoon	question direction information instruction invitation station reception

Word List Sections 1 - 3

A	ask, again
B	brother
C	centre, check, clap, circle, could, can
D	daughter
E	
F	father
G	grandson
H	husband, help
I	
J	
K	
L	learning, listen
M	mother

N	
O	
P	partner, please
Q	question
R	read
S	son, spell, say, speak, slowly
T	tick
U	understand
V	
W	wife, write, work
X	
Y	
Z	

Word List Section 4

A	any, about, ago, afternoon
B	before, birth, beautiful, baby, beach
C	children, computers, come, company, country, camping
D	days
E	
F	future, free, finish, fixing, friend, finish
G	good, gas, gardening, greeting, going, great
H	have, holidays, house, healthy, hard-working
I	interview, information
J	
K	kind
L	learn, like, lives, loves
M	married, morning

N	name, now
O	older, one, opinion
P	plans, power, painter, plan, practiced, person, photo, playing
Q	
R	repair
S	single, study, someone, six, solar, son, soccer, swimmer
T	time, things, talk, tell, true, two, three, today, thank
U	using
V	
W	want, where, what, wind, week, wrote
X	
Y	your, younger, years
Z	

Word List Section 5

A	asked
B	bench, bush, bike, bucket, because, barbecue
C	car, city
D	drinking, dog
E	exercise
F	fence, fun, false
G	gate
H	house
I	idea
J	
K	
L	ladder, lake, long
M	many

N	new, near, nice, next
O	old
P	playground, park, place, picnic
Q	
R	really, run, ride
S	swing, slide, spade, sunshade, sandpit, some see-saw, shady, safety, safe, spot, shelter, station
T	tree, tomorrow, toilets, tap, true, three, together, track
U	
V	
W	will, weekend, what, when, where, walk, wetlands
X	
Y	
Z	

Word List Section 6

A	
B	bring, bus, bridge
C	cloudy, classroom, call, comfortable, cold, change, call
D	drink, directions, degrees, drop
E	excursion, easy, early, everyone
F	fine, feel, false, find
G	get
H	hope, hot, hat, home handbag, happy
I	interested
J	
K	
L	library, late, left
M	message, meet, minutes, morning tea

N	near, notebook
O	our
P	picnic
Q	
R	report, remind, river, raincoat, round, right
S	sunny, students, should, shoes, sick, sad, soon, short, see
T	today, tomorrow, there, turn, tired, true, temperature
U	
V	voice
W	weather, warm, wet, windy, worried, wear
X	
Y	
Z	

Word List Section 7

A	advertisement, away from, anywhere
B	bath, bedroom, big, back, batteries, bin
C	catch, charge, coffee, careful, correct
D	deck, dirty, dangerous, desk
E	electricity, easy, everywhere
F	front, fire, fully
G	garage, garden, glad
H	hot
I	inspection, inside, interesting
J	
K	keep, know
L	laundry, living, lithium, laptops
M	Mobile-phones, move

N	noisy, need
O	oily
P	place, pot, power-tools
Q	
R	room, recharge, recycling
S	separate, space, shops, small, safe, scooter, safety-tips, sunlight
T	toilet, toaster, toy, table tablets, tell
U	unit, unplug
V	
W	workshop
X	
Y	
Z	

Word List Section 8

A	
B	bought, buy, blue, beautiful
C	centimetres, cheap, city
D	
E	everything
F	friend, false, flowers
G	glass, gift
H	home, half
I	information
J	
K	
L	lamp, long
M	

N	new
O	object, old
P	plan, practice, price, put
Q	
R	rug
S	sale, special, show, shop
T	things, table, tall, true, today
U	
V	vase
W	white, wanted, wooden, went
X	
Y	yesterday
Z	

Word List Section 9

A	about, address
B	bring, birthday
C	cake
D	drinks
E	
F	Friday, food, fruit, family
G	great
H	homework
I	invitation
J	
K	know
L	lots
M	message, meet, Monday

N	nothing
O	our
P	place, pizza
Q	
R	reply
S	Saturday, Sunday, salad
T	Thursday, Tuesday, time, tonight, today, tomorrow
U	
V	voice
W	Wednesday, would
X	
Y	your, yourself
Z	

Word List Section 10

A	after, any, adults, anyone, anytime
B	beach, between, before, babies, book
C	comfortable, cost
D	deep, different, dance
E	easy, everyone, enjoy, enrol
F	flags, first, fat, fun, fix
G	
H	help, hospital
I	important, information
J	
K	
L	lessons, learn
M	

N	nothing
O	
P	push, people, problem, pool, photo, piano, put, pay
Q	
R	rocks, return
S	shallow, strong, safe, sew, stay, said
T	tyres, thin, too, things, take back
U	
V	
W	weather, wheelchair, water
X	
Y	
Z	

Word List Section 11

A	add, accident
B	break, bowl, black, broke, burn, better
C	cheese, chop, cook, cut, cold, cool
D	drop
E	egg, eggplant
F	fried, fall, feta cheese
G	grate, garlic
H	heat, hand, hurt, help, homework, head, happen, hit
I	ingredients, ice-pack
J	
K	keep
L	leg, limp
M	meal, mix, mushrooms

N	noodles, next
O	oven, onion
P	parsley, put, potato, pizza base
Q	quick
R	recipe, running, really
S	seven, sesame, seeds, spread, salty, slip, sit
T	together, tomato
U	
V	
W	warm, wash
X	
Y	
Z	

Word List Verbs

A	am, are, ask, add
B	bring, buy, book, break, burn
C	circle, clap, check, come, cook, camp, call, catch, charge, cost, chop, cut, cool
D	do, drive, dance, drink, drop
E	enrol
F	fix, finish, fish, find, feel, fall
G	go, garden, get, give, grate
H	help, have, heat, hurt
I	is
J	
K	keep, know
L	listen, learn, like, love, limp
M	meet, move, make, mix

N	need
O	
P	play, practise, put, push, pay
Q	
R	read, repair, run, ride, recharge, reply, return
S	say, spell, speak, swim, study, shop, sew, see, stay, spread, sit, slip
T	tick, turn, tell, talk, take
U	understand, use
V	visit
W	was, were, write, work, watch, want, walk, wear, warm, worry, wash
X	
Y	
Z	

