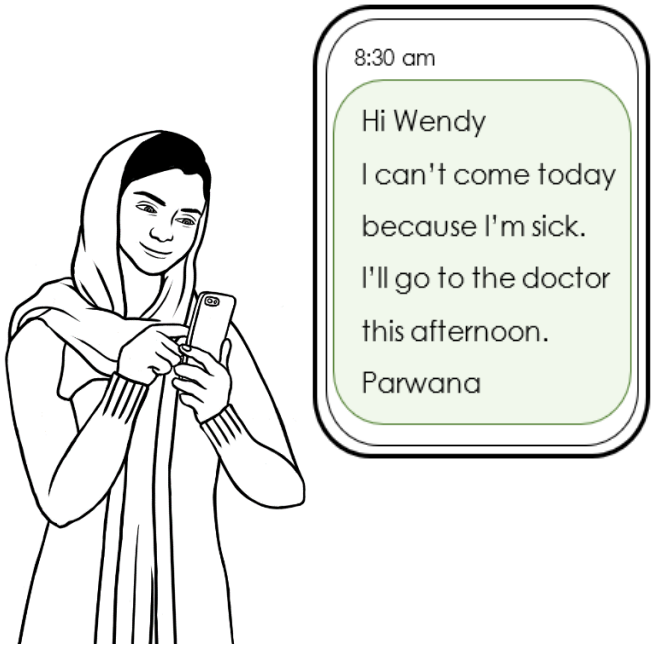
English Ready

22638VIC Certificate 1 in EAL

VU23503 Read and write short simple messages and forms

Teacher Resources



Kellivale Learning Centre

Student Enrolment Form

Please use CAPITAL letters. ☑ *Tick the box.*

First name		
Family name		
Gender		☐ Male ☐ Female ☐ Other
Date of birth		
Country of birth		
Date of arrival in Australia		
Address	Street	
	Suburb/Town	
	Postcode	
Phone number		

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Illustrations: Madelena Scott

Image acknowledgements:
Service station This Photo by Unknown Author is licensed under CC BY-NC

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LWA

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

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

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.

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

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1. 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

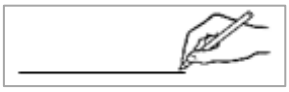
Show on *slide show*. Once students have been introduced to the icons, delay the appearance of the instruction word and encourage students to guess and mime the instruction.

Activity 2 – Workbook instructions

Remove the pink teacher instruction boxes and print a worksheet for each student.

a. Students match the instructions to the icons.
b. They read the instructions aloud to their partner.
c. The teacher reads the workbook instructions below starting with *read* and finishing with *match*. Students write the number of the instruction in the boxes.

read	write	listen	spell	say	work with a partner	copy
tick	clap	highlight	circle	ask a question	repeat	match

① 

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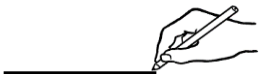
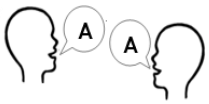
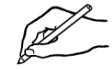


1. listen
2. say
3. repeat
4. clap
5. ask questions
6. spell
7. match
8. work with a partner
9. read
10. write
11. copy
12. circle
13. tick
14. highlight





③

Students write the number of each instruction as they are read out. Start with ***read***.

9						

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

Bio data continued

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

Certificate 1 in EAL Characters

At the AMEP Centre

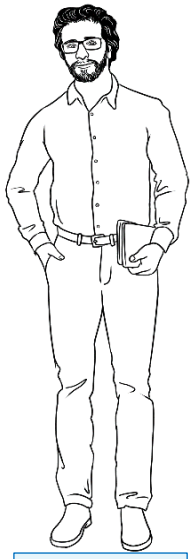
Meet the students.
This is Amina, Ahmad and Basam.

Meet their teacher.
This is Peter.

Amina

Ahmad

Basam


Peter

At the Learning Centre

Meet the students.
This is Parwana, Linh and Ko.

Meet their teacher.
This is Wendy.

Parwana

Linh

Ko

Wendy

3. The alphabet – Letter names

The letter sounds

Most Certificate 1 in EAL students will know the names of the alphabet letters, but many may have a problem with the sounds. The charts on the following pages have been included to introduce and/or consolidate students' knowledge of the initial sounds, consonant blends and two consonants make one sound. The sounds are food-related so can be used in a variety of class activities.

Add words in the second column from class work and the student workbook as they are introduced. Some pictures of examples have been added.

Work on sounds needs to be done regularly, both in class and at home. Additional lists of sounds can be found at the end of this book and in the Course in Initial ***Sounds Book***.

Activity 1 –A shopping list – alphabetical order

This is a short exercise combining the reading of a list and developing some skills in alphabetical order. Students could write their own shopping lists from the sounds list on the following pages or from shopping catalogues.

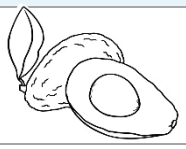
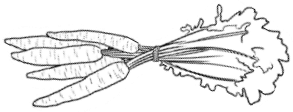
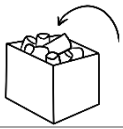
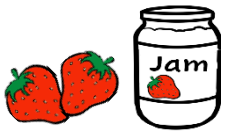
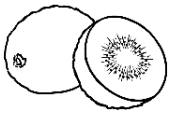
Activity 2 - **A class alphabet activity - Shopping**

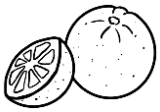
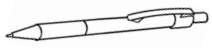
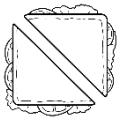
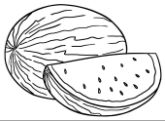
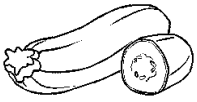
- Write on the board – ***I went to the shop and bought_____*** and ask, ***What?*** Write the letter **a** and ask students to suggest what they could buy that begins with **a**. The sound chart in the student workbook could be used as a prompt, or any suggestion will do.
- Write the full sentence with the suggested object.
  e.g. *I went to the shop and bought **an apple**.*
- The first student then reads the sentence aloud and adds another object, beginning with **b**. e.g. *I went to the shop and bought an **apple** and some **beans**.*
- Continue round the class, with each student adding an object beginning with the following letter in the alphabet. The objects can be written on the board during the activity or at the end.

Activity 3 – Memory game

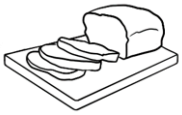
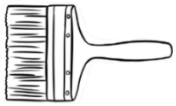
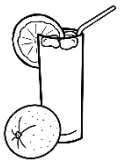
On a tray, put a number of items from the chart on pages 10 - 11. Practise saying and memorising the words. Cover the tray with a cloth and students write as many items as they can remember. If they have a copy of the Sound Chart, or the chart is on the wall, students can check their spelling as they write.

Sound Chart

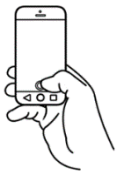
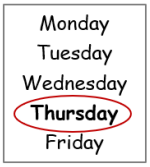
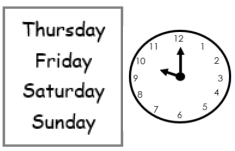
First letter sounds		Write a word with the same first sound.
a	 **a**vocado	
b	**b**eans	
c	 **c**arrots	
d	**d**ates	
e	**e**ggplant	
f	**f**ish	
g	**g**arlic	
h	**h**oney	
i	**i**nstant coffee	
j	 **j**am	
k	 **k**iwi fruit	
l	**l**emon	

m		**m**ushrooms	
n		**n**oodles	
o		**o**range	
p		**p**otatoes	
q		**q**uinces	
r		**r**ice	
s		**s**andwich	
t		**t**omato	
u		**u**p	
v		**v**egetables	
w		**w**atermelon	
x		bo**x**	
y		**y**am	
z		**z**ucchini	

Consonant blends

b r	br	**br**ead 	**br**ush 	**br**oom	
c l	cl	**cl**ock	**cl**ap	**cl**ose	
d r	dr	**dr**ive	**dr**ess	**dr**ink 	
f r	fr	**fr**uit	**fr**iend	**Fr**iday	
s t	st	**st**and	**st**op	**st**udy	
t r	tr	**tr**ee	**tr**ain	**tr**uck	

Two consonants make one sound

sh	**sh**op	**sh**oe	fi**sh**	
ch	**ch**ips	**ch**icken	**ch**air	
ph	**ph**one 	**ph**oto	ne**ph**ew	
th	**Th**ursday 	**th**ree 3	**th**irteen 13	
ck	**cl**ock	**tr**uck	bu**ck**et	
wh	**wh**en 	**wh**ere	**wh**y ?	

A shopping list

①

This is my shopping list.

List **1**

mushrooms
tomatoes
rice
garlic
beans
carrots
eggplant
lemons

This is my list.

noodles
potatoes
dates
honey
avocado
fish
oranges
jam

List **2**

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

② **Alphabetical order**

List **1**

List **2**

4. Words on forms

Identifying the words on forms

Activity 1 – Bingo

- Give each student a bingo card and explain the game.
- As you call the words, tick them off on the master sheet below and students cross them off on their card.
- When someone has all their words crossed off, they shout *Bingo*.

Activity 2 – Record personal details

On the form on page 19, students can record important personal information. Check all the details are correct and the spelling of names is the same as on the student's passport. The completed form can be used for accurate copying and checking of information in a variety of situations both inside and outside the classroom.

Note: Some students may claim that the spelling of their name on their travel document is incorrect and they want to use some other spelling. This can cause considerable legal difficulty later on. It is suggested that students use the spelling in their travel document until it can be legally changed.

Activity 3 – The details of three students – Information gap

- Practise the questions students need to ask to complete the information gaps on the table. All questions follow the pattern:
  What's the _____ *of Student* _____ *?*
  name/ title/ marital status/ gender/date of birth/ phone number *A / B / C*
- The first question and answer is given; practise this with a student.
- Students take turns to ask questions and respond. It's important that they don't look at each other's information.
- Once all the details are recorded on the tables, students check their work with their partner.

Activity 4 – Sahra's form

Words on forms need to be matched with Sahra's details. Answers are written in the boxes below, rather than drawing a matching line.

Activity 5 – Word Find [Exercises for a mixed-level class]

Both word finds are easier versions of the one in the student book on page 13. Level A - all words horizontal; Level B - words both horizontal and vertical.

Activity 1 – Bingo master sheet

first name	title	country	given name	single
male	month	family name	gender	language
address	divorced	email	date of arrival	phone
surname	female	married	signature	last name
date of birth	emergency contact	relationship	year	widow

Activity 1 – Student Bingo cards

emergency contact	address	year
female	title	gender
language	male	surname

country	title	given name
family name	first name	date of birth
widow	phone	divorced

given name	date of birth	emergency contact
widow	signature	last name
male	phone	country

male	address	country
last name	date of arrival	date of birth
email	year	single

first name	emergency contact	date of arrival
phone	language	single
title	address	family name

last name	widow	gender
month	female	email
given name	date of arrival	date of birth

gender	email	divorced
married	country	year
emergency contact	date of arrival	last name

month	married	language
male	single	phone
last name	signature	widow

signature	single	month
emergency contact	divorced	female
country	address	title

month	surname	phone
given name	date of arrival	family name
year	title	email

phone	email	single
month	male	married
signature	language	emergency contact

gender	phone	divorced
month	married	widow
family name	date of birth	first name

surname	country	male
family name	relationship	first name
language	title	divorced

month	year	divorced
surname	date of birth	date of arrival
male	email	gender

single	last name	divorced
gender	signature	relationship
month	phone	email

email	first name	month
last name	date of arrival	given name
single	country	widow

language	month	male
country	relationship	last name
single	married	female

language	title	signature
given name	date of arrival	family name
month	widow	email

divorced	email	month
year	gender	relationship
date of arrival	family name	given name

single	country	month
male	phone	divorced
last name	signature	family name

email	phone	relationship
female	divorced	signature
month	widow	language

title	phone	email
signature	female	month
single	widow	language

relationship	date of arrival	given name
country	title	male
signature	gender	phone

date of arrival	family name	given name
year	email	single
widow	surname	month

Activity 2 – Record personal details

① Copy from your passport, travel document or Health Care Card.

First Name _____

Family Name _____

Address _____

Suburb/Town _____ Postcode _____

Date of Birth _____

Country of Birth _____

Phone Number _____

Emergency contact name: _____

Emergency contact number _____

② Can you check my work please?

_____

③ Copy carefully.

Family Name _____

Given Name: _____

Address _____

Suburb/Town _____ Postcode _____

Date of Birth _____

Country of Birth_____

Phone Number _____

Emergency contact name _____

Emergency contact number _____

④ Can you check my work please?

Activity 3 – The details of three students – Information gap

A

What's the name of Student A?

Can you spell that please?

A

B

C

	A	B	C
name	Pawana	Ahmad	
title	Mrs		Mr
marital status		single	
gender	female		male
date of birth		25.08.2001	
phone number	0476 756 932		0564 891 410

B

It's Parwana.

P - A - W - A - N - A

A

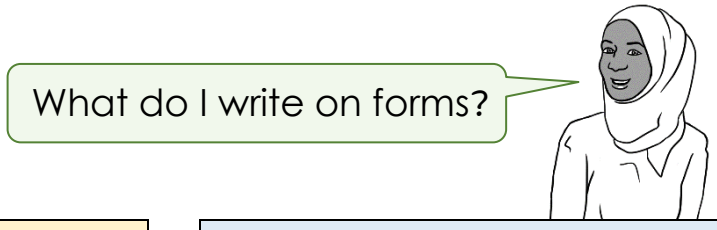
B

C

	A	B	C
name	Parwana		Ko
title		Mr	
marital status	married		married
gender		male	
date of birth	09.05.1998		4/1/1977
phone number		0492 665 732	

Check your work.

Activity 4 –Sahra's Form



Words on forms	Sahra's details
1. Email address	**a.** Mrs
2. Phone number	**b.** 07.07.1996
3. Signature	**c.** 09.06.2022
4. Address	**d.** SahraElmi6@gmail.com
5. Country of birth	**e.** married
6. Language	**f.** Somalia
7. Marital status	**g.** Somali
8. Gender	**h.** Unit 6, 50 Baker Road, Kellivale
9. Date of arrival in Australia	**i.** Sahra Omar Elmi
10. Date of birth	**j.** *Sahra Elmi*
11. Title	**k.** 0455 961 259
12. Name	**l.** female

② Write your answers.

1	2	3	4	5	6	7	8	9	10	11	12
d											

Activity 5 – Word Find Level A

name
date
first
family
gender
country
street
postcode
phone
signature
email
number
address
suburb

a	b	f	i	r	s	t	n	m
h	g	k	j	e	m	a	i	l
p	h	o	n	e	p	l	v	x
s	s	t	r	e	e	t	d	e
e	m	c	o	u	n	t	r	y
a	d	d	r	e	s	s	r	e
p	d	a	t	e	e	r	b	p
b	s	u	b	u	r	b	n	q
y	g	e	n	d	e	r	z	i
l	k	j	g	h	n	a	m	e
f	a	m	i	l	y	s	d	f
v	p	o	s	t	c	o	d	e
t	k	n	u	m	b	e	r	y
s	i	g	n	a	t	u	r	e

Activity 5 – Word Find Level B

name	f	i	r	s	t	p	g	a	n
date	a	g	c	u	s	h	e	d	a
first	m	s	t	b	i	o	n	d	p
family	i	p	o	u	g	m	d	r	o
gender	l	s	t	r	e	e	t	e	s
country	y	n	u	b	m	e	r	s	t
street	c	o	u	n	t	r	y	s	c
postcode	a	d	d	o	n	g	e	r	o
phone	d	a	t	e	u	e	r	e	d
signature	s	u	b	a	d	n	a	m	e
email	s	t	r	t	r	d	y	a	s
number	p	p	h	o	n	e	l	i	k
address	n	u	m	b	e	r	w	l	m
suburb	s	i	g	n	a	t	u	r	e

5. Read and fill in forms.

Introduction

Teachers are encouraged to be responsive to the settlement and other issues that may affect newly-arrived migrants. The illustrations in the books can be used to create materials to address issues that are relevant to each class. The job application form and the accident scenario below are two examples of situations that may be relevant.

1. An employment application form

Some students at Certificate 1 in EAL are employed or are interested in applying for employment. The following activity provides the information required to complete a job application form and some questions to ask for help when filling in a form. Project the page and also print for students to copy and learn for homework. Explain that future employers will need this information:

- a tax file number
- bank account details
- superannuation fund details.

Future workers must be aware that employers are obliged to make fortnightly contributions to their nominated superannuation fund. Multilingual information is available from the ATO to help students understand their responsibilities, obligations and rights regarding tax and superannuation.
https://www.ato.gov.au/other-languages

2. Details for forms after a road accident – Amina and Nabi's car accident

In Australia, if there is an incident involving a vehicle on the road, it is crucial that key details are gathered and recorded at the time of the incident:

- registration, make and type of vehicle
- driver and witness details
- date, time and location of the incident.

These details are essential when making an insurance claim. Claim forms are complex and students would require assistance to complete them.

Project the pictures and information on pages___& ___, and encourage students to explain what happened in the accident. [See the scenario on the next page.]

.

The accident scenario

On Tuesday afternoon, Amina and Nabi drove to the hardware store. They stopped at the **Stop** sign on the corner of North and Kemp Streets. Suddenly a truck crashed into the back of their car. Carim saw the accident.

Amina was hurt. The truck was slightly damaged, but the car was badly damaged. The truck driver stopped and called the ambulance. The ambulance came quickly and took Amina to hospital. The truck driver and Nabi exchanged their names and phone numbers. Nabi wrote down Carim's name and phone number and took a photo of the truck driver's licence and number plate. He then went to the hospital to see his wife.

3. Student satisfaction form

This simple satisfaction survey serves two purposes:

- It provides useful feedback and guidance for class planning.
- Gives students an opportunity to practise filling in forms.

4. Volunteer Tutor Scheme – a form and a text message

It is important for students to be aware of the Volunteer Tutor Scheme and how they can access it if necessary. Activities here include:

- A volunteer tutor application form with comprehension questions
- A text message with questions from the home tutor to Rahim arranging the day and times for tutor sessions

1. An employment application form

①

Amina's husband Nabi filled in a form for a job at a petrol station.

I didn't understand some words on the form, so I asked for help.

Excuse me.
What does this mean?

Can you explain this please?

Sorry. I don't understand this word.

I don't understand this.
Can you help me please?

Can you tell me what this means please?

Welcome to our Company — Please use CAPITALS.

New Employee Form

First Name	Last Name	Date of Birth
NABI	SAIKAL	16.11.1975

Mobile Number	Email Address
0462 595 751	NabSaikal@gmail.com

Tax Details

Tax File Number
758 246 229

Bank Details

Account Name	BSB	Account Number
NABI SAIKAL	6322	1019 4793

Superannuation Fund Details

Superannuation Fund Name	Member Number
Cbus Super	5629 3311

Emergency Contact

Emergency Contact Name	Phone Number
AMINA TARUKH	0498 726 555

Address	Relationship
48 BAKER ROAD, KELLIVALE	WIFE

✓ I have read and understand the position description and code of conduct.

Signature: Nabi Saikal

Date: 10. 09. 2023

②

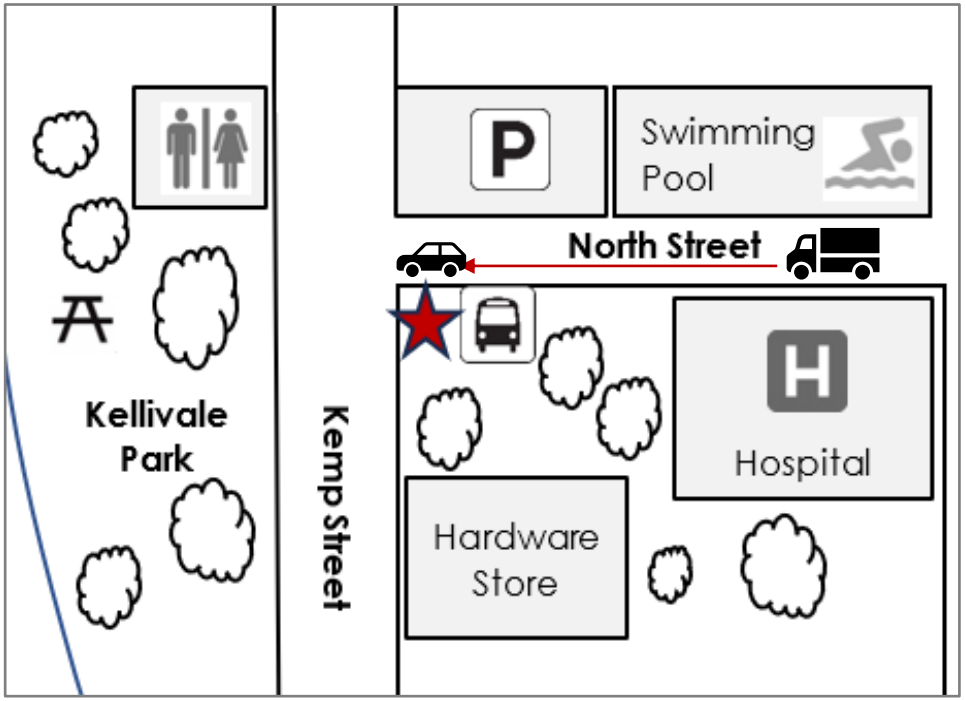
2. Details for forms after a road accident – Amina and Nabi's car accident on 5 March 2024 at 4pm

Amina Nabi

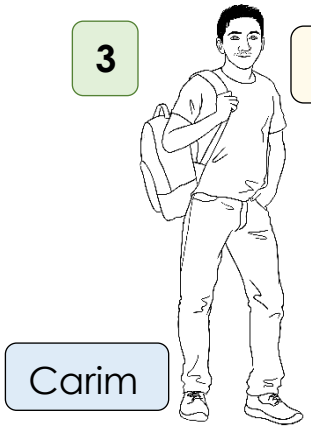
1 Who was in an accident?

Where?

When?



2 What happened?



3 Carim Who saw it happen?

4 Who was hurt?

Was the car or the truck damaged?

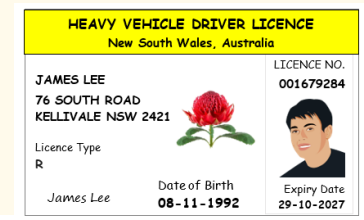
5 What happened after the accident?

Nabi Saikal
0462 595 751

James Lee
0618 597 324

Carim Hamed
0469 455 218

Details for the forms after Amina and Nabi's accident

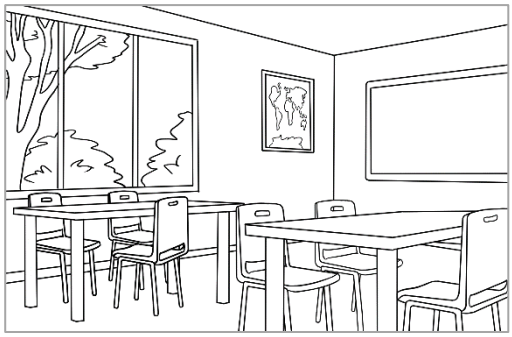
Details of the victim Amina Tarukh 48 Baker Road Kellivale 0469 883 412	**First name:** _____ **Family name:** _____ **Address:** _____ _____ **Phone number:** _____
Details of the accident Tuesday 5 March 2024 4pm The corner of North and Kemp Streets	**Date of the accident:** _____ **Time of the accident:** _____ **Location:** _____ _____ **What happened?:**
Details of the vehicle  	**Name of Driver:** _____ **License Number:** _____ **Phone Number:** _____ **Address:** _____ **Registration Number:** _____ **Make and type of vehicle:** _____
Details of the witness Carim Hamed 260 North Street Kellivale 0469 455 218 	**First name:** _____ **Family name:** _____ **Address:** _____ **Phone number:** _____

3. Student satisfaction form

Student Satisfaction Form

Student name (optional) _____

Date _____



① ✓

How is the English class for you?	Agree	Not sure	Disagree
The start time is good.			
The finish time is good.			
The classwork is easy.			
The classwork is difficult.			
The classwork is interesting.			
I enjoy the computer class.			
The classroom is a good place for learning.			

② ✓ What would you like to improve next term? Tick **3** things.

☐ reading	☐ writing and spelling	☐ computers
☐ listening	☐ speaking	☐ pronunciation
☐ excursions	☐ social events	☐ work with other classes

4. Volunteer Tutor Scheme form

A volunteer tutor

Rahim has concussion.

He can't go to his English class.

He fills in a form for a volunteer tutor.

AMEP
Volunteer Tutor Scheme

Application for a Volunteer Tutor

Use BLOCK LETTERS and a black pen. ☑ *Tick the box.*

Family Name: SAIKAL

Given Name: RAHIM

Gender : ☑ Male ☐ Female ☐ Other

Date of Birth: 7 May 2003

Country of birth: AFGHANISTAN

Language: PASHTO

Address **Street:** 48 BAKER RD

Suburb: KELLIVALE **Postcode:** 2421

Phone number: 0469 883 412

Email: rahims003@gmail.com

Emergency Contact Name: AMINA TARUKH

Emergency Contact relationship: MOTHER

Emergency Contact Phone: 0466 379 142

Signature: RSaikal

A volunteer tutor

①

1. What are the instructions on the form?

   - Use _____ LETTERS and a _____ pen.
   - _____ the box.

2. What is Rahim's date of birth? _____

3. What language does he speak? _____

4. Who is his emergency contact? _____

② ✓

5. Why does Rahim fill in the form?

   ☐ He needs a doctor.

   ☐ He wants to join the library.

   ☐ He needs a volunteer tutor.

6. What is this? rahims003@gmail.com

   ☐ an email address

   ☐ a phone number

   ☐ a house address

③

Can you check my work please?

4. A message from a volunteer tutor

①

Hi Rahim
I'm a volunteer tutor.
My name is Paul.
I can work with you for one hour a week.
What day and time is OK for you?
Please text me on 0452 908 662.
Tony

② The greeting

③

1. Who is the message to? _____
2. Who is it from? _____
3. Who is Tony? _____
4. What's Tony's phone number? _____

④

Tony asks Rahim about the day and time

☐ to play soccer. ☐ to learn English. ☐ to work.

6. Messages to teachers

Spelling words in texts to a teacher

Students are required to write a simple text message to their teacher. The following activities provide some scaffolding and practice for this. In the first two activities, multiple levels have been included for use in disparate classes.

Activity 1 – Spelling key words in text messages

Some students need to copy directly from the word above and some may need a slightly bigger font. e.g. Level A . Students need to copy down under the words rather than across. Encourage students to verbalise the word before they start to copy, say each letter aloud as they write and then verbalise the word again. This will assist memory retention.

Activity 2 – Dictation of a text message to a teacher

The dictation is based on the text message from Ko to his teacher Wendy on page 15 in the student workbook.

- Level A – The dashes and letters support the spelling of the words. The missing sounds can be heard.
- Level B – The dashes support the spelling of the words. Some words are provided for students to check their spelling and can be folded under.
- Level C – The dashes support the spelling of the words.
- Level D – There are no supports given.

Students may use the text message in the student workbook to check during and after the dictation.

Activity 3 - Amina's accident

Amina has been injured in a car accident. She sends a text message to her teacher as she is unable to go to class. Details of Amina's accident are on pages 25 & 27.

Activity 1 - Spelling words in text messages to a teacher

Spelling - Level A

can't	come	class	tomorrow
can't	come	class	tomorrow
can't	come	class	tomorrow

because	have	dentist	appointment
because	have	dentist	appointment
because	have	dentist	appointment

see	you	Thursday	to
see	you	Thursday	to
see	you	Thursday	to

Spelling - Level B

can't	come	class	tomorrow

because	have	dentist	appointment

see	you	Thursday	to

Activity 2 - Dictation of a text message to a teacher

Dictation - Level A

4:15 pm

__ Wendy

_ _a _'_ _o_e __ __a_s ___orro_

___au_e _ ___e _ ____i__

__poi___e__.

__e you __ __ur____.

Ko

Dictation - Level B

4:15 pm

__ Wendy

_ ___ _ ____ __ _____ ________

_______ _ ____ _ _______

___________.

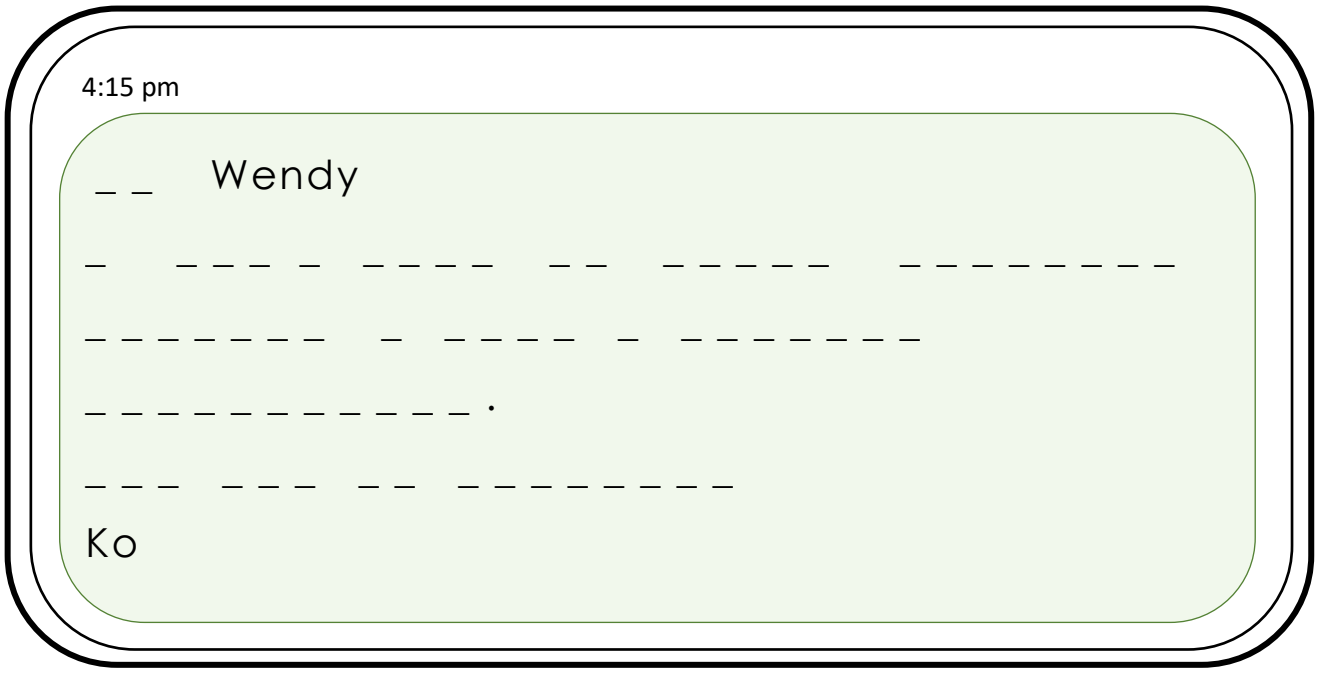
___ ___ __ ________

Ko

---

tomorrow	dentist	because	class
Thursday	appointment	can't	have

Dictation - Level C


4:15 pm
_ _ Wendy
_ _ _ _

Activity 3 - Amina's accident

① **Amina sends a text to her teacher.**

Hi Peter
I can't come to class this week because I was in a road accident. I feel tired and have a very bad headache.
Amina

Hi Amina
I'm sorry to hear about your accident. Take care and get well soon.
Peter

②

1. Who is Peter? _____
2. Why did Amina write to Peter?
   She can't _____ ____ _____ this _____.
3. What happened to Amina?
   She was in ____ _____ _____.
4. How does she feel? She feels _____ and has ____ _____ _____ _____.
5. Peter writes:
   I'm _____ to hear about your _____.
   Take care and _____ _____ _____.

7. Spelling

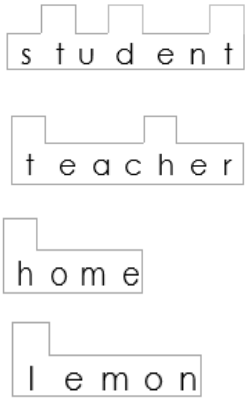
Learning the initial sounds, consonant blends, diphthongs and the long and short vowel sounds is important, but not the only way to develop skills in word recognition, writing and spelling. Due to the irregularities in English spelling, it is essential to practise a wide range of strategies to strengthen skills in spelling.

Spelling Strategies #1

1. Learn the shape of words.

Always write words in lower-case so that the shape of a word is clear. Draw a line around each word shape and focus on both the shape and size of the words. e.g.

- *student* and *teacher* are the same length, but have a different shape
- *home* and *lemon* have the same shape, but a different length.



2. Remember words by using all the senses.

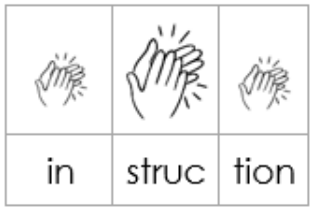
Look at the word. **Say** it aloud.	**Cover** the word. **Write** the word.	✓ **Check** the spelling. **Write** it again.
hello	hello	hello
because	because	because

3. Break words into sounds.

yes	y	e	s				
student	s	t	u	d	e	n	t
can	c	a	n				
must	m	u	s	t			

4. Break the word into syllables. Clap the syllables.

Word	morning
Break	mor ning
Syllables	mor (1) ning (2)

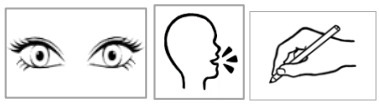


5. Learn the sound patterns.

vowel patterns	n**a**m**e**	m**a**k**e**	l**a**t**e**
consonant patterns	**st**op	**st**udy	**st**udent

6. Remember rhyming groups.

date	late	mate
book	cook	look

① 

Extend and/or adapt each section into full worksheets as required.

1. Draw shapes around the words.

first	family	date
country	address	phone
today	tomorrow	class

2. Remember the spelling.

Look and say	Cover and write	Check and write
can't	can't	can't
because		
sick		
appointment		

3. Break the word into sounds

enrol	e	n	r	o	l		
dentist							
family							

teacher	t	e	a	c h	e r

children							

4. Break the word into syllables.

happy	birthday	hope	day	very
best	wishes	celebrate	beautiful	party

One syllable	Two syllables	Three syllables
best	happy	celebrate

5. Learn the patterns.

Add two words with the same vowel pattern and two with the same consonant pattern.

Vowel patterns	f**ee**l	n**ee**d	m**ee**t		
	d**ay**	s**ay**	pl**ay**		

Consonant patterns	**tr**ain	**tr**ick	**tr**uck		
	ba**ck**	si**ck**	so**ck**		

6. Remember rhyming groups.

Add two words in each rhyming group and copy the words.

d**ay**	pl**ay**	tod**ay**	Mond**ay**		

bo**ld**	co**ld**	ho**ld**	so**ld**		

Spelling Strategies #2

1. **Improving visual skills – Proof-reading**

   As there are often many ways to spell the same sound in English, it is important in the teaching of spelling, to develop visual skills; that is, develop an ability to recognise that the word *looks right*. It is also more productive to check spelling with a dictation text, rather than with a list of words. A dictation text has the benefit of not only testing spelling, but also consolidating word meanings and grammar.

   Activity 1 Two drawings - *What's different?*

   Begin the development of proof-reading skills by using two drawings which at first glance look the same, but have about 10 differences. Students work in pairs for the activity.

   - Print the two drawings of the childcare centre on the following pages, enough for each pair of students.
   - Separate the drawings along the dotted line and give *Drawing 1* to each student pair. This is the *correct* drawing.
   - Allow students time to really study the drawing, talking about and trying to memorise its details. By talking about the drawing, students are also activating their auditory memory.
   - Then collect *Drawing 1.* It's very important to remove this drawing as the goal of the exercise is to strengthen the ability to visually memorise details.
   - Give each pair *Drawing 2*. Students circle differences between the drawings. When the first pair locates 10 differences, they call out.
   - Project *Drawing 1* and students call out the differences.

Note: Many drawings can be adapted for this activity, but it's best to move quickly onto a text to proof-read to make clear the activity's broader purpose.

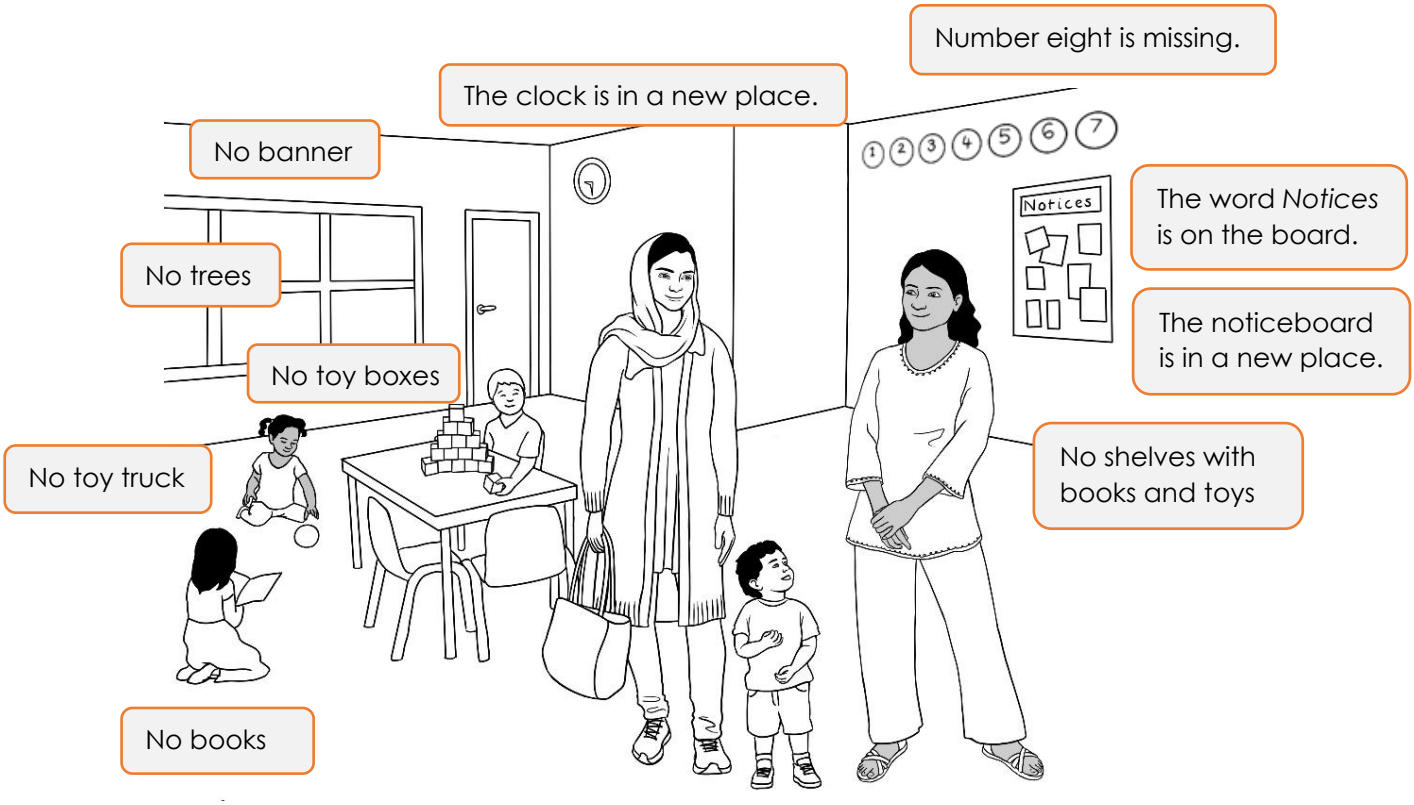
Activity 1 Two drawings - *What's different?*

Drawing 1

Drawing 2

Activity 1 - Answer sheet

10 differences



Activity 2 Two texts - *What's different?*

Activity 2 follows a similar procedure to the one with drawings, but this time students work individually with texts. Any text familiar to the students can be used and easily adapted for the exercise. The example on the next page is taken from page 15 in the student workbook.

- Print the two text messages, enough for each student.
- Cut the texts along the dotted lines and give *Text 1* to each student. This is the *correct* text.
- Allow students time to read the message aloud to a partner and look carefully at the words. Reading the text aloud, helps activate auditory memory.
- Collect *Text 1.* It's very important to remove this text as the goal of the exercise is to strengthen the ability to memorise details.
- Give each student *Text 2*. Students circle 6 differences between the texts. When the first student locates 6 differences, they call out.
- Write the words correctly on the board.
- Quickly ask students to crush up *Text 2*, and take a bin around for students to throw the text into. This limits the time students are looking at words incorrectly spelt.
- Return the correct *Text 1*. This text can be used for speed copying [See page 48] and/or dictation a few days later.

Activity 2 Two texts - *What's different?*

Text 1

4:15 pm

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

Text 2 **6 mistakes**

4:15 pm

Hi Wendy
I cann't come to clas tomorow becouse I hav a dentist appointment.
See you on Thirsday.
Ko

Text 1

4:15 pm

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

Text 2 **6 mistakes**

4:15 pm

Hi Wendy
I cann't come to clas tomorow becouse I hav a dentist appointment.
See you on Thirsday.
Ko

Spelling Strategies #2 [continued]

2. Speed Copying

Speed copying is copying a short text as fast as possible within a short time limit. Regular speed copying can improve spelling, handwriting, memory and written expression. Choose a short familiar text to copy such as *Text 1* on the previous page, and set a timer for 5 - 6 minutes.

Students follow these steps:

- Copy the text quickly but carefully, starting again when finished until the time is up. [It's essential to continue writing for the set time.]
- Copy the same text for 5 – 6 minutes every second day for a week either in class or at home to fix the text in the long-term memory. Most students find this an easy, quick and productive way to improve their writing and spelling.

At the end of the week, the text can be a dictated to the class. Change to a new text in the following week.

8. Special events

1. Arrange a special event

There is always something to celebrate either in the local area, nationally or and internationally. Weaving events into the English program can enrich it immeasurably, develop class cohesion and allow students to display their talents.

Some special days and weeks to consider:

- Valentines Day: 14th February
- Labour Day: 1st March [This varies state by state.]
- International Women's Day: 8th March
- Western Australia Day: 2nd Monday in March
- Canberra Day: 2nd Monday of March
- Clean Up Australia Day: early in March
- Chinese New Year: date varies
- Kings Birthday: This varies state by state.
- World Refugee Day: 20th June
- World Environment Day: 5th June
- NAIDOC week: 1st Sunday in July until following Sunday
- National Tree Day: July
- Northern Territory Picnic Day: 1st Monday in August
- World Teacher's Day: 5 October
- Halloween: October 31
- Melbourne Cup: 1st Tuesday in November

Also check out: https://www.thefactsite.com/tag/days-of-the-year/

2. Planning an event - Form

Print a copy of the form for each student and complete together in class. The planning of an event provides opportunities to practise verb tenses

- future tense before the event
- present continuous during the event
- past simple after the event

2. Planning an event - Form

1. Event		
2. When	Day	
	Date	
	Start Time	
	Finish Time	
3. Where	Location	
4. Cost		
5. What to bring		
6. What to wear		
7. Activities		
8. The event organisers		
9. A permission form		Yes ☐ No ☐

9. An excursion

1. Phrasal verbs

Like most grammar, phrasal verbs are more easily remembered if taught in context rather than isolation. As each verb is introduced, add them to a wall chart in a sentence. Add drawings to the chart or photos of students doing the actions.

Below is a list of phrasal verbs that could be introduced on an excursion to the market or other places. Verbs with blue dots occur in the student workbook:

An excursion to the market:

- **Fill in** your form.
- **Hand in** your form.
- **Fill up** your drink bottle.
- **Put on** some sunscreen.

- **Put on** your hat.

- **Get on** the bus.

- **Tap on.** [With a ticketing system]
- **Get off** the bus**.**
- **Tap off.** [With a ticketing system]

- **Look around** the market.

- **Get back** to the centre.

2. Ordinals

Talking about dates and writing dates is essential with all events, excursions and notices. However, the saying of the dates still requires an understanding of ordinals. Refer to Course in EAL books for more activities with ordinals.

Teach the patterns:

- Numbers ending with one, two and three are irregular:
  ***1** first, **2** second* and ***3** third* - ***21** twenty first, **22** twenty second, **23** twenty third* etc
  [Exceptions to this rule -11 *eleventh, 12 twelfth and 13 thirteenth*.]
- Multiples of 10 are pronounced differently - *twentieth and thirtieth*

Practise activities:

- Write the word for the ordinal number on the board e.g. *first*, and ask a question using the ordinal number
  e.g. '*What's your **first** name? or What's the **first** month of the year?*
- Use a calendar and ask students to point to *the **thirtieth** day of November* or point to a day and ask, '*What day is this?*'
- Line students up according to order of birthday months in a calendar year. Ask students the date of their birthday, and circle this on a calendar. Finally, give the order of birthdays. e.g. Linh has the first birthday, Parwana has the second etc

3. Write and say the date - Pair work

Show the difference between writing and saying the date.

Write the date - 13 February [or 13th February]

Say the date — **the** thirteenth **of** February

- Revise the shortened forms of the months.
- Explain the grid system if this is new for the class.
- Demonstrate the activity with a confident student. The first example is done for both Student A & B.
- Students need to write the dates in the white boxes.

Student A

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	June

July	July
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec

① What date is in **A1**?

② The sixth of January

③

	A	B	C	D
1		30 Sep	22 Aug	
2	25 Oct	9 Dec		
3	11 July		17 Feb	
4		13 Apr		16 Jan

Check your work.

Student B

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	June

July	July
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec

① What date is in **B1**?

② The thirtieth of September

③

	A	**B**	**C**	**D**
1	6 Jan			30 Nov
2			5 Feb	28 May
3		12 Mar		31 Aug
4	19 Dec		22 June	

Check your work.

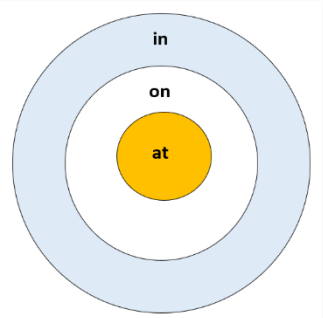
4. Prepositions of time

The prepositions of time can be shown on three concentric circles which can work as a visual memory prompt.

- The largest outside circle represents **in,** for lengths of time [usually longer]:
  - months, years, seasons, decades, morning, afternoon and evening.

- The smaller middle circle represents **on**, for shorter periods of time:
  - days of the week, the weekend and dates

- The smallest circle represents **at** for precise times:
  - ***9 o'clock, festivals, night***



Activity

Draw the circles on a large piece of cardboard to be hung on the wall and added to as the prepositions are introduced. Begin with **on.**

- Write the **days of the week** on small cards and add to the white circle. Practise combining the preposition with each day. e.g. **on** Monday, **on** Tuesday
- The following class add **in** to the outside circle. Write the **months of the year** on small cards and add to the blue circle. Practise combining the preposition with each month. e.g. **in** March, **in** April
- Finally add **at** to the inner orange circle. Write different **times** on small cards and add to the orange circle. See the example on the following page.

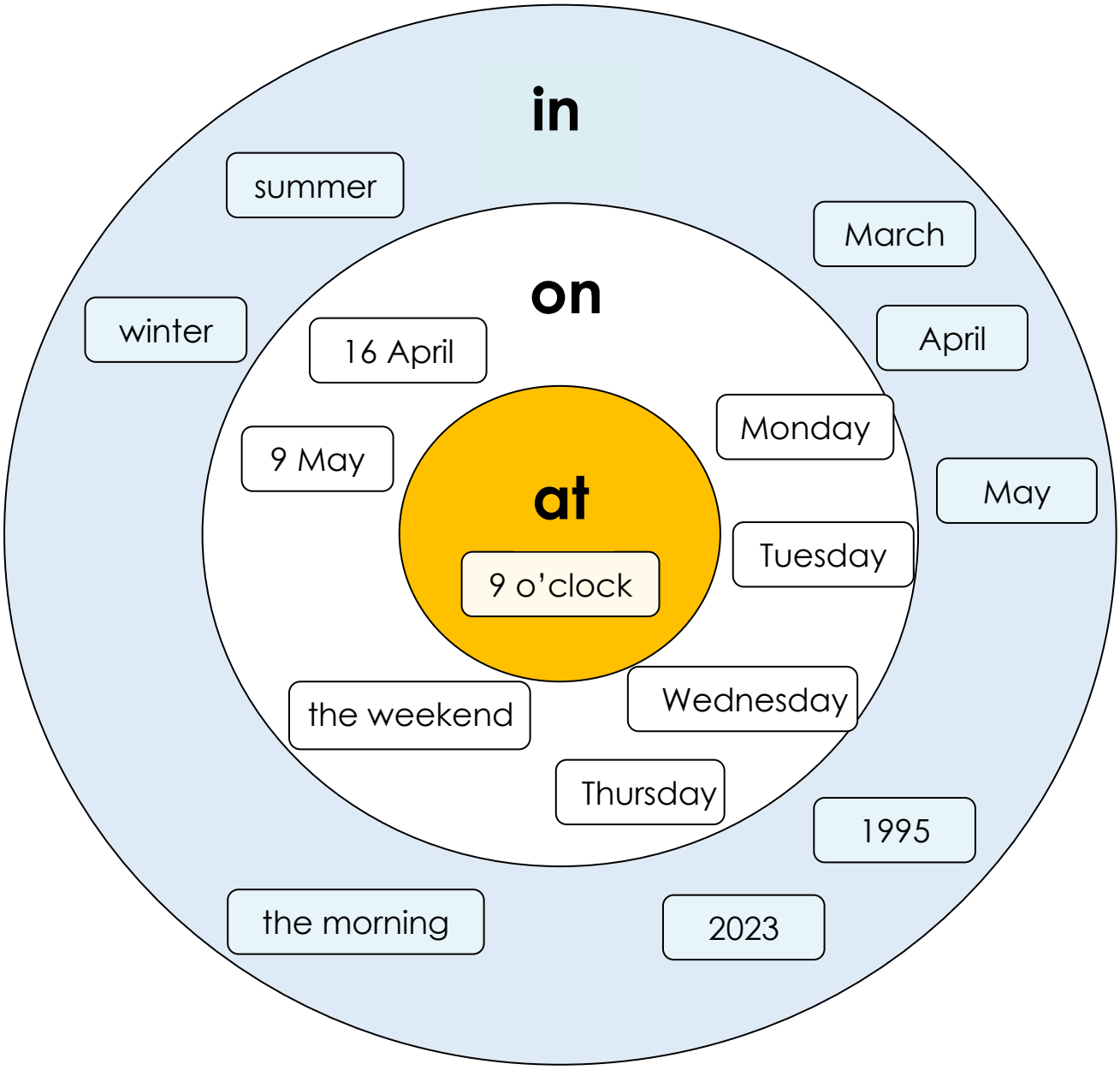
Add other measurements of time to the chart as they arise in class. e.g.

- on the weekend, on 25 May
- in the morning / afternoon
  in spring / summer / winter / autumn
- at break / lunch / dinner time
  at Christmas / Easter / Chinese New Year / Ramadan

Basic Rules:

- Use **on** before **days**.
- Use **in** before **months**.
- Use **at** before **clock time**.

A basic *Prepositions of time* chart



10. What's on the notice?

Practise reading notices

The notices on the following pages provide additional practice in reading and answering questions about a variety of notices. The addition of the characters broadens the context of the notices and could open up discussion. e.g.

- Notice 1a & b – *Why is Ko late? Why is Basam late?*
- Notice 2 – *Where are Jomeh and Bibi going?* [Parwana's husband and daughter]
- Notice 3 – *Why did Amina go to the library?*

1. **On the classroom door**
   a. An excursion notice
      New vocabulary – *report, office*

   b. A room change
      New vocabulary – *change, life guard, water safety*

2. **At the train station**
   - Buses replace trains
     New vocabulary – *notice, travellers, replace, rail repairs, apologises, inconvenience*

3. **At the library**
   - Change of opening hours
     New vocabulary – *Christmas Day, Boxing Day, best wishes, Christmas season*

1a. **On the classroom door** – An excursion notice

① **On the classroom door**

Tuesday 5 June

Excursion Notice

Class 1B are at the Kellivale Library from **9:30am – 1:00pm.**

Late students please report to the office.

Wendy

②

1. What is the date of the notice _____
2. Where are the students? at _____
3. When did the students leave? at _____
4. When will they return? at _____
5. What does a late student need to do?

_____

1b On the classroom door – a room change

On the classroom door

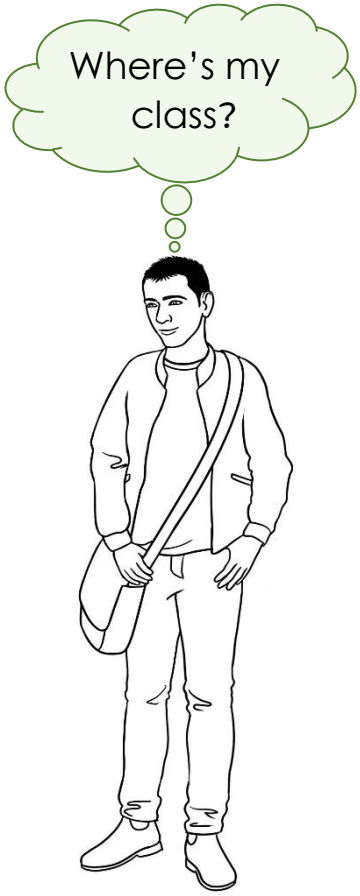
①

Room Change

Wednesday 18 Sept

Class 1A, please come to **Room 13** at **9:15**

A life guard will talk to us about water safety.



②

1. What is the date of the notice? _____

2. The notice is on the door because there is *a* _____.

3. Who is the notice for? _____

4. Where do the students need to go? *to* _____

5. Why do they need to go there?

_____

2. At the train station – Buses replace trains

① **At the train station**

Metro Rail

Notice for Train Travellers

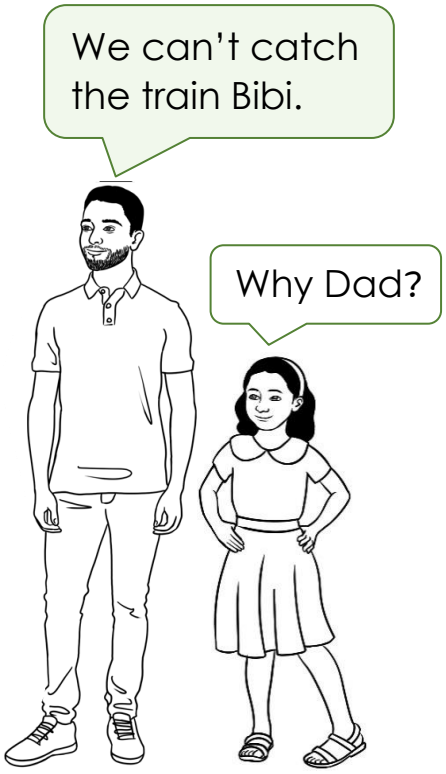
Buses will replace trains
due to rail repairs.

Between May 25 – July 28

Buses will leave from the bus stop
at the front of station.

See the new timetable at the bus stop.

Metro Rail apologises for any inconvenience.



②

1. Who is the notice for? _____

2. The notice is at the train station *because* _____

_____.

3. When will this happen? _____

4. Where is the bus stop? *at* _____

5. Where is the new timetable? *at* _____

6. At the end of the notice:

Metro rail _____ _____ *any inconvenience.*

1. At the library – Change of opening hours

① On the library door

Kellivale Library

Notice of changes to opening hours

24 December: Open 10am - 1:00pm

25 December: Christmas Day - Closed

26 December: Boxing Day - Closed

27 December: Closed

28 December: Open 11:00am – 4:00pm

Best wishes of the Christmas season to you all.

②

1. Where is the notice? on _____

2. The notice is about _____..

3. What time does the library close on 24 December? at _____

4. The library is _____ on Christmas Day.

5. What time does it open on 28 December? at _____

6. At the end of the notice:

_____ _____ of the Christmas season to you all.

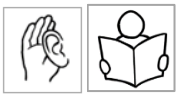
[1]

11. Text messages to friends

Plan and write text messages to friends

The plans and model messages on pages 63 – 64 extend the writing of texts in the student workbook. The activities are also scaffolded but take the writing of texts to a slightly more complex level.

Write an invitation

① 

Plan

Greeting: Hi Ahmad

Invitation: play soccer

Where: the park near TAFE

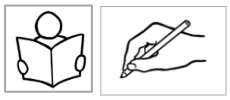
When: after class tomorrow

Bring: a ball

Closing: Basam

6:00 pm

Hi Ahmad
Wanna play soccer at the park near TAFE after class tomorrow?
Can you bring a ball?
Basam

② 

Plan

Greeting: Hi _____
name of friend

Invitation: come for lunch

Where: at my place

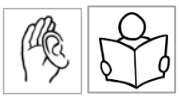
When: this Friday at 1pm

Bring: photos of your holiday

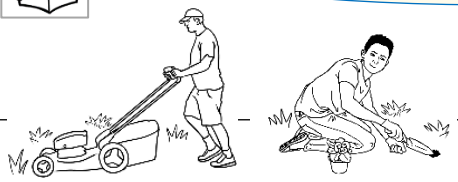
Closing: Hope you can come.

_____
your name

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

① 

Ask for help



Plan

Greeting: Hi _____
name of friend

Help: mowing and gardening

Where: at our place

When: on Sunday morning

Why: a party

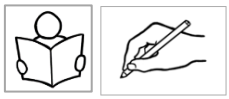
Closing: Many thanks, Parwana

Hi Sarah

Could you and Tahiil help with some mowing and gardening at our place on Sunday morning? We have a party next weekend.

Many thanks

Parwana

② 

Plan

Greeting: Hi _____
name of friend

Help: cleaning

Where: at our place

When: on Saturday morning

Why: house inspection

Closing: Thanks _____
your name

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

12. Word list

1. Verb cards

The verb cards can be used for a range of activities to practise:

- **Transitive and intransitive verb forms**
  When a verb is transitive, it needs *an object*. e.g. *I catch the bus to class.*
  When a verb is intransitive, it doesn't need an object. e.g. *I go __ to work.*
  Note: Verbs cannot be strictly divided into transitive and intransitive groups, as verbs can change their form.
  e.g. He rides *his bike* to work. [transitive] He rides to work. [intransitive]
  However, the verbs on pages 66 – 67 are usually transitive and the ones on pages 68 – 69 and usually intransitive.

- **Verb tenses**
  Write a time marker on the board. Give each student a verb card and ask them to create a sentence in the tense to match the time marker.
  e.g. If the time marker is ***every day,*** the tense must be ***present simple.***
  If the time marker is ***last week,*** the tense must be ***past simple.***

- **Sentence structure**
  To teach sentence patterns e.g. Subject /verb /object /where /when.

- **Writing activities**
  e.g. Students select a card and create a sentence. Once it has been corrected, students can show [perhaps later dictate] their sentence to a partner.

2. 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 to create games.

3. Word Lists

The word lists can be used in a variety of ways:

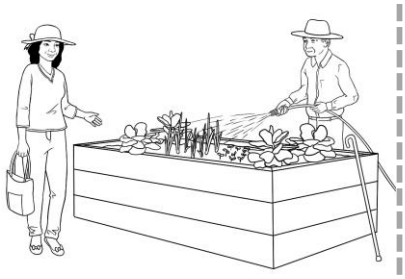
- Make a word list book for students to take home so they can prepare the vocabulary before each class.
- Hand out the list in class and prepare together as a class activity.
- Use the lists to look for and draw attention to spelling patterns. It's important to stagger the focus on spelling patterns, as introducing too many at once can be overwhelming.
  e.g. the long **e** sound can be written w**ee**k, **ea**t, b**e**cause, famil**y**, mon**ey**

Verbs - usually transitive [They need an object.]

to clean

to use

to ask



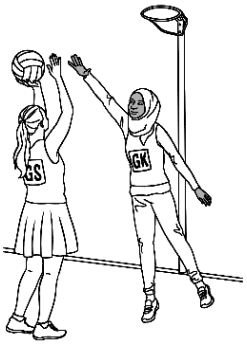
to water

to join

to play

to wash

to watch



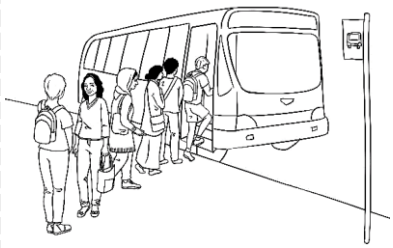
to play

to do

to do

to play

Verbs - usually transitive [They need an object.]



to catch

to buy

to play

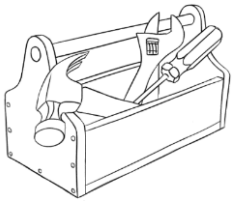
to cook

to visit

to play

to do

to do



to fix

to make

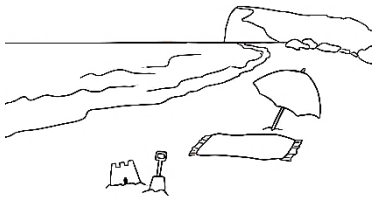
to have

to have

Verbs - usually intransitive [They don't need an object.]

to go

to go



to go

to go

to talk

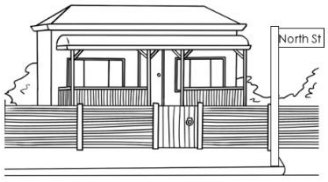
to walk

to work

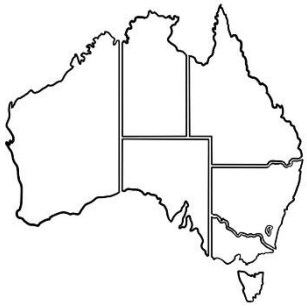
to work

to run

to come

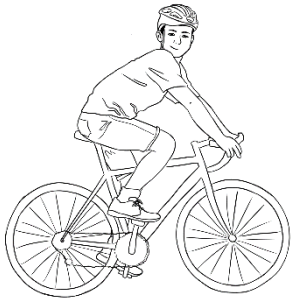


to live



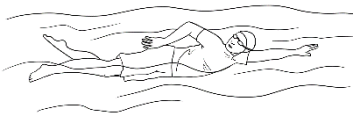
to live

Verbs - usually intransitive [They don't need an object.]

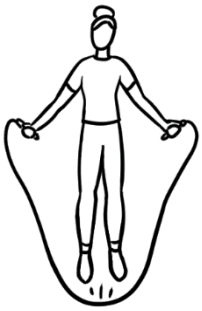


to cycle

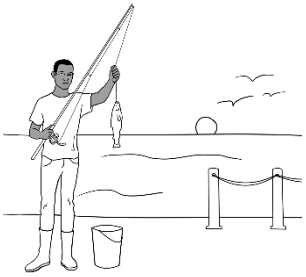
to drive



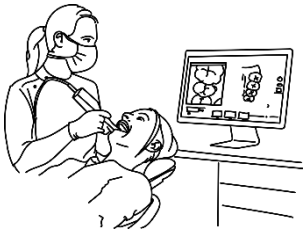
to swim



to skip



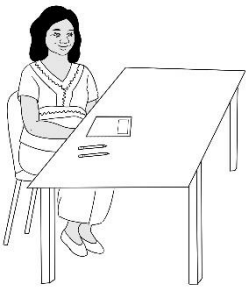
to fish



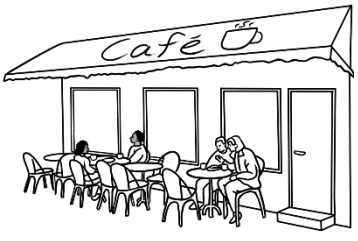
to go

to go

to walk

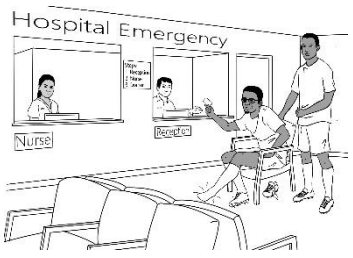


to sit



to go

to go



to go

2. Letter clusters

schwa	ck	ch	ent
partner	tick	match	student
teacher	quick	child	enrolment
letter	sick	lunch	appointment
answer		check	event
soccer		change	
father			
later			
cancer			
together			
daughter			
fever			
toddler			
after			
better			
dinner			

ph	bl	cl	sp
alphabet	block	clap	spell
photo		closing	special
		clothes	speak
			spoke

tion	ing	sh	ion
question	morning	share	excursion
instruction	bring	relationship	
inspection	dancing	shopping	
donation	singing	wishes	
relationship	meeting		
	feeling		
	gardening		
	mowing		

gr	pr	tr	dr
greeting	problem	train	drink
group	price		

st	sm	br	fl
student	small	break	flu
stop		bring	

cr	**fr**	**sw**	**wh**
craft	free	swim	what
	friendly		who
			why
			where
			when

pl			
plate			
please			
place			
play			

3. Word Lists

Sections 1 - 3

A	alphabet
B	block
C	circle, clap, copy, capital, consonant
D	
E	
F	
G	
H	highlight
I	
J	
K	
L	listen, letter
M	match, meet

N	
O	
P	partner
Q	questions
R	read, repeat
S	say, spell, student, survey, small
T	teacher, tick
U	
V	vowel
W	write
X	
Y	
Z	

Section 5

A	answer
B	
C	complete, correctly
D	
E	enrol, enrolment
F	first, forgot, form, female
G	
H	
I	instructions
J	
K	
L	
M	male

N	need
O	
P	
Q	question
R	
S	sign
T	
U	
V	
W	welcome
X	
Y	
Z	need

Section 6 & 7

A	afternoon, appointment
B	because, break, bus
C	child, closing, cold
D	daughter, doctor, dentist
E	
F	father, fever, flu
G	greeting
H	headache, holiday, house, hospital
I	inspection
J	join
K	
L	late, later
M	message, missed, morning

N	
O	overseas
P	problem
Q	
R	reason, reply
S	son, sorry, school, sentence
T	text, tomorrow, train
U	
V	
W	what, who, why
X	
Y	
Z	

Section 8

A	art
B	biggest, biscuits, bring
C	cake, cancer, canteen, celebrate, centre, clothes, craft, cup, coin
D	dancing, donation, drink
E	event, eat
F	food, forget, fun
G	garden, gold
H	harmony
I	
J	juice
K	
L	lunch
M	money, mug

N	
O	orange
P	plate, people
Q	
R	raise, remind
S	share, singing, special
T	together, traditional
U	
V	
W	wear
X	
Y	
Z	

Section 9

A	around
B	bus, bring, buy, bought, boxes, before
C	concession, card, class, check, cost, centre, call, contact, come, came
D	
E	excursion, emergency
F	fruit, family, friend
G	get, got
H	have, had
I	
J	June
K	
L	leave, look, lunch, letters
M	money, meet, market, meeting, Monday

N	need
O	
P	please, place
Q	
R	return, relationship
S	stop, shopping, students, speak, spoke
T	Tuesday, tomorrow, time
U	
V	vegetables
W	what, where, when, went, work, with
X	
Y	
Z	

Section 10

A	apply, adult
B	baby
C	certainly, contact, cost, child
D	details
E	enjoy, enquire, every
F	free, friendly
G	group,
H	
I	improve, information
J	join
K	
L	large, lessons, learn
M	apply, adult

N	nothing, notice
O	outside
P	pool, price
Q	
R	
S	small, swim
T	tutor, toddler
U	
V	volunteer
W	website, week
X	
Y	
Z	

Section 11

A	after
B	better, birthday, birth, beautiful, busy, ball
C	change, congratulations
D	dinner
E	
F	funny, feeling
G	gardening, grandson
H	hear, help, hope, happy
I	idea, inspection, instead
J	
K	kind
L	little, lunch
M	mowing, message

N	
O	
P	place, photos, park, play
Q	quick
R	reply
S	sad, sick, sorry, swim, soccer
T	text, tonight, today, tomorrow
U	us
V	
W	wishes, weather
X	
Y	
Z	