

English Ready

22638VIC Certificate I in EAL
VU23504 Read and write short simple informational texts

Teacher Resources



BE SUNSMART

1. SLIP 2. SLOP 3. SLAP 4. SEEK 5. SLIDE

-  **SLIP** on SunSmart clothes.
-  **SLOP** on **SPF** 50 sunscreen.
-  **SLAP** on a hat.
-  **SEEK** shade.
-  **SLIDE** on sunglasses.



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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:

A small orange rounded square icon with the white text "PPT" inside.

The Student Workbook

The student book requires teacher direction and is **not intended for independent learning**. It is also not intended to be the only material used to teach 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.**

Rewrite the sentences adding the capital letters and full stops.

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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.

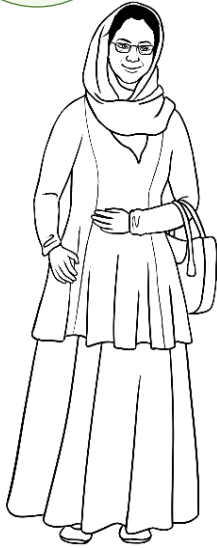
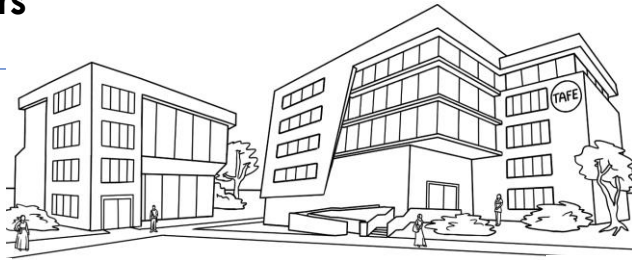
The bio data chart below was created to maintain consistency of information throughout the English Ready books at the three levels - Course in Initial EAL, Course in EAL and Certificate 1 in EAL. It may be useful to update character information at times. All the characters feature in the Certificate 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 [new home] | 0567 322 184 |
| Basam Radi | | Iraq | 30 05.08.1993 | 2023 | Unit 3, 140 Kemp St | 0455 328 691 |
| Nabi Saikal | Husband and wife Parents of Parwana | Afghanistan <i>Pashto</i> | 48 | 2023 | 48 Baker Road | 0462 595 751 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 |

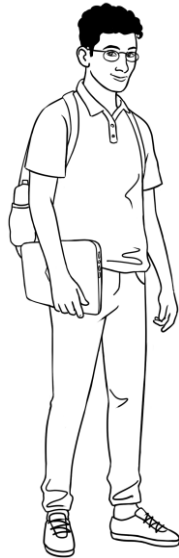
| Name | Family members | Country of origin | Age / Date of birth | Date of arrival | Address in Kellivale 2421 | Phone |
|-----------------|---|-------------------|---------------------|-----------------|---------------------------|--------------|
| Ahmad Hamed | Carim (m 19) Fatima (f 15) | Syria | 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 | | | 4/ 50 Baker St | |
| 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 | | | |

Certificate 1 in EAL characters

At the AMEP Centre



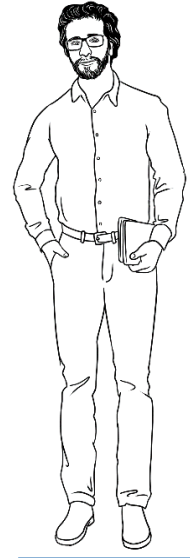
Amina



Ahmad

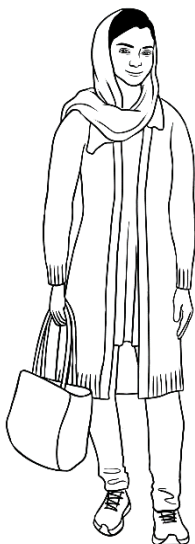


Basam



Peter

At the Learning Centre



Parwana



Linh



Ko



Wendy

2. Meet two families.

These two families include three student characters in Certificate 1 in EAL student workbooks - Parwana, Amina and Ko. 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 their relationship.
- #2 and point to any member of Bibi’s family and elicit their relationship.
- #3 and point to any member of Ko’s family and elicit their relationship.
- #4 and point to any member of San’s family and elicit their relationship.

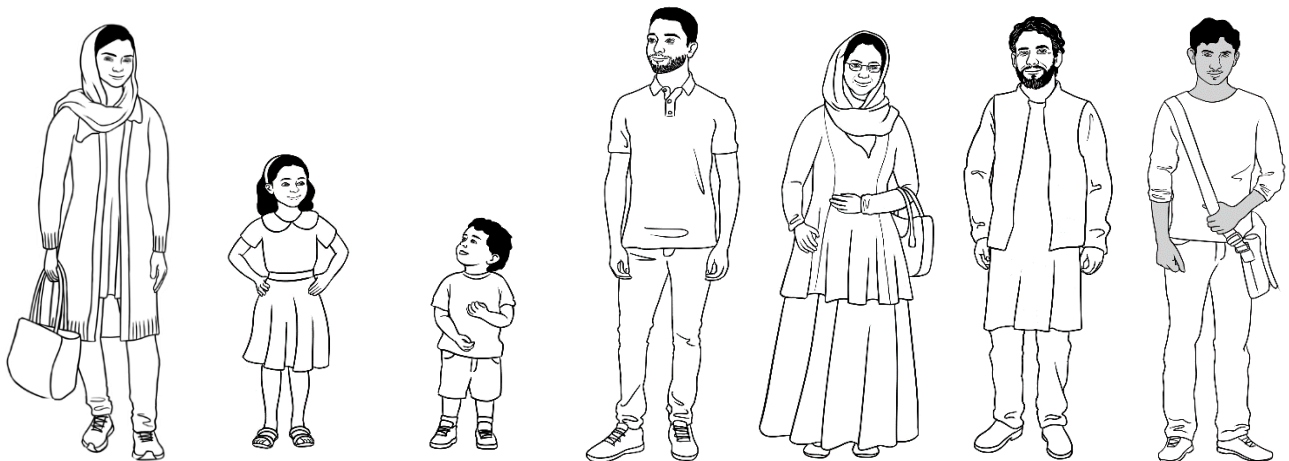
Introduce the family members using the polite expression ***This is*** and the correct 3rd person pronouns. e.g.

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

Ko’s family – This is **his** wife Zarni. This is **his** son-in-law Thein.

①

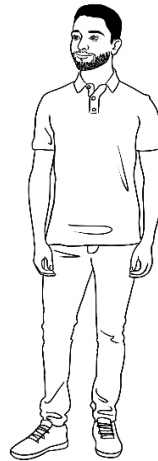
Parwana’s family



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

②

Bibi's family



me
Bibi

brother
Mustafa

mother
Parwana

father
Jomeh

grand mother
Amina

grand father
Nabi

uncle
Rahim

③

Ko's family



me
Ko

wife
Zani

daughter
San

son-in-law
Thein

grandson
Yaza

④

San's family



me
San



mother
Zani



father
San



husband
Thein



son
Yaza

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

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.

- Students match the instructions to the icons in exercise 1.
- They read the instructions aloud to their partner.
- In exercise 2, the teacher reads the workbook instructions below starting with *read* and finishing with *circle*. Students write the number of the instruction in the boxes.

| | | | | | |
|------|-----------------|-----------|---------------|--------------|---------------------|
| read | say | listen | ask questions | write | work with a partner |
| tick | Check your work | highlight | copy | Ask for help | circle |

***Do you understand?* expressions.**

For ways to practise these expressions see the Teacher Resources for unit VU23502 *Give and respond to short, simple spoken information*.



Match the words to the icons and read in pairs.

| | | |
|--|------------------------|--|
| | 1. listen | |
| | 2. say | |
| | 3. read | |
| | 4. write | |
| | 5. ask questions | |
| | 6. work with a partner | |
| | 7. copy | |
| | 8. circle | |
| | 9. tick | |
| | 10. highlight | |
| | 11. check your work | |
| | 12. ask for help | |



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

| | | | | | |
|---|--|--|--|--|--|
| 3 | | | | | |
| | | | | | |

4. Some information about me

The focus of this section is on writing personal information, joining sentences and introducing paragraphs. The worksheets on the following pages provide practise in these writing skills and can be used for class revision or homework.

Activity 1 – A world map

A large world map on the wall is an invaluable aid for any classroom. Students could locate and stick a pin into Greece [*Teacher Peter's birth country*] and other countries that the characters in the books and students and teachers in the class come from.

Activity 2 – Revision of capitals and full stops

Worksheets 1 & 2. – These two worksheets recycle the information on page 7-10 in the Student Workbook.

Activity 3 – Planning writing

Worksheets 1 & 2 – These worksheets scaffold writing - from a plan to sentences and then a paragraph. They recycle the information on pages 7 – 10 in the Student Workbook.

Activity 2 - Worksheet 1

CAPITAL LETTERS

Use a capital letter for the **first letter** of:

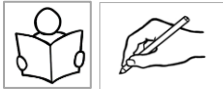
- **sentences**
- the **names** of **people, places, days** and **months**
- the word **I**.

Full stops

Use a full stop at the end of a sentence.

Rewrite the sentences adding the capital letters and full stops.

①



my name is peter

My name is Peter.

i come from greece

i came to australia 30 years ago

i am married

i live in bramby, 10 kilometres from kellivale

Rewrite the paragraph adding the capital letters.



my name is basam and i come from iraq. i came to australia

last year. i am not married, but i have a girlfriend.

Activity 2 - Worksheet 2

CAPITAL LETTERS
 Use a capital letter for the **first letter** of:

- **sentences**
- the **names** of **people, places, days** and **months**
- the word **I**.

Full stops
 Use a full stop at the end of a sentence.



Rewrite the sentences adding the capital letters and full stops.



my name is amina

 My name is Amina.

i come from afghanistan

i came to australia in 2023

i am married

i live in kellivale with my family

② Rewrite the paragraph adding the capital letters.




my name is ahmad and i come from syria. i came to australia

two years ago. i am not married, but i look after my brother and sister.

Activity 3 -Worksheet 1

Peter's information



①  Read page 7 in the Student Workbook.

② 

| Step 1: Plan | Step 2: Write sentences |
|------------------------|-------------------------|
| First name/ given name | My name is Peter. |
| Country of origin | |
| Date of arrival | |
| Marital status | |
| Family | |
| Where do you live? | |
| Likes | |
| Dislikes | |

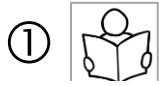
③  Highlight the capital letters.

Step 3: Write the sentences in a paragraph.

*My name is Peter **and** I come from Greece. I came to Australia 30 years ago. I am married **and** have three children. I live in Bramby. In my free time I like working in the garden, **but** I don't like cleaning.*

Activity 3 - Worksheet 2

Amina's information



① Read page 7 in the Student Workbook.



| Step 1: Plan |
|------------------------|
| First name/ given name |
| Country of origin |
| Date of arrival |
| Marital status |
| Family |
| Where do you live? |
| Likes |
| Dislikes |

Step 2: Write sentences



Step 3: Write the sentences in a paragraph.

Activity 3 – A whole class writing activity

The revision of vocabulary and writing structures is very helpful, in particular for students who are struggling. This activity includes the planning and writing of sentences and a paragraph on the board. Follow these steps:

1. Project the plan on page 17 on the board.
2. Prepare the text you want the students to create before the activity.

e.g.

My name is Ko.
I come from Myanmar.
I came to Australia one year ago.
I am married.
I live with my wife, daughter, son in law and grandson.
We live in Baker Street.
I like computers.
I don't like fishing.

3. Build a story about a character or a student on the board with the students, sentence by sentence. Scaffold this by writing some words and leaving some gaps.
e.g. My _____ Ko. I _____ Myanmar.
4. As each sentence is completed, read the information with the class pointing to each word as it is read.
5. Once the story is completed, rub out two words and read again. Rub out two more words and read again, pointing to each word and to each missing word. The number of words removed in this way will depend on the class.
6. Once as many words as possible have been removed, elicit the missing words by reading the text again together. Repeat the words, and ask students what *sounds they can hear. Write the letters and add any difficult sounds.
7. Distribute the worksheets on pages 18 – 19, giving each student the appropriate level. The lowest level students may need assistance in reading the text. The teacher can read the text or students can complete from memory.

* For practice on sounds see the Teacher resources for unit *VU23503 Read and write short simple messages and forms*, pages 10 – 13.

Activity 3 - Plan**Ko's information**

| | |
|------------------------|--------------------------------------|
| First name/ given name | Ko |
| Country of origin | Myanmar |
| Arrival in Australia | one year ago |
| Marital status | married |
| Family | wife, daughter, son-in-law, grandson |
| Where do you live? | Baker Street |
| Likes | computers |
| Dislikes | fishing |

Activity 3 – Dictation Level A**Level A** Student Name _____

My _ a _ e is Ko.

I _ o _ _ from Myanmar.

_ came to Australia one year _ go.

_ _ _ married.

_ live with _ y wife, daughter, son-in-law and
grandson.

We live _ _ Baker Street.

_ like computers.

_ don't like _ ishing.

Activity 3 – Dictation Level B & C**Level B** Student Name _____

_ y _ _ _ e _ _ Ko.

_ _ o _ _ _ _ _ Myanmar.

_ _ _ _ _ Australia one year _ _ _ .

_ _ _ _ _ arried.

_ live _ _ _ _ _ ife, _ aughter, son- _ _ -law

and grandson.

_ _ _ _ _ Baker Street.

_ like computers.

I don't _ _ _ _ fishing.

Level C Student Name: _____

_ _ _ _ _ Ko.

_ _ _ _ _ Myanmar.

_ _ _ _ _ Australia _ _ _ year _ _ _ .

_ _ _ _ _ .

_ _ _ _ _ , daughter,

son-in-law _ _ _ grandson.

_ _ _ _ _ Baker Street.


_ _ _ _ _ computers.

_ don't _ _ _ _ _ .




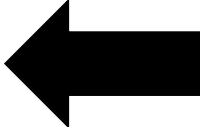







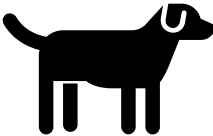
5. The park

Activity 1 - The meaning of the icons on the Kellivale Park map

The reading of maps may be a completely new experience for some students, so before looking at the map of Kellivale Park in the student workbook, it is important to scaffold the map reading by introducing the icons on the map. Project the icons on the following page. Explain their meanings with actions and images and build the vocabulary together. One way to do this could be:

| VOCABULARY | Board Work |
|--|--|
|  <p>walking</p> <p>Project the icon for <i>walking</i>. Mime the action and elicit the word.</p> | <p>On the board, write :</p> <p>— — — — ing</p> <p>Say the word slowly and ask students what letters they can hear. Write the letters as they call them out. [The <i>a</i> is pronounced <i>o</i>, so will be difficult to identify. Link it to the word <i>talk</i>.]</p> <p>Say the word and spell it together. Point to each letter as you spell. Note the formation of <i>g</i> with the tail under the line.</p> |
| <p>Repeat the process with all the icons.</p> | |

Activity 1 - Icons on the Kellivale Park map

| | |
|---|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Activity 2 - Write about a local park [for more advanced groups]

Two ways to stimulate and guide writing:

1. An excursion

After reading about Kellivale Park, organise an excursion to a local park. Another class could be invited to join the excursion. [See section 9 for guidance on writing an invitation.] Make the following vocabulary list and writing model relevant to the park visited. Encourage students to use their workbooks for vocabulary and spelling support. A template for planning and writing can be found on page 24. Students may need support in the use of a model.

2. A drawing or photo of a park

Project a photo of a park or the drawing on page 25. Develop a vocabulary list, and then write sentences and a short paragraph about the park using the template on page 24. This could be done as a class or individually.

Vocabulary list

| nouns | adjectives | verbs | adverbs |
|----------------|------------|-------|-----------|
| children, kids | old | walk | sometimes |
| dog | young | play | never |
| family | local | sit | usually |
| swing | small | use | |
| slide | large | kick | |
| fence | wooden | like | |
| bench | every | talk | |
| football | safety | relax | |
| people | shady | | |
| day | dirty | | |
| evening | | | |

Model

| Plan | Sentences |
|--|--|
| Where is the park? | My local park is in Albert Street. |
| Describe the park. | It is a small park. It is beautiful. |
| What is in the park? | It has a playground with a safety fence. It has a swing and a slide. The park has many wooden benches. It has many large shady trees. |
| What do people do there? | Small children use the playground every day. People have barbecues and picnics on the weekend. Old people walk in the park in the evening. They relax and talk. |
| What do you do there sometimes? | I like walking in the park sometimes. |

A paragraph

My local park is in Albert Street. It is a small park, but it is beautiful. It has a playground with a safety fence, a swing and a slide. The park has many wooden benches and large shady trees. Small children use the playground every day. People have barbecues and picnics on the weekend. Old people walk in the park in the evening. They relax and talk. I like walking in the park sometimes.

My local park

| Plan | Sentences |
|--|-----------|
| Where is the park? | |
| Describe the park. | |
| What is in the park? | |
| What can people do there? | |
| What do you do there sometimes? | |

Write a paragraph.



6. A picnic in the park

The key focus in this section is on sentence structure, prepositions of place and Present Simple forms of the verb *to be*. In Activity 2 below, students can also practise Present Simple forms of the verb *to have*.

Activity 1 – Vocabulary and spelling

Project *Drawing #1* on the following page. Elicit the names of the items. Write the words on the board for the students to copy using the following technique:

- After the correct word is given, say the word for students to repeat.
- On the board put a dash for each letter in the word.
- Say the word again and ask students what sounds they can hear. As they call out a sound, write it in the correct place.
- Draw attention to spelling patterns and write in the letters too difficult to guess.

This activity encourages students to have a go and builds their confidence.

Activity 2 – Practising the verb *to have*

Students will need coloured pencils and to turn to page 18 in the student workbook.

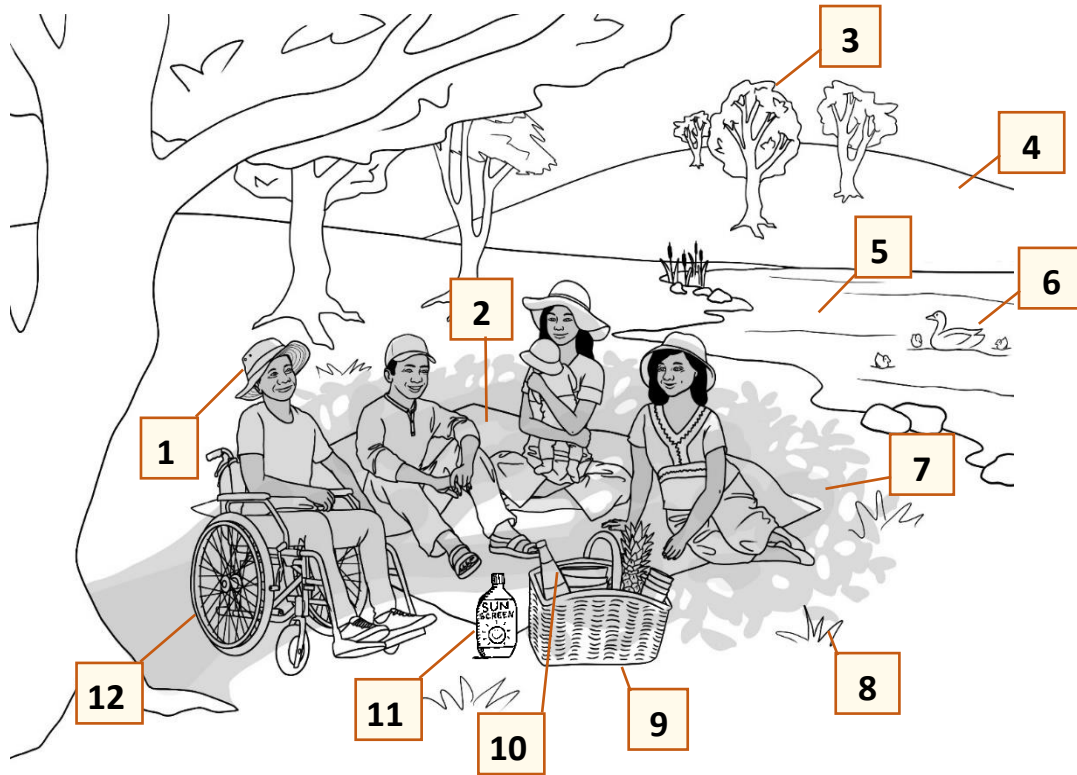
- Project *Drawing #2* on the following page.
- Write the verb forms of the verb *to have* on the board.

| Subject | verb |
|------------------|------|
| I, You, We, They | have |
| He, She, It | has |

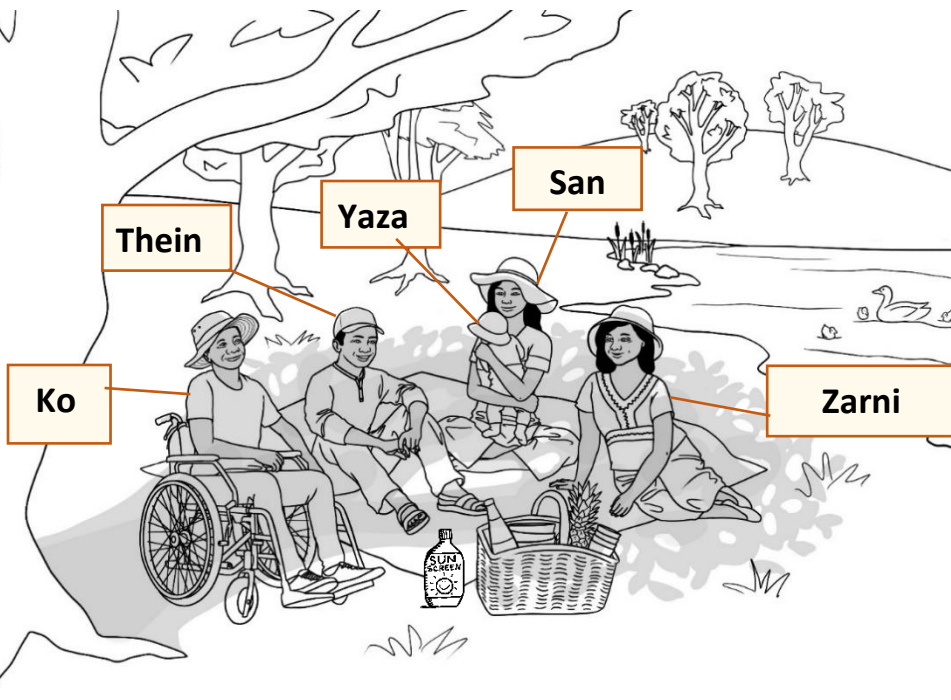
- Read the following sentences and the students colour the drawing.
 - Ko has a dark blue hat.
 - Thien has a black cap.
 - San has an orange hat.
 - Yaza has a light blue hat.
 - Zani has a green hat.
 - They have a brown basket.
 - They have a yellow pineapple.
- Write each sentence on the board after it is read.
- Students copy the sentences into their notebooks.

Other adjectives such as small, tiny, large, big, beautiful, delicious etc could be added to the descriptions.

Drawing #1



Drawing #2



Activity 3 – Signs at the park - Dictation

The dictation is available at three levels for mixed level classes. Use the activity as a model to design other materials to support low level students.

- Revise the signs in the Student Workbook on page 21.
- Print the three levels of dictation and give each student the dictation most suited to their current level. Later, when students become more familiar with the exercise, they can ask for a higher or lower-level dictation according to their skills.
- Students hear the same text. The teacher reads the message on the signs and each student writes at their level. All students listen to the teacher and then:
 - **Level A**
Point to each word as the teacher reads.
They then fill in the missing letters.
 - **Level B**
Students can copy if needed.
The answers are not in order.
 - **Level C**
Can check their spelling as they go.
Higher level students can fold the words under and test themselves only looking at the words when necessary.

1. Keep left.
2. Please do not feed the ducks.
3. Keep our park clean.
4. No swimming in the lake.
5. Keep dogs on a lead.
6. No BBQs on Fire Ban days.

Note: Explain that signs have no full stops and are generally written in capital letters to make them more urgent. However, in the dictation, normal sentence structure is followed.

Level A - Dictation

1.



_ ee _ _ ef _ .

2.



_ _ ea _ e _ o _ o _

_ ee _ the _ uck _.

3.



_ ee _ our _ ar _ _lea _.

4.



_ o swimm _ _ _ in the _ ake _.

5.



_ ee _ _ og _ on a _ ea _.

6.









_ o BBQs o _ _ ire Ba _ _ ays _.







Level B - Dictation

| | |
|-------------------------------|----------------------|
| No BBQs on Fire Ban days. | Keep our park clean. |
| Please do not feed the ducks. | Keep dogs on a lead. |
| No swimming in the lake. | Keep Left |

Fold

| | | |
|----|---|--------------------------|
| 1. |  | ----- |
| 2. |  | Please ___ ducks. |
| 3. |  | Keep -----. |
| 4. |  | ___ swimm ___ lake. |
| 5. |  | ----- a lead. |
| 6. |  | ___ BBQS ___ Fire -----. |

Level C - Dictation

| | | |
|----|---|-----------------|
| 1. |  | _____. |
| 2. |  | _____ _____. |
| 3. |  | _____. |
| 4. |  | _____ _____. |
| 5. |  | _____ _____. |
| 6. |  | _____ _____. |

Fold

| | |
|-------------------------------|----------------------|
| No BBQs on Fire Ban days | Keep our park clean. |
| Please do not feed the ducks. | Keep dogs on a lead. |
| No swimming in the lake. | Keep Left |

Activity 4 – Vocabulary revision

The vocabulary lists can be found at the back of this book and include the words introduced in each section. One kinaesthetic revision game is:

The Fly Slap Game

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

- Divide the class into two teams, named after the colours of the swats.
- Write the revision words randomly over the board. Say the words as you write and ask students to repeat. Elicit sentences with each word.
- A student from each team stands at the board holding their team's swat.
- Students in the class take turns to call out a word. The first student at the board to slap the word wins a point for their team.
- Rotate students after about four words until everyone [if possible] has had a turn with the swats.
- Keep score on the board.

Extension: An extra point can be won if a team creates a sentence containing the word.

Activity 5 – A game of Scattergories

Scattergories is a simple and enjoyable way to recycle vocabulary. Introduce the game after students have completed the exercise on adjectives on page 17 of the Student Workbook. The game can be also used to practise nouns.

Games 1 and 2 - Adjectives

The goal of the games on the following page is to write appropriate adjectives in the space before each noun. The adjectives must be different to the ones chosen by the other groups. Points are only awarded to groups who have a unique adjective; no points are scored when the same adjective is chosen. Secrecy is important!

1. Organise the class into groups of three or four.
2. Elicit adjectives from page 17 in the student workbook and list them on the board. Add additional familiar adjectives to the list.
3. Print the *Games 1 & 2* on the following page, one for each group.
4. Cut the page in half and give each group a copy of *Game 1*.
5. Set a time limit.
6. Groups then chose and write adjectives before the five nouns.
7. When the time is up, each group reads their first adjective/noun phrase; points are recorded on the board for groups with unique adjectives.
8. Continue this process for the five phrases.
9. Then play *Game 2*, adding points to the scores for *Game 1*.

Games 3 & 4 - Nouns

Repeat the process above, but this time elicit and write nouns in a list on the board. Groups need to select a noun to go with each adjective.

There is a template for additional games with different adjectives and nouns.

Game 1 – Add an adjective

1. a _____ town
2. a _____ city
3. a _____ river
4. a _____ bike
5. a _____ tree

Game 2 – Add an adjective

1. a _____ classroom
2. a _____ road
3. a _____ flower
4. a _____ day
5. a _____ woman

Game 3 – Add a noun

1. a small _____
2. a large _____
3. a beautiful _____
4. a quiet _____
5. an old _____

Game 4 – Add a noun

1. a shady _____
2. a clean _____
3. a dirty _____
4. a friendly _____
5. a young _____

Game 1

- 1. a _____
- 2. a _____
- 3. a _____
- 4. a _____
- 5. a _____
- 6. a _____

Game 2

- 1. a _____
- 2. a _____
- 3. a _____
- 4. a _____
- 5. a _____
- 6. a _____

7. A place to rent

Activity 1 – The home rental process - Cloze for a disparate class

There are three levels for this activity to cater for a disparate class.

- Print the three levels of the cloze and lay them out on a table for students to select the level that suits their current skills.
- Read the text on page 22 of the student workbook while the class listen.
- Students fill in the missing letters or words, remembering to tick each word in the grey box on the right once it has been used.

Activity 2 – Word finds at three levels.

Print the three levels of the word finds and lay them out on a table for students to select the level that suits their current skills. Students need to tick the words on the list at the top of the page as they find them in the puzzle.

- Level A – Words are horizontal only
- Level B – Words are horizontal and vertical
- Level C - Words are horizontal, vertical and diagonal




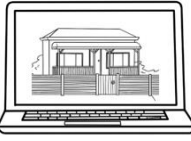


Answers to each word find are on page 44.

Activity 3 – Sentence variation

This exercise for more confident students, compares the placement of adjectives *before* the noun and *after* the verb *to be*. Project the table on page 45.




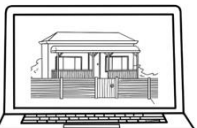


- Read together with the class, adding the adjectives and nouns in the spaces.
- Print the page for students to complete for revision and/or homework.

Activity 1 - Cloze - Level A

| | |
|---|---|
| 1.  | _irst, where do I _ant to _ive? |
| 2.  | _econd, what do I _ant? |
| 3.  | Third, I _ead some ads and _o to _ome inspections. |
| 4.  | Then, I apply for a _lace. |
| 5.  | _ext, I _ead and _ign the contract. |
| 6.  | _inally, I _ay the _ond and two weeks rent. |




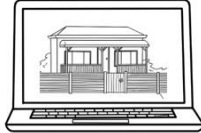

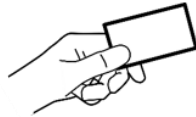
First
want
live
Second
want
read
go
some
place
Next
read
sign
Finally
pay
bond

Activity 1 - Cloze - Level B

| | |
|---|---|
| <p>1.</p>  | <p>F_____, where do I w___ to live?</p> |
| <p>2.</p>  | <p>S_____, what do I _____?</p> |
| <p>3.</p>  | <p>T_____, I r___ some ads and go to some ___spections.</p> |
| <p>4.</p>  | <p>Th___, I a_____ for a place.</p> |
| <p>5.</p>  | <p>N_____, I r___ and sign the ___tract.</p> |
| <p>6.</p>  | <p>F_____, I p___ the bond and two weeks ___t.</p> |




- first
- second
- third
- then
- next
- finally
- want
- want
- read
- read
- apply
- pay
- inspections
- rent
- contract

Activity 1 - Cloze - Level C

| | |
|---|---|
| <p>1.</p>  | <p>_____, _____ do I _____ to _____?</p> |
| <p>2.</p>  | <p>_____, what do I _____?</p> |
| <p>3.</p>  | <p>_____, I _____ some ads and _____ to some inspections.</p> |
| <p>4.</p>  | <p>_____, I _____ for a place.</p> |
| <p>5.</p>  | <p>_____, I _____ and _____ the contract.</p> |
| <p>6.</p>  | <p>_____, I _____ the bond and two weeks rent.</p> |

- first
- second
- third
- then
- next
- finally
- where
- live
- want
- read
- go
- apply
- sign
- pay







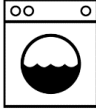




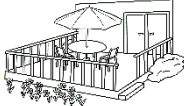
Activity 2 - Word Find Level A

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



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







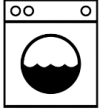




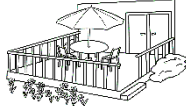
Activity 2 - Word Find Level B

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



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

Activity 2 - Word Find Level C

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



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

Activity 2 - Word Find Answers

Level A

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| h | o | u | s | e | | b | a | t | h | r | o | o | m |
| | | l | i | v | i | n | g | r | o | o | m | | |
| | b | e | d | r | o | o | m | | d | e | c | k | |
| l | a | u | n | d | r | y | | | | | | | |
| | | g | a | r | a | g | e | | s | p | a | c | e |
| | p | a | r | k | i | n | g | | | | | | |
| | | | | | | | | g | a | r | d | e | n |
| b | a | t | h | | | t | o | i | l | e | t | | |
| s | e | p | a | r | a | t | e | | | | | | |

Level B

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| h | o | u | s | e | | b | a | t | h | r | o | o | m |
| s | | n | | s | | e | | | | | | | l |
| e | | i | | p | | d | b | a | t | h | d | | i |
| p | | t | | a | | r | t | o | i | l | e | t | v |
| a | | | | c | | o | | | | | c | | i |
| r | | | | e | | o | | | | | k | | n |
| a | | | r | o | o | m | p | a | r | k | i | n | g |
| t | g | a | r | d | e | n | | g | a | r | a | g | e |
| e | | | | | l | a | u | n | d | r | y | | |

Level C

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|
| h | | | | | | s | | | | | | | p |
| b | o | | | | | d | e | c | k | | | | a |
| a | e | u | n | i | t | | s | p | a | c | e | | r |
| t | g | d | s | | | o | l | | a | | | | k |
| h | a | | r | e | | r | i | | | r | | | i |
| r | r | | | o | | o | v | l | | | a | | n |
| o | d | | | | | o | o | i | | e | | | t g |
| o | e | b | a | t | h | m | n | | | t | | | e |
| m | n | | | | | | g | a | r | a | g | e | |

Activity 3 - Sentence variation



| Adjective before the noun | Adjective after the verb to be |
|---------------------------------------|--|
| 1. It is an old house. | The house is old . |
| 2. It has large bedrooms. | The bedrooms are large . |
| 3. It has a small bathroom. | The bathroom is _____. |
| 4. It has a sunny living room. | The _____ is _____. |
| 5. It has wooden floors. | The _____ are _____. |
| 6. It has a new kitchen. | The _____ is _____. |
| 7. It has a tiny laundry. | The _____ is _____. |
| 8. It has a big garage. | The _____ is _____. |
| 9. It has a beautiful garden. | The _____ is _____. |
| 10. It has a great back deck. | The _____ is _____. |

8. Sale at the Op Shop

Activity 1 - Cloze

Students can refer to their workbook for support in doing this activity.

Activity 2 – True or false information

The focus of this activity is to:

- identify true and false information
- practise the positive and negative forms of the modal *can*.
In practising this modal, emphasise that modals must be followed by the infinitive form of the verb.

Once the worksheet is completed, ask students where they can buy the objects that can't be bought at the Op Shop.

Activity 1 - Cloze



Homewares

_____ ware

_____ and
Bedding

- Electrical
- Towels
- Toys
- Home ✓
- Furniture
- Footwear
- Kitchen
- Clothing
- Books









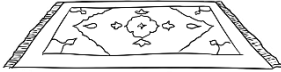



Activity 2 – True or false information



What can I buy at the Op Shop?



Once completed, ask students where each of the goods could be found in the shop.

| Information | | True | False |
|---------------------------|--|------|-------|
| 1. You can buy shoes. |  | | |
| 2. You can buy books. |  | | |
| 3. You can buy hats. |  | | |
| 4. You can buy phones. |  | | |
| 5. You can buy plants. |  | | |
| 6. You can buy chairs. |  | | |
| 7. You can buy car tyres. |  | | |
| 8. You can buy eggs. |  | | |
| 9. You can buy rugs. |  | | |
| 10. You can buy t-shirts. |  | | |
| 11. You can buy spoons. |  | | |
| 12. You can buy toys. |  | | |

9. An invitation

Social events

Social activities can improve morale and help a class to connect and thrive. An easy to organise social event could be a morning or afternoon tea with another class and/or staff at the learning centre. This would involve:

- Writing an invitation to the class/staff
- Reading a recipe and preparing food for the event.

Activity 1 – Write an invitation

The invitation below is identical to the one on page 33 of the workbook. Once students complete the invitation in their books, ask one student to copy the details onto the template below, cut it out and deliver it to the invited class.

An invitation

Dear _____ ,

Come to _____

When _____

Time _____

Where _____

RSVP _____ before _____

name

date



Activity 2 – Reading a recipe and preparing food for the event.

The following recipe does not require cooking and makes enough for about 50 small serves. The recipe has been tested and is very sweet, but also delicious.

Equipment needed:

- a microwave and a fridge.
- a large mixing bowl, a tablespoon, a sharp knife, a chopping board, a lamington tin.

Project the recipe and make together in class the day before the morning tea.

Chocolate and date slice**Ingredients**

160 gms butter

120 gms dates

120 gms dark chocolate bits

60 gms preserved ginger

90 gms rice bubbles

Instructions

1. Chop the dates and ginger finely.
2. Melt the butter and the chocolate in a microwave for 20 seconds.
3. Stir and melt again for 20 seconds.
4. Melt and stir until the butter and chocolate is melted.
5. Add the dates and ginger and stir.
6. Add the rice bubbles and stir.
7. Press into a tin, cover and refridgerate until firm.
8. Cut into small slices.

10. The beach**Understanding the free SunSmart app**

Access the app from the webpage:

<https://www.sunsmart.com.au/resources/sunsmart-app>

The app can be downloaded onto phones and gives UV and sun protection alerts daily and seven-day forecasts in Australia and across the world. It is available in eight languages.

Project the diagram below from the app and ask the questions below.



1. Who is this message from?
2. What city or town in Australia is this for?
3. What is the date of the message?
4. What is the temperature?
5. Is it sunny?
6. What is the current UV index rating?
7. Do you need sun protection?

Developing Spelling Skills

Due to the irregularities in English spelling, it is important to practise a wide range of strategies to strengthen spelling skills. The following approaches can help improve skills. For further ideas, check the Teacher Resources for unit VU23503 *Read and write short simple messages and forms*, Section 7, pages 39 – 47.

Activity 1 – Speed-copying at three levels

One of the simplest and most effective ways to improve spelling and writing is speed-copying. With regular practice, speed-copying can improve spelling, handwriting and memory. Students' written expression also improves as they memorise common groupings of words and collocations.

Low level students will initially copy letter by letter, but as they become more proficient, they learn to chunk letters, write whole words, then a few words and finally complete sentences.

The method is:

1. Set the timer for 2, 4 or 5 minutes.
2. Ask the students to copy the same text over and over in that time.
3. If they finish copying their text before the time is up, they need to copy it again, and maybe even again.
4. Students copy the same text every day for a week, trying to increase the number of words they write each time.
5. The text copied can be used for a dictation the following week.
6. Choose a new text to copy each week.

On the following pages are examples of speed-copying texts available at three levels for disparate classes. Copy each page twice, back-to-back, so the activity can be completed on separate days. Allow students to select the level that is most suitable for them.


Activity 2 – Dictation of speed-copying texts at three levels






Follow up speed-copying exercises by dictating the practised texts. The same text is dictated to all levels. If students have practised speed-copying regularly, the dictation allows them to measure their progress.






Activity 1 – Spelling

Speed-Copying

Level A



| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| slip | slop | slap | seek | slide |
| slip | slop | slap | seek | slide |
| slip | slop | slap | seek | slide |

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| slip | slop | slap | seek | slide |
| slip | slop | slap | seek | slide |
| slip | slop | slap | seek | slide |

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| slip | slop | slap | seek | slide |
| slip | slop | slap | seek | slide |

Activity 1 -Spelling

Speed-Copying

Level B



Slip on SunSmart clothes.



Slop on **SPF** 50 sunscreen.



Slap on a hat.



Seek shade.



Slide on sunglasses.



Slip on SunSmart clothes.



Slop on **SPF** 50 sunscreen.



Slap on a hat.



Seek shade.



Slide on sunglasses.

Activity 1 - Spelling Speed-Copying**Level C**

Slip on SunSmart clothes.

Slop on **SPF** 50 sunscreen every 2 to 4 hours.

Slap on a hat to cover your face, neck and ears.

Seek shade.

Slide on sunglasses.

Slip on SunSmart clothes.

Slop on **SPF** 50 sunscreen every 2 to 4 hours.

Slap on a hat to cover your face, neck and ears.

Seek shade.

Slide on sunglasses.

Activity 2 - Spelling -Dictation Level A

_ _ _ _ on SunSmart clothes.

_ _ _ _ on **SPF** 50 sunscreen every 2 to 4 hours.

_ _ _ _ on a hat to cover your face, neck and ears.

_ _ _ _ shade.

_ _ _ _ _ on sunglasses.

Fold



| | | |
|---|--|---|
|  Slip |  Slop |  Slap |
|  Seek |  Slide | |

Activity 2 - Spelling -Dictation Level B

-----•

----- every 2 to 4 hours.

----- to cover your face, neck and ears.

-----•

-----•

Fold



Slip on SunSmart clothes.

Slop on **SPF** 50 sunscreen every 2 to 4 hours.

Slap on a hat to cover your face, neck and ears.

Seek shade.

Slide on sunglasses.

Activity 2 - Spelling -Dictation Level C

Fold



Slip on SunSmart clothes.

Slop on **SPF** 50 sunscreen every 2 to 4 hours.

Slap on a hat to cover your face, neck and ears.

Seek shade.

Slide on sunglasses.

Activity 3– Spelling and remembering common words – Days of the week

To develop speed and proficiency in writing, it is important to expand the number of common words that can be memorised and written easily and correctly. Students will have differing needs in spelling, both in the words they need to remember and their speed in learning.

On the following pages, practice in spelling the days of the week is modelled to support three levels of learning. However, any words may be substituted to replace the days of the week.

For **lower levels**:

- Use a modified version of *Look, Say, Cover, Write, Check*
Look, Say the word, Spell the word out loud as you copy.
The words need to be retyped regularly to avoid students copying incorrectly.

For **higher levels**:

- Teach ***Look, Say, Cover, Write, Check***

It is important at all levels that students:

- Copy **under** a word rather than next to a word.
- Finish copying one word before writing the next word.
- Work down repeating each word rather than across.
- Check their spelling with the typed word.
- Try to chunk the letters rather than copy letter by letter.

The words are printed twice at each level, so that students practise once in class and then again at home or in a following class. In this way, students are shown a way to improve their writing through brief and regular practice.

Activity 3 – Spelling Common words Level A



| | | |
|--------|---------|-----------|
| Monday | Tuesday | Wednesday |
| | | |
| Monday | Tuesday | Wednesday |
| | | |

| | | | |
|----------|--------|----------|--------|
| Thursday | Friday | Saturday | Sunday |
| | | | |
| Thursday | Friday | Saturday | Sunday |
| | | | |



| | | |
|--------|---------|-----------|
| Monday | Tuesday | Wednesday |
| | | |
| Monday | Tuesday | Wednesday |
| | | |

| | | | |
|----------|--------|----------|--------|
| Thursday | Friday | Saturday | Sunday |
| | | | |
| Thursday | Friday | Saturday | Sunday |
| | | | |

Activity 3 – Spelling Common words Level B

| | | |
|--------|---------|-----------|
| Monday | Tuesday | Wednesday |
| | | |
| | | |
| | | |
| Monday | Tuesday | Wednesday |
| | | |
| | | |
| | | |



| | | | |
|----------|--------|----------|--------|
| Thursday | Friday | Saturday | Sunday |
| | | | |
| | | | |
| | | | |
| Thursday | Friday | Saturday | Sunday |
| | | | |
| | | | |
| | | | |

Activity 3 – Spelling Common words Level C



| | | | |
|--------|---------|-----------|----------|
| Monday | Tuesday | Wednesday | Thursday |
| | | | |
| | | | |
| | | | |
| | | | |
| Monday | Tuesday | Wednesday | Thursday |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|--------|----------|--------|----------|
| Friday | Saturday | Sunday | The week |
| | | | |
| | | | |
| | | | |
| | | | |
| Friday | Saturday | Sunday | The week |
| | | | |
| | | | |
| | | | |
| | | | |

Activity 4– Testing spelling**Different levels for mixed level classes****Spelling Test**

In this test, the same words are read to the whole class, but each level has support appropriate to their skill level.

Level A

Students to look for clues. The words are on the page and can be copied, but the students need to locate the letters to copy. Initially, some students may need help with this, and the teacher could underline in red the letters to copy.

Level B

The difficult sounds have been provided. If the words are pronounced slowly, the students should be able to hear the missing sounds. The answers are below so students can also copy.

Level C

Students can write or copy the word. Providing this option and later allowing time to check work removes any fear associated with having a go.

Activity 4– Testing spelling**Level A****Student Name:** _____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

Days of the week

M o n d a y

_ o n d a y

T u e s d a y

_ u e s _ _ _

W e d n e s d a y

_ e d n e s _ _ _

T h u r s d a y

T h u r s _ _ _

F r i d a y

_ r i _ _ _

S a t u r d a y

_ a t u r _ _ _

S u n d a y

_ u n _ _ _

Activity 4– Testing spelling Level B**Student Name:** _____

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

Days of the week

1. _ o _ _ _ _
2. _ u e _ _ _ _
3. _ e d n e _ _ _ _
4. _ _ u r _ _ _ _
5. _ r _ _ _ _
6. _ _ _ u r _ _ _
7. _ _ _ _ _ _

Fold

| | | | |
|--------|----------|-----------|----------|
| Monday | Tuesday | Wednesday | Thursday |
| Friday | Saturday | Sunday | |

Activity 4– Testing spelling**Level C****Student Name:** _____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**Days of the week**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Fold

| | | | |
|--------|----------|-----------|----------|
| Monday | Tuesday | Wednesday | Thursday |
| Friday | Saturday | Sunday | The week |

A useful resource – a set of small whiteboards

A set of small whiteboards, coloured markers and erasers is an invaluable resource for any classroom. The boards need to be roughly 500 x 600cm, with one board for each group of three to four students. Small whiteboards are infinitely useful as they:

- are erasable, portable and suitable for any certificate level
- save paper and are not as intimidating as paper
- encourage greater class participation and enhance group work
- encourage students to learn from each other
- provide a different stimulus in the class
- allow the teacher to see mistakes easily.

A set of whiteboards is a great investment, and relatively inexpensive at approximately \$15 a board.

Activity – Writing follow-up with whiteboards

Once students are writing sentences independently, it is practical to address common mistakes as a class, with more capable students contributing to the teaching.

1. Organise students into groups of three or four at tables.
2. Give each group a whiteboard, a few markers and an eraser.*
3. Select about 4 to 5 sentences from student writing, with mistakes you want to focus on such as in grammar, spelling or punctuation.
4. Write one sentence at a time on the main whiteboard.
5. Each group copies the sentence on their board and corrects it together.
6. Set a time limit.
7. Correct the sentence together on the main whiteboard and students make any corrections needed on their board.

* To add an edge of tension and competition give each group a kitty of fake money [about \$300 broken into \$5, \$10, \$20, etc notes] Before correcting the sentences together [Step 7 above], students use their fake money to bet on their accuracy. The teacher goes round to check each group's corrections, matching the bet if the group is correct, or taking the money if they are incorrect. The winner is the group at the end with the most money.

Pre - teaching for the newspaper article – *Beach Rescue*

Activity 1 – The states of Australia

Project the map of Australia on the board. Draw arrows and write the names of the states and territories in the boxes. Make copies for students to do the same.



Activity 2 – Label the picture of Rocky Beach NSW

Before reading the newspaper article, pre-teach the vocabulary.

Project the picture of the beach on page 70 and give students a copy to label.

On the table below are the words from the article that need to be taught, but there is more in the picture that can be labelled.

| Label the nouns | Mime the Verbs | Mime the adjectives and adverbs |
|------------------|----------------|---------------------------------|
| young man | rescue | strong |
| lifesaver | knock over | calm |
| wave | pull | safe |
| sea | panic | cold |
| rip current | stay | exhausted |
| ankle deep water | wave | large |
| surfboard | see | suddenly |
| | | quickly |

Activity 3 – Sequencing the story [To follow pages 38 – 41 in the student workbook]

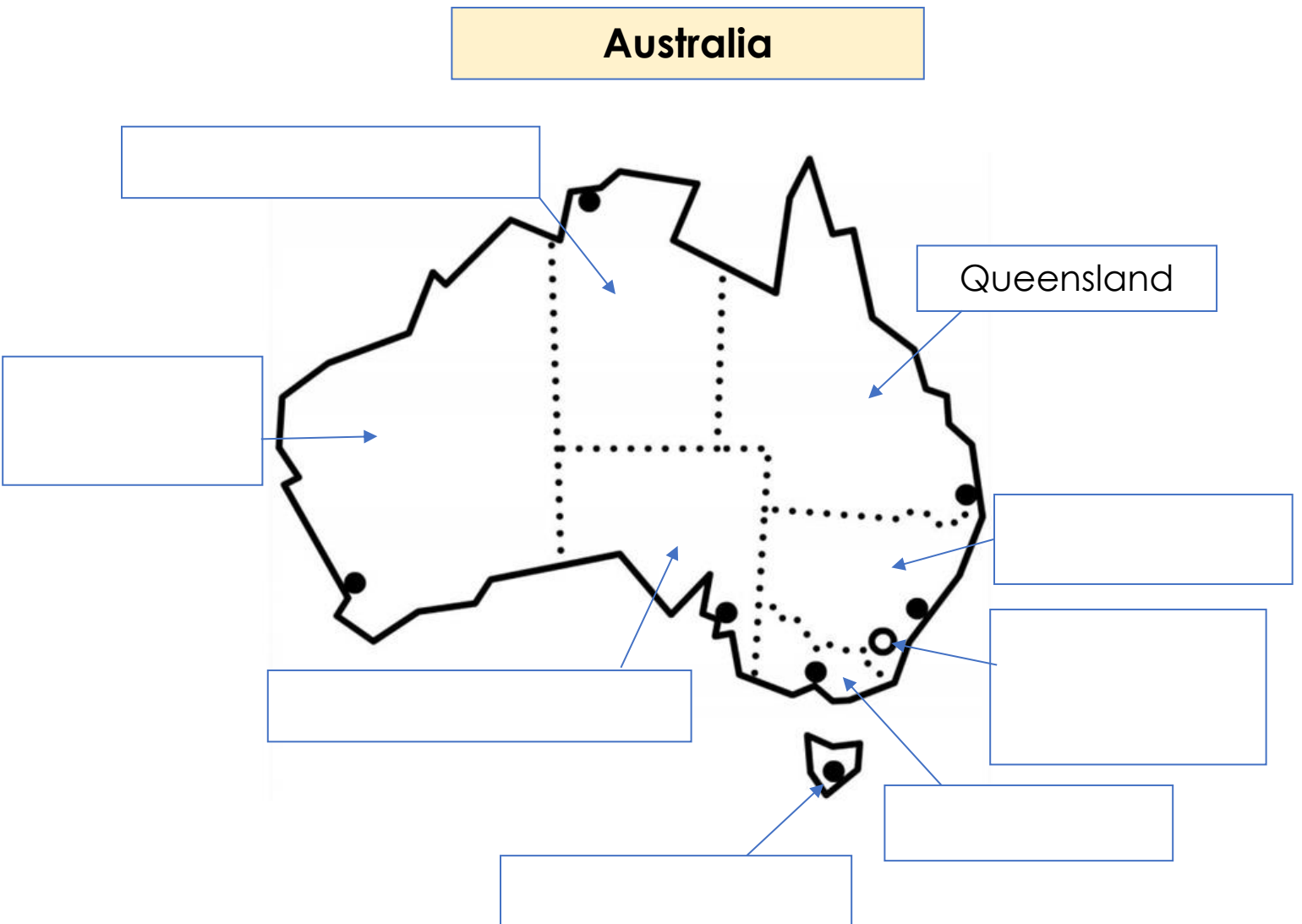
Students:

- Select the level that suits their skill
- Cut up the sentences on pages 71-72 and sequence in pairs.
- Write the story as a paragraph in their notebooks.

Activity 4 _ AMEPOnline Unit *Stay Safe* [Cert 1 VU22099]

In Topic 2, starting at slide 17, there are two animated videos with activities dealing with beach and swimming pool safety.

Activity 1 – The states of Australia



| | | | |
|------------|------------------------------|------------|--------------------|
| Qld | Queensland | Tas | Tasmania |
| NSW | New South Wales | SA | South Australia |
| Vic | Victoria | WA | Western Australia |
| ACT | Australian Capital Territory | NT | Northern Territory |

Activity 2 – Label the picture of Rocky Beach

Rocky Beach in New South Wales



| Label the Nouns. | Mime | | |
|--|--|--|---------------------|
| | Verbs | Adjectives | Adverbs |
| young man lifesaver wave sea rip current ankle deep water surfboard | rescue knock over pull panic stay wave see | strong calm safe cold exhausted large | suddenly quickly |

Activity 3 – Sequencing the story – Level A

The man didn't panic.

He was safe, but he was very cold and exhausted.

The man was in ankle-deep water and suddenly a wave knocked him over.

He stayed calm and waved his arm.

A strong rip current then pulled him out to sea.

Last Sunday, life savers rescued a young man at Rocky Beach in NSW.

Two surf lifesavers saw him and quickly rescued him on a surfboard.

Activity 3 – Sequencing the story – Level B & C

| | |
|--|---|
| The man didn't panic. | and suddenly a wave knocked him over. |
| He was safe, | and quickly rescued him on a surfboard. |
| The man was in ankle-deep water | but he was very cold and exhausted. |
| He stayed calm and waved his arm. | at Rocky Beach in NSW. |
| A strong rip current then pulled him out to sea. | |
| Last Sunday, life savers rescued a young man | |
| Two surf lifesavers saw him | |

Activity 4 – Information about a volunteer organisation – Surf Life Saving Club

In Australia volunteer work is common and seen as beneficial in so many ways. It is important to discuss this with students from countries where this is not common and point out the many benefits:

- Free training and the gaining of new skills
- Work experience that can lead to paid work
- The opportunity to meet different people
- Connects people to their local community and develops a sense of belonging
- Offers a chance to develop English skills.

This activity addresses all the performance criteria in Element 1.

Activity 5 – Revision worksheet for this section

The worksheet can be done together in class or given to students for homework. Remember to remove the pink teacher instruction boxes before printing.

Activity 4 – Information about a volunteer organisation - Surf Life Saving Club

A lifesaver gave this to me at Rocky Beach.

What's it about?



Rocky Beach Surf Life Saving Club

We need more volunteer lifesavers.



We love Rocky Beach and volunteer lifesavers keep our beach safe. Our lifesavers are highly trained, but we need more. Anyone over the age of 13 can start training to be a lifesaver. You learn about first aid, surf rescue and water safety. Volunteers are not paid, but the training is free.

Rocky Beach Surf Lifesaving Club is one of hundreds of surf lifesaving clubs in Australia. Children, teenagers, young adults and older adults can join our club. It is a big friendly family.

We need more surf lifesavers at Rocky Beach. Lifesavers save lives and keep our beach safe for everyone.



Find more information on our website sls.com.au.

Volunteer at Rocky Beach.



① A lifesaver gave this information to Basam **because** the club needs more money. volunteer lifesavers. swimmers.



② a. What Surf Lifesaving Club wrote this information? _____

b. When can you start training? *at the age of* _____

c. What can you learn? _____

d. Who can join the club? _____



a. Volunteers are not paid. True False

b. Anyone over 13 can learn to be a lifesaver. True False

c. Training to be a lifesaver is expensive. True False

d. You can find information on sls.com.au. True False

④

first aid
volunteer
highly
hundreds
safe

very well
100s
not dangerous
emergency medical help
someone who works for no pay.

Activity 5 – Revision worksheet for this section

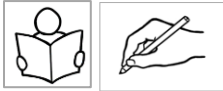
①



Read out capital letters at random for students to circle.

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



Rewrite the sentences with capital letters.

CAPITAL LETTERS:

Use a capital letter for the **first letter** of:

- **sentences**
- the **names** of **people, places** **days** and **months**
- the word **I**.

on sunday 16 november a young man was walking

in ankle deep water at rocky beach in nsw.

suddenly a wave knocked him over.

③



Is it true or false?

- | | | |
|---|-------------|--------------|
| a. A rip is always safe. | <i>true</i> | <i>false</i> |
| b. You can see a rip easily. | <i>true</i> | <i>false</i> |
| c. A rip can pull you out to sea quickly. | <i>true</i> | <i>false</i> |

④



Complete the sentences.

Two life savers saw him **because** he _____

He was safe, **but** he _____

11. A quick and easy meal

Activity 1 – Vocabulary matching – Ingredients and cooking verbs.

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

- Matching in pairs - Copy enough pages so each pair of students has a page. Cut up the squares and match. The words can then be copied into notebooks. [Store cut-up squares in envelopes for later use.]
- 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.
- Making new partners for class pair work - Cut up one set of either the ingredients or verbs. 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 – Sequencing the instructions of a recipe

There are three levels for this activity:

Level A - The strips are in order.

Level B -The strips are not in order.

Level C - The strips are not in order and the images do not match the strips.

- Students select the level best suited to their skills.
- They cut the instructions into strips.
- Listen to the teacher and put them in order





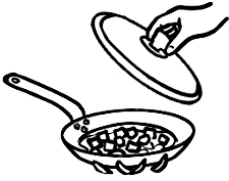





Activity 3 – AMEPOne Unit *Christine makes Anzac biscuits* [Cert VU22106]

This unit covers some of the language in this unit and is a useful additional resource.

Activity 1 – Vocabulary matching – Ingredients

| | | | |
|---|-----------|--|----------|
|  | mushrooms |  | spinach |
|  | oil |  | milk |
|  | pepper |  | salt |
|  | parsley |  | tomatoes |
|  | eggs |  | cheese |
|  | onions |  | water |











Activity 1 – Vocabulary matching – Cooking verbs

| | | | |
|---|-------|--|-------|
|  | chop |  | heat |
|  | fry |  | add |
|  | cover |  | break |
|  | grate |  | beat |
|  | fold |  | pour |











Activity 2 – Sequencing the instructions of a recipe - Level A

| | |
|---|--|
|  | Break the eggs into a bowl. |
|  | Add the milk to the bowl. |
|  | Beat the eggs and milk. |
|  | Chop the tomato and parsley. |
|  | Grate the cheese. |
|  | Add the tomato, parsley, cheese, salt and pepper. |
|  | Heat the oil. |
|  | Pour the egg mixture into the pan. |
|  | Cook gently. |
|  | Fold the omelette, |

Activity 2 – Sequencing the instructions of a recipe - Level B

| | |
|---|--|
|  | Pour the egg mixture into the pan. |
|  | Chop the tomato and parsley. |
|  | Fold the omelette, |
|  | Add the tomato, parsley, cheese, salt and pepper. |
|  | Grate the cheese. |
|  | Cook gently. |
|  | Heat the oil. |
|  | Break the eggs into a bowl. |
|  | Beat the eggs and milk. |
|  | Add the milk to the bowl. |

Activity 2 – Sequencing the instructions of a recipe - Level C

| | |
|---|---|
|  | Pour the egg mixture into the pan. |
|  | Chop the tomato and parsley. |
|  | Fold the omelette, |
|  | Add the tomato, parsley, cheese, salt and pepper. |
|  | Grate the cheese. |
|  | Cook gently. |
|  | Heat the oil. |
|  | Break the eggs into a bowl. |
|  | Beat the eggs and milk. |
|  | Add the milk to the bowl. |

12. Additional materials, websites and word lists

1. 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 for the following units will give you many ideas.

| | Course in EAL Teachers Resources for units: VU23497 & VU23499 | Course In EAL Teachers Resources for units: VU23496 & VU23498 |
|-------------------------|---|---|
| months | _____ | Pages g 19, 30, 34, 35, 36 |
| days | _____ | Pages 44, 45, 46 |
| Personal information | _____ | Pages 21 & 22, 42, 43 |
| family | Pages 23, 24 | Pages 37, 38 |
| numbers | Pages 27, 30 | Pages 39,40 |
| Dates and times | Page 71 | _____ |

2. Useful websites

Beach Safety multilingual

http://www.waverley.nsw.gov.au/recreation/beaches_and_coast/beach_safety/beach_safety_in_15_languages

Surf Safety multilingual

[Multilingual | SLSA Beachsafe](#)

3. Readers for Purchase - Check on the internet.:

- The May Street Stories by Carmel Davies - *At the Park*
- Sing with me stories by Carmel Davies & Sharon Duff - *The sun is out today*
- PRACE Page Turners (4 levels available)
- ESLREADS.com books by Lauren Piovesan
- Claire Harris ESL books Aus

4. 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.

5. Word lists

A list of most words used in a 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 spelling patterns. It's important to stagger the focus on spelling patterns, as introducing too many at once can be overwhelming. e.g. the most common ways to write the long **a** sound:
 - **a_e** as in name, game, late, gate, gave, wave, save, lake, cake, make
 - **ai** as in rain, main, pain, train, mail, rail
 - **ay** as in day, say, way, stay, play, away

3. Letter clusters

| er <i>schwa ə</i> | ck | ch | ing |
|--------------------------|-----------|------------|------------|
| danger | back | cheese | opening |
| cover | track | children | fishing |
| answer | | cheap | swimming |
| bigger | check | chop | morning |
| father | neck | check | evening |
| November | deck | chair | parking |
| mother | | | drinking |
| daughter | tick | beach | walking |
| lifesaver | quick | match | |
| brother | | search | shopping |
| owner | knock | spinach | bedding |
| never | | catch | getting |
| partner | duck | | living |
| pepper | luck | wheelchair | using |
| remember | | kitchen | |
| river | | | everything |
| shelter | | | |
| under | | | |
| water | | | |

| br | cl | fr | gr |
|-----------|-----------|-----------|-------------|
| bread | class | free | grass |
| break | clap | Friday | grate |
| bring | clean | friendly | grandson |
| brother | close | front | great |
| | | fry | ingredients |
| | | | playground |

| pl | sh | sp | tion |
|-----------|-----------|-----------|-------------|
| place | shade | speak | section |
| plate | shallow | spell | question |
| play | share | spinach | station |
| please | shelter | spoon | instruction |
| plural | shoe | | information |
| | shop | | protection |
| | should | | |
| | fish | | |
| | push | | |
| | mushroom | | |

Words in Sections 1 - 3

| | |
|----------|------------------------------------|
| A | again, Australia |
| B | brother |
| C | clap, copy, circle, could, country |
| D | daughter, day |
| E | eight |
| F | family, father, four, five |
| G | grandson |
| H | husband, highlight, help |
| I | |
| J | |
| K | |
| L | listen |
| M | mother, me, match, man, month |

| | |
|----------|--|
| N | November, nine |
| O | one |
| P | partner, please, park |
| Q | question |
| R | repeat, read |
| S | son, say, spell, speak, slowly, street, suburb, Sunday, six, seven |
| T | tick, two, three, ten |
| U | understand |
| V | |
| W | wife, write, work woman |
| X | |
| Y | |
| Z | |

Words in Section 4 - Some information about me

| | |
|----------|--|
| A | Australia, ago, arrival |
| B | |
| C | come, came, children, clean, cooking, check |
| D | date, dislikes |
| E | |
| F | free, fishing |
| G | garden, games grandchildren, girlfriend |
| H | |
| I | |
| J | join |
| K | kilometres |
| L | live, like |
| M | married, marital status |

| | |
|----------|--|
| N | name |
| O | origin |
| P | play, paragraph |
| Q | |
| R | |
| S | shopping, sister, sentences, swimming |
| T | time |
| U | |
| V | video |
| W | who |
| X | |
| Y | years |
| Z | |

Words in Section 5 – The Park

| | |
|----------|------------------------------------|
| A | area, adjectives |
| B | bike, beautiful, beside, barbecue, |
| C | close to, centre, clean up, cafe |
| D | dog, drinking, ducks, dirty |
| E | exercise, entry, enjoy |
| F | feed, fire ban, friendly |
| G | |
| H | half, hours |
| I | information, important |
| J | |
| K | keep |
| L | lake, large, lead |
| M | many, muddy |

| | |
|----------|---|
| N | next to, near, new, noisy, nouns |
| O | old, opening |
| P | picnic, park, public, parking, playground, please, pool, plural |
| Q | quiet |
| R | ride, run, river, remember |
| S | station, shelter shady search box, singular |
| T | track, toilets, take, tiny, types, taps, town, trees |
| U | using, under |
| V | |
| W | walking, water, want website, wetland |
| X | |
| Y | |
| Z | |

Words in Section 6 – A picnic in the park

| | |
|----------|------------------|
| A | |
| B | basket, bed, bus |
| C | class, car |
| D | duck |
| E | |
| F | fine |
| G | grass |
| H | hill, hat, home |
| I | |
| J | |
| K | |
| L | library |
| M | men, must |

| | |
|----------|------------------------------------|
| N | |
| O | |
| P | people, pay |
| Q | |
| R | rug |
| S | sunscreen, shade, signs, should |
| T | train |
| U | usually |
| V | |
| W | water bottle, women wheelchair |
| X | |
| Y | |
| Z | |

Words in Section 7 – A place to rent

| | |
|----------|--|
| A | ads, apply, available |
| B | bond, bedroom, bathroom, bath, balcony, back, bigger |
| C | contract, check |
| D | deck |
| E | |
| F | first, finally, front |
| G | go, garage, garden, great, getting |
| H | home |
| I | inspections |
| J | |
| K | kitchen |
| L | landlord, laundry, living room, look |
| M | many |

| | |
|----------|---|
| N | next |
| O | owner |
| P | place, partner, power primary |
| Q | |
| R | rent, ready |
| S | selling, second, sunny separate, small, shops, solar, school, sun |
| T | things, third, then |
| U | unit |
| V | |
| W | where, what |
| X | |
| Y | |
| Z | |

Words in Section 8 – Sale at the Op Shop

| | |
|----------|-----------------------------------|
| A | advertisement, again |
| B | bedding, books, bargain, bread |
| C | clothing, chairs, cheap |
| D | |
| E | everything, electrical |
| F | furniture, footwear |
| G | |
| H | homewares, highlight |
| I | |
| J | |
| K | kitchenware |
| L | |
| M | manager |

| | |
|----------|-----------------------|
| N | |
| O | |
| P | |
| Q | |
| R | recycle |
| S | sale, shoe, shop |
| T | towels, toys |
| U | used |
| V | volunteer, vegetables |
| W | |
| X | |
| Y | |
| Z | |

Words in Section 9 – An invitation

| | |
|----------|-----------------------|
| A | answer |
| B | before, bring |
| C | call, celebrate |
| D | date |
| E | everyone |
| F | food |
| G | |
| H | house-warming, having |
| I | invite |
| J | June |
| K | |
| L | |
| M | |

| | |
|----------|-------------------------------------|
| N | need |
| O | |
| P | party, plate |
| Q | |
| R | |
| S | share, Sunday, small, start |
| T | tea |
| U | |
| V | |
| W | why, what, when, write Wednesday |
| X | |
| Y | |
| Z | |

Words in Section 10 – The beach

| | |
|----------|--|
| A | afternoon, ankle, arm |
| B | burn, between, beach |
| C | check, clothes, catch, current, calm, cold |
| D | difficult, danger, deep |
| E | easy, every, ears, exhausted |
| F | Friday, fish, face, flags |
| G | good luck, greatest |
| H | hat, high, home |
| I | index, information |
| J | |
| K | knock over |
| L | level, low, lifesavers, library |
| M | morning, match, meanings |

| | |
|----------|--|
| N | neck, narrow |
| O | over |
| P | protection, person, pull, push, panic |
| Q | quick, quiet |
| R | rays, rain, remember, rescue, rip |
| S | slip, slop, slap, seek slide, skin, sunscreen, shade, sunglasses, safety, sun, sea, strong, safe, slowly, suddenly, surf, surfboard, shallow |
| T | tired, today |
| U | ultraviolet |
| V | |
| W | weekend, wind, wave, week, wide |
| X | |
| Y | yesterday |
| Z | |

Words in Section 11 – A quick and easy meal

| | |
|----------|----------------------------------|
| A | add, always |
| B | bowl, break, beat |
| C | cheese, chop, cover, cook |
| D | |
| E | eggs |
| F | few, fry, fold, favourite |
| G | grate, gently |
| H | heat |
| I | ingredients, instructions |
| J | |
| K | |
| L | |
| M | meal, milk, mushrooms minutes |

| | |
|----------|------------------------------------|
| N | never |
| O | omelette, oil, onions |
| P | parsley, pepper, potatoes, pour |
| Q | |
| R | recipe |
| S | sometimes, salt, spinach, spoon |
| T | tomatoes, teaspoon, tablespoon |
| U | usually |
| V | vegetables |
| W | water |
| X | |
| Y | |
| Z | |

