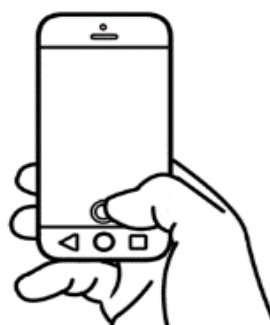
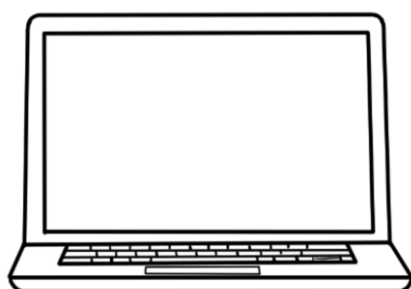
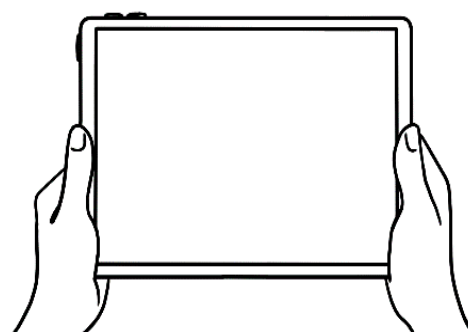


English Ready

22638VIC Certificate 1 in EAL
VU23556 Use limited digital technology and skills

Teacher Resources



Design team: Bernard Miles, Vicki Hambling, Sue Paull, Frida Dean, Glenise Kleehammer and Mary Wallace

Illustrations: Madelena Scott

Illustrations acknowledgements:

Computer stretches Poster <https://chiropracticlife.com.au/best-desk-stretches/>

Parts of a computer for matching [This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

Google Translate icon [This Photo](#) by Unknown Author is licensed under [CC BY](#)

Acknowledgements: The design team would like to thank the AMEP service providers and practitioners who participated in the trial and gave valuable feedback. The team would also like to acknowledge the use of the EAL Framework which underpins the design of this book.

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Introduction to the books

The Teacher Resources

The resources book is an electronic reference and all materials can be adapted and printed as needed.

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

PPTs are best played in *Slide Show* from the beginning. Transitions allow time for students to name parts of computers, phones and programs before the words appear.

The Student Workbook

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

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

NB. Teacher versions of the student workbooks contain notes to indicate the language focus and/or guidance for the exercise.

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1. Introduction

Meet the students and the 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. Unshaded characters also appear in Certificate 1 in EAL books and those in grey feature in the Course in EAL books.

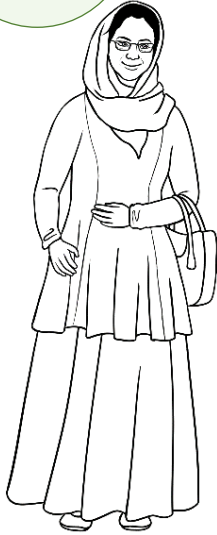
Name	Family members	Country of origin	Age / Date of birth	Date of arrival	Address Kellivale 2421	Phone
Ming Wu	Lan, Bao, Mai	China	27.03.1959	07.05.19	70 Wattle St	0418 335 748
Sahra Omar Elmi	Tahiil, Hani Abdi	Somalia	07.07.96	09.06.22	Unit 6, 50 Baker Rd	0455 961 259
Linh Nguyen		Vietnam	60		Unit 1,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

Bio data continued

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

Certificate 1 in EAL Characters

At the AMEP Centre



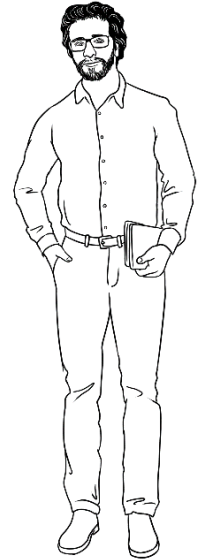
Amina



Ahmad

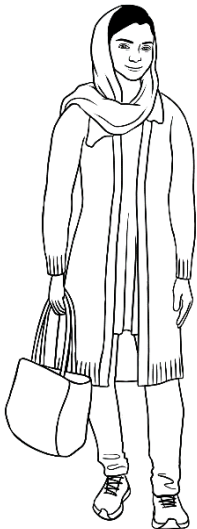


Basam



Peter

At the Learning Centre



Parwana



Linh



Ko



Wendy

2. Computer devices

Scams

This activity is based on the AMEP Online unit VU22099 *Recognise and interpret safety signs and symbols [Stay safe]*, Topic 4: Safety Online. Topic 4 has an animated video which starts at slide 11, about a mobile phone scam. The video presents a problem and a solution to the scam..

<https://ameponline.homeaffairs.gov.au/course/view.php?id=90>

You could project relevant images from the online materials to support an introduction to scams.

Activity 1 – Talk about scams

Write each question about scams on the board, elicit responses and write simple answers to each question. Possible answers are included below:

1. What is a scam?

It's a trick to get money or personal information.

2. What do we call a person who scams?

A scammer

3. How do scammers contact you?

phone calls, messages, emails, websites, online ads, social media, dating sites

4. Have you ever seen a scam message?

5. How do you know if it's a scam?

You don't know the person; you don't know the phone number; they try to scare you; they want money; they want your personal information; they want your password; they don't use your name; the web address doesn't look OK.

6. What if you are not sure?

You receive a message from a bank. You're not sure if it's a scam or not.

Don't click on any links in the message. Go on the internet and log in to your bank account. If there's an important message, it will be in your online bank account. You can also go to the bank and check.

7. Should you reply to scammers?

No.

Activity 2 – Worksheet - Be careful of scams

This worksheet focuses on scam messages. Read the information in the box together. Students match the type of scam to the scam message. These are five of the most common types of scam messages.

More resources and information**1. Scam Watch**

<https://www.scamwatch.gov.au/types-of-scams/text-or-sms-scams>

2. Be Connected – Avoiding common scams

<https://beconnected.esafety.gov.au/topic-library/identifying-and-avoiding-scams/avoiding-common-scams>

3. West Justice – How to be safe from scams (Easy English Guide)

https://www.westjustice.org.au/cms_uploads/docs/west-justice_scams_easy-english_final_print_web-accessible.pdf

Activity 2 - Worksheet

①

**Scams****pretend =**

Some people try to get your money or personal information. These people are **scammers**. They send a message to you and the information is not true. What do you do?

- Do **not** reply.
- Do **not** click on any link.

②



Match the scams to the messages.



The scammer says you won a prize.

The scammer says you have a delivery.

The scammer pretends to be a bank or a business.

The scammer says you must pay money.

The scammer pretends to be a friend or family member.

AusPost: We couldn't deliver your parcel today. Click here to choose a delivery option:
<https://delivery.site/93750>

Congratulations! You won a \$200 gift card. You only have 24 hours to claim! Click here:
<http://pr.ize/87475>

Hi Mum. I lost my phone and wallet. 😞
I need money for petrol. Please call me on this number 0432 531 67.

YourBank: Your details are not up to date. Please enter your bank details here:
<https://your.bank/69274>

Your phone bill is OVERDUE. Pay now:
<https://my.net/32864>

3. Computers

Computer safety – Refer to page 8 in the student workbook.

Activity 1 – Sit correctly.

Start this activity with a revision of parts of the body. Name a body part and ask students to point to it on their own body.

Look at the drawing on page 8 in the student workbook and ask students to sit in the same way at their desk. Project page 11 in this book and compare the correct and incorrect ways of sitting. Explain simply and by demonstrating, the importance of sitting correctly:

- It's more comfortable.
- Sitting the wrong way for a long time can hurt your back, neck, shoulders, wrists and eyes etc.

Page 11 in this book could be enlarged and used as a poster in the computer room.

- See also Video: *Correct sitting position* [The language is difficult, so could be muted.]
<https://www.youtube.com/watch?v=l78saXwHolK>

Activity 2 – Don't have a bright light on the screen

Explain that screen glare can cause eye strain, headaches and migraines.

Activity 3 – Be careful of electric cords.

Check the floor for any cords lying around. Could people trip over them? Cords should be under the desk or along the wall.

Activity 4 – Take a break, move and stretch [Class activity]

Rest your eyes:

- Rest your eyes every 20 minutes.
- Look far away for 20 seconds.

Move your body:

- Move your body every 30 – 40 minutes [Set a timer to remind you]
- Do some exercises in your chair - stretch your arms and legs.
- Walk around for a few minutes.

Activity 5 – Stretch poster

Enlarge and put up the poster on page 12 in this book in the computer room. Cut out the stretches on the poster, give one stretch exercise to a student before the class. The student can demonstrate the stretch for the class to imitate.

The poster website: <https://chiropracticlife.com.au/best-desk-stretches/>

See also this short video - Video: *How to stretch at work*

<https://www.youtube.com/watch?v=NRPXGBuJm9U>

a. Computer safety**Activity 6 - Computer safety checklist**

To complete the checklist, students can work in pairs and ask their partner to observe and check if their posture is correct.

It doesn't matter if all the items on the checklist cannot be ticked (for example, the computer room may not have adjustable chairs). Even if the sitting posture is not perfect, having regular breaks and stretches can help.

More resources

There are more aspects to computer safety not covered in these texts, for example, the positioning of the keyboard. Students can explore more resources online:

- AMEP Online: *Stay well* (using a standing desk) Topic 3, Slide 11 This is an animated video about a man at his work desk.
<https://ameponline.homeaffairs.gov.au/course/view.php?id=89>

Activity 1 – Sit correctly

Computer safety

Sit correctly



straight back

lean on the backrest

elbows a little higher than the table

feet flat on the ground



back is not straight

not leaning on the backrest

elbows lower than the table

feet not flat

Activity 5 – Stretch poster



CHIROPRACTIC LIFE – DESK STRETCHES

- Take 2 deeps breaths before starting
- Relax & breathe slowly
- Do no bounce or force the stretches
- Feel into the stretch & don't push it
- Stretches can be held for up to 30 secs
- Always consult your Chiropractic Life Chiropractor before starting any lifestyle change - including these stretches!



Hold for 10 sec



Hold for 20 sec. each side



Hold for 20 sec. each side



Hold for 10 sec. 2 times



Hold for 10 sec. each side



Hold for 10 sec. 2 times



Hold for 10 sec



Hold for 10 sec. each side



Hold for 10 sec. each side



Hold for 10 sec. each side






Hold for 20 sec.

WWW.CHIROPRACTICLIFE.COM.AU

Activity 6 - Computer safety checklist

Computer safety checklist

	1. Your back is straight.	<input type="checkbox"/>
	2. You are leaning on the backrest.	<input type="checkbox"/>
	3. Your elbows are a little higher than the table.	<input type="checkbox"/>
	4. Your feet are flat.	<input type="checkbox"/>
	5. You take a break and move every 30 minutes.	<input type="checkbox"/>
	6. You do some stretches during your break.	<input type="checkbox"/>
	5. The screen has no glare.	<input type="checkbox"/>
	6. There are no cords to trip over.	<input type="checkbox"/>

b. Parts of a computer**Parts of a computer – Pictures and words**

The drawings of the computer parts on the following page are different to those in the student workbook. This

- demonstrates that different brands and models will look a little different.
- introduces three new parts - a monitor, scanner and mouse mat.

The picture cards can be:

- projected for revision
- cut up for matching with the words.

Parts of a computer – Pictures



Parts of a computer – Words

a desktop computer	a computer tower	a laptop	a monitor
a mouse mat	a tablet	a mouse	a screen
a keyboard	speakers	a scanner	a printer
headphones	ear buds		

c. The keyboard

The following activities can be done on a real keyboard or on a printed one. It would be useful to laminate a set of printed keyboards for the class. Students could use whiteboard markers to draw on them, and then wipe them off afterwards. Both large and small keyboards are on the following pages. Begin by showing the PPT. Activities on the keyboards:

Activity 1 – Follow instructions on a keyboard**PPT 2. The keyboard**

- Press a letter key to type a small letter.
- Hold **Shift** and press a letter key to type a capital letter.
- Press **Caps lock** to keep typing in capital letters.
- Press a number key to type a number.
- Hold **Shift** and press a number key to type a symbol.
- Press **Spacebar** to type a space.
- Press **Enter** to move to the next line. (On some keyboards, it's called **Return**.)
- Press **Delete** to remove text to the right.
- Press **Backspace** to remove text to the left.

Activity 2. - Hand position

Students can practice resting their index fingers on the F and J keys. This is the ideal position to rest hands while pausing in typing. Most keyboards have small bumps on these two keys so they are easy to locate without looking.

Activity 3 - Listen and press the keys

Say a letter or number, and students press (or circle) the key. e.g. *F, L, 8, R, 9, E*.

You can increase the complexity by saying letter combinations, whole words or longer numbers. e.g. *bus, 12, window, 82*.

Activity 4 - Listen and press the keys using the Shift key

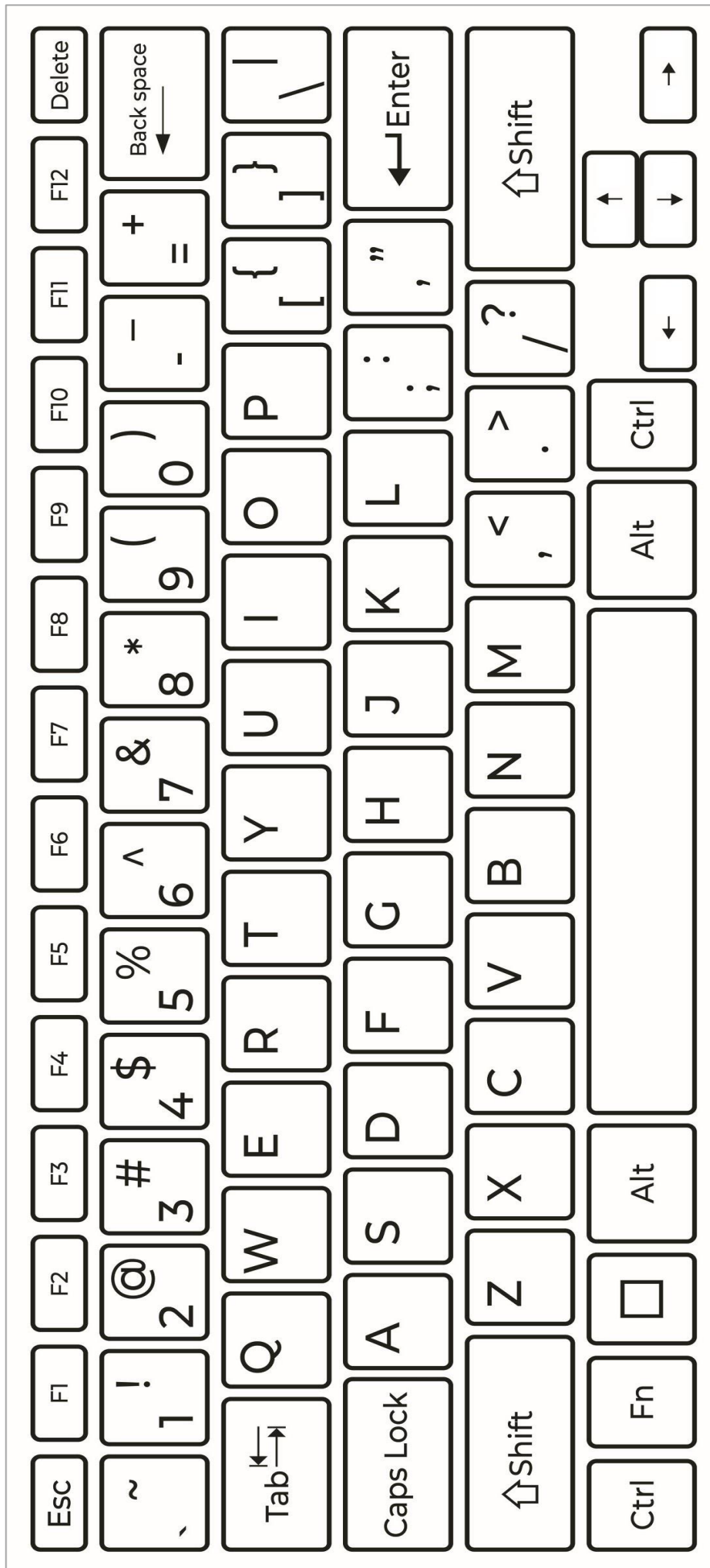
Say a letter, number or symbol that may require the use of the Shift key. e.g. capital L, dollar sign \$, capital W, question mark?, full stop. Remind students to keep holding the Shift key when they press the second key. Do some more practice, alternating between keys that require and don't require the Shift key.

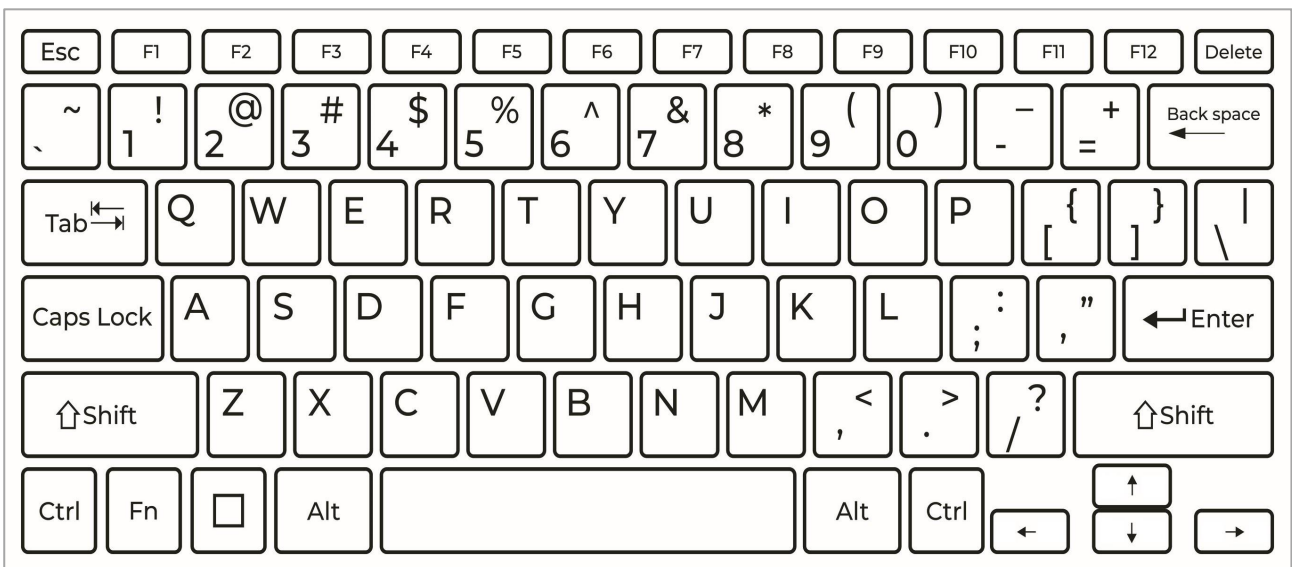
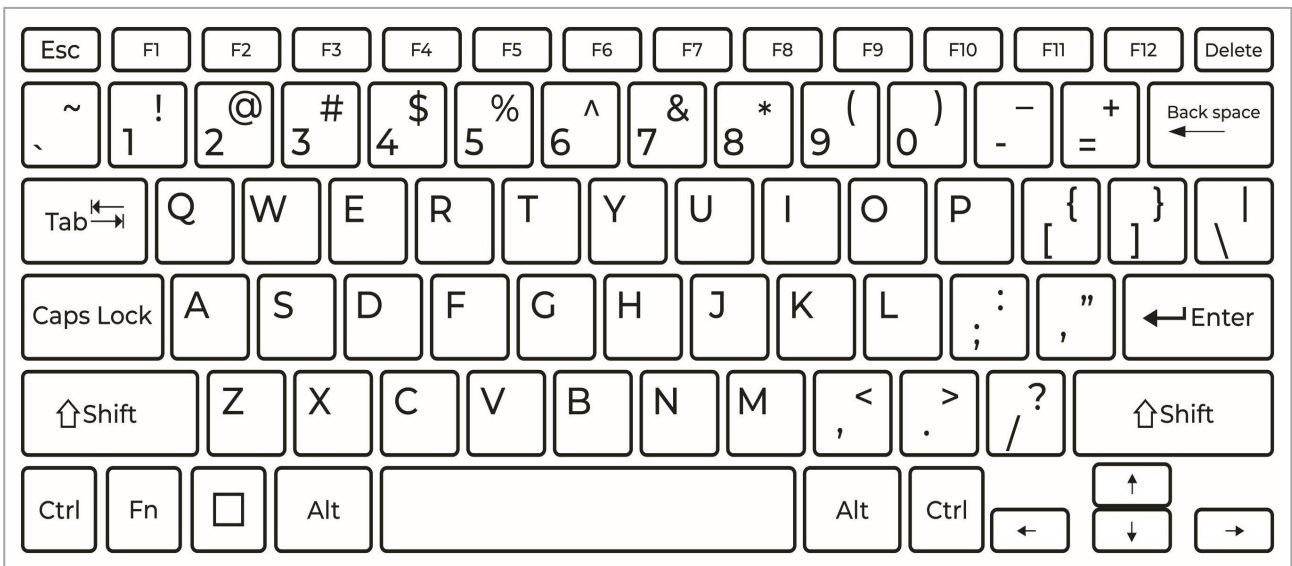
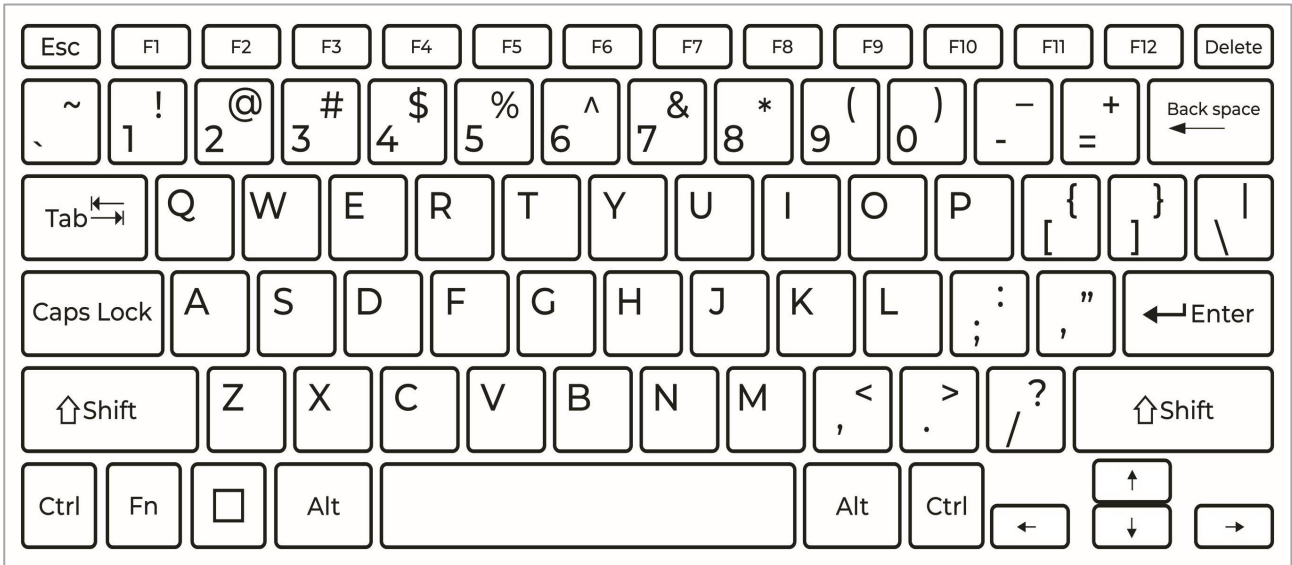
Activity 5 - Students work in pairs

Students work in pairs to do Activities 3 and 4.

Extension - Symbols chart


Some students may ask about the names of all the symbols. It is not necessary to know them all, but a reference chart has been provided for curious students. It has been grouped according to usage, with the top group most used.


























Extension

Keyboard Symbols

Hold  to type the top symbol.

.		full stop / dot	@		at
,		comma	#		hash
?		question mark	\$		dollar
!		exclamation mark	%		percent
'		apostrophe			

:		colon	&		and
;		semicolon	*		asterisk
“		double quotation mark	(	open bracket
/		slash)		close bracket
			_		underscore

+		plus	-		dash / minus
=		equals			

d. Typing practice

The following activities need:

- a computer and keyboard
- a word processing program e.g. Word or Google Docs

Activity 1 - Typing practice

Four texts have been provided for students to type. To type the texts, students need to apply their knowledge of keyboard functions, such as how to:

- type words, and insert spaces between words
- type numbers
- type capital letters by holding *Shift* or pressing *Caps Lock*
- type symbols and punctuation marks by holding *Shift*
- go to a new line by pressing *Enter*
- correct mistakes using *Backspace* or *Delete*.

Encourage students to ask each other for help. They can practise giving instructions and asking for repetition and clarification. e.g. *How do I make a capital letter? Can you show me again please?*

Instructions for opening a new Word document are provided in the student workbook on page 19.

Activity 2 - Extension activities

Using these texts as models, students can type their own texts. They can also find other texts in their books or online.

For an extra challenge, students can work in pairs. One person dictates and the other person types.

Activity 3 - Saving the document

Students may want to know how to save the document. The process varies depending on whether they are using MS Word or Google Docs. It also varies depending on whether they are saving to the computer's hard drive, or to an external USB. Remind students that if they save it to the hard drive, they will need to use the same computer again to access the document.

Activity 4 - Online typing lessons

Here are some free websites with interactive typing lessons and games:

- Typing.com <https://www.typing.com/>
- Typing Club <https://www.typingclub.com/>

Activity 1 - Typing practice**Typing practice****Text 1**

Hi. My name is Parwana. I come from Afghanistan. I am 25 years old. I live in Kellivale. I have two children.

My daughter is 5 and my son is 2. My husband's name is Jomeh. We arrived in Australia in 2023. I study English now.

Text 2

Hi Linh. How are you? We're having a picnic on Sunday. Do you want to come? You can bring your family. It's at 1pm at Kellivale Park.

Text 3 *Students write the words on the form and their details.*

First name _____

Surname _____

Date of birth _____

Country of origin _____

Address _____

Phone number _____

Email _____

e. Strong passwords

Accessing accounts online require a password and it is important to discuss the importance of strong passwords especially for internet banking.

Activity 1 - Password tips - Worksheet

Revise the symbols needed for this activity - \$ @ * ? # etc.

Project the worksheet or print for each student, and read the worksheet together.

Some additional discussion points:

- Personal information, such as your own birthday, is not safe. Consider a date that is not on any of your own personal documents
e.g. the date of a friend's wedding
- Avoid patterns, such as letters or numbers in sequence - *abc123*, repeated characters - *3333ffff* - or rows of letters from the computer keyboard - *Qwerty*.
- Most websites have password requirements. e.g. Google requires:
 - 8 characters or more.
 - a mix of letters, numbers and symbols.
- A mix of letters, numbers and symbols makes your password stronger, but it also makes it more difficult to remember. If you can't remember your password, you could write it on a piece of paper and keep it in a safe place.
 - Don't put the paper near your computer.
 - Don't write your name, username or email address on the paper.
 - Don't write your passwords in emails or computer files.
- Words, phrases or sentences can make a password easier to remember. Replace some letters with numbers or symbols.
e.g. **a** could become **@**, **i** could become **!**, **l** could become **1**, **s** could become **\$**, and **g** could become **8**. Also, use a mix of small and capital letters.
- Make sure no one is looking at you while you enter your password.
- Always log out of your account, especially if you are on a public computer.

Activity 2 – Are the passwords strong or weak? – matching exercise in pairs

Students cut up the cards and organise them in two columns under the correct heading – *Strong* or *Weak*.

Some answers are obvious: **password** is a very weak password.

Some are more ambiguous: **@17Feb22** meets the criteria for a strong password (small letters, capital letters, numbers and symbols), but it's a date. This would not be safe if it's their birthday, or a family member's birthday.

Additional resource:

- GCF Global: Creating strong passwords

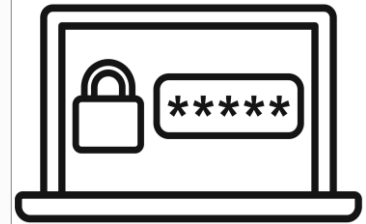
[Use without the sound and encourage students to suggest what might be said.]

<https://edu.gcfglobal.org/en/internetsafety/creating-strong-passwords/1/>

Activity 1 - Password tips – Worksheet

You need a password for your online bank and email accounts. A password keeps your account safe.

You need a **strong** password. A strong password is difficult for people to guess.



1. Don't use personal information: names, birthdays, addresses.

Parwana1998 ❌

16Oct92 ❌

2. Don't use common words or names.

Banana ❌

SydneyNSW ❌

3. Don't use patterns. They are too easy to guess.

abc123 ❌

3333ffff ❌

Qwerty ❌

4. A strong password has different letters, numbers and symbols:

- small letters: a b c
- capital letters: A B C
- numbers 1 2 3
- symbols: ? \$ @ * #

Zgs@45?



5. You can use words. Change some letters to numbers or symbols.

6 apple pies

6@pp1e*PIEs



6. You can use a sentence or words from a song.

I drink coffee at 7 in the morning! =

Idc@7itM#



Activity 1 - Password tips – Strong or weak passwords?

Strong passwords	456xyz
Weak passwords	3@mJx8\$
W*tCoo@?	asdfgh456
@17Feb22	Noodles1
password	F1\$#S0up!
9876543?	A1B2C3D4
\$unL18ht*	Password@321

4. Mobile phones

a. Phone icons

Phone icon cards

The cards on the following pages contain 12 common phone icons found in many apps, including WhatsApp. They are helpful to learn, as they are usually not labelled in the phone apps. There are a variety of ways to use the cards and in each of the activities below, students can discuss the meaning of each icon.

Activity 1 - Match images to words

Print and cut the *image* and *word* cards separately (single-sided). Students say the name of each icon and then match it to the word.

Activity 2 - Flash cards

Print the *image* and *word* cards back-to-back. Students say what each icon means, then turn the card over to check.

The *word* cards are in reverse order compared to the *image* cards so they will match up when printed back-to-back.

Activity 3 - Listen and point

Cutting is not required. Say the name of the icon, and students point to it.

Activity 4 - Memory game

Print two sets of the *image* cards, single-sided. Students place the 24 cards face down in a random order. They flip two cards each time. If the cards match, they identify their meaning and put them to the side. If they don't match, they flip them face down again. Continue until all pairs have been matched.

Activity 5 - Find the icons on your phone

Project the *images* on the following page. Students see how many of the icons are on their phone. The icons can be found on apps such as WhatsApp, text messaging, YouTube, internet browsers etc.

Activity 6 – Extension - Additional icons

Students can find icons not included in the 12 cards. These could include:



audio



locked



phone connection



attach a file



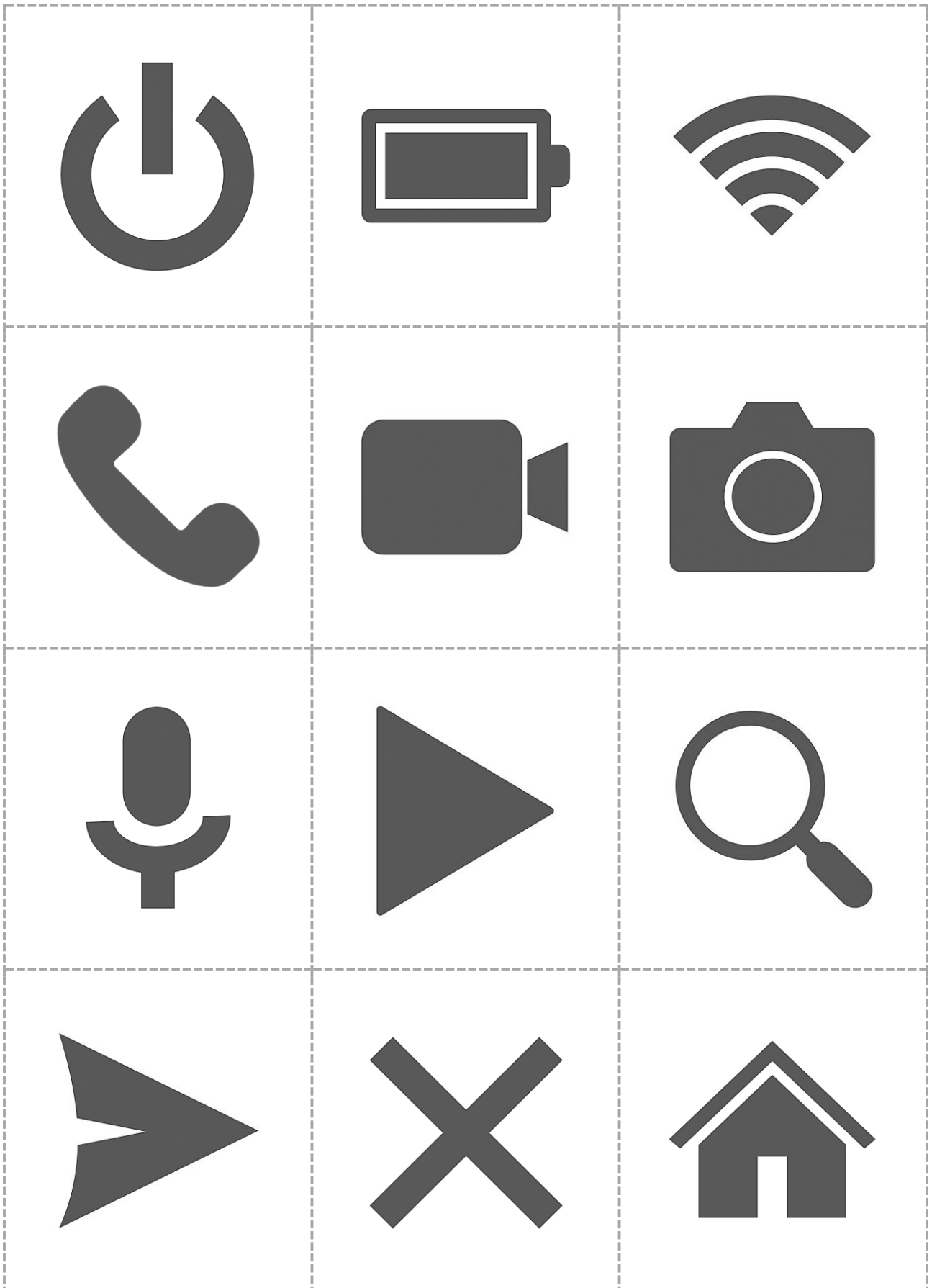
delete



go back

Encourage students to draw the icons on the board and identify their meaning.

Phone icon cards - Images



Phone icon cards - Words**internet****battery****power****camera****video
call****phone
call****search****play****voice
recorder****home****close****send**

b. Phone safety and etiquette

Activity - Is it safe? Is it polite?

Depending on the level of the class, discuss the issues on the table below in pairs, small groups or as a class. Some situations do not have a definite answer. If a mobile phone should not be used in a certain situation, ask *Why*:

- *Is it illegal?*
- *Is it dangerous?*
- *Is it rude?*
- *Will it disturb other people?*

In some situations, such as in class, church or the cinema, it is polite to turn the volume to silent [See student workbook page 26] or put the phone on *silent mode*.

Check if students know how to do this.

NB. The process for putting the phone in *silent mode* varies for each phone model.



Mobile phones

You can use a mobile phone . . .	True	False
1. in class.		
2. while you're driving.		
3. on the bus.		
4. while you're riding a bike.		
5. while you're walking along the street.		
6. while you're having dinner with people.		
7. while you're cooking.		
8. in the park.		
9.		

c. Mobile phone information search**Activity – Find information on your phone**

Students use their mobile phone to find various types of information and use a variety of common apps. The activity could also be done on a tablet or computer.

If appropriate, you could also add some additional tasks: take a photo, check the photo, send a message.

**Mobile phone information search**

Use your mobile phone to do this work.

1. What's the time?

2. What's the date?

3. What's your battery level?

4. What's the weather today?

5. What's 23×16 ?

6. What day of the week is 25 December?

7. What's the address of the library?

8. What time does the library close?

d. WhatsApp

Many learning centres use WhatsApp to communicate easily with students. Setting up a class group enables a teacher to send group or individual spoken or written messages, and for students to do the same. The following pages demonstrate many functions on the app and can be used as worksheets or projected and explained in class.

Activity 1 – Sending a text message**PPT 5. WhatsApp**

A PPT is available to support this introduction.

Activity 2 – The top, middle and bottom of the screen - Worksheet

Print pages 33 - 34 back-to-back for labelling.

Activity 3 – Basam receives a message

Print and distribute the worksheet for students to complete.

Activity 4 – Reply to a message.

This worksheet shows how to send a text message reply for students who have access to WhatsApp.

Activity 5 – The digital keyboard

The keyboard on phones differs from a computer keyboard. It is helpful first to project page ___ and explain these differences and then give each student a worksheet to complete exercise 2.

Activity 6 – Send a voice message.

Teaching students how to send a voice message is very empowering for students who are more confident in speaking than writing.

Activity 6 – Read and send messages in a WhatsApp group.

This page is an introduction to a WhatsApp group.

Activity 1 – Sending a text message



The WhatsApp screen

1. Basam sends a message to Peter.



2. Peter sends a reply to Basam.

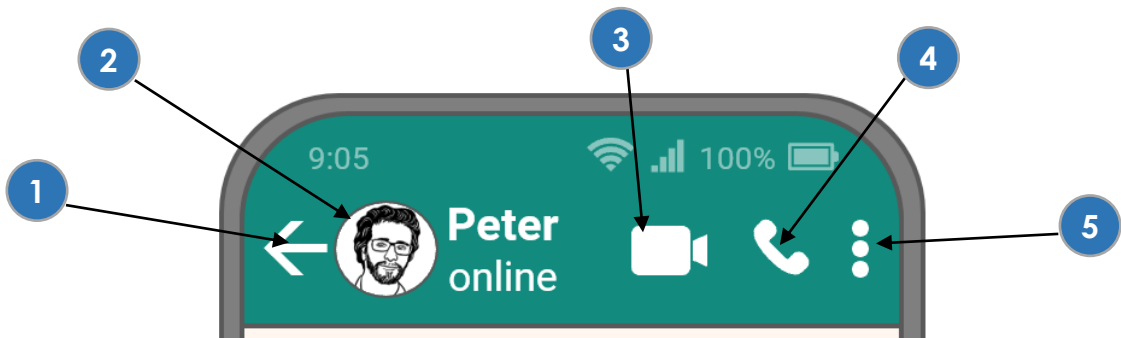


Activity 2 – The top, middle and bottom of the screen - Worksheet



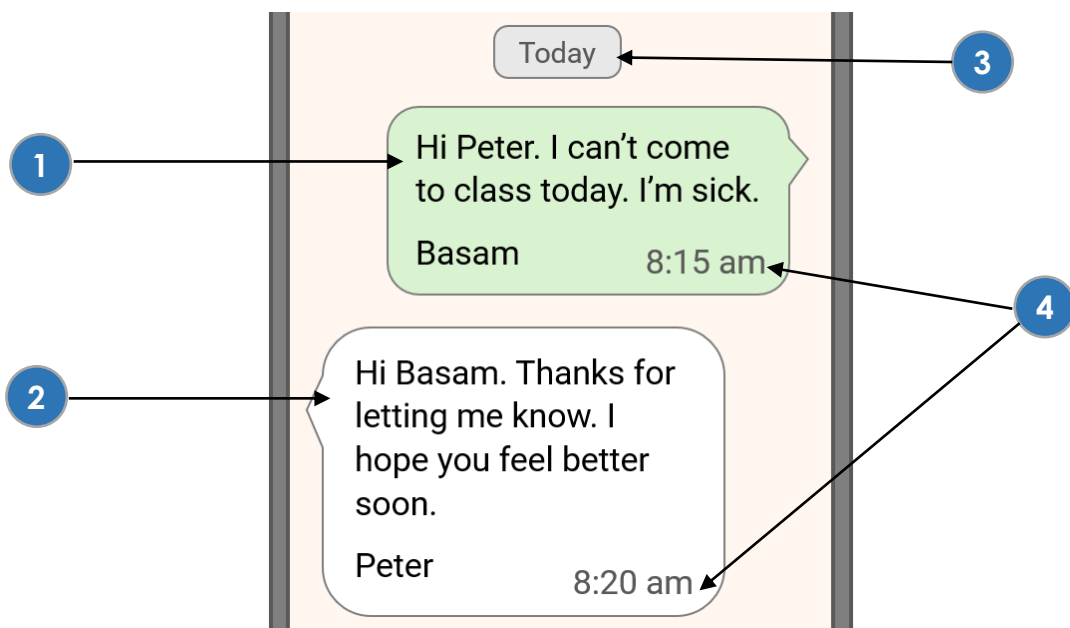
WhatsApp – top

- 2 You are messaging Peter
- Video call Peter
- Go back
- More actions
- Call Peter – a voice call, not video



WhatsApp – middle

- The time of the messages
- Peter's message
- Basam's message
- They sent the messages today.

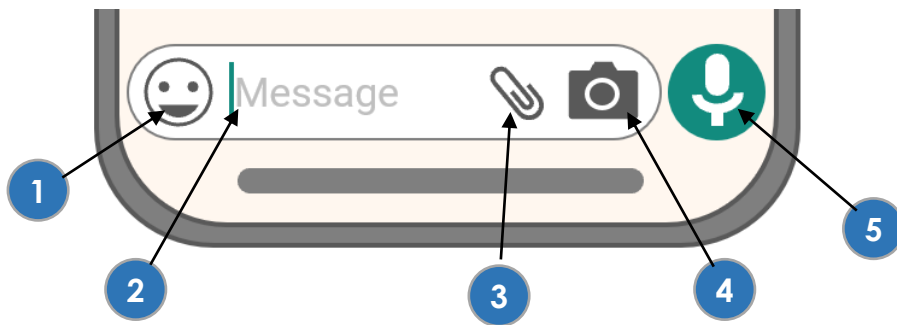


Activity 2 – The bottom of the screen – Worksheet *[continued]*

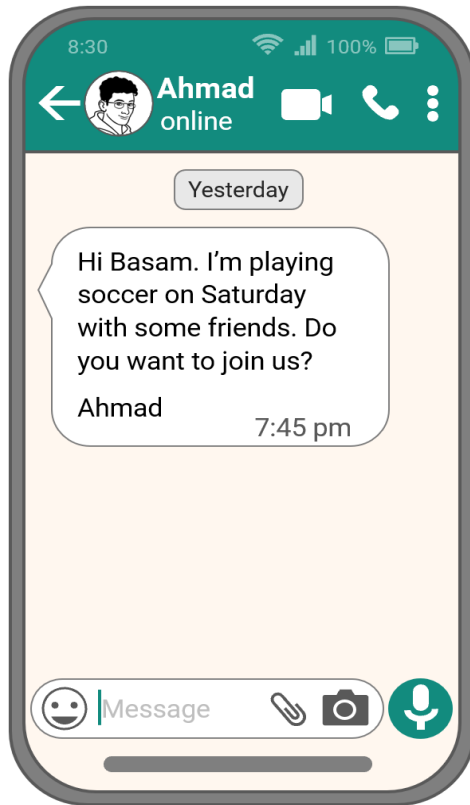


WhatsApp – bottom

- | | |
|--|---|
| <input type="checkbox"/> Send a photo | <input type="checkbox"/> Send a voice message |
| <input type="checkbox"/> Type a new message | <input type="checkbox"/> Send a document |
| <input type="checkbox"/> Send an emoji (a small picture) | |



Activity 3 – Basam receives a message








Basam gets a message.



- a. Who sent a message to Basam? _____
- b. When did he send the message? _____
- c. What time did he send the message? _____

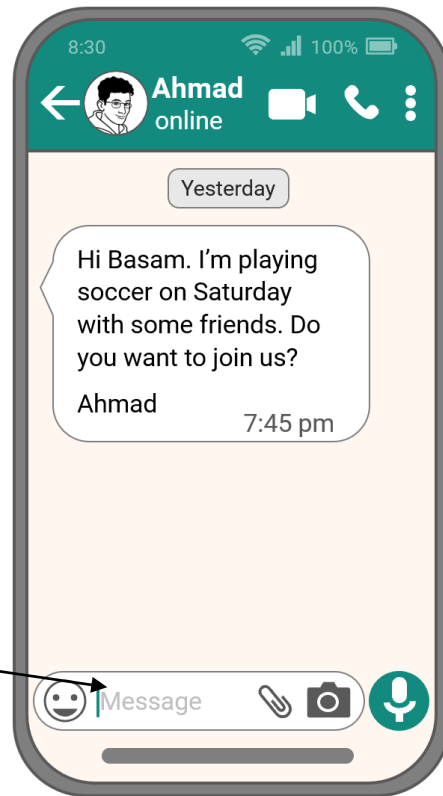


Which icon should Basam tap?					
a. He wants to send a photo.					
b. He wants to send a voice message.					
c. He wants to have a video call.					
d. He wants to have a voice call.					
e. He wants to send an emoji.					

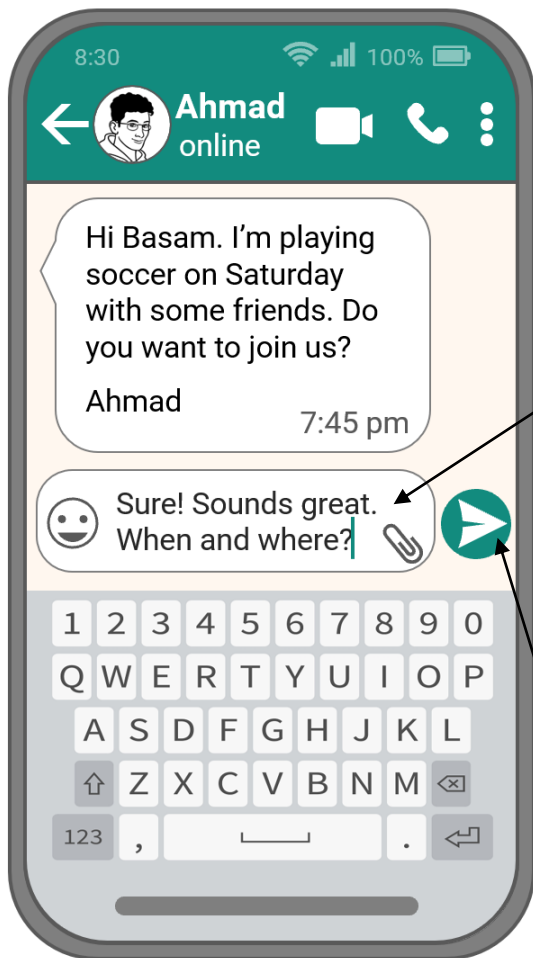
Activity 4 – Reply to a message.



Reply to a message.



1. First, tap the **message box**.



2. Next, **type** your message.
Use the **digital keyboard** to type.







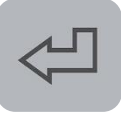
3. **Check** your message.
4. Then, tap the **Send** icon.

Activity 5 – The digital keyboard - Worksheet

Digital keyboard



①  Useful keys

	Shift: Type a capital letter. A B C
	Backspace: Remove text on the left. X ←
	Switch keyboard: Change to another keyboard with numbers and symbols. 1 2 3 ? \$ @
	Spacebar: Type a space.
	Enter: Go to the next line.

②  

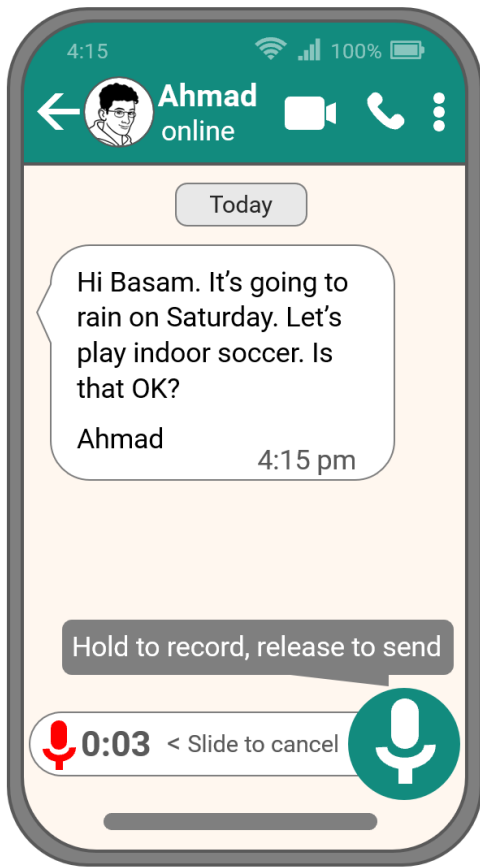
Highlight the keys I say.



Activity 6 – Send a voice message.



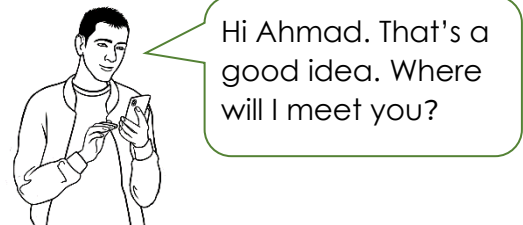
Send a voice message



1. First, press and hold the **Voice message** icon.



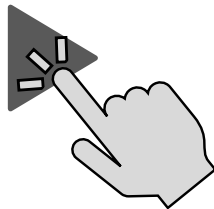
2. Then, talk.



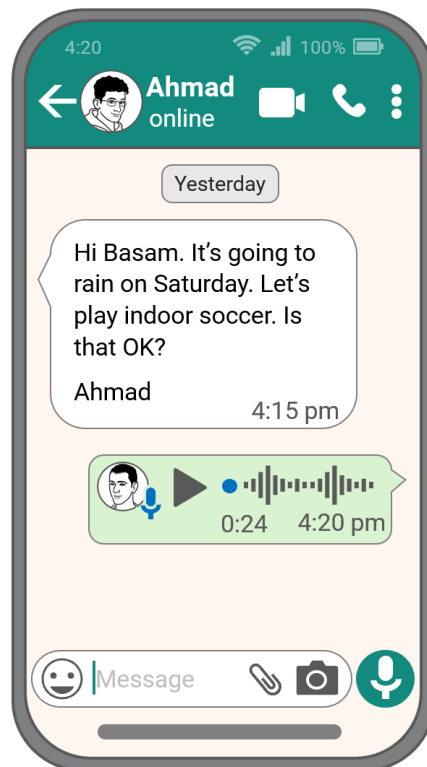
3. Take your **finger off the button** to send your message.




4. Tap **Play** to hear your message.



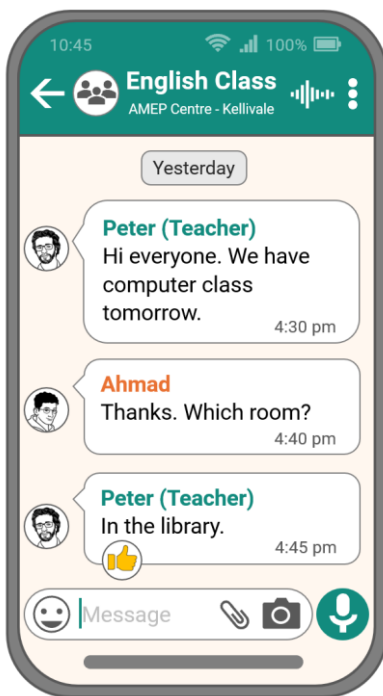
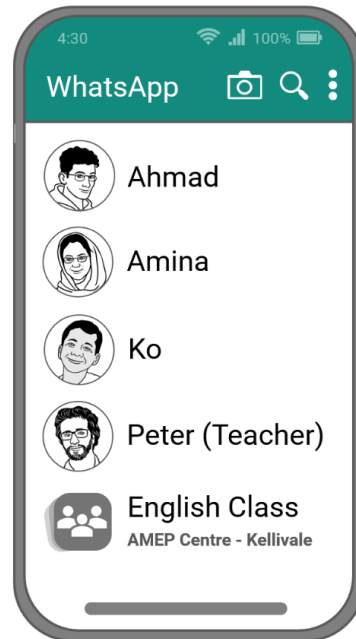
5. **Swipe left** on your message to cancel it.



Activity 6 – Receive and send messages on a WhatsApp group.

①  **Receive and send messages in a WhatsApp group.**


Our class has a WhatsApp group.



I can **receive** and **send messages** to my teacher and classmates.

receive = get



 We can all read or listen to the messages.

5. Learn English on computers and phones.

Google Translate

Activity 1 - Use Google Translate

The two pages in this activity show the steps in using Google Translate. The pages can be projected for students to follow as a class and later printed for each student. Students will need access to a mobile phone and an internet connection. The activity can also be done on a tablet or computer, but the interface will vary slightly from the instructions.

Note: In instruction 3, the digital keyboard may automatically change the **Enter** key to a **Go** key.

Activity 2 – Translate the words - Worksheet

The words on the worksheet appear in the student workbook, but can be edited to add a more relevant selection of words.

Activity 3 - Extension activities

Students can do a variety of other activities with Google Translate:

- Translate and write down any unknown words in a reading text.
- Use the microphone to input the word (instead of typing).
- Translate from a student's own language to English. This could be difficult if the language does not use the Latin alphabet (such as Arabic or Chinese).
In this case, the options could be:
 - set-up the phone to type in the student's language
 - use voice input
 - use the camera to detect the word written on paper.
- Use to check the pronunciation of a word. e.g. *Wednesday*
 - Go to Google Translate and type in *Wednesday*
 - Tap the speaker icon and students can hear the word and use as a model.

Students can also input whole sentences. Although the computer-generated voice may not be perfect in terms of intonation, it can be a good option when there is no-one around to help.

Activity 1 - Use Google Translate

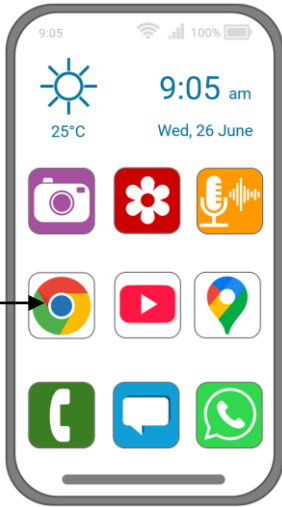
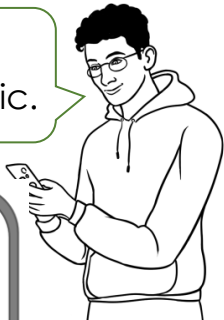


translate = change



I can translate English words into Greek on Google Translate.

I can translate words into Arabic.

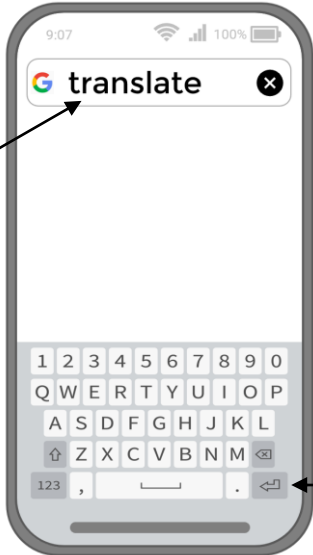


1. First tap the **internet browser** icon.



2. Next, tap the **search bar**.

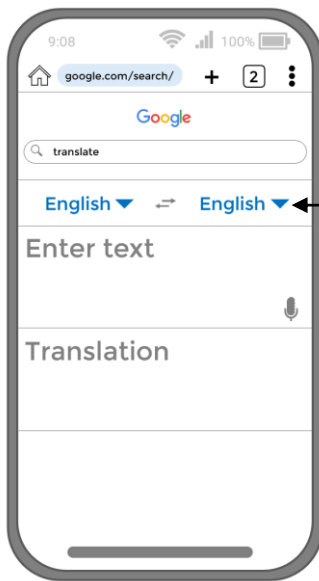
3. Then type **translate**.



4. Tap **Enter / Go**.



Activity 1 - Use Google Translate [continued]



5. Tap to **change** the language.

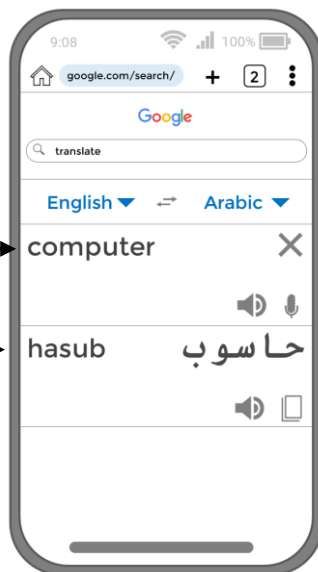
6. Type your language or find it on the list.



7. Then tap **Enter**.

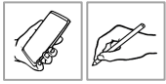
8. Type the English word.

Read the word in your language.



9. Tap the **speaker** icon to listen.

10. Tap **X** to translate another word.

Activity 2 - Translate the words**Translate the words**

English		Your language
1	volume	
2	symbol	
3	useful	
4	arrows	
5	delete	
6	cursor	
7	actions	
8	password	
9	icon	
10	program	

6. Digital skills checklist

The digital skills checklist separates computer and mobile phone skills. Using AMEP Online has been included on both lists to encourage students to access it both on a computer and mobile phone.

Students can do the checklist at any time, before, during or towards the end of the unit. They could even complete the checklist at different times throughout the unit, to see how much progress they have made.

Edit the checklist to add any other relevant skills students have been learning.

Digital skills checklists

Computer skills		Yes	Not sure	No
1	I know the parts of a desktop computer.			
2	I know the parts of a laptop computer.			
3	I can type capital letters.			
4	I can type symbols.			
5	I can use a mouse.			
6	I can start up a computer.			
7	I can open Word and type.			
8	I can shut down a computer.			
9	I can use AMEP Online.			

Mobile phone skills		Yes	Not sure	No
1	I know the parts of a mobile phone.			
2	I understand mobile phone symbols.			
3	I can unlock my phone.			
4	I can turn off my phone.			
5	I can take a photo.			
6	I can record a video.			
7	I can use WhatsApp.			
8	I can use Google Translate.			
9	I can use AMEP Online.			

7. Additional resources

1. PowerPoint presentations PPT

These PowerPoint presentations can be found on the English Ready site:

1. Parts of a computer
2. The keyboard
3. Parts of a mobile phone
4. Mobile phone home screen
5. WhatsApp screen

3. Online tools

These free online tools can be used for very flexible communication between the teacher and students, and between students. They can encourage collaboration and creativity. Although the tools are free, some have premium upgrade options.

- **WhatsApp (mobile app):** If the class is interested in setting up a class group, the students can choose a group name, and set up some rules for the group. Such a group has many benefits and creates a platform for:
 - easy communication outside class.
 - sharing announcements and learning resources such as YouTube videos.
 - developing a cooperative class dynamic
- **Padlet** is an interactive bulletin board. Set up a board (you get up to three free boards), and provide the link to students. On the board, students can post text, images, links, videos and voice. Everyone can see each other's posts. It's useful for activities such as self-introductions, sharing writing and brainstorming.
- **Kahoot** is a platform on which you can create quizzes and learning games. Set up a quiz, provide a link to students, and everyone can play against each other in real-time.
- **Google Forms** is typically used to collect information, but it can also be used to create quizzes. For example, you could embed a YouTube video into a form, and then create a set of comprehension questions underneath it. It cannot give instant feedback after each question, but it can provide feedback at the end of the quiz. Google Forms is very simple and easy to use. For more complex quizzes, you could try other platforms such as **Jotform** or **Typeform**.

3. Online resources

Here are some websites with ready-to-use resources for students.

- **AMEP Online** has interactive online lessons for English, numeracy, digital skills, safety and citizenship.
<https://ameponline.homeaffairs.gov.au/>
- **Be Connected** has lessons and videos on using digital technology. There is a strong focus on e-safety.
<https://beconnected.esafety.gov.au/>
- **GCF Global** has a large range of lessons on digital skills, as well as job-seeking skills, numeracy and English.
<https://edu.gcfglobal.org/en/>
- **SBS Learn English** has videos audio podcasts and articles for English learners.
<https://www.sbs.com.au/language/english/en/learn-english>

