

English Ready

22636VIC Course in Initial EAL

VU23490 Use extremely familiar strategies to participate in learning

Learn English



Name _____

Teacher _____

Class _____

Date _____

This workbook is designed to be used with the support of a teacher.

Design team: Vicki Hambling, Sue Paull, Frida Dean and Mary Wallace

Illustrations: Madelena Scott

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.

Copyright of the EAL Framework is reserved to the Crown in the right of the State of Victoria.
© State of Victoria (Department of Education and Training) 2023.

This English Ready Resource is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (More information is available [here](#)). You are free to use, copy and distribute to anyone in its original form as long as you attribute Department of Home Affairs as the author and you license any derivative work you make available under the same licence.

© Commonwealth of Australia 2023



With the exception of the Commonwealth Coat of Arms, the department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 4.0 International (<https://creativecommons.org/licenses/by/4.0/>) licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 4.0 licence (<https://creativecommons.org/licenses/by/4.0/legalcode>).

Use of all or part of this document must include the following attribution:

© Commonwealth of Australia 2023

As far as practicable, material for which the copyright is owned by a third party will be clearly labelled. The department has made all reasonable efforts to ensure that this material has been reproduced in this document with the full consent of the copyright owners.

Copyright requests and enquiries concerning usage not addressed by the CC BY 4.0 licence should be addressed to: comms@homeaffairs.gov.au at the Department of Home Affairs.

The terms of use for the Commonwealth Coat of Arms are available from the [It's an Honour](#) website.

Where a copyright owner, other than the Commonwealth, is identified with respect to this material, please contact that third party copyright owner directly to seek permission.

Table of contents

1	Instructions.....	1
2	Do you understand?.....	2
3	Meet the students and teachers.	3
4	What is your name?.....	4
5	Where do you learn English?.....	5
6	Who is your teacher?	6
7	I go to class today.....	7
8	When do you start class?	13
9	I am sorry. I am late.....	15
10	Do you have a pencil?.....	19
11	I want to learn English.	27
12	Follow instructions.....	37
13	I am sick.....	43

1 Instructions



Mime and point to each instruction.

1.



listen

2.



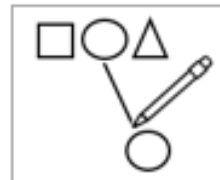
say

3.



copy

4.



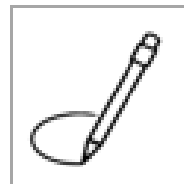
match

5.



colour

6.



circle

7.



trace

8.



tick

9.



point

10.



clap

2 Do you understand?



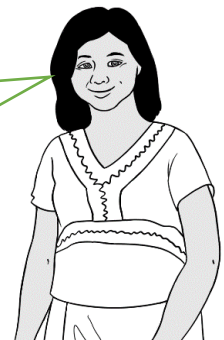
1. Do you understand?



2. Do you understand?



Yes, I understand.



No, I don't understand.

Say it again please?



don't = do not

3 Meet the students and teachers.



Project the page. Students point to the students and teachers.
Name the characters. Create sentences. e.g. *Zarni is a student.*
See teacher Resources for more activities.

Students



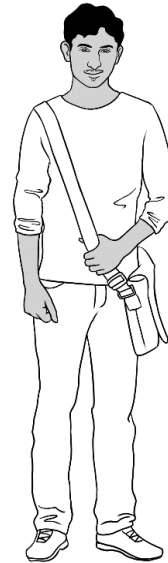
1. Zarni



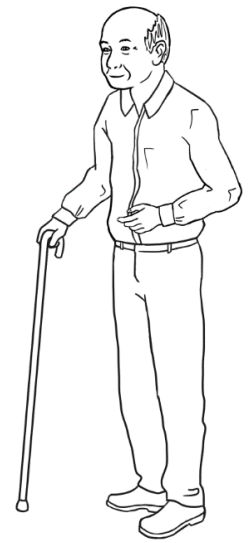
2. San



3. Jamila



4. Rahim



5. Ming

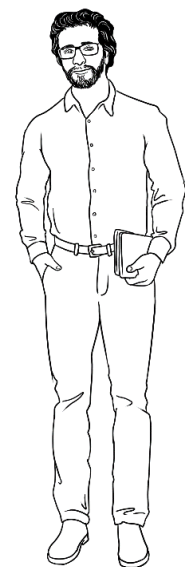
Teachers



6. Rosie



7. Wendy



8. Peter

4 What is your name?



What is your name?

1.



My name is Ming.

My name is Jamila.



2.



My name is Zarni.

My name is San.



3.

My name is Rahim.

What is your name?



4.



My name is _____ .

5 Where do you learn English?



Project the page. In Exercise 3, insert the place where **your** classes are held.

1.

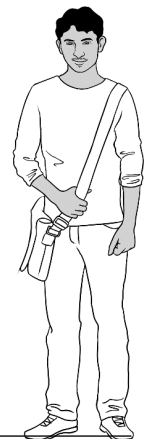


I learn at a community centre.

2.



We learn at TAFE.



3.



Where do you learn?

I learn at _____.

6 Who is your teacher?



1.



My teacher is **Wendy**.



2.



My teacher is **Rosie**.



3.



My teacher is **Peter**.



4.



Who is your teacher?

My teacher is _____.

7 I go to class today.



Project the page.



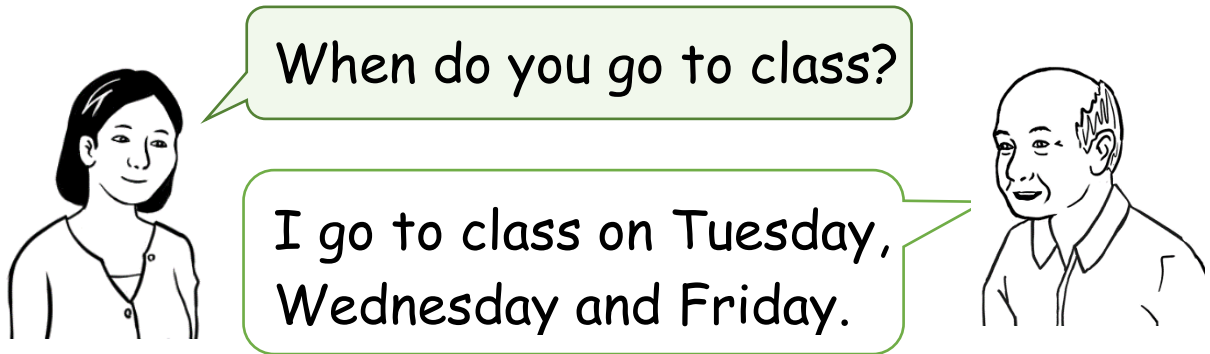
Colour the boxes above the days when Ming goes to class.

This is Ming's timetable.

Monday	Tuesday	Wednesday	Thursday	Friday
	9:00 -1:00 Room 4	9:00 -1:00 Room 4		9:00 -1:00 Room 4



Project the page. Students point to, then tick the days when Ming goes to class.



Day	✓
Monday	
Tuesday	✓
Wednesday	
Thursday	
Friday	



Tuesday	Wednesday	Friday
Tuesday	Wednesday	Friday



Project the page and ask questions about when San and Rahim go to class. e.g. *When do they go to class?*
When do they start class? etc

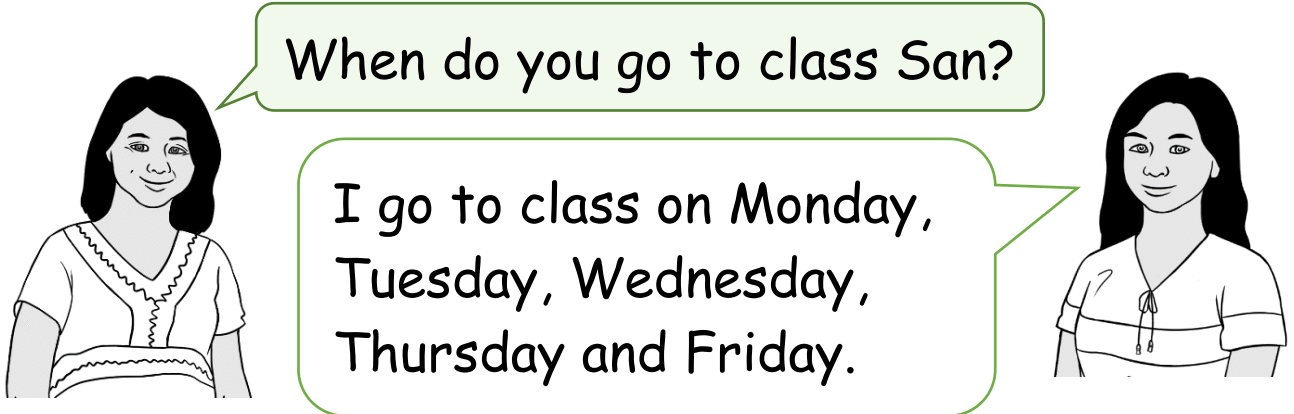


This is Rahim and San's timetable.

Monday	Tuesday	Wednesday	Thursday	Friday
9 - 1 Room 40	9 - 1 Room 40	9 - 1 Room 40	9 - 1 Room 40	9 - 1 Room 14

1.   

Project the page. Point to, then tick the days when San goes to class.



Day	✓
Monday	✓
Tuesday	
Wednesday	
Thursday	
Friday	

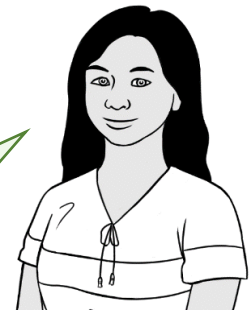


Monday	Tuesday
<u>M</u> onday	__uesday

Wednesday	Thursday	Friday
__ednesday	__ursday	__iday

1.  

When do **you** go to class?



Day	✓
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

2.  

Monday	Tuesday	Wednesday
<u>Mon</u> day	____day	____nesday

Thursday	Friday	Saturday
____day	____day	____urday



M	o	n	d	a	y
M	o	n	d	a	y

T	u	e	s	d	a	y

W	e	d	n	e	s	d	a	y

T	h	u	r	s	d	a	y

F	r	i	d	a	y

S	a	t	u	r	d	a	y

S	u	n	d	a	y

8 When do you start class?

1.



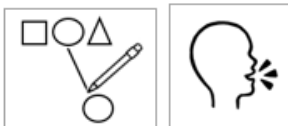
Project the page. Point to times on the timetable extract.



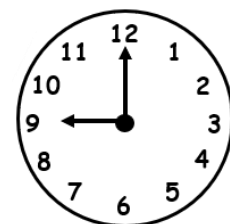
I start class at 9 o'clock.
I finish at 1 o'clock.

Monday
9:00 - 1:00
Room 40

2.



9 o'clock	
1 o'clock	

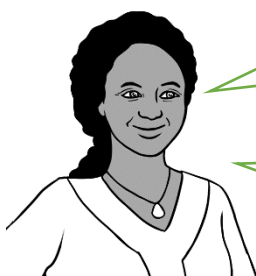




Project the page. Point to, then circle the times on the timetable extract.

I start class at 9 o'clock.
I finish at 1 o'clock.

Monday
9:00 - 1:00
Room 16



When do **you** start class?

When do **you** finish?

I start class at ____ o'clock.

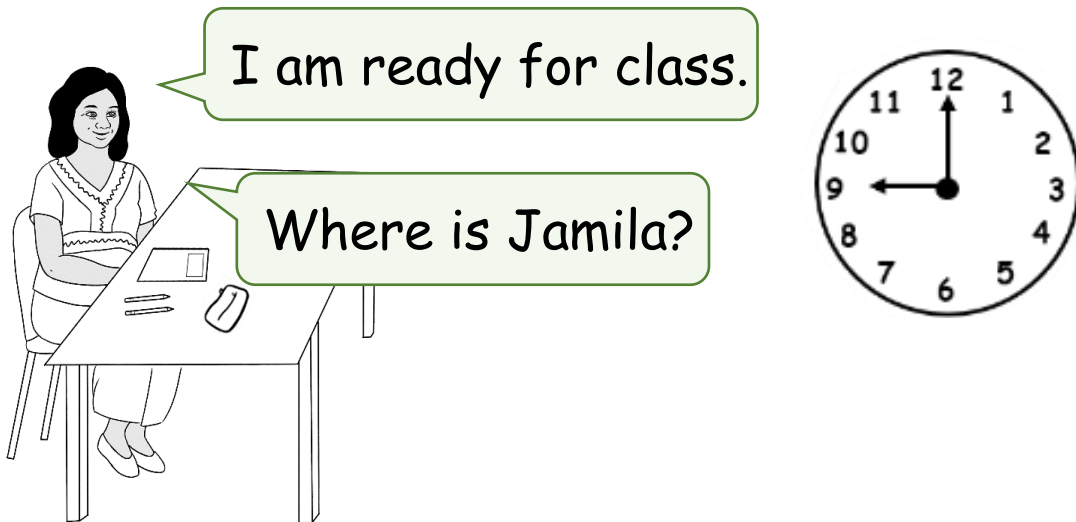
I finish at ____ o'clock.

9 I am sorry. I am late.

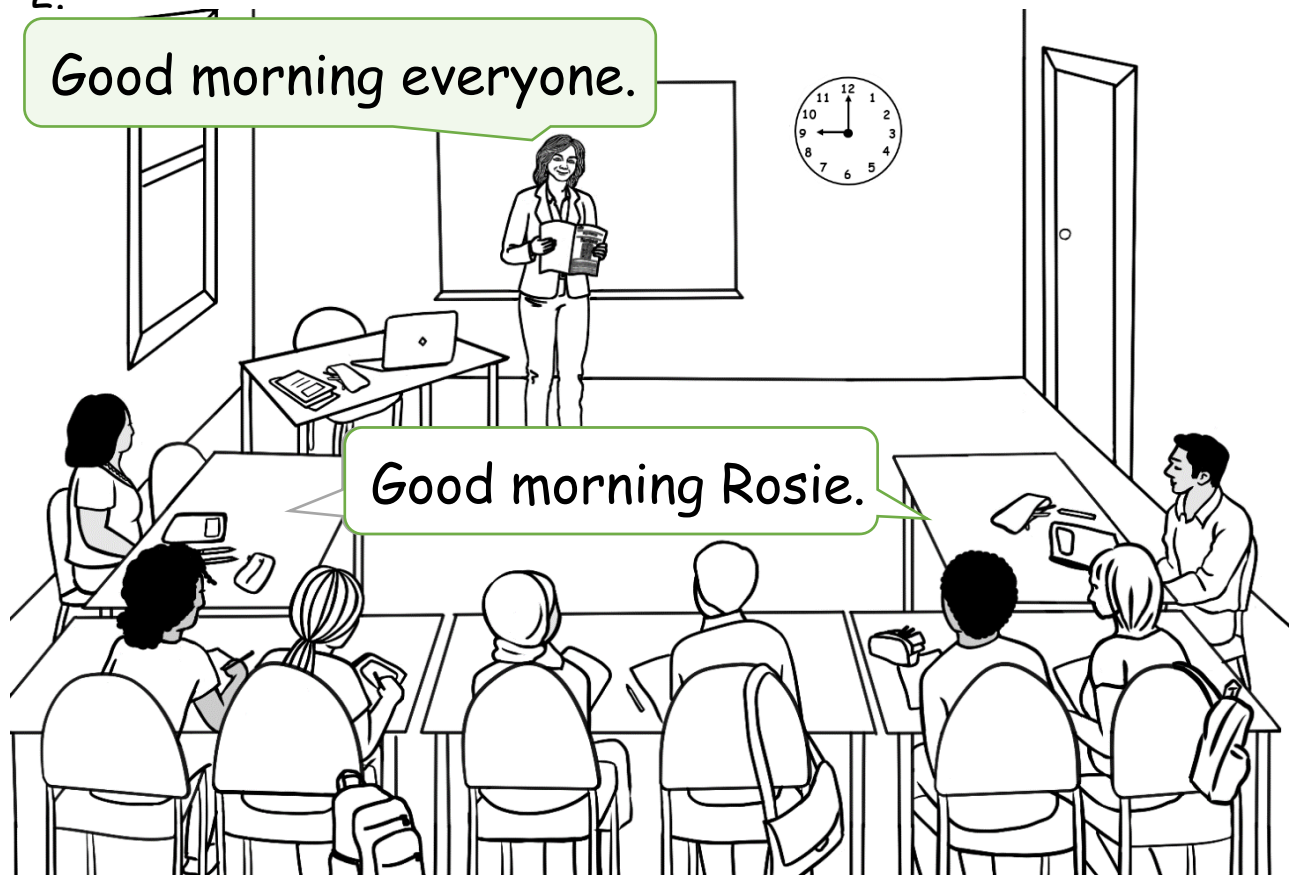
Project the following 4 pages.

Class starts at 9 o'clock.

1.



2.





3.



I am late.

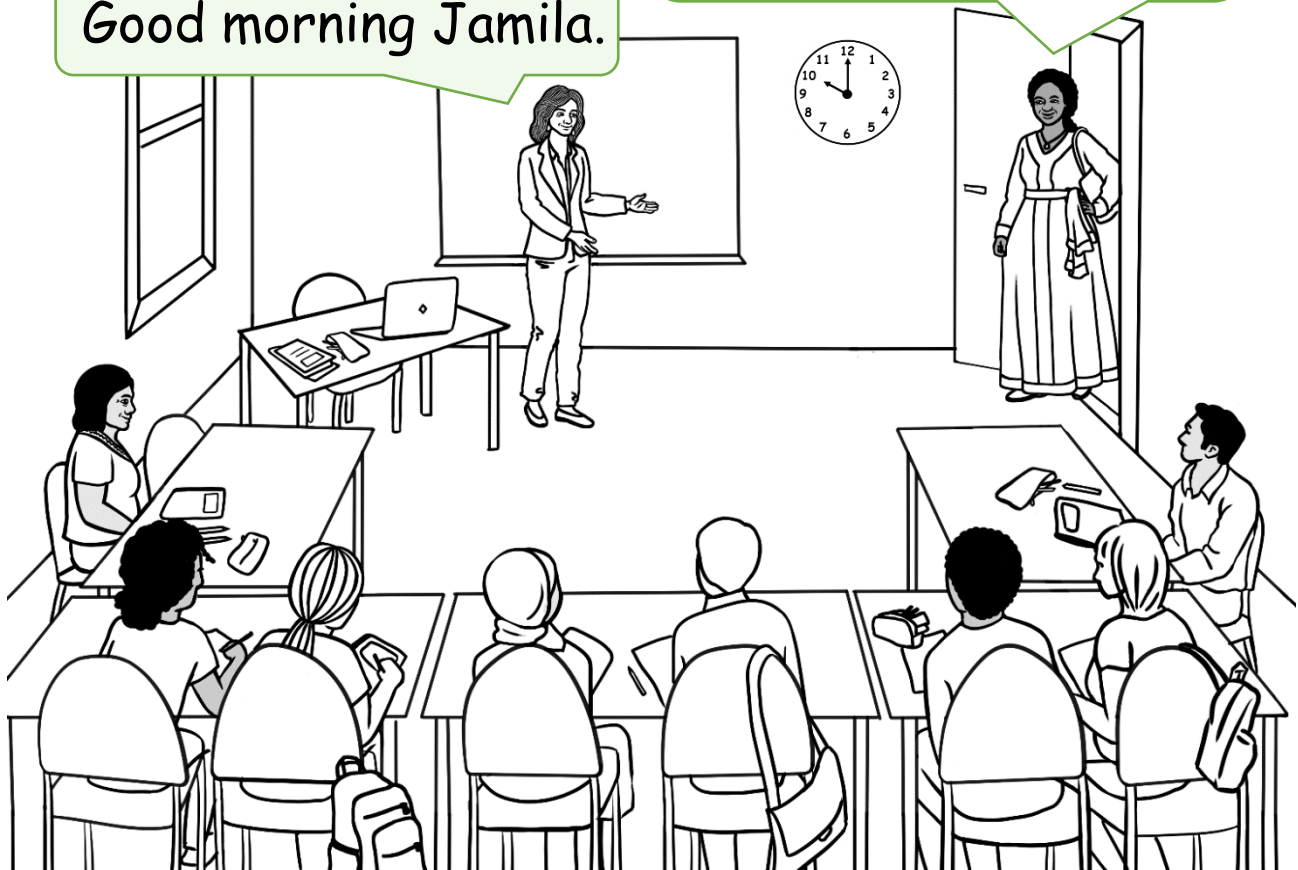
It is 10 o'clock.



4.

Good morning Jamila.

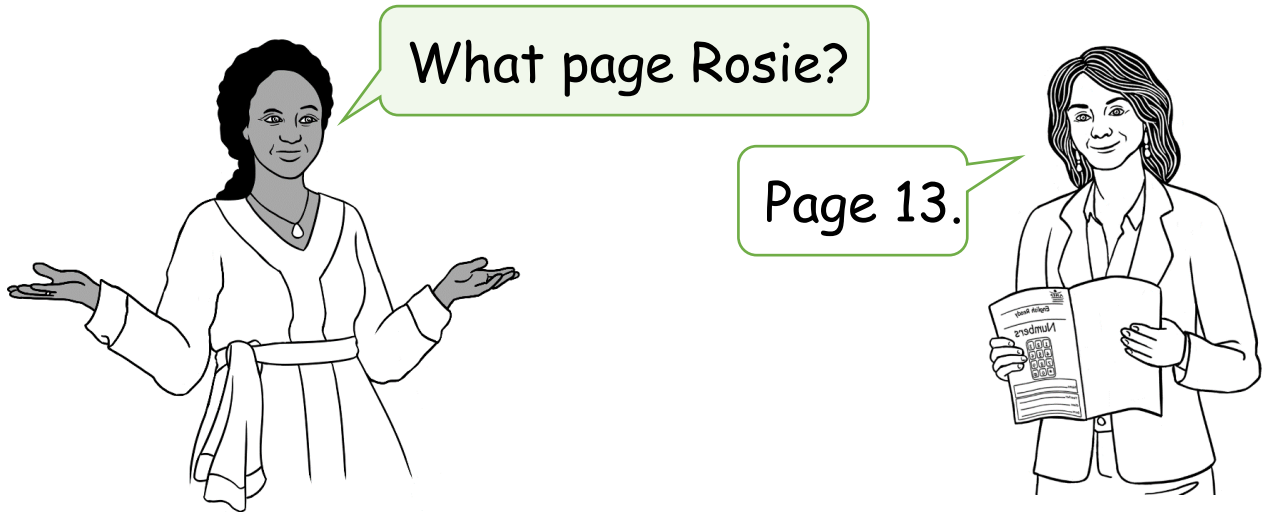
Good morning Rosie.
I am sorry. I am late.





Jamila doesn't know the page because she was late.

5.

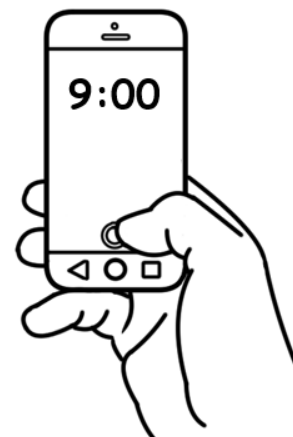


6.



Chant and clap together.

Come on time.
Come on time.
Our class
starts at 9.

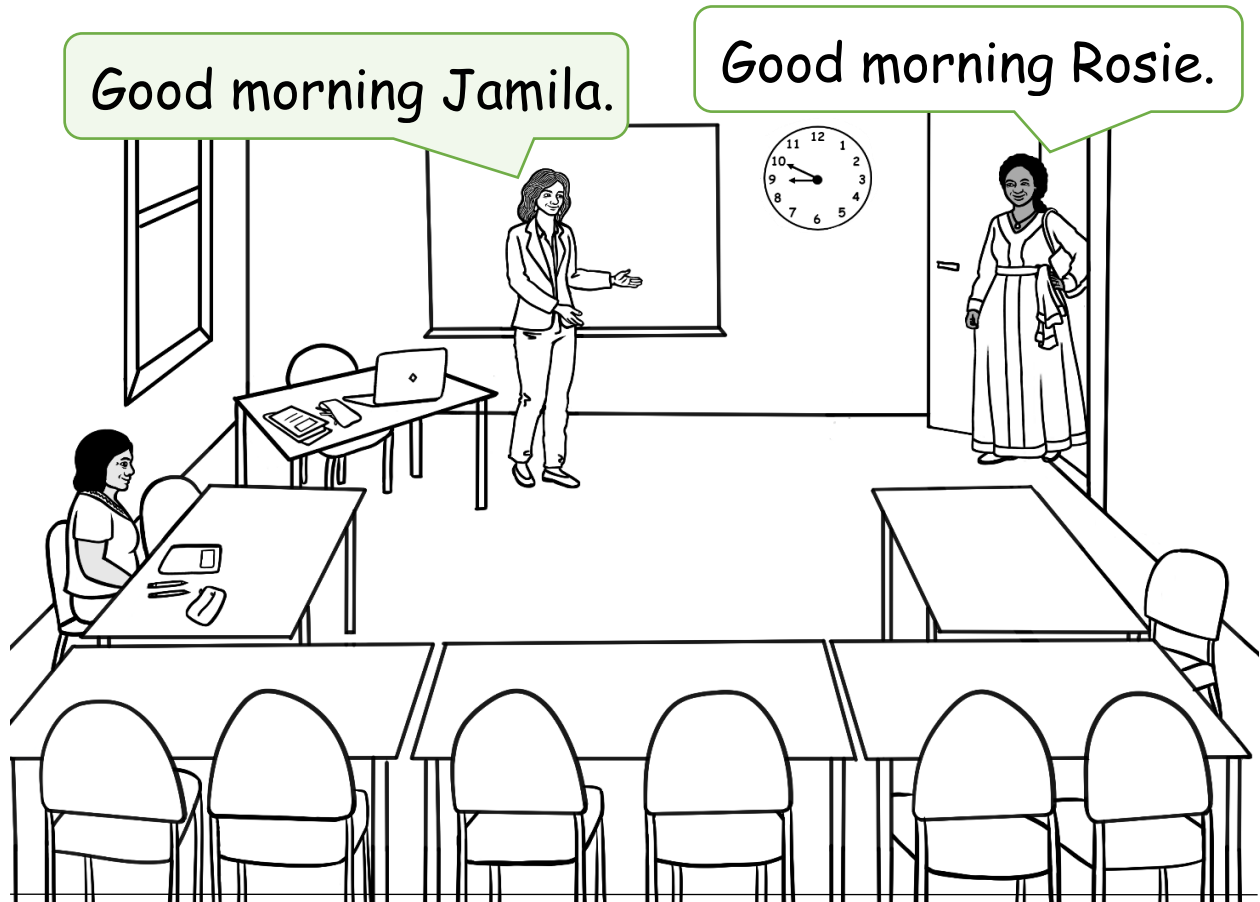




Next day Jamila arrives **before** 9. This page aims to show the importance of being early, for both learning and friendship. The conversation in exercise 8 could be extended to talk about family, the weather, weekend etc

7.

The next day



Good morning Jamila.

Good morning Rosie.

8.



Hi Jamila.

Hello Zarni.

How are you?

Good thanks.

10 Do you have a pencil?



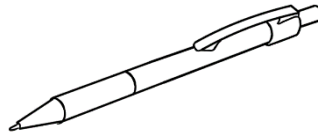
Direct students to colour some of the objects.
e.g. Colour the pen red.

1.



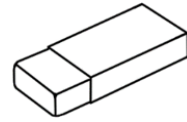
pencil

2.



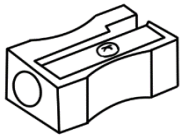
pen

3.



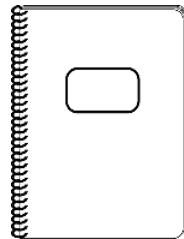
rubber

4.



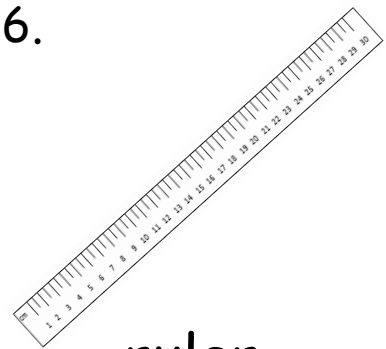
sharpener

5.



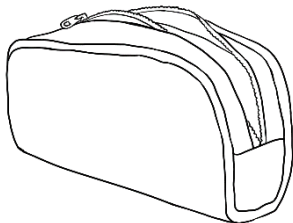
notebook

6.



ruler

7.



pencil case

8.

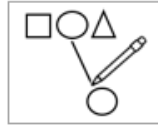


water bottle


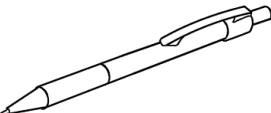
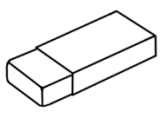

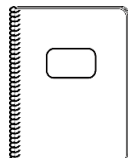
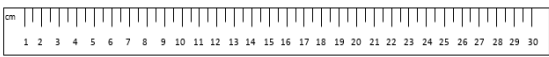
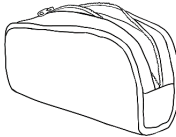


9.

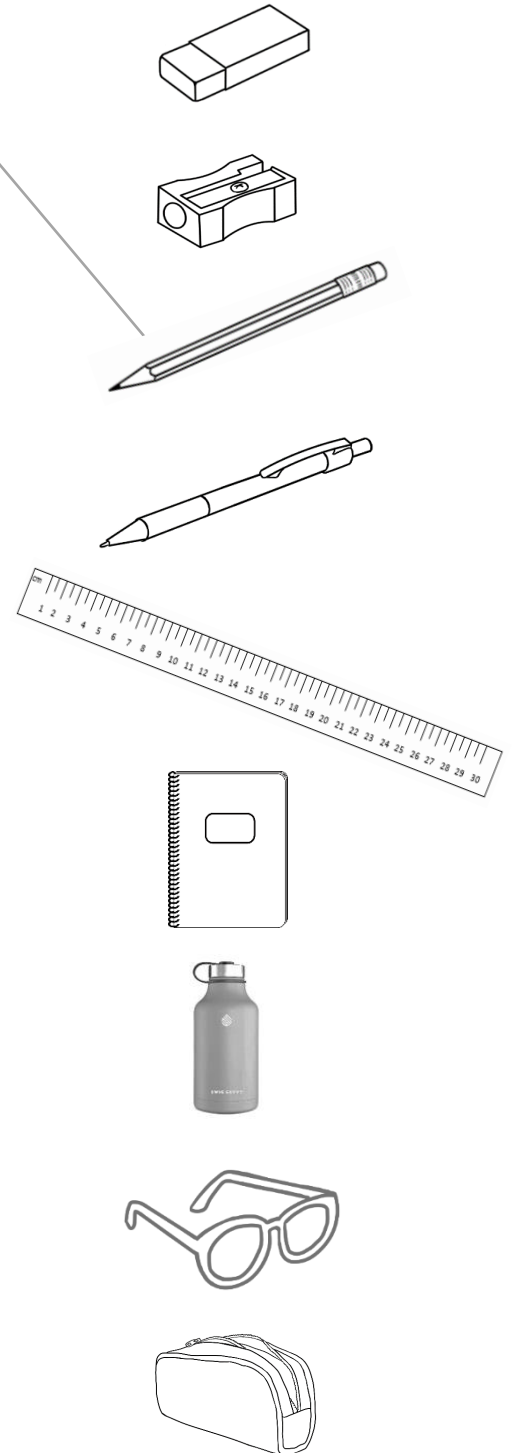


glasses



Listen, repeat, match and then ask questions.
e.g. What's number 3?

1. pencil	
2. pen	
3. rubber	
4. sharpener	
5. notebook	
6. ruler	
7. pencil case	
8. water bottle	
9. glasses	





1.



Do you have a pencil?



Yes.



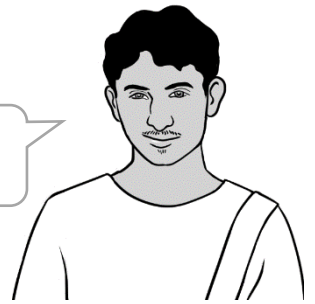
2.



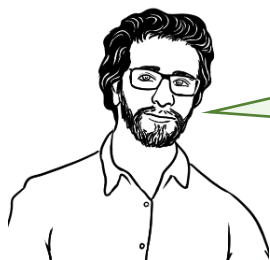
Do you have a rubber?




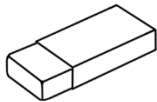
No.



3



What do you have?

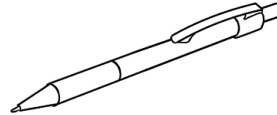
		✓
I have a pencil.		
I have a rubber.		



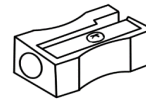
What do you have?



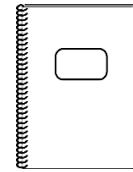
1. I have a pen.



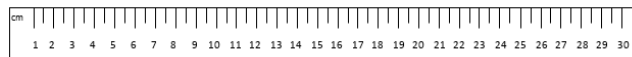
2. I have a sharpener.



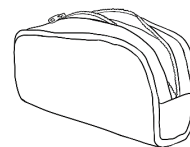
3. I have a notebook.



4. I have a ruler.



5. I have a pencil case



6. I have a water bottle.



7. I have glasses.

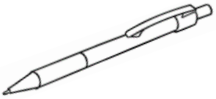


1.  

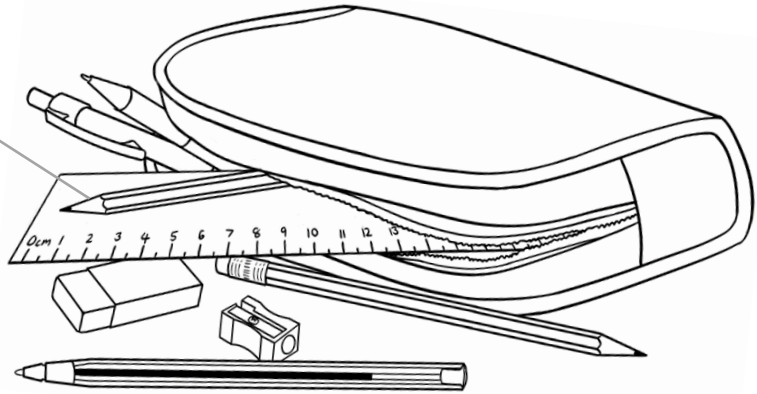
San's pencil case




1. pencil 

2. pen 

3. rubber 





4. ruler 

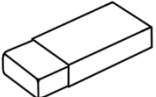
5. sharpener 

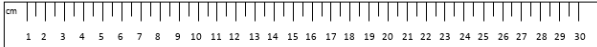
2.  

Emphasise the initial consonants - p and r.
Copy the first letter.

 pencil
_encil

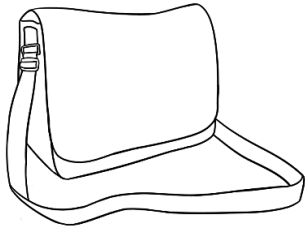
pen 
_en

 rubber
_ubber

ruler 
_uler

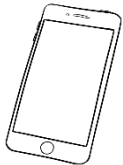




Listening activity. Read what Rahim has in his bag; students tick the items. The items are **not** ticked in the student book.
NB. Rahim wears glasses when studying.



Rahim's bag



1. a pencil case		
2. a notebook		
3. a water bottle		
4. a phone		
5. glasses		
6. an apple		
7. an umbrella		


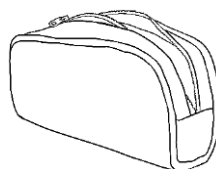
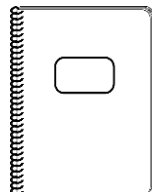

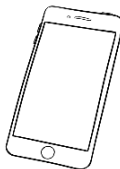

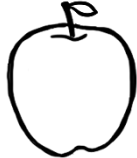



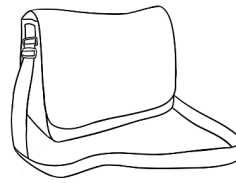
Listening activity. Read what San has in her bag; students tick the items. The items are **not** ticked in the student book.



San's bag

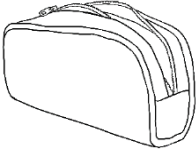
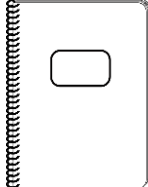

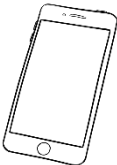

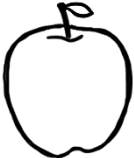



			<input checked="" type="checkbox"/>
1. a pencil case			<input checked="" type="checkbox"/>
2. a notebook			<input checked="" type="checkbox"/>
3. a water bottle			<input type="checkbox"/>
4. a phone			<input checked="" type="checkbox"/>
5. glasses			<input type="checkbox"/>
6. an apple			<input checked="" type="checkbox"/>
7. an umbrella			<input checked="" type="checkbox"/>



What is in **your** bag?



1. a pencil case		
2. a notebook		
3. a water bottle		
4. a phone		
5. glasses		
6. an apple		
7. an umbrella		

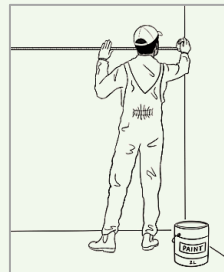
11 I want to learn English.



Project the pages in this section. Help students understand that to learn English and achieve their goals, they need to study **actively** in and after class. See the Teacher Resources for ways to practise the strategies in this section.

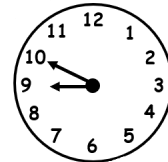


I want to be a painter.

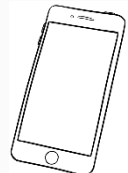
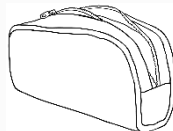


In class

1. I come to class before 9 o'clock.

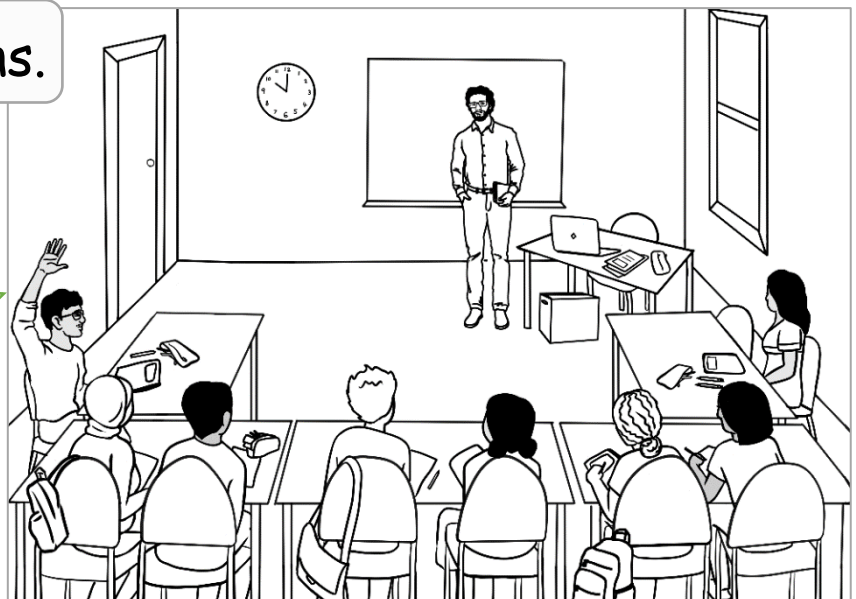


2. I have



3. I ask questions.

Say it again please?



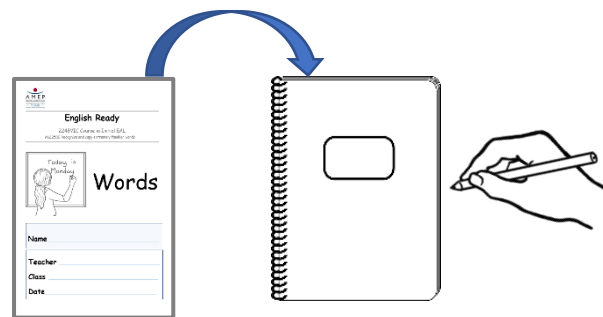


After class

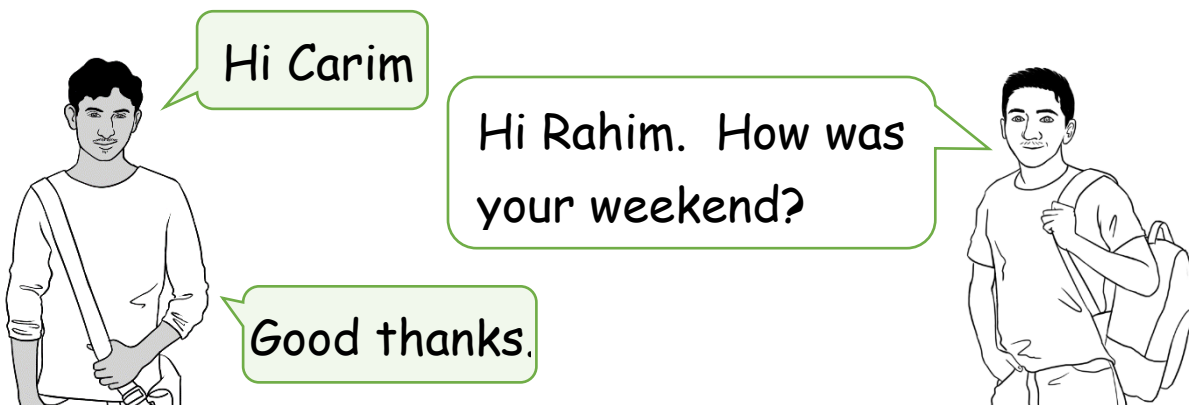
4. I do my homework.



5. I copy words into my notebook.



6. I talk to my friend in English.



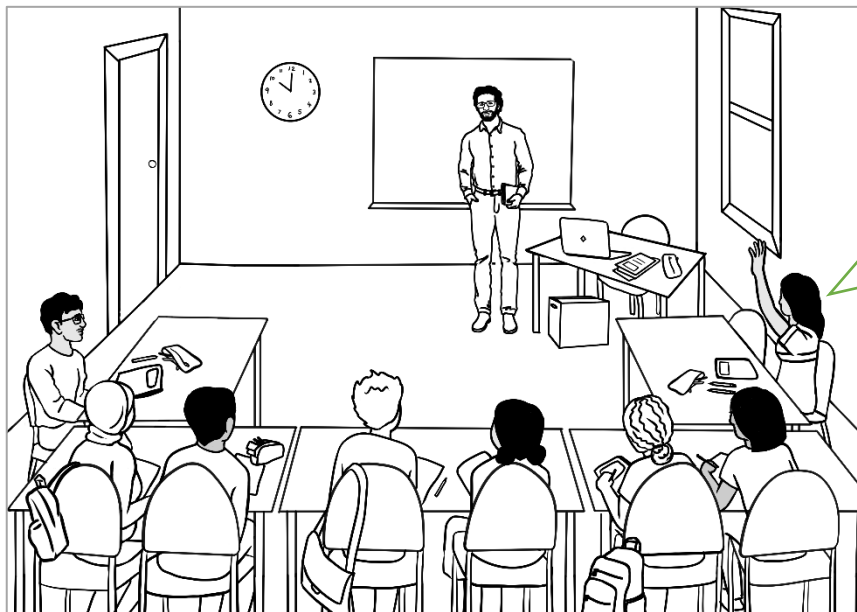


I want to work with children.



In class

1. I ask for help.



Can you help me please?

2. I record the teacher.

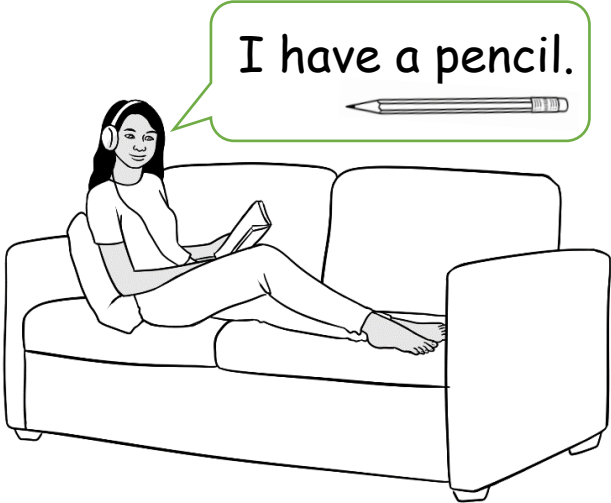
I have a pencil.





After class

3. I listen to the teacher.
I repeat the words.

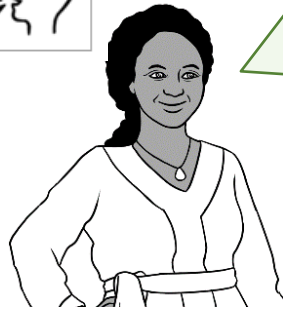


4. I talk to my neighbours.



5. I learn new words.





I want to be a cook.

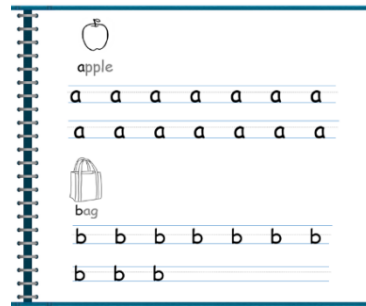


In class

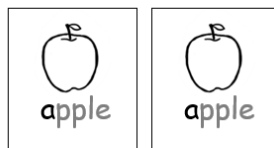
1. I say the sounds. I copy the sounds.



apple a
bag b.



2. I match the words. I say the words.



apple



3. I talk to my friend in English.



Hi Zarni.

How is San?

Hi Jamila.

She is sick today.





After class

4. I learn with a volunteer. I learn the sounds.



5. I use a laptop in the library.





#1 Ming says, *I go to class.* This stresses regular attendance.

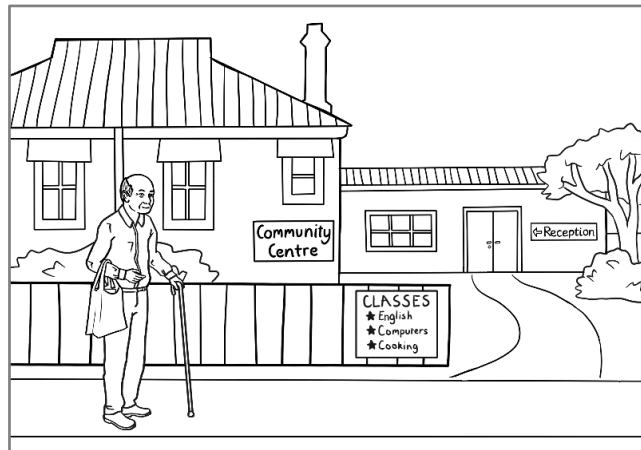


I want to talk to my grandchildren.



In class

1. I go to class.



2. I listen and repeat.



Monday

Monday



3. I ask for help.



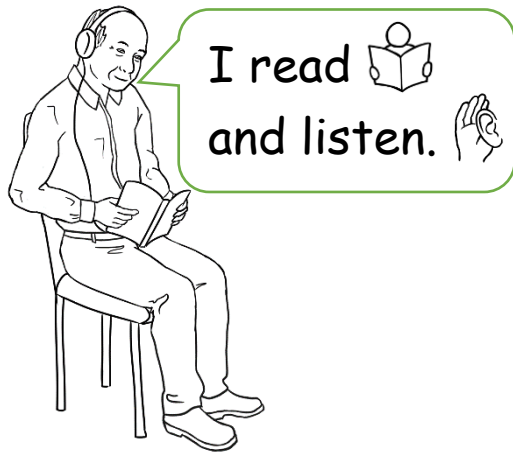
Can you help me please Wendy?



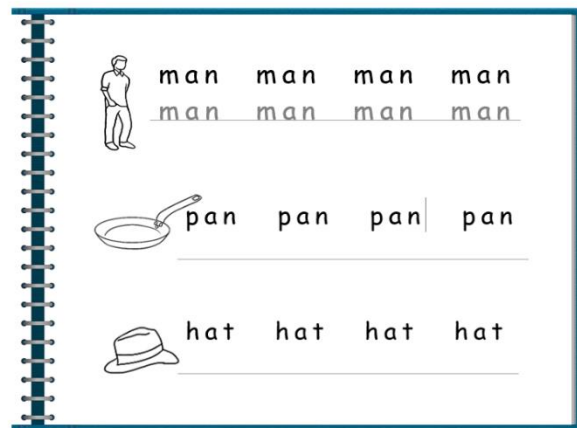


After class

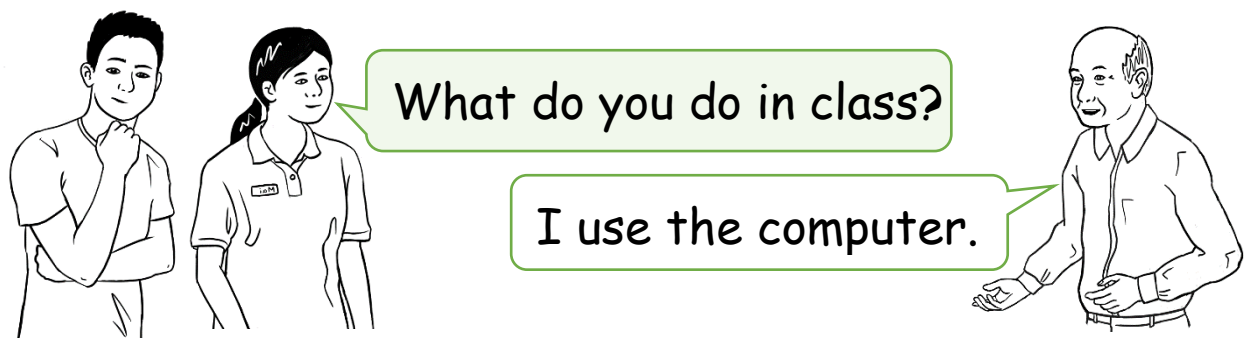
4. I go to the library.



5. I do my homework.



6. I talk to my grandchildren.



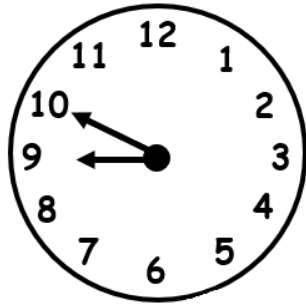


In class

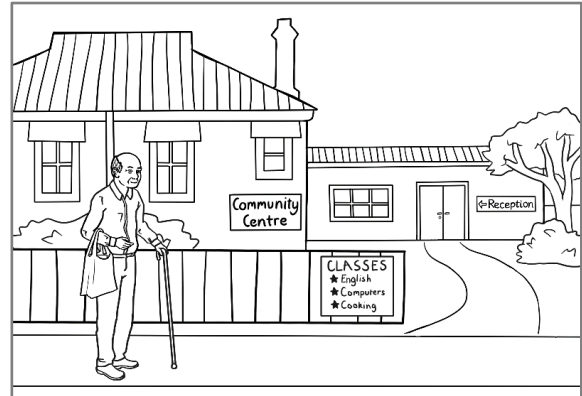
What do you do?



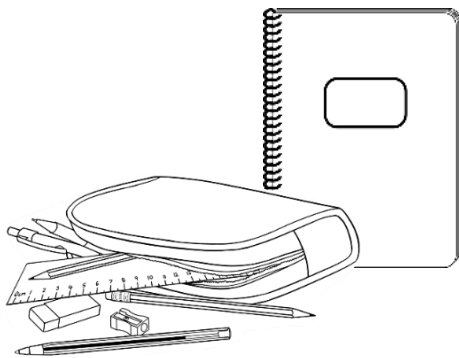
1



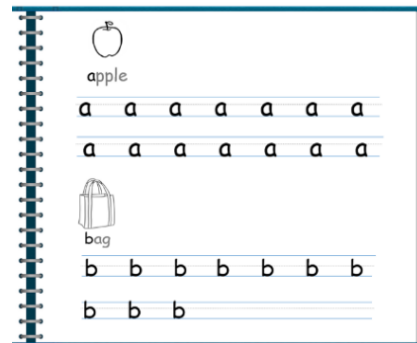
2



3

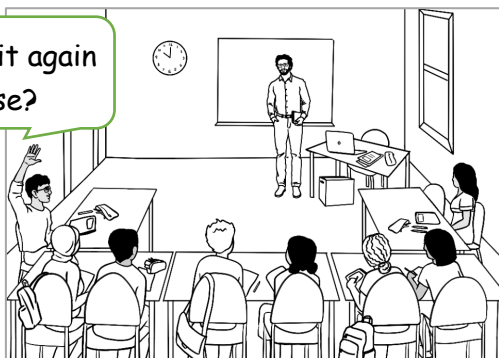


4



5

Say it again please?



6

I have a pencil.



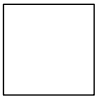


After class



What do you do?

1



2



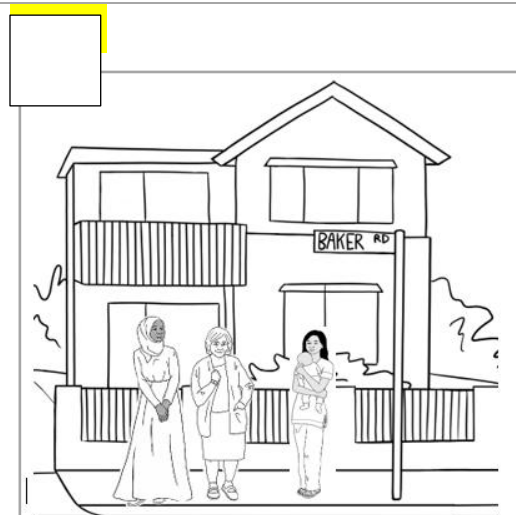
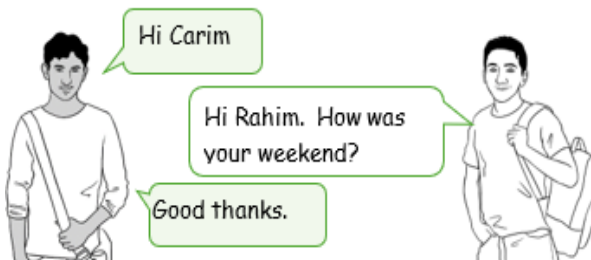
3



4



5



12 Follow instructions.

This section focuses on the instruction icons.

Read and point to all the letters. Instruct students to circle different letters. If coloured pencils are available, instruct students to circle in specific colours.

1.



Circle b



a	b	c	d	e	f	g
h	i	j	k	l	m	

n	o	p	q	r	s	t
u	v	w	x	y	z	

2.



Instruct students to tick different letter names.

Tick d



a	b	c	d	e	f	g	h	i	j	k	l	m
			✓									

3.



Instruct students to tick different letter names.

Tick r



n	o	p	q	r	s	t	u	v	w	x	y	z
				✓								

4.



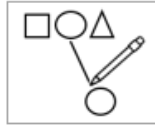
Read and point to all the letters. Instruct students to colour the boxes under specified letters.

Colour F


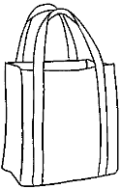
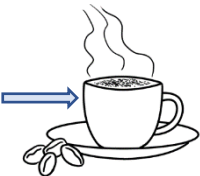
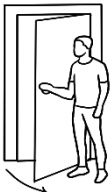
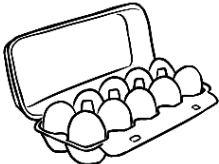


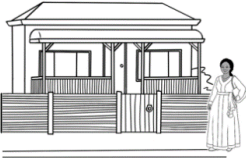


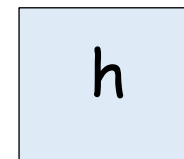
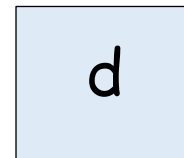
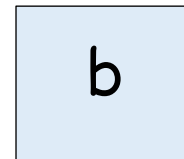
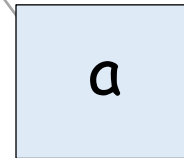
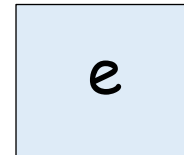
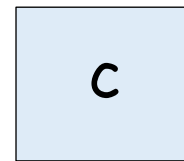
A	B	C	D	E	F	G	H	I	J	K	L	M

N	O	P	Q	R	S	T	U	V	W	X	Y	Z



Listen, point and repeat the words and first sounds. Match the first letters. Revise later by instructing students to circle/tick a sound, or colour an object.

1. apple		a
2. bag		b
3. cup		c
4. door		d
5. eggs		e
6. family		f
7. glasses		g
8. home		h





Listen, point and say the words and initial sounds. Work from left to right. Revise later by instructing students to circle/tick a sound, or colour an object.



9.



ink
_ink

10.



jacket
__acket

11.



kids
__ids

12.



lemon
__emon

13.



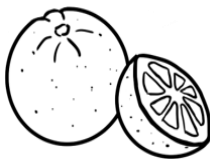
man
__an

14.



no
__o

15.



orange
__range

16.



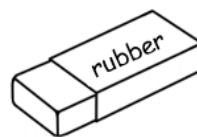
pencil
__encil

17.



queen
__ueen

18.


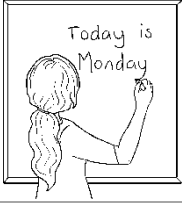



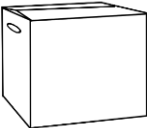




rubber
__ubber




Listen and say the words and sounds.

Colour the sounds. Revision - Tick or circle the sounds.

19.	student		S
20.	teacher		t
21.	umbrella		u
22.	van		v
23.	woman		w
24.	box		x
25.	yes		y
26.	zero		z

1.   Listen and repeat the numbers.
Count and clap the syllables.
Revision - colour or tick numbers.

2.  Instruct students to circle different numbers.



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50

13 I am sick.

1.



2.



I text my teacher.



3.



Hi Peter

Hi _eter

I am sick.

_ _m _ick.

San

_an

4.



I am sick.

_ _ _ .

I am sick.

_ _ _ .



Text the teacher.



Students listen and copy the teacher's phone number below and onto their phone.

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

My teacher's phone number is

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



Write your name on a slip of paper so students can copy it and also their own name into the text template below. Students then copy the model text on their phone and send the message to the teacher.

Hi _____

I am sick.



This chant could be said at the end of every class.

Bye.

See you soon.

Bye.

See you later.

Bye.

See you tomorrow.

