

Design team: Vicki Hambling, Sue Paull, Frida Dean, Glenise Kleehammer 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 or AMEPInfo@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.	Introduction VU23489, VU23491, VU23492	2
2.	Meet the people VU23489, VU23491, VU23492	4
3.	Workbook instructions VU23489, VU23491, VU23492	8
4.	Speaking - Body Language VU23492	14
5.	Letters - The names VU23489	18
6.	Letters - Upper and lower-case VU23489	22
7.	Letters - Alphabetical order VU23489	29
8.	Letters - The sounds VU23489	34
9.	Words – Handwriting VU23491	79
10.	Speaking - Greetings and information VU23492	86
11.	Speaking - Classroom items VU23492	89
12.	Speaking - Follow instructions VU23492	99
13.	Important words – Names VU23489, VU23491	108
14.	Letters - Word identification strategies VU23489	113
15.	Teach in context.	125
16.	Audio transcripts	129

1. Introduction VU23489, VU23491, VU23492

The Teacher Resources

The oral and kinaesthetic activities in this book utilise a variety of senses to improve memory retention. The most productive classes are noisy and active. Resources here aim to promote noisy active learning. They include:

- drawings of the characters to use for the design of additional materials
- flashcards for printing
- individual and class activities
- revision and homework
- pronunciation
- extension exercises
- audio transcripts. Audio Mp3 files are saved in a separate file.

The book is an electronic reference and all materials can be adapted and then printed as needed. Worksheets have teacher notes that can be removed prior to printing.

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 and students
- 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 guide activities and also answers for some listening exercises.



This icon is used to indicate audio Mp3 files.

There are seven books to address the three units:

VU23489

- 1. Letter Names** - develops the ability to recognise and reproduce the names of the letters and also highly familiar words.
- 2. Letter Sounds** - develops awareness in recognising and producing the foundational sounds of English.
- 3. My Dictionary** – is a template for consolidating and extending vocabulary; it can be adapted and extended for individual, home and class work.

VU23491

- 3. Writing** - includes detailed instruction and practice of handwriting. The entire book or individual pages can be copied for students who require additional writing practice.
- 4. Words** - gives practice in recognising and copying letters, common letter combinations and familiar words.

VU23492

- 5. Speaking** - provides a framework for students to learn simple greetings, participate in a classroom and respond to requests for basic information.

A special note:

In daily life we generally spend about 80% of our time listening and speaking a language and about 20% of our time reading and writing it. That's a good ballpark figure to keep in mind when you plan lessons.
(Literacy Network)

2. Meet the people VU23489, VU23491, VU23492

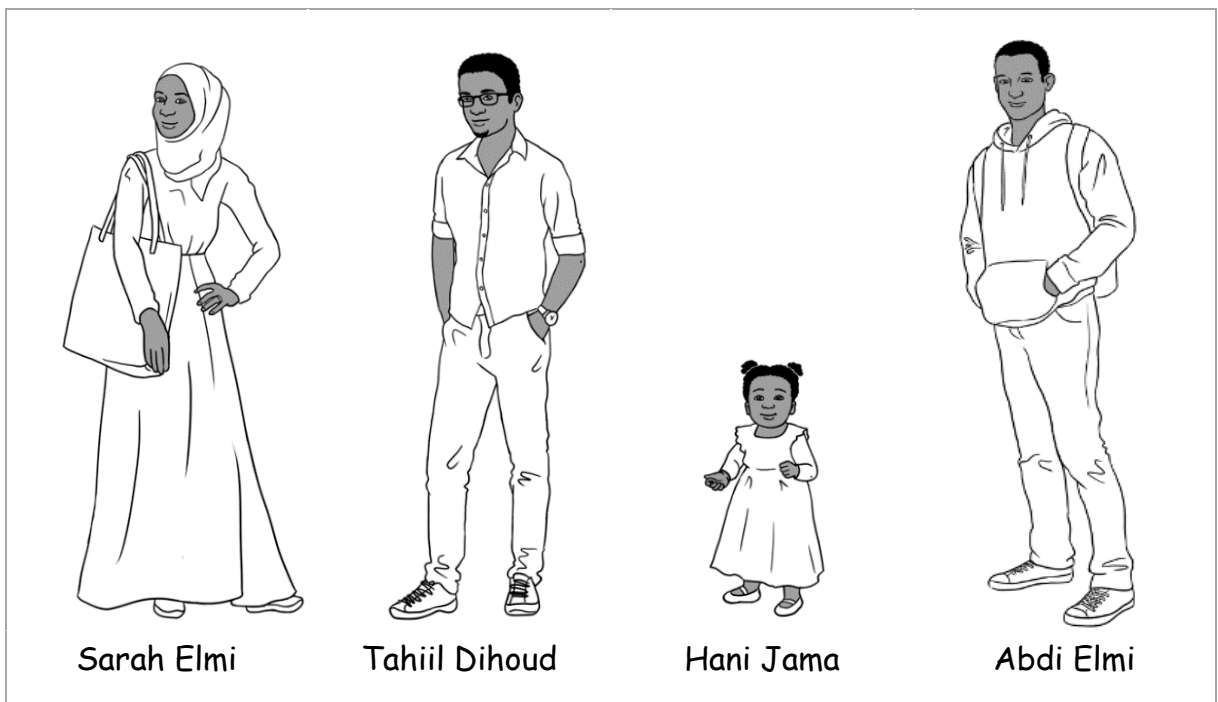
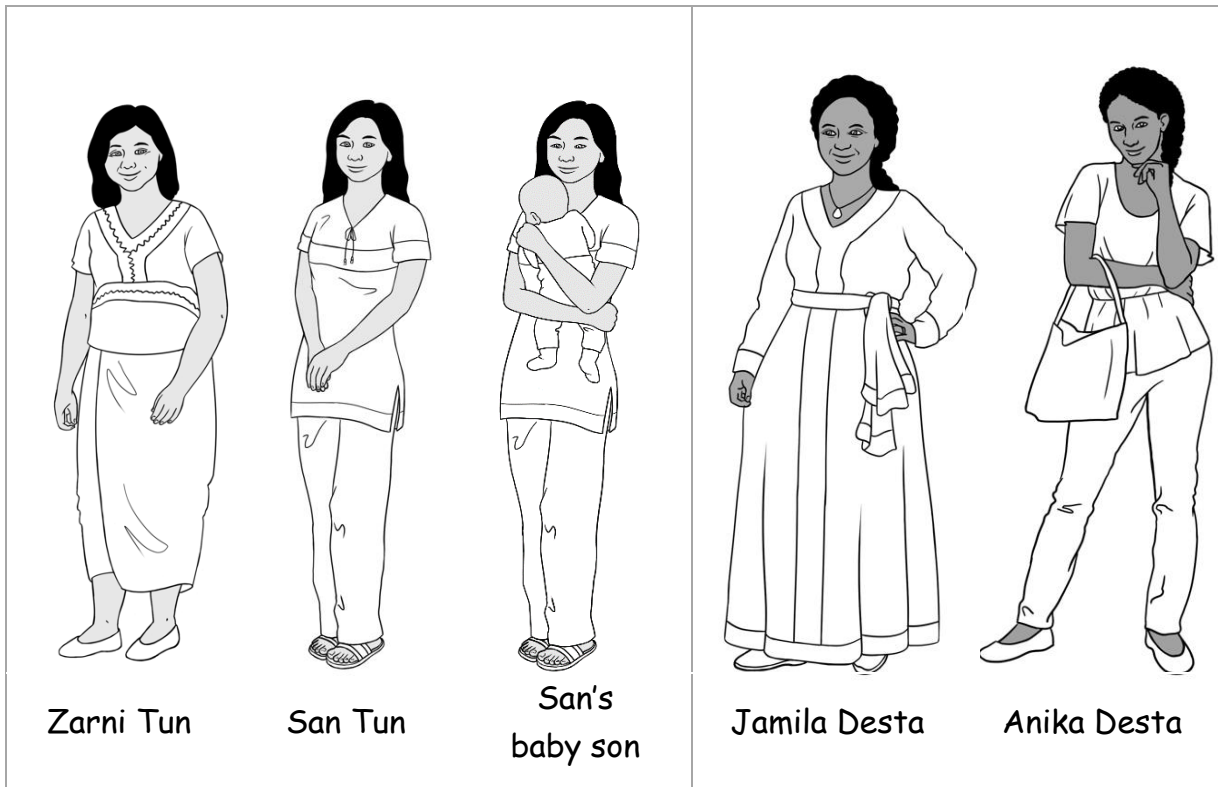
Drawings of the characters

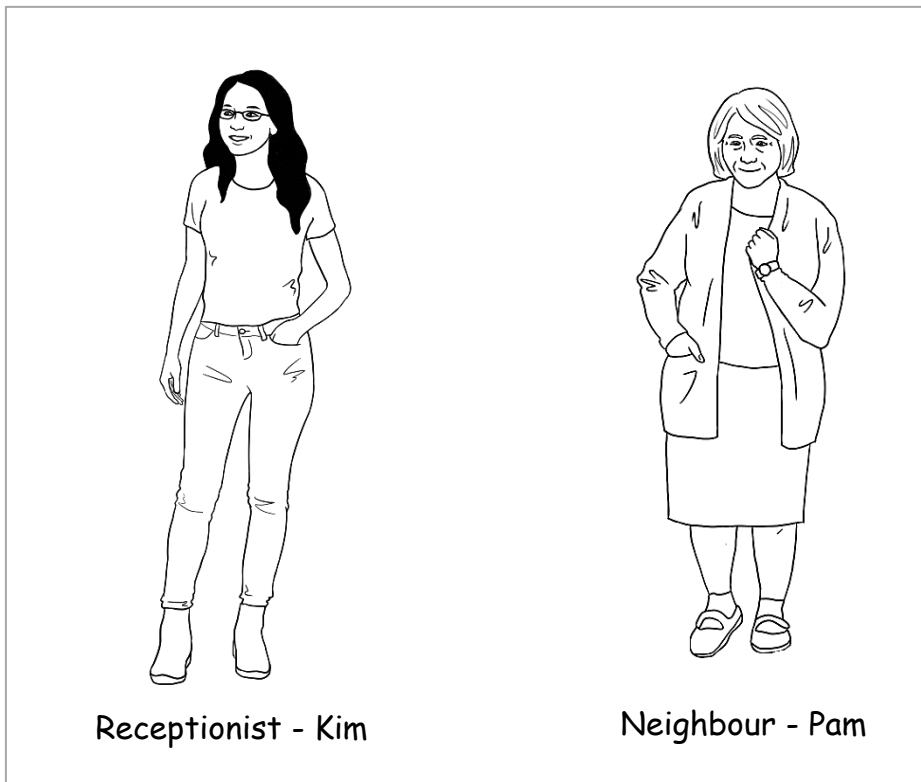
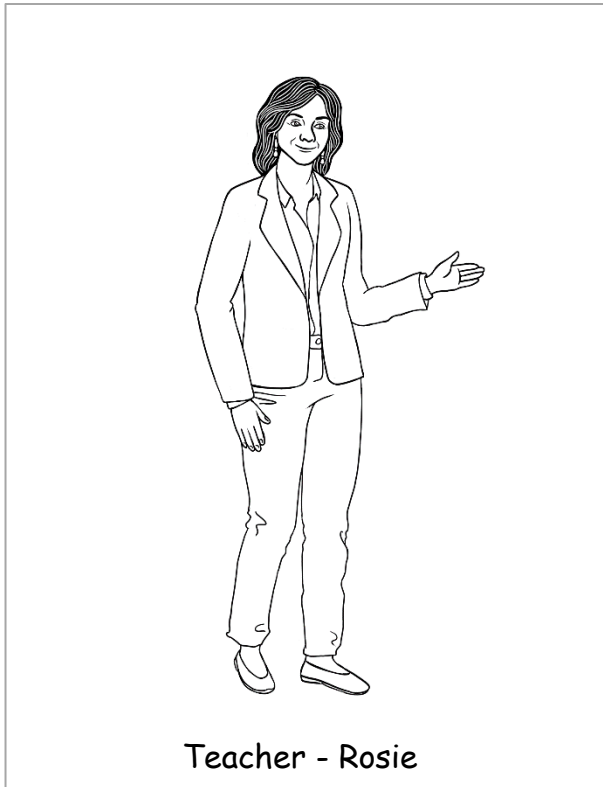
The characters have been included so that teachers can produce their own materials as needed. The chart with the bio data was created to maintain consistency of information throughout the booklets. It may be useful to update character information to make it more relevant to the time of use.

Name	Country of origin	Date of birth	Date of arrival	Address in Kellivale 2421	Phone
Zarni Tun	Myanmar	Age 45 10. 04. 1978	-	Unit 4, 50 Baker Road	0407 326 518
San Tun	Myanmar	15.11.2001	-	Unit 4, 50 Baker Road	-
San's baby son	Australia	Age 4 months	-	Unit 4, 50 Baker Road	-
Jamila Desta	Ethiopia	Age 50	-	56 North Street	0408 629 531
Anika Desta	Ethiopia	30. 09. 1995	15.10.22	56 North Street	0477 193 286
Sahra Omar Elmi	Somalia	07. 07. 96	9.6.22	Unit 6, 50 Baker Rd	0455 961 259
Tahiil Jama Dihoud	Somalia	27. 06. 94	9.6.22	Unit 6, 50 Baker Rd	0400 785 936
Hani Tahiil Jama	Somalia	24. 06. 21	9.6.22	Unit 6, 50 Baker Rd	-
Abdi Omar Elmi	Somalia	04. 08. 04	13.10.15	Unit 1, 50 Baker Rd	0465 971 356
Pam	Australia	02. 02. 1956	-	Unit 5, 50 Baker Rd	0407 165 972
Receptionist [Kim]	Vietnam	Age 30	-	-	-
Teacher Rosie	Australia	Age 45	-	-	-

Characters shaded are introduced in the Course in Initial EAL books.

Characters unshaded are also in the Course in EAL books.





Activities with names

1. Word stress

Write student names on the board in lists according to the number of syllables. Mark the stress with a large circle and practise together. Clap, stamp feet or use a rubber band to mark the main stress.



2. Name cards

Fold and create name cards for each student. The teacher writes each student's first name on one side of the card or paper, and their family name on the other side. * The name cards can be used to copy from in class.



- At the beginning of each lesson hand the name cards out to the students. The students put the card at the front of their desk.
- As students learn the alphabet, hold up each card and ask, Whose name begins with ? Use it as an opportunity to practise the letter names and later the sounds.
- Lay the names out on a table, and students pick up their names as they come in.
- Have a list of names at the door and students mark off their names as they come in.
- Start each lesson by flashing a name card and asking 'Who is this?'

* *The spelling of names is very important. Students need to use the spelling on their passport as this is the legal representation of their name.*




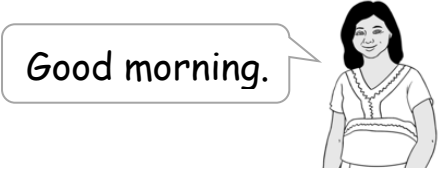

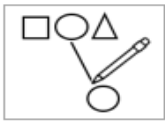






3. Workbook instructions VU23489, VU23491, VU23492













The following table gives a more detailed explanation of the instruction icons and may be a useful reference in developing class materials.

The first two instructions, *Listen* and *Say* are usually combined to mean *Listen and Repeat*.



This double icon is the first instruction for most exercises in the workbooks as it is a key learning strategy at this level. The word 'repeat' needs to be introduced to students early in the course.

 <p>1. Listen</p>	<p>Listen carefully to the teacher.</p> 				
 <p>2. Say</p>	<p>Repeat what the teacher says.</p> 				
 <p>3. Copy</p>	<p>Copy the letters or words below the model.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="927 1458 1106 1630"> <p>man m _ n</p> </div> <div data-bbox="1158 1458 1321 1630"> <p>man _____</p> </div> </div>				
 <p>4. Match</p>	<p>Match the letters or words.</p> <div style="display: flex; align-items: center;"> <div data-bbox="890 1794 1027 1877" style="border: 1px solid black; padding: 5px; margin-right: 20px;"> <p>man</p> </div> <div data-bbox="1107 1756 1390 1951" style="border: 1px solid black; padding: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px;">fan</td> <td style="border: 1px solid black; text-align: center;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">man</td> <td style="border: 1px solid black; text-align: center;"></td> </tr> </table> </div> </div>	fan		man	
fan					
man					

 <p>6. Circle</p>	<p>Circle the letters or words.</p> <p>man m f a s n</p>						
 <p>7. Tick</p>	<p>What do you have?</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px; text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">pen</td> <td style="width: 50px; height: 30px;"></td> </tr> <tr> <td style="text-align: center;">pencil</td> <td style="width: 50px; height: 30px;"></td> </tr> </table>		✓	pen		pencil	
	✓						
pen							
pencil							
 <p>8. Trace</p>	 <p>man man</p>						
 <p>9. Point</p>	   <p>hat cat man</p>						
 <p>10. Clap</p>	 <p>Today is Monday</p> <p>teacher</p>  						

Workbook instructions flashcards

Due to the students' level of literacy, icons replace written instructions in the workbooks. Instructions and guidance for all activities must be given by the teacher. Where necessary, some teacher instructions have been given in a small grey font.

To develop independent learning skills, the class activities below can help students recognise and understand the meaning of the icons.

1. Icon flashcards

Enlarge, cut up and introduce the icons gradually without the words as they occur in the workbooks. Blotack the icon cards to the board or walls for reference at different times throughout the class and ensuing classes.

2. Matching

When the icons are familiar to the class, introduce the written instructions for matching. Give each student either an icon or a written instruction. Students then walk round the room to find the student with the matching card. Blotack the written instructions next to the icon on the board or wall. This is a useful way to pair students for pair work.



listen



say



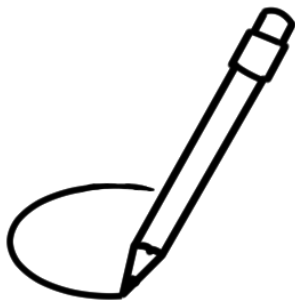
tick



trace



colour



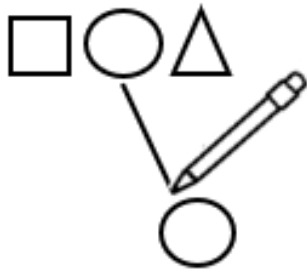
circle



clap



copy



match



point



write



sing



read

4. Speaking - Body Language VU23492**Activity 1 - Make requests for repetition or clarification**

Although the requests for clarification and repetition are specific to the speaking unit [VU23492], they are important in all units. Print the requests below, laminate and cut up. Build confidence by modelling the expressions and through regular class practice:

- Give the three expressions to three students. Select the most confident students at first.
- Ask these students to use their expression at least once during the class – initially with the teacher and later with each other.
- Give the expressions to different students in following classes.
- Teach additional expressions when appropriate.

I don't understand.

Can you help me please?

Can you spell that please?

Activity 2 - Body language

Activities

- Use body language to convey and support meaning. Get students to repeat the workbook instructions and copy the body language. This supports memory retention. e.g. listen, say, circle, point, copy,
- Revise vocabulary by miming a word and students guess the word.
- Distribute pictures from the books and invite students to mime a word for the class to guess.
 - Nouns: apple, umbrella, hat, door, bag, lip
 - Verbs: dig, stop, stand, read, fish, listen etc.

General

Body language gestures can have different meanings in different countries. For example, many Sri Lankans shake their heads when they say yes, and some cultures find the action of pointing at a person very offensive.

The hand actions and facial expressions below could mean different things in different countries, so it is good to teach what they usually mean in Australia. However, depending on the context, their meaning can vary here too.



Good
OK
Yes



Neither good nor bad
So-so
50 / 50



Not good
Disagree

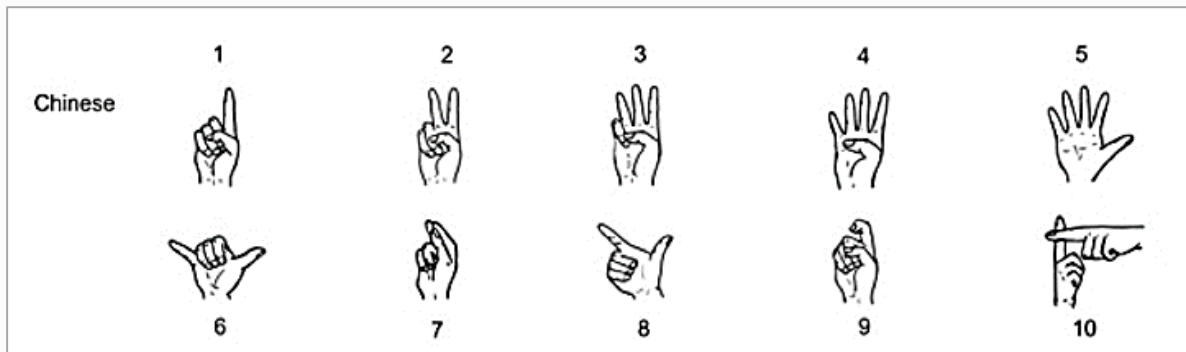


I don't understand.
I don't know.

Numbers

Use different situations to contextualise signing numbers. e.g. prices for shopping items. The *At the supermarket* exercise on the following page relates to shopping for a morning tea at the end of the **Speaking** workbook.

Teachers need to demonstrate hand signs for the numbers 0 - 10, and be aware that students may have used different signs in their country of birth. e.g.



Activity – *Numbers at the supermarket*

- Practise the hand and finger signs for the numbers 0 – 10.
- Project the following page onto the board or a screen with a data projector or make copies for each student.
- Teach the vocabulary on the shopping list and clap the syllables.
- Ask the questions and students use their hands and fingers to show the price.

Extend this activity by using the hands and fingers to indicate the price of other low-priced familiar objects. e.g. classroom items, fruit and veg etc

At the supermarket

1.



My shopping list.

	milk		\$3
	tea		\$5
	coffee		\$8
	sugar		\$4
	biscuits		\$6



2.

How much is the milk?



How much is the tea?



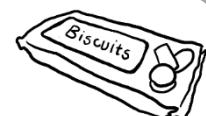
How much is the coffee?



How much is the sugar?



How much are the biscuits?



5. Letters - The names VU23489

Memorisation of the letter names – Some ideas

- Write the alphabet at the top of the board at the start of every class. The students need to watch the formation and say the name of each letter.
- Cut up and laminate the **alphabet strips** on page 21 for each student to place on their desks.
- Insert the alphabet at the top of any additional worksheets.
- Get the students to record the **audio recording of the alphabet** on their phones. There is a time gap after each letter which allows students to repeat the letter.
- Use **tactile experiences** such as taste, movement and sound as well as visual experiences. e.g. to teach the word *lemon*:
 - Throw a lemon to students and each time you throw it, students say *lemon*.
 - Cut up a lemon and get students to smell and taste it.
 - Say the word and get students to clap the syllables.
 - Get students to copy the word and say each letter as they write and say the word.
 - Match the letter **l** with **lemon**.

Revision, repetition and kinesthetic approaches

Repetition, revision and moving slowly are extremely important for literacy learners. Build on the students' current learning strength which is usually oral competency.

- Before teaching a new letter go back to the beginning and revise the letters done and then add new letters. The technique is *revise and add, revise and add*.
- Air writing – write letters in the air to support letter formation.
- Trace the letter with a finger on the table before writing it. Students say the name of the letter out loud as they write each letter.

- Tactile experience of forming letters in playdough or sand or paste confetti onto a letter, so that the students can trace and feel the letter shape.
- Students colour the letters to support visual recognition.
- Cut a letter into 3 or 4 pieces to make a jigsaw.
- Teach students to clap their hands and then clap their thighs. Use these actions while saying the letters so there is both movement and sound. e.g. **A** *clap hands* **B** *clap thighs* **C** *clap hands* **D** *clap thighs* etc. Alternatively students could tap their shoulders and desks.
- Ask students to stand up and walk around the room repeating the letters you are teaching.
- Students point to the letters on the alphabet strips as the teacher randomly calls them.
- Students write about ten letters on a page. Show the class a letter and students circle it on their paper.
- Practise minimal pairs
e.g. V and B, E and I, R and L, Q and U, J and K
- Find, point to and say the names of letters in words around the room.
- Cut out specified letters from magazines or supermarket catalogues and create a class or group collage. Students repeat the names of the letters as they cut and paste.

Alphabet bingo

- Print copies of the bingo card templates on the next page.
- Give each student a card.
- Into the five spaces on the card, students copy any letters from their *alphabet strip*.
- Use an *alphabet strip* as the master sheet to call the letters.
- Teacher calls out a letter. Students mark off the matching letter on their card with a pencil or bits of paper.
- With all letters marked off their card, the winner calls out 'Bingo'.
- The same cards can be used for multiple games if bits of paper or counters are used.

A confident student could be the caller in later games.

Alphabet bingo cards

Bingo		

Bingo		

Bingo		

Alphabet strips Copy, cut up and laminate. Enlarge and print onto A3 paper if required.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

6. Letters - Upper and lower-case VU23489

Note: In the student books, upper and lower-case letters are referred to as *capitals* and *small letters* as these are more commonly used terms.

Upper and lower-case letter tiles

Print the pages of letter tiles, enough for each student to cut up and have their own set. Distribute envelopes in which to store the tiles for future use.

Ideas for use:

1. Individual or Pair work

- Two sets of lower-case alphabet cards [each set a different colour]- students match the same letters together.
- Two sets of upper-case alphabet cards [each set a different colour to the lower-case] – students match the same letters together.
- One set of upper-case and one set of lower-case alphabet cards – students match the same letters together.
- Students work in pairs with one set of either capitals or small letters. They put their letters into alphabetical order. One student turns their back and the other removes one letter, and pushes the cards together to disguise the gap. The other student must say which letter is missing.

● Class work

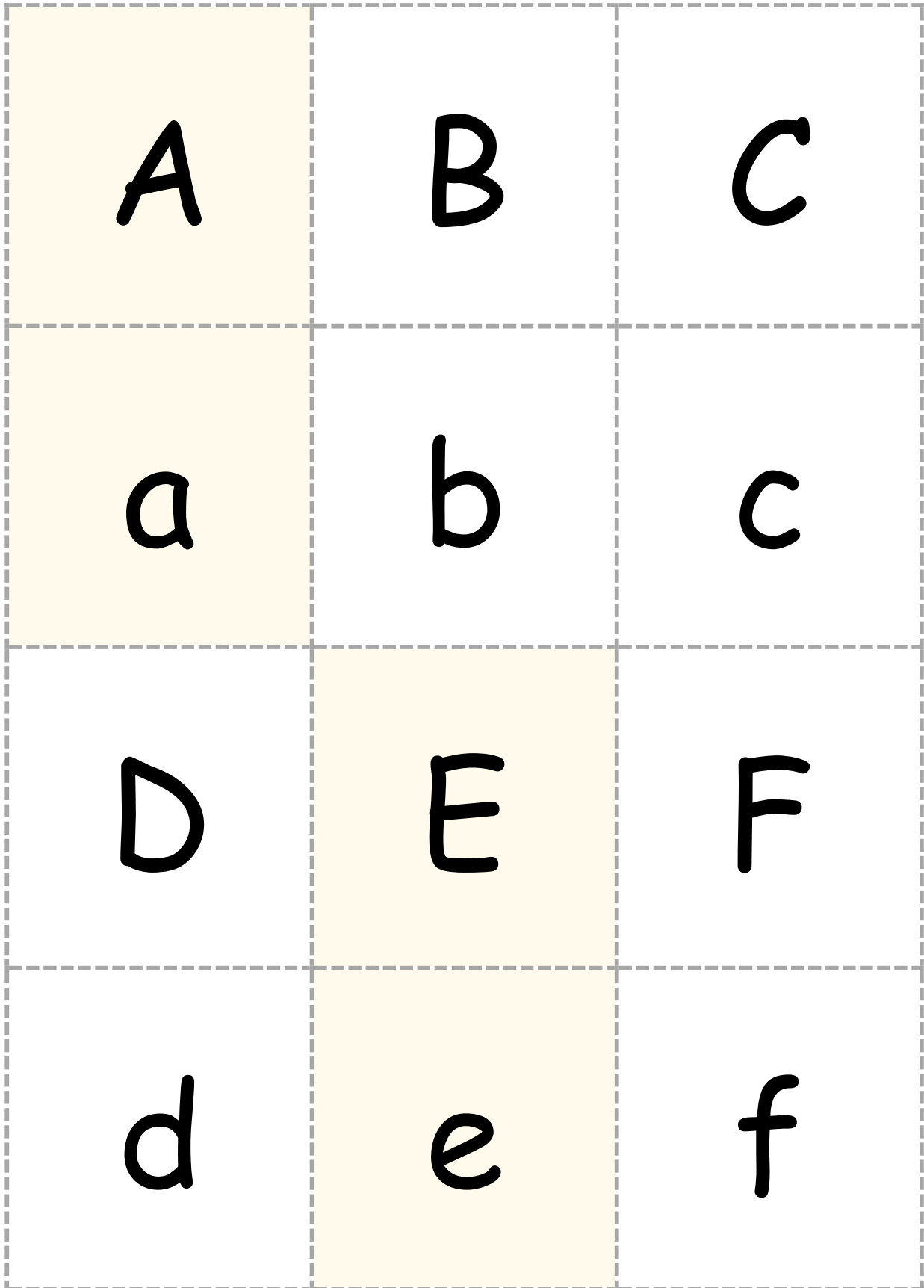
- Give students one upper or lower-case letter and ask them to find their partner.
- Say the name of a letter; students hold up the letter or place it on their desk.

● Group work

Lay out the alphabet cards on a table in a row, not necessarily in alphabetical order. Students work in groups and roll a dice to move along the path. Each time they stop, they say the letter. If they make a mistake, they move back two places.

Games

- **Memory** [Groups of 2 – 4]
Use the first 13 letters of two sets of alphabet tiles. Place them face down on the table. Students take turns to turn two cards over and find a pair. As they turn each card over, they say the names of the letters. The student with the most pairs wins.
- **Letters Smack** [Two teams]
Use two new different-coloured flyswats for this game. Write the alphabet randomly on the board. Choose a volunteer from each team and give each a fly swat. Call out a letter. The first to swat the letter wins a point for their team. Continue till everyone has a turn.
- **Pick a letter** [Groups of 2 – 4]
Students put sets of letters in small tubs and take turns to pull out and name a letter.
- **Musical Letters** [Whole class]
Arrange alphabet flashcards in a circle on the floor. Students make a circle around the cards. Play some music. When the music stops, students identify the letter nearest them. An extension for more capable students would be to say a word starting with the letter.
- **Alphabet Fish** [Groups of 2 – 3 players]
The aim of the game is to collect pairs of cards with the same-letter. Use two sets of alphabet tiles to make the game easier.
 - Shuffle the cards and deal out seven cards to each player, leaving the rest in a deck face down in the centre.
 - Students check their cards for pairs with the same letter and put these cards on the table in front of them.
 - The first student asks the student on their left if they have a particular card e.g. 'Do you have a **t**?'
 - If that student has a **t**, he/she says 'Yes I do,' and hands the card over. The student puts the pair of cards on the table in front of them for counting later.
 - If the student doesn't have a **t**, he/she says 'No I don't. Fish!' The first player takes a card from the deck. The turn goes to the next player who asks the person on the left for a card.
 - The game continues until one player is left with no cards in their hand.
 - To score: Students count their pairs. The winner has the most pairs.



G	H	I
g	h	i
J	K	L
j	k	l

M

N

O

m

n

o

P

Q

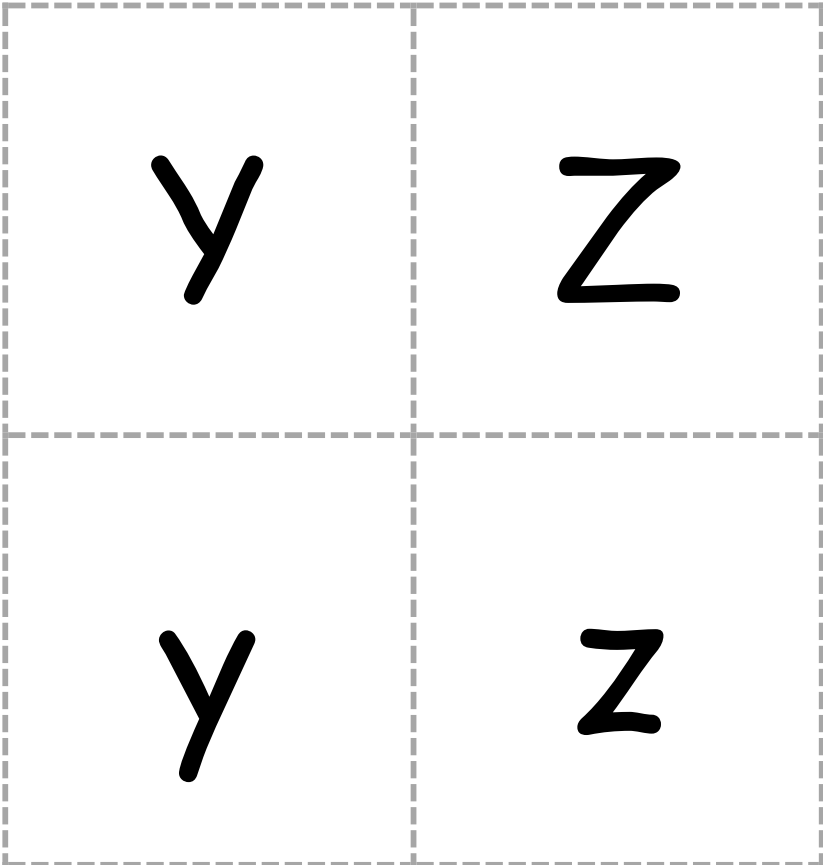
R

p

q

r

S	T	U
s	t	u
V	W	X
v	w	x



7. Letters - Alphabetical order VU23489

Whole class activities

- **The disappearing alphabet** - Write the alphabet in order on the whiteboard. Read with the students. Rub out one or two letters and put a line in place of the letter. Ask the class to read again saying the missing letters. Slowly rub out most of the letters while students read the letters, including the missing ones. Finally, rewrite the letters as the students read.
- **Round the class** - The teacher begins by saying *A*, the next student says *B*, the next *C* and so on.
- **Three teams** - Students line up in teams in front of the board. When the teacher says *Go*, a student from each team writes **A**, the next student writes **B** and so on. The first team to complete the alphabet in the correct order wins.
- **A class alphabet** - Each student is given a letter tile and lines up in alphabetical order. Then students read their letter aloud in order.
- **Missing letter** - Print and cut up enough of the cards on the following page so that each student has one card. Students write the missing letter, either in upper or lower-case. They then arrange the cards in alphabetical order on the whiteboard using magnets or Bluetack. Students then read the letters aloud in order.

Pair work

- Use one set of alphabet tiles for each pair. Mix them up and the students put them in order. Each student reads the letters aloud to their partner. This can also be done as an individual activity.

Cards for the *Missing letter* activity

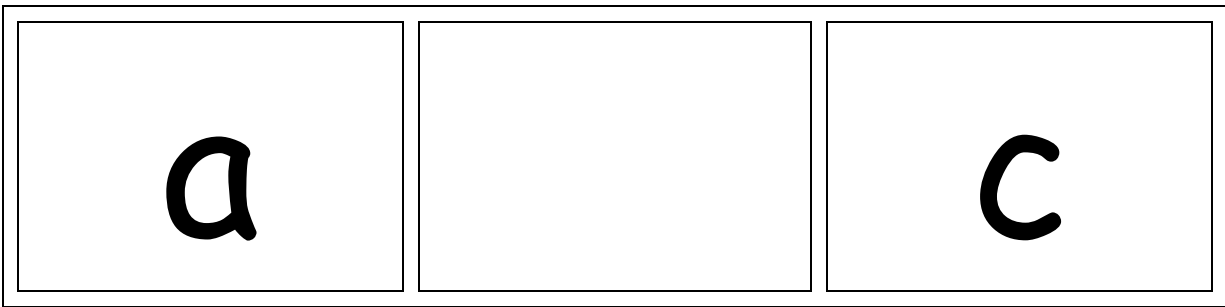
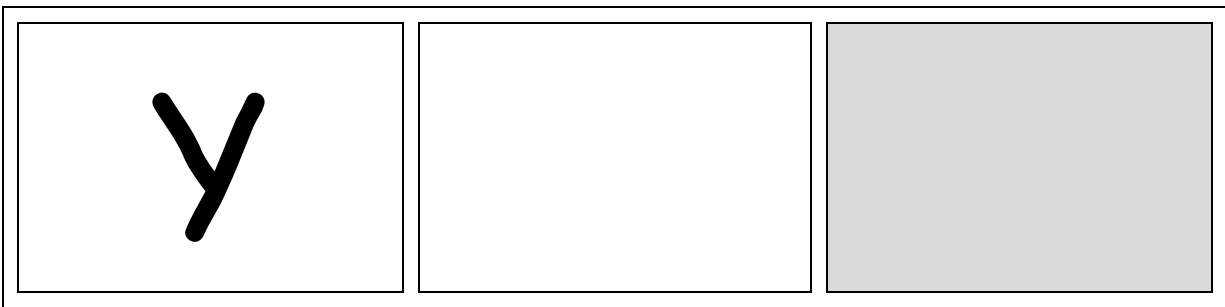
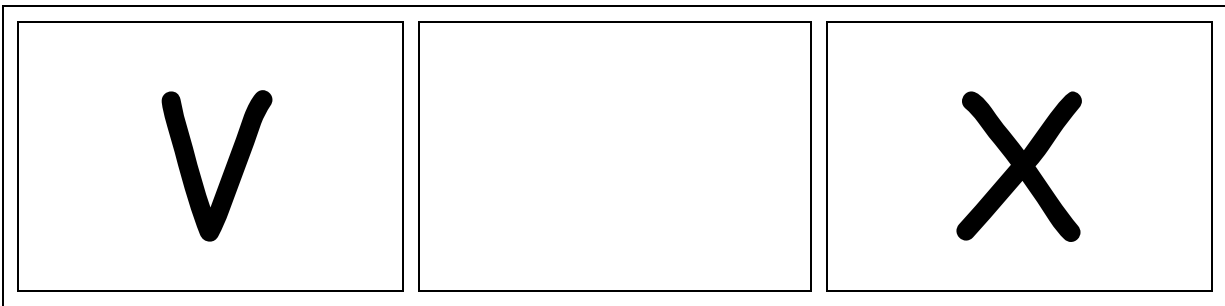
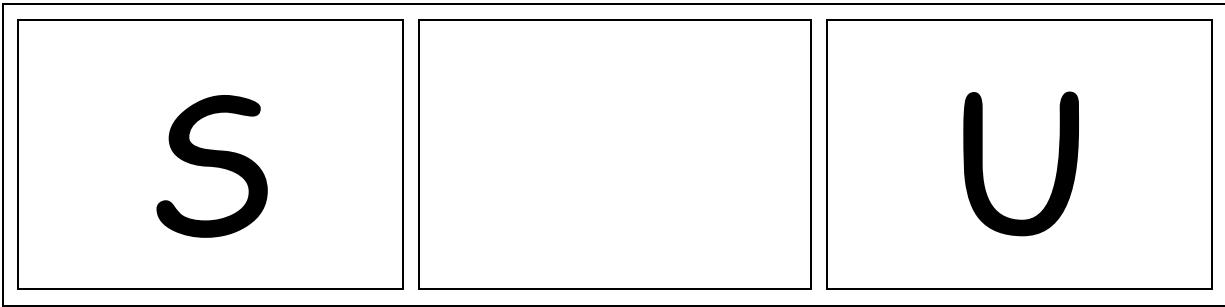
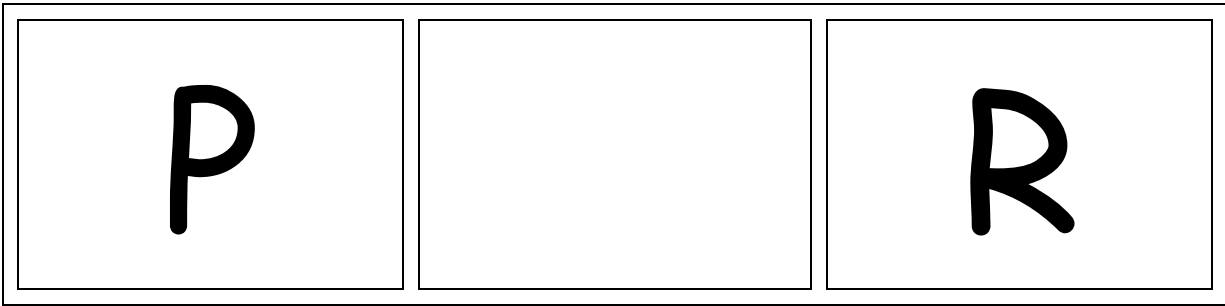
A		C
---	--	---

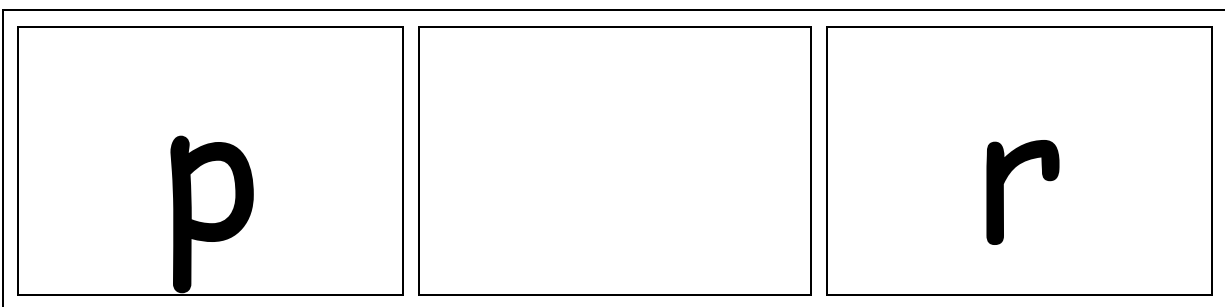
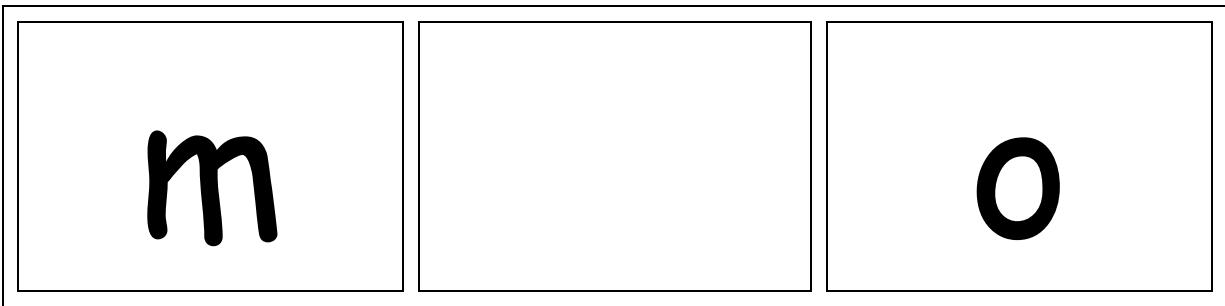
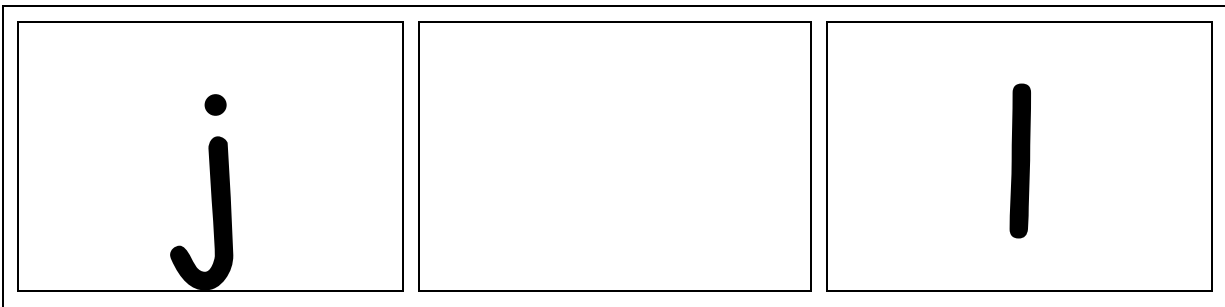
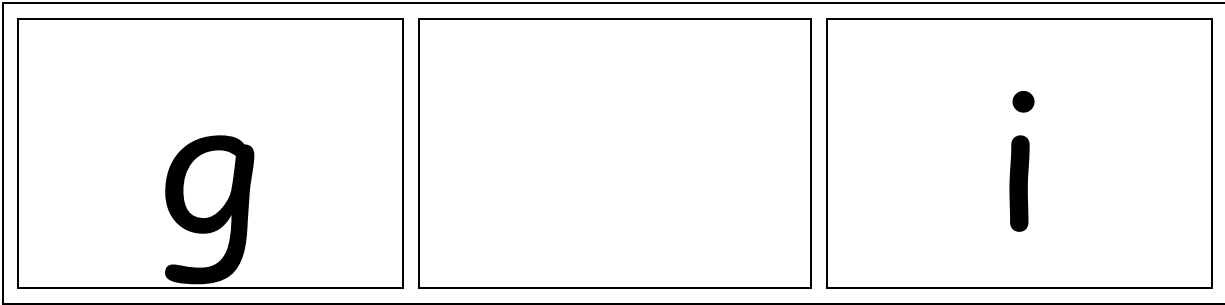
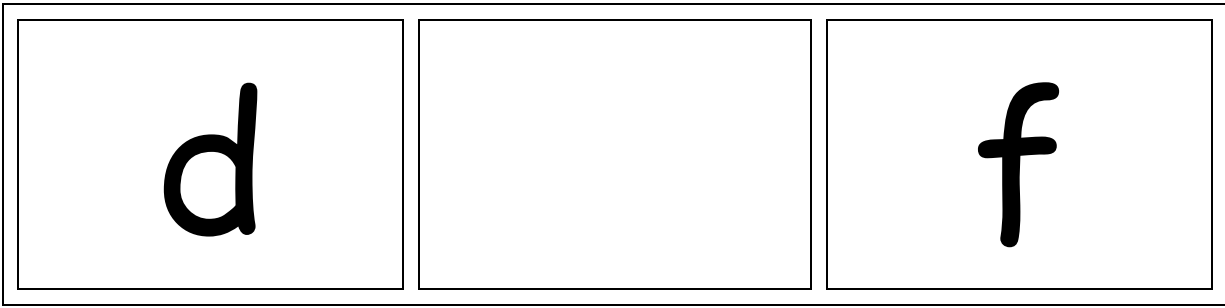
D		F
---	--	---

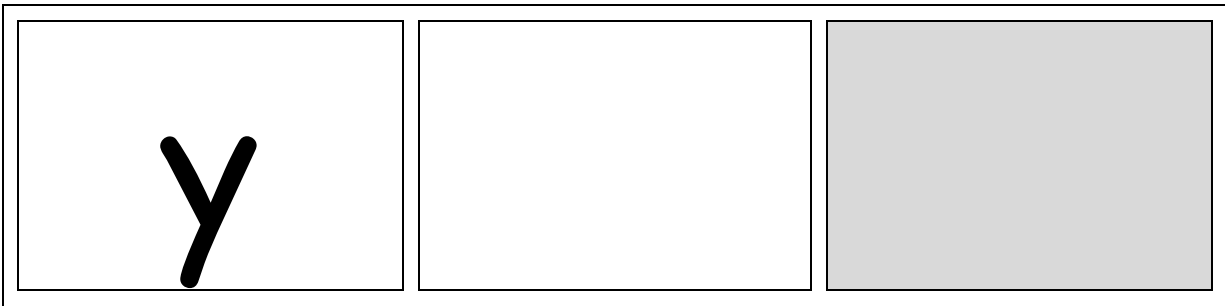
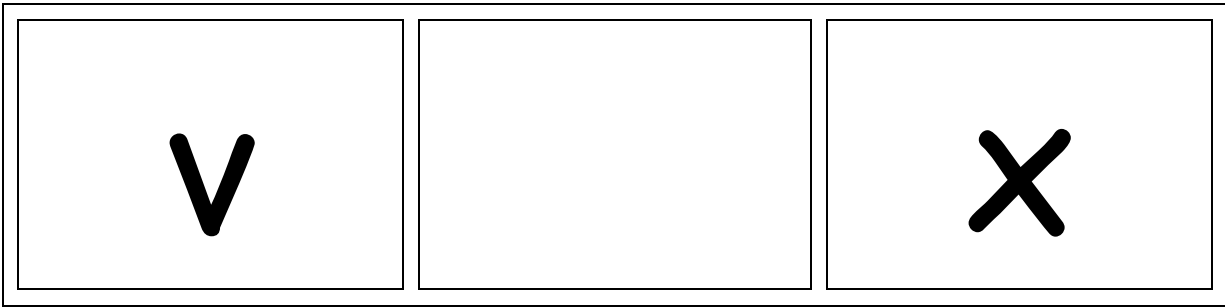
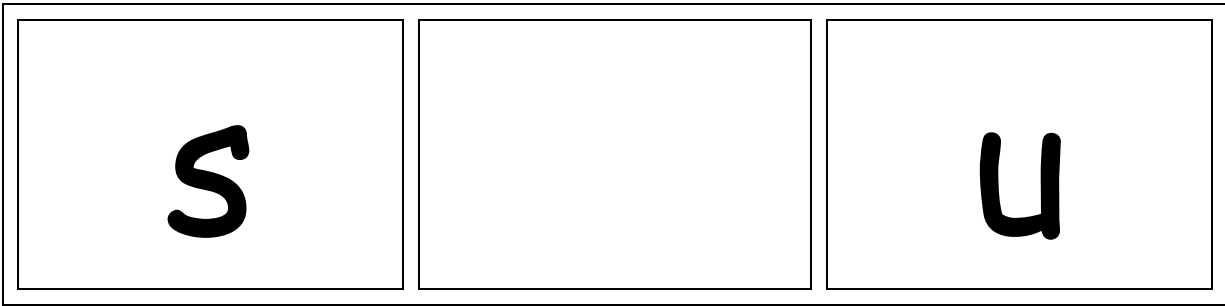
G		I
---	--	---

J		L
---	--	---

M		O
---	--	---







8. Letters - The sounds VU23489

Introduction

As much as possible, sounds need to be taught in context. Teaching in themes e.g. classroom, family, food, shopping, health, beach, park etc. is an excellent approach, but is limited by students' grasp of oral vocabulary. See Section 15 for an example of this.

The teaching of sound/letter relationships needs to be done with words that the students already know orally so there is a cognitive hook.

1. Pronunciation

Distribute handheld mirrors so students can look at their mouths and lips as they make the sounds. Model the sound first and exaggerate it so the students can clearly see the movement of the mouth as the sound is made. This activity can help learners improve their pronunciation.

The following video may be a useful reference for teachers:

Bill Hansberry – *The 44 sounds of the English language – Australian accent*
The 12-minute video aims to develop some phonemic awareness. After the introduction [at 5 mins 45 secs] the speaker gives a guide to the 44 sounds in a clear Australian accent. <https://youtu.be/HGQoS4SZez0>

Pronunciation - Short vowels

The short vowels are the first vowel sounds taught and learnt. However, they are difficult to distinguish and need regular practise. The following hand gestures may be helpful memory prompts.

- a** - As you say the sound, pretend to bite an apple.
- e** - Make a narrow **V**-shape with the middle and index fingers. Hold the fingers horizontally in front of the mouth when saying the sound. This is a reminder not to open the mouth too wide.
- i** - This sound is very short; tap the side corner of the mouth with the shortest finger.
- o** - Drop the jaw a little and circle the mouth with a finger.
- u** - Say **u u u** while pointing **up** with the index finger on each sound.

Pronunciation *th*

The letters **th** make two different sounds:

- Unvoiced as in **Thursday**, **three**, **thanks**
- Voiced as in **the**, **then**, **mother**.

Both sounds are made by separating the top and bottom teeth with the tip of the tongue. Blow air through the small gap over the tongue.

- The unvoiced sound as in **Thursday** is made by simply blowing air. Demonstrate by saying the word into the palm of the hand to feel the airflow.
- The voiced sound as in **the** is made with the addition of the voice and vocal chords. Demonstrate by placing the palm over the throat to feel the vibrations.

Teach the **th** words listed below as they arise, beginning with *Thursday* and other unvoiced *th* words.

th unvoiced		th voiced	
Thursday	three	the	that
thanks	thirteen	they	then
	thirty	them	this

2. Activities with initial sounds and blends

a. Round the table [Groups of 3 – 4]

Students lay out a set of alphabet tiles around the edge of their table. Play music. Students walk around their table. When the music stops, the teacher says a word. The students try to be the first to pick up the first letter of the word.

b. Using students' sets of alphabet cards

- Students lay out their cards on the table. The teacher asks, *What is the first sound in _____?* e.g. *pencil*
Students hold up *p*.
- Write a word on the board e.g. *_encil*.
Read the word and students hold up the first letter

c. An alphabet initial sounds dictionary

Students can add their own words and pictures to the dictionary. A volunteer would be of great assistance in creating this book.

d. Word bank sound sheets

Create word bank sound sheets for the wall, noticeboard or whiteboard. *[See the template on page 41.]*

Start with consonant blends, two consonants = one sound, and introduce long vowels and diphthongs when appropriate. Show students how these letters can be found at the beginning, the middle and the end of words. e.g. **sh**oe and **fish**, **ch**air and **teach**er, **cl**ock and **bu**cket,

- Use light cardboard or paper.
- Enlarge the sound tiles on the following page and paste a tile at the top of each sheet.
- Add new words to the sheets as they are introduced in class.

If possible, leave the sheets on the walls for easy revision and to aid visual memorisation. However, if the sheets need to be removed at the end of class, use magnets to attach one or two of the sheets to the whiteboard in following classes so that the words and sounds are revised regularly.

e. Game - Race against the clock: a is for apple**You need:**

- A set of alphabet cards and a set of picture cards for each pair of students. Use a small number of cards and pictures when first playing the game.
- An egg timer or timer on a phone.

Instructions:

- Students work in pairs with a set or part of a set of alphabet cards.
- Give the corresponding letter and picture cards to each student pair.
- Set the timer to a time appropriate to student ability.
- Students match the letter and picture cards.
- Everyone stops when the time is up.
- The pair that beats the clock or with the most matched cards wins.


For writing practice and to aid memory, students can copy the words on the cards into their notebooks.

Extension

Create cards with new words and pictures as they are introduced in class.

Initial sound tiles for alphabet sound dictionaries or wall charts.

a  **apple**

b  **bag**

c  **cup**

d  **door**


e  **egg**

f  **family**

g  **glasses**

h  **home**

i  **ink**

j  **jacket**

k  **kids**

l  **lemon**

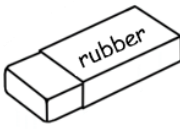
m  **man**

n  **no**

o  **orange**

p  **pencil**

q  queen

r  rubber

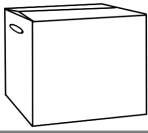
s  student

t  teacher

u  umbrella

v  van


w  woman

x  box

y  yes

z  zero

Consonant blends sound tiles

bread 

clock 

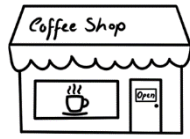
fruit 

stop 

tree 

Two consonants = one sound tiles

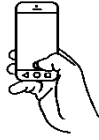
shop



chips



phone



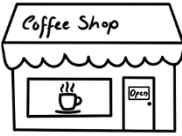
three

3

clock

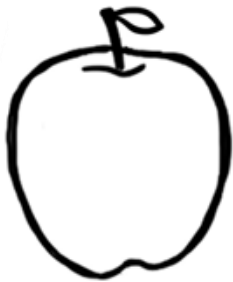


Template for a wall chart

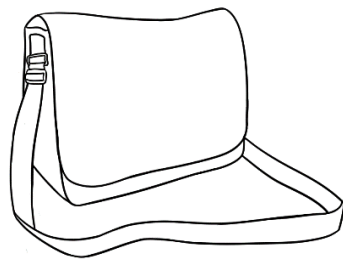
<p>shop </p>

Initial sounds – Cards for activities

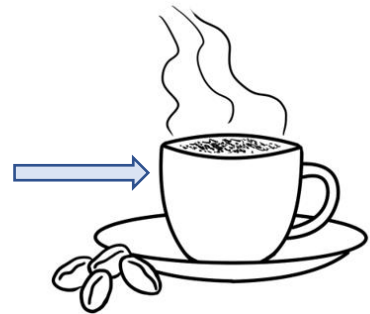
apple



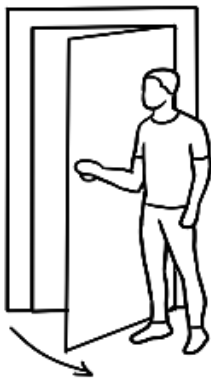
bag



cup



door



egg



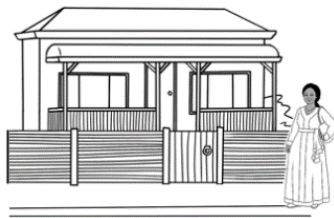
family



glasses

home

ink



jacket

kids

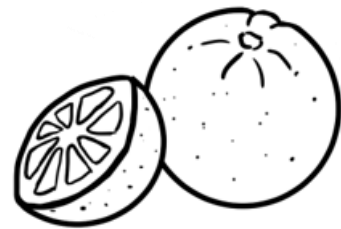
lemon



man

no

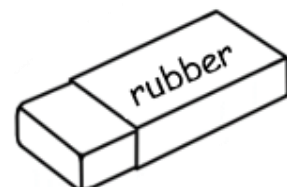
orange



pencil

queen

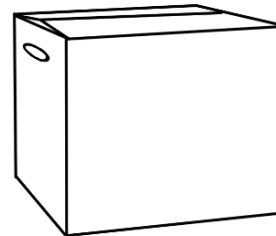
rubber

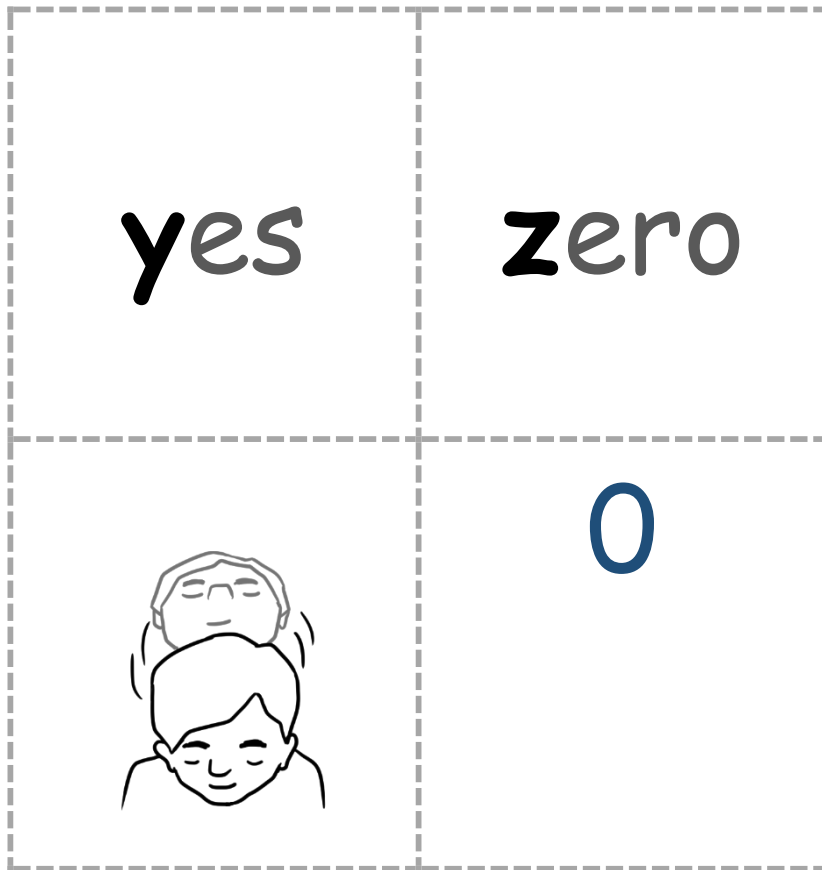


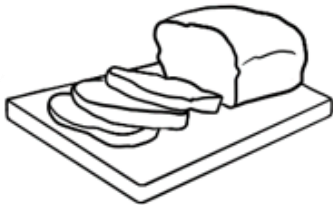
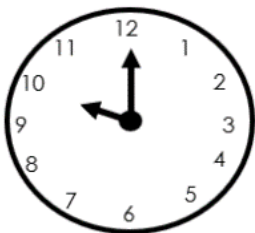
student **teacher** **umbrella**



van **woman** **box**





Consonant blends and two consonants = one sound - cards**br****br****br****bread****brush****broom****cl****cl****cl****clock****clap****close**

fr

fr

fr

fruit



friend



Friday



st

st

st

stop



stand



study

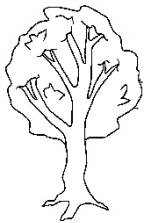


tr

tr

tr

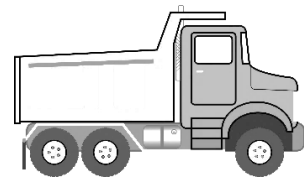
tree



train



truck



sh

sh

sh

shop



shoe



fish



ch

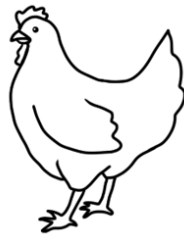
ch

ch

chips



chicken



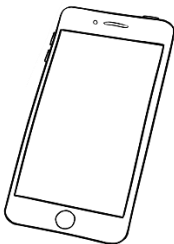
chair



ph

ph

phone



photo



th

th

th

three

thirteen

Thursday

3

13

Monday
Tuesday
Wednesday
Thursday
Friday

ck

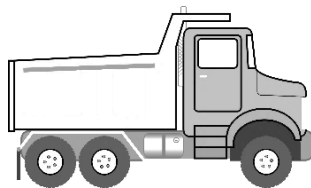
ck

ck

clock



truck



bucket



Short vowel words - cards

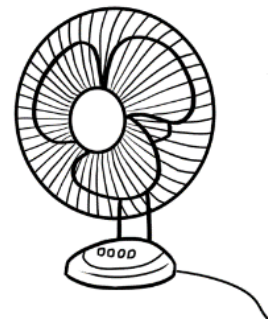
hat



cat



fan



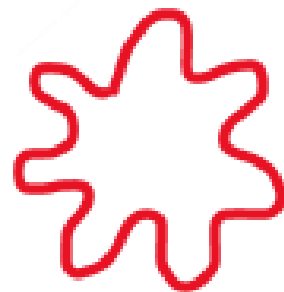
man



bed



red



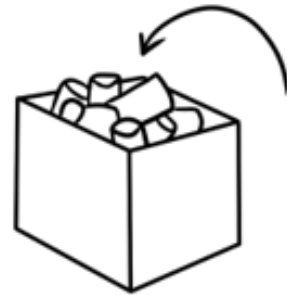
pen

ten

in



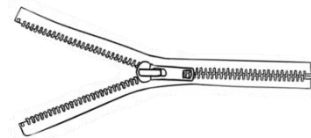
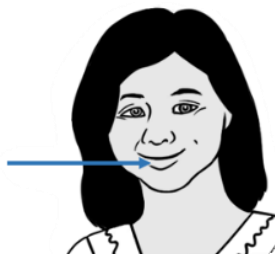
10



bin

lip

zip



old cold mop



stop up cup



run

sun



Spare cards for new words

3. Long vowels

Long vowel exercises have not been included in the student book, but have been added here for extension work.

Show the difference between short and long vowels in a physical way. Separate your thumb and index finger a little to indicate a short vowel sound. Then stretch the gap out slowly between your thumb and index finger to indicate a longer vowel sound. The students do the same.

The following worksheets introduce long vowel sounds. These sounds are easier for students to hear than the short vowels.

Explain to students that:

- The long vowel sound is the **name** of the **first** of the **two vowels**.
e.g. ai = **A** as in **train**
ea = **E** as in **tea**
i_e = **I** as in **rice**
oa = **O** as in **boat**
u_e = **U** as in **cute***
- The **second vowel** is **silent**.

*The long **u** has not been included in the worksheets on the following pages as there are fewer words with this sound and the words are less important at Initial level. The words *cute* and *ute* could be introduced if they are relevant for the class, but the long **u** patterns in words such as *new*, *due* are too difficult.

Introduce the sounds gradually over several days or weeks and revise regularly. One way to do this could be to:

- project one long vowel sound worksheet from the pages following the letter tiles.
- say the sound and each word several times, with students repeating.
- explain the activities on the worksheet and then distribute.
[Remove the text boxes with teacher notes on the worksheets before printing.]
- Introduce the next sound when appropriate.

The final worksheet is a listening activity which can be done when all the long vowels have been introduced.

Long vowels sound tiles

rain



train



pain



tea



read



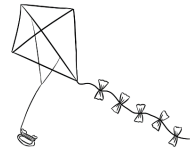
beans



rice



kite



bike



coat



boat



road

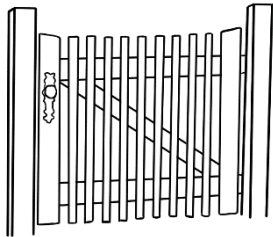


1.



The long vowel sound is the **name** of the letter and can be written in different ways. The three examples below are the most common ways to write the long **a** sound.

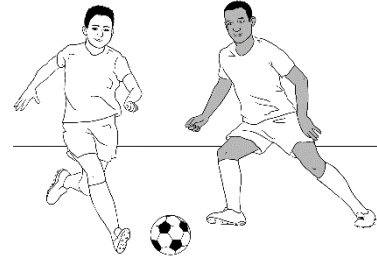
A



gate

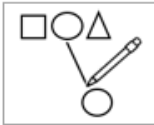


rain



play

2.



	gate
	rain
	play

play




gate

rain

1.



Words with **ai** are more familiar at Initial level.
Listen and repeat the words. Colour the **ai** and repeat the long vowel sound while colouring. Then copy the letters.

ai		
		
rain	train	pain
rain	train	pain
r__n	tr__n	p__n

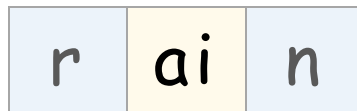
2.



Say the word, sound the word, say the word.



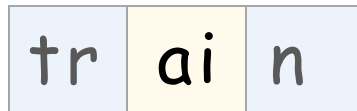
rain



rain



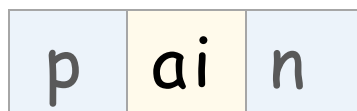
train



train



pain



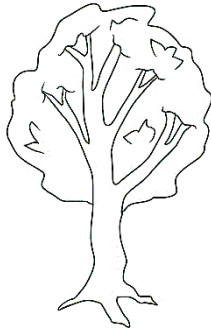
pain

1.



The long vowel sound is the **name** of the letter and can be written in different ways. The three examples below are the most common ways to write the long **e** sound.

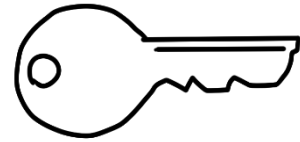
E



tree

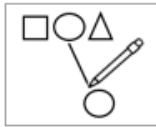


tea



key

2.



	tree
	tea
	key

tea




key

tree

1.



Words with **ea** are more familiar at Initial level.
Listen and repeat the words. Colour the **ea** and repeat the long vowel sound while colouring. Copy the letters.

ea		
		
tea	read	beans
tea	read	beans
t__	r__d	b__ns

2.



Say the word, sound the word, say the word.



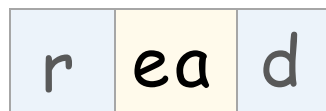
tea



tea



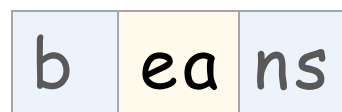
read



read



beans



beans

1.

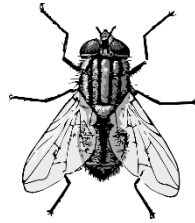


The long vowel sound is the **name** of the letter and can be written in different ways. The three examples below are the most common ways to write the long *i* sound.

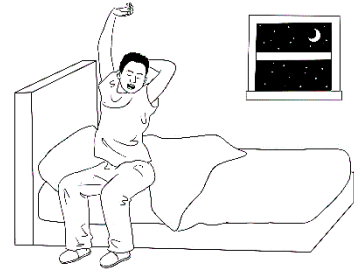
i



rice

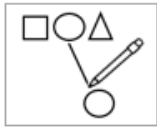


fly



night

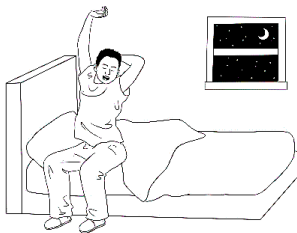
2.



rice



fly



night

night


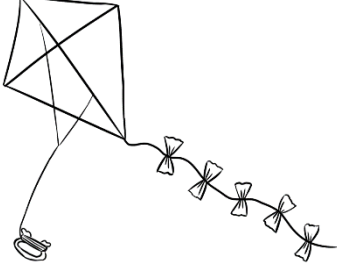

rice

fly

1.



Words with *i_e* are more familiar at Initial level.
Listen and repeat the words. Colour the *i_e* and repeat the long vowel sound while colouring. Copy the letters.

i_e		
 rice rice r_c_	 kite kite k_t_	 bike bike b_k_

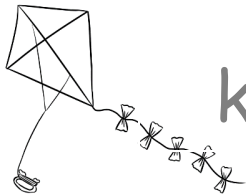
2.



The final *e* is not sounded.



rice r i c e rice



kite k i t e kite

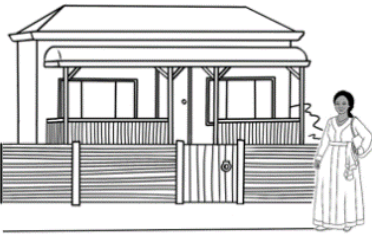




bike b i k e bike

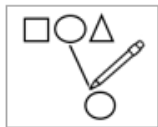
1.

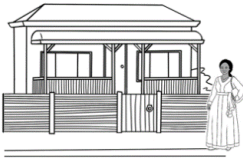




The long vowel sound is the **name** of the letter and can be written in different ways. The three examples below are the most common ways to write the long **o** sound.

O		
		
home	coat	toe

2.


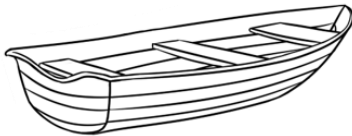
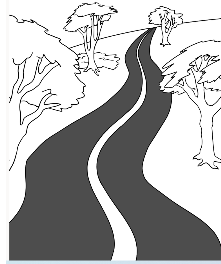


	home	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 80px; margin: 10px auto;">coat</div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 80px; margin: 10px auto;">toe</div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 80px; margin: 10px auto;">home</div>
	coat	
	toe	

1.


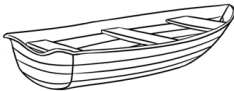



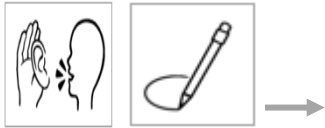
Words with **oa** are more familiar at Initial level.
Listen and repeat the words. Colour the **oa** and repeat the long vowel sound while colouring.
Copy the letters.

oa		
		
coat	boat	road
coat	boat	road
c__t	b__t	r__d

2.



	coat	<table border="1" style="display: inline-table; text-align: center;"> <tr> <td style="width: 30px; height: 30px;">c</td> <td style="width: 30px; height: 30px; background-color: #fff9c4;">oa</td> <td style="width: 30px; height: 30px;">t</td> </tr> </table>	c	oa	t	coat
c	oa	t				
	boat	<table border="1" style="display: inline-table; text-align: center;"> <tr> <td style="width: 30px; height: 30px;">b</td> <td style="width: 30px; height: 30px; background-color: #fff9c4;">oa</td> <td style="width: 30px; height: 30px;">t</td> </tr> </table>	b	oa	t	boat
b	oa	t				
	road	<table border="1" style="display: inline-table; text-align: center;"> <tr> <td style="width: 30px; height: 30px;">r</td> <td style="width: 30px; height: 30px; background-color: #fff9c4;">oa</td> <td style="width: 30px; height: 30px;">d</td> </tr> </table>	r	oa	d	road
r	oa	d				



Listening exercise. The teacher says one word on each line.
e.g. train. Students circle the word.

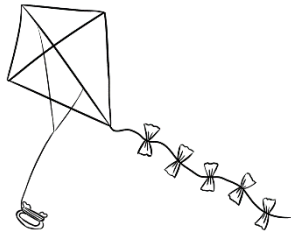
1. train



rain



2. kite



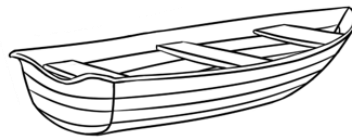
rice



3. coat



boat



4. tea



read



5. road



coat



4. Diphthongs

Diphthongs have been included for extension work.

Diphthongs are vowel sounds made by sliding two letters together to make one sound and one syllable. Three of the most common diphthongs are shown on the worksheets following the long vowel sound worksheets. Introduce them one at a time, over different days.

- Project the first diphthong on the following page.
- Say the sound, the three words and the sound again.
- Say again many times while the students repeat.
- Give out the relevant worksheet for students to complete.

Project the revision sheet after all diphthongs have been introduced.

Diphthong sound tiles

say



day

Thurs**day**
Frid**ay**
Satur**day**
Sund**ay**

play



coin



oil



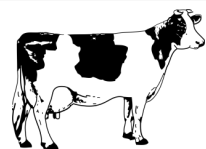
point



down



cow



clown



ay

1.



day	say	play
<div style="border: 1px solid black; padding: 5px;"> Thursday Friday Saturday Sunday </div>		
day	say	play

2.



<div style="border: 1px solid black; padding: 5px;"> Thursday Friday Saturday Sunday </div>		
day	say	play
d _ _	s _ _	pl _ _

oi

1.



coin	oil	point
coin	oil	point

2.

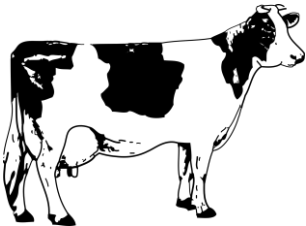




coin	oil	point
c _ _ n	_ _ l	p _ _ n t

ow




1.



cow	down	clown
		
cow	down	clown

2.



		
cow	down	clown
c _ _	d _ _ n	cl _ _ n

Revision sheet to project

Say the word, sound the letters and the diphthong, say the word.



1. say

s	ay
---	----



2. day

d	ay
---	----

day



3. coin

c	oi	n
---	----	---

coin



4. oil

oi	l
----	---

oil



5. COW

C	OW
---	----

COW



6. down

d	ow	n
---	----	---

down



5. Word identification strategies - The shape of words

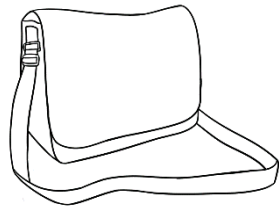
English has 44 different sounds and these sounds can be written in more than 650 ways. It is important students don't rely solely on learning initial sounds, but to build a bank of sight words. The shape of a word assists word recognition.

- Write several familiar words in lower-case on the board and draw a line around each word shape. Then rub out the words to clearly show the shapes.
- Project the following pages and follow the instructions.
- The worksheets can be printed for homework.

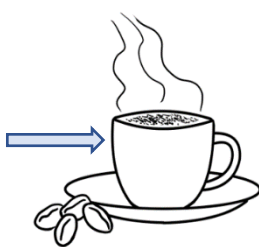


1. apple 

apple

bag 

bag

2. cup 

cup

door 

door

3. egg 

egg

family 

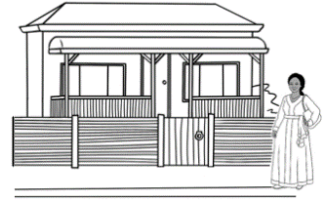
family



1. glasses 

glasses

home



home

2. ink



ink

jacket



jacket

3. kids



kids

lemon



lemon



1.

man



man

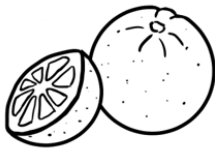
no



no

2.

orange



orange

pencil



pencil

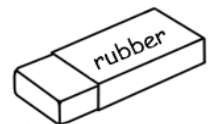
3.

queen



queen

rubber



rubber



1.

student



teacher



student

teacher

2.

umbrella



van



umbrella

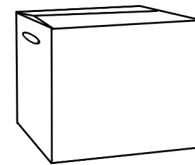
van

3.

woman



box



woman

box

4.

yes

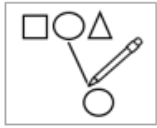


zero




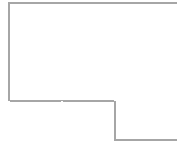
yes

zero

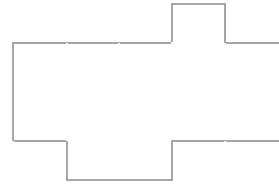


Match the word to its shape.

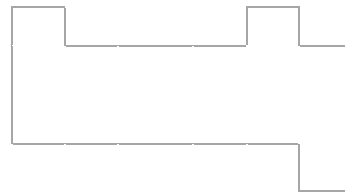
1.  apple



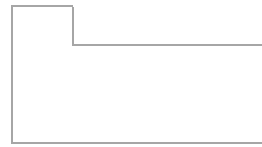
2.  cup




3.  family




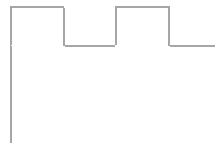
4.  home



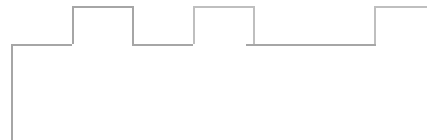
5.  kids



6.  orange



7.  woman



8.  student



9. Words – Handwriting VU23491

Writing fonts – some tips

- If you make your own worksheets use a simple font such as **Comic Sans MS** and a large font size. We have generally used font size 22, 24 or 26.
- Be mindful of the way **a** and **g** look in different fonts, and also how each font varies in size. Note the fonts below in size 14:
Calibri a & g, **Comic Sans MS** a & g, Century Gothic a & g,
Verdana a & g, *Cavolini* a & g, Arial a & g,
Tadoma a & g
- A free Teaching Print Font with dotted lines for tracing can be downloaded from the internet from this site:
<https://www.fontspace.com/category/dotted-lines>

NB. *It was not possible to use dotted lines for tracing in the books as the font needs to be downloaded before it can be transferred and seen on other computer screens.*

Some teachers may wish to purchase the NSW Foundation Font. The NSW package includes fonts with sequenced strokes to assist letter formation.

Writing the letters in formation groups

It may suit beginner writers to practise the letters in formation groups rather than alphabetical order. The letter formation groups are:

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

Important points to guide writing:

1. Letter formation

- Write some letters in large size on the board. Emphasise:
 - Letter starting and finishing points.
Vocabulary - start, left, right, up, down, around, end
 - Number of strokes
Vocabulary - one, two, three

Encourage students to practise forming the letters in the air, on their hands and desks.

- Project a page from the Writing book and demonstrate the meaning of the guiding symbols:
 - Red dot = start
 - Green arrow = 1st stroke
 - Yellow arrow = 2nd stroke
 - Purple arrow = 3rd stroke

2. Letter position

Show students that **all** letters touch the writing line. This is especially important for Arabic speakers. Also important:

- The *body* of the letter sits on the line, the *head* extends up from the body, and the *tail* hangs down below the writing line.
- There are spaces between words and sentences.

3. Pencil grip [right-handed]



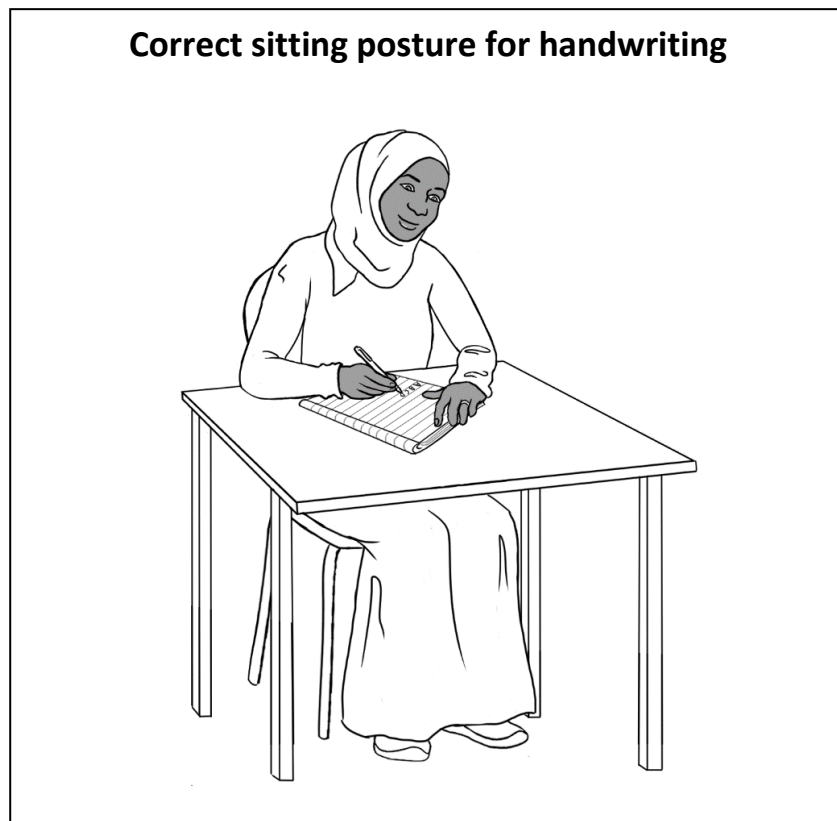
- Hold the pencil between the thumb and top-bone of the middle finger, about two centimetres from the point of the pencil.
- Rest the index finger on the shaft of the pencil.
- Rest the shaft of the pencil on the webbing between the thumb and index finger.
- Curl the ring finger and small finger loosely under the middle finger to rest on the paper.
- Left-hand grip differs slightly to ensure visibility of writing.

Correct posture for handwriting

Correct sitting position and posture are important to optimise students' ability to write comfortably. Demonstration by the teacher and checks of students' posture can help students correct poor posture. Correct posture diagrams easily visible around the room provide ready reminders for students to check their sitting posture. The diagram below is also in the *Writing and Words* student workbooks.

Some basic correct posture features are:

- Sit fully back against the chair back
- Feet flat on the floor
- Knees at a 90-degree angle
- Back straight, the body leaning towards the desk
- Forearms resting on the desk with elbows level with desk
- Paper held steady with the non-writing hand
- Paper tilted up to the right. (for right-handers)



Handwriting activities

1. Absolute beginner writers

Absolute beginner writers could practise pre-writing strokes on the back of recycled paper:

- Lines - vertical, horizontal and diagonal
- Circles-clockwise and anti- clockwise
- wavy lines from left to right
- curves-opening up (for u, y, v, w), and opening down (for m, n).

Make sure students are using correct pencil grip.

2. Beginner writers

Beginner writers need many and varied practise exercises after formation instruction. The following exercises need to be modelled by the teacher.

- Trace the letter with a finger on the table, on the hand or in the air before writing it.
- Copy single letters in various sizes repeatedly on scrap paper; later progress to copying words.
- Progress from copying to writing letters on a line; then copying words on a line and in boxes as on forms.
- In pairs:
 - Student A selects and dictates a letter from a set of *Letter flash cards* for Student B to write. Both students then check the letter formation. Swap roles.
 - Student A writes a letter and asks Student B to identify the letter by naming and/or pointing to it on the *Alphabet Letter Strip* provided. Student A could ask Student B to write the letter. Swap roles.
 - Student A writes/copies their own name onto scrap paper: Student B copies the name while saying each letter. Swap roles.

3. More confident writers

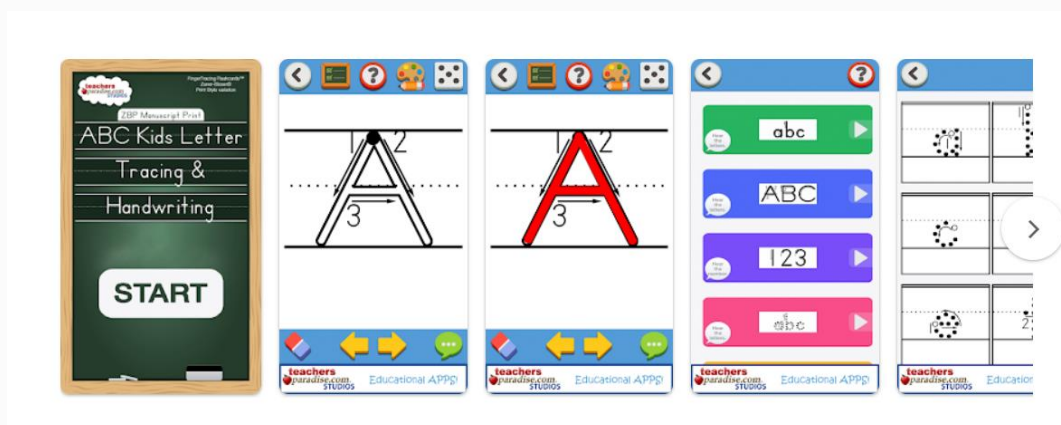
- Pair work – Student A selects and dictates a familiar word from a set of **Word flash cards** for Student B to write. Both students then check the spelling using chosen card. Swap roles.
- When writing words on the board:
 - identify vowels and consonants
 - say the name and sound of the letters [when word can be sounded]
- Give additional practice in copying
 - name and address from cards typed by the teacher either into notebooks, or onto templates such as the ones on the following page.
 - family members' names
 - vocab cards
 - words from workbooks

4. Technology Option: iPad letter tracing

Free iPad apps can be downloaded to develop letter formation, and awareness of letter names and sounds. Although these are designed for pre-school children, some are suitable for adult learners. Search for *letter tracing* or *alphabet tracing*. Select apps with no ads, a simple interface and clear sound quality.

One recommended app is *Finger tracing flashcards* on **123s ABCs Kids Handwriting PRO** TeachersParadise.com

The app is free on an i-pad, but there would be a small cost to download on Android mobile phones or tablets. This is an example of some pages from the app.



Name and address template for the *Words* book. [pages 44 & 46]

The templates can be used by the teacher to type or print each student's name and address for copying or pasting in the student's book.

First name	<hr/> <hr/>
Family name	<hr/> <hr/>

Address									
Street	<hr/> <hr/>								
Suburb	<hr/>								
Postcode	<hr/>								
Phone									

Name and address template for the *Letter Names* book. [page 31]

First name		
Family name		
Address	Street	
	Suburb	
	Post code	

10. Speaking - Greetings and information VU23492

Greetings and closings

Circle Activity

1. Instruct half the class to form a circle and give each student the Student A dialogue.
2. Instruct the other half to form another circle outside the first circle and give each student the Student B dialogue. [Example 1 on the next page]
3. The inner and outer circle students need to face each other and read their card.
4. After reading their cards, the students in the outer circle move one place to the left and repeat their dialogue with the next student in the inner circle. Repeat as many times as appropriate.
5. Swap roles.

Repeat the Circle Activity with further topics for conversation practice included in the *Speaking Workbook* and listed in the table below. When students become more confident, they could substitute their own.

Topics	Dialogues	
Name and address	What's your address?	I live in _____.
Greeting vocabulary	Good morning. Good afternoon. Hi.	Good morning. Good afternoon. Hello.
Closing vocabulary	Goodbye. See you later.	Bye. Bye.
Classroom items	Do you have a pencil?	Yes/ No.
Photos of family <i>[On phone or actual photos]</i>	This is my husband/daughter etc.	
Activities	Do you like cooking?/fishing? etc	Yes/No.
Beverages	Would you like tea or coffee? Yes please/No thanks.	

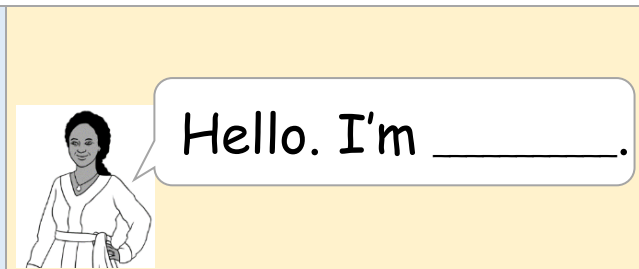
Conversation card examples for the circle activity

1.

Student A

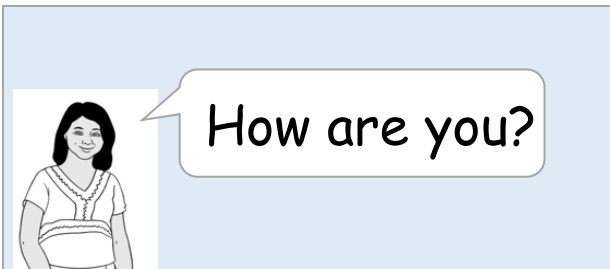


Student B

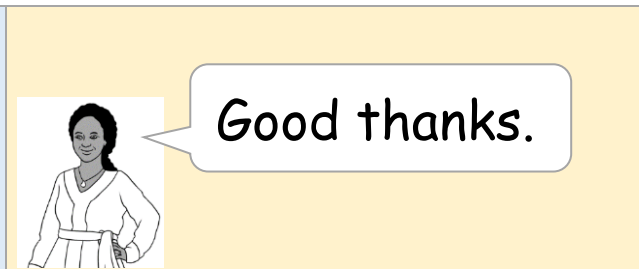


2.

Student A

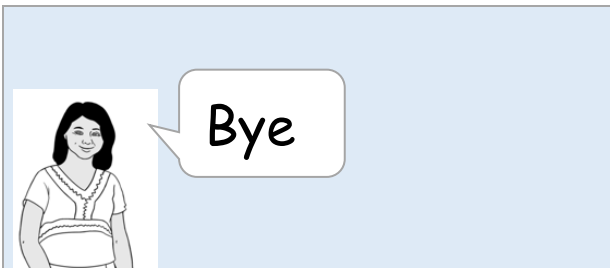


Student B

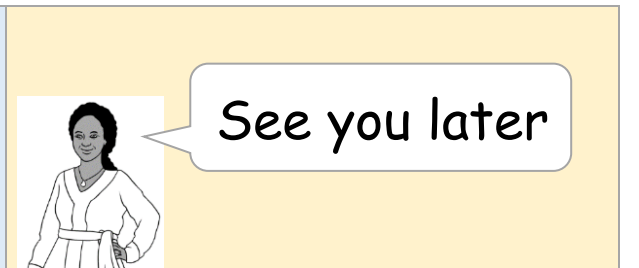


3.

Student A

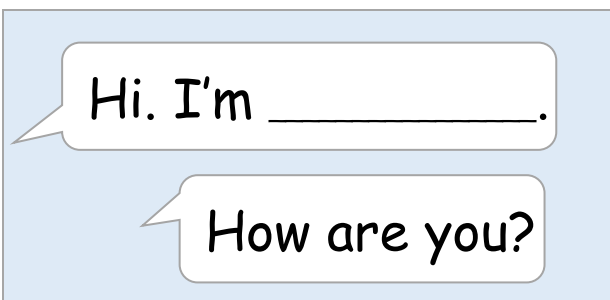


Student B

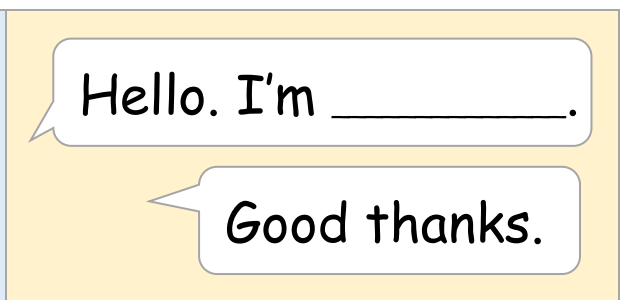


4.

Student A



Student B



Giving information - Names

1. First names of people

See activities for practising the first names of students and teachers on page 7.

2. Suburbs or Towns

Syllables

- Elicit the names of the suburbs or towns where students live and write suburbs on the board in columns according to the number of syllables.
- Clap the syllables.

Word stress

- Organise the names of the suburbs or towns in columns on the board according to their stress patterns.
- Mark the main stress above the word with a large circle.
- Clap, stamp feet or stretch a rubber band to feel the stress.
- Choose one suburb. Ask students to move around the room saying the name of the suburb, stressing the strong syllable.

3. Street names

Repeat the above exercises for street names.

11. Speaking - Classroom items VU23492

Classroom items - vocab cards

Pair work

1. Students cut out* the cards.
2. They mix and match the words and pictures.
3. One student then shows a picture or word to their partner and asks, *What is this? Or What's this?*
4. One student shows a picture or word and asks, *Do you have a _____?*

Additional words and pictures can be added to the set of items introduced in the Speaking book as students gain more confidence.

*Using scissors is an important fine motor skill, which helps develop the muscles needed for good pencil control.

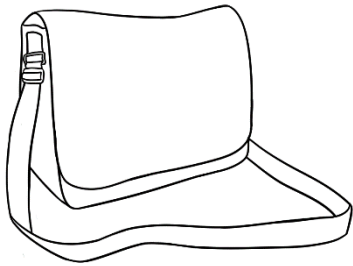
Copying

The words on these cards can be copied into the students' notebooks.

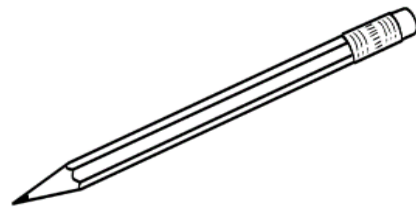
Game of concentration/memory

In groups of two or three, students mix the words and pictures face-down on the table. The goal is to match the words and pictures. Students take turns to turn over two cards and form a pair. If they have a match, the student keeps the pair and has another turn. If they don't have a match, the student turns the cards over in the same place on the table. When all the pairs have been matched, the student with the most pairs is the winner.

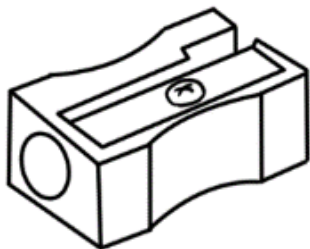
bag



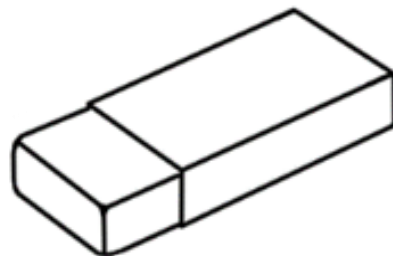
pencil



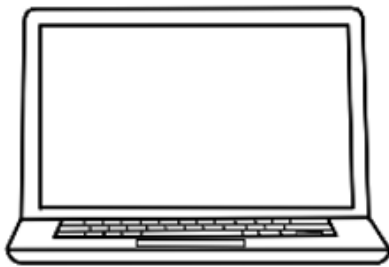
sharpener



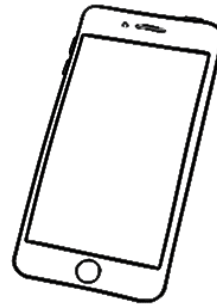
rubber



laptop



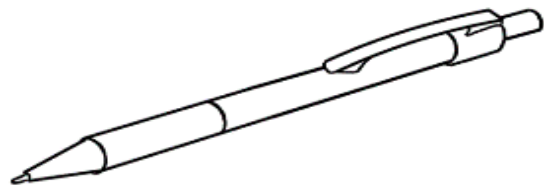
phone



workbook

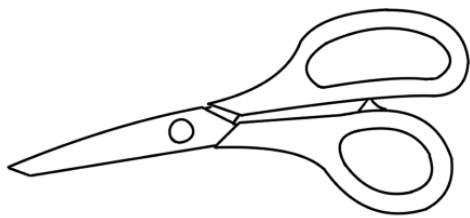


pen

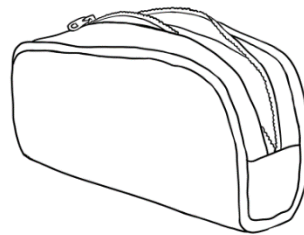


Additional items [not introduced in the booklets.]

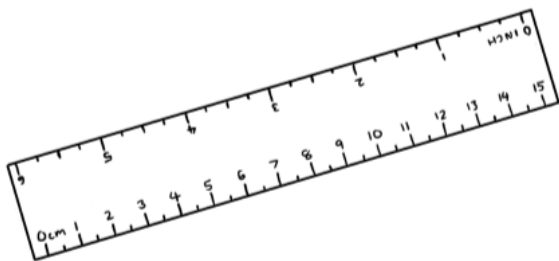
scissors



pencil case



ruler



glue



Classroom items – Bingo

Preparation:


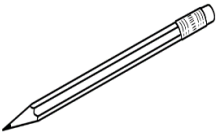
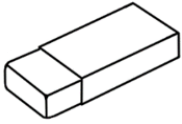
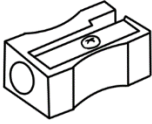

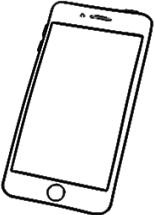

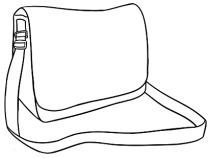
- Cut up the student bingo cards. [Print on card and laminate for reuse.]
- Give each student a card and 5 tokens. [buttons, pieces of paper or card etc]

Game

- Demonstrate how to play.
- Encourage students to call out **Bingo** when all their objects are covered.
- When first playing the game, hold up flashcards of the pictures and words as you call each item. Also, allow students to use the same card for additional games.




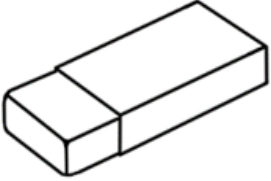
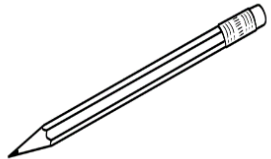
A confident student could later replace the teacher as the Bingo caller.

Master Card

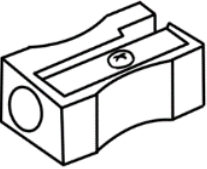
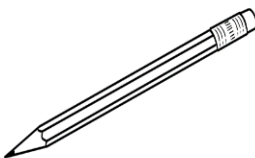
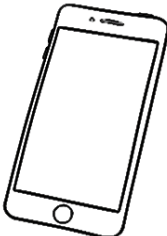
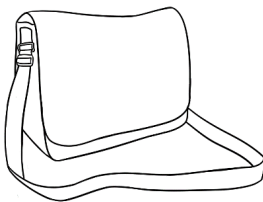

<p>pen</p> 	<p>pencil</p> 	<p>rubber</p> 	<p>sharpener</p> 
<p>workbook</p> 	<p>phone</p> 	<p>laptop</p> 	<p>bag</p> 

Student Bingo cards

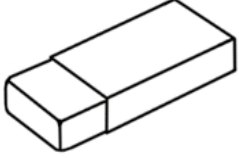
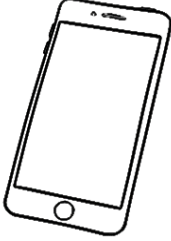
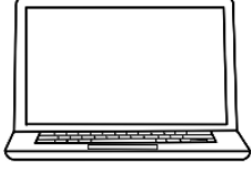


Card 1

 <p>workbook</p>	<p>BINGO</p>	 <p>pen</p>
 <p>laptop</p>	 <p>rubber</p>	 <p>pencil</p>

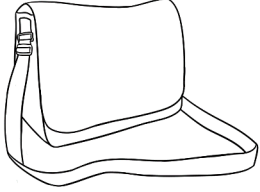
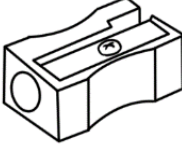

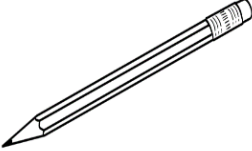
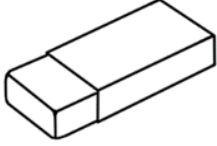
Card 2

 <p>sharpener</p>	 <p>pencil</p>	 <p>phone</p>
 <p>bag</p>	 <p>workbook</p>	<p>BINGO</p>

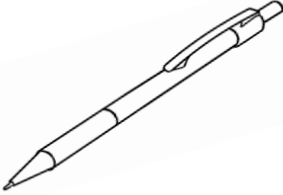
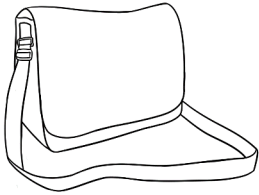

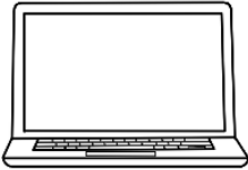

Card 3

 <p>rubber</p>	 <p>phone</p>	 <p>laptop</p>
<p>BINGO</p>	 <p>workbook</p>	 <p>pen</p>


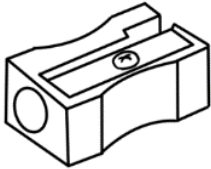
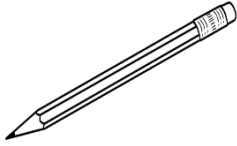
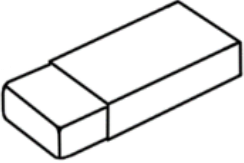
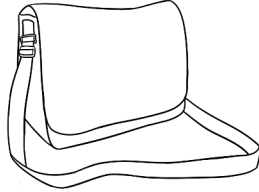
Card 4

 <p>bag</p>	 <p>sharpener</p>	<p>BINGO</p>
 <p>laptop</p>	 <p>pencil</p>	 <p>rubber</p>

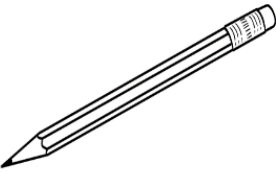
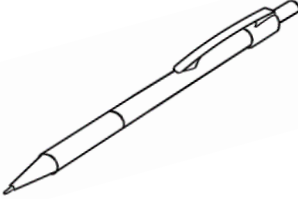

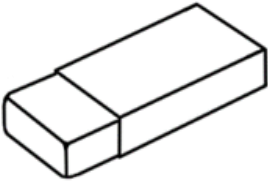
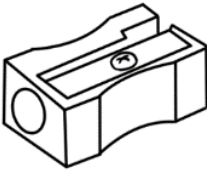
Card 5

<p>BINGO</p>	 <p>pen</p>	 <p>bag</p>
 <p>workbook</p>	 <p>laptop</p>	 <p>phone</p>

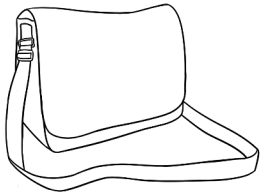

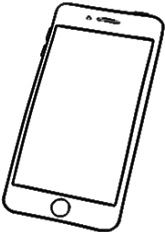

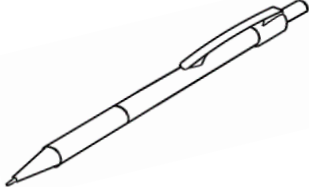
Card 6

 <p>workbook</p>	 <p>sharpener</p>	 <p>pencil</p>
 <p>rubber</p>	<p>BINGO</p>	 <p>bag</p>

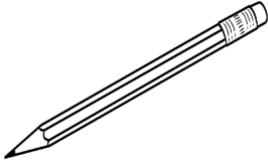
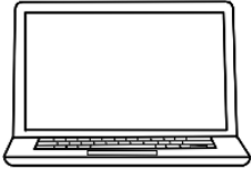

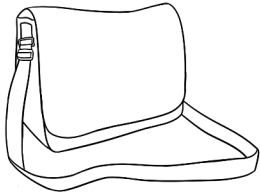
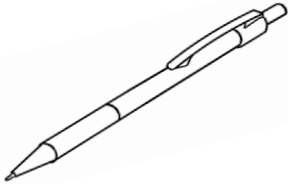
Card 7

 <p>pencil</p>	 <p>pen</p>	 <p>phone</p>
 <p>rubber</p>	 <p>sharpener</p>	<p>BINGO</p>


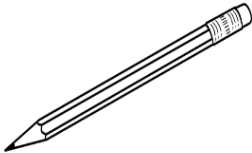
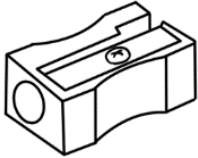
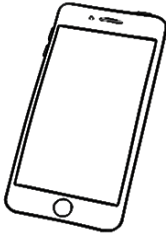
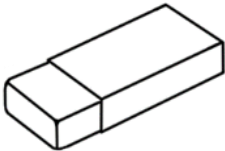
Card 8

 <p>bag</p>	<p>BINGO</p>	 <p>laptop</p>
 <p>phone</p>	 <p>workbook</p>	 <p>pen</p>

Card 9

 <p>pencil</p>	 <p>laptop</p>	 <p>workbook</p>
 <p>bag</p>	 <p>pen</p>	<p>BINGO</p>

Card 10

 <p>workbook</p>	 <p>pencil</p>	 <p>sharpener</p>
<p>BINGO</p>	 <p>phone</p>	 <p>rubber</p>

12. Speaking - Follow instructions VU23492

Classroom instructions

1. Flash cards

Create flashcards as new instructions are introduced. Mime each instruction and students copy the action. Once students are familiar with the instructions, the class can play *Bingo*.

2. Bingo

Preparation:

- Cut up the student bingo cards [Print on card and laminate for reuse.]
- Give each student a card and 5 tokens [buttons, pieces of paper/card etc]

Game

- Demonstrate how to play. Mime and emphasise the instruction verbs when reading the instructions. e.g. **Sit** down.
- Students call out **Bingo** when all their instructions are covered.
- When first playing the game, hold up flashcards of the pictures and words as you call each instruction. Also, allow students to use the same card for additional games.

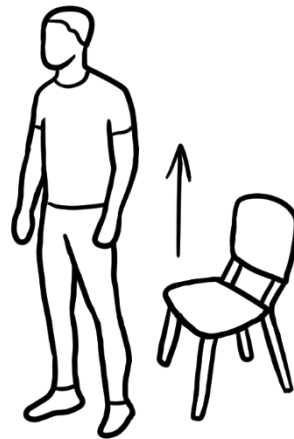
Master Sheet for Instructions Bingo.

Sit down	Stand up	Open your book	Close your book
Look at the board	Listen	Tick	Point
Say	Listen and repeat	Clap	Copy

Flash cards- Enlarge and cut out.



Sit down



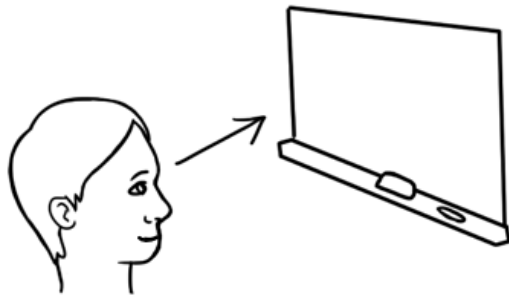
Stand up



Open
your book



Close
your book



Look at the
board



Listen



Tick



Point



Say



Listen and Repeat






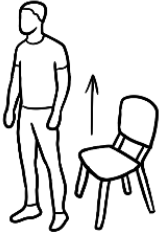

Clap





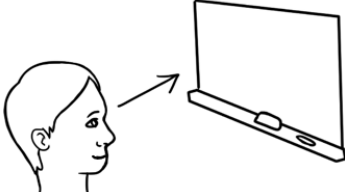


Copy

Bingo Cards

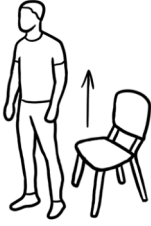


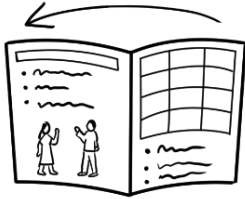

Card 1

 <p>Open</p>	<p>BINGO</p>	 <p>Listen</p>
 <p>Listen Repeat</p>	 <p>Stand up</p>	 <p>Clap</p>





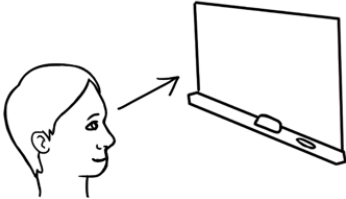
Card 2

 <p>Close</p>	 <p>Say</p>	 <p>Look</p>
 <p>Listen Repeat</p>	 <p>Sit down</p>	<p>BINGO</p>

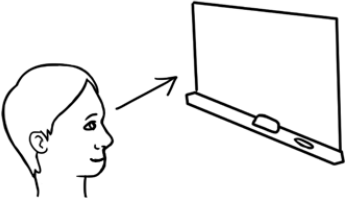




Card 3

 <p>Stand up</p>	 <p>Say</p>	 <p>Tick</p>
<p>BINGO</p>	 <p>Open</p>	 <p>Listen</p>

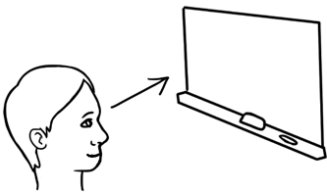


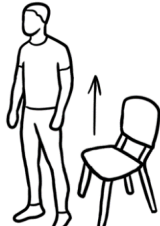

Card 4

 <p>Sit down</p>	 <p>Close</p>	 <p>Point</p>
 <p>Listen Repeat</p>	 <p>Look</p>	<p>BINGO</p>


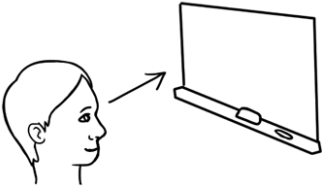

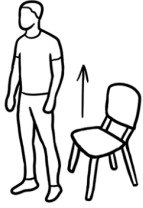

Card 5

 <p>Look</p>	<p>BINGO</p>	 <p>Listen Repeat</p>
 <p>Close</p>	 <p>Sit down</p>	 <p>Say</p>






Card 6

 <p>Look</p>	 <p>Close</p>	 <p>Clap</p>
<p>BINGO</p>	 <p>Stand up</p>	 <p>Point</p>


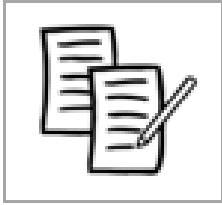



Card 7

 <p>Tick</p>	 <p>Look</p>	 <p>Say</p>
 <p>Stand up</p>	 <p>Close</p>	<p>BINGO</p>





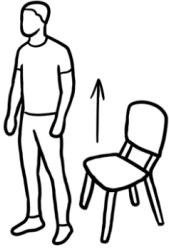
Card 8

 <p>Listen Repeat</p>	<p>BINGO</p>	 <p>Copy</p>
 <p>Sit down</p>	 <p>Open</p>	 <p>Listen</p>

Card 9

 <p>Clap</p>	 <p>Copy</p>	 <p>Tick</p>
 <p>Listen Repeat</p>	 <p>Listen</p>	<p>BINGO</p>

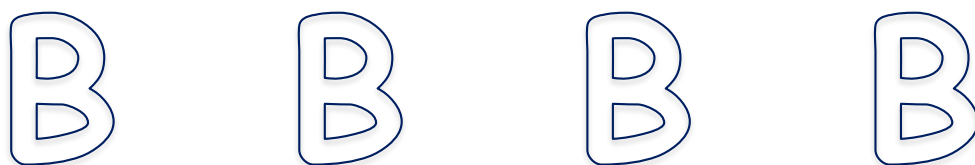
Card 10

 <p>Open</p>	 <p>Clap</p>	 <p>Tick</p>
<p>BINGO</p>	 <p>Point</p>	 <p>Stand up</p>

13. Important words – Names VU23489, VU23491**Personal information - Names**

- Cut multiple copies of the letters below and on the following pages into strips and spread on tables at the front of the class.
- Students come and cut off the letters they need to make their first name.
- They colour the letters and then paste the letters onto the back cover of their workbook. Encourage students to say each letter aloud as it is coloured.

This can be repeated with the names of students' streets and suburbs.



D D D D

E E E E

F F F F

G G G G

H H H H

I I I I

J J J J

K K K K

L L L L

M M M M

N N N N

O O O O

P P P P

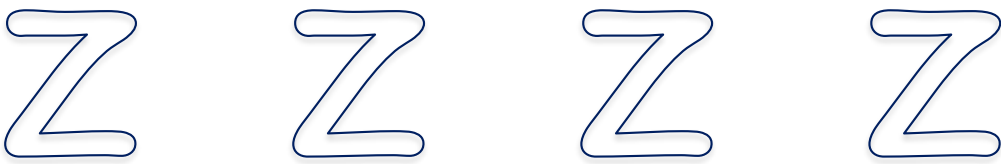
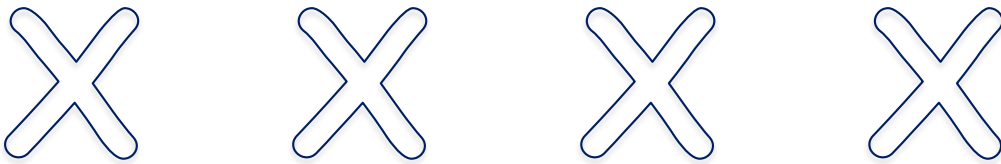
Q Q Q Q

R R R R

S S S S

T T T T

U U U U



14. Letters - Word identification strategies VU23489

Performance Criteria 3.2

Word identification strategies may include:

1. sounding out letters
2. blending sounds together
3. memorising simple words
4. using the shapes of letters and words
5. matching pictures and words
6. segmenting word
7. isolating target sound

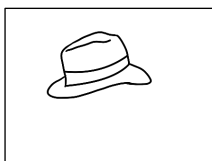
These criteria are addressed throughout the student books in a number of ways.

Powerpoints

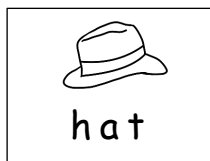
An excellent way to teach and revise any element in the units is to create simple powerpoints. The worksheets in the student books can be adapted for powerpoint slides.

Use transitions to move pictures, letters and finally words onto each slide. In the example below, students say the word and then sound each letter as it transitions into view. e.g.

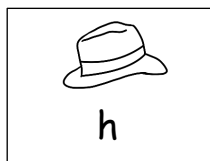
Slide 1



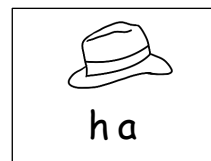
Slide 2



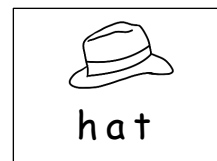
Slide 3



Slide 4



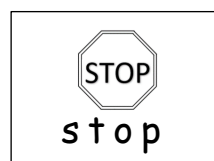
Slide 5



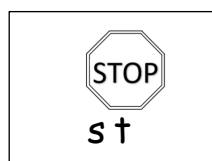
Slide 1



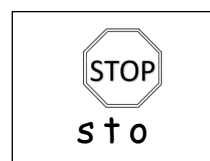
Slide 2



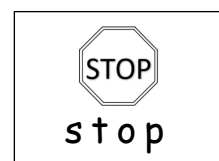
Slide 3




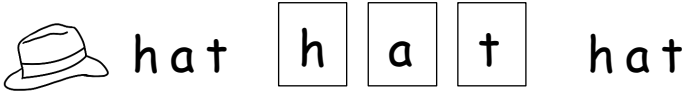
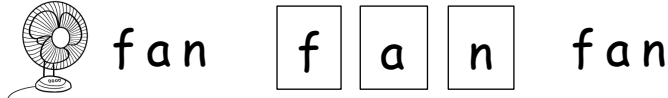
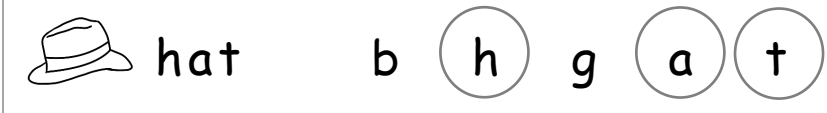

Slide 4











Slide 5

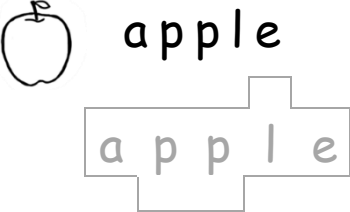
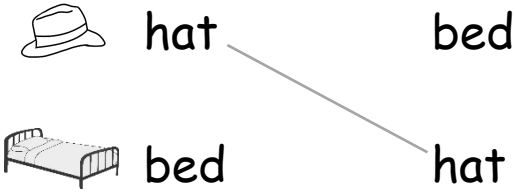









Examples of how the criteria are addressed in the student books:

<p>1. Sounding out letters</p>	<p>Learn the initial sounds.</p> 
	<p>Sound out simple words where the sounds are regular.</p> <p>Look at the picture, say the word, sound the word, say the word. Repeat.</p>  
	<p>Look at the picture, say the word, sound and circle the letters, say the word. Repeat.</p>  

<p>2. Blending sounds together</p>	<p>Blend consonant sounds. Sound each letter of the blend, then slide the consonants together, say the word.</p> <p>s t st stop </p> <p>b r br bread </p>			
	<p>Group blends together.</p> <p>clock <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 5px;">cl</td><td style="padding: 5px;">o</td><td style="padding: 5px;">ck</td></tr></table> clock </p>	cl	o	ck
	cl	o	ck	
<p>Match a blended consonant to a word.</p> <p><table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 5px;">st</td></tr></table> train </p> <p style="margin-left: 100px;">stop </p>	st			
st				

<p>3. Memorising simple words <i>[See further strategies on following pages]</i></p>	<p>Listening, repeating, copying, colouring and studying the shape of words aids memory retention. Copying under the words is easier for beginner learners.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>tea</p> <p>t _ _</p> <p>tea</p> </div> <div style="text-align: center;"> <p>tea</p> <p>_ _ _</p> <p>tea</p> </div> </div>
	<p>Activities and games with flash cards. These cards are located in Section 8.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>bag</p>  </div> <div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>egg</p>  </div> </div>

<p>4. Using the shapes of letters and words</p>	<p>It's important to print in lower-case to see the shape and size of words. With fingers, trace around words printed in a large font. Trace the letters, colour the shape.</p> 
<p>5. Matching pictures and words</p>	<p>Initially students need to match words with words and pictures. When the words are more familiar, match pictures and words.</p> 
<p>6. Segmenting words</p>	<p>Group words according to the number of syllables. Mark the stress with a large dot above the vowel in the stressed syllable. Clap the syllables.</p> 

<p>7. Isolating the target sound</p>	<p>Match the sounds in words.</p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; padding: 5px; background-color: #fff9c4;">a</div> <div style="text-align: center;"> <p>hat </p> <p>ink </p> <p>bed </p> </div> </div>
	<p>Listen and repeat the target sound, listen and repeat the words, copy and colour the target sound while saying the sound aloud.</p> <div style="display: flex; flex-direction: column; align-items: center; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; padding: 5px; background-color: #fff9c4;">br</div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="text-align: center;">  <p>bread</p> <p>_ _ ead</p> <p>b read</p> </div> <div style="text-align: center;">  <p>brush</p> <p>_ _ ush</p> <p>b rush</p> </div> <div style="text-align: center;">  <p>broom</p> <p>_ _ oom</p> <p>b room</p> </div> </div> </div>

Strategies for learning vocabulary

A variety of techniques are used in the workbooks to teach and help students memorise vocabulary. Below are some additional ways to teach new words. e.g. *family*.

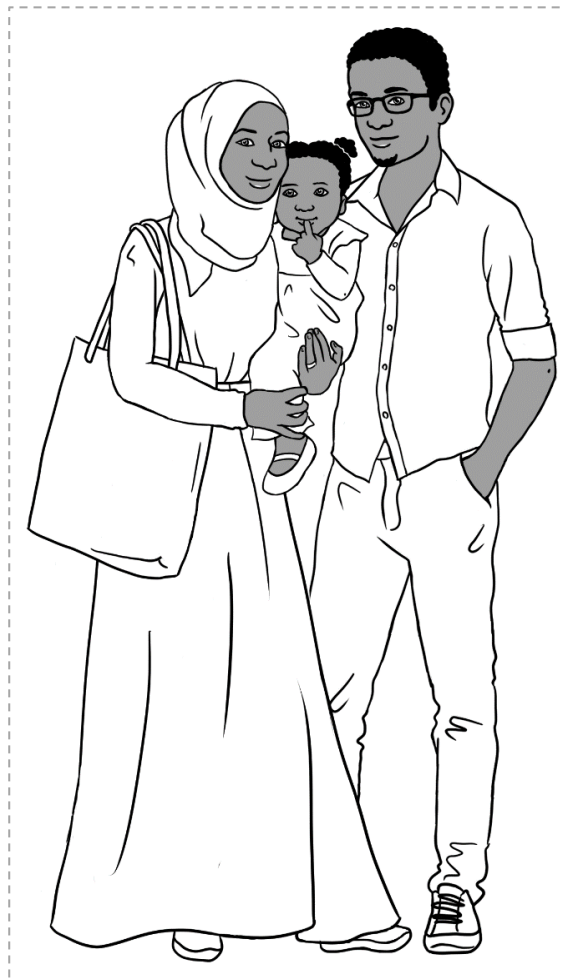
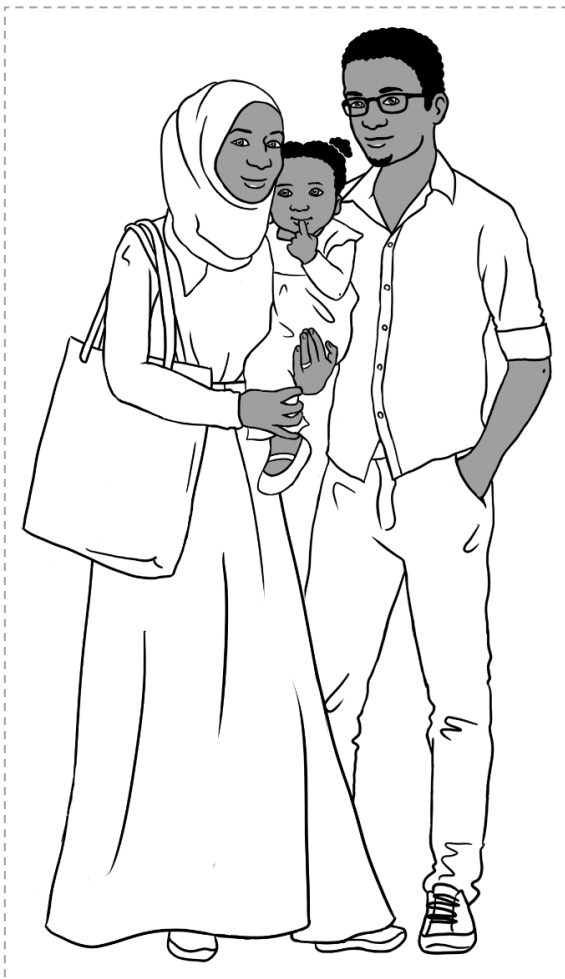
1. Colour the picture and as students colour, encourage them to repeat the word *family* over and over out loud.

2. Clap the syllables in the word while saying the word.



3. Add movement while spelling the word.


- Say the word *family*
- While spelling the word, clap and say **f**, hit the thighs and say **a**, clap and say **m** etc This particularly supports kinaesthetic learners.
- Finally say the word *family* again.




Strategies for learning vocabulary [continued]

Make sets of cards for students to match. Vary the cards according to each students' level of literacy.


1. Match a word with the word and a picture.

family	family 
--------	--

2. Match the first letter with a word and a picture.

f	family 
---	---

3. Match a word with the first letter and a picture.

family	f 
--------	---

Strategies for learning vocabulary [continued]

4. Match the word shape with the word and picture.

	
---	--

5. Listen to the teacher say the word, write the word on the board without the first letter __amily. Students say and write the letter.
6. Draw a picture on the board of a family.
- Ask 'What is it?'
 - Draw dashes for each letter. _ _ _ _ _
 - Say the word and ask the students what letters they can hear. Write in the letters.
 - Spell the word together several times while you point to each letter.
 - Rub out the first letter and ask students to spell the word. Then rub out another letter and ask students to spell the word. Depending on the students, this could be continued until all letters are rubbed out.
 - Then together write the letters back.
7. Use PowerPoint to help teach and revise vocabulary.
8. Tracing and copying help support memory. Create worksheets where the students copy or trace **under** the word rather than next to it.

	family	family
	family	
	family	family
	family	

Encourage students to say the letters and the words aloud as they write.

Graded Vocabulary tests

When students are sure of the words, give graded vocab tests where no-one can fail. Give tests to students according to their level. Students trace or copy the missing letters:

Level 1:



family

Level 2:



family

Level 3:



family

Level 4:

family
_amily

Level 5:

family
____ily

Strategies for learning vocabulary [continued]

Small whiteboards and markers

These are useful tools, especially at Initial level:

- Words can be easily erased.
- The markers are thicker and easier to hold.
- The word itself is the focus rather than skilful letter formation.
- They add a kinaesthetic element to a lesson.
- Students learn from each other.
- Student work is easy to check.

Activities

1. Write the word

- The teacher calls out a letter of a familiar word, students write it down on the whiteboard [or piece of paper].
- When all have finished, students pass the whiteboard to the person on their right.
- The teacher calls out another letter. Students write it and pass the board/paper again.
- Continue until the word has been written.
- The teacher writes the word on the board and students check to make sure the word is correct.

2. Short word memorisation

- Write a short familiar word from the workbook on the board.
e.g. up, in, man etc
- Listen, repeat, note the word shape, spell the letters, sound the word, cover the word.
- Students write the word on their boards. [Cheating is fine.]
- Uncover the word, and students check their work.

Sets of alphabet letter cards

Students use their set of alphabet letters to spell a word.

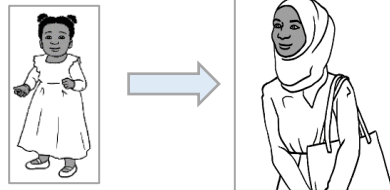
- The teacher says a word, and slowly spells it.
- Students find the letters to make the word.
- They then scramble the word and put it back correctly.

Flash cards – Family words

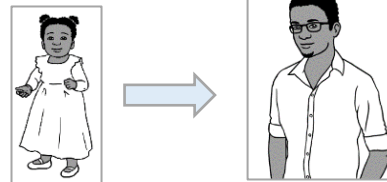
family



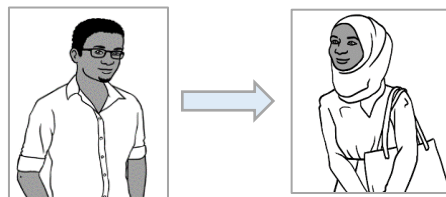
mother



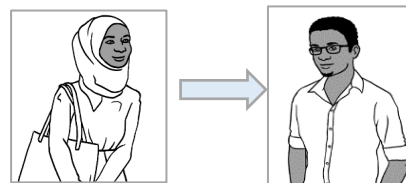
father



wife



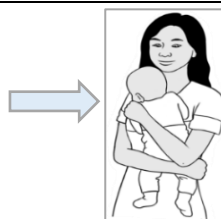
husband



daughter



son



Blank flash card templates

15. Teach in context.

Introduction

All language needs to be relevant and useful, so as much as possible, teach new vocabulary in context.

An appropriate context at beginner level is food. Going shopping, preparing and sharing food is familiar territory for most students, so it builds on their personal skills and knowledge. In addition, the sensory tasting, smelling and handling of food provides a *cognitive hook* to aid memory. Below is an example of how to build language around this theme.

Activity: Prepare a fruit salad

1. Teach the vocabulary and language.

- Project pictures of the fruit on a PowerPoint.
e.g. apple, banana, lemon, orange, grapes, watermelon etc
- Project pictures of the kitchen utensils required. e.g. knife, chopping board, large and small bowls and spoons etc
- Say the words together, clap the words.
- Teach singular and plural.
- Revise the colours: yellow, green, red etc
- Revise numbers: Ask *How many students? How many apples/bananas etc? How many bowls?*
- Teach collocations: *We need 4 apples. We need 20 bowls.* etc

2. Create an **alphabetical list** with pictures. [See page 127.] The list includes ingredients for a simple fruit salad, but could be added to as new food is introduced in other recipes.

A separate list of kitchen utensils and verbs associated with food preparation could also be created.

3. Go shopping – Prior to an excursion to the local market, role play and practise:

- Simple dialogues.
- The vocabulary of money and relevant language.
e.g. *How much are the apples? They cost \$3 a kilo.*

4. Food preparation

Teach the names of the utensils and useful verbs. Say and repeat over and over what students are doing as they prepare the food.

- *We are making a fruit salad. We are making a fruit salad. We are making a fruit salad.*
- *We are chopping the apples. We are chopping the apples. We are chopping the apples. etc.*





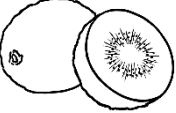

5. Sharing the fruit salad and cleaning up

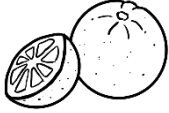


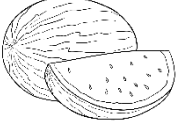
Teach the vocabulary and useful language.

- Vocabulary e.g. table cloth, serviettes, small bowls, spoons.
- Language e.g. *Would you like some fruit salad? Can I help? etc*

Note: Pictures are essential in the teaching of vocabulary at this level. All drawings are available for free use in the *English Ready Illustration Book* in the English Ready, Teacher Resources on AMEPOnline. However, if additional pictures are required, hundreds can be downloaded free from Creative Commons. See page 127 for the steps to access these.

Fruit – an alphabetical list for the wall.

a	apple	
b	banana	
c		
d		
e		
f	fruit	
g	grapes	
h		
i		
j		
k	kiwi fruit	
l	lemon	
m		


n		
o	orange	
p	pineapple	
q		
r		
s	strawberry	
t		
u		
v		
w	watermelon	
x		
y		
z		

Copyright-free photos or drawings from the internet

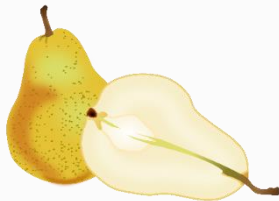
Download Creative Commons images in *Word*.

Example image: a pear

Steps:

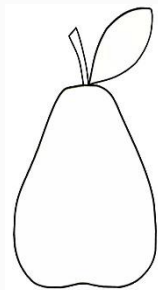
1. Click on: **Insert** on the Menu ribbon.
2. Click: **Pictures** 
Pictures :
3. Select: **Online Pictures**
4. Type in the search box: pear [for a photo], drawing of a pear [for a coloured drawing], black and white drawing – pear [This allows students to colour the image.]
5. Click on one or more images
6. Click: **Insert**
7. Resize if needed.
8. To position the image: Right click on the image, click *wrap text*, select *in front of image*.
9. Some images need no acknowledgement.

e.g.



Others need an acknowledgement. Cut the acknowledgement box and add to the footer or somewhere inobtrusive in the document.

e.g.



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

16. Audio transcripts

Letter names



Page 2

A female voice reads the names of the 26 letters.

A male voice reads the names of the 26 letters.

There are two recordings of both voices.

A time gap after each letter allows time for students to repeat the letter.

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				

Letter sounds

Pages 2 – 7

A female voice reads the initial sounds following the pattern below. A male voice reads the initial sounds in the same way.

There are two recordings of both voices. A time gap after each sound group allows time for students to repeat.

a apple a**b bag b****c cup c****d door d****e egg e****f family f****g glasses g****h home h****i ink i****j jacket j****k kids k****l lemon l****m man m****n no n****o orange o****p pencil p****q queen q****r rubber r****s student s****t teacher t****u umbrella u****v van v****w woman w****x box x****y yes y****z zero z**

Speaking**Do you understand?**

NB This recording is slightly different to what is written in the student book.

Page 5	Teacher	Do you understand?
	Jamila	I don't understand.

Speaking



At the reception desk

This conversation is in three parts.
Each part is repeated.

Part 1 Page 6	Receptionist Zarni	Good afternoon Good afternoon
	Receptionist Zarni	What's your name? Zarni
Part 2 Page 7	Receptionist Zarni	What's your first name? Zarni
	Receptionist Zarni	What's your family name? Tun
	Receptionist Zarni	Can you spell that please? Tun T U N
Part 3 Page 8	Receptionist Zarni	What's your address Zarni? Unit 4, 50 Baker Road, Kellivale.
	Receptionist Zarni	50 Baker Road? Yes. 50 Baker Road
	Receptionist Zarni	What's your phone number? 0407 326 518
	Receptionist	Thank you Zarni Please sit down.

Speaking

3 English class - Greetings

Part 1 Page 10	Teacher	Good morning Jamila
	Jamila	Good morning Rosie
	Teacher	Come in. Please sit down.
Part 2 Page 11	Zarni	Hi Jamila
	Jamila	Hello Zarni
	Zarni	How are you?
	Jamila	Good thanks

4 Classroom instructions

Two voices, a female and then a male read all the instructions including the numbers.

Page 12	<ol style="list-style-type: none"> 1. Sit down. 2. Stand up. 3. Open your book. 4. Close your book. 5. Listen. 6. Look at the board.
---------	--

Speaking



English class - Time to go

Page 14	Teacher	Time to go. Goodbye everyone
	Jamila & Zarni	<i>Goodbye Rosie.</i>
	Zarni	See you later Jamila
	Jamila	Bye Zarni



The classroom

Page 17	Teacher	Do you have a pencil?
	Student	Yes
	Teacher	Do you have a bag?
	Student	Yes
	Teacher	Do you have a rubber?
	Student	No

Speaking



Family

There are five parts in this section. Each part is repeated.

Part 1 Sahra Page 20	My name is Sahra. This is my husband. This is my daughter. This is my brother.	
Part 2 Tahiil Page 21	My name is Tahiil. This is my wife. This is my daughter. This is my brother-in-law.	
Part 3 Abdi Page 22	My name is Abdi. This is my sister. This is my niece. This is my brother-in-law.	
Part 4 Hani Page 22	I am Hani. My mum. My dad. My Uncle Abdi .*	* Abdi's name is absent in the student book.
Part 5 San * Page 23	My name is San .* This is my mother. This is my son.	* San is pronounced <i>Sahn</i>

Speaking

8 Neighbours - Thursday

Page 25	Sahra	Hi Zarni
	Zarni	<i>Hi Sahra</i>
		This is my husband Tahiil
	Sahra	and my daughter Hani.
	Zarni	<i>Hello. Nice to meet you</i>

9 Neighbours - Friday

Page 26	Zarni	Hello Sahra
	Sahra	<i>Hi</i>
	Zarni	This is my daughter San.
	Sahra	<i>Hello San</i>
	San	Hello Sahra
	Sahra	<i>Nice to meet you</i>
	San & Zarni	Bye
	Sahra	<i>See you later</i>

Speaking



Neighbours - Saturday

Page 27	Sahra	Hi Zarni
	Zarni	Hi Sahra
		This is my husband Tahiiil
	Sahra	and my daughter Hani.
	Zarni	Hello. Nice to meet you



Neighbours - Sunday

Page 28	Pam	Hello.
		My name is Pam.
	San	Hi
		My name is San.
	Pam	I live in unit 5.
	San	We live in unit 4.
		This is my mother Zarni and my baby son.
	Pam	Nice to meet you See you later
San	Bye	

Speaking



I like cooking

Page 32	Jamila:	Do you like cooking?
	Zarni:	Yes
	Jamila:	Do you like fishing?
	Zarni:	No
	Jamila:	I like fishing.
	Zarni:	<i>I like cooking.</i>



Tea or coffee - Conversation 1

Page 37	Jamila:	Would you like tea or coffee?
	Zarni:	<i>Tea please</i>
	Jamila:	Milk?
	Zarni:	<i>Yes please</i>
	Jamila:	Sugar?
	Zarni:	<i>No thanks</i>
Jamila:	Biscuits?	
Zarni:	<i>Yes please</i>	

Speaking**Tea or coffee - Conversation 2**

Page 38	Zarni:	Would you like tea or coffee?
	Jamila:	<i>Coffee please</i>
	Zarni:	Milk?
	Jamila:	<i>No thanks</i>
	Zarni:	Sugar?
	Jamila:	<i>Yes please</i>
	Zarni:	Biscuits?
	Jamila:	<i>No thanks</i>

Speaking



Tea or coffee - Chant

Page 40	<p>Teacher Would you like tea?</p> <p>Jamila Tea?</p> <p>Teacher Yes tea.</p> <p>Jamila No thanks.</p>
	<p>Teacher Would you like coffee?</p> <p>Jamila Coffee?</p> <p>Teacher Yes coffee.</p> <p>Jamila Yes please.</p>
	<p>Teacher Would you like milk?</p> <p>Jamila Milk?</p> <p>Teacher Yes milk.</p> <p>Jamila No thanks.</p>
	<p>Teacher Would you like sugar?</p> <p>Jamila Sugar?</p> <p>Teacher Yes sugar.</p> <p>Jamila Yes please.</p>