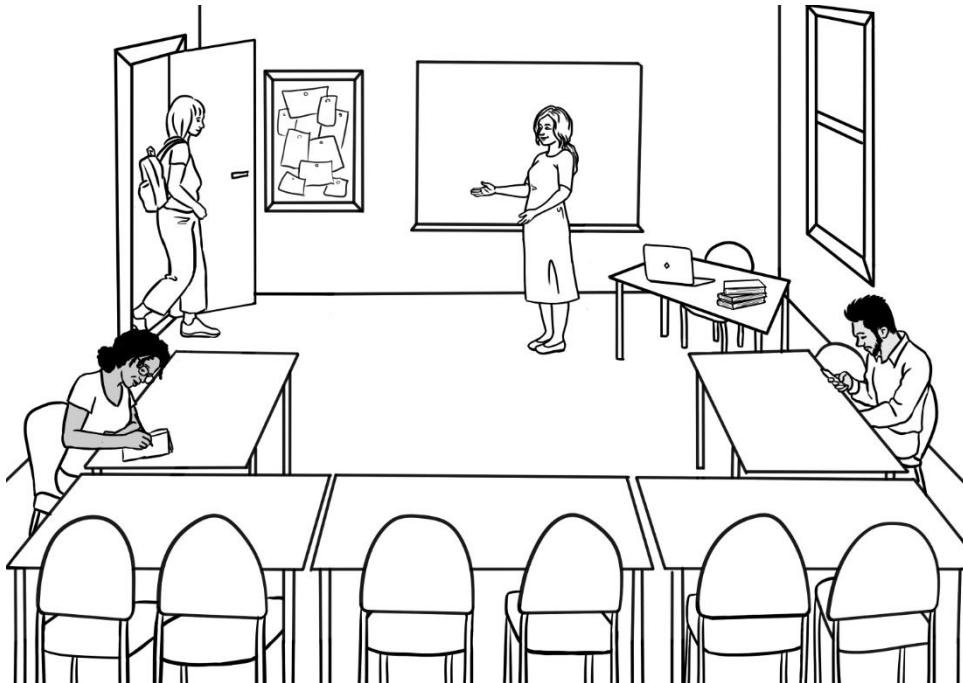


English Ready

22637VIC Course in EAL

VU23494 Use strategies to develop language learning with support

Learning Steps



Student _____

Teacher _____

Class _____

Date _____

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

Design team: Vicki Hambling, Sue Paull, Frida Dean, Janice Langley, 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.

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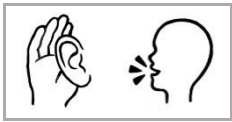
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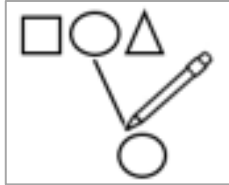

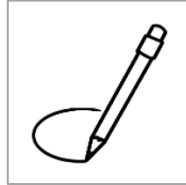


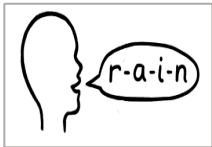
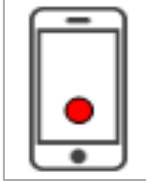


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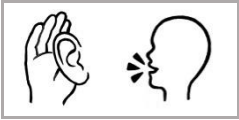
1. Instructions



Project and mime each instruction.

1.		listen	2.		say
3.		copy	4.		match
5.		read	6.		circle
7.		ask	8.		tick
9.		spell	10.		record
11.		work with a partner	12.		write

2. Meet the people



Project the page. Students point to the students and teacher. Name the characters. Create sentences.
e.g. *Ming is a student.*

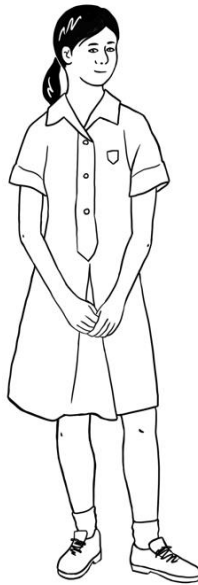
Ming's family



This is **Ming**.



This is **Lan**.



This is **Mai**.



This is **Bao**.

Sahra's family



This is **Sahra**.



This is **Hani**.

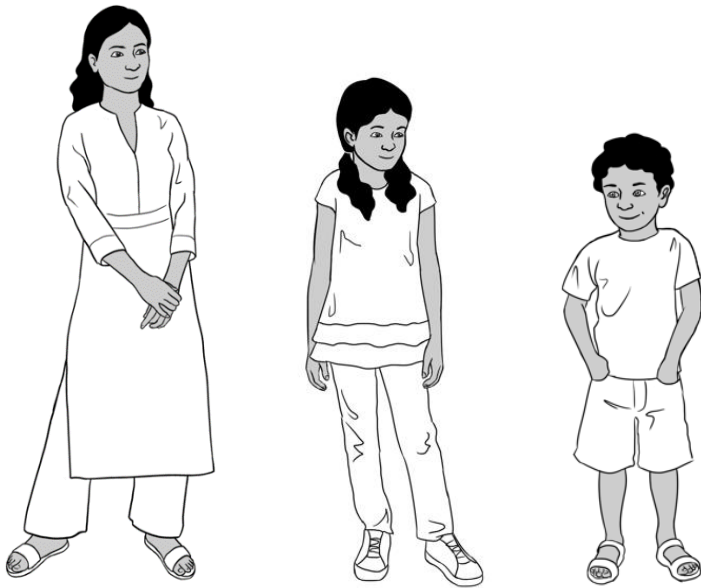


This is **Tahil**.



This is **Abdi**.

Nisha's family



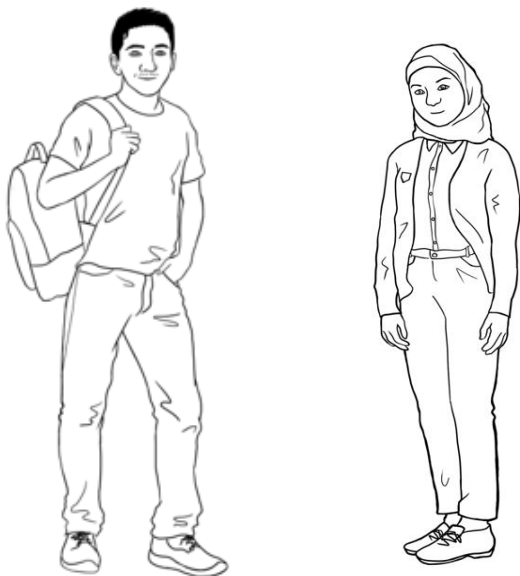
This is **Nisha**. This is **Pari**. This is **Dev**.

Anika



This is **Anika**.

Carim's family



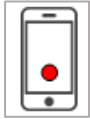
This is **Carim**. This is **Fatima**.

Jenny is a teacher.



This is **Jenny**.

3. English class




Show students how to use their phones to record the teacher's voice. Ask the students to record as you say the name of the days. Ask students to copy the days in the space provided and mention that days of the week start with capital letter. Encourage students to listen to their recording at home.

 Copy the days.			Monday
			<u>Monday</u>
Tuesday	Wednesday	Thursday	
_____	_____	_____	
Friday	Saturday	Sunday	
_____	_____	_____	

When do **you** go to class?



Ask students to open their timetable and tick the days they go to class. Encourage students to compare their tables with their partners.

 Tick the days.			Monday	<input type="checkbox"/>
Tuesday	Wednesday	Thursday		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Friday	Saturday	Sunday		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



I go to class on **Monday** and **Tuesday**.
 Hani goes to childcare.
 Childcare is free.

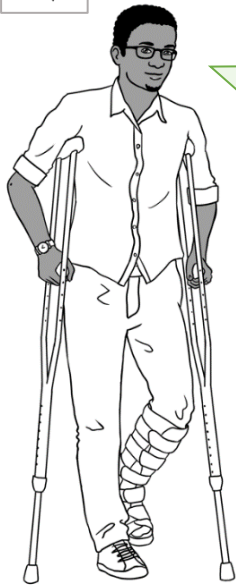


Read the sentences above and ask students to repeat it. Encourage students to complete the sentence below.

Sahra goes to class on Monday and _____.



Read the sentences below and point to the day and repeat.
Ask students to read the sentences.



I have a broken foot.
I can't go to my evening class.
I do Distance Learning on my laptop.
I have a volunteer tutor on **Thursday**.



Ask students to write the day in the blank provided.

Tahil has a volunteer tutor on _____.

Read the sentences and ask students to listen and repeat.
Point to the day in bold.



I want a job.
I want to learn quickly.
I go to school on **Monday, Tuesday, Wednesday** and **Thursday**.



Ask students to write the days in the blanks provided.

Anika goes to class on _____,
_____, _____
and _____.

When do you go to class?



Encourage students to check their timetable. Ask students to complete the sentence about themselves.

I go to class on _____
_____.



I go to class four days a week.
 My class starts at 9:00 on Monday.
 My class finishes at 2:30.



This is your timetable.



Encourage students to check their timetable. Ask students to tick the days, write the start, finish time and room number in the table below.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Start					
Finish					
Room					



Discuss the start and end of term dates, public holidays and special days e.g. birthdays or a cultural celebration. Ask students to write the dates on the lines provided. Dates are explained in detail in book 'VU23496-VU23498 Conversation, messages and forms'.

The last day of term is _____.

The public holidays are _____

_____.

The special days are _____.

Our excursion day is _____.

4. Sahra can't come to class today.



Project the page. Point to Sahra's messages. Read the sentences and check understanding by asking follow-up questions e.g. Who is this message for?



Why can't Sahra come to class?

Hani is sick today.

Sahra sends a message

to the childcare centre and her teacher.

Hi Nisha,
Hani is sick
today.
Sahra Elmi

Hi Teacher,
I can't come
to class today.
Sahra Elmi

Ask students to write their own name and copy the message in the space provided.

Hi Teacher,
I can't come
to class today.

Large rounded rectangular box with horizontal lines for writing a message.



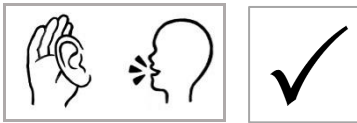
Encourage students to read the message with their partners.

5. What do you need in class?

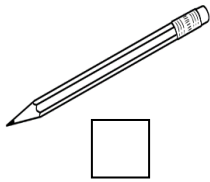


It's Monday.
I'm ready for class.
I have 12 things in my backpack.

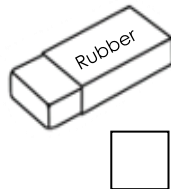
Point to the stationary items and say the words. Ask students to repeat them. The activities below reinforce the need to come prepared to class. Encourage students to tick what they have in their pencil case/ bags.



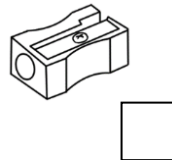
a pencil



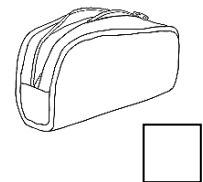
a rubber



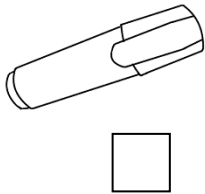
a sharpener



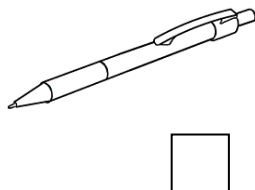
a pencil case



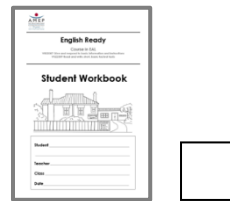
a highlighter



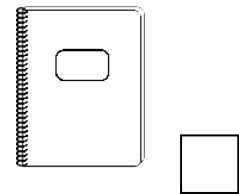
a pen



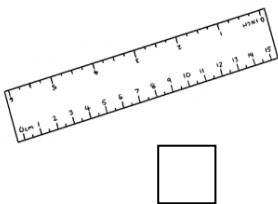
a workbook



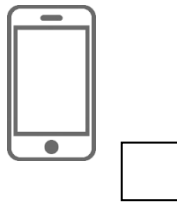
a notebook



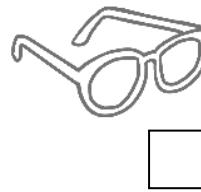
a ruler



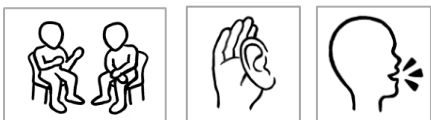
a phone



glasses



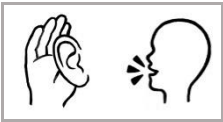
water



I have a pencil, a rubber,
a pencil case, a workbook,
a notebook and a phone.

Encourage students to work with a partner and say what they have in their pencil case/ bags.

6. Can you ask for help?



Project the page and explain how to ask for help politely by emphasising the use of 'please' in the sentences below. Students can then repeat the sentences after the teacher and practice saying them to their partner.



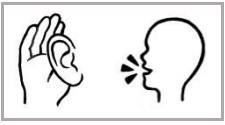
Ask students to complete the sentences below.

- 1 I don't understand.
- 2 Can you say that _____ please?
- 3 Can you help me _____?
- 4 Can you _____ my work please?

Ask students to put the words in order and then write the sentences.

1	again	please?	say	you	Can	that
<i>Can you say that again please?</i>						
2	please?	help	me	Can	you	
3	understand.		I		don't	
4	check	Can	you	please?	work	my

7. Writing basics



Read the alphabet and ask students to repeat after you. Point to the vowels (A, E, I, O and U in bold). Point to capital and small letters. More activities on 'The Alphabet' can be found in Course in Initial Teacher resources units VU23489, VU23491 and VU23492.

Capital letters → →

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							

Small letters →

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							



Read out selected capital letters randomly and ask students to circle them.

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							



Read out selected small letters randomly and ask students to circle them.

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							

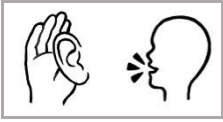


Ask students to write the first names of the students and the teachers in the class in alphabetical order.

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

8. School

School in Australia



Read the sentences below and point to the **bolded** words. Ask students to repeat the sentences.



Pari



Dev

Pari is 9 years old.

Dev is 7 years old.

They go to **primary school**.



Mai



Fatima

Mai and Fatima are 15.

They go to **secondary school**.



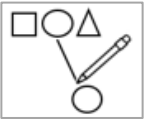
Bao



Abdi

Bao and Abdi are 19.

They go to **university**.



Ask students to match the words with the pictures.

School in Australia

primary school

secondary school

university

Pari

Dev

Mai

Fatima

Bao

Abdi

Read the dialogue and ask students to practice with their partners. Encourage the students to answer the questions in the table below about themselves.

School in your country

Did you go to school in your country Sahra?

Yes. I went to primary school.

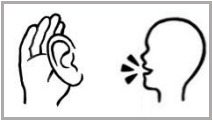
Did you learn English?

No, I didn't.

Did you go to school in your country?

<input checked="" type="checkbox"/> Read the questions and tick Yes or No.	Yes	No
1. Did you go to primary school ?		
2. Did you go to secondary school ?		
3. Did you go to university ?		
4. Did you learn English ?		

9. What can you do?



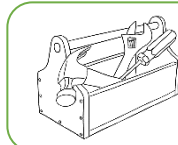
Read the following sentences, point to the pictures and ask students to repeat.



I can use
a computer.



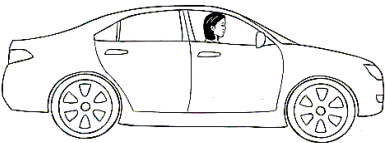


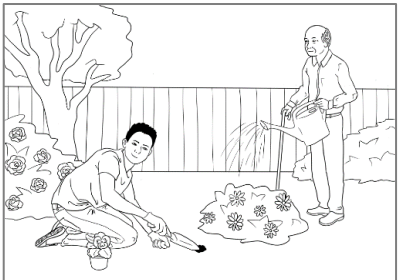
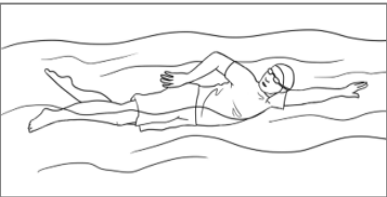
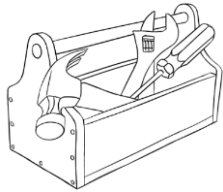
What can **you** do?


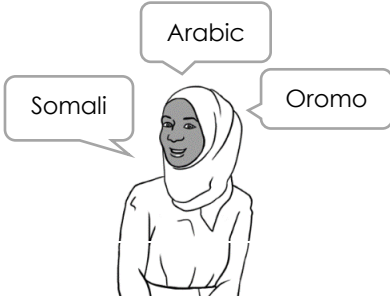


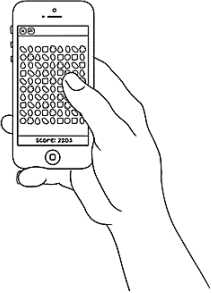



I can repair
things.



On pages 14 and 15 encourage students to tick what they can do.

<p style="text-align: center;">1</p> <div style="text-align: center;"><input type="checkbox"/></div>  <p style="text-align: center;">I can drive a car.</p>	<p style="text-align: center;">2</p> <div style="text-align: center;"><input type="checkbox"/></div>  <p style="text-align: center;">I can cook.</p>	<p style="text-align: center;">3</p> <div style="text-align: center;"><input type="checkbox"/></div>  <p style="text-align: center;">I can use a computer.</p>
<p style="text-align: center;">4</p> <div style="text-align: center;"><input type="checkbox"/></div>  <p style="text-align: center;">I can garden.</p>	<p style="text-align: center;">5</p> <div style="text-align: center;"><input type="checkbox"/></div>  <p style="text-align: center;">I can swim.</p>	<p style="text-align: center;">6</p> <div style="text-align: center;"><input type="checkbox"/></div>  <p style="text-align: center;">I can repair things.</p>

<p>7</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>  <p>I can sew.</p>	<p>8</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>  <p>I can speak other languages.</p>	<p>9</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>  <p>I can ride a bike.</p>
<p>10</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>  <p>I can play soccer.</p>	<p>11</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>  <p>I can play games.</p>	<p>12</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>  <p>I can play an instrument.</p>

Ask students to complete the sentences about what they can do.

1. I can _____.
2. _____.
3. _____.

Encourage students to work with a partner and ask questions about what their partner can do.

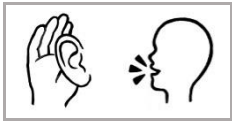





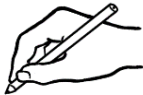








What can you do?

My partner can _____,
 _____ and _____.

10. What do you want to learn?

The activities on pages 16 to 22 help learners understand different learning steps. The teachers can change these activities to suite their students. Project the page and mime each activity. Read the sentences below and ask students 'What do you want to learn?'



1.		to listen	2.		to speak clearly																
3.		to read	4.		to write																
5.	<table border="1" data-bbox="193 824 360 1010"> <tr><th colspan="2">My Word List</th></tr> <tr><td>go</td><td>phone</td></tr> <tr><td>school</td><td>find</td></tr> <tr><td>day</td><td>_____</td></tr> <tr><td>time</td><td>_____</td></tr> <tr><td>home</td><td>_____</td></tr> <tr><td>copy</td><td>_____</td></tr> <tr><td>read</td><td>_____</td></tr> </table>	My Word List		go	phone	school	find	day	_____	time	_____	home	_____	copy	_____	read	_____	to learn new words	6.		to spell
My Word List																					
go	phone																				
school	find																				
day	_____																				
time	_____																				
home	_____																				
copy	_____																				
read	_____																				
7.		to use a computer	8.	<table border="0" data-bbox="842 1066 1094 1256"> <tr> <td></td> <td></td> </tr> <tr> <td>Hello</td> <td>Hi.</td> </tr> </table>			Hello	Hi.	to have conversations												
																					
Hello	Hi.																				



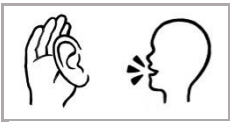
I want to have conversations in English.

I want to read books in English.



I want to write in English.

What is very important to you?



Encourage students to read the sentences below and ask them to tick three things that they want to learn.



	I want to listen to English.	
	I want to speak English.	
	I want to read in English.	
	I want to write in English.	
	I want to learn new English words.	
	I want to spell English words.	
	I want to use a computer.	
	I want to have conversations.	



Encourage students to work with a partner and read three sentences about themselves.

11. Who can help you learn?



Point to the picture, say the word and ask students to repeat. Read the sentences and ask students to repeat. Check understanding by asking question 'Who can help you learn?'

<p>my teacher</p>	<p>my classmates</p>	<p>the librarian</p>
<p>my neighbour</p>	<p>my family</p>	<p>my volunteer tutor</p>

My friend Pam can help me learn.

The librarian can help me learn.








Who can help **me** learn?

Who can help **me** learn?

Who can help **you** learn?



Ask students to listen as you read and tick who can help 'You'?

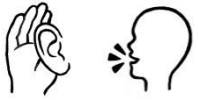
Who can help?	Sahra	Tahil	You
the teacher 	✓	✓	
 a volunteer tutor		✓	
the librarian 	✓		
 family	✓	✓	
a neighbour 	✓		



Who can help you learn?

Encourage students to work with a partner and ask the question.

12. Where can you learn?



Point to the pictures and read the sentences. Ask students to repeat and tick places where they can learn.

1



I can learn in class.

2



I can learn in the library.

3



I can learn at home.

4



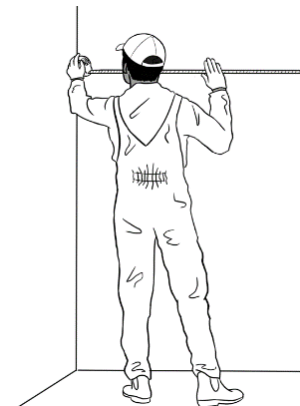
I can learn on the computer.

5



I can learn on my phone.

6



I can learn at work.



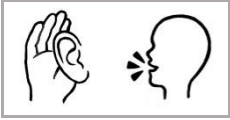
Where can you learn?

Encourage students to work with a partner and ask the question.

13. What helps you learn?

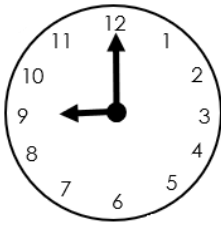
In class

What helps you learn **in class**?



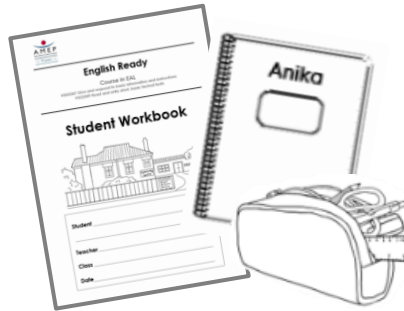
Read the question and point to 'in class'.
Point to the pictures and read the sentences. Ask students to repeat.

1



I come to class on time.

2



I bring my books and pencil case.

3



Listen.

I listen to the teacher.

Today is Tuesday.



I copy from the board.



I ask for help.

My Word List

go	phone
school	find
day	_____
time	_____
home	_____
copy	_____
read	_____

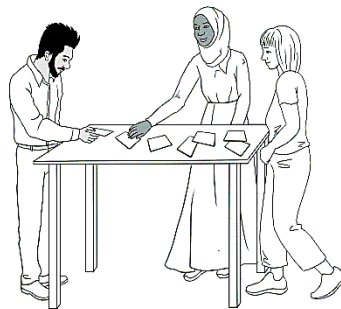


I copy new words.

What does this word mean?

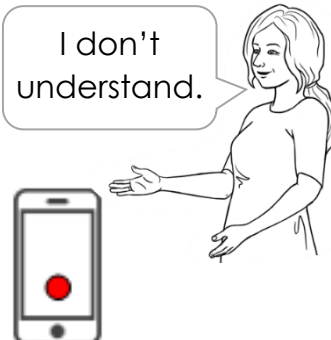


I ask questions.



I work with my classmates.

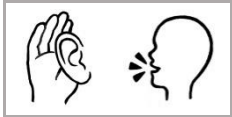
I don't understand.



I record my teacher.

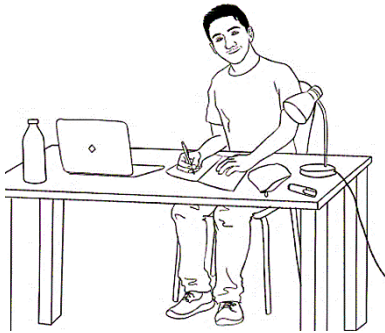
After class

What helps you learn **after class**?



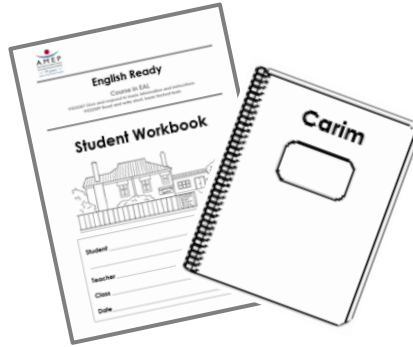
Read the question and point to 'after class'.
Point to the pictures and read the sentences. Ask students to repeat.

1.



I work at home.

2.



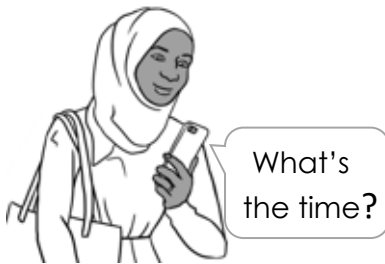
I read my workbooks.

3.



I copy words.

4.



I listen to the teacher on my phone.

5.



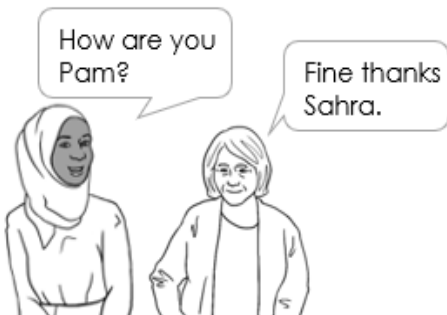
I listen and repeat.

6.



I use AMEP online.

7.



I talk to friends.

8.



I read books.

9.



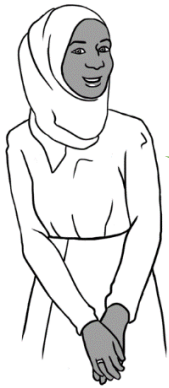
I listen to the audio.



What helps you learn?

Encourage students to work with a partner and ask the question.

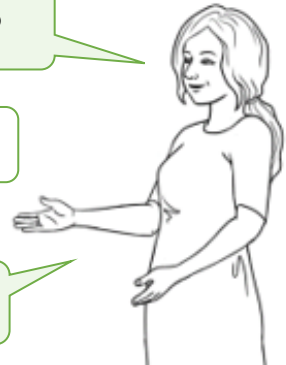
14. Learning steps



What do you want to learn Sahra?

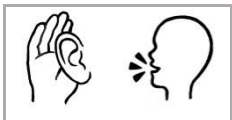
I want to have conversations in English.

How can you learn?



Ask students to listen as you read the dialogue between Sahra and her teacher and the sentences below.

- | | | |
|---|--|---|
| 1 | | I talk to my teacher and my classmates. |
| 2 | | I talk to my neighbour. |
| 3 | | I record my teacher on my phone. |
| 4 | | I listen and repeat at home. |



Read the conversation below and explain that Sahra is asking politely to record her teacher's voice. Ask students to practice saying the sentences in green bubbles. Point to the word 'please'. Students can practice recording their teacher's voice as the teacher reads the conversation below.

1. Sahra asks her teacher,



Can I record you on my phone please?

Can you say this please?

I live at Unit 6
50 Baker Road
Kellivale.



2. Sahra records her teacher.

3. She listens and repeats at home.



What do you want to learn Anika?

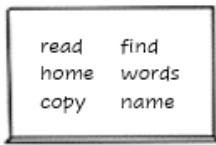
I want to learn new words.

How can you learn?



Ask students to listen as you read the conversation and the sentences 1 to 3. Point to 'What' and 'How'.

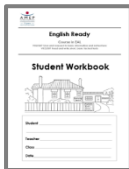
1



I copy words from the board in my notebook.

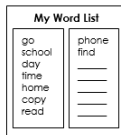


2



I copy words from my workbook again and again.

3



I write new words on my word list.



Ask students to copy the words three times in the space provided.


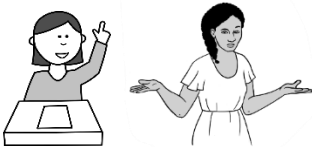

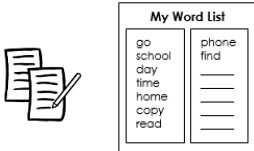
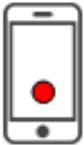


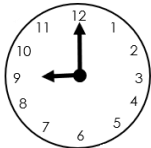
	read		home		copy
	read				
	read				
	read				
	find		words		phone

15. At the end of the term.

Now, what do you do in class?






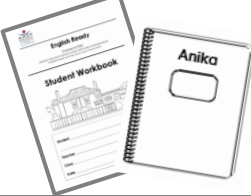

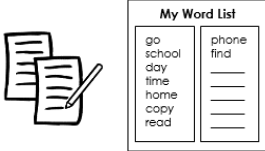

Point to 'in class'. Read questions 1 to 8 and encourage students to answer about themselves by ticking 'Yes' or 'No'. Ask students to compare their answers with a partner.

	Yes	No
 <p>1. Do you ask questions?</p>		
 <p>2. Do you ask for help?</p>		
 <p>3. Do you copy from the board?</p>		
 <p>4. Do you copy new words on your word list?</p>		
 <p>5. Do you record your teacher on your phone?</p>		
 <p>6. Do you work with your classmates?</p>		
 <p>7. Do you bring your books and pencil case?</p>		
 <p>8. Do you come to class on time?</p>		

Now, what do you do after class?



Point to 'after class'. Read questions 1 to 7 and encourage students to answer about themselves by ticking 'Yes' or 'No'. Ask students to compare their answers with a partner.

	Yes	No
 <p>1. Do you work at home?</p>		
 <p>2. Do you borrow books from the library?</p>		
 <p>3. Do you read the books? Do you listen to the audio?</p>		
 <p>4. Do you read your workbook and notebook?</p>		
 <p>5. Do you listen to your teacher on your phone?</p>		
 <p>6. Do you copy words on your word list?</p>		
 <p>7. Do you use AMEP online?</p>		

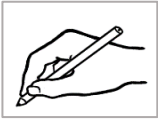


Encourage students to ask the teacher to check their work.

Can you check my work please?

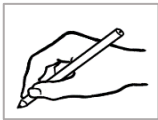
What do you need to practise next?

I need to practise my writing.



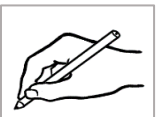
Encourage students to think about what skills they need to improve and complete the sentence.

I need to practise my _____.



Ask students to read Anika's plan and complete the table by writing 'Your plan'.

When	Anika's plan	Your plan
Today	Copy sentences from the board.	
Tomorrow	Ask the teacher to check my work.	
Next week	Copy sentences from my workbook.	



Ask students to complete the sentences using the words from the box. Encourage the students to put a tick next to the word that they have used.

Don't forget.



- class ✓

time

help

check

<p>Come to <u>class</u> on _____.</p> <div style="text-align: center; margin-top: 20px;"> </div>	<p>Ask for _____.</p> <div style="text-align: center; margin-top: 20px;"> </div>	<p>Ask the teacher</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>Can you _____ my work please?</p> </div> <div style="text-align: right; margin-top: 20px;"> </div>
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