

# English Ready

22637VIC Course in EAL

VU23494 Use strategies to develop language learning with support

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## Learning Steps



## Teacher Resources

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**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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## Introduction

### The Teacher Book

This book is an electronic reference. Print pages as only needed. It includes materials and activities for:

- pair work and class work
- revision and homework
- pronunciation
- extension.

### The Student Workbook

This 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. The activities included are not suitable to be used for assessment.

The book is available as a Word document so that teachers can:

- localise and update the content
- adjust the material to suit the requirements of particular classes
- delete or add materials as required

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## 1. Instructions

### Activity 1

Project the workbook icons on the board and elicit the instruction.

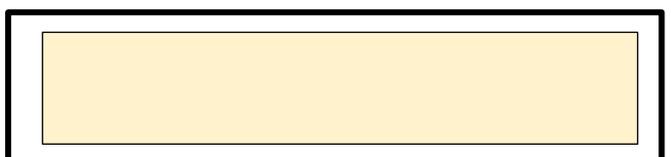
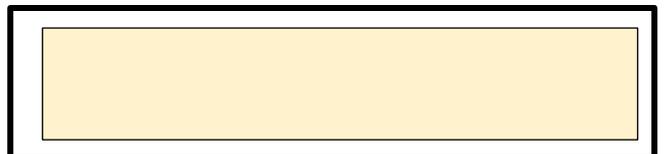
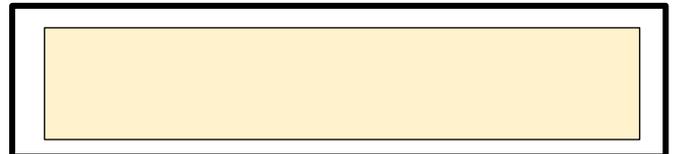
Slide the yellow textbox down to reveal the instruction as shown for *Read* below. [To do this, you will need to open this activity in the Word document rather than the PDF.]

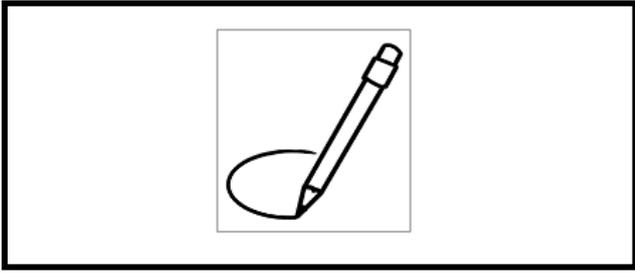
### Activity 2

Copy icons and words without the yellow text boxes for students to cut up and match.

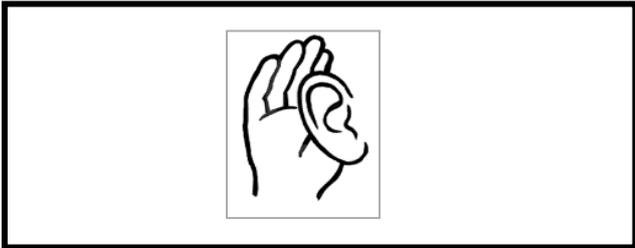
### Activity 3

- Enlarge and cut up the icons.
- Hand them out to 12 students and ask them to take turns to stand and mime the instruction for the class to guess.
- Repeat the activity the next day with different students.

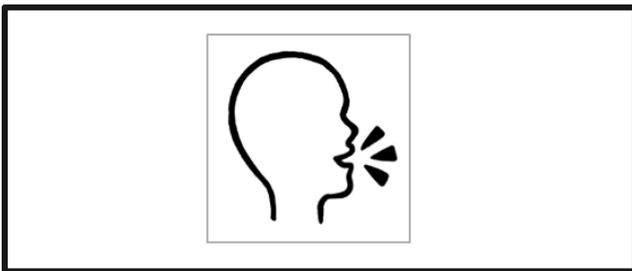




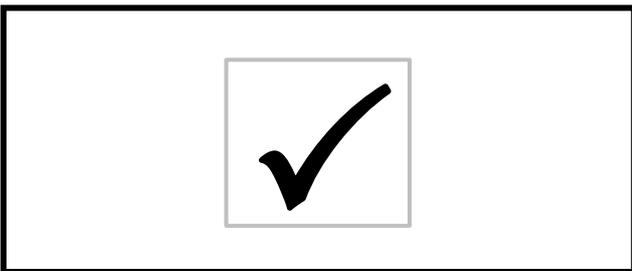
Yellow rectangular box for notes.



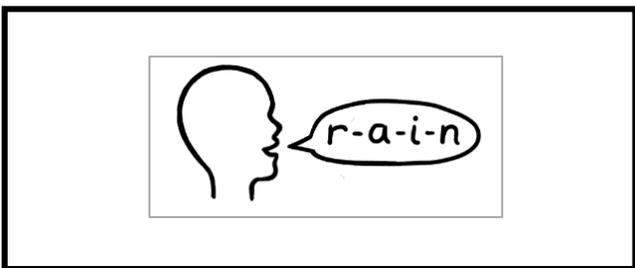
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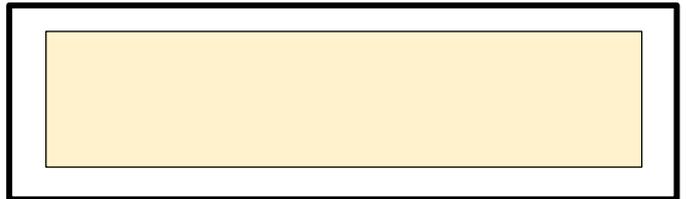
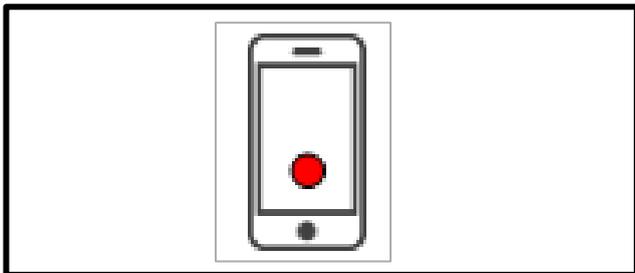
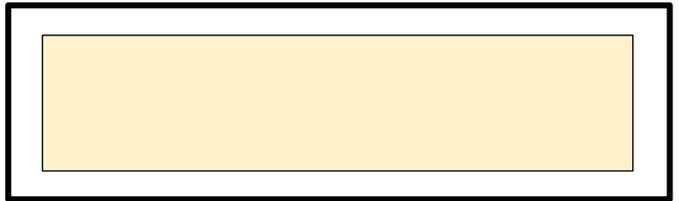
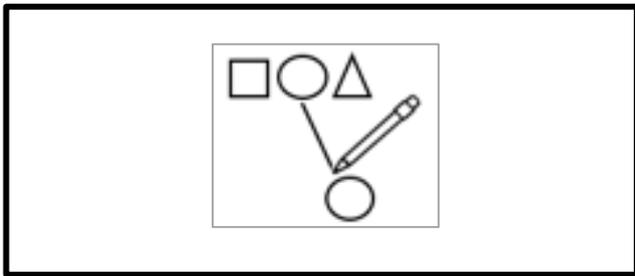
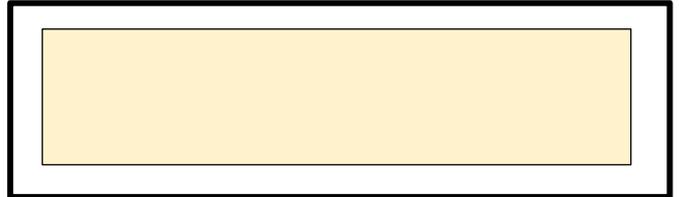
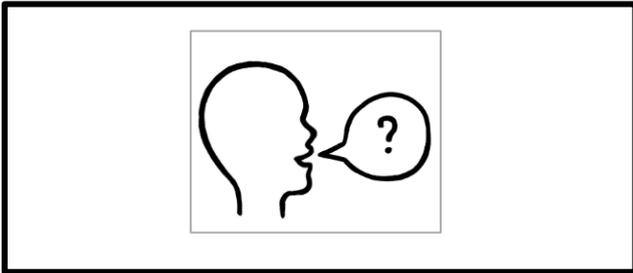
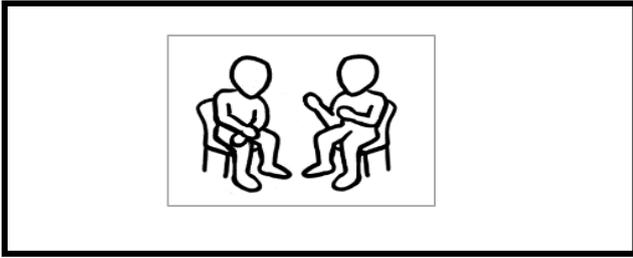
Yellow rectangular box for notes.



Yellow rectangular box for notes.



Yellow rectangular box for notes.



## 2. Meet the people

### Activity

Use the names of the characters to focus on word stress.  
Sort the names into columns on the whiteboard according to their stress pattern. e.g:

●	● ●	● ●	● ● ●
Ming	Sahra	Carim	Fatima
Lan	Hani		Anika
Mai	Tahil		
Bao	Abdi		
Dev	Nisha		
	Pari		

Read and clap the stressed syllable. Add student names to the lists.

### 3. English class

#### Activity 1 - Syllables

Use the words on the timetable page to introduce syllables.

- Create a table on the board similar to the one below, initially without the words in the columns.
- Begin by slowly adding each key word on page 4 and page 6 in the student book.
- Demonstrate the syllables physically by:
  - tapping your hand, a pen or a ruler on the table
  - clapping
  - punching the air
  - stamping your feet
  - taking a step for each syllable.
- Ask students to repeat each word with an action several times, counting the syllables while clapping etc
- In later classes:
  - the words could be enlarged and written on paper. Students could attach the words to the board with magnets or copy the words into the columns.
  - Repeat the process with the stationery items - 'What do you need in class?' on page 12.

Syllables			
1	2	3	4
start	Monday	Saturday	
room	Tuesday	holiday	
day	Wednesday*	excursion	
date	Thursday		
term	Friday		
last	Sunday		
	finish		
	public		
	special		

\* Wednesday has two syllables when spoken. To learn the spelling of the word, it's helpful to clap the silent third syllable as well.

**Activity 2 - Listening**

Print the worksheet on the next page. Slowly read the following sentences:

1. Sahra goes to class on Monday and Tuesday.
2. Tahill goes to class on Tuesday and Thursday evening and Saturday morning.
3. Ming goes to class on Tuesday, Wednesday and Friday
4. Anika goes to class on Monday, Tuesday, Wednesday and Thursday.
5. Carim goes to class on Monday, Tuesday, Wednesday, Thursday and Friday.

## When do they go to class?



Day	Sahra	Tahil	Ming	Anika	Carim	You
Monday	✓					
Tuesday	✓					
Wednesday						
Thursday						
Friday						
Saturday						



- Sahra** goes to class on Monday and Tuesday .
- Tahil** goes to class on \_\_\_\_\_ and \_\_\_\_\_  
evening and \_\_\_\_\_ morning.
- Ming** goes to class on \_\_\_\_\_, \_\_\_\_\_  
and \_\_\_\_\_.
- Anika** goes to class on \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.
- Carim** goes to class on \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- I** go to class on \_\_\_\_\_  
\_\_\_\_\_.

## 4. Sahra can't come to class today.

### Activity – Text messages

Use the templates on the following page to practise writing simple text messages.

- Write a text message on the board.

e.g.

Hi _____, teacher's name
My daughter is sick. I'm sorry. I can't come to class.
_____ student's name

- Students copy the message onto one of the phone templates on the next page.
- They then type the text on their phone and send the text message to the teacher.

**Note:** Punctuation in text messages is especially flexible, but it's important students are aware of the rules before they adapt them. For that reason, a comma has been added after the greeting here and also in the student book.

A rounded rectangular box with a double-line border. Inside, there are ten horizontal lines for writing, evenly spaced from top to bottom.

A rounded rectangular box with a double-line border. Inside, there are ten horizontal lines for writing, evenly spaced from top to bottom.

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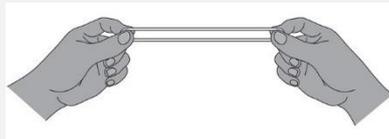
## 5. What do you need in class?

### Activity 1 – Word Stress

Follow up work on syllables with regular work on word stress.

- Create a table on the board similar to the one on the following page, initially without the words in the columns.
- Say each stationery item, placing clear stress on the strong syllable. Clap or tap the table more loudly on the strong syllable.

Large rubber bands are useful to demonstrate and help students remember the stressed syllable. Give each student a rubber band, hold with the fingers, stretch the band out on the stressed syllable and bring the fingers together on the unstressed one. The stressed syllable is said a little louder and longer.



- Write each stationery item in the correct column on the table.
- Add the timetable vocabulary to the table.
- Add the stress pattern dots over all new words when first introduced.  
e.g. student names.

Word stress			
●	● ●	● ●	● ● ●
case pen phone	pencil rubber workbook notebook ruler glasses water		sharpener highlighter

### Activity 2 – Sound dictation

- Print the worksheet on the following page for each student.
- Read the dictation to the class; read again phrase by phrase and students repeat; students read the dictation in pairs.
- Students underline or highlight the bolded sounds.
- Ask students to fold over or cover the dictation.  
*[Cheating if necessary is perfectly fine!]*
- Read the text slowly while students add the missing sounds.
- Read again before the students check their work against the original text.

**Carim is ready.**



It's **M**onday. Carim is **r**eady for **c**lass.

He **h**as 10 **t**hings in his **b**ackpack today.

He **h**as a **p**encil, a **r**ubber, a **s**harpener, a **h**ighlighter,

a **p**en, a **w**orkbook, a **n**otebook, a **r**uler, **g**lasses and **w**ater.

-----

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

## Dictation



It's Monday. Carim is \_eady for \_\_ass.

He \_as 10 \_\_ings in his \_ackpa\_\_ today.

He \_as a \_encil, a \_ubber, a \_\_arpener,

a \_ighlighter, a \_en, a \_orkbook,

a \_otebook, a \_uler, \_lasses and \_ater.

## 6. Can you ask for help?

### Activity 1 - Make requests for repetition or clarification

- Teach students the requests for clarification and repetition
- Print these three requests *[in grey, on the following page]*, laminate and cut up.
- Build confidence in using the expressions 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 the additional expressions when appropriate.

I don't understand.

Can you help me please?

Can you say that again please?

Can I record you on my phone please?

Can you speak slowly please?

## 7. Writing basics

### Activity 1 - The letters of the alphabet – spoken

Copy the worksheet below. Read one of the three letters in each group and the students circle the letter. Do two rows in each class.

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



	A	B	C	D	E
1.	A L M	S K T	B R Z	M L J	P F E
2.	O D W	G L V	X H J	Q G P	O W Z
3.	Q T M	G C K	S C L	M E D	K S V
4.	Q O C	F M N	P B Z	O E A	Z S X
5.	J G P	E C O	X F S	G J D	W V T

1.	m n o	k c s	j g q	l e p	r i w
2.	a e i	o u y	u a e	y o a	e y u
3.	b p d	t y u	d b k	w v t	p b g
4.	s c x	k c t	k g d	t d v	s z c
5.	f v d	t g v	s z v	f s c	g d v

## Activity 2 - Introductions and learning names

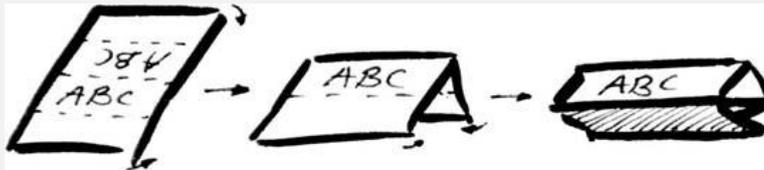
Student names provide a practical vocabulary for building many skills.

1. **Word stress** – When recording student and teacher names in alphabetical order on page 11 in the student book, repeat the stress activity done with the character names on page 4 in this book. Write student names on the board in lists according to the number of syllables and the stress pattern. Mark the stressed syllable with a large circle and the unstressed syllable with a small circle. e.g.

Thi                      Zainab                      Kristina

2. **Build class connection by learning names - name cards**

- With ½ A4 page, fold and create name cards for each student.

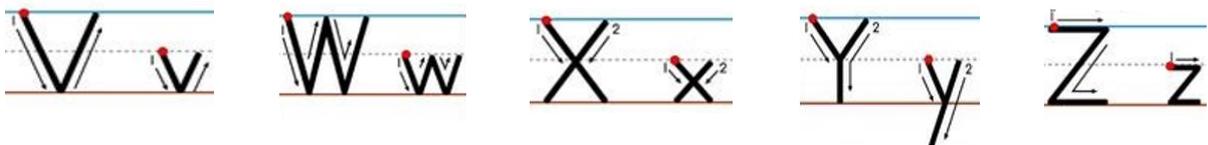
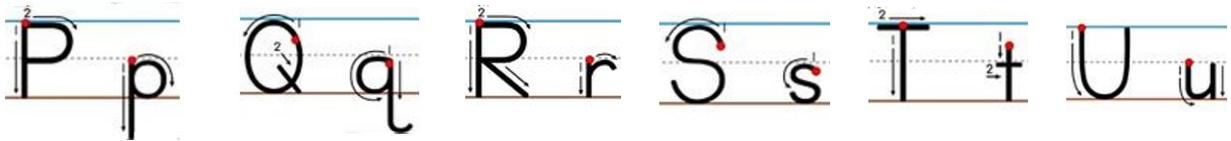
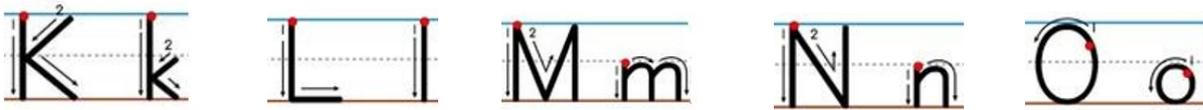
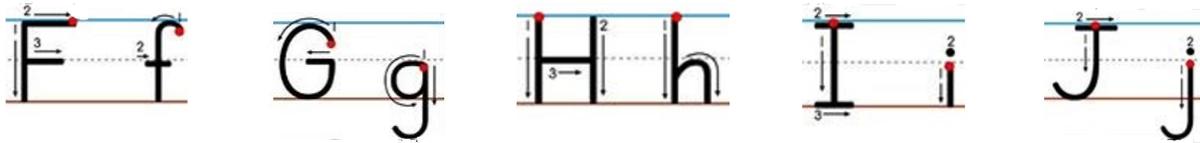
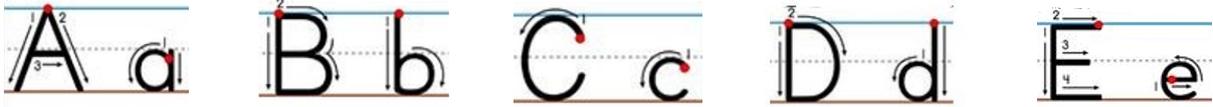


Mark the stress pattern on the cards and collect at the end of class.

3. **Teach how to introduce someone.**

- Write on the board, 'My name is \_\_\_\_\_.' Go round the class, with students introducing themselves.
- Next, on the board write, 'My name is \_\_\_\_\_, and this is \_\_\_\_\_.' Demonstrate how to introduce someone with an outstretched hand towards the person, palm up. Round the class, students introduce themselves and the person next to them. This introduction can be extended to add where a student comes from, their likes and dislikes, favourite colour etc.
- A ball is needed for this activity. Get students to stand in a circle. The student with the ball introduces themselves, then says 'and this is \_\_\_\_\_' and throws the ball to the student named.

**Activity 3 - Handwriting guide** *A practice writing book is available at Initial*





## 8. School

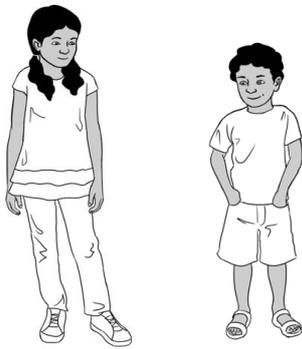
### Activity

1. Project the drawings on the whiteboard. Students refer to their books to answer questions about each character:  
*How old is \_\_\_\_\_? Where does he/she study?*
2. Practise and clap the stress patterns of:

Primary school

secondary school

university



Pari is \_\_\_\_\_ years old.

Dev is \_\_\_\_\_ years old.

They go to \_\_\_\_\_.



Mai and Fatima are \_\_\_\_\_.

They go to \_\_\_\_\_.



Bao and Abdi are \_\_\_\_\_.

They go to \_\_\_\_\_.

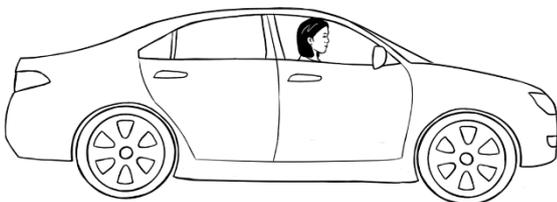
## 9. What can you do?

### Activity

- Enlarge and copy a class set of the activities – it doesn't matter if some students have a similar activity.
- Give each student a drawing of an activity.
- Students practise all the questions by repeating each after the teacher.
- Students then walk round the room asking different students their own question.
- Finally each student asks the teacher their question.

The two spare boxes allow for the addition of activities relevant to the student group.

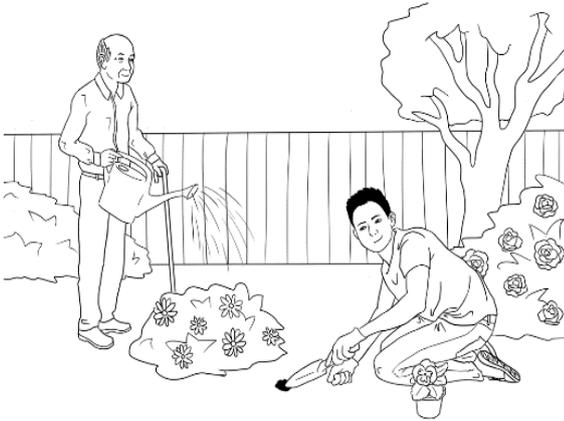
**Can you drive a car?**



**Can you cook?**



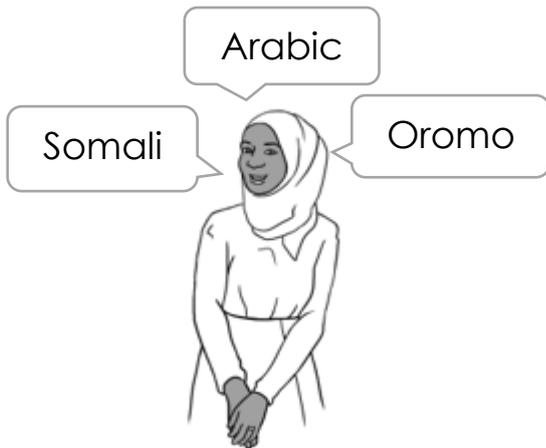
**Can you garden?**



**Can you use a computer?**



**Can you speak other languages?**



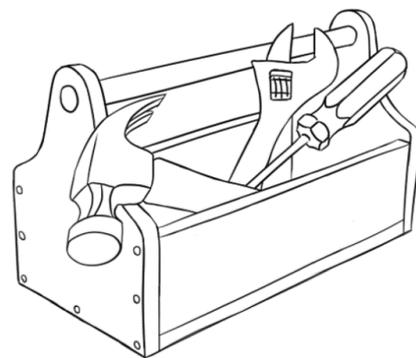
**Can you swim?**



**Can you sew?**



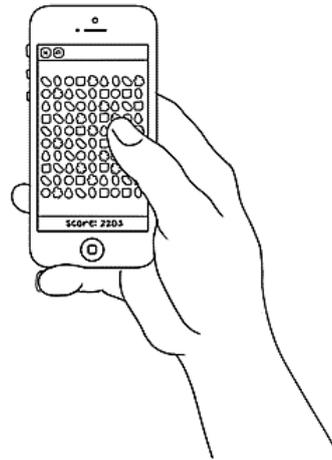
**Can you repair things?**



**Can you play soccer?**



**Can you play games?**



**Can you play  
an instrument?**



**Can you ride a bike?**



**Can you \_\_\_\_\_ ?**

**Can you \_\_\_\_\_ ?**

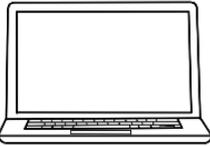
## 10. What do you want to learn?

### Common class objectives

The objectives selected by the students in their workbook [Page 17] need to be validated by a clear focus on those skills in class work. A summary of student objectives can be done by:

- Projecting the table below onto the whiteboard
- Inviting students to come to the board and tick [in the text boxes] the three objectives they've selected in their workbooks.

This summary will reveal common class objectives, and make students aware of the objectives of their classmates.

 <p style="text-align: center;"><b>listen</b></p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: auto; margin-right: auto; text-align: center;">✓</div>	 <p style="text-align: center;"><b>speak clearly</b></p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: auto; margin-right: auto;"></div>														
 <p style="text-align: center;"><b>read</b></p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: auto; margin-right: auto;"></div>	 <p style="text-align: center;"><b>write</b></p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: auto; margin-right: auto;"></div>														
<div style="border: 1px solid black; padding: 5px; width: 100px; height: 80px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;"><b>My Word List</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">go</td> <td style="width: 50%; padding: 2px;">phone</td> </tr> <tr> <td style="padding: 2px;">school</td> <td style="padding: 2px;">find</td> </tr> <tr> <td style="padding: 2px;">day</td> <td style="padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">time</td> <td style="padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">home</td> <td style="padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">copy</td> <td style="padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">read</td> <td style="padding: 2px;">_____</td> </tr> </table> </div> <p style="text-align: center;"><b>learn new words</b></p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: auto; margin-right: auto;"></div>	go	phone	school	find	day	_____	time	_____	home	_____	copy	_____	read	_____	 <p style="text-align: center;"><b>spell</b></p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: auto; margin-right: auto;"></div>
go	phone														
school	find														
day	_____														
time	_____														
home	_____														
copy	_____														
read	_____														
 <p style="text-align: center;"><b>use a computer</b></p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: auto; margin-right: auto;"></div>	<div style="display: flex; justify-content: space-around; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Hello.</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">Hi.</div> </div>  <p style="text-align: center;"><b>have conversations</b></p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: auto; margin-right: auto;"></div>														

## 11. Who can help you learn?

### Activity

Project the images below on the whiteboard. Students refer to their books to answer questions about who can help with learning. Point to a picture and ask:

***Who can help you learn?***



**People who may be able to assist students learn English outside the formal learning environment**

Extend students awareness of the range of people who can help. Make a short list initially and add to this at appropriate times. The list may include:

**Family members** - children, grandchildren, siblings, parents, aunts etc

**Friends** - classmates, neighbours

**Local library** - librarians, conversation groups

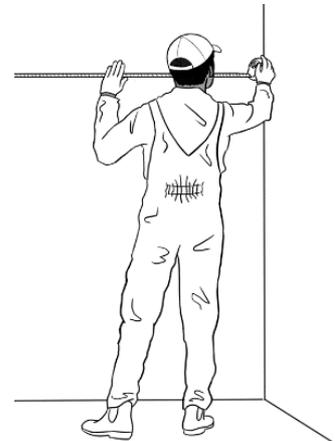
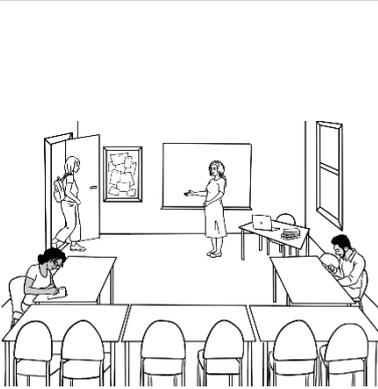
**Community groups** - playgroups, neighbourhood houses, community centres, church or other faith groups, sports teams, local school parents and friends organisations etc

## 12. Where can you learn?

### Activity

Project the images below on the whiteboard. Students refer to their books to answer questions about where they can learn. Point to a picture and ask:

***Where can you learn?***



## 13. What helps you learn?

### **AMEP resources**

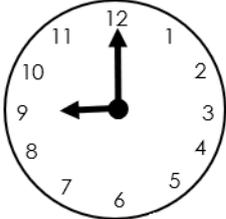
Students need to be made aware of the useful resources offered by the AMEP. Check the AMEP website for information and links to these services.

1. Volunteer tutor service.
2. Distance learning program.
3. On-line units.
4. Free childcare
5. Youth classes
6. Classes for mothers

### **Activity – How different things aid learning**

Project the following and demonstrate how the timetable, the library, the computer and the phone can assist learning.

1. The **timetable** helps me.



I come to class on time.

<b>Mon</b>	<b>9 am- 3 pm school</b>
<b>Tues</b>	<b>9 am – 3 pm school</b>
<b>Wed</b>	<b>9 am - 3 pm school</b>
<b>Thurs</b>	<b>10 am Doctor</b>
<b>Fri</b>	<b>Shopping</b>

I plan my week.

**Centrelink**  
Wednesday at 4pm

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**Doctor**  
Thursday at 10 am

I make my appointments.

2. The **library** helps me.



I borrow books.



I listen to the audio.

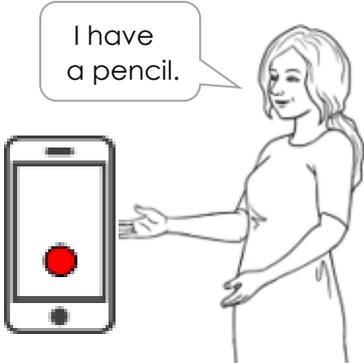


I use the computer.

3. The **computer** helps me.

 <p>I use AMEP online.</p>	 <p>I find new words.</p>	 <p>I use English programs.</p>
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4. My **phone** helps me.

 <p>I use AMEP online.</p>	 <p>I record my teacher.</p>	 <p>I listen to my teacher.</p>
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## 14. Learning steps

### Activity 1

The worksheet about Sahra includes practice in recording the teacher's voice so that students can listen and repeat the words or sentences at home. Adapt the sentences in the student workbook to suit the class.

### Activity 2

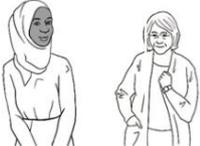
The worksheet about Ming and Anika could be used for homework.  
The worksheet gives an opportunity to build a word list.

# How can Sahra learn to have conversations in English?

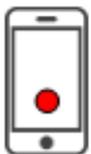


These are my steps.



<p>1 </p>	<p>I talk to my <u>classmates</u> and my _____.</p> 
<p>2 </p>	<p>I talk to my _____.</p>
<p>3 </p>	<p>I record my _____ on my _____.</p>
<p>4 </p>	<p>I listen and repeat at _____.</p>

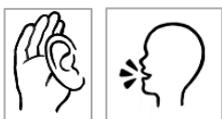
- neighbour
- phone
- classmates ✓
- teacher
- teacher
- home



**Put your phone** on the teacher's table.

**Press** record.

**Record** the teacher.



### How can Ming learn to read?

These are my steps.



- 

**1** I borrow books from the library.
- 

**2** I read and listen to the audio.
- 

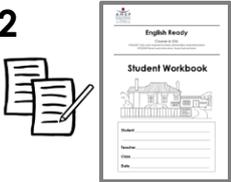
**3** I read and listen every day.

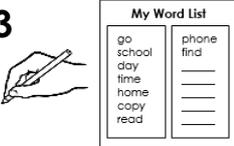
### How can Anika learn new words?

These are my steps.



- 

**1** I copy words from the board into my \_\_\_\_\_.
- 

**2** I copy \_\_\_\_\_ from my workbook again and \_\_\_\_\_.
- 

**3** I write \_\_\_\_\_ words on my word list.

- words ✓
- words
- notebook
- again
- new



**Write** new words on your wordlist.



**Post review interview**

If a student has made limited progress through the term, a one-to-one interview could reveal the student's particular difficulties and open a discussion about ways to overcome any barriers to learning.

Possible interview topics and questions:

- Class environment - *Are you happy in the class?*
- Transport - *Is it easy to get to class on time?*  
*Do you drive?*  
*Do you catch a bus/train?*  
*Do you walk here?*
- Study at home – *Can you study at home? –*  
*Do you have a quiet place to study?*  
*Do you have time to study at home?*  
*Do you have a computer?*  
*Do you have the internet?*

**Developing independent study skills at home**

Some students may need structured guidance to develop independent learning skills. The following pages could be given to such students as a 'Homework Book' which could provide a framework to develop effective study practice outside the classroom.

The teacher may initially need to guide this practice by prescribing the words to be learned, sentences to be copied or the formation of letters to be practised for homework.

When practising spelling, the copying of words is easier if students copy down rather than across. Saying the word aloud each time when copying will also support memory retention.

# Homework

1

Name \_\_\_\_\_  
 Day and date \_\_\_\_\_



**Copy** the capital letters from your workbook.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Read** the capital letters aloud.



**Spell**



**Copy** 3 words from your workbook.


**New words**



**Write** 2 new words.

English	Your language



**Ask** the teacher

Can you check my work please?

**Homework**

**2**

Name \_\_\_\_\_  
 Day and date \_\_\_\_\_



**Copy** the small letters from your workbook.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Read** the small letters aloud.



**Spell**



**Copy** 3 words from your workbook.


**New words**  **Write** 2 new words.

English	Your language



**Ask** the teacher

Can you check my work please?

**Homework**

**3**

Name \_\_\_\_\_  
 Day and date \_\_\_\_\_



**Copy** a sentence from your workbook again and again.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Read** the sentence aloud 4 times.



**Spell**



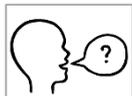
**Copy** 3 words from your book.


**New words**



**Write** 2 new words.

English	Your language



**Ask** the teacher

Can you check my work please?

**Homework**

**4**

Name \_\_\_\_\_  
 Day and date \_\_\_\_\_



**Copy** a sentence from your workbook again and again.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Read** the sentence aloud 4 times.



**Spell**



**Copy** 3 words from your book.


**New words**



**Write** 2 new words.

English	Your language



**Ask** the teacher

Can you check my work please?

**Homework**

**5**

Name \_\_\_\_\_  
 Day and date \_\_\_\_\_



**Copy** a sentence from your workbook again and again.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Read** the sentence aloud 4 times.



**Spell**



**Copy** 3 words from your book.


**New words**



**Write** 2 new words.

English	Your language



**Ask** the teacher

Can you check my work please?