

English Ready

22637VIC Course in EAL
VU23495 Begin language learning with support

Learn English



Teacher Resources

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Illustrations: Madelena Scott

Image acknowledgements:

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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




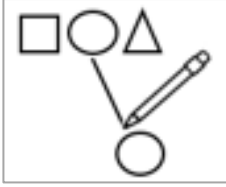


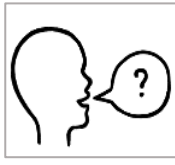


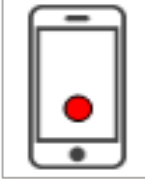


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1. Instructions

Activity 1 – Workbook instructions

1. Project the table below with the instruction symbols and the words on the board. Read the instructions and ask students to repeat.
2. Project the table on the following page with only the instruction symbols, and ask students to guess the 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

1.



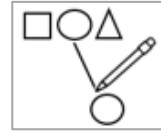
2.



3.



4.



5.



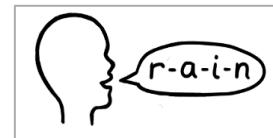
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7.



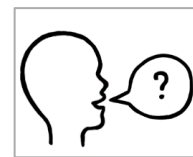
8.



9.



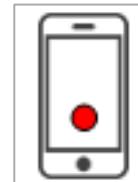
10.



11.



12.

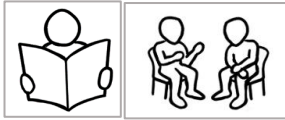


Activity 2– Following workbook instructions

Read each instruction slowly. Students follow and complete each instruction on the numbered table on the following page.

1. **Circle** the eggs.
2. **Write** your first name.
3. **Copy** the word - *student*.
4. **Tick** yes or no. *Is it hot today?*
5. [Write *address* on the board.]
Read the word on the board.
Write the missing letters.
6. **Circle** the letter **m**.
7. **Tick** yes or no. *Is it Monday today?*
8. **Copy** the word - *teacher*
9. **Ask** your partner. *Please spell your name.*
Write your partner's name.

Instructions



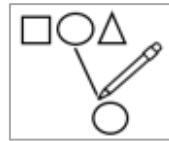
1. read



2. listen



3. match



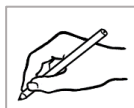
4. tick



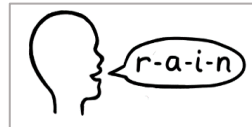
5. copy



6. write



7. spell



8. say



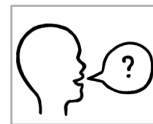
9. Work with a partner.



10. circle



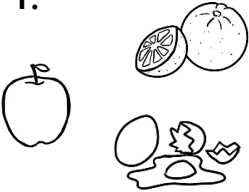


11. ask



12. record



Follow the instructions.




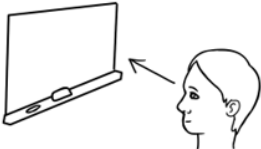


<p>1.</p> 	<p>2.</p> <p>_____</p>	<p>3.</p> <p>student </p> <p>_____</p>
<p>4.</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>5.</p> <p>a__dr__ss</p>	<p>6.</p> <p>n a m e</p>
<p>7.</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>8.</p> <p>Teacher </p> <p>_____</p>	<p>9.</p> <p>Please spell your first name.</p> <p>_____</p>

Activity 3 – Classroom instructions**1. Listening to instructions**

- Read the instruction. Students listen and follow the instruction.
- Ask a student to choose and read an instruction. Students listen and follow the instruction.

2. Extending the use of the instruction verbs

- Project the following page.
- Brainstorm one or two instructions often used in the classroom for each verb and write them on the board. e.g.
 - *open the door, open the window*
 - *close the door, close the window*
 - *listen to your partner, listen to me, listen to the song*
 - *look at your workbook, look at the clock*
 - *stand here, stand there, stand next to me*
 - *come in, come to me, come to the desk etc*
- Give students the following page.
- Students write one or two different classroom instructions for each verb.
- Practise these variations in following classes.

<p>open</p> 	
<p>close</p> 	
<p>listen</p> 	
<p>look</p> 	
<p>stand</p> 	
<p>come</p> 	

2. Meet the people.

Activity

Project the drawings of the families on the whiteboard. Students refer to their books to answer questions about each character and family:

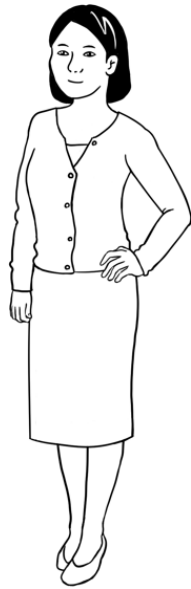
Who is this?

Where do they come from?

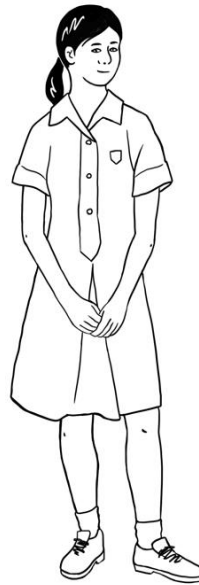
Ming's family comes from _____.



This is _____.



This is _____.



This is _____.



This is _____.

Sahra's family comes from _____.



This is _____.



This is _____.



This is _____.



This is _____.

Nisha's family comes from _____.



This is _____.



This is _____.

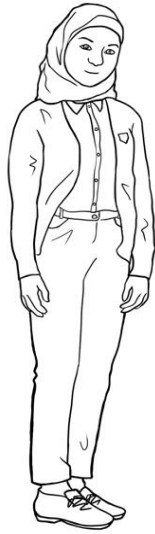


This is _____.

Carim's family comes from _____.



This is _____.



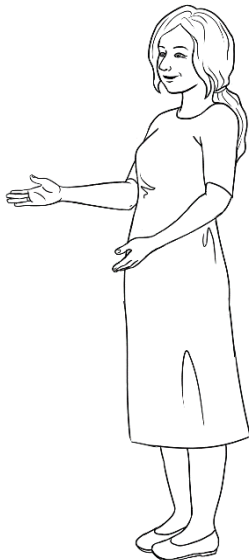
This is _____.

Anika's family comes from _____.



This is _____.

Jenny is a teacher.
She is from _____.



This is **Jenny**.

3. The alphabet



1. Upper and lower-case letter tiles


Print the four pages of letter tiles, enough for each student to cut up and have their own set. Distribute envelopes for students to store their tiles for regular use. Some ideas for use:

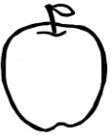

- Students match upper and lower-case letters.
- Say **the name** of a letter [or a letter sound] ; students hold it up or place it on their desk.
- Ask, *What is the first letter in a word? eg. computer* Students hold up **C**
- Write a word on the board e.g. _encil. Read the word; students hold up the first letter.
- Lay out the alphabet cards on a table in a row. 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 2 places.
- Spell a word and students find the letters and make the word. They then scramble the word and put it back correctly.
- 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.
- Separate the vowels [in grey] from the consonants. Write a number of familiar words from the sound chart or classwork on the board. Students use their tiles to assemble the words. Show that in every word there is a vowel, or a y playing the role of a vowel.
- Game of concentration/memory – in groups of three or four, students mix a set of upper and lower-case letters face-down on the table. The goal is to form pairs of letters. Students take turns to turn over two cards to form a pair. If the letters match, the student keeps the pair and has another turn. If the letters don't match, the student turns the letters over in the same place on the table. When all the pairs have been matched, the student with the most pairs is the winner.
- The game of 'Go Fish' – Create sets of alphabet tiles. Students play in small groups following the rules of the old card game. The game can be adapted with the alphabet pictures, number and vocab tiles, or a mixture of tiles.

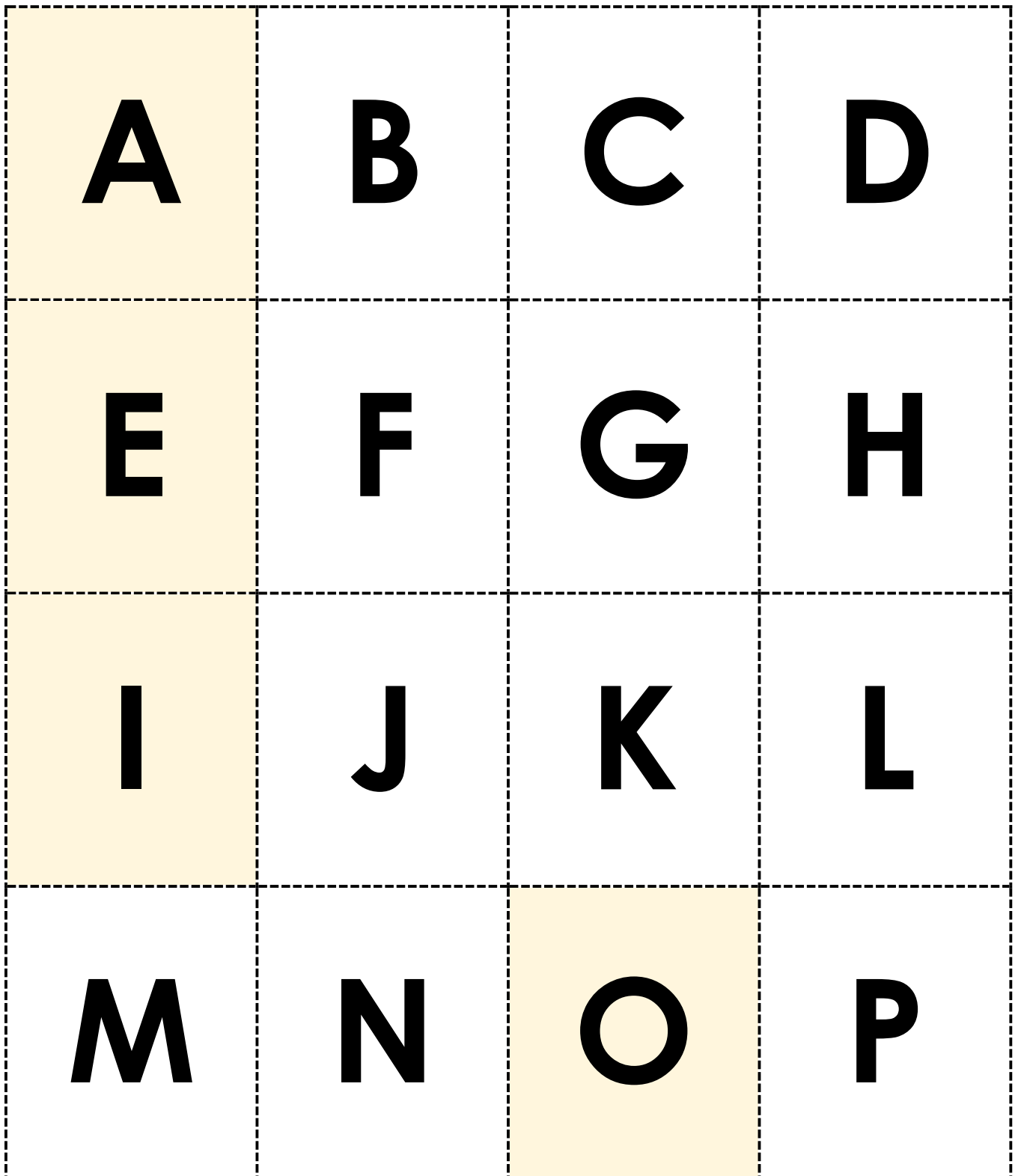
- Print grids similar to the ones below. Each student in a group is given a grid with two different pictures. Working with three or four sets of lower- case letter tiles turned face down, students take turns to select a letter. They need to spell out the words on their grid. [They can use their workbooks to check the spelling.] If they can't use a letter, they return it to a space next to the pile face up. The next student can pick a new letter or the discarded one. The first to complete their two words wins.

e.g.

	s	t					t
	e						

5	f		v	e			
	o						

	a	p		l			
		o					



Q

R

S

T

U

V

W

X

Y

Z

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

q**r****s****t****u****v****w****x****y****z**

2. Bingo – Upper-case letters

Teacher call chart

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				

Student Bingo cards

A	F	B
M	E	I
P	H	G

K	U	O
Z	G	A
T	D	X

Z	T	K
B	A	O
I	J	P

N	M	D
E	F	J
R	L	I

E	J	I
T	C	H
L	F	S

Q	A	G
P	H	I
M	K	B

F	M	P
Z	A	W
Y	B	E
S	J	I

Y	E	L
F	D	J
H	Z	M
R	I	E

V	G	H
L	E	P

L	H	N
M	C	G

C	U	I
E	S	J
Q	M	F

E	Y	P
M	B	U
V	O	H

T	Y	V
E	A	M
H	J	W

H	H	T
J	E	L
K	M	V

W	S	U
B	C	P
R	O	D

F	R	P
M	H	I
Y	A	J

A	T	P
D	F	I
U	G	H

Y	U	P
L	F	M
Q	O	T

E	X	H
J	B	K
G	I	M

E	X	S
J	C	Z
N	I	A

3. Bingo – Lower-case letters

Teacher call chart

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				

Student bingo cards

a	f	b
m	e	i
p	h	g

k	u	o
z	g	a
t	d	x

z	t	k
b	a	o
i	j	p

n	m	d
e	f	j
r	l	i

e	j	i
t	c	h
l	f	s

q	a	g
p	h	i
m	k	b

f	m	p
z	a	w
y	b	e

y	e	l
f	d	j
h	z	m

s	j	i
v	g	h
l	e	p

r	i	e
l	h	n
m	c	g

c	u	i
e	s	j
q	m	f

e	y	p
m	b	u
v	o	h

t	y	v
e	a	m
h	j	w

h	h	t
j	e	l
k	m	v

w	s	u
b	c	p
r	o	d

f	r	p
m	h	i
y	a	j

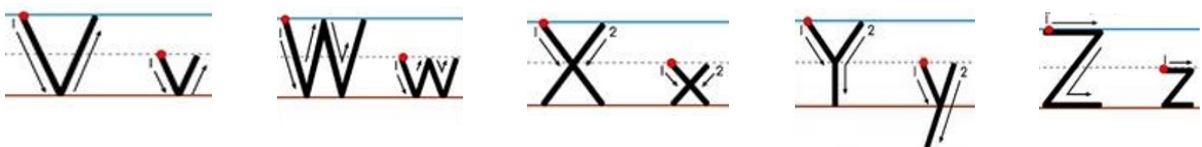
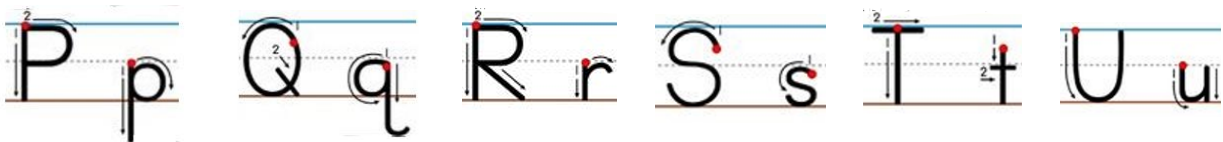
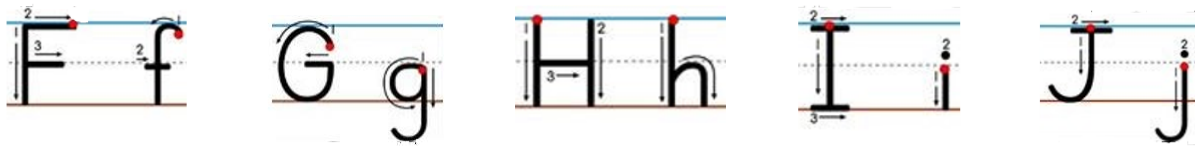
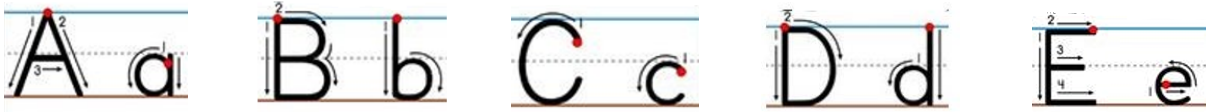
a	t	p
d	f	i
u	g	h

y	u	p
l	f	m
q	o	t

e	x	h
j	b	k
g	i	m

e	x	s
j	c	z
n	i	a

Student Bingo cards - Blank

4. Handwriting guide *A practice writing book is available at Initial level.*


4. Dictation of letters [Pair work]

This is a student-to-student dictation.

- Print a page of either the upper or lower-case table for each student.
- Students work in pairs and sit back-to-back. They each need a pencil and a pen.
- In the first dictation, use a pencil.
- Student A begins at the first row and calls out the number of the row and then one letter in the row. Student A circles the letter on their table with a pencil.
- Student B listens and circles the letter on their table with a pencil.
- Student A & B continue in this way to the final row of pictures.
- Student A nominates one of the pictures to circle.
- Student B checks their table with Student A's table to see the correct letters have been circled.
- Swap roles and in the second dictation, use a pen to circle the letters.

Start



1.	S	W	A	B	T	
2.	N		T	M		Q
3.	D	K	B	G	Z	L
4.	A	O		J	C	S
5.	Z	I	F	D	H	R
6.	X		U	Y	T	F
7.	M	H	J	W	I	E
8.	P	C	B	L		Y
9.		S	O	A	G	
10.	C	F	N	B	R	V
11.	Q	U	E	V	Z	A
12.						

Start



1.	s	w	a	b	t	
2.	n		t	m		q
3.	d	k	b	g	z	l
4.	a	o		j	c	s
5.	z	e	i	d	h	r
6.	x		u	y	t	f
7.	m	h	j	w	i	e
8.	p	c	b	l		y
9.		s	o	a	g	
10.	c	f	n	b	r	v
11.	q	u	e	v	z	a
12.						

5. The Computer Keyboard

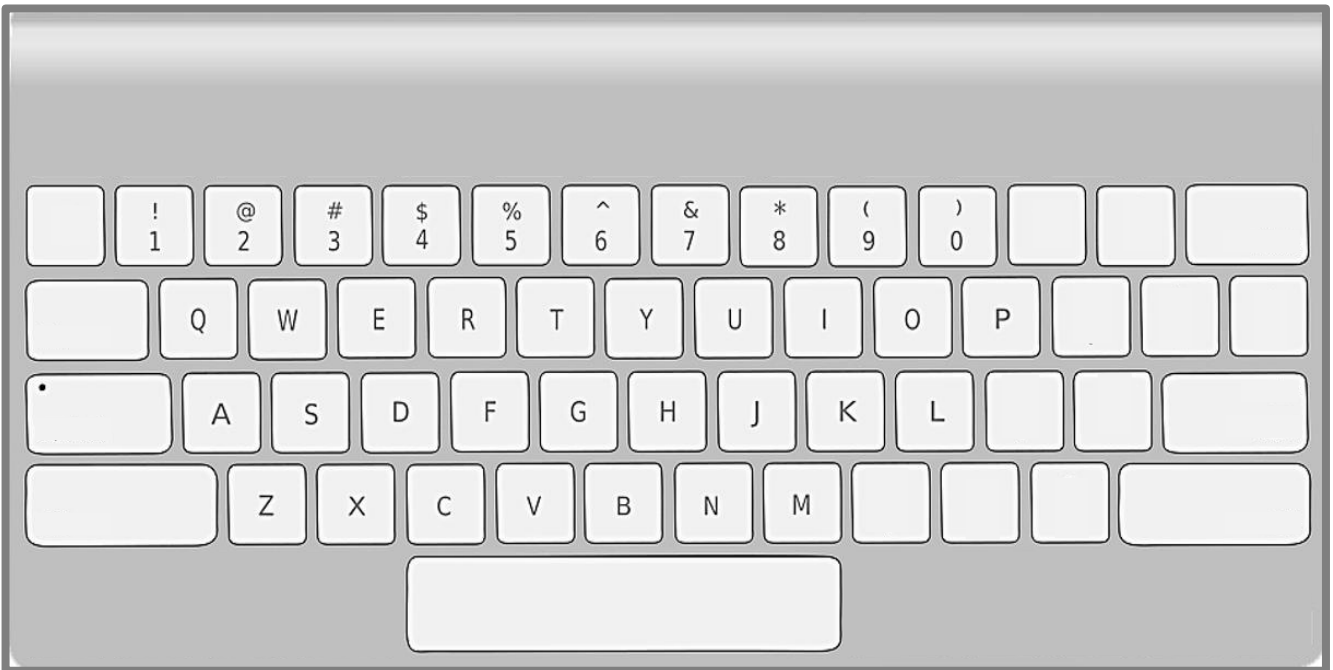
On paper

- Print the keyboards on the following page and repeat the activity in Student Book using different letters of the alphabet
- Print the large keyboard on Page 29 and ask students to write the keyboard letters [or copy the letters from their workbook]

On a computer

- Choose 10 words from the student book and write on whiteboard
 - Students type in upper-case – 5 times
 - Students type in lower-case – 5 times
 - Students type in upper and lower-case – 5 times
 - Repeat activity daily or weekly using different words
- Typing practise <https://www.typing.com/student/lessons>

Note: Additional computer activities are on pages 47 - 50.



The computer keyboard

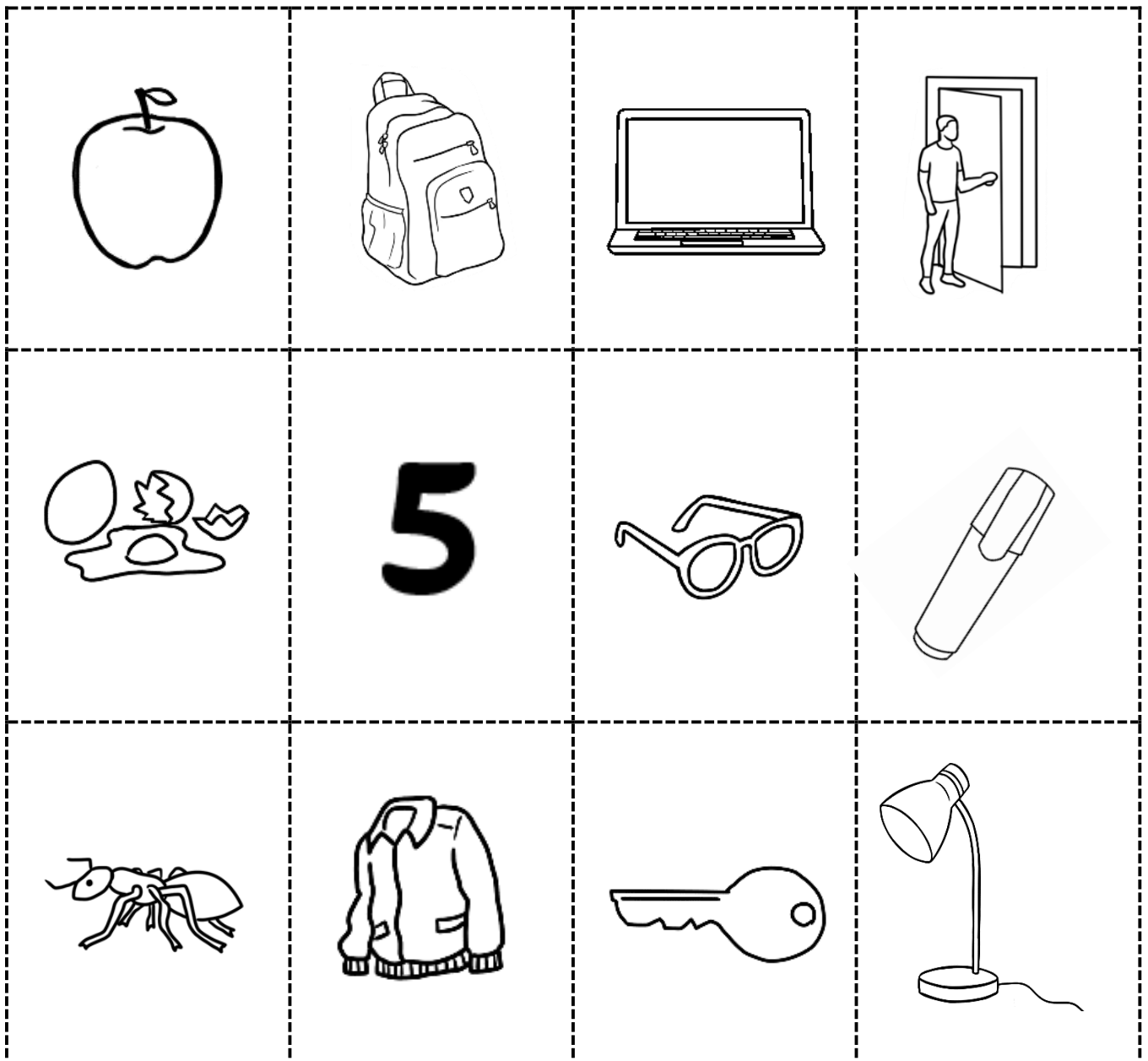


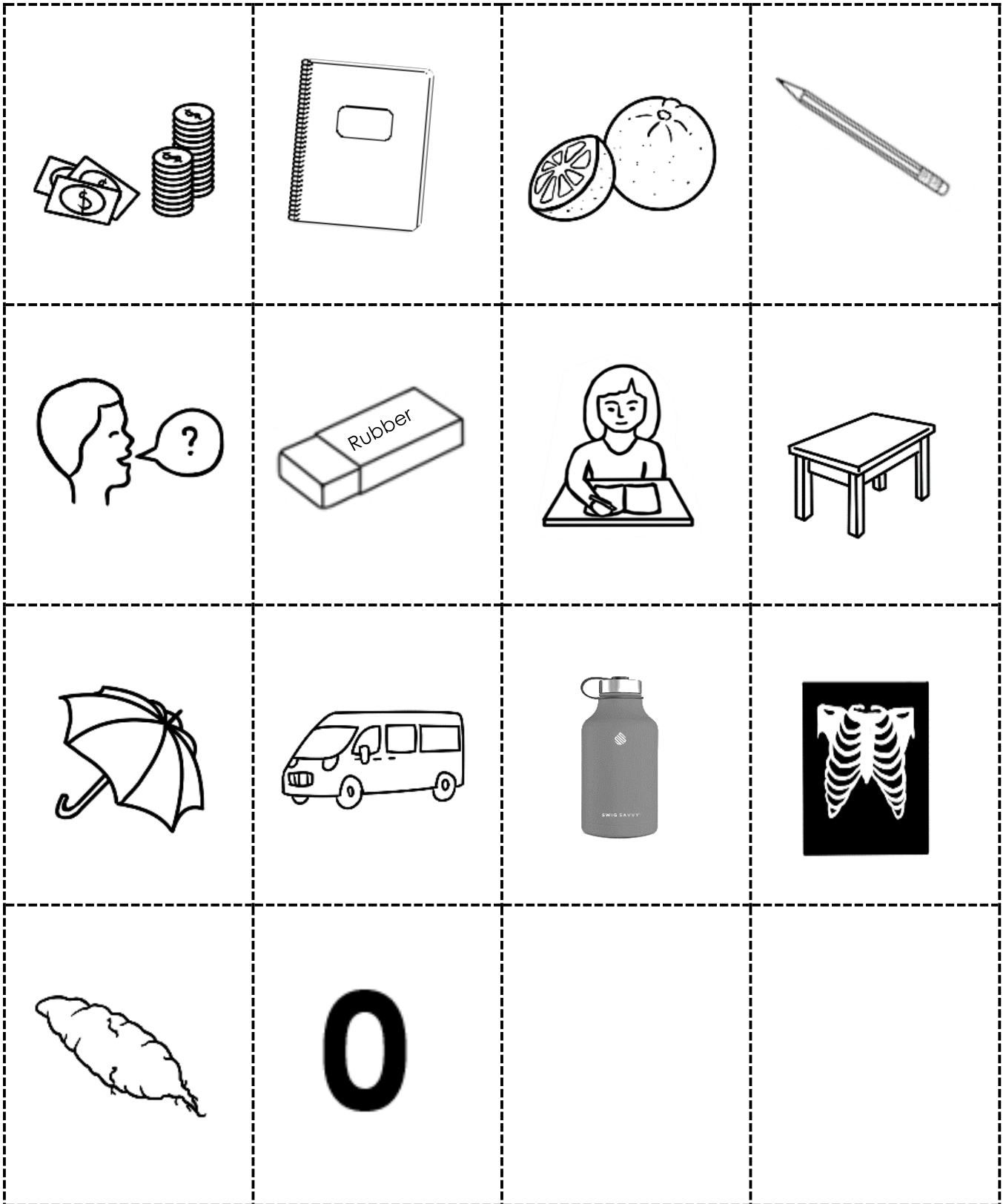
4. The sounds of the alphabet

A book that covers the sounds in more detail is available at Initial level.

Activity 1 – Matching initial sounds

The following pictures, initial sounds and words can be printed and cut up by the students and used for a variety of class and pair work.





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**

a pple	b ackpack	c omputer	d oor
e ggs	f ive	g lasses	h ighlighter
i nsect	j acket	k ey	l amp
m oney	n otebook	o range	p encil

q uestion	r ubber	s tudent	t able
u mbrella	v an	w ater	x -ray
y am	z ero		

Activity 2 – Listening for single initial sounds



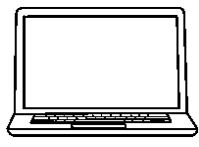

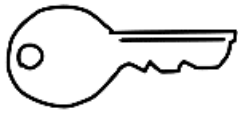
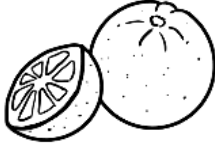





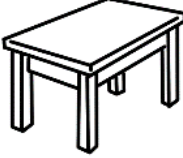




- Print the worksheet on the following page, one for each student.
It's a variation of a similar worksheet in the student book.
- If possible, project the worksheet for easy correction.
- Say a sound for each line of pictures; students circle the sound. The first sound **c** is circled as an example.
- Repeat the activity at other times choosing different sounds.



Listen to the teacher.



Circle the sound.

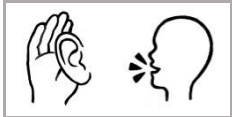
1	<p>s student</p> 	<p>y yam</p> 	<p>c computer</p> 
2	<p>f five</p> <p>5</p>	<p>v van</p> 	<p>k key</p> 
3	<p>o orange</p> 	<p>u umbrella</p> 	<p>a apple</p> 
4	<p>z zero</p> <p>0</p>	<p>s student</p> 	<p>j jacket</p> 
5	<p>l lamp</p> 	<p>t table</p> 	<p>d door</p> 
6	<p>e eggs</p> 	<p>a apple</p> 	<p>u umbrella</p> 

Activity 3 – Consonant blends

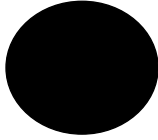
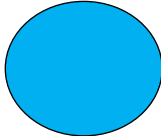
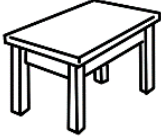
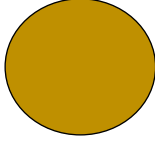
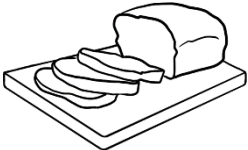









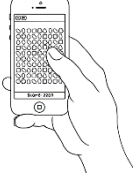
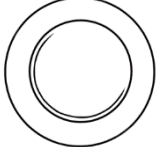




Some of the words in the worksheet are taken from other units at this level.

- Print the worksheets on the following two pages, back-to-back, one for each student.
- If possible, project the worksheet for easy correction.
- The first example is completed on each sheet.

Two letters

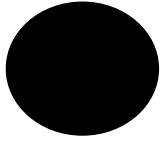
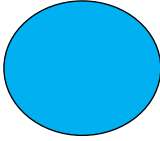
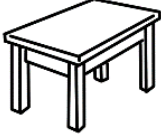
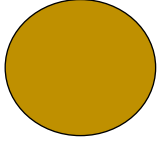
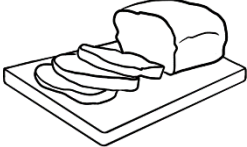









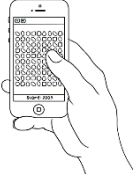
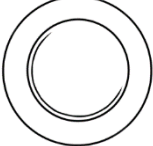






Underline the sound.

<p>bl</p>	 <p><u>bl</u>ack</p>	 <p>bl<u>ue</u></p>	 <p>tab<u>l</u>e</p>
<p>br</p>	 <p>br<u>ow</u>n</p>	 <p>br<u>ea</u>d</p>	 <p>umbrell<u>a</u></p>
<p>ck</p>	 <p>ti<u>ck</u></p>	 <p>ja<u>ck</u>et</p>	 <p>backp<u>ack</u></p>
<p>cl</p>	 <p>cl<u>o</u>ck</p>	 <p>cl<u>a</u>p</p>	 <p>cl<u>ou</u>dy</p>
<p>fr</p>	<div data-bbox="403 1263 608 1424" style="border: 1px solid black; padding: 5px;"> <p>Wednesday Thursday Friday Saturday</p> </div> <p>Fr<u>id</u>ay</p>	 <p>fr<u>i</u>ends</p>	 <p>fr<u>u</u>it</p>
<p>pl</p>	 <p>pl<u>a</u>y</p>	 <p>pl<u>a</u>te</p>	 <p>apl<u>e</u></p>
<p>st</p>	 <p>st<u>o</u>p</p>	 <p>st<u>u</u>dent</p>	 <p>st<u>a</u>nd</p>



Write the letters.

<p>bl</p>	 <p><u>b</u> <u>l</u>ack</p>	 <p>__ue</p>	 <p>ta__e</p>
<p>br</p>	 <p>__own</p>	 <p>__ead</p>	 <p>um__ella</p>
<p>ck</p>	 <p>ti__</p>	 <p>ja__et</p>	 <p>ba__pa__</p>
<p>cl</p>	 <p>__ock</p>	 <p>__ap</p>	 <p>__oudy</p>
<p>fr</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Wednesday Thursday Friday Saturday</p> </div> <p>__iday</p>	 <p>__riends</p>	 <p>__uit</p>
<p>pl</p>	 <p>__ay</p>	 <p>__ate</p>	 <p>ap__e</p>
<p>st</p>	 <p>__op</p>	 <p>__udent</p>	 <p>__and</p>

Activity 4 – Two letters = one sound

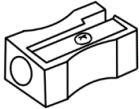




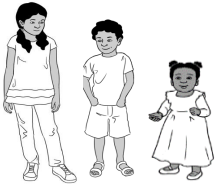


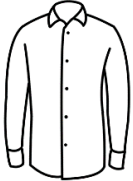


Some of the words in the worksheet are taken from other units at this level.

- Print the worksheet on the following page, one for each student.
- If possible, project the worksheet for easy correction.
- Read the word and student listen for the sound.
- The first example is completed as a guide for student.

Two letters = one sound




Listen and circle the sound.

1	<p>sh sharpener</p> 	<p>th three</p> <div style="border: 1px solid black; width: 40px; height: 40px; text-align: center; margin: 0 auto;">3</div>	<p>ch child</p> 																				
2	<p>ch chips</p> 	<p>sh shoe</p> 	<p>th Thursday</p> <div style="border: 1px solid gray; padding: 5px; background-color: #e0e0e0;"> <p>Wednesday Thursday Friday Saturday</p> </div>																				
3	<p>th thank</p> 	<p>ch children</p> 	<p>sh shop</p> 																				
4	<p>ch chicken</p> 	<p>sh shirt</p> 	<p>th thirteen</p> <div style="border: 1px solid black; width: 60px; height: 60px; text-align: center; margin: 0 auto;">13</div>																				
5	<p>sh fish</p> 	<p>th fourth</p> <table border="1" style="margin: 0 auto;"> <thead> <tr> <th colspan="4">August</th> </tr> <tr> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td style="text-align: center;">4</td> <td>5</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>13</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> </tbody> </table>	August				Tues	Wed	Thurs	Fri	2	3	4	5	9	10	11	13	16	17	18	19	<p>ch teacher</p> 
August																							
Tues	Wed	Thurs	Fri																				
2	3	4	5																				
9	10	11	13																				
16	17	18	19																				

5. Important words

Teach students different ways to memorise new words.

1. Copy and say the word three times, translate it, draw a picture. e.g.

word	translation	
family family family	أسرة	

2. Make a word card. On one side write the word in English and on the other side, write the word in your language or put a picture.

e.g.



3. Learn five new words.

- At the end of the lesson, write 5 new words on the board e.g.
- Students copy the words on a small card or sticky note.
- Read each word and spell it aloud together.
- Students put their phones on the front desk to record the words. Read each word twice leaving time for students to be able to repeat the words at home.
- Encourage students to look at the card as often as they can through the day. Look and say the words. When saying the words use movement to aid memory. e.g. clap hands or slap the thighs for each syllable.

family
name
address
phone
country

4. Learning to spell words

- Students can create a spelling list at the back of their notebooks. Add the new words to this list.
- Go over the technique suggested in the student book - **Say** the word, **Copy** the word, **Spell** aloud.
- Copy each word three times, and repeat every day for at least four days.


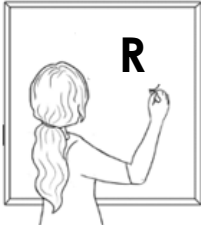

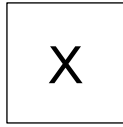
Activity – Following workbook instructions, Part A & B

Read each instruction slowly. Students follow and complete each instruction on their numbered table on page 46.

Part A - Teacher instructions

Instructions (to be read in no particular order)







1. Write the number **3** in the circle.
2. Write your **family name** on the line.
3. Copy the word **pencil**.
4. Write **capital R** on the board.
5. Put a **tick** in the box.
6. Put a **cross** in the box.

<p>1</p> 	<p>2</p> <p><u>Elmi</u></p>	<p>3</p> <p>pencil <u>pencil</u></p>
<p>4</p> 	<p>5</p> 	<p>6</p> 

Part B - Teacher instructions

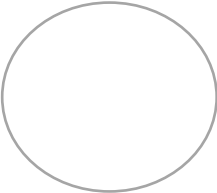




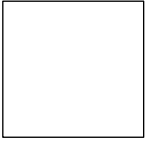
Instructions (to be read in no particular order)

1. Write number **1** in the **listen** box.
2. Write number 2 in the **read** box
3. Write number 3 in the **spell** box.
4. Write number 4 in the **circle** box.
5. Write number 5 in the **write** box.
6. Write number 6 in the **say** box.













4		3		5	
1		6		2	

Classroom instructions – Student

A

<p>1</p> 	<p>2</p> 	<p>3</p> <p>pencil</p> 
<p>4</p> 	<p>5</p> 	<p>6</p> 

B

Computer instructions – Part 1

- Print the keyboard on the following page, one for each student.
- Project the keyboard if possible, to guide the students
- Give the following instructions:

1. Write **left** in the box on the top left.

Left

2. Write **right** in the box on the top right.

Right

3. Circle these keys:

- 4
 - 7
 - Space bar
 - Delete
 - Enter /return
 - Shift on the left
 - Shift on the right
 - The arrow to the left
 - The arrow to the right
 - The arrow going up
 - The arrow going down
- Show students the finger to use on the mouse and



instruct students to follow these mouse movements on their table:

1. Click
2. Double click
3. Click and hold
4. Click, hold and drag down
5. Click, hold and drag up
6. Click, hold and drag to the left
7. Click, hold and drag to the right



Computer instructions – Part 2

Print the icons and instructions on the following page. The first two activities below can be done in the classroom; the third requires access to computers.

1. Syllable work

- Draw a table on the board such as the one below
- Clap words with students
- Ask students to count the syllables

1 syllable	2 syllables	3 syllables
click	scroll down	double click

2. Concentration game

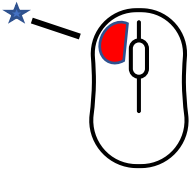
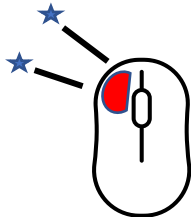
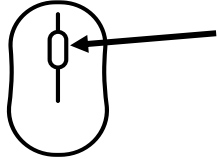

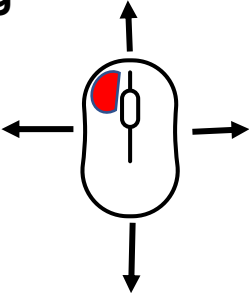
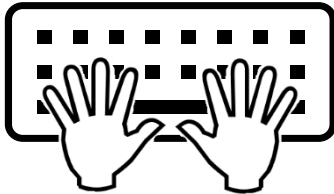



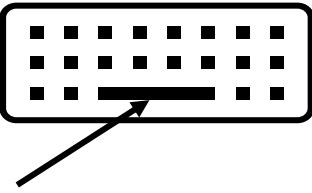


- Cut up 2 sets of images,(Laminate if possible) enough for students to play in groups of 3 or 4.
- Students spread the cards face down on the table and take turns to turn over 2 cards to find a match.
- If they find a match, they keep the pair and have another turn. If they don't find a match, the turn passes to the next student.

3. Listening to Instructions

- Write the instructions below on the board
- Read the instructions to the students
- Students listen and follow instructions.
- Ask a student to read an instruction. Students listen and follow.

1. Click the mouse	8. Press Delete
2. Hold your finger on the mouse	9. Press Enter
3. Hold and drag your mouse	10. Press the space bar
4. Hold and scroll down the page	11. Hold the shift key down and type a letter e.g. letter A
5. Left click on your mouse	12. Arrow left
6. Type your name	13. Arrow right
7. Press Backspace	

Computer instructions

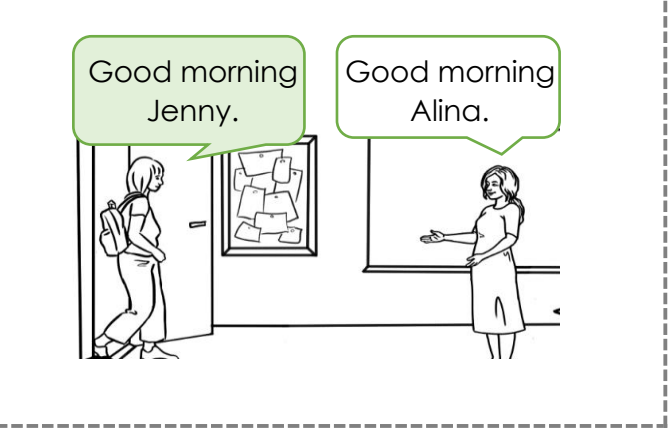
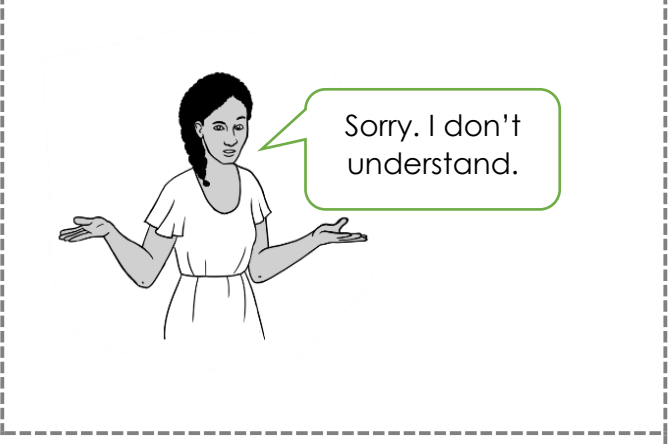
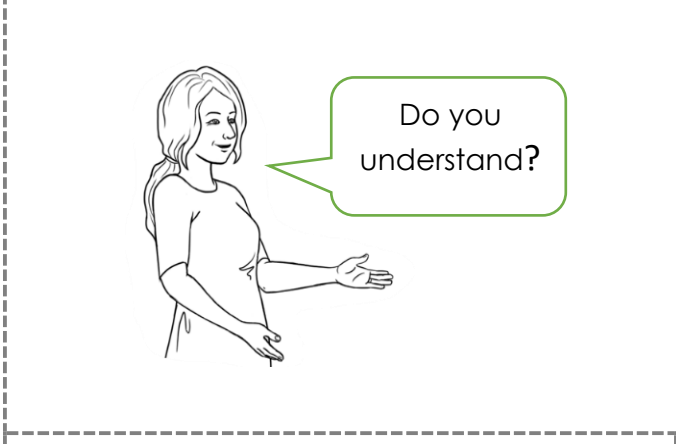
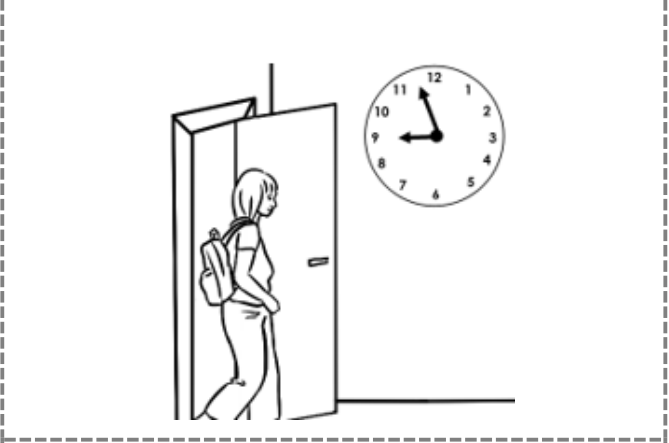
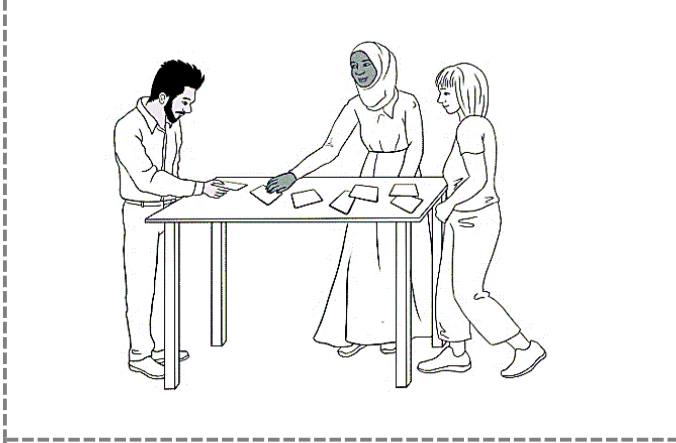
<p>left click</p> 	<p>double left click</p> 	<p>scroll up ↑ scroll down ↓</p> 
<p>hold</p> 	<p>left click, hold and drag</p> 	<p>type</p> 
<p>Backspace</p> 	<p>Delete</p> 	<p>Enter</p> 
<p>space bar</p> 	<p>Shift key</p> 	<p>arrow left/ right</p> 

6. Learning in Australia

Activity

The pictures and text can be printed and then:

- Students cut them up and match them in pairs.
- Each student is given either a picture or the text. Students then find the student with the matching picture/text. This can be an alternative way for students to find a partner for pair-work.





Teachers and students
say *please* and *thank you*.

Students work
in groups.

Men and women
work together.

Students and teachers
work together.

Students say,
*Sorry. I don't
understand.*

Students
go on excursions.

The teacher says,
Do you understand?

Students study at home.

Teachers and
students use
their first names.

Students ask questions.

Students come to class
on time.

Students work
with a partner.