

# English Ready

22637VIC Course in EAL  
VU23495 Begin language learning with support

## Learn English



**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

**Image acknowledgements:**

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Toilet sign - This Photo by Unknown Author is licensed under CC BY

**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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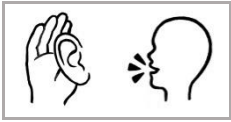
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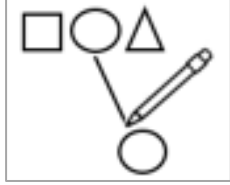

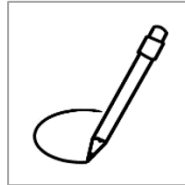



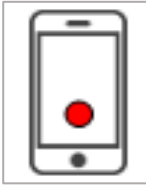


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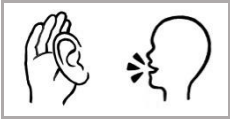
# 1. Instructions



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.

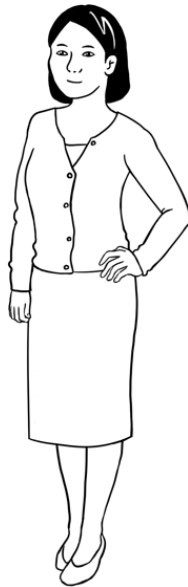


Project the page. Students point to the students and teacher. Name the characters. Create sentences.  
e.g. *Ming is a student.*

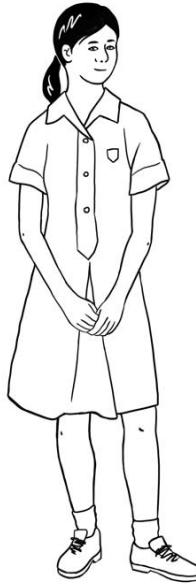
Ming's family comes from China.



This is **Ming**.



This is **Lan**.



This is **Mai**.



This is **Bao**.

Sahra's family comes from Somalia.



This is **Sahra**.



This is **Hani**.



This is **Tahil**.



This is **Abdi**.

Nisha's family comes from India.



This is **Nisha**.



This is **Pari**.



This is **Dev**.

Anika comes from Ethiopia.

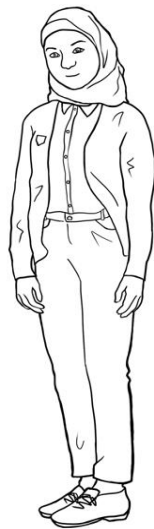


This is **Anika**.

Carim's family comes from Syria.



This is **Carim**.



This is **Fatima**.

Jenny is a teacher.  
She is from Australia.

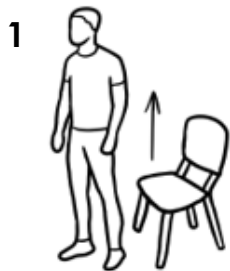
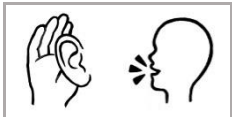
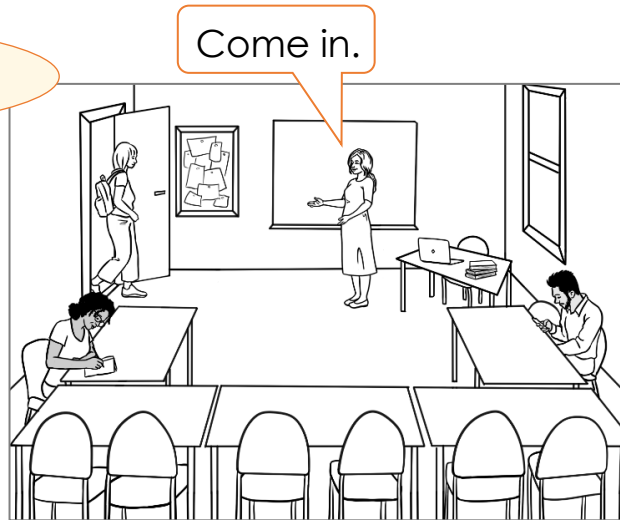


This is **Jenny**.

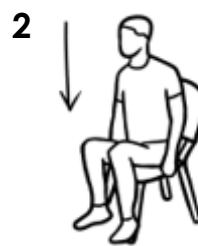


Project this page. Read the instructions below and mime them in class.  
Check understanding by asking students to follow the instructions.

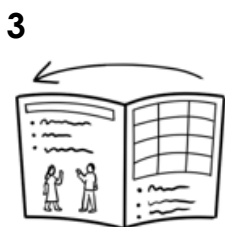
**In the classroom**



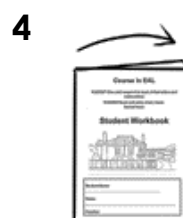
Stand up.



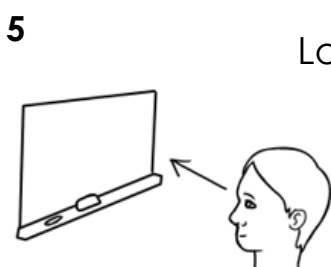
Sit down.



Open your workbook.



Close your workbook.



Look at the board.



Listen to the teacher.

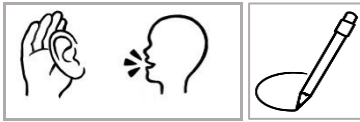


Stand in a line.



Stand in a circle.

### 3. The alphabet



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

#### Capital letters



<b>A</b>	B	C	D	<b>E</b>	F	G	H	<b>I</b>	J	K	L	M
N	<b>O</b>	P	Q	R	S	T	<b>U</b>	V	W	X	Y	Z



Ask students to copy the capital letters in the spaces provided.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>
1	A	B		D	E		G	H		J	K		M
2	A		C			F			I			L	
3													

	<b>N</b>	<b>O</b>		<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>
4	N			P	Q	R		T	U		W		Y	Z
5		O					S			V		X		
6														



Encourage students to read the letters with a partner.





Read the alphabet and ask students to repeat after you. Point to the vowels (A, E, I, O and U in bold). Explain that these are small letters. Read out selected letters randomly and ask students to circle them.

**Small letters** →

<b>a</b>	b	c	d	<b>e</b>	f	g	h	<b>i</b>	j	k	l	m
n	<b>o</b>	p	q	r	s	t	<b>u</b>	v	w	x	y	z



Ask students to copy the small letters in the spaces provided.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>
1	a	b		d	e		g	h		j	k		m
2			c			f			i			l	
3													

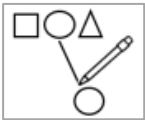
	<b>n</b>	<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>
4	n		p	q	r		t	u		w		y	z
5		o				s			v		x		
6													



Encourage students to read the letters with a partner.

### Capital and small letters

A a	B b	C c	D d	E e	F f	G g
H h	I i	J j	K k	L l	M m	N n
O o	P p	Q q	R r	S s	T t	U u
V v	W w	X x	Y y	Z z		



Ask students to match the capital and small letters.

A	b
B	d
C	a
D	c
E	g
F	e
G	f
H	k
I	m
J	l
K	h
L	i
M	j

N	p
O	n
P	t
Q	o
R	s
S	q
T	w
U	r
V	x
W	u
X	z
Y	v
Z	y



Ask students to write the small letter.



A 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 capital letter.



a 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		



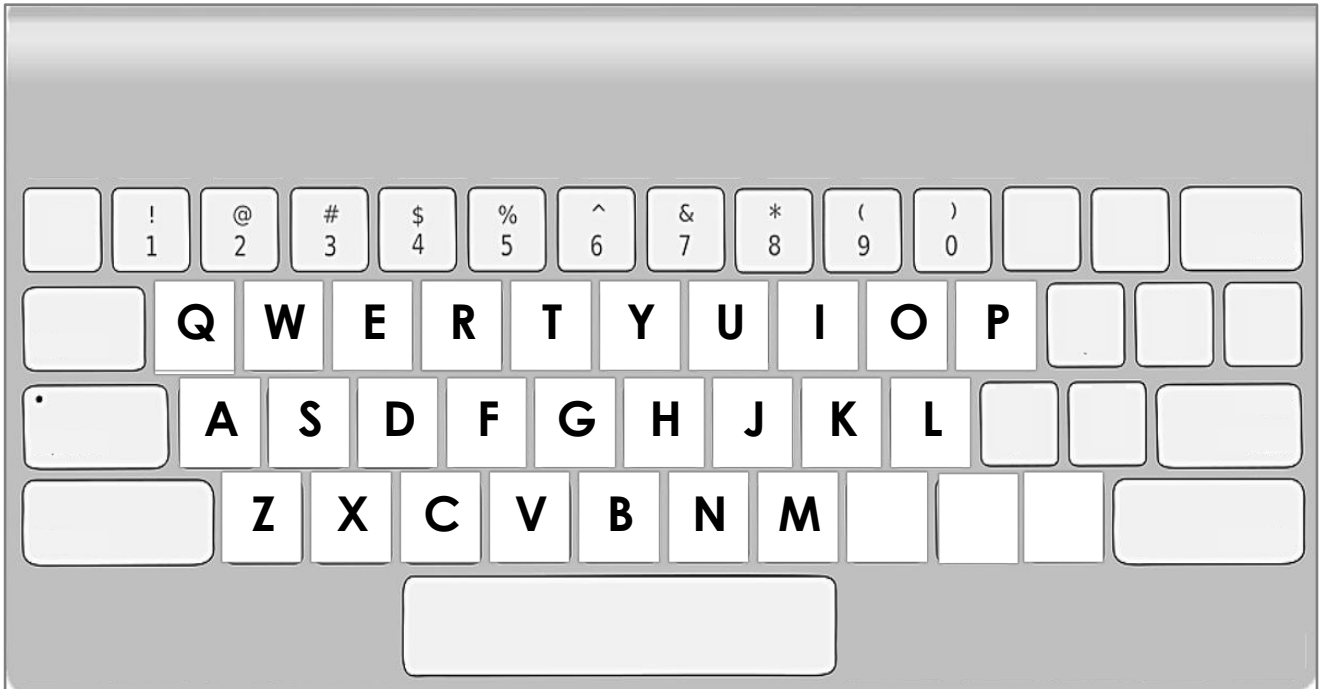
Ask students to circle the same letter.

b	d	b	p	q
f	h	k	f	l
m	n	w	m	u
y	u	v	w	y
x	s	c	x	z
p	t	b	p	r
k	c	v	k	t
a	o	u	v	a
g	y	g	j	q

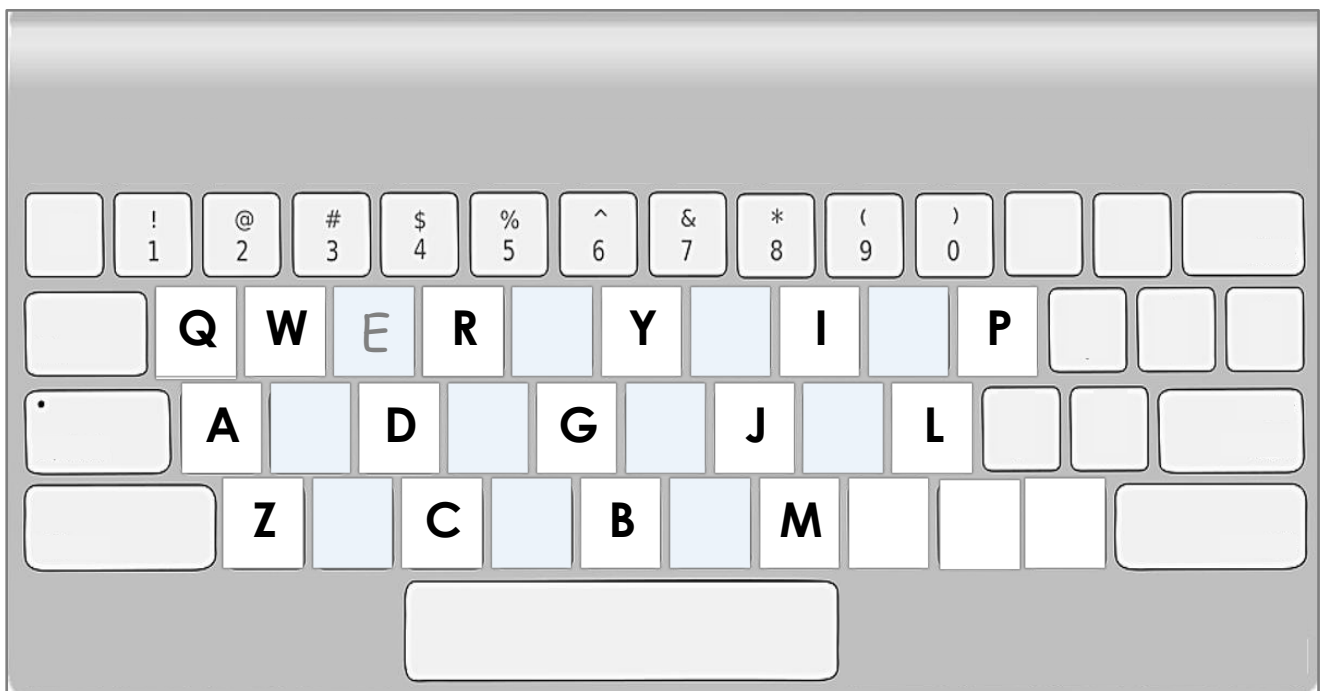
Point to the letter arrangement on the keyboard. Read out selected letters randomly and ask students to circle them. This activity can be extended to computer classes where the teacher can ask the students to type each letter.



**The computer keyboard**



Ask students to write the missing capital letters. Encourage students to check with their partner using the top keyboard as an example.



Encourage students to read the letters with a partner.

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



Point to capital letters in the table above. Read out selected letters randomly and ask students to write capital letters.

1.	2.	3.	4.	5.	6.
----	----	----	----	----	----

7.	8.	9.	10.	11.	12.
----	----	----	-----	-----	-----

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

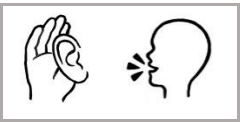


Point to small letters in the table above. Read out selected letters randomly and ask students to write small letters.

1.	2.	3.	4.	5.	6.
----	----	----	----	----	----

7.	8.	9.	10.	11.	12.
----	----	----	-----	-----	-----

**4. The sounds of the alphabet**



Project the page. Point to the picture, say the letters, sounds and words and ask students to repeat.

**A a**

apple



**B b**

backpack



**C c**

computer



**D d**

door



**E e**

eggs



**F f**

five

**5**

**G g**

glasses



**H h**

highlighter



**I i**

insect



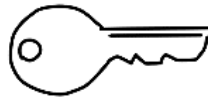
**J j**

jacket



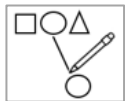
**K k**

key



**L l**

lamp

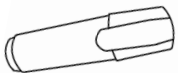


Ask students to match the words and the pictures.



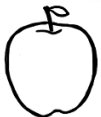
apple

backpack



eggs

door



insect

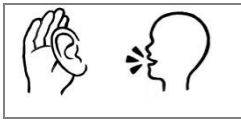
glasses



highlighter

computer





Project the page. Point to the picture, say the letters, sounds and words and ask students to repeat.

**M m**

money



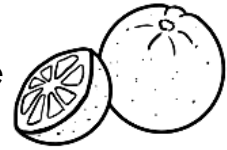
**N n**

notebook



**O o**

orange



**P p**

pencil



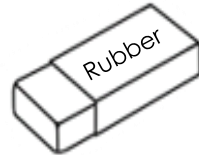
**Q q**

question



**R r**

rubber



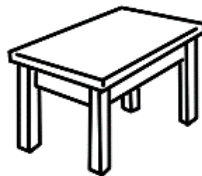
**S s**

student



**T t**

table



**U u**

umbrella



**V v**

van



**W w**

water



**X x**

x-ray



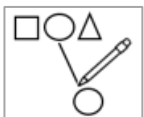
**Y y**

yam



**Z z**

zero

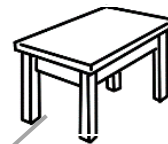


Ask students to match the words and the pictures.



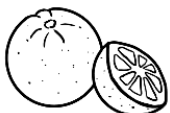
orange

pencil



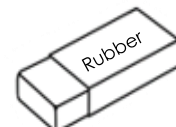
umbrella

rubber



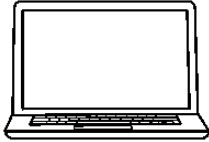





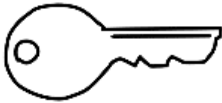




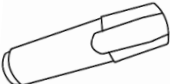






student

table





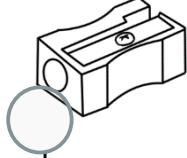

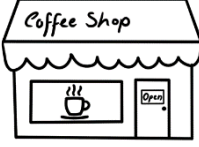
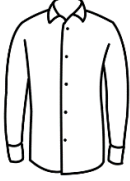



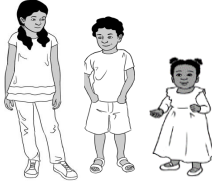




Read the word and say the letter. Ask students to repeat and circle the first letter as you read it.

1	<p><b>c</b> computer</p> 	<p><b>s</b> student</p> 	<p><b>z</b> zero</p> 
2	<p><b>p</b> pencil</p> 	<p><b>b</b> backpack</p> 	<p><b>d</b> door</p> 
3	<p><b>k</b> key</p> 	<p><b>g</b> glasses</p> 	<p><b>j</b> jacket</p> 
4	<p><b>n</b> notebook</p> 	<p><b>m</b> money</p> 	<p><b>h</b> highlighter</p> 
5	<p><b>i</b> insect</p> 	<p><b>a</b> apple</p> 	<p><b>e</b> eggs</p> 
6	<p><b>u</b> umbrella</p> 	<p><b>w</b> water</p> 	<p><b>v</b> van</p> 

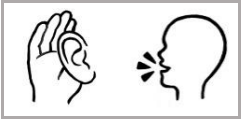




Point to the diagraphs 'sh', 'ch' and 'th' and say the sound. Read the words and ask students to repeat. Ask students to circle the diagraph, e.g. 'sh' in 'shop'.

<b>sh</b>	 sharpener	 shoe	 shop																			
	 shirt	 fish	 Nisha																			
<b>ch</b>	 child	 children	 teacher																			
	 chicken	 chair	 chips																			
<b>th</b>	<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div> three	<div style="border: 1px solid black; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">13</div> thirteen	<div style="border: 1px solid black; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">30</div> thirty																			
	<div style="border: 1px solid black; padding: 5px; margin: 0 auto;">                     Wednesday  <b>Thursday</b>                      Friday                      Saturday                 </div> Thursday	<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> fourth	August				Tues	Wed	Thurs	Fri	2	3	4	5	9	10	11	13	16	17	18	19
August																						
Tues	Wed	Thurs	Fri																			
2	3	4	5																			
9	10	11	13																			
16	17	18	19																			

## 5. Important words



Point to the table and explain personal information. As an example, the teacher can complete the table with their own information if they feel comfortable.



Carim's important words

<b>First name</b>	Carim
<b>Family name</b>	Hamed
<b>Street</b>	North Street
<b>Town / Suburb</b>	Kellivale



Ask students to complete the table with their personal information.

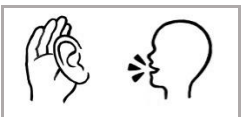
<b>First name</b>	
<b>Family name</b>	
<b>Street</b>	
<b>Town / Suburb</b>	



Can you check my spelling please?

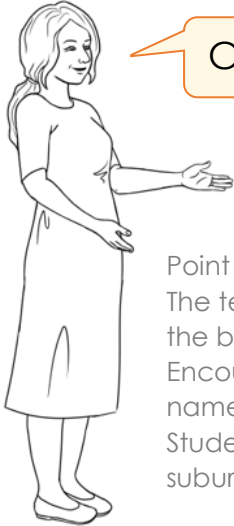
Can you say the name of my street and suburb please?

Encourage students to ask the teacher to check their work.



Show students how to use their phones to record the teacher's voice. Ask the students to record as you check the spelling of the street and suburbs. Encourage them to listen to their recording at home.

Explain to students what important words are by giving the examples of name, address and phone number.



Can you spell your name please Carim?

Carim **C - a - r - i - m**



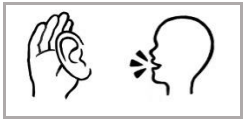
Point to the picture and read the dialogue.  
 The teacher can say, spell and write their own name on the board and practice with a student.  
 Encourage students to say, copy and spell their first name, family name and address in the table below.  
 Students can use an ID card to spell their street and suburb or ask their teacher for help.

**Learn your important words.**



First Name	Family Name

Street	Town / suburb



# Signs



Project the signs on this page. Read the signs in a random order and ask students to repeat and tick the signs as they hear them.

1



2



3



4



5



6



7



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



Ask students to write the sign words using small letters.

TOILETS

RECEPTION

FIRE EXIT

toilets

DANGER

STOP

HOSPITAL

## 6. Learning in Australia







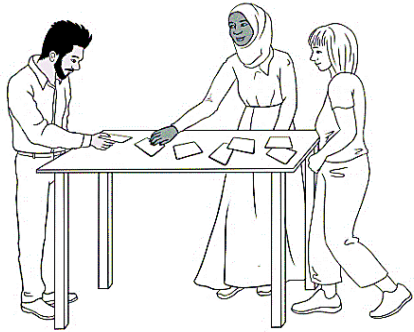
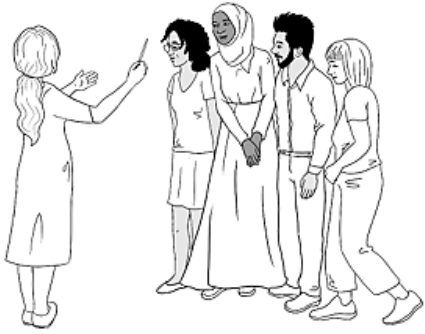


Is learning in Australia the same as learning in your country?



Project pages 18 to 20 and discuss learning in Australia by showing the pictures and reading the sentences. Ask students about learning in their country. Ask them to tick 'Yes' or 'No' as they hear the sentences.

Learning in Australia		In your country	
		Yes	No
1	<p>Students come to class on time.</p>		
2.	<p>Teachers and students use their first names.</p>		
3.	<p>The teacher says, Do you understand?</p>		
4.	<p>Students say, Sorry. I don't understand.</p>		

Learning in Australia		In your country		
		Yes	No	
5.	 <p>Can you help me please?</p> <p>Thank you.</p>	Teachers and students say <i>please</i> and <i>thank you</i> .		
6.	<p>Students ask questions.</p>  <p>Excuse me. What is this word?</p>			
7.		Students work with a partner.		
8.	<p>Men and women work together.</p> 			

Learning in Australia		In your country	
		Yes	No
9.	<p>Students work in groups.</p> 		
10.	 <p>Students and teachers work together.</p>		
11.	<p>Students go on excursions.</p> 		
12.	 <p>Students study at home.</p>		

## 7. My word list
