

English Ready

22637VIC Course in EAL

VU23496 Communicate basic personal details and needs

VU23498 Read and write short highly familiar messages and forms

Conversation, Messages and Forms



Teacher Resources

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.

Copyright of the EAL Framework is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2023.

This English Ready Resource is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (More information is available [here](#)). You are free to use, copy and distribute to anyone in its original form as long as you attribute Department of Home Affairs as the author and you license any derivative work you make available under the same licence.

© Commonwealth of Australia 2023



With the exception of the Commonwealth Coat of Arms, the department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 4.0 International (<https://creativecommons.org/licenses/by/4.0/>) licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 4.0 licence (<https://creativecommons.org/licenses/by/4.0/legalcode>).

Use of all or part of this document must include the following attribution:
© Commonwealth of Australia 2023

As far as practicable, material for which the copyright is owned by a third party will be clearly labelled. The department has made all reasonable efforts to ensure that this material has been reproduced in this document with the full consent of the copyright owners.

Copyright requests and enquiries concerning usage not addressed by the CC BY 4.0 licence should be addressed to: comms@homeaffairs.gov.au at the Department of Home Affairs.

The terms of use for the Commonwealth Coat of Arms are available from the [It's an Honour](#) website.

Where a copyright owner, other than the Commonwealth, is identified with respect to this material, please contact that third party copyright owner directly to seek permission.

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 book also contains audio transcripts and links to the audio MP3 files.

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

At the back of the book are two emojis to give feedback to the teacher. Students can hold up the emoji which best reflects how they feel about an activity or a lesson.



Table of Contents

1.	Meet the people	3
2.	Do you understand?.....	7
3.	Introductions.....	9
4.	Instructions in the workbook	10
5.	The Alphabet.....	11
6.	Have a conversation	21
7.	English class	23
8.	When, where, who, what, why?.....	26
9.	People in a family.....	29
10.	Break words into syllables.....	32
11.	What do you like?	33
12.	Months of the year.....	37
13.	Syllables – strong and weak	45
14.	Words on Forms.....	46
15.	An English Class for Sahra.....	53
16.	The Days.....	65
17.	The Time	67
18.	Messages	69
19.	Two-letter sounds	70
20.	How many?	72
21.	What colour?.....	78
22.	At the Childcare Centre	81
23.	Tahiil’s week.....	87
24.	Tahiil plays soccer	88
25.	The Hospital Emergency.....	90
26.	Tahiil can’t come to class.....	99
27.	Where and when?.....	103
28.	Audio files and transcripts.....	108

1. Meet the people

Drawings of the characters

The characters and scenes have been included so that teachers can produce their own materials as needed. A chart with the bio data [pages 5-6] was created to maintain consistency of information throughout the booklets. It may be useful to update character information to make it more relevant to the time of use.



Bao



Mai



Lan



Ming



Sahra



Hani



Tahiil



Abdi



Anika



Nisha



Pam

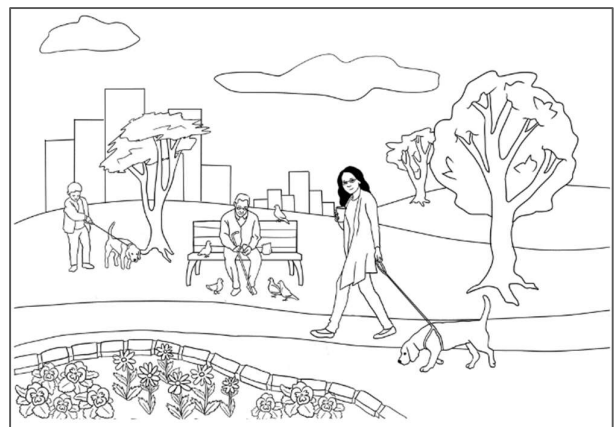
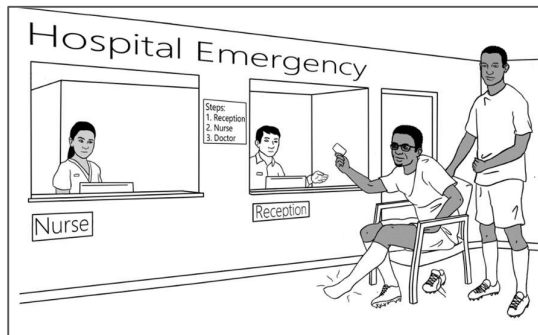


Jenny

Characters in scenes



W



Personal details of the characters					
Name	Country of origin	* Age &/or Date of birth	Date of arrival	Address in Kellivale	Phone
Tahiil Jama Dihoud	Somalia	27.6.94	09.06.22	Unit 6, 50 Baker Rd	0400 785 936
Sahra Omar Elmi	Somalia	7.7.96	09.06.22	Unit 6, 50 Baker Rd	0455 961 259
Hani Tahiil Jama	Somalia	2 years 24.06.21	09.06.22	Unit 6, 50 Baker Rd	–
Abdi Omar Elmi	Somalia	4.8.04	13.10.15	Unit 1, 50 Baker Rd	0465 971 356
Ming Wu	China	27.3.1959	07.05.19	70 Wattle St	0418 335 748
Lan Wu	China	6.6.78	11.07.14	70 Wattle St	0488 872 951
Bao Wu	China	19 years 13.05.2004	11.07.14	70 Wattle St	0409 188 674
Mai Wu	China	16 years 19 April	11.07.14	70 Wattle St	0487 592 811

Personal details of the characters <i>[continued]</i>					
Nisha Kumar	India	19.01.1978	06.04.13	56 North St	0411 825 999
Pari Kumar	India	9 years		56 North St	
Dev Kumar	India	7 years		56 North St	
Anika	Ethiopia	30.09.1995	15.10.22	56 North Street	0477 193 286
Fatima Khalil Hamed	Syria	15 years 13 July	16.11.2008	260 North St	
Carim Khalil Hamed	Syria	19 years	30.06.2004	260 North St	0469 455 218
Jenny <i>[Teacher]</i>	Australia	-	-	-	-
Pam <i>[Sahra's neighbour]</i>	Australia	02.02.1956	-	Unit 5, 50 Baker Rd	0407 165 972
Paul <i>[VTS]</i>	Australia	-	-	-	0431 978 352

***Note 1:** Where dates of birth have been used in the booklets, they have been recorded here as exact figures. The age of the characters is relevant for the younger characters as they either attend childcare, primary school, secondary school or uni. All dates may be adjusted to make them more relevant to the time the resource is being used.

Note 2: Characters shaded in this colour are not introduced in this booklet.

2. Do you understand?

Activity - Make requests for repetition or clarification

- Teach students the requests for clarification and repetition introduced in the student workbook
- Print the requests on the following page, laminate and cut up. [The request in greyscale is not in the workbook]
- Build confidence in using the expressions through regular class practice:
 - Give the five expressions to five students. Select the most confident students at first.
 - Ask these students to use their expression at least once during the class – initially with the teacher and later with each other.
 - Give the expressions to different students in following classes.
 - Teach additional expressions when appropriate.

Sorry. I don't understand.

Can you help me please?

Can you say that again please?

Can you speak slowly please?

Can you spell that please?

3. Introductions

Introductions and learning names

Student names provide a practical vocabulary for building many skills:

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

●
Mai
● ●
Abdi
● ● ●
Anika

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

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











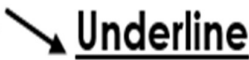



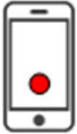



Mark the stress pattern on the cards and collect at the end of each class.

- 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 revised when a new student joins the class, and extended to include where a student comes from, their likes and dislikes, favourite colour etc.

- 4. Use a ball for a different activity.** Ask students to stand in a circle. The student with the ball introduces themselves, and then says 'and this is _____' and throws the ball to the student named. Continue the game till most students have introduced themselves.

4. Instructions in the workbook

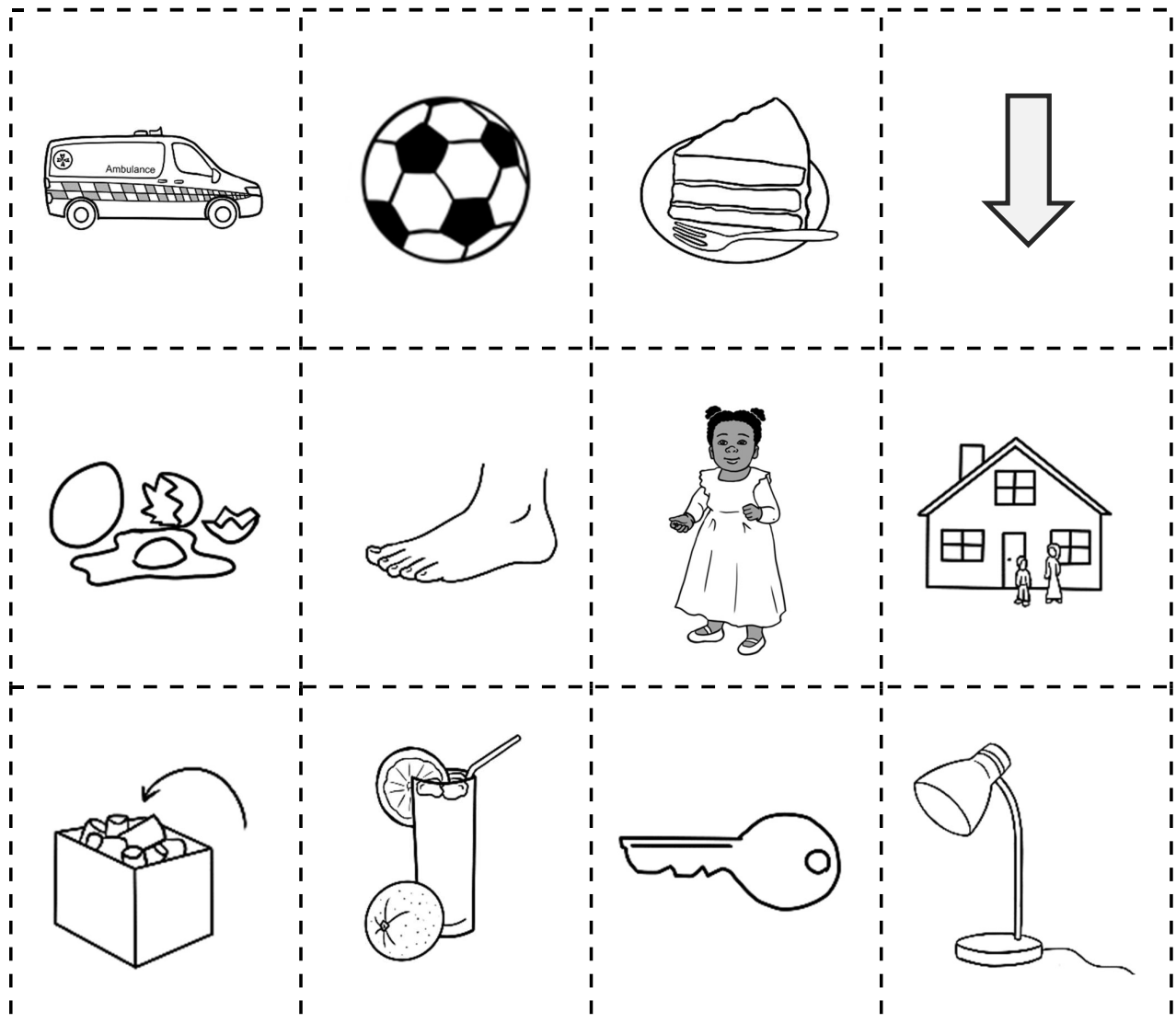
	read		write
	listen		say
	spell		Ask questions.
	tick		Colour
	circle		underline
	point		copy
	Work with a partner.		Record
	Clap		Match
	Notebook		

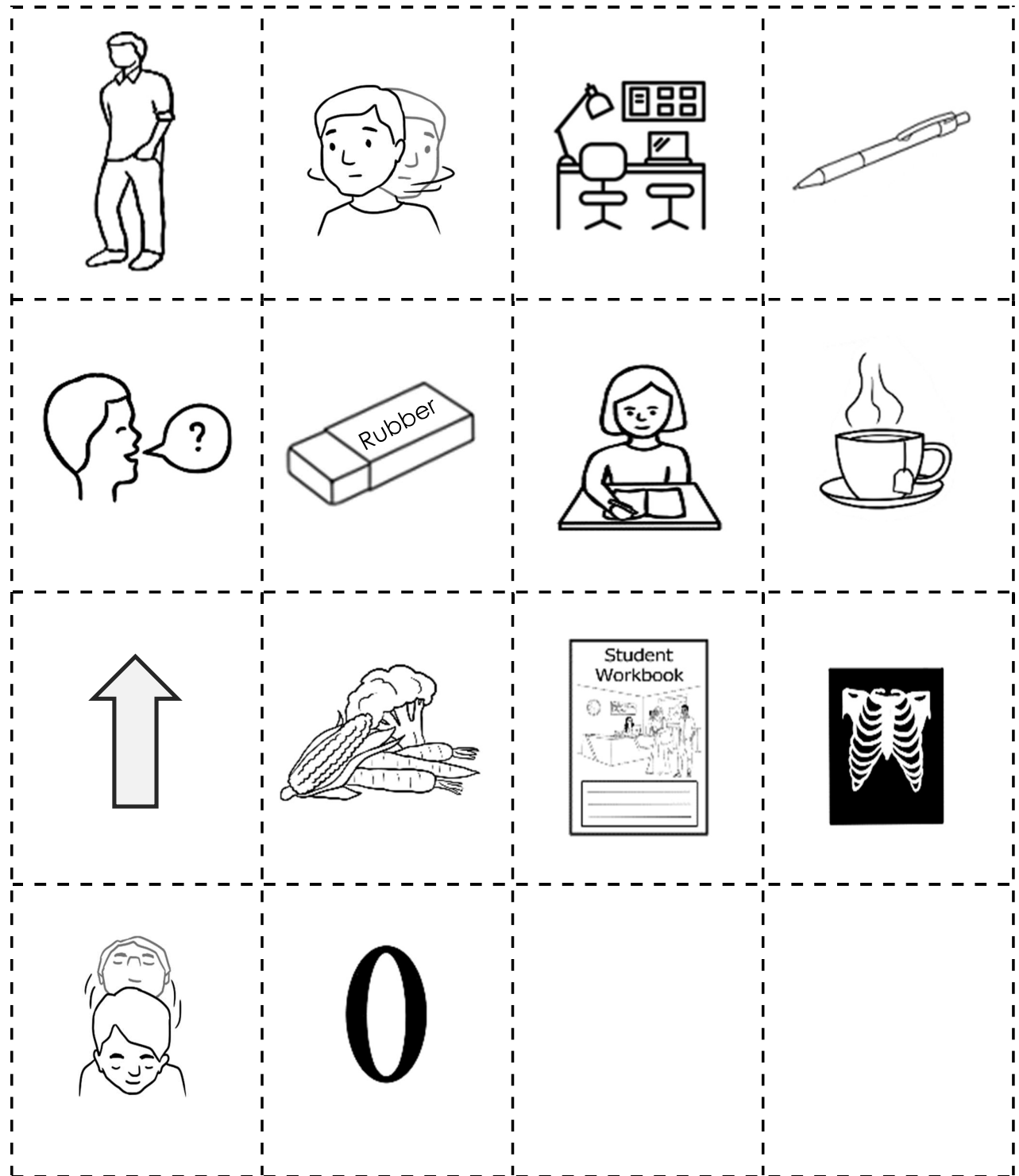
5. The Alphabet

Alphabet pictures

The following pictures may be cut up by the students and matched to their initial sounds. There are two pictures for each sound. Words for the first set of pictures are in the student workbook on pages 7 & 8. Words for both set of pictures are on the following pages. Students can add the words for the second set of pictures to the table in their workbook.

Picture set 1 – These pictures are in the student workbook.





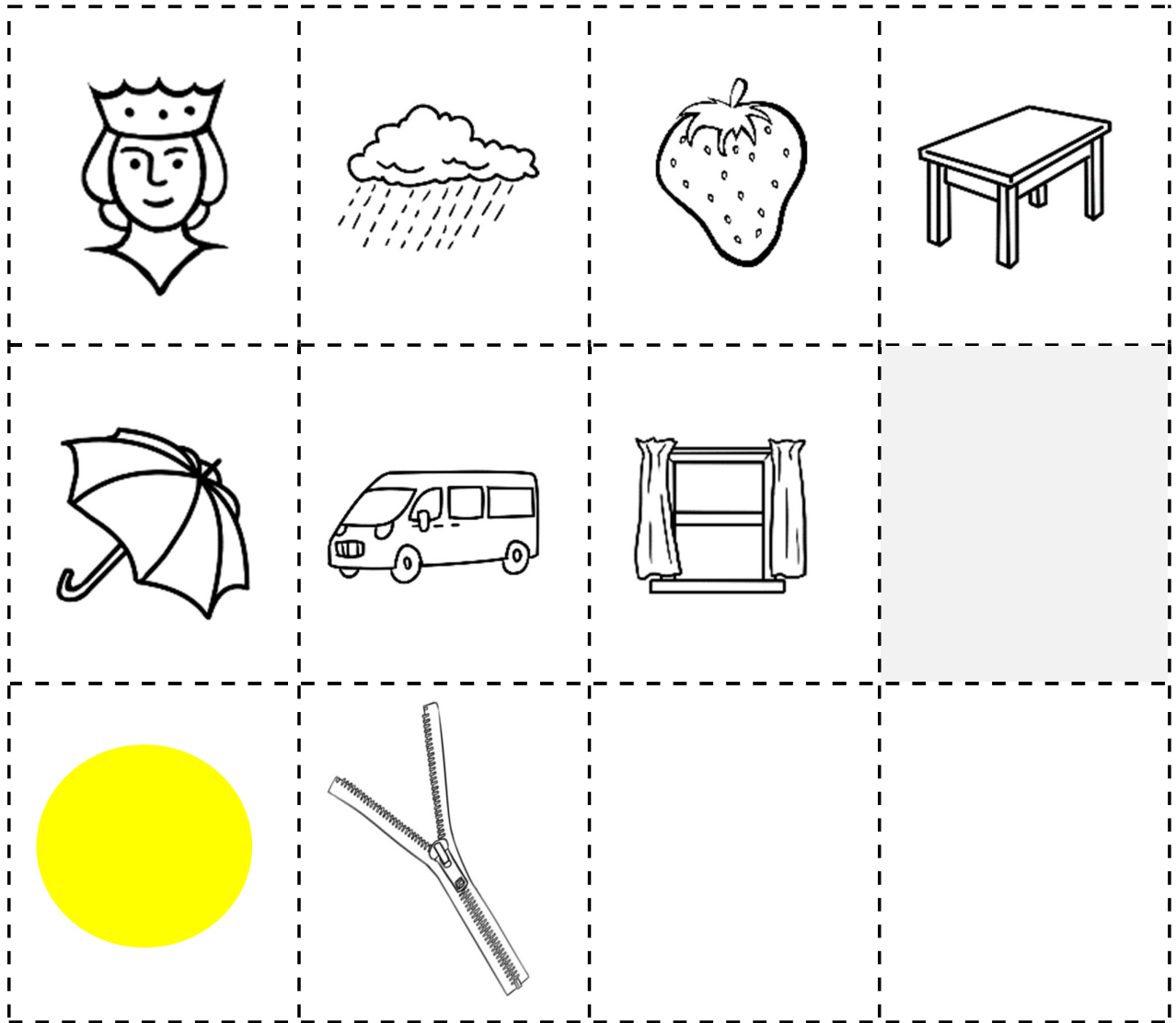
Picture set 1 – These words are in the student workbook.

ambulance	ball	cake	down
eggs	foot	girl	home
in	juice	key	lamp
man	no	office	pen

question	rubber	student	tea
up	vegetables	workbook	x-ray
yes	zero		

Picture set 2- New pictures not in the student workbook

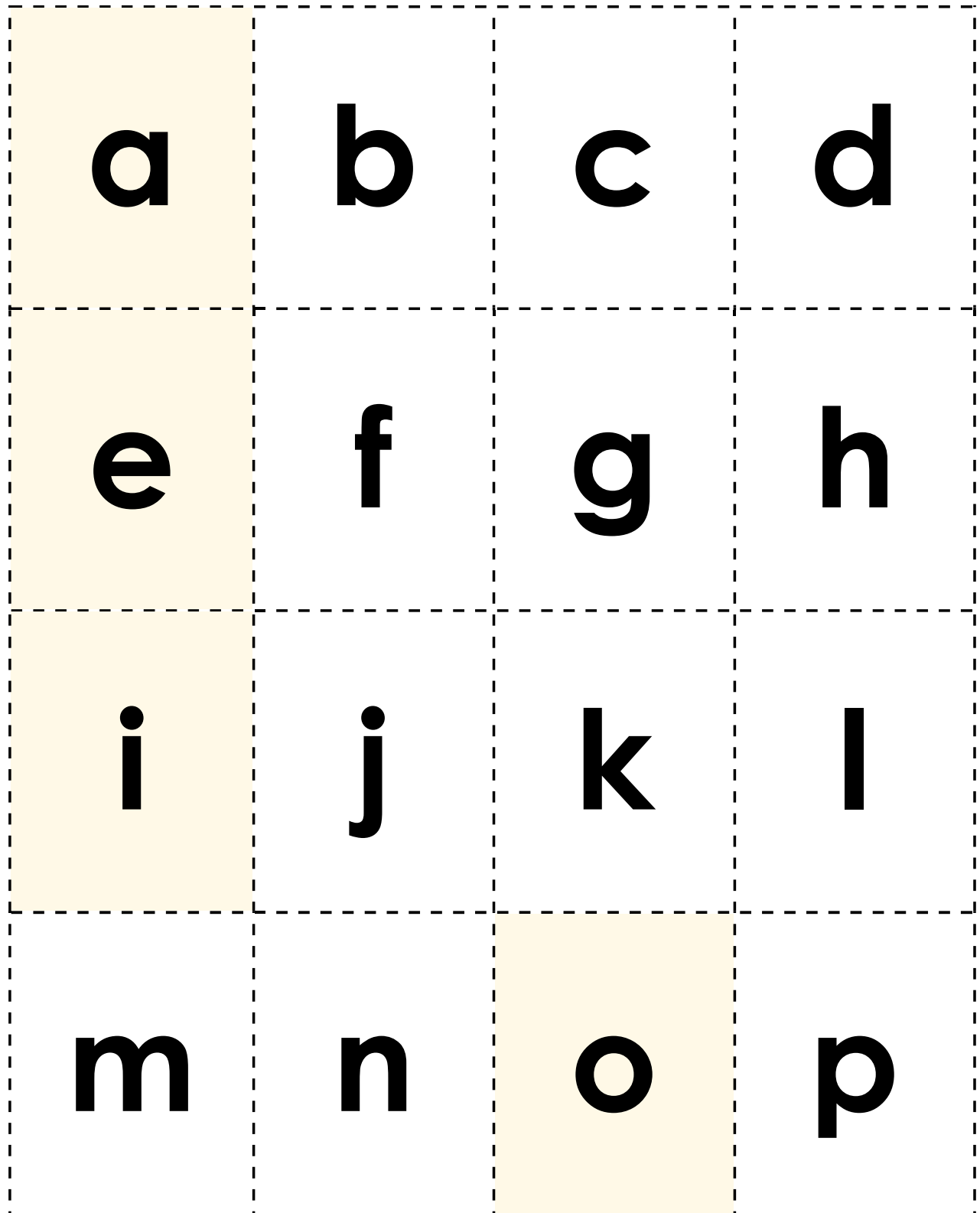


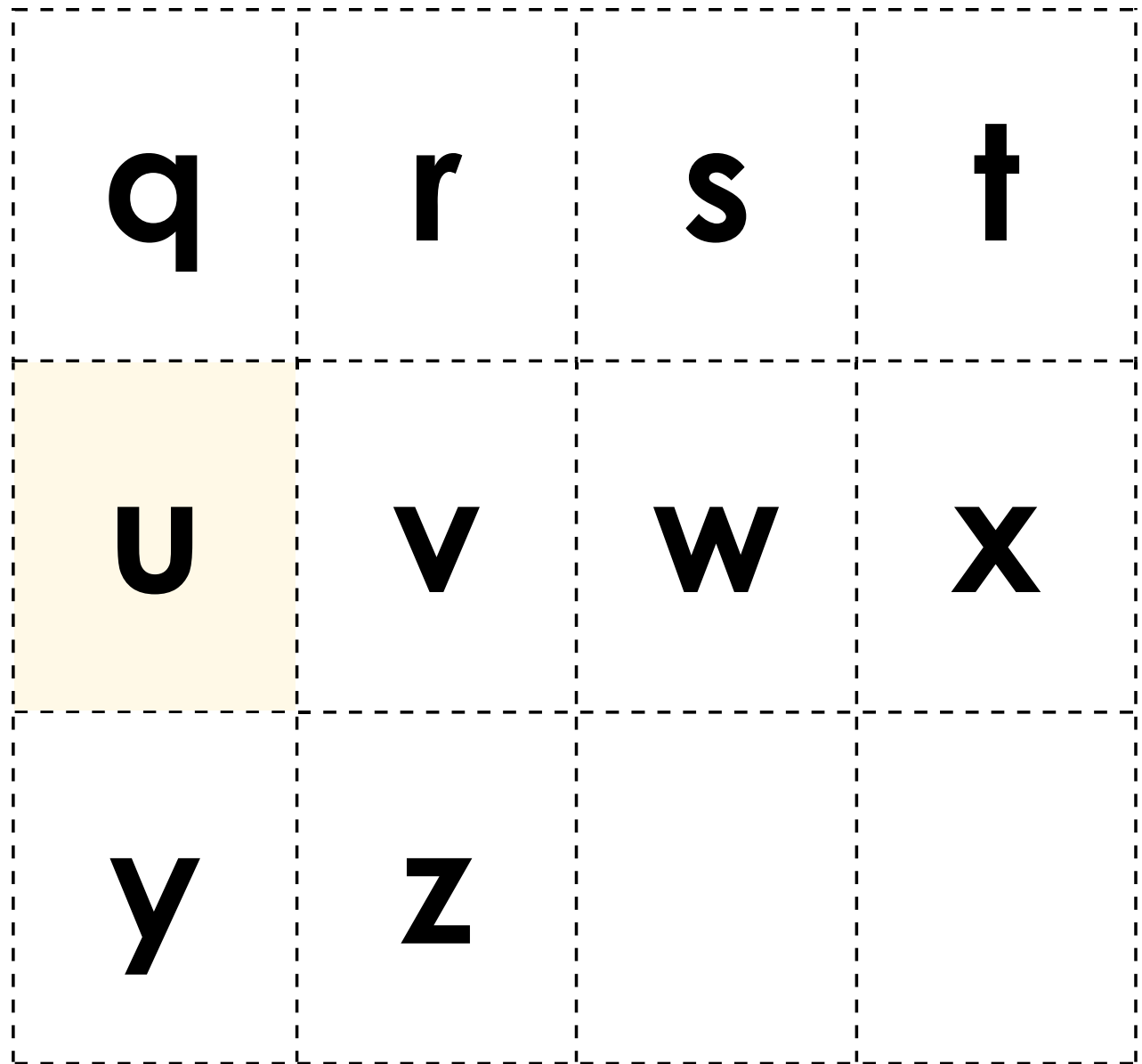


Set 2 words – These words can be added to the student workbook.

apple	banana	car	door
exit	five	glasses	hat
insect	jacket	kite	leg
mouse	nine	orange	pencil

queen	rain	strawberry	table
umbrella	van	window	
yellow	zipper		





6. Have a conversation

Activity 1 – A short conversation for role play and sequencing

Activity 2 – How to be polite

The following page can be projected and used for a class exercise.



Bao: G'day Abdi.
How's it going?

Abdi: Great. How about you?

Bao: I'm OK.
Do you wanna play soccer today?

Abdi: Sorry. I can't play today.
I can play tomorrow.

Bao: OK. See ya tomorrow.

Abdi: See ya.

wanna = want to



G'day Abdi.

How's it going?

Great. How about you?

I'm OK.

Do you wanna play soccer today?

Sorry. I can't play today.

I can play tomorrow.

OK. See ya tomorrow.

See ya.

How to be polite

Greeting	Good morning / Good afternoon
End the conversation.	Nice to see you. Bye.
Ask a question.	Hi. How are you? Good thanks, and you?
Say 'please'.	Can you shut the door please ?
Say 'thank you'.	Yes. Thank you .
Say 'Excuse me'.	Excuse me , can I sit here?

What is polite? Tick.

1	2
<input checked="" type="checkbox"/> Nice to meet you.	<input type="checkbox"/> Yes.
<input type="checkbox"/> Open the door.	<input type="checkbox"/> Can you open the door please?
<input type="checkbox"/> Can you give me the rubber please?	<input type="checkbox"/> Give me the rubber.
<input type="checkbox"/> Speak slowly.	<input type="checkbox"/> Can you speak slowly please?
<input type="checkbox"/> Excuse me, can you repeat that please?	<input type="checkbox"/> What?

7. English class

Activity – ‘Can I borrow _____?’ Pair work

Preparation

1. Copy the page of classroom objects so each pair of students has:
 - a set of cards
 - a master sheet with all the objects.
2. Pre-teach the new additions to those in the student book, a pair of scissors, a pair of glasses, a ruler, a USB and an umbrella. Also teach the use of *your* in front of *notebook* and *workbook*,
3. Revise the questions and responses in the workbook.

Activity

1. Students cut up the cards and put them in a pile face down.
2. Each student selects three cards only, leaving six cards unselected.
3. Students look at their cards and the list of objects on the master sheet.

They then take turns to ask their partner:

- *Can I borrow **a/an** _____ please?*
- *Can I borrow **your** _____ please?*

Their partner responds:

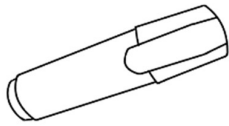
- *Yes, here's a/an _____.* [Then gives their partner the object.]
object

or

- *Oh no. Sorry _____.*
name of partner

Object cards

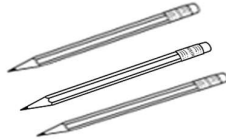
a highlighter



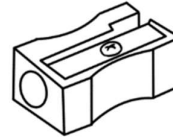
an umbrella



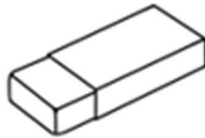
three pencils



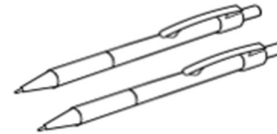
a sharpener



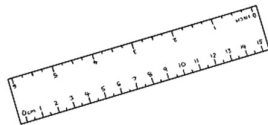
a rubber



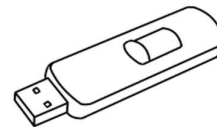
two pens



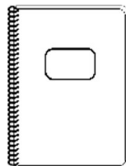
a ruler



a USB



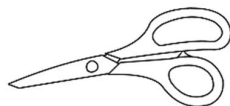
your notebook



your workbook



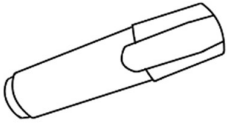

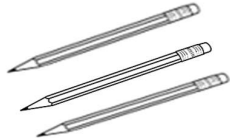
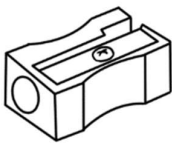
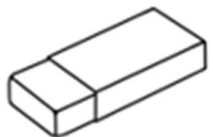
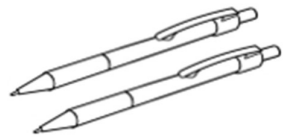
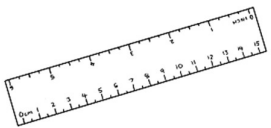
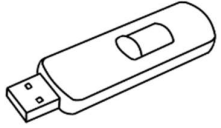
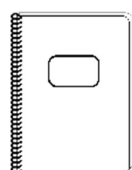

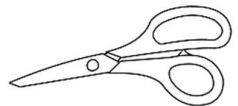

a pair of scissors



a pair of glasses



Master sheet with all objects

<p>a highlighter</p> 	<p>your workbook</p> 
<p>three pencils</p> 	<p>a sharpener</p> 
<p>a rubber</p> 	<p>two pens</p> 
<p>a ruler</p> 	<p>a USB</p> 
<p>a notebook</p> 	<p>an umbrella</p> 
<p>a pair of scissors</p> 	<p>a pair of glasses</p> 

8. When, where, who, what, why?

Activity 1 – Worksheet – When did you come to Australia?

This worksheet uses the past tense which is not required at Course level. However, it's a question low-level students are often asked. The worksheet includes an oral activity in which students mix and interview a number of *classmates*. [the word *classmates* may need to be introduced.]

Activity 2 – Worksheet – Where do you come from?

The worksheet includes an oral activity in which students mingle and interview a number of classmates.

1. When did you come to Australia?

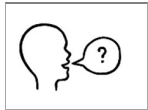


When did you come to Australia Tahil?

I came to Australia in **June** 2022.



I came to Australia in _____ month _____ year



When did **you** come to Australia?

Month	✓ Tick the months.
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

2. Where do you come from?



I come from _____.

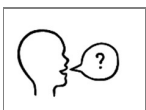


Where do you come from Tahil?

I come from Somalia.

How do you spell Somalia?

Somalia S-O-M-A-L-I-A



What's your name?	Where do you come from?

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

9. People in a family

Activity – Introduce your family

As some students in the class may have suffered trauma, family loss and separation in their previous homeland or in Australia, there are two options for introducing a family. Students may choose to introduce:

- Mai's family [This can be used as a model and completed together.]
- their own family

Copy enough of each worksheet so that students can choose the option with which they feel most comfortable.

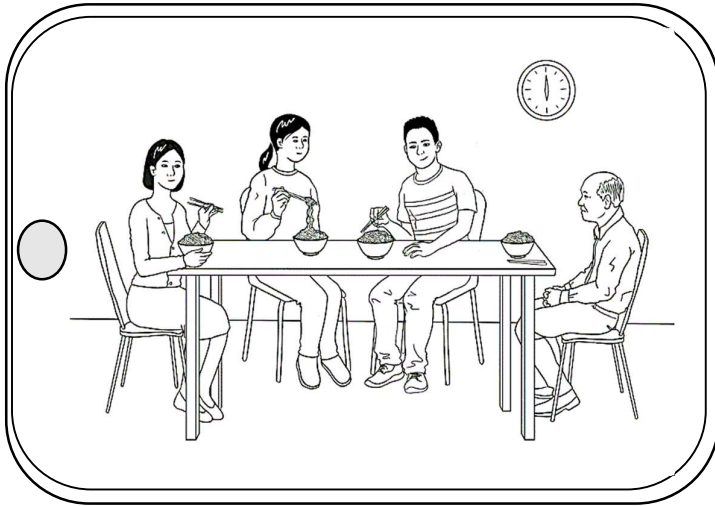
The teacher can explain instructions to the students.



Mai's family

- grandfather
- grandmother
- grandson
- granddaughter
- mother
- father
- son
- daughter
- brother
- sister
- husband
- wife
- uncle
- aunt
- cousin

Show this picture of Mai's family.



This is Mai's family.

This is her _____.



This is her _____.



This is her _____.



They come from China.

Introduce Mai's family to your partner.



mother	grandfather	brother
mother		



My family

Show a photo of your family.



- grandfather
- grandmother
- grandson
- granddaughter
- mother
- father
- son
- daughter
- brother
- sister
- husband
- wife
- uncle
- aunt
- cousin



about three people in your family.

This is my family.

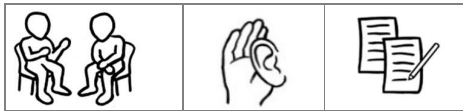
This is my _____.

This is my _____.

This is my _____.

We come from _____.

Introduce your family to your partner.



10. Break words into syllables

Teaching syllables

1. Say a word from the list below or any words introduced in class. Repeat it, breaking it into syllables.
2. 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.
3. Ask students to repeat the word with the action several times.
4. Count the syllables as you clap or tap etc
5. Create a table on the board similar to the one below. Write the word in the correct column.
6. Repeat the process with the remaining words.

In a later class, the words could be enlarged and written on paper. Students could then attach the words to the board in the right column using magnets or copy the words in the column.

Syllables		
1	2	3
read	copy	afternoon
write	circle	tomorrow
spell	workbook	understand
clap	notebook	underline
tick	classmates	syllable
	question	
	answer	
	morning	
	student	

11. What do you like?

Activity 1 –Vowels




This section provides some basic words to focus on vowels.













Activity 2 – Using body language – Pair work

Student A & B have different questions to ask. Students need to use body language to convey meaning – no words. Demonstrate the activity with a confident student.

1. Vowels

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

		 <u>Underline</u>	a e i o u
---	---	--	------------------




 apples	 bananas	 cake	 orange juice
 noodles	 rice	 pizza	 coffee
 ice cream	 tea	 hot chips	 bread

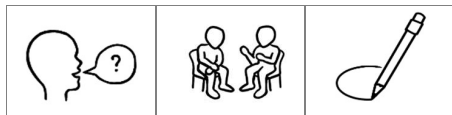


_ p p l _ s	b _ n _ n _ s	c _ k _	_ r _ n g _ j _ _ c _
n _ _ d l _ s	r _ c _	p _ z z _	c _ f f _ _
_ c _ c r _ _ m	t _ _	h _ t c h _ p s	br _ _ d

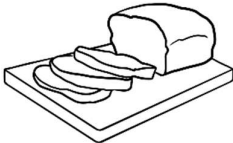


2. Use body language – Pair work



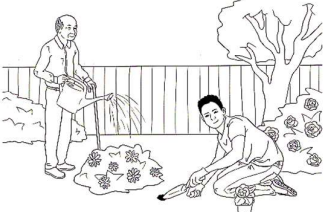
Student A

Body Language		
 Yes, I do.	 I'm not sure.	 No, I don't.



Do you like _____?

 bread			 hot chips			 coffee		
Yes	?	No	Yes	?	No	Yes	?	No




 cooking			 fishing			 gardening		
Yes	?	No	Yes	?	No	Yes	?	No

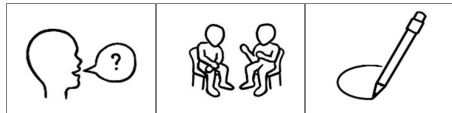


My partner likes _____ and _____.


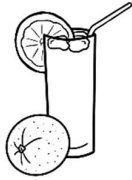

My partner doesn't like _____ and _____.



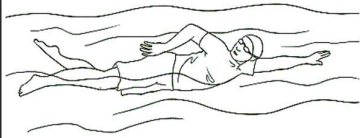
Student B

Body Language		
 Yes, I do.	 I'm not sure.	 No, I don't.



Do you like _____?

 cake			 juice			 bananas		
Yes	?	No	Yes	?	No	Yes	?	No

 reading			 playing soccer			 swimming		
Yes	?	No	Yes	?	No	Yes	?	No



My partner likes _____ and _____.

My partner doesn't like _____ and _____.

12. Months of the year**Activity 1 – The months - long and short forms**

The strips can be cut up and used for matching and ordering.

January	February
March	April
May	June
July	August
September	October
November	December

Jan	Feb
Mar	Apr
May	June
July	Aug
Sept	Oct
Nov	Dec


Activity 2 - Ordinals

Teach the patterns:

- Numbers ending with one, two and three are irregular
e.g. 1 *first*, 2 *second* and 3 *third* - 21 twenty first, 22 twenty second, 23 twenty third etc
Exceptions to this rule - 11 *eleventh*, 12 *twelfth* and 13 *thirteenth*.
- Multiples of 10 are pronounced differently - *twentieth* and *thirtieth*

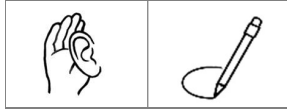
Practise activities:

- Matching – enlarge on A3 paper and cut up. Practise saying the numbers.
- Memory/concentration game – use a portion of the numbers
e.g. 1-10.
- Write the word for the ordinal number on the board e.g. *first*, and ask a question using the ordinal number
e.g. 'What's your **first** name?' or 'What's the **first** month of the year?'
- Use a calendar and ask students to point to the **thirtieth** day of November or point to a day and ask, 'What day is this?'
- Bingo – Play first as a class. Then play in small groups. One student to say the numbers for the group.

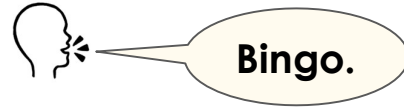


1	first	1st	17	seventeenth	17th
2	second	2nd	18	eighteenth	18th
3	third	3rd	19	nineteenth	19th
4	fourth	4th	20	twentieth	20th
5	fifth	5th	21	twenty first	21st
6	sixth	6th	22	twenty second	22nd
7	seventh	7th	23	twenty third	23rd
8	eighth	8th	24	twenty fourth	24th
9	ninth	9th	25	twenty fifth	25th
10	tenth	10th	26	twenty sixth	26th
11	eleventh	11th	27	twenty seventh	27th
12	twelfth	12th	28	twenty eighth	28th
13	thirteenth	13th	29	twenty ninth	29th
14	fourteenth	14th	30	thirtieth	30th
15	fifteenth	15th	31	thirty first	31st
16	sixteenth	16th			

Bingo



When you have **nine circles** on your card:



Card 1

31st	22nd	15th
11th	24th	9th
12th	5th	16th

Card 2

4th	5th	2nd
30th	3rd	28th
1st	29th	26th

Card 3

13th	19th	29th
6th	10th	21st
12th	7th	26th


Card 4

3rd	18th	14th
27th	8th	20th
17th	23rd	25th

Activity 3 – Write and say the date - Pair work

Revise the difference between writing and saying the date.

Write the date  13 February [or 13th February]

Say the date  **the thirteenth of** February

- Explain the grid system if this is new for the class.
- Demonstrate the activity with a confident student. The first example is done for both Student A & B.

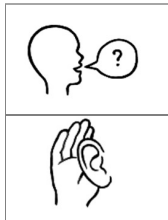
Activity 4 – Dates and months game [page 44]

Student A



January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	June

July	July
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec



What date is in **B1**?

The thirteenth of February



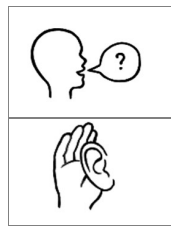
	A	B	C	D
1	2 Aug	13 Feb		12 Jan
2			9 Mar	11 Nov
3		5 Oct		7 Feb
4	1 May		22 June	



Student B

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	June

July	July
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec



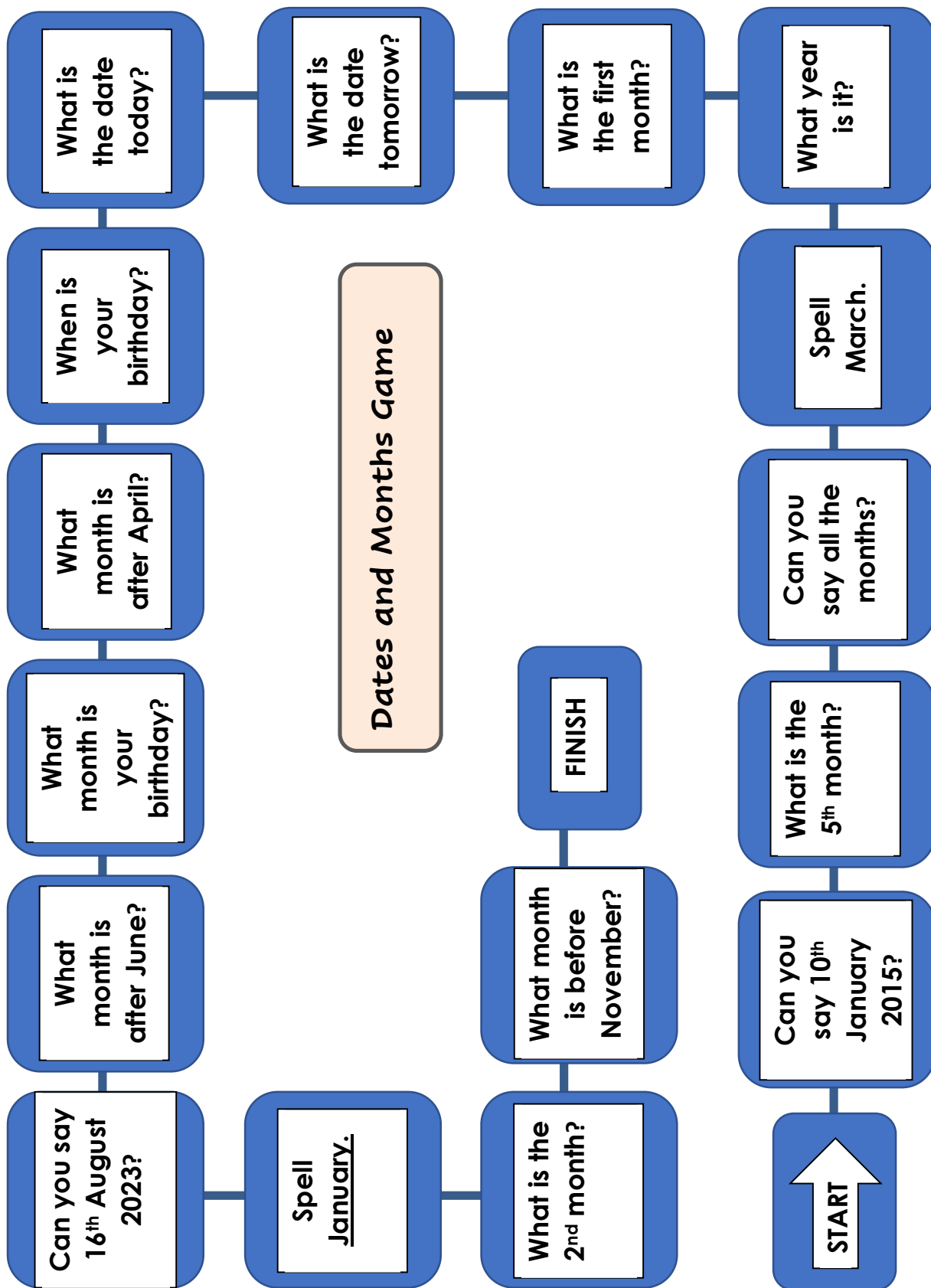
What date is in **A1**?

The second of August.



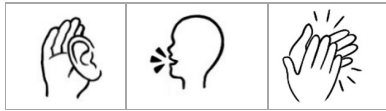
	A	B	C	D
1	2 August	13 Feb	5 April	
2	4 Nov	1 Jan		
3	10 June		15 Nov	
4		12 July		3 Mar





13. Syllables – strong and weak

Extension work on syllables – Add words introduced during classwork.



Clap the strong syllable **strongly**.

Word	How many syllables?	Copy the word. <u>Underline</u> the strong syllable.
granddaughter	3	<u>grand</u> daughter
grandson		
father		
mother		

14. Words on Forms

Activity 1 – A record of important personal information

On the form on the following page, students can record their important personal information. Check all the student's details are correct and the spelling of names is the same as on their passport. Students can take a photo of their details, or cut it out for safe-keeping. The completed form can be used for accurate copying and checking of information in a variety of situations both inside and outside the classroom.

Activity 2 – Class exercise - Common information questions

Copy and cut up the questions on page 48, enough so that each student has a question. Students walk round the room asking other students their question.

Activity 3 – A game with *wh* questions

Copy and cut up the question cards from activity 2. Add more questions if necessary. Students play in groups of 3 or 4.

Activity 4 – Ask your teacher questions.

- Read through the questions together
- Set a time limit e.g. 10 minutes.
- The student asks you as many questions as they can in the time limit given.
Write the answers on the board for the students to copy.
- The students can also add their own questions in the space provided.

Activity 5 – Pair work – Dates of birth and phone numbers

The information activity on page 51 & 52 gives students an opportunity to practise reading, saying and writing dates and phone numbers. Using the personal details of the characters in the workbook removes the privacy problem of students needing to share their own personal details.

Pre teaching:

- practise the questions together. Note that Student A asks questions about women and Student B asks questions about men. This focuses on the use of *her* and *his*.
- Demonstrate the activity with a confident student.

1



My information

First Name _____

Family Name _____

Address | Street _____

Suburb _____ Postcode _____

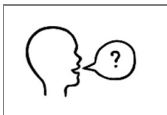
Date of Birth _____

Country _____

Phone Number _____

Emergency contact name: _____

Emergency contact number _____



Can you check my work please?



First Name _____

Family Name: _____

Address | Street _____

Suburb _____ Postcode _____

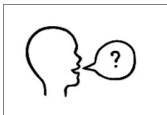
Date of Birth _____

Country _____

Phone Number _____

Emergency contact name _____

Emergency contact number _____



Can you check my work please?

2

Class exercise – common information questions



What's your given name?

What's your first name?

What's your family name?

What's your surname?

Where were you born?

What month were you born in?

What languages do you speak?

When did you come to Australia?

What's your post code?

Do you have children?

3

1 START

2 ?

3

4 ?

5

6 ?

7

8 ?

9

10

11 ?

12 ?

13

14 ?

15 ?

16

17 ?

18 ?

19

20

21 ?

22

23 ?

24 ?

25

26 END

Red - Miss a go.
Pick up a card and answer the question.
Green - Go forward 2 spaces.

4 Ask your teacher questions.

Question	Answer
Where do you come from?	
Where do you live? What suburb?	
When did you come to Australia?	
Do you have children?	
Do you drive to school?	
What food do you like?	
What do you do on the weekend?	

Digital option:

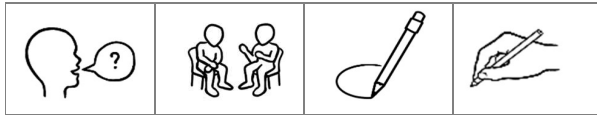
- Transfer the questions to one of the following sites:
<https://wordwall.net/> - choose Random wheel *
<https://wheeldecide.com/wheels/board-games/scategories-spinner/>
- Send link to student via text, WhatsApp etc. Students can take turns asking other students questions.

* The 10-minute video below gives a step-by-step guide on how to use Wordwall. Instructions about the Random Wheel starts at 7 minutes into the video.

https://www.teachertrainingvideos.com/complete_wordwall







5

Student A



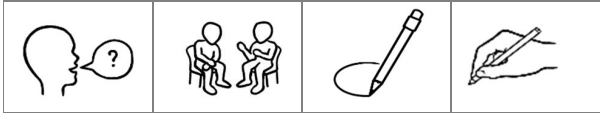
What's **Nisha's** date of birth?

What's **her** phone number?







	 Abdi	 Ming	 Bao
Date of birth	04.08.2004	27.03.1959	13.05.2004
Phone number	0465 971 356	0418 335 748	0409 188 674
	 Nisha	 Anika	 Pam
Date of birth			
Phone number			

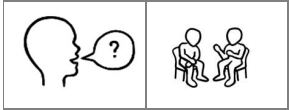
Student B

What's **Abdi's** date of birth?



What's **his** phone number?

	 Abdi	 Ming	 Bao
Date of birth			
Phone number			
	 Nisha	 Anika	 Pam
Date of birth	19.01.1978	30.09.1995	02.02.1956
Phone number	0411 825 999	0477 193 286	0407 165 972



Can you check my work please?

15. An English Class for Sahra

Activity 1 – Exercises for audio 2 in the student book

There are two listening exercises:

- Cutting up and ordering the conversation in pairs.
- A cloze exercise

Activity 2 – Audio 3 The receptionist helps Sahra

This conversation is an extension exercise. The language in the conversation and the cloze on the form may be too difficult for some students. There are three listening exercises to follow up the conversation audio.

1. Cut up the questions and answers. Order with a partner.
2. Cloze with question words
3. Word order for questions

Activity 3 - Sahra's Form

Activity 4 – Can and can't

- Practise questions with *can* in a variety of contexts, and the short answers *Yes, I can. No, I can't.*
- There are two scenarios. Students take turns to play the role of the receptionist and the student.
- Copy scenario 1 and cut it in half.
- The available days for classes are in white and the unavailable days in grey.
- Divide the class into pairs and give each student half the worksheet.
- Demonstrate the information gap activity with a confident student.
The first example is completed for both students.

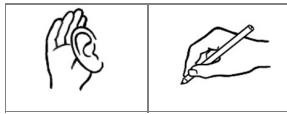


Cut up the sentences.

Listening Exercise 1



<p>Tahiil</p>	<p>Thank you. We have a daughter. Do you have childcare?</p>
<p>Receptionist</p>	<p>Yes. I can.</p>
<p>Tahiil</p>	<p>Hello. My name is Tahiil. This is my wife Sahra. She needs an English class.</p>
<p>Receptionist</p>	<p>Yes, we have child care. Can you fill in this form please Sahra?</p>
<p>Sahra</p>	<p>Mmm. Can you help me please?</p>
<p>Receptionist</p>	<p>Hello. Nice to meet you. You can enrol in English class here.</p>



Listening Exercise 2

meet

fill

nice

help

please

name

enrol

please

English

have

Tahil

Hello. My _____ is Tahil.

This is my wife Sahra.

She wants to _____ in an _____ class.

Receptionist

Hello. _____ to _____ you.

You can enrol in English class here.

Tahil

Thank you. We have a daughter.

Do you _____ childcare?

Receptionist

Yes, we have child care.

Can you _____ in this form _____ Sahra?

Sahra

Mmm. Can you _____ me _____?

Receptionist

Yes, I can.

The receptionist helps Sahra.

 **3** Listen to the conversation.



Receptionist: What's your full name?

Sahra: My name is Sahra Omar Elmi.

Receptionist: Where were you born?

Sahra: I was born in Somalia.

Receptionist: When were you born?

Sahra: I was born on the 7th of July 1996.

Receptionist: What languages do you speak?

Sahra: I speak Somali and Arabic.

Receptionist: When did you arrive in Australia?

Sahra: Sorry. Can you say that again please?

Receptionist: When did you come to Australia?

Sahra: Umm. On the 9th of June 2022.

Receptionist: Are you married or single?

Sahra: I am married.

Receptionist: How many children do you have?

Sahra: I have one child.

Receptionist: What is your address and phone number?

Sahra: Mmm. It's here on my card.

Receptionist: Oh yes. Thank you Sahra.

Please sign the form here.

Sahra: Yes. Thank you





Cut up the sentences.

Listening exercise 1



Receptionist: What's your full name?

Sahra: I was born in Somalia.

Receptionist: Where were you born?

Sahra: My name is Sahra Omar Elmi.

Receptionist: When did you come to Australia?

Sahra: I was born on the 7th of July 1996.

Receptionist: What languages do you speak?

Sahra: Sorry. Can you say that again please?

Receptionist: When did you arrive in Australia?

Sahra: I am married.

Receptionist: When did you come to Australia?

Sahra: I have one child.

Receptionist: How many children do you have?

Sahra: I speak Somali and Arabic.

Receptionist: Oh yes. Thank you Sahra.

Please sign the form here.

Sahra: Um. On the 9th of June 2021.

Receptionist: What is your address and phone number?

Sahra: Mm. It's here on my card.

Receptionist: Are you married or single?

Sahra: Yes. Thank you.

Listening exercise 2



How	When	What	Are you	Where
When	What	Please	What	When

Receptionist: _____ is your full name?

Sahra: My name is Sahra Omar Elmi.

Receptionist: _____ were you born?

Sahra: I was born in Somalia.

Receptionist: _____ were you born?

Sahra: I was born on the 7th of July 1996.

Receptionist: _____ languages do you speak?

Sahra: I speak Somali and Arabic.

Receptionist: _____ did you arrive in Australia?

Sahra: Sorry. Can you say that again please?

Receptionist: _____ did you come to Australia?

Sahra: Um. On the 9th of June 2021.

Receptionist: _____ married or single?

Sahra: I am married.

Receptionist: _____ many children do you have?

Sahra: I have one child.

Receptionist: _____ is your address and phone number?

Sahra: Mmm. It's here on my card.

Receptionist: Oh yes. Thank you Sahra.

_____ sign the form here.

Sahra: Yes. Thank you.



Listening exercise 3

1. your full is name? What

_____ *What is your full name?* _____

2. you were Where born?

3. you What languages do speak?

4. When Australia? in did you arrive

5. you Are married single? or

6. What address is and phone your number?

3 This is Sahra's form.



TAFE

Student Enrolment Form

PLEASE USE CAPITAL LETTERS.

Tick the box.

Full Name: *SAHRA OMAR ELMI*

Country of birth: *SOMALIA*

Date of Birth: _____

Languages: *SOMALI, ARABIC*

Date of arrival in Australia: _____

Marital Status: Married Single

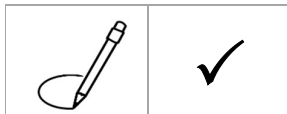
Number of children: _____

Address: *UNIT 6, 50 BAKER ROAD*

Suburb : *KELLIVALE* Postcode: *2421*

Phone number: *0455 961 259*

Signature: *Sahra Elmi*



For the doctor? For childcare? for English class?



Can you check my work please?

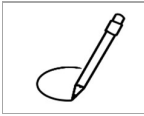
4 Can and can't

Scenario 1



Can you come to class on **Monday afternoon**?

Receptionist



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
morning		class	class	class	class	class
afternoon	class	class		class		
evening	class		class			



Yes, I can.

No, I can't.

Student

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
morning		No	No		No	
afternoon	✓	No	No		No	
evening						

Scenario 2



Can you come to class on **Monday morning**?

Receptionist



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
morning	class	class	class	class		class
afternoon	class	class		class	class	
evening		class	class			



Yes, I can.


No, I can't.


Student

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
morning	✓			No		
afternoon			No	No	No	
evening	No	No	No		No	

16. The Days

Intonation

Demonstrate how the voice rises at the end of closed *yes/no* questions 

and falls at the end of open *wh* questions and also at the end of answers and statements. 

- Project the following page.
- Read each question and response clearly showing the intonation; use hand movements to show the rise and fall. Students repeat each question and response using similar hand movements.
- Divide the class in two, with one section reading Nisha's questions and the other reading Sahra's responses.
- Swap roles.

Intonation



What do you do on Monday?

On Monday? I go to class.

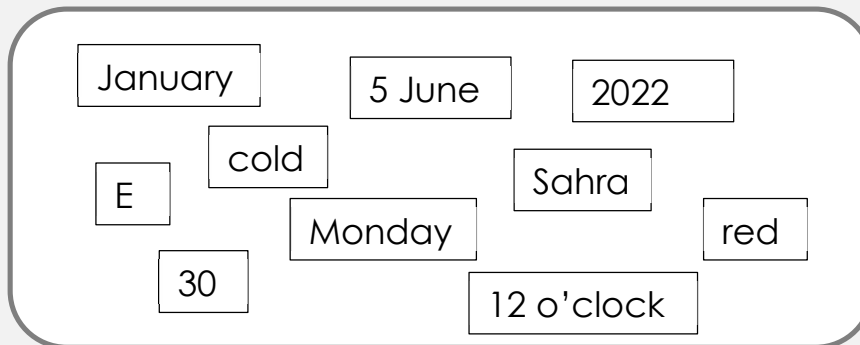


Nisha	Sahra
What do you do on Monday?	On Monday? I go to class.
What do you do on Tuesday?	On Tuesday? I go to class.
What do you do on Wednesday?	On Wednesday? I study at home.
What do you do on Thursday?	On Thursday? I clean the house.
What do you do on Friday?	On Friday? I go shopping.
What do you do on Saturday?	On Saturday? I go to the park.
What do you do on Sunday?	On Sunday? I watch soccer.

17. The Time

Activity 1 – Correctional stress – class activity

Write about 10 words, letters or numbers on the whiteboard – a mix of what's been already covered in class. e.g. numbers, letters, names, weather, days, months, times, colours.



These words, letters, numbers on the board provide the correct answers to the questions the teacher will ask. When introducing this activity, point to the answer after asking the question. Students answer, placing **stress** on the corrected word.

	Teacher questions	Student answers
1	Today is Tuesday. <i>[It's Monday.]</i>	No, it's Monday .
2	It's 11 o'clock. <i>[It's 12 o'clock.]</i>	No, it's 12 o'clock.
3	This is Hani. <i>[Holds up a picture of Sahra.]</i>	No, it's Sahra .
4	This is green. <i>[Holds up something red.]</i>	No, it's red .
5	It's hot today, isn't it? <i>[It's a cold day.]</i>	No, it's cold .
6	This is a small e. <i>[Holds up capital E.]</i>	No, it's a capital E .
7	This is thir teen . <i>[Holds up the number 30.]</i>	No, it's thirty .

Activity 2 – What time do you get up on Monday?

The worksheet includes a short survey of students.



What time do you get up on Monday?



I get up at 6:30.



I get up at 7:00.



I get up at 8:30.



I get up at _____ on Monday.



What time do you get up on Monday?

Student name	Write the time.



Write how many.

- _____ students get up at _____ on Monday.
- _____ students get up at _____ on Monday.
- _____ students get up at _____ on Monday.
- _____ students get up at _____ on Monday.

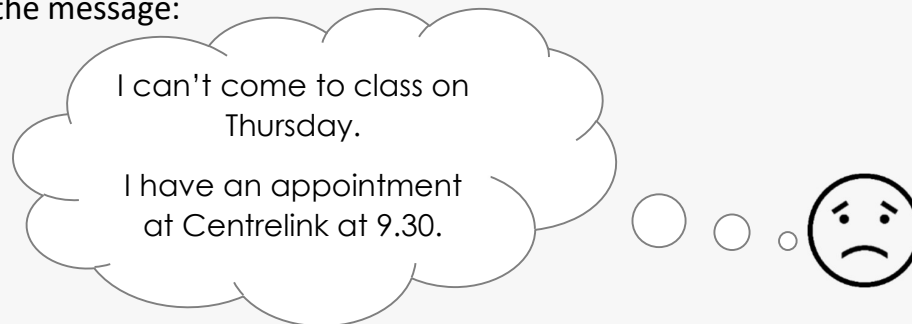
18. Messages

Activity – A writing model

1. Write the message on the board with the students. Read it together a number of times. Ask the students to copy it.

Hi Teacher
I can't come to class on Tuesday.
I have a doctor's appointment at 2.30pm.
Sahra

2. Ask which words could be changed for a different message. Underline those words in the original text. e.g *Teacher, Tuesday, doctor's appointment, 2:30, Sahra*
3. Students write a message to you using the model. Write on paper, then on the phone and show you. Ask students not to send the message. This is the reason for the message:



4. An extension is to send a message to a classmate to ask them to tell the teacher they can't come to class. This would require a new model for students to work from.

19. Two-letter sounds

Activity – Pronunciation *th*

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

- Unvoiced as in **three**
- Voiced as in **the**.

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

The unvoiced sound as in **three** is made by simply blowing air. Demonstrate by saying the word into the palm of the hand to feel the airflow.

The voiced sound as in **the** is made with the addition of the voice and vocal chords. Demonstrate by placing the palm over the throat to feel the vibrations.





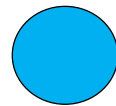





















Say each **th** word listed below, and ask students if the word is voiced or unvoiced. Write the word in the correct column.

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

Two-letter consonant sounds reference lists

The two-letter consonant sounds on the reference lists can be found throughout the Student Book. The lists can be used for a variety of activities and expanded as new words are introduced.

Two-letter consonant sounds picture reference list

	chips		chair		child
	black		blue		
	black		tick		
	clock		clap		cloud
	drive		friend		fruit
	phone		photo		play
	sharpener		shop		fish
	stop		street		stand
	student		swim		
	three		tree		

Sounds	Two-letter consonant words
bl	black, block, blue
br	brother, break, bring, brick, bread
ch	child, chips, childcare, change, China, children
ck	black, block, tick, brick, sick
cl	class, cloud, clap
cr	cross
dr	drive
fr	fruit, from, friends, Friday
gr	grandson, great, grey, greeting
ph	phone, photo
pl	please, play
pr	practise, problem
sh	shake, sharpener, she, shop, fish, fishing
sl	slowly
sm	small
sp	spell
st	stop, student, study, start, street
sw	swim, swap
th (1)	three, things, Thursday
th (2)	the, this
tr	tree, trip
wh	what, when, white

20. How many?

Pronunciation *b* and *p* [Commonly confused by Arabic speakers]

It's a good idea to do some pronunciation practice on the sounds **p** and **b** in this section.

Give each student a tissue to demonstrate the difference between the sounds **b** and **p**. Both sounds are made by pressing the lips together, then pushing them open with a puff of air. Show the lip formation and demonstrate the movement of air by holding a tissue in front of the mouth.

- The sound **p** is unvoiced as in **play**. **P** produces a puff of air and the tissue moves.
- The sound **b** is voiced as in **baby**. **B** is made by the addition of the voice and vocal chords. **B** does not produce a strong puff of air, so there is little to no movement of the tissue.

Say each **b** or **p** word listed below, and ask students if the word is voiced or unvoiced. Write the word in the correct column.

p unvoiced		b voiced	
p artner	p ark	b anana	b us
p lease	p roblem	b oy	b rother
p lay	p izza	b all	b aby
p oint	p urple	b lack	b orrow
p en	p ink	b read	b lue
p encil	p ractise		

- Level A - pictures and words
- Level B - words and no pictures.

Students need to remember to add an s when necessary.

Activity 1– Plurals memory game #1

- Give each student a picture of one of the objects on the following page.
- Project the image on page 76 and give students a minute to count their objects. Close the image.
- Elicit the numbers of each object from the relevant students.

Activity 2 – Plurals memory game #2

Repeat the exercise by projecting the image on page 77. This has the same objects, but different numbers of each. Hand out either a level A or level B worksheet once the objects are no longer visible. Depending on their level, students can add the number of objects to either:

- Level A - pictures and words
- Level B - words and no pictures.

Students need to remember to remove an s when necessary.

Pictures of objects to cut up and distribute.



ball



apple



banana



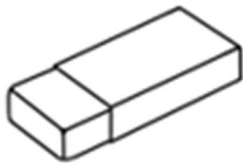
key



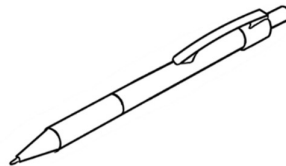
ice cream



student



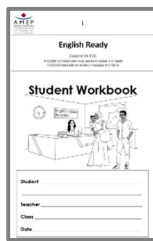
rubber



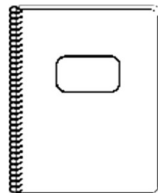
pen



pencil



workbook

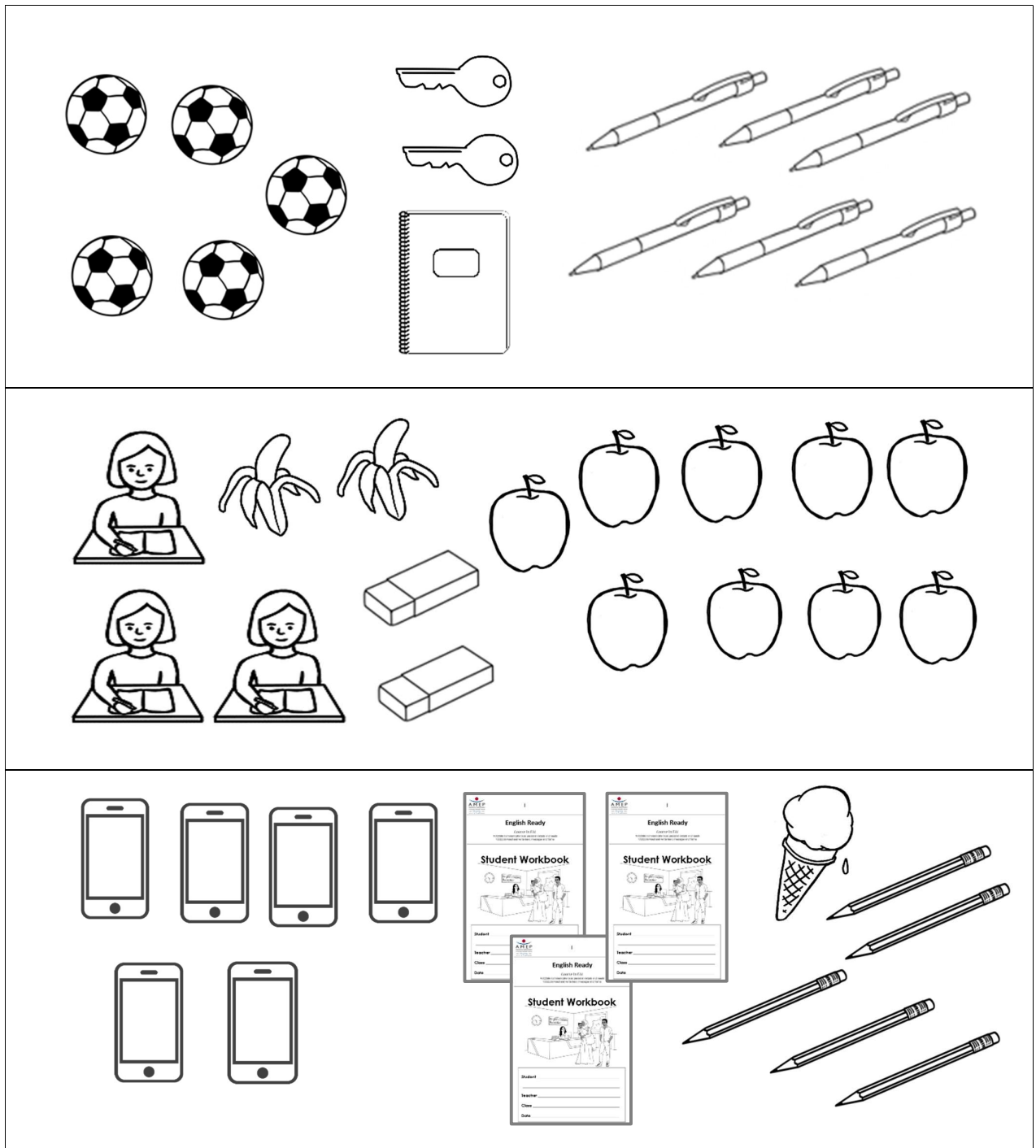


notebook

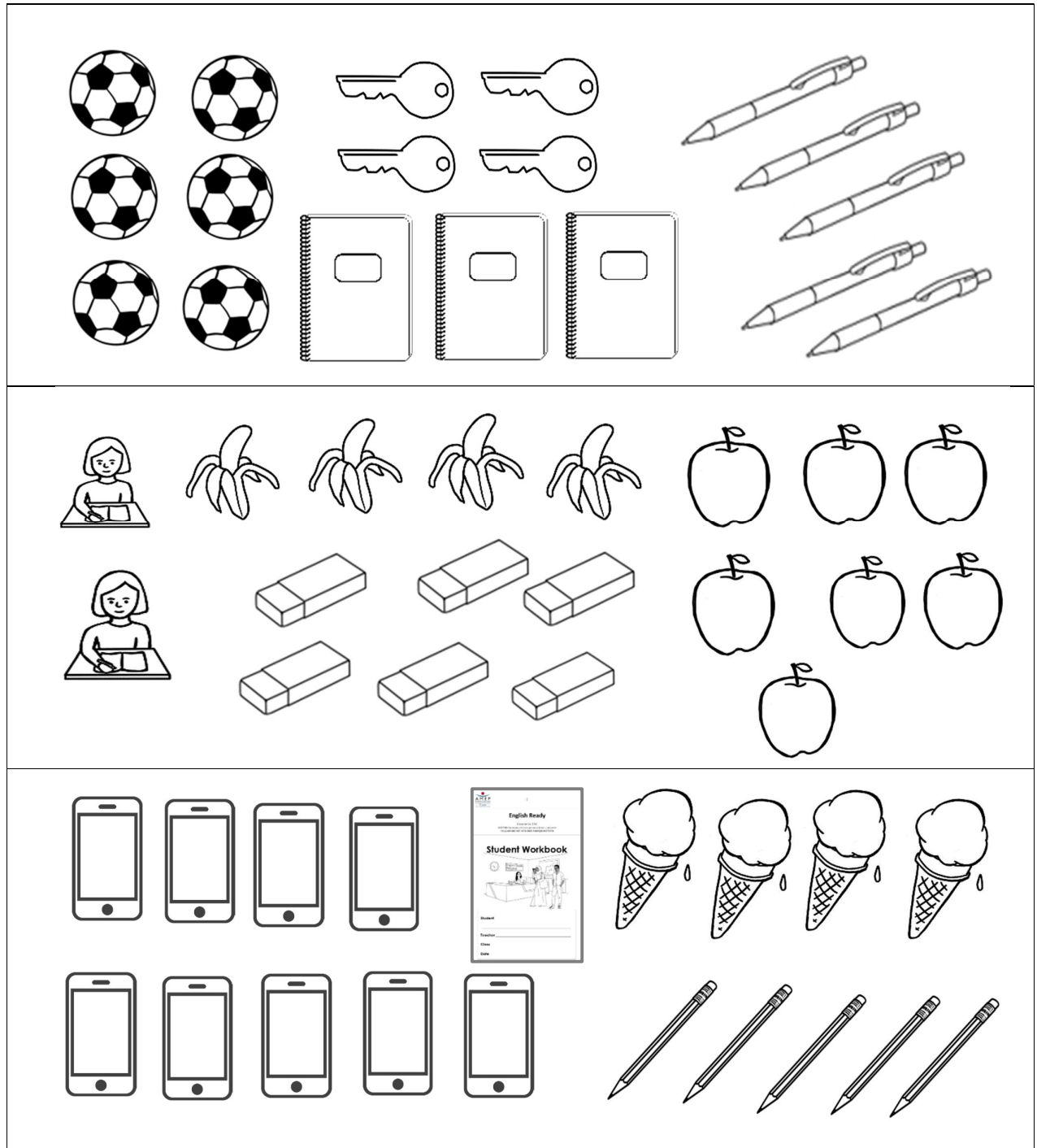


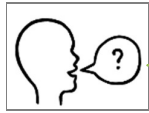
phone

Plurals Memory Game #1



Plurals Memory Game #2





How many?



Level A

balls 	notebooks 	keys 	pens 
students 	bananas 	rubbers 	apples 
phones 	workbooks 	ice creams 	pencils 



How many?



Level B

balls	notebooks	keys	pens
students	bananas	rubbers	apples
phones	workbooks	ice creams	pencils

21. What colour?

Activity – a colour dictation

This is a listening and speaking exercise to revise the colours and vocabulary introduced in this section and section 20.

- Divide the class into pairs.
- Project Student A's worksheet and explain that the six instructions in grey boxes need to be given to Student B. Student B must follow the instructions to colour the picture at the top of the page.
- Once the six instructions have been given and Student B has completed colouring, the roles are reversed. Student A must then colour the picture at the bottom of the page by following Student B's instructions.



Student A

1. Colour the seat red.

2. Colour the tree light green.

3. Colour her jacket pink.

4. Colour the dog black.

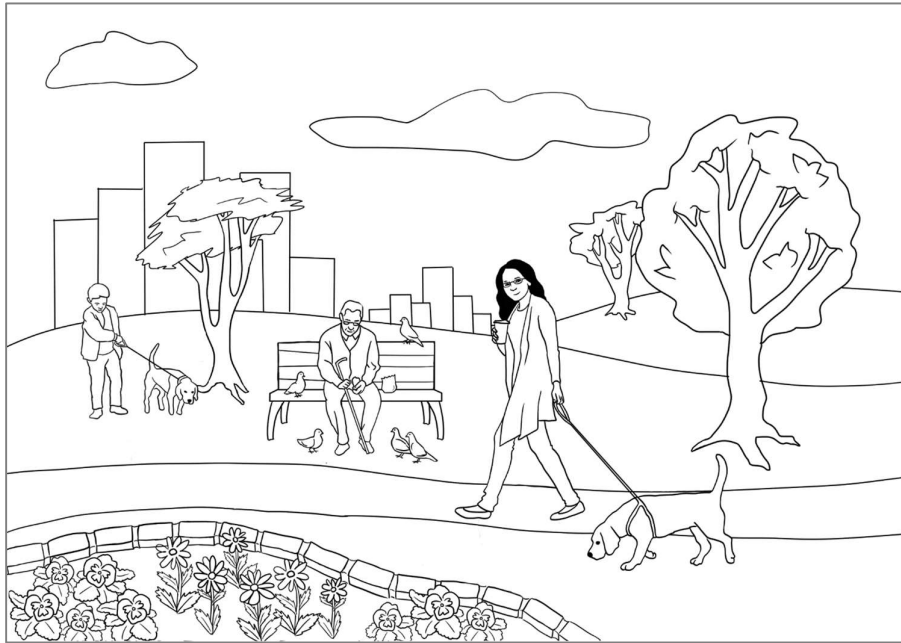
5. Colour 6 flowers yellow.

6. Colour 3 birds dark blue.



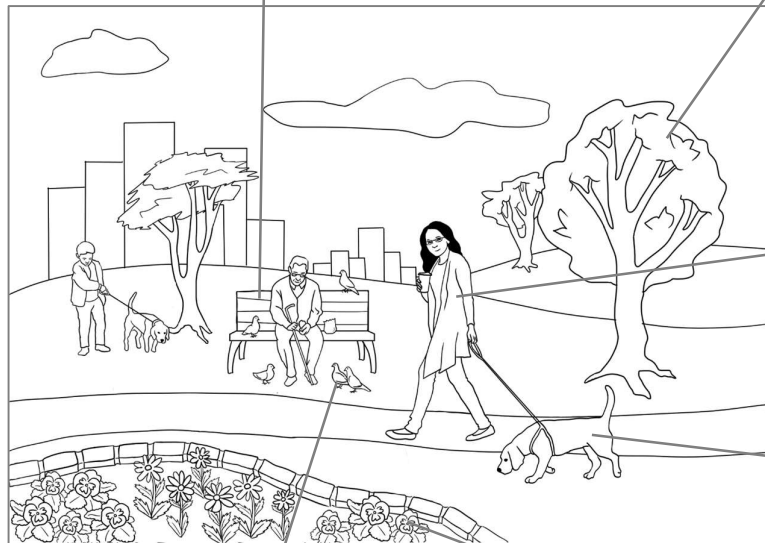


Student B



1. Colour the seat yellow.

2. Colour the tree dark green.



3. Colour her jacket purple.

4. Colour the dog grey.

6. Colour 3 birds light blue.

5. Colour 6 flowers orange.

22. At the Childcare Centre

Activity 1 – Conversations at the childcare centre

The following conversations would be particularly helpful for mothers with children in childcare. After listening, students can cut up and sequence each conversation. Some students may also be able to copy the dialogues into their notebooks. There is audio for both conversations.

- Conversation 1 – In the morning at the childcare centre - Audio



- Conversation 2 – In the afternoon – Audio



Activity 2 – Asking for clarification - 'I don't understand'

On page 87, there are three conversations in which students can practise asking for clarification when they don't understand.

1. In the morning at the childcare centre



Nisha: Good morning Sahra. How are you?

Sahra: Good thanks Nisha.

Nisha: Sahra, do you have
Hani's bag and water bottle?

Sahra: Yes, here they are.

Nisha: Can you put them here please?

Sahra: Ok. Here's Hani's hat.

Nisha: Good. Put her hat on now.

Sahra: Ok. Have a good day.

Nisha: You too. See you later.



In the morning



Good morning Sahra. How are you?	Ok. Here's Hani's hat.
Sahra, do you have Hani's bag and water bottle?	Yes, here they are.
Can you put them here please?	Ok, have a good day.
Good. Put her hat on now.	Good thanks Nisha.
You too. See you later.	

2. In the afternoon at the childcare centre



Nisha: Hi Sahra. How was your day?

Sahra: Good thanks.

Nisha: Hani is very happy today.

Sahra: She loves playing with the children.

Nisha: Does she like fruit?

Sahra: Sorry. What do you mean?

Nisha: Does she like apples?

Sahra: Yes, she likes apples and bananas.

Nisha: Ok, thank you. See you tomorrow.

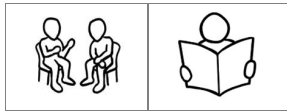
Sahra: See you tomorrow.

2. In the afternoon



Hi Sahra. How was your day?	She loves playing with the children.
Hani is very happy today.	Yes, she likes apples and bananas.
Does she like fruit?	See you tomorrow.
Does she like apples?	Good thanks.
Ok thank you. See you tomorrow.	Sorry. What do you mean?

I don't understand.



1



Pam	Does it get hot in Somalia?
Sahra	Sorry, can you say that again please?
Pam	Is it hot in Somalia?
Sahra	The weather in Somalia is beautiful.



2



Receptionist	When did you arrive in Australia?
Sahra	Sorry. Can you say that again please?
Receptionist	When did you come to Australia?
Sahra	Um. On the 9th of June 2022.



3



Nisha	Does Hani like fruit?
Sarah	Sorry. What do you mean?
Nisha	Does she like apples?
Sahra	Yes, she likes apples and bananas.



23. Tahil's week

Activity - Dictation

This short dictation tests the work in section 23 in the Student Book.

All words are provided for students to copy – either from the column of days on the side or within the dictation itself. More confident students can fold or cover the column of days.

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

I work on _ o _ _ _ .	Monday
I _ _ _ and study on _ u e _ _ _ .	Tuesday
_ _ _ _ _ _ _ _ d _ e _ _ _ .	Wednesday
I work and study on _ _ u r _ _ _ .	Thursday
_ _ _ _ _ on _ r _ _ _ .	Friday
I _ _ _ _ _ _ _ _ _ _ _ _ u r _ _ _ morning.	Saturday
I play soccer _ _ _ _ _ .	Sunday

24. Tahil plays soccer

Vocabulary revision

The vocabulary lists below include words introduced in previous sections and are grouped according to grammar or topic. The words can be given to students for homework to practice prior to the game below:

The Fly Slap Game

* You will need two new different coloured fly swats and a whiteboard.

- Divide the class into two teams, named after the colours of the swats.
- Write the revision words randomly over the board. Say the words as you write and ask students to repeat. Elicit sentences with each word.
- A student from each team stands at the board holding their team's swat.
- Students in the class take turns to call out a word. The first student at the board to slap the word wins a point for their team.
- Rotate students after about four words until everyone [if possible] has had a turn with the swats.
- Keep score on the board.

Extension: An extra point can be won if a team creates a sentence containing the word.

beautiful	good	dark	orange
painful	black	light	nice
hot	cold	blue	green

play	trip	run	break
fall	help	drive	work
study	come	see	send

soccer	ball	hospital	message
form	room	door	note
phone	school	baby	student

wife	daughter	son	husband
brother	sister	mother	father
uncle	grandson	granddaughter	grandfather

25. The Hospital Emergency

Activity 1 – Conversations with the nurse and the doctor

The following conversations, which include audio, continue the hospital scenario in the student workbook. Both dialogues include exercises.

Conversation 1 : The nurse Audio



Conversation 2: The doctor Audio



Activity 2 – Ask questions about words on forms

This activity includes the hospital form in the student workbook with some added details. It gives students some questions to ask when they don't understand the language used on forms.

Activity 3 – A text message from the hospital outpatients

The message includes some common abbreviations on more formal text messages.

Activity 4 – A get well card

This provides a model for students to write a get-well card.



Listen.

The nurse



Nurse Tahiiil Dihoud?

Tahiiil Yes.

Nurse What's the problem Tahiiil?

Tahiiil I hurt my foot at soccer today.

Nurse Can you walk?

Tahiiil No. It's very painful.

Nurse OK. Please wait to see a doctor.

Tahiiil Thank you.

Match.

What's
I hurt my foot
Can you
No. It's
OK. Please wait

walk?
very painful.
the problem Tahiiil?
at soccer today.
to see the doctor.



Student A	Student B
What's the problem?	I hurt my foot.
What's the problem?	I hurt my hand.
What's the problem?	I feel sick.
What's the problem?	I have a bad headache.



Listen.

The doctor



Doctor _____ . I'm the doctor.

_____ name's Elena.

What's your _____ ?

Tahiil Tahiil Dihoud

Doctor What's the _____ Tahiil?

Tahiil I hurt my _____ at soccer.

Doctor We _____ to x-ray your foot.

Tahiil OK.

Doctor Please _____ here.

- name
- foot
- My
- need
- problem
- wait
- Hello

After the x-ray

Doctor: Tahiil, your foot has a bad _____.

Do _____ work?

Tahiil: I'm a house painter.

I go to _____ too.

Doctor: You **can't** _____.

You can't _____.

You can't _____ to school.

Tahiil: I _____ understand.

Doctor: Your _____ has a **very** bad break.

You can't walk for _____ weeks.

Tahiil: Eight _____ ? Oh no!

- you
- school
- walk
- don't
- break
- work
- foot
- go
- weeks
- eight



With the doctor



Cut up the sentences.



Order the sentences with a partner.



Listen again.

Doctor: We need to x-ray your foot.

Tahiil: I hurt my foot at soccer.

Doctor: Please wait here.

Tahiil: Tahiil Dihoud

Doctor: Hello. I'm the doctor.

My name's Elena.

What's your name?

Tahiil: OK.

Doctor: What's the problem Tahiil?

After the x-ray



Cut up the sentences.



Order the sentences with a partner.



Listen again.

Doctor: You **can't** walk.
You can't work.
You can't go to school.

Tahiil: I'm a house painter.
I go to school too.

Doctor: Your foot has a **very** bad break.
You can't walk for eight weeks.

Tahiil: I don't understand.

Doctor: Tahiil, your foot has a bad break.
Do you work?

Tahiil: Eight weeks? Oh no!

Ask questions about words on forms.



I don't understand the words on the form.

Excuse me. What does this mean?

Sorry. I don't understand this word.

Can you explain this please?

I don't understand this. Can you help me please?

 **Hospital Patient Form**
PLEASE COMPLETE IN BLOCK LETTERS.
 Tick the boxes.

Title Mr Mrs Ms Miss
Gender Male Female Other

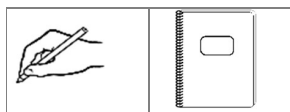
Family Name _____
Given Name _____
Date of Birth _____

Address | Street _____
 | Suburb _____ Postcode _____

Phone _____
Medicare Number _____ Expiry Date _____

Emergency contact name _____
Emergency contact relationship _____
Emergency contact phone _____

Signature _____
Date _____



Learn the questions for homework.



Hospital Patient Form

PLEASE COMPLETE IN BLOCK LETTERS.

Tick the boxes.

Title Mr Mrs Ms Miss

Gender Male Female Other

Family Name _____

Given Name _____

Date of Birth _____

Address | Street _____

 | Suburb _____ Postcode _____

Phone _____

Medicare Number _____ Expiry Date _____

Emergency contact name _____

Emergency contact relationship _____

Emergency contact phone _____

Signature _____

Date _____



Can you check my work please?



Tahiil gets a text message from the hospital.



Reminder
 Mr Tahiil Dihoud
 Your **appt**
 at Kellivale
 Outpatients is
 at 9.30**am**
 on Mon12 Feb
 Reply **Y** or **N**

 Kellivale
 Outpatients

reminder

appt = appointment

am = before midday

Y = yes

N = no

Match the answers to the questions.

Questions	Answers
1. What is this?	Mr Tahiil Dihoud
2. Who is the message to ?	9.00am
3. Who is the message from ?	a text message
4. When is the appointment?	Kellivale Outpatients
5. What time is the appointment?	Mon 12 Feb
6. What does Y mean?	No
7. What does N mean?	Yes



A get-well card

The English class writes a get-well card to Tahil.


	<p>Dear Tahil</p> <p>We are sorry about your foot.</p> <p>Get well quickly.</p> <p>Come back to class.</p> <p>We miss you.</p> <p>Your classmates</p>
---	---



Write a get-well card for your classmate Hassan.

He has a bad break in his arm.

He can't come to school.

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

26. Tahil can't come to class

These activities have not been included in the student workbook due to their added complexity. However, it's necessary for students to be aware of the Home Tutor scheme and how they can access it if necessary. Activities here include:

1. A volunteer tutor application form with comprehension questions
2. A text message from the home tutor to Tahil arranging the day and times for tutor sessions



A volunteer tutor

Tahiil can't walk.

He can't go to his English class.

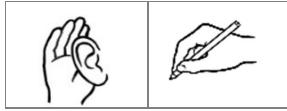
He fills in a form for a volunteer tutor.

VTS

Application for a Volunteer Tutor

Use **BLOCK LETTERS** and a black pen. Tick the box.

Family Name DIHOUD
Given Name TAHIIL JAMA
Gender Male Female Other
Date of Birth 27 JUNE 1994
Languages SOMALI, ARABIC
Address | **Street** UNIT 6, 50 BAKER RD
 | **Suburb** KELLIVALE **Postcode:** 2421
Phone number 0400 785 936
Email tjdihoud27@gmail.com
Emergency Contact Name SAHRA ELM I
Emergency Contact Phone 0455 961 259
Signature *TJ Dihoud*



What are the instructions on the form?

- Use _____ LETTERS and a _____ pen.
- _____ the box.

1. What is Tahil's date of birth? _____

2. What languages does he speak?

3. Who is his emergency contact? _____

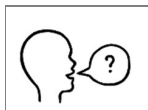
Tick one.

4. Why does Tahil fill in the form?

- He needs a doctor.
- He needs childcare for his daughter.
- He needs a volunteer tutor.

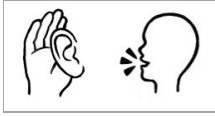
5. What is this?  TJDihoud27@gmail.com

- an email address
- a phone number
- a house address



Ask the teacher

Can you check my work please?



A message from a volunteer tutor



Hi Tahil,
 I am a volunteer tutor.
 My name is Paul.
 I can work with you for
 one hour a week.
 What day and time is
 OK for you?
 Please text me on
 0431 978 352.
 Paul



Circle the greeting.



Underline the ending.



Write answers.

1. Who is the message to? _____
2. Who is it from? _____
3. Who is Paul? _____
4. What's Paul's phone number? _____

Tick one.

Paul asks Tahil about the day and time

to play soccer. to learn English. to work.

27. Where and when?

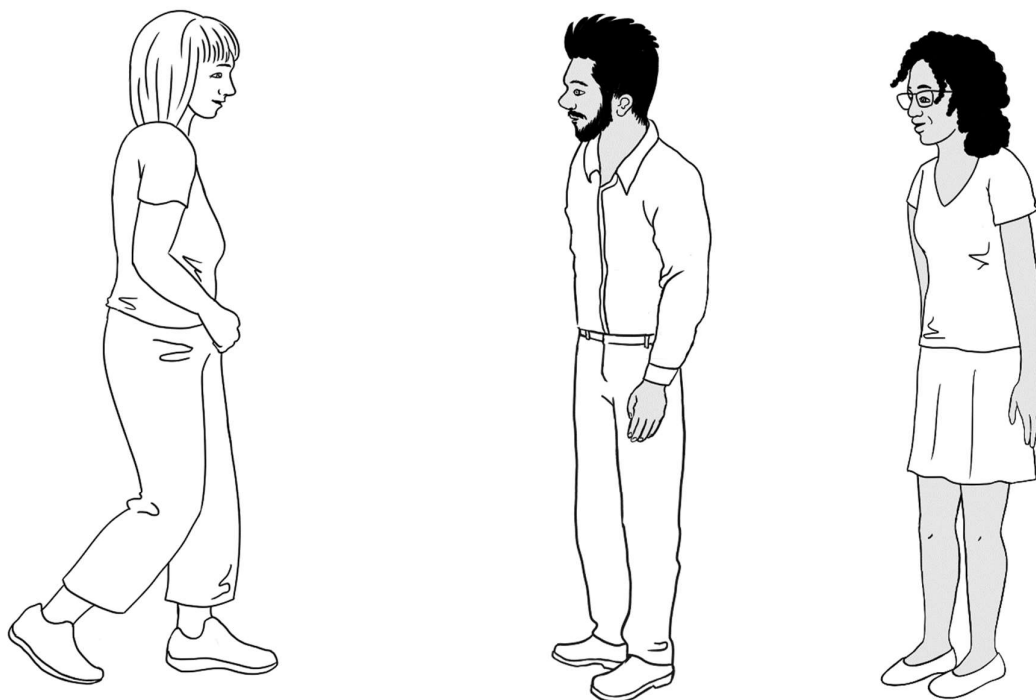
Worksheets – Places to study

The worksheets in this section aim to:

- emphasise the importance of learning beyond the classroom.
- alert the students to the learning opportunities available through the AMEP.

Select the worksheets relevant to your students.

Alternatively, use the characters below to create your own worksheets to meet the requirements of your site. These characters have no developed storyline within the books. The girl on the left has been called 'Alina' in some scenes.



Where and when?



Tahill breaks his foot.
 He can't walk.
 He can't go to class.
 Where can he learn English?

Thursday	Monday Tuesday Wednesday
<p>Tahill learns at home with a volunteer tutor.</p>	<p>He learns online.</p>



1. On _____, Tahill learns at home with a volunteer tutor.
2. He learns online on _____, _____ and _____.





Sahra has a little girl.

She can go to class part-time.

Where can she learn English?

Monday Tuesday	Wednesday	Saturday
<p>Sahra goes to class.</p>	<p>She learns with a friend.</p>	<p>She talks with her neighbour.</p>






1. Sahra goes to class on _____ and _____.
2. On _____ she learns with a friend.
3. On _____ she talks with her neighbour.



My name is Ming.
Where can I learn English?



Tuesday morning Friday morning Wednesday afternoon	Monday Thursday Saturday	Sunday
 <p>Ming learns at the community centre.</p>	 <p>He learns at home.</p>	 <p>Ming goes to the library.</p>



- Ming learns at the community centre on _____ and _____ morning.
- He learns at the community centre on _____ afternoon.
- He learns at home on _____, _____ and _____.
- Ming goes to the library on _____.






My name is Carim.
Where can I **study**?

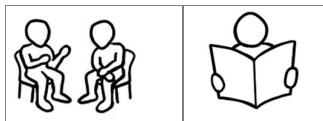
study = learn



Monday to Friday	Saturday Sunday	after class
 <p data-bbox="232 1129 506 1213">Carim studies full time at TAFE.</p>	 <p data-bbox="651 1129 880 1213">Carim studies in the library.</p>	 <p data-bbox="1070 1129 1299 1213">Carim studies at home.</p>



1. Carim studies full time from _____ to _____.
2. He studies in the library on _____ and _____.
3. He studies at home _____.



28. Audio files and transcripts



What food do you like? [Student Book - Section 11, Page 22]

MP3 files



1. What food do you like_Conversation 1.m



1. What food do you like_Conversation 1_R



1. What food do you like _ Conversation 2.r



1. What food do you like_Conversation 2_R



1. What food do you like_Conversation 3.m



1. What food do you like_Conversation 3_R



1. What food do you like_Conversation 4.m



1. What food do you like_Conversation 4_R

Transcripts

Conversation 1

Pam Sahra, what food do you like?

Sahra I like bananas and icecream.

Pam Do you like tea?

Sahra No. I don't like tea. I like coffee.

Conversation 2

Tahiil Anika, what food do you like

Anika I like pizza and cake.

Tahiil Do you like orange juice?

Anika No. I don't like orange juice. I like coffee.

Conversation 3

Lan Nisha, what food do you like?

Nisha I like noodles and rice.

Lan Do you like bread?

Nisha No. I don't like bread. I like hot chips.

Conversation 4

Abdi Bao, what food do you like?

Bao I like pizza and coffee.

Abdi Do you like cake?

Bao No. I don't like cake. I like bananas.



An English class for Sahra [Student Book - Section 15, Page 29]

MP3 files



2. An English class
for Sahra.mp3



2. An English class
for Sahra_Repeat.wav

Transcript

Tahil	Hello. My name is Tahil. This is my wife Sahra. She needs an English class.
Receptionist	Hello. Nice to meet you. You can enrol in an English class here.
Tahil	Thank you. We have a daughter. Do you have childcare?
Receptionist	Yes, we have childcare. Can you fill in this form please Sahra?
Sahra	Mmm. Can you help me please?
Receptionist	Yes. I can.



The receptionist helps Sahra. [Teacher resources Section 15, Page 56]

MP3 files



3. The receptionist helps Sahra.mp3



3. The receptionist helps Sahra_Repeat.w

Transcript

Receptionist	What's your full name?
Sahra	My name is Sahra Omar Elmi.
Receptionist	Where were you born?
Sahra	I was born in Somalia.
Receptionist	When were you born?
Sahra	I was born on the 7 th of July 1996.
Receptionist	What languages do you speak?
Sahra	I speak Somali and Arabic.
Receptionist	When did you arrive in Australia?
Sahra	Sorry. Can you say that again please?
Receptionist	When did you come to Australia?
Sahra	Umm. On the 9 th of June 2022.
Receptionist	Are you married or single?
Sahra	I am married.
Receptionist	How many children do you have?
Sahra	I have one child.
Receptionist	What is your address and phone number?
Sahra	Mmm. It's here on my card.
Receptionist	Oh yes. Thank you Sahra.
	Please sign the form here.

 **4 At the childcare centre in the morning**

[Teacher resources – Section 22, Page 83]

MP3 files

4. At the childcare centre in the morning.



4. At the childcare centre in the morning.

Transcript

Nisha Good morning Sahra. How are you?

Sahra Good thanks Nisha.

Nisha Sahra, do you have

Hani's bag and water bottle?

Sahra Yes, here they are.

Nisha Can you put them here please?

Sahra Ok. Here's Hani's hat.

Nisha Good. Put her hat on now.

Sahra Ok. Have a good day.



At the childcare centre in the afternoon

[Teacher resources – Section 22, Page 85]

MP3 files



5. At the childcare centre in the afternoon



5. At the childcare centre in the afternoon

Transcript

Nisha Hi Sahra. How was your day?

Sahra Good thanks.

Nisha Hani is very happy today.

Sahra She loves playing with the children.

Nisha Does she like fruit?

Sahra Sorry. What do you mean?

Nisha Does she like apples?

Sahra Yes, she likes apples and bananas.

Nisha Ok, thank you. See you tomorrow.

Sahra See you tomorrow.

**Tahiil and the nurse** [Teacher resources – Section 25, Page 92]**MP3 files**

6. Tahiil and the nurse.mp3



6. Tahiil and the nurse_Repeat.wav

Transcript

Nurse	Tahiil Dihoud?
Tahiil	Yes.
Nurse	What's the problem Tahiil?
Tahiil	I hurt my foot at soccer today.
Nurse	Can you walk?
Tahiil	No. It's very painful.
Nurse	OK. Please wait to see a doctor.
Tahiil	Thank you.

**Tahiil and the doctor** [Teacher resources – Section 25, Page 93]**MP3 files**

7. Tahiil and the doctor.mp3



7. Tahiil and the doctor_repeat.wav



7. Tahiil and the doctor after the x-ray.



7. Tahiil and the doctor after the x-ray.

Transcript**Before the x-ray**

Doctor Hello. I'm the doctor. My name's Elena.

What's your name?

Tahiil Tahiil Dihoud

Doctor What's the problem Tahiil?

Tahiil I hurt my foot at soccer.

Doctor We need to x-ray your foot.

Tahiil OK.

Doctor Please wait here.

Transcript

After the x-ray

Doctor Tahiiil, your foot has a bad break.
 Do you work?

Tahii: I'm a house painter. I go to school too.

Doctor You can't walk.

 You can't work.

 You can't go to school.

Tahiiil I don't understand.

Doctor Your foot has a very bad break.

 You can't walk for eight weeks.

Tahii: Eight weeks? Oh no!