

English Ready

22637 VIC Course in EAL

VU23497 Give and respond to short highly familiar information

VU23499 Read and write short, highly familiar factual texts

Information and Instructions



Student _____

Teacher _____

Class _____

Date _____

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

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Illustrations: Madelena Scott

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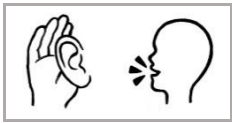
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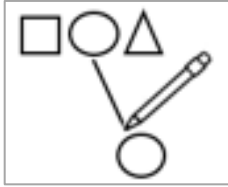

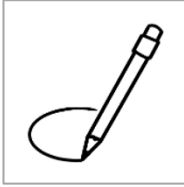
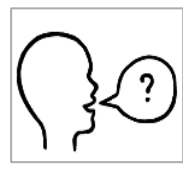






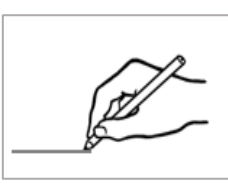
Table of Contents

1. Instructions.....	1
2. Meet the people	2
3. Do you understand?	4
4. Introductions	5
5. The alphabet	7
6. Numbers	11
7. The days.....	13
8. The time	14
9. The months	15
10. English class.....	17
11. Get ready for class.....	19
12. How many?	23
13. Instructions in class	25
14. The community centre	29
15. Signs at the community centre	31
16. A class timetable	33
17. Talk about family and friends.	35
18. The weather	48
19. The medical centre.....	54
20. What's this?.....	59
21. Word List.....	61

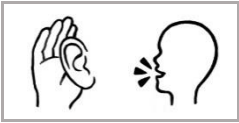
1. Instructions



Project and mime each instruction.

1.		listen	2.		say
3.		copy	4.		match
5.		read	6.		circle
7.		ask	8.		tick
9.		colour	10.		record
11.		work with a partner	12.		write
13.		point	14.		draw

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.*

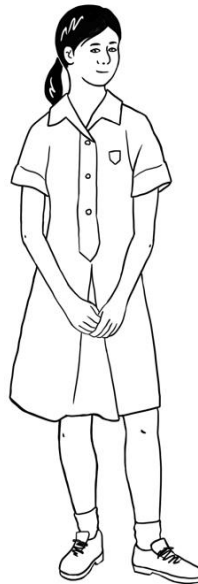
Ming's family comes from China.



This is **Ming**.



This is **Lan**.



This is **Mai**.



This is **Bao**.

Sahra's family comes from Somalia.



This is **Sahra**.



This is **Hani**.

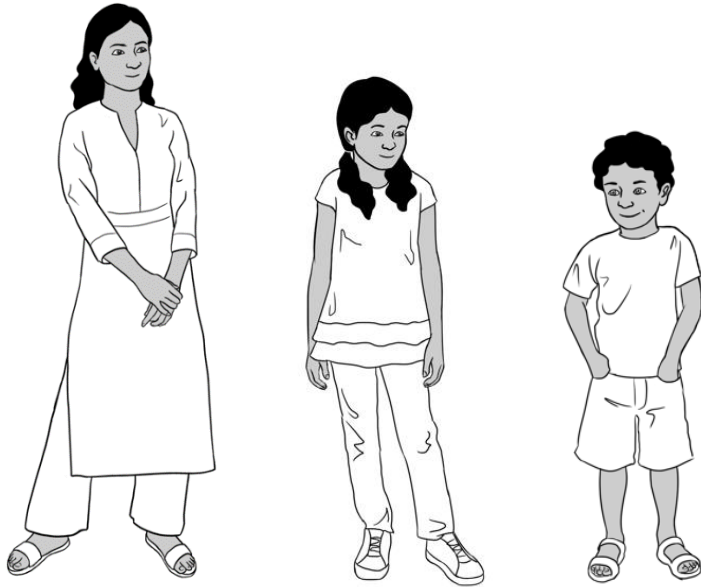


This is **Tahil**.



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.

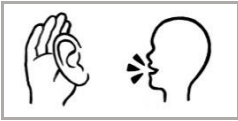


This is **Jenny**.



Give instructions to read with a partner.

3. Do you understand?



Ask students to listen to the sentences and repeat them.



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

Can you speak **slowly** please?

Can you say that **again** please?

Can you **help me** please?



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

1. Can you say that again please?

2. Can you speak _____ please?

3. Sorry, I _____ understand.

4. Can you _____ _____ please?

help me

don't

slowly

again ✓



Do you understand?

Explain to students that they can use body language e.g. nodding their head would mean Yes and shaking their head would mean No. Practice this in class.



Yes.

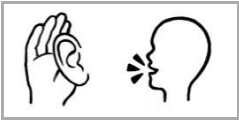
Nod your head.



No.

Shake your head.

4. Introductions



Ask students to listen to the sentences and repeat them. The teacher can mime with a student in class and encourage other students to listen and practice with their partners.



Hi. My name is Anika.
What's your name?

Hi. My name is Carim.

Nice to meet you.

Nice to meet you too.



Ask students to work with a partner and write their names. Encourage students to read with their partners.

Hi. My name is _____.
your name

What's your name?

Hi. My name is _____.
your partner's name

What's your name?

Nice to meet you.

Nice to meet you too.



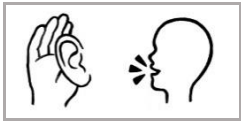
You



Your partner



Where are you from?



Ask students to listen to the sentences and repeat them. The teacher can use or project a map of the world and point to different countries.



Where are you from Carim?

I am from Syria.

Can you spell that please?

Syria S y r i a



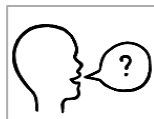
Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz



Ask students to complete the sentences about themselves. Students can ask two of their classmates 'Where are you from?' and complete the table below.



My name is _____.

I am from _____.

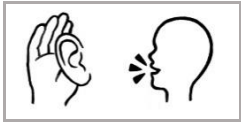


Where are you from?

Can you spell that please?

 the student's name	 the country

5. The alphabet



The Alphabet activities in this book are for revision. More activities can be found in Course in Initial Teacher resources, units VU23489, VU23491 and VU23492.

Capital letters



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

Small letters

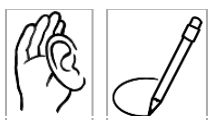


a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z



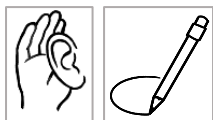
Read out selected capital letters randomly and ask students to circle them.

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



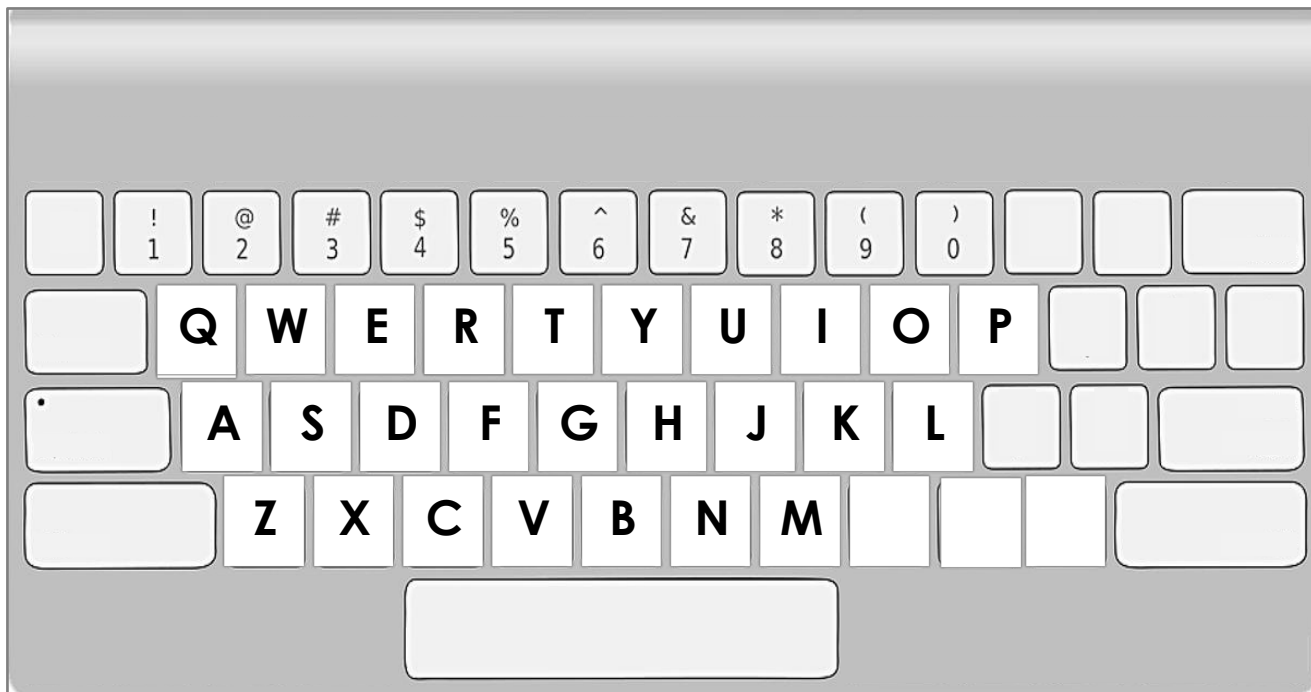
Read out selected small letters randomly and ask students to circle them.

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



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 teacher can ask the students to type each letter.

The keyboard letters



Ask students to write the small letters below the capital letters in the boxes provided.

1

	Q	W	E	R	T	Y	U	I	O	P
	q	w								

2

	A	S	D	F	G	H	K	L

3













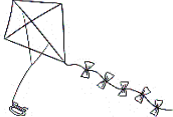

	Z	X	C	V	B	N	M








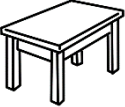





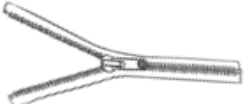


Encourage students to read the letters with a partner.



Show students how to use their phones to record the teacher's voice. Ask the students to record as you read the words. Encourage them to listen to their recording at home. Ask students to write a word with the same first sound in the spaces provided on the table.

The sounds of the alphabet			 Write a word with the same first sound.
a		apple	 ambulance
b		banana	
c		car	
d		dog	
e		exit	
f		fish	
g		glasses	
h		hat	
i		insect	
j		jacket	
k		kite	
l		lemon	

m		money	
n		nose	
o		orange	
p		pencil	
q		queen	
r		rain	
s		star	
t		table	
u		umbrella	
v		van	
w		window	
x		x-ray	
y		yam	
z		zip	

6. Numbers

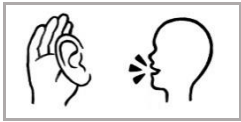


The Numbers activities in this book are for revision. Ask students to complete the table with the correct numbers. More activities on numbers can be found in Course in Initial Teacher resources, unit VU23493.

→									0
1	2	3	4	5		7	8		10
11		13	14		16		18	19	20
21	22		24	25		27			30
31		33	34		36		38	39	40
	42	43		45	46	47			50
51			54	55		57	58	59	
	62	63	64		66			69	70
71	72		74			77	78	79	80
		83		85	86	87			90
91	92		94		96		98		100



Students listen as the teacher reads out randomly selected numbers, and students circle the correct number.



Ask students to listen to the numbers and repeat after you.

1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten



Ask the students to find the numbers from the grey box in the puzzle and then write them on the lines provided.

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

1 _____

2 two

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

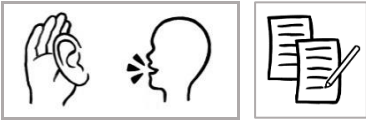


Ask students to fill in the blanks with the correct letters in order to complete the words.

1 o_n_e **2** __wo **3** thre__ **4** __our **5** fi__e

6 __ix **7** __even **8** eigh__ **9** ni__e **10** t__n

7. The days



Project the table below and say the name of days of the week and ask students to repeat after you. Point to the full word and the short word and mention that days of the week start with a capital letter. More activities on 'Days' can be found in Course in Initial Teacher resources for unit VU23490.

Full word		Short word
Monday <u>Monday</u>	Monday _____	Mon _____
Tuesday _____	Tuesday _____	Tues _____
Wednesday _____	Wednesday _____	Wed _____
Thursday _____	Thursday _____	Thurs _____
Friday _____	Friday _____	Fri _____
Saturday _____	Saturday _____	Sat _____
Sunday _____	Sunday _____	Sun _____



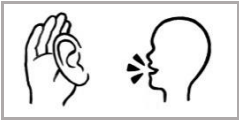
Ask students to complete the sentences.

Today is _____.

Tomorrow is _____.

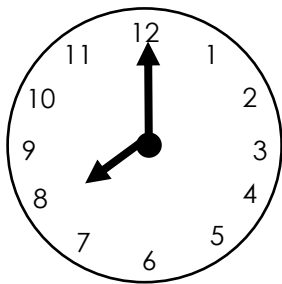
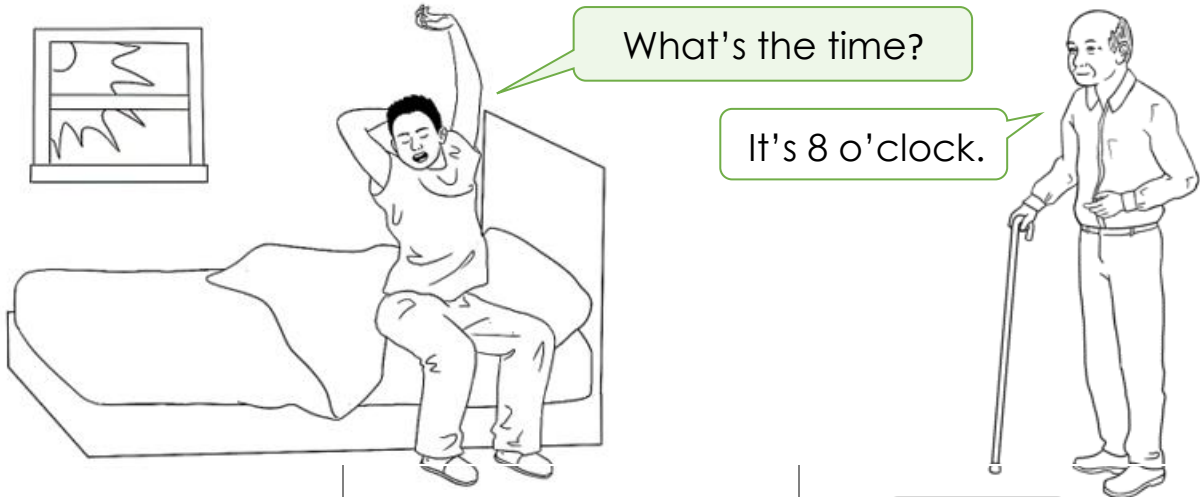
The weekend is Saturday and _____.

8. The time



Monday morning

Point to the pictures and the clocks. Read the conversation and ask the students to repeat after you. Ask students 'What's the time?' and encourage them to practice in class with their partners.



It's 8 o'clock. It's 8:00 am.

am = morning



It's eight thirty.
It's half past eight. It's 8:30 am.



It's 9 o'clock.
It's 9:00 am.

Read the dialogue box below. Ask the student 'What time do you get up?' and encourage them to practice in class with their partners.

I get up at 8 o'clock on Monday.
What time do **you** get up?

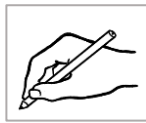
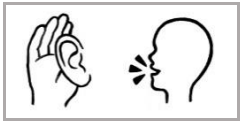


I get up at _____ on Monday.



What time do you get up?

9. The months



Project the page, say the name of the months and ask students to repeat them. Point to the long words and short words and mention that months start with capital letters. Ask students to write the missing letters.

	Long words.		Short words
1	January	Ja__uary	Jan
2	February	Fe__ruary	Feb
3	March	__arch	Mar
4	April	A__ril	Apr
5	May	M__y	May
6	June	Ju__e	June
7	July	Ju__y	July
8	August	Au__ust	Aug
9	September	Septem__er	Sept
10	October	Oct__ber	Oct
11	November	Nove__ber	Nov
12	December	De__ember	Dec



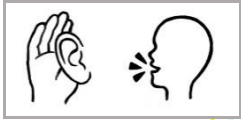
Ask students to write the name of the month. Encourage students to practice saying the months' names.

What is this month?
What is next month?



This month is _____.

Next month is _____.



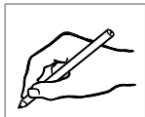
Read the dialogue and ask the students to listen and repeat. Check understanding by pointing to the picture and 'Birthdays'. Encourage students to practice reading with their partners.



When is your birthday Fatima?

My birthday is in **July**.
When is your birthday Mai?

My birthday is in **April**.



Ask students to complete the sentences about May and Fatima. Encourage students to write the month of their own birthday.

Mai's birthday is in April.

Fatima's birthday is in _____.

My birthday is in _____.



When is your birthday?

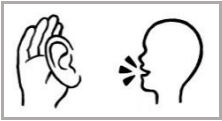


Encourage students to ask the teacher the question, 'When is your birthday?', and then their partner, and complete the sentences.

My teacher's birthday is in _____.

My partner's birthday is in _____.

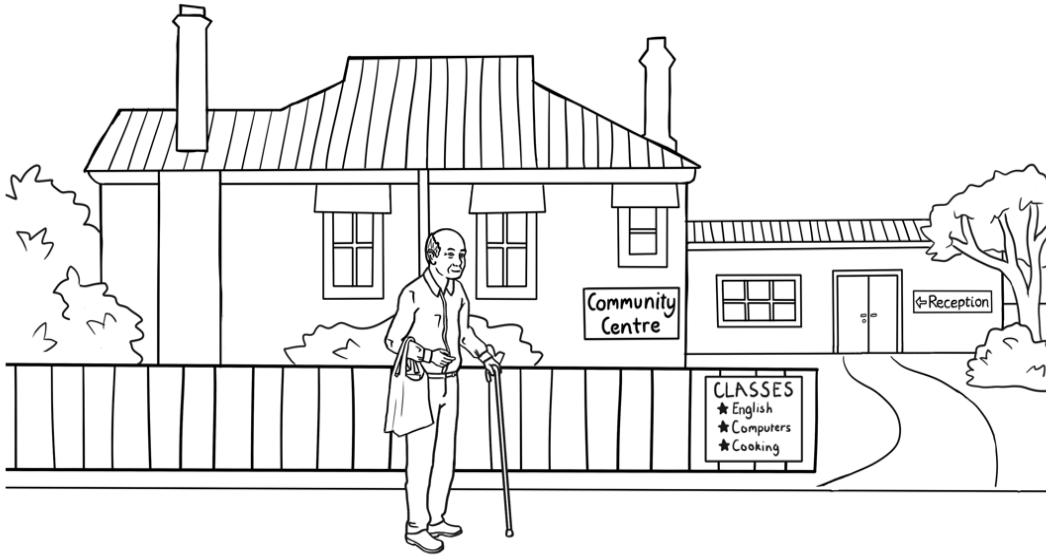
10. English class



Project the page and read the sentences. Point to the centre details, such as address, phone number, days and times. Check understanding by asking follow-up questions.

Ming wants to learn English.

He goes to the community centre.



Kellivale Community Centre

Address 50 Kemp St, Kellivale

Phone 6562 8261

Hours	Monday	9am – 4pm
	Tuesday	9am – 4pm
	Wednesday	9am – 4pm
	Thursday	Closed
	Friday	9am – 4pm
	Saturday	Closed
	Sunday	Closed



Ask students to read the sign and complete the sentences below.

The phone number is _____.

The centre is open on _____, _____,

_____ and _____.



Project the page and read the sentences and the message. Point to the time, day and month. Ask students to read the message with their partners and underline the time, day and month. Encourage students to copy these details in the table provided.

Carim wants to learn English.

He has an interview at TAFE.



Hi Carim
 Your interview
 is on Thursday
 20 January
 at 9:30 am.
 Go to
 reception.
 Kellivale TAFE



interview	Thursday	January
interview		



Ask students to complete the detail below and read with a partner.

1. When is the interview?

Day _____

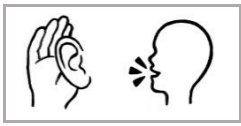
Date _____

Time _____

2. Where does Carim go to? _____.



11. Get ready for class.



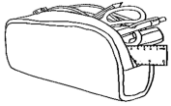
Project the catalogue and point to the stationary items on the catalogue. Read the words and the price and ask students to repeat after you. Ask students to practice pointing to and saying the words with a partner.




Carim gets ready for class.

He reads the School Shop catalogue.

The School Shop



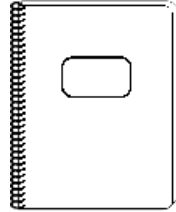
Get ready for school



Rubber
\$1.50

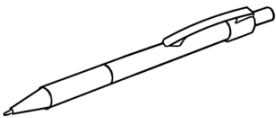
Highlighter
\$1

Notebook
\$5

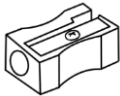


Pencil
50c

pen
\$2




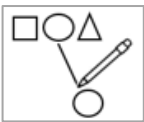
sharpener
\$3



USB
\$8

Ruler
80c



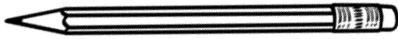
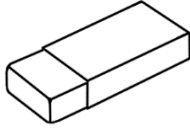
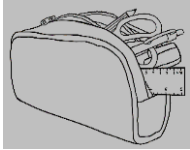

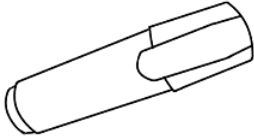
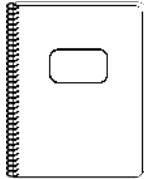

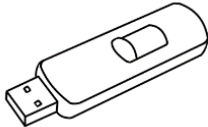


Ask students to match the price with the name of the stationary item.

1. pencil	\$1	5. notebook	\$3
2. rubber	\$2	6. sharpener	80c
3. highlighter	50c	7. USB	\$5
4. pen	\$1.50	8. ruler	\$8



Ask students to listen to the words, repeat them and copy the missing letters.

 pencil p__ncil	 rubber r__bber
 sharpener shar__ener	 pen pe__
 highlighter highligh__er	 notebook note__ook
 ruler ru__er	 USB us__

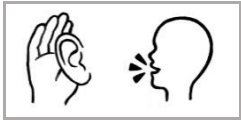


Ask students to complete the sentences. Encourage students to practice with a partner.

What do **you** buy?

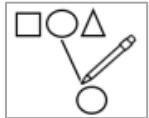
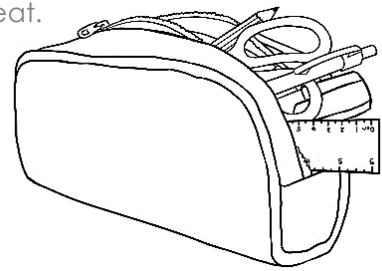


I buy a _____, a _____
 and a _____.


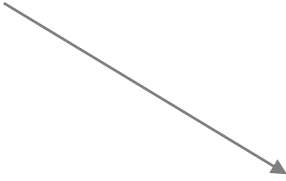
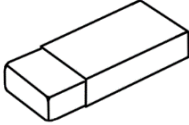
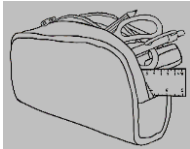
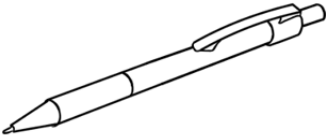
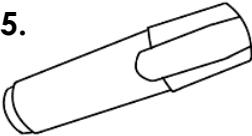
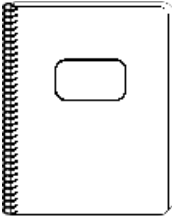

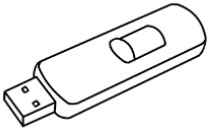


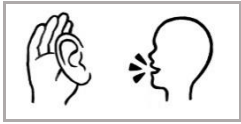
Read the two sentences and ask students to repeat.

Carim buys 8 things at the shop.
He puts 6 things in his pencil case.



Ask students to match the picture to the word.

<p>1.</p> 		<p>pen</p>
<p>2.</p> 		<p>pencil</p>
<p>3.</p> 		<p>rubber</p>
<p>4.</p> 		<p>sharpener</p>
<p>5.</p> 		<p>notebook</p>
<p>6.</p> 		<p>highlighter</p>
<p>7.</p> 		<p>USB</p>
<p>8.</p> 		<p>ruler</p>



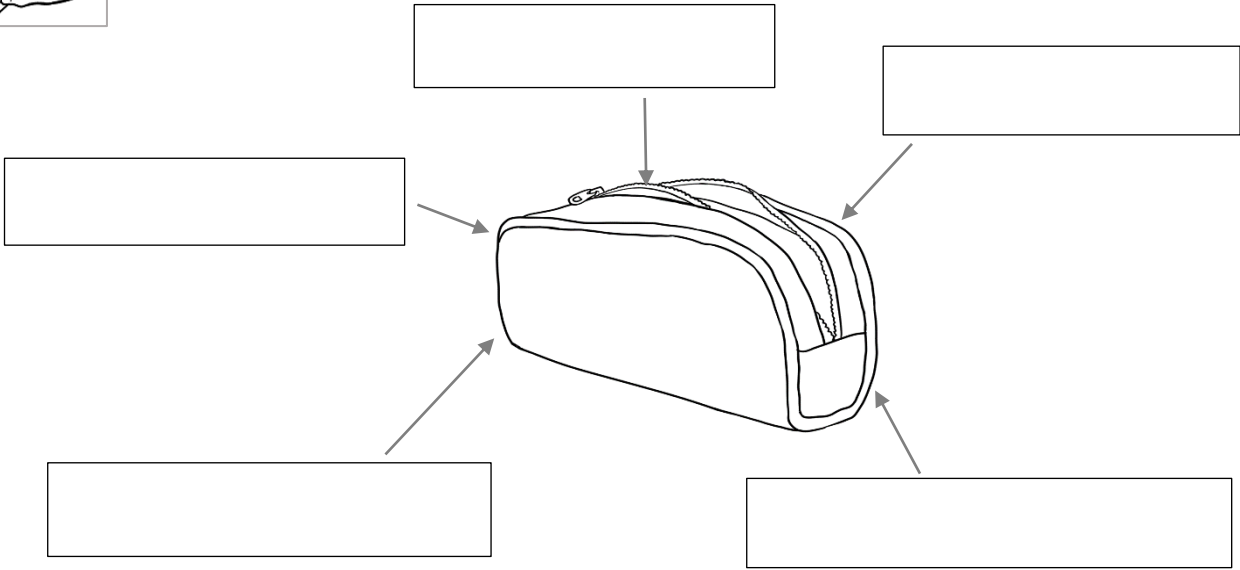
Read the sentence below for the students and ask them to check and write 5 things they have in their pencil case/ bags.



I have 6 things in my pencil case.
What's in your pencil case?



Give instruction to write 5 things in students' pencil case.



Ask students to write the words in the blanks provided. Encourage students to check spelling using the words on page 21.

I have a _____, a _____, a _____, a _____ and a _____ in my pencil case.



What's in your pencil case?

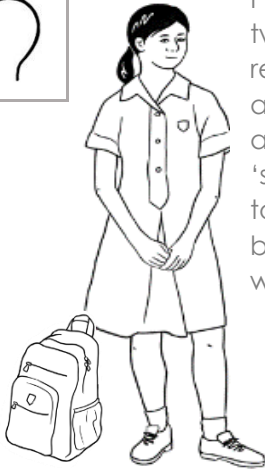
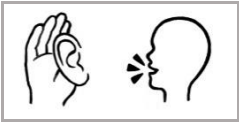
Encourage students to work with their partner and ask the question above and complete the sentences. Encourage students to read the completed sentences and copy in their notebooks.



My partner has a _____, a _____, a _____, a _____ and a _____.



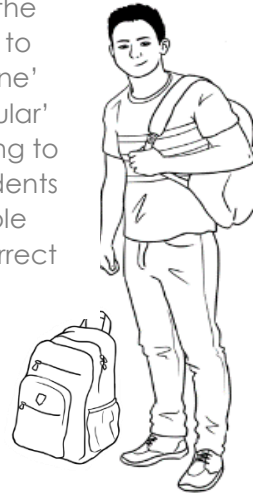
12. How many?



Mai has **one bag**.

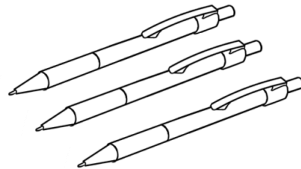
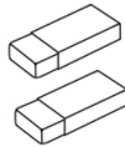
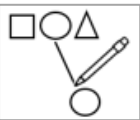
one

Project the page and read the two sentences. Ask students to repeat after you. Point to 'one' and 'two' and explain 'singular' and 'plural' nouns by pointing to 's' in 'bags'. Encourage students to count the items in the table below and match to the correct words.



Bao has **two bags**.

more than one



one ruler
two rubbers
three pens
four pencils
nine books



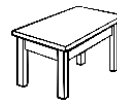
Encourage students to look around the class and count the students, tables and chairs.

1. How many **students** are in your class?



_____ students

2. How many **tables** are in your room?



_____ tables

3. How many **chairs**?



_____ chairs



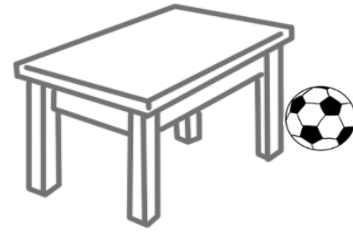
Project the picture and read the phrases. Ask students to repeat after you. You can use different items e.g. pens, books, or phones in class to check understanding by asking follow-up questions.



on the table



under the table



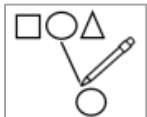
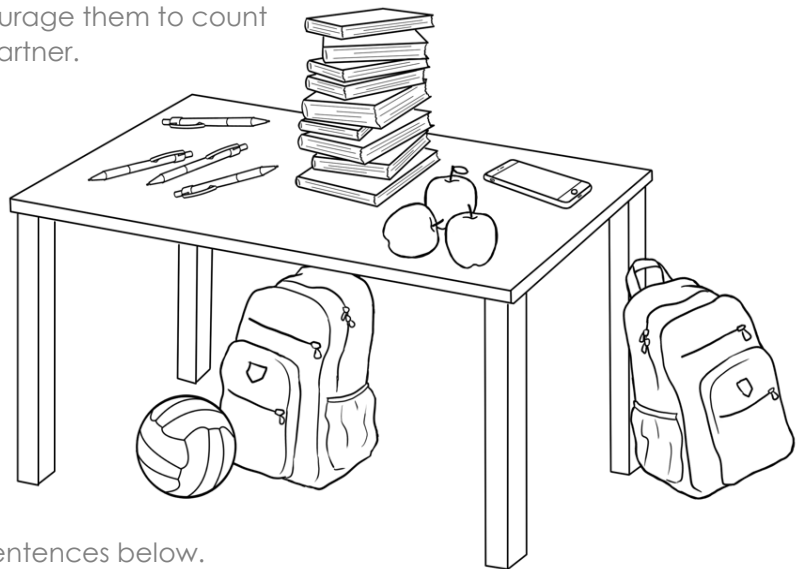
next to the table

on the table



Ask students the question, encourage them to count the items and practice with a partner.

How many **pens** are on the table?



Ask students to match the sentences below.

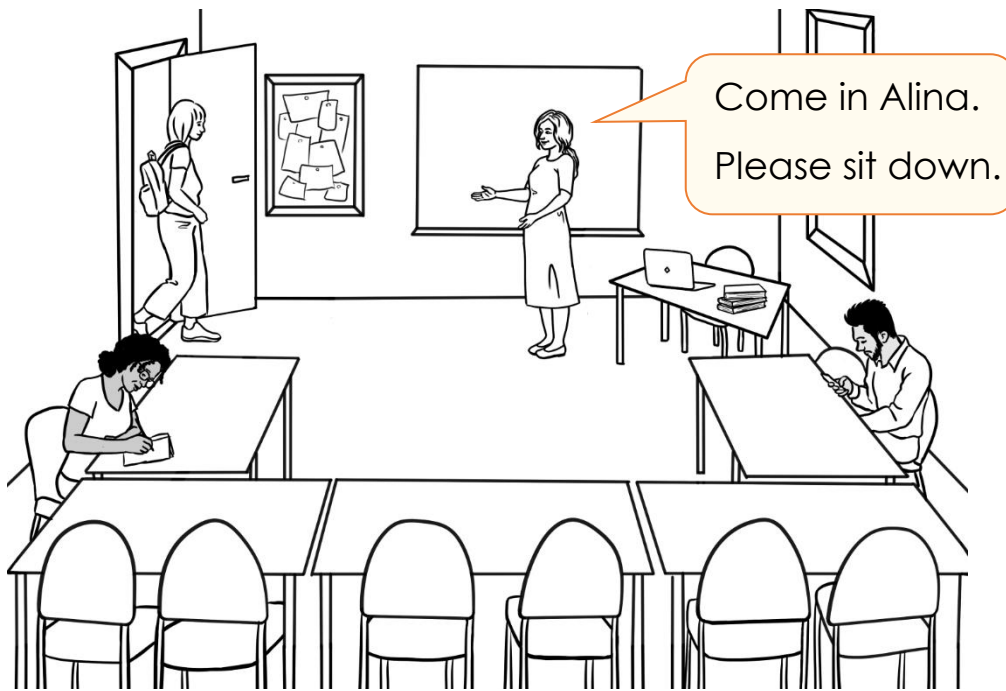
1. There is **one** ball
2. There is **one** phone
3. There is **one** bag
4. There are **three** apples
5. There are **four** pens
6. There are **nine** books

on the table.
under the table.
next to the table.

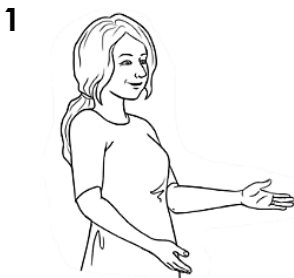


Encourage the students to read the sentences with a partner.

13. Instructions in class



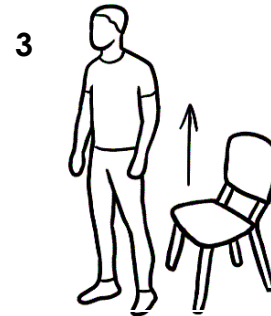
Project this page. Read the instructions below and mime them in class. Check understanding by asking students to follow the instructions.



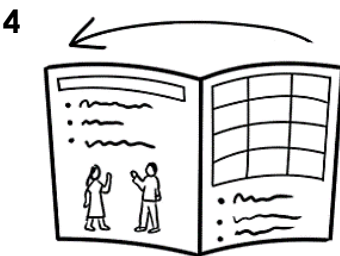
Come in.



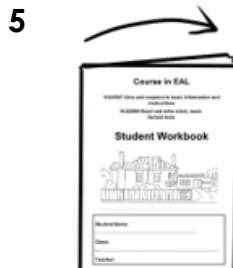
Sit down.



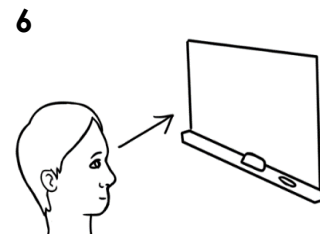
Stand up.



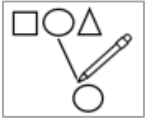
Open your workbook.



Close your workbook.



Look at the board.



Ask students to match the pictures to the instructions and copy the instruction in the space provided.

<p>1</p>	<p>Stand up. <u>Stand up.</u></p>
<p>2</p>	<p>Come in. _____</p>
<p>3</p>	<p>Open your workbook. _____</p>
<p>4</p>	<p>Sit down. _____</p>
<p>5</p>	<p>Look at the board. _____</p>
<p>6</p>	<p>Close your workbook. _____</p>



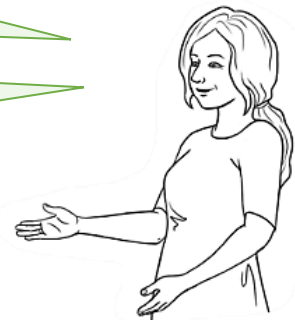
Read the sentences and point to the word 'please'. Mention that this word is used to be polite.



Please sit down.

Look at the board please.

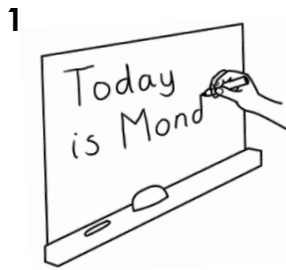
Open your workbook please.



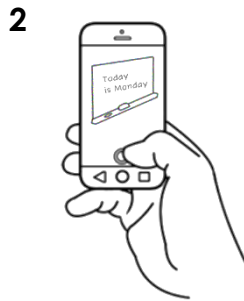
Ask students to read the sentence with their partners.



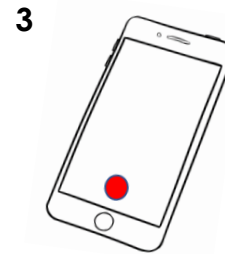
Read the instructions in class. Ask students to repeat after you. Ask students to repeat and follow the instructions with their partner.



Write on the board.



Take a photo.



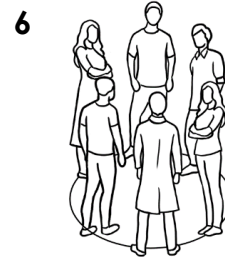
Record the teacher.



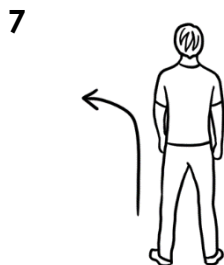
Stand next to the table.



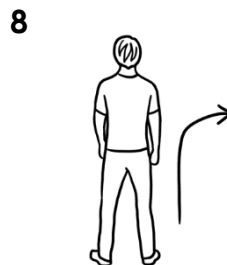
Stand in a line.



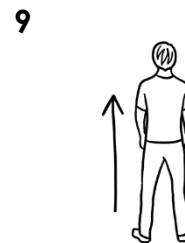
Stand in a circle.



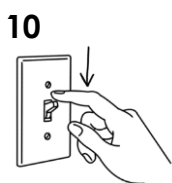
Go left.



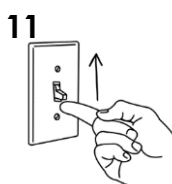
Go right.



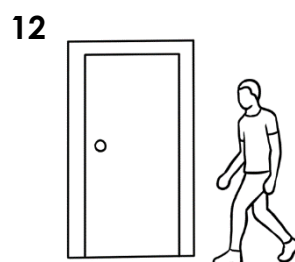
Go straight ahead.



Turn the light on.



Turn the light off.



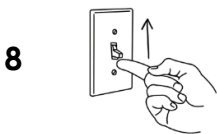
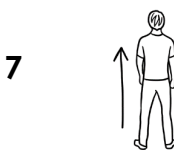
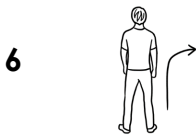
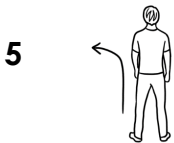
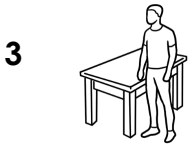
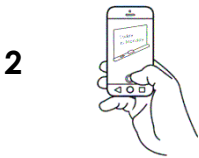
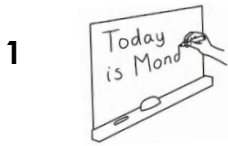
Walk slowly to the door.



Walk quickly to the door.



Ask students to read, match and copy the instructions.



Take a photo.

 Take a photo.

Stand in a line.

Write on the board.

Go right.

Stand next to the table.

Turn the light off.

Go left.

Go straight ahead.



Read the sentences and remind the students about being polite. Point to the word 'please'.

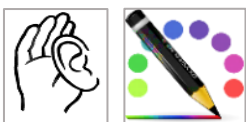


Can you stand in a line **please**?

Can you turn on the light **please**?



14. The community centre



Ask students to colour the boxes and then the picture below.

red	
blue	
orange	

green	
yellow	
white	

brown	
black	
grey	



Colouring helps students develop the fine motor skills required for pencil grip.



Play Audio 1 and ask students to circle as they listen. The teacher can repeat and pause the audio as many times as need be to check understanding.

1. The community centre is	in Kemp Road.	in Kemp Street.	in Kemp Lane.
2. The building is	old.		new.
3. Near the door, there is	an old tree.	a big tree.	a small tree.



Play Audio 1 and ask students to complete the sentences using the words from the box. Encourage the students to put a tick next to the word that they have used.

Woman Excuse me.
Where is the community centre ?

Man The community centre?
Oh, it's in Kemp _____.
It's an _____ building.
It has a _____ roof and
a _____ fence.
There's a _____ tree
near the front door.

Woman Did you say a red _____?

Man Yes, that's right and
a brown _____.

Woman Okay, thank you.

- Street
- red
- centre ✓
- old
- fence
- brown
- small
- roof



Ask students to put the words in order to make a sentence as per the model. Encourage them to read with a partner and copy the sentences.

1. building. It's old an

It's an old building.

2. has roof. red It a

3. a It fence. brown has

15. Signs at the community centre



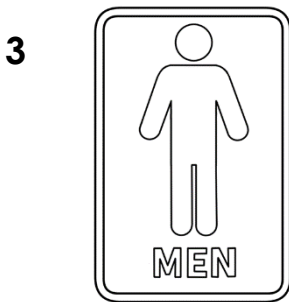
Project the signs on this page. Read the signs and ask students to repeat them. Ask the students to tick the signs they can see in their English Centre.



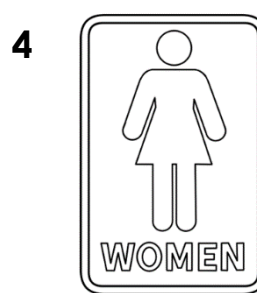
No smoking



Exit



Men's toilet



Women's toilet



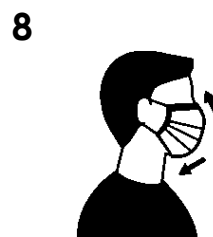
Do not put rubbish in the toilet.



Wash and dry your hands.



Wet floor



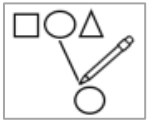
Wear a face mask.



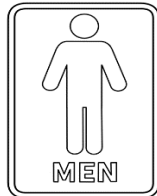
Turn off the sound on your phone.



Put rubbish in the bin.

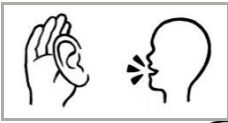


Ask students to match the words and the pictures.



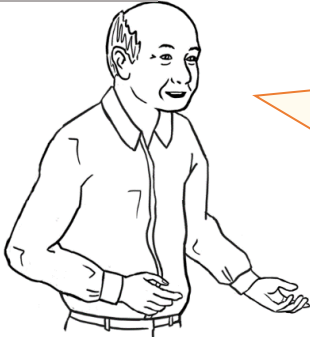
Exit
Men's toilet
No smoking
Women's toilet
Wash and dry your hands.
Do not put rubbish in the toilet.
Wear a face mask.
Wet floor
Put rubbish in the bin.
Turn off the sound on your phone.

16. A class timetable



Project the page below. Point to the timetable. Explain that this is Ming's timetable.

Ming's timetable



This is my timetable.
I go to class on Tuesday,
Wednesday and Friday.

Check understanding by asking follow-up questions about, time, day and room number. The teacher can extend these activities by asking students to look at their own timetables and asking follow-up questions e.g. When do you come to class?

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning <i>am</i>		9:00 - 12:00 Room 4		Closed	9:30 - 12:30 Room 3
Afternoon <i>pm</i>			1:00 - 3:30 Room 4	Closed	

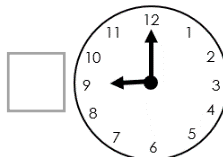


Ask students to tick the answer.

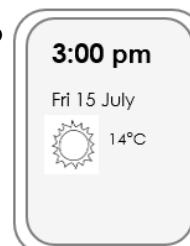
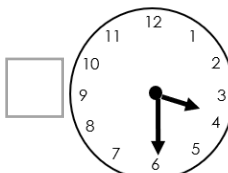
1. When does Ming go to class?

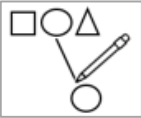
Monday Tuesday Wednesday Friday

2. What time does Ming start on Tuesday?



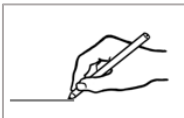
3. What time does Ming finish on Wednesday?



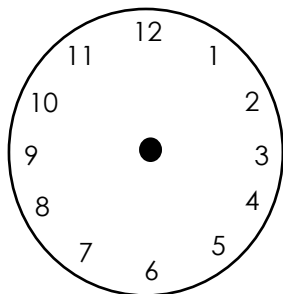


Ask students to match time and days with the pictures.

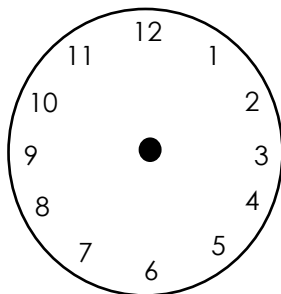
	<p>Tuesday 9:00 12:00</p>	
	<p>Wednesday 1:00 3:30</p>	
	<p>Friday 9:30 12:30</p>	



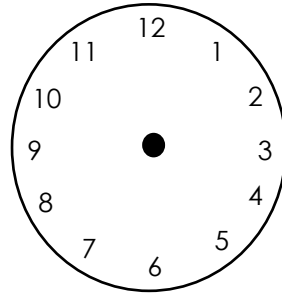
Using an analogue clock, show the students different times. Then ask the students to draw the clock arms in the pictures below.



9:00 am



9:30 am



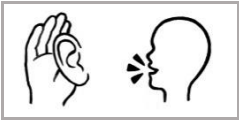
1:00 pm



Ask students to check their timetables and write the start and finish time of the class.

1. Today I start class at _____.
2. Today I finish class at _____.

17. Talk about family and friends.

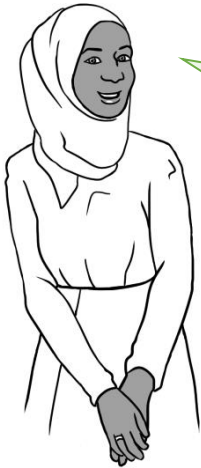


Project page 35. Ask students to listen as you read and repeat. Point to the family words on page 35. Encourage students to find family words on page 36 and practice reading with a partner.

Sahra's family



My name is Sahra.
This is my **family**.



I am married.
This is my **husband** Tahiiil.



This is my **daughter** Hani.



This is my **brother** Abdi.

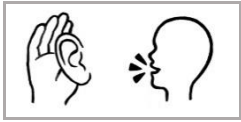


Sahra is my **sister**.
Hani is my **niece**.



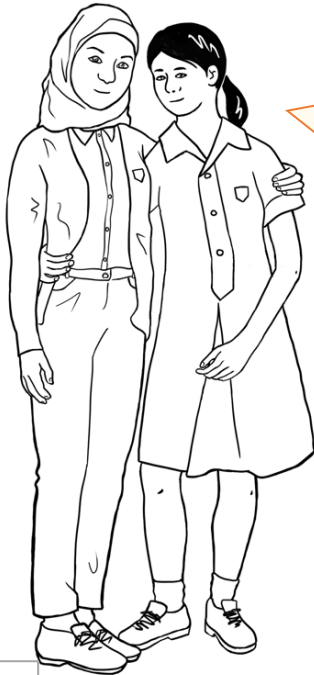
Tahiiil is my **brother-in-law**.





Mai's friend

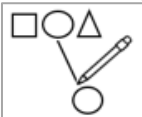
Project page 36 and read in class. Ask students to repeat the sentences. Point to the verbs and teach subject verb agreement by pointing to the noun, pronoun and the verb.



Fatima **is** my friend.
 She **comes** from Syria.
 She **has** a brother.
 His name **is** Carim.



I **have** a brother too.
 His name **is** Bao.



Ask students to match two parts of the sentence.

Fatima is	from Syria.
She comes	Carim.
She has	my friend.
His name is	a brother.
I have	Bao.
His name is	a brother too.



Ask students to complete the sentences and read them with their partners.

Fatima _____ Mai's friend.
 She _____ from Syria.
 She _____ a brother.
 His name _____ Carim.





Activities on pages 37 to 40 help students learn how to describe a person.

Tall or short

I am **tall**.
Hani is **short**.



Project the picture of Tahil and Hani. Read the sentences and ask students to repeat after you. Check understanding by asking follow-up questions e.g. 'Who is tall' or 'Who is short?'



Who is tall? Ask students to tick the answer.

1	2	3
Abdi ✓	Hani	Carim
	Fatima	Nisha
		Dev



Ask students to write the answers and check with their partners.

tall

short

- Abdi is tall. Hani is _____.
- Carim is _____. Fatima is _____.
- Nisha is _____. Dev is _____.

Who is **tall** in your class?






Ask students to write the name of two of the tallest students in class as long as this will not be offensive to any students.

_____ and _____ are tall.



Project the page and point to 'Age'.
Read the words and the sentences
and point to the pictures.

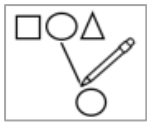
Age

old	middle-aged	young
		
Ming	Lan	Mai

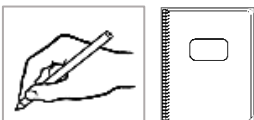


Ming is **old**.
Lan is **middle-aged**.
Mai is **young**.
I am **young**.

Check understanding by asking follow-up questions e.g. 'Who is old?' or 'Is Ming Middle-aged?'



Ask students to match the words and the pictures.

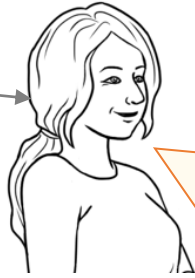


Ask students to make sentences about the characters and write them in their notebooks.



Project the page and point to 'Hair'. Read the words and the sentences and point to the pictures.

Hair



I have **long** hair.

Mai has **long** hair.

Carim has **short** hair.



Ask students to copy the sentences in lines provided.



1. Nisha has long hair.

Nisha has long hair.



2. Anika has long hair.

_____.



3. Bao has short hair.

_____.



Say the words, read the sentences and ask the students to repeat them.

1 

straight



Lan has **straight** hair.

2 

wavy



Nisha has **wavy** hair.

3 

curly



Dev has **curly** hair.

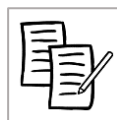


Ask students to complete the sentence.

1. Lan has straight hair.

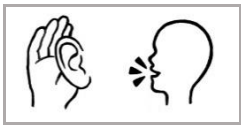
2. Nisha has _____ hair.

3. Dev has _____ hair.



Encourage students to read with their partners and copy the sentences in their notebook.

Hair and eye colour



Project the page and point to 'Hair and eye colour'. Read the sentences and point to the words in bold font. Check understanding by pointing to your hair and eye colour and asking students about the colour.






I have **blonde** hair.
 Anika has **black** hair.
 I have **blue** eyes.
 Anika has **brown** eyes.



Ask student to colour the table and the eyes.

Hair colours	
blonde	
light brown	
dark brown	
black	
grey	
red	

Eye colours	
brown eyes	
blue eyes	
green eyes	



Ask students to complete the sentences about themselves and copy in their notebooks.

I have _____ hair.

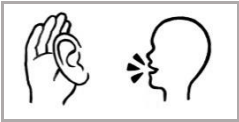
I have _____ eyes.

My teacher has _____ hair.

He / She has _____ eyes.



Encourage students to write about themselves and read with a partner if they are comfortable to do so.



Lan talks about Bao.



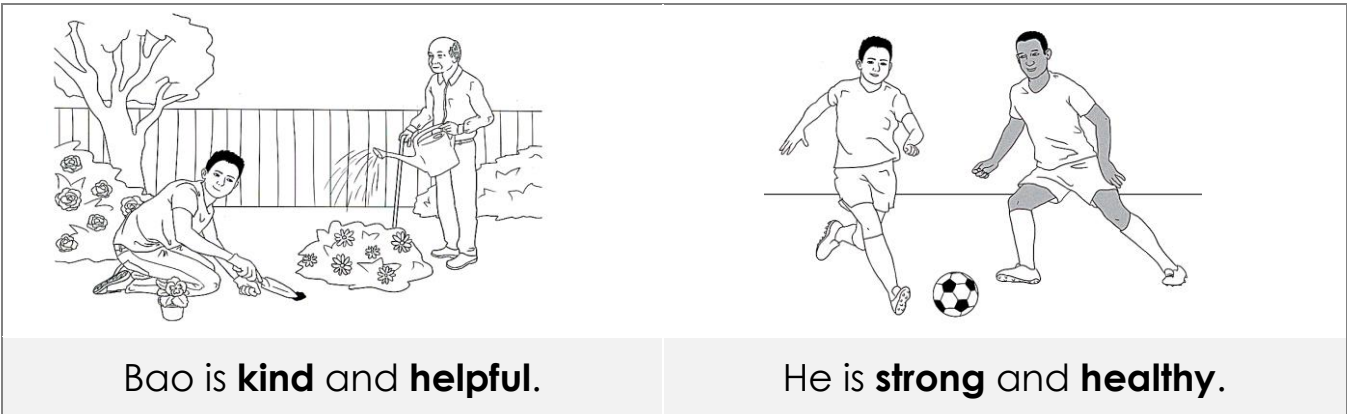
Point to the bold words (adjectives) and check understanding of these words by pointing to the pictures. The teacher could also give examples using themselves or a student or two in the class if they think the students selected would be comfortable with this. E.g. I am short, Abdul is tall, Chin is short.



Read the sentences in class. Encourage students to repeat after you.

Bao is **my** son.
 He is **tall**.
 He has short hair and brown eyes.

Bao is **kind** and **helpful**.
 He is **strong** and **healthy**.



Ask students to put the words in order to make a sentence as per the model. Encourage them to read with a partner and copy the sentences.

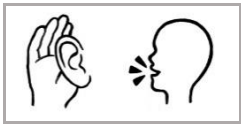
1. my Bao son. is

Bao is my son.

2. is helpful. He kind and

3. strong is healthy. and He

Ming talks about Mai.



Read the sentences in class. Encourage students to repeat after you.

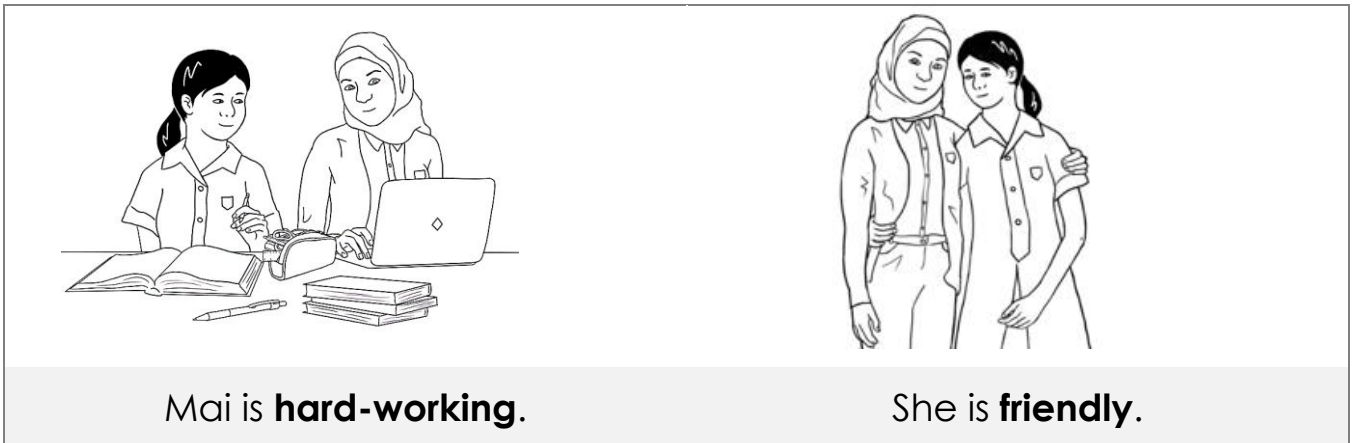


Point to the bold words (adjectives) and check understanding of these words by pointing to the pictures. Ask if students can find other words to describe people.



Mai is my granddaughter.
 She is short.
 She has long hair and brown eyes.

Mai is **hard-working**.
 She is **friendly**.



Mai is **hard-working**.

She is **friendly**.



Ask students to put the words in order to make a sentence as per the model. Encourage them to read with a partner and copy the sentences.

1. is Mai granddaughter. my

Mai is my granddaughter.

2. She hard-working. is

3. friendly. is She

Mai talks about Fatima.



Play Audio 2 and ask students to tick as they listen. The teacher can repeat and pause all the audios as many times as need be to check understanding.



1. Fatima comes from Somalia. China. Syria.
2. She is tall short.
3. She has brown eyes. blue eyes. green eyes.
4. She is a Year 9 student. Year 10 student.
5. She plays netball on Monday. Thursday. Friday.



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

Fatima is my friend.

She _____ from Syria.

She is _____.

She has _____ eyes.

Fatima is a Year 9 _____.

She plays netball on _____.

She is hard-working and _____.

comes

Friday

student

short

friendly

is ✓

blue



Encourage students to read with a partner and copy the sentences in their notebook.

Lan talks about Nisha.



Play Audio 3 and ask students to tick as they listen.



1. Nisha comes from China. Syria. India.
2. She works in
 - a medical centre.
 - a childcare centre.
 - a community centre.
3. Nisha is tall. short.
4. She has long hair. short hair.
5. She has curly hair. wavy hair. straight hair.
6. She likes playing soccer. reading.



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

1. Nisha is Lan's friend.
2. She comes from _____.
3. She works in a childcare _____.
4. Nisha is _____.
5. She has _____, _____ hair.
6. She likes _____.

- | |
|----------|
| centre |
| tall |
| friend ✓ |
| reading |
| India |
| long |
| wavy |



Encourage students to read with a partner and copy the sentences in their notebook.

Bao talks about Abdi.



Play Audio 4 and ask students to tick as they listen.

1. Abdi comes from China. Somalia. Syria.
2. He goes to school. work. uni. **uni** = university
3. Abdi is short. tall.
4. He has long hair. short hair.
5. He has curly hair. wavy hair. straight hair.
6. He likes playing soccer. reading.



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



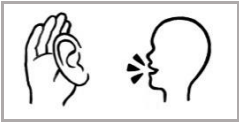
7. Abdi is Bao's friend.
8. He comes from _____.
9. He goes to _____.
10. Abdi is _____.
11. He has _____, _____ hair.
12. He likes playing _____.
13. Abdi is a _____ friend.

- uni
- tall
- friend ✓
- soccer
- Somalia
- good
- short
- curly



Encourage students to read with a partner and copy the sentences in their notebook.

Talk about your partner.



Read the conversation below and practice with one of the students. Ask students to practice with their partners and complete the table below.

What is your name?
Where are you from?

Can you spell that please?



1. My partner's name is _____.

2. He / She comes from _____.



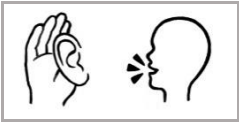
Encourage the students to complete the sentences below about their partner.

1. My partner is	old.	middle-aged.	young.
2. He / She is	tall.		short.
3. He / She has	long hair.		short hair.
4. He / She has	straight hair.	wavy hair.	curly hair.
5. He / She has	brown eyes.	blue eyes.	green eyes.
6. My partner is	kind and helpful.		strong and healthy.
	hard-working.		friendly.
7. My partner likes	reading.	cooking.	playing soccer.



Encourage students to read with a partner and copy the sentences in their notebook.

Talk about yourself.



Read the dialogue box below and practice with one of the students.

My name is Sahra.
I come from Somalia.



Ask students to complete the sentences about themselves.

1. My name is _____.

2. I come from _____.



Encourage the students to complete the sentences below about themselves.

1. I am	old.	middle-aged.	young.
2. I am	tall.		short.
3. I have	long hair.		short hair.
4. I have	straight hair.	wavy hair.	curly hair.
5. I have	brown eyes.	blue eyes.	green eyes.
6. I am	kind and helpful.		strong and healthy.
	hard-working.		friendly.
7. I like	reading.	cooking.	playing soccer.

18. The weather

What's the weather like today?



Project the page. Read the words as you point to the words and the pictures and ask students to repeat. The teacher can use weather app on their phone or project it on the board for more practice.



sunny



cloudy



windy








rainy



stormy



Ask students to read the sentences and copy in the space provided.

1		It is sunny. <u>It is sunny.</u>
2		It is cloudy. _____
3		It is windy. _____
4		It is rainy. _____
5		It is stormy. _____



Ask the students to tick the correct answer about today's weather. The students can use their phones to check the weather app.

Today the weather is

sunny.

cloudy.

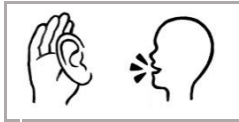
windy.

rainy.

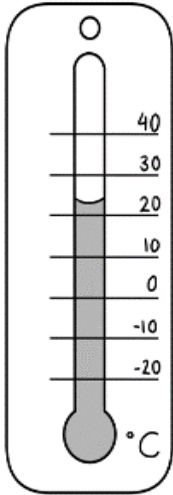
stormy.



Encourage students to read the sentences with their partner.

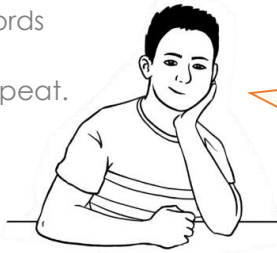


Hot or Cold










warm	hot	very hot	cold	very cold

Project the page. Read the words as you point to them and the pictures and ask students to repeat.

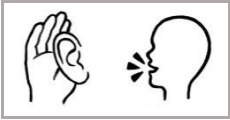


What do you think?
Is it a **nice** day? 😊

 	Ask students to copy the sentences and tick Yes or No.	Yes. It is.	No. It isn't.
1 	It is a warm day. <u>It is a warm day.</u>	<input type="checkbox"/>	<input type="checkbox"/>
2 	It is a hot day. _____	<input type="checkbox"/>	<input type="checkbox"/>
3 	It is a very hot day. _____	<input type="checkbox"/>	<input type="checkbox"/>
4 	It is a cold day. _____	<input type="checkbox"/>	<input type="checkbox"/>
5 	It is a very cold day. _____	<input type="checkbox"/>	<input type="checkbox"/>



Encourage students to read the sentences with their partner and copy in their notebook.



How many degrees?



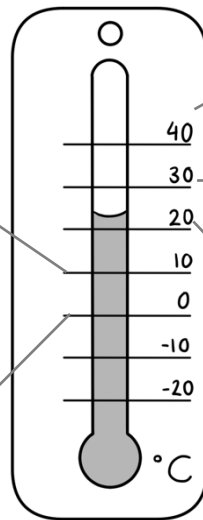
Is it hot or cold today?
How many degrees?

Project the page and point to the thermometer and 'degree, °C'. Ask follow-up questions to check understanding.



Ask the students to write the degrees in the blanks provided.

°C = degrees



It is very hot.
It is _____°C.

It is hot.
It is _____°C.

It is warm.
It is _____°C.

It is cold.
It is _____°C.

It is very cold.
It is _____°C.



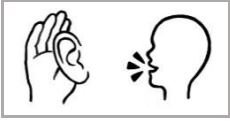
Put students in pairs. Encourage students to use the weather app on their phone or project/write the weather on the board. Ask students to work with their partners to ask the questions and complete the sentences.

Student A	Student B
1 What day is it today? _____	It is _____.
2 What is the date? _____	It is _____ day _____ month _____ year.
3 Is it hot or cold today?	It is _____. It is _____°C.



Encourage students to read the sentences with their partner and copy in their notebook.

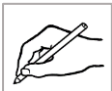
Is it a nice day for soccer?



Read the sentences and ask students to repeat after you. Point to 'Wh' questions: Who, When and Where. Explain that they are used to ask for more information such as the person, time and place.



Bao and Abdi play soccer on the weekend.
They play at the park on sunny days.




Ask students to answer the questions.


1. Who plays soccer? _____
2. When do they play? _____
3. Where do they play? _____

Point to the weather on the mobile screen. Ask a follow-up question e.g. What is the weather on Saturday?



What is **a nice day** for soccer?

Saturday
Warm and sunny
 20°C

Sunday
Cold and stormy
 13°C



Ask students to complete the sentence.

_____ is a nice day for soccer.





Encourage students to read the sentences with their partner.



What do you think?

Read the sentences and ask students to tick the answer.



It is **cloudy** today. 
 It is **18°C**.
 Is it a **nice** day? 



Yes, it is.






It's OK.



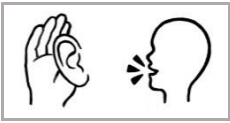
No, it isn't.



Put students in groups A and B. Student A reads the sentences and ask the question and student B ticks the answer. The students can then swap their roles.

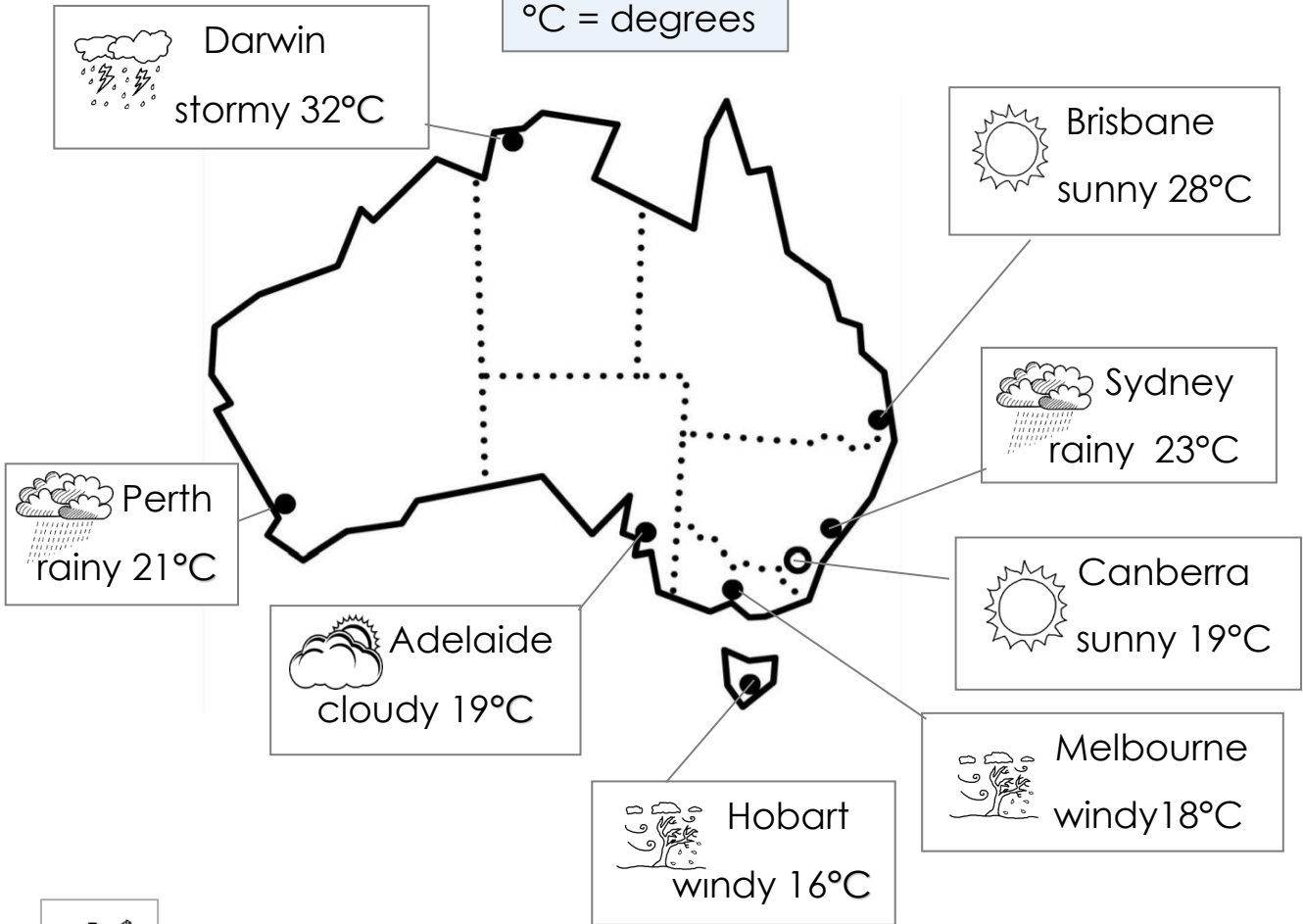
Student A	Student B ✓		
It is cloudy today. It is 11 °C. Is it a nice day? 	Yes, it is.	It's OK.	No, it isn't.
It is rainy tomorrow. It is 17 °C. Is it a nice day? 	Yes, it is.	It's OK.	No, it isn't.
It is sunny on Saturday. It is 21°C. Is it a nice day? 	Yes, it is.	It's OK.	No, it isn't.

Weather around Australia



Project the page and point to the different cities and read the weather and temperature. Ask follow-up questions e.g. What is the weather in Brisbane?

°C = degrees



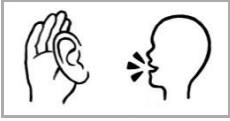
Ask students to complete the sentences about the weather in different cities.

1. In Brisbane, it is sunny and 28 °C.
2. In Sydney, it is _____ and _____ °C.
3. In Canberra, it is _____ and _____ °C.
4. In Melbourne, it is _____ and _____ °C.
5. In Hobart, it is _____ and _____ °C.
6. In Adelaide, it is _____ and _____ °C.
7. In Perth, it is _____ and _____ °C.
8. In Darwin, it is _____ and _____ °C.



Encourage students to read the sentences with their partner.

19. The medical centre



Read the instruction below and ask students to repeat after you. Point to the instructions e.g. 'Go straight ahead'. This activity can be extended by taking students around their English language centre (one floor) and practice giving instructions to e.g. the toilet or the reception.



Excuse me.
Where's the medical centre?



Lan Excuse me.
Where's the medical centre?

Woman The medical centre?
Go straight ahead.
Turn right.
It's on your left.

Lan Thanks for your help.

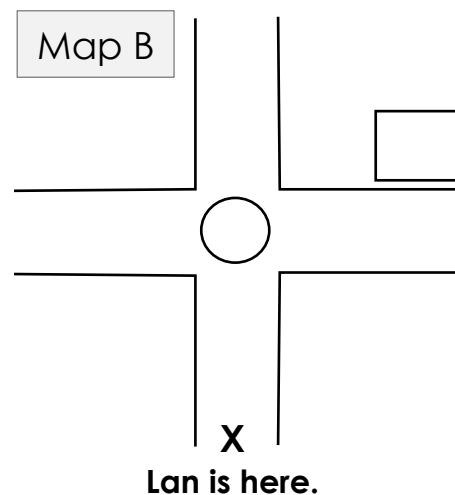
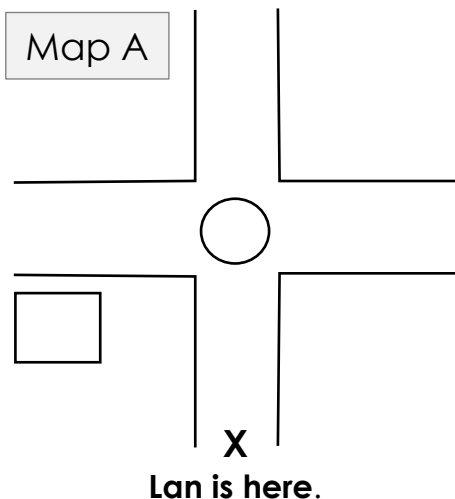
Woman You're welcome.

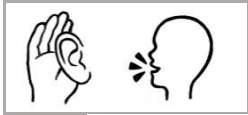


Encourage students to read the instructions with their partner and tick the correct map.

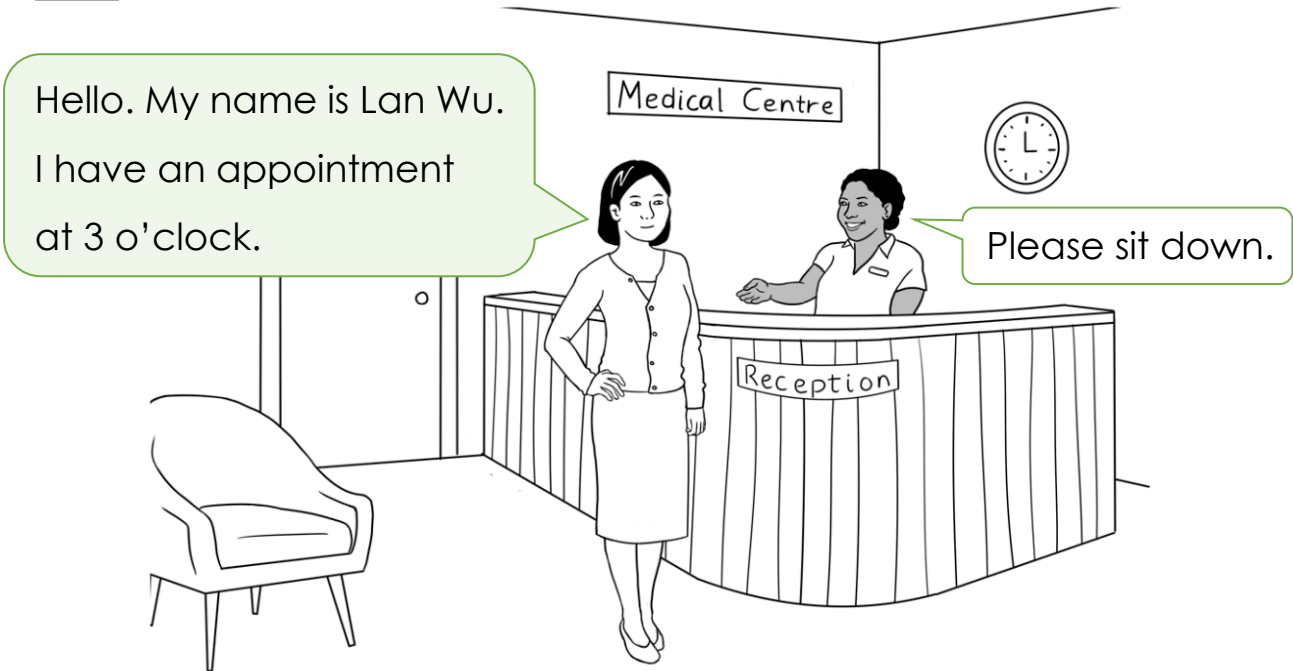


Which map shows me the way to the medical centre?





Project the page and read the dialogue box. Ask students to repeat after you.



Hello. My name is Lan Wu.
I have an appointment
at 3 o'clock.

Please sit down.

Kellivale Medical Centre		
Address	35 North Road, Kellivale	
Phone	6527 8344	
Hours	Monday	8:00am – 6:00pm
	Tuesday Wednesday	8:30am – 5:30pm
	Thursday Friday	8:30am – 7:00pm
	Saturday Sunday	Closed



Ask students to look at 'Kellivale Medical Centre' above and complete the sentences with the correct information.

1. When is the centre open on Monday?

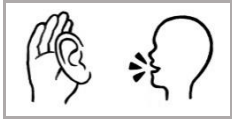
From 8:00am to 6:00pm

2. When is the centre open on Thursday?

From _____ to _____

3. What days is the centre closed?

_____ and _____



Read the conversation and ask students to repeat. Point to the Medicare card.

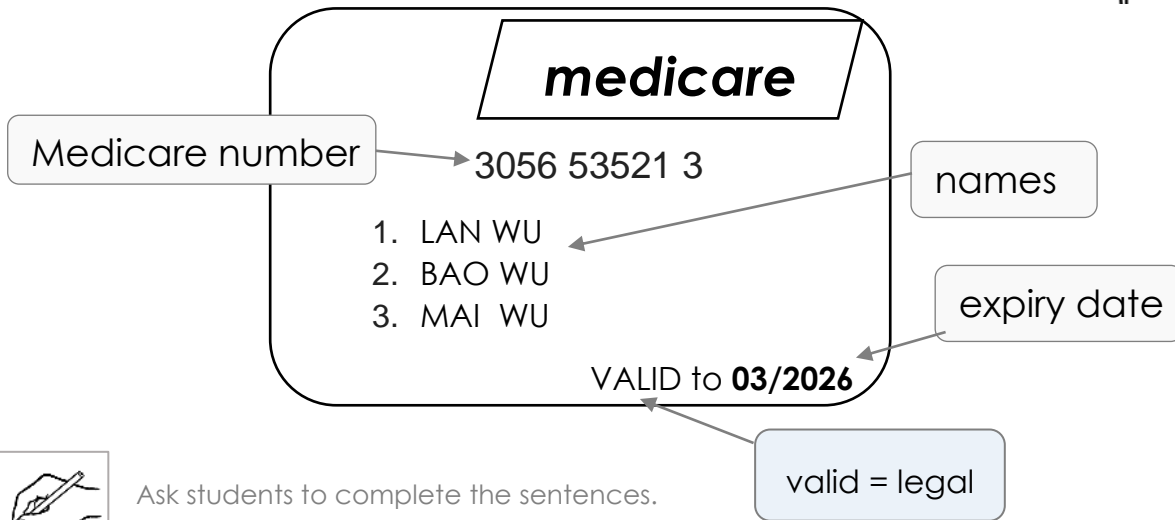


Do you have a Medicare card?

Yes. Here it is.

What's your number on the card?

My number is **one**.



Ask students to complete the sentences.

1. This is a Medicare card.
2. The names on the card are _____ and _____.
3. The Medicare number is _____.
4. The expiry date is _____.
5. Lan's number is _____.
6. Bao's number is _____.
7. Mai's number is _____.



Encourage students to use their own Medicare card or healthcare card if they feel comfortable and complete information in the box below.

Card number _____

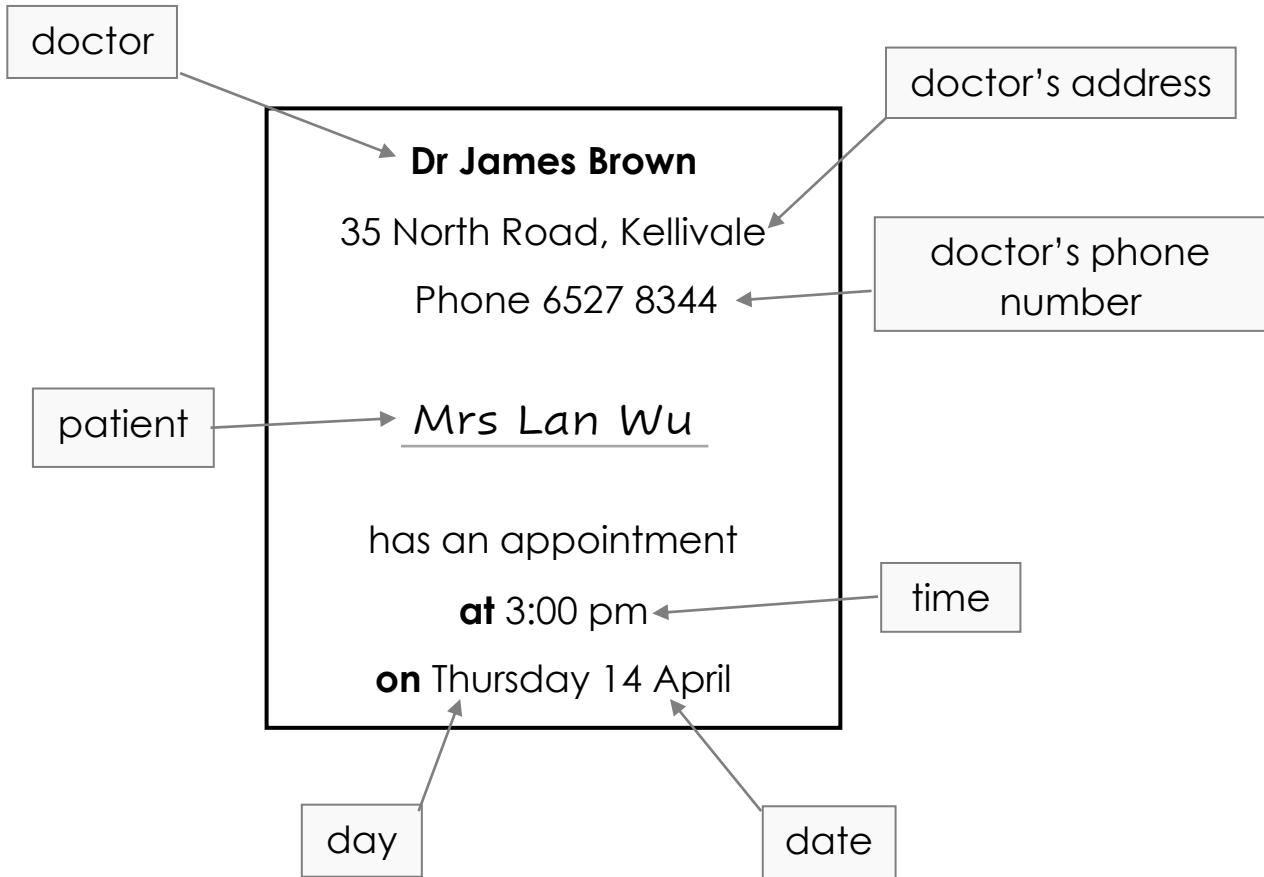
Expiry date _____

Your number on the card _____



Project the appointment card, point to different parts of it and check understanding by asking follow-up questions.

This is my appointment card.

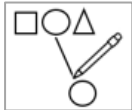


Ask students to write about their doctor. The teacher can ask students to bring a card from their GP clinic to class or help them search their doctor's name online.

Doctor's name _____

Address _____

Phone number _____



Ask students to match the questions and answers. Encourage students to read the question and answer.

Question	Answer
1. What is this card?	35 North Road, Kellivale
2. Who is the patient?	an appointment card
3. Who is the doctor?	Mrs Lan Wu
4. What is the doctor's address?	Dr J. Brown
5. What is the phone number?	3:00 pm
6. What time is the appointment?	14 April
7. What day is the appointment?	6527 8344
8. What date is the appointment?	Thursday



Encourage the students to ask their partner the above questions and then swap roles.



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

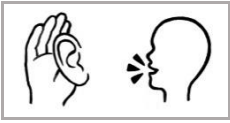
1. It is an appointment card.
2. The doctor's _____ is Dr J. Brown.
3. The doctor's _____ number is 6527 8344.
4. The _____ of the appointment is 3:00pm.
5. The _____ of the appointment is 14 April.

- | |
|--------|
| name |
| card ✓ |
| date |
| time |
| phone |



Encourage students to read with a partner.

20. What's this?



Read the sentences and point to the pictures. Ask students to repeat and point to the pictures as you read.



What's this?

1. It is an appointment card.

Dr James Brown
 35 North Road, Kellivale
 Phone 6527 8344

Mrs Lan Wu

has an appointment
at 3:00 pm
on Thursday 14 April



2. It is a Medicare card.

medicare

3056 53521 3

1. LAN WU
 2. BAO WU
 3. MAI WU

VALID to 03 / 2026

3. It is a weather chart.

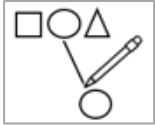
April				
Mon	Tues	Wed	Thurs	Fri
4	5	6	7	8
rainy	stormy	cloudy	windy	sunny

4. It is a timetable.

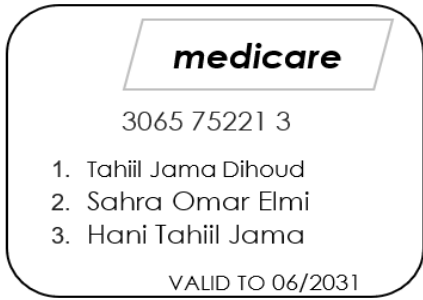
	Mon	Tues	Wed	Thurs	Fri
Morning am		9.00 - 12.00 Room 4		Closed	9.30 - 11.30 Room 3
Afternoon pm			1.00 - 3:30 Room 4	Closed	

5. It is a sign.





Ask students to match the pictures to the description.



It is a Medicare Care card.

It is a sign.

It is a weather chart.

It is an appointment card.

It is a timetable.

Morning		Afternoon		
7 am	10 am	12 pm	2 pm	5 pm
13°C	21°C	28°C	33°C	37°C
cold	warm	hot	very hot	very hot



	Mon	Tues	Wed	Thurs	Fri
Morning					
Start:	9:00	9:30			
Finish:	12:00	12:30			
	Room 3	Room 4			
Lunch break					
Afternoon					
Start:	12:30	1:00			
Finish:	2:30	3:00			
	Room 3	Room 4			







What's this?





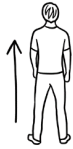
Encourage students to work with a partner and practice by asking 'What's this?'




It is a timetable.

21. Word List

When	Days	Months
<p>time </p> <p>year</p> <p>month</p> <p>week</p> <p>day</p> <p>morning</p> <p>afternoon</p> <p>today</p> <p>tomorrow</p> <p>next week</p> <p>weekend</p>	<p></p> <p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p> <p>birthday </p>	<p>January</p> <p>February</p> <p>March</p> <p>April</p> <p>May</p> <p>June</p> <p>July</p> <p>August</p> <p>September</p> <p>October</p> <p>November</p> <p>December</p>
Timetable	Appointment card	Weather
<p>day</p> <p>morning</p> <p>afternoon</p> <p>evening</p> <p>start</p> <p>finish</p> <p>room</p>	<p>doctor </p> <p>patient</p> <p>time</p> <p>day</p> <p>date</p> <p>address</p> <p>phone number</p>	<p>hot</p> <p>warm</p> <p>cold</p> <p>sunny </p> <p>cloudy</p> <p>windy</p> <p>rainy</p> <p>stormy</p> <p>nice </p>

Verbs	Workbook instructions	Classroom instructions
<p>to be</p> <p>to have</p> <p>to understand</p> <p>to go</p> <p>to come</p> <p>to want</p> <p>to buy</p> <p>to put</p> <p>to start</p> <p>to finish</p> <p>to talk</p> <p>to play</p> 	<p>read </p> <p>write</p> <p>copy</p> <p>listen</p> <p>say</p> <p>repeat</p> <p>ask</p> <p>spell</p> <hr/> <p>tick</p> <p>circle </p> <p>underline</p> <p>point</p> <p>record</p> <p>match</p> <p>work</p> <p>colour</p>	<p>Come in. </p> <p>Sit down.</p> <p>Stand up.</p> <p>Open your book.</p> <p>Close your book.</p> <p>Look at the board.</p> <p>Write on the board.</p> <p>Take a photo.</p> <p>Record the teacher.</p> <hr/> <p>Stand next to the table.</p> <p>Stand in a line.</p> <p>Stand in a circle.</p> <p>Walk slowly.</p> <p>Walk quickly.</p> <p>Turn the light on.</p> <p>Turn the light off.</p> <p>Go left.</p> <p>Go right.</p> <p>Go straight ahead.</p> 

Colour	Talk about people	Family and friends
yellow orange white blonde light brown dark brown black grey red green blue	tall short old middle aged young long hair short hair straight hair curly hair wavy hair blonde hair blue eyes green eyes brown eyes	husband wife father mother daughter son brother sister niece nephew brother-in-law friend
		<p>What do you think?</p>
		kind helpful strong healthy friendly hard working

Useful Sentences

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

Can you speak **slowly** please?

Can you say that **again** please?

Can you **help me** please?

Can you **spell** that please?

What's your name?

Where are you from?

When is your birthday?

What's the weather like?

