

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



Teacher resources

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Illustrations: Madelena Scott

Image acknowledgements:

Australian Currency designs – Permission granted by the Royal Australian Mint, Approval # 9/45/432

Coin with the Queen's head - [This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

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Introduction

The Teacher Book

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

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

The 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



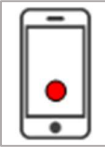
At the back of the book are two emojis to give feedback to the teacher. Students can hold up the emoji which best reflects how they feel about an activity or a lesson.



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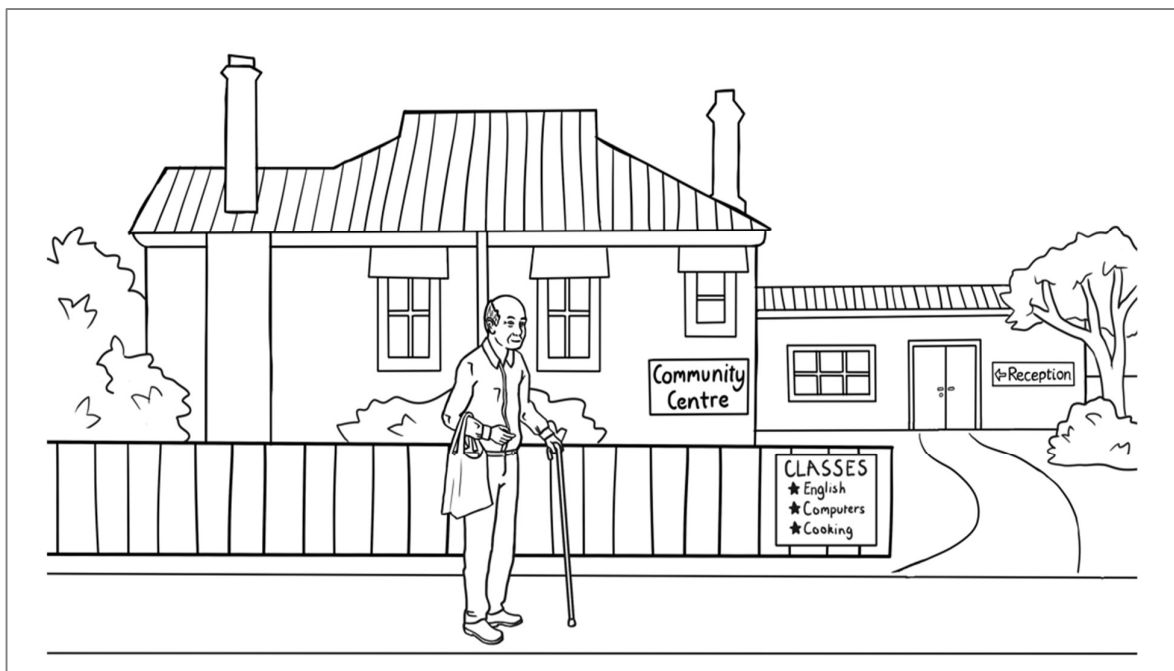
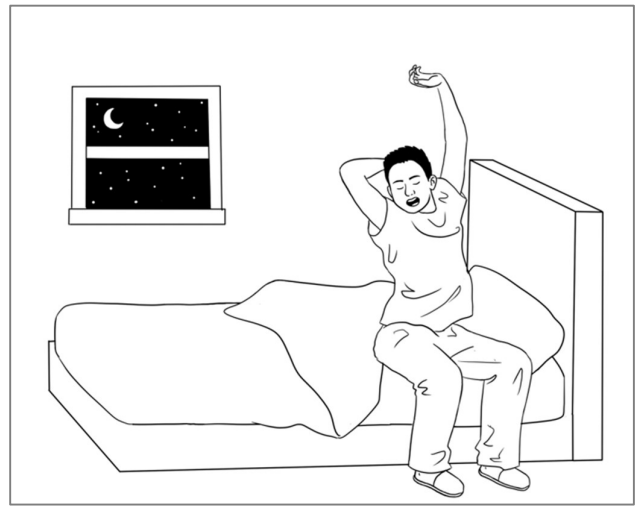
1. Instructions

	read		write
	listen		say
	match		ask
	tick		draw
	circle		colour
	point		copy
	Work with a partner.		record

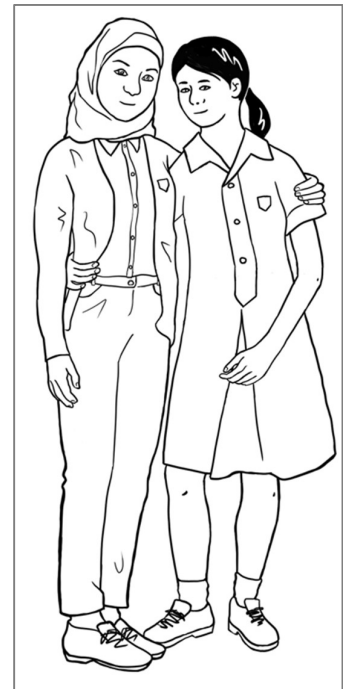
2. Meet the people

Scenes with the characters

Scenes from the student and teacher books have been included so that teachers can produce their own materials as needed. A chart with the bio data was created to maintain consistency of information throughout the book. It may be useful to update character information.







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	9.6.22	Unit 6, 50 Baker Rd	0400 785 936
Sahra Omar Elmi	Somalia	7.7.96	9.6.22	Unit 6, 50 Baker Rd	0455 961 259
Hani Tahiil Jama	Somalia	2 years 24.06.21	9.6.22	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 26 August		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.

3. 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 expressions on the following page, laminate and cut up.
- Build confidence in using the expressions through regular class practice:
 - Give the four expressions to four students. Select the most confident students at first.
 - Ask these students to use their expression at least once during the class – initially with the teacher and later with each other.
 - Give the expressions to different students in following classes.
 - Teach the additional expression 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?

4. 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 stretch a rubber band to show 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.

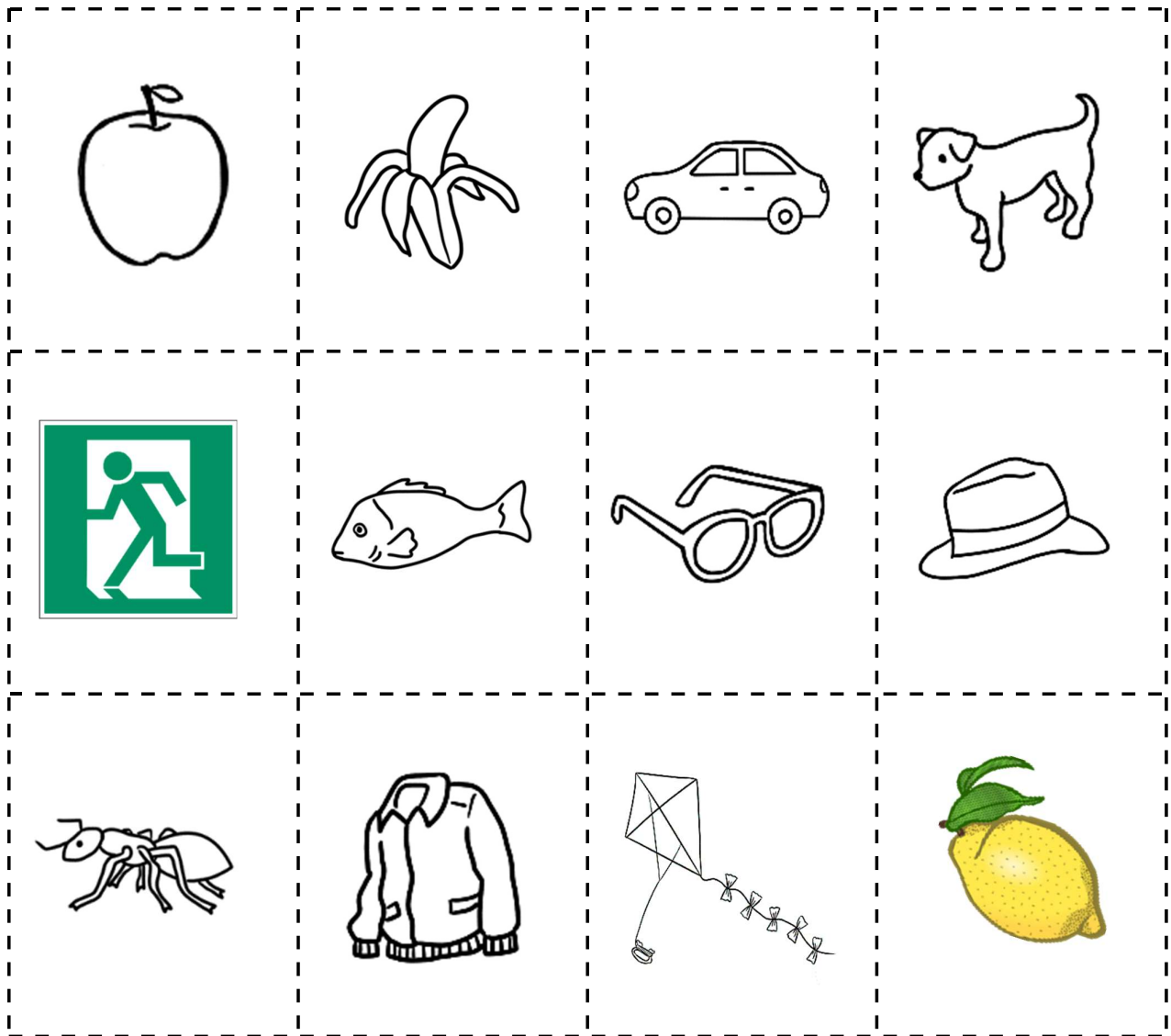
- 4. Use a ball for a different activity.** Ask students to stand in a circle. The student with the ball introduces themselves, and then says 'and this is _____' and throws the ball to the student named. Continue the game till most students have introduced themselves.

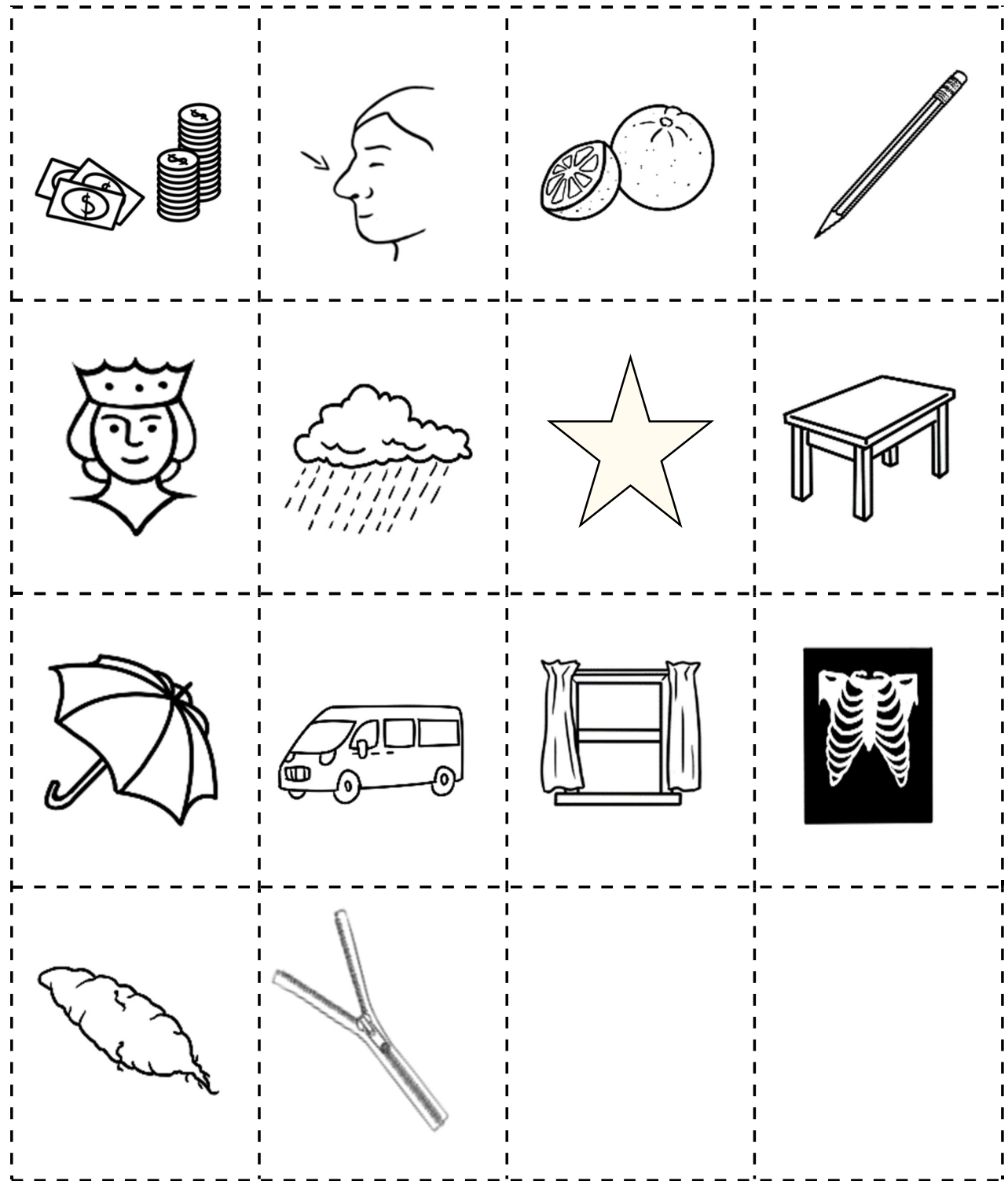
5. The Alphabet

1. Initial sounds of the alphabet - pictures and words

The following pictures may be cut up by the students and matched to their initial sounds. There are two sets of pictures and words for each sound. Students could 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 on pages 12 & 13.





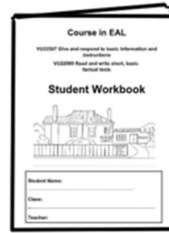
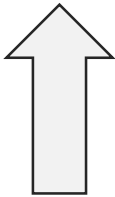
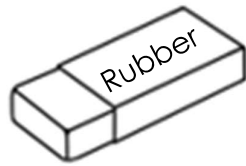
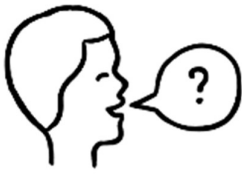
Picture set 1 – These words are in the student workbook.

apple	banana	car	dog
exit	fish	glasses	hat
insect	jacket	kite	lemon
money	nose	orange	pencil

queen	rain	star	table
umbrella	van	window	x-ray
yam	zip		

Picture set 2- New pictures not in the student workbook



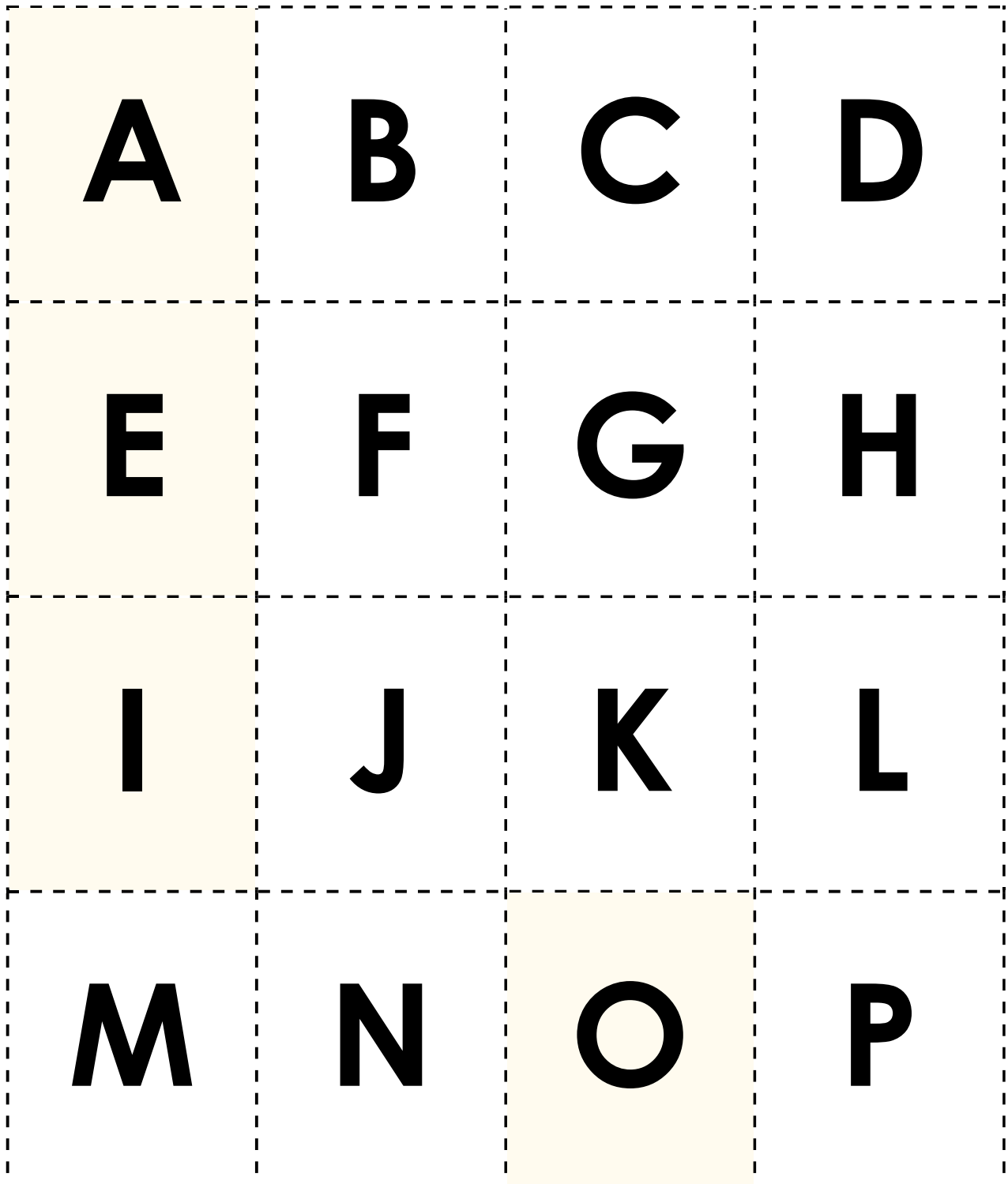


Set 2 words – These words could be added to the student workbook on p9 - 10.

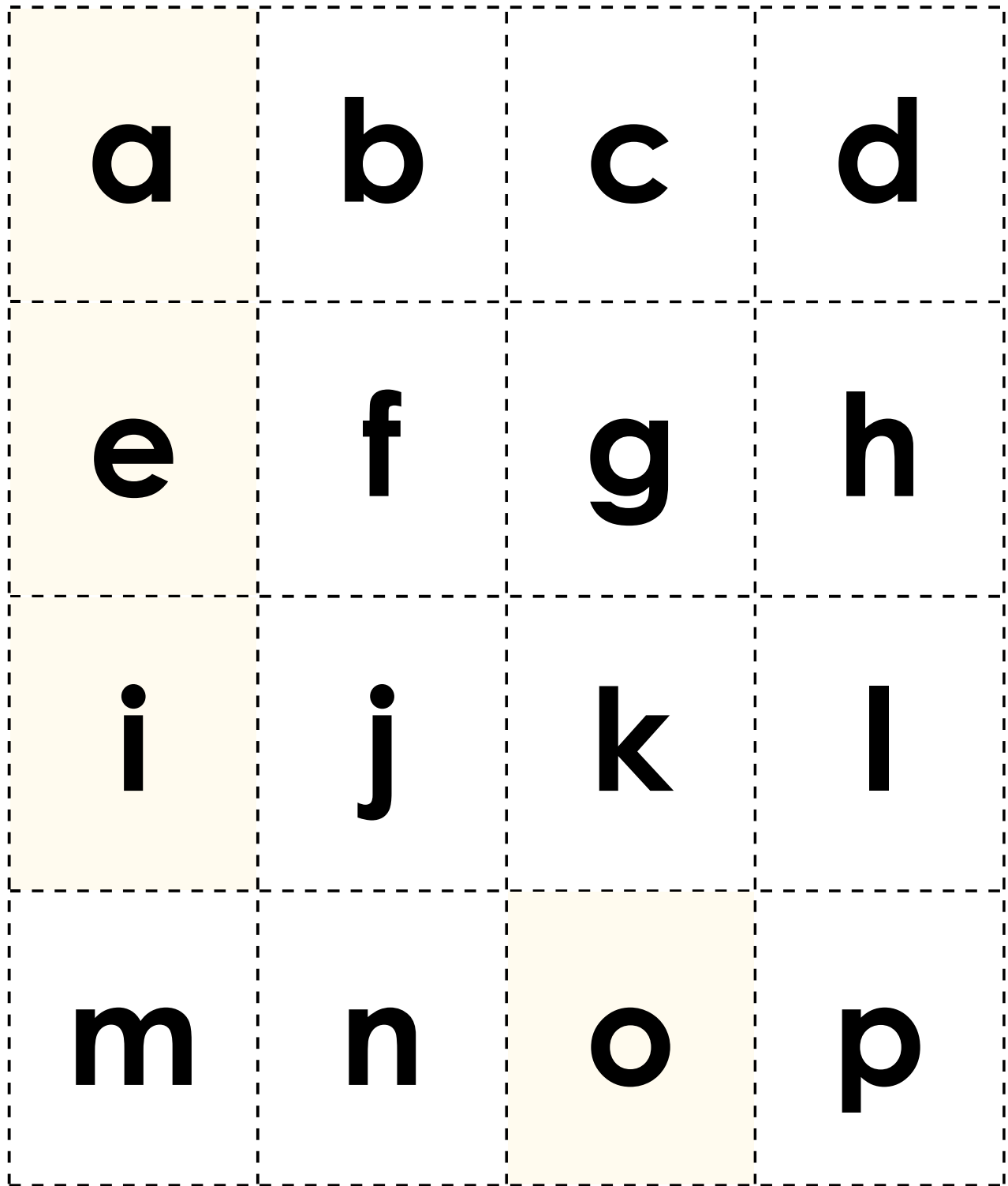
ambulance	ball	cake	down
eggs	foot	girl	home
in	juice	key	lamp
man	no	office	pen

question	rubber	student	tea
up	vegetables	workbook	
yes	zero		

Upper and lower-case letters

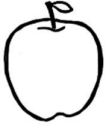









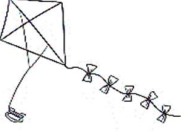











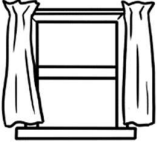


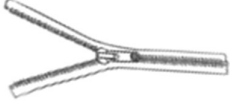


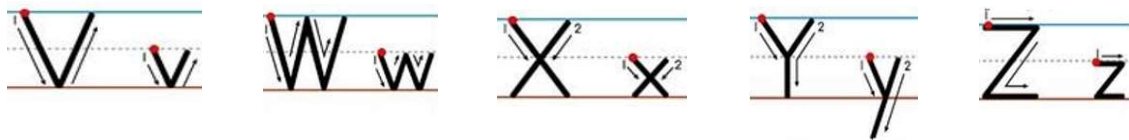
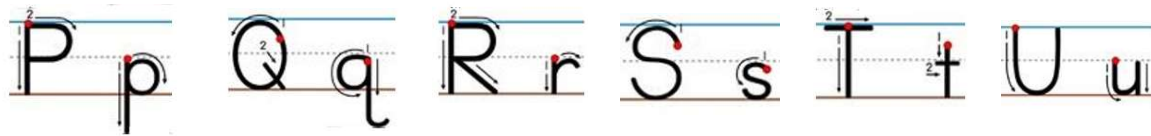
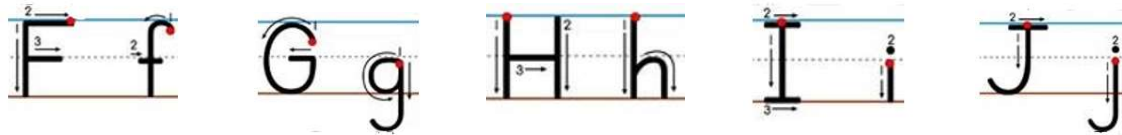
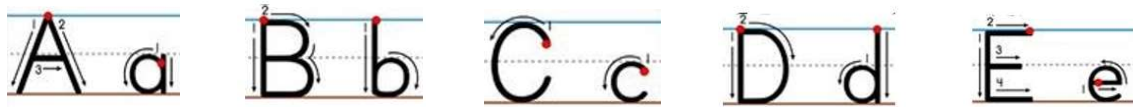
Q	R	S	T
U	V	W	X
Y	Z		



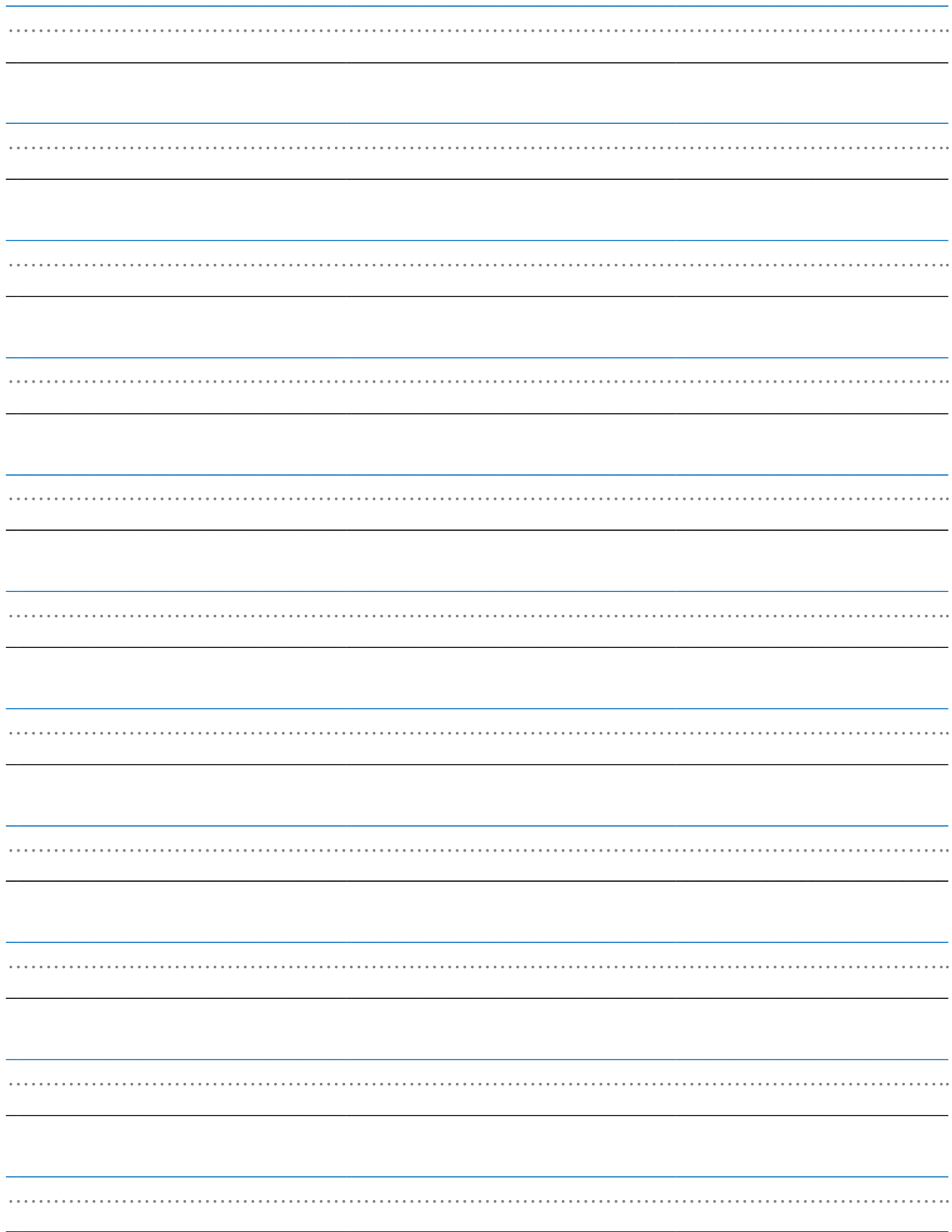
q	r	s	t
u	v	w	x
y	z		

Sound chart

2. Handwriting guide A practice writing book is available at Initial level.		
A a apple 	B b banana 	C c car 
D d dog 	E e exit 	F f fish 
G g glasses 	H h hat 	I i insect 
J j jacket 	K k kite 	L l lemon 
M m money 	N n nose 	O o orange 
P p pencil 	Q q queen 	R r rain 
S s star 	T t table 	U u umbrella 
V v van 	W w window 	X x x-ray 
Y y yam 	Z z zip 	



Lined page for handwriting practice



The page contains ten sets of handwriting practice lines. Each set consists of three horizontal lines: a solid blue top line, a dotted middle line, and a solid black bottom line. These sets are arranged vertically down the page, providing a guide for letter height and placement.

3. Listening to the letters – names or initial sounds



Listen.



Circle the letter.

1	G D E	2	S C Z
3	F K H	4	M N B
5	L I Y	6	T C B

1	B P C	2	Q K H
3	C S X	4	A H K
5	B D P	6	V W U

1	y w u	2	d b p
3	g j k	4	v c w
5	i e a	6	e a i

1	a o e	2	r a j
3	k g j	4	g j k
5	x s c	6	a i e

6. Numbers

1. Pronunciation and word stress of numbers

Distinguish between similar-sounding pairs such as 13 - 30, 14 -40, etc.

Say the numbers, exaggerating the pronunciation of 'teen' of each number and the unstressed 'y' on the 'tens'. Give each student a large rubber band to hold between their thumbs, and as they say the numbers with 'teen', they stretch the rubber band to show the stress. Then teach the students to say the numbers naturally.

12 - 20

13 - 30

14 - 40

15 - 50

16 - 60

17 - 70

18 - 80

19 - 90

If a word has more than one syllable, one of the syllables will be stressed. To show stress do one or more of the following:

- Make it louder
- Make it longer
- Make it higher in tone

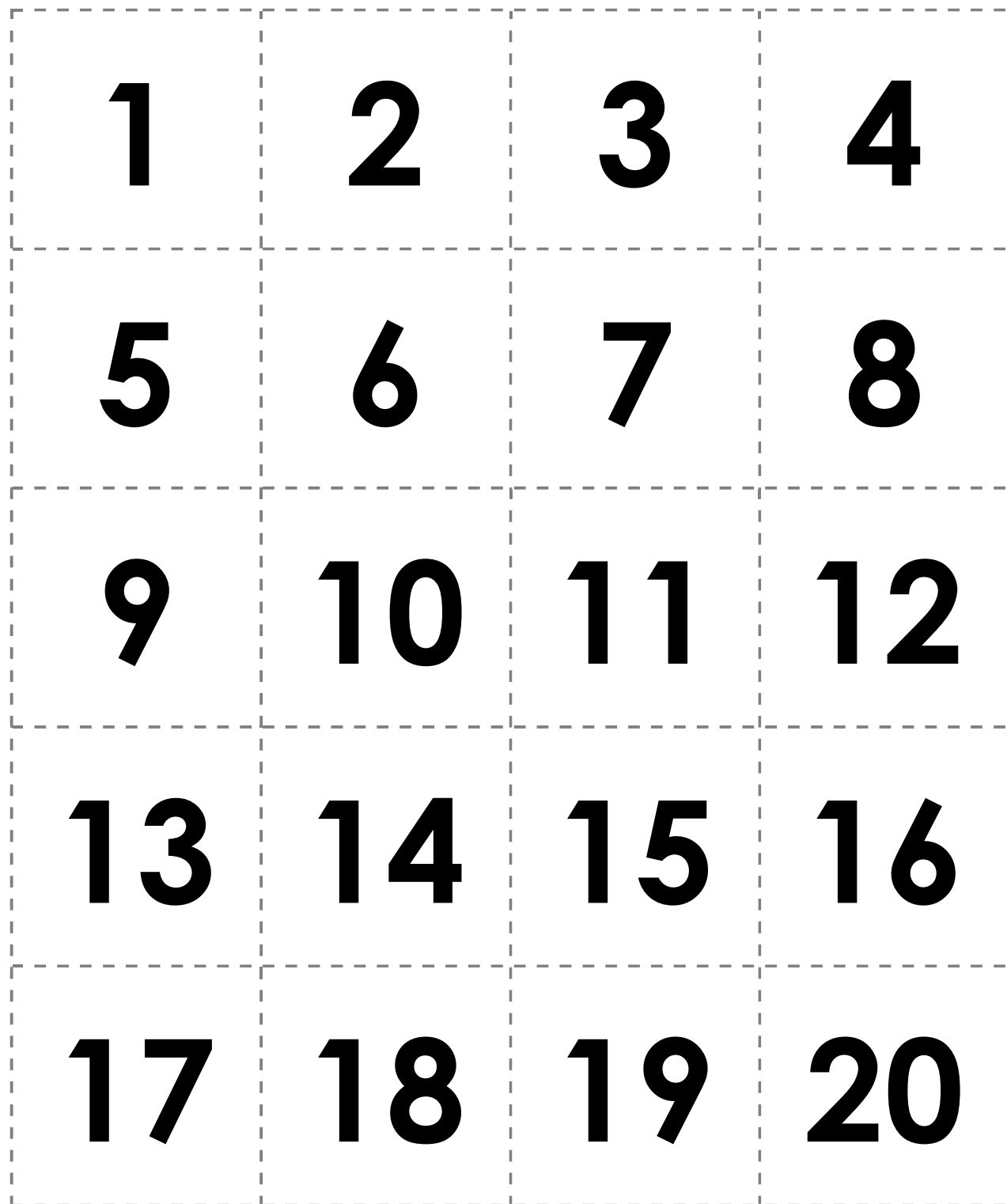
Show stress using circles. Each circle is a syllable and the larger circle indicates the stressed syllable. Place the circles over the vowel in each syllable. e.g.

On the **thirtieth** of **August**.

The thir**teenth**?

No the **thirtieth**.

Teach repetition as a way of checking understanding.

2. Numbers tiles

one

two

three

four

five

six

seven

eight

nine

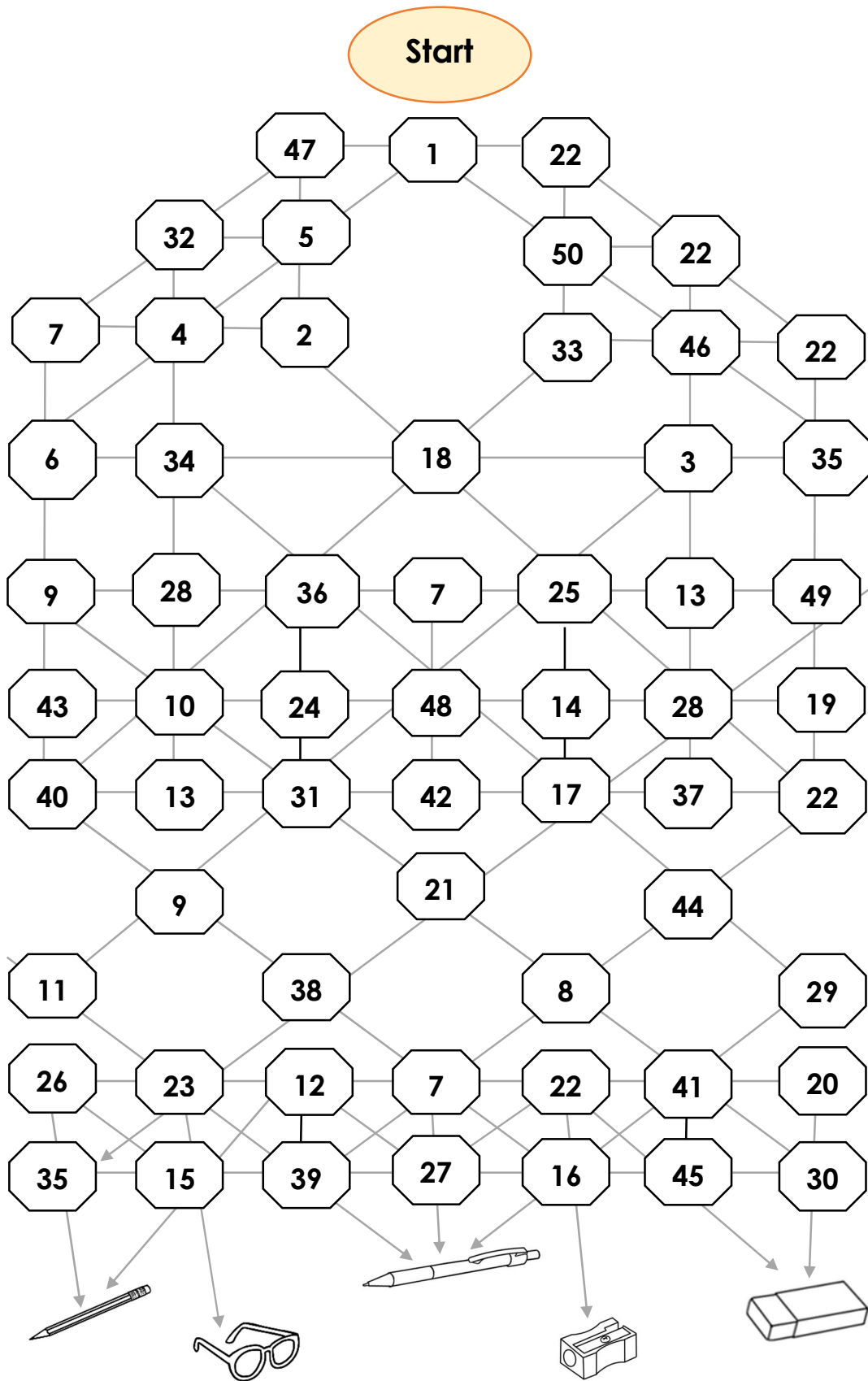
ten

3. Numbers maze

This is a student-to-student dictation of numbers.

- Students work in pairs, sitting back-to-back, each with a copy of the maze, a pencil and a pen.
- In the first dictation, use a pencil.
- Student A begins at number one, and calls out each number slowly as he/she moves in any direction along the lines through the maze, marking the route with a pencil.
- Student B listens, finds the number and draws the route on his/her maze.
- Continue in this way until the final row of pictures.
- When Student A identifies the picture he/she has landed on, both students check to see if their marked routes on the maze match.
- Swap roles and in the second dictation, use a pen to draw the route.

Numbers Maze



4. Money

The following notes and coins can be projected on the board or copied and used for matching exercises.



\$5



\$10






\$20



\$50



\$100

	5c
	10c
	20c

	50c
	\$1
	\$2

5. Listening and speaking – the years**Activity – Worksheet**

Before the activity, demonstrate and practise saying the years in the following way:

2022 20 22

2021 20 21

2020 20 20

Copy the worksheet on the following page for each student.

Part A – Read the years as shown above; students circle the year.

Part B – You may need to remind students to bring some coins to class in preparation for this activity. Ask students to take out some coins, find the years on the coins and write the years next to the coins on the worksheet. Students then read the years to their partner.

Years

A  Listen.  Circle the year.

1	2023	2022	2021
2	2016	2018	2019
4	2010	2012	2011
5	2013	2015	2014
6	1990	1980	1970
7	1960	1950	1940

B  Look at some coins.
 Write the years of the coins below.



Coin	Year	Year
5c 		
10c 		
20c 		
50c 		
\$1 		
\$2 		

 Read the years to your partner. 

7. The days

Days tiles -For matching, spelling and writing activities.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

weekend

today

tomorrow

Mon

Tues

Wed

Thurs

Fri

Sat

Sun

8. The time

Activity 1 – Reading an analogue clock

Materials

- Copies of the clock faces on the following page. [Enough for the class.]
- Pins to attach the hands.
- A class set of scissors.
- Light cardboard
- Glue



Activity

- Each student makes a clock.
 - Call out a time.
 - Students turn the hands to show the time.
 - They then hold up their clock to be checked.
- * This is a great activity to break up a long lesson.

Activity 2 – Writing and reading the time

Two worksheets for pair work – hours and half hours.

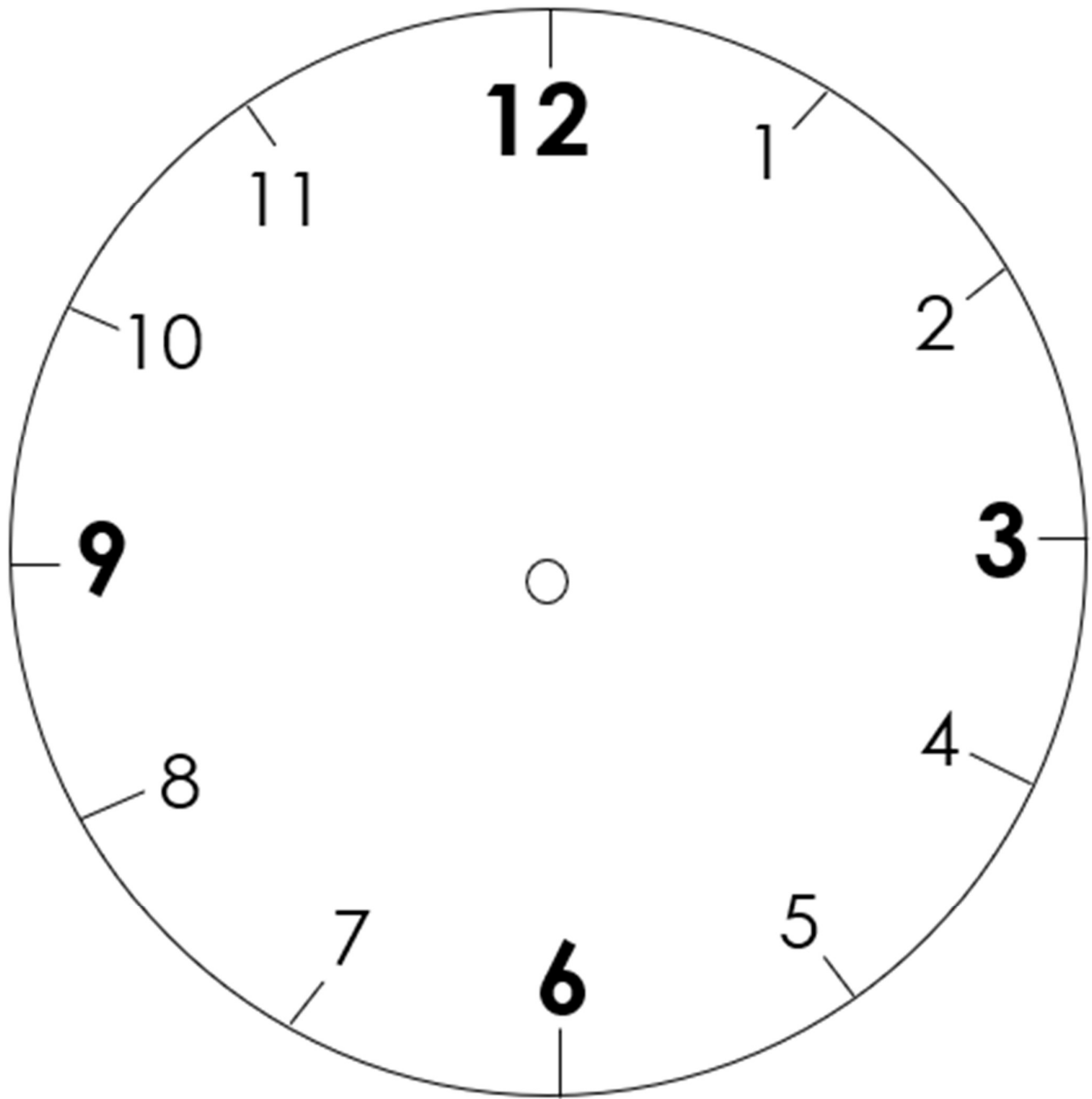
Activity 3 – What time do you go to bed?

This worksheet is a mirror image of the activity in the student workbook on page 14, but covers evening bedtime.

Activity 4 – Prepositions of time

This demonstrates a visual way to teach and for students to remember the three key prepositions of time – in, on, at.

1.



2.



Write the time.



What's the time?

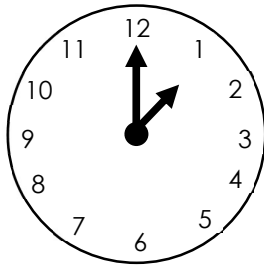


Point to a clock.

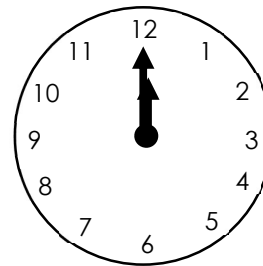
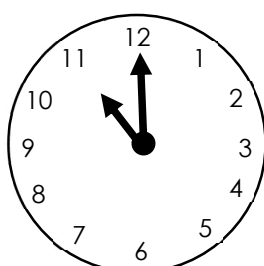
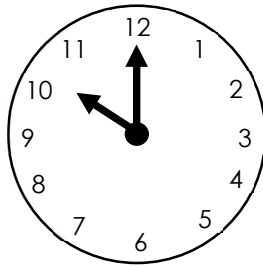
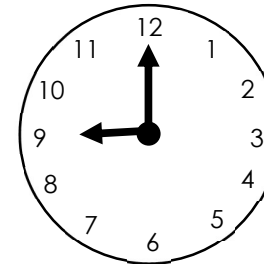
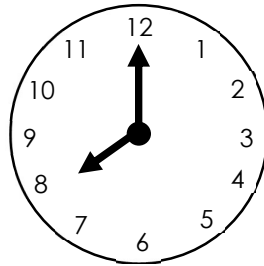
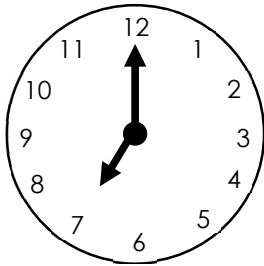
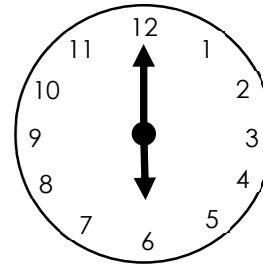
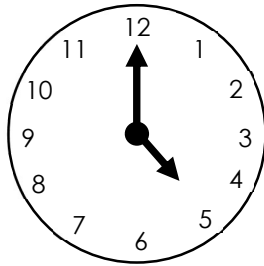
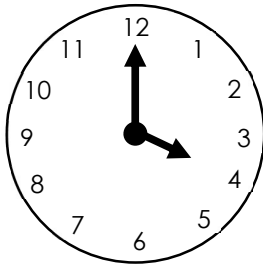
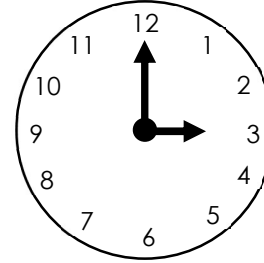
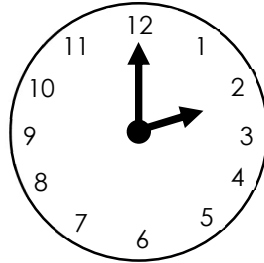


Ask

It's 1 o'clock.



1:00





Write the time.



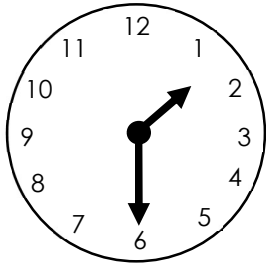
Point to a clock.



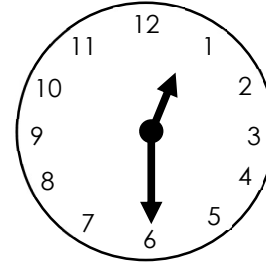
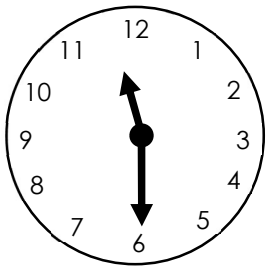
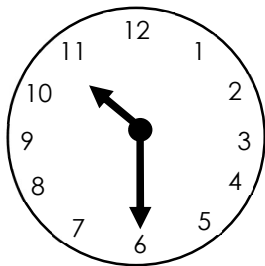
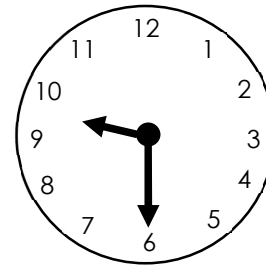
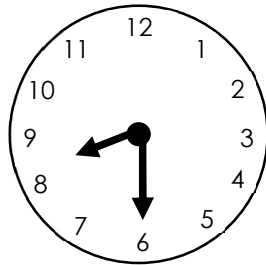
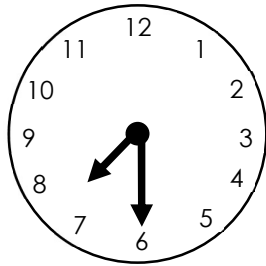
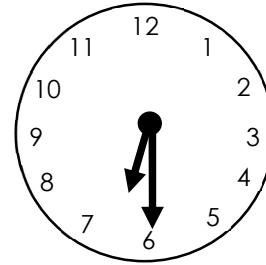
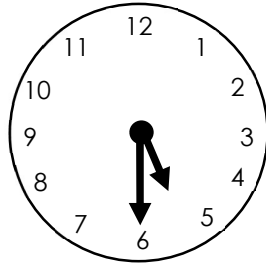
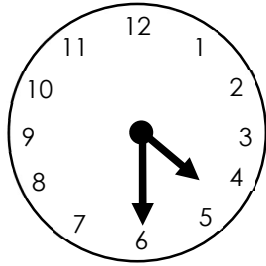
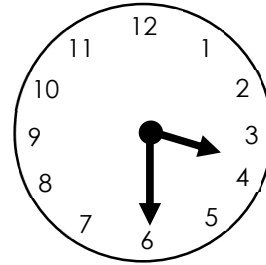
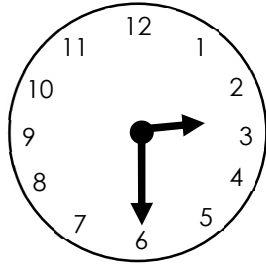
Ask

What's the time?

It's half past one.



1:30



3.

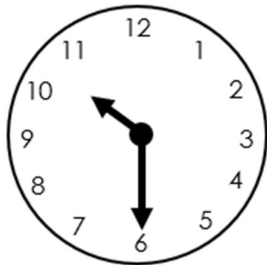
It is Monday night.



Listen and repeat.



I am tired.
It's half past ten.

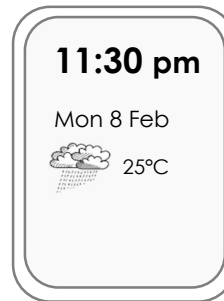


It's half past ten.
It's ten thirty.
It's 10:30 pm.

pm = afternoon



It's 11 o'clock.
It's 11 pm.



It's half past eleven.
It's eleven thirty.
It's 11:30 pm.

I go to bed at half past ten on Monday.
What time do **you** go to bed?



Write about you.

I go to bed at _____ on Monday.



Ask your partner



What time do you go to bed?

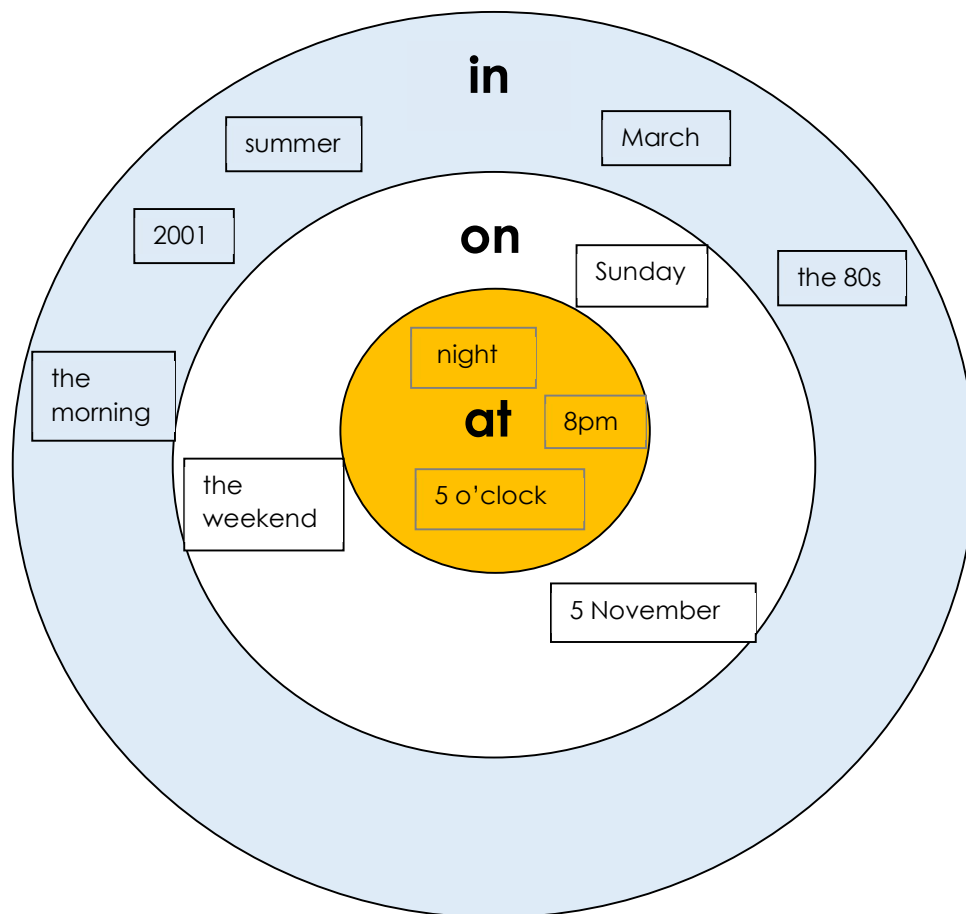
Activity 4 - Prepositions of time

Prepositions of time can be shown on three concentric circles which can work as a visual memory prompt.

- The larger outside circle represents **in**, usually for **longer lengths of time**
- *months, years, seasons, decades, morning, afternoon and evening.*
- The smaller middle circle represents **on**, for **shorter periods of time**
- *days of the week, the weekend and dates*
- The smallest circle represents **at** for **precise times**
- *9 o'clock, festivals, night*

The circles could be enlarged to poster-size and new lengths of time could be added to the circles as they are introduced. See examples below.

The final diagram



9. The months**Activity 1 – The months**

Tiles for matching, spelling and writing activities

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 - Capitals and basic punctuation

A basic understanding of the rules for capital letters and punctuation needs to be developed and students' attention regularly drawn to their use.

At this level, students need to know these basic rules:

A Capital letter is the first letter of:

- a sentence
- a day
- a month
- your name
- a country, state, city, suburb
- the pronoun **I**

A full stop comes at the end of a sentence.

e.g. It rains in **J**uly.

I go to class on **M**onday.

Mai lives in **K**ellivale.

Activity

Write sentences similar to the ones below on the board and ask students to come out and add the capital letters and the full stops.

- it rains in september
- it is sunny in january
- i go to class on tuesday
- it is cold in hobart
- the weekend is saturday and sunday
- my name is jack

10. English class

Activity - Spelling Dictation

In this activity, the same words are read to the whole class, but each level has support, and each student gets the dictation appropriate to their skills.

Level A

This dictation teaches students to look for clues. The words are on the page and can be copied, but the students have to locate the letters to copy. Initially, some students may need help with this, and the teacher could underline in red the parts to copy.

Level B

At this level, the difficult sounds have been provided. If the teacher pronounces the word slowly, the students should be able to hear the missing sounds. The answers are below so students can also copy.

Level C

At this level, a student can try to either write the word or they can copy. Allowing students this option and to later check their work removes any fear associated with having a go.

Level A - Spelling Dictation

Days of the week

M o n d a y _ o n d a y	T u e s d a y _ u e s _ _ _
W e d n e s d a y _ e d n e s _ _ _	T h u r s d a y T h u r s _ _ _
F r i d a y _ r i _ _ _	S a t u r d a y _ a t u r _ _ _
S u n d a y _ u n _ _ _	

Level B - Spelling Dictation

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

Days of the week

1 . _ o _ _ _ _

2 . _ u e _ _ _ _

3 . _ e d _ e _ _ _ _

4 . _ _ u r _ _ _ _

5 . _ r _ _ _ _

6 . _ _ _ u r _ _ _

7 . _ _ _ _ _ _

Fold

Check your spelling

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

Level C - Spelling Dictation

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

Days of the week

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Fold

Check your spelling.

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

11. Get ready for class

Question inflection

Activity 1 - What is in your pencil case?

1. Demonstrate inflection:
 - **downward** for **wh** questions
 - **upward** for simple **yes/no** questions.
2. Project the next page and ask the questions in the activity on the next page. Point your finger to show the up and down inflection.

wh questions



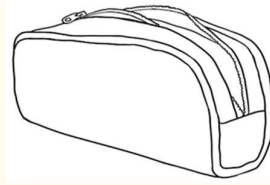
Yes, no questions



3. Ask students to repeat.
4. If possible, create more examples on the board and practise.
5. Students practise in pairs or small groups using the pictures of stationery in the Student Book.

Question inflection**Wh questions**

What's in your pencil case?

**Answers**

I have two pens, a pencil and a rubber.

I have a pencil, a rubber, a sharpener and a pen.

Simple yes/no questions

A pencil?

Coloured pens?

A ruler?

A highlighter?

An apple?

Answers

Yes

No.

Activity 2 – The Office Shop catalogue – Listening and writing activity

- Ask students to predict the prices of the items on the catalogue on the following page.
- The teacher nominates prices for each item; students listen and write the prices on the worksheet.

Activity 3 – Prices on a catalogue - Pair work

Students use their Student A or B page and ask each other questions about the prices of items on their page.

1. Students look at their page and the objects in their catalogue.
They then take turns to ask their partner:
 - How much is the _____?Their partner responds:
 - It's \$_____.
2. Each student writes the prices on their sheet.

Activity 2

The Office Shop catalogue

The Office Shop

Date: February _____

Get ready to learn

Pencil

Rubber

Highlighter

Notebook

Sharpener

pen

USB

Ruler

Pencil case

Phone



Listen to the teacher.



Write the prices.

Student A



Listen to your partner.



Say the prices.

The School Shop

Get ready for class

Date: January 13

Rubber \$1

Highlighter \$1.20

Notebook \$2.50

Pencil \$1.15

Pen \$2

USB \$12

Sharpener \$1.50

Ruler 80c



Ask your partner

How much is the _____?



Write the prices.

The Office Shop

Get ready to learn

Date: January 13

Rubber

Highlighter

Notebook

Pencil

Pen

USB

Sharpener

Ruler

Student B



Ask your partner

How much is the _____?



Write the prices.

The School Shop

Get ready for class

Date: January 13

Rubber

Highlighter

Notebook

Pencil

Pen

USB

Sharpener

Ruler



Listen to your partner.



Say the prices.

The Office Shop

Get ready to learn

Date: January 13

Rubber \$1.30

Highlighter \$1.50

Notebook \$4.50

Pencil 90c

Pen \$3

USB \$15.00

Sharpener \$2

Ruler \$1.20

12. How many?

Activity 1 - Where are the items?

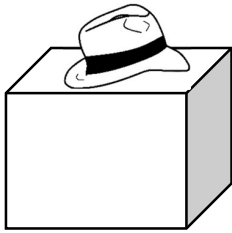
Before handing out the worksheet, demonstrate the location of items:

- Put multiples of familiar classroom objects **on**, **under** and **next to** a table.
- Ask students questions about the location of items stressing the preposition.

e.g.:

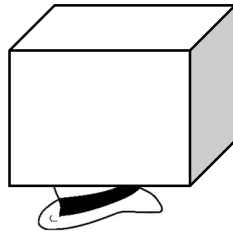
- Is the pen **on** the table?
Yes, it is.
- Are the rubbers **next to** the table?
No, they are **on** the table.
- Is the ruler **under** the table?
No, it's **next to** the table.

on under next to



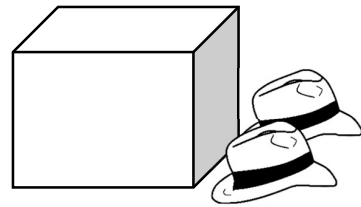
on

There is one hat **on** the box.



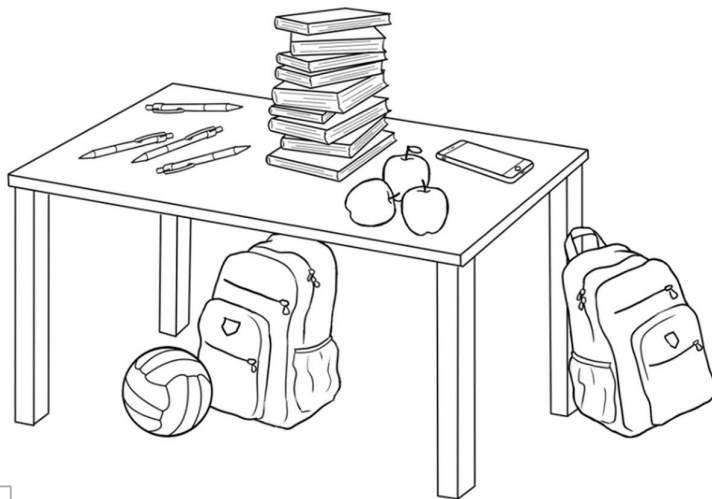
under

There is one hat **under** the box.



next to

There are two hats **next to** the box.



- bag
- book
- phone
- apple
- pen
- ball



Write sentences.

There is one phone **on** the table.

There are three apples **on** the table.

Activity 2 - Plurals Memory game

Put different quantities numbers of 6 familiar objects on a table. Give students a minute to count them and commit to memory. Then cover them.

What can the students recall?



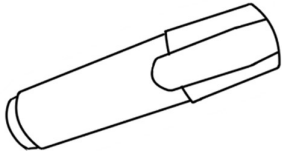
The activity can be graded. Students can write the numbers of objects on any of the three worksheets:

- Level A - a list with 6 pictures and words
- Level B - a list with 8 words and pictures [It could include objects not on the table]
- Level C - a list with 12 words and pictures [It could include objects not on the table]

Level A





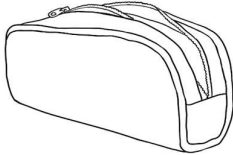
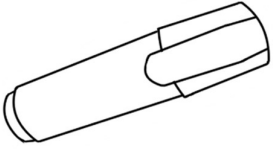

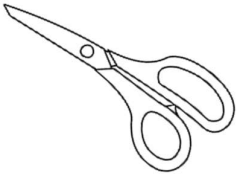
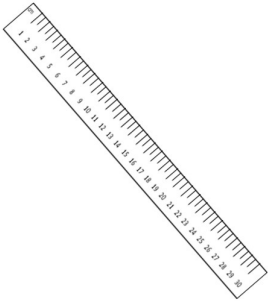

How many?

<p>_____ phones</p> 	<p>_____ mugs</p> 	<p>_____ pencil cases</p> 
<p>_____ pairs of glasses</p> 	<p>_____ workbooks</p> 	<p>_____ highlighters</p> 

Level B





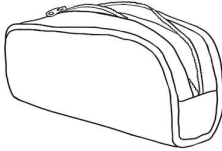
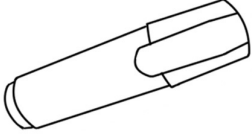

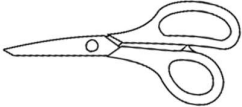
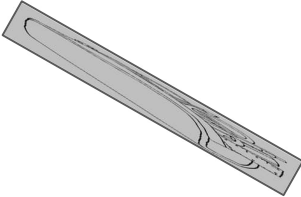
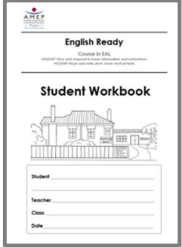



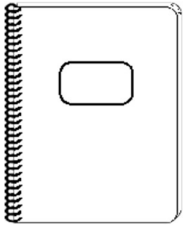
How many?

<p>_____ phones</p> 	<p>_____ mugs</p> 	<p>_____ pencil cases</p> 	<p>_____ highlighters</p> 
<p>_____ pairs of glasses</p> 	<p>_____ pairs of scissors</p> 	<p>_____ rulers</p> 	<p>_____ workbooks</p> 

Level C



How many?

<p>_____ phones</p> 	<p>_____ mugs</p> 	<p>_____ pencil cases</p> 	<p>_____ highlighters</p> 
<p>_____ pairs of glasses</p> 	<p>_____ pairs of scissors</p> 	<p>_____ rulers</p> 	<p>_____ workbooks</p> 
<p>_____ bottles of water</p> 	<p>_____ packets of chips</p> 	<p>_____ apples</p> 	<p>_____ notebooks</p> 

13. Instructions in class

Activity 1 – Classroom instructions

Cut up the instructions on the following two pages. Introduce these gradually to the class. Keep in a box, and as they are introduced, students can take one and instruct a partner, a small group or the whole class. Repeat until students are familiar with all the instructions.

Activity 2 – A polite version of the game ‘Simon says’

Substitute ***Please*** for ***Simon says***, so that students only follow the instructions if it is prefaced with ***Please***. Vary some of the instructions to include familiar vocabulary. e.g. *stand up, turn right, walk around your chair, sit down, open your book, pick up your pen, look at the teacher, open your bag etc*

Activity 3 - Pair Work - Give and follow instructions

Activity 1

Please stand up.

Please sit down.

Turn on the light.

Turn off the light.

Look at the board.

Look at me.

Look to your left.

Look to your right.

Open
your workbook.

Close
your workbook.

Open the door.

Close the door.

Walk slowly
to the door.

Walk quickly
to the door.

Please stand
in a circle.

Please stand
in a line.

Write your name
on the board.

Write number 9
on the board.

Smile.

Take a photo.

Walk slowly
to the window.

Ask your teacher
to check.

Activity 3

Student A



Give instructions to your partner.



We are students.



1. Circle the pen.

2. Write your name **next to** the laptop.

3. Colour the pencil case blue.

4. Colour the three books yellow.

5. Underline the word students.

Fold



Listen to your partner.



We are good friends.



Student B**Listen** to your partner.

We are students.



Fold

**Give instructions** to your partner.

We are good friends.



1. Circle the three books.

2. Write your name **on** the laptop.

3. Colour Mai's book green.

4. Colour the pen red.

5. Underline the word good.

14. The community centre

Activity 1 – Punctuation – capitals and full stops

This worksheet is an introduction to reading a floor plan and a revision of work on basic punctuation. Before giving out the worksheet:

- Project the floor plan.
- Ask open and closed questions about what is represented on the plan. [Draw attention to the rising and falling intonation in the questions.]
e.g. How many rooms? Fire exits? Toilets?
What room is next to room2? etc
Is there a canteen? A reception? A library? etc
- Revise the use of capitals and full stops.
- On the worksheet, ask students to point to particular rooms and places on the plan.
- Students copy the sentences, adding capitals and full stops.

Activity 2 – Information about my learning centre.

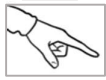
Preparation

- Copy the 'My learning centre' page.
- Write the required information on the board.
- Say the relevant words and students repeat:
centre's name, address, phone number, start and finish times, teacher's name, class name, class days.
- Students copy the information from the board and read the completed information with a partner.

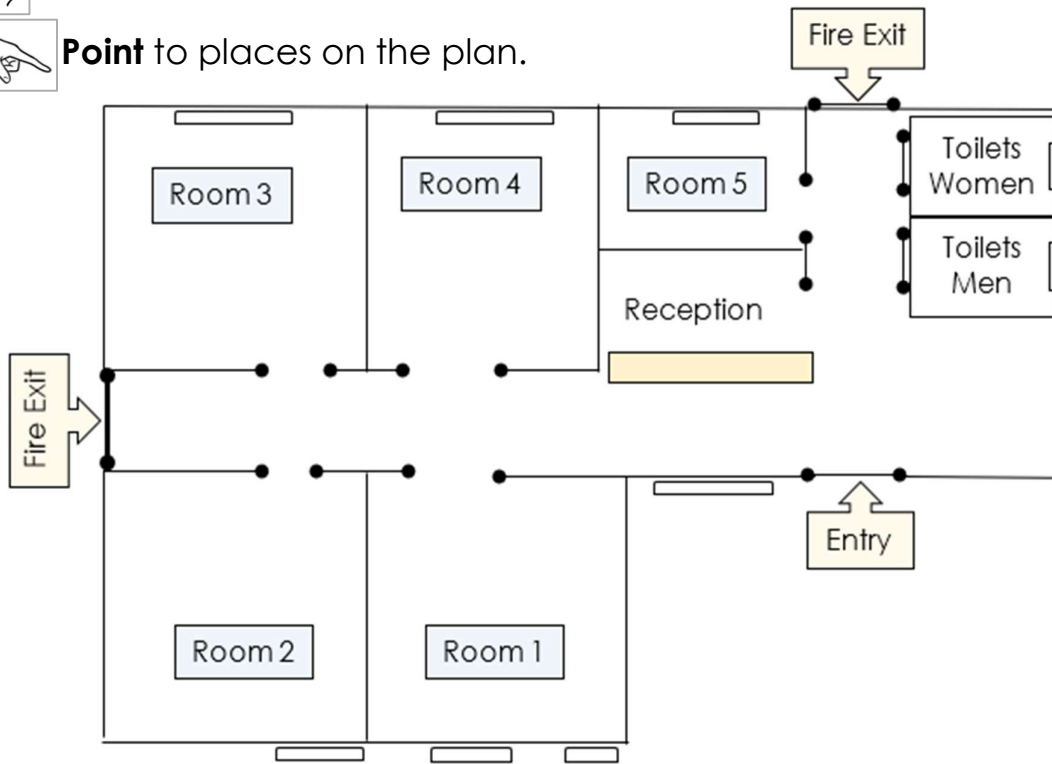
The community centre floor plan



Listen to the teacher.



Point to places on the plan.



Write the sentences with capitals and full stops.

1. on tuesday morning ming is in room 4

On Tuesday morning Ming is in room 4.
2. on wednesday afternoon ming is in room 4

3. on friday morning ming is in room 3

4. on thursday morning the centre is closed

5. on thursday afternoon the centre is closed

My learning centre**Copy** from the board.**Centre name** _____**Address** _____
_____**Phone** _____**Centre Hours**

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

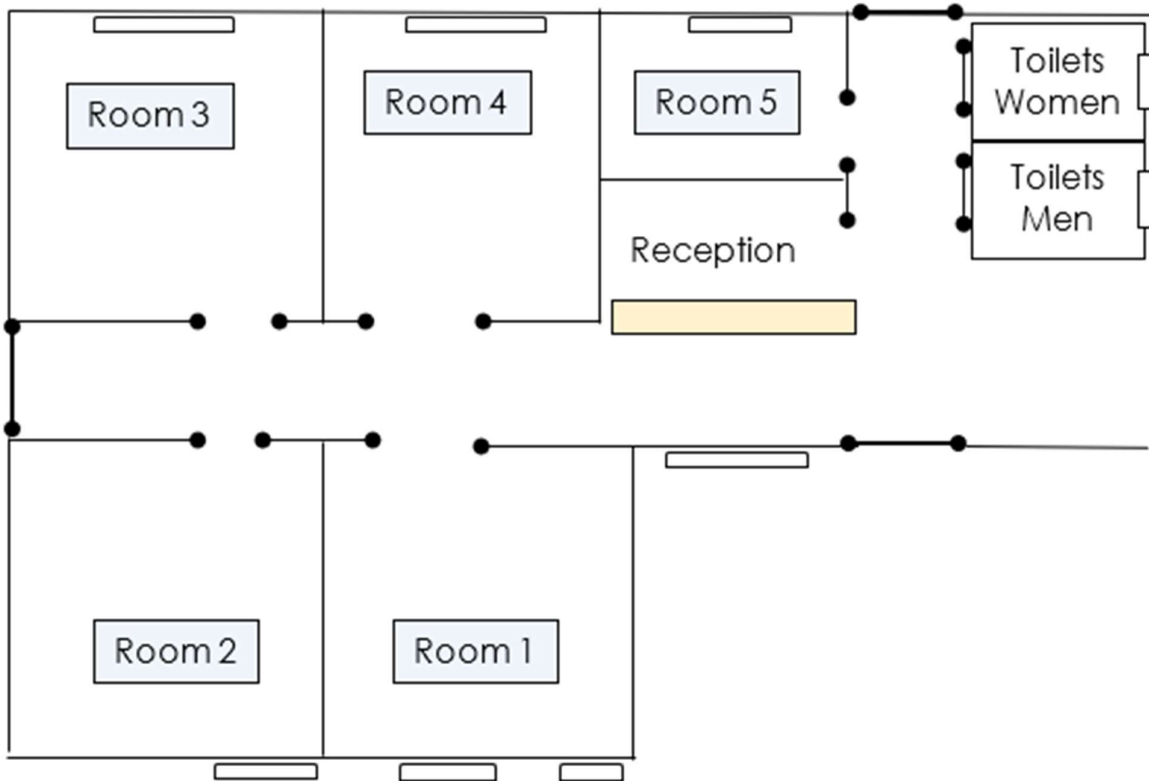
My teacher's name _____**My class name** _____**Write** the times.**My timetable**

Mon	Tues	Wed	Thurs	Fri	Sat

15. Signs in the community centre



Where are these signs in the community centre?



16. A class timetable

Activity - Reading Carim's timetable.

- Copy the worksheet on following page.
- Introduce new vocab - computers, room numbers e.g. A31.
- Project the timetable.
- Focus on a day and ask questions about start and finish times, room numbers etc.
- Give students a copy of the worksheet, read the introductory sentences and ask some additional questions about the days and times on the timetable.
- Students complete the yes/no exercise and copy the sentences into their notebooks.

*Confident students can be encouraged to use the model to construct sentences about their own timetable.

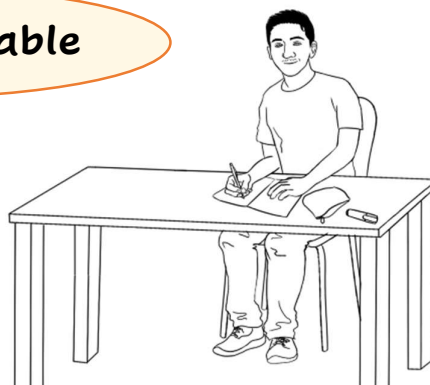
Carim's timetable



Listen to the teacher.

Carim learns English at TAFE.

This is his timetable.



	Mon	Tues	Wed	Thurs	Fri
Morning	Room A31	Room B4	Room H6	Room A31	Room H6
Start	9:00	9:30	9:00	8:30	9:00
Finish	12:00	12.30	12:00	12:00	1:00
<i>Lunch break</i>					
Afternoon	Computers	Room B4	Room H6	Room A31	
Start	12:30	1:00	1:00	1:00	
Finish	2:30	3:00	4:00	3:00	



I start class at 9 o'clock on Monday.



Tick.

		Yes	No
1	I start class at 9:00 on Monday.	✓	
2	I start class at 9:00 on Tuesday.		
3	I finish class at 4:30 on Wednesday.		
4	I have lunch at 12:30 on Thursday.		
5	I finish class at 4:00 on Thursday.		
6	I finish class at 1:00 on Friday.		



Copy the sentences into your notebook.



17. Talk about family and friends

Activity - Description dictation

There are two dictations at two levels. Dictate only one section at a time.

Remind students to use capital letters at the beginning of a sentence, and for the first letter in a country and the day of a week. Before the dictations, practise the initial blends included in the texts: fr, sh, bl, st, pl, th

- Dictation 1: Students can refer back to *soccer, they, play* and the words are introduced in the student book.
- Dictation 2: *She* is spelt in the text once. After that, students need to refer back to the original *she* and copy.
- Encourage students to check their work.

1. Bao and Abdi **play** soccer.

They play **soccer** on the weekend.

They play at **the** park.

Bao and Abdi play soccer on sunny days.

2. Fatima is my friend.

She comes from **Syria**.

She is short.

She has blue eyes.

Fatima is a Year 9 student.

She plays netball on **Friday**.

She is hard-working and friendly.

At the end of each dictation, students could copy the sentences either under the original ones or in their notebooks.

Dictation 1 - Level A

Bao and Abdi play _occer.

They _ _ _ _ _ _ _ ocker on the _ eekend.

_ _ _ _ _ _ _ at the _ark.

Bao and Abdi _ _ _ _ _ _ _ ocker on _ unny _ ays.

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

Dictation 1 - Level B

pl	th
----	----

Bao and Abdi play _occer.

They _ _ _ _ _ _ _ occ _ _ on the _ eekend.

_ _ ey _ _ _ _ _ at _ _ e _ark.

Bao and Abdi _ _ ay _ occ _ _ _ _ _ unny _ ays.

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

Dictation 2 - Level A

1. Fatima is _y _riend.
2. She _omes _rom _yria.
3. _____ is shor_.
4. _____ has _lue eyes.
5. Fatima is a Year 9 __tudent.
6. _____ _lays _etball on _riday.
7. _____ is hard-working and _riendly.

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

Dictation 2 - Level B

fr	sh	bl	st	pl
----	----	----	----	----

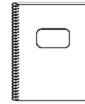
1. Fatima is _y __ien_.
2. She _omes __om _yria.
3. ___ is __or_.
4. ___ ha_ _ue eye_.
5. Fatima i_ a Year 9 __uden_.
6. ___ play_ _etbal_ on __iday.
7. __ _ is _ard-working and __iendly.

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

Homework



Copy the sentences here and into your notebook.



1. Bao and Abdi play soccer.

2. They play on the weekend.

3. They play at the park.

4. They play soccer on sunny days.



Copy the sentences here and into your notebook.

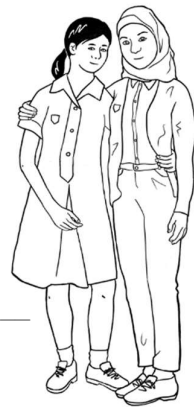


1. Fatima is my friend.

2. She comes from Syria.

3. She is short.

4. She has blue eyes.



18. The weather

Activity 1 - A weather chart – Pair work

Student A

What's the weather like in Sydney?



sunny 	cloudy 	windy 	rainy 	stormy 
--	---	--	---	---






Ask your partner



What's the weather like on **Monday**?



Write on the chart.

Sydney weather			
Monday	Tuesday	Wednesday	Thursday
_____	rainy 	_____	sunny 
Friday	Saturday	Sunday	
_____	windy 	_____	

Student B

What's the weather like in Sydney?



sunny 	cloudy 	windy 	rainy 	stormy 
--	---	--	---	---







Ask your partner








What's the weather like on **Tuesday**?



Write on the chart.

Sydney weather			
Monday	Tuesday	Wednesday	Thursday
sunny 	_____	rainy 	_____
Friday	Saturday	Sunday	
cloudy 	_____	stormy 	

Activity 2 - A weather chart with temperatures – Pair work**Draw this table on the board.**

	 windy	 sunny	 rainy	 cloudy	 stormy
Mon		✓ 19			
Tues					
Wed					
Thur					
Fri					
Sat					

- Students need to listen, tick the box and write the temperature.
- Demonstrate the exercise by reading and asking students to come to the board, tick the appropriate box on the chart and write temperature.

Read: On Monday the weather is sunny. Tick under sunny.

It's 19 degrees on Monday. Write 19.

On Tuesday it's cloudy. Tick under cloudy.

It's 9 degrees on Tuesday. Write 9.

On Wednesday it's rainy. Tick under rainy.

It's 12 degrees on Wednesday. Write 12.

Encourage students to show their understanding.

Don't understand?	Understand.
Can you say that again please?	Yes.
Did you say sunny?	Ah ha.
Did you say 19?	Ok.
Did you say Monday?	Good.
Shake your head.	Nod your head.

Student A



Ask your partner Are you ready?



Read slowly to your partner.

On **Monday** it's windy. Tick under windy.






It's 11 degrees on Monday. Write 11.

On **Tuesday** it's rainy. Tick under rainy.

It's 9 degrees on Tuesday. Write 9.

On **Wednesday** it's windy. Tick under windy.

It's 10 degrees on Wednesday. Write 10.

	rainy 	stormy 	cloudy 	windy 	sunny 
Mon				✓ 11	
Tues	✓ 9				
Wed				✓ 10	
Thur					
Fri					
Sat					



Listen to your partner.








Write on the chart.

Student B


Listen to your partner.



Write on the chart.

	rainy 	stormy 	cloudy 	windy 	sunny 
Mon					
Tues					
Wed					
Thur		✓ 8			
Fri			✓ 12		
Sat					✓ 15



Read slowly to your partner.

On **Thursday** the weather is stormy. Tick under stormy.

It's 8 degrees on Thursday. Write 8.

On **Friday** it's cloudy. Tick under cloudy.

It's 12 degrees on Friday. Write 12.

On **Saturday** it's sunny. Tick under sunny.











It's 15 degrees on Saturday. Write 15.


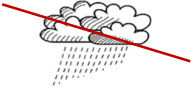










Check your work with your partner.

Activity 3 – Talking about the weather using connectives – and, but

Project the two charts. Divide the class in two and read like a chant. Swap roles.

Student A	Student B
What's the weather like?	  It's cloudy and warm.
What's the weather like?	  It's windy and cold.
What's the weather like?	  It's rainy and very cold.
What's the weather like?	  It's stormy and hot.
What's the weather like?	  It's sunny and very hot.

Student A	Student B
What's the weather like?	  <p>It's cloudy but not rainy.</p>
What's the weather like?	  <p>It's windy but not cold.</p>
What's the weather like?	  <p>It's sunny but not hot.</p>
What's the weather like?	  <p>It's stormy but not cold.</p>
What's the weather like?	  <p>It's sunny but not warm.</p>

19. The Medical Centre



Read the appointment card.

Dr Kim Tran
 35 North Road, Kellivale
 Phone: 6527 8344

Mr Tom Dean
 has an appointment
at 9:30 am
on Thursday 7 June

Match questions and answers.

Questions	Answers
1. What is this card?	Mr Tom Dean
2. Who is the appointment for?	35 North Road, Kellivale
3. Who is the doctor?	an appointment card
4. What is the doctor's address?	Dr Kim Tran
5. What is the telephone number?	9:30 am
6. What day is the appointment?	7 June
7. What time is the appointment?	6527 8344
8. What date is the appointment?	Thursday



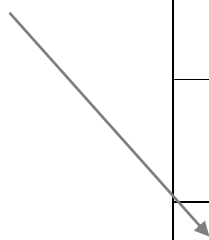
Read the questions and answers with a partner.



Matching dates and times

Match the dates.

1.	1 February 2021	30. 9. 52
2.	19 April 2015	8. 6. 98
3.	30 September 1952	1. 2. 21
4.	5 October 1941	9. 11. 77
5.	8 June 1998	15. 1. 65
6.	21 May 1989	19. 4. 15
7.	15 January 1965	21. 5. 89
8.	9 November 1977	14. 12. 02
9.	14 December 2002	16. 8. 49
10.	16 August 1949	5 / 10 /41



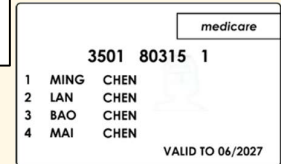
Match the times.

1. One o'clock	7:00
2. Three thirty	12:30
3. Seven o'clock	2:30
4. Nine thirty	1:00
5. Twelve thirty	5:30
6. Six o'clock	9:30
7. Two thirty	12:00
8. Eleven thirty	3:30
9. Five thirty	6:00
10. Twelve o'clock	11:30



Read the medical centre instructions.

1. Do **not** enter if you have COVID -19 symptoms .
2. Do **not** come late.
3. You must **check in**.
4. Have your Medicare **card** ready.
5. Sit down and wait for the **doctor**.



Tick one.

These instructions are at the medical centre for the patient.
 for the doctor.



Write the words.

Number the instructions.

Sit down and wait for the _____.

You must _____.

1 Do _____ enter if you have COVID-19 symptoms.

Have your Medicare _____ ready.

Do not _____ late.

Sorry. I don't understand.



Ask your partner



Can you check my work please?

20. Audio files and transcripts



Where is the Community Centre?

[Student Book Section 14, Pages 29-30]

MP3 files



1. Where is the
Community Centre.mp3



1. Where is the
Community Centre_Rt

Transcript

Student A Excuse me, where is the Community Centre?

Student B The Community Centre? Oh, it's in Kemp Street.

It's an old building. It has a red roof
and a brown fence.

There's a small tree near the front door.

Student A Did you say a red roof?

Student B Yes, that's right and a brown fence.

Student A Ok. thank you.

**Mai talks about Fatima** [Student Book Section 17, Page 43]**MP3 files**

2. Mai talks about
Fatima.mp3



2. Mai talks about
Fatima_Repeat.wav

Transcript

Fatima is my friend.

She comes from Syria.

She is short.

She has blue eyes.

Fatima is a Year 9 student.

She plays netball on Friday.

She is hard-working and friendly.

**Lan talks about Nisha** [Student Book Section 17, Page 44]**MP3 files**

3. Lan talks about
Nisha.mp3



3. Lan talks about
Nisha_Repeat.wav

Transcript

Nisha is my friend.

She comes from India.

She works in a childcare centre.

Nisha is tall.

She has long, wavy hair.

She likes reading.

Nisha is a good friend.

**Bao talks about Abdi** [Student Book Section 17, Page 45]**MP3 files**

4. Bao talks about
Abdi.mp3



4. Bao talks about
Abdi_Repeat.wav

Transcript

Abdi is my friend.
He comes from Somalia.
He goes to uni.
Abdi is tall.
He has short, curly hair.
He likes playing soccer.
Abdi is a good friend.