A logo with text and a circle

Description automatically generated with medium confidence

Student book with teacher notes

**English Ready**

22636VIC Course in Initial EAL  
VU23491 Recognise and copy extremely familiar words

Diagram

Description automatically generated

Words

**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**Class**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This book is supported by additional writing exercises

in the **Writing** book.

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

**Design team:** Vicki Hambling, Sue Paull, Frida Dean, Glenise Kleehammer and Mary Wallace

**Illustrations:** Madelena Scott  
**Image Acknowledgements:**

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# Instructions

****  
The arrow is a reminder to read from left to right.

|  |  |
| --- | --- |
| 1.  🗸  listen | 2.  say |
| 3.  copy | 4.  match |
| 5.  colour | 6.  circle |
| 7.  trace | 8.  tick |
| 9.  point | 10.  clap |

# The alphabet letters



1. 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

1. 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



****1.

**A B C D E F**

**G H I J K L**

**M N O P Q R**

**S T U V W X**

**Y Z**



2.

**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**

# Match the letters







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



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A |  | b | a | c |
| B |  | d | a | b |
| C |  | e | c | f |
| D |  | d | a | g |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| H |  | e | g | h |
| I |  | a | i | l |
| J |  | h | b | j |
| K |  | k | c | h |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| E |  | f | c | e |
| F |  | e | f | h |
| G |  | g | p | f |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| L |  | i | k | l |
| M |  | j | a | m |
| N |  | n | m | h |
| O |  | k | o | p |
| P |  | p | l | n |

1. ******

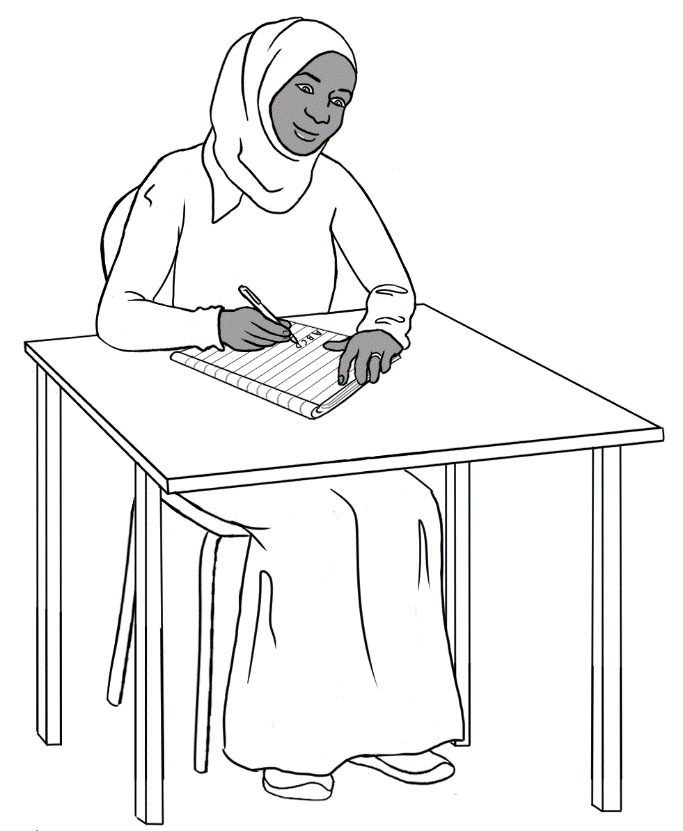
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| --- | --- | --- | --- | --- |
| Q |  | o | p | q |
| R |  | b | r | s |
| S |  | s | t | u |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T |  | r | f | t |
| U |  | o | u | i |
| V |  | w | t | v |

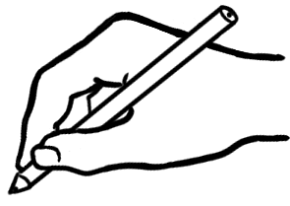
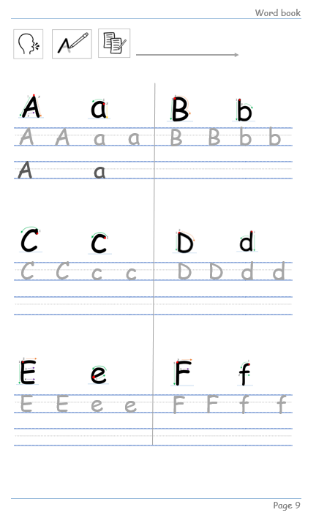
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| W |  | x | w | y |
| X |  | v | z | x |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Y |  | y | w | m |
| Z |  | v | z | x |

# Trace and copy.



Explain the correct writing posture, pencil grip and letter formation. The colour of the arrows is a guide:   
green = 1st stroke, orange = 2nd stroke, purple = 3rd stroke.



****

|  |  |
| --- | --- |
|  |  |
|  |  |



A



A

a

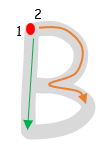
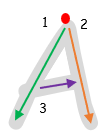
A

A

a

a







B

b

b

B

a

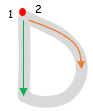
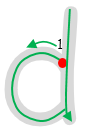
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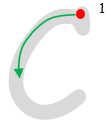
a

A

A

a







D

D

d

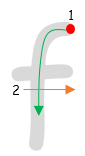
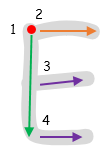
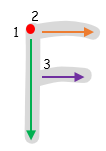
d

c

c

C

C





F

E

f

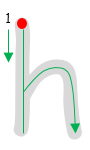
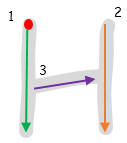
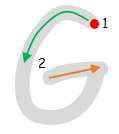
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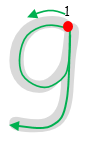
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e

e

E





g

g

h

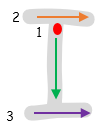
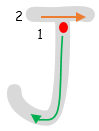
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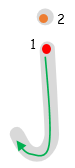
h

H

G

G





I

j

j

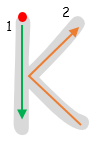
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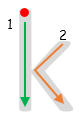
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I

i

i





L

l

l

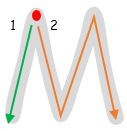
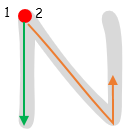
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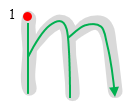
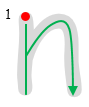
k

k

K

K





m

n

n

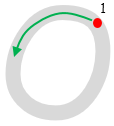
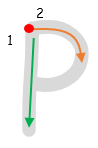
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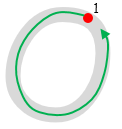
N

m

M

M





o

P

pk

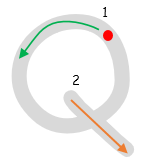
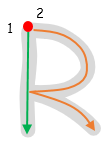
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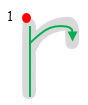
P

o

O

O





r

r

R

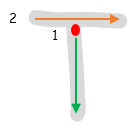
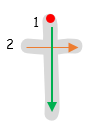
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q

q

Q

Q





t

t

T

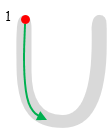
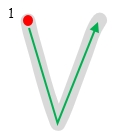
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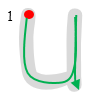
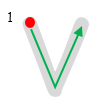
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s

S

S





V

V

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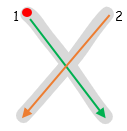
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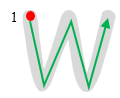
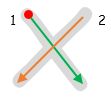
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u

U

U





x

x

X

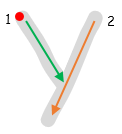
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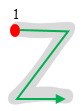
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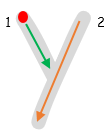
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W

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Y

z

z

Z

Z

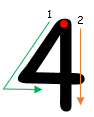
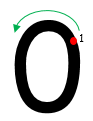
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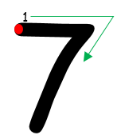
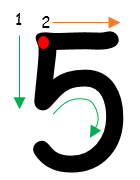
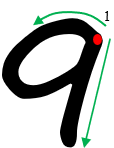
Y



More practise in number formation in the writing book.



0



**** Vowels are in gold boxes, the consonants blue.

a

\_

g\_

b\_

c\_

d\_

e

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f\_

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a\_

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n\_

m\_

l\_

k\_

j\_

i

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h\_

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u

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p\_

o

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t\_

s\_

r\_

q\_

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z\_

y\_

x\_

w\_

v\_

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# Short vowel words

Explain that the short vowel sound can come  
 at the beginning or in the middle of a word.



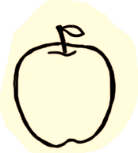
|  |  |  |
| --- | --- | --- |
| a |  | apple |
| e |  | egg |
| i |  | ink |
| o |  | orange |
| u |  | umbrella |

****

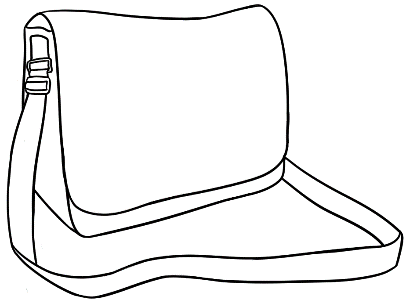
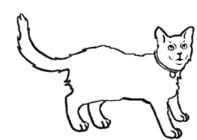
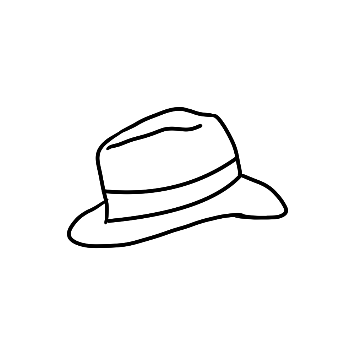
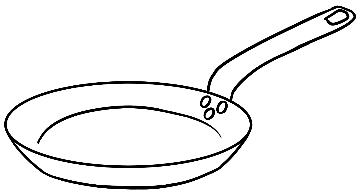
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| a | e | i | o | u |
| a |  |  |  |  |



a



1. hat cat



hat \_\_\_\_\_\_\_\_\_\_

1. man pan

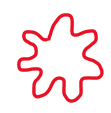
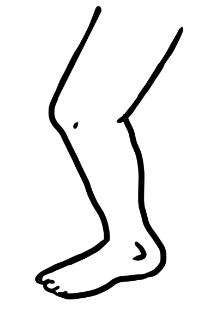
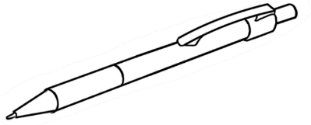
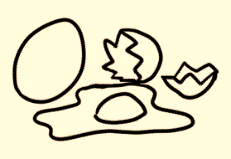
\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

3. bag tag

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

****

e



1. bed red  
   bed \_\_\_\_\_\_\_\_\_\_
2. pen men

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

1. peg leg

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

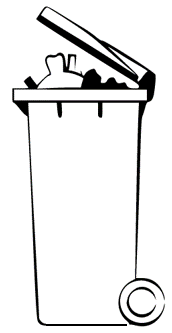
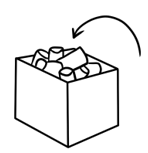
****

|  |  |  |
| --- | --- | --- |
|  | hat |  |
|  | pan |  |
|  | man |  |
|  | men |  |
|  | pen |  |
|  | leg |  |
|  | bed |  |

****

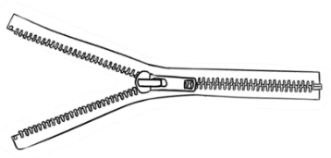
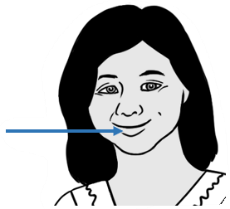
i



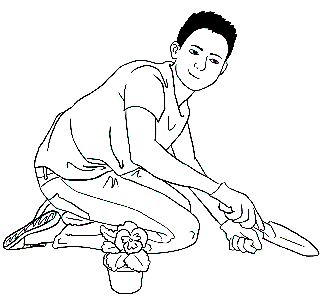
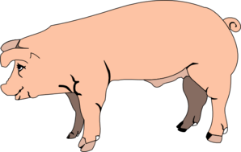


1. in bin

in \_\_\_\_\_\_\_\_\_\_



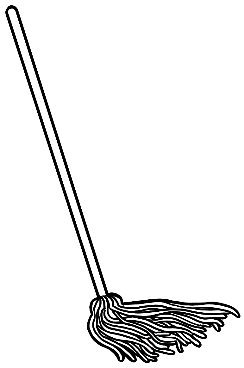
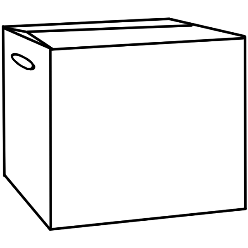
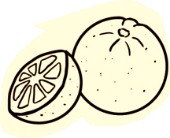
1. lip zip  
   \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_



1. pig dig  
   \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

****Colour the stop sign red.

o



1. old cold

old \_\_\_\_\_\_\_\_\_\_

2. mop stop

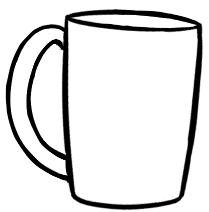
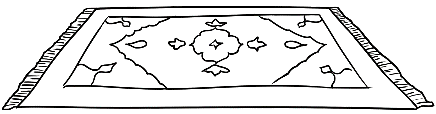
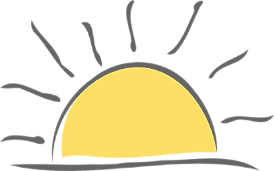
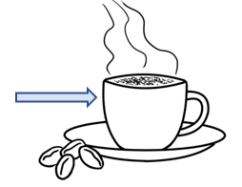
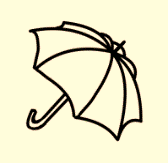
\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

3. box fox

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

****

u



1. up cup

up \_\_\_\_\_\_\_\_\_\_

1. run sun

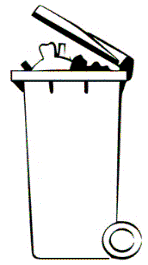
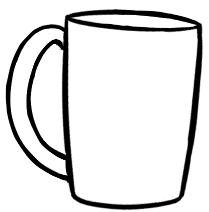
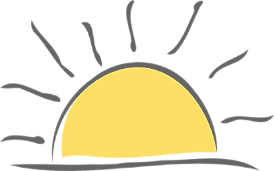
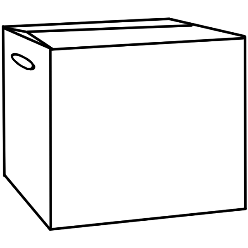
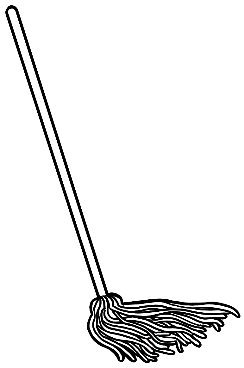
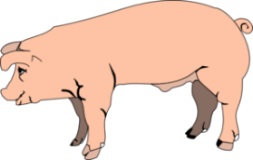
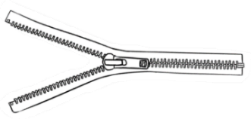
\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

1. mug rug

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

****

|  |  |  |
| --- | --- | --- |
|  | bin |  |
|  | zip |  |
|  | pig |  |
|  | mop |  |
|  | box |  |
|  | sun |  |
|  | mug |  |



# Consonant blends







Say the consonants separately.   
Then blend, colour and copy them.

A close-up of a book

Description automatically generated with medium confidence

**br**

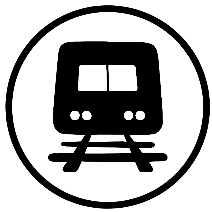
**b r**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| br | br | br | br | br |
| br |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| br | A close-up of a book  Description automatically generated with medium confidence |  |
| bread  \_\_ \_\_ ead  \_\_ \_\_ ead  \_\_ \_\_ ead | brush  \_\_ \_\_ ush  \_\_ \_\_ ush  \_\_ \_\_ ush |



1. 

**tr**

**t r**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| tr | tr | tr | tr | tr |
| tr |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| tr |  | A picture containing linedrawing  Description automatically generated |
| train  \_\_ \_\_ ain  \_\_ \_\_ ain  \_\_ \_\_ ain | tree  \_\_ \_\_ ee  \_\_ \_\_ ee  \_\_ \_\_ ee |



|  |
| --- |
| A picture containing linedrawing  Description automatically generatedtree |
| brush |
| train |
| A close-up of a book  Description automatically generated with medium confidencebread |

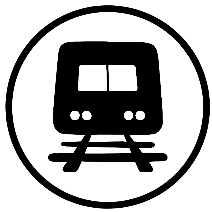
br

tr

Pages 23, 26 & 29 - Say a word stressing the blend.   
Students tick the blend.



**🗸**

A picture containing linedrawing

Description automatically generatedA close-up of a book

Description automatically generated with medium confidence

bread brush train tree

Say the consonants separately.   
Then blend, colour and copy them.



A picture containing text

Description automatically generated

**fr**

**f r**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| fr | fr | fr | fr | fr |
| fr |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| fr | A picture containing text  Description automatically generated |  |
| fruit  \_\_ \_\_ uit  \_\_ \_\_ uit  \_\_ \_\_ uit | friend  \_\_ \_\_ iend  \_\_ \_\_ iend  \_\_ \_\_ iend |



1. Colour all stop signs red.

Shape, rectangle

Description automatically generated

**st**

**s t**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| st | st | st | st | st |
| st |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| st | Shape, rectangle  Description automatically generated | A picture containing linedrawing  Description automatically generated |
| stop  \_\_ \_\_ op  \_\_ \_\_ op  \_\_ \_\_ op | stand  \_\_ \_\_ and  \_\_ \_\_ and  \_\_ \_\_ and |



|  |
| --- |
| A picture containing text  Description automatically generatedfruit |
| Shape, rectangle  Description automatically generatedstop |
| friend |
| A picture containing linedrawing  Description automatically generatedstand |

fr

st



**🗸**

1. A picture containing linedrawing

   Description automatically generated

Shape, rectangle

Description automatically generatedA picture containing text

Description automatically generated

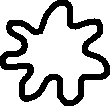
**fr**uit **fr**iend **st**op **st**and

Say the consonants separately.   
Then blend, colour and copy them.  
Colour the shapes black or blue.  
Identify objects that are black or blue.



**bl**

**b l**

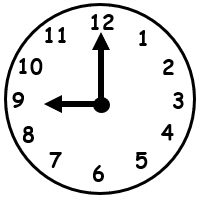


|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| bl | bl | bl | bl | bl |
| bl |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| bl |  |  |
| black  \_\_ \_\_ ack  \_\_ \_\_ ack  \_\_ \_\_ ack | blue  \_\_ \_\_ ue  \_\_ \_\_ ue  \_\_ \_\_ ue |



1. 

**cl**

**c l**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| cl | cl | cl | cl | cl |
| cl |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| cl |  |  |
| clock  \_\_ \_\_ ock  \_\_ \_\_ ock  \_\_ \_\_ ock | clap  \_\_ \_\_ ap  \_\_ \_\_ ap  \_\_ \_\_ ap |



|  |
| --- |
| blue |
| clap |
| clock |
| black |

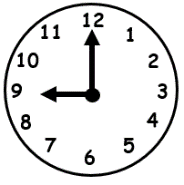
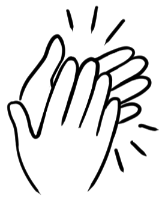
bl

cl



**🗸**







**bl**ack **bl**ue **cl**ock **cl**ap

******Listening exercise - Say the blended sound in the box and then the two words. Students circle the word with the blended sound. The first word is *brush*.

|  |  |  |
| --- | --- | --- |
| br | A picture containing text, appliance  Description automatically generatedbrush | A picture containing linedrawing  Description automatically generatedtree |
| tr | A picture containing linedrawing  Description automatically generatedfriend | train |
| fr | blue | A picture containing clipart  Description automatically generatedfruit |
| st | stand | clock |
| bl | Shape, rectangle  Description automatically generatedstop | black |
| cl | clap | A close-up of a book  Description automatically generated with medium confidencebread |

# Two consonants make one sound.

A picture containing clipart

Description automatically generated



**ch**

**ch**

**ch**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ch | ch | ch | ch | ch |
| ch |  |  |  |  |

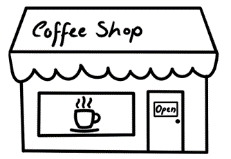


|  |  |  |
| --- | --- | --- |
| ch |  |  |
| chips  \_\_ \_\_ ips  \_\_ \_\_ ips  \_\_ \_\_ ips | chicken  \_\_ \_\_ icken  \_\_ \_\_ icken  \_\_ \_\_ icken |

1. A picture containing clipart

   Description automatically generated





**sh**

**sh**

**sh**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| sh | sh | sh | sh | sh |
| sh |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| sh |  |  |
| shop  \_\_ \_\_ op  \_\_ \_\_ op  \_\_ \_\_ op | shoe  \_\_ \_\_ oe  \_\_ \_\_ oe \_\_ \_\_ oe |



|  |
| --- |
| shoe |
| A picture containing clipart  Description automatically generatedchips |
| shop |
| chicken |

ch

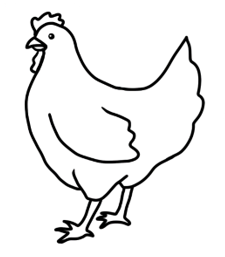
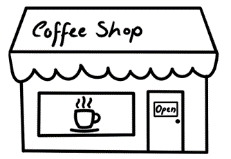
sh

Say a word stressing the bolded sound.   
Students tick the sound.



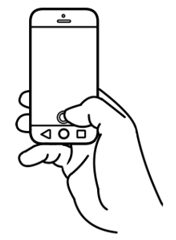
**🗸**

A picture containing clipart

Description automatically generated

**ch**ips **ch**icken **sh**op **sh**oe



1. 

**ph**

**ph**

**ph**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ph | ph | ph | ph | ph |
| ph |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| ph |  |  |
| phone  \_\_ \_\_ one  \_\_ \_\_ one  \_\_ \_\_ one | photo  \_\_ \_\_ oto  \_\_ \_\_ oto \_\_ \_\_ oto |

See the Teacher Resources for notes about   
the pronunciation of the voiced and unvoiced *th*.   
The *th* in *thirty* and *Thursday* is unvoiced*.* Additional words are *thirteen, thirty* and *thanks*.







3

**th**

**th**

**th**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| th | th | th | th | th |
| th |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| th | 3 |  |
| three  \_\_ \_\_ ree  \_\_ \_\_ ree  \_\_ \_\_ ree | Thursday  \_\_ \_\_ ursday \_\_ \_\_ ursday \_\_ \_\_ ursday |





**ck**

**ck**

**ck**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ck | ck | ck | ck | ck |
| ck |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| ck |  |  |
| truck  tru\_\_ \_\_  tru\_\_ \_\_  tru\_\_ \_\_ | clock  clo\_\_ \_\_   clo \_\_ \_\_   clo \_\_ \_\_ |

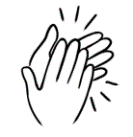
Say the double-letter sound and the two words.   
Students circle the word with the double-letter sound.****

|  |  |  |  |
| --- | --- | --- | --- |
| ch  sh  ph  th  ck | chicken | | Diagram  Description automatically generatedshop |
|  | shoe | phone | |
|  | photo | clock | |
|  | A picture containing clipart  Description automatically generatedchips | Thursday | |
|  | truck | three  3 | |

|  |  |  |  |
| --- | --- | --- | --- |
| ch  sh  ph  th  ck |  | chips | A picture containing clipart  Description automatically generated |
| chicken |  |
|  | shop | Diagram  Description automatically generated |
| shoe | A picture containing icon  Description automatically generated |
|  | phone |  |
| photo | A picture containing text, picture frame  Description automatically generated |
|  | three | 3 |
| Thursday |  |
|  | clock |  |
| truck | A picture containing logo  Description automatically generated |

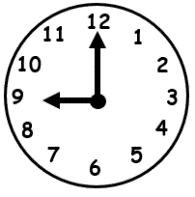
****

****** Say the word, sound the word, say the word.



|  |  |  |
| --- | --- | --- |
| cl | a | p |

1. clap clap



|  |  |  |
| --- | --- | --- |
| cl | o | ck |

1. clock clock

|  |  |  |
| --- | --- | --- |
| tr | u | ck |

A picture containing logo

Description automatically generated

1. truck truck

Diagram

Description automatically generated

|  |  |  |
| --- | --- | --- |
| sh | o | p |

1. shop shop



|  |  |  |
| --- | --- | --- |
| br | u | sh |

1. brush brush

|  |  |  |  |
| --- | --- | --- | --- |
| ch | i | p | s |

A picture containing clipart

Description automatically generated

1. chips chips



clap clock truck

clap \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

shop brush chips  
 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

# Numbers



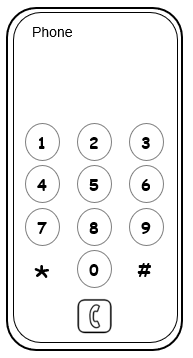
|  |  |
| --- | --- |
| 0 |  |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 |
| 0 |  |  |  |  |
|  |  |  |  |  |
| 5 | 6 | 7 | 8 | 9 |
|  |  |  |  |  |



Students *dial* their number on the phone keyboard.



1. 

What is your phone number?



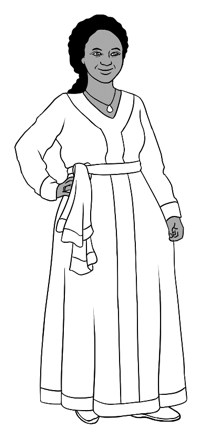
|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |

1. 



# Name

1. 



My first name is Jamila.

My family name is Desta.



My first name is Jamila.

My family name is Desta.

|  |  |
| --- | --- |
| First name | Jamila |
| Family name | Desta |

1. 

You



What is your first name?

What is your family name?



Students can copy their names from a card   
with their personal details.

My first name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My family name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.



|  |  |
| --- | --- |
| First name | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Family name | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# Address

1. 



I live in Kellivale.

I live at 56 North Street.

My phone number is   
0408 629 531.

****

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Address | | | | | | | | | | | | |
| Street | 56 North Street | | | | | | | | | | | |
| Suburb | Kellivale | | | | | | | | | | | |
| Postcode | 2421 | | | | | | | | | | | |
| Phone | 0 | 4 | 0 | 8 |  | 6 | 2 | 9 |  | 5 | 3 | 1 |

Students can copy their address and phone number from a card with their personal details.



You



Where do **you** live?

What is **your** phone number?

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Address | | | | | | | | | | | | |
| Street | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | |
| Suburb | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | |
| Postcode | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | |
| Phone |  |  |  |  |  |  |  |  |  |  |  |  |

# Today is Monday.

Diagram

Description automatically generated****

|  |  |
| --- | --- |
| Monday |  |
| Tuesday |
| Wednesday |
| Thursday |
| Friday |
| Saturday |  |
| Sunday |  |



1. Today is Monday.  
    Monday
2. Today is Tuesday.  
    Tues\_\_\_\_\_\_\_\_
3. Today is Wednesday.  
    Wednes\_\_\_\_\_\_\_\_
4. Today is Thursday.  
    Thurs\_\_\_\_\_\_\_\_
5. Today is Friday.  
    Fri\_\_\_\_\_\_\_\_
6. Today is Saturday.  
    Satur\_\_\_\_\_\_\_
7. Today is Sunday.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 



When is your class?

Monday, Tuesday   
and Thursday.



**🗸**

|  |  |  |
| --- | --- | --- |
|  | Jamila | You |
| Monday | ✓ |  |
| Tuesday |  |  |
| Wednesday |  |  |
| Thursday |  |  |
| Friday |  |  |
| Saturday |  |  |
| Sunday |  |  |

1. Students tick Jamila’s days and their class days.