

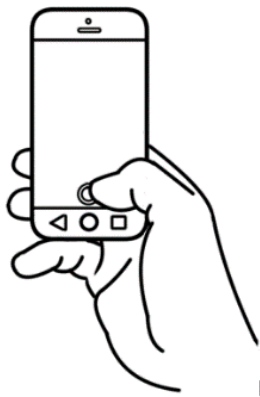
# English Ready

22482VIC Course in Initial EAL  
VU22383 Identify common digital media

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# Phones and Computers

# Teacher Resources



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

**Illustrations:** Madelena Scott

**Image Acknowledgements:**

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## Introduction to the books

### The Teacher Resources

The oral and kinaesthetic activities in this book utilise a variety of senses to improve memory retention. This is particularly important for students impacted by trauma. The most productive classes are noisy and active. Resources here aim to promote noisy active learning. They include:

- drawings of the characters for use in the design of additional materials
- flashcards for printing
- individual and class activities
- revision and homework exercises
- extension exercises.

The book is an electronic reference. Print pages as needed.

### The Student Workbook

The student 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 or to be used as an assessment task. It is recommended that students buy and use a notebook for general class work and practice.

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 and students
- delete, add and grade materials as required. If you add or deduct pages, be mindful of the layout as the document has been designed so that particular pages are opposite one another.

**NB** \* A teacher version of the student workbook contains additional guidance for activities and also answers for listening exercises.

\* Considering the cost of photocopying, colour has been used sparingly.

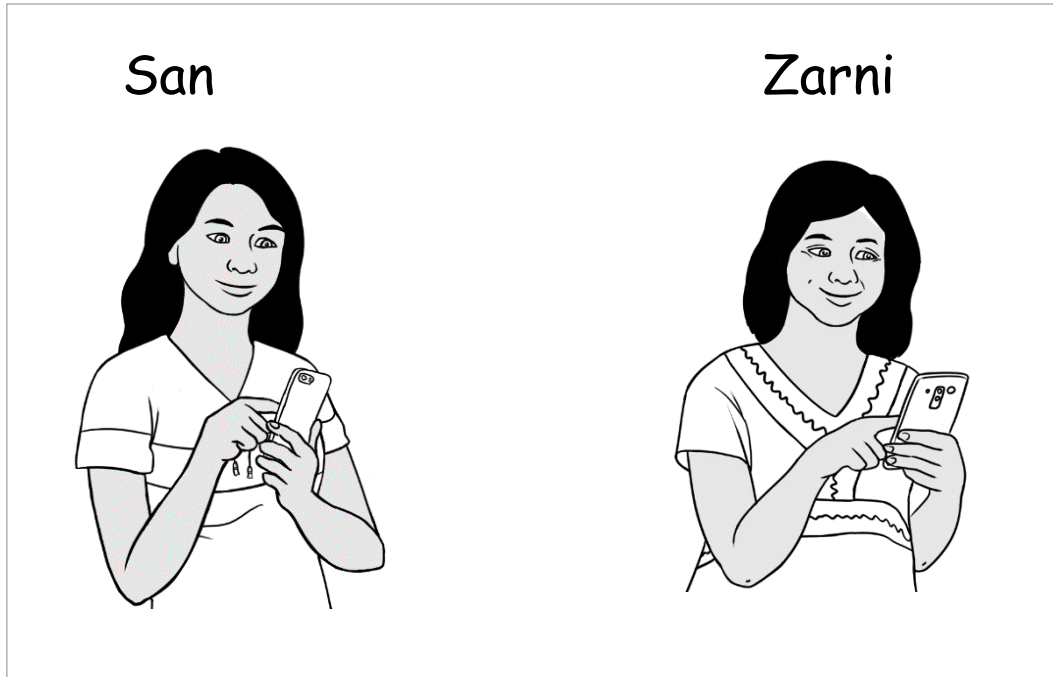
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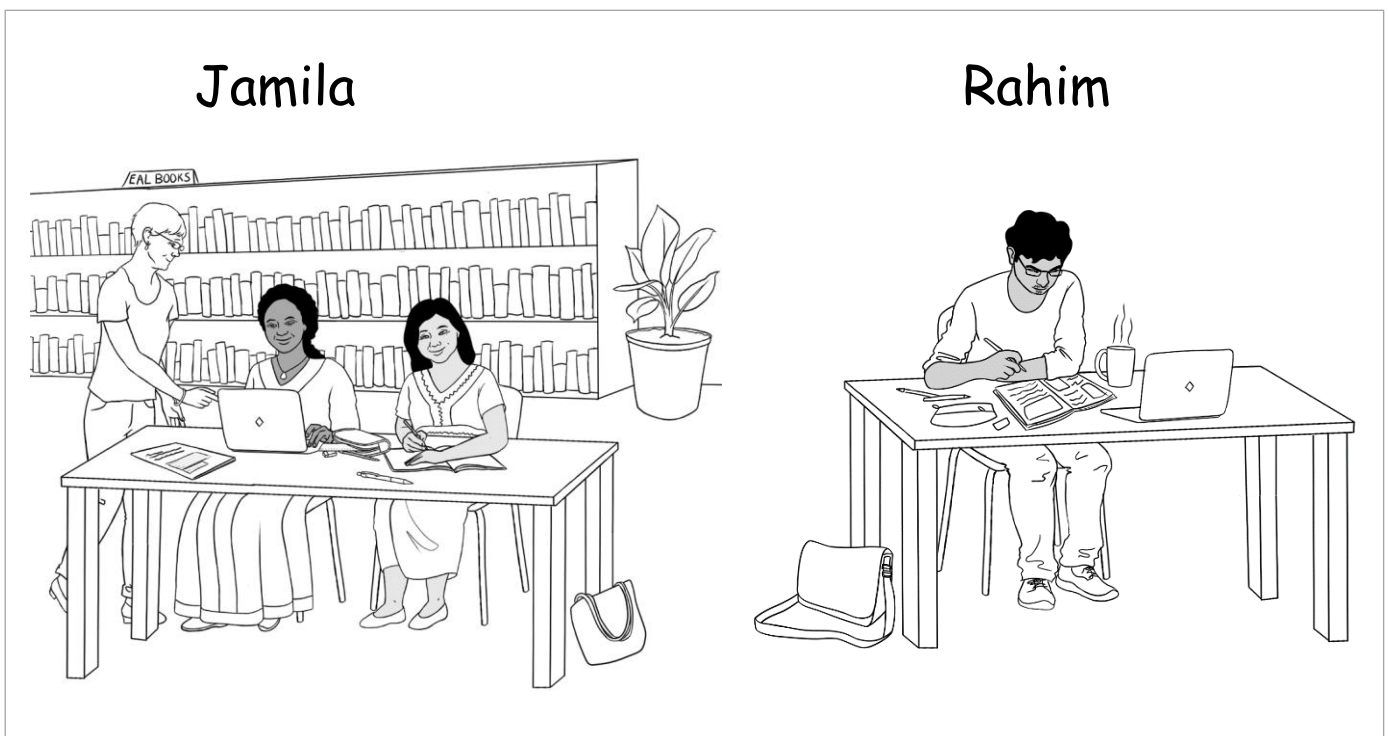
# 1. Meet the students and teachers.

The characters using digital devices:

## 1. Sending a text



## 2. Using a laptop



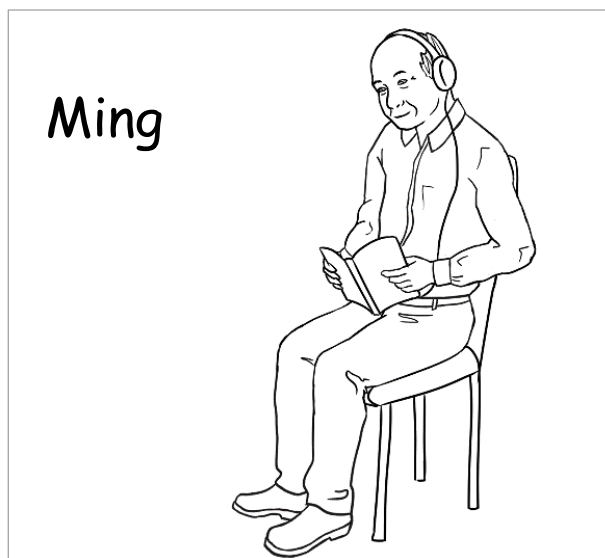
**3. Recording the teacher**



**4. Listening to the teacher**



**5. Using a phone to listen and read**



## 2. What is that?

### Introduction

The four digital devices most relevant to Course in Initial EAL students have been included in the student workbook – phone, laptop, computer and tablet. The work in this book extends the work on these devices. Additional devices may be introduced if considered appropriate for your students.

The challenge with studying digital devices such as ATMs, EFTPOS machines, GPS, train ticketing machines, parking meters etc is their infinite variety and changeability. Any study needs to be localised and dealt with at a need-to-know basis. For example, if your centre has installed parking meters, learning how to use these would be appropriate.

### Activity 1 - A walking excursion

Go for a walk around the local area to find and photograph digital machines. Encourage students to pose next to the machines, or pretend to be using them:

- at bus and train stations – ticketing machines
- at shopping centres - parking meters, information screens and EFTPOS machines etc

A checklist of equipment can be ticked off as equipment is found.

\*These machines could be photographed beforehand and used to illustrate the checklist, so students are ticking off accurate images of the devices they find.

Back in class, tally up the number of devices found. Project the photos taken and identify/mime their use. Students will enjoy this follow-up more if they are featured in the photos.

\* Alternatively, bypass the excursion and simply project the photos of digital equipment you have taken in your local area and identify their use through mime.

**Activity 2 – Phones, laptops, computers, tablets**

- **Drawings and photos of devices**

Project the drawings and photos and elicit names. The aim of this exercise is to link the drawing of an object to the real thing; this can be difficult for some students.

You could use the images to introduce some vocabulary common to the devices. e.g. screen, keyboard etc



Digital devices



### 3. Mobile phones

#### Phones – An introduction

As students and teachers have various brands and versions of mobile phones, it can be difficult to do hands-on activities with the whole class. Not only will brands and versions be different, but also the icons and the procedure for unlocking the phone.

#### Activity 1 - Introduce icons

- Project the following two pages. Students listen to and then repeat the statements.
- Students locate and point to the icons on their phone.
- Print the pages for students to trace the statements and tick the boxes to show what they can do. If possible, students could read the sentences to their partner.

#### Activity 2 – Chants

The aim of these chants is to:

- Highlight the fact that an action can be done on different devices
- Recycle single words and useful collocations to aid memory.

Some of the sentences in Activity 3 have been converted into chants with each of the four characters in the book saying what they can do and then asking the class, *What can you do?* [See the following pages.] Once the chants are familiar, the class could chant as the characters, and a confident student could answer the question.



1. I talk.  
I talk.




2. I text.  
I text.



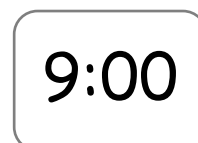

3. I take photos.  
I take photos.




4. I look at photos.  
I look at photos.




5. I look at the time.  
I look at the time.





6. I record my teacher.  
I record my teacher.




7. I listen to my teacher.  
I listen to my teacher.



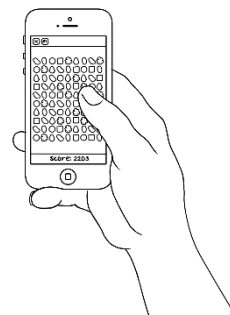

8. I use the internet.  
I use the internet.




9. I look at the weather.  
I look at the weather.




10. I play games.  
I play games.



## Chant #1



I talk on my phone.



I talk on a laptop.



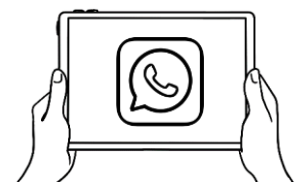
I talk on a computer.



I talk on a tablet.



What can you do?



## Chant #2



I video talk on my phone.



I video talk on a laptop.



I video talk on a computer.



I video talk on a tablet.



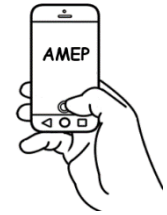
What can you do?



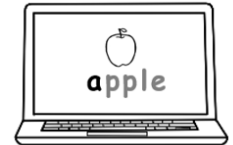
## Chant #3



I learn English on my phone.



I learn English on a laptop.



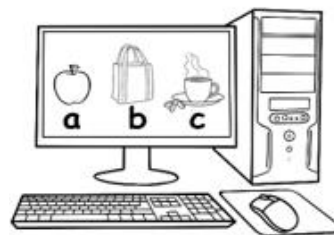
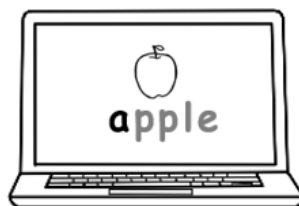
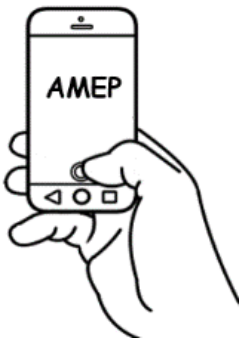
I learn English on a computer.



I learn English on a tablet.



What can you do?



**Activity 3 - Use basic phone features**

Demonstrate how to locate and use the *Time*, *Camera*, *Photo Gallery* and *Weather* features on a phone.

**1. Time**

- Project the following page and ask students to say the times.
- Ask students to locate the *Time* feature on their phone and show it to their partner.
- Some students may be able to show the current time in their own country on their phone.
- The phones could be cut out and sequenced. Perhaps start sequencing at the time most students get up to avoid the hours of sleeping.

**2. Camera**

- Project the drawing of the phone on the following pages and point to the *Camera* icon.
- Students may need to be shown how to use the camera.
- Students take a photo out of the classroom window, or somewhere outside the classroom with no people in the frame. They then show it to their partner.

**3. Photo Gallery**

- Project the drawing of the phone on the following pages and point to the *Photo Gallery* icon.
- Students may need to be shown how to open the photo gallery and navigate it.
- Students locate the Photo gallery feature on their phone then show it to their partner. If appropriate, students can show other photos from their gallery.











**4. Weather**

- Project the Weather #1. Teach and practise new vocabulary: ***sunny, cloudy, windy, rainy.***
- Complete the worksheet on the Weather #2 together. In exercise 3, students point to and colour the icon for the day's weather.
- Identify the weather on each phone on Weather #3. [Notice the changing time.]
- Students locate the Weather feature on their phone and show it to their partner. Describe the day's weather if possible.

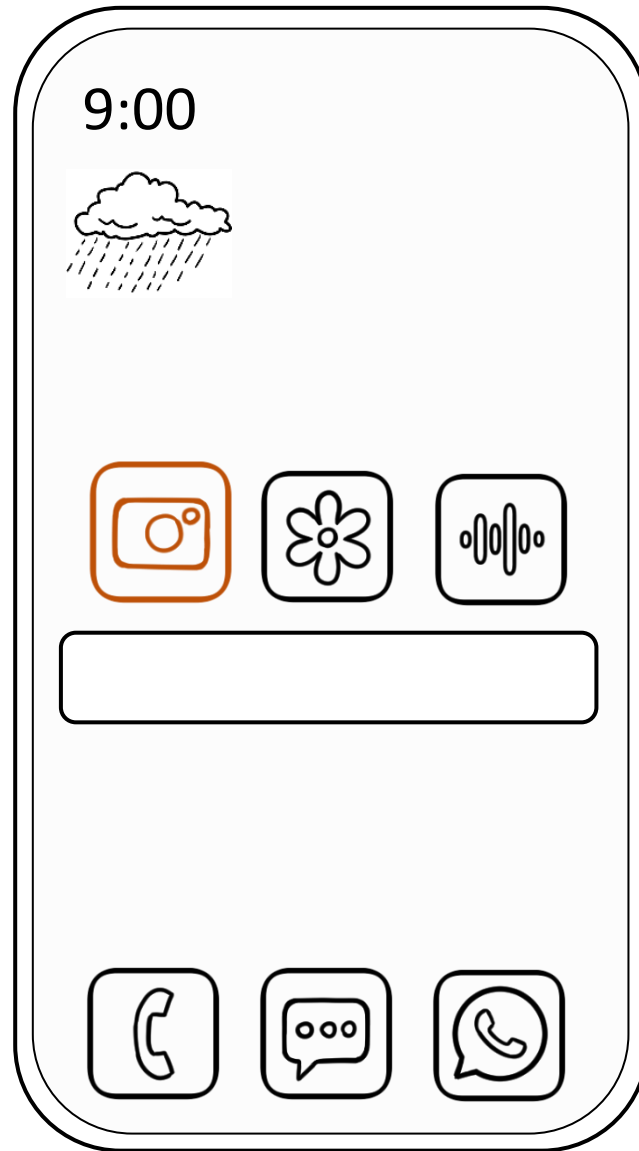
- 5. Revision Worksheet** – to revise vocabulary around icons and also alert the teacher to gaps in skills.



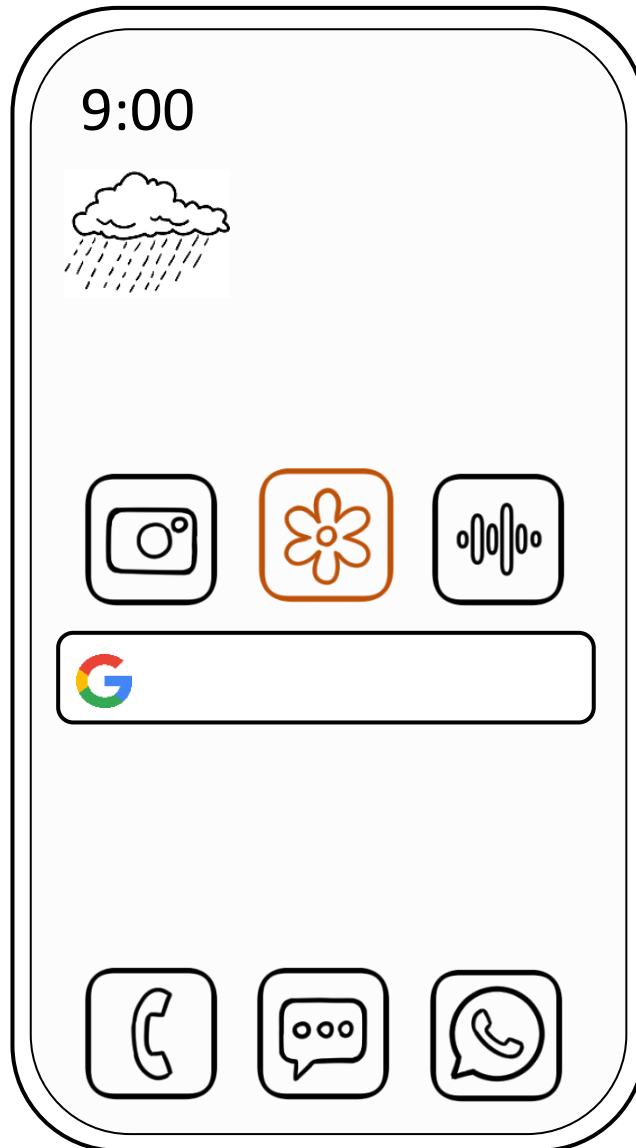
### 1. Time [Project]

7:00 	2:00 	11:00 	4:00 
1:00 	6:00 	9:00 	5:00 
3:00 	12:00 	10:00 	8:00 

## 2. Camera [Project]



### 3. Photo Gallery [Project]



### 4. Weather #1 [Project]

1



sunny



2



cloudy



3



windy



4



rainy



### Weather #2

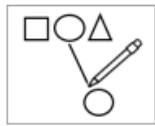
1.



Weather

sunny	cloudy	windy	rainy

2.



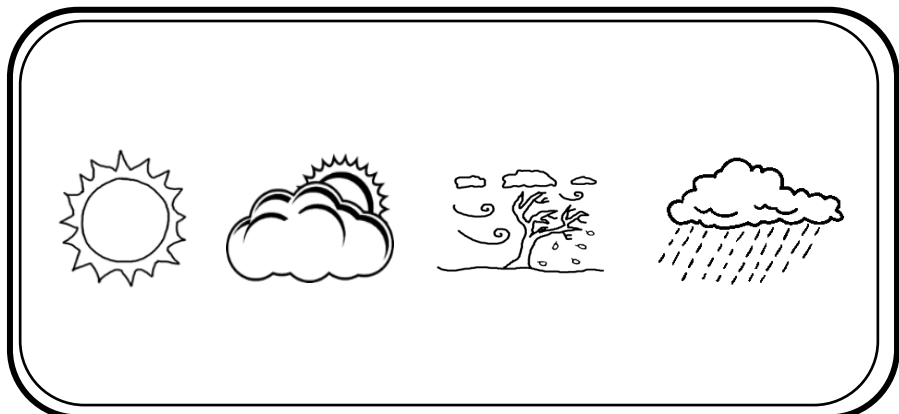
sunny	cloudy	windy	rainy



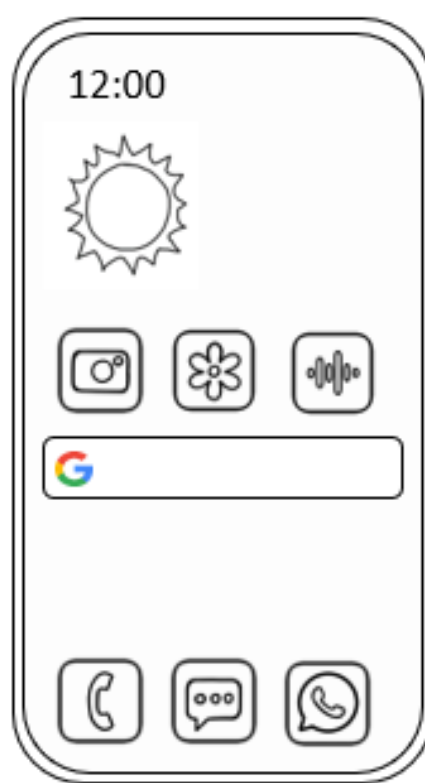
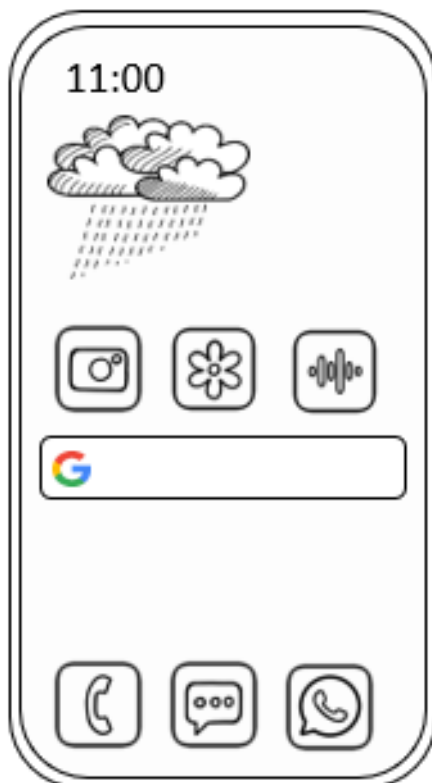
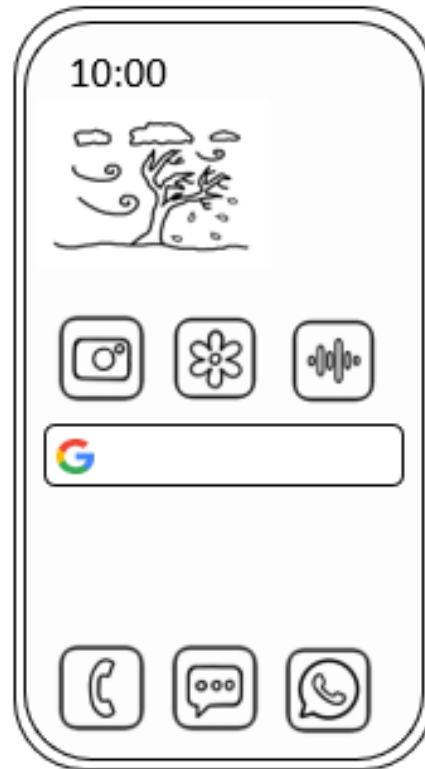
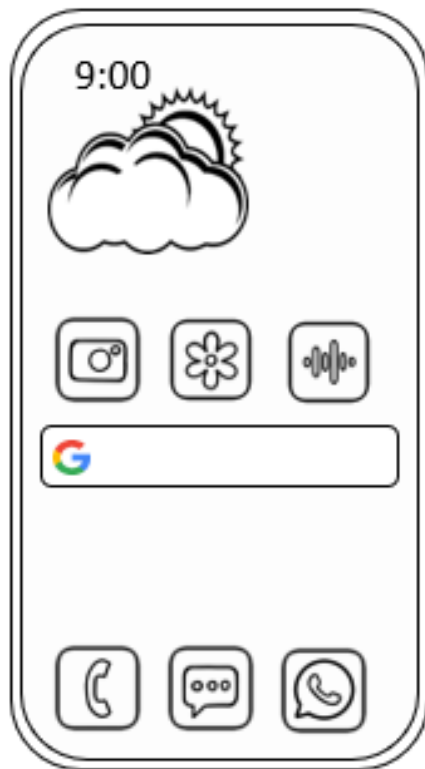
3.



Today is



### Weather #3 [Project]



## 5. Revision Worksheet



Do you have a phone?



Can you take a photo?



Can you look at photos?



Can you text?



Can you see the time?

9:00

Can you use WhatsApp?



Can you talk?



Can you record?



Can you use the internet?



## 4. My phone is locked.

### Mobile phone security

#### Activity - PINs

1. Introduce the word **strong**.

You can do this by:

- miming
- using photos such as this one
- demonstrating with objects such as a thin piece of string and a thick rope etc.



2. On the board, show two strong PINs. e.g.

0	5	8	2
---	---	---	---

9	7	0	3
---	---	---	---

Then show two weak PINs

1	1	1	1
---	---	---	---

1	2	3	4
---	---	---	---


3. Project the following page. Students confirm which PINs are strong and which are not. Print the page for student to copy strong PINs.
4. Emphasise the importance of keeping PINs secret.






Do you have a strong PIN?



5 3 9 1	 Yes
2 7 1 0	

0 0 0 0	 No
1 1 2 2	



### Strong PINs

4	1	9	3
—	—	—	—

8	6	5	3
—	—	—	—

7	3	0	5
—	—	—	—

2	8	1	6
—	—	—	—

## 5. Text the teacher.

### Send a written text

Texting the teacher to notify absences can be a difficult task for Course in Initial students. Practise copying and writing texts and sending them to the teacher. [See the following pages.] Students from a higher class could show students how to add the teacher's and the centre's phone numbers to their phone and how to type and send a text.

### Send a voice message

Students can send a voice message via WhatsApp or message bank.

Build skills gradually in the following way:

- Teach greetings.– *Hello, Hi, Good morning*
- Teach the pattern for giving names over the phone

Introduction	Repeat the name.	Spell the name.	Repeat the name.
<i>My name is Zarni.</i>	<i>Zarni</i>	<i>Z - A - R - N - I</i>	<i>Zarni</i>

- Practise naming the teacher.  
*My teacher is \_\_\_\_\_.*
- Practise the reason for the phone call.  
*I am sick.*  
*I can't come today.*
- Teach closings everyday as students leave – *Bye*

All of the above phrases and sentences could be chanted.

1.



San sends a text to child care.

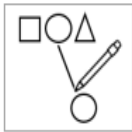


My son is sick.

Hi

My son is sick.

San



Hi

Hi

My son is sick.

\_y \_on \_s \_ick.

San

\_an

## Alternative messages

Hi

\_i

I am sick.

\_ \_m \_ick.

San

\_an

Hi

\_i

I am sick.

\_ \_m \_ick.

San

\_an

Hi

\_i

I am sick.

\_ a \_ s \_ck.

San

Sa\_

Hi

H\_

I am sick.

\_ \_ \_ \_i\_k.

San

S\_n

## 6. Digital resources

**NB.** It is advisable to copy and paste the web addresses in the address box rather than click on the link.

### 1. AMEP on-line

This site offers a wealth of resources for Course in Initial EAL students.

### 2. Google translate - <https://translate.google.com/>

A free and useful service to translate words, phrases and web pages in over 100 languages.

### 3. Protea Text ware - <https://www.proteatextware.com/> [Australian]

*The Alphabet* program is a valuable resource for Course in Initial EAL students and worth purchasing.

### 4. Helpful websites with audio files

Although many of the audio files will be too advanced for this level, they contain useful information which could be simplified. Some sites include translated materials.

- <https://www.sbs.com.au/language/english/en/settlement-guide>
- <https://www.sbs.com.au/language/english/en/collection/australian-laws>
- <https://www.servicesaustralia.gov.au/multicultural-services-audio-translation>
- <https://www.healthtranslations.vic.gov.au/resources/home-fire-safety-audio>
- <https://www.ses.vic.gov.au/information-in-other-languages>
- <https://www.cfa.vic.gov.au/about-us/publications/other-languages-lote>
- <https://beachsafe.org.au/surf-safety/multilingual-video>
- <https://beachsafetyhub.org.au/resources-&-program/multilingual-resources/multilingual-beach-safety-videos/>
- <https://www.betterhealth.vic.gov.au/survive-heat-cald-kit>
- <https://childroadsafety.org.au/professional-development/cald-safe-transportation-of-children/>

### 5. Calling 000

The following website explains how to call triple zero. The videos are in English with translations in many languages. Course in Initial EAL students would need a translator to explain the 000 procedure in their language.

- <https://www.healthtranslations.vic.gov.au/resources/in-an-emergency-call-triple-zero-000>