

English Ready

22482VIC Course in Initial EAL

VU22581 Participate in extremely familiar spoken exchanges

Speaking



Name _____

Class _____

Teacher _____

Date _____

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1 Instructions



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



1.



listen

2.



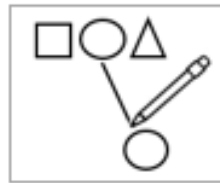
say

3.



copy

4.



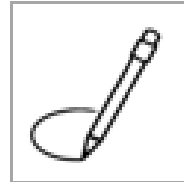
match

5.



colour

6.



circle

7.



trace

8.



tick

9.



point

10.



clap

2 Meet the people.



1.

Students



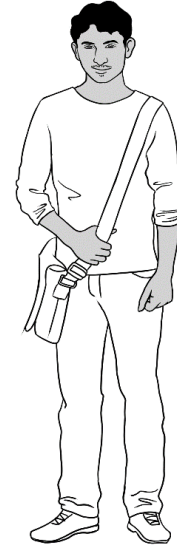
Zarni



San



Jamila



Rahim

2.

Teacher



Rosie

3.

Receptionist



Kim

4.

Neighbours



Sahra



Hani



Tahiil



Abdi

5.



Students copy their first name under the box below.
A student photo could be printed and pasted in the box.

You

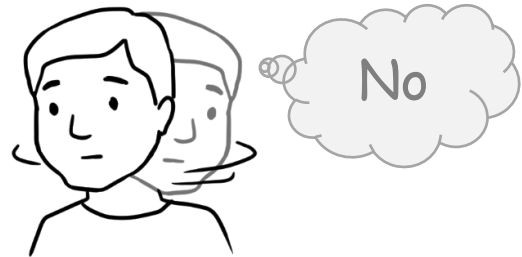
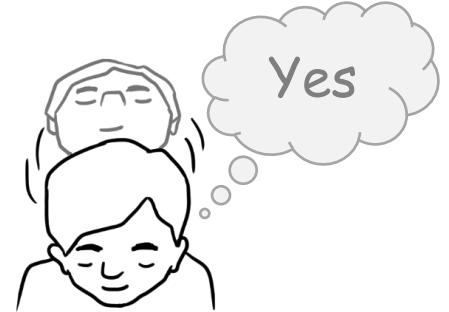


3 Do you understand?

1.



Do you understand?



2.



Do you understand?

Yes. I understand.



No. I don't understand.

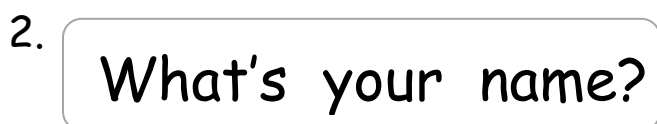


don't = do not

4 Name and address



The audio is broken into three parts.
Part 1 is page 6; Part 2 is page 7; Part 3 is page 8.



Zarni's family name is omitted on the audio.



What's = What is



1.

What's your first name?



Zarni.



2.

What's your family name?



Tun.



3.

Can you spell that please?



Tun T - u - n.





1.



What's your address Zarni?

Unit 4,
50 Baker Road
Kellivale.



2.



50 Baker Road?

Yes. 50 Baker Road.



3.



What's your phone number?

0407 326 518

Thank you Zarni.
Please sit down.





Everyone chants the questions and at the stars everyone responds aloud together, saying their:

- full name on the grey star
- first name on the blue star
- family name on the gold star.

Students can copy their names in the spaces next to the stars.

What's your name?

What's your name?

What's your name, name, name?



What's your first name?

What's your first name?

What's your first, first name?



What's your family name?

What's your family name?

What's your family, family name?



5 English class

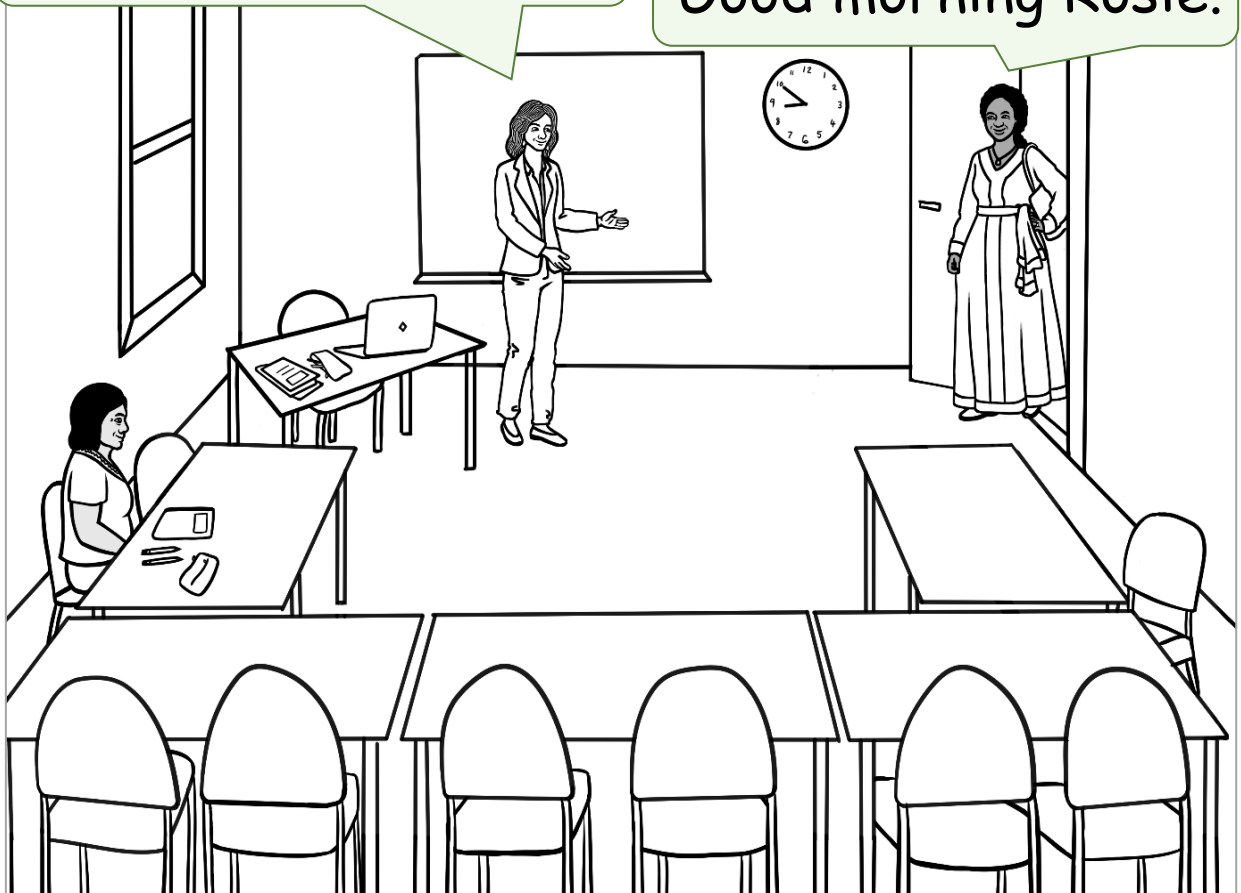
1.



The audio is broken into two parts.
Part 1 is page 10; Part 2 is page 11.

Good morning Jamila.

Good morning Rosie.



2.



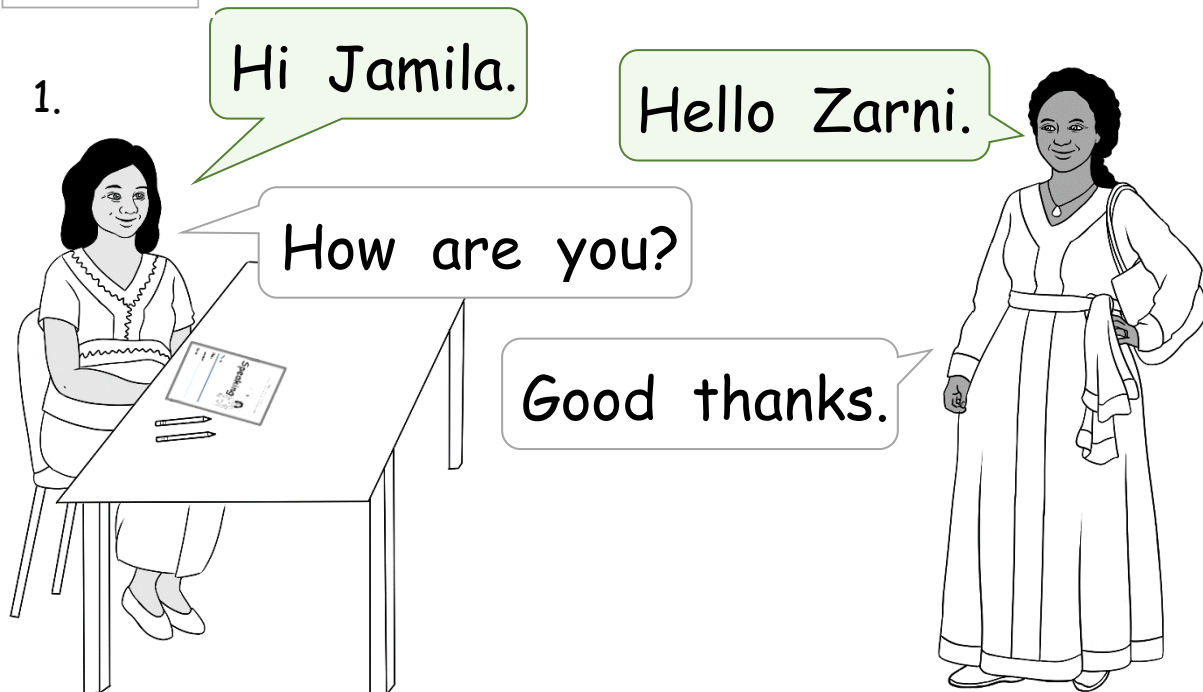
Come in.

Please sit down.





1.



2.



Hi.	
Hello.	 
Good morning.	  
How are you?	
Good thanks.	 



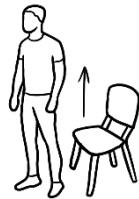
Give instructions, students follow.

1.



Sit down.

2.



Stand up.

3.



Open your book.

4.



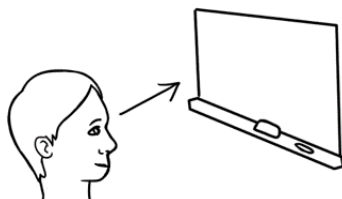
Close your book.

5.

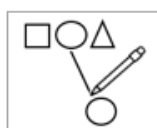


Listen.

6.



Look at the board.



1. listen



2. say



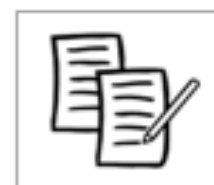
3. listen and repeat



4. point

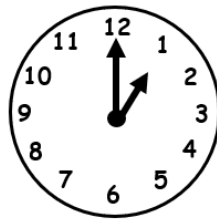


5. clap



6. copy





Time to go.

Goodbye everyone.

Goodbye Rosie.





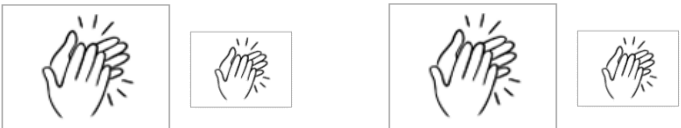
2.

See you later Jamila.



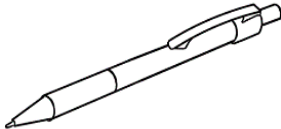
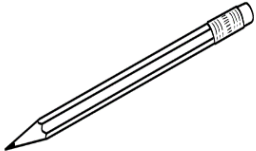
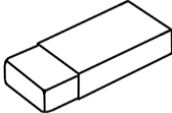

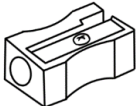
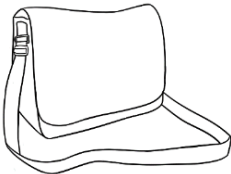
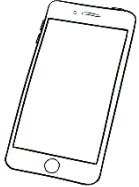

Bye Zarni.



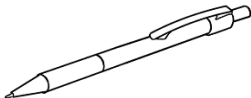
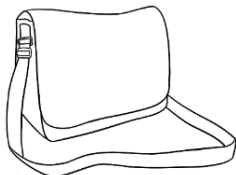
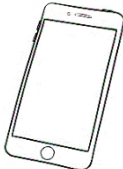


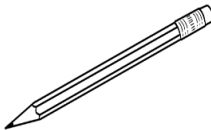
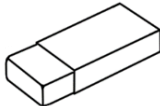



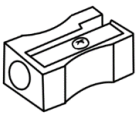



Bye.	
Goodbye.	
See you later.	

6 The classroom



1.		pen
2.		pencil
3.		rubber
4.		workbook
5.		sharpener
6.		bag
7.		phone
8.		laptop

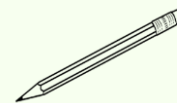


 pen  bag  phone	
 workbook  pencil  rubber  laptop	 
 sharpener	  

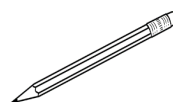


1.

Do you have a pencil?



Yes.

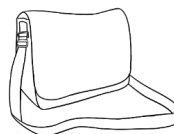


2.

Do you have a bag?

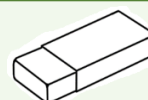


Yes.



3.

Do you have a rubber?



No.

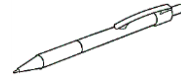


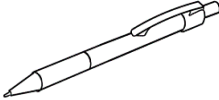


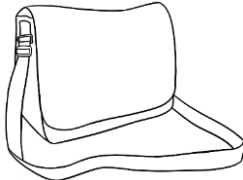


Encourage students ask their partner questions and to use body language.



Do you have a pen?



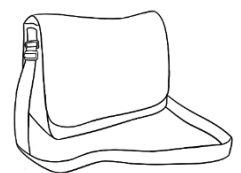
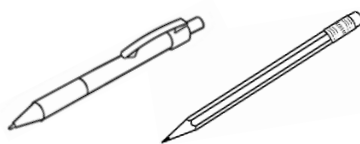
			✓
1.		pen	
2.		pencil	
3.		workbook	
4.		bag	

5.



Students tell you and their partner what they have.

I have a





Encourage students to ask their partner questions and to use body language.



Do you have a rubber? 

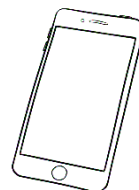
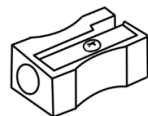
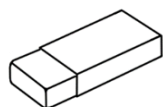
			✓
1.		rubber	
2.		sharpener	
3.		phone	
4.		laptop	

5.



Students tell you and their partner what they have.

I have a



7 Family



The audio is broken into five parts. Part 1 is page 20; Part 2 is page 21; Part 3 & 4 are on page 22; Part 5 is on page 23

My name is Sahra.



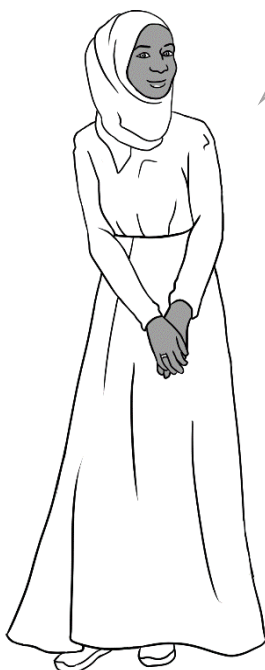
This is my husband.



This is my daughter.



This is my brother.





My name is Tahiiil.



This is my wife.



This is my daughter.



This is my brother-in-law.



1.



My name is Abdi.



This is my sister. 

This is my niece. 


This is my brother-in-law. 


2.

I am Hani.



My mum. 

My dad. 

My uncle. 

1.



My name is San.

San is pronounced *Sahn*.



This is my mother.






This is my son.



2.





son	
mother father daughter sister brother	 

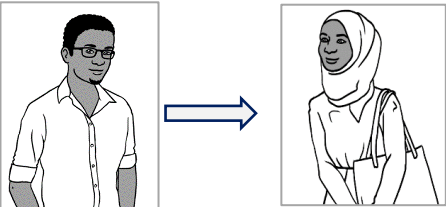


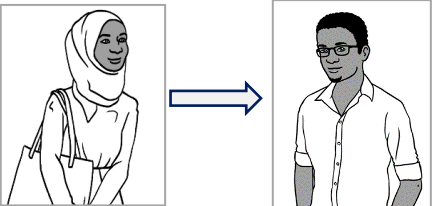
1.  mother

2.  father

3.  daughter

4.  son

5.  wife

6.  husband

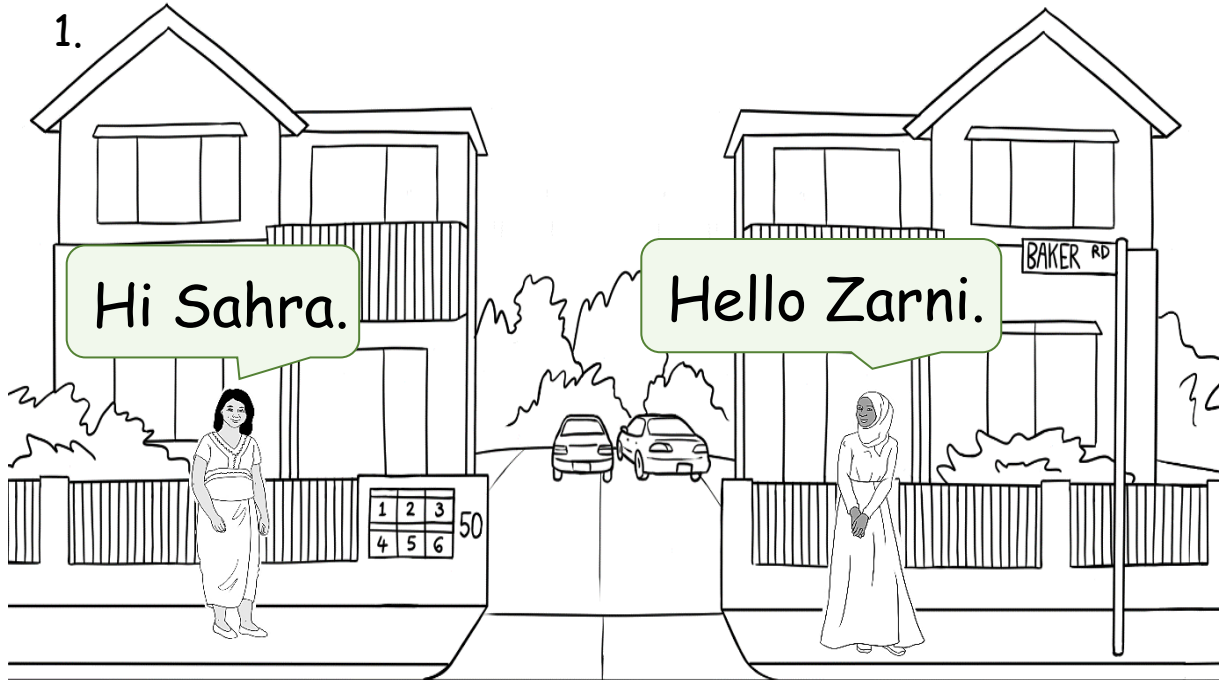
8 Neighbours



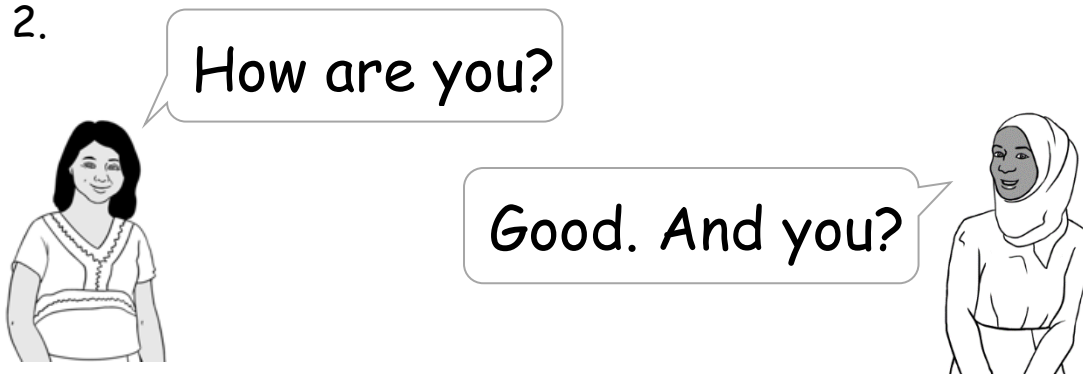
Thursday



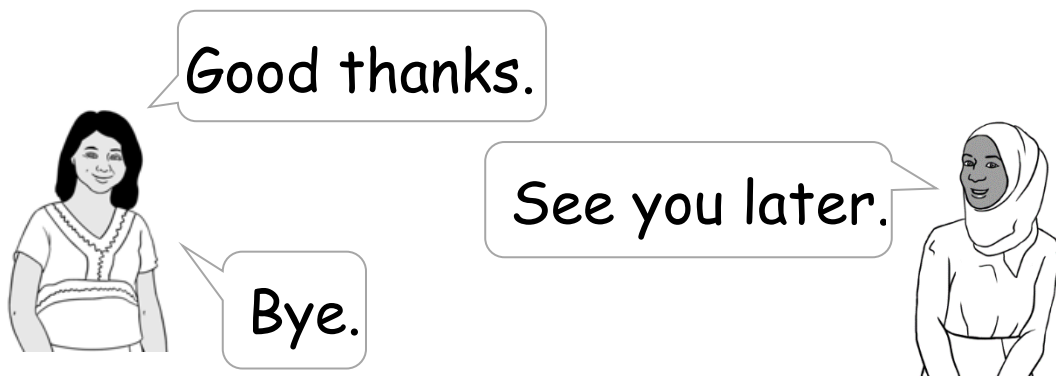
1.



2.



3.

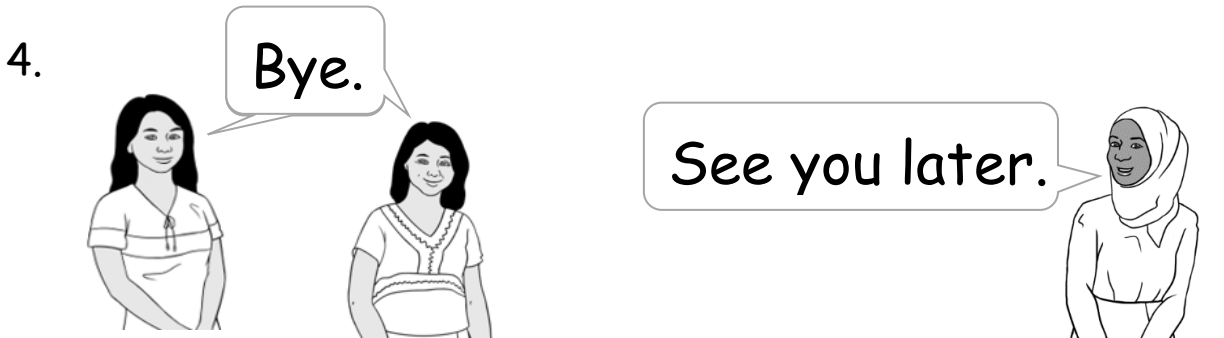
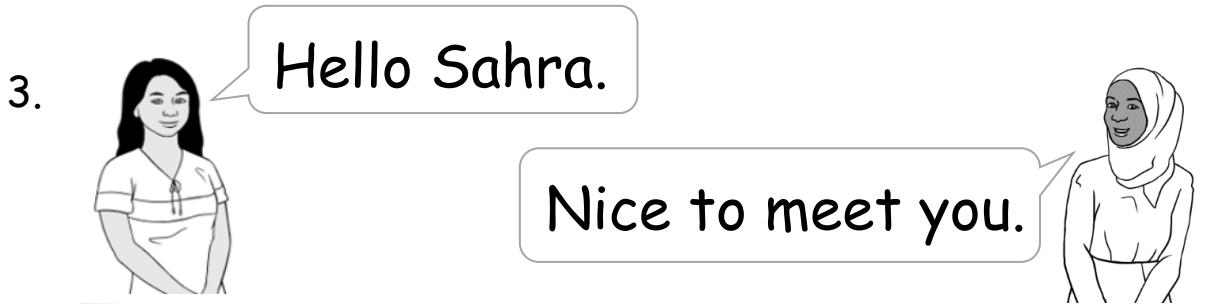
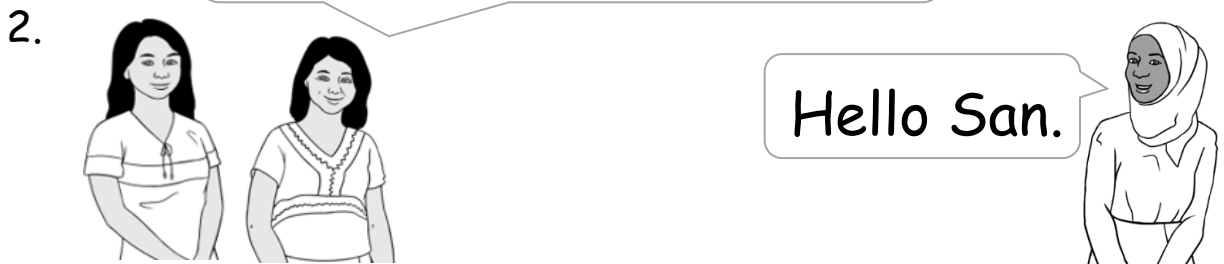




Friday



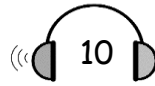
This is my daughter San.



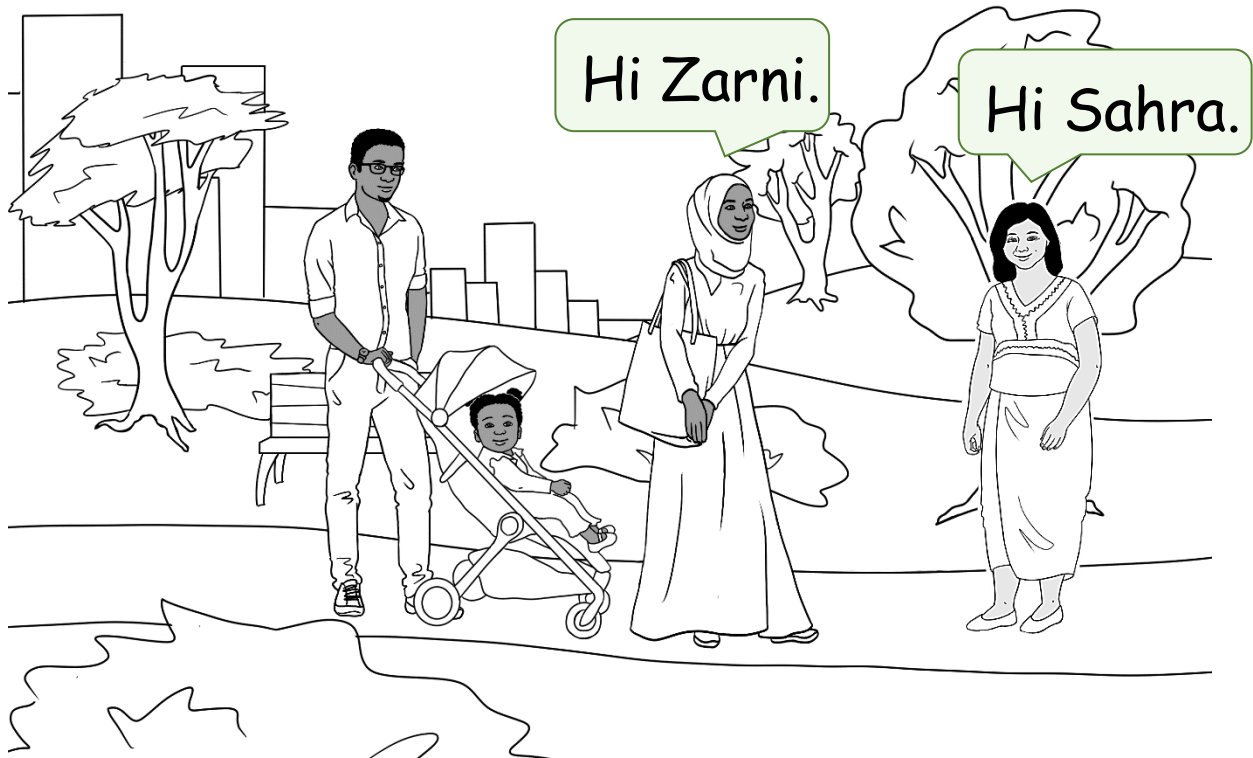
1.



Saturday

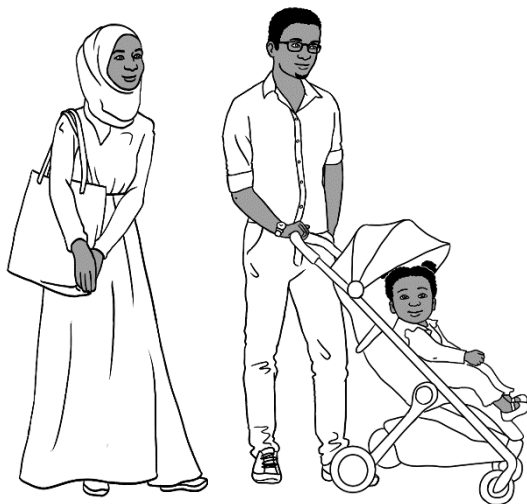


This is the opening of a conversation. Extend and add a closing if appropriate.

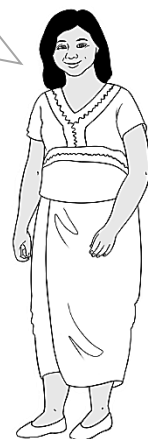


2.

This is my husband Tahiil and my daughter Hani.

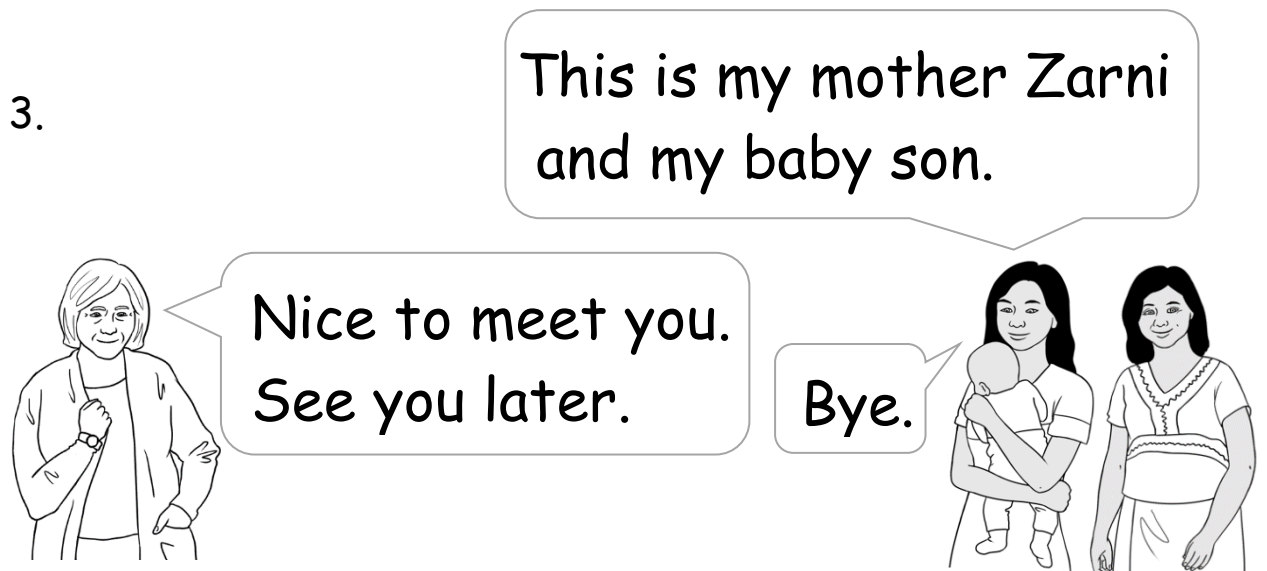
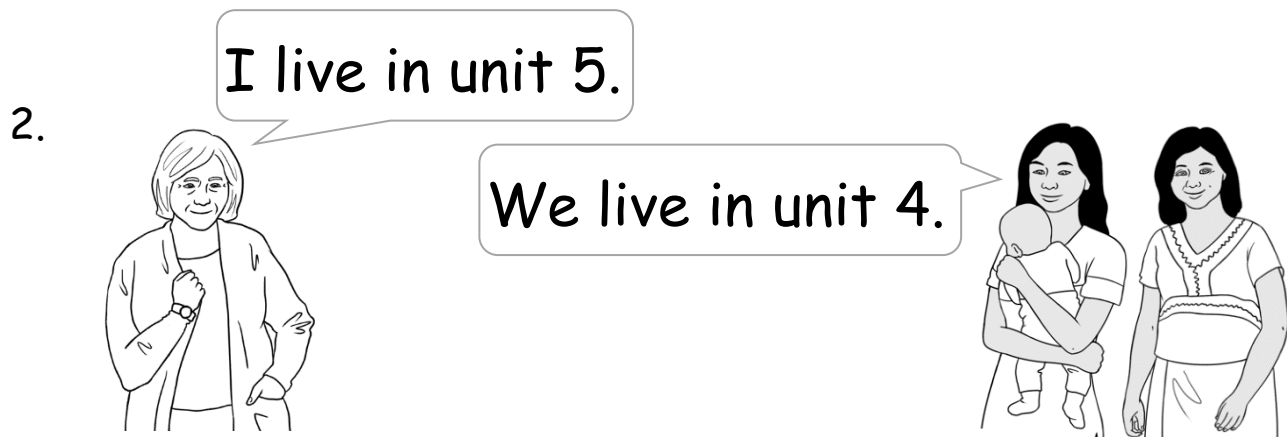
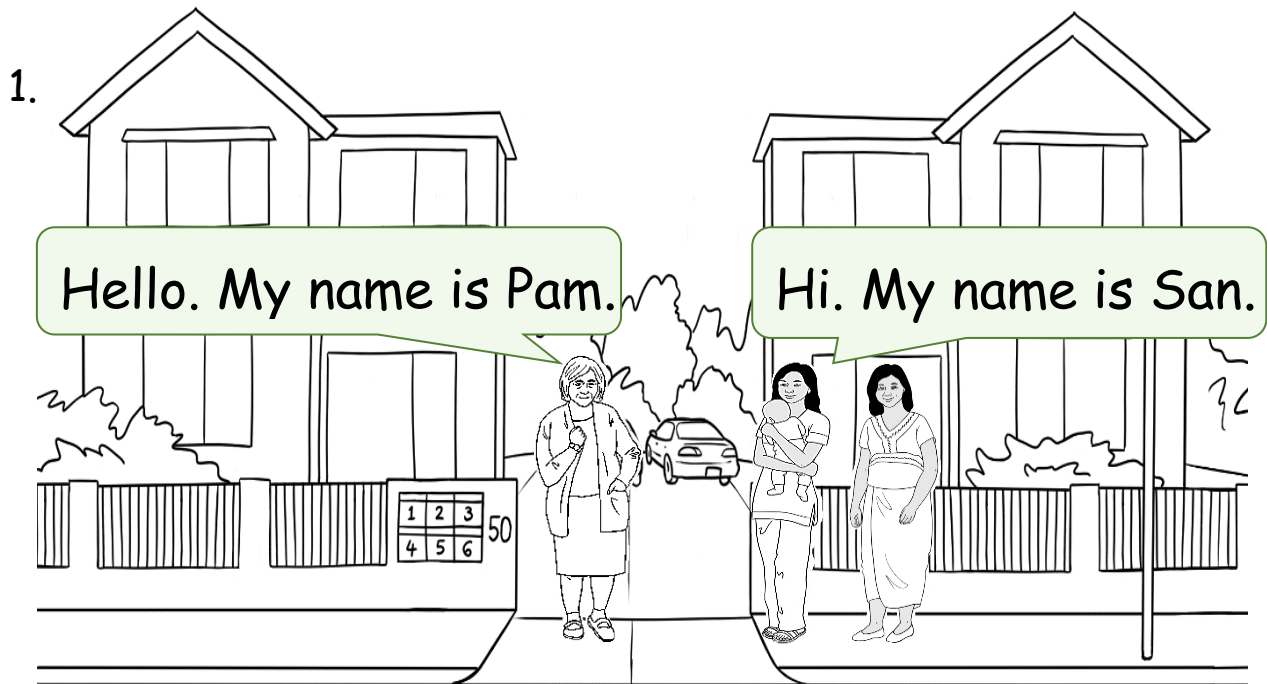


Hello. Nice to meet you.





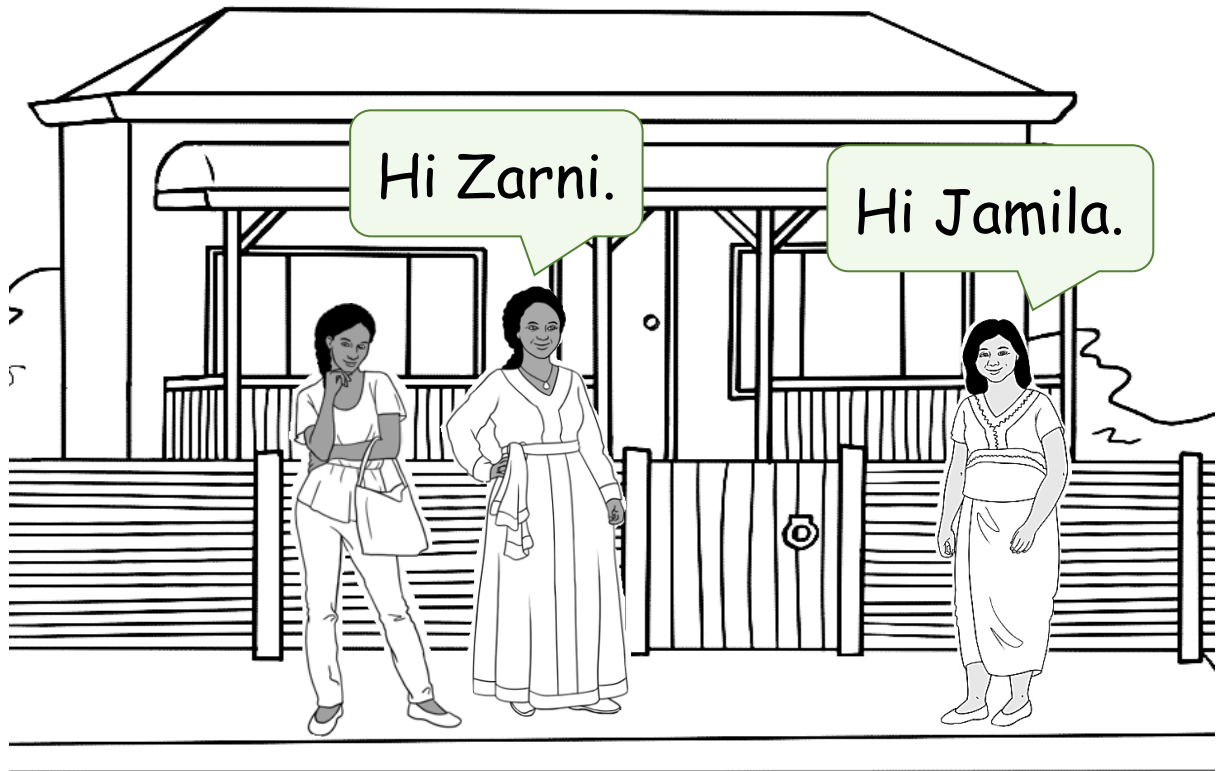
Sunday



1.



This is the opening of a conversation.
Extend and add a closing if appropriate.



2.

This is my daughter Anika.



3.

Hello Zarni.

Nice to meet you.



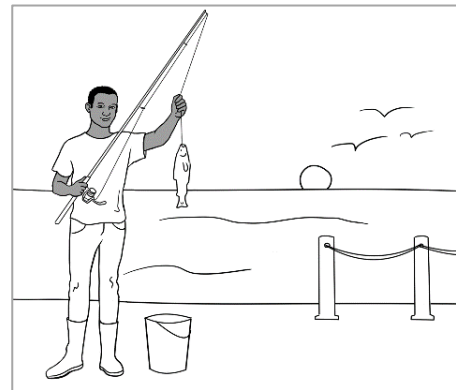
9 I like cooking.



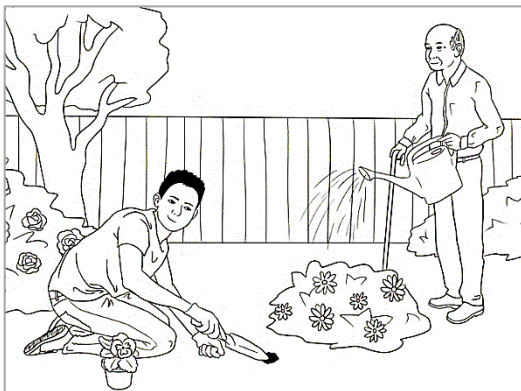
1. cooking



2. fishing



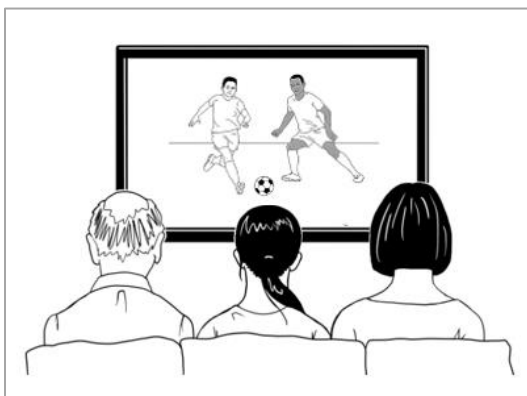
3. gardening



4. playing soccer



5. watching TV

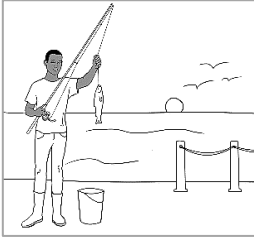


6. walking

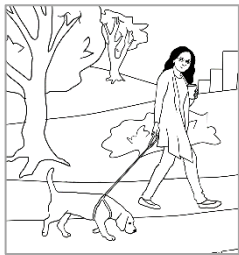




cooking



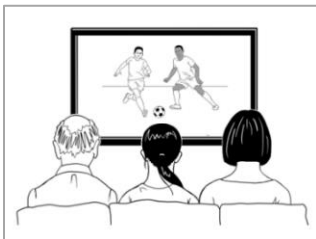
fishing



walking



playing
soccer



watching
TV



gardening



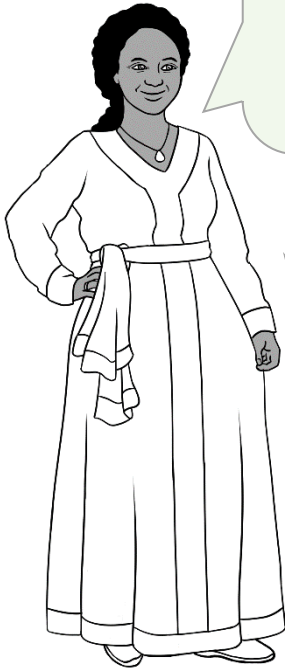


1.

Do you like cooking?



Yes.



Do you like fishing?



No.



2.

I like fishing.



I like cooking.





1. Do you like cooking?



2. Do you like fishing?



3. Do you like gardening?



4.



Ask students to tick and then tell you and their partner what they like.

I like



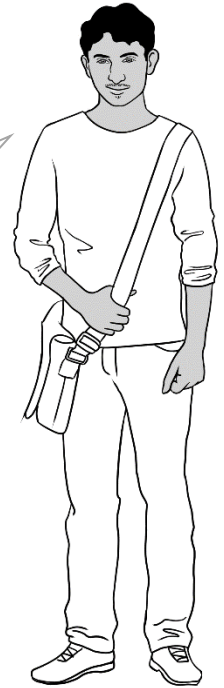


1.

Do you like playing soccer?



Yes.



Do you like walking?



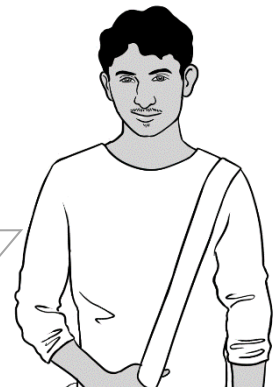
No.

2.

I like walking.



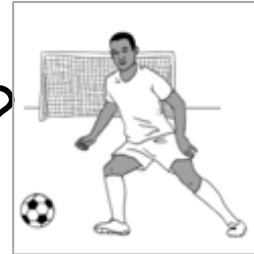
I like playing soccer.



Encourage body language.



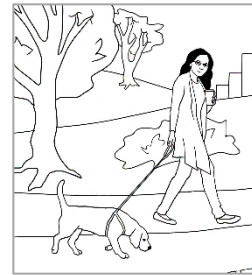
1. Do you like playing soccer?



2. Do you like watching TV?



3. Do you like walking?

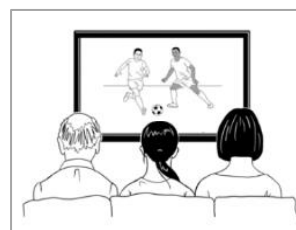


4.



Ask students to tick and then tell you and their partner what they like.

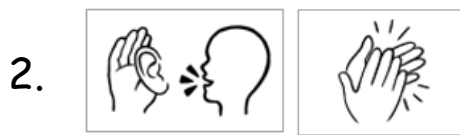
I like






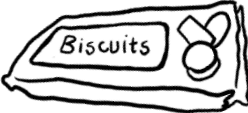




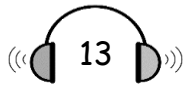
10 Tea or coffee?



Do you like tea or coffee?



 milk  tea	
 coffee  sugar  biscuits	 



1.

Would you like
tea or coffee?



Tea please.



2.

Milk?



Yes please.



Sugar?



No thanks.



3.

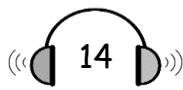
Biscuits?



Yes please.



1.



Would you like tea or coffee?



Coffee please.



1.

Milk?



No thanks.



Sugar?

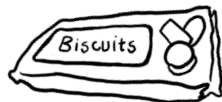


Yes please.



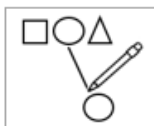
2.

Biscuits?



No thanks.





1. Would you like **tea**?



2. Would you like **coffee**?



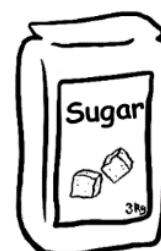
3. Would you like **milk**?



4. Would you like **sugar**?



5. Would you like **biscuits**?





Correctional stress - Chant in two teams.

Would you like tea?



Tea?

Yes, tea.

No thanks.



1. Would you like coffee?

2. Coffee?

3. Yes, coffee.

4. Yes please.



1. Would you like milk?

2. Milk?

3. Yes, milk.

4. No thanks



1. Would you like sugar?

2. Sugar?

3. Yes, sugar.

4. Yes please.



This chant could be said at the end of every class.

Time to go.

Bye

See you soon.

Bye

See you later.

Bye

See you tomorrow.

Bye

See you Monday.

