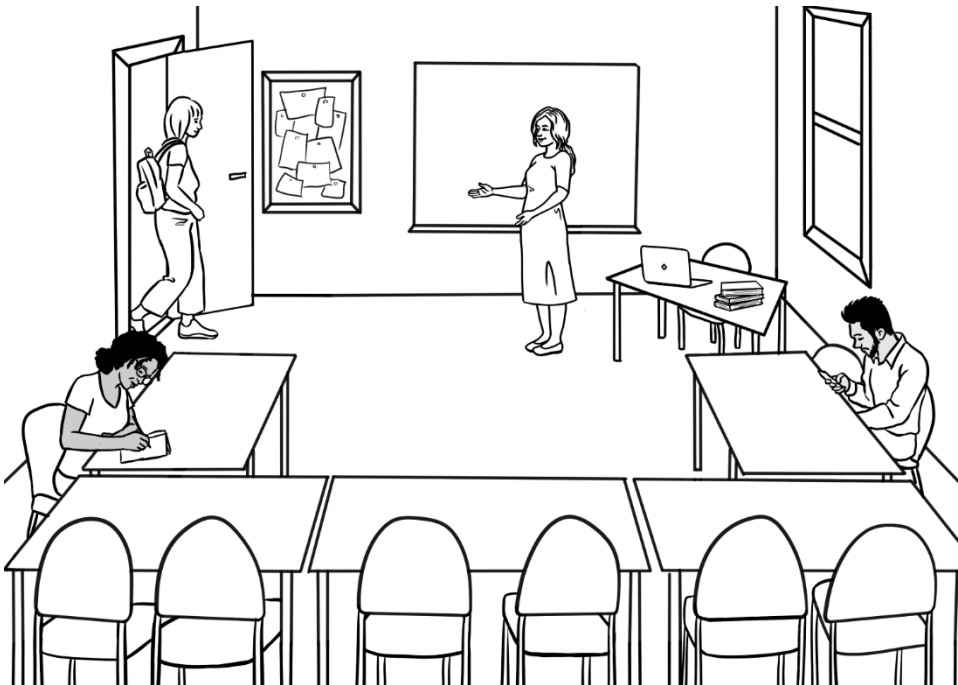


English Ready

Course in EAL

VU22584 Develop language learning objectives with support

Teacher Resources



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Illustrations: Madelena Scott

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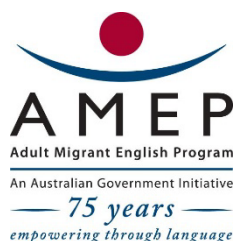
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Introduction

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 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

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1. Meet the people

Activity

Use the names of the characters to focus on word stress.

Sort the names into columns on the whiteboard according to their stress pattern. e.g:

●	● ●	● ●	● ● ●
Ming	Sahra	Carim	Fatima
Lan	Hani		Anika
Mai	Tahil		
Bao	Abdi		
Dev	Nisha		
	Pari		

Read and clap the stressed syllable. Add student names to the lists.

2. Can you ask for help?

Activity 1 - Make requests for repetition or clarification

- Teach students the requests for clarification and repetition
- Print these three requests [in grey, on the following page], laminate and cut up.
- Build confidence in using the expressions through regular class practice:
 - Give the three expressions to three 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 expressions when appropriate.

I don't understand.

Can you help me please?

Can you say that again please?

Can I record you on my phone please?

Can you speak slowly please?

3. Instructions

Activity 1

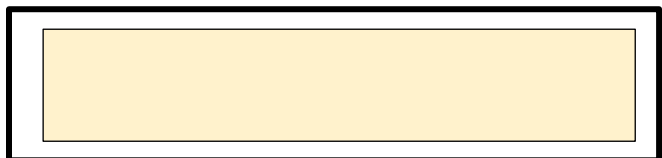
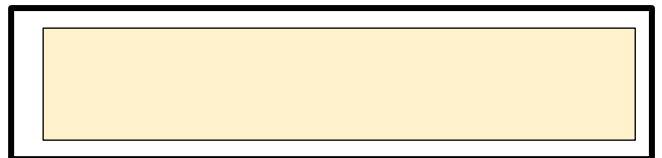
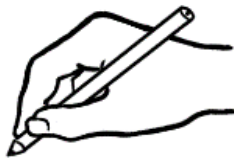
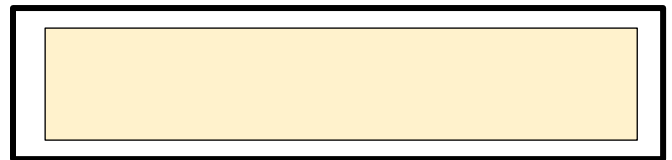
Project the workbook icons on the board and elicit the instruction.
Slide the yellow textbox down to reveal the instruction as shown for *Read* below. [To do this, you will need to open this activity in the Word document rather than the PDF.]

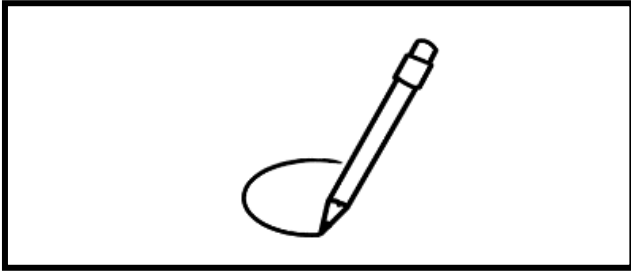
Activity 2

Copy icons and words without the yellow text boxes for students to cut up and match.

Activity 3

- Enlarge and cut up the icons.
- Hand them out to 12 students and ask them to take turns to stand and mime the instruction for the class to guess.
- Repeat the activity the next day with different students.

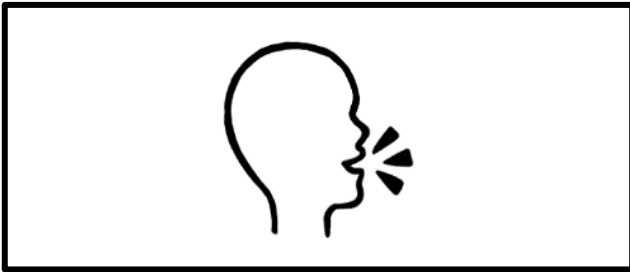




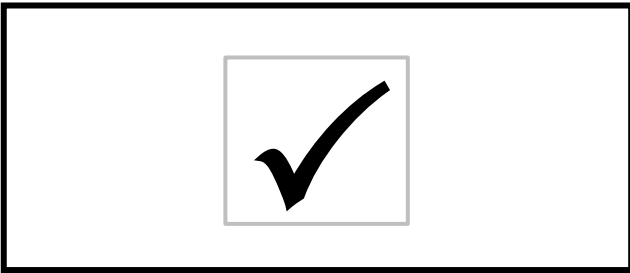
Empty yellow rectangular box for notes.



Empty yellow rectangular box for notes.



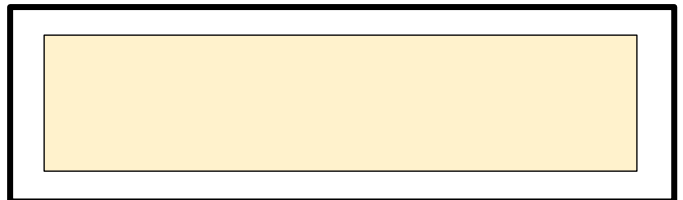
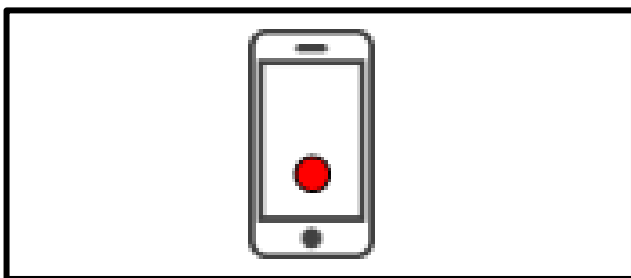
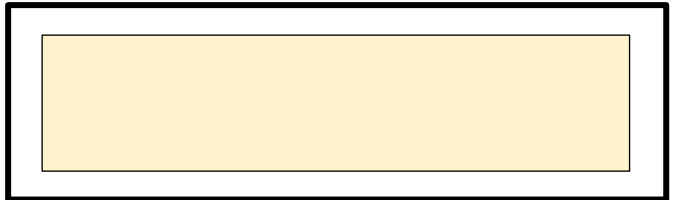
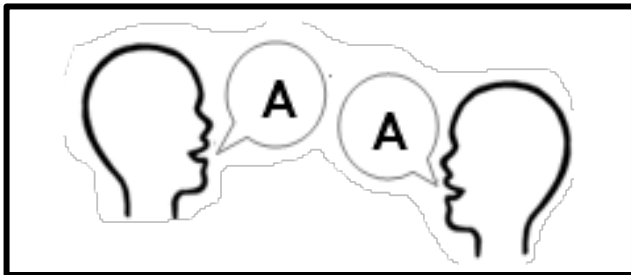
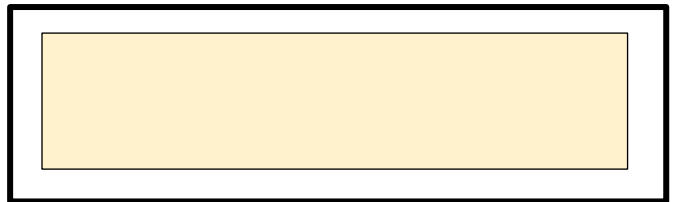
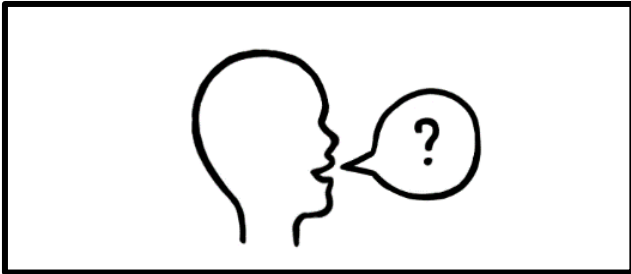
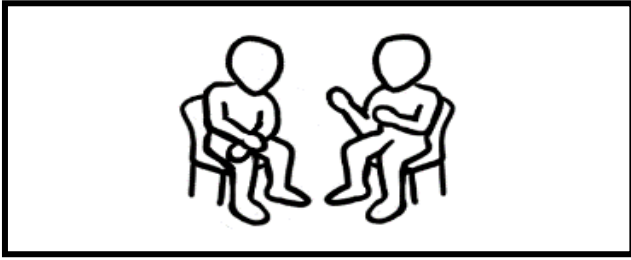
Empty yellow rectangular box for notes.



Empty yellow rectangular box for notes.



Empty yellow rectangular box for notes.



4. The Alphabet

Activity1 - The letters of the alphabet – spoken

Copy the worksheet below. Read one of the three letters in each group and the students circle the letter. Do two rows in each class.

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



Listen.



Circle.

	A	B	C	D	E
1.	A L M	S K T	B R Z	M L J	P F E
2.	O D W	G L V	X H J	Q G P	O W Z
3.	Q T M	G C K	S C L	M E D	K S V
4.	Q O C	F M N	P B Z	O E A	Z S X
5.	J G P	E C O	X F S	G J D	W V T

1.	m n o	k c s	j g q	l e p	r i w
2.	a e i	o u y	u a e	y o a	e y u
3.	b p d	t y u	d b k	w v t	p b g
4.	s c x	k c t	k g d	t d v	s z c
5.	f v d	t g v	s z v	f s c	g d v

Activity 2 - Introductions and learning names

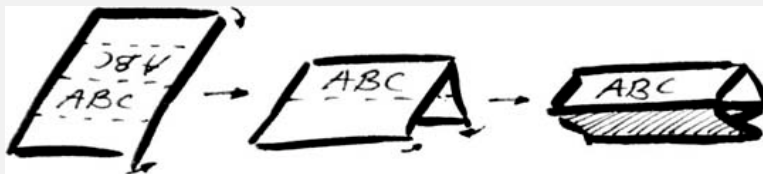
Student names provide a practical vocabulary for building many skills.

1. **Word stress** – When recording student and teacher names in alphabetical order on page 9 in the student book, repeat the stress activity done with the character names on page 4 in this book. Write student names on the board in lists according to the number of syllables and the stress pattern. Mark the stressed syllable with a large circle and the unstressed syllable with a small circle. e.g.

Thi Zainab Kristina

2. **Build class connection by learning names - name cards**

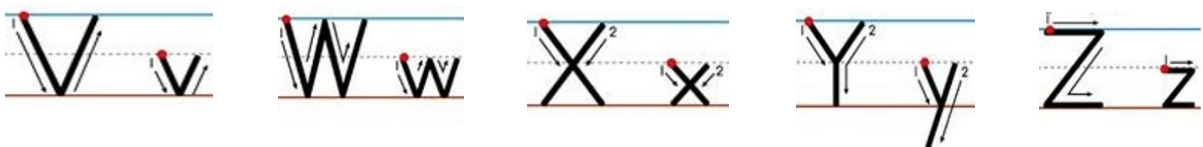
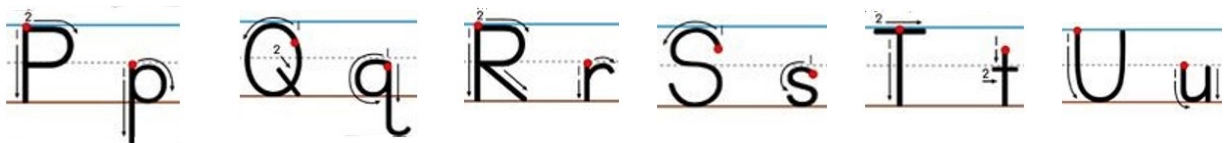
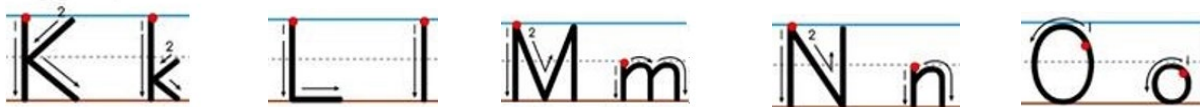
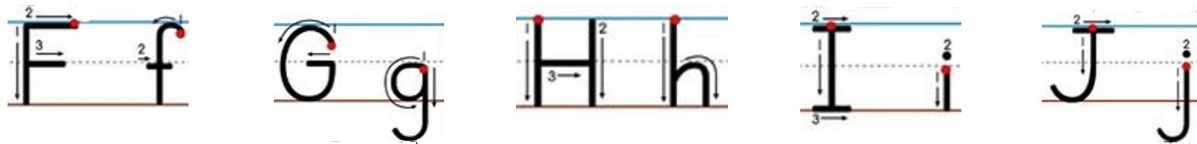
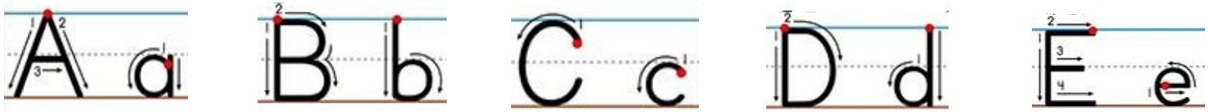
- With ½ A4 page, fold and create name cards for each student.



Mark the stress pattern on the cards and collect at the end of 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 extended to add where a student comes from, their likes and dislikes, favourite colour etc.
- A ball is needed for this activity. Get students to stand in a circle. The student with the ball introduces themselves, then says 'and this is _____' and throws the ball to the student named.

3. Handwriting guide *A practice writing book is available at Initial level.*


Lined page for handwriting practice

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

5. School

Activity

1. Project the drawings on the whiteboard. Students refer to their books to answer questions about each character:

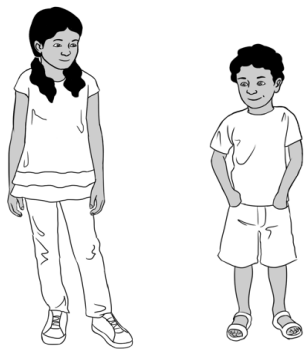
How old is _____? Where does he/she study?

2. Practise and clap the stress patterns of:

Primary school

secondary school

university



Pari is _____ years old.

Dev is _____ years old.

They go to _____.



Mai and Fatima are _____.

They go to _____.



Bao and Abdi are _____.

They go to _____.

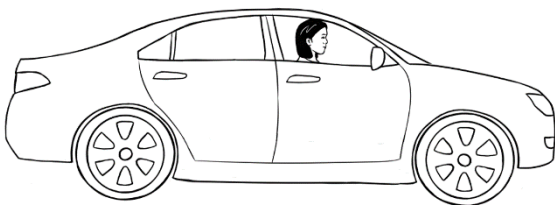
6. What can you do?

Activity

- Enlarge and copy a class set of the activities – it doesn't matter if some students have a similar activity.
- Give each student a drawing of an activity.
- Students practise all the questions by repeating each after the teacher.
- Students then walk round the room asking different students their own question.
- Finally each student asks the teacher their question.

The two spare boxes allow for the addition of activities relevant to the student group.

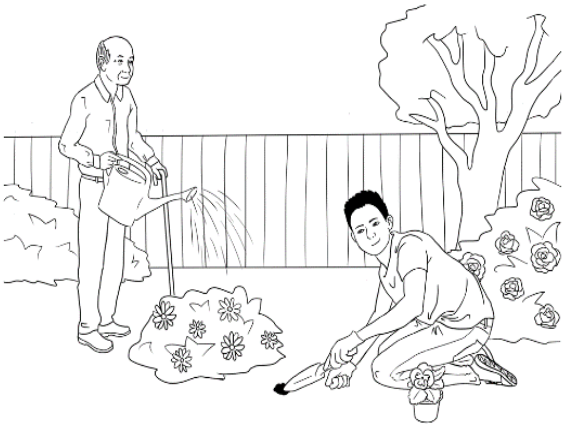
Can you drive a car?



Can you cook?



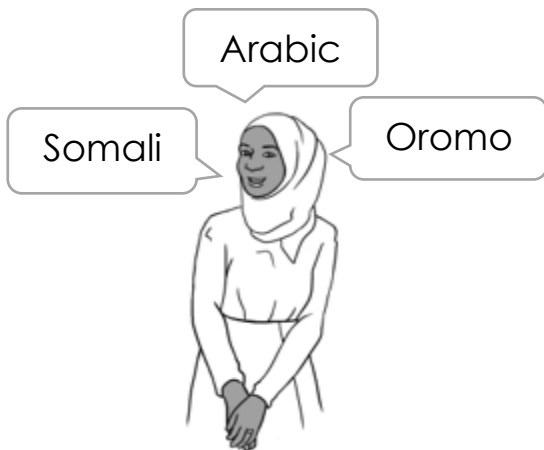
Can you garden?



Can you use a computer?



Can you speak other languages?



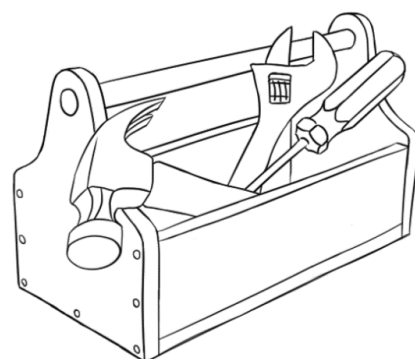
Can you swim?



Can you sew?



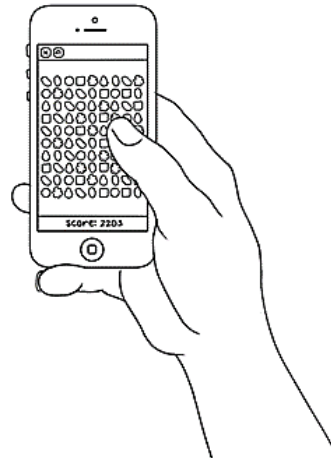
Can you repair things?



Can you play soccer?



Can you play games?



**Can you play
an instrument?**



Can you ride a bike?



Can you _____?

Can you _____?




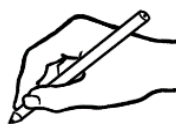
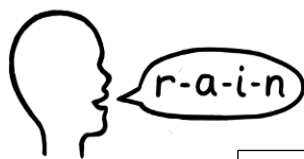
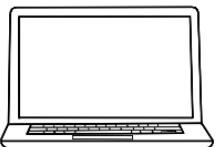

7. What do you want to learn?

Common class objectives

The objectives selected by the students in their workbook [Page 15] need to be validated by a clear focus on those skills in class work. A summary of student objectives can be done by:

- Projecting the table below onto the whiteboard
- Inviting students to come to the board and tick [in the text boxes] the three objectives they've selected in their workbooks.

This summary will reveal common class objectives, and make students aware of the objectives of their classmates.

 <p style="text-align: center;">listen</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: 20px; display: flex; align-items: center; justify-content: center;">✓</div>	 <p style="text-align: center;">speak clearly</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: 20px;"></div>														
 <p style="text-align: center;">read</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: 20px;"></div>	 <p style="text-align: center;">write</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: 20px;"></div>														
<div style="border: 1px solid black; padding: 5px; width: 100px; height: 80px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">My Word List</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">go</td> <td style="width: 50%; padding: 2px;">phone</td> </tr> <tr> <td style="padding: 2px;">school</td> <td style="padding: 2px;">find</td> </tr> <tr> <td style="padding: 2px;">day</td> <td style="padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">time</td> <td style="padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">home</td> <td style="padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">copy</td> <td style="padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">read</td> <td style="padding: 2px;">_____</td> </tr> </table> </div> <p style="text-align: center;">learn new words</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: 20px;"></div>	go	phone	school	find	day	_____	time	_____	home	_____	copy	_____	read	_____	 <p style="text-align: center;">spell</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: 20px;"></div>
go	phone														
school	find														
day	_____														
time	_____														
home	_____														
copy	_____														
read	_____														
 <p style="text-align: center;">use a computer</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: 20px;"></div>	<div style="display: flex; align-items: center; justify-content: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 0 10px;">Hello.</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 0 10px;">Hi.</div> </div>  <p style="text-align: center;">have conversations</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-left: 20px;"></div>														

8. When do you go to class?

Listening activity

Print the worksheet on the next page. Slowly read the following sentences:

1. Sahra goes to class on Monday and Tuesday.
2. Tahill goes to class on Tuesday and Thursday evening and Saturday morning.
3. Ming goes to class on Tuesday, Wednesday and Friday
4. Anika goes to class on Monday, Tuesday, Wednesday and Thursday.
5. Carim goes to class on Monday, Tuesday, Wednesday, Thursday and Friday.

When do they go to class?



Listen.



Tick the days.

Day	Sahra	Tahiil	Ming	Anika	Carim	You
Monday	✓					
Tuesday	✓					
Wednesday						
Thursday						
Friday						
Saturday						



Write the days.

- Sahra** goes to class on Monday and Tuesday .
- Tahiil** goes to class on _____ and _____
evening and _____ morning.
- Ming** goes to class on _____, _____
and _____.
- Anika** goes to class on _____, _____,
_____ and _____.
- Carim** goes to class on _____, _____,
_____, _____ and _____.
- I** go to class on _____
_____.

9. Who can help you learn?

Activity

Project the images below on the whiteboard. Students refer to their books to answer questions about who can help with learning. Point to a picture and ask:

Who can help you learn?

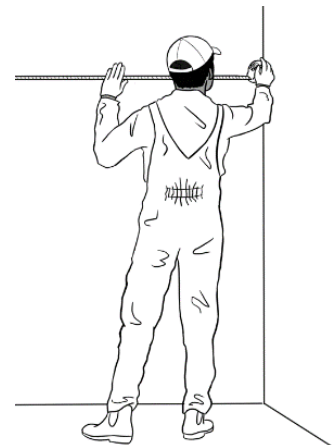
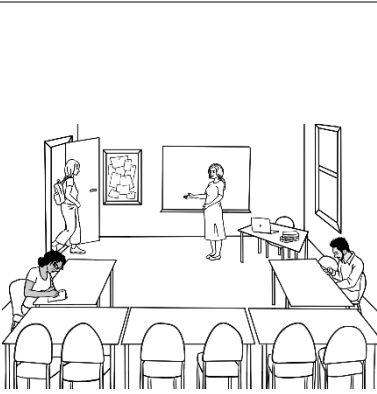


10. Where can you learn?

Activity

Project the images below on the whiteboard. Students refer to their books to answer questions about where they can learn. Point to a picture and ask:

Where can you learn?



11. What helps you learn?

AMEP resources

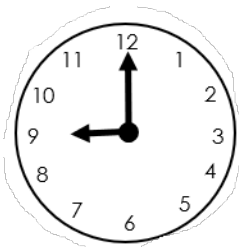
Students need to be made aware of the useful resources offered by the AMEP. Check the AMEP website for information and links to these services.

1. Volunteer tutor service.
2. Distance learning program.
3. On-line units.
4. Free childcare
5. Youth classes
6. Classes for mothers

Activity – How different things aid learning

Project the following and demonstrate how the timetable, the library, the computer and the phone can assist learning.

1. The **timetable** helps me.



I come to class on time.

Mon	9 am- 3 pm school
Tues	9 am – 3 pm school
Wed	9 am - 3 pm school
Thurs	10 am Doctor
Fri	Shopping

I plan my week.

Centrelink
Wednesday at 4pm


Doctor
Thursday at 10 am

I make my appointments.


2. The **library** helps me.



I borrow books.




I listen to the audio.


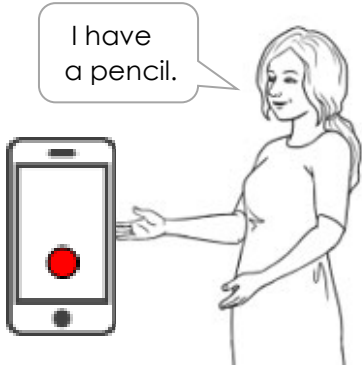



I use the computer.

3. The **computer** helps me.

 <p>I use AMEP online.</p>	 <p>I find new words.</p>	 <p>I use English programs.</p>
---	--	--

4. My **phone** helps me.

 <p>I use AMEP online.</p>	 <p>I record my teacher.</p>	 <p>I listen to my teacher.</p>
---	---	--

12. Learning steps

Activity 1

The worksheet about Sahra includes practice in recording the teacher's voice so that students can listen and repeat the words or sentences at home. Adapt the sentences in the student workbook to suit the class.

Activity 2

The worksheet about Ming and Anika could be used for homework.
The worksheet gives an opportunity to build a word list.




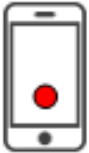

How can Sahra learn to have conversations in English?

These are my steps.



 **Listen.**

 **Write.**

<p>1 </p>	<p>I talk to my <u>classmates</u> and my _____.</p> 
<p>2 </p>	<p>I talk to my _____.</p>
<p>3 </p>	<p>I record my _____ on my _____.</p>
<p>4 </p>	<p>I listen and repeat at _____.</p>

- neighbour
- phone
- classmates ✓
- teacher
- teacher
- home

 **Put your phone** on the teacher's table.

Press record.

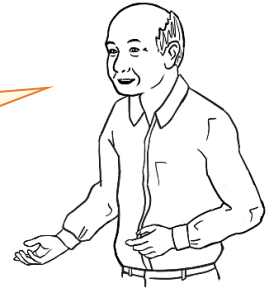
Record the teacher.

 **Listen** and **repeat** at home. 



How can Ming learn to read?

These are my steps.



Listen and **repeat.**

- | | |
|----------|---|
| <p>1</p> | <p>I borrow books from the library.</p> |
| <p>2</p> | <p>I read and listen to the audio.</p> |
| <p>3</p> | <p>I read and listen every day.</p> |

How can Anika learn new words?

These are my steps.




Listen.

Write.

- | | |
|----------|--|
| <p>1</p> | <p>I copy <u>words</u> from the board into my _____.</p> |
| <p>2</p> | <p>I copy _____ from my workbook again and _____.</p> |
| <p>3</p> | <p>I write _____ words on my word list.</p> |

- words ✓
- words
- notebook
- again
- new

 **Write** new words on your wordlist.

My Word List

13. At the end of the term

Post review interview

If a student has made limited progress through the term, a one-to-one interview could reveal the student's particular difficulties and open a discussion about ways to overcome any barriers to learning.

Possible interview topics and questions:

- Class environment - *Are you happy in the class?*
- Transport - *Is it easy to get to class on time?*
Do you drive?
Do you catch a bus/train?
Do you walk here?
- Study at home – *Can you study at home? –*
Do you have a quiet place to study?
Do you have time to study at home?
Do you have a computer?
Do you have the internet?

Developing independent study skills at home

Some students may need structured guidance to develop independent learning skills. The following pages could be given to such students as a 'Homework Book' which could provide a framework to develop effective study practice outside the classroom.

The teacher may initially need to guide this practice by prescribing the words to be learned, sentences to be copied or the formation of letters to be practised for homework.

When practising spelling, the copying of words is easier if students copy down rather than across. Saying the word aloud each time when copying will also support memory retention.

Homework

1

Name _____
Day and date _____



Copy the capital letters from your workbook.



Read the capital letters aloud.



r-a-i-n

Spell



Copy 3 words from your workbook.



New words

Write 2 new words.

English	Your language



Ask the teacher

Can you check my work please?

Homework


2

Name _____
 Day and date _____



Copy the small letters from your workbook.



Read the small letters aloud. 



Spell

r-a-i-n



Copy 3 words from your workbook.

New words  **Write** 2 new words.

English	Your language



Ask the teacher

Can you check my work please?

Homework


3

Name _____
Day and date _____



Copy a sentence from your workbook again and again.



Read the sentence aloud 4 times. 



r-a-i-n

Spell



Copy 3 words from your book.

New words  **Write** 2 new words.

English	Your language



Ask the teacher

Can you check my work please?

Homework


4

Name _____
 Day and date _____



Copy a sentence from your workbook again and again.



Read the sentence aloud 4 times. 



r-a-i-n

Spell



Copy 3 words from your book.

New words



Write 2 new words.

English	Your language



Ask the teacher

Can you check my work please?

Homework

5

Name _____
Day and date _____



Copy a sentence from your workbook again and again.



Read the sentence aloud 4 times.



r-a-i-n

Spell

Copy 3 words from your book.

New words



Write 2 new words.

English	Your language



Ask the teacher

Can you check my work please?