



Section 1

Australia

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Text for the section 1 – Australia


Australia is a big country.


It is very, very, very hot and dry.

But sometimes it rains and rains and rains.

Build vocabulary for Australia

The following is a suggested method to teach vocabulary. It involves drawing simple pictures on the board and miming. The aim is to get the students to suggest the words and then write them on the board. It helps to put the words down one side of the board and leave them there for reference. Use the dashes as a line and show how to write on the line, how to form the letters, model the letter formation and verbalise the word if necessary for ESL literacy students.

VOCABULARY	Board Work
<p>Australia</p> <p>Draw a map of Australia or project a simple blank map onto the board. Ask, What is it? Students say <i>Australia</i>.</p> 	<p>On the right-hand side of the board write</p> <p>Au _ _ _ _ _ ia</p> <p>Say <i>Australia</i>. Ask the students what other letters they can hear. Say the word slowly out loud. Do this several times and write in the letters the students identify correctly. Add in the other letters.</p> <p>Point to the word. Ask students to repeat Australia after you. Spell the word together, pointing to each letter as you spell. Ask how many letters are in the word and count the letters together. Explain why a capital A is used.</p>
<p>big</p> <p>Using body language mime big and little.</p> <p>Draw objects on the board to consolidate the words. Mime big again and ask students for the word.</p>	<p>Write on the board:</p> <p>_ i _</p> <p>Repeat the process used to teach the word Australia. Also get students to mime the word as they say it. Explain that the tail of the 'g' goes under the line.</p>

VOCABULARY	Board Work
<p>hot</p> <p>Using body language, mime the words hot and cold. You could draw a picture of the sun on the board to help. Get students to mime the word as they say it.</p>	<p>Repeat the process used to teach the word Australia.</p>
<p>dry</p> <p>Take in a small glass or bottle of water, and wet an area of the desk. Give students the word wet if they can't get it and point to a dry area. Now, dry the area, and repeat the word dry.</p> <p>[See photos on the next page.]</p>	<p>Guess the letters _ _ y</p> <p>Repeat the process used to teach the word Australia. Also show that the tail of the 'y' goes under the line.</p>
<p>rains</p>  <p>Draw a cloud and rain similar to the one above. Teacher mimes the word - this may include an umbrella. Get students to mime rain coming down.</p>	<p>Write _ _ i _ _ on the board.</p> <p>Repeat the process used to teach the word Australia.</p>

Images to help teach 'dry'.

These could be projected or laminated and passed around the class.



Weather vocabulary - AMEP Resources

The following resources are freely available and useful to pre teach vocabulary relating to **weather**:

AMEP Volunteer Tutor Resources

Go to:

<https://immi.homeaffairs.gov.au/settling-in-australia/amep/volunteer-tutor-resources>

Print out the weather flashcards to teach vocabulary

- Click on: *Pre-Beginner, Environment*.
- Download worksheet 1: *Weather Chart*
- Do the activity in class each day prior to beginning this unit.

Create the text for Australia

This is the text to be created:

Australia is a big country.
It is very, very, very hot and dry.
But sometimes it rains and rains and rains.

Preparation:

1. Have the alphabet in capital and small letters at the top of the board and the vocabulary list down the side of the board.

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

2. On the board write:

----- country.
----- very -----.
But sometimes -----.

Activity

1. Ask the students to guess the text. Encourage them to use the vocabulary list.
2. Begin by asking them to suggest a letter, any letter. If they guess a letter, or even the whole word from the vocabulary list, write it on the dashes.
3. If students can't get the words, just write them in.
4. Mime the words that can be mimed such as big, hot, rains.
5. To demonstrate very, very, very hot, draw a sun on the board with longer and redder rays as you mime.
6. Get the students to read through the text out aloud with you several times.
7. Point to each word as you read together.
8. Ask the students to say and then spell each word.

9. Draw attention to capital letters, full stops, words, word spaces, initial letter sounds, letter names and sentences.
10. Talk about letter formation as you write on the board. e.g. capital A, the tail of the g and y go under the line etc.
11. On the board, you will have written the complete text.
12. Now rub out three words, but put in the dashes for the letters. e.g.

----- is a big country.
It is very, very, --- hot and dry.
But sometimes it rains and rains and -----.

13. Point to and say the missing and existing words and read several times together.
14. Rub out more words e.g.

----- is a big country.
It is very, ---, ----- hot and dry.
But sometimes it rains and ----- and -----.

15. Read again with the class, pointing to and saying the missing and existing words.
16. Continue to rub out words and read again. With some classes it is possible to rub out all the words in this way. You could also leave the first letter of a missing word to give a clue.
17. When you have rubbed out as much as you can, ask the students to help you rewrite the text. If you start with Australia, ask if it starts with a capital. They can use the vocabulary list to help them.

Ordering the text - class work

Preparation

Enlarge and cut out the words on the following page.

Activity

1. Give one word to each student.
2. Students stand with their words in front of them.
3. The teacher reads the sentence.
4. Students move to the front of the class, putting themselves in order to make the sentence.
5. The class reads the sentence.
6. Encourage students to mime the words like *big*, *very hot* and *rains*.
7. Ask students to hold their words face down in front of them. Call out words at random, and the students hold up their word when it's called.
8. Once again with their words face down, read the sentences slowly and the students hold up their words in the correct order.

Order the Text

Australia

is a big

country

.

It is very

very very

hot and

dry , , .

sometimes

But it rains

and rains

and rains

.

Listen and order sentences - 3 levels

Preparation

- Copy the sentences on the following pages, enough so that students can work in pairs and at their ability level.
- Provide scissors and glue, and a page of light card for each pair, and an envelope for later storage of the cut-up sentences.

Activity

1. Hand out copies of the sentences with the card, glue, scissors and envelopes.
2. Demonstrate the process of pasting the page of words onto card, then cutting along the dotted lines to make word cards.
3. Students work together to paste the paper onto the card and then cut out the strips.
4. As they work, encourage students to say what they are doing like a chant.

*We are gluing paper onto the card, onto the card, onto the card.
We are gluing paper onto the card, onto the card, onto the card.
We are cutting with the scissors, with the scissors, with the scissors.
We are cutting with the scissors, cut, cut, cut. etc*

This makes for a noisy class, but gives students time to practice speaking. It doesn't matter that a new tense is being introduced here. It's a way of practising the form of a new tense so that it is familiar before its use is explained at a later time.

5. When the cutting and pasting has been completed, slowly read the Section 1 text to the class and ask students to put the sentences in order as they listen.

Australia is a big country.
It is very, very, very hot and dry.
But sometimes it rains and rains and rains.

6. To make it more difficult cut the sentences in half and mix them up. Encourage students to use clues such as the full stops and capital letters. This activity can be repeated over several days. Each time the students find the activity easy, they can cut up the strips into smaller pieces.

Level A - Order Sentences



Australia is a big country.



It is very, very, very hot and dry.



But sometimes it rains and rains and rains.

Level B - Order Sentences

Australia is a big country.

It is very, very, very hot

and dry. But sometimes

it rains and rains and rains.

Level C - Order Sentences

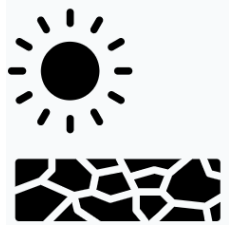
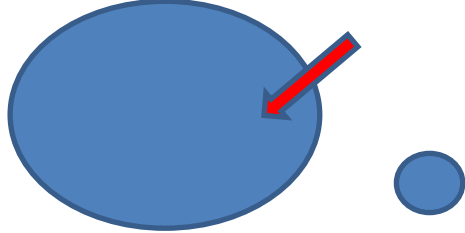
Australia is	a big	country.
It is	very, very,	
very hot	and dry.	
But sometimes	it rains	
and rains	and rains.	



Spelling – 3 levels

1. For **lower levels** use a modified version of 'Look, say, cover, write, check'.
Teach: Look, say the word out loud, spell the word out loud as you copy.
For **higher levels** teach '**Look, say, cover, write, check**'.

2. It is important that the students:
 - Finish one word before writing the next word
 - Work down the page rather than across
 - Check their spelling with the typed word
 - Try to chunk the letters rather than copy letter by letter
 - The words are printed twice at each level so that students practise once in class and then again at home or in a following class. In this way, students are shown a way to improve their writing through brief and regular practice.

Level A - Spelling

	
dry	big
dry	big

	
hot	rains
hot	rains

Level B - Spelling

is	big	very	hot
is	big	very	hot

dry	but	and	rain
dry	but	and	rain

Level C - Spelling

sometimes	big	very	hot
sometimes	big	very	hot

dry	but	and	rain
dry	but	and	rain

Speed Copying – 3 levels

One of the simplest ways to improve spelling and writing is to practise speed copying. The goal of such copying is to build speed and proficiency. With regular practice, speed copying can improve spelling, handwriting and memory. Students' written expression also improves as they memorise common groupings of words and collocations.

Low level students will initially copy letter by letter, but as they become more proficient over time, they will learn to chunk letters, then write whole words, then a few words and finally complete sentences, depending on their level and educational background.

Activity

1. Set the timer for 2, 4 or 5 minutes
2. Ask the students to copy the same text over and over in that time.
3. If they finish copying their text before the time is up, they need to copy it again, and maybe even again.
4. Students copy the same text every day for a week, trying to increase the number of words they write each time.
5. The text copied can be used for a dictation the following week.
6. Choose a new text to copy each week.

Level A - Speed copying

Australia is big.

It is hot.

It rains.

Australia is big.

It is hot.

It rains.

Level B - Speed Copying

Australia is a big country.

It is very hot and dry.

But sometimes it rains.

Australia is a big country.

It is very hot and dry.

But sometimes it rains.

Level C - Speed Copying

Australia is a big country.
It is very, very, very hot and dry.
But sometimes it rains and rains and rains.

Australia is a big country.
It is very, very, very hot and dry.
But sometimes it rains and rains and rains.

Australia is a big country.
It is very, very, very hot and dry.
But sometimes it rains and rains and rains.

Dictation – 3 levels

Activity

All students hear the same text:

Australia is a big country.

It is very, very, very hot and dry.

But sometimes it rains and rains and rains.

The teacher reads a sentence, and each student writes the sentence at their own level.

Level A

Students listen for the missing words and write them in. This activity teaches students to look for the words and copy them.

Level B

Students find the words and copy them on the lines below. The order has been mixed up.

Level C

Students write the sentence using the words below to help with the spelling. For a greater challenge, the words can be folded under, and students try to write from memory. The words also allow the students to check their spelling at the end of the dictation.

Level A - Dictation



Australia is a big country.

Australia is a _ _ _ country.



+



It is very, very, very hot and dry.

It is very, very very _ _ _ _ _ dry.



+



+



But sometimes it rains and rains and rains.

But sometimes it rains and _ _ _ _ _ rains

Level B - Dictation

Australia is	it rains and rains and rains.
It is very, very, very hot	a big country.
But sometimes	and dry.

Level C - Dictation

Fold

Australia	big	country
sometimes	hot	rains
and	dry	very
but	a	is
It	it	

Homework activity: Read and write - 3 levels

Regular short homework exercises are a good way to develop independent learning skills. Speed copying is an excellent independent exercise as are exercises similar to the one on the following pages. The exercise could be copied twice on one page, back to back to give additional practice. Students will be familiar with the exercise, so may need little guidance when the homework is set.

Level A - Read and write



Australia



very, very, very hot

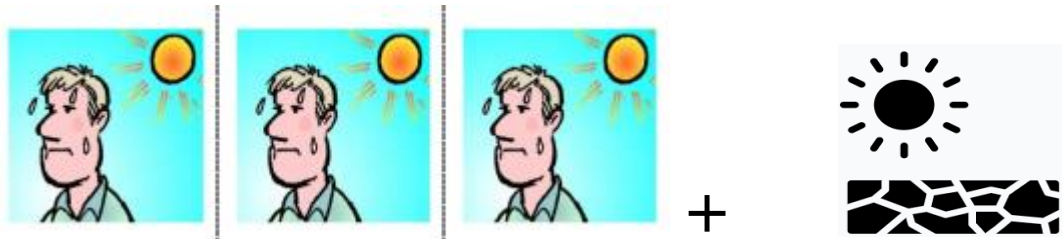


rains and rains and rains

Level B - Read and write



Australia is a big country.



It is very, very, very hot and dry.



But sometimes it rains and rains and rains.

Level C - Read and write



Fold

Australia

big

dry

it

a

country

hot

But

is

sometimes

very

and

rains

Pronunciation: Linking words ending in s – Class work

The text for Sections 1 – 3 are available on audio.

Activity

1. Elicit the text below from the students and write it on the board.

Australia is a big country.
It is very, very, very hot and dry.
But sometimes it rains and rains and rains.

2. Select and play the audio while pointing to each word. When the **word ends in s**, and **the next word begins with a vowel**, link the words with a half loop. See below:

Australia is a big country.
It is very, very, very hot and dry.
But sometimes it rains and rains and rains.

3. Listen to the audio again.
4. Practise saying the linked words. Show how the **s** sound becomes a **z** when it joins with the next word. Write the words on the board separately, but run the words together when you say them.

is a = i za

sometimes it = sometime zit

rains and = rain zan *[the d is not heard]*

5. Read the full text with the linking.

Appendix – Vocabulary list for Section 1

Words introduced in this section:

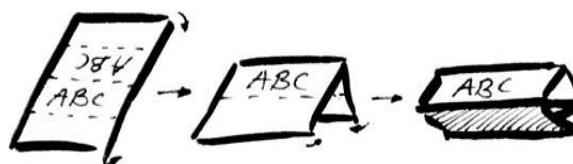
A	Australia, a, and	N	
B	big, but	O	
C	country	P	
D	dry	Q	
E		R	rains
F		S	sometimes
G		T	
H	hot	U	
I	is, it	V	very
J		W	
K		X	
L		Y	
M		Z	

Appendix – an activity with *and*

A large flashcard with ***and*** written on it is useful to practise its use when adding something. Whenever, you're talking about or listing a number of objects, you can hold up the flashcard before saying the final object. An engaging way to practise this is in the activity below.

The name game

In this game students can learn the names of other students, a polite way of introduction and also the use of ***and*** for adding. It's easier if students have name cards such as these in front of them and harder without the cards. It also works best if the class is arranged in a horseshoe shape, so the students are facing each other.



1. Position yourself as student #2 in the horseshoe.
2. Write on the board: **My name is** _____
3. Ask student #1 to say: **My name is** _____ [say their name]
4. Now write on the board:

'My name is _____, **and**
this is _____.'

5. Introduce yourself and student #1: My name is _____ [say your name], **and** this is _____. [say student #1's name']
6. As you do this, place the flashcard with ***and*** on it, between you and student #1.
7. Student #3 will introduce themselves, you and student #1.
e.g. My name is _____ (student 3's name). This is _____ (teacher's name), **and** _____ (student 1's name)
8. When ***and*** is needed, hold up the flashcard between you and student #1.
9. The introductory words ***this is*** need only be said before the name of the new person being introduced.
10. The game continues round the class adding an extra name with each student. If the class is large, restart the game partway or halfway through, otherwise it can be too difficult for the last few students to remember so many names.

Acknowledgements

Images

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