Language for Living in Australia

GETTING TO KNOW YOU
Language for Living in Australia

The aim of these programmes is to provide adult refugees and humanitarian entrants with opportunities to develop their English language proficiency and, in doing so, enable them to adapt more easily to everyday language and customs in Australia.

The resources to provide for their development are often alien to their experiences. For example, the printed matter may have been produced for the English or American audience and is inappropriate for the Australian experience, both in language and cultural expectations. Writing our own programmes, activity sheets and booklets allows for an introduction to local pronunciation of words, gives local cultural content, develops local social interactions and builds confidence in understanding the expectations that may be required of them.

Many of our students are from highly oral backgrounds with little or no knowledge of the written word. The challenge is to design English language literacy and numeracy programmes that effectively recognise the difficulties and meet each learner’s needs whilst providing real-life and simulated opportunities for learning.

Module  Getting to Know You  is designed to:

- Provide opportunities for imitation, repetition and meaningful practice of language learned.
- Provide an induction into formal learning by ensuring all instructions are understood and establish predictable classroom routines.
- Tap into personal and known relationships and translate their understanding to Australian language.
- Develop a vocabulary on the theme of family and personal aspects.
Getting to Know You

Unit 1  The Family

Cover Sheet  Page 1
Introductory Class
Who Am I?
World Flags
Listening Activity
Everyday Conversation
Teachers Notes
Whole Family Photo
Family Word Map
Family Word List
Alphabetical Order
Family Tree Photos
Word Search
Word Search Answers
Matching Activity
Family Names Order
Family Activity
How Many Words Can You Find?
Talking Together
Family Photographs
Story Time
Bingo Cards
Resources
Getting to Know You

Unit 2  Classroom Language

Cover Sheet  page 51

Contents

Our Classroom

What Can You See in Your Classroom?

Useful Classroom Language

Can You? Questions

Alphabet

Classroom Objects Alphabetical Order

What’s in Your Classroom? Word search & Answers

Personal Information

Community Signs and Symbols

Unit 3  Shopping

Cover Sheet  page 66

Useful Greetings

Shopping for Groceries

Shopping for Vegetables

Shopping at the Butchers

Shopping for household products

Fruit & Vegetable Matching Cards

Unit 4  Feelings

Cover sheet  page 94

Contents

Vocabulary List

Select a Feeling from the Vocabulary List

How are They Feeling?
Getting to Know You

Unit 5  Leisure Activities  page 100

Cover Sheet
Contents
Leisure Definition
Last Weekend I...
Leisure Activities - Add to the List
Match the Leisure Activity to the Description
Leisure Diary
Complete the Word
Present, Past and Future Tense
Describe the Leisure Activity
Write a Story
Leisure and Disability

Unit 6  Weather  page 115

Cover Sheet
Contents
Weather Poems
Seasons in Australia
Climate in Australia
Weather Word Sleuth
Sentences About the Weather (Cloze Activity)
Words About Rain
Temperature
The Day Out, Activity
Idioms to Discuss
Resources
Language For Living in Australia

Module
Getting to Know You
The Family
Language for Living in Australia

Getting to Know You

Unit One: The Family

Beginning of first class: Activity for getting to know the students.

1. Teacher to whiteboard the word ‘Hello’.
   The students are asked to read and verbalise the word.

2. Teacher to whiteboard the greeting ‘Good morning’.
   Ask the students to repeat the word together. Perhaps they can each repeat the greeting in their own language.

3. Next whiteboard the following:
   • My name is _________________.
   • I come from _________________.
   • I have been in Australia for ________________.

4. Use a large world map- preferably A3 size. Place it on the whiteboard. Students are asked to put a large X on their country of birth whilst saying the words on the whiteboard.
a. *My name is* _______________

b. *I come from* _______________

c. *I have been in Australia for* ____________

Each student should be given the opportunity to complete this task.

5. Name Tags: Students are then given small pieces of cardboard. Ask them to write their first name in capital letters on one side and lower case on the second side. These can be used for future classes. The teacher can make better name tags in time.

Optional: Small coloured ribbons can then be threaded from Australia to all their countries of origin.

Resources:
1. whiteboard marker
2. world map
3. small pieces of cardboard
4. whiteboard magnets
5. ribbons
Beginning of class two:

Continue to whiteboard the greetings and ask for a response.

Activity
Place all the students into a circle far enough apart to throw a soft ball to each other in turn. Hand one student a ball to begin.
He/she throws to a designated person and says ‘What’s your name?’
When that person has caught the ball he/she answers ‘My name is ______. What is your name?’ and throws to the next person.
The process is repeated until all have participated.
Two or three balls may be used at one time.

For a multilevel class, the process can be made more complex by introducing a greater speed and increasing the student’s responses:

‘My name is ________; her/his name is ______. What’s your name?’

1. Using the activity sheet ‘Who Am I?’ students are asked to choose their answers from three of
the four columns. Then they write down the three pieces of information about themselves on a piece of paper. After that they make a plane with the paper.

2. Using a bright song as background music the students throw the paper planes around amongst themselves. When the music stops they pick up any plane except their own. When directed by the teacher, the information on the plane is read aloud and people attempt to guess who wrote it. They can go around the class asking questions to find out.

3. Collect feedback from the class at the end.

(When the lesson is finished start a good bye chant as an expression of thanks.)

Resources

1. soft balls
2. activity sheets.
3. Who Am I? activity sheet; A3 size for the whiteboard to explain the activity.
### Who am I?

<table>
<thead>
<tr>
<th>Australian</th>
<th>30 years old</th>
<th>mother father daughter son sister brother aunt uncle wife husband grandmother grandfather</th>
<th>teacher student housewife farmer nurse shop assistant taxi driver policeman cleaner doctor builder plumber</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghani</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>British</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burundian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambodian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eritrean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethiopian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iraqi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sudanese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. I am ________________________ .

2. I am ________________________ .

3. I am a ________________________ .

4. I am a ________________________ .
Listening Activity: 'GETTING TO KNOW YOU'

For the Basic Level students, it is useful to have the A3 size colour picture plus the A3 size Question Set on the white board.

The large picture serves to focus their interest on the topic and the large Question Set helps them to practise the target language in the conversation section which follows the activity.
Listening Activity: ‘GETTING TO KNOW YOU’
A set of the most asked questions in any ‘getting acquainted’ situation.

**Teachers Notes:**
- Before class, the teacher cuts up sets of individual words for the class numbers and places each set into an envelope or small plastic box. *(for re-use, the word sets can be laminated.)*
- Pairs of students place their set of cut-up words on the table in front of them.
- Students then read the words and talk about any that are unfamiliar to them.
- They then assemble the words into questions as the teacher reads them aloud.

**Suggested Extension Work:**
- Teacher puts the coloured A3 picture and the A3 question set on the WB:
  - the picture to create a visual motivation to use the target language.
  - the enlarged set of questions serves as a memory aide for those SS at a lower level.
- SS take turns asking each other these questions thus providing practice in the target language.

**Question Phrases**

<table>
<thead>
<tr>
<th>Basic Level</th>
<th>Elementary Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Where are you from?”</td>
<td>1. from?</td>
</tr>
<tr>
<td>2. “What is your first language?”</td>
<td>2. first language?</td>
</tr>
<tr>
<td>3. “What is your first name?”</td>
<td>3. first name?</td>
</tr>
<tr>
<td>4. “What is your family name?”</td>
<td>4. family name?</td>
</tr>
<tr>
<td>5. “How old are you?”</td>
<td>5. age?</td>
</tr>
<tr>
<td>6. “Do you have any family?”</td>
<td>6. family?</td>
</tr>
<tr>
<td>7. “Where do you live?”</td>
<td>7. live?</td>
</tr>
<tr>
<td>8. “Are you married?”</td>
<td>8. married?</td>
</tr>
<tr>
<td>9. “Do you have any children?”</td>
<td>9. children?</td>
</tr>
<tr>
<td>10. “How are you?” <em>(friends - informal)</em></td>
<td>10. well, or not well? <em>(friends - informal)</em></td>
</tr>
</tbody>
</table>
Do What have speak do old any you your are Are Where is first family? name children How live? married from language
Everyday Conversation

Read the following conversation with a partner:

Zaynab: Good morning. My name is Zaynab.

Rajar: Hello. I’m Rajar. Nice to meet you. Where are you from, Zaynab?

Zaynab: I’m from Ethiopia.

Rajar: Ethiopia. Where is that?

Zaynab: It is in Africa. What about you? Where are you from?

Rajar: I am from Iraq.

Now it’s your turn. With a partner complete a conversation like the one above.

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

6. __________________________________________
Where are you from?

I am from Ethiopia
He is from Iraq
She is from China
You are from Vietnam
We are from Somalia
They are from Sudan

Write the verbs in the spaces provided.

1. I ________ from Ethiopia.
2. He ________ from Somalia.
3. She ________ from Vietnam.
4. You ________ from Turkey.
5. We ________ from Sudan.
6. They ________ from Iraq.

Pronunciation
ONE syllable words:
in and are is

TWO syllable. Each syllable has a vowel sound:
China    Iraq    Russia    Europe
Chi na    I raq    Ru ssia    Eu rope

THREE syllable words
Vietnam    Africa    Consonant
Vi et nam    Af ri ca    Con so nant

Four syllable words:
Somalia    Etritea    Conversation
So ma li a    E ri tre a    Con ver sa tion
Say the words and write them in the box below

<table>
<thead>
<tr>
<th>Eritrea</th>
<th>Iraq</th>
<th>We</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>Vietnam</td>
<td>Somalia</td>
<td>Africa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>one syllable</th>
<th>two syllables</th>
<th>three syllables</th>
<th>four syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Oral Language

Where are you from? Where is it?

Write about yourself.

My name is ________________________________.

I am from ________________________________.

It is in ________________________________.

Write about one other person.

Your name is ________________________________.

You are from ________________________________.

It is in ________________________________.
Saying English Words – Syllables

A syllable can be a word or part of a word.

<table>
<thead>
<tr>
<th>One syllable words</th>
<th>Two syllable words</th>
<th>Three syllable words</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen _______</td>
<td>window _______</td>
<td>highlighter _____</td>
</tr>
<tr>
<td>name _______</td>
<td>English _________</td>
<td>_____ _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday _____</td>
</tr>
</tbody>
</table>

Say each of the words below and decide how many syllables each one has.

Write 1, 2, or 3 next to the word.

<table>
<thead>
<tr>
<th>door</th>
<th>scissors</th>
<th>name</th>
<th>pencil</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>desk</td>
<td>surname</td>
<td>telephone</td>
</tr>
<tr>
<td>student</td>
<td>classroom</td>
<td>word</td>
<td>sentence</td>
</tr>
<tr>
<td>syllable</td>
<td>book</td>
<td>ruler</td>
<td>story</td>
</tr>
</tbody>
</table>
Make a list of things in the classroom. Say the words and write down the number of syllables next to each word.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5.</td>
</tr>
<tr>
<td>2.</td>
<td>6.</td>
</tr>
<tr>
<td>3.</td>
<td>7.</td>
</tr>
<tr>
<td>4.</td>
<td>8.</td>
</tr>
</tbody>
</table>
UNIT ONE - 'THE FAMILY'

Put colour A3 page 18
(Family Picture) on WB.
(Can write on the clear A3 covers with WB markers if necessary.)

Turn A3 over to page 19
(Family Word Map)

Take down A3 page 19 and put up A3 page 20 (Family Word List)

Turn A3 over to page 21.

Take down A3 page 21 and put up A3 page 22

page 18 “What can you see?”
• guide SS through by asking leading questions: “can you see a man?”, “a woman?”, “a girl?”, etc.
• elicit known family words from students and create a mini word bank down side of WB.

page 19 Family Word Map
• from WB word map, transfer from WB word list relevant family words (one word per string)
• add the remaining words from the module’s word list yourself to create the complete word list.

page 20 Worksheet: “Are there any words you recognise (know)?”
• tick the words they know.
• read the words through with them and make sure they understand the meanings.
• introduce the idea of one family member having more than one role in the family.
• SS practice copying the words by writing underneath each word on the Word List worksheet.

page 21 **Worksheet: Names.
• work through names of each family member with students ON WHITE BOARD. Check pronunciation of each name.
• **Hand out double-sided photocopy of pages 3 and page 4.**
• Students write names of each family member under their pictures.
• remember upper and lower case.

page 22 part 1 Worksheet: The Alphabet
• Go through the Alphabet with SS:
  a. the names of the letters are in upper case.
  b. the sounds of the letters are in lower case.
Turn over A3 page 22 to A3 page 23.

Take down A3 page 23 and put up A3 page 24.

Turn over A3 page 24 to A3 page 25.

Halfway through page 25, put up A3 page 26 alongside it (so the slower students can keep up, especially if the teacher has a large class and no one to help them.)

Continued from previous page ....

**Part 2 Alphabet Order—example**

- go through the example exercise with SS to make sure they know how to alphabetize in the exercise which follows.
- have students tick each word from the list, as they write it next to the number.
- Monitor accordingly.

**Page 23 Worksheet: Complex Sentences.**

- read through each person’s 'word bubble’ aloud and have SS repeat each speech bubble after you.
- Work through first one (Who is he?) with them.
- SS to complete the worksheet.
- Monitor accordingly.

**Page 24 Worksheet: Vocab. exercises.**

Consolidating family words.

- part 1
  - Read through each word from the word list at top of page together.
  - Go through example 1 with SS to make sure they know what to do.
  - SS to complete numbers 2 through to 6 themselves.
  - Monitor accordingly.

- part 2
  - Each student chooses words from the word box which are true for themselves.
  - Monitor accordingly.

- part 3
  - Go through the first line with SS and help them find the 'odd-one-out'.
  - SS fill in the rest of the lines themselves.
  - Monitor accordingly.

**Page 25 Worksheet: word sleuth - [word recognition]**

**Introduce:** word movement

- Social Sight Signs/(preps. of place)
- down ↓ , up ↑ ,
- right → , left ←
FAMILY WORDS
Family Word List

* grandparent

grandmother    grandfather

* parent

husband        wife

* child

mother        father

son          daughter

brother         sister

* grandchild

granddaughter    grandson

grandchildren
THE ALPHABET

The names of the 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

The sounds of the 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

ALPHABET ORDER = putting names into 'A B C' order.

Example:

✓ ✓ ✓ ✓ ✓ ✓ ✓

Safarali - Nyibol - Abdul - Hasan - Dabora - Yezina

1. Abdul
2. Dabora
3. Hasan
4. Nyibol
5. Safarali
6. Yezina

Exercise: put the names into Alphabet order.

Nelda - Charles - Zoe - Benton - Joe - Alena

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
My name is Jamal
My name is Corey
My name is Zoe
My name is Alena
My name is Benton
My name is Nelda

Who is he?
He is a ________________

What's her name?
Her name is ________________

What's his name?
His name is ________________

Who is she?
She is a ________________

"What's my name?"
Your name is ________________
1. **Choose the right words from the Word List.**
   
   **Example:** 1. Benton is a *father, parent* and *grandfather*.

   2. Nelda is a ____________________________

   3. Corey is a ____________________________

   4. Zoe is a ____________________________

   5. Jamal is a ____________________________

   6. Alena is a ____________________________

2. **Now choose words that are true for you:**

   I am a ____________________________

3. **Which word is different (in each line) ?**

   - mother - grandmother - son - daughter
   - son - husband - brother - mother
   - sister - brother - wife
   - husband - son - children - daughter
FAMILY WORDS

TRY TO FIND ALL THE FAMILY NAMES WHICH ARE ON YOUR WORD LIST.

BROTHER
FAMILY
GRANDDAUGHTER
GRANDPARENTS
MOTHER
SON

CHILDREN
FATHER
GRANDFATHER
GRANDSON
PARENTS
WIFE

DAUGHTER
GRANDCHILDREN
GRANDMOTHER
HUSBAND
SISTER
MATCHING ACTIVITY

(Teachers’ Notes next page)
Teachers Notes

For this Matching Activity you will need:

- 1 coloured envelope for each student (to make up a Class Set)
- photocopy the page X half the number of students in your class (or enough for half the class if students are working in pairs)
- Cut out each of the 6 name tags and place in an envelope
- Students need to place each name tag on to the dotted box under the correct picture

One Set

MY NAME IS BENTON

MY NAME IS JOE

MY NAME IS ALENA

MY NAME IS NELDA

MY NAME IS COREY

MY NAME IS ZOE

---

One Set

MY NAME IS BENTON

MY NAME IS JOE

MY NAME IS ALENA

MY NAME IS NELDA

MY NAME IS COREY

MY NAME IS ZOE
ALPHABETICAL ORDER

Put the words in alphabetical order.

parent ................................................................
grandfather ..................................................
mother ..........................................................
father ..........................................................
daughter ......................................................
son ..................................................................
aunt ...........................................................
uncle ...........................................................
ne‌p‌h‌e‌w ........................................................
niece ............................................................
husband ......................................................
wife ............................................................
grandmother ..............................................
brother ......................................................
sister ........................................................
### Getting To Know You

#### Family Words

<table>
<thead>
<tr>
<th>GRANDFATHER</th>
<th>WIFE</th>
<th>UNCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BROTHER</td>
<td>MOTHER</td>
<td>AUNT</td>
</tr>
<tr>
<td>GRANDMOTHER</td>
<td>CHILDREN</td>
<td>SISTER</td>
</tr>
<tr>
<td>FAMILY</td>
<td>HUSBAND</td>
<td>PARENT</td>
</tr>
</tbody>
</table>

Place the above words in alphabetical order.
Getting to know You

Months of the Year

<table>
<thead>
<tr>
<th>July</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>April</td>
<td>March</td>
</tr>
<tr>
<td>June</td>
<td>February</td>
<td>November</td>
</tr>
<tr>
<td>May</td>
<td>October</td>
<td>September</td>
</tr>
</tbody>
</table>

1. Place the following into alphabetical order.

2. Next put them into order by months.
Getting To Know You

Do you live on your own?

I live with my family.

Do you have any children?

Yes, I have six children.

Do you have any brothers and sisters?

Yes, I have three brothers and two sisters.

Where do you live?

My family lives in Australia.
Instructions:

1. Participants to read the dialogue with the teacher several times.

2. The participants are given these statements to cut up into individual words and then asked to put the dialogue together in the correct order.

3. A further activity is to encourage the participants to write in the details of their own family. For example, how many children do they have and what is the number of their brothers and sisters?
## Getting To Know You

### Days of the Week

<table>
<thead>
<tr>
<th>Monday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Thursday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>

Place the following days in the order of a week.
HOW MANY WORDS?

How many new words can you make from the words:

‘talking together’

Example word: 'a' = age

How many new words can you make from the words:

'talking together'

Example word: 'a' = age

a  age,

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

a  age,

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
TEACHERS’ NOTES:

An activity to use in the first part of the *Getting to Know You* module.

Consolidating the students knowledge of the alphabet.

Eliciting known vocabulary.

Exposing students to new vocabulary.

Introducing/extending the process of the alphabetical order concept.

SUGGESTIONS FOR USE:

For Basic Level:

😊 If this is the first time your students have ever done this type of activity, you will probably need to do the first 3 or 4 words for and with them. Once they know how it works, they become engaged and often do not want to stop.

😊 The individual letters of the two words can be used more than once. This increases the ease of making new words from the target words; ‘talking together’.

😊 The alphabetical order is only first letter deep.

For Elementary Level:

😊 The vowels can be used more than once, but the consonants cannot.

😊 The alphabetical order is second or third letter deep.

MORE DIFFICULT VARIATION:

😊 If you are working with a themed lesson, only accept words which are relevant to the theme.
"Hi, how are you?" "Fine thanks, and you?" "I'm fine. Would you like some coffee?" "Yes please." "Do you have milk?" "Yes, I do." "And sugar?" "No, I don't have sugar, thanks."

Controlled-practice Conversation Activity for the first part of the Getting to Know You Module.
Read the conversation.
Write: **This is** to talk about one person, one place or one group of people.
    : **They are** to talk about two or more people in the photographs.

Maria: _____ ___ my family. _____ ___ living in Australia now.

Tim: They look very happy.

Maria: Thank you.

Tim: ______ __ my sister’s wedding. _____ ___ in my garden.

Maria: Really. It looks beautiful and they look very happy.
Tim: Yes _____ ____ .

Maria: ______ ___ my house.

Tim: It looks very grand. Where is everyone?

Maria: _____ ___ in the garden at the back.
Getting To Know You

Unit One: The Family

Story Time

Aim:
- To stimulate expressive language using learnt vocabulary
- Thinking and oral response.

The teacher will facilitate a creative story-writing activity using picture No.1 from module One.

Process:
1. Display A3 picture of family on the whiteboard.
2. Ask the following question:
   - What can you see in the picture? Write up responses on whiteboard. (Remember that this can be used as a vocabulary activity later)
3. Next step is to use a mind map with the centre question as ‘What things can families do together?’ Write up every response on the arms of the ellipse.
4. Next question ‘What might this family be doing today?’ A consensus would be necessary here - then ask the following questions written up in a linear fashion.
   - Where are they?
   - Are they inside or outside?
   - How are they feeling?
   - Do they all live together in the same house?
You may add other questions you feel will enhance the story.
Write the responses in a linear fashion. Ask for full sentences. Correct the grammar as you go, giving the respondent the opportunity to self-correct by asking if there could be another way of saying their answer.

**NB.** Students often start copying from the board. They need to give 100% of their attention to the activity. Ask them to put their pens down until the activity is completed.

**It is considered that this might take one whole lesson;** a good suggestion is to copy or take a photo of the answers that are on the board so that each of the responses can be
- written up on text cards later
- used to sequence the story that the students have jointly written
- Scanned for suitable vocabulary to be used for spelling tests, phonic practice, written sentences etc

😊 Please keep copies to share with other classes.
**Getting To Know You**

Bingo Sheets

Letters and words

<table>
<thead>
<tr>
<th>D</th>
<th>she</th>
<th>V</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>O</td>
<td>brother</td>
<td>S</td>
</tr>
<tr>
<td>why</td>
<td>k</td>
<td>R</td>
<td>at</td>
</tr>
<tr>
<td>H</td>
<td>but</td>
<td>n</td>
<td>his</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>husband</td>
<td>K</td>
<td>am</td>
<td>the</td>
</tr>
<tr>
<td>p</td>
<td>B</td>
<td>V</td>
<td>no</td>
</tr>
<tr>
<td>G</td>
<td>as</td>
<td>parent</td>
<td>q</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------</td>
<td>---</td>
</tr>
<tr>
<td>name</td>
<td>L</td>
<td>wife</td>
<td>x</td>
</tr>
<tr>
<td>m</td>
<td>e</td>
<td>U</td>
<td>me</td>
</tr>
<tr>
<td></td>
<td>he</td>
<td>you</td>
<td>l</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>child</td>
<td>N</td>
<td>sister</td>
<td>d</td>
</tr>
<tr>
<td>r</td>
<td>her</td>
<td>S</td>
<td>w</td>
</tr>
<tr>
<td>A</td>
<td>?</td>
<td>z</td>
<td>my</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>go</td>
<td>J</td>
<td>o</td>
<td>y</td>
</tr>
<tr>
<td>aunt</td>
<td>her</td>
<td>W</td>
<td>c</td>
</tr>
<tr>
<td>grandmother</td>
<td>it</td>
<td>C</td>
<td>your</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>father</td>
<td>P</td>
<td>sh</td>
<td>t</td>
</tr>
<tr>
<td>daughter</td>
<td>i</td>
<td>X</td>
<td>when</td>
</tr>
<tr>
<td>F</td>
<td>and</td>
<td>is</td>
<td>a</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>z</td>
<td>M</td>
<td>h</td>
<td>they</td>
</tr>
<tr>
<td>uncle</td>
<td>u</td>
<td>T</td>
<td>in</td>
</tr>
<tr>
<td>B</td>
<td>g</td>
<td>Y</td>
<td>j</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>mother</td>
<td>I</td>
<td>son</td>
<td>on</td>
</tr>
<tr>
<td>grandfather</td>
<td>ch</td>
<td>Q</td>
<td>yes</td>
</tr>
</tbody>
</table>
Instructions For Using Bingo Activity

1. There are seven different Bingo sheets in this pack.
   - Print out each sheet and distribute to participants
   - Each participant is given coloured pieces of paper to cover the words/letters on their sheet when they are called out.

2. The word cards are already made up for the game.

NB If there are more than seven players further sheets will be required.
Language for Living in Australia
Programme

Getting To Know You

Extension Resource List

V. Ribbons: *New Beginnings*, TAFE WA. Pgs. 42-43 (Grandfather’s Story)

J. Christie: *The Literacy Workbook*, AMES. NSW 2002. Pgs. 4-6 (alphabet etc.)

B. Haynes: *Spark- Workbook*, NSW. Pgs. 12-17 (Families)

S. Boyer: *Word Building Activities*, Boyer Educational Resources. Pgs 30-32 (families)
Classroom Language

Unit 2
Classroom Language

CONTENTS PAGE

Our Classroom. page 53

What can you see in your classroom?: page 54
- 2 part worksheet

Useful Classroom Language. page 55

“Can You?” questions: pages 56 & 57
- worksheets 1 & 2

Alphabet page 58
Classroom Objects: page 60
- alphabetical order

What’s in your Classroom?: page 61
- wordsearch activity page 62
- wordsearch answers

Personal Information. page 63

Community Signs & Symbols: pages 64 & 65
- conversation & worksheets.
Our Classroom

Let’s talk about this photo:

♦ Who are the people?

♦ Where are they?

♦ What are they learning?

♦ What else can you see in the classroom?
What Can You See In Your Classroom?

* Write the names from the word box under the pictures.

<table>
<thead>
<tr>
<th>world map</th>
<th>whiteboard</th>
<th>clock</th>
<th>dustbin</th>
</tr>
</thead>
<tbody>
<tr>
<td>eraser</td>
<td>exercise book</td>
<td>pen</td>
<td>pencil</td>
</tr>
<tr>
<td>sharpener</td>
<td>ruler</td>
<td>scissors</td>
<td>pencil case</td>
</tr>
<tr>
<td>file</td>
<td>table</td>
<td>chair</td>
<td>students</td>
</tr>
</tbody>
</table>
Useful Classroom Language

- phrases and questions to use in the classroom
- work through them with the students

Example: “What would you say if you needed help?”

**Phrases**
- Please
- Thank you
- Excuse me
- Pardon?
- Hello
- My name is ........
- I don’t speak English
- I don’t understand
- I don’t know
- Yes
- No
- Please help me
- Please repeat

**Questions**
- Can you help me please?
- Can you repeat that please?
- Can you spell that please?
- Can you write that please?
- Can you show me where the .................. is?
- Can you open the window please?
Worksheet 1: “Can You . . . . . ?” - page 1
Choose a question and match it with the correct photo

“Can you
........................................................................
please?”

“Can you
........................................................................
please?”

“Can you
........................................................................
please?”

“Can you
........................................................................
please?”
Worksheet 1: “Can You . . . . . ?” - page 2

Choose a question and match it with the correct photo

“Can you ........................................................
please?”

“Can you ........................................................
........................................................
........................................................
please?”

“Can you ........................................................
........................................................
........................................................
please?”
Say aloud the following English letters and words: Sound out each letter.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>APPLE</td>
</tr>
<tr>
<td>B</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>BEETLE</td>
</tr>
<tr>
<td>C</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>CAT</td>
</tr>
<tr>
<td>D</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>DOG</td>
</tr>
<tr>
<td>E</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>EGGS</td>
</tr>
<tr>
<td>F</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>FATHER</td>
</tr>
<tr>
<td>G</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>GLASSES</td>
</tr>
<tr>
<td>H</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>HAT</td>
</tr>
<tr>
<td>I</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>INSECT</td>
</tr>
<tr>
<td>J</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>JACKET</td>
</tr>
<tr>
<td>K</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>KANGAROO</td>
</tr>
<tr>
<td>L</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>LETTER</td>
</tr>
<tr>
<td>M</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>MONEY</td>
</tr>
<tr>
<td>N</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>O</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>ORANGE</td>
</tr>
<tr>
<td>P</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>PEOPLE</td>
</tr>
<tr>
<td>Q</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>QUEUE</td>
</tr>
<tr>
<td>R</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>RABBIT</td>
</tr>
<tr>
<td>S</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>SUN</td>
</tr>
<tr>
<td>T</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>TRAIN</td>
</tr>
<tr>
<td>U</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>UMBRELLA</td>
</tr>
<tr>
<td>V</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>VEGETABLES</td>
</tr>
<tr>
<td>W</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>WOMAN</td>
</tr>
<tr>
<td>X</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>X-RAY</td>
</tr>
<tr>
<td>Y</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>Z</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>ZEBRA</td>
</tr>
</tbody>
</table>
There are 26 letters used to write English words.

**Upper Case**
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

**Lower case**
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

The following letters are vowels: A E I O U.

The following alphabet letters are called consonants:

B C D F G H J K L M N P Q R S T V W X Y Z
CLASSROOM OBJECTS

Alphabetical Order

♦ Write the words in the boxes below in alphabetical order.

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
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. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________
7. ______________________________________
8. ______________________________________
9. ______________________________________
10. ____________________________________
11. ____________________________________
12. ____________________________________

<table>
<thead>
<tr>
<th>map</th>
<th>whiteboard</th>
<th>desk</th>
<th>bin</th>
</tr>
</thead>
<tbody>
<tr>
<td>eraser</td>
<td>clock</td>
<td>pencil</td>
<td>file</td>
</tr>
<tr>
<td>** sharpener</td>
<td>notebook</td>
<td>teacher</td>
<td>** students</td>
</tr>
</tbody>
</table>

** NB: second-place alphabetisation
WORD SEARCH
“What’s In Your Classroom?“

- sharpener
- student
- teacher
- chair
- exercise book
- semaphore
- ear
- rubber
- computer
- people
- clock
- plhscnraoadar

- pencil
- child
- dice
- bucket
- file
- table
- book
- chair
- reuse
- scissors
- map
- ruler
- table
- chair
- clock
WORD SEARCH

“What’s In Your Classroom?“

rubber  students  clock  sharpener  scissors  pencil case
file  map  pencil  exercise book  whiteboard  computer
pen  table  ruler  dustbin  teacher  chair
Useful Language For Form Filling

Useful Language For Form Filling

Personal Information

My name ________________________________

My address __________________________________________

My phone number ______________________________________

1. first name / given name / christian name
2. middle name
3. last name / family name / surname
4. address
5. flat / unit number
6. street name
7. street number
8. city
9. state
10. postcode
11. telephone number
12. date of birth
13. country of birth
14. sex
Activity: Talking about and reading common signs - page 1
1. Where can you see the signs below?
2. Match the symbols and the signs.
3. What do they mean?

- NO SMOKING
- EMERGENCY EXIT
- Please put your rubbish in here
- GENTS
- LADIES
- WHEELCHAIRS
- ENTER

** see over for page 2 of this exercise **
Activity: Talking about and reading common signs - page 2

1. Where can you see the signs below?
2. Match the symbols and the signs.
Language for Living

SHOPPING
Unit 3
Useful English Greetings

✓ Hello. Nice to see you.

✓ Hello. How are you?

✓ Hi. Pleased to meet you.

✓ Good morning. How are you today?

✓ Good afternoon. How are your family?

✓ Goodbye. Have a good day.

✓ Good morning. How are you today?

  I am very well thank you.

Some useful conversation starters

  ✤ Good morning. Can you help me please?
  ✤ Hello. This is my family and we need some help.
  ✤ Good morning. Please may I make an appointment?
  ✤ Hello. We have a problem and would like some help.
  ✤ Hello. Please can you tell me where the station is?
Shopping For Groceries

Packaged Goods

Cereals
Rice
Spaghetti

Canned Goods

Fish, Soup, Fruit
Jams
Jelly

Shopping List:
Person A: I have got cereal and jam. What else is on the shopping list?
Person B: We need spaghetti and soup.

A. Excuse me. I am looking for the_____________________________.
B. It’s above the______________.

A. Pardon me. I am looking for a can of_______________________.
B. It’s next to_____________________________.
Packaging

carton    tub    tube    can    jar    packet
bar       box    loaf    bag    bottle    roll

Name the packaging:-

1.___________________________________
2.___________________________________
3.___________________________________
4.___________________________________
5.___________________________________
6.___________________________________
7.___________________________________
8.___________________________________
9.___________________________________
10.___________________________________
11.___________________________________
12.___________________________________
6. ____________________________________________

7. ____________________________________________

8. ____________________________________________

9. ____________________________________________

10. ____________________________________________

11. ____________________________________________

12. ____________________________________________

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Name the objects:-

<table>
<thead>
<tr>
<th>E</th>
<th>C</th>
<th>B</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brushes</td>
<td>Vacuum cleaner</td>
<td>Mop &amp; bucket</td>
<td>Garbage bin</td>
<td>Bucket</td>
</tr>
</tbody>
</table>

Unit 3: Shopping
**Going Shopping For Vegetables**

1. avocado  
2. broccoli  
3. pumpkin  
4. capsicum  
5. tomatoes  
6. asparagus  
7. carrots  
8. celery

Write the names of each of the vegetables next to the numbers.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
<td>7.</td>
<td>8.</td>
</tr>
</tbody>
</table>
Everyday Conversations in the Shops

Lady: Excuse me. Please can you tell me how much your avocados are?

Assistant: They are $1.50 each.

Lady: Thank you. May I have two please?

Assistant: Certainly Madam.

Lady: May I have two red capsicums please?

Assistant: Yes. They are $29.00 a kilo. So that will be $2.50 cents please.

Lady: Really. Then I will only have one thank you.

Assistant: Certainly.

Lady: Please may I have half of a bunch of celery and a half a kilo of tomatoes?

Assistant: Certainly madam.

Lady: May I choose the tomatoes please?

Assistant: Sure.

Lady: May I have a bunch of asparagus and a kilo of carrots please?

Assistant: Of course madam. I will put them in a bag for you.
What's in the fridge?

<table>
<thead>
<tr>
<th>a carton of milk</th>
<th>a bottle of orange juice</th>
<th>two apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bunch of grapes</td>
<td>two cabbages</td>
<td>jars of sauces</td>
</tr>
<tr>
<td>bottles of water</td>
<td>some plastic containers</td>
<td></td>
</tr>
</tbody>
</table>

Write out sentences answering the question above.

*Eg. There is a bottle of milk.*

*There are jars of sauces*

1. ______________________________________________________

2. ______________________________________________________

3. ______________________________________________________
Everyday Conversation

Morning tea at home:

J: Please come on in.
T: Thank you.
J: Please.....sit down. Would you like a cup of tea?
T: Yes, please.
J: How about a biscuit?
T: No, thanks. I’m on a diet.

Write another conversation using one of the ideas below.
• Would you like a glass of milk?
• Would you like a piece of chocolate cake?
• Would you like a sandwich?
• Would you like a glass of beer?
• Would you like a cup of coffee?

_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________
## Shopping at the Butchers

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>grilling steak</td>
<td>2.</td>
<td>sausages</td>
</tr>
<tr>
<td>3.</td>
<td>T-bone steak</td>
<td>4.</td>
<td>mince meat</td>
</tr>
<tr>
<td>5.</td>
<td>pork chops</td>
<td>6.</td>
<td>chicken</td>
</tr>
<tr>
<td>7.</td>
<td>T-Bone Steak</td>
<td>8.</td>
<td>chicken thighs</td>
</tr>
</tbody>
</table>

Write down the names next to the numbers of each of the meats.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________
7. ______________________________________
8. ______________________________________
Shopping For Household Products

What do you need to buy for the bathroom, the kitchen and the laundry? Name five things:-

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
4. ______________________________________________________
5. ______________________________________________________

In which room do you use washing powder?

_________________________________________________________________

Where would you use the soap?

_________________________________________________________________

What do you need to clean your dishes?

_________________________________________________________________

Name some other household products you may need to buy.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Pictures of fruit and vegetables that can be cut up and used as matching cards.
pear
apple
peach
orange

mandarin

lemon
apricot

strawberries

cherries
grapes

kiwi fruit

banana
pineapple

mangos

watermelon
passionfruit

custard apple

jack fruit
tomatoes

cucumber

eggplant
winter squash

pumpkin

okra
capsicum

chillies

corn
peas

green beans

snake beans
<table>
<thead>
<tr>
<th>beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>kidney beans</td>
</tr>
<tr>
<td>carrots</td>
</tr>
<tr>
<td>Image</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td><img src="image1.jpg" alt="Manioc" /></td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Taro" /></td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Kumara" /></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
purple sweet potatoes

potatoes

onion
spring onions

garlic

bok choy
silver beet

spinach

cabbage
lettuce

broccoli

cauliflower
FEELINGS
CONTENTS

Vocab List
Select a Feeling from the Vocab List.
How Are They Feeling?
Feelings Vocabulary

happy
joyful
delighted
glad
cheerful
angry
cross
upset
annoyed
sad
unhappy
lonely
frustrated
bored
surprised
scared
Select a Feeling from the Vocab List

1. The thunder was very loud and I felt ________________________________.

2. When my friends moved away I felt ________________________________.

3. The bus was late and I felt ________________________________.

4. The food at the supermarket was very expensive and I felt ________________________________.

5. Yesterday was my birthday and I felt ________________________________.

6. Last night I listened to music and I felt ________________________________.
How Are they Feeling?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Leisure

Time

In

Australia

Unit 5
CONTENTS

'Leisure' Definition

Last Weekend I .....  

Leisure Activities - Add to the List

Match the Leisure Activity to the Description

Leisure Diary

Complete the Word

Present Tense

Past Tense

Future Tense

Describe the Leisure Activity

Write a Story

Leisure and Disability
Leisure Activities are ....

those which can be enjoyed during free time.

‘Leisure time is free from compulsory activities such as employment....household chores, education......not including eating, and sleeping, it is often referred to as “free time.”’ (Wikipedia)

Last Weekend I ......
Write about something you did last weekend that corresponds with the above definition.
“Last weekend I _____________________________________________
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<td>1.</td>
<td>walking</td>
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<td>visiting friends</td>
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<td>36.</td>
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</tbody>
</table>
Match the Leisure Activity Picture to the Description

1. [Picture of a person jogging]
   a. yoga - exercises for the well-being of body and mind

2. [Picture of a board game]
   b. cooking - making things with food

3. [Picture of a person sitting outside in a park]
   c. jogging - running along slowly

4. [Picture of a person exercising in a gym]
   d. gym - exercising in a building with exercise equipment

5. [Picture of a person cooking]
   e. board game - a game with a board

6. [Picture of a person shopping]
   f. shopping - looking at or buying things

7. [Picture of a person sitting]
   g. sitting outside in a park

8. [Picture of a person playing soccer]
   h. soccer - kicking a ball
### Leisure Diary

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

![Image of glasses and notebook](image1.png)

![Image of woman in pool](image2.png)

![Image of person running](image3.png)
Complete the Word

1. soc__ _
2. r__ ding
3. _ o _ king
4. sw__ m__ _g
5. j__ ging
6. kn_t_ _ng
7. wa__ i__ g
8. _op__ ng
9. cy_ l__ n__
10. w__ ch_ _ng
11. s__ w__ _g
12. _ icn_cs
13. g_ rd__ ing
14. com__ t__ g_m_s
15. v_s_t_ng

Swimming walking sewing picnics computer games shopping visiting friends gardening watching TV jogging cycling cooking knitting reading reading soccer
Present Tense

1. I am ____________________ in the park.
2. I am ____________________ chicken and rice for dinner.
3. I am ____________________ in the pool.
4. I am ____________________ a jumper.
5. I am ____________________ the news on TV.
6. I am ____________________ friends in Nollamara.
7. I am ____________________ for a pair of new shoes.
8. I am ____________________ to school on my bike.

- watching  - shopping  - cycling  - visiting
- cooking   - knitting  - swimming  - walking

Past Tense
1. I ___________________ with equipment at the gym.
2. I ___________________ the soccer ball.
3. I ___________________ a game on my computer.
4. I ___________________ sausages on the bar-b-q.
5. I ___________________ a plant in the garden.
7. I ___________________ the dice for the board game.
8. I ___________________ in the park under a tree.

read          sat          kicked          played
planted          rolled          cooked          exercised

Future Tense
1. I will _________________ in the snow.
2. I will _________________ in the ocean with a surf board.
3. I will _________________ coffee at a café.
4. I will _________________ a movie at the cinema.
5. I will _________________ a fish with my fishing line.
6. I will _________________ you with my camera.
7. I will _________________ a sand castle on the beach.
8. I will _________________ a picture with crayons.

build       catch       drink       ski
draw        photograph   surf        watch
Describe the Leisure Activity

Reading___________________________________
_________________________________________
_________________________________________

Football___________________________________
_________________________________________
_________________________________________

Cooking___________________________________
_________________________________________
_________________________________________

Swimming__________________________________
_________________________________________
_________________________________________

Sewing____________________________________
_________________________________________
_________________________________________
Write a Story

Oral Language

1. Who can you see in this picture?
2. Where are they?
3. What are they doing?
4. What are they wearing?
5. What is the weather like?
6. What time of year is it?

- Create a vocab list
- Construct sentences using the vocab list
- Blend the sentences to create the story
Leisure and Disability

Disability Bowling
Discussion

1. What types of disabilities can you see in these pictures?

2. What activities are the people doing?

3. What other types of disabilities are there in the community?

4. What other types of leisure activities in the home and in the community can be accessed by people with disabilities?
Australian Weather and Seasons

Winter
Spring
Summer
Autumn

Unit 6
Australian Weather and Seasons

CONTENTS

Weather Poems 117-119
Seasons in Australia, activities 120-122
Climate in Australia, activities 123-126
Weather Word Sleuth 127
Sentences about the Weather 128-129
Words about Weather 130-132
Temperature 133-135
The Day Out 136
Discuss phrases 137-139
Weather

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather
Whatever the weather,
Whether we like it or not!
It's raining, it's pouring.

It's raining, it's pouring
The Old Man is snoring.

He bumped his head on the back of the bed and couldn't get up in the morning.
Insy Winsy Spider

Insy winsy spider climbed up the water spout.
Down came the rain and washed poor Insy out.
Up came the sun and dried up all the rain.
Insy Winsy spider climbed up the spout again.
Seasons in Australia
Write the names of the months in the correct season.

<table>
<thead>
<tr>
<th>Season</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autumn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
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<tr>
<td>Spring</td>
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</table>

<table>
<thead>
<tr>
<th>Month</th>
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<th>Month</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td>February</td>
<td>March</td>
</tr>
<tr>
<td>April</td>
<td>May</td>
<td>June</td>
</tr>
<tr>
<td>July</td>
<td>August</td>
<td>September</td>
</tr>
<tr>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
</tbody>
</table>
Weather Adjectives
Write the word that matches the picture.

<table>
<thead>
<tr>
<th>Stormy</th>
<th>Cloudy</th>
<th>Rainy</th>
<th>Cold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
<td>Hot</td>
<td>Windy</td>
<td>Foggy</td>
</tr>
</tbody>
</table>
Put these words into alphabetic order

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>summer</td>
</tr>
<tr>
<td>2</td>
<td>hot</td>
</tr>
<tr>
<td>3</td>
<td>warm</td>
</tr>
<tr>
<td>4</td>
<td>fine</td>
</tr>
<tr>
<td>5</td>
<td>cool</td>
</tr>
<tr>
<td>6</td>
<td>misty</td>
</tr>
<tr>
<td>7</td>
<td>spring</td>
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<thead>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>cloudy</td>
</tr>
<tr>
<td>2</td>
<td>fog</td>
</tr>
<tr>
<td>3</td>
<td>autumn</td>
</tr>
<tr>
<td>4</td>
<td>rainy</td>
</tr>
<tr>
<td>5</td>
<td>winter</td>
</tr>
<tr>
<td>6</td>
<td>thunder</td>
</tr>
<tr>
<td>7</td>
<td>lightning</td>
</tr>
</tbody>
</table>
Climate in Australia

Australia is a very big country so the weather can be very different all over the country. Indigenous Australians in the north of Australia recognize up to six different seasons. In Arnhem Land they have a wet season (or monsoon season) December to March, harvest time March to May, cool weather May to June, early dry season June to August, hot and dry season August to October and the pre-wet season October to December. In the centre of Australia it is very dry. Some places have a drought when there is no rain at all. Then there are other places that get too much rain and there are floods. In the mountains of New South Wales, Victoria, Australian Capital Territory and Tasmania snow falls in the winter months from June to August.
Equatorial: humid, wet and warm to hot
Tropical: non arid, with average temperature above 18°C. This temperature is fairly constant throughout the year with seasonal variations dominated by precipitation. October to April is the wet season which can bring monsoons and tropical cyclones.
Subtropical: winters mild to warm but not as hot as the summer. Rainfall varies.
Desert: dry, hot days, cold nights
Grassland: dry, precipitation (rain) usually does not exceed 100 cm per year with a minimum of 20 cm. Cold winters and hot summers.
Temperate: warm to hot dry summers, mild to cool, wet winters
Comprehension of Australia’s climate

1. What is the weather like in Perth during the summer?
   ___________________________________________________________
   ___________________________________________________________

2. What is the weather like in Perth during the winter?
   ___________________________________________________________
   ___________________________________________________________

3. What is this climate called?
   ___________________________________________________________

4. Name two states that have a temperate climate?
   1. __________________________
   2. __________________________

5. What part of Australia has a tropical climate?
   ___________________________________________________________
   ___________________________________________________________

6. What states have some parts that are subtropical?  ___________
   ___________  ___________  ___________  ___________
Describe the pictures using the words below:

Snow/cold, Drought/dry, Cyclone/windy & wet, Stormy/wet, Flood/ very wet, Heat-wave/hot

| 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 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Put these words in to alphabetical order:
snow, drought, cyclone, wet, flood, heat-wave

1. _____________________________________
2. _____________________________________
3. _____________________________________
4. _____________________________________
5. _____________________________________
6’ _____________________________________
# WEATHER WORD SLEUTH

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## WORDS

- **AUTUMN**
- **WET**
- **CYCLONE**
- **SUMMER**
- **WEATHER**
- **HOT**
- **SPRING**
- **WINDY**
- **DRY**
- **WINTER**
- **SNOW**
- **STORM**
- **SUNNY**
- **FOG**
- **CLOUDS**
Sentences about the Weather

It is a lovely day today.

It is really hot. I feel like going to the beach for a swim.

It is raining so I will need my umbrella.

It is really windy. There is a strong breeze.

The breeze is chilly. The weather is mild.

The weather is cold for the time of year.

The weather is warm for the time of year.

The showers are very heavy.

The hailstones were so big they damaged my car.

It is cold in the snow.

My dog is frightened when there is a thunderstorm.

The thunder is really loud and the lightning so bright it looks like day.

There was forked lightning in the last thunderstorm.
Fill in the blank spaces; use the words from the box

1. It is really ______. I feel like going to the beach for a swim.

2. It is __________ so I will need my umbrella.

3. The weather is ______ for the time of year.

4. The _________ are very heavy.

5. The ____________ is chilly.

6. The ______________ were so big they damaged my car.

7. It is ______ in the snow.

8. My dog is frightened when there is a ____________.

9. The _____________ is really loud and the lightning so bright it looks like day.

10. There was forked _____________ in the last thunderstorm.
Weather Words

Talking about weather!

Precipitation:
any or all of the forms of water, whether liquid (e.g. rain, drizzle) or solid (e.g. hail, snow), that fall from a cloud or group of clouds and reach the ground.

Showers:
usually begin and end suddenly. Relatively short-lived, but may last half an hour. Fall from cumulus clouds, often separated by blue sky. Showers may fall in patches rather than across the whole forecast area. Range in intensity from light to very heavy.

Rain:
In contrast to showers, rain is steadier and normally falls from stratiform (layer) cloud. Liquid water drops greater than 0.5 mm in diameter. Rain can range in intensity from light to very heavy.

Drizzle:
fairly uniform precipitation composed exclusively of very small water droplets (less than 0.5 mm in diameter) very close to one another.
**Frost:**
deposit of soft white ice crystals or frozen dew on objects near the ground; formed when surface temperature falls below freezing point.

**Fog:**
suspension of very small water droplets in the air, reducing visibility at ground level to less than a kilometre.

**Mist:**
similar to fog, but visibility remains more than a kilometre.

**Smog:**
Smog (contraction for 'smoke fog') is a fog in which smoke or other forms of atmospheric pollutant have an important part in causing the fog to thicken, and have unpleasant and dangerous physiological effects.

**Thunderstorms:**
Thunderstorms are one or more convective clouds in which electrical discharge can be seen as lightning and heard as thunder by a person on the earth's surface. A severe thunderstorm produces one or more of the following

- hail on the ground with diameter of 2 cm or more.
- wind gusts of 90 km/h or more.
- tornadoes, or
- very heavy rain likely to cause flash flooding.

**Tornado:**
a tall, rapidly rotating column of air between 5 and 1000 metres in diameter which is attached to the base of a
cumulonimbus or large cumulus cloud and which is capable of producing damage to the earth's surface. Tornadoes may form water spouts when they occur over water.

**Blizzard:**
vviolent and very cold wind which is laden with snow; some part, at least, of which has been raised from snow covered ground.

**Change:**
signified by a transition between two air masses over a relatively short time period, usually when a cooler air mass replaces a warmer air mass over an area. A change may or may not be accompanied by rain, and is characterized by a rapid change in wind direction, usually from warm north to northwesterly to cooler south east to southwesterly. A change differs from a sea breeze in that it is most often associated with the passage of a front or low pressure trough and affects a large area over a period of a day or more, as distinct from a sea breeze which characteristically only affects areas up to around 60 km inland from the coast for a period of hours.

**Windy:**
a prolonged period of average wind speeds exceeding 40km/h during the day.
Thermometer Comparisons

C°  F°
110  230
100  212 BOILING
90   200
80   180
70   160
60   140
50   120
37   98.6 BLOOD
30   80
20   60
10   40 FREEZING
0    32
-10  20
Temperature

A thermometer is used to measure temperature.

- Celsius degrees
- Fahrenheit degrees

Celsius temperatures you should know:

**Celsius - Metric Measure**

Water freezes at 0°C
Water boils at 100°C

1. Would you like an ice cream cone that had been stored at 30°C or at 5°C?

2. The weather forecaster says the temperature will be 30°C. Should you wear a coat?

3. Would you like your bowl of hot soup heated to 50°C or 20°C?
Fahrenheit temperatures you should know:

**Fahrenheit - Standard measure**
Water freezes at 32°F
Water boils at 212°F
**Normal body temperature** 98 – 99°F

**Weather:** 90°F is hot outside, 40°F is cold

1. Should a bowl of hot soup be 50°F or 110°F?  
2. The weather forecaster says the temperature will be 30°F. Should you wear a coat?  
3. Jamil has a temperature reading of 100°F. Does he have a fever?  
4. If I am going to bake a cake, should I set the oven to 35°F or 350°F?
### The Day Out

Choose words from the boxes to fill in the blank spaces.

<table>
<thead>
<tr>
<th>What is the weather like?</th>
<th>Where will you be?</th>
<th>What do you need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>beach</td>
<td>sunglasses</td>
</tr>
<tr>
<td>rainy</td>
<td>park</td>
<td>a hat</td>
</tr>
<tr>
<td>windy</td>
<td>mountains</td>
<td>gloves</td>
</tr>
<tr>
<td>snowy</td>
<td>river</td>
<td>a towel</td>
</tr>
<tr>
<td>foggy</td>
<td>café</td>
<td>a scarf</td>
</tr>
<tr>
<td>warm</td>
<td>restaurant</td>
<td>a picnic</td>
</tr>
<tr>
<td>humid</td>
<td></td>
<td>an umbrella</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a raincoat</td>
</tr>
</tbody>
</table>

It is ____________ today. I am going to
the ____________ . I will need to take
_________ and ___________ with me.

Now write about another day out.

_______________________________

_______________________________

_______________________________
Idioms: Discuss
What do we mean by “under the weather”? 

What is a “Fair Weather friend”? 
It's raining cats and dogs

This idiom is said to originate from times when houses had low thatched roofs made of thick straw piled high, with no wood underneath. They were the only place for the little animals to get warm. So all the pets; dogs, cats and other small animals such as mice, rats and bugs, all lived in the roof. When it rained it became slippery so sometimes the animals would slip and fall off the roof. Thus the saying “it’s raining cats and dogs.”
A Weather Cock

What is a weather cock for?

Rainbows

What are the colours of a rainbow?