

# 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

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# Getting to Know You

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# Getting to Know You

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# 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?

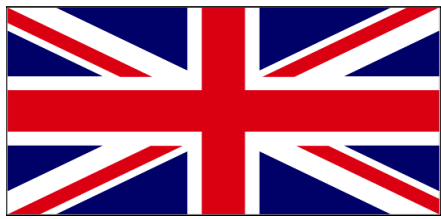
I am...	I am...	I am a...	I am a...
Australian	30 years old	mother	teacher
Afghani		father	student
British		daughter	housewife
Burundian		son	farmer
Cambodian		sister	nurse
Eritrean		brother	shop assistant
Ethiopian		aunt	taxi driver
Iranian		uncle	policeman
Iraqi		wife	cleaner
Somalian		husband	doctor
Sudanese		grandmother	builder
Vietnamese		grandfather	plumber

1. I am \_\_\_\_\_ .

2. I am \_\_\_\_\_ .

3. I am a \_\_\_\_\_ .

4. I am a \_\_\_\_\_ .



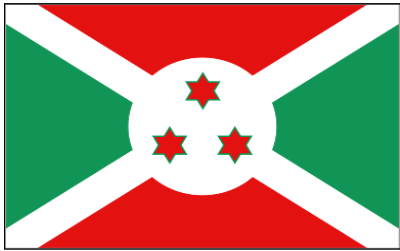
**BRITAIN (UNITED KINGDOM)**  
Languages: English, Welsh, Gaelic



**AFGHANISTAN**  
Languages: Pushtu, Dari (Persian)



**AUSTRALIA**  
Language: English, Many different Aboriginal languages



**BURUNDI**  
Languages: French, Kirundi



**CAMBODIA**  
Language: Khmer



**EAST TIMOR (Timor-Leste)**  
Languages: Tetun, Indonesian, Portuguese



**ERITREA**  
Languages: English, Arabic & indigenous languages



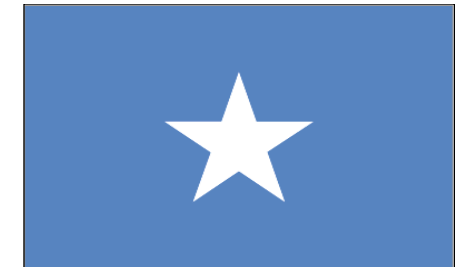
**ETHIOPIA**  
Languages: Amharic, Afaan Oromo, Tigrigna



**IRAN**  
Languages: Farsi (Persian), Turkic Languages, Kurdish



**IRAQ**  
Languages: Arabic & Kurdish



**SOMALIA**  
Languages: Somali



**THAILAND**  
Languages: Thai, Chinese, Malay



**THE SUDAN**  
Languages: Arabic, various tribal languages



**VIETNAM**  
Languages: Vietnamese, Chinese



## 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

### Basic Level

1. "Where are you from?"
2. "What is your first language?"
3. "What is your first name?"
4. "What is your family name?"
5. "How old are you?"
6. "Do you have any family?"
7. "Where do you live?"
8. "Are you married?"
9. "Do you have any children?"
10. "How are you?"  
(friends - informal)
11. "How do you do?"  
Unit 1.  
(formal - first meeting)

### Elementary Level

1. from?
2. first language?
3. first name?
4. family name?
5. age?
6. family?
7. live?
8. married?
9. children?
10. well, or not well?  
(friends - informal)
11. do?"  
(formal - first meeting)

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 <b>am</b>	from Ethiopia
He <b>is</b>	from Iraq
She <b>is</b>	from China
You <b>are</b>	from Vietnam
We <b>are</b>	from Somalia
They <b>are</b>	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	Eritrea	Conversation
So ma li a	E ri tre a	Con ver sa tion

---

***Say the words and write them in the box below***

Eritrea  
and

Iraq  
Vietnam

We  
Somalia

China  
Africa

one syllable	two syllables	three syllables	four syllables

### **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.

One syllable words	Two syllable words	Three syllable words
pen _____	window _____	highlighter _____
name _____	English _____	Saturday _____

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

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

door		scissors		name		pencil	
teacher		desk		surname		telephone	
student		classroom		word		sentence	
syllable		book		ruler		story	

Make a list of things in the classroom. Say the words and write down the number of syllables next to each word.

1.		5.	
2.		6.	
3.		7.	
4.		8.	



## 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.

# MODULE ONE - 'THE FAMILY'

*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.

Turn over A3 page 22 to A3 page 23.

## page 23 **Worksheet: Complex Sentences.**

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

Take down A3 page 23 and put up A3 page 24

## 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.

Turn over A3 page 24 to A3 page 25

## page 25 **Worksheet: word sleuth -**

[word recognition]

**Introduce:** word movement

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

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.



# FAMILY WORDS



# Family Word List



\* grandparent



grandmother      grandfather

---

husband      wife

---



\* parent



mother      father

---

\* child      children

son      daughter

---



brother      sister

---



\* grandchild      grandchildren

granddaughter      grandson





# 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:



**S**afarali - **N**yibol - **A**bdul - **H**asan - **D**abora - **Y**ezina

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

Exercise: put the names into Alphabet order.

**N**elda - **C**harles - **Z**oe - **B**enton - **J**oe - **A**lena

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....



My name  
is Jamal

My name  
is Corey

My name  
is Nelda

My name  
is Benton

My name  
is Zoe

My name  
is Alena



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 .....



Who is she?

She is a .....



"What's my name?"

Your name is .....



## Word List

grandparents    grandmother    grandfather    husband    wife  
 parents    mother    father    children    son    daughter  
 brother    sister    grandchildren    grandson    granddaughter

### 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.



H	T	R	L	R	G	R	F	I	D	T	R	T	C	A
G	R	E	R	A	D	R	H	G	B	D	R	P	S	G
G	E	T	R	G	R	G	N	G	R	S	E	R	D	G
R	E	H	G	R	A	N	D	M	O	T	H	E	R	T
D	F	G	I	A	N	N	M	A	T	N	T	T	U	N
E	A	U	D	N	A	B	S	U	H	E	O	S	H	E
G	R	A	N	D	F	A	T	H	E	R	M	I	E	S
T	G	D	R	S	S	T	N	E	R	A	P	S	R	C
C	W	D	R	O	A	B	G	D	E	P	D	D	E	G
S	I	N	G	N	O	S	N	E	R	D	L	I	H	C
G	F	A	M	I	L	Y	H	S	O	N	D	R	T	L
N	E	R	D	L	I	H	C	D	N	A	R	G	A	Y
P	E	G	D	A	U	G	H	T	E	R	S	E	F	G
S	T	R	P	D	I	R	O	T	R	G	N	U	R	E
D	S	R	H	N	E	D	M	D	R	R	I	A	B	T



BROTHER  
FAMILY  
GRANDDAUGHTER  
GRANDPARENTS  
MOTHER  
SON



CHILDREN  
FATHER  
GRANDFATHER  
GRANDSON  
PARENTS  
WIFE

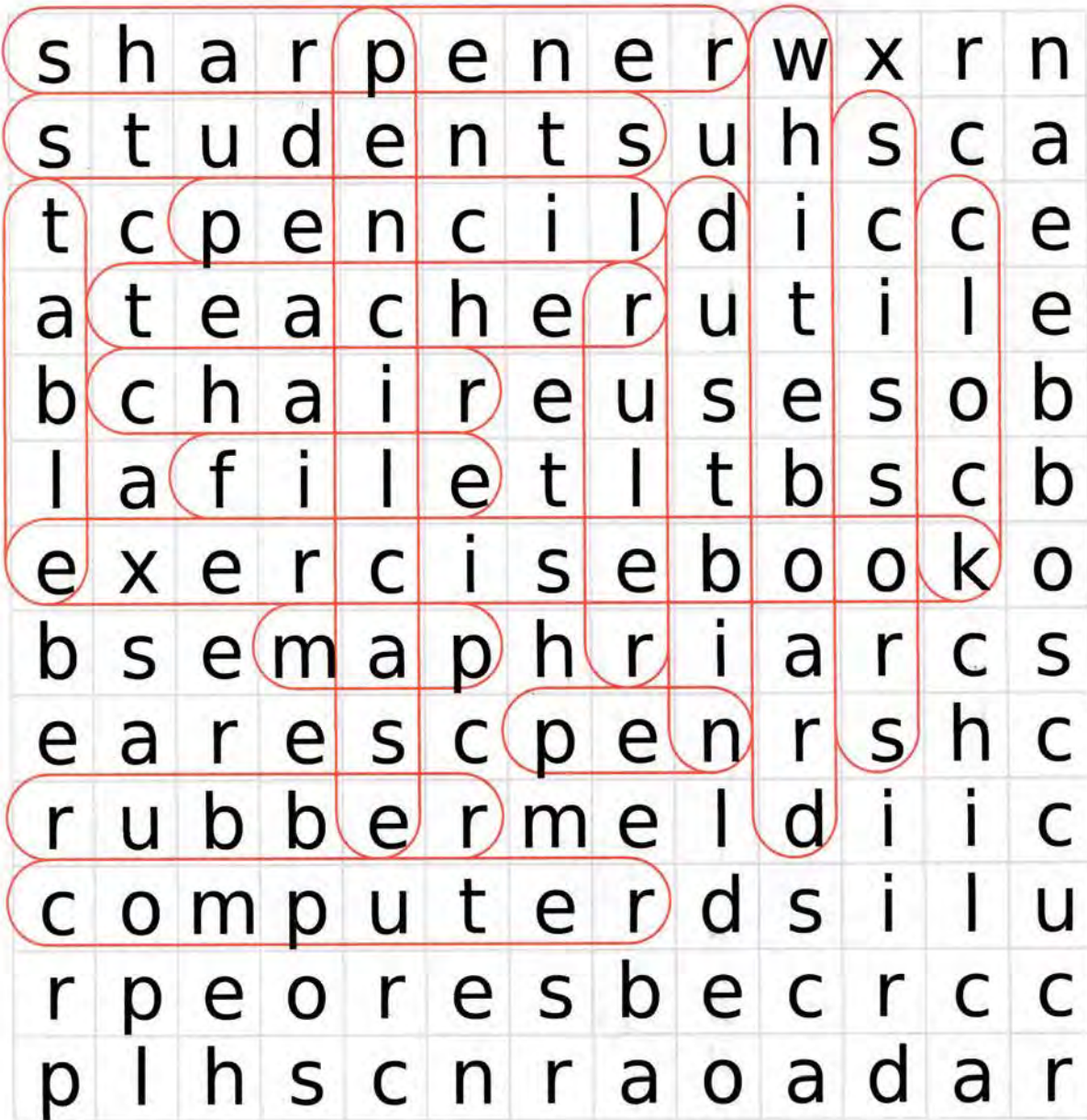


...TER  
GRANDCHILDREN  
GRANDMOTHER  
HUSBAND  
SISTER



# 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



# 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

GRANDFATHER	WIFE	UNCLE
BROTHER	MOTHER	AUNT
GRANDMOTHER	CHILDREN	SISTER
FAMILY	HUSBAND	PARENT

Place the above words in alphabetical order.

## Getting to know You

### Months of the Year

JULY	DECEMBER	JANUARY
AUGUST	APRIL	MARCH
JUNE	FEBRUARY	NOVEMBER
MAY	OCTOBER	SEPTEMBER

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

Monday	Friday
Saturday	Tuesday
Thursday	Wednesday
Sunday	

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



**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** age,

**e**

**g**

**h**

**i**

**k**

**l**

**n**

**o**

**r**

**t**

## 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.

# Family Photographs

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

D	she	V	f
the	O	brother	S
why	k	R	at

H	but	n	his
husband	K	am	the
p	B	V	no

G	as	parent	q
name	L	wife	x
m	e	U	me

E	he	you	I
child	N	sister	d
r	her	S	w

A	?	z	my
go	J	o	y
aunt	her	W	c

grandmother	it	C	your
father	P	sh	t
daughter	i	X	when

F	and	is	a
z	M	h	they
uncle	u	T	in



B	g	y	j
mother	I	son	on
grandfather	ch	Q	yes

# 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.**

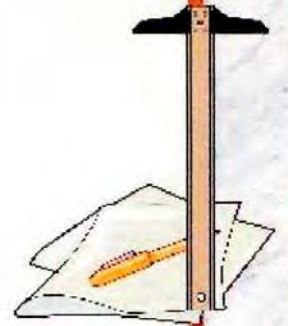
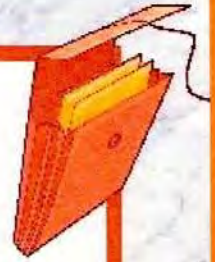
# Language for Living in Australia Programme

## 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?:

- **2 part worksheet**

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Useful Classroom  
Language.



page **55**

“Can You?” questions:

- **worksheets 1 & 2**

pages **56**

& **57**

Alphabet  
Classroom Objects:

page **58**

- **alphabetical order**



page **60**



What's in your Classroom?:

- **wordsearch activity**

page **61**

- **wordsearch answers**

page **62**



Personal Information.



page **63**

Community Signs &  
Symbols:

pages **64**

& **65**

- **conversation & worksheets.**





# Our Classroom

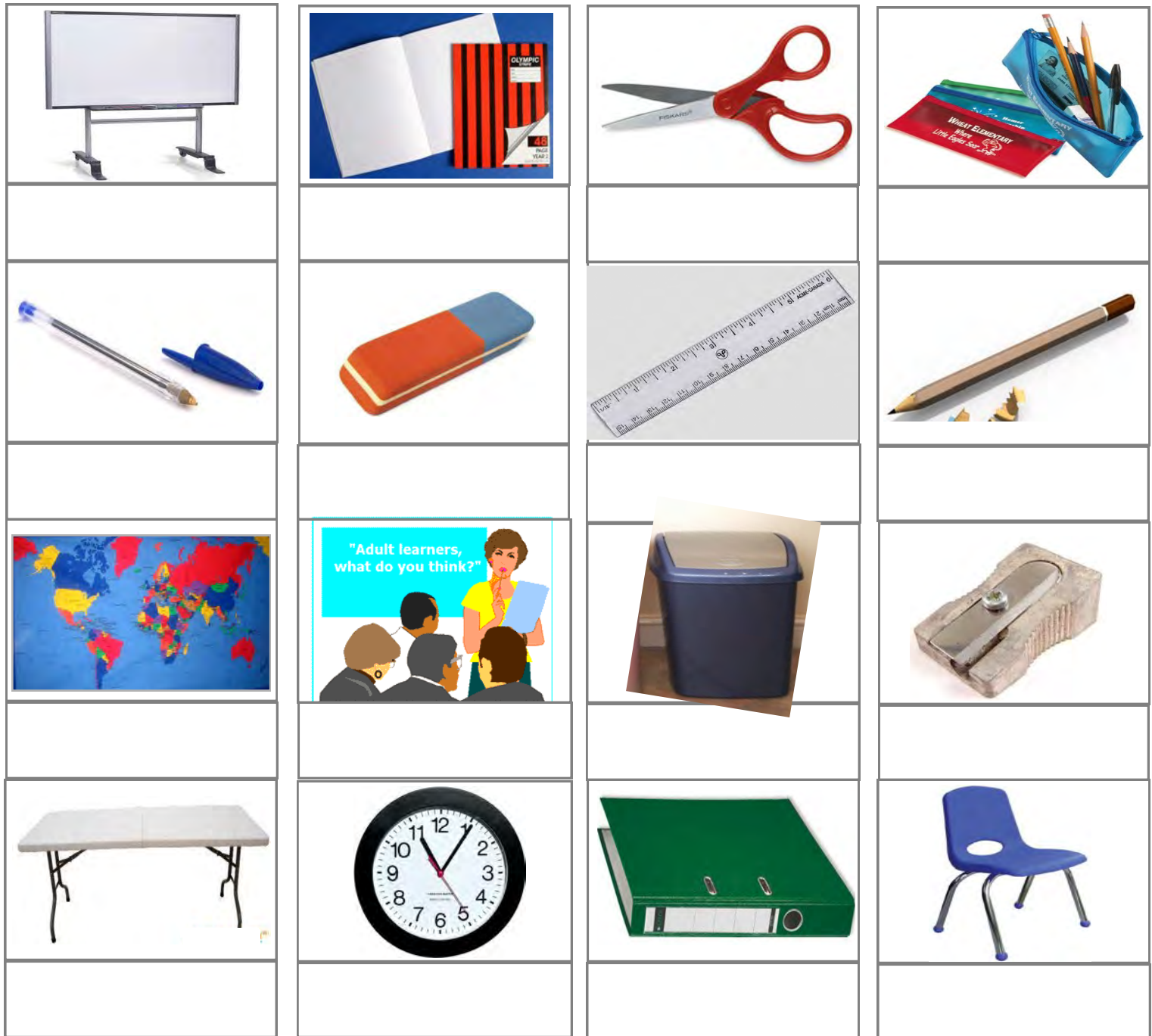


**Let's talk about this photo:**

- ◆ 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.



world map	whiteboard	clock	dustbin
eraser	exercise book	pen	pencil
sharpener	ruler	scissors	pencil case
file	table	chair	students

# 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

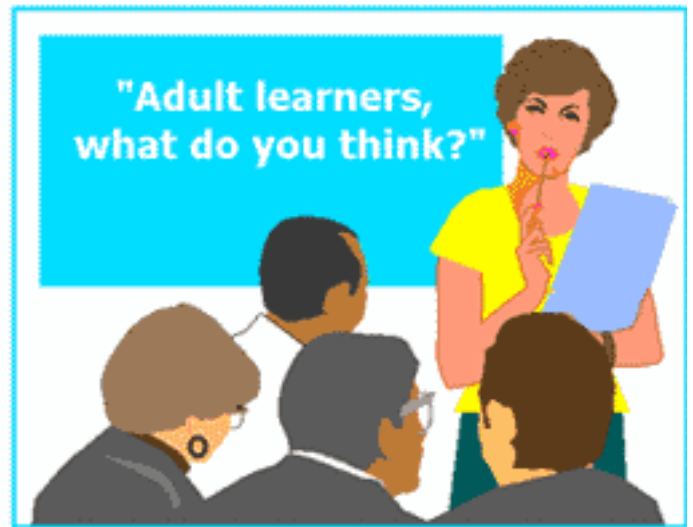
I don't know

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

.....

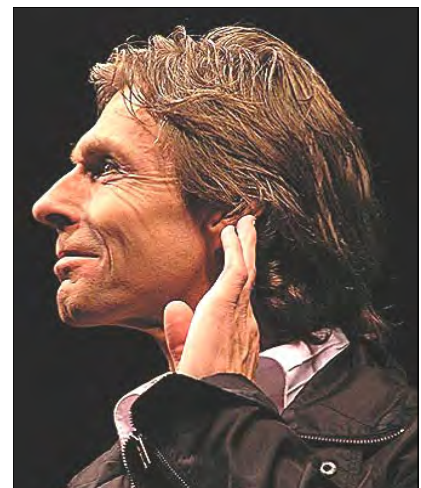
please?”



“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.

<b>A</b> for APPLE 	<b>B</b> for BEETLE 	<b>C</b> for CAT 	<b>D</b> for DOG 	<b>E</b> for EGGS 	<b>F</b> for FATHER 	<b>G</b> for GLASSES 
<b>H</b> for HAT 	<b>I</b> for INSECT 	<b>J</b> for JACKET 	<b>K</b> FOR KANGAROO 	<b>L</b> for LETTER 	<b>M</b> for MONEY 	<b>N</b> for NO 
<b>O</b> for ORANGE 	<b>P</b> for PEOPLE 	<b>Q</b> for QUEUE 	<b>R</b> for RABBIT 	<b>S</b> for SUN 	<b>T</b> for TRAIN 	<b>U</b> for UMBRELLA 
<b>V</b> for VEGETABLES 	<b>W</b> for WOMAN 	<b>X</b> for X-RAY 	<b>Y</b> for YES 	<b>Z</b> for ZEBRA 		

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. \_\_\_\_\_

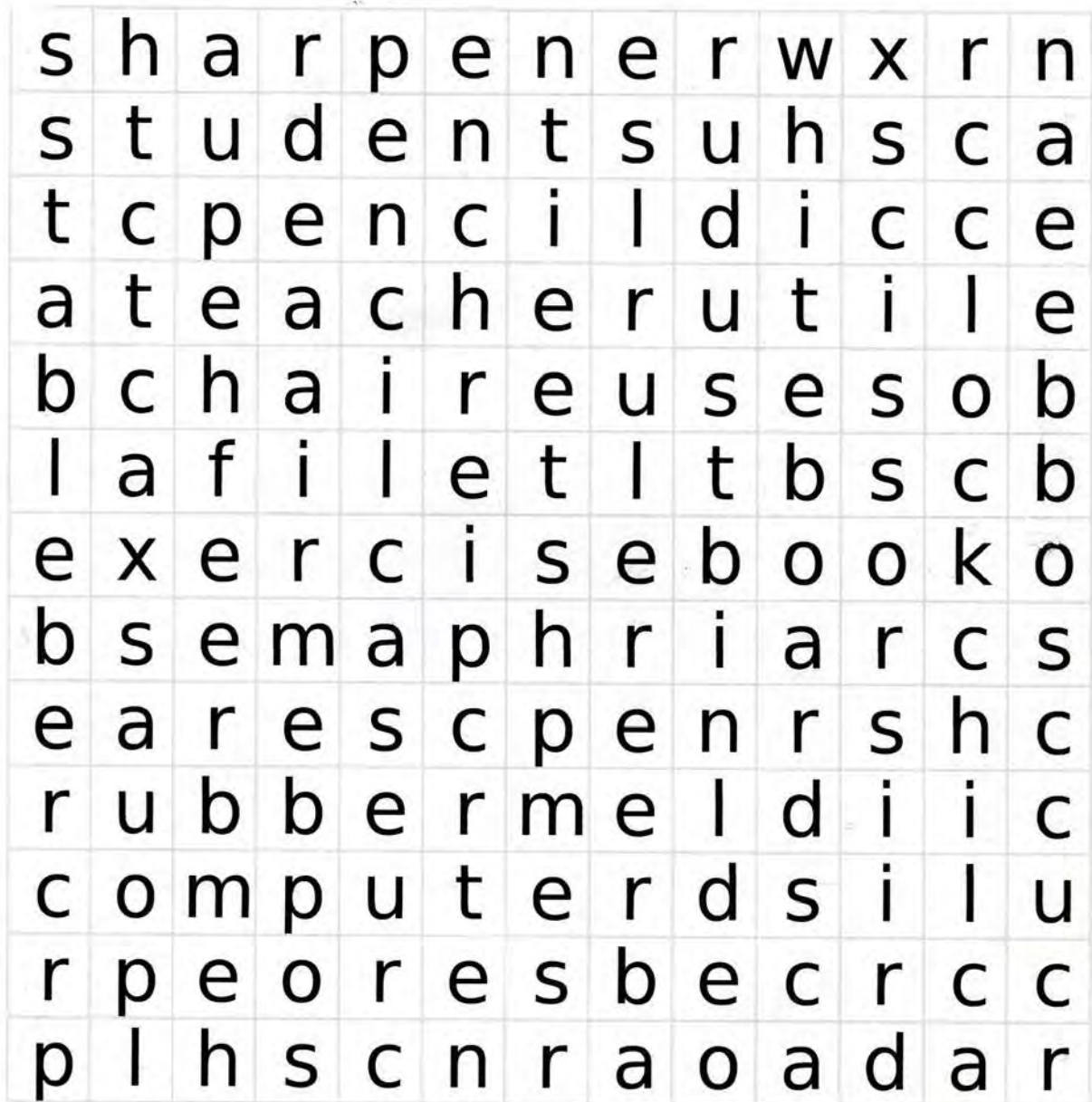
map	whiteboard	desk	bin
eraser	clock	pencil	file
** sharpener	notebook	teacher	** students

\*\* NB: second-place alphabetisation



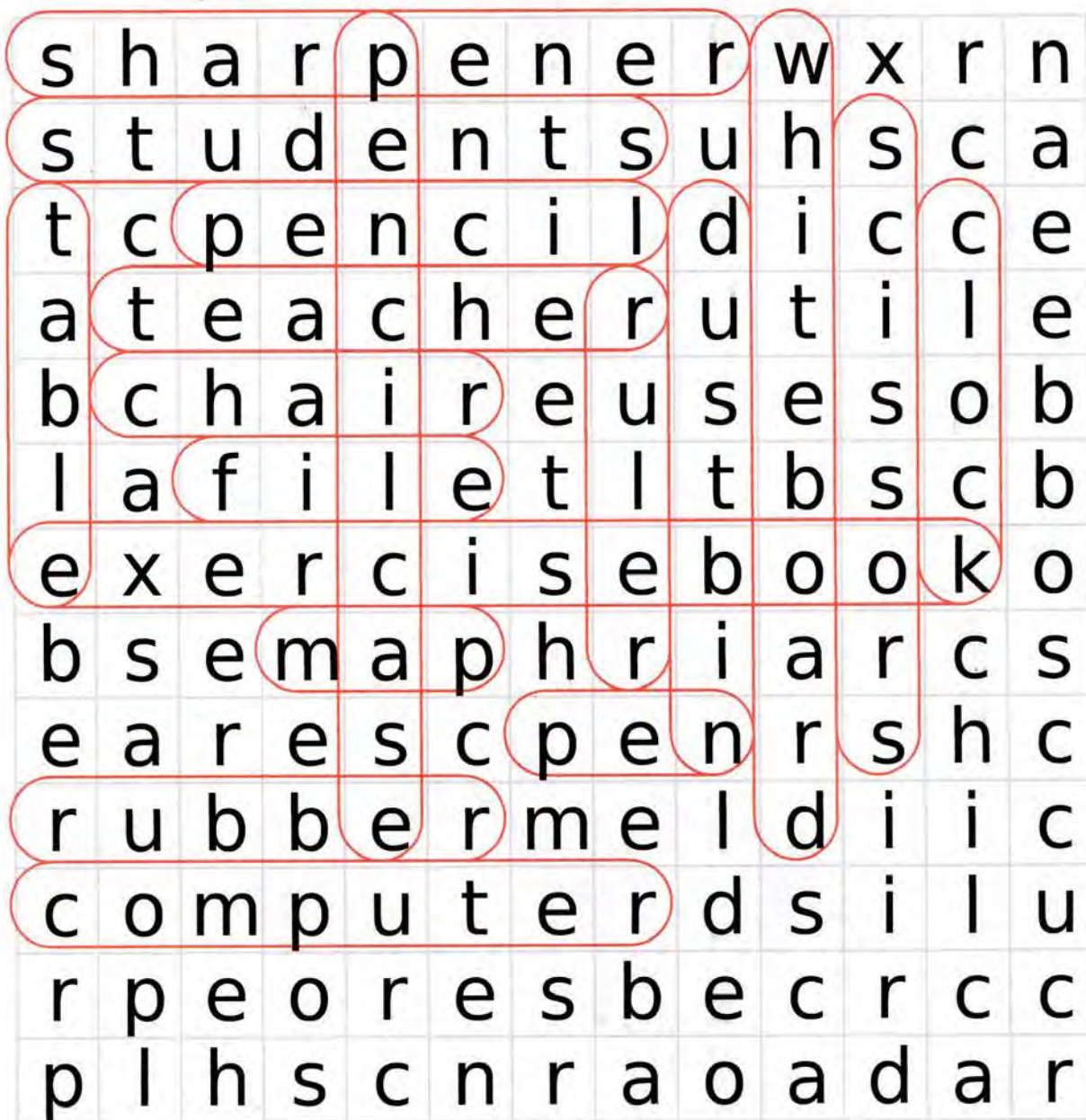
# WORD SEARCH

“ What’s In Your Classroom? “



# WORD SEARCH

“ What’s In Your Classroom? “



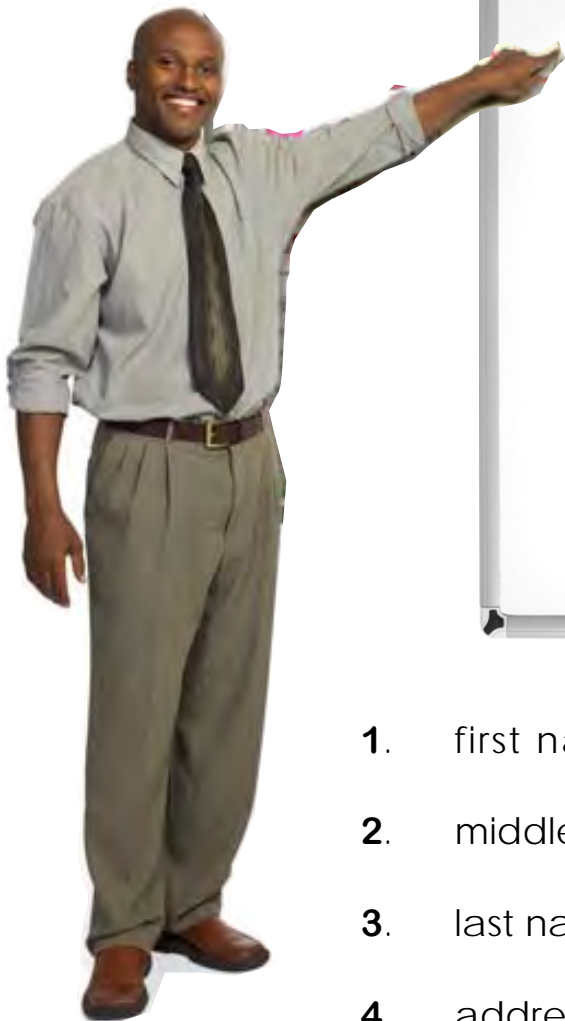
rubber  
students  
clock  
sharpener  
scissors  
pencil case

file  
map  
pencil  
exercise book  
whiteboard  
computer

pen  
table  
ruler  
dustbin  
teacher  
chair



# Useful Language For Form Filling



**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 →

 <input type="checkbox"/>		 <input checked="" type="checkbox"/>
---	--	--



# Community Signs and Symbols - 1

**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**

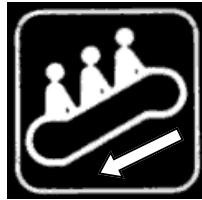
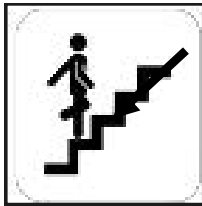
**ENTER**

**\*\* see over for page 2 of this exercise →**

# Community Signs and Symbols - 2

**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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



5



6



7



8



9



10



11



12

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

XX

Name the objects:-



E



A



B



C



D

\_\_\_\_\_

E

\_\_\_\_\_

C

\_\_\_\_\_

B

\_\_\_\_\_

A

\_\_\_\_\_

D

**Brushes**

**Vacuum  
cleaner**

**Mop & bucket**

**Garbage  
bin**

**Bucket**



## 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

1.	2.	3.	4.
5.	6.	7.	8.

## 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 \$2.50cents 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?



a carton of milk	a bottle of orange juice	two apples
a bunch of grapes	two cabbages	jars of sauces
bottles of water	some plastic containers	

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?

---

---

---





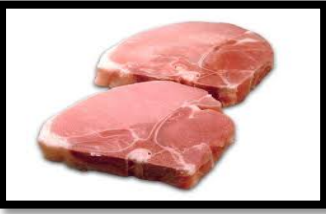



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---

---

---

## Shopping at the Butchers

			
1. grilling steak	2. sausages	3.T- bone steak	4.mince meat
			
5. pork chops	6. chicken	7.T- Bone Steak	8.chicken thighs

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



beans



kidney beans



carrots

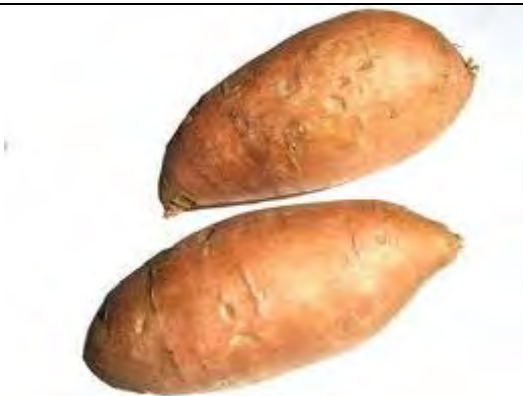




manioc



taro



kumara  
orange  
sweet  
potato





purple sweet  
potatoes



potatoes



onion



spring onions



garlic



bok choy



silver beet



spinach



cabbage



lettuce



broccoli



cauliflower

# FEELINGS

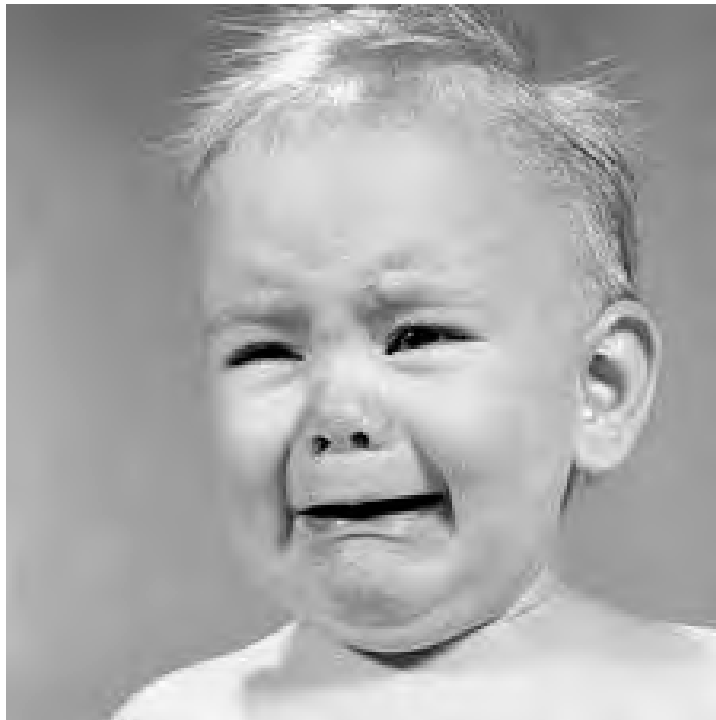


# CONTENTS

## 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 .....

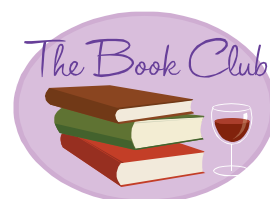
Write about something you did last weekend that corresponds with the above definition.

"Last weekend I \_\_\_\_\_

[illegible]

## Leisure Activities -Add to the List

1.	walking
2.	visiting friends
3.	cooking
4.	sewing
5.	picnics
6.	bar-b-q's
7.	shopping
8.	reading
9.	watching DVD's
10.	watching TV
11.	computer games
12.	knitting
13.	crocheting
14.	gardening
15.	swimming
16.	
17.	
18.	



# Leisure Activities

Continue making your own list below .....

19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	
36.	



## Match the Leisure Activity Picture to the Description



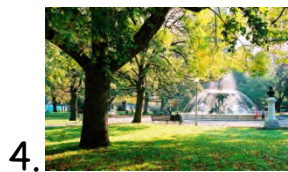
a. yoga - exercises for the well- being of body and mind



b. cooking - making things with food



c. jogging - running along slowly



d. gym - exercising in a building with exercise equipment



e. board game - a game with a board



f. shopping - looking at or buying things



g. sitting outside in a park



h. soccer - kicking a ball

# Leisure Diary

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>	<u>SUNDAY</u>



## Complete the Word

1. soc \_ \_ \_

2. r \_ \_ ding

3. \_ o \_ king

4. sw \_ m \_ \_ \_g

5. j \_ \_ ging

6. kn \_ t \_ ing

7. wa \_ \_ i \_ g

8. \_ \_ op \_ \_ ng

9. cy \_ l \_ n \_

10. w \_ \_ ch \_ ng T \_

11. s \_ w \_ \_ g

12. \_ icn \_ cs

13. g \_ rd \_ \_ ing

14. com \_ \_ t \_ \_ g \_ m \_ s

15. v \_ s \_ t \_ ng frie \_ \_ \_

Swimming      walking      sewing      picnics      computer games  
shopping      visiting friends      gardening      watchingTV      jogging  
cycling      cooking      knitting      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  
cooking

shopping  
knitting

cycling  
swimming

visiting  
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.
6. I \_\_\_\_\_ a book.
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







## 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



Summer



Spring



Autumn

## Unit 6

# Australian Weather and Seasons

## CONTENTS



	Page
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.

 Summer	
 Autumn	
 Winter	
 Spring	

January	February	March
April	May	June
July	August	September
October	November	December

# Weather Adjectives

Write the word that matches the picture.

stormy	cloudy	rainy	cold
sunny	hot	windy	foggy



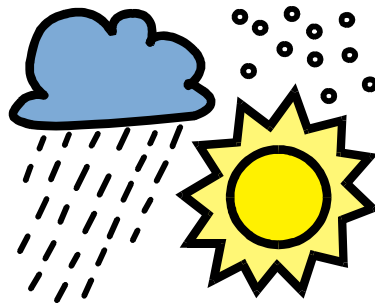
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

**Put these words into alphabetic order**

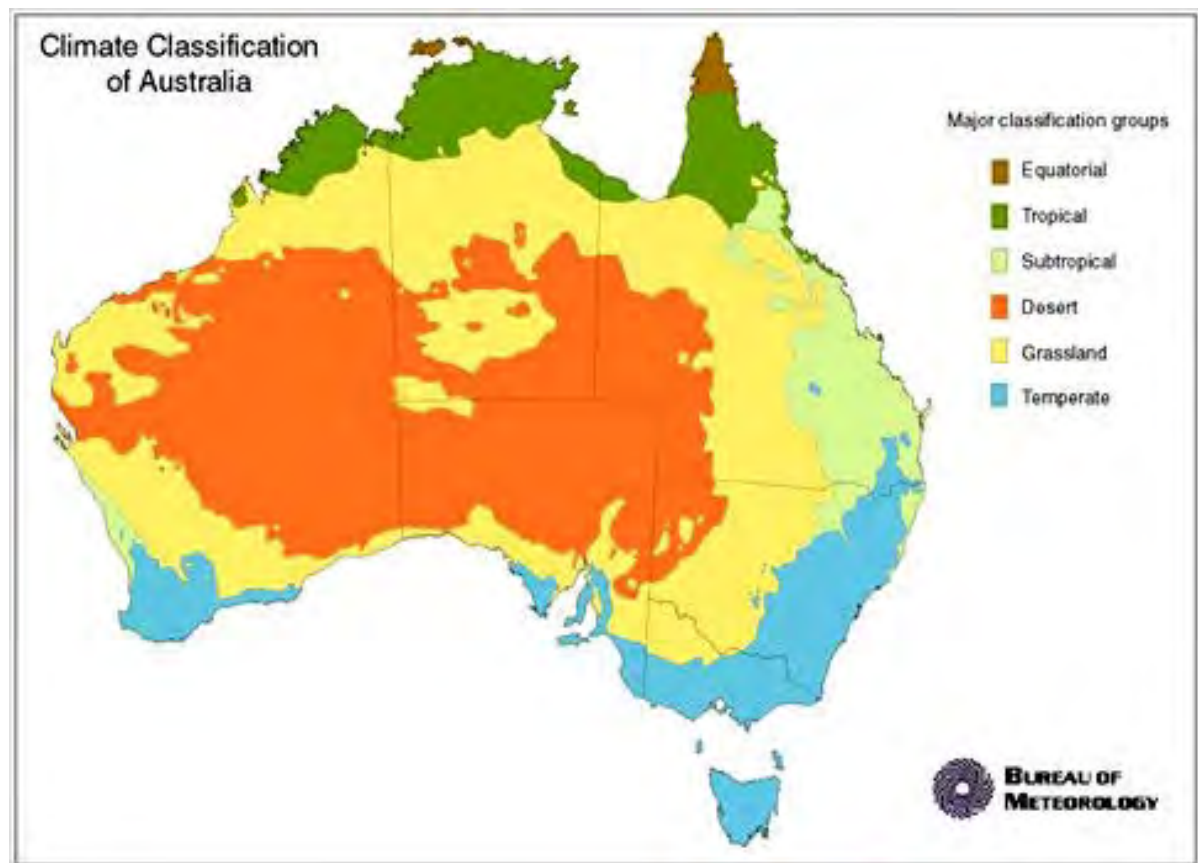
1.	summer	
2.	hot	
3.	warm	
4.	fine	
5.	cool	
6.	misty	
7.	spring	

1.	cloudy	
2.	fog	
3.	autumn	
4.	rainy	
5.	winter	
6.	thunder	
7.	lightning	

# 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?

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

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3. What is this climate called?

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4. Name two states that have a temperate climate?

1.

2.

5. What part of Australia has a tropical climate?

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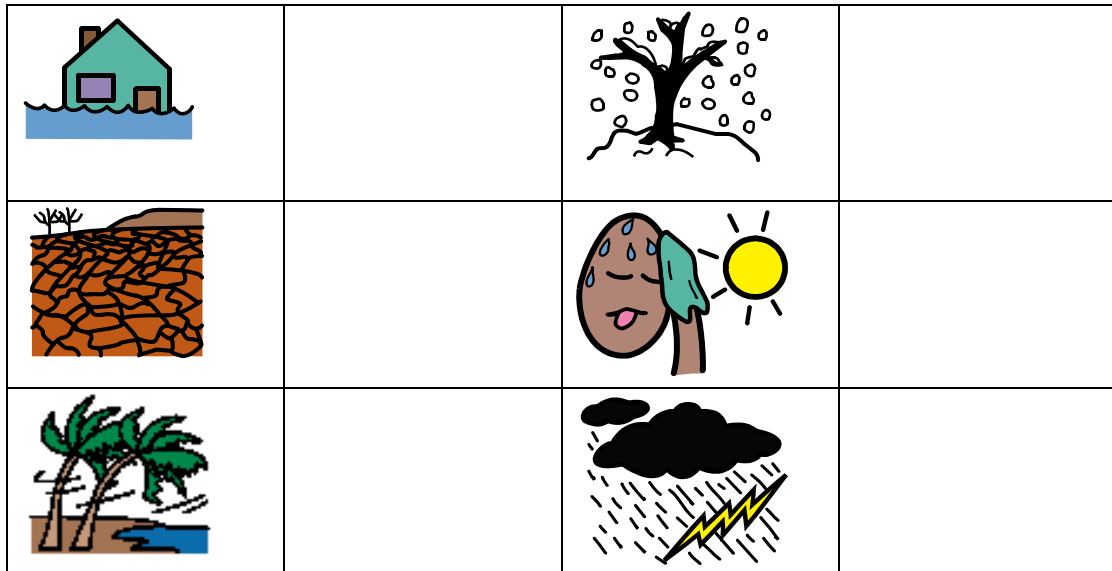
6. What states have some parts that are subtropical? \_\_\_\_\_

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**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  
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

W	I	N	D	Y	Q	W	E	S	S
E	E	C	R	L	P	O	R	P	U
A	H	T	Y	K	J	I	T	R	M
T	F	S	G	C	C	U	Y	I	M
H	O	T	A	D	L	F	W	N	E
E	G	O	U	S	O	O	I	G	R
R	A	R	T	S	U	N	N	Y	Z
B	A	M	U	V	D	C	T	E	X
N	M	I	M	Q	S	W	E	R	T
P	O	S	N	O	W	I	R	U	Y

## WORDS

AUTUMN  
SUMMER  
SPRING  
WINTER  
SUNNY

WET  
WEATHER  
WINDY  
SNOW  
FOG

CYCLONE  
HOT  
DRY  
STORM  
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.



hot, raining, warm, showers, breeze, hailstones,  
cold, thunderstorm, thunder, lightning,

**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:**

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

**Change:**

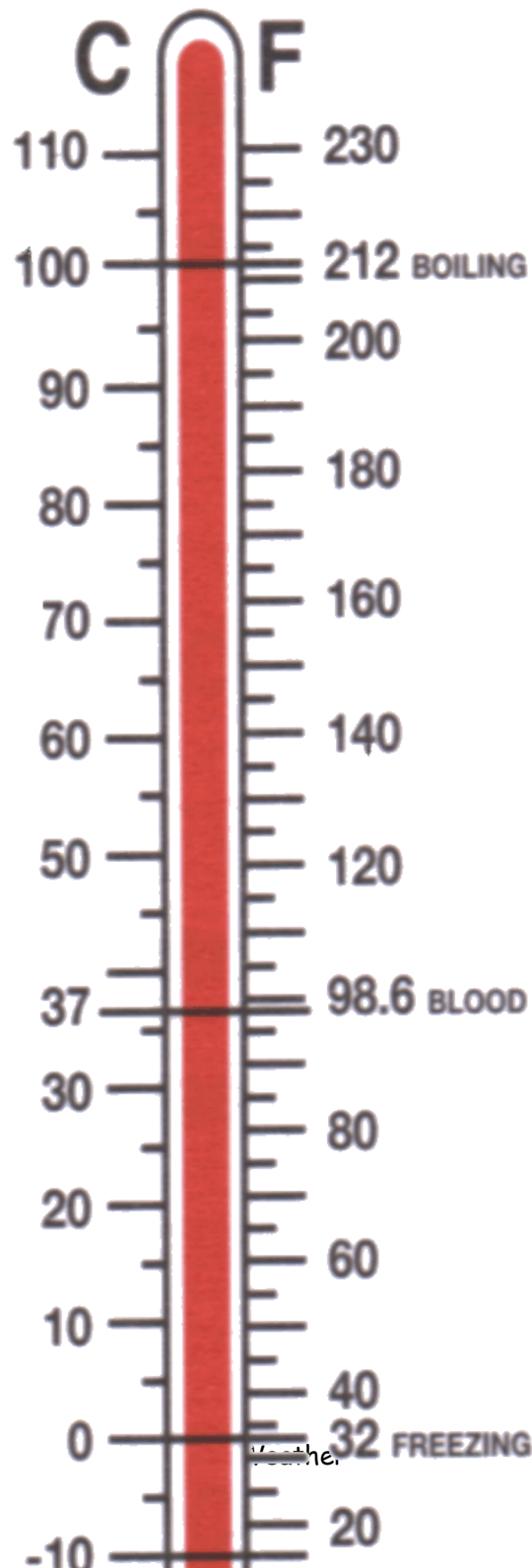
signified by a transition between two air masses over a relatively short time period, usually when a cooler air mass replaces a warmer air mass over an area. A change may or may not be accompanied by rain, and is characterized by a rapid change in wind direction, usually from warm north to northwesterly 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



# Temperature

A thermometer is used to measure temperature.

◆ Celsius degrees

◆ Fahrenheit degrees

Celsius temperatures you should know:

## Celsius - Metric Measure

Water freezes at  $0^{\circ}\text{C}$

Water boils at  $100^{\circ}\text{C}$

1. Would you like an ice cream cone that had been stored at  $30^{\circ}\text{C}$  or at  $5^{\circ}\text{C}$ ? ☐
2. The weather forecaster says the temperature will be  $30^{\circ}\text{C}$ . Should you wear a coat? ☐
3. Would you like your bowl of hot soup heated to  $50^{\circ}\text{C}$  or  $20^{\circ}\text{C}$ ? ☐



## 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.

What is the weather like?	Where will you be?	What do you need?
hot	beach	sunglasses
rainy	park	a hat
windy	mountains	gloves
snowy	river	a towel
foggy	café	a scarf
warm	restaurant	a picnic
humid		an umbrella
		a raincoat

It is \_\_\_\_\_ today. I am going to

the \_\_\_\_\_. I will need to take

\_\_\_\_\_ and \_\_\_\_\_ with me.

Now write about another day out.

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## 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?