Beginning ESL
Support material for primary new arrivals
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Acknowledgments

Beginning ESL – Support material for primary new arrivals was written to support the teachers of newly arrived primary students who are new to learning English. It was written by a team of primary ESL teachers, and ESL Project Officers from the ESL Strategy Team, Department of Education & Training, Victoria.

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Introduction

Purpose

The purpose of this book is to provide practical support for teachers of newly-arrived English as a second language (ESL) learners. It is intended to be used with ESL learners who:

- have minimal or no English
- are in the primary Years 2–6
- have literacy skills in their first language
- are in a mainstream class in a school that is not familiar with the needs of newly arrived students.

The book will be useful for:

- teachers in mainstream classes who may be unfamiliar with the needs of ESL learners new to learning English
- ESL teachers.

The units of work

The material in this book is not intended to provide a full ESL learning program for students, but aims to supply teachers with easy-to-use resources which support oral English language work in the classroom.

This book is organised in units of work that are particularly suitable for newly-arrived ESL learners. These units will help to familiarise students with the basic English that will assist them to operate in the classroom, and that will provide them with the means to communicate simple wants and needs in English, and to take part in classroom activities. Students who are able to use English for this kind of basic communication will settle more quickly into their new school, and will be able to take part in everyday classroom life more quickly.

It is important that the worksheets accompanying the units are used only to consolidate language that has already been taught and practised orally by the student.

The units are not arranged in order of difficulty. The worksheets within each unit are generally sequential, but do not always need to be completed in the order they are presented. Teachers need to decide which units and activities are most appropriate for individual students, and which make the most appropriate links to the work that the other students in the class are doing. For example, if the class is working on a Health theme, working with the new student on the My Body unit will help him/her to take part in what the other students are doing.

The first six units focus mainly on building interpersonal language.

Unit 1: School
Unit 2: Me
Unit 3: My Body
Unit 4: Actions
Unit 5: Feelings
Unit 6: Family and Friends

The following ten units focus mainly on the teaching of topic language that can assist your ESL learner to take part in class themes or topics.

Unit 7: Clothing
Unit 8: Food
Unit 9: Houses
Unit 10: Plants
Unit 11: Time
Unit 12: Weather and seasons
Unit 13: Transport and road safety
Unit 14: Australian animals
Unit 15: Farm animals
Unit 16: Folktales and fairytales
Each unit provides:
- learning outcomes likely from the theme
- a list of functional language
- likely language structures
- a vocabulary list
- references to books and resources that provide additional activities or information around the theme
- worksheets that can be photocopied or adapted for use, and information about how to use them
- additional resources that support the theme, such as games, songs, rhymes, suitable reading materials, and further references.

**Collecting student work**

The unit worksheets, along with other activities developed from ideas found in other books, will build up over time into an important resource and reference for your student. Make sure your student keeps worksheets in a folder or pastes them into a scrapbook, and that work from other activities is recorded in an exercise book.

Collecting worksheets will also help both you and your student to see the development that has been made in learning English, and will help you to assess your student’s progress.

**Teaching grammar through themes**

Although this document promotes an interest-based or topic-based theme approach as a useful way of organising English language learning for your student, this is not the only way of organising a teaching focus. You may also like to organise some teaching that focuses on grammar, for example, on particular kinds of words:

- **Pronouns**: you, I, me, him, her, them
- **Possessive pronouns**: my, your, his, hers, theirs
- **Prepositions**: in, next to, on, near, behind, between, in front of, around, above
- **Demonstratives**: this/that, these/those

- **Adverbs of frequency**: often, never, always, sometimes
- **Quantifiers**: some, many, all, none, no, a few
- **Sequence words**: first, next, before, after
- **Conjunctions**: and, but
- **Modals**: can, will, might, must, never.

Particular topics may lend themselves especially well to teaching some of the above, and it is useful to extend units into these areas once your student has learnt the basic vocabulary, as in the following suggestions:

- ‘Clothes’ and adverbs of frequency, for example: *I never wear a hat. I always wear shoes. I sometimes wear a jumper.*
- ‘Houses’ and prepositions, for example: *The bedroom is next to the bathroom. The bookcase is behind the TV. The saucepan is on the stove …*
- ‘My Body’ and possessive adjectives, for example: *my leg, her arm, your hair …*
- ‘Food’ and quantifiers, for example: *some eggs, a few oranges, many bananas, no pies …*
- ‘Plants’ and sequence words, for example: *First we planted the seed. Then a shoot began to grow. Next a leaf grew…*

**Adapting a class theme or topic for a new arrival**

New arrivals should be included in the class program whenever possible. However, it is not always possible for the new arrival to be meaningfully and purposefully included in all activities, particularly if the activity involves a lot of discussion or reading, or if it is very familiar to all students except the new arrival.

*No English 2 – Questions and answers* provides examples of class programs, and indicates the kinds of activities that the new arrival may be able to take part in, and the kinds of activities that need adaptation. (see pp. 42–64).
In general, the following questions should be considered when you are looking at the suitability of your class program for a new arrival.

**Which activities are already suitable for your new arrival?**

The activities in which your new arrival can participate with minimal additional explanation or support, will be the ones where:
- the English language level is appropriate
- the activity is well known
- the other students are able to support the new arrival.

**Which activities can be made suitable by a little adaptation?**

Adapted activities in which your new arrival can participate may involve modification of:
- the way the activities are introduced, for example by:
  - providing additional visual support
  - by teaching some new vocabulary items before the activity starts
  - by giving the student some material to read in his/her first language
- the organisation of the activities so you, other classroom helpers or other students in the class can provide additional support, for example through the use of small groups or pair work
- the practical outcome of the activity, for example the new arrival may be able to draw a response instead of writing one.

**Which activities are not suitable and really cannot be adapted?**

Activities that are very dependent on English and those outside the student’s experience, such as some reading and writing tasks, are inappropriate for the new arrival, who would be more usefully employed working on activities suited to his/her level of English.

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**Choosing early reading material**

Suitable early reading material for older new arrivals can be difficult to find. However, many reading series published for primary students contain, in their first few levels, some titles that are appropriate for older primary students who are new to English. Most of these series also publish a selection of their titles in ‘big book’ format. These are excellent for shared-book activities for younger students. Select those titles that are appropriate to the age, the level of English and literacy, and the interest level of your student. For more information about reading for newly arrived students see pp. 45 – 46, *Teacher Support Material Stages B1 and BL – Primary new arrivals, Years 3–6*, Department of Education, Employment and Training, Victoria, 1998.

Provide students with a range of fictional and factual materials, but be aware that factual materials pose different challenges to students to fictional materials. The level of background knowledge (of the content and of the purposes of the text) that students bring to factual materials will influence their understanding of the materials. Factual materials may also contain more topic specific vocabulary than fictional materials, so additional work with vocabulary may be necessary to help students understand what they are reading.

Many picture storybooks and factual texts also make interesting, stimulating and attractive reading material for ESL learners, but must be chosen carefully – select material that is age-appropriate, conceptually interesting and engaging so that students do not feel that they are being talked down to.

Reading materials used with newly arrived students should:
- contain repetitive language
- be based on simple storylines
- explain concepts clearly
- be well supported by illustrations
- be based on content at an appropriate age and interest level
• link with the teaching program and, wherever possible, be used for authentic purposes, e.g. using a procedural text to make something.

Examples of the kind of books suitable for newly arrived ESL students are:

• Explorers, Weldon Owen, 2000 (Published in Australia by Shortland Mimosa), with titles such as Plants All Around, Sense This, Sounds All Around, Buildings for a Purpose

• Eyewitness Readers, Dorling Kindersley, London 1999, with titles such as Animal Hospital, Astronaut – Living in Space

• Rigby series such as Rigby Literacy, Literacy Links Plus, and Discovery World

• InfoActive, Longman, Pearson Education Australia, 2001, is a series of information texts factual texts that that focus on visual literacy.

Reading in the first language

Students should also be encouraged to continue reading in their first language. Local libraries may be able to supply books for students in their first language.

Encouraging students to read about new topics in their first language will help them when they are studying such topics in English.

Gathering background information about your student

It is particularly important that you, as a classroom teacher, know about the language and learning background of your new student. Remember that:

• some students may have had their schooling severely interrupted
• some students may not have attended school before
• your student’s level of literacy in his/her first language will have an influence on language and literacy learning in English.

Because students’ prior experiences with school will influence their responses to school in Australia, it is particularly important to find out how much schooling your student has had in the country of origin, and to try to find out how literate your student is in the first language. It is also important to talk to parents and guardians about which language your student will be using as the main language at home. Encourage parents and guardians to continue to use their first language as well as English with their child. Explain that it is important for their child’s conceptual and social development to continue to develop in the first language, with English as an addition to the first language, not a replacement for it.

It may be necessary to arrange for an interpreter to help you collect the information you need. Guidelines for the use of interpreting and translation services in Victorian government schools can be found at http://www.education.vic.gov.au/management/schooloperations/interpret/default.htm

Avoid using other students to interpret, except in an emergency or for the transmission of very basic information.

In eliciting background information about your student, it is important to be sensitive. Some families may have experienced trauma and may not feel comfortable about sharing information with strangers. Information may need to be built up over time, and it can be useful to schedule a further interview with parents after the initial enrolment interview.

A suitable enrolment form for new arrivals is on pages 7 and 8 of No English – Don’t Panic.
Refugees

Students who are refugees may have additional needs, particularly when they are first settling in. They and their families may have experienced trauma; they may be unsure about the fate of family members and friends; they may have few resources; and students may have had interrupted schooling. Particular understanding is needed in these circumstances: students may take longer to settle in, to begin to learn English, and to make friends. Be particularly sensitive in gathering information about past experiences, but explain to parents and guardians that it is important that you know about any experiences that may affect their child’s overall happiness and feelings of security and self-esteem.

Keeping in contact with parents or guardians

It is important to develop strategies to keep in contact with your student’s parents or guardians. Information from the school should be translated wherever possible. Check whether parents or guardians have access to family members or friends who are able to help them to understand information from the school that has not been translated.

Keeping a journal

If your student is literate in the first language and his/her parents or guardians read and write English, you may like to encourage the family to keep a journal or message book in an exercise book or large diary. This can be a useful way of encouraging communication between home and school. The journal can be used in various ways to facilitate communication, for example:

- your student can record his/her feelings, questions, comments or concerns about school, which can be read and translated at home, and answered by the teacher at school.
- you can ask questions or write notes in English to the student and parents (which the parents can translate for the student) about, such things as:
  - important activities or changes to the timetable (excursions, visiting performers, public holidays, curriculum days)
  - information about specialist programs
  - homework to be completed
  - information about which topics are to be taught, or are being taught
  - explanations of school rules, clearing up misunderstandings that may have occurred, or explaining any concerns about behaviour
  - regular updates on the student’s progress
  - explanations of teaching and assessment methods.

  - you can ask parents about prior learning experiences, for example, whether the student has studied the solar system before.
  - the parents or the student can ask you questions about things that have happened at school that may be confusing or new.

Some important considerations for the first few days

- It is important to place newly arrived students in an age-appropriate class, and not to place them with students with learning difficulties. The new arrival has completely different needs.
- If possible, try to place the new arrival in a class with another child who speaks the same language and is willing to help your new arrival to settle in.
- Find out the correct way to pronounce your student’s name. Make sure you are clear on the arrangement of your student’s name, for example, some languages put the family name first and the given name last.
- When communicating with your student, it’s important to use natural, but simplified, language. Use a lot of repetition and recycling of language. For example, keep on saying ‘Look’, instead of, ‘Look’, ‘Watch’, ‘See’, ‘Face the front’ …
• Provide visual and non-verbal support, wherever possible. For example, use facial expressions, mime and gestures to support instructions. When introducing new vocabulary, refer to pictures or real things wherever possible.
• If your student is literate in his/her first language, a bilingual dictionary is a useful aid.
• Wherever possible, try to link English language learning with class themes and topics so your new arrival’s learning is also part of the class curriculum.
• It is important to teach grammatical structures in context, not in isolation. Teaching through themes allows your student to learn about the way English works grammatically in a meaningful context.

The New Arrivals Kit

This book makes direct links with the books and resources found in the New Arrivals Kit. This kit is a set of books and resources available on long term loan to Victorian Government schools in country and outer metropolitan areas with newly arrived ESL learners. For further information see: http://www.education.vic.gov.au/studentlearning /programs/esl/newstudents.htm

The books and resources in the kit are particularly useful for teachers of newly arrived ESL learners. The books provide practical resources for teachers to use directly with their students, as well as information about second language learning and about developing ESL programs.

The annotated bibliography below provides information about many of the books in the kit. Teachers who do not have access to the kit can use the bibliography to decide which books they may like to purchase, or to borrow from LMERG.
Annotated bibliography

The following annotated bibliography provides information on some of the books and resources in the New Arrivals Kit.

**English language teaching resources**

*1000+ Pictures for Teachers to Copy*
Wright, A. Nelson, London, 1984
Teaches basic techniques for drawing simple figures and scenes. Includes over 1000 pictures, arranged in themes and subjects, that can be copied by hand or photocopier for use with your student, for example to build their own dictionary. Includes an index.

*Addison-Wesley Picture Dictionary*
Addison-Wesley, USA, 1984
A basic picture dictionary of 550 high frequency words. Especially for ESL learners, it is arranged both alphabetically and thematically, and includes an index.

*Addison Wesley Picture Dictionary Skillsbook*
Kelly, S. Addison-Wesley, USA, 1986
Contains activities and games that are designed to help reinforce the vocabulary in the dictionary, and to build beginning dictionary skills by practising the use of alphabetical order.

*Basic Oxford Picture Dictionary*
Gramer, M. Oxford University Press, 1994
Illustrates 1200 words and phrases. Organised in themes and relevant to the everyday experience of older learners. Can be used to assist initial communication, or for vocabulary activities. A workbook is also available.

*Cartoons for Classroom Communication*
This resource contains a wide range of visuals to support classroom interaction. The visuals include equipment, around the school, understanding the task and social language. Contains suggestions for introducing the language as well as games and activities. The illustrations are more suited to middle to upper primary than to lower primary students.

*Easy ESL strategies for Effective Teaching – a collection of listening, speaking, reading and writing strategies for students*
Bortolotto C., Drysdale, F. & Rengey, M. Yarra Publications, Melbourne, 1994
Designed to provide mainstream classroom teachers with effective, practical ESL teaching and learning strategies. Strategies are grouped for listening, speaking, reading and writing. The purpose, procedure and assessment of each is clearly explained.

*Easy Visuals for English Language Teachers – How to Make and Use Them*
Romo, R. & Brinson, B. National Textbook Company, Chicago, USA, 1995
Provides clear and graphic step-by-step instructions on how to draw simple visuals and graphics, and how to use them in language teaching by making your own charts, posters, puppets, cards etc. Includes ideas for activities and games.
**English for Everyday Activities – A Picture Process Dictionary**  
Zwier, L. New Readers Press, Hong Kong, 1999  
This resource introduces vocabulary for talking about everyday processes. It contains key vocabulary and a glossary, as well as step by step visuals to support the text. The illustrations are more suited to older primary students than to lower primary students.

**Mike Teaches English**  
Languages for Kids, Smarty Pants Publishing, Australia, 1997  
*Mike teaches English* is an interactive multimedia program for children. No prior knowledge of English is required. The CD-ROM introduces simple vocabulary and structures around the following topics: Alphabet, Numbers, Animals, Backpack and Happy Birthday. The language is reinforced through songs and games.

**Multi-language Timesavers: Fully reproducible support material in Chinese, English, French, German, Greek, Italian and Japanese**  
Isherwood, R. Ashton Scholastic, NSW, 1990  
Sets of pictures and vocabulary lists in Chinese, English, French, German, Greek, Italian and Japanese, arranged in such topics as Celebrations, School, Travel. The pages may be photocopied and used by students in many different activities and games, for example to create their own bilingual dictionaries.

**The Oxford Picture Dictionary for Kids**  
Joan Ross Keyes, Oxford University Press, Hong Kong, 1998  
Designed especially for younger students aged five to seven learning English. Contains 700 words in the context of 60 colourful pictures, each of which tells a story.

**Getting Started: A Beginner’s English Workbook**  
Tottenham English Language Centre, Curriculum Corporation, Carlton, 1995  
This practical workbook has been developed to encourage and support new learners of English. It provides seven units of work, based around topics that are commonly taught to beginner students, including Family, House, My Class and Personal information. Can be used as a student workbook or as a collection of resources which can be photocopied. Suitable for upper primary and secondary students. A supporting audio cassette is also available.

**Heinemanns Children’s Games – Teacher’s Resource Book of Games for Young Learners of English**  
Toth, M. Heinemann, Oxford, 1995  
Contains games that encourage students to learn and use English. Many are suitable for small groups. The games are based on themes, and extra ideas are included for adapting the game for other themes. An introductory ‘warm-up’ is included for each game. The materials may be photocopied by the purchaser.

**Primary Activity Box – Games and activities for younger learners**  
This resource targets young learners who are learning English as a foreign language. It contains songs, rhymes, puzzles and games for listening, speaking, reading and writing. The activities are task based and communicative in style.
**Talking to Learn**  
*Jones, P. PETA Newtown, NSW. 1996*  
This book focuses on the importance of talking across the curriculum. It contains some ideas for developing and assessing oral language which is useful for a range of learners, including newly arrived ESL students.

**Usborne Children’s Wordfinder – over 2,700 words explained in pictures**  
*Civardi, A. & King, C. Usbourne Publishing, London, 1984*  
A picture dictionary that contains words grouped into themes in detailed pictures. It covers such themes as *The house*, *Food*, *Jobs people do* and *In space*. There is an index. This book can be used to help teach new vocabulary or to check understanding.

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**ESL publications from Department of Education and Early Childhood Development, Victoria**


**ESL Stage A1 – Teacher support materials for lower primary new arrivals, Years P–2**  
*Department of Education, Employment and Training, Victoria, 2000*  
*ESL Teacher Support Material* for Stage A1 covers primary ESL students in Years P–2, who are new to learning English and new to school in Australia. It is designed for ESL and classroom teachers in both specialist ESL teaching contexts and in mainstream classrooms. It provides advice on the teaching of English, and on developing appropriate programs for these students. This publication is adapted from *ESL Essentials* published by the Department of Education, Victoria, 1992.

**ESL Stages A2, B2 & B3 Teacher Support Material – Primary post-new arrivals, Years P–6**  
*Department of Education, Employment and Training, Victoria, 1998*  
This material covers Stages A2, B2 and B3 of the *ESL Companion* and includes a revised version of previously published ESL Course Advice.

It provides information to assist mainstream classroom teachers and ESL specialists to develop and provide appropriate programs for their ESL learners who are beyond the beginning stages of learning English. It also contains units of work. This book will be particularly valuable if your student has some English when he/she arrives in Australia.

This document is available in PDF format on the *curriculum@work* CD-ROM.

**ESL Stages B1 and BL – Teacher Support material for primary new arrivals, Years 3–6**  
*Department of Education, Employment and Training, Victoria, 1998*  
This material is a revised version of previously published ESL Course Advice Stages B1 and BL. It provides information for teachers of ESL students in the middle and upper primary years who are new to learning English.

The material provides information for ESL specialist teachers and mainstream classroom teachers on developing appropriate programs. It contains student descriptions, suggested course content and examples of units of work.

This document is available in PDF format on the *curriculum@work* CD-ROM.
**No English – Don’t Panic**  
Department of Education, Employment and Training, Victoria, 2000

This book was written especially for mainstream classroom teachers of newly arrived primary-aged students who are new to English, focusing on the first few weeks. It provides basic practical information in an accessible style on areas such as enrolment, placement, orientation to school, classroom organisation, and where to start with English language teaching.

**No English 2 – Questions and answers**  
Department of Education, Employment and Training, Victoria, 2000

*No English 2* is a sequel to *No English – Don’t Panic*. It focuses on the first few weeks of an ESL learner’s time in a mainstream class. It tries to answer many of the questions you are likely to be asking about a student’s English language development and the process of settling into the class and school. It also provides some ideas about modifying a mainstream program to cater for a newly arrived student.

**Where’s English?**  
Department of Education, Employment and Training, Victoria, 2001

*Where’s English?* is a multimedia resource which has been developed primarily to support newly arrived ESL students in the middle years, who are unable to access an intensive English language program.

It is based on a story in 24 animated episodes. Each episode provides the basis for a range of English language activities that students can complete on the CD-ROMs. Students also work with 24 workbooks that complement each of the episodes on the CD-ROMs. Students can access the episodes and tasks in any order.

**Language games**  
Department of Education, Employment and Training Victoria, 2004

These photocopiable materials can be used to make language games for ESL students, across all year levels. The games consolidate and reinforce skills in speaking, listening, reading and writing, and give students a chance to use a range of language functions for working and playing with others. Game packs can be prepared so that the games are readily accessible to teachers and students. Suggestions on how to play a range of games are provided. The games are based on 19 topics that are usually taught to newly arrived ESL students.
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Word study for new arrivals – Practical word-study materials for teachers of primary and secondary ESL students, beginning their English language learning Department of Education & Training, 2004

These materials are designed to assist ESL students to develop early literacy skills in English through a focus on the vocabulary and grammatical features which early learners of English are most likely to use, and to need to use. The materials provide a range of word study activities that can be selected from and adapted to meet individual class and student needs. The vocabulary and grammatical features in this kit have been specifically chosen to be appropriate to ESL learners early in their English language learning, and it is anticipated that teachers will add to and adapt the content according to the needs of their students. Available from LMERCA.

ESL Learners in the Middle Years: Strategies for the Mainstream Classroom (Video), Department of Education & Training Victoria, 2003

ESL learners in the middle years of schooling face challenges additional to those faced by their peers. These may relate to identity, to culture or to learning a new language at the same time as they are learning content in that language. Most of this learning takes place in a mainstream classroom.

This 30-minute video has been produced to provide strategies teachers can implement to assist middle years ESL learners to access the mainstream curriculum.

Moving in new directions – Literacy strategies for ESL learners with disrupted schooling (Video), Department of Education & Training, Victoria, 2003

ESL learners with disrupted schooling may have had little or no education comparable to the Australian experience. They may have little understanding of school organisation or expectations. They are often new to literacy and need considerable support.

This video provides a thirty minute program of two case studies and classroom strategies, plus a roundtable discussion. The video aims to provide strategies to assist these ESL learners to develop their literacy skills through a whole school approach.

A series of discussion points and activities has also been developed to promote discussion related to the programs. See http://www.education.vic.gov.au/studentlearning/programs/esl/resources/
Globalchild – Multicultural Resources for Young Children
Cech, M. Addison-Wesley USA, 1991
Provides ideas and activities for developing concepts about multiculturalism. Organised around chapters focusing on the themes of Harvest, Masquerade, Festival of light, New Year, and Spring.

The Other Languages – A Guide to Multilingual Classrooms
Edwards, V. Primary English Teaching Association, NSW, 1997
The Australian edition of this book is an accessible guide to sixteen community languages spoken in Australia. Provides information about history, culture and religions of the countries where each language originated, and about differences in writing systems and conventions for the use of names. It also provides some introductory information and a language survey form.

The Racism. No way! project aims to assist school communities and education systems to recognise and address racism in the learning environment. The website also provides information about education for diversity. The site includes inclusive programs and strategies, units of work, lesson ideas and fact sheets and activities designed specifically for students. The project is an initiative of the Chief Executive Officers of education systems across Australia.

SBS World Guide
SBS Books
A useful reference containing information on all the world’s countries. It provides geographic, political, historical and cultural information. See: http://www20.sbs.com.au/worldguide

Multicultural education resources
Celebrating Diversity
Kane, S., Cavanaugh, D. & Gilbert, J. Hawker Brownlow Education, Australia, 1993
Provides ideas for activities, games, songs etc. that help students to understand the rich diversity of cultures around the world and the contribution the individual students themselves make to this diversity. The activities are suitable for the full class. Contains pages that may be photocopied.

ESL Students in the Early Years – A multimedia resource for teachers of ESL students in the early years (CD-ROM), Department of Education & Training, Victoria, 2003
This CD-ROM assists teachers to meet the specific learning needs of ESL students in the early years of schooling. The focus is on the reading program in years Prep to 2. Information and advice are organised under the components of the Early Years Literacy Program: Teaching Readers; Teaching strategies; Additional assistance; and Parent participation. The CD-ROM provides teachers and coordinators with:

- information, and support for professional development activities for curriculum coordinators, and teachers of ESL learners in the early years
- practical classroom based considerations to specifically support ESL learners
- pathways for ESL students within Teaching Readers in the Early Years.

Available at: http://www.curriculum.edu.au

Department of Education & Early Childhood Development, Victoria
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Assessment

The ESL Companion to the Victorian Essential Learning Standards

The ESL Companion to the VELS provides a framework for assessing student achievement and developing effective learning programs for the many students in Victorian schools who are learning English as a second language. The ESL Companion provides an overview of:

- the broad stages of English language development
- an outline of the major components of ESL curriculum
- a set of standards describing the expectations for ESL learners.

ESL Companion to the English Curriculum and Standards Framework
Victorian Board of Studies, Carlton, 2000

The ESL Companion provides descriptions of broad stages of ESL development. The ESL Companion will provide you with appropriate learning outcomes for your ESL learner, which will assist in assessment and program planning. Read:

- the introduction for general information about the ESL learning area
- Stage A1 if your new student is in Years P–2
- Stage B1 if your new student is in Years 3–6
- Stage BL if your new student is in Years 3–6, but is not literate in the first language, or has had severely interrupted schooling.

Available at: http://esf.vcaa.vic.edu.au/home.htm

ESL Scales
Curriculum Corporation, Carlton, Victoria, 1993

The ESL Scales is an assessment and reporting profile for ESL learners. It is arranged in the strands of Oral interaction, Reading and responding and Writing. It will help you to assess your new arrival’s ESL development and will assist you in report writing.

- If your student is in Years P–2, read Levels B1 to B3 of Reading and Responding and Writing, and Levels 1 to 3 of Oral interaction.
- If your student is in Years 3–6, read Levels 1 to 3 of all the strands.
- If your student is in Years 3–6, but is not literate in their first language or has had severely interrupted schooling, read Levels B1 to B3 of Reading and Responding and Writing, and Levels 1 to 3 of Oral interaction.

Available from Curriculum Corporation, Level 5, 440 Collins Street, Melbourne, Victoria Australia. Telephone: (03) 9207 9600. See http://www.curriculum.edu.au/

First Language Assessment Tasks
Department of Education, Employment and Training, Victoria, 2000

First Language Assessment Tasks help to assess students’ reading and writing skills in the languages of Arabic, Khmer, Somali or Vietnamese. It comprises sets of photocopiable assessment tasks and recording sheets. The tasks were designed for newly arrived students entering Australian schools at the upper primary and secondary levels, however, some of the early tasks may provide useful information about younger students.

It is envisaged that the tasks will be most useful with students who have had little or no schooling in their first language.

For information about purchasing this publication see http://www.education.vic.gov.au/studentlearning/programs/esl/resources/
Unit 1: School

It is important for students to learn the names in English of the things they will meet with everyday at school. The School theme will assist your student to settle in and to understand what is expected on a day-to-day basis.

Expected outcomes from the School theme

The aim of this unit is for students to be able to:
- use some basic everyday English language in the classroom and playground
- understand basic school rules
- understand routines of the classroom, for example ordering lunch, the school day
- recognise and know the roles of some teachers in the school
- identify rooms and areas in the school and playground.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions
- Identifying objects at school.
- Asking and answering simple questions about school.
- Understanding instructions, requests, advice and warnings.
- Requesting assistance.
- Social formulas etc., such as: farewells, introductions, attracting attention.
- Instructing: Form a line, Come to me please, Draw a picture, etc.

Structures
- This is...
- That’s...
- Where’s...
- Who’s...
- What’s...
- Please can/may I…?

Imperatives:
- Bring the...
- Fold the...
- Show me the...
- Put the...

Notions/ideas
Depending on the kind of vocabulary your student is already familiar with, you may be able to talk about some of the following ideas in relation to the school:
- people the roles of different staff in the school, and the subject areas they teach
- location prepositions – on the shelf, next to the art room
- time/routines daily and weekly routines – fill in a weekly timetable to help the student understand the routines of the day, including playtimes, lunch time, specialist classes
- events when things may happen – after lunch, before play, tomorrow, next week
- possession/ownership things which belong to individuals and things which belong to the school
## Vocabulary

<table>
<thead>
<tr>
<th>The classroom</th>
<th>wall</th>
<th>shelf</th>
<th>floor</th>
<th>door</th>
<th>window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom objects</td>
<td>table</td>
<td>chair</td>
<td>blackboard</td>
<td>chalk</td>
<td>duster</td>
</tr>
<tr>
<td></td>
<td>rubbish bin</td>
<td>clock</td>
<td>paper</td>
<td>paste</td>
<td>book</td>
</tr>
<tr>
<td></td>
<td>crayons</td>
<td>paint</td>
<td>rubber</td>
<td>ruler</td>
<td>brush</td>
</tr>
<tr>
<td></td>
<td>pencil</td>
<td>scissors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rooms in the school</td>
<td>the toilets</td>
<td>office</td>
<td>library</td>
<td>classroom</td>
<td>art room</td>
</tr>
<tr>
<td>People in the school</td>
<td>teachers</td>
<td>principal</td>
<td>secretary</td>
<td>students</td>
<td>office person</td>
</tr>
<tr>
<td>Playground–play equipment</td>
<td>rope</td>
<td>hoop</td>
<td>basketball court</td>
<td>cricket pitch</td>
<td>swing</td>
</tr>
<tr>
<td></td>
<td>slide</td>
<td>sand pit</td>
<td>football field</td>
<td>fence</td>
<td>gate</td>
</tr>
<tr>
<td></td>
<td>ball</td>
<td>slide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subjects</td>
<td>mathematics</td>
<td>English</td>
<td>art</td>
<td>physical education</td>
<td>science</td>
</tr>
<tr>
<td>Times</td>
<td>lunchtime</td>
<td>playtime</td>
<td>home-time</td>
<td>pack-up time</td>
<td>bell time</td>
</tr>
<tr>
<td>Verbs</td>
<td>sit</td>
<td>stop</td>
<td>get</td>
<td>draw</td>
<td>colour</td>
</tr>
<tr>
<td></td>
<td>walk</td>
<td>clean</td>
<td>put</td>
<td>fold</td>
<td>make</td>
</tr>
<tr>
<td></td>
<td>line up</td>
<td>wash</td>
<td></td>
<td>cut</td>
<td>paste</td>
</tr>
<tr>
<td></td>
<td>shut</td>
<td></td>
<td></td>
<td>write</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>paint</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>read</td>
</tr>
</tbody>
</table>
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources that support oral language use in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets, for example ‘felt pens’ instead of ‘texta pens’

Worksheet 1

These are useful words and phrases for the student to practise. After initial oral work and extensive modelling, students can use this sheet as a reference for role-play in pairs. This could then be followed up with the student drawing people and filling in speech balloons using the structures that have been practised and any additional structures commonly used in the classroom, for example please, thank you.

Worksheet 2

Introduce the vocabulary items orally first, using the real objects and flashcards. The student can then cut out the labels on the worksheet, paste them next to the appropriate picture and read them aloud to you or to a classmate. This sheet can be used as a reference by the student, so ensure that it is kept in a folder.

Worksheet 3

The student can refer to Worksheet 2 if he/she needs assistance in filling in the gaps to complete the words on this sheet.

Worksheet 4 & 5

Demonstrate the concepts of inside and outside. Go through the vocabulary items orally first and focus on which things are found outside, perhaps during a walk around the playground, and which are found inside. These two worksheets can be used for a classification activity. Worksheet 4 can be used to make a concentration game.

Worksheet 6

The student can match the words to the pictures, drawing lines to link the two. He/she then finds the words in the word-search, and colours them in.

Worksheet 7

The student can cut out these captions, paste them into a scrapbook and illustrate. Alternatively, photographs can be taken around the school and matched with the captions. Add to the list if desired.

Worksheet 8

This worksheet can be used to make a booklet. After the structures have been practised, the gaps can be filled in, perhaps following a written model. The student can also draw students in the class and label these drawings. You may wish to extend this into descriptive work about the student’s friends, either those in Australia or those from the country of origin. For example, ____ is a girl. She is ____ years old. ________ is a boy. He is __ years old.

Worksheets 9 & 10

These two worksheets can be used to help explain school rules for inside and outside the classroom. The new arrival could work with an English speaking partner to decide what is acceptable behaviour. The partner could model the sentences for the new arrival. These could then be used for sentence–picture matching, sentence reconstruction and cloze activities. There are blank spaces on Worksheet 11 to add a particular rule from your school.
Worksheets 11 & 12

The vocabulary on Worksheet 11 will be very useful for the new arrival to learn in order to understand instructions for various classroom activities. Teach using demonstration combined with oral examples. The pictures can also be used to make a concentration game using the grids in the appendix. The student reads the sentences on Worksheet 12, chooses the right word, and draws a small picture.

Worksheet 13

The student can read the word aloud, fill the gap and then cut and paste to match the question and answer. This will need to be first modelled in pairs or in a small group activity, such as Find Your Partner. It would be beneficial to reinforce the vocabulary and structures by following up with role-plays. The sheet could be pasted onto card, cut up and used for a game of concentration.

Worksheets 14 & 15

These two worksheets can be used for labelling activities based on food. They may be particularly useful in helping the student to order lunch in the school canteen. It is a good idea to show the new arrival the canteen and name the food that can be bought. This vocabulary is useful for practising the language of buying, for example, May/Can I please have a ...? ‘Thank you’, ‘How much, please?’

Worksheet 16

These pictures can be used to introduce the vocabulary and structures to discuss times of the day and actions, for example, ‘What is he/she doing?’ They can also be used to introduce the vocabulary first, then, next, after that etc. The student may like to sequence the pictures to make a booklet and work with another student to create an accompanying text, using the vocabulary previously introduced and recorded.

Worksheet 17

It is important to introduce the language used in this worksheet and go through it orally first. ‘How do you come to school?’ ‘I come by bus/car/train’ or ‘I walk’. The student may like to follow up this activity by graphing how her/his classmates come to school or who they come with. An English-speaking student may like to work with the new arrival.

Additional resources

Teaching resources

No English – Don’t Panic lists classroom instructional language, including a list of commands and routines, pp. 22–23.

Addison-Wesley Picture Dictionary has good pictures of the school for vocabulary practice, pp. 54–55.

Liebowitz, D., Basic Vocabulary Builder has information and pictures about the school in Unit 20.

Getting Started has activities for older students on pp. 43–64.

Mike Teaches English: What’s in my backpack? – Things for school; Shopping.

Where’s English?: Level 1 – In Mr Freeman’s class.

ESL Stages B1 and BL – Teacher Support material for primary new arrivals, Years 3–6, has a unit of sequenced activities for this topic on pp. 134–135.

Nixon, C. and Tomlinson, M., Primary Activity Box: 6.1 – Whose is it?

McColl, H. and Thomas, S., Cartoons for Classroom Communication: 5a – Materials and belongings; 5b – Furniture and fittings; 5c – Display and craft items; 5e – Games and components; 5g – Around the school; 6a – What’s where?; 7a – Starting the lesson; 7b – Conducting the lesson; 7e – Setting the rules; 8a b c – Understanding the task; 9a – Explaining difficulties and asking for help; 9c – Asking permission; 10a – Organising a game.
Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games

- **Who am I?:** The student guesses the voices of classmates
- **Taped dialogues:** (tape dialogues for example from appropriate worksheets) with a partner, perhaps omitting selected words to make an oral cloze. Replay and then put onto a listening post.

Vocabulary development games

- **What is missing?:** place objects from the classroom in a circle of students. Students close their eyes. An object is removed and the students guess which object is missing. The new arrival can draw the object or refer to pictures if remembering all the names is too demanding.
- **Blindfold Game:** a student wears a blindfold and feels small objects from the classroom and names them.
- **Lucky Dip:** students take an object from bag or container and answer questions, for example ‘What is it?’ They ‘keep’ the object if they can answer the questions.
- **Bingo and Concentration:** using words or pictures of classroom objects, for example pp. 64 – 65, *Windows on Practice*.
- **Chain Game:** students add one item to the sentence, for example ‘At school, I read a book ... use a pencil ...’ etc.
- **Happy Families:** students play a game using four sets of cards of school vocabulary. The aim is to obtain as many sets of the same pictures/words as possible.

Songs

- This is the way we ... (to the tune of Mulberry Bush). Improvise according to the situation, for example ... put out the pencils, ... sit on the floor, etc.
- Hello To You and What is Your Name? (Upbeat 2)
- Good morning How Are You? (Dippity-Do)
- Give Me an ‘A’
- On the Way to School

Rhymes and chants

- Ernie (C. Graham, *Jazz Chants for Children*)
- Who Is Sylvia? (C. Graham, *Jazz Chants for Children*)
- Stop That Noise! (C. Graham, *Jazz Chants for Children*)
- The Hello Song (C. Graham, *Let’s Chant, Let’s Sing*)
- What’s this? It’s a book (C. Graham, *Let’s Chant, Let’s Sing*)
- No, it isn’t (C. Graham, *Let’s Chant, Let’s Sing*)
- Listen carefully (C. Graham, *Let’s Chant, Let’s Sing*)
- Pick up your pencil (C. Graham, *Let’s Chant, Let’s Sing*)
Worksheet 1

- Goodbye
- I'm fine, thank you
- My name is
- I come from
- Thank you
- Hello
- How are you?
- What's your name?
- Where do you come from?
- Please
We use these things at school.

- book
- pencil
- ruler
- scissors
- folder
- paste
- paper
- brush
- sharpener
- rubber
- crayon
- texta pens
- pen
<table>
<thead>
<tr>
<th></th>
<th>clock</th>
<th>gate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>table</td>
<td>tap</td>
</tr>
<tr>
<td></td>
<td>chair</td>
<td>seat</td>
</tr>
<tr>
<td></td>
<td>cupboard</td>
<td>tree</td>
</tr>
<tr>
<td></td>
<td>rubbish bin</td>
<td>toilet</td>
</tr>
<tr>
<td></td>
<td>light</td>
<td>fence</td>
</tr>
<tr>
<td></td>
<td>door</td>
<td>sandpit</td>
</tr>
<tr>
<td></td>
<td>window</td>
<td>playground</td>
</tr>
<tr>
<td></td>
<td>bookshelf</td>
<td></td>
</tr>
</tbody>
</table>
Unit 1: School

Inside

Outside

Worksheet 5
This is my classroom.

This is the library.

This is the office.

These are the toilets.

This is the canteen.

This is the playground.

This is the .....................
This is me.

My name is

This is my teacher.

My teacher's name is

This is my classroom.

I am in Grade

This is my school.

The name of my school is
### Rules for inside the classroom

<table>
<thead>
<tr>
<th>Rule</th>
<th>Image Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>We put all rubbish in the rubbish bin.</td>
<td>![Trash can and child]</td>
</tr>
<tr>
<td>We keep our classroom tidy.</td>
<td>![Clean classroom]</td>
</tr>
<tr>
<td>We don’t run with food.</td>
<td>![Child running]</td>
</tr>
<tr>
<td>We sit down to eat lunch.</td>
<td>![Child sitting]</td>
</tr>
<tr>
<td>We do not run inside the classroom.</td>
<td>![Child running]</td>
</tr>
</tbody>
</table>

**Worksheet 9**
### Rules for outside the classroom

<table>
<thead>
<tr>
<th>Action</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not fight at school.</td>
<td><img src="image1" alt="Student fighting" /></td>
</tr>
<tr>
<td>Line up at the canteen.</td>
<td><img src="image2" alt="Students lining up" /></td>
</tr>
<tr>
<td>Play inside the playground</td>
<td><img src="image3" alt="Students playing" /></td>
</tr>
<tr>
<td>Do not climb the trees.</td>
<td><img src="image4" alt="Students climbing" /></td>
</tr>
<tr>
<td>Put all rubbish in the bin.</td>
<td><img src="image5" alt="Rubbish bin" /></td>
</tr>
</tbody>
</table>

*Whole page includes illustrations and text to teach students about school rules.*
Unit 1: School

tree
bee

write

cat
mat
sat
rat

copy

read

cat
mat

draw

colour

cut

paint

paste

stick
Choose the right word.

1. We _________ books.

2. We _________ with a pen and a pencil.

3. We _________ pictures with pencils and textas.

4. We _________ with a brush and paint.

4. We _________ paper with scissors.

5. We _________ from the board.

---

write  read  draw

copy  paint  cut
Can I go to the  
........... please?
Yes, you can have 
a drink.

Can I have a  
........... please?
Yes, you can wash 
your hands.

Can I have a  
........... please?
Yes you can. Here is 
some paper.

Can I wash my  
........... please?
Yes, you can go to 
the toilet.

Can I have some  
................. please?
Yes you can. Here 
are the scissors.

Can I have the  
.............. please?
Yes you can. Here is 
a tissue.

<table>
<thead>
<tr>
<th>toilet</th>
<th>drink</th>
<th>tissue</th>
</tr>
</thead>
<tbody>
<tr>
<td>hands</td>
<td>paper</td>
<td>scissors</td>
</tr>
<tr>
<td>Food</td>
<td>Picture</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>hamburger</td>
<td><img src="image" alt="hamburger" /></td>
<td></td>
</tr>
<tr>
<td>soup</td>
<td><img src="image" alt="soup" /></td>
<td></td>
</tr>
<tr>
<td>meat</td>
<td><img src="image" alt="meat" /></td>
<td></td>
</tr>
<tr>
<td>vegemite</td>
<td><img src="image" alt="vegemite" /></td>
<td></td>
</tr>
<tr>
<td>hot dog</td>
<td><img src="image" alt="hot dog" /></td>
<td></td>
</tr>
<tr>
<td>pizza</td>
<td><img src="image" alt="pizza" /></td>
<td></td>
</tr>
<tr>
<td>spaghetti</td>
<td><img src="image" alt="spaghetti" /></td>
<td></td>
</tr>
<tr>
<td>peanut butter</td>
<td><img src="image" alt="peanut butter" /></td>
<td></td>
</tr>
<tr>
<td>roll</td>
<td><img src="image" alt="roll" /></td>
<td></td>
</tr>
<tr>
<td>pastie</td>
<td><img src="image" alt="pastie" /></td>
<td></td>
</tr>
<tr>
<td>dim sim</td>
<td><img src="image" alt="dim sim" /></td>
<td></td>
</tr>
<tr>
<td>cheese</td>
<td><img src="image" alt="cheese" /></td>
<td></td>
</tr>
<tr>
<td>sandwich</td>
<td><img src="image" alt="sandwich" /></td>
<td></td>
</tr>
<tr>
<td>sausage roll</td>
<td><img src="image" alt="sausage roll" /></td>
<td></td>
</tr>
<tr>
<td>hot chips</td>
<td><img src="image" alt="hot chips" /></td>
<td></td>
</tr>
<tr>
<td>egg</td>
<td><img src="image" alt="egg" /></td>
<td></td>
</tr>
<tr>
<td>lunch order bag</td>
<td><img src="image" alt="lunch order bag" /></td>
<td></td>
</tr>
<tr>
<td>meat pie</td>
<td><img src="image" alt="meat pie" /></td>
<td></td>
</tr>
<tr>
<td>fried rice</td>
<td><img src="image" alt="fried rice" /></td>
<td></td>
</tr>
<tr>
<td>tomato</td>
<td><img src="image" alt="tomato" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>watermelon</td>
<td>cheese stick/slice</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>orange</td>
<td>doughnut</td>
<td>chips packet</td>
</tr>
<tr>
<td>banana</td>
<td>sultanas</td>
<td>twizzlers</td>
</tr>
<tr>
<td>pear</td>
<td>fruit juice</td>
<td>cake</td>
</tr>
<tr>
<td>apple</td>
<td>milk</td>
<td>yogurt</td>
</tr>
</tbody>
</table>
How do you come to school?

- I come by car.
- I come by bus.
- I come by train.
- I walk.

I come with my

mother
father
sister
brother
friend.

It takes ................. minutes to come to school.

Some things I see on my way to school.
Unit 2: Me

The *Me* theme will help students to exchange information about themselves and get to know others.

**Expected outcomes from the *Me* theme**
The aim of this unit is for students to be able to:
- understand and respond to simple questions about personal information
- ask others simple questions to elicit personal information
- complete simple modelled sentences in writing, for example, I come from
- Read simple worksheets and early reading materials about the topic.

Refer to the *ESL Companion* for general ESL learning outcomes (Stages A1 or B1).

**Language that could be targeted in this unit**

**Functions**
- Using common greetings.
- Responding to questions about self.
- Understanding and using simple language about self.
- Giving personal information about self and others in a range of situations.

**Structures**
I like ...

‘Wh’ questions and responses – what, where, who, when, for example:
- What is/What’s your phone number? My phone number is...
- What is/What’s your name? My name is ...
- When is your birthday? My birthday is ...
- How old are you?
- Where do you live/come from? etc.

I am/I’m ... He is/He’s ... She is/She’s ... You are/You’re ...

**Notions/ideas**
- people which countries, towns etc
do people come from, live in
- and places sequence of given and family, names, titles – Mr, Ms etc.
- names of boys and girls, men and women, old, young people
- age
- physical hair/eye colour, height, weight, age
- attributes/appearance

**Vocabulary**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Pronouns/possessive pronouns</th>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>names: individual children’s names, given names, family names, teachers’ names</td>
<td>colours, tall/short, old/young</td>
<td>I, you, me, her, him, he, she, my, your, mine, his, hers</td>
<td>on, at, in</td>
</tr>
<tr>
<td>names of countries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>names of languages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>months of the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>number names</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>people: girl, boy, man, woman, baby, child, adult</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources that support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use 'whiteout' to make changes to the worksheets, for example 'family name' instead of 'surname'.

Worksheet 1

The student’s home country (and perhaps transit countries) and the route from the home country to Australia can be marked on the map. Other students in the class with backgrounds from other countries or other states in Australia can also note these on the map.

This map can also be used for teaching the following structures:

Where do you/they come from?
I/They come from ...
He/She comes from ...

Worksheet 2

This worksheet may be used as a sequencing activity and as a starting point for discussion of stages in students’ lives. Students may like to draw pictures or bring photographs of themselves at various stages in their lives.

Worksheet 3

This worksheet contains a number of concepts that can be introduced and modelled separately as in Worksheets 1 and 2. Each concept on the worksheet may need to be worked through orally first, depending on the level of language development of the student. Working with a partner would be very beneficial for the student. This worksheet can be modified to suit the language you may want to introduce.

Worksheet 4

This worksheet gives the student practice at asking and answering questions in the written form. Oral development and modelling of each concept is important before the student records details in writing. The questions can be taped and put on a listening post for the student to listen to and answer. Partner work and role play is helpful in reinforcing the language. This worksheet may also be used as the basis for a survey.

Worksheet 5

The new arrival needs to practise asking and answering questions using these words as cues, linking speaking, reading and writing. The complete questions could be displayed in the classroom for reference and/or recorded onto a tape. They can also be used for speech balloon work. This worksheet is suitable if the student is more independent.

Worksheets 6 & 7

A simple cloze question and answer exercise that can be used to provide oral and written reinforcement of these common questions and answers. You could also cut up the questions and answers and ask your student to match them.

Worksheet 8

A game to revise concepts and some of the language covered in this unit, for example, ‘What’ ‘Where’ ‘How’ and ‘When’ questions. This is also a good opportunity to introduce some of the language of rules and negotiating a game, for example ‘My/your turn’, ‘Throw the dice’, ‘Miss a turn’, ‘I/you win’, ‘Good/bad luck’, ‘Go backwards/forwards’. This sheet may be enlarged to A3 size and coloured in. Your new arrival can play with an English speaking partner. Adapt the questions to suit your student’s needs.
Additional resources

Teaching resources

No English – Don’t Panic has examples of interpersonal language, pp. 19–20.

Cech, M., Global Child has some excellent ideas which can be integrated into this unit.

Addison-Wesley Picture Dictionary has a useful scene depicting a birthday party, pp. 10–11.

Getting Started has activities for older students in the Personal Identification Unit, p. 24.

Toth, M., Heinemann’s Children’s Games: Zzz Land, p. 30, Who’s Who, p. 47, are games that use vocabulary related to personal attributes and information. Number Fun! p. 9, focuses on the numbers to 20.

Mike Teaches English: Happy birthday – Greetings.

Where’s English?: Level 1 – At the police station (SLC 1).

Nixon, C. and Tomlinson, M., Primary Activity Box: 1.2 – All about me.

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games

- Name game: students roll the ball to one another, saying their own name and the other student’s name.
- Who am I?: – one child with his/her back to other children identifies the child who asks ‘Who am I?’
- Name flashcards: students read the cards aloud and clap when they hear/see their own name.

Vocabulary development games

- Concentration: using two sets of students names. Students can play with a partner.
- Drama: drama books often have good ideas for activities for this theme.

Songs

- Hello To You and What is Your Name? (Upbeat)
- The Telephone Song
- Do You Speak English?

Rhymes and chants

From C. Graham, Jazz Chants For Children:

- Ernie
- Who Is Sylvia?
- When I Was One
- I’m Always Right
- If You Go I’ll Go

Maths activities

- Graphing: measure mass and height – graph and compare with other students.
- Graph: gender, hair colour, eye colour, height, weight, country of origin, languages spoken.

Art

- Collage: the student makes a collage of a face and labels the parts.
- Silhouettes: the students make a silhouette of a number of children, for example using an overhead projector, and ask the class to guess who the silhouettes are.
- Passport photos: the student draws the body to match the face and labels the features, e.g. head, arm, finger.
- Name patterns: the student writes names in large print, makes patterns and extends with contour lines.
- Model names: the student makes names out of bread dough, clay or plasticine.

Posters

- Maps
- Posters based on any of the concepts introduced in this theme (e.g. birthdays, other countries, houses, people of different ages), would be useful references for the student and could be labelled with vocabulary, sentences, questions etc.
All about me.

This is me.

Name _________________________

Age _________________________

Weight _________________________

Height _________________________

Address _________________________

Telephone number _________________________

Colour of hair _________________________

Colour of eyes _________________________

Worksheet 3
| **Lisa Perez**<br>**Nguyen Thi Le** | **What is your first name?** |
| **Lisa Maria Perez**<br>**Nguyen Thi Le** | **What is your family name or surname?** |
| **What is your address?** | **What is your telephone number?** |
| **Which country do you come from?** | **How old are you?** |
| **When is your birthday?** | **How many people live at your house?** |
| **What do you like doing on the weekend?** |
| **Name** | |
| **Age** | |
| **Birthday** | |
| **Country of birth** | |
| **Languages spoken** | |
| **Address** | |
| **Telephone number** | |
All about you.

What is your first name?

What is your family name?

Where do you come from?

What language do you speak?

How old are you?

When is your birthday?

What is your address?

What is your telephone number?
All about me.

My first name is ________________.

My family name is ________________.

I come from ________________.

I speak ________________.

I am ____________ years old.

My birthday is on ________________.

I live at ________________.

My telephone number is ________________.
<table>
<thead>
<tr>
<th>Age</th>
<th>Country of Origin</th>
<th>Go back 2 spaces</th>
<th>Favourite Colour</th>
<th>Travel to School</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Name</td>
<td>Address</td>
<td>Go back to the start</td>
</tr>
<tr>
<td>Student Name</td>
<td>Student Number</td>
<td>Postcode</td>
<td>Date of arrival in Australia</td>
<td>Favourite game</td>
</tr>
<tr>
<td>Where do you come from?</td>
<td>How old are you?</td>
<td>When did you arrive in Australia?</td>
<td>Where do you live?</td>
<td>Go forward</td>
</tr>
<tr>
<td>Height</td>
<td>Eye Colour</td>
<td>Food</td>
<td>Birthday</td>
<td>Hair Colour</td>
</tr>
</tbody>
</table>

Worksheet 8
Unit 3: My body

Learning the names of body parts and senses can be very useful for newly arrived students.

Expected outcomes from the My body theme

The aim of this unit is for students to be able to:

- identify and name parts of the body
- use simple language to describe body parts and what they can do
- complete simple written sentences.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions

- Identifying and naming various parts of the body.
- Describing body parts and what they do.

Structures

This is my ... These are my ...
My ... can ...
I /We/You have ...
I've got ...
I ... with my ...
I move my ...

Singular and plural forms

Vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>face, hair, forehead, eyes, eyebrows, eyelashes, cheeks, nose, mouth, teeth, tongue, chin, ears</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>head, body, chest, stomach, back, waist, bottom</td>
</tr>
<tr>
<td></td>
<td>shoulders, arms, elbow, hand, fingers, thumb, wrist, fingernail</td>
</tr>
<tr>
<td></td>
<td>leg, knee, foot, toes, toenail, heel, ankle, thigh, calf</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>see notions/ideas list</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th>see, hear, smell, taste, touch</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Possessive adjectives</th>
<th>his, her, your, it's</th>
</tr>
</thead>
</table>
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources which support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheets 1 & 2

First introduce the names for the parts of the face orally, modelling the vocabulary for the student. Ask the student to name the parts of his/her own face or a friend’s face. The student can then cut and paste the features and labels from Worksheet 1 onto Worksheet 2 and read the words aloud.

Worksheet 3

This game can be played by two or more students. Photocopy a worksheet for each student. Revise the vocabulary of the facial features orally before explaining the rules of the game. Students draw the features as they throw the dice.

Worksheets 4 & 5

Sing the song from Worksheet 4 to teach the vocabulary. Other relevant vocabulary may be substituted, e.g. chin, hair, neck. Go through Worksheet 5 relating the words to the student’s body parts. The student can cut and paste the words onto the picture, labelling the body parts.

Worksheet 6

Revise the vocabulary naming the body parts through games and songs. Demonstrate the first few words of the wordsearch to ensure that the student understands the across and down grid. Make sure that the student keeps this completed worksheet in a folder for reference.

Worksheet 7

This worksheet has a combination of actions and senses which can be demonstrated then recorded by you or the student. These pictures could be used to build up word lists.

Worksheet 8

This worksheet can be made into a booklet. Introduce or revise the vocabulary related to what feet can do. Trace the student’s foot. Demonstrate to the student what feet can do. Write the vocabulary and sentences on the board and the student can reconstruct the sentences and paste them into the pages of a booklet. The student can then draw pictures.

Worksheet 9

Make a Person game: you need two coloured markers, a dice and coloured pencils. Rules: Players take turns to throw the dice and move a counter the number of squares according to the number they throw. Draw the part of the body the dice has landed on, e.g. head, on the dotted outline of one figure. The players continue to mark all body parts until a ‘person’ is finished. First student to finish wins.

Worksheet 10

Revise the names of all body parts. The student can then circle the correct word, using previous worksheets for reference. Make sure the words are read aloud on completion.

Additional resources

Teaching resources

Isherwood, R., *Multi Language Timesavers* has pictures related to the body, pp. 6–7.

Liebowitz, D., *Basic Vocabulary Builder*, Unit 7.

*Addison-Wesley Picture Dictionary* has pictures useful for this topic, pp. 18–19.

*Mike Teaches English*: Animals – Body parts.

*Where’s English?*: Level 1 – On the rocks (SLC 1); At the police station (SLC 1).

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening and singing games

- **Simon Says**
- **Here We Go Round the Mulberry Bush**
- **Stand Up, Sit Down:** students listen and follow directions, e.g. ‘Touch your nose’.
- **Red Elbow, Blue Toe:** the teacher says ‘Red elbow’ and the students put their elbows on something red, etc.
- **Body Match Partners:** instruct students to move around the classroom, then to stop on a signal and listen to your instruction, e.g. when you say ‘hands’, the students run to a partner and make physical contact between the two body parts (hands). Instructions can then become more complex, e.g. elbow to leg.
- **The Colours Song:** students stand in a circle and sing, e.g. ‘Red, red. Red, red. Who is wearing red today?’ Students wearing red step into the circle.

Maths activities

Measurement: area/length/perimeter

- **Tracing:** students trace around the foot, hand etc.
- **Graphing:** students draw and graph a number of body parts, e.g. 2 hands, ten fingers, 1 head
- **Counting:** students make displays around the room for counting, e.g. 2s for feet, 5s for fingers etc.
- **Symmetry:** students cut a photograph or magazine illustration of a face or a person in half, paste onto a piece of paper and draw the missing half. Label the body parts.

Art

- **Body parts patterns:** students trace around hands, feet etc. and draw patterns within the outline.
- **Collage:** the student traces around the body of a friend and makes a collage.
- **Funny person:** students use magazine pictures to cut and paste body parts to make a funny person.
- **Enlarging:** students enlarge a small picture of a person using grid lines.
- **Mask making:** students make masks from paper plates, papier-mâché etc.
- **Puppet making:** students make puppets.

Songs

- **Dr Knickerbocker**
- **I Put My Finger on My Nose**
- **My Hands Are Clapping**
- **Everybody Do This**
- **Clap Your Hands, Clap Them So**
- **Put Your Hands up in the Air**
- **Everyone Touch Your Head**
- **If You’re Happy and You Know It**
- **Them Bones**
- **Clap Your Hands Baby**
- **Put Your Finger on Your Nose**
- **Hokey Pokey**
- **Seven Steps**
- **Heads, Shoulders, Knees and Toes**
- **Do Your Ears Hang Low?**
- **Clean Your Teeth**

Rhymes and chants

- **The Elbows Song (C. Graham, Jazz Chants For Children)**
Unit 3: My body

- mouth
- eyebrows
- eyes
- nose
- ears
- hair
- cheeks
The Face
Unit 3: My body

1 = hair
2 = eyes
3 = ears
4 = nose
5 = mouth
6 = eyebrows

Make a face (use a dice)
Head, shoulders, knees and toes
Knees and toes.
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes
Knees and toes.
Unit 3: My body

- head
- shoulder
- knee
- toes
- eye
- ear
- mouth
- nose
Unit 3: My body

- ear
- nose
- mouth
- chin
- elbow
- thumb
- leg
- knee
- foot
- toe
- hair
- eye
- neck
- shoulder
- arm
- wrist
- hand
- finger

Worksheet 6

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<td>c</td>
<td>h</td>
<td>i</td>
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</table>
### Unit 3: My body

<table>
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<tbody>
<tr>
<td>eyes</td>
<td></td>
</tr>
<tr>
<td>nose</td>
<td></td>
</tr>
<tr>
<td>hands</td>
<td></td>
</tr>
<tr>
<td>head</td>
<td></td>
</tr>
<tr>
<td>feet</td>
<td></td>
</tr>
<tr>
<td>finger</td>
<td></td>
</tr>
<tr>
<td>mouth</td>
<td></td>
</tr>
<tr>
<td>ears</td>
<td></td>
</tr>
</tbody>
</table>

- My eyes can .................
- My nose can .................
- My hands can ...............  
- My head can .................
- My feet can .................
- My finger can ..............
- My mouth can ...............  
- My ears can .................
## Feet

<table>
<thead>
<tr>
<th>feet.</th>
<th>have</th>
<th>two</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>run.</td>
<td>Feet</td>
<td>can</td>
<td></td>
</tr>
<tr>
<td>Feet</td>
<td>walk.</td>
<td>can</td>
<td></td>
</tr>
<tr>
<td>jump.</td>
<td>Feet</td>
<td>can</td>
<td></td>
</tr>
<tr>
<td>can</td>
<td>hop.</td>
<td>Feet</td>
<td></td>
</tr>
<tr>
<td>can</td>
<td>dance.</td>
<td>Feet</td>
<td></td>
</tr>
<tr>
<td>kick.</td>
<td>Feet</td>
<td>can</td>
<td></td>
</tr>
<tr>
<td>can</td>
<td>Feet</td>
<td>skip.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 4: Actions

The *Actions* theme will help students to talk about what they are doing and what they can do.

**Expected outcomes from the *Actions* theme**

The aim of this unit is for the students to be able to:

- label actions
- follow instructions
- express what he/she can or can't do
- express simple body or spatial awareness
- ask and answer simple questions about actions
- complete simple written sentences about actions.

Refer to the *ESL Companion* for general ESL learning outcomes (Stages A1 or B1).

**Language that could be targeted in this unit**

**Functions**

- Explaining actions.
- Obeying commands.
- Expressing spatial awareness body awareness.

**Structures**

- Imperatives, e.g. Walk!, Stop!, Keep still!, Move your ...!
- Present continuous: e.g. I am walking. I'm running. I'm sitting.
- I can ... Can you ...?
- What are ...?
- Don't ...!
- I am ...
- He is/She is ... She's/He's ...
- They are ... They're ...
- I like/They like ... She/He likes ...

**Notions/ideas**

Depending on the kind of vocabulary your student is already familiar with, you may be able to talk about some of the following ideas in relation to actions:

- **ease/** things that are easy to do
- **difficulty** or hard to do
- **ability** things the student is able to do or not able to do
- **speed** fast/slow
- **location** high/low, up/down, over/under

**Vocabulary**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>play equipment – ball, swing, slide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>classroom equipment – paper, paint, pencils, chair</td>
</tr>
</tbody>
</table>

| Verbs                  | clap, wave, point, laugh, cry, sing, talk, listen, wink, nod, drink, eat, chew, play, stand, skip, run, jump, hop, balance, kick, roll, crawl, sit dance, bend, crouch, stretch, hit, catch, throw, bounce, climb, fall, slide, ride, swing, swim, paint, draw, write, read, push, pull, stop, go |

| Adverbs                | backwards/forwards, fast/slow, quickly/slowly |

| Prepositions           | to, on, from, between, up/down |

| Sequence words         | first, next, then |
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources which support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheets 1 & 2

These worksheets can be used to introduce the action words. Ensure that each action is demonstrated and that the student has the opportunity to perform the actions and verbalise what he/she is doing. The student can colour and label the pictures and keep them in a folder as a reference. The pictures can be used to make booklets, which the student labels with the structures provided, e.g. He/She is ... They are ... They can also be used for speech balloon work and question and answers, e.g. What are you doing? I am ...

Worksheet 3

Introduce and demonstrate the actions pictured on the worksheet. The students can then cut out the labels and match with the illustrations. The worksheet can be kept in a folder for reference. It can also be used to play a Bingo game where the students place a counter on the picture when they hear the word spoken aloud.

Worksheet 4

Mime each action illustrated and ask the student to name the action. Introduce the question–answer structure: ‘What is she/he doing?’ ‘She’s/He’s ... ’ Encourage the student to respond orally using the pictures as a stimulus. Demonstrate how to choose the correct word to fill the gap on the worksheet.

Worksheet 5

Discuss and mime the actions illustrated on the worksheet, modelling the structure ‘I can ... ’. Introduce the question form ‘Can you ... ?’ Encourage the student to mime the actions and respond to the question using the structure ‘I can...’. The student then cuts out and matches the pictures to the sentences.

Worksheet 6

Introduce the actions illustrated in the Worksheet. Encourage the student to mime the action to demonstrate understanding. Introduce the question ‘Can you?’ for use with known actions, e.g. ‘Can you talk?’ ‘Can you sit?’, and the responses, ‘Yes, I can.’, ‘No, I can’t’. The student can then write the response to each question on the worksheet.

Worksheet 7

Introduce the question ‘What am I doing?’ through a mime game or a pair activity. Introduce and model the structures ‘He/She is/They are ... ’ Model the responses and encourage the student to answer oral questions using the structures. Provide the written forms. The student can then fill the gaps in the sentences on the worksheet.

Worksheet 8

Model and practise the question and answer structures by asking the student questions such as ‘Do you like skipping?’, and recording the yes/no response in the box. The student can then carry out a survey in the class using his/her own worksheet to record the responses to the questions. The results can be graphed and used to elicit comparative language.

Additional resources

Teaching resources

Liebowitz, D., Basic Vocabulary Builder has activities about actions in Unit 11.

Toth, M., Heinemann Children’s Games – Find the difference, p. 46; Mime it, p. 39; Activity dominoes, p.32; Stop! p. 43; Racing past, p. 48.
Where’s English?: Level 1 – At the canteen (SLC 2); In the schoolyard; At the beach. Level 2 – In the kitchen; In the bedroom; In Miss Kim’s class; At the railway station (SLC 2); Around the town (SLC 2).

Nixon, C. and Tomlinson, M., *Primary Activity Box*: 1.6 – Instructions dominoes; 3.2 – What are they doing?; 3 – They can do it; 9.2 – Where are they sitting?

**Games, songs, stories and activities**

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

**Listening games**

- *Simon Says*
- *Tape recorded commands*: the student obeys commands, or a series of commands given on a tape.

**Vocabulary development activities**

- *Follow the Leader*: students take turns to be the leader and choose a series of actions to perform e.g. jumping, crawling, clapping.
- *Bingo and Concentration*: students use the grid from the appendix with words and pictures of actions.
- *Happy Families*: using four sets of cards of actions vocabulary, students aim to get as many sets of the same picture/word as possible.
- *What am I doing?*: students work with a partner and take turns to mime an action while the other guesses what it is.
- *Start–Stop Game*: you or a student shows a card depicting an action. Students carry out the action and stop when they hear the whistle.
- *Following directions*: students follow a sequence of spoken or written directions. Start with one and add a new command each time, e.g. ‘Stand up’, ‘Stand up, hop to the window’, Stand up, hop to the window, open the window’, ‘Stand up, hop to the window, open the window, sit down’.

- *Captions*: students write sentences to accompany photos of themselves or others performing actions, e.g. ‘I can throw a ball’, ‘He’s throwing the ball’.
- *Book making*: students make individual/class booklets with photographs or illustrations of individual students or groups of students performing actions, e.g. skipping, swimming, reading. Write accompanying sentences, e.g. ‘Frank is skipping’.
- *Action play*: students play on the playground equipment and model the language, e.g. ‘I’m climbing’, ‘She’s swinging’.

**Songs**

- *Are You Sleeping?/Jumping? etc.* (to the tune of Frère Jacques)
- *If You’re Happy and You Know It*
- *Jump, Jump, If You Feel You Want To*
- *Can You Do What I Do?*
- *Did You Ever See a Lassie?*
- *This is the Way We Clap our Hands* (to the tune of Here We Go Round the Mulberry Bush)
- *Clap Your Hands, Baby*

**Rhymes and chants**

- *When I Was a Baby* (*C. Graham, Jazz Chants For Children*)
- *When I Was One* (*C. Graham, Jazz Chants For Children*)
- *Who’s Knocking at the Door* (*C. Graham, Jazz Chants For Children*)
- *Polka Dot Pyjamas* (*C. Graham, Jazz Chants For Children*)
- *Listen carefully* (*C. Graham, Let’s Chant, Let’s Sing*)
- *Pick up your pencil* (*C. Graham, Let’s Chant, Let’s Sing*)
- *Can he play baseball?* (*C. Graham, Let’s Chant, Let’s Sing*)
- *Can you play with a yo-yo?* (*C. Graham, Let’s Chant, Let’s Sing*)
Unit 4: Actions
What are they doing?

- pushing
- throwing
- skipping
- pulling
- running
- hopping
- jumping
- crawling
<table>
<thead>
<tr>
<th>He is</th>
<th>She is</th>
<th>He is</th>
<th>She is</th>
<th>They are</th>
</tr>
</thead>
<tbody>
<tr>
<td>walking</td>
<td>pointing</td>
<td>playing</td>
<td>crawling</td>
<td>sitting</td>
</tr>
<tr>
<td>jumping</td>
<td>clapping</td>
<td>talking</td>
<td></td>
<td>standing</td>
</tr>
<tr>
<td>playing</td>
<td></td>
<td></td>
<td></td>
<td>dancing</td>
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</tr>
<tr>
<td>She is</td>
<td>He is</td>
<td>She is</td>
<td>He is</td>
<td>They are</td>
</tr>
<tr>
<td>sitting</td>
<td>skipping</td>
<td>sitting</td>
<td>walking</td>
<td>running</td>
</tr>
<tr>
<td>standing</td>
<td>standing</td>
<td>talking</td>
<td>waving</td>
<td>standing</td>
</tr>
<tr>
<td>skipping</td>
<td>walking</td>
<td></td>
<td>waving</td>
<td>walking</td>
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<td></td>
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<td></td>
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</tbody>
</table>

Worksheet 4
## What can I do?

<table>
<thead>
<tr>
<th>Action</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating a meal</td>
<td>I can eat my lunch.</td>
</tr>
<tr>
<td>Washing the face</td>
<td>I can wash my face.</td>
</tr>
<tr>
<td>Reading a book</td>
<td>I can read a book.</td>
</tr>
<tr>
<td>Writing</td>
<td>I can write my name.</td>
</tr>
<tr>
<td>Brushing the teeth</td>
<td>I can brush my teeth.</td>
</tr>
<tr>
<td>Combining the hair</td>
<td>I can comb my hair.</td>
</tr>
<tr>
<td>Drinking water</td>
<td>I can drink.</td>
</tr>
</tbody>
</table>
## Can you?

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you swim?</td>
<td></td>
</tr>
<tr>
<td>Yes, I can.</td>
<td></td>
</tr>
<tr>
<td>No, I can’t.</td>
<td></td>
</tr>
<tr>
<td>Can you skip?</td>
<td></td>
</tr>
<tr>
<td>Can you dance?</td>
<td></td>
</tr>
<tr>
<td>Can you play a violin?</td>
<td></td>
</tr>
<tr>
<td>Can you kick a ball?</td>
<td></td>
</tr>
<tr>
<td>Can you ride a bike?</td>
<td></td>
</tr>
</tbody>
</table>

---

**Unit 4: Actions**

**Worksheet 6**
Unit 4: Actions

What am I doing?
I am ...

What is he doing?
He is ...

What is she doing?
She is ...

What are they doing?
They are ...

What are they doing?
They are ...

singing
reading
clapping
winking
drawing

Worksheet 7
Unit 5: Feelings

It is often important for students to be able to tell you how they are feeling and why they are feeling that way, or for you to tell your student how you or others are feeling. This is particularly important when students are establishing friendships or when conflicts or misunderstandings need to be resolved.

Expected outcomes from the Feelings theme

The aim of this unit is for students to be able to:
• express feelings and the reasons for these feelings simply in oral form
• write about feelings using introduced vocabulary related to the topic
• read and understand simple texts containing the vocabulary introduced
• complete simple worksheets based on the topic.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions
- Asking how others feel.
- Expressing one’s own feelings.
- Expressing needs.
- Inquiring about needs.

Structures
I am/I’m ...
Is he/she ...?
He is/He’s ...
She is/She’s ...
Are they ...?  Yes/No
They are/They’re ...
You are/You’re ...
Who is ...?    ... is/are not ...
I feel ...
How is/are ... feeling?
Why ...?   ... because ...

Notions/ideas
Depending on the kind of vocabulary and concepts your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to feelings:

degree the degree to which most emotions can be felt, using adverbs such as very, not, not very etc.

cause and effect what makes us particularly happy, sad or angry, hungry, thirsty or tired, and what changes these feelings, e.g. eating if we are hungry, or someone saying ‘sorry’ if we are angry

Vocabulary

Adjectives
sad, happy, angry, excited, worried, scared/frightened, surprised, lonely
sick, well, tired
hot, cold, hungry, thirsty

Verbs
smile, laugh, frown, cry, drink, eat, sleep, fight, argue, worry

Adverbs
very, not, not very, a little (bit)
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources that support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheet 1

The concepts on Worksheet 1 will require extensive initial oral work to ensure that the student understands the meaning of the vocabulary. This can be done through mime and role-play. Try to provide a meaningful context when introducing the six feelings, and model the vocabulary. Demonstrate how to make the cube. When the cube is made, use it as a die for a ‘roll and say’ or ‘roll, say and mime’ game, which can be played in pairs or in groups. Another activity could include a ‘mime and guess’ game.

Worksheet 2

Introduce and model any new vocabulary and revise the other vocabulary on this worksheet. Again, this can be done through mime. Encourage the student to say the words aloud and read the written form. Cut out the words and pictures on the worksheet and play a matching game. This can be done in pairs or as a group. Model question and answer structures, for example, ‘How does he/she feel?’ ‘He/she is happy.’ Paired students can ask each other questions using the structures when they match a picture with a word. The new arrival can then paste the word and picture pairs into a scrapbook for future reference.

Worksheet 3 & 4

Revise the six feelings on Worksheet 4, again using mime. Introduce the structures ‘How do you feel?’ and ‘I feel ...’. Demonstrate how to make a face expressing feelings by cutting eyes and a mouth from Worksheet 4 and pasting them on to Worksheet 3. Talk about how the student feels and why. Model the structure ‘I feel ... when ...’. The student may need assistance with completing the sentence.

Worksheet 5

On this worksheet list the names of feelings that the student recognises, using the illustrations as a stimulus, and revise others. The student can write the feelings in the speech bubble. The written language needs to be modelled before the student fills in the gap. The student can then draw her/his own pictures in the three boxes.

Worksheet 6

Introduce and model the question form ‘Are you ...?’, for example, ‘Are you a girl?’, and the responses. The student may work with a partner to ask and respond to the questions orally before completing the worksheet. The student may need to use Worksheet 2 as a reference when asking the questions.

Worksheet 7

Talk about the pictures on the worksheet and model ‘because’ through mime, linking it with the question ‘Why?’. Read through the sentences and teach any new vocabulary before the student attempts to fill the gaps. Cut and paste, matching the pictures to the sentences.

Worksheet 8

Teach or revise the vocabulary. Read through and model the sentences with the student. Mime is a good method of conveying meaning. The student can use the words to fill the gaps and cut and paste the illustrations to match the sentences. Examples of other times people may have these feelings can be modelled and then elicited from other students and the new arrival. Students can then write and illustrate their own sentences, beginning with ‘I feel’.
Additional resources

Teaching resources
Kane, S., et al, Celebrating Diversity incorporates feelings into most themes. Where's English?: Level 1 – On the rocks. ESL Stage A1 – Teacher support materials for lower primary new arrivals, Years P–2 has a unit of sequenced activities for this topic on pp. 126–127.
McCull, H. and Thomas, S., Cartoons for Classroom Communication: 10c – Social language.

Games, songs, stories and activities
Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games
- Identifying feelings: use a tape recording of people laughing, crying etc. Ask the student to identify the emotion, or answer questions, e.g. Does he sound scared? Does she sound angry? etc.
- Story telling: while following the story in a book, students listen to readings/tape recordings of well-illustrated, traditional stories which emphasise the emotions of the characters. The student identifies the emotions.

Vocabulary development games
- Happy Families/Bingo/Concentration: use pictures of feelings/emotions.
- Drama: students dramatise a familiar folktale, e.g. Jack and the Beanstalk. They talk about and incorporate the feelings/emotions of the characters.
- Mime: students mime the feelings/emotions they see depicted/written on a card when it is held up and displayed to the group.
- How are you feeling?: working in a small group, students identify the feeling/emotion mimed to them.
- Role play: students act out particular situations where emotions might be displayed, e.g. when a friend gives a lovely birthday present.

Songs
- If you’re happy and you know it clap your hands, (improvise on this format), for example: sad – cry, cry; angry – stamp your feet; excited – jump, jump; tired – yawn, yawn
- You Are My Sunshine

Rhymes and chants
- I Feel Terrible (C. Graham, Jazz Chants For Children)
- I’m Mad At You (C. Graham, Jazz Chants For Children)
- Oh I’m Hungry! (C. Graham, Jazz Chants For Children)

Other useful references
The ideas in these references can be used for the whole class and, can be adapted for your new arrival.
Unit 5: Feelings

happy
sad
surprised
scared
angry
tired
<table>
<thead>
<tr>
<th>hungry</th>
<th>hot</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>surprised</td>
</tr>
<tr>
<td>sick</td>
<td>well</td>
</tr>
<tr>
<td>tired</td>
<td>scared</td>
</tr>
<tr>
<td>happy</td>
<td>thirsty</td>
</tr>
<tr>
<td>cold</td>
<td>sad</td>
</tr>
<tr>
<td>happy</td>
<td>sad</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>angry</td>
<td>surprised</td>
</tr>
<tr>
<td>scared</td>
<td>tired</td>
</tr>
</tbody>
</table>

**How do you feel?**
How do you feel?

I feel ___________ when ____________________
1. The woman feels
2. The man feels
3. The girl feels
4. The boy feels
5. The girl feels
6. The baby feels

1. I feel
2. I feel
3. I feel
4. I feel
5. I feel
6. I feel
Yes I am.
No, I’m not.

Are you happy? ......................................................
Are you sad? ..........................................................
Are you hungry? ....................................................
Are you thirsty? .....................................................
Are you well? .........................................................
Are you sick? .........................................................
Are you hot? ........................................................
Are you cold? .........................................................
Are you angry? ......................................................
Are you tired? .......................................................
Are you scared? ....................................................
Are you lonely? .....................................................
1. She is cold because she hasn’t got a jumper.

2. He is ..................... because he hasn’t got any food.

3. She is ..................... because it is late.

4. He is ..................... because it is very sunny.

5. He is in bed because ..................................................

6. ........................................ because it is his birthday.

7. ........................................ because his ice cream fell down.

8. ........................................ because she was playing for a long time.
<table>
<thead>
<tr>
<th>lonely</th>
<th>happy</th>
<th>hot</th>
<th>sick</th>
<th>hungry</th>
<th>cold</th>
<th>tired</th>
</tr>
</thead>
</table>

How do you feel?

<table>
<thead>
<tr>
<th>I feel ........................................</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel ........................................ at lunch time.</td>
<td>![Sun]</td>
</tr>
<tr>
<td>I feel ........................................ when it is my birthday.</td>
<td>![Clock]</td>
</tr>
<tr>
<td>I feel ........................................ when it is raining.</td>
<td>![Rain]</td>
</tr>
<tr>
<td>I feel ........................................ when it is very sunny.</td>
<td>![Sun]</td>
</tr>
<tr>
<td>I feel ........................................ when I eat too much.</td>
<td>![Food]</td>
</tr>
<tr>
<td>I feel ........................................ when I don’t have a friend.</td>
<td>![Birthday Cake]</td>
</tr>
<tr>
<td>I feel ........................................ at night time.</td>
<td>![Rain]</td>
</tr>
</tbody>
</table>
Unit 6: Family and friends

The vocabulary that students meet with in this unit will be very useful as they make friends and exchange information about themselves with others.

Expected outcomes from the Family and Friends theme

The aim of this unit is for students to be able to:

- name and describe family members and friends
- ask and respond to questions about family and friends
- report in oral and written form
- identify some differences and similarities between families and friends
- use simple greetings
- read simple worksheets and early reading materials about the topic.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions

- Identifying family members and friends.
- Describing family members and friends and their activities.
- Reporting on activities shared with the family and with friends.
- Asking questions about other students’ families and their friends.
- Replying to questions about one’s own family and friends.
- Exchanging information.
- Greeting and leave taking.

Structures

I am ...
This is my ...
That’s my ...
Is that your ...
He’s/She’s my ...
Is he/she your ...
They are ...
Are they ...
I see my ...
How many ...
have you got?
I have ...
How many children in your family?
Hello/Goodbye
How is/How are ...

Notions/ideas

Depending on the kind of vocabulary your student is already familiar with, and using a lot of visual support, you may be able to talk about some of the following ideas in relation to family and friends:

age
- matching family relationship
- names with gender – which ones are ‘gender-free’?

gender
- names of countries and the people or languages that come from them, e.g. Vietnam/Vietnamese, United States of America/American/English

origin/nationality
- characteristics of family members and friends, e.g. all the people in my family have blue eyes, black hair, are tall

place in family
- first born, second born etc.

time/duration
- of time in Australia, of time spent in other countries

family
- size of families/number of people in different families, the extended family

place/countries
- where various family members or friends were born, where they live now.
Unit 6: Family and friends

Vocabulary

Nouns
- family, friend
- boy, girl, baby, woman, man, lady
- mum, dad, mother, father, brother, sister, stepmother/father, stepsister/brother
- grandmother, grandfather, grandma, grandpa, grandchild
- aunt/aunty, uncle, cousin, niece, nephew
- husband, wife, son, daughter

Note: In some languages, the names of family members differ according to whether they belong to the mother’s or the father’s side of the family. In English, some relationships like aunt, grandfather or cousin can be from either side. This may cause some confusion and may need to be carefully explained with visual support, such as using a family tree.

Pronouns
- he, she, I, they, we

Possessives
- my, his, her, our, their

Adjectives
- old, young, older, younger, big, little

Verbs
- is/are, has/have, live/lives, go/goes, work/works

Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources that support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the students.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheet 1

First introduce all the words, modelling the pronunciation. It may be helpful to use photos of the family that the student has brought from home as a starting point. Go through the instructions on the worksheet with the student, demonstrating the across and down grids. Encourage the student to read the words aloud when they have found them on the grid, and drawn a line from the words to the pictures.
Worksheet 2

This worksheet can be used following discussion and references to visuals, such as posters and photos, other examples of family trees, and revision of the vocabulary. The student can then draw pictures of his/her family members and may like to add the corresponding words from the first language. It may be necessary to introduce vocabulary of extended family members, for example, uncle, aunt, cousin, as well as niece, stepmother etc.

Worksheet 3

Discuss the first-language greetings used or known by students in the class and list these on a chart. Discuss similarities and differences between greetings. The student can draw themselves in their circle of friends or draw their own circle of friends with speech balloons containing the greetings which they use, in English and the first language.

Worksheet 4

The student can draw pictures or bring photos of their friends. Use the pictures as a stimulus to talk about friends. Model the language, ‘... is my friend’. Then ask the new arrival, ‘Who are your friends?’ The student can then draw her/his friends and write the matching sentence ‘... is my friend’.

Worksheet 5

Revise known vocabulary and introduce new words. This worksheet can be used to revise vocabulary naming actions. Talk about the pictures and go through the words and sentences orally first. The student can then find the missing word to match the number in the picture. The student could next label the members of the family in the pictures or substitute pronouns to form additional sentences, e.g. She is sleeping. They are fighting.

Worksheet 6

This is an example in English of a letter to parents that can be used to encourage parents to send photos to school, for use in the theme work.

Worksheets 7 & 8

Follow the instructions in the appendix to make booklets from these worksheets. Model the language first and then have the student complete the sentences and draw pictures to match.

Additional resources

Teaching resources

Isherwood, R., Multi Language Timesavers has a useful picture of a family on p. 8.

Cech, M., Global Child has excellent ideas, which can be integrated into this unit, e.g. p. 17.

Addison-Wesley Picture Dictionary has pictures on pp. 10 & 11.

Getting Started has activities for older students on pp. 65–97.

Kane, S., Celebrating Diversity has various activities.

Toth, M., Heinemann Children’s Games has a game based on the family on pp. 15–16.

Where’s English?: Level 2 – Around the house (SLC 1).

Nixon, C. and Tomlinson, M., Primary Activity Box: 5.1 – In your classroom who …?; 5.2 – Identikit; 5.5 – You read, I write.
Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games

- **Taped voices**: tape record the voices of a group of class members, e.g. saying ‘hello’. The student listens to the tape to identify the voices.
- **Taped roleplays**: students listen to a dialogue, e.g. a mother talking to a child, a brother talking to a sister. Ask them to identify the characters, e.g. ‘Who is talking?’ and ‘What is she saying?’ to check comprehension.
- **Individual information**: students tape short, simple pieces of information about themselves, for example, ‘I have one sister and one brother. My mother was born in Italy. My best friend is ...’. Class members listen to the tape and guess the identity of the student.

Vocabulary development games

- **Bingo**: use the grid in the appendix to make Bingo cards using pictures cut from magazines.
- **Concentration**: use photographs or pictures from magazines and label and photocopy them to make a concentration game.

Rhymes and chants

- I had a little brother (S. Hill, *Raps and Rhymes*)
- I asked my father (C. Graham, *Jazz Chants for Children*)
- Grandma’s Going to the Grocery Store (C. Graham, *Jazz Chants for Children*)
- The Family Song (C. Graham, *Let’s Chant, Let’s Sing*)
- Who’s She (C. Graham, *Let’s Chant, Let’s Sing*)
- Make a Circle (C. Graham, *Let’s Chant, Let’s Sing*)
- Graphing: students graph family members, e.g. numbers of sisters, grandparents etc.
- Ordering: students order family members according to height, age, etc.

Art

- **Drawing**: students draw and paints portraits of family and/or friends.
- **Models**: students make clay or plasticine models of their family and friends.
- **Murals**: students use photographs or drawings of families and friends to make a mural.
- **Family trees**: students make a family tree depicting or naming their relatives.
- **Bookmaking**: students use photographs of families to make individual or class books.
- **Charts**: students use photographs or drawings to make and label charts about family and friends.
Families

Find all the family words and circle them.

<table>
<thead>
<tr>
<th>s</th>
<th>i</th>
<th>s</th>
<th>t</th>
<th>e</th>
<th>r</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>m</td>
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<td>t</td>
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<td>e</td>
<td>r</td>
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<td>f</td>
<td>a</td>
<td>t</td>
<td>h</td>
<td>e</td>
<td>r</td>
</tr>
</tbody>
</table>

sister brother mother father boy girl baby son home uncle aunt

Draw a line from the word to the picture.

father

baby

brother

mother

sister
My Friends
1. My uncle is ........................................
2. My brothers are ...................................
3. My grandmother is ..............................
4. My father is ........................................
5. My mother is .......................... ...........
6. My sister is ......................................
7. The baby is ........................................
8. My cousin is .......................... ...........
9. My aunt is ........................................

playing sleeping washing singing fighting cooking sitting eating crying
Dear Parents,

We are talking about ‘growing up’. Please send some photos of ........ to school.

At home, talk about how old ........ is in the photo.

Thank you.
<table>
<thead>
<tr>
<th>My family eats.</th>
<th>What we do at home.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We sleep.</td>
<td>We ..................</td>
</tr>
<tr>
<td>We talk.</td>
<td>We ..................</td>
</tr>
<tr>
<td>We ..................</td>
<td>We ..................</td>
</tr>
<tr>
<td>Places that I go to with my family.</td>
<td>We go to the shops.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>We go to ............</td>
</tr>
<tr>
<td></td>
<td>We go to ............</td>
</tr>
</tbody>
</table>
Unit 7: Clothing

It can be very useful for your new student to learn the vocabulary relating to everyday things like clothes.

Expected outcomes from the Clothing theme

The aim of this unit is for students to be able to:

• name and describe items of clothing
• ask and respond to questions about clothing
• identify some differences and similarities in clothing
• identify suitable clothing for the seasons of the year
• read simple worksheets and early reading materials about the topic.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions

• Identifying clothing items.
• Classifying clothes with respect to their use and suitability for various occasions and weather.
• Expressing clothing likes, dislikes or preferences.

Vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>boots, sandals, thongs, shoes, slippers, socks, stockings, tights</td>
</tr>
<tr>
<td>shorts, trousers, pants, jeans</td>
</tr>
<tr>
<td>dress, skirt</td>
</tr>
<tr>
<td>coat, jacket, raincoat, parka, cardigan, jumper, vest, skivvy</td>
</tr>
<tr>
<td>shirt, t-shirt</td>
</tr>
<tr>
<td>bathers, tracksuit, towel, sunglasses</td>
</tr>
<tr>
<td>hat, gloves, mittens, scarf, umbrella, belt</td>
</tr>
<tr>
<td>dressing gown, pyjamas</td>
</tr>
<tr>
<td>underwear, singlet, underpants</td>
</tr>
<tr>
<td>sleeve, cuff, collar</td>
</tr>
<tr>
<td>earring, bracelet, necklace, ring</td>
</tr>
<tr>
<td>front, back, inside out</td>
</tr>
<tr>
<td>colours – light, dark</td>
</tr>
</tbody>
</table>

Structures

I wear/I’m wearing ...
I put on/I’m putting on ...
I take off/I’m taking off ...
It’s a ...
He’s, she’s, they’re...
First, next, then, after that, last, finally
Who is ...?
How many...?

Notions/ideas

Depending on the kind of vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk with your new arrival about some of the following ideas in relation to clothes:

physical attributes talk about the strength of different fabrics, and why different fabrics are used for different purposes

texture compare materials of different textures and talk about which ones would make the best clothes for cold weather or hot weather
Unit 7: Clothing

Vocabulary (Cont.)

Verbs
make, wear, sew, put on, take off, wash, dry, zip/unzip, tie/untie, button/unbutton, dress/undress

Adjectives
pretty, ugly, warm, cool

Prepositions
on, off, in, under, next to

Worksheets
This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources which support oral language work in the classroom.

It is important that these worksheets are used to consolidate English that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets, e.g. ‘slacks’ instead of ‘trousers’

Worksheets 1 & 2
These worksheets are useful when introducing the new vocabulary associated with this unit. Link the pictures to real items of clothing wherever possible, e.g. what the students are wearing, pictures in magazines. It is important to model the pronunciation of each item. The student should keep the worksheets in his/her folder for reference, or use them to make a picture/word matching activity.

Worksheet 3
Introduce or revise the names of the colours and teach this as a chant to the whole class. This activity allows the new arrival to join in a non-threatening situation and gives valuable practice in the rhythm and intonation of English. Other one-syllable names of items of clothing can be substituted for socks, e.g. hats, shirts, gloves, jeans.

Worksheet 4
Discuss the concept of day and night. Introduce the structures ‘In the morning...’, ‘At night...’. Talk about the process of putting on and taking off clothes, depending on the time of day. Students can role play this activity. The student can draw the clothes he/she takes off and puts on in the morning or when going to bed at night. Worksheets 1 & 2 can be used as reference when labelling the drawings.

Worksheet 5
Go through this worksheet orally and discuss each item of clothing and when it is worn. Discuss the use of the article ‘a’ when the item is a single piece (except for pants/trousers, which have two legs). Provide the written words so the student can fill the gaps in the sentences with the appropriate word. He/she can also use Worksheets 1 & 2 as a reference. Encourage the student to read the completed sentences aloud to you or a partner. The student can then write some sentences using the sentence structure on the worksheet as a model, e.g. ‘I wear a green jumper to school’.

Worksheet 6
Discuss the items of clothing pictured and the order in which they might be put on when dressing to go out on a cold day. It may be helpful to first role play the process of getting dressed. The student can then read the sentences and identify the item of clothing mentioned in each from the pictures provided. He/she then matches the pictures to the sentences and cuts and sequences the sentences in appropriate order. There is more than one way to sequence the sentences.
Worksheets 7–10

Revise the clothing vocabulary, especially in relation to what students wear to school. List clothing items under the heading ‘What do I wear to school?’ Play a question and answer game using the structures ‘Do I wear my ... to school?’ before introducing the worksheets. Read through the worksheets orally with the student before he/she fills the gaps and reads the sentences aloud. The pictures can be deleted so that the student can draw him/her self. The vocabulary can also be adapted according to what the student normally wears to school.

Worksheet 11

This worksheet can be used for vocabulary extension. Revise the known words and introduce any new words, preferably using real items. The student can then write the words next to the appropriate pictures. Encourage the student to read the words aloud.

Worksheet 12

This word search can be used to reinforce vocabulary. It may be necessary to first demonstrate how to do a word search and to show how the words are either vertical or horizontal. Make sure that the student reads the words aloud to you or partner to practise pronunciation. The student can also demonstrate understanding of the meaning of the words by linking words and pictures with a line.

Worksheet 13

Group students in pairs. One student looks at the picture for two minutes then gives it to his/her partner. The student then tells the partner the names of as many items as possible that they remember seeing in the picture.

Worksheet 14

Students add items of their own clothing to the clothes column and tally the number of sleeves, buttons etc. This worksheet may be used as a survey on an individual level or as a class activity. The results can be graphed and sentences constructed, e.g. Lana’s shirt has two sleeves, one collar and no buttons.

Worksheet 15

Discuss the picture, modelling the names of specific items. Ask questions, e.g. ‘Where are the boots?’ Encourage the use of prepositions in answers, e.g. on, under, in, beside. Introduce and demonstrate prepositions, if necessary, using real items, e.g. The shoes are under the chair. Scribe sentences based on the picture. Give examples of singular, plural, e.g. is/are, plural ‘s’. The students can list vocabulary and/or write sentences under the picture.
Additional resources

Teaching resources
Wright, A., *1000 Pictures For Teachers to Copy*, p. 76, has simple pictures of clothes; pp. 82–83 have prepositions that could help when using some of the worksheets.

*Addison-Wesley Picture Dictionary* has pictures of clothing on pp. 34–35.

Liebowitz, D., *Basic Vocabulary Builder* has pictures of clothes in Unit 2.

Cech, M., *Global Child* has a useful suggestion for including other cultures when discussing this topic, pp. 98–110.


Civardi, A. & King, C., *The Usbourne Children’s Word Finder* has pictures of clothing, p. 27.

Mike Teaches English: *What’s in my backpack? – Personal things.*

*Where’s English?:* Level 1 – In the bedroom (SLC 1); Level 2 – In the bedroom (SLC 2); At the police station.


Nixon, C. and Tomlinson, M., *Primary Activity Box*: 5.6 – Colour coordinates; 8.5 – Dress me up.

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games

- *Who is wearing ...?:* the teacher names an item of clothing and students stand up/put their hand up if they are wearing the item named.
- *Clothing Colours:* the teacher names a colour and item of clothing and students put up their hand/stand up if they are wearing it.
- *I’m wearing’ Game:* students take it in turns to add a new item of clothing to the list, until someone no longer remember the list. For example: ‘I’m wearing blue socks.’ ‘I’m wearing blue socks and red shoes.’ ‘I’m wearing blue socks, red shoes and a green jumper.’ ‘I’m wearing blue socks, red shoes, a green jumper and a hat with a pom-pom.’ The new arrival could sketch the items to help him/her remember the new words.

Reading

- *Clothing Diary:* students make books recording and illustrating the clothes they wear each day during a week, e.g. ‘Today I am wearing stripey socks, black shoes, a skirt ...’
- *Fanciful Clothing Book:* students make and illustrate an imaginative book based on clothing combinations. For example, ‘Today I’m wearing bathers, boots, warm gloves and a big black hat.’

Chants

- Shoes and socks (C. Graham, *Jazz Chants for Children*, p. 4)
- Mama, Mama, my socks don’t match (C. Graham, *Jazz Chants for Children*, p. 51)
- Polka Dot Pyjamas (C. Graham, *Jazz Chants for Children*, p. 69)
Vocabulary development games

- *Clothing Bingo*: use a grid from the Appendix to make Bingo cards using pictures cut from worksheets or magazines. A group of students can play this game.
- *Concentration*: students can use word/picture cards made from the worksheets or pictures cut from magazines.
- *Have you seen my friend?*: students stand/sit in a circle facing outwards. One student walks around the outside of the circle and stops at another student and asks, ‘Have you seen my friend? She’s wearing a blue jumper, jeans and white shoes’. The student described stands up and runs and the student who was asked the question tries to catch him/her. If the student succeeds, then the next turn passes on to him/her.

Mathematics

- Graph the number of trousers, jumpers, dresses etc. worn by children on a particular day.
- Count by 2s, e.g. legs of trousers, arms of shirts, socks, shoes, thongs.
- Tallying, e.g. how many hats/socks etc?
- Problem solving, e.g. I have four red socks and four blue socks. How many socks altogether? How many pairs of socks?
- Measurement activities, e.g. belts/waist, size of clothes, shoes.

Art

- *Jewellery making*: students make a bracelet or necklace, e.g. pasta/dough beads on elastic.
- *Cardboard dolls*: students cut out a boy/girl shape from cardboard and cut out and decorate paper clothes to dress the figure.
- *Felt clothing*: students cut felt in the shape of clothing items to use on a felt board. Label the items made.
- *Collage*: students cut out pictures of clothes from magazines and paste on paper.
- *Magazine clothing person*: students cut and paste magazine pictures of clothes. They then draw in a head, arms and legs to make a person.
- *Paper weaving*: students weave coloured paper strips to make ‘cloth.’
- *Decorate a t-shirt*: students use fabric pens to decorate a t-shirt or they cut out a large t-shirt shape from white cloth and decorate with felt pens or paint.
- *Body outlines*: students trace around a friend’s body outline and paint/dress the resulting figure.
- *Embroidery*: students embroider hessian/cloth with wool to make a placemat or wall-hanging.

Links with Key Learning Areas

Science

- Collect different textured materials for students to make a wall hanging. Students touch the fabrics and describe how they feel. Label according to texture, e.g. soft, shiny, fluffy, smooth.
- Students classify materials, e.g. wool, cotton, synthetic.
- Students cut out pictures of clothing from magazines or catalogues and classify according to different criteria, e.g. for a cold day, for playing games, made of the same materials.
- Students wet pieces of material or clothes made from different fabrics. Hang them on the line. Time how long they take to dry. Graph the results.
<table>
<thead>
<tr>
<th>shorts</th>
<th>shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>slippers</td>
<td>dress</td>
</tr>
<tr>
<td>jumper</td>
<td>skirt</td>
</tr>
<tr>
<td>t-shirt</td>
<td>boots</td>
</tr>
<tr>
<td>hat</td>
<td>dressing gown</td>
</tr>
<tr>
<td>socks</td>
<td>trousers/pants</td>
</tr>
<tr>
<td>parka</td>
<td>track suit</td>
</tr>
<tr>
<td>underwear</td>
<td>jacket</td>
</tr>
<tr>
<td>shirt</td>
<td>singlet</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>cardigan</td>
<td>underpants</td>
</tr>
<tr>
<td>jeans</td>
<td>tights</td>
</tr>
<tr>
<td>raincoat</td>
<td>bathers</td>
</tr>
<tr>
<td>rainhat</td>
<td>pyjamas</td>
</tr>
<tr>
<td>sunglasses</td>
<td>scarf</td>
</tr>
<tr>
<td>thongs</td>
<td>gloves</td>
</tr>
<tr>
<td>skivvy</td>
<td>belt</td>
</tr>
</tbody>
</table>
SOCKS

Red socks
Blue socks
White socks
Green socks
Brown socks
Black socks
Many different coloured socks.

Yellow socks
Purple socks
Orange socks
Grey socks
Aqua socks
Gold socks
Colours in-between socks.
<table>
<thead>
<tr>
<th>Action</th>
<th>Time of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take off my</td>
<td>Morning when I get</td>
</tr>
<tr>
<td></td>
<td>up</td>
</tr>
<tr>
<td>Put on my</td>
<td>Morning when I get</td>
</tr>
<tr>
<td></td>
<td>up</td>
</tr>
<tr>
<td></td>
<td>At night when I go</td>
</tr>
<tr>
<td></td>
<td>to bed</td>
</tr>
<tr>
<td></td>
<td>Put on my</td>
</tr>
<tr>
<td></td>
<td>At night when I go</td>
</tr>
<tr>
<td></td>
<td>to bed</td>
</tr>
</tbody>
</table>
I wear a hat on my head.

I wear ................. on my feet.

I wear ................. on my feet.

I wear ................. on a hot day.

I wear a t-shirt ................. on a hot day.

I wear ................. on a cold day.

I wear ................. when it is raining.

I wear ................. at the swimming pool.

I wear ................. to bed.

I wear a belt ................. around my waist.
Next I put on my singlet.

Then I put on my jumper.

First I put on my underpants.

Then I put on my coat.

After that I put on my t-shirt.

Then I put on my socks.

Then I put on my trousers.

Then I put on my scarf.

I put on my shoes.

Last, I put on my gloves.
Unit 7: Clothing

What do I wear to school?

Off I go to school.

Do I wear my underpants?

Yes, I wear my underpants.
Unit 7: Clothing

Do I wear my singlet?
Yes, I wear my

Do I wear my shorts?
Yes, I wear my
Unit 7: Clothing

Do I wear my shirt?

Yes, I wear my

Do I wear my socks?

Yes, I wear my
Do I wear my shoes?
Yes, I wear my

Do I wear my hat?
Yes, I wear my
Unit 7: Clothing

- singlet
- pyjamas
- jumper
- shoes
- dress
- sunglasses
- shirt
- sock
- shorts
- boot
- hat
- jacket
- slippers
- trousers
- bathers
- scarf
- rainhat
- umbrella
- t-shirt
- jeans
- thongs
- underpants
- skirt
- raincoat
Unit 7: Clothing

Worksheet 12

- gloves
- underpants
- thongs
- shirt
- sock
- jumper
- pants
- scarf
- umbrella
- bathers
- singlet
- jeans
- coat
- dress
- shoes
- shorts
- belt
- sock
- hat
- boots
- cardigan
- skirt
- pyjamas
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>zip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>collar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buttons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pockets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cuffs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sleeves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td>shirt</td>
<td>dress</td>
</tr>
</tbody>
</table>
Unit 7: Clothing
Unit 8: Food

Food and eating is a subject that lends itself to many enjoyable activities and exchange of ideas and opinions. At school your student will need to know how and what to buy at the school canteen, and which foods are the most nutritious.

Expected outcomes from the Food theme

The aim of this unit is for students to be able to:

• identify and describe various foods
• understand and respond to simple questions about food
• categorise food according to group, health value, container/packaging etc.
• understand that there are similarities in the types of food eaten in various cultures, as well as differences
• read and complete simple worksheets about food
• ask and answer questions about food
• use appropriate polite forms when asking for or accepting food.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions

• Identifying food.
• Categorising food and its containers/packages.
• Describing food.
• Expressing likes/dislikes.
• Expressing thanks.
• Requesting and refusing.
• Comparing food tastes, smells, textures, sizes etc.

Structures

This is a ... That’s a ...
What’s this/that? It’s a ...
These are ... Those are ...
What are these/those?
He/She eats ... They eat ...
I eat ... We eat ...
I like ... I don’t like ...
Do/Did you like ... ?
I liked ... I didn’t like ...
Would you like ... ?Yes, please/ No, thank you.
Can I ... ?
Unit 8: Food

Notions/ideas
Depending on the kind of concepts and vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to food:

- **size, volume** of foods, measurement of dry foods by weight, liquids by volume
- **cooked/raw** which foods can be eaten raw, cooked and which either way – what preferences do students have for cooked or raw foods?
- **hot/cold** which foods are eaten hot/cold – discuss individual preferences
- **the order in which foods are eaten** which foods are usually eaten first in a meal, e.g. soup or sweets; which foods do students like to eat early in the day, which ones later? Compare the student’s responses – cultural differences are likely to be relevant when talking about these issues.
- **fresh/bad** which foods keep well, and which ones go bad quickly? how can one decide on the freshness of various foods, e.g. the freshness of bread, biscuits etc.

- **ripe/unripe** ripeness in fruit and vegetables – use examples of ripe and unripe foods
- **cost** which foods are expensive and which are cheap?
- **taste** talk about or categorise foods into those that are sweet or savoury, have strong tastes or mild tastes, have pleasant or unpleasant tastes, or according to individual likes and dislikes
- **smell** pleasant and unpleasant food smells – individual likes and dislikes; what happens when food goes bad?
- **texture** categorising various food by texture – crunchy, soft, hard, smooth etc.
- **colour** categorising various foods by colour
- **shape** categorising various foods by their shape, e.g. fruit and vegetables
- **nutrition** healthy and unhealthy foods, foods we can eat a lot of, foods we should only eat a little of, categorising foods into food groups

Vocabulary

**Nouns**
- Names of fruits, vegetables, meats, seafoods, dairy foods, processed foods and cereals (choose both common foods and foods that are familiar to the student)
- Containers and packages, e.g. bottle, jar, bowl
- Names of utensils, e.g. spoon, bowl, plate
- Days of the week
- Meals: breakfast, lunch, dinner, tea, playlunch, snack

**Verbs**
- taste, smell, touch/feel, look/see
- eat, drink, bite, chew, swallow
- cook, carry, buy
- mix, cut, stir, wash, peel

**Adjectives**
- colours
- good, bad, fresh, cooked, raw, sweet, sour, bitter, soft, hard, rough, smooth, round, big/bigger
- shape and size
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use-resources that support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheet 1

This worksheet can be used to introduce some basic food vocabulary. Provide real items of food for the student to look at and handle where possible. Model pronunciation and encourage the student to repeat the words. The worksheet can be coloured in and kept in a scrapbook or folder for reference. Other uses for the worksheet include Bingo (see grid in Appendix), Snap and Concentration.

Worksheet 2

This worksheet can be used to introduce some fruit and vegetable vocabulary and should be kept in a scrapbook or folder for reference. Model the pronunciation of each word and encourage the student to repeat the words. The student can then cut and paste the items to categorise fruit and vegetables, or can use the worksheet as a ‘spotto’ on a visit to a greengrocer. The student may also like to label each item using their first language.

Worksheet 3

Revise the names of the vegetables, modelling the correct pronunciation. Provide real examples of the vegetables where possible and encourage the student to touch and smell. Photos/illustrations from magazines etc. can also be used. The student can draw pictures of each vegetable next to the vocabulary. It may be necessary to demonstrate how to do a word search, e.g. finding vertical and horizontal words.

Worksheet 4

Introduce or revise the names of the vegetables on this worksheet. Teach the structure ‘I like ... ’, ‘I don’t like ... ’. The teacher or a partner can select items they do/don’t like as a model for the new arrival. The worksheet can then be completed by colouring, cutting and pasting into the appropriate section. This worksheet specifically on vegetables can be adapted for use with other food categories, e.g. fruit, dairy foods.

Worksheet 5

Revise the pronunciation of all the words. This activity revises the vocabulary on Worksheet 1, so the student can use Worksheet 1 as a reference, if necessary, when drawing a picture of the items next to the words. Demonstrate how to find vertical and horizontal words and colour them in different colours to differentiate. Make sure that the student reads the words aloud to check pronunciation.

Worksheet 6

Revise the colours before commencing this activity, e.g. use a matching activity with colours and colour names on flashcards. If possible, provide examples of fruits pictured on the worksheet for the student to look at and handle. Demonstrate how to fill the gaps with the names of the colours. Talk about the fruits that are more than one colour. Model the use of and/or, e.g. ‘Strawberries are green and red’, ‘Grapes are green or purple’. Provide the written form of the colour names on a chart/flashcards etc. for the student to refer to.

Worksheet 7

This worksheet can be used in conjunction with the activity of making a fruit salad. The fruits used can be adapted to suit the fruit available or the vocabulary the student has been taught. First introduce or revise the names of the fruit used and model the pronunciation. Ensure that the student understands the instruction ‘draw’ in order to complete the worksheet by drawing the fruit in the bowl.
Worksheet 8
This worksheet can be used for a listening activity and as a revision and assessment tool for the teacher. The teacher names an item of food, e.g. ‘I went shopping and I bought some bread’, and the student draws the item in the shopping trolley. Revise foods bought in the supermarket as well as fruit and vegetables. Refer the student to completed vocabulary and pictures for assistance. When the student has drawn a number of items, he/she can label them and read the words back.

Worksheet 9
This worksheet can be used to introduce the senses of taste and smell in relation to food. Provide the items of food for the student to taste or smell (the worksheet can be adapted to include available items) after introducing/revising any new vocabulary. Introduce each sense separately. The student can categorise the tastes/smells, e.g. sweet, sour, salty tastes and good and bad smells, or can play a blindfold game with a partner where they guess the identity of the item they taste or smell.

Worksheet 10
Talk about the nutritional value of the food items pictured. Decide which foods should be eaten most, moderately or little, as well as balancing food intake. The items can then be coloured, cut out and pasted onto the food pyramid on Worksheet 11. The student can also draw additional food items that they eat.

Worksheet 11
The student can paste the food items from Worksheet 10 onto the ‘food pyramid’ to show their nutritional value. Provide the written forms of the vocabulary so the student can label the items and read them back to the teacher or a partner. Students may also like to construct an ‘un-nutritional’ pyramid to compare with their nutritional pyramid.

Worksheet 12
Provide examples of these containers and match with labels or teach the names using the pictures. Discuss the types of food that are found in each type of container (examples are useful here) and what each is used for. The student can link the pictures to the matching words with a line. He/she can then fill the gaps in the sentences and read them back to you or a partner. The student can also write his/her own sentences about foods that are familiar, e.g. a bag of rice, a can of beans.

Worksheet 13
This activity reinforces and recycles vocabulary and encourages the student to use it in relation to his/her own daily food intake. Introduce the names of meals. The names of the days of the week may also need to be introduced or revised. The student can fill in the ‘food diary’ with the food eaten each day for a school week and read the lists of foods to the teacher/group. The lists can also be illustrated. The student can write sentences based on the food diary, e.g. ‘On Monday I ate noodles for breakfast’. The structure ‘On ... I ate ... for ... ’ may need to be taught.

Worksheet 14
The student can read through the alphabet with the teacher and colour the pictures. He/she can then write the names of foods which begin with the particular letters of the alphabet, if necessary using completed worksheets for reference. The student can then draw and write the names of other examples of foods that start with the letters or make their own alphabet book, in English and his/her first language.

Worksheet 15
Introduce and model questions and responses used when buying food. Provide the written forms. Role play the interactions when buying food, e.g. at the school canteen. Talk about appropriate use of polite forms, such as, please, thank you. The student can then draw and label what he/she would like to buy and fill the gaps in the speech balloons. It may be necessary to introduce use of ‘a’, ‘an’ and ‘some’.
### Additional resources

#### Teaching resources

Kane, S., *Celebrating Diversity* has activities on food and international food/cooking on pp. 78–82.

Liebowitz, D., *Basic Vocabulary Builder* has pictures of food in Units 4, 5 & 6.

Cech, M., *Global Child* has food references in every chapter.

Wright, M., *1000+ Pictures for Teachers to Copy* has pictures of food on pp. 79–82.

*Addison-Wesley Picture Dictionary* has pictures of supermarket food items on pp. 48–51.


Civardi, A. & King, C., *The Usborne Children’s Wordfinder* has food on p. 18.

Toth, A., *Heinemann Children’s Games*: Going Shopping 1 and 2, pp. 28 & 44; Mmmmm!, p. 24; Let’s go on a picnic, p. 22; Colour Bingo, p. 10; Body Snap, p. 11; and Family Spinner, p. 15, can be adapted to the food theme.

*Mike Teaches English*: What’s in my backpack? – Personal things; Fruit and vegetables; Shopping.

*Where’s English?*: Level 1 – In the kitchen; At the bakery (SLC 1); At the canteen (SLC 1); In the garden (SLC 2). Level 2 – At the supermarket; In the kitchen.

*ESL Stages B1 and BL – Teacher Support material for primary new arrivals, Years 3–6, Years P–2* has a unit of sequenced activities for this topic on pp. 136–137.


Nixon, C. and Tomlinson, M., *Primary Activity Box*: 3.1 – Card games (food); 3.4 – Colourful cans.

### Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

#### Listening games

- **I went shopping**: students sit in a circle. Each student adds the name of an item of food to the list. The game continues until someone can’t remember the items in order.

- **What is he/she eating?**: make a tape recording of someone eating, e.g. an apple, an ice cream, some potato crisps. The student listens to the tape and identifies the food item.

- **Fruit Salad Game**: students sit on chairs in a circle. Each student is given the name of one of three fruits, e.g. peach, pear, plum. The students listen for when the teacher says the name of their fruit and they change chairs.
Vocabulary development games

- **Bingo:** use pictures of food and the grid in the Appendix to make cards, e.g. Worksheets 1 & 2 of this kit or *Basic Vocabulary Builder;* Blackline Masters, pp. 4, 5A & 5B. A group of students can play together.

- **Concentration:** the student can use Worksheets 1 & 2 or pictures cut from magazines to make the cards for a concentration game.

- **Snap and Food Lotto:** the student can use Worksheets 1 & 2 to make games to play with a friend.

- **Spotto:** use Worksheets 1 & 2 for a spotto activity on a visit to a local market or supermarket. The student can tick off and name the item when they see it.

- **Kim’s Memory Game:** place some items of food on a tray. Remove the items of food one at a time and have the student name the missing items.

- **Shops:** the student uses playdough and/or plasticine to make fruit and vegetable models, or items found in the supermarket or milkbar.

- **Funny Meals:** the student draws a plate/bowl and cuts illustrations of food from magazines and pastes them on to design a ‘funny meal’.

- **Healthy and unhealthy meals:** the student cuts and pastes pictures of food items from magazines or supermarket catalogues onto a paper plate to illustrate healthy and unhealthy meals.

Rhymes and chants

- **Five Fat Sausages**
- **Oranges and Lemons**
- **Hot Cross Buns**
- **One Potato, Two Potato**
- **Who Stole the Cookie from the Cookie Jar?**
- **Chicken and Chips**
- **Jump for Joy (Susan Hill)**
- **Singing, Chanting, Telling Tales (Carolyn Graham)**
- **The Chocolate Cake (Carolyn Graham)**
- **The Hot Dog Song (Carolyn Graham, Jazz Chants for Children, p. 11)**
- **Grandma’s Going To The Grocery Store (C. Graham, Jazz Chants for Children, p. 67)**
- **Peaches, Apples, Plums (C. Graham, Let’s Chant, Let’s Sing)**
- **Mama, Mama, I Want an Apple (C. Graham, Let’s Chant, Let’s Sing)**
- **What Do You Want for Dinner? (C. Graham, Let’s Chant, Let’s Sing)**
- **Do You Want Chicken? (C. Graham, Let’s Chant, Let’s Sing)**
- **Food Train Chant (Jamboree, p. 53)**
<table>
<thead>
<tr>
<th>Food</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>soup</td>
<td>rice</td>
<td>noodles</td>
<td>cereal</td>
</tr>
<tr>
<td>pie</td>
<td>pastie</td>
<td>spaghetti</td>
<td>bread</td>
</tr>
<tr>
<td>eggs</td>
<td>milk</td>
<td>cheese</td>
<td>yogurt</td>
</tr>
<tr>
<td>hamburger</td>
<td>meat</td>
<td>fish</td>
<td>chicken</td>
</tr>
<tr>
<td>sandwich</td>
<td>cake</td>
<td>doughnut</td>
<td>biscuit</td>
</tr>
<tr>
<td>chips</td>
<td>pizza</td>
<td>chocolate</td>
<td>ice cream</td>
</tr>
</tbody>
</table>
### Unit 8: Food

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>onion</td>
<td>zucchini</td>
<td>corn</td>
<td>garlic</td>
</tr>
<tr>
<td>peas</td>
<td>cabbage</td>
<td>potatoes</td>
<td>celery</td>
</tr>
<tr>
<td>mushrooms</td>
<td>cauliflower</td>
<td>capsicum</td>
<td>carrot</td>
</tr>
<tr>
<td>pumpkin</td>
<td>beans</td>
<td>radish</td>
<td>nuts</td>
</tr>
<tr>
<td>grapes</td>
<td>pineapple</td>
<td>cherries</td>
<td>banana</td>
</tr>
<tr>
<td>watermelon</td>
<td>pear</td>
<td>blackberries</td>
<td>tomatoes</td>
</tr>
</tbody>
</table>
Vegetables

celery    capsicum    onion

carrot    zucchini    corn

peas    cauliflower    cabbage

potato    beans    pumpkin
# Vegetables

<table>
<thead>
<tr>
<th>I like ...</th>
<th>I don’t like ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>cabbage</td>
<td>corn</td>
</tr>
<tr>
<td>zucchini</td>
<td>beans</td>
</tr>
<tr>
<td>celery</td>
<td>green pepper</td>
</tr>
<tr>
<td>pumpkin</td>
<td>carrot</td>
</tr>
<tr>
<td>cauliflower</td>
<td>onion</td>
</tr>
<tr>
<td>potatoes</td>
<td>mushroom</td>
</tr>
<tr>
<td>capsicum</td>
<td></td>
</tr>
</tbody>
</table>
## FOOD

| r | s | o | u | p | r | t | m | e | a | t | i |
| i | f | i | s | h | a | c | h | i | p | s | c |
| c | e | r | e | a | l | p | n | c | a | k | e |
| e | g | g | s | c | h | e | e | s | e | p | c |
| d | o | u | g | h | n | u | t | r | o | i | r |
| d | r | i | n | k | m | i | l | k | k | z | e |
| s | a | n | d | w | h | i | c | h | v | z | a |
| t | r | s | c | h | i | c | k | e | n | a | m |
| a | c | h | a | m | b | u | r | g | e | r | w |
| b | m | i | s | s | p | a | g | h | e | t | t | i |
| c | h | o | c | l | a | t | e | n | p | i | e |
| n | o | o | d | l | e | s | b | r | e | a | d |

- rice
- fish
- sandwich
- meat
- cereal
- chocolate
- cake
- spaghetti
- icecream
- hamburger
- chips
- eggs
- chicken
- pie
- noodles
- cheese
- bread
- soup
- milk
- drink
- pizza
- doughnut
The colours of fruit

Apples are

Pears are

Bananas are

Grapes are

Pineapples are

Watermelons are

Oranges are

Lemons are

Strawberries are

Cherries are

Peaches are
Name:...........................

Fruit Salad

1. Draw one pineapple
2. Draw two apples
3. Draw three bananas
4. Draw four oranges
5. Draw five pears
6. Draw six kiwi fruit
7. Draw seven strawberries
8. Draw eight cherries
9. Draw nine grapes
10. Draw one peach
Taste

apple  chocolate  cheese  vinegar

honey  orange  potato chip  olive

Smell

soap  orange  coffee  herbs

herbs  bread  lemon  water
Healthy Diet Pyramid
Containers for food

jar
bottle
packet
carton
bowl
spoon
box
plate
can, tin

A ......................... of chips.
A ......................... of jam.
A ......................... of cereal.
A ......................... of milk.
A ......................... of salad.
A ......................... of sugar.
A ......................... of oil.
A ......................... of rice.
### My Food Diary

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet 13
Food Alphabet

Aa is for ..........  
Bb is for ..........  
Cc is for ..........  
Dd is for ..........  
Ee is for ..........  
Ff is for ..........  
Gg is for ..........  
Hh is for ..........  
Ii is for ..........  
Jj is for ..........  
Kk is for ..........  
Ll is for ..........  
Mm is for ..........  
Nn is for ..........  
Oo is for ..........  
Pp is for ..........  
Qq is for ..........  
Rr is for ..........  
Ss is for ..........  
Tt is for ..........  
Uu is for ..........  
Vv is for ..........  
Ww is for ..........  
Xx is for ..........  
Yy is for ..........  
Zz is for ..........  

Worksheet 14
What would you like?

I'd like ________________________________, please.

Here's ____________________________.

Thank you.

A ______________________________ is ____________________________.

How much is a ______________________________, please?
Unit 9: Houses

The *Houses* theme is potentially quite large. It can be broken into smaller units, e.g. The house and garden, Rooms and their uses, Furniture and household tools and implements. This unit helps students to talk about their own lives and experiences and also introduces language useful at school.

**Expected outcomes from the Houses theme**

The aim of this unit is for students to be able to:

- talk about items inside and outside the home
- use some basic English to describe houses – inside and outside
- respond to questions about their own home and other homes.

Refer to the *ESL Companion* for general ESL learning outcomes (Stages A1 or B1).

**Language that could be targeted in this unit**

**Functions**

- Identifying items inside and outside the home.
- Inquiring about different items.
- Describing own home and homes in general.
- Replying to questions about houses/homes.
- Asking about other people's homes.
- Classifying items in the home according to different purposes, e.g. things in the bedroom, things we use for cooking.

**Structures**

Where is ...? Where's ...?
Here is ... Here’s ...
What’s that?
This is the... That is/That’s the ...
What do you/we do in the ...? I/We ... in the. ...
My house has/had ...
Where do you live? I live ...

**Notions/ideas**

Depending on the kind of vocabulary your student is already familiar with, you may be able to talk about some of the following ideas in relation to homes and houses:

- **people** the kinds of homes that people like to live in, matching people with homes
- **location** where different items are stored, or where furniture is located
- **routines** time, duration – How long does it take to iron a shirt?, make a cake?, have a shower? Which takes longer, to mow the lawn or to make a cake?
- **price/value** Which might cost more, a house or a flat? Does a TV cost more or less than a refrigerator? Does an iron cost more or less than a toaster? (use catalogues to check)
- **touch** the feel of fabrics, surfaces – smooth/rough, warm/cold
- **sound** Which items make a noise, which are the noisiest? noisy/quiet
# Unit 9: Houses

## Vocabulary

<table>
<thead>
<tr>
<th>Kinds of dwellings</th>
<th>Outside</th>
<th>Inside</th>
<th>The garden</th>
<th>Household tools and implements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nouns</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>house</td>
<td>roof</td>
<td>door</td>
<td>fence</td>
<td>kettle, iron, toaster, spoon, knife, fork, plate, bowl, cup, glass</td>
</tr>
<tr>
<td>flat</td>
<td>chimney</td>
<td>key</td>
<td>gate</td>
<td>iron, toaster, spoon, knife, fork, plate, bowl, cup, glass</td>
</tr>
<tr>
<td>unit</td>
<td>TV aerial</td>
<td>rooms – bedroom, kitchen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>window</td>
<td>steps</td>
<td>bathroom etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>garage</td>
<td>driveway</td>
<td>furniture – chair, table, sofa, bed etc</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td></td>
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</tr>
<tr>
<td>wash</td>
<td>dress</td>
<td>cook</td>
<td>put</td>
<td>read, talk, listen</td>
</tr>
<tr>
<td>sweep</td>
<td>sleep</td>
<td>eat</td>
<td>play</td>
<td></td>
</tr>
<tr>
<td>clean</td>
<td>relax</td>
<td>rest</td>
<td>watch</td>
<td></td>
</tr>
<tr>
<td>brush</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>iron</td>
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<tr>
<td><strong>Adjectives</strong></td>
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<tr>
<td>(See Notions/ideas list above)</td>
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<tr>
<td><strong>Prepositions</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>in/on, under, next to,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>behind, between,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in front of, above</td>
<td></td>
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</tr>
<tr>
<td><strong>Sequence words</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>first, next, then, after</td>
<td></td>
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</tbody>
</table>
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources that support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheet 1

Introduce and model the pronunciation of the features of the outside of a house. It would be best to first look at an actual house (perhaps one where a student lives) and discuss and name the features, modelling pronunciation and encouraging the student to repeat the words. The worksheet can be used as a Bingo-style check list or ‘Spotto’ during a local walk. The student can draw any features they see that are not depicted on the sheet. These can be discussed and labels and sentences developed from them.

Worksheet 2

This worksheet can be used to revise vocabulary already introduced and the student can practise reading the words in sentences. The sentences can be read and the features drawn, using Worksheet 1 as a reference, if necessary. A booklet can be made once the boxes have been filled (see Appendix for instructions for making a booklet).

Worksheet 3

This simple puzzle to cut and assemble could also be used as a means of revising and reinforcing the vocabulary. The student could add details to the basic outlines and label the features, e.g. windows, doors, and draw and label exterior features, e.g. a fence, path, garden etc.

Worksheet 4

Model the pronunciation of the language. Relate the illustration to a real house if possible, e.g. a house and garden seen on a local walk or a photograph of a student’s home. The student can add any more words that he/she knows and then read back the words to you or a classmate. Make sure that the student keeps this worksheet in a folder for reference.

Worksheet 5

Use in conjunction with Worksheet 4 to reinforce and revise the vocabulary. The student can fill in the missing words and add any more that are known. Ask the student to name the features orally.

Worksheet 6

Introduce or revise the vocabulary. The student can draw a small picture beside each word and then find the words in the grid and colour them in different colours to differentiate them. It may be necessary to demonstrate finding vertical and horizontal words before beginning. Encourage the student to read the words aloud on completion.

Worksheets 7 – 11

These worksheets introduce what happens in the various rooms of the house. Model the structure ‘What do we do in the ...?’ Discuss, role play and list examples of things we do in specific rooms. The student can label objects in the rooms in both the first language and in English. The student can form sentences from the lists and draw in the boxes. ‘Whiteout’ can be used to delete the sentences already in the boxes if the student is able to work more independently.
**Worksheet 12:**
First go through the worksheet orally and talk about what happens in each room. The student can read and complete the sentences using the names of the rooms provided. He/she can then match the sentences and pictures. The sentences can be cut and pasted into a small booklet, which can be illustrated and read aloud to you or a partner.

**Worksheets 13–18:**
These word and picture matching activities introduce and revise vocabulary of items found in specific rooms of the home. The pronunciation of the vocabulary will need to be modelled and matched orally first. Provide pictures from magazines or catalogues, or examples of the real items if possible. The student can label the items. The numbers can be deleted with ‘whiteout’ to make the activity more challenging. The student can also draw and label additional items that may be found in his/her own home.

**Worksheet 19:**
Talk about the student’s own home. List the rooms found in his/her home. The student can then write the names of the rooms on the lines provided and fold along the vertical dotted lines. He/she can then turn over the page and draw the rooms of their own home, with the appropriate furniture and household items. Sentences can also be developed with teacher support, e.g. ‘My house has a basin in the bathroom’. This worksheet can be enlarged to A3 size.

**Worksheet 20:**
Go through this worksheet orally first and relate it to the student’s own home. Some of the concepts may need to be introduced/discussed, e.g. outside, shape, house number. The student can fill in or circle the information requested. He/she may need to be shown how to fill in the column or to circle information. The student can then draw his/her own home and label it with the information found on the worksheet.
Additional resources

Teaching resources

Civardi, A. & King, C., *The Usborne Children's Wordfinder* has a picture of a house on pp. 6 & 7. *Addison Wesley Picture Dictionary* has a picture of a laundry on p.34, a picture of a kitchen on pp. 10 & 11, and a picture of a house on pp. 26 & 27. Liebowitz, D., *The Basic Vocabulary Builder* has pictures of rooms, furnishings and household items on pp. 16, 17 & 18.

*Getting Started* has a unit on houses on pp. 99–109.

Toth, M., *Heinemann Children's Games* has a game, ‘Where are Grandma's Teeth’ on p.34, using names of furniture, rooms and prepositions.

*Where's English?:* Level 1 – In the kitchen; In the backyard; in the bedroom. Level 2 – Around the house (SLC 2).


Nixon, C. and Tomlinson, M., *Primary Activity Box*: 5.4 – Room for improvement.

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games

- *Household sounds*: make a tape recording of sounds commonly heard in the home, e.g. TV blaring, kettle boiling, dishes being washed, teeth being brushed. The student listens and identifies the source of the sounds.
- *Odd one out*: the teacher reads a list of household items aloud and the student identifies the odd one out, e.g. plate, spoon, toothbrush, fork.

Vocabulary development games

- *Bingo and Concentration*: using words, pictures of houses, rooms, furniture, household items etc., e.g. *Basic Vocabulary Builder*, pp. 16–18.
- *Mime*: students mime activities performed in the kitchen, laundry etc.
- *Roleplay*: students role play or dramatize a story they are familiar with, e.g. ‘The Three Bears’.
- *Model making*: students make and label models of furniture found in particular rooms in a house from plasticine or clay.
- *Mural*: students make a mural of drawings of their homes in Australia or country of origin.
- *Houses*: students make model houses from boxes or cardboard. They can make furniture for the house from plasticine or small containers.

Songs

- Ten Green Bottles
- There Were Five in the Bed
- Ring, Ring, Says the Telephone
- This is the way we ... (sweep the floor/iron the clothes etc.)
- When Goldilocks Went to the House of the Bears
- The Toothbrush Song

Rhymes and Chants

- I saw a little beetle in the kitchen sink (C. Graham, *Jazz Chants for Children*, p. 15)
- It’s time to go to bed (C. Graham, *Jazz Chants for Children*, p. 59)
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>door</strong></td>
<td><strong>gate</strong></td>
<td><strong>trees</strong></td>
<td><strong>house</strong></td>
</tr>
<tr>
<td><strong>window</strong></td>
<td><strong>path</strong></td>
<td><strong>flowers</strong></td>
<td><strong>key</strong></td>
</tr>
<tr>
<td><strong>garden</strong></td>
<td><strong>fence</strong></td>
<td><strong>TV aerial</strong></td>
<td><strong>roof</strong></td>
</tr>
<tr>
<td><strong>garage</strong></td>
<td><strong>driveway</strong></td>
<td><strong>steps</strong></td>
<td><strong>letterbox</strong></td>
</tr>
<tr>
<td>This is the door.</td>
<td>This is my house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside my house.</td>
<td>This is the fence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is the roof.</td>
<td>This is the path.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is the window.</td>
<td>This is the chimney.</td>
<td></td>
<td></td>
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</tbody>
</table>
Outside the House

- chimney
- spouting
- shrub
- window
- door
- steps
- fence
- flowers
- path
- smoke
- roof
- wall
- tree
Outside the House
The house and garden

<table>
<thead>
<tr>
<th>l e t t e r b o x w e r</th>
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</thead>
<tbody>
<tr>
<td>t y r u p g f a r o o f</td>
</tr>
<tr>
<td>s a e r i a l d f g h j</td>
</tr>
<tr>
<td>s k e l z t o x w a l l</td>
</tr>
<tr>
<td>t c v b n e w m q w e r</td>
</tr>
<tr>
<td>y u f e n c e i o p a d</td>
</tr>
<tr>
<td>s p g h j k r l z x c s</td>
</tr>
<tr>
<td>b a n m q w s h r u b t</td>
</tr>
<tr>
<td>e t r d o o r s m o k e</td>
</tr>
<tr>
<td>c h i m m e y t y u i p</td>
</tr>
<tr>
<td>s d w i n d o w f g h s</td>
</tr>
<tr>
<td>j k l s p o u t i n g c</td>
</tr>
</tbody>
</table>

tree
flowers
shrub
fence
window
gate
path
smoke
spouting
letterbox
chimney
aerial
roof
wall
door
steps
In the lounge room

What do we do in the lounge room?

We .................................................................

................................................................. in the lounge room.

<table>
<thead>
<tr>
<th>We relax</th>
<th>We read</th>
<th>We watch television</th>
<th>We listen to music</th>
<th>We talk to our family and friends</th>
</tr>
</thead>
</table>

Worksheet 7
In the kitchen

What do we do in the kitchen?

We .................................................................

................................................................. in the kitchen.

We cook  We eat  We wash dishes
In the bedroom

What do we do in the bedroom?

We .................................................................

................................................................. in the bedroom.

We sleep  We get dressed  We read
In the bathroom

What do we do in the bathroom?

We .......................................................... in the bathroom.

<table>
<thead>
<tr>
<th>We wash our hands</th>
<th>We wash our faces</th>
<th>We brush our teeth</th>
<th>We have a bath</th>
<th>We have a shower</th>
</tr>
</thead>
</table>
In the laundry

What do we do in the laundry?

We .................................................................

................................................................. in the laundry.

We wash clothes | We iron clothes | We put clothes in a basket
My House

We cook food in the

We wash our hands in the

We sleep in the

We watch television in the

We wash our clothes in the

bedroom  kitchen  lounge room  laundry
bathroom
The lounge room

1. lamp
2. couch
3. bookcase
4. chair
5. arm chair
6. coffee table
7. television
8. picture
9. vase
The dining room

1. table
2. chairs
3. cupboard
4. carpet
5. curtains
The kitchen

1. stove  
2. sink  
3. refrigerator  
4. drawers  
5. saucepan  
6. kettle  
7. frying pan  
8. tea pot  
9. mug  
10. cup  
11. saucer  
12. plate  
13. jug  
14. fork  
15. knife  
16. spoon  
17. dish  
18. bowl
The bedroom

1. bed
2. pillow
3. wardrobe
4. dressing table
5. mirror
6. mat
7. lamp
8. alarm clock
The bathroom

1. basin
2. tap
3. bath
4. bath mat
5. shower
6. toilet
7. towel
8. mirror
The laundry

1. sink
2. taps
3. washing machine
4. clothes dryer
5. clothes basket
6. dust pan
7. brush
8. broom
9. iron
10. ironing board
11. bucket
12. mop
13. vacuum cleaner

Worksheet 18
My House

The rooms in my house are:

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

bedroom, kitchen, laundry, bathroom, lounge room, dining room.
| **MY HOUSE** |
|-------------------|----------------------------------|
| **My house number ...** |                                   |
| **My street name ...** |                                   |
| **The colour of my house ...** | red blue white yellow brown black green grey |
| **The colour of the roof ...** | red blue white yellow brown black green grey |
| **The colour of the front door ...** | red blue white yellow brown black green grey |
| **The outside wall ...** | wood brick stone |
| **Chimney or no chimney?** | chimney no chimney |
| **Garage or carport?** | garage carport |
| **Fence or no fence?** | fence no fence |
| **Garden or no garden?** | garden no garden |
Unit 10: Plants

Use the *Plants* theme to extend students’ range of useful vocabulary, to talk about food, or to talk about and compare Australian plants with plants in students’ home countries.

**Expected outcomes from the Plants theme**

The aim of this unit is for students to be able to:

- use simple English to name plants, parts of plants and discuss characteristics of plants
- read and complete simple worksheets about plants
- ask and respond to questions about plants
- understand and use simple English to talk about what plants need to grow.

Refer to the *ESL Companion* for general ESL learning outcomes (Stages A1 or B1).

**Language that could be targeted in this unit**

**Functions**

- Identifying plants found in the garden.
- Reporting about experiences.
- Asking questions to seek information.
- Describing plants and the conditions they need.
- Comparing different plants and parts of plants.
- Expressing likes/dislikes.

**Structures:**

This is a .../That's a .../It’s a ...

Water the ... It needs ... (water).

Give it ... That’s too much/not enough.

It needs... It doesn’t need ...

It’s too dry/too wet.

It’s growing ... It’s grown ...

**Notions/ideas**

Depending on the kind of vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to plants:

- **state** plants or flowers that are dead or alive, healthy or sick
- **size** the size of plants and comparing the size, tall/taller than, small/smaller than
- **shape** the shape of leaves, flowers/petals – round, triangular, long, thin
- **colour** the colour of leaves, bark, fruit etc. – how the colour changes as fruit ripens or leaves die
- **age** the age of trees compared with people, the life span of flowers
- **taste** the taste of edible fruits, vegetables, seeds – sweet/sour, bitter, nice/nasty
- **touch** the feel of leaves, bark, flowers – rough/smooth, soft/hard
- **smell** the smell of leaves, flowers – nice/nasty, sweet, pleasant
- **quantity** lots of, some, more, less, none
Vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>kinds of plants</th>
<th>parts of plants</th>
<th>things plants need</th>
<th>animals associated with plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>tree</td>
<td>flower</td>
<td>light</td>
<td>bee</td>
<td></td>
</tr>
<tr>
<td>bush</td>
<td>petals</td>
<td>sun</td>
<td>beetle</td>
<td></td>
</tr>
<tr>
<td>grass</td>
<td>leaf</td>
<td>soil</td>
<td>snail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stem</td>
<td>water</td>
<td>grasshopper</td>
<td></td>
</tr>
<tr>
<td>Names of flowers</td>
<td>branch</td>
<td>container/</td>
<td>butterfly</td>
<td></td>
</tr>
<tr>
<td>observed/</td>
<td>roots</td>
<td>pot plant</td>
<td>ant</td>
<td></td>
</tr>
<tr>
<td>seeds planted, etc.</td>
<td>seeds</td>
<td></td>
<td>ladybird</td>
<td></td>
</tr>
<tr>
<td></td>
<td>trunk</td>
<td></td>
<td>spider</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bulb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>fruit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>berry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th>have</th>
<th>chop</th>
<th>cut</th>
<th>grow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>be</td>
<td>put</td>
<td>plant</td>
<td>die</td>
</tr>
<tr>
<td></td>
<td>eat</td>
<td>dig</td>
<td>cover</td>
<td>water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>in/on</th>
<th>under/above</th>
<th>beside</th>
<th>between</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sequence words</th>
<th>first</th>
<th>next</th>
<th>then</th>
</tr>
</thead>
</table>

Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy to use resources which support oral language work in the classroom.

It is important that these worksheets are used to consolidate English that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use 'whiteout' to make changes to the worksheets.

Worksheet 1

Walk around the school ground and neighbourhood to look at and talk about the plant life to be seen: trees, flowers, grass etc. Model the pronunciation of the names of the various plants and parts of the plants. Where possible, collect samples of plants and use these to make a list of the vocabulary for display in the classroom.

Introduce the worksheet and encourage the student to name the parts of the plants and then write the labels. The words can be deleted and the student can write them using vocabulary charts/lists displayed in the classroom. This worksheet can be used as a reference for the student, so ensure that it is kept in a folder.
Worksheet 2
Revise the vocabulary and match the words and pictures orally before the student cuts and pastes. The student can use Worksheet 1 as a reference. This word/picture matching worksheet can also be used for Bingo and Concentration.

Worksheet 3
Introduce the things used to make the Hairy Harry. Provide the written names and elicit the vocabulary. Make a Hairy Harry together, describing orally what is being done before the student follows the written instructions to make his/her own Hairy Harry. The instructions can later be used to make a cloze or a sequencing activity, for example, mix up the sentences and the student can re-arrange them in the correct order.

Worksheet 4
This worksheet can be used after making the Hairy Harry. Talk about the process of making the Hairy Harry, e.g. What did we use? What did we do first? The student can colour the picture and rearrange the words to form the sentence, or draw his/her own picture and write a sentence. The growth of the seeds can be measured and graphed.

Worksheet 5
The student can use this worksheet to make a jigsaw puzzle about the Hairy Harry activity. Make sure that the student reads the sentence aloud to the teacher or a partner.

Worksheet 6
These are examples of sentences/stories, that can be written and rearranged after an excursion or neighbourhood walk. The stories can also be used for cloze activities. The student can work with another or individually, and the pictures and sentences can be grouped to make a mural.

Worksheet 7
This worksheet can be used as an introduction and prediction activity before an excursion to local parks or gardens. It can also be used for discussion after the excursion. The student may like to contribute vocabulary in his/her first language.

Worksheet 8
This worksheet can be used when growing beans. This activity may require initial oral work to familiarise the student with the vocabulary and structures used, e.g. naming the features of the bean plant. The student can sequence the pictures and then cut out and match the sentences to the pictures. Make sure the sequence is read aloud to the teacher or a peer.

Worksheet 9
Introduce the names of the creatures on this worksheet, preferably using other visual support such as books or posters. Name and label the features on the worksheet, e.g. leaf, rock, flower. The student can then draw the creatures listening to instructions given by the teacher or another student, e.g. the snail is under the leaf, the bee is on the flower. Prepositions may need to be revised before this activity is undertaken. The student can then orally describe the completed pictures and write sentences.
Additional resources

Teaching resources

Civardi, A. & King, C., *The Usborne Children’s Wordfinder* has materials about insects on p. 25.

*Where’s English?: Level 1 – In the garden* (SLC 2).

*ESL Stage A1 – Teacher support materials for lower primary new arrivals, Years P–2* has a unit of sequenced activities for this topic on pp. 134–135.

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Games and activities

- **Guessing colours**: a student hides a flower behind his/her back and asks, ‘What colour flower do I have behind my back?’ The new arrival guesses the colour of the flower.
- **Bingo and Concentration games**: using magazine pictures or drawings, students can make games together, using names of plants or parts of plants.
- **Memory game**: using seeds, leaves and other parts of plants. Place a selection of these items on a tray. Students are given two minutes to look at them before one or two items are removed. The students then identify the missing items. The new arrival can draw the missing item if he/she cannot remember all the names.
- **Making a dictionary of plants**: using an index book, the student records fruits and vegetables they know from their country of origin in alphabetical order, drawing the fruit and vegetables and labelling them, both in their first language and English. Names of other plants can also be added.
- **Growing seeds**: for example beans or corn in a clear plastic container, or wheat in egg cartons. Students can graph the growth, or make a book about the seeds growing.
- **Nature walk**: walk around the school grounds or a local park with your student and collect seeds, bark, leaves etc. Label and display the collection in the classroom.
- **Waxed-paper murals**: the student presses leaves and/or flowers between two sheets of waxed paper, weighted with telephone books. When the plant material is dry, mount it in a construction-paper or cardboard frame.

Chants

- **Tall Trees** (C. Graham, *Jazz Chants*, p. 13)
- **Look! Look! There’s a bird in the tree** (Carolyn Graham, *Let’s chant, Let’s sing*, p. 41)
Unit 10: Plants

<table>
<thead>
<tr>
<th>a tree</th>
<th>a leaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>a flower</td>
<td>a seed</td>
</tr>
<tr>
<td>a branch</td>
<td>roots</td>
</tr>
<tr>
<td>a bulb</td>
<td>berries</td>
</tr>
<tr>
<td>fruit</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet 2
To make a Hairy Harry we need:

- a glass jar of w _ ter
- some gr _ ss s _ _ d
- an old pair of t _ ght _
- some gard _n soi _
- str _ ng
- sc _ ssors
- two eyes

1. Cut the foot from the old tights.

2. Put some garden soil and grass seed into the foot of the tights.

3. Tie up the tights with string.

4. Glue on the two eyes.

5. Put the tights into the jar of water.

6. This is how to make a Hairy Harry.
We made a Hairy Harry.

Today we made a Hairy Harry.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
We went to the gardens yesterday. We collected leaves, pine cones, sticks, and bark.
### Unit 10: Plants

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The seed.</td>
</tr>
<tr>
<td>2.</td>
<td>The seed is in the soil.</td>
</tr>
<tr>
<td>3.</td>
<td>The roots begin to grow.</td>
</tr>
<tr>
<td>4.</td>
<td>The roots grow down and the skin comes off the seed.</td>
</tr>
<tr>
<td>5.</td>
<td>The seed grows up into the air and the leaves grow.</td>
</tr>
<tr>
<td>6.</td>
<td>The beanstalk grows up and more leaves grow.</td>
</tr>
</tbody>
</table>
Unit 10: Plants

Worksheet 9

ant  spider  butterfly  bee  beetle  snail  grasshopper  ladybird
Unit 11: Time

It is important, particularly for older students, to be able to talk about time, for example, when things have happened or when they will happen. It is also important to be able to talk about the days of the week, and the general divisions of the day, such as morning, afternoon or evening. Use a clock and a timetable of the days of the week to help your student to know what to expect from the school day. If students can tell the time in their first language, they should be able to easily make the change to telling the time in English.

Expected outcomes from the Time theme

The aim of this unit is for students to be able to
• identify times of the day
• inquire about the time
• answer questions about time
• understand and use some of the language associated with time.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions:
• Inquiring about the time/date.
• Describing habitual actions.
• Planning future experiences.
• Predicting what might happen in the future.
• Sequencing the things that happen during the day.

Structures
What’s the time? What time is it?
It is/It’s ...
What’s the date? It’s/Today is ...
Yesterday was ... Tomorrow will be ...
How many ...? There are ...
When did/will ...
Next week/month/year ...
Last night/week/month/year ...

Notions/ideas

Depending on the kind of vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to time:

events
talking about when things might happen, or when they have happened – after lunch, before play, tomorrow, next week, last week, yesterday, this morning

commencement,
duration and
ending of
events
using clocks and calendars, it is often possible to communicate quite complex ideas about the timing of events and activities, which can be very useful in helping students to settle in and become accustomed to new routines. Older students may like to keep a diary of significant happenings: when they start, how long they go for, and when they end.

age/life span

contrasting and comparing ages, who is older/younger than the student: how old different people, animals and plants are; and how long they may live for
Unit 11: Time

Vocabulary

Nouns
- second, minute, hour, day, week, fortnight, month, year
- morning, noon/midday, afternoon, evening, night, midnight
- playtime, recess, lunchtime, home-time
- breakfast, playlunch, lunch, dinner
- yesterday, today, tonight, tomorrow,
- next week/month/year – last night/week/month/year
- days of the week, the weekend – months of the year – holidays

Adjectives
- early, late, fast, slow/slowly, before/after

Prepositions
- in, on, at, about

Telling the time
- o’clock, half-past/quarter-past/quarter to, clock, hands, face
- numbers (for digital time)

Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources which support oral language work in the classroom.

It is important that these worksheets are used to consolidate English that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets, e.g. ‘recess’ instead of ‘play-time’.

Worksheet 1

Talk about activities in the student’s day.
Introduce and model the vocabulary from the worksheet. List the activities in a sequence under the headings from morning to night. Introduce the worksheet and talk about what is happening in each picture and the time of day. The student can label, colour in, cut out and order the pictures to make a sequence of a day’s activities. He/she may also complete an oral or written sentence for each picture, e.g. In the morning ... , At midday ...

Worksheet 2

Introduce and model the vocabulary. Talk about what the people are doing in the pictures and when they might do each activity. The student can then label each picture using the labels provided on the worksheet. He/she may also like to draw a picture of what is done at these and other times of the day and write a label for their drawing.

Worksheet 3

Revise and model the vocabulary. Talk about the times of the day and what the student does at these times. List the activities under each heading. The student can then use the lists to draw and label the things usually done at these times of the day.

Worksheet 4

Talk about and orally practise the structures ‘In the ... ’ and ‘At ... ’. The student may need some assistance to complete the sentences, e.g. In the morning I ... , At night I ... , Make sure that the student reads the sentences aloud on completion. The student can then illustrate each sentence. The worksheet can then be cut into segments and used as a sequencing activity.
Worksheet 5
This worksheet introduces the names of the days of the week in a chant, which is also a good way to teach the rhythm and intonation of English. It is helpful to introduce and familiarise the names of the days on flashcards using an ordering activity before teaching the chant. The student can colour the pictures, cut out the seven elements of the rhyme and play an ordering game. The worksheet can also be adapted so that the student draws his/her own pictures and fills the gap in the sentence, ‘I see a ... smiling at me’.

Worksheet 6
Revise the days of the week and months of the year using flashcard games or a chart. Introduce the vocabulary ‘yesterday’, ‘today’, ‘tomorrow’ and ‘weekend’ in reference to the day of the week. The student can then fill the gaps in the words and complete the sentences. He/she then cuts out the names of the days of the week, orders them and reads the names aloud.

Worksheet 7
Revise the names and order of the days of the week using flashcards or a chart. Talk about what the student does each day and record the sentences on a board or chart, e.g. On Sunday I visit my friend. On Monday I go to school. The student completes the names of the days of the week and then draws a picture of something done on that particular day.

Worksheet 8
Use this worksheet with a student who is already able to tell the time and who understands a calendar. Introduce clock time. Numbers to one hundred may need to be revised first. Use a digital or conventional watch or clock face to introduce the vocabulary visually, e.g. second, minute, hour. Go through the worksheet orally before the student fills the gaps (it will be helpful to use a calendar to revise days of the week and months of the year). Talk about the plural ‘s’ and that ‘a/an’ is used when we talk about one thing. Encourage the student to read the completed sentences aloud.

Worksheet 9
Provide plenty of oral practice in telling the time in English. Use a clock face to revise or demonstrate. The student will need to already be able to tell the time in the first language in order to complete this worksheet. Revise seconds, minutes and hours visually using the clock face. Model the structure ‘It’s ... o’clock’ and encourage the student to practise before introducing half and quarter hours. Demonstrate the concepts of half past and a quarter-past/to. Go through the times on the worksheet, encouraging the student to use the structures orally before linking the times to the appropriate clock face with different coloured lines. Make sure that the student reads the structures aloud on completion of the worksheet.

Worksheet 10
This worksheet revises language from the previous worksheets. Introduce and model the language, perhaps using sentence strips the student can read and mime to show understanding. Talk about the times of the day these activities happen, e.g. morning, noon etc. and the specific times, e.g. half-past eight. The student can draw in the time of the day on the clock face and illustrate the sentence. The worksheet can then be cut into eight cards and used for a sequencing activity or categorising into am and pm. Make sure that the student reads the sentences aloud. The worksheet can also be adapted to incorporate additional activities from home or the school day, e.g. We go to the library. We have maths.

Worksheet 11
This worksheet introduces the language to tell the date, future, past and present. First introduce the structures, ‘Today is ... ’, ‘Yesterday was ... ’, ‘Tomorrow will be ... ’ and revise ordinal numbers. Provide the written script and encourage the student to read and practise orally. The student can then complete the sentences on the worksheet and read them aloud. He/she then reads the dates, cuts them out and orders them to form a sequence. Make sure that the student reads the dates to a teacher or partner on completion.
Additional resources

Teaching resources

Getting Started has activities built around months and dates (for older students) on pp. 26–31.

Cech, M., Global Child has activities built around days of the week on p. 178.

Toth, M., Heinemann Children’s Games has a “Time battleship” game on p. 27 and a date quiz on p. 42.

Mike Teaches English: Happy birthday – Telling the time; Age, date and month.

Where’s English?: Level 1 – At the police station (SLC 2). Level 2 – In Miss Kim’s class.

Nixon, C. and Tomlinson, M., Primary Activity Box: 3.6 – Timescales; 8.4 – Days and dates; 9.4 – Broken words.

Games and activities

• Making a chart: the student can write and display the names of the days of the week in his/her first language and English.

• Calendar work: using a yearly calendar, your student can record holidays and special celebrations (including those from the student’s country of origin as well as those that are important in Australia).

• Making a birthday chart: all the students can contribute to a chart showing the dates of the birthdays of all the members of the class.

• Making sentence charts to display in the classroom: eg At 10:30 am we go out to play. At 12:15 pm we eat our lunch.

• Making individual time lines: students draw a time line showing the year/date of students’ major life events, eg born, learned to walk, started school, came to Australia etc.

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Rhymes and chants:

• It’s time to go to bed, (C. Graham, Jazz Chants for Children, p. 59)

• I’m thinking about tomorrow, (C. Graham, Jazz Chants for Children, p. 63)

• Late Again, (C. Graham, Jazz Chants, p. 47)

Links with Key Learning Areas

Mathematics

• If your student can already tell the time in his/her first language, use a clock face, clock stamps, outlines of digital clocks etc. to introduce him/her to telling the time in English.
morning  midday  afternoon  evening  night
Unit 11: Time

What time is it?

It’s morning.
It’s recess time.
It’s dinner time.

It’s breakfast time.
It’s lunch time.
It’s bed time.
Unit 11: Time

Morning

Midday

Night
Unit 11: Time

Morning

In the morning I ..............................................

Midday

At midday I ........................................................

Afternoon

In the afternoon I ..............................................

Evening

In the evening I .................................................

Night

At night I ........................................................
### Sunday Sunday
What do I see?

I see a cat smiling at me.

### Monday Monday
What do I see?

I see a frog smiling at me.

### Tuesday Tuesday
What do I see?

I see a rabbit smiling at me.

### Wednesday Wednesday
What do I see?

I see a turtle smiling at me.

### Thursday Thursday
What do I see?

I see a snake smiling at me.

### Friday Friday
What do I see?

I see a crocodile smiling at me.

### Saturday Saturday
What do I see?

I see a lion smiling at me.
Days of the week

S _ nd _ y       M _ nd _ y       T _ esd _ y
W _ dn _sd _y    Th _rsd _y       Fr _ d _y
S _ t _ rd _y

There are seven days in one _ _ _ _

Yesterday was .........................
Today is ...............................  
Tomorrow is ............................  
The month is ............................ 
The year is ...............................

The days of the weekend are .......... and ............
## What do I do?

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Sunday</td>
<td></td>
</tr>
<tr>
<td>On Monday</td>
<td></td>
</tr>
<tr>
<td>On T______day</td>
<td></td>
</tr>
<tr>
<td>On W____d____e____day</td>
<td></td>
</tr>
<tr>
<td>On Th____r_______</td>
<td></td>
</tr>
<tr>
<td>On F_______</td>
<td></td>
</tr>
<tr>
<td>On S____t____r____a____</td>
<td></td>
</tr>
</tbody>
</table>
There are 60 .................. in a minute
There are 60 .................. in an hour
There are 24 .................. in a day
There are 7 .................. in a week
There are 4 .................. in a month
There are 12 .................. in a year

Calendar

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>M T W T F S</td>
<td>M T W T F S</td>
<td>M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2</td>
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<td>1 2</td>
</tr>
<tr>
<td>6 7 8 9</td>
<td>3 4</td>
<td>3 4</td>
<td>3 4</td>
</tr>
<tr>
<td>10 11 12 13 14 15 16</td>
<td>5 6 7 8 9</td>
<td>5 6 7 8 9</td>
<td>5 6 7 8 9</td>
</tr>
<tr>
<td>17 18 19 20 21 22 23</td>
<td>10 11 12 13 14 15 16</td>
<td>17 18 19 20 21 22 23</td>
<td>17 18 19 20 21 22 23</td>
</tr>
<tr>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

Clock

There are 60 .................. in a minute
There are 60 .................. in an hour
There are 24 .................. in a day
There are 7 .................. in a week
There are 4 .................. in a month
There are 12 .................. in a year

Worksheet 8
What’s the time?

It’s twelve o’clock.

It’s three o’clock.

It’s half-past three.

It’s a quarter-past six.

It’s a quarter to nine.

It’s half-past ten.

It’s noon.

It’s midnight.
Unit 11: Time

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>[12,1,2,3,4,5,6,7,8,9]</td>
<td>I wake up.</td>
</tr>
<tr>
<td>[12,1,2,3,4,5,6,7,8,9]</td>
<td>I eat my breakfast.</td>
</tr>
<tr>
<td>[12,1,2,3,4,5,6,7,8,9]</td>
<td>I go to school.</td>
</tr>
<tr>
<td>[12,1,2,3,4,5,6,7,8,9]</td>
<td>I eat my lunch.</td>
</tr>
<tr>
<td>[12,1,2,3,4,5,6,7,8,9]</td>
<td>I go home.</td>
</tr>
<tr>
<td>[12,1,2,3,4,5,6,7,8,9]</td>
<td>I eat my dinner.</td>
</tr>
<tr>
<td>[12,1,2,3,4,5,6,7,8,9]</td>
<td>I brush my teeth.</td>
</tr>
<tr>
<td>[12,1,2,3,4,5,6,7,8,9]</td>
<td>I go to bed.</td>
</tr>
</tbody>
</table>
## What's the date?

- Today is _______________ the _____ of _______________, 20__.
- Yesterday was _______________ the _____ of _______________, 20__.
- Tomorrow will be _______________ the _____ of _______________, 20__.

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 6th January, 2007</td>
</tr>
<tr>
<td>Friday 6th August, 2004</td>
</tr>
<tr>
<td>Friday 16th April, 1999</td>
</tr>
<tr>
<td>Tuesday 28th July, 1998</td>
</tr>
<tr>
<td>Thursday 22th November, 2008</td>
</tr>
<tr>
<td>Sunday 26th March, 2009</td>
</tr>
<tr>
<td>Sunday 7th August, 2005</td>
</tr>
<tr>
<td>Saturday 19th April, 2003</td>
</tr>
</tbody>
</table>
Unit 12: Weather and seasons

Talking about the weather conditions and how they change from day to day and season to season can be part of the routine of the day for your new arrival, and can be a practical way to introduce the way tense changes in English.

Expected outcomes from the Weather and seasons theme

The aim of this unit is for students to be able to:

• inquire about the weather
• answer questions and comment on the weather
• understand and use some of the English associated with the weather and seasons.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions

• Identifying seasonal changes.
• Reporting on the weather.
• Inquiring about the weather.
• Naming the seasons and the months of the year.

Structures

What's the weather like today? The weather is ...
What was the weather like yesterday? It was ...
Is it ...? It's a ... day/It's ...
Was it ...? Will it be ...?
I am ...
How many ...? There are ... days/months in ...
In summer/autumn/winter/spring ...

Notions/Ideas

Depending on the kind of vocabulary your student is already familiar with, and using a lot of visual support, you may be able to talk about the following ideas in relation to the weather and seasons:

sound  talk about the sounds that different weather conditions make, e.g. the noise of a storm, thunder, rain, hail or the wind – in English we say that the rain goes 'pitter-patter' the wind goes ‘whooooo’, and the thunder goes ‘crash’ – this is different in other languages, what words does your student use to describe the noises of the weather?

seasons  if your new student is from the northern hemisphere, you may be able to talk about the way the seasons change from the north to the south – use a calendar and a map or a globe to help

Vocabulary

Nouns

seasons: spring, summer, autumn, winter
months of the year
days of the week
sky, sun, moon, stars
clouds, shadow, wind
storm, lightning, thunder,
rain, hail, snow, fog, rainbow

Adjectives

sunny, cloudy, rainy, snowy, stormy
windy, warm, hot, cold, wet, dry, foggy, beautiful, lovely
ordinal numbers: first, second, third etc.
Unit 12: Weather and seasons

Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources which support oral language use in the classroom.

It is important that these worksheets are used to consolidate English that has already been taught and practised by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom when talking about the weather. Use ‘whiteout’ to make changes to the worksheets.

Worksheet 1

Introduce and model the pronunciation of the names of the days of the week and order them using a chart or flashcards. Talk about what the students do each day and record the sentences on a board/chart, e.g. On Sunday I visit my friend. On Monday I go to school. The students write the names of the days of the week and then draw a picture of something they do on a particular day.

Worksheet 2

Introduce and model the pronunciation of the names of the months of the year, e.g. using flashcards, a chart or a calendar. The student can then complete the names of the months on the worksheet by filling the gaps with vowels. He/she then finds the names of the months in the grid and colours them in different colours. The student needs to be able to recognise upper-case and lower-case letters to complete this activity.

Worksheets 3 & 4

First introduce and model the vocabulary describing weather conditions, preferably using additional visual support, e.g. pictures of foggy weather. Talk about and practise word endings, e.g. ‘y’ and ‘ing’. The student can then colour the pictures on Worksheet 3 and keep a record of daily weather conditions. This can also be done as a whole-class activity. Make sure that the information is discussed each day so that the student is encouraged to use the vocabulary. The structure ‘Today it is ...’ can be introduced so that the student can write a daily sentence describing the weather.

Worksheet 5

This worksheet revises the weather conditions introduced in the previous sheets and introduces the structure ‘It’s ...’, to describe the weather. Go through the vocabulary first and make sure the student understands the meanings. A considerable amount of oral work may be necessary in order to familiarise the student with the use of ‘y’ and ‘ing’, as in wind/windy, rain/raining. The student can then read through the words and fill the gaps in the speech balloons appropriately.

Worksheet 6

Revise the names of the months and introduce the four seasons, preferably with visual aids. Use flashcards to divide the months into seasons, encouraging the student to read the names of the months aloud. Talk about weather conditions. The students may benefit from referring to Worksheet 3. The student can then write the names of the months under each season. He/she may like to complete two worksheets: one showing seasons in Australia and the other showing seasons in his/her country of origin. The student may also like to make posters of the four seasons and write the names of the months. Make sure that the student keeps this worksheet in a folder for reference.
Worksheet 7
This worksheet revises the names of the months of the year and the seasons. Model the months of the year and order them, e.g. using flashcards. Ask the student to read the names aloud. Have him/her group the months into seasons. Refer to the worksheet and demonstrate how to link the months with a line to form a picture and to complete the lists of months in each season. Make sure that the student reads the words aloud on completion.

Worksheet 8
This worksheet can be used for revision of days of the week, months of the year, weather and seasons. Read through the sentences orally with the student and provide examples. Make sure that the student is familiar with the vocabulary. Previous worksheets can be used for reference.

Worksheet 9
This worksheet revises aspects of Units 11 and 12. Teach/revise the concepts of days, fortnights, months and seasons. It may be helpful to use a calendar to show the date, a week, a fortnight, a month etc. The student can use previous worksheets to assist with answering the questions.

Additional resources

Teaching resources
Addison Wesley Picture Dictionary has a scene to talk about that incorporates weather words on pp. 58-59
Liebowitz, D., Basic Vocabulary Builder has useful weather pictures in No. 27.
Getting Started has activities around months and dates for older students on pp. 26–31.
Cech, M., Global Child has activities around days of the week on p. 178.
Where’s English?: Level 2 – At the railway station (SLC 1).
ESL Stage A1 – Teacher support materials for lower primary new arrivals, Years P–2 has a unit of sequenced activities for this topic on pp. 136–137.
Nixon, C. and Tomlinson, M., Primary Activity Box: 2.6 – Rainy days.
Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Games and activities

- **Bingo:** use a grid from the Appendix to make Bingo cards with names of the days of the week, months of the year and weather conditions.
- **Concentration:** students make cards naming and depicting weather conditions and use them to make a concentration game.
- **Seasonal weather:** students categorise a selection of weather topic words according to the season.
- **Daily weather chart:** students keep a daily weather chart and write a daily weather report.
- **Months of the year in languages other than English:** students write and display the names of the months in their first language and in English.
- **Weather conditions in the country of origin:** students draw/write about seasons or typical weather conditions in their country of origin.
- **Mural:** students make a mural depicting the four seasons.
- **Decorated tree branches:** students make paper flowers, cut-out autumn leaves and fruit etc. to indicate the four seasons, and use them to decorate tree branches or twigs.

- **Book making:** the student illustrates a selection of basic weather topic words and makes a book.
- **Clothing categories:** the student cuts out illustrations from worksheets or magazines and categorises according to weather conditions or seasons, e.g. hot, cold, wet, summer, winter.
- **Kite making:** students make kites and fly them on a windy day.

Chants

- The Sun is Shining (C. Graham, *Jazz Chants for Children*, p. 19)
- Snow is Hot (C. Graham, *Jazz Chants for Children*, p. 79)
- What Colour is the Sun? (C. Graham, *Jazz Chants for Children*, p. 41)
- Rain (C. Graham, *Jazz Chants*, p. 7)

Links with Key Learning Areas

Mathematics

- Graph the daily top temperatures.
- Predict what the highest temperature might be tomorrow, then see which students were correct.
- Listen to the daily top temperature forecasts and work out how often they are correct. Work out the percentage of correct and incorrect forecasts.
Days of the week

1. S ________________
2. M ________________
3. T ________________
4. W ________________
5. T ________________
6. F ________________
7. S ________________

one week = seven days

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
# Months of the year

1. J_n__ry  
2. F_br__ry  
3. M_rch  
4. Apr_l  
5. M_y  
6. J_ne  
7. J_ly  
8. A_g_st  
9. S_pt_mb_r  
10. Oct_b_r  
11. N_v_mb_r  
12. D_c_mb_r

<table>
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<tr>
<th>J</th>
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<th>E</th>
<th>C</th>
<th>E</th>
<th>M</th>
<th>B</th>
<th>E</th>
<th>R</th>
<th>P</th>
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<td>T</td>
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<td>C</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>sunny</td>
<td>cloudy</td>
<td>windy</td>
<td>foggy</td>
<td>raining</td>
<td>snowing</td>
<td></td>
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</tr>
<tr>
<td><img src="image1.png" alt="Sunny" /></td>
<td><img src="image2.png" alt="Cloudy" /></td>
<td><img src="image3.png" alt="Windy" /></td>
<td><img src="image4.png" alt="Foggy" /></td>
<td><img src="image5.png" alt="Raining" /></td>
<td><img src="image6.png" alt="Snowing" /></td>
<td></td>
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</tr>
</tbody>
</table>
Unit 12: Weather and seasons

<table>
<thead>
<tr>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
<tr>
<td>Friday</td>
</tr>
<tr>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
</tbody>
</table>
What’s the weather like?

- raining
- snowing
- cold
- hot
- sunny
- cloudy
- stormy
- windy

It’s ...........................................
Unit 12: Weather and seasons

**Seasons**

Spring

1.
2.
3.

Summer

1.
2.
3.

Autumn

1.
2.
3.

Winter

1.
2.
3.

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

Worksheet 6
January

February

March

April

May

June

July

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
<th>Autumn</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>December</td>
<td>March</td>
<td>June</td>
</tr>
</tbody>
</table>
Today’s Weather

1. The day is .........................
2. The date is .........................
3. The month is ....................... 
4. The year is ........................... 
5. The sky looks ....................... 
6. The weather is ...................... 

What’s the weather like?
In summer the weather is ....................
In winter the weather is .....................

Seasons

Autumn months
1. 
2. 
3. 

Winter months
1. 
2. 
3. 

Spring months
1. 
2. 
3. 

Summer months
1. 
2. 
3. 

Which month?
The Year

How many days are in one week? .................
The days of the week are S................, M..............,
T................, W.................., T.................., F..............,
S.................
The first day of the week is ......................
The last day of the week is ......................
How many days are in a fortnight (two weeks)? ..............
How many months are in one year? ..............
The first month of the year is ......................
The second month of the year is ......................
The sixth month of the year is ......................
The last month of the year is ......................
What month is it now? ......................
How many seasons in one year? ..............
What season is it now? ......................

Which are the months of Autumn?
1.
2.
3.
Which are the months of Winter?
1.
2.
3.
Which are the months of Spring?
1.
2.
3.
Which are the months of Summer?
1.
2.
3.
Unit 13: Road safety and transport

Road safety is a very important topic for your student, especially if he/she has come from a rural area to a city, or from a country where rules of the road are different. For example, crossing the road when you are used to cars driving on the right-hand side of the road rather than the left can be dangerous, and will need to be practised.

**Expected outcomes from the ‘Road safety and transport’ theme**

The aim of this unit is for students to be able to:

- understand the importance of road safety and discuss in simple language the consequences of actions
- learn some basic road-safety rules
- identify some vehicles
- use simple vocabulary associated with transport and road safety
- read simple material about transport and road safety.

Refer to the *ESL Companion* for general ESL learning outcomes (Stages A1 or B1).

**Language that could be targeted in this unit**

**Functions**

- Identifying different kinds of vehicles.
- Reporting about travel experiences.
- Categorising different kinds of vehicles, those that fly, float etc. or those that are motorised.

**Structures**

This is a ... That’s a ...  
Here is a ... It is/It’s ...  
I see a ... How many ... ?  
Have you been in/on ... I have been in/on ...  
Where will/did you go? How will/did you go?  
We will go... We went ...  
Where is the/Where’s the ... ? The ... is ...  
What goes here?  
How do you ... ? We should/must ...  
Don’t ...  

**Notions/ideas**

Depending on the kind of vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to transport and road safety:

- **size** compare different vehicles and the number of people they can carry
- **speed** classify different vehicles according to how fast they can travel
- **age** talk about which vehicles were invented first
- **sound** talk about which vehicles are the noisiest and which are the quietest
- **safety** talk about which vehicles are the safest, and what safety features each one has, e.g. a car has safety belts and stop lights, an aeroplane has safety belts and life jackets
Unit 13: Road safety and transport

Vocabulary

Nouns
- car, station-wagon, taxi, van, truck, bus, motor bike, bicycle
- train, tram
- fire-engine, ambulance
- aeroplane, helicopter, rocket, jet
- boat, ship, yacht
- road, tracks, rail, sky, air, land, sea, water
- traffic lights, crossing, corner, kerb, footpath
- driver, pedestrian
- wheel, tyre, steering wheel, headlights, tail-lights, roof, window, door, windscreen, wipers, seat belts

Verbs
- travelling, going, walking, crossing
- stop, look, listen, walk, make, clear
- moving, stopping, flying, driving, hurrying, turning, passing, riding, steering
- floating, sinking, sailing

Prepositions
- in, on, at, under, along, across, up, over, between, in front of/behind, backwards forwards

Ordinal number
- first, second, third, last

Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources which support oral language use in the classroom.

It is important that these worksheets are used to consolidate English that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheet 1

Introduce and model the pronunciation of the vocabulary. It will be beneficial if the student can see real examples of the pictured transportation, e.g. on a walk outside the school, looking at and naming the traffic. The student can then cut out and match the words and pictures and paste them in a scrapbook for reference. The student may also like to write the equivalent words in the first language. This worksheet may also be used for making games of Bingo, Snap, Lotto and Concentration, using the grid in the Appendix. Activities such as these will reinforce the vocabulary – encourage the student is to say the words aloud to the other players when playing the games.
Worksheet 2

Introduce and model the vocabulary, preferably while looking at a real car. Encourage the student to repeat the words. The student can then cut out the words and label the parts of the car. Encourage reading the words aloud to practise pronunciation. This worksheet can be adapted for other vehicles, e.g. bus, aeroplane, bicycle.

Worksheet 3

Demonstrate how to colour, cut, fold and paste to make a 3D paper model of a bus. Encourage the student to talk about what he/she is doing and to name the parts of the bus, e.g. wheels, door, windows.

Worksheet 4

Model the pronunciation of the sentence and encourage the student to repeat it. The student can then cut out the sentence and the jumbled words and re-arrange the words to match the sentence. Ensure that the student reads the sentence to you or a partner. You can also scribe other sentences for the student, which can be cut up and unjumbled in the same way as the example.

Worksheet 5

This worksheet will give the student the opportunity to revise some vocabulary. It may be necessary to first demonstrate how to do a word search, e.g. finding vertical and horizontal words. The student finds the words and colours or circles them in different colours to differentiate. Ensure that the student reads the words aloud on completion to check pronunciation. The student may like to draw a small picture beside each word, using Worksheet 1 for reference if necessary.

Worksheet 6

Introduce or revise the vocabulary, modelling the pronunciation. Encourage the student to repeat the words. Talk about travel by land, sea or air using visual aids if possible, e.g. illustrations/photographs of road scenes, airports, sea travel. Relate this discussion to the student’s own experience, e.g. ‘How did you come to Australia?’, ‘How do you come to school?’ The student can then cut out the pictures and paste them under the appropriate category heading provided. He/she can then read the labels aloud to you or a partner. He/she can also draw and add other vehicles known to the categories.

Worksheet 7

Introduce, model and extensively practise prepositions before introducing the worksheet, e.g demonstrate and talk about these concepts using the positions of classroom objects, illustrations or toy vehicles. Go through the worksheet orally first, talking about and filling in the prepositions. The student can then write in the space using the appropriate preposition from the list and can read the sentences aloud on completion.

Worksheet 8

This worksheet can be used as a listening activity to reinforce the vocabulary of transport and prepositions. The teacher or a partner gives oral instructions to the student, e.g. ‘Draw a bus at the bus stop’, and the student draws and then describes what has been drawn, e.g. ‘The bus is at the bus stop’. The worksheet can also be used as a simple drawing activity. First revise or introduce the vocabulary and talk about the scene, asking the student to name the features, e.g. road, bus stop. The student can then draw the transportation.
Unit 13: Road safety and transport

Worksheet 9
Go through the language with the student, e.g. using a word/picture matching activity. The student can then cut out the words and pictures from the worksheet, match them, and paste them into a scrapbook. It would be beneficial to reinforce the vocabulary by using the pictures for a ‘Spotto’ activity on a neighbourhood walk. The worksheet can also be used for games such as Bingo and Concentration.

Worksheet 10
This worksheet introduces two chants about road safety. The second is a two part chant with the class divided into two groups, A and B. The chants can be introduced to the whole class and incorporated into whole class activities, for example, colouring the names of the lights, drawing scenes. They can also be used to make a fill-the-gap or a sentence ordering activity. It is important to use role play to reinforce the road safety message and to assess understanding.

Worksheets 11 & 12
Talk about the pictures and signs and relate the vocabulary at the bottom of the worksheet to the pictures and sentences. If possible, provide pictures of street signs. Fill the gaps in the sentences as an oral activity first and then the student can write the words in the sentences and read them aloud to the teacher or a partner. The student can role play some of the sentences to demonstrate understanding. The sentences and pictures can then be cut out to make a read and match game.

Worksheet 13
This worksheet revises transport vocabulary and prepositions. Talk about the types of transport usually seen, referring to the vocabulary, and fill the gaps in the sentences orally. The student reads through the list, practising the pronunciation, and then writes the names of vehicles in the gaps and draws and labels the vehicles. Introduce the structures ‘Where’s the ... ?’, ‘The ... is ... ’. The student can then draw some pictures of vehicles in appropriate situations. Talk about the position of the vehicles and then scribe sentences for the student. The student may then write some sentences of his/her own using these sentence structures as examples.

Additional resources

Teaching resources
Liebowitz, D., *Basic Vocabulary Builder* has a page about transport on p. 19.
Civardi, A. & King, C., *Usborne Children’s Wordfinder* has useful materials on pp. 14, 15, 26, 27, 34, 35, 39 and 41.
Addison Wesley Picture Dictionary has a picture of an airport on pp. 6–7 which can be used in discussion with your student.
Where’s English?: Level 1 – On the bus (SLC 1).
Level 2 – Around the town.
Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Games and activities

- **Roleplay:** students role play traffic rules, e.g. draw some ‘roads’ and ‘footpaths’ with chalk in the playground, set up some model traffic lights etc. and students can practise road rules, particularly safety when crossing the road.
- **Traffic lights:** students make a set of traffic lights and walk/don’t walk signs, using black card and coloured cellophane, which can be used for role-playing traffic situations.
- **Transport mural:** students cut out catalogue pictures and magazine/newspaper photos to make a collage or mural of a road/sea/airport scene.
- **Transport survey:** students take a tally of the types of road traffic passing by the school, and graph the results.
- **Traffic models:** students make models of vehicles from plasticine or playdough.
- **Traffic noises:** Have the student listen to a tape of vehicle noises: e.g. jet, motorbike, train, and have him/her guess the identity of each.

- **Big bus:** the student cuts out a large bus, car, jet etc. out line and draws themselves and their family/friends in the windows to illustrate recent journeys they have taken, e.g. to Australia or to the city.
- **Transport Book:** get students to make a book about transport in the shape of a car, train, bus etc.
- **Diorama:** students make a diorama individually or in groups of an airport/harbour/ city freeway etc. in a cardboard carton. The new arrival may also make a diorama depicting forms of transport in his/her country of origin.

Songs, chants and rhymes

- **Stop! says the red light**
- **First you stop, then you look**
- **Look to the right and look to the left**
- **Take you riding in my car**
- **The wheels on the bus**
- **Train is a’coming**
- **Up in the air I fly**
- **The pushbike song**
- **The Yellow Submarine**
- **Gus Always Takes the Bus** (Jazz Chants for Children, C. Graham p. 17)
<table>
<thead>
<tr>
<th>Motorbike</th>
<th><img src="image1" alt="Motorbike" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Train</td>
<td><img src="image2" alt="Train" /></td>
</tr>
<tr>
<td>Tram</td>
<td><img src="image3" alt="Tram" /></td>
</tr>
<tr>
<td>Truck</td>
<td><img src="image4" alt="Truck" /></td>
</tr>
<tr>
<td>Bus</td>
<td><img src="image5" alt="Bus" /></td>
</tr>
<tr>
<td>Car</td>
<td><img src="image6" alt="Car" /></td>
</tr>
<tr>
<td>Fire-engine</td>
<td><img src="image7" alt="Fire-engine" /></td>
</tr>
<tr>
<td>Boat</td>
<td><img src="image8" alt="Boat" /></td>
</tr>
<tr>
<td>Ship</td>
<td><img src="image9" alt="Ship" /></td>
</tr>
<tr>
<td>Yacht</td>
<td><img src="image10" alt="Yacht" /></td>
</tr>
<tr>
<td>Aeroplane</td>
<td><img src="image11" alt="Aeroplane" /></td>
</tr>
<tr>
<td>Helicopter</td>
<td><img src="image12" alt="Helicopter" /></td>
</tr>
</tbody>
</table>
I made a bus from paper.
Transport

b i c y c l e  e  g  r  c
u l a v t m n t b k
s t r a m b n r m w
q n y s d l t a x i
r s h i p t y i s d
a e r o p l a n e n f
h e l i c o p t e r
m o t o r b i k e v
g h j k l z x v b a
b o a t t r u c k k n

car train taxi bus

bicycle aeroplane tram

ship helicopter truck

boat motorbike van
<table>
<thead>
<tr>
<th>Land Transport</th>
<th>Sea Transport</th>
<th>Air Transport</th>
</tr>
</thead>
<tbody>
<tr>
<td>helicopter</td>
<td>train</td>
<td>ship</td>
</tr>
<tr>
<td>motorbike</td>
<td>aeroplane</td>
<td>yacht</td>
</tr>
<tr>
<td>ambulance</td>
<td>taxi</td>
<td>van</td>
</tr>
<tr>
<td>fire engine</td>
<td>truck</td>
<td>tram</td>
</tr>
</tbody>
</table>
The Bus

The bus is going ............ the road.

The bus is going ...... the hill.

The bus is going ....... the bridge.

The bus is .......... the garage.

The bus is ............. the tree.

The bus is .......... the bus stop.

between in under along across at up over
# Unit 13: Road safety and transport

<table>
<thead>
<tr>
<th>kerb</th>
<th>tram</th>
<th>traffic lights</th>
<th>car</th>
<th>children crossing</th>
</tr>
</thead>
<tbody>
<tr>
<td>bicycle</td>
<td>policeman</td>
<td>stop sign</td>
<td>bus</td>
<td>road</td>
</tr>
</tbody>
</table>
The red light says **stop**.
The green light says **go**.
The orange light says **wait**.
Do you run across?
   **No**!

**STOP**

**WAIT**

**GO**
   I'm waiting for the green light.

<table>
<thead>
<tr>
<th>A:</th>
<th>B:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Stop!</em></td>
<td>at the side of the road.</td>
</tr>
<tr>
<td>Look</td>
<td>to the right.</td>
</tr>
<tr>
<td><em>Look</em></td>
<td>to the left.</td>
</tr>
<tr>
<td><em>Look</em></td>
<td>to the right again.</td>
</tr>
<tr>
<td>A&amp;B:</td>
<td>When there is <strong>no</strong> traffic,</td>
</tr>
<tr>
<td>A:</td>
<td><em>Walk</em> straight across.</td>
</tr>
<tr>
<td>B:</td>
<td>DON'T RUN!</td>
</tr>
<tr>
<td>A&amp;B:</td>
<td>Walk quickly across the road.</td>
</tr>
<tr>
<td><strong>CROSSING</strong></td>
<td>We should ___________ across the road at the pedestrian ___________.</td>
</tr>
<tr>
<td><strong>STOP</strong></td>
<td>We must always ___________ when we come to a stop sign.</td>
</tr>
<tr>
<td><strong>KEEP LEFT</strong></td>
<td>We must always walk, drive and ride on the ___________.</td>
</tr>
<tr>
<td><strong>CHILDREN CROSSING</strong></td>
<td>___________ and ___________ right, left and right again before you walk across the road.</td>
</tr>
</tbody>
</table>

left stop wait walk crossing look
Red light means _______.
Orange light means _____.
Green light means look and ________ if it is safe.

______ across the road.
Don’t ________.

Play in the ____________.
Don’t play on the _____.

walk road go wait park run stop
### Unit 13: Road safety and transport

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The .......... is in the sky.</td>
<td>The .......... is on the sea.</td>
</tr>
<tr>
<td>The .......... is on the tracks.</td>
<td>The .......... is in the car park.</td>
</tr>
<tr>
<td>The .......... is at the traffic lights.</td>
<td>The .......... is going along the road.</td>
</tr>
</tbody>
</table>

- car
- bus
- taxi
- truck
- ship
- boat
- tram
- train
- jet
- motorbike
- van
- aeroplane
- helicopter
- yacht
Unit 14: Australian animals

Many students will not be familiar with Australian animals, and will be interested to learn about them. A visit to a zoo or a wildlife park is an ideal way to introduce this topic.

Expected outcomes from the Australian animals theme

The aim of this unit is for students to be able to:

• recognise and name some Australian animals
• read and complete simple worksheets based on Australian animals
• classify Australian animals simply according to body covering, habitat, food and the way they move.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions

• Identifying some Australian animals.
• Reporting on what they know about Australian animals.
• Asking questions about Australian animals.
• Classifying Australian animals.

Structures

This is a ...? These are ...?
What's this ...? What's that ...?
It is a/It's a ...
Is that a ...? Is this ...?
What has ...? It has got/It's got ...
They have/They've ...
I see a ... I can see a ...
Look at ... Point to ...
Show me ...
Here is/Here's ... There is/There's...
Where is/Where’s ...?
We saw ... We went ...
We liked ...
A ... can ... A ... can't ...

Notions/ideas

Depending on the kind of vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relationship to Australian animals:

size
comparing the size of the different animals, big/small, bigger/smaller

physical appearance
whether animals are furry, scaly or feathery, and classifying them on the basis of these characteristics – students who know that animals can be classified as ‘reptiles’, ‘birds’ or ‘mammals’ can be introduced to these terms in English, as well as to the terms ‘marsupial’ and ‘monotreme’ to describe many Australian animals

colour/pattern
the colours and patterns of animals and how they may blend in with their surroundings

sound
the words we use in English for the noises certain animals make, and how these vary from how other languages describe the noises

location
which of the world's animals are originally from Australia, and which are also found in the student’s country of origin
**Beginning ESL – Support material for primary new arrivals**

**Unit 14: Australian animals**

**Vocabulary**

**Nouns**
- Animals:
  - tortoise, crocodile, snake, lizard
  - kookaburra, parrot, pelican, magpie, penguin, lyrebird, emu
  - kangaroo, wallaby, wombat, koala, possum
  - echidna, platypus
  - dingo, seal

**Body parts and coverings:**
- head, ear, eye, nose, beak, tongue, teeth, mouth
- legs, foot, paw, claw
- neck, tail, wings, flippers, pouch
- fur/hair, skin, scales, feathers, spines/spikes

**Habitats:**
- the bush, ground, water, trees, grass, burrow

**Verbs**
- swim, walk, jump, run, hop, fly, climb, spring, move
- sleep, scratch, dig, eat, live

**Adjectives**
- brown, black, grey
- striped, spotted, patches
- large, huge, big, little, small, tiny
- furry, scaly, feathery, spiny/spiney

**Prepositions**
- in, on, under, next to

**Worksheets**

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use-resources which support oral language work in the classroom.

It is important that these worksheets are used to consolidate English that has already been taught and practised orally by the student.

**Note:** It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

**Worksheet 1**

Introduce the vocabulary and model the pronunciation. Use additional visual aids to talk about the animals, e.g. photographs or illustrations from books, posters etc. The names and pictures can be separated for a word/picture matching activity. This worksheet can also be used for a ‘spotto’ activity on a visit to the Zoo, or to make games, e.g. Bingo, Animal Snap, Happy Families and Concentration. Make sure that the student has the opportunity to read the words aloud and that a copy is kept in a scrapbook or folder for reference.
Worksheet 2

This worksheet revises the names of the animals and is based on the structure from *Brown Bear, Brown Bear, What Do You See?*, (Bill Martin Jnr, Picture Puffins, 1995). It is best introduced to a group. Read the story first, if available, to demonstrate the rhythm and intonation of the language. Students may like to join in. Talk about substituting Australian animals for those in the story. Go through the worksheet orally and read with the student. Demonstrate how to cut and sequence appropriately to make a booklet. The student can then read the booklet aloud with a partner. Students can also improvise on this text by providing their own choice of adjectives. This worksheet can be enlarged to A3 size.

Worksheet 3

Revise the names of the animals and talk about types of animal body coverings. Relate the vocabulary to general animal types the student knows before introducing Australian animals, e.g. dog, bird, fish. Use photographs, illustrations or real animals to talk about hair/fur, feathers, skin and scales. The student can then cut and paste to categorise the pictured animals under the headings provided. Make sure that the student talks about the animals, using structures such as ‘That’s a ... It has ...’. Students can label the animals and draw additional animals in the groups, using Worksheet 1 as a reference if necessary.

Worksheet 4

Introduce and model the vocabulary describing the body parts of animals, e.g. beak, tail, and revise body coverings, e.g. feathers. If possible use photographs, posters and illustrations to talk about and label these features. Provide the written form of the vocabulary, e.g. label posters, make word lists. Introduce the structure ‘Here’s a ... It has ...’ and encourage the student to use the structures with a partner or in a small group. The student can then label the parts of the animals using the words provided.

Worksheet 5

Revise the names of the animals on Worksheet 1. Talk about where each may live, preferably using additional visual representation of a variety of habitats, e.g. photographs, illustrations of bush scenes, wetlands etc. Provide the written headings ‘ground’, ‘water’, ‘tree’. Orally categorise the animals into where they live most of the time, using the structure ‘Where does a ... live? Talk about the use of ‘on’ and ‘in’. Provide the written form of the structures for the student to use as a reference, e.g. ‘A ... lives in a tree’, ‘A ... lives on the ground.’. The student can colour, cut and paste a selection of animals from Worksheet 1 into the three categories on this worksheet and write some sentences using the structures provided. Ensure that the student reads the sentences aloud to you or a peer.

Worksheet 6

This worksheet can be used with Worksheet 5, after a discussion about where animals live. If possible provide visuals of various habitats. Introduce and model the vocabulary on the worksheet. The student can either draw or cut and paste animals from other worksheets onto the appropriate places. Some sentences can be written, using a model, e.g. ‘A possum is in the tree’. Provide the written form of ‘in the water, in a tree, on the ground’. This worksheet can also be used for a listening activity where the teacher or a peer orally instructs the student, eg ‘Draw a platypus in the water’, ‘Draw two koalas in the tree’. The student then describes what he/she has drawn, e.g. ‘A platypus in the water’.

Worksheet 7

Revise the names of the animals and where they live. The student can then label the animals pictured with the words provided on the worksheet. Go through the sentences orally, demonstrating how to fill the gaps. The student can then write the words in the spaces and draw a picture of the animal. Make sure that the student practises the structures orally on completion.
Worksheets 8 & 9

Worksheets 8 and 9 can be used for teaching or revising body parts, covering, and habitat. Go through the worksheets orally first, revising and modelling the names of the animals and the vocabulary describing body parts and covering. Demonstrate orally how to fill the gaps with the words provided before the student writes the words. The student may be able to write some sentences about body parts or other animals using these structures, illustrate them and read them to a partner or a small group.

Worksheet 10

Revise the names of the animals. Talk about what they might eat, perhaps relating food to their habitat, e.g. ‘A koala lives in a tree. What does it eat?’ Ask the student to predict types of food, preferably using visual support, e.g. a picture of a koala in a tree. Model and orally label the types of food on the worksheet. Provide the written script and encourage the student to practise the words. Talk about the use of plural ‘s’ for leaf/leaves. Go through the worksheet orally with the student and demonstrate how to draw a line to link the animal with its food and then fill the gaps in the sentences with the words provided. Make sure that the student reads the sentences aloud to a teacher or peer on completion.

Worksheet 11

Talk about how animals might move. Provide the written form of the verbs, e.g. on flashcards or on an illustrated chart. Model and demonstrate the words using visual support and/or mime. Play a mime and guess game with the words to reinforce meaning. Use the words orally in sentences, e.g. ‘A koala can climb’. Pair the student with a peer and demonstrate how to play the collaborative crossword puzzle. One student has the ‘across’ vocabulary and the other has the ‘down’. The students must both complete their word from clues given by their partner. The players should not say or spell the words, but may mime them. Have the written form of the verbs related to animal movements available for reference for your new arrival.

Worksheet 12

Teach the rhyme to the whole group, verse by verse, demonstrating the actions of each animal (it can follow the rhythm of ‘Here we go round the mulberry bush’). Talk about each animal, providing additional visual support if possible (photographs, posters etc.). The students can mime the actions of the animals as they sing the rhyme. The verses can be illustrated and particular words can be deleted, e.g. verbs, names of the animals etc. for a fill-the-gap exercise. The written words may need to be recorded elsewhere, e.g. on a chart, for the student to use as a reference.

Additional resources

Teaching resources

Where’s English?: Level 2 – In the bush (SLC 1).

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games

- What animal am I? A student imitates an animal noise, e.g. a kookaburra; the others guess the identity.
- What animal am I? A student describes a feature or features of an animal and the others guess the identity, e.g. ‘What am I? I stand on two legs, I have long tail and I can jump’.
- Tongue twisters: students listen to and reproduce a tongue twister based on an Australian animal, e.g. Eddie Echidna eats ants every afternoon.
Games and activities

- **Animal Bingo**: use a grid from the Appendix to make Bingo cards using pictures cut from worksheets or magazines. A group of students can play the game.

- **Concentration**: your student can use worksheets or pictures cut from magazines to make picture cards of Australian animals, to play a concentration game.

- **What am I?**: a group of students, including the new arrival make riddle books with clues to the identity of an Australian animal, which are then illustrated.

- **Australian Animals Happy Families**: photocopy Worksheet 1 four times onto card. The students cut out and deal the cards among the players (3 or 4) who take turns to request a card needed from another player to make a set of four cards, all of the same animal.

- **Story writing**: a small group, which includes the new arrival can write experience stories/wall stories based on an excursion, e.g. to the zoo.

- **Painting**: students paint a bush scene mural and add Australian animals, either drawn or cut from magazines or worksheets. Label.

- **Mime**: students mime the actions of Australian animals, e.g. a kangaroo hopping, a possum climbing etc. Record the verbs on flashcards, e.g. hop, climb, jump – the student mimes the action in response to reading the card.

- **Mask making**: students make animal masks, e.g. koala, echidna.

Songs

- The Kangaroo Moves
- Kookaburra Sits in the Old Gum Tree
- Baby Koala Bear
- The Snake
- We’re All Going to the Zoo Tomorrow
- Lots of Animals Live in the Zoo
- Let’s Go to the Zoo (modify by adding Australian animals)
- The Pelican Song
- Boa Constrictor
- Skippy the Bush Kangaroo
- Never Smile at a Crocodile
### Unit 14: Australian animals

<table>
<thead>
<tr>
<th>kookaburra</th>
<th>kangaroo</th>
<th>koala</th>
</tr>
</thead>
<tbody>
<tr>
<td>dingo</td>
<td>pelican</td>
<td>possum</td>
</tr>
<tr>
<td>emu</td>
<td>platypus</td>
<td>lizard</td>
</tr>
<tr>
<td>echidna</td>
<td>penguin</td>
<td>snake</td>
</tr>
<tr>
<td>wombat</td>
<td>cockatoo</td>
<td>magpie</td>
</tr>
<tr>
<td>Picture 1</td>
<td>Picture 2</td>
<td>Picture 3</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>I see a fat wombat looking at me.</td>
<td>Fat wombat. Fat wombat. What do you see?</td>
<td>I see a brown platypus looking at me.</td>
</tr>
<tr>
<td>Mother kangaroo. Mother kangaroo. What do you see?</td>
<td>I see a big koala looking at me.</td>
<td>Big koala. Big koala. What do you see?</td>
</tr>
<tr>
<td>Spikey echidna. Spikey echidna. What do you see?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit 14: Australian animals**

**Worksheet 2**
### Unit 14: Australian animals

<table>
<thead>
<tr>
<th>feathers</th>
<th>hair/fur</th>
<th>scales</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="feathers" /></td>
<td><img src="image2.png" alt="hair/fur" /></td>
<td><img src="image3.png" alt="scales" /></td>
</tr>
</tbody>
</table>

- Koala
- Platypus
- Frilled Neck Lizard
- Kookaburra
- Kangaroo
- wombat
- Pelican
- Emu
- Snake
- Sugar Glider
- Wallaby
- Crocodile
- Lizard
- Butterfly
- Fish
- Bee
- Snake
fur
spikes
feathers
bill
beak
claws
pouch
ears
legs
tail
webbed feet
long nose
Unit 14: Australian animals

On the ground

In the water

In a tree
Unit 14: Australian animals

wombat  echidna  platypus  possum  snake  magpie

A possum lives in a _____________
An echidna lives on the _____________
A platypus lives in the _____________
A magpie lives in a _____________
A snake lives on the _____________
A wombat lives on the _____________

| tree | water | ground |
Here’s a k _____ _____.
It has ____________________
It lives in the _____________

Here’s a p _____ _____.
It has ____________________
It lives in the _____________

Here’s a k _____ _____.
It has ____________________
It lives on the ____________

water feathers fur trees ground
Here’s a k _ _ _ _.  
It has ................
It lives in the ......

Here’s an e _ _.  
It has ..............
It lives on the .............

Here’s a l _ _ _ _ _.  
It has ................
It lives on the .............

fur  feathers  scales  trees  ground
A koala eats

An echidna eats

A kangaroo eats

A pelican eats

A dingo eats

leaves  grass  fish  ants  rabbits
This is the way the kangaroo jumps,
The kangaroo jumps, the kangaroo jumps.
This is the way the kangaroo _ _ _ _.
All around Australia.

This is the way the kookaburra flies,
The kookaburra flies, the kookaburra flies.
This is the way the kookaburra _ _ _ _.
All around Australia.

This is the way the koala climbs,
The koala climbs, the koala climbs.
This is the way the koala _ _ _ _.
All around Australia.

This is the way the wombat digs,
The wombat digs, the wombat digs.
This is the way the wombat _ _ _ _.
All around Australia.

This is the way the platypus swims,
The platypus swims, the platypus swims.
This is the way the platypus _ _ _ _.
All around Australia.

This is the way the dingo runs,
The dingo runs, the dingo runs.
This is the way the dingo _ _ _ _.
All around Australia.
Unit 15: Farm animals

Learning about farms and farm animals can be useful, particularly if your student is living in a rural area, or has come from a rural area.

Expected outcomes from the Farm animals theme

The aim of this unit is for students to be able to:

• recognise and name some common farm animals
• read and complete simple worksheets based on farm animals
• talk simply about what farm animals look like and what they are used for
• talk simply about an animal they are interested in.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions
• Identifying some farm animals.
• Reporting about farm animals.
• Asking questions about farm animals.

Structures

This is a ... That's a ...
These are ...
What's this/that?
Is that a ...? Is this a ...
It has .../It's ...?/It has .../They have .../They've ...
What has ...
Here is .../Here's ... There is .../There's ...
Where is ...?/Where's ...?
I/We saw ...
I/We liked ...
I/We went ...
A ...can ... A ... can't ...

Notions/ideas

Depending on the kind of vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to farm animals:

utility
what products do farm animals give us, e.g. chickens give eggs and meat, sheep give wool, milk and meat

age
Which animals are young? which are old? How long do farm animals live for? Do animals live longer than people?

baby/adult – how long do animals take to grow up, compared to people?

characteristics
colour, physical appearance of different animals

sound
the words we use in English for noises animals make, and how these vary from how other languages describe these noises
# Unit 15: Farm animals

## Vocabulary

### Nouns

**Animals:**
- bull, cow, calf
- horse, foal
- sheep, lamb, goat, kid
- pig, piglet
- dog, puppy
- cat, kitten
- rooster, hen, chicken,
- duck, duckling,
- goose, gosling
- rabbit

**Body parts and covering:**
- eye, ear, nose, mouth, teeth, tongue, head, neck, back, tail
- leg, foot, paw, hoof
- fur, hair, feathers, skin, wool

**Food:**
- grass, hay, seeds, wheat, milk,

**Family relationships:**
- mother, father, baby

**Products:**
- eggs, milk, skin, meat

### Verbs

- stand, run, walk, jump, fly, sleep, eat, live
- shear, collect, milk, ride, feed,

### Adjectives

- brown, black, grey, white, yellow, pink
- spotted, patches, furry, hairy, feathery

### Prepositions

- on, under, next to
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources which support oral language work in the classroom.

It is important that these worksheets are used to consolidate English that has already been taught and practised by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheet 1

Introduce the names of the animals, using additional visual support if possible. The student can colour in the animals on the worksheet, read the names aloud to a teacher or peer and keep the worksheet in a folder for reference. This worksheet can also be used to make games to reinforce the vocabulary, e.g. Bingo, Concentration, Happy Families. The student may also like to use his/her first language to label the animals.

Worksheet 2

Go through the names of the animals pictured on the worksheet. Encourage the student to name the animal and discuss the sound that the animal makes (sounds may be different in the student’s first language). Play an oral ‘What am I?’ guessing game based on the sounds animals make. Go through the worksheet orally with the student and demonstrate how to fill the gaps in the animal names and write the particular sound each animal makes in the speech balloon provided. The student may like to write the sound in his/her first language.

Worksheet 3

Introduce the vocabulary to name baby farm animals. Play a matching game using flashcards to reinforce the vocabulary. Provide illustrations and the written form. Go through the worksheet orally and demonstrate how to link the animal to its baby using a line. The student can use the words provided to label the illustrations. Ensure that the student reads the words aloud to you or a peer on completion. The illustrations can also be pasted on to cards to make a matching activity.

Worksheet 4

Revise the colours before introducing or revising the names of farm animals and provide the words in writing. Introduce and model the structure ‘A ... cow’ etc. Introduce the worksheet and demonstrate how to fill the gaps with the name of the animal pictured. The student can write the name of the animal pictured and colour according to the sentence. Make sure that he/she reads the phrases aloud to you or a peer. The student can then write and illustrate his/her own phrases using the structure, e.g. A white goat.

Worksheet 5

Introduce the vocabulary specific to the body parts of animals using visual support, e.g. pictures/ photographs of animals. Label the visual support with the written form of the vocabulary. Go through the worksheet orally and demonstrate how to link the body part word to the illustration with a line. Encourage the student to read the words aloud and label the parts of the animals using the written script provided. The student may then like to list other animals that have the same parts, e.g. hoof, beak.

Worksheet 6

Introduce or revise the names of the farm animals using visual support. Demonstrate how to find both vertical and horizontal words in the grid and colour them to differentiate (or circle the words). Encourage the student to read the vocabulary aloud on completion, and draw each animal next to the word. Worksheet 1 can be used for reference.
Worksheet 7
This worksheet can be used for a listen and draw activity. The student listens to the teacher or a peer and draws what he/she hears, e.g. ‘There are three sheep under the tree.’ ‘There is a duck on the dam’. The vocabulary naming features on the worksheet must be introduced before beginning the activity. Talk about the use of ‘is’ and ‘are’. More advanced students may be able to recount what they have drawn at the end of the activity.

Worksheet 8
This worksheet follows Worksheet 7. First revise the names of the animals and the colours. Introduce the worksheet and go through the written structures orally with the student. The student can then draw the animals indicated. It may be helpful if the student works with a partner. Make sure that the student reads the sentences aloud on completion. He/she might also draw his/her own farm scene and write sentences or label the animals.

Worksheet 9
Make sure that the student understands the concept of across and down. Introduce the worksheet and go through the clues orally with the student. The student can then write in the names of the animals, using Worksheet 1 as a reference if necessary. This worksheet can also be adapted for a barrier game where two students each have a copy of the grid and one set of clues. They can take turns to read the clues aloud to their partner or can make up their own clues.

Worksheet 10
This song is best taught to the whole group rather than to the new arrival alone. Talk about the animals pictured and the sounds that they make. Introduce and model the song on the sheet, encouraging the students to join in. Point to an animal, or ask a student to select an animal they know for each verse. The students can substitute the animal noises. Give the student the worksheet to follow the words. He/she can write the name or draw an animal in the space provided and write in the appropriate noise that the animal makes.

Additional resources

Teaching resources
The Addison-Wesley Picture Dictionary has vocabulary and a picture of a farm on pp. 22–23.
Mike Teaches English: Animals.
Where’s English?: Level 1 – In the lounge room (SLC 2).
ESL Stage A1 – Teacher support materials for lower primary new arrivals, Years P–2 has a unit of sequenced activities for this topic on pp. 132–133.
Nixon, C. and Tomlinson, M., Primary Activity Box: 8.1 – Farmyard fun.

Games, songs, stories and activities
Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Games and activities
• Animal Happy Families: Photocopy Worksheet 1 four times onto card. The students cut out and deal the cards between the players, who then take turns to request a card needed from another player to make a set of four cards.
• Animal Bingo: use a grid from the Appendix and illustrations from Worksheet 1 to make Bingo cards.
• Concentration: use picture cards of animals.
• Animal classification: students classify animals according to attributes using plastic farmyard animals as visual support, e.g. has two legs, has four legs, can swim, has feathers, has fur, has wool etc.
• What animal am I?: this can be an oral or written activity. Students can make a book with clues and answers.
• Animal sounds: make a tape of animal sounds. The student listens and identifies the animal.
• *Animal pop-up books:* students make animal ‘pop-up’ books using heavy construction paper.

• *Animal models:* students make models of farmyard animals from clay, plasticine, playdough etc.

• *Animal puppets:* students make animal finger puppets.

• *Animal masks:* students make masks from paper plates, paper bags, feathers, tissue paper, string, wool etc.

• *Farm animal mobile:* students cut out animals and suspend them from a coat-hanger.

• *Mural:* students draw and label animals and features from a farmyard to make a mural.

• *Farmyard diorama:* students make model animals and place them in a farmyard diorama made from a cardboard box.

• *Stuffed animals:* students draw two identical animal shapes of their choice, cut them out and glue the edges together leaving a small opening. Fill with crumpled tissue paper, small pieces of styrofoam etc. Seal the opening and display in class.

**Chants and rhymes**

I Found a Cow, C. Graham (*Jazz Chants for Children*, p. 45)

Give Me a C, C. Graham (*Jazz Chants for Children*, p. 81)
<table>
<thead>
<tr>
<th></th>
<th>foal</th>
<th>piglet</th>
<th>dog</th>
<th>goat</th>
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</thead>
<tbody>
<tr>
<td>horse</td>
<td>pig</td>
<td>goose</td>
<td>chicken</td>
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<tr>
<td>calf</td>
<td>lamb</td>
<td>duckling</td>
<td>hen</td>
<td></td>
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<tr>
<td>cow</td>
<td>sheep</td>
<td>duck</td>
<td>rooster</td>
<td></td>
</tr>
</tbody>
</table>
Unit 15: Farm animals

Worksheet 2
Unit 15: Farm animals

cow

cow

chicken

chicken

sheep

sheep

horse

horse

pig

pig

duckling

duckling

foal

foal

duck

duck

lamb

lamb

calf

calf

hen

hen

piglet

piglet
A yellow ____________

A brown ____________

A white ____________

A black ____________

A grey ____________

A pink ____________

A ________________ dog.
Unit 15: Farm animals

- Mane
- Wing
- Tail
- Hoof
- Beak
- Paw
# Farm animals

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cow  
chicken  
sheep  
horse  
pig  
goat  
duckling  
foal  
cat  
dog  
lamb  
goose  
hen  
piglet  
duck  
calf
Unit 15: Farm animals
Animals on the farm

- a black sheep and a white lamb
- a spotted dog
- a black cow and a black calf
- two brown and black goats
- a brown hen and two yellow chickens
- two white ducks
- a brown horse
# Unit 15: Farm animals

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
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</thead>
<tbody>
<tr>
<td>1. I have two legs.</td>
<td>2. I have two legs.</td>
</tr>
<tr>
<td>I can swim.</td>
<td>I have feathers.</td>
</tr>
<tr>
<td>4. I have four legs.</td>
<td>3. I have four legs.</td>
</tr>
<tr>
<td>I have wool.</td>
<td>I have a mane.</td>
</tr>
<tr>
<td>7. I have four legs.</td>
<td>5. I have four legs.</td>
</tr>
<tr>
<td>I eat grass.</td>
<td>I have a curly tail.</td>
</tr>
<tr>
<td>8. I have four legs.</td>
<td>6. I have four legs.</td>
</tr>
<tr>
<td>I am a baby horse.</td>
<td>I am a baby cow.</td>
</tr>
</tbody>
</table>
Old Macdonald had a farm, eieio.

And on that farm he had a

With a

Here a

Everywhere a

Old Macdonald had a farm, eieio.
Unit 16: Folktales and fairytales

The universal themes of good versus evil, and the simple narrative style of most folktales and fairytales appeal to many students. They will often know the stories in their first language and this gives an excellent starting point for understanding the story in English.

Expected outcomes from the ‘Folktales and Fairytales’ theme

The aim of this unit is for students to be able to:

- listen to and enjoy some common folktales/fairytales
- understand some of the language and vocabulary particular to folktales/fairytales
- perform some language activities based on folktales/fairytales.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions
- Identifying.
- Asking and answering simple questions.
- Expressing likes, dislikes, preferences.
- Describing simply people, places and things.

Structures
This is .../That is ...
Those are ...
He/She is ...
They are ...
What is ...?
Who is/Who’s ...?
Where is ...?
When did ...?
Why did ...? / How did...?
I like/don’t like ...

Notions/ideas
Depending on the kind of vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to folktales and fairytales:

past time
When in time did fairytales and folktales take place? – what do phrases like ‘long, long ago’, or ‘once upon a time’ mean?

sequences
sequencing of events – first, next, then, after that, later, finally

fact
sorting out the factual elements of the stories from the fantasy – which parts could be real and which parts could not be?

location
Where do folktales and fairytales take place?

wealth
Which characters are rich and which are poor: both at the beginning of the story and at the end?
Unit 16: Folktales and fairytales

Vocabulary

Nouns
- man, woman, boy, girl, baby
- mother, father, grandmother, grandfather, uncle, aunt,
  son, daughter, step-mother, step-daughter
- king, queen, prince, princess
- giant, fairy, dwarf, troll, witch
- wolf, bear, frog, billy goat
- cottage, castle, tower, bridge, woods, forest
- magic, spell, wand

Verbs
- sleep, dance, work, cry, marry, sing, run, climb, carry

Adjectives

Size
- huge, gigantic, enormous, big, large
- middle-sized, tiny, small

Character
- good/evil/wicked, kind/unkind/cruel, clever/silly, rich/poor

Age
- old, oldest, young, youngest

Physical appearance
- beautiful, ugly

Prepositions
- first, next, then, after that, finally

Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources which support oral language use in the classroom. It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: When choosing folktales or fairytales to read with new ESL learners, make sure that you choose simplified editions, well supported by illustrations and containing repetitive language. Books should be chosen carefully so that students do not feel that they are being talked down to, or feel that the material is too childish.

Worksheet 1

Read the story of The Little Red Hen several times to familiarise the student with the language and the sequence of the story. Introduce and model the vocabulary and repetitive structures and encourage the student to join in a group reading of the whole text. Introduce the worksheet and model the sentence. Talk about the punctuation, e.g. full stop, capital letter. Encourage the student to read the sentence aloud and then demonstrate how to cut and paste to unjumble the words to form the sentence before the student attempts the task independently. Make sure that the student reads the sentence aloud on completion. This activity can be done with all the sentences on Worksheet 2.
Worksheet 2
Reread a version of *The Little Red Hen* after completing Worksheet 1. Focus on the past-tense forms of the verbs, e.g. found, ate, made. Introduce the worksheet and demonstrate how to cut out the pictures and sequence them to tell the story orally. Then read through each sentence orally with the student and match with the pictures. The student can then cut and match the sentences and pictures and paste them in a scrapbook. Encourage the student to read the sentences aloud to a friend or the teacher.

Worksheet 3
This worksheet is based on the vocabulary and structures from Worksheet 2. Read through the previous worksheet with the student. Demonstrate how to fill the gaps in the sentences on the worksheet, using Worksheet 2 as a reference, and how to fill in the across/down sections of the puzzle using the numbers as a guide. Ensure that the student understands the concepts of across and down.

Worksheet 4
Read a version of *The Gingerbread Man* that has strong visual support and talk about the story. Go through the sequence of the story and write and display the names of the people/animals involved. Ask the student to identify the characters of the story in the text. The student can then fill in the gaps in the worksheet using the list of names on display and illustrate each section. Demonstrate to the student how to make an eight-page booklet, (Use the example found in the Appendix.) Encourage the student to read their book to a peer or to family members. This worksheet can be enlarged to A3 size.

Worksheet 5
Read a version of *Cinderella* and talk about each character. Introduce the names of the characters and match with the illustrations in the story. Provide the written form of the names. Introduce the worksheet and fill the gaps orally before the student writes in the words. It may be necessary to provide the words for the student to copy. The student can then match the speech with each character and cut and paste. This worksheet can also be copied onto card, the illustrations can be cut out and glued onto icy-pole sticks for use as puppets to dramatise the story.

Worksheet 6
Read and talk about the story of *Red Riding Hood* several times, again ensuring that the text has a strong visual support and uses clear language forms. Encourage the student to identify and name characters from the story, to predict what may happen next, and to contribute words and phrases of the text as they become more familiar with the language and structures. Talk about the concepts of true and false using simple statements based in the student's experience, or the story, e.g. ‘Red Riding Hood was a boy’. Introduce the worksheet and read through the sentences orally with the student. Ask the student to nominate whether each statement is true or false.

Worksheet 7
This cloze exercise is based on the story of *Goldilocks and the Three Bears*. The student will need to be familiar with the story and to have access to the vocabulary and structures. Go through the worksheet orally with the student. Model the listed vocabulary from the box and make sure that it is understood (a word/picture match activity using flashcards would be a way of ensuring this). Do an oral close before the student writes the words in to fill the gaps. The student can then read the completed cloze to a peer or the teacher.
Worksheet 8
This sentence beginning and ending match is based on the previous worksheet, so the student should be becoming familiar with the structures. Read through the completed Worksheet 7 with the student and talk about the sequence of events. Then cut out the sentence beginnings and endings and match them. The student may need to work with the teacher or a partner. He/she can then paste the sentences to form the story and read it aloud.

Worksheet 9
Read the story of *Jack and the Beanstalk*, ensuring that there is strong visual support. Introduce and model the vocabulary on the worksheet and relate it to the text. Demonstrate the concepts (huge, big, small, tiny) using familiar objects. It will be useful to play a word/picture matching activity with the vocabulary using flashcards, or to label these features in the text. Encourage the student to illustrate the sentences and read them aloud to a teacher or a partner. The student may then draw, cut out from magazines or make lists of other things they are familiar with that are huge, big etc.

Worksheets 10 & 11
Read the story of *Jack and the Beanstalk* again to reinforce the sequence of events. Introduce Worksheet 10 and talk about the illustrations, naming objects and characters. The student can then cut the pictures out and sequence them to tell the story. Encourage the student to tell the story orally as much as he/she can. The student can then paste the pictures onto the story map on Worksheet 11 and tell the story orally to or with a friend. A cloze or word unjumble activity can be used to extend this activity, for example, sentences to match the pictures, or the student can work with a partner to write the story onto the story map. Story maps are a useful way of promoting oral and written language for any of the fairy tales, especially if presented as a group activity.

Worksheet 12
Read the story of *The Three Billy Goats Gruff* several times to familiarise the student with the vocabulary, structures and sequence of events. Introduce and model the vocabulary from the worksheet and relate it to the story and illustrations. Encourage the student to read the words and orally match them with the pictures. The student can then write the appropriate words from the list to label the pictures and read them aloud to a teacher or a peer.

Worksheet 13
This worksheet follows Worksheet 12 and uses the vocabulary in a cloze and sentence unjumble activity. Revise the vocabulary and the sequence of the story. Introduce and model the vocabulary for sequencing, first, next etc. and write them in order for display and for the student to use as a reference. Go through the worksheet with the student and fill the gaps in the sentences orally. The student can then write the words in using Worksheet 12 as a reference. The student can then cut out the sentences and sequence them in order. He/she may need to work with a partner or in a small group.

Worksheet 14
Read a clearly illustrated story of *Snow White* several times to familiarise the student with the sequence of events in the story. Talk about the characters and make a list of the names. Introduce the worksheet and read through the sentences. Focus on the structures and vocabulary and ask the student to point out specific features in the pictures, apple, castle etc. Talk about any unknown vocabulary. The student can then cut and paste the pictures to match the sentences, which are then read aloud to a teacher or a peer.
Worksheet 15
First read a clearly illustrated version of the story 'Sleeping Beauty' and talk about the characters and the sequence of the story. When the student is familiar with the sequence, go through the sentences on the worksheet orally and order in sequence. The student then cuts the sentences out, pastes them in order and illustrates each one. Make sure the student reads the sentences aloud. An extension activity could focus on the past tense form of the verbs.

Worksheet 16
The student will need to be familiar with all the fairytales from previous worksheets to attempt this sentence beginning and ending match. Talk about and revise the content and illustrations of the five fairytales. Revise or introduce 'went' as the past tense of 'go', e.g. by talking about where the student went last night/at the weekend. Introduce the worksheet and revise the names of the characters mentioned in each sentence. Talk about where each character went. The student can cut out and match the sentence beginnings and endings, then paste them into a scrapbook or folder, after they are read aloud to a teacher or peer.

Additional resources

Teaching resources
Vale, D., Mullaney S. & Murphy, P., *Story World*.

Games, songs, stories and activities
Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Games and activities
- *Drama*: students dramatise a fairy tale with repetitive structures, e.g. *The Three Billy Goats Gruff*.
- *Lists*: students list and illustrate animals, male and female characters, 'good' characters, 'bad' characters etc. in fairytales.
- *Who am I?* students play a guessing game to identify characters in known fairytales, e.g. 'I went to sleep for one hundred years'.
- *Own fairytales*: students write and illustrate a fairytales in their first language.
- *Familiar speeches*: tape record some repetitive structures or dialogue from familiar tales, e.g. 'All the better to eat you with!', 'Run, run as fast as you can.', 'Who's been eating my porridge?'. Play the tape and have the students identify the character or story.

Art activities
- *Masks*: students make paper plate or paper bag masks of characters from the fairytales and dramatise.
- *Puppets*: students make finger/sock puppets of characters from the fairytales and dramatise.
- *Story maps*: students make a story map of a fairytales, e.g. *Red Riding Hood*.
- *Mural*: students make and label a mural depicting all the elements of a fairytale, e.g. *Jack and the Beanstalk*.
- *Gingerbread men*: a group of students can make gingerbread men with the teacher, following spoken or written directions.
- *Diorama*: students can make a diorama based on a fairytales.
- *Character models*: students make models of characters from clay or plasticine, e.g. the troll, Jack and the giant.

Chants
*Jazz Chants Fairy Tales*, Carolyn Graham
The little red hen found a grain of wheat.
<table>
<thead>
<tr>
<th>The little red hen found a grain of wheat.</th>
<th>The little red hen planted the wheat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The little red hen cut the wheat.</td>
<td>The little red hen made the wheat into flour.</td>
</tr>
<tr>
<td>The little red hen made the flour into bread.</td>
<td>The little red hen ate the bread.</td>
</tr>
</tbody>
</table>

The Little Red Hen

1. The little red hen found a grain of wheat.
2. The little red hen planted the wheat.
3. The little red hen cut the wheat.
4. The little red hen made the flour into bread.
### Unit 16: Folktales and fairytales

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>1</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>h</td>
</tr>
<tr>
<td>3</td>
<td>f</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>p</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>b</td>
<td>6</td>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>

**Across →**

2. The little red _ _ _ found a grain of wheat.

4. The little red hen _ _ _ _ _ _ the wheat.

5. The little red hen made the flour into _ _ _ _ _ _.

**Down ↓**

1. The little red hen found a grain of _ _ _ _.

3. The little red hen made the wheat into _ _ _ _

6. The little red hen _ _ _ _ _ _ _ _ the bread.
<table>
<thead>
<tr>
<th>The Gingerbread Man ran away from</th>
<th>The Gingerbread Man did not run away from</th>
</tr>
</thead>
<tbody>
<tr>
<td>He ran away from</td>
<td>and a</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I __ the handsome prince.

My name is Cinderella.

I am Cinderella's fairy godmother.

We are Cinderella's step sisters.
Red Riding Hood

Red Riding Hood lived with her mother.

Red Riding Hood had a red coat.

Red Riding Hood went to visit her mother.

The wolf saw Red Riding Hood in the forest.

The wolf ate Red Riding Hood’s basket of food.

The wolf met a woodcutter in the forest.

The wolf ran to grandmother’s house.

The wolf jumped into grandmother’s bed.

Grandmother ate the wolf.

“Grandmother! What big teeth you have”, said the wolf.

The woodcutter killed the wolf.
Goldilocks and The Three Bears

Once upon a time there were three bear children.

One day Bear made some porridge.

The porridge was too hot to eat so the three bears went for a walk in the woods.

Goldilocks went inside the bears’ house.

She ate Baby Bear’s porridge.

She broke Baby Bear’s chair.

She went to sleep on Baby Bear’s bed.

The three bears came home.

They saw Goldilocks sleeping on Baby Bear’s bed. Goldilocks woke up and ran away.

---

words: woods, chair, porridge, house, bears, bed

characters: Goldilocks, Mother, Father, Baby, three
# Goldilocks and the Three Bears.

<table>
<thead>
<tr>
<th>The three bears lived</th>
<th>sleeping on Baby Bear’s bed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day Mother Bear</td>
<td>Baby Bear’s chair.</td>
</tr>
<tr>
<td>The porridge was too hot</td>
<td>the bear’s house.</td>
</tr>
<tr>
<td>Goldilocks went inside</td>
<td>and ran away.</td>
</tr>
<tr>
<td>She ate</td>
<td>Baby Bear’s bed.</td>
</tr>
<tr>
<td>She broke</td>
<td>so the bears went for a walk in the woods.</td>
</tr>
<tr>
<td>She went to sleep on</td>
<td>Baby Bear’s porridge.</td>
</tr>
<tr>
<td>The three bears</td>
<td>in a house in the woods.</td>
</tr>
<tr>
<td>The three bears saw</td>
<td>came home.</td>
</tr>
<tr>
<td>Goldilocks</td>
<td>made some porridge.</td>
</tr>
<tr>
<td>Goldilocks woke up</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet 8
Jack and the Beanstalk

Giant
The giant is huge.

Castle
The castle is huge.

Beanstalk
The beanstalk is big.

Door
The castle door is big.

Jack
Jack is small.

Jack’s house
Jack’s house is small.

Beans
The beans are tiny.
Unit 16: Folktales and fairytales

Worksheet 11
The Three Billy Goats Gruff

Finally the big Billy Goat Gruff knocked the troll into the r___._.  

The t_ _ _ _ lived under the b_ _ _ _._

First the s_ _ _ _ Billy Goat Gruff wanted to walk across the bridge.

Then the b_ _ _ Billy Goat Gruff wanted to walk across the bridge.

The t_ _ _ _ Billy Goats Gruff wanted to walk across the bridge and eat the g_ _ _ _._

Next the m_ _ _ _ - sized Billy Goat Gruff wanted to w_ _ _ _ across the bridge.
### Snow White and the Seven Dwarfs

<table>
<thead>
<tr>
<th>Snow White lived in a castle.</th>
<th><img src="image" alt="Castle" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>The seven dwarfs lived in a cottage in the woods.</td>
<td><img src="image" alt="Cottage" /></td>
</tr>
<tr>
<td>Snow White went to live with the seven dwarfs.</td>
<td><img src="image" alt="Snow White" /></td>
</tr>
<tr>
<td>The wicked queen gave Snow White an apple.</td>
<td><img src="image" alt="Wicked Queen" /></td>
</tr>
<tr>
<td>Snow White went to sleep until the handsome prince kissed her.</td>
<td><img src="image" alt="Prince" /></td>
</tr>
<tr>
<td>Event</td>
<td>Sentence</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>She went to sleep for one hundred years.</td>
<td></td>
</tr>
<tr>
<td>He kissed Sleeping Beauty.</td>
<td>A forest grew around her castle.</td>
</tr>
<tr>
<td>They were married.</td>
<td>She woke up.</td>
</tr>
<tr>
<td>Sleeping Beauty was a princess.</td>
<td>A prince found her castle.</td>
</tr>
<tr>
<td>Character</td>
<td>Location</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Cinderella</td>
<td>to the dwarf’s house.</td>
</tr>
<tr>
<td>Snow White</td>
<td>to the bear’s cottage.</td>
</tr>
<tr>
<td>Goldilocks</td>
<td>to the giant’s castle.</td>
</tr>
<tr>
<td>Jack</td>
<td>to sleep for one hundred years.</td>
</tr>
<tr>
<td>Red Riding Hood</td>
<td>to the ball.</td>
</tr>
<tr>
<td>Sleeping Beauty</td>
<td>to her grandmother’s house.</td>
</tr>
</tbody>
</table>
Bibliography


Addison-Wesley Picture Dictionary (1984) Addison-Wesley, USA.


Edwards, V. (1997) The Other Languages – a guide to multilingual classrooms, PETA, Newtown, NSW.


Mike teaches English (1997) (CD-ROM) Scholastic, Gosford, NSW


Bibliography

Racism: No Way!


Instructions to make a booklet from a piece of paper

1. Hold up paper.

2. Fold in half horizontally.

3. Fold in half again back on itself right to left.

4. Then fold again right to left.

5. Open it up. It should look like this with 8 rectangles.

6. Turn the paper around.
7. Fold in half, top to bottom.

8. Cut from A to B.

9. Open and fold horizontally as for 2.

10. Put your hand between the 2 parts of the paper. Your hand should come out of the split at C.

11. Lift the front fold and your hand at C and take across to A.

12. Fold E across to C.

13. Take your hand out and flatten the last section.

14. Close the book left to right. It should have 8 pages.
Beginning ESL – Support material for primary new arrivals

Beginning ESL – Support material for primary new arrivals is a practical resource for teachers of newly arrived English as a second language (ESL) learners. It is designed in particular to support classroom teachers who may be unfamiliar with the needs of ESL learners new to learning English.

The material is organised into sixteen units of work, and aims to provide material to support a classroom program. The units will help teachers to teach the basic English that students will need to communicate simple wants and needs, and that will help them to participate in their new classroom environment.

Teachers are encouraged to select from this book the activities and worksheets that are most appropriate to the needs of their new English learner. The activities and worksheets are designed to encourage communication and interaction between the new arrival, the teacher, and other students in the class.

Each unit provides:
- learning outcomes both for English learning and for the topic
- lists of appropriate English vocabulary and grammar features
- worksheets that may be photocopied
- additional references and resources.