Living With English

Curriculum guidelines for integrating classes for students from non-english speaking backgrounds into the Certificates in General Education for Adult Framework.
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Foreword:

"Living With English" has been developed and produced as part of the Adult Education and Vocational Training Institute's initiative to provide access and equity to all clients regardless of language background. AEVTI seeks to provide all students with the social tools necessary for successful survival within an increasingly demanding society. Of these skills the ability to communicate in the community language is paramount. The guidelines contained within this document aim to not only assist field staff facilitate the acquisition of language skills, but to also provide a common guide to assessment of these skills within a nationally accredited framework.

These curriculum guidelines provide a link between the theory of language and the practical application of skills, particularly as applied within the specific cultural environment of Correctional Centres, but also with the broader view of linking to the external community. The recognition that students build on their existing experience is integral to the implementation of the guidelines and the interdependence of language and culture is acknowledged as being part of the learner's experience.

The Department and AEVTI extends its appreciation and thanks to Suzanne Wilde for her excellent achievement in the compilation of this curriculum.

Brian Noad
Principal
Adult Education and Vocational Training Institute

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Suzanne Wilde

Statement of Purpose

Teachers at AEVTI campuses have expressed a need for a document which will demonstrate ways in which students, for whom English is not a first language, may undertake studies in the Certificates in General Education for Adults (CGEA).

This document has been created to answer these needs. It addresses the Learning Outcomes of the CGEA with material that has been trialled in both community and AEVTI classrooms and found to be successful with the student group.

The program which follows does not attempt to "teach English" but rather to equip students with the English skills which they need for survival in this country, in much the same way that the CGEA Learning Outcomes first address the survival needs of students as community and workplace members. It is essentially a "Survival English" program.

The program is aimed at students who are undertaking Certificate 1 in General Education for Adults (i.e. levels one and two of the CGEA framework). It is anticipated that students who progress from this certificate to Certificate 1 will have adequate communications skills in English to be able to take part in mainstream classes.

The Numeracy and Mathematics stream of the CGEA is not directly addressed in this document, although reference is made where appropriate. In general terms students from non-English speaking backgrounds have found that mathematics does not suffer in the language transfer. Numeracy and Mathematics should be integrated into the thematic work wherever appropriate.

Underlying Philosophy

Since the CGEA Framework is only a list of competencies any student should be able to meet these competencies given the appropriate content and adequate time.1

The time factor is variable dependent on the student's prior experience and, to a certain extent, on the student's motivation. Therefore content becomes the focus of the following observations.

- Learners learn by reviewing new knowledge in the light of past experience. Therefore the new content presented should have a direct link to existing knowledge.

- Learners learn when their motivation is high. Therefore content should be of recognisable value to students.

  Pre-school children who are placed in a new language first learn the words of most relevance to them e.g. drink, up (to be lifted), personal names of significant others, yes, no etc. They learn these words as isolated knowledge and without syntax although they may have well developed syntactical conventions in their first language.

- Culture and language are closely related. Culture affects vocabulary, syntax, and content in both spoken and written language. There are cultural conventions imbedded in language which make some content appropriate for some situations while other content is taboo. Cultures have identifiable features which assist in communication e.g. non-verbal cues, volume in speech. In order to become proficient in a language, and to use it appropriately, a student also needs to develop cultural awareness. This awareness needs to be wider than simply an understanding of the traditional culture of the country but must also include an awareness of the cultures of workplace, home, classroom, gender, social gathering, transport system etc.

1There is an assumption here that all students have the intellectual capacity to undertake the learning program.
Cultures are based around the values, beliefs and practices which are accepted within the group. They are acquired by young children as the result of socialisation. When adult learners come to a classroom they bring with them their own individual cultures; whether these have been acquired in Australia or in another country. An understanding, and acceptance, of another culture is critical to the ability to operate within the language of that culture. Individual, group and institutional practices reflect culture. The development of an awareness of the conventions of a new culture is, as with the first culture, largely the result of socialisation. However, adult learners, unlike children, are already culturally proficient in their own cultures and therefore are more aware of the differences which they encounter (and sometimes less aware of the similarities). The student's motivation to develop skills within the new language will therefore influence the rate of the development of knowledge of the new culture be it ethnic or institutional.

When working with adult learners who are incarcerated it is important to recognise that the institutional culture which they are learning through socialisation is an isolated culture within this country.

It is assumed that no classroom will have the luxury of working with students from one isolated language background, reflecting a shared cultural background. Therefore there will be a need for not only the teacher to develop an awareness of the cultural backgrounds of each class member, but also for each student within the group to develop a similar awareness and acceptance. Since the development in English for all students is the aim of the class, and since this will require the interaction of class members to be most effective, some time may need to be given to exploring issues of cultural diversity within the group. Students will need to share knowledge and skills which are unique to their own cultures and those that are common to all cultures.

The challenge then, in creating an English language program, which can be reported under the CGEA Framework, and is suitable for students from Non-English Speaking Backgrounds who are incarcerated in Correctional Centres, is to create a program which performs three key functions:

1. Builds on prior knowledge (experience)
2. Develops a key (survival) vocabulary
3. Develops cultural awareness and recognises cultural diversity

Such a program needs to develop both oral and written communication skills and therefore a holistic approach of talking/listening/reading/writing about the content has been used.

In developing content areas for the activities an attempt was made to identify factors which were common to all cultures (although they may have minor differences), and important to survival in any culture. Some such content areas were found in the essential human needs of food and shelter. The content areas of history and geography were considered to be common areas of understanding and with special application in developing an awareness of the development of Australian culture.

For specific use in Correctional Centres the language used needs to reflect the surrounding gaol culture, including the food and shelter applicable, however the broader Australian environment also needs to be considered if students are to be equipped to live in the broader Australian community.

Prior Knowledge: Significant factors from own culture. Food, shelter, sociology, history, geography, clothing, education, customs, religion, art and craft, music, dance, laws and legal system, literature, recreation, history, employment, family structure.

Key Vocabulary: Concerned with survival. Food, shelter, location, local rules and regulations, social behaviour, significant people.

Cultural Awareness: Similarities and diversities between cultures. Food, shelter, clothing, recognition of local rules and mores, stories, music, arts and crafts, employment, family structure.

Background

This program has had a two stage development. The initial project was to develop a Survival English program for newly arrived adolescents from non-English speaking backgrounds. The pilot group was run as a community class.

Some of the most successful aspects of the community class could not be immediately transferred to a Correctional Centre situation. These included the excursions which were a daily event and which gave all participants the chance to engage their English skills in real life situations.

Stage two of the project development was to trial the program within a Correctional Centre situation to see which aspects were immediately transferable and where modification should take place. One of the outcomes of the Correctional Centre pilot was to discover that the program worksheets could be successfully used with both English and Non-English Speaking Background students.

The program which follows includes all aspects of both the community and Correctional Centre trials in the confident expectation that teachers will find aspects which they can adapt to their specific classrooms.

In the community class where this program was successfully trialled the course ran for two blocks of three weeks with a break of one week between blocks.

The trial community program had a rigid structure in terms of time tabling but flexibility of delivery within this structure.

The daily timetable allowed for three hours of formal classroom work each morning and two hours of "English In Practice" each afternoon. Additionally one day each week (usually the Friday) was devoted to an excursion to a place of interest where further English in Practice was required.

Within this timetable the teachers had flexibility to deliver lessons on specific aspects of English when and where they were considered appropriate.

The program was delivered around a series of single themes, and within each theme the language, activities and excursions were related.

The themes worked from the familiar to the unknown, using similarities and differences between Australia and the country of origin as a common strand throughout the program.

For future application the themes could be added to, altered, changed, subtracted from; according to the needs and interests of the individual students. Some themes require less time than others and can be covered in one or two days while some required as long as a week.

Activities

The following activities were a common thread throughout the program regardless of the theme being studied. They provided continuity and were aimed at addressing the major areas of concern in the participants' development of English.

The Journal

Each participant kept a daily journal which was checked by the teachers once or twice each week. The journals were generally narrative in style and formed an English diary for the period of the program.
Class participants were provided with a well bound A5 book to serve as a journal and they were encouraged to write about daily occurrences in Australia. Teachers responded with comments concerning the journal content and made only essential corrections to the English writing.

Over the period of the program progress in Writing in English could be measured by the increased fluency of the journals.

Keeping Personal Word Lists

Personal word lists, kept dictionary style serve, not only to provide a ready reckoner for frequently used words and phrases, but also as a record of culturally specific words and slang terms which are rarely found in standard dictionaries.

The use of words and phrases of cultural relevance are particularly important to students who are newly arrived in Correctional Centres as they need to have access to the use of appropriate language and also need an understanding of its cultural bias. They need to be aware of what language they can, and what language they can't, use in specific cultural groups.

Anecdotal Oracy

Participants were requested daily to tell the teachers and other class members what they had been, or were going to be, doing. This was the first oral activity each morning. Common errors in usage and / or pronunciation were orally corrected.

Verb Usage

An ongoing list of verb usage was kept and, as the range of verbs used increased, new words were added to the list which was prominently displayed in the classroom. This list was initially compiled by the teacher; but, as competence and confidence increased, participants were encouraged to add words to the list and to discuss why they had added them.

Word Games

Simon Says: ( with the variation that the person who makes a mistake becomes the next Simon) to increase listening skills, speaking skills and vocabulary.

Narrative Game: using cards with words relating to time. Place the cards face down on the table. Each participant draws a card and must use the word drawn in a sentence. As a variation, when participants become more competent, each participant must continue the story commenced by the first person while still using the word card which they have drawn. As students developed further competence in sentence structure words used as conjunctions were added to the cards.

Dictionary Race: find another word which means the same as __________

Group Story Telling: one person begins a "story". This may be a recounting of the previous day's activities; the retelling of a well known folk story; the retelling of a TV show. The teacher randomly selects the next person to continue the story until all participants have had a turn.

Record Keeping

Competency checklists were kept on each participant which served as an indicator of progress made, and defined needs for further attention at an individual level.

Modules

Only two modules (learning outcomes) are presented within this document. Within these modules all learning outcomes for Certificate I in General Education for Adults (Foundation) are addressed. The modules are given as examples of how an overall learning outcome, that of becoming functional in English, can be the result of achieving competence in the CGEA learning outcomes.

These modules are not intended to be followed rigidly, but rather, to serve as examples for the integration of critical skills into the CGEA Framework.

A more effective approach has been found to be the use of themes which relate directly to communication needs.
Module One

Learning Outcome One

Function in English at a level which will supply own basic needs within the immediate cultural group. *(n.b. this module has been written with Correctional Centres as the specific cultural group)*

Criteria which contribute to assessment
All criteria must be met but do not have to be met in the same assessment task.

(a) Write sufficiently in English to fulfil basic needs (e.g. Fill out Buy-up form, One or two sentence request form, complete enrolment form)

(b) Read in English sufficiently to fulfil basic needs (e.g. Recognise the words on a basic form, Identify a Local Order)

(c) Speak and listen in English sufficiently to fulfil basic needs (e.g. Ask for and give directions to a specific point, Answer questions about personal details, Request help)

Conditions of Assessment:
The student will have access to:
Language 1 / Language 2 dictionary; a range of other dictionaries and thesauruses.
Teacher / tutor / peer assistance as required.
Models drawn from previous exercises or supplied by teacher.

Examples of assessment tasks:
• Read a buy-up form, calculate the cost of required items, fill out and submit the form to the correct place at the correct time. (Addresses all criteria for the learning outcome and addresses CGEA outcomes Reading and Writing 1.2 and 1.6; Oral Communication outcomes 1.2 (b) and (c))
• Listen to, and follow, instructions as to when to report for work or class (addresses CGEA outcome Oral Communication 1.1 (a) and (b)).
• Give instructions to get from the classroom to cell (addresses CGEA outcome Oral Communication 1.2 (a))
• Discuss, with others, the cost of goods and services available on the weekly buy-up (addresses CGEA outcomes Reading and Writing 1.7 and Oral Communications 1.3 (a) and (b))
• Write a short letter or post card in English. Read a similar text received from a friend or teacher (addresses CGEA outcomes Reading and Writing 1.1 and 1.5)
• Read local orders related to clothing issue, telephone calls, gala days etc. and write an opinion (addresses CGEA outcomes Reading and Writing 1.4 and 1.8)

Suggested Strategies:
• Classroom discussions concerning local routines which require both listening and speaking.
• Exposure to a range of culturally relevant forms and notices in written form.
• Exposure to the conventions of writing on forms, letters, notices, worksheets.
• Vocabulary development which includes key words and phrases of cultural significance, personal details, and everyday life.
• Development of thematic content which relates directly to local culture.
Module Two

Learning Outcome Two

Function in English at a level which will supply own needs within the immediate cultural group, and basic needs within the larger community.

Learning Outcome Two

Function in English at a level which will supply own needs within the immediate cultural group, and basic needs within the larger community.

Criteria which contribute to assessment
All criteria must be met but do not have to be met in the same assessment task.

(a) Write sufficiently in English to fulfil needs (e.g. Write letters of one paragraph or more in English, Write a job application)

(b) Read in English sufficiently to fulfil needs (e.g. Read articles in the popular press, Read directions for finding places and things and for performing procedures, Identify opinions expressed in writing)

(c) Speak and listen in English sufficiently to fulfil basic needs (e.g. Ask for and give directions on a procedure, Ask for and give personal information)

Conditions of Assessment:
The student will have access to:
Language 1 / Language 2 dictionary; a range of other dictionaries and thesauruses.
Teacher / tutor / peer assistance as required.
Models drawn from previous exercises or supplied by teacher.

Examples of assessment tasks:
• Research a part of Australia you would like to visit and write about why you would be interested in this place. Draw up a travel itinerary for your visit. Write to a friend describing your forthcoming trip. Tell the other class members about the place you have researched (addresses CGEA outcomes Oral Communication 2.3 (a) and (b) Reading and Writing 2.1, 2.2, 2.4, 2.7).
• Give instructions on safe operating procedures for a piece of machinery which you use in your workplace (addresses CGEA outcome Oral Communication 2.2 (a)
• Discuss, with others, the cost of goods and services in Australia and compare these costs to your own country (addresses CGEA outcomes Oral Communications 2.3 (a) and (b)
• Write a letter in English. Read a similar text received from a friend or teacher (addresses CGEA outcomes Reading and Writing 2.1 and 2.5)
• Read and respond to editorial comment about a current issue. (addresses CGEA outcomes Reading and Writing 2.4 and 2.8)

Suggested Strategies:
• Classroom discussions concerning current events which require both listening and speaking.
• Exposure to a range of printed material from popular press, library, brochures, handouts, health and safety issues, advertising, junk mail.
• Exposure to the conventions of writing on forms, letters, notices, worksheets.
• Vocabulary development which includes words and phrases of cultural significance, personal details, and everyday life within the wider community.
• Development of thematic content which relates directly to both local culture and the wider community.
Themes

The themes which are presented here are suggestions only. They have been tried and found to be generally successful. However they are by no means definitive and others which more closely match the needs of the individual group can be readily substituted. The themes here represent ways in which a theme may be developed which addresses the three key aspects of the program and where achievements can be reported within the CGEA Framework. Other themes which may be developed may include Legal Issues, Immigration, Education, Families and Communities and Life Skills.

Housing

Activities

Group discussions, one to one discussions.

What is the same about where you live now and where you lived before coming to Australia?

What is different?

Investigate houses, specific rooms within houses, what words are used to name pieces of furniture? How is the room where you sleep different here than at home?

Group discussions, one to one discussions.

How are kitchens in your home country which you would not find in a kitchen in Australia?

Why are goods more available in Australia and in home country?

Themes which are presented here are suggestions only. They have been trialled and found to be generally successful. However they are by no means definitive and others which more closely match the needs of the individual group can be readily substituted. The themes here represent ways in which a theme may be developed which addresses the three key aspects of the program and where achievements can be reported within the CGEA Framework. Other themes which may be developed may include Legal Issues, Immigration, Education, Families and Communities and Life Skills.

Food

Activities:

Naming foods in English. Similarities and differences between food in Australia and in home country.

Matching pictures of foods to names

Looking at newspaper real estate sections to discover different types of houses. Tell the other class members about typical housing in your country

Drawing sketches, maps, plans of individual rooms / houses and labelling. Discussion of how accommodation is used; in Australia, in home country

Visits to public buildings, display homes, real estate office, department stores, manufacturers, supermarkets.

Visual clues from photographs, Video of buildings. TV news shows buildings.

Abbreviations:

CGEA Competencies

Demonstrated

Active Listening

Oracy for exploring issues and problems;

Oracy for practical purposes;

Can communicate ideas and information

Active Listening

Oracy for practical purposes;

Can identify, analyse and apply the practices of culture

Oracy for practical purposes;

Can communicate ideas and information

Reading for knowledge;

Oracy for practical purposes; for exploring issues and problems;

Writing for knowledge;

Numeracy for personal organisation 1.4 (a) (c);

Can communicate ideas and information;

Can identify, analyse and apply the practices of culture

Other

Read aloud: Rainforest, Rain, Rainy, Sunlight, Country, Bush, bush, English, English, English, Bush, country, Australia, Australia, Australia, Farm, Farm, Farm, Summary, Summary, Summary, Discussion of favourite types of food

Reading for knowledge;

Numeracy for personal organisation 1.3 (a) (b) (c);

Can communicate ideas and information;

Can identify, analyse and apply the practices of culture

 rescued by our students!
Cooking (practical) a dish from home country.
First prepare a shopping list, work out a budget for the dish.
Purchase ingredients.
Prepare and serve the dish.
Write out the recipe for the dish to share with other class members.
Tell the class about this dish. What ingredients need to be substituted to prepare this dish in Australia.

English in Practice

Visits to market gardens, orchards, supermarket, fruit and vegetable shops, butchers, specialty food stores, class lunch at a restaurant.

Geography

Activities
Comparing maps of Australia with maps of home country. Measuring distances on maps between major cities. Between Australian port of entry and home port of departure. Overlay map of home country and map of Australia (area). Investigate population density of home country and Australia.

Present a prepared short speech to other class members about the geography of your home country.

Landforms: English words for landforms, hills, mountains, slopes, plains, rivers, caves, gorges. Label landforms in drawings, on maps, in pictures and photographs.

Look at photos of well known Australian landforms and discuss (tourist calendars and booklets are a good source)

Discuss these landforms and compare and contrast to landforms in home country.

Resources allowing

Oracy for practical purposes; for exploring issues and problems; active listening;
Writing for practical purposes;
Can solve problems; Can use technology; Can communicate ideas and information; Can identify, analyse and apply the practices of culture

CGEA Competencies

1.4 (d) (e) 2.5 (c) (b), for personal organisation - location 2.4 (a) (b) (d) (g);
Oracy for practical purposes; active listening;
Can communicate ideas and information; Can identify, analyse and apply the practices of culture

Reading and Writing for practical purposes

Look at photos of well known Australian landforms and discuss (tourist calendars and booklets are a good source)

Discuss these landforms and compare and contrast to landforms in home country.

CGEA Competencies

1.4 (d) (e) 2.5 (c) (b), for personal organisation - location 2.4 (a) (b) (d) (g);
Oracy for practical purposes; active listening;
Can communicate ideas and information; Can identify, analyse and apply the practices of culture

Discussion that Australian climate varies greatly over the continent and could be quite different in other parts of the country to the local area.

Nutunty for interpreting society - data 3.4 (e);
Oracy for self expression, for exploring issues and problems;
Can communicate ideas and information; Can identify, analyse and apply the practices of culture

Local Urban geography

Reading street maps of the local area
Marking the route to class from home on local area maps
Marking routes to places of interest
Drawing maps of local area
Information scavenger hunts (using the local area write down the name of a public building on the corners of Street and Street. Which building has a clock on the front? What type of goods can you buy at ? What is the date on ? etc.

Australian native plants as a reflection of climatic effects. Differentiate between natives and imported plants.
Recognise common native plants.
Discuss the types of plants which are native to home country. How are they similar / different to Australian natives?
Matching plant names to pictures.

Adapt for local Correctional Centre geography. Map the route from cell to the clinic, classroom, workshop etc.

Numeracy for personal organisation - location 2.4 (a) (b) (d) (f) (g);
Reading and Writing for knowledge;
Oracy for practical purposes;
Can plan and organise activities

Plant samples may need to be collected and brought to class

Numeracy for practical purposes; active listening for exploring issues and problems;
Can communicate ideas and information; Can identify, analyse and apply the practices of culture

English in Practice
Following street maps to arrive at a given destination, visits to local landmarks, visits to parks and botanical gardens.
Watch short documentary (travelogue type) videos on Kakadu, Eastern Australian rainforests etc.

Follow an map inside the centre to arrive at a given destination.

Australian Animals

Activities
Discussion of Australian animals. Compare these animals to animals which are native to home country

CGEA Competencies

Oracy for practical purposes; Can communicate ideas and information
Discuss Australian native animals and their role in tourism

Read about and prepare a speech to present to the rest of the class on two different animals

Look at photos, models, video material etc. and make lists of words which describe specific animals. Use the list words in sentences

English in Practice

Visits to zoo, wildlife park, animal nursery

Video material for discussion

History and Culture

Activities:

Early Australian History - Discuss Aboriginal Australia, relationship to the land and the implications for ecology, cave paintings, myths and legends. Compare creation stories of Australian Aborigines with creation stories from own country

 Penal settlement - The first fleet voyage (Roland Harvey map). Compare travelling time by sea and by air. Distance from England to Sydney. Travelling time for participants to arrive in Australia. Different reasons for travelling.

The eighteen hundreds - Discuss opening the interior to white settlement. The drovers. Gold and its implications for a multicultural society. What do you think?

CGEA Competencies

Oracy for practical purposes; for exploring issues and problems; Can communicate ideas and information; Can identify, analyse and apply the practices of culture

Towards 2000 - Discuss the role of Australia in the technological 90s. How does Australia compare with country of origin in types of manufacture and industry; in multiculturalism; in education

Define Australian culture in terms of its growth. What historical factors have influenced Australian culture? What factors have influenced culture in country of origin? Compare and contrast important cultural aspects between Australia and country of origin

Australian politics: Discuss government in Australia. Compare and contrast to government in country of origin

Oracy for practical purposes; for exploring issues and problems; Can communicate ideas and information; Can identify, analyse and apply the practices of culture

Cultural Events

Activities

Compare and contrast events which are similar in Australia and country of origin e.g. weddings, funerals, coming of age, birthdays. How are these events celebrated. Why are there differences in the celebrations.

CGEA Competencies

Oracy for practical purposes; for exploring issues and problems; Can communicate ideas and information; Can identify, analyse and apply the practices of culture
Compare and contrast events which have no similarity i.e. culturally specific events e.g. Christmas, Anzac Day, Diwali, Thai New Year, Japanese Children's Day, Holi.

English in Practice

Teach another participant a song or children's game which is common in your country.

Take part in culturally specific activities e.g. attend Anzac march, share Easter in Australia Visit a local school and talk to the students about schooling in your country

Visit a local church, cemetery, aged persons home etc.

Oracy for practical purposes; for exploring issues and problems; can communicate ideas and information; can identify, analyse and apply the practices of culture.

Share experiences of locally significant events from home country with other class members.

Worksheets

The following worksheets may serve as models for the development of worksheets to meet the needs of the specific group, or may be used as they stand where appropriate. They have been developed to complement the specific themes outlined within this document. They may be adapted for local use. In using worksheets which require a written response it has been discovered useful to give an example of the type of response required as a model for students to follow. Where no specific model is given on the worksheet it is recommended that the teacher help the class members to develop a model, perhaps by group discussion leading to a model on a whiteboard where all class members are working on the same worksheet.

Houses One: For use with the theme Housing. This worksheet encourages discussion on similarities and differences between rooms and objects in Australia and in the country of origin and allows for some basic plan drawing exercises to be carried out.

Houses Two: For use with the theme Housing. This worksheet is aimed at encouraging rudimentary creative writing. There are no right answers. Students may discuss housing aspects such as the effect of climate, culture and economics on architectural styles. Similar exercises may be developed by using photographs from the real estate section of newspapers or other sources.

Landmarks: For use with the theme Geography. This worksheet is designed to encourage some independent research and writing for knowledge. Information about these two Australian features is readily available and most students can already recognize them and make some comment about them.

Objects 1: For use with the theme Housing. This worksheet is designed to develop English vocabulary concerning everyday items. Similar worksheets may be developed using pictures from junk mail and magazines.

Objects 2: For use with worksheet Objects 1. Students who are ready to write rudimentary sentences use this to write the ways in which the objects from Objects 1 can be used by themselves and others. As a variation students may be asked to write about the size and shape of the objects, or their cost, thus introducing some numerical language.

Objects 3: For use with the theme Housing. This worksheet encourages students to talk and write about common objects. Again similar worksheets can be developed, perhaps using pictures of related objects. Students are also encouraged to discover some additional information about each object which they may do by asking questions, reading, or looking up information.

Location 1: For use with the theme Geography. This worksheet (two pages) aims at developing the vocabulary of geography by linking landforms with their mathematical equivalents. It provides many opportunities for discussion of words which have similar meanings and of context.

Location 2: For use with the theme Geography. A writing exercise for level two Writing for knowledge. The exercise may be adapted by using maps of the students' own countries of origin.

Location 3: For use with the theme Geography. A writing exercise for levels one or two to encourage students to look at similarities and differences. It may provide opportunity for Oracy for exploring issues and problems at a rudimentary level.

Food 1: For use with the theme Food. This worksheet is a simple vocabulary building exercise. It may be used in conjunction with the food advertisements which generally appear in Wednesday's newspapers or students may be asked to find the words they do not know by identifying the picture and then using an L1 / L2 dictionary or by asking questions.

Food 2: For use with the theme Food. This worksheet works best with an excursion to the local vegetable shop. Failing this the food advertisements from newspapers can be used to find the information.
Food 3: For use with the theme Food. This worksheet is linked to worksheet Food 2. The students are asked to think about two things, the way in which things are sold and the quantities which are appropriate for purchase, and to use the appropriate language to describe these things. Similar exercises can be developed in Correctional Centres by using the buy-up list.

Introductions: For general use, as required (two pages). Writing for Self Expression: Have Students write about themselves and how they would introduce themselves to others and practice introductions orally. Use a map of New South Wales to locate Bathurst and Orange. Investigate climate changes from area to area in Australia (in conjunction with Geography theme). Develop oral and written comprehension based on the family in the worksheet Who is...? Where ...? What ...? In conjunction with the themes of Australian History and Culture discuss the nuclear family. Compare and contrast this family structure with family structures from the students' ethnic backgrounds.

Narrative Game Master: This master may be photocopied and the individual word cards cut out for use in the narrative game (See activities P8)

Verb List: This list is best developed, on a sheet of butcher's paper, as words are needed and used in class by the group. There is also a blank form for students to compile their own lists. The form, as it stands, does not allow for past participles, these also may need to be added for some students.

Draw a picture of where you sleep in Australia. Write the names of all the things in the room and what you do with them.

Now draw another room which you have seen in Australia. Write the names of all the things in the room and what you do with them.

What things that you see every day in Australia are different to the things you see in your country?
Write about each of these houses. Where might they be? Who might live in them?

Can you identify these Australian landmarks? What do you know about them? If you wanted to visit them where would you go?

Now write about some famous landmark from your own country. It may be a building or a landform.
Choose the word to match the picture of things you might use in homes in Australia.

Toaster, radio, lights, lawnmower, computer, scissors, torch, keys, clock, microwave, stove

e.g. I could use a toaster to make toast from bread.
Choose one of the common objects from the pictures above and tell the class how you would use this thing.

Choose another object and write about how people could use it.

Find out the cost of a local telephone call

Find out the cost of a two minute telephone call to your country

Use the newspaper to find the names of two movies which are on television this week.

How many matches are usually in a box?

Why do people wear sun glasses?

Many of the words which we use to describe the way the land rises and falls can also be used to describe the way in which other things rise and fall.

This is a graph of Bill's temperature when he was sick last Tuesday.

The same words can be used when we are talking about the stock market, how much petrol we have used in a week, rainfall and climate changes or anything which we measure.
**Ups and Downs**

Sometimes we have more than one word which we can use to describe the same thing.

Bill's temperature was falling  
Bill's temperature was dropping  

Some words with the same or similar meanings are:  
- falling; lowering; dropping; decreasing  
- rising; gaining; increasing  
- slope; gradient; incline  
- flat; plateau; level  
- highest; maximum; most  
- lowest; minimum; least  

Write some sentences which describe what is happening in the graph below.  
You will need to decide what the graph is about.

Write about a part of Australia. What does it look like? Who lives there? Is it like your country? Mark your chosen part of Australia on the map.

Find a graph in a newspaper or magazine and tell the class what it is about.  
Try to use the best words to describe what is happening
On the map below mark the place where you lived before you came to Australia and the place where you live in Australia.

**THINGS WHICH ARE DIFFERENT**

Fill in the chart below to show what things are the same and what things are different between where you used to live and where you live now.

<table>
<thead>
<tr>
<th></th>
<th>Where I used to live</th>
<th>Where I live now</th>
</tr>
</thead>
<tbody>
<tr>
<td>houses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>food</td>
<td></td>
<td>I eat more meat now than I used to.</td>
</tr>
<tr>
<td>clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>money</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Find the names of these common foods.

1. [Image of an apple]
2. [Image of bananas]
3. [Image of strawberries]
4. [Image of broccoli]
5. [Image of cheese]
6. [Image of carrots]
7. [Image of a book]
8. [Image of a bag of chips]
9. [Image of a fish]
10. [Image of a corn]
11. [Image of a meat]
12. [Image of french fries]
How much do these foods cost in Australia? Write down what the food is and its price.

<table>
<thead>
<tr>
<th>Food</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grapes</td>
<td></td>
</tr>
<tr>
<td>Bunch of grapes</td>
<td></td>
</tr>
<tr>
<td>Tomato sauce</td>
<td></td>
</tr>
<tr>
<td>Orange juice</td>
<td></td>
</tr>
<tr>
<td>Shrimp</td>
<td></td>
</tr>
<tr>
<td>Pineapple</td>
<td></td>
</tr>
<tr>
<td>Pizza</td>
<td></td>
</tr>
</tbody>
</table>

Buying foods

When we buy these foods we need to know what to ask for. We need the name of the food and also the quantity.

Write down how you would buy each food.

  e.g. I would like to buy a bunch of grapes.

  I could buy a bottle of tomato sauce.
Introducing yourself

I am Judy! My name is Judy! I’m Judy
My husband’s name is Mike Brown
I’m Judy Brown
My name is Mrs Brown

My name is Mike Brown! I’m Mike! I am Mike Brown
I’m Judy’s husband
Judy is my wife
My name is Mr Brown

I’m Sally Brown
I’m Mike Brown’s daughter
I’m Judy Brown’s daughter
Mike Brown is my father / Mike Brown is my dad.
Judy Brown is my mum / Judy is my mother

I’m Sally’s grandmother. Sally calls me Grandma
I’m Judy’s mother, Sara
My name is Sara White
Mike is my son in law

Hello I’m Sally. I am fourteen years old. I live with my mum and dad in New South Wales. I live in a country town called Orange.

On weekends I visit my Grandma who lives in Bathurst.

I like to play netball and I like to cook. I don’t like cold weather but I do like summer when I can swim.

I am Australian and I speak English.

Hi! I’m Judy Brown and I live in Orange.
I like living in Orange because of the cold weather in winter.

I work in a bank during the week and on weekends I drive my daughter to Bathurst where my mother lives.

I live with my husband Mike and my daughter Sally.

What will you say when people ask you who you are?

__________________________________________
__________________________________________
__________________________________________

Practice introducing yourself to other people.
The three tasks may be adapted and used to cover all level one learning outcomes for Reading and Writing and Oral Communications as follows:

**Reading and Writing**
1.1 Writing for self expression. Write your own story (task 1) modelled on Maria's story.
1.2 Writing for practical purposes. Write a simple recipe from your own country (task 2).
1.3 Writing for knowledge. Write about the place where you come from (task 1).
1.4 Writing for public debate. Write an advertisement which will make people want to buy your product (task 3).
1.5 Reading for self expression. Read other students' stories about themselves (task 1). Answer orally such questions as "what is the story about?"; "what do you like / dislike about this story?"; "which story do you like best and why?"
1.6 Reading for practical purposes. Read and carry out the instructions on task sheet 2.
1.7 Reading for knowledge. Read another student's story about where they come from (task 1). Answer, either orally, or in writing such questions as "what is the writing about?"; "what is the most important thing the writing tells you?"; "would you like to live in the same place as the writer? Why?"
1.8 Reading for public debate. Collect, compare and contrast a series of advertisements (task 3).

**Oral Communications**
1.1 Active Listening. Listen to a student reading their story about themselves to the class (task 1). Explain what the story was about to the teacher (1.1 b). Explain how this story is similar to or different from your own story (1.1 a).
1.2 Oracy for practical purposes. Negotiate with your teacher for ingredients, utensils and time for cooking (task 2) (1.2 b). Explain to another class member how the omelette was cooked (1.2 a). Discuss with another student his / her writing about where he / she comes from (task 1). Find out some additional information about this place (1.2 c).
1.3 Oracy for exploring issues and problems. Discuss with other class members their advertisements (task 3) and comment on their effectiveness (1.3 a, 1.3 b).

The Assessment Tasks suggested for level two are aimed to assess the following areas:

**Assessment Task 4**: Oral Communications 2.1 active listening, 2.2 (c) oracy for practical purposes, gather and provide information; Reading and Writing 2.7 reading for knowledge, 2.3 Writing for knowledge, 2.4 writing for public debate.

Learning Outcomes 2.1 and 2.2 (c) can be demonstrated during the exchange of information aimed at finding out about another student's country. Outcome 2.7 can be demonstrated by the acquiring of knowledge from written sources, outcome 2.3 can be demonstrated by the written information which provides the results of the research and 2.4 may be demonstrated by the production of the travel brochure.

This task does not need to be conducted with another overseas country as the subject, but could be developed around Australia.

**Assessment Task 5**: Reading and Writing 2.1 self expression, 2.2 practical purposes, 2.3 knowledge, 2.4 public debate.
Maria's Story

My name is Maria. I come from Bolivia. I moved to Australia five years ago. Now I am learning English two nights each week.

Practise writing your own story on a sheet of paper. You may use your dictionary. You may ask another student or your teacher to help you. When you have practised, and your story is good enough, write it on the lines below. Read your story to your class.

My Story

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Maria comes from La Paz which is the capital city of Bolivia. In La Paz the main language spoken is Spanish. La Paz is high in the Andes mountains and is the highest city in the world. Visitors to La Paz need time to get used to the altitude before they are able to breathe comfortably.

Bolivia shares borders with Brazil, Paraguay, Argentina, Chile and Peru. It is a landlocked country.

Draw a map of your own country and write some information about where you come from. You will need to practise both the map and the writing. You may use a dictionary and you may ask a friend or your teacher for help with the words to use.

Making an Omelette

Make a list of everything you will need to cook this recipe. You can use an electric frypan if you don't have a stove.

Give the list to your teacher and arrange a time to do your cooking.

Follow the recipe to make the omelette.

Write out a simple recipe from your country for another student to follow.

Malayan Omelette

Ingredients:
- a little vegetable oil
- 1 brown onion, chopped
- 2 red chillies, chopped
- 1 tablespoon of chopped coriander leaves
- 3 eggs beaten with 1 tablespoon of water
- salt and pepper

Method:
Heat the oil in a frying pan until it is hot. Mix all the other ingredients together, pour them into the pan and fry the omelette until it begins to cook. Fold it over to finish cooking.

My Recipe

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Collect three or four advertisements for different brands of the same product (e.g. mobile telephone, breakfast cereal, car, running shoes, computers)

Your advertisements may come from newspapers, magazines or brochures. Number each advertisement (1, 2, 3, 4)

What is the product being sold? ____________________________

How does each advertiser try to make you buy their brand?
1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________

Which advertisement works best for you? (which brand would you buy?)
Why?
________________________________________________________________
________________________________________________________________

Now create a new advertisement for the same product. Try to convince people to buy your brand.

Task Sheet 4

Interview a class member about the country he/she comes from.

Obtain some extra information about this country by reading books, magazines or travel brochures, by watching videos or from other sources.

Prepare a presentation for the class which includes:

1. Written information about one aspect of your class mate's country. This may be history, food, politics, economics, geography or another aspect which interests you.
2. A travel brochure about the country which will encourage people to visit there.
3. An oral presentation about the country which explains the things which are the same and things which are different between your country and your class mate's country.
4. A map of the country which shows the major cities and important features.

Present your work to the rest of the class and answer any questions they might have about the country you have chosen.
Writing Tasks:

Choose three tasks from each group below and complete them. Present the tasks as a completed folio of writing.

Group 1:
1. Write a paragraph about your life before you came to Australia
2. Write about something which is different in your life since you came to Australia
3. Write a letter to your family or friends
4. Write a story which retells a myth or legend from your own country
5. Write about the best thing which happened last week
6. Write a paragraph about your favourite TV show

Group 2:
1. Write instructions for someone to fill out your buy-up form for you
2. Write directions for applying for a passport in your country
3. Write a weekly timetable for yourself which shows when you go to work, when you go to class, when you have muster etc.
4. Think of something you do well. Write the instructions for someone else to do it too
5. Write the instructions for how to contact your family in an emergency
6. Write one or two safety procedures for your workplace

Group 3:
1. Write a report about the differences between landforms in your country and in Australia
2. Write about some of the customs in your country
3. Describe the education system in your country
4. Write a short report about the Inmate Development Services available at your Centre
5. Write about the type of work people do in your country
6. Write a report about a football game or sporting event in your Centre
7. After doing some research about a part of Australia write a short report about this place
8. Write to tell your teacher and classmates about sport in your country

Group 4:
1. "The Cost of Living in Australia is too High" Write your opinion on this statement
2. Write a request for all inmates to be issued with an extra phone call. Support your request with reasons
3. Write your opinion about women in the work force. Give reasons
4. Write an advertisement for Education classes encouraging others to attend
5. Write why people should or should not visit your country
6. Write a report about the inmate development services available at your Centre

For your writing to be competent at level two you should:

- Plan what you are going to write.
- Use language which most suits the subject and the audience.
- Place events or ideas in order.
- Write at least one paragraph.
- Use spelling and grammar which your reader can understand.

You may use a dictionary to help find the correct word and the correct spelling.

You may ask your teacher to help you with the correct words to use.

You may read other students' work or writing supplied by your teacher to get ideas.

You may ask your teacher if you can write about another topic which is not on the list.

You may present your folio as a collection of sheets in a folder or in a book. When you present your folio you should include a page at the front which is a table of contents. This will explain what is included in the folio.
Ideas for Assessment Tasks at Level 2

Task (i)
Have students:
1. Read page 12 (Situations) of "I'll Need a Job When I Get Out" Employability Skills Program, AEVTI, 1995.
2. Discuss, as a group, each of the situations on this page.
3. Write notes during the discussion.
4. Use the notes to write a paragraph about peer pressure.

This task could be used to assess: Reading and Writing 2.8 Reading for Public Debate; Oral Communications 2.3 Oracy for Exploring Issues and Problems (a) and (b); Reading and Writing 2.4 Writing for Public Debate; General Curriculum Options 2.8 Can Identify, Analyse and Apply the Practices of Culture.

Task (ii)
Follow a series of newspaper articles in the Daily Telegraph on a topic of current interest. Read the feature articles and editorials on this topic over a week. Discuss, as a class the topic and the way it is treated in the press. Is there any bias evident in the classroom or workshop. Ask each pair of students to give oral instructions to class

This task could be used to assess: Reading and Writing 2.7 Reading for Knowledge; Reading and Writing 2.8 Reading for Public Debate; Oral Communications 2.3 Oracy for Exploring Issues and Problems (a) and (b); General Curriculum Option 2.1 Can collect, analyse and Organise Information.

Task (iii)
Have students, in pairs, investigate the Occupational Health and Safety issues of the classroom or workshop. Ask each pair of students to give oral instructions to class members on safety procedures for the area and to supply a written handout of Occupational Health and Safety procedures for the area.

This task could be used to assess Reading and Writing 2.2 Writing for Practical Purposes; Oral Communications 2.2 Oracy for Practical Purposes (a) and (c); General Curriculum Options 2.6 Can Solve Problems.

Strategies, Ideas and Observations
Second and other languages are learned more quickly and effectively when the student is immersed in both the language and culture. Reliance on others to interpret actually impedes progress in the new language. Students are more likely to remember a new word which has been used if they, personally, look the new word up in a L1 / L2 dictionary than if someone else interprets the word for them. Students who have no other person who speaks their language available will undeniably experience feelings of isolation and confusion but they will also learn the new language faster than if they are reliant on others with whom they can use their first language.

Therefore it is acceptable to separate two speakers of the same language in a classroom situation, or to put them into different classes. They can converse in their own language outside class hours.

Students who are literate in their own language often feel that they should be learning English the way they perceive that they learned their first language. This often results in requests for grammar classes. Students need to be confident that they are being taught the language which they need. It sometimes helps to explain to them that they actually learned their first language through socialisation before they learned any grammar and that grammar can come later if there is a need.

Oracy comes before writing in any language. Classes should devote much of their time to oracy in order to build confidence and vocabulary.

Students can spend the first few minutes of every class telling others in the group what they have been doing since the last class.

Students can discuss, in turn, what they might like to watch on TV on the coming night.

Word games, when used, should have a high oracy component. Say the word or sentence before you write it.

For students who are beginning to learn English the concentration required to participate in an English class is enormous. This concentration usually results in tiredness. Taking a break to stretch or move around the room every half hour helps.

Since the intense concentration required to understand the language makes students tired, video material in English should be restricted to five minute clips which can then be discussed.

Comments from successful learners:
The following comments are from people from a range of language backgrounds who became very competent in English within six months of arriving in Australia. From their observations of their own English acquisition we can gain some insight into strategies which might be adapted for classroom use.

"I had to learn quickly because there was usually no one to speak my own language to, only on the phone."

"I listened to songs on the radio over and over until I could understand all the words."

"I never went anywhere without my dictionary. If I didn't know a word I looked it up."

"I kept asking "what does it mean?" and people would say it in a different way."
Resources: The following resources are recommended along with other locally available materials.

- Variety of dictionaries and thesauruses (enough for one of each between each two students)
- Language 1 / Language 2 (English) dictionaries
- Variety of tourist brochures, calendars, information sheets and maps of local area and Australian places
- Tape recorder and tapes (Blank and recorded)
- Daily newspapers
- Advertising junk mail
- White board and white board markers
- Video player and videos
- Children In Asia; Qantas Asian Studies Co-ordinating Committee 1979
- The Voyage of the First Fleet; Roland Harvey Studios
- The Aboriginals Songbook and Tape; Ted Egan, Greenhouse Publications 1987
- Old Sydney Town 1788-1810 A History in Contemporary Documents; Old Sydney Town Pty Ltd
- The Overlanders Songbook and Tape; Ted Egan Greenhouse Productions 1984
- Pioneers: verse ballads, pictures; Bill Wannan Lansdowne Press 1975
- Variety of books including Australian Aboriginal legends, Australian animals, Australian geographic features according to availability
- Variety of maps: Australia, local area, World according to availability
- Charts of landforms, animals etc. according to availability

Consumables

- Student folders
- Writing paper
- Blank A4 paper
- Coloured A4 paper
- A5 note books (one per student) for use as journal
- Coloured pencils, felt pens, lead pencils and biros
- Rulers, pencil sharpeners, erasers
- Budget for cooking classes, excursions etc.

Other Publications

Fitness Literacy Package
Bay Literacy Readers
"I'll Need A Job When I Get Out" - Employability Skills Program
AEVTI Management and Procedural Guidelines
Health and Fitness Curriculum and Student Workbook
Pre-Vocational Workbooks
Certificates - A Guide to Education Certificates in NSW Correctional Centres
"Life in Gaol" CGEA Readers (in conjunction with Hunter Regional Council of Adult and Community Education Inc.)
About Face - Inmate Handbook "This Is The Most Important Time Of Your Life"
"Making More Of Me": Student Activity Book
Strategic Plan for TAFE Provision for Aboriginal Inmates
Filling The Frame (CGEA Resource Manual)
Frameworks (Staff Journal)

Further inquiries regarding this or any other AEVTI publication should be directed to The Principal, Adult Education and Vocational Training Institute, GPO Box 31 Sydney. Phone 029 289 1450 Fax 029 289 1470.