Beginning ESL – Secondary

Support material for newly arrived secondary students learning English as a second language

Acknowledgments

Writers

Peter Macer, Pat Nicholson

Other contributors

The ESL Strategy Team, Department of Education &Training, Victoria

We gratefully acknowledge use of the Victorian School Font Set. These fonts are available through www.schoolfonts.com.au

For further information about ESL teaching and learning materials and programs, see:
http://www.sofweb.vic.edu.au/lem/esl/index.htm

Contents

Introduction

Purpose

The purpose of this publication is to provide support material for the teachers of newly arrived secondary English as a second language (ESL) learners. The material is intended to be used with ESL students who:

- have little English (are within Stage S1 of the *ESL Companion to the English Curriculum and Standards Framework*)

- have arrived in Australia with literacy and schooling in their first language broadly equivalent to the stage of schooling they are entering in Australia.

This material is not designed for use with students who have low literacy skills in their first language, although some of it may become suitable as students begin to develop skills in reading and writing English.

This material will be useful for:

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

- ESL teachers

- literacy co-ordinators who may be given responsibility for assisting newly arrived students in schools.

The worksheets are designed to be used with extensive oral work and discussion.

The units

The units included in this resource are:

Unit 1   Time

Unit 2   Personal identification

Unit 3   Body and health

Unit 4   The classroom.

The units includes tasks and content that are particularly suitable for newly arrived ESL learners. This material will help to familiarise students with the basic English that will help them operate in the classroom, and will enable them to communicate simple needs and wants in English.

The sections in the book are referred to as units, but they are not designed as complete units of work. The material is not intended to provide a full ESL learning program for students but to provide teachers with resources that support oral English language work. The worksheets are designed to consolidate language that has already been taught in class and practised orally by the student, and to provide additional reading and writing tasks.

Teachers need to decide which units are most appropriate for individual students, and which make the most appropriate links to work that is currently being covered in the key learning areas. Within each unit, the worksheets are generally sequential, and are organised according to the difficulty of the language.

Each unit is accompanied by an outline of the structures, functions and vocabulary which are covered by the worksheets, or are applicable for each unit of work. It also provides additional ideas for teaching students the content of the unit.

Each unit also provides:

- learning outcomes likely from the topic
- a list of functions
- a list of language structures
- a vocabulary list
- references to other resources and materials that provide additional activities or information about the topic
- worksheets that can be photocopied or adapted for use, and information about how to use them

Functions and language features

In designing the worksheets, care has been taken to ensure that the functions which are being taught are ones that are useful for a newly arrived student in a range of contexts. For example these students need to know how to give personal information, and how to ask for and tell the time, and the like. In the classroom, in particular, there are often many ways of expressing the same meaning, which will vary according to the formality of the situation, the people involved and what is being talked about. For example, asking for assistance is likely to vary when a student is talking to a teacher or to a fellow student. It will take some time for students to be able to respond to context in this way, in English, and teachers assist this process by talking simply about the appropriateness of different functional language to different situations. Teachers will also need to decide which functions are most relevant for their particular students and which language features are most appropriate for teaching these particular functions to the students.

While an interest-based or topic-based theme is a useful way of organising English language learning for newly arrived ESL learners, these are not the only ways of organising units of work. It is also advisable, at times, to organise some teaching that focuses on specific linguistic structures and features. A suggested list of these follows:

- **Pronouns:** e.g. you, I, me, him, her, them
- **Possessive pronouns:** e.g. my, your, his, hers, theirs
- **Prepositions:** e.g. in, next to, on, near, behind, between, in front of, around, above
- **Demonstratives:** e.g. this/that, these/those
- **Adverbs of frequency:** e.g. often, never, always, sometimes
- **Quantifiers:** e.g. some, many, all, none, no, a few
- **Sequence words:** e.g. first, next, before, after
- **Conjunctions:** e.g. and, but
- **Modals:** e.g. 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 the basic vocabulary has been learnt, as in the following suggestions:

- **'Time' and adverbs of frequency,** for example: I *always* eat breakfast in the morning. I *sometimes* go shopping with my friends.

- **'Classroom and school' and prepositions,** for example: The teacher is *next to* the whiteboard. The cassette player is *on top of* the desk. The chalk is *under* the blackboard.

- **'Body and health' and possessive adjectives,** for example: my leg, *her* arm, your hair.

- **'Safety' and modals and imperatives,** for example: you *must* walk on the path*,* you *should* stay still.

Supporting newly arrived students in secondary schools

It is recommended that, for at least the first six months, one teacher should have primary responsibility for the newly arrived student. In schools where there is an ESL teacher, he or she will probably be responsible for the new student. In schools where there is not an ESL teacher the responsibility for the newly arrived student may belong to the literacy co-ordinator, year level co-ordinator, or another appointed teacher.

Student background information

It is particularly important to find out how much schooling newly arrived students have had in their country of origin, and to try to find out their level of literacy in their first language. The student's level of literacy in his/her first language will have an influence on language and literacy learning in English. It is also important to find out if the student has learnt any English prior to enrolling in your school.

It is also valuable to talk to parents and guardians about which language the 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 extend their first language, with English as an addition to the first language, not a replacement for it.

In eliciting background information about new students, 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.

It may be necessary to arrange for an interpreter to help in the collection of information which is needed by the school. Government schools in Victoria are able to access interpreting and translation services. Guidelines for the use of these services can be found at:
http://www.sofweb.vic.edu.au/lem/esl/einter.htm. Avoid using other students to interpret, except in an emergency, or for the transmission of basic information such as classroom instructions.

Catering for refugee students, and students who have had traumatic experiences

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, for example students may take longer to settle in, to begin to learn English, and to make friends.

It is important for teachers to be particularly sensitive in gathering information about the past experiences of refugee students, but also to explain to parents and guardians that such experiences may affect their child's overall happiness and feelings of security and self-esteem. Explain that the school can assist families if they need help with these issues. Contact the Victorian Foundation for the Survivors of Torture Inc for assistance and information: PO Box 96, Parkville, Victoria 3052, Australia, Telephone 03 9388 0022 Fax 03 9387 0828 http://www.survivorsvic.org.au.

Settling in

Newly arrived students in secondary schools will need particular help in understanding the way their school day is organised. Secondary school students will see a number of teachers and be required to change classrooms during the day. This can be disorientating for a newly arrived student who may not be used to changing teachers and classrooms. The diversity of teaching styles students encounter may also be difficult for students to come to terms with. These difficulties will be exacerbated if a student arrives in the middle of the school year when the other students have settled in, and are acquainted with the teaching styles and requirements of their different teachers. Make sure that students are well supported during their first few weeks in the school, perhaps by other students or teacher aides, and make sure they have opportunities to ask questions and clarify anything that is confusing.

Subject teachers may need assistance in understanding the needs of a newly arrived student, if they are not used to teaching new ESL students. Teachers may need to consider that, while new students may not initially be able to communicate in English to the same level as their English speaking peers, many have schooling equivalent to their peers. This means that they may understand the content being covered in the different subject areas, and may have already mastered key concepts in their first language. Teachers will need support in developing work that the student can attempt in the classroom, and which assists the student to learn the English to enable them to talk about the understandings they already have. Other students may not have equivalent schooling to their peers (or the curriculum content may be different to that in Australia) and will need assistance in both learning key concepts, and in their English language development. All teachers teaching the new arrival may need to use additional strategies in the classroom, such as more extensive use of graphics or diagrams, or helping students to develop topic dictionaries.

Some important considerations for the first weeks

- Find out the correct way to pronounce your new student's name and communicate this to the staff who will be dealing with him/her.

- It is important to place newly arrived students in an age-appropriate class, and to not place them in a lower class or with students with learning difficulties.

- If possible try to find other students in the school who speak the same language and who are willing to help the newly arrived student to settle in. This task can be shared among a number of students, as the newly arrived student will need this kind of assistance for some time.

- Ensure that the student has access to a bilingual dictionary.

- Provide visual and non-verbal support wherever possible, for example facial expressions, mime and gestures to support instructions.

For other strategies for assisting students to settle into their new school, see *No English Don't Panic* (Department of Education, Employment, and Training, Victoria, 2000*)* and *No English 2 – Questions and answers* (Department of Education, Employment, and Training, Victoria, 2000).

Giving feedback

It is important that students receive feedback on their progress from their teachers. This is sometimes more difficult in secondary schools where students change classes and teachers throughout the day and where teachers may only see some students once or twice a week. Teachers may need to develop some additional strategies to ensure that the newly arrived student's progress is closely monitored and any difficulties experienced by the student are quickly identified.

Communicating with parents

Guidelines for accessing interpreting and translation services for Victorian government schools can be found at:
http://www.sofweb.vic.edu.au/lem/esl/einter.htm

To support communication between the school and families from language backgrounds other than English, 22 school notices commonly requested for translation are available in 20 languages, including English. This is a very useful resource when communicating with parents, and contains translated information and permission forms for excursions, camps, swimming classes, parent-teacher interviews and so on. The files are in PDF format. This resource and a list of other materials that have already been translated for parents are available at: http://www.sofweb.vic.edu.au/lem/esl/einter.htm

The Languages and Multicultural Education Resources Centre (LMERC)

LMERC is a specialist support centre for Victorian schools in the areas of languages other than English, ESL and multicultural education. Victorian teachers may borrow a wide range of print, audio, video, and CD-ROM resources.

The LMERC lending library has a collection of over 20,000 resources which includes:
- teacher reference materials for LOTE, ESL and multicultural education
- culturally inclusive picture books, fiction and big books, and posters
- selected journals related to language teaching and multicultural education
- pamphlets, clippings and articles
- videos, CD-ROMs, DVDs and audio cassettes (English and multilingual)
- resource materials on human rights education, civics and citizenship, prejudice, racism and social justice
- studies of Asia resources
- units of work, teacher's notes and Ideas Bank
- LOTE, ESL and multicultural education policy documents.

The LMERC catalogue is now available on-line at:
http://www.sofweb.vic.edu.au/lem/lmerc/index.htm

Annotated bibliography

Victorian Curriculum and Assessment Authority (VCAA) publications

ESL Companion to the English Curriculum and Standards Framework, 2000

For students learning English as a second language, not as a first language, the outcomes in the English CSF are unlikely to be appropriate descriptions of their learning. The *ESL Companion* will be more appropriate as it provides descriptions of broad stages of ESL development. It provides learning outcomes for ESL students, which can assist with assessment and program planning. It is organised in strands and modes that correlate to the strands and modes of the English CSF, and includes a curriculum focus for each strand at each stage. The *ESL Companion* is published by the Victorian Curriculum and Assessment Authority. The following sections in particular should be referred to:
- the introduction for general information about the ESL learning area
- Stage S1 if the student is in Years 7–10
- Stage SL if the student is in Years 7–10, but is not literate in the first language, or has had severely interrupted schooling.

As students learn more English, the learning outcomes of Stage S2 will become increasingly appropriate to them. Read this stage so that you will have some idea of the kind of development to expect from your student.

The *ESL Companion to the English CSF II* is accessible on-line to Victorian teachers at http://www.eduweb.vic.gov.au/curriculumatwork/Index.htm. It is also available from the Victorian Curriculum and Assessment Authority at http://csf.vcaa.vic.edu.au/home.htm. It can be purchased from Information Victoria, 356 Collins Street, Melbourne, 3000. Tel: 1300 366 356 (Local call cost.) Fax: 9603 9920. Website: http://www.information.vic.gov.au

Department of Education & Training publications

Teacher Support Material Stages S1 and S2: Secondary new arrivals Years 7–10 (2000)

This material, on curriculum@work CD-ROM, covers Stages S1 and S2 of the *ESL Companion* and includes a revised version of previously published ESL Course Advice. It provides information to assist mainstream teachers and ESL specialists to develop and provide appropriate curriculum for their newly arrived ESL beginners. It also contains units of work including units that introduce ESL students to new technologies. curriculum@work can be accessed on-line at http://www.eduweb.vic.gov.au/curriculumatwork/Index.htm

The curriculum@work CD-ROM is available from: Information Victoria, 356 Collins Street, Melbourne 3000, Tel: 1300 366 356 (Local call cost.) Fax: 9603 9920. Website: http://www.information.vic.gov.au/index.html

No English – Don't Panic (2000)

This publication provides information and strategies for primary classroom teachers of newly arrived ESL students in their first few weeks in Australia, but much of the material is also very useful for teachers of secondary new arrivals, particularly those in Years 7 and 8. It provides information about enrolment and placement, helping students settle into their new school, and providing for early English language learning needs.

For information about purchasing this publication see http://www.sofweb.vic.edu.au/lem/esl/ecurri.htm

No English 2 – Questions and answers (2000)

No English 2 – Questions and Answers is a follow-on book from *No English – Don't Panic*. It provides answers to some of the questions primary classroom teachers may have about the English language development of newly arrived ESL learners, and about providing appropriate programs for them. Much of the information is also applicable to newly-arrived students in the early years of secondary education.

For information about purchasing this publication see http://www.sofweb.vic.edu.au/lem/esl/ecurri.htm

Beginning ESL – Support material for primary new arrivals (1998)

Supports primary mainstream classroom teachers by providing practical ideas and resources for newly arrived ESL learners. The material is organised into sixteen units of work, based around topics that are appropriate for newly arrived students. The activities and worksheets are designed to encourage communication and interaction between the new student, the teacher and other students in the class. Although the material is aimed at primary students, much of it is also appropriate for secondary students, particularly those in the early years of secondary school. Each unit contains:

- learning outcomes for the topic and for English learning
- lists of vocabulary and grammar features
- worksheets which may be photocopied
- additional references and lists of resources.

For information about purchasing this publication see http://www.sofweb.vic.edu.au/lem/esl/ecurri.htm

First Language Assessment Tasks (2000)

First Language Assessment Tasks helps 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. 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.sofweb.vic.edu.au/lem/esl/ecurri.htm

Language games for ESL students (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 important for working and playing with others. Many 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. For information about purchasing this publication see
http://www.sofweb.vic.edu.au/lem/esl/ecurri.htm

Where's English? (2001)

Where's English? is a multimedia resource to develop the English language skills of students at the beginning stages of learning English as a second language. It has been designed around the animated story of a 14-year old girl, Anna, who has lost her pet blue-tongue lizard, named 'English'. The lizard leads Anna and her friend Lee on a search that takes place in the town of Bayside, where they interact with family members, school friends and adults living and working in the town. It is presented in 24 episodes, and 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 student workbooks that complement each of the episodes on the CD-ROMs. Apart from the introduction and conclusion, all episodes are self-contained with no prescribed pathways through them, and students can access the episodes in any order. *Where's English?* has been developed primarily to support newly arrived ESL students in the middle years of schooling.

For information about purchasing this publication see
http://www.sofweb.vic.edu.au/lem/esl/ecurri.htm

Other resources

Adelson-Goldstein, J. *The Basic Oxford Picture Dictionary* (Workbook), OUP, New York, 1994.

A workbook which provides reading and writing activities for beginning level, young adult ESL students. Each page in the workbook corresponds to a specific page in the Basic Oxford Picture Dictionary. Activities include categorising, labelling matching, and puzzle solving. Activities can be given to individuals, pairs, small groups or classes.

Christie, J. *The Literacy Workbook for Beginners*, NSW AMES, 1999

Provides introductory activities for immediate-needs English, and for early numeracy in English, particularly for students who are new to literacy. It contains clearly presented classroom and individual exercises, with an emphasis on recycling vocabulary. Topics covered include the alphabet, personal details, time, dates, signs and symbols, and the weather.

ELI Picture Dictionary: English, European Language Institute, Tecnostampa Loreto, Italy, 1996

A colourful illustrated dictionary organised into thirty-five theme pages. Vocabulary includes nouns, verbs, prepositions and adjectives. An alphabetic word list in included.

Gramer, M. F. *The Basic Oxford Picture Dictionary*, Oxford University Press, New York, 1994.

Illustrates 1200 words and phrases. Organised in themes relevant to the everyday experience of older learners. Can be used to assist with initial communication, or for vocabulary activities. See entry under 'Adelson-Goldstein, J.' for information about the workbook that goes with this publication.

Hadfield, J. *Beginners' Communication Games*, Longman, England, 1999

Forty communicative games for beginning students of English. Provides photocopiable material and teachers notes. The games are suitable for pair work, small group work and whole class activities, and focus on immediate needs language.

Heyer, S. *Easy True Stories – A picture-based beginning reader* (1994); *Very Easy True Stories – A picture-based beginning reader* (1998) Longman, New York,

These true, high-interest stories have been written or adapted for ESL students with some experience of English. They are written in the present tense. The stories are presented both as a series of captioned pictures, and as a whole text. Exercises are then given to develop basic reading skills and to build pronunciation, spelling and vocabulary.

Isherwood, R. *Multi-language Timesavers: Fully reproducible support material In Chinese, English, French, German, Greek, Italian and Japanese,* 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.

McColl, H. and Thomas, S. *Cartoons for Classroom Communication*, Miniflashcard Language Games, London, 1996

This collection of visuals aims to help learners to use English naturally in the classroom. The topics include immediate needs classroom language, and social functions such as explaining difficulties, and asking for help or permission. The material comprises card and word games which motivate learners to practise practical communication skills. The photocopiable materials can be used in a variety of ways with students at different stages of English language development.

Molinsky, S. and Bliss, B. *Word by Word Basic Picture Dictionary*; *Word by Word Basic Literacy Workbook*, Longman, USA, 1997

The picture dictionary presents over 1500 words for everyday and survival needs. The vocabulary is organised into 67 thematic units, such as Personal information, Housing and furniture, Food, and Occupations. Activities, which are included, are suitable for students who have some English. The workbook provides a range of simple, well illustrated activities based on the dictionary. Suitable for students new to English.

Parnwell, EC, *The New Oxford Picture Dictionary*, Oxford University Press, England, 1988

Presents 2400 vocabulary words in contextualised illustrations, in 82 topics. Includes an index and pronunciation guide. See Zevin, P. for details of the workbook that accompanies this dictionary.

Protea Textware. *The Alphabet*, CD-ROM Hurstbridge, Victoria, Australia, 1996

This program covers the basics of the English alphabet, including the names and sounds of the letters of the English alphabet**,** upper and lower case matching activities**,** alphabetical ordering**,** keyboard familiarity activities**,** graded spelling activities for revision of skills**,** workbook with photocopiable exercises to consolidate each skill**.** Uses Australian accents**.**

Protea Textware. *The Interactive Picture Dictionary*, CD-ROM Hurstbridge, Victoria, Australia, 1996

Teaches spelling and sight recognition of over 800 words that are arranged in 40 topics. Includes spelling tests and vocabulary recognition tests for each topic.

Protea Textware. *Measuring Up,* CD-ROM, Hurstbridge, Australia, 1998

Based on real-life applications of measurement in activities such as shopping, sport and cooking. Teaches basic numeracy skills for measurement in the areas of fractions, decimals, reading scales, metric units. Teaches using integrated modelling/demonstration and practice activities.

Ramm, J. *Signposts: Access Material for Beginning ESL Learners*, Adult Migrant Educational Services, 1992

This kit has been designed for beginning adult ESL learners, particularly those who have had little formal education, but much of it is useful for students in secondary schools. It is likely to be particularly useful for older ESL students who are new to literacy or who have had little or no formal education. It includes units that introduce students to basic vocabulary, a focus on filling in simple forms and surveys, and games and revision activities. The materials introduce students to a limited amount of new English, recycling the content through a range of contexts. It also introduces students to a range of activities and different kinds of worksheets. The kit provides:

- curriculum guidelines
- a set of teaching material for classroom use
- guidelines for further materials development.

Stephens, M. *Pictures for Writing Book 1*;. *Pictures for Writing Book* 2, Longman, England, 1995

Supplementary material for developing early writing skills through the use of pictures.

Thomas, S. *Miniflashcard Games: Picture Bank Series A*, Mini Flashcard Language Games

Comprises a set of over 300 photocopiable cartoon picture prompts for essential language work. Includes blank masters for adaptation. Vocabulary lists supplied in English, French, German, Russian, Spanish and Welsh.

Thomas, S. *Picture Prompts: Adjectives* (1997); *Picture Prompts: Body and Health* (1996); *Picture Prompts: Clothes* (1999); *Picture Prompts: Prepositions and Directions* (1997), Mini Flashcard Language Games, Delta Publishing, Surrey

Picture Prompts is a series of sets of photocopiable picture sheets for language practice. The pictures can be used for games and activities, and for extension and creative language work. Each book contains an introduction to using games and activities, picture sheets and blank sheets for making new games.

Getting Started: A Beginner's English Workbook, Tottenham English Language Centre, Curriculum Corporation 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.

Swan, M. & Smith, B. (eds) *Learner English,* Cambridge University Press, Cambridge, 1987

A useful reference for information about your student's first language, and for the characteristic difficulties that speakers of particular languages may have with learning to speak, read and write English. Languages covered include Dutch, Scandinavian languages, German, French, Italian, Spanish, Portuguese, Greek, Russian, Farsi, Arabic, Turkish, Indian languages, West African languages, Swahili, Japanese, Chinese, Vietnamese and Thai.

Toth, M. *Heinemann Children's Games: Teacher's Resources Book*, 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.

Wright, A. *1000+ Pictures for Teachers to Copy*, Thomas Nelson and Sons, London, 1993.

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 students. Can be used, for example, by students to build their own dictionaries. Includes an index.

Zevin, P. *The New Oxford Picture Dictionary: Beginner's Workbook*, Oxford University Press, New York, 1988

Accompanies The New Oxford Picture Dictionary. Provides practise of the vocabulary presented in the dictionary through skill such as alphabetising , categorising, and labelling.

Zwier, L. *English for Everyday Activities: A Picture Process Dictionary*, New Readers Press, 1999

Helps to teach the step-by-step aspects of daily occurrences, by associating the vocabulary with pictures.

Linking the teacher resources to the units

Many of the teacher resources listed above have direct links with the units of work in this resource. The table below lists the resources and the pages and sections that link with the units.

	Unit 1: Time	Unit 2: Body and health	Unit 2: Personal information	Unit 4: Classroom and school
Adelson-Goldstein, *Basic Oxford Picture Dictionary*	Time, months and seasons, Calendar, Times of the day, The clock: pages 4-7	The body: Pages 58-60 Aches, pains and injuries, Treatments, First aid and healthcare: Pages 62-65	Describing people: Pages 12-13 Family: Page 16 Life events Pages 20-21	Classroom: Pages 2-3
Christie, *The Literacy Workbook for Beginners*	Pages 41-53, 64-79, 101-105	Page 78	Pages 1, 17, 30-33, 54- 56, 57-63, 80-82, 95-100, 117	
ELI Picture Dictionary: English	Unit 21: Months, days, seasons and weather	Unit 18: The human body		Unit 6: At school
McColl, and Thomas, *Cartoons for Classroom Communication*	Weather and calendar			All material relates to the classroom context.
Ramm, *Signposts:*	Section 6 & 7	Sections 5, 6 & 8	Sections 1, 2 3, 8 & 10 Sections 6, 7 8, & 10	
Stephens, *Pictures for Writing Book 1*	6 – A day in my life 17 – George's diary		1 – All about me	
Stephens, *Pictures for Writing Book 2*		6 – Look after yourself	1 – You're a star	
Thomas, *Picture Prompts Body and Health*		Most material relates to the body and health context.		
Thomas, *Picture Prompts Prepositions and Directions*	What's where?			
Getting Started: A Beginner's English Workbook	Personal information: Months of the year, Dates		Personal information: Form filling 1, 2, 3 & 4, Abbreviations, Family	My class Classroom
Zevin, *The New Oxford Picture Dictionary: Beginner's Workbook*		2 – The human body 30 – Medical and dental care 31 – Ailments and injuries	1 – People, relationships and family	56 – A classroom
Teacher Support Material Stages S1 and S2				S1 Unit: School equipment
Toth, M., *Children's Games: Teacher's Resources Book*	'Time battleship' game on p.27; date quiz on p. 42.			
Beginning ESL – Support material for primary new arrivals	Unit 11 –Time	Unit 3 – My body	Unit 2	Unit 1 –School
Where's English?	In Miss Kim's class: SLC 1 & 2	Level 1 – On the rocks: SLC1 and SLC 2	At the police station: SLC 1	In Miss Kim's class: SLC 2 In Mr Freeman's class: SLC 1 & 2 In the schoolyard: SLC 1 & 2 Around the school: SLC 2

Unit 1 – Time

Introduction

Being able to tell the time and talk about dates in English are important skills for newly arrived students. Many oral and written activities should be undertaken by students around using timetables, calendars, timelines and clocks. Ensure your student is aware of the times and dates of both regular and irregular events and activities.

Vocabulary

Nouns	second, minute, hour, day, week, weekend, fortnight, month, year
	morning, noon/midday, afternoon, evening, night, midnight
	days of the week, months of the year
	yesterday, today, tomorrow, tonight, this afternoon, this morning
	this (week, month, year, century ..) next (week, month, year, …), last (night, week, year …)
	recess, lunch/lunchtime, home time
	clock, watch, hands, face, digital
	calendar
Verbs	start/begin, end/finish
Adjectives	late, early, on time, fast, slow/slowly, before, after
Adverbs	always, usually, sometimes, often, never
	o'clock, half past/quarter past/quarter to, past/to
Prepositions	on, in, at, about

Functions

- Inquiring about and responding to inquiries about the time
- Describing habitual or occasional actions
- Planning future experiences or actions
- Predicting what might happen in the future
- Sequencing

Grammatical features

- What's the time/date? What time/date is it?
- It is/It's …
- Yesterday was …, Tomorrow will be …
- How many …? How long …?
- When did/will … ?

Additional resources for the *Time* unit

Adelson-Goldstein, *Basic Oxford Picture Dictionary*, has activities for: Time, months and seasons, Calendar, Times of the day, The clock: Pages 4-7.

Beginning ESL: Support material for primary new arrivals. Unit 11: Time, has ideas and simple worksheets around the divisions of the day, days of the week, the calendar, and telling the time.

Christie, *The Literacy Workbook for Beginners*: Pages 41-53, 64-79, 101-105

ELI Picture Dictionary: English, Unit 21: Months, days, seasons and weather

Getting Started: A Beginner's English Workbook: activities built around months and dates, pp. 26 to 31.

Ramm, *Signposts: Access Material for Beginning ESL Learners*: Section 6 & 7

Stephens, *Pictures for Writing Book 1*: 6 – A day in my life, 17 – George's diary

Thomas, *Picture Prompts Prepositions and Directions*, What's where?

Toth, M., Heinemann*, Heinemann Children's Games: Teacher's Resources Book*: Has a

Where's English?: In Miss Kim's class: SLC 1 & 2

Additional activities

- **Using a calendar**: On a calendar, students can record holidays, special events or celebrations, school term dates and public holidays.

- **How many days are in each month?**: students can learn the rhyme, 'Thirty days has September …', to help them remember how many days each month has.

- **Making timelines**: students can make timelines showing:
    - their own lives, including important activities and life events
    - a perspective of their home country's history (or of Australian history)
    - a daily timeline for a school day or the weekend.

- **Making charts or dictionaries**: students can develop charts, lists or dictionaries of time words in their own language and English.

- **Time and events:** Students can talk about and complete activities around:
    - the divisions of the day – morning, afternoon, evening, night
    - talking about events and when they happen in relation to each other – before lunch, after school, during mathematics; last week, next year, this morning; yesterday, today and tomorrow
    - the duration of events – when they start, how long they go for, when they end.

- Students can keep a record of what they do over a day, noting the time and duration of a range of activities. They can then work out the amount of time they spend on each type of activity, such as time at school, time spent eating, sleeping, playing sport, watching TV, and so on. Students can graph this information, and compare with others.

Links with key learning areas

Mathematics

Students can use their mathematical skills in a range of ways to practise the English they have learned around the topic of time. For example they can work out:

- the number of days between two dates, how many hours and minutes between two times, etc.
- how many hours, minutes, seconds there are in a day, week, year etc.
- how much time they spend each day/week/month/year doing particular activities, and then graphing or working out percentages of time spent
- how to draw timelines to scale, that show events over a thousand years, a century, a decade, a year, etc

Studies of society and environment (SOSE)

Students may be able to give examples of calendar systems used in other countries or cultures, such as the Chinese or Arabic systems. The calendar website on http://calendarhome.com/ provides students with examples of calendars from around the world, and allows them to make calendar calculations.

Worksheets

The worksheets in this unit cover both telling the time and talking about dates in English. Most students are likely to know how to tell the time in their first languages, with analogue and digital clocks. In the time section the first three worksheets concentrate on telling the time in English in five-minute intervals, with analogue, and digital clocks, focussing on the English. There are exercises for writing the time in numerals and in sentences. Students are also introduced to the days of the week and the months of the year.

Worksheets 1–4

Introduce these worksheets with the use of a clock with moveable hands, analogue and digital clocks and with extensive oral work. Students can also role play asking for the time.

Worksheet 5

In this worksheet, students are introduced to adverbs of time: *always*, *usually*, *often sometimes*, *never*, *late*, *early* and *on time*. Students provide their own translations of these words, and then write sentences choosing a word or phrase from the other tables. Students should practise a range of sentences orally before writing them. They could also substitute 'He is' or 'She is' in the first table and write some true sentences about a friend, after interviewing them.

Worksheets 6–8

These worksheets introduce students to the days and dates, and the calendar. Students are likely to be familiar with calendars, but may not have had a lot of experience with the Gregorian calendar. They will need to learn the English names for days and months, and the ordinal numbers used when talking about the date. Students are also introduced to different ways of saying and writing the date. Students can learn the rhyme 'Thirty days has September …', to help them remember and to work out how many days each month has. Students should be encouraged to keep Worksheet 6 for reference. Students also practise ordinal number for the dates and months.

Worksheet 10

In this worksheet, students learn the terms *before* and *after* as they relate to time, and days and dates. This will need prior oral work using current and old calendars.

Worksheet main focuses

WORK SHEET	STRUCTURES/FEATURES	FUNCTIONS/SKILLS
Time: 1	Numbers, words needed to tell the time	Reading and drawing time on clocks. Matching times and clock faces
Time 2	Analogue and digital times	Matching times and writing the time
Time 3		Writing and matching analogue and digital times
Time 4		Times in numbers and words
Time 5		Adverbs used when talking about time
Time 6		Calendar facts
Time 7	Abbreviations for months	Writing dates
Time 8	Months, Ordinal numbers	Writing dates in words and numbers
Time 9	Writing dates	Writing dates in words and numbers
Time 10	Capital letters for days and months. Use of before/after	Describing order of months - writing dates

Worksheet 1

Look at this clock.

Read the words and numbers that help you to say what the time is.

o'clock

five to   five past

ten to   ten past

quarter to   quarter past

twenty to   twenty past

twenty five to   twenty five past
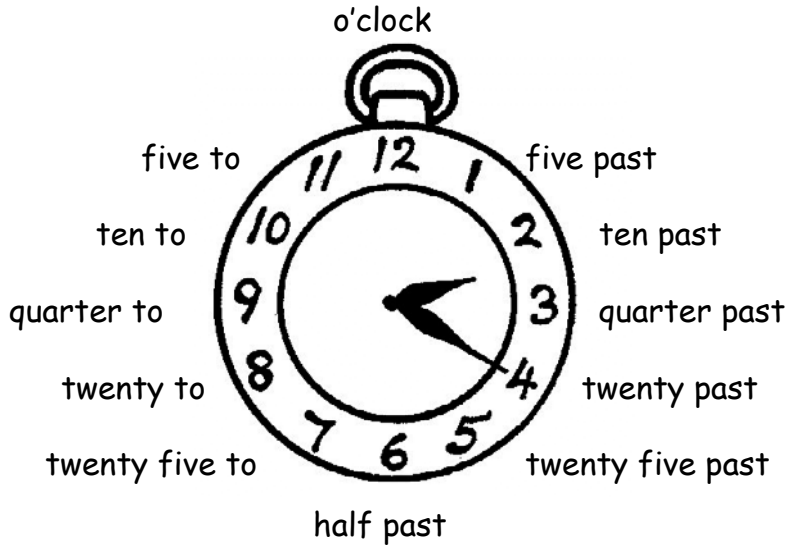
half past

Match the clock faces below with the times.

1. four o'clock

2. half past twelve

3. quarter to nine

4. ten past six

5. twenty past two

6. five o'clock
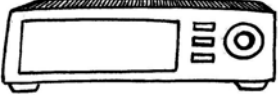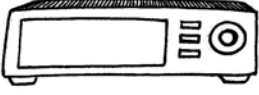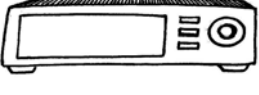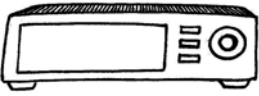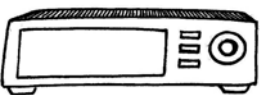
7. quarter past three

8. five to eight
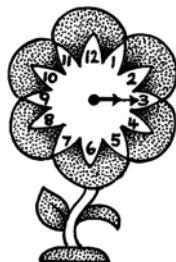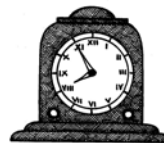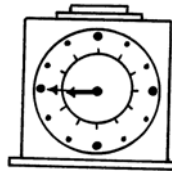
Worksheet 2

Fill in the gaps on the table below.

Analogue	Digital	What time is it?
		It's one o'clock. It's 1.00.
		It's quarter past seven. It's seven fifteen.
		It's quarter to seven. It's six forty five.
	7:36	_____ _____
		_____ It's 2.55
		_____ It's quarter to one.
		_____ _____
	12:11	_____ _____
		_____ It's 3.20.
		_____ It's ten thirty.

Worksheet 3

Match the times in words in the first column, with the time in numbers in the second column:

It's one o'clock	It's 9.15
It's quarter past two	It's 6.45
It's quarter past three	It's 1.00
It's half past four	It's 3.15
It's half past five	It's 2.15
It's quarter to six	It's 9.45
It's quarter to seven	It's 8.00
It's quarter to eight	It's 5.30
It's eight o'clock	It's 7.45
It's quarter past nine	It's 4.30
It's quarter to ten	It's 5.45

Match these different ways to say the same time:

It's quarter past nine	It's two fifteen
It's quarter to ten	It's three fifteen
It's half past four	It's five thirty
It's quarter to six	It's nine fifteen
It's half past five	It's nine forty five
It's quarter past three	It's five forty five
It's quarter past two	It's six forty five
It's quarter to seven	It's four thirty
It's quarter to eight	It's seven forty five

Write the times in words.

It's 1.35 _____

It's 10.15 _____

It's 3.00 _____

It's 5.10 _____

It's 4.45 _____

It's 8.00 _____

It's 6.30 _____

Worksheet 4

1. Look at this picture

2. Write an answer for each time below.

9:03 am	*It's three past nine.*
7:00 pm	*It's seven in the evening*
2:45 am	
6:30 am	
5:00 pm	
4:10 pm	
1:15 pm	
11:30 am	
8:17 pm	

3. Write a question and an answer about the time. **Draw** the hands on the last two clocks first.

Worksheet 5

Look up these words in your dictionary. Write a definition for them in your first language.

English	My language
always	
usually	
often	
sometimes	
never	
late	
early	
on time	

Write eight true sentences about yourself, using one part from each of the boxes below. Write your sentences in your folder.

For example: *I usually eat breakfast in the morning.*

I	always usually often sometimes never	eat breakfast in the morning. watch television after school. go to school on Wednesdays. play sport on the weekend. go shopping with my friends. study hard. drink soft drink. go swimming on Friday.

Write eight more true sentences about yourself, using one part from each of the boxes below. Write your sentences in your folder.
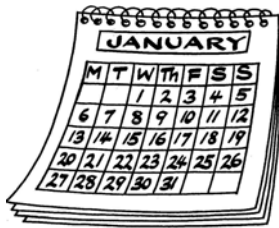
For example: *I am always on time for dinner.*

I	am	always usually often sometimes never	early late on time	for dinner. for class. for school. for English. for Mathematics. for the bus. for sport. for _____

Worksheet 6

Read this information.

There are twelve months in a year.

There are 52 weeks in a year.

There are 365 days in a year. Leap years have 366 days.

There are thirty or thirty one days in a month.

There are only twenty eight days in February. In leap years February has twenty nine days.

There are seven days in a week.

Two weeks is called a fortnight.

Saturday and Sunday are the weekend.

Monday, Tuesday, Wednesday, Thursday and Friday are the weekdays.

Months of the year		
1	January	– 31 days
2	February	– 28 or 29 days
3	March	– 31 days
4	April	– 30 days
5	May	– 31 days
6	June	– 30 days
7	July	– 31 days
8	August	– 31 days
9	September	– 30 days
10	October	– 31 days
11	November	– 30 days
12	December	– 31 days

Answer these questions.

What day is it today? _____ *Today* _____

What day is tomorrow? _____

What month is it? _____

What year is it? _____

How many months are there in one year? _____

How many months have thirty one days? _____

Which days are the weekend? _____

How many weeks are there in a fortnight? _____

Worksheet 7

Read the different ways to write and say dates

14 March 1998

DAY   MONTH   YEAR

Say this date as:
'the fourteenth of March,
nineteen ninety eight'
or
'March fourteenth, nineteen
ninety eight'

14/3/1998

DAY   MONTH   YEAR

Say this date as:
'the fourteenth of March,
nineteen ninety eight'
or
'March fourteenth, nineteen
ninety eight'

---

21 September 2001

DAY   MONTH   YEAR

Say this date as:
'the twenty first of September,
two thousand and one'
or
'September twenty first, two
thousand and one'

21/9/2001

DAY   MONTH   YEAR

Say this date as:
'the twenty first of September,
two thousand and one
or
'September twenty- first, two
thousand and one'

Worksheet 8

Fill in the names of the months in order on the table below. **Fill in** the ordinal numbers in the table

	Month	Ordinal number
1	January	first
2		
3		
4		
5	May	
6		
7		
8		
9		
10		tenth
11		
12		

Match these dates:

15 August 1967	27/9/99
29 October 2004	29/10/04
8 March 2001	17/5/2002
27 September 1999	15/8/1967
23 April 1984	30/11/78
17 May 2002	26/1/1788
30 June 1955	14/7/1896
14 July 1896	8/3/2001
26 January 1788	30/6/55
30 November 1978	23/4/84

Worksheet 9

Write these dates using numbers.

14 February 1966	*14/2/1966 .*
1 January 2000	____ / ____ / ____
September 9, 1999	____ / ____ / ____
April 23, 1564	____ / ____ / ____
December 13, 2004	____ / ____ / ____
October 31, 1994	____ / ____ / ____
August 23, 1843	____ / ____ / ____
6 June 1944	____ / ____ / ____
November 24, 2041	____ / ____ / ____
22 May 1702	____ / ____ / ____
July 18, 2002	____ / ____ / ____
March 29, 1951	____ / ____ / ____

Which dates came first? Write the dates in order, from first to last.

1. *23/4/1564*   4._____   7._____   10. _____

2._____   5. _____   8. _____   11. _____

3. _____   6. _____   9. _____   12. _____

Write these dates using words.

17/4/1997	*17 April 1997*
1/12/1957	_____
15/8/2003	_____
1/1/1901	_____
14/6/1639	_____
27/4/1812	_____
16/9/1987	_____
10/3/1996	_____
6/7/2000	_____
29/11/1951	_____

Worksheet 10

Days of the week:

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Remember that the days of the week and the months of the year all start with capital letters, for example:

Monday ✓ NOT **m**onday **X**   **F**ebruary ✓ NOT **f**ebruary **X**

Answer these questions in full sentences.

1 Which day comes after Thursday?

Friday comes after Thursday

2 Which day is the last day of the weekend?

The last day of

3 Which month comes before September?

4 Which day comes before Tuesday?

5 Which day comes after Sunday?

6 Which month comes after April?

7 What comes before Thursday?

8 What comes before July?

9. What comes after Friday?

10. What month comes before February?

Unit 2 – Body and health

Introduction

The worksheets in this unit are designed to accompany oral activities which introduce learners to some key language regarding health and the body. Such language is used in Science, Health and Physical Education. It is also used to communicate information about health and illness.

Vocabulary

Nouns	arm, elbow, wrist, hand, finger, thumb, nail, shoulder
	foot, ankle, leg, calf, knee, thigh, toes
	head, face, neck, ear, eye, mouth, nose, hair, jaw, chin, eyebrow, eyelashes, forehead, freckles, gums, dimple, tongue, upper lip, lower lip, tooth, teeth
	back, bottom, chest, hip, navel
	stomach, heart, blood, artery, vein, blood vessels
	oxygen
	cut, cold, rash, sprain, strain, stomach ache, indigestion, temperature, fever, headache, backache
Verbs	hurt, cut, pump, carry
Adjectives	long, short, curly, straight, dark, fair, round, tall, old, young
Prepositions	away, towards, through

Functions

- identifying body parts
- describing people's physical appearance
- describing and explaining illnesses
- describing and explaining the circulatory system.

Grammatical features

How many…have/has?

Do you have…?; Does he/she have?

I have…; He/She has…

Is your…?

My…is…

Additional resources for the *Body and Health* unit

Where's English?   Level 1 – On the rocks: SLC 1 Feelings; SLC 2 The body

Adelson-Goldstein, *Basic Oxford Picture Dictionary*, The body: Pages 58-60, Aches, pains and injuries; Treatments; First aid and healthcare: Pages 62-65

ELI Picture Dictionary: English: Unit 18: The human body

Ramm, *Signposts: Access Material for Beginning ESL Learners*, Sections 5, 6 & 8

Stephens, *Pictures for Writing*: Book 2; 6 – Look after yourself

Thomas, *Picture Prompts Body and Health*: Most material in this book relates to the body and health context.

Zevin, *The New Oxford Picture Dictionary: Beginner's Workbook*: 2 – The human body; 30 – Medical and dental care; 31 – Ailments and injuries

Beginning ESL – Support material for primary new arrivals, Unit 3 – My body

Additional activities

- Make a small word card for each body part. Give each student or group of students a complete set of word cards and a drawing of a body. Students label the drawing with the cards.

- The prepared word cards can be used for a variety of activities. For example, encourage students to group their set of words in as many different ways as possible. Simple examples are groupings by body part (head – face, neck, ear, eye, mouth, nose, hair, jaw, chin, eyebrow, eyelashes, forehead …; arm – elbow, wrist, hand, finger, thumb, nail, shoulder) and by number (1 head, 1 nose; 2 eyes, 2 ears, 2 thumbs etc).

- Link body parts with actions and senses. Use mime and the *I use my…to…* structure to elicit and introduce vocabulary for actions and senses. For example, *I use my eyes to see*. Encourage each student to do a mime for which the other students provide the English.

- Games such as *Simon Says*.

- Students look through magazines to select photos of two people who look very different. Students talk and write about the differences, for example: *My girl has long hair, but your girl has short hair*.

- Use mimes to elicit and introduce vocabulary for sickness and illness. You may choose to control responses to practise a particular structure, for example, *He's/She's got* … Encourage each student to do a mime for which the other students provide the English.

- Prepare some *What body part am I?* paragraphs and teach additional vocabulary (prepositions of place, begins/ends with). For example: *People have one of me. I am below the forehead and above the stomach. I am between the ears. I can smell things. My name begins with ' n' and ends with 'e'. What body part am I/What am I?*
  Assist students in writing their own *What body part am I?* paragraphs.

- Present students with a drawing of a body illustrating main internal organs and ask them as a group to select one on which they will do some work. Provide students with, or assist them in locating, appropriate references in order to find relevant graphics and key terminology. Jointly construct a short text on the organ.

- Extend work on injuries and illnesses by focusing on aspects of the school's sick bay (location, processes for using, first aid kit) and on the writing of notes to explain absences from school.

Links with key learning areas

Health and Physical Education

Introducing students to key vocabulary around health and the body, and giving them the opportunity to use it will assist them in accessing basic components of the three Health and Physical Education strands: Health of individuals and populations; Self and relationships; and Movement and physical education.

Science

Introducing students to key vocabulary around health and the body and giving them the opportunity to use it will assist them in accessing basic components of the Biological science strand. Getting students to work with short texts such as in Worksheet 11 introduces them to use the language of science, and to see how simple reports are written in English.

Worksheets

Body and health 1–5

Introduce the parts of the body with pictures. Learners write key vocabulary in their own language in order to reinforce the English that is being taught. **Worksheet 1** focuses on the most commonly used vocabulary whereas **Worksheet 3** focuses on less common vocabulary. The vocabulary should be presented section by section rather than all at once. Oral activities such as versions of *Simon says* will assist students in using and remembering the vocabulary from each section. **Worksheets 2** and **4** involve students using the vocabulary that has been introduced, responding to *How many…?* questions using the second person verb *to have,* and both singular and plural forms of the vocabulary. **Worksheet 5** gives students additional practice with the vocabulary.

Body and health 6

Provides students with a picture dictionary focusing on adjectives (*long, short, tall* etc) used to describe physical appearance. The picture dictionary will assist students with Worksheets 7, 8 and 9. The pictures and the accompanying text can be cut into cards for use in a variety of matching activities.

Body and health 7, 8 and 9

These worksheets lead students into writing short paragraphs describing physical appearance. In **Worksheet 7** students read a short text and answer true/false questions. **Worksheet 8** ends with students describing their own physical appearance. The structures of the descriptions are modelled for students as they answer questions and use the information as a model for their paragraph. Students will need assistance to turn their short sentences into a more cohesive text, using 'and' and 'but', or other connectives. For example, *My nose is short but my hair is long*. **Worksheet 9** uses the same process to describe the physical appearance of a friend. Talk about the need to be polite when describing the personal attributes of others, and which terms in English are considered to be impolite, for example, describing someone as fat, or perhaps asking someone their age.

Body and health 10a and 10b (2 pages)

These simple dialogues introduce students to some basic vocabulary associated with common injuries and illnesses. Students provide translations of the words and then fill in the dialogues in English. These can then be used for simple role plays.

Body and health 11

Introduces students to the basic workings of the heart. Students are given practice in using key nouns, verbs and prepositions. The process of introducing key vocabulary through graphics, labelling, dictionary work and cloze activities can be used as a model for teaching other body systems.

Worksheet main focuses

WORKSHEET	STRUCTURES/FEATURES	FUNCTIONS/SKILLS
Body and health 1	Vocabulary – body parts	Labelling diagrams Using bilingual dictionary
Body and health 2	Singular/plural forms	Answering 'How many…' questions Writing 'true' sentences
Body and health 3	Vocabulary – body parts	Labelling diagrams Using bilingual dictionary
Body and health 4	Singular/plural forms	Answering 'How many…' questions Writing 'true' sentences
Body and health 5		Matching vocabulary with visuals
Body and health 6	Adjectives describing physical appearance	
Body and health 7		True/False sentences
Body and health 8		Writing about self.
Body and health 9		Writing about a friend.
Body and health 10a and 10b	Vocabulary – injuries and illnesses	Describing injuries and illnesses.
Body and health 11a and 11b	Vocabulary – the heart	Reading, Cloze exercises, Spelling

Worksheet 1

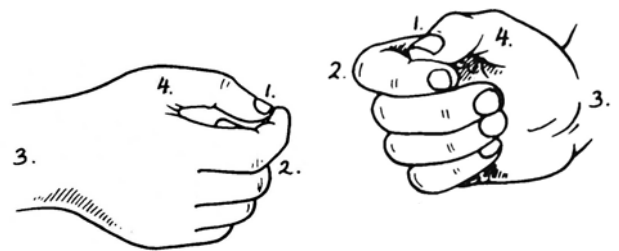Look at the pictures and then use your dictionary to help you label the parts of the body in your own language.
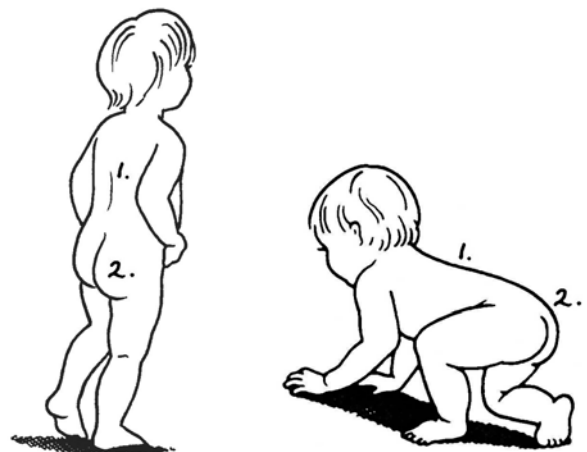
English	My language
1 head	
2 arm	
3 hand	
4 leg	
5 foot	

1 hair	
2 eye	
3 nose	
4 ear	
5 face	
6 mouth	

1 nail	
2 finger	
3 wrist	
4 thumb	

1 back	
2 bottom	

Worksheet 2

1. Answer these questions

    1.   How many feet do you have?

       I have two feet.
_____

    2.   How many fingers do you have?

       _____

    3.   How many mouths do you have?

       _____

    4.   How many thumbs do you have?

       _____

    5.   How many faces do you have?

       _____

1. Write the plural of these words and then write true sentences about yourself.

Singular	Plural	True sentences
1. leg	legs	I have two legs.
2. finger		
3. mouth		
4. nail		
5. face		
6. head		
7. nose		
8. back		
9. foot	feet	
10. wrist		

Worksheet 3

Look at the pictures and then use your dictionary to help you label the parts of the body in your own language.

English	My language
1 neck	
2 shoulder	
3 chest	
4 wrist	
5 stomach	
6 navel	
7 elbow	
8 hip	
9 thigh	
10 knee	
11 calf	
12 ankle	
13 toes	
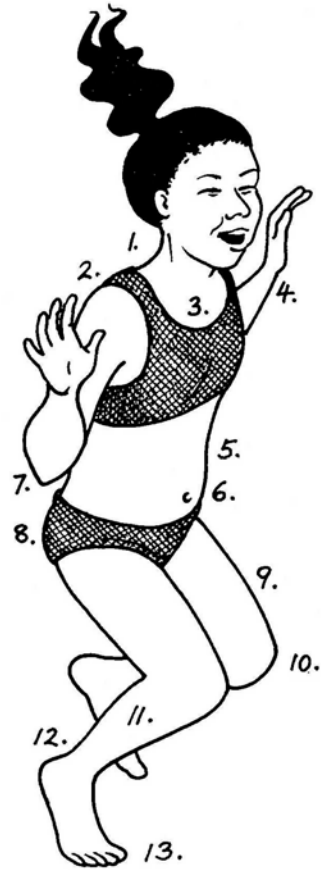
1 forehead	
2 eyebrow	
3 eyelashes	
4 dimple	
5 upper lip	
6 tooth	
7 tongue	
8 lower lip	
9 chin	
10 jaw	
11 gums	
12 freckles	
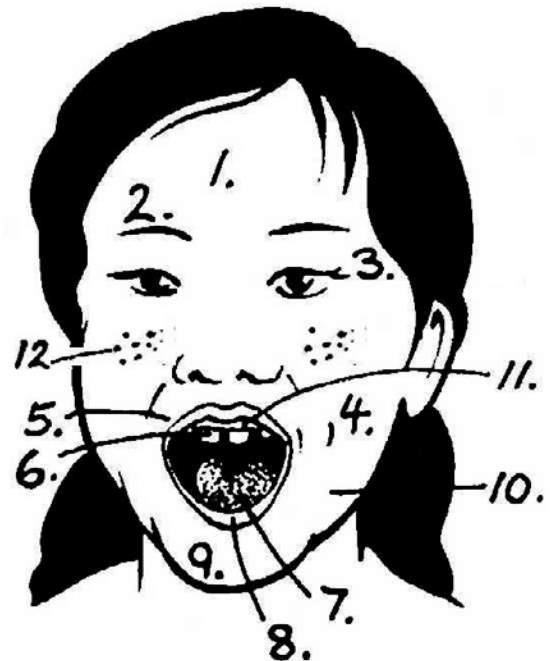
Worksheet 4

1. Answer these questions

    1. How many necks do you have?

       I have one neck.

    2. How many eyebrows do you have?

       _____

    3. How many lips do you have?

       _____

    4. How many elbows do you have?

       _____

    5. How many toes do you have?

       _____

2. Write the plural of these words and then write true sentences about yourself.

Singular	Plural	True sentences
1. knee	*knees*	*I have two knees.*
2. shoulder		
3. wrist		
4. ankle		
5. stomach		
6. chest		
7. chin		
8. forehead		
9. tooth	*teeth*	
10. toe		

Worksheet 5

Anita

Bayan

Number the parts of Anita's face and Bayan's face.

Number	Anita	Number	Bayan
	curls		nose
	ear		tongue
	eye		chin
	eyebrow		dimple
	eyelashes		ear
	forehead		eye
	freckles		eyebrow
	gums		upper lip
	lips		lower lip
	mouth		

Worksheet 6

Picture dictionary

long hair	short hair	curly hair	straight hair
dark hair	fair hair	round face	long face
tall	short	old	young

Worksheet 7

Anita and Bayan
Anita is a girl. She is short. Bayan is a boy. He is tall. She has long straight hair. He has short curly hair. Anita has light eyes and Bayan has dark eyes.

Are the sentences true or false?

Tick (✔) if it is true and copy the sentence.

Cross (✗) if it is false and write the correct sentence.

1. Anita is short. ✔ _Anita is short._

2. Bayan is short. ✗ _Bayan is tall._

3. Anita is a boy. _____

4. Bayan is a boy. _____

5. Anita has long curly hair. _____

6. Bayan has short straight hair. _____

7. Anita has light eyes. _____

8. Bayan has dark eyes. _____

Worksheet 8

1. Answer these questions about yourself. Use the picture dictionary on Page 38 to help you.

   1. Are you tall or short? _I am_____..

   2. Are you young or old? _____.

   3. Do you have dark hair or fair hair?_ _I have_____.

   4. Do you have curly hair or straight hair?

      _____

   5. Do you have long or short hair? _____

   6. Do you have a round face or a long face?

      _____

   7. Do you have a long or short nose? _____

2. **Answer these questions about yourself.**

   1. Is your hair dark or fair? _My hair is_____

   2. Is your hair curly or straight? _____

   3. Is your hair long or short? _____

   4. Is your face round or long? _____

   5. Is your nose long or short? _____

3. **Now use your answers to write a paragraph about yourself.**

_____

_____

_____

_____

_____

_____

_____

Worksheet 9

1.Answer these questions about a friend of yours.

1. Is your friend tall or short?

   He is _____ *or She is* _____

2. Is your friend young or old? _____

3. Does your friend have dark hair or fair hair?

   He has _____ *or She has* _____

4. Does your friend have curly hair or straight hair?

   _____

5. Does your friend have long or short hair? _____

6. Does your friend have a round face or a long face? _____

7. Does your friend have a long or short nose? _____

2. Now use your answers to write a paragraph about your friend.

My friend's name is _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Worksheet 10a

Read the dialogues below.

Dialogue 1.	Dialogue 2.
I have *a cold*	I have a _____

Dialogue 3.	Dialogue 4.
I have a _____	I have a _____

Dialogue 5.	Dialogue 6.
I have a _____	I have a _____

Dialogue 7.	Dialogue 8.
I have a _____	I have a _____

Worksheet 10b

Write the words in your own language that match the English words below. Use your dictionary to help you.

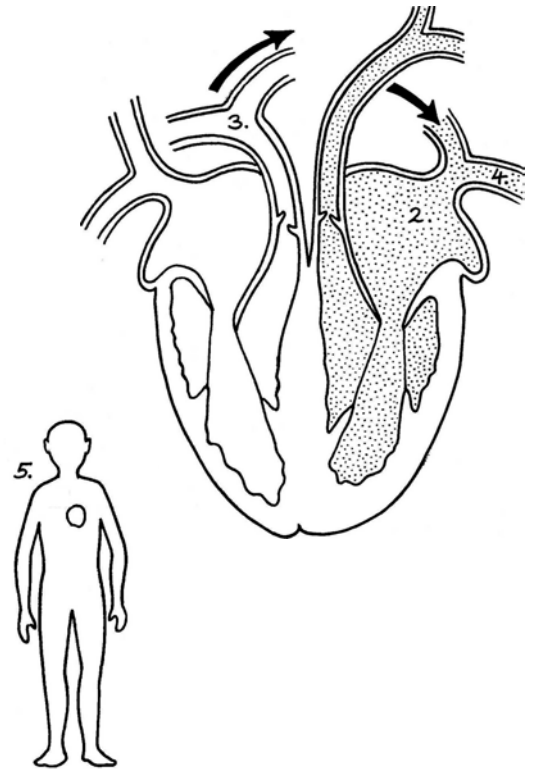**Use the English words to finish the sentences on the previous page.**

English	My language
a cut	
a cold	
a rash	
a sprain / strain	
a stomach-ache / indigestion	
a temperature / a fever	
a headache	
a backache	

Worksheet 11a

1.   Look at the drawing then use your dictionary to label the parts of the body.

English	My language
1 heart	
2 blood	
3 artery	
4 vein	
5 body	

1. Read

The heart

The heart pumps blood around the body. The blood carries food and oxygen. There are two kinds of blood vessels. The blood vessels that carry blood away from the heart are arteries. Those that carry the blood towards the heart are veins.

---

2. Dictionary work

English	My language
oxygen	
blood vessels	
carry/carries	
pump/pumps	
away	
towards	
through	

Worksheet 11b

4.   Use words from the box to fill in the blanks.

blood vessels	blood	oxygen	body
arteries	heart	veins	carry

The heart pumps _____ around the _____. The blood carries

food and _____. There are two kinds of _____. The blood

vessels that carry blood away from the heart are _____. Those that

_____ the blood towards the _____ are _____.

-------------------------------------FOLD HERE-------------------------------------

5.   Use words from the box to fill in the blanks.

towards	pumps	away
around	kinds	carries

The heart _____ blood _____ the body. The blood

_____ food and oxygen. There are two _____ of blood

vessels. The blood vessels that carry blood _____ from the heart

are arteries. Those that carry the blood _____ the heart are veins.

-------------------------------------FOLD HERE-------------------------------------

6.   Write the letters missing from the words in the paragraph below.

The h _ _ _ t pumps blood around the b _ _ y.   The blood carries food and

o _ y _ _ n. There are two k _ _ _ s of blood vessels. The blood vessels

that c _ _ _ y blood a _ _ y from the heart are a _ _ e _ ies. Those

that carry the blood t _ wa _ _ s the heart are v _ i _ s.