Get wise

Your communications
Teachers’ notes
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Introduction to Get wise

The modules in the Get wise series are specifically designed for young people in the Adult Migrant Education Program’s (AMEP) Special Preparatory Program (SPP).

The Adult Migrant English Program (AMEP), funded by the Commonwealth and administered by the Department of Immigration and Citizenship, provides up to 510 hours of free English language tuition for eligible migrants and humanitarian entrants who do not have the basic English skills necessary to settle successfully in Australia.

The SPP provides additional hours of English language tuition in a tailored format to prepare eligible refugee and humanitarian entrants for the more formal learning environment of the AMEP. Refugee and humanitarian entrants who are under the age of 25 years and who have low levels of formal schooling (between 0–7 years) may receive up to an additional 400 hours of English language tuition. Others with special needs as a result of their pre-migration experiences, such as torture or trauma, may be eligible for up to 100 hours of additional tuition.

Focus client group

While the focus client group is SPP youth, the modules may also serve other AMEP learners. The modules are designed to assist learners with high oracy, but low literacy in English, and minimal literacy in their home language. The language level of the modules is suitable for learners who are in the middle range of the Certificate in Spoken and Written English (CSWE) 1; that is, at the beginner level.

The SPP youth program is delivered in:

- less than full-time intensity (no more than 15 contact hours per week)
- small classes of around 7–12 students where possible, or
- regular AMEP classes with learners of various ages, supported by a tutor or bilingual worker.

In addition, AMEP providers may work with the school sector or Technical and Further Education (TAFE) institutes to deliver a combined school/AMEP/SPP program specifically focused on young people with minimal or no schooling.

Theoretical framework

Content and language

The CSWE is a text-based curriculum framework in which assessment is through learner achievement of competencies. The focus and learning objectives of this framework are language-based and the content of the curriculum is not specified (see Murray 2006 for a description of syllabus design in the AMEP). In many of the AMEP classes which are following the CSWE framework, content focuses on the immediate settlement needs of learners, such as housing, transport and banking.

However, recent research by the AMEP Research Centre (Wigglesworth 2003; Wigglesworth and Harding 2005; Murray and Lloyd 2007) has shown that young people – especially those who plan to continue their education either through graduating from high school or by taking courses in TAFE – do not always feel this content is relevant to their lives. The modules in Get wise are therefore a response to what learners (and their teachers) have found to be of more relevance. The topics were chosen through consultation with AMEP providers and teachers of young people.

The teaching approach taken in the Get wise modules is Content-Based Instruction (CBI) – a form of curriculum design used in a variety of settings (Snow and Brinton 1997; Williams 2004) from primary school to university level. In this approach, language aims are integrated with content aims. More specifically, CBI refers to:

...the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content. (Brinton, Snow and Wesche 1989: vii)

Within the AMEP, a number of content-based courses have been delivered on topics such as learner-driver content (Hemming, Sydorenko, Lloyd and Murray 2004), citizenship (Murray and McPherson 2006), and first aid and information technology (Murray 2007). The content in Get wise, while relevant to young people, is designed for use in a national program and so is not sensitive to local variation.
As Brinton, Snow and Wesche note previously, in CBI the language taught follows from the choice of content. Therefore, in these modules, the relevant content dictates the language. However, given the target language level of the learners, language appropriate for that level has been carefully chosen. Despite this careful selection, the vocabulary load in particular is quite high. The approach assumes that learners will be sufficiently motivated by the content to learn the language. In addition, because of their milieu, these young people will frequently encounter this language in their everyday lives. The Get wise Teachers’ notes provide the scope and sequence of both content and language so that teachers can choose units appropriate for their particular learner group.

As learners using Get wise will be working within the CSWE framework, the CSWE Learning outcomes covered in each unit are also indicated. However, these learning outcomes are not all covered in the depth required by the CSWE. Teachers who wish their learners to achieve CSWE Learning outcomes may need to supplement the modules with additional language instruction.

**Module content**

There are six modules, each of which consists of:

- DVD
- Student workbook
- CD
- Teachers’ notes
- One additional resource, which varies from module to module; for example, a wallchart, flash cards, a game and so on.

The content of each module (selected through consultation with the National Working Group) is:

- Work and study (*Your future: Work and study*)
- Sport and leisure (*Your time out*)
- Money (*Your money*)
- Digital literacy (*Your communications*)
- Health and wellbeing (*Your health and wellbeing*)
- Intercultural communication (*You and me*)

**Language level of the DVD and the student workbook**

Research projects with SPP youth learners in the AMEP have indicated that this learner group has higher levels of spoken language skills than of written language skills. This means that young adult learners are capable of more complex and involved spoken discussions than of reading and writing. When the discussions have strong contextual and visual support, these students are capable of managing a much higher language level than they would if the materials were reading and writing texts.

This may mean that a group of learners can take part in extended and explorative conversations when they are engaged with a topic, but when they come to complete a reading or written task on the same content, they may take considerable time to complete tasks at a much more basic level than the discussions in which they have participated.

For this reason, the spoken language of the DVD situations is at a higher level than most of the activities in the workbooks. This means that teachers need to be prepared to allow considerable time for young learners to complete literacy activities. They also need to be aware that the ability of students to engage with spoken language in the contexts of the situation presented in the DVDs may not be matched by their ability to complete written tasks at the same language level.

The workbook tasks are designed to build on the scaffolding provided in the DVDs. Teachers should not use the written activities without the scaffolding provided by the DVD. The material within each unit of the workbooks and across the units is also carefully scaffolded. This means that learning builds up through teacher support, and support from the materials, to gradually develop the abilities of the students to work at and complete more complex tasks.
Methodology

The modules in Get wise do not assume any specific language teaching methodology. However, explicit instruction in text features and grammatical systems are used in the materials to be consistent with the CSWE curriculum framework. The materials also provide opportunities for learners to not only learn about language but also to use it.

The materials cover all four language sub-skills of listening, speaking, reading and writing, although there is an emphasis on the teaching of literacy by drawing on learners’ proficiency in the spoken language. Students are likely to find the listening and speaking tasks more accessible than the reading and writing tasks. Written tasks may require greater scaffolding and support.

The modules in Get wise are designed to be used by classroom teachers experienced in teaching young people. They are not standalone materials for use in independent learning, although individual activities can be assigned for homework. We assume that teachers will supplement the materials with information relevant to their local context.

References


Maps

This section contains four different maps of the content of the workbook to give teachers an overview of the topic content, the language focus, the language tasks and the CSWE outcomes that are covered in each unit.

This will help teachers to understand what learners experience in working through the units. It may also assist teachers to identify units that address the needs of their learners.

The first map covers the key concepts and knowledge in the workbook, and identifies the activities which focus on specific concepts and content.

The second map identifies the language focus of each unit, listed by topic vocabulary, text type, function and grammar/structure. This also lists pronunciation, the content of the learning tips and any other area of learning.

The third map identifies the tasks in which the students are involved. These are listed by language macro-skills.

The fourth map identifies CSWE I Learning outcomes that are covered in each unit.
# 1. Key concepts and knowledge

<table>
<thead>
<tr>
<th>Key concepts</th>
<th>Activities that specifically focus on the concept/content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an awareness of using ICT/digital technology to keep in contact</td>
<td>Unit 1</td>
</tr>
<tr>
<td>with friends and family, either locally, interstate or internationally.</td>
<td>Unit 2</td>
</tr>
<tr>
<td>DVD</td>
<td>Unit 3</td>
</tr>
<tr>
<td>Demonstrate an awareness of the ways in which ICT/digital technology can</td>
<td>Unit 4</td>
</tr>
<tr>
<td>be used to remain in contact with events and culture in learners’ countries</td>
<td>DVD Activity 138, 144–148, 159–161, 164–170</td>
</tr>
<tr>
<td>of origin.</td>
<td>DVD Activity 55, 61–62, 81</td>
</tr>
<tr>
<td>Demonstrate an awareness of the way in which ICT/digital technology can be</td>
<td>DVD</td>
</tr>
<tr>
<td>used as a resource to support learners in various activities.</td>
<td>Activity 111–113, 115</td>
</tr>
<tr>
<td>DVD</td>
<td>DVD Activity 148–149</td>
</tr>
<tr>
<td>Demonstrate an awareness of the difficulties that can arise when using</td>
<td>DVD Activity 23–26, 45–46</td>
</tr>
<tr>
<td>ICT/digital literacy and some basic strategies to overcome these problems.</td>
<td>DVD Activity 66–67</td>
</tr>
<tr>
<td>DVD</td>
<td>Activity 118, 128</td>
</tr>
<tr>
<td>Demonstrate an awareness of the methods used in accessing ICT/digital</td>
<td>DVD Activity 5–8, 30–35, 43–46</td>
</tr>
<tr>
<td>technology</td>
<td>DVD Activity 55–58, 70–72, 74–79</td>
</tr>
<tr>
<td>DVD</td>
<td>DVD Activity 108–112</td>
</tr>
<tr>
<td>Important topic content</td>
<td>DVD</td>
</tr>
<tr>
<td>Students need to be aware of the real cost of mobile phone calls, and MMS</td>
<td>Activity 27–29</td>
</tr>
<tr>
<td>and SMS messages.</td>
<td>DVD Activity 21–22, 25–26</td>
</tr>
<tr>
<td>Students should be aware of mobile phone scams.</td>
<td>DVD Activity 15–20</td>
</tr>
<tr>
<td>There is an etiquette for using mobile phones.</td>
<td>Activity 5–13</td>
</tr>
<tr>
<td>Mobile phones have a range of features, and there are many ways of using</td>
<td></td>
</tr>
</tbody>
</table>
### Important topic content (continued)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are procedures for reporting lost or stolen mobiles.</td>
<td>Activity 43–47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students should be aware of what is appropriate behaviour in Internet cafes.</td>
<td></td>
<td>DVD</td>
<td>Activity 143</td>
<td></td>
</tr>
<tr>
<td>Students can describe their own experiences before coming to Australia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Internet can be an important and relevant part of students’ lives.</td>
<td></td>
<td>Activity 91, 108–115</td>
<td>DVD</td>
<td>Activity 138–139</td>
</tr>
<tr>
<td>Students can find out the locations and rates of Internet cafes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Internet has filters for downloading and there are legal implications involved in downloading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Detailed content knowledge

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key vocabulary of mobiles and plans.</td>
<td>Activity 3–13, 27–29, 36–37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phones use specific texting vocabulary and abbreviations.</td>
<td>Activity 38–42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students need to learn how to access and use pre-paid mobile credit.</td>
<td>Activity 30–35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key vocabulary for use in and around Internet cafes.</td>
<td></td>
<td></td>
<td>Activity 115–126</td>
<td></td>
</tr>
</tbody>
</table>
# 2. Language focus

## Unit 1

<table>
<thead>
<tr>
<th><strong>Topic vocabulary</strong></th>
<th><strong>Functions</strong></th>
<th><strong>Grammar/structures</strong></th>
<th><strong>Text types</strong></th>
<th><strong>Other</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile phone (IMEI number, serial number)</td>
<td>Describing people, places and events</td>
<td>Verbs: simple present, imperative, simple past</td>
<td>Photographs</td>
<td><strong>Learning tips</strong></td>
</tr>
<tr>
<td>Components (battery charger, keypad, screen, pre-paid plan)</td>
<td>Describing routine actions</td>
<td>Conditional: if clauses + simple present</td>
<td>Description</td>
<td>Joining negative clauses</td>
</tr>
<tr>
<td>Features of mobile phones (ring tones, video, calculator, alarm, MP3)</td>
<td>Describing a graph</td>
<td>And versus or</td>
<td>DVD narrative</td>
<td>Abusive language</td>
</tr>
<tr>
<td>Communication (SMS, MMS text message, SMS abbreviations)</td>
<td>Reading rules</td>
<td>Wh questions</td>
<td>Written recount</td>
<td>Dictation</td>
</tr>
<tr>
<td>Duration (how long, how often, once, twice)</td>
<td>Reading advice</td>
<td>Adverbs of time</td>
<td>Graph</td>
<td>Scams</td>
</tr>
<tr>
<td>Cost (credit, voucher)</td>
<td>Using table to predict behaviour</td>
<td></td>
<td>Table</td>
<td>Credit voucher expiry</td>
</tr>
<tr>
<td></td>
<td>Recounting a series of events</td>
<td></td>
<td>Written information (rules, docket)</td>
<td>Mobile phone contracts</td>
</tr>
<tr>
<td></td>
<td>Transaction to receive goods</td>
<td></td>
<td>Information (listening)</td>
<td>Mobile serial number</td>
</tr>
<tr>
<td></td>
<td>Transaction to receive information</td>
<td></td>
<td></td>
<td><strong>Pronunciation</strong></td>
</tr>
<tr>
<td></td>
<td>Reading a docket</td>
<td></td>
<td></td>
<td>Self-check of learning outcomes</td>
</tr>
<tr>
<td><strong>Topic vocabulary</strong></td>
<td><strong>Functions</strong></td>
<td><strong>Grammar/structures</strong></td>
<td><strong>Text types</strong></td>
<td><strong>Other</strong></td>
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<td>---------------------------------------</td>
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<td>---------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Internet (search, World Wide Web, websites, online)</td>
<td>Describing people, places and events</td>
<td>Verbs: simple present, imperative, simple past</td>
<td>Photographs</td>
<td><strong>Learning tips</strong></td>
</tr>
<tr>
<td>Screen icons (Internet Explorer, Mozilla Firefox, Word)</td>
<td>Describing online actions</td>
<td>Conditional: if clauses + simple present</td>
<td>Computer screen images</td>
<td>Computer icons</td>
</tr>
<tr>
<td>Terminology (menu, menu items, scroll, icon, press, start, connection, exactly, correctly)</td>
<td>Reading procedures</td>
<td>And versus or</td>
<td>Internet Explorer and other computer screen icons</td>
<td>The Internet</td>
</tr>
<tr>
<td>Email (email, address box)</td>
<td>Reading Internet addresses</td>
<td>Wh questions</td>
<td>Description</td>
<td>Internet rules</td>
</tr>
<tr>
<td>Visual (images, pictures)</td>
<td>Information transaction</td>
<td>Adverbs of time</td>
<td>DVD narrative</td>
<td>Typing Internet addresses</td>
</tr>
<tr>
<td>Keyboard (space, type, back button)</td>
<td>Recount in paragraphs</td>
<td></td>
<td>Written recount</td>
<td>Internet navigation</td>
</tr>
</tbody>
</table>

**Verbs:**
- simple present
- imperative
- simple past

**Conditional:**
- if clauses + simple present
- And versus or
- Wh questions
- Adverbs of time

**Text types:**
- Photographs
- Computer screen images
- Internet Explorer and other computer screen icons
- Description
- DVD narrative
- Written recount
- Rules
- Listening transaction

**Learning tips:**
- Computer icons
- The Internet
- Internet rules
- Typing Internet addresses
- Internet navigation

**Pronunciation:**
- Syllables
- Spelling practice
- Alphabetical order
- Self-check of learning outcomes
<table>
<thead>
<tr>
<th>Topic vocabulary</th>
<th>Functions</th>
<th>Grammar/structures</th>
<th>Text types</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet (favourite, blocked, filter, link, advertisement)</td>
<td>Describing people, places and events</td>
<td>Verbs: simple present, imperative, simple past</td>
<td>Photographs</td>
<td>Learning tips</td>
</tr>
<tr>
<td>Computer (screen, USB [flash] drive)</td>
<td>Making and responding to suggestions</td>
<td>Modal: could</td>
<td>Computer screen images</td>
<td>Internet filters</td>
</tr>
<tr>
<td>Download (rate, download limit, megabyte, to download; discount)</td>
<td>Describing online actions</td>
<td>Conjunction because/but/when</td>
<td>Internet Explorer and other computer screen icons</td>
<td>Internet searching</td>
</tr>
<tr>
<td>Music (MP3 player, legal, musician)</td>
<td>Describing likes</td>
<td>yes/no questions</td>
<td>Description</td>
<td>Scanning search results</td>
</tr>
<tr>
<td>Other (fax, scan, to share, to celebrate, suggestion, refugee camp)</td>
<td>Reading procedures</td>
<td>Wh questions</td>
<td>DVD narrative</td>
<td>Places to save digital music</td>
</tr>
<tr>
<td></td>
<td>Reading Internet search pages</td>
<td></td>
<td>Written recount</td>
<td>Downloading charges</td>
</tr>
<tr>
<td></td>
<td>Information text (listening)</td>
<td></td>
<td>Listening transaction</td>
<td>Yes/no questions</td>
</tr>
<tr>
<td></td>
<td>Recount</td>
<td></td>
<td>Advertisement</td>
<td>Open questions</td>
</tr>
<tr>
<td></td>
<td>Reading an advertisement (information text)</td>
<td></td>
<td>Tables</td>
<td>Keeping vocabulary</td>
</tr>
<tr>
<td></td>
<td>Calculating</td>
<td></td>
<td>Blog</td>
<td>Blogs</td>
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<td></td>
<td></td>
<td></td>
<td>Pronunciation</td>
</tr>
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<td></td>
<td></td>
<td>Sentence stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-check of learning outcomes</td>
</tr>
<tr>
<td>Topic vocabulary</td>
<td>Functions</td>
<td>Grammar/structures</td>
<td>Text types</td>
<td>Other</td>
</tr>
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<td>--------------------------------</td>
</tr>
<tr>
<td>Email (email address, junk, spam, compose, attachment, message, contact, subject box)</td>
<td>Describing people, places and events</td>
<td>Verbs: simple present, imperative, simple past</td>
<td>Photographs</td>
<td>Learning tips</td>
</tr>
<tr>
<td>Security (password user name, user ID, sign in, safe)</td>
<td>Interviewing someone about email</td>
<td>Modal: could</td>
<td>Computer screen images</td>
<td>Typing user names accurately</td>
</tr>
<tr>
<td>Keyboard (caps lock key, characters, letters, numbers, symbols)</td>
<td>Reading email addresses</td>
<td>Wh questions</td>
<td>Email webpages</td>
<td>Signing in</td>
</tr>
<tr>
<td>Language (rude, abusive)</td>
<td>Procedural text</td>
<td></td>
<td>Description</td>
<td>Passwords</td>
</tr>
<tr>
<td>Computer (computer drive)</td>
<td>Reading Internet webpages</td>
<td></td>
<td>DVD narrative</td>
<td>Email contact lists</td>
</tr>
<tr>
<td></td>
<td>Written recount</td>
<td></td>
<td>Written recount</td>
<td>Spam or junk emails</td>
</tr>
<tr>
<td></td>
<td>Transaction to exchange information</td>
<td></td>
<td>Listening transaction</td>
<td>Email subject box</td>
</tr>
<tr>
<td></td>
<td>Writing an email</td>
<td></td>
<td>Email</td>
<td>Starting and finishing an email</td>
</tr>
</tbody>
</table>

Your communications – teachers’ notes
## 3. Language tasks

### Unit 1

<table>
<thead>
<tr>
<th>Listening and speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to DVD</td>
<td>Match words and sentences to pictures</td>
<td>Copy</td>
</tr>
<tr>
<td>Listen and</td>
<td>Read</td>
<td>• words and sentences</td>
</tr>
<tr>
<td>• read</td>
<td>• true/false questions and statements</td>
<td>• spelling words</td>
</tr>
<tr>
<td>• repeat</td>
<td>• learning tips</td>
<td>Sentence completion</td>
</tr>
<tr>
<td>• complete sentences</td>
<td>• and tick</td>
<td>Cloze</td>
</tr>
<tr>
<td>Talk about photos</td>
<td>• survey questions</td>
<td>Record survey results</td>
</tr>
<tr>
<td>Ask survey questions</td>
<td>• and interpret a voucher</td>
<td>Write about self (using model provided)</td>
</tr>
<tr>
<td>Interview someone</td>
<td>Interpret and use table</td>
<td>Reorder words and phrases into sentences</td>
</tr>
<tr>
<td>Discuss mobile phone use and etiquette</td>
<td>Listen and read</td>
<td>Discuss and write</td>
</tr>
<tr>
<td></td>
<td>Cloze</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word puzzle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dictation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write sentences in order</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 2

<table>
<thead>
<tr>
<th>Listening and Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to DVD</td>
<td>Match words and sentences to pictures</td>
<td>Copy</td>
</tr>
<tr>
<td>Listen and</td>
<td>Read</td>
<td></td>
</tr>
<tr>
<td>• read</td>
<td>• true/false questions and statements</td>
<td>• words and sentences</td>
</tr>
<tr>
<td>• repeat</td>
<td>• webpages</td>
<td>• spelling words</td>
</tr>
<tr>
<td>• complete sentences</td>
<td>• survey questions</td>
<td>• website addresses</td>
</tr>
<tr>
<td>• match syllables</td>
<td>• learning tips</td>
<td>Sentence completion</td>
</tr>
<tr>
<td>• write</td>
<td>• and circle</td>
<td>Cloze</td>
</tr>
<tr>
<td>Talk about photos</td>
<td>• and tick</td>
<td>Record survey results</td>
</tr>
<tr>
<td>Ask survey questions</td>
<td>• and interpret website addresses</td>
<td>Write</td>
</tr>
<tr>
<td>Interview someone</td>
<td>• and discuss</td>
<td>• about self (using model provided)</td>
</tr>
<tr>
<td>Discuss use of Internet</td>
<td>Cloze</td>
<td>• words in alphabetical order</td>
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<tr>
<td></td>
<td>Word puzzle</td>
<td>Reorder words and phrases into sentences</td>
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<tr>
<td><strong>Listen to DVD</strong></td>
<td><strong>Match words and sentences to pictures</strong></td>
<td><strong>Copy</strong></td>
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<tr>
<td><strong>Listen and</strong></td>
<td><strong>Make suggestions and responses</strong></td>
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<td><strong>• read</strong></td>
<td><strong>Read</strong></td>
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<td><strong>• repeat</strong></td>
<td><strong>• true/false questions and statements</strong></td>
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<td><strong>• complete sentences</strong></td>
<td><strong>• learning tips</strong></td>
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<tr>
<td><strong>• underline stressed words</strong></td>
<td><strong>• and tick</strong></td>
<td><strong>Record survey results</strong></td>
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<tr>
<td><strong>Talk about photos</strong></td>
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<td><strong>Write</strong></td>
</tr>
<tr>
<td><strong>Ask survey questions</strong></td>
<td><strong>• webpages</strong></td>
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<tr>
<td><strong>Interview someone</strong></td>
<td><strong>• and interpret a table</strong></td>
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<tr>
<td><strong>Discuss</strong></td>
<td><strong>• and discuss blog</strong></td>
<td><strong>Reorder words and phrases into sentences</strong></td>
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<tr>
<td><strong>• what to search for on the Internet</strong></td>
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<td><strong>• what to do at an Internet cafe</strong></td>
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# Unit 4

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<td>• complete sentences</td>
<td>• and circle</td>
<td>Sentence completion</td>
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<td>Talk about photos</td>
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<tr>
<td>Ask survey questions</td>
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<td>Write</td>
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<td>Interview someone</td>
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<tr>
<td>Discuss email etiquette</td>
<td>• webpages</td>
<td>• about self (using model provided)</td>
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<tr>
<td></td>
<td>• and discuss</td>
<td>Record survey results</td>
</tr>
<tr>
<td></td>
<td>Cloze</td>
<td>Reorder words and phrases into sentences</td>
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<tr>
<td></td>
<td>Word puzzle</td>
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</table>
### 4. CSWE 1 Learning outcomes

*Please note:* The Get wise modules are content-based and are not intended as a substitute for CSWE-based curriculum material. You will need to supplement Get wise modules if you want to teach and assess CSWE Learning outcomes. However, many of the activities in *Your communications* contribute to the acquisition of CSWE Learning outcomes. You will also need to observe relevant assessment criteria and conditions outlined in CSWE 1.

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<tr>
<td>A2 Can participate in the formal learning environment</td>
<td>yes</td>
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<tr>
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<td></td>
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<tr>
<td>B1 Can provide personal information using spoken language</td>
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<tr>
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<td><strong>Module C: Beginner listening and speaking skills for transactions</strong></td>
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<tr>
<td>C1 Can demonstrate understanding of a short spoken transaction</td>
<td>33, 34, 45–47</td>
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<tr>
<td>C2 Can participate in a short spoken transaction</td>
<td>33, 34, 45–47</td>
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<td><strong>Module D: Beginner listening and reading skills for information texts</strong></td>
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<tr>
<td>D1 Can demonstrate understanding of a spoken information text</td>
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<td><strong>Module E: Beginner listening and speaking skills for short informal spoken exchanges</strong></td>
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<td>E2 Can participate in a short informal spoken exchange</td>
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<td>H3 Can leave a short telephone message</td>
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<td><strong>Module K: Beginner reading and writing skills for recounts</strong></td>
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<td>K2 Can write a recount</td>
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<tr>
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<td>Your communications activity numbers</td>
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<td></td>
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<td>L1 Can read and tell time</td>
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<td>L2 Can read and give date</td>
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<tr>
<td>L3 Can identify and use Australian currency amounts</td>
<td></td>
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<tr>
<td>L4 Can read and compare weight/volume/capacity</td>
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<tr>
<td>L5 Can read and compare length/distance</td>
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<td>L6 Can read and compare temperature</td>
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<td><strong>Module M: Beginner numeracy skills for working with space and shapes in highly familiar contexts</strong></td>
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<tr>
<td>M1 Can demonstrate understanding of simple graphs/tables/charts</td>
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<td>M2 Can demonstrate understanding of simple maps/plans</td>
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<tr>
<td>M3 Can demonstrate understanding of simple shapes</td>
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</table>
Overview of Your communications

This component explores aspects of digital communications and their personal uses. Specifically it covers: the mobile phone and avoiding possible mobile scams; the Internet, including getting on and searching; listening to and downloading music from the Internet; and using email and sending attachments.

Components

**DVD**

The DVD contains four episodes that relate to Units 1 to 4 in the student’s workbook. Each episode has a short scene-setting introduction which should be watched on its own and followed by the corresponding section in the workbook. This introduces the topic, gives students the opportunity to discuss what they see and predict what will happen. It will help students activate prior knowledge and help you find out what prior knowledge students have.

Subtitles in English are available on the DVD but will not play automatically – you will need to select ‘Subtitles Version’ on the main menu. Because many of the characters in the DVD are not native speakers, they may sometimes be hard for students to understand. Depending on the level of your class, you may want to play the DVD with the subtitles on the second viewing, or the first if the class needs it.

**Workbook**

The workbook contains

- Units 1 to 4
- DVD script
- audio script

Each workbook unit opens with an introductory section relating to the scene-setting introduction on the DVD. The activities in each unit help introduce the topic and essential vocabulary and concepts, as well as activating students’ prior knowledge (and identifying their level of knowledge). This is followed by a much longer main section of activities relating to, and extending, topics covered in the DVD. Each unit ends with a word puzzle, after-class activities and a section for students to reflect on their learning in the unit.

**Teaching notes**

These notes contain four maps of the workbook: topic content and knowledge, language focus, language tasks, and CSWE I mapping, as well as detailed teaching suggestions and answers to activities.

**CD**

The CD contains listening material for the listening activities in the workbook.

**Cards**

The purpose of the set of cards provided is to encourage learners to discuss the range of issues involved with the use of mobile phones and the Internet. Most cards focus on the use of mobile phones, with a few looking at the Internet. They consist of statements with which learners can agree or disagree, and should encourage plenty of discussion. Some examples are:

- Your phone rings in class. You answer and have a chat.
- You fight with someone, then text your friends telling them bad things about the person.
- You are writing a story on the computer. You find some pictures on Google. You copy them into your work.

There is no indication given in the detailed teaching notes about when to use the cards but they are probably most appropriately used after Unit 1, which looks at mobile phones. The Internet-related cards could be a good lead-in to the Internet unit that follows. Alternatively, they could be used as a lead-in to the whole book.
Teachers may want to focus on language for how to agree and disagree and how to give opinions before using the cards.

The following is a suggested sequence for using the cards, but you may prefer to come up with your own ‘game’.

1. Ask a learner to shuffle and deal the cards face down.
2. Ask the learners to turn over their cards, read the text silently and decide whether what is written is OK or not OK.
3. Ask learners to divide into two groups. one is OK, one is not OK.
4. One learner reads out their card and gives a reason why the text is OK or not.
5. All the other learners can agree with a reason or disagree. They must explain their point of view.

OR

After Step 2:
3. Each learner takes their turn at reading their card out loud and saying whether they think it’s OK or not OK, giving a reason.
4. Other learners can agree or disagree, giving a reason for their opinion.

OR

1. Learners take turns to pick a card and read the text out loud.
2. The class divides into OK and not OK.
3. You ask them to explain their decision.

How to use the materials

As mentioned above, the spoken language of the DVD situations is at a higher level than most of the activities in the workbooks. You should therefore show the DVD before asking students to work on the written tasks in the workbook. It is important to follow the two-part structure of the DVD and workbook as this structure was devised as a way of dealing with the substantial concept and vocabulary load of these content-based instructional materials. We therefore suggest that you:

- Look at the first page of the unit and do the predictive exercise first.
- Show the first short part of the DVD for the unit and use the follow-up activities in the workbook.
- Show the second part of the DVD for the unit (this is substantially longer).
- Work through the rest of the workbook activities for the unit, including listening activities on the CD and use of the chart where appropriate.
## Teaching notes

### Unit 1 Luka and his mobile phone

- Explores the use of mobile phones and what to do if your phone is stolen or lost.
- Outlines possible mobile scams to avoid.

### Workbook summary

Unit 1 activities cover phone usage etiquette, reading pre-paid phone plans, discussing phone credit and becoming alert to possible scams. It also touches on SMS texts and dealing with a lost or stolen phone. The focus is on pre-paid mobiles as these are generally more financially manageable.

### DVD summary

Luka’s mobile rings while he is having an interview with the careers counsellor, Theresa. He receives a message from a company offering ring tones. He soon discovers that his mobile credit is disappearing fast and has to find out how to cancel a subscription he didn’t know he had. Bashir and Theresa help him out.

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<td>• Understanding what a mobile scam is</td>
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<td>Mobile phone keys</td>
<td>• Punctuation and SMS</td>
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Key vocabulary

- text message
- send and receive an SMS
- SMS
- text
- credit
- credit expiry
- cancel
- subscription
- get billed
- scam
- ring tone
- credit value
- MMS
- battery
- battery charger
- screen
- camera
- keypad
- abusive
- MP3
- download
- pre-paid
- recharge

Teaching suggestions

Activities 5 and 6. Not all students will have a mobile. Ask those without to work with a partner who has one.

Activities 9 to 14. Emphasise building students’ awareness to take responsibility for a number of calls and messages.

Activity 13. The word ‘people’ has been used on the assumption that there will be more than one person in each category. If there is only one in any category you will need to remind students of person/people, singular/plural.

Activities 15 to 20. Discuss class mobile rules and the broader issues of phone etiquette, eg in cinemas, at work.

Activities 25 and 26. If needed, enlarge and photocopy scam rules and ask students to cut up the sentences and rearrange to complete Activity 26.

Activities 27 to 29. Students may not understand credit value versus credit expiry. Point out that phone companies are interested in high usage and more money, but that high-usage users may be better off paying a bit more, eg $50 rather than $30 because they can (in theory) make twice as many calls. Talk about the monetary advantage of texting.

Activity 29. Students can use mobile calculators to do calculations. Supply more examples if needed.

Activities 30 to 32. Pre-teach how often, how long and responses, eg once a week, more than once a week, twice a week, twice a month.

Activity 33. This is a mock-up of an Optus recharge voucher. Ask students to bring in other vouchers for a comparison.

Activity 34. Follow-up could be to practise listening to the phone prompts to activate the credit voucher.

Activities 38 to 41. Students may be interested in emoticons, eg 😊, :-0. Some mobiles have emoticons as options.

Activities 43 and 44. The number (*#06#) to get the serial number of a mobile is universal. Different phone companies have different methods for reporting lost or stolen mobiles. Optus requires a police report number.

Recommended resources

The Australian Mobile Telecommunication Association has information on IMEI numbers and scams.

Suggestions for guest speakers

Mobile phones. Contact your local council to get a speaker from the local community legal centre. Alternatively arrange a visit to a local community legal centre.
Unit 2 The Internet

- Explores the use of the Internet.
- Outlines how to get onto the Internet and how to search.

Workbook summary

Unit 2 covers an introduction to the Internet, and uses key vocabulary for accessing webpages and doing an image search. It also touches on inappropriate use of the Internet in a public setting.

DVD summary

Luka and Bashir have been learning how to search the Internet with Google. Judy, their teacher, catches them looking up inappropriate images and reinforces the need to follow the school rules.

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<td>About your learning</td>
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Key vocabulary

- Internet address
- website
- Internet site
- Internet Explorer
- web address
- homepage
- menu
- back button
- forward button
- icons
- up arrow
- down arrow
- click
- mouse
- scroll
- menu
- address box
- images
- menu items
- image
Teaching suggestions

Activities 59 and 60. This is an awareness-building exercise.

Activities 70. You may wish to extend the country abbreviations or add forward slash if appropriate.

Activity 76. The address for this website is www.australia.com/
The site has some wonderful changing images.

Activity 78. The address for this website is www.birdsaustralia.com.au/
It has been used because of its simplicity. Students may enjoy looking at various birds.

Activity 79. The address for this website is www.yesaustralia.com/
Click on Cities and Regions on menu bar. Students can see photos of various cities.

Activity 85. If your centre doesn’t have rules, the class can devise its own.

Recommended resources

The Australian version of Google.

http://earth.google.com/
Google Earth lets you fly anywhere on Earth to view satellite imagery, maps, terrain, 3D buildings and even explore galaxies in the sky.

Perth Zoo’s accessible and attractive website.

Australia’s National Parks website has links to all states and territories.

Birds Australia is an easily accessible website with clear images and a small, simple menu.

www.yesaustralia.com/
Click on Cities and Regions to access the menu shown in the workbook.

Suggestions for guest speakers

Introduction to the Internet: A local librarian could perhaps discuss joining the library and ways to access the Internet at the library. Follow up with an excursion. The computer teacher could talk about what’s accessible on the network and why.
Unit 3 Music on the Internet

- Outlines how to search for and download music on the Internet.
- Introduces the concept of the Internet cafe as a place to download materials.
- Introduces the concept of blogs.

Workbook summary

Unit 3 extends Unit 2 on Internet searching and covers accessing music on the Internet. It introduces the concept of filters. It extends Internet vocabulary through information on Internet cafes and blogs.

DVD summary

Sar Mi and Luka are spending a lot of time listening to online music during computer classes. Judy, their teacher, proposes an end-of-class party where students can bring along music to share. Sar Mi and Luka search the Internet for downloadable music but discover that the school has filters to block certain websites. Judy finds a local Internet cafe where they can get downloads. Sar Mi and Luka visit the cafe.

Workbook topics

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<td>• Making and responding to suggestions</td>
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<td>• Survey about a class party</td>
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<td>Personal stories</td>
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<td>Downloading</td>
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<tr>
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<td>• Calculating costs for downloading music</td>
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**Key vocabulary**
suggestion refugee camp celebrate share
favourite filter blocked screen
website site download downloading
USB (flash) drive MP3 player legal musician
fax scan advertisement rate
discount download limit megabyte link

**Teaching suggestions**

Activities 90 to 96. Students may need some practice with modal could (as a suggestion). Stress polite ways of saying no. The word no may not even be used because it can sound too abrupt.

Activities 99 and 100. Students may need some more exercises on the correct use of but, when and because as conjunctions.

Activities 101 and 102. You may need to teach the difference between come from (Sudan as place of origin) and come to (Australia as the destination as part of the process of getting to a different country).

Activity 106. There are different versions of Google – an international English version (www.google.com) and country-specific versions. The Australian English version, (www.google.com.au) allows users to search Australian sites only.

Activity 118. Legal downloading of music. See links below for information and FAQs.

Activity 120. Music websites, like iTunes, charge for songs. Internet cafes may charge for size of downloads, so free songs from an Internet cafe will probably still cost the user. You could organise an excursion to both a local Internet cafe and the local library. Most council libraries have computer-booking facilities.

Activity 126. You may wish to discuss the fact that Australian voices often rise at the end of a statement or sentence despite the information in the learning tip.

Activity 131 and 132. Blogs (an abridgment of the term ‘web log’) are Internet diaries. Many bloggers have themes or personal stories and photos with links to other websites of interest. YouTube (www.youtube.com) is a popular website where anyone can view online video or upload their own videos. MySpace (www.myspace.com) and Facebook (facebook.com) are two popular, free websites that enable users to create their own blogs. An alternative to a blog would be to assist students to create digital stories with Windows Movie Maker.

**Recommended resources**

This website provides links to tens of thousands of legal music downloads.

http://www.whatsthedownload.com/
On What’s the Download, music fans can discuss the ever-evolving world of digital music.

www.nationalgeographic.com/
National Geographic has a link to world music sites.

www.calabashmusic.com/
Calabash is a world music site where music fans can listen for free.

http://www.mikesradioworld.com/
Mike’s Radio World links to over 5000 world radio stations.

http://www.musicafrica.org/main.htm
A non-profit organisation in Toronto dedicated to promoting African music and culture. Has links to African radio stations.
This website has links to online Asian radio stations.

http://www.afropop.org/
Afropop Worldwide is a guide to African and world music via public radio and Web. Includes podcasts.

**Suggestions for guest speakers**

Introduction to the Internet: A local librarian could perhaps discuss joining the library and ways to access the Internet at the library. Follow up with an excursion. The computer teacher could talk about what’s accessible on the network and why.
Unit 4
Sending emails and attachments

- Introduces the use of email and some rules for sending emails.
- Outlines the procedure for writing and sending an email and an attachment, and explains how to get rid of junk email.

Workbook summary

Unit 4 covers the sending of email and attachments. It looks at both Hotmail and Yahoo email accounts. It also covers the etiquette of taking and sending images.

DVD summary

Judy's taking photos of her class at a park on an excursion. Luka uses his mobile to take photos, but not everyone wants their photo taken. In class Sar Mi accesses the photos on the online drive and then helps Luka send an email with a photo attachment.

Workbook topics

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<tr>
<td>About your learning</td>
<td>• Students check their own progress</td>
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**Key vocabulary**

email  email address  user name  password
computer drives  safe  sign in  caps lock key
underscore  compose  security questions  to delete
attachment  message  junk  contacts
spam  subject box  rude

characters (letters, numbers for password)

**Teaching suggestions**

**Activity 143.** As an extension, students can devise their own class rules about mobiles and emails.

**Activities 144 to 146.** There are other free email websites but these are the most common and user-friendly. Yahoo and Hotmail often change their look. In the computer room, make comparisons between the screen images in the book and what has changed.

**Activities 151 to 158.** Both Hotmail and Yahoo suggest that users have complex passwords using keyboard symbols and underscores as well as upper and lower case passwords.

**Activity 161.** Students can see that surnames appear first in the contacts list. Follow up with students putting classmates’ names in alphabetical order, surname first.

**Activity 172.** Students may have difficulty ordering the text. Give enlarged photocopies of text and scissors to groups. Students can cut out and manipulate the text before completing the activity in the workbook.

**Activities 167 to 174.** Students can use model emails to develop own texts. Encourage students to join their local library so they can book free time to use the computers.

**Suggestions for guest speakers**

Introduction to the Internet: A local librarian could perhaps discuss joining the library and ways to access the Internet at the library. Follow up with an excursion. The computer teacher could talk about what’s accessible on the network and why.
Answers
Unit 1  Luka and his mobile phone

Activity 3
1. SMS (text message)
2. battery charger
3. keypad
4. screen
5. camera

Activity 8
1. I play games and music on my mobile.
2. I download MP3 music, ring tones and games on my mobile.
3. I listen to an MP3 player and FM radio on my mobile.
4. I make calls on my mobile.
5. I send MMS and text messages on my mobile.
6. I take calls on my mobile.
7. I use the camera, the video and the calculator on my mobile.
8. I set the time and the alarm on my mobile.

Activity 10
1. 2
2. 16
3. 6
4. 14
5. 6
6. 12
7. 2

Activity 14
1. have
2. make
3. get
4. send
5. get
6. play
7. download
8. take
9. send

Activity 19
1. petrol station
2. aeroplane
3. car
4. bus
5. cinema
6. library
7. classroom

Activity 22
1. false
2. true
3. false
4. true
5. true
6. false
7. true
8. false

Activity 24
1. missed
2. ring tones
3. didn’t
4. credit
5. lost
6. sent
7. cancel
8. ring tones

Activity 26
1. Don’t sign anything you don’t understand.
2. Don’t lend your phone to people you don’t know well.
3. Don’t reply to messages or calls from people you don’t know.

Activity 27
1. 60 days
2. $100
3. yes
4. no
5. yes
6. no

Activity 28
1. times = x
2. plus = +
3. equals = =

Activity 29
1. $6.25
2. $7.50
3. $2.16 + $4.12 = $6.28

Activity 33
Sales assistant: Hi.
Luka: Hi. I’d like $50 credit for my mobile.
Sales assistant: Who’s your phone company?
Luka: Telecom.
Sales assistant: Just a minute... How would you like to pay?
Luka: EFTPOS.
Sales assistant: Okay. Just swipe your card and key in your PIN. Any cash out?
Luka: Umm... No thanks.
Sales assistant: Here you go.

Activity 35
1. at the phone shop in Sutherland Square
2. $50
3. 888800011
4. about 1 year
5. Telecom
6. 555
7. dial (ring) 555 and then press 1

Activity 36
Hi. Where are you?
Unit 2 The internet

Activity 56

Activity 57

Activity 58

Activity 59

Activity 60
Activity 64
One-syllable words
web scroll
start search
box news
close

Two-syllable words
button program
address music
listen people

Three-syllable words
connection
computer
radio
Microsoft

Activity 66
1. false
2. true
3. false
4. true
5. false
6. true
7. true

Activity 67
2. searching
3. address
4. commas, com
5. told
6. images
7. sorry
8. websites

Activity 68
1. felt
2. met
3. searched
4. told
5. tried
6. typed
7. wanted
8. wasn’t

Activity 69
Bashir met Luka in the computer room after class yesterday. They wanted to practise searching on the computer. First, Luka tried to type an address in the Internet address box. But he typed the address with commas and co instead of com. So Bashir told him how to do it correctly.

Later Luka searched for images, but Judy wasn’t happy with his choice. Luka and Bashir felt embarrassed and sorry.

Finally, Bashir and Luka searched for news websites.

Activity 70

Activity 73
net = network
can = Canada
uk = United Kingdom
org = organisation

Activity 74
1. www.centrelink.gov.au
2. www.hotmail.com
4. www.eabc.com.uk

Activity 75
1. www.abc.net.au
2. www.northbank.com.au
3. www.yahoo.com
4. www.gov.au
5. www.zoo.org.au
6. www.basketball.net.au

Activity 76

Activity 77
Possible answers:
1. plan your trip / deals / places to go / things to do / what’s on

Activity 78
Activity 79

Activity 80
2. scroll down
3. press Enter
4. search
5. type
6. click

Activity 81
1.

Activity 82
Luka: Do you want to do another search on Google?
Bashir: Yes, I want to find some photos of Sydney for my report writing.
Luka: Okay, I’ll click Images. So what should I type in the search box?
Bashir: Well, I’m not sure. What about Sydney?
Luka: Okay. Oh no. Too many images.
Bashir: All right. This time type Sydney Harbour. Yeah. That’s better.

Activity 86
YOU CAN: SEARCH FOR IMAGES.
Unit 3  Music on the Internet

Activity 91
Judy:  Now everyone, next Friday we're having a party for the end of this class. You can all bring some music from your country.
Sar Mi: Can we bring some pop music?
Judy:  Yes, that would be great. Do you know any dances as well?
Luka:  I know a dance. We sometimes danced in the camp when someone was leaving.
Judy:  I'd like to see some photos too. We could project them on the wall.
Sar Mi:  But Judy most people didn't have cameras in the camp.
Judy  Oh, of course. You're right. But you can find photos on the Internet.

Activity 93
2.  a
3.  d
4.  c

Activity 97
I come from Burma but I left when I was small because of the fighting. We lived in a refugee camp in Thailand. Life was hard. Sometimes it was dangerous, but sometimes we danced. I felt happy when we danced.
My favourite music is pop because it is great music for young people of all nationalities.

Activity 99
I come from Liberia, but I lived in Ghana. I left my country because of the fighting. I came to Australia when I was 16. I left my country because life was difficult. I felt happy when I started school. I was born in Burma, but I am Karen.

Activity 100
My friend was born in Afghanistan, but he left in 2000. Sar Mi came to Australia when she was 17. Luka left Sudan because of the fighting. My life was hard, but sometimes I felt happy. I felt happy when (or because) I talked with my friends.

Activity 101
1. Before I come/came to Australia I always feel/felt happy when we dance/danced.
2. Now my favourite music was hip hop. I liked/like hip hop because it was good to dance to.
3. Before I come/came to Australia I always feel/felt happy when we told stories.
4. Now my favourite music is pop. I like/liked pop because it helps/helped me to learn English.

Activity 105
1. false
2. true
3. false
4. false
5. true
6. true
7. false
8. false

Activity 106
1. Africa
2. computer
3. Internet
4. downloaded
5. blocked
6. filters
7. stop
8. pay

Activity 109

Activity 112

Activity 115
1. I want to search for Karen people.
2. I found some Ethiopian musicians on the Internet.
3. I want to download some new songs.
4. I want to find some images of Afghani animals.

Activity 117
1. MP3 player
2. flash (USB) drive

Activity 118
There are many legal websites that have music to download. Most music is not free, but some websites offer some free music. Many musicians have websites with some free songs. You can search the Internet for legal downloads.

Activity 119
1. scan a photo
2. fax a letter
3. play games
4. print something
5. download music
Activity 120
**surf, download, play**

Activity 121
1. burn a CD
2. play and download music
3. chat to friends
4. download and play games
5. scan and print or email a photo or document

Activity 123
1. Can I get a discount if I stay for half a day?
2. Are there any download limits?

Activity 126
2. d
3. e
4. a
5. b

Activity 128

<table>
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<td>$10.00</td>
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<tr>
<td><strong>Song</strong></td>
<td><strong>Song</strong></td>
</tr>
<tr>
<td>1. Song 1</td>
<td>1. Song 2</td>
</tr>
<tr>
<td>Download cost</td>
<td>$1.20 + $1.20 + $1.20 + $1.20</td>
</tr>
<tr>
<td>Song cost</td>
<td>free</td>
</tr>
<tr>
<td>Grand total</td>
<td><strong>$18.80</strong></td>
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</tbody>
</table>

Activity 129
2. discount
3. download
4. fee
5. limit
6. megabyte
7. print
8. scan

Activity 133

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

SAR MI USES A FLASH DRIVE.

**Unit 4**

**Sending emails and attachments**

<table>
<thead>
<tr>
<th>User name or ID</th>
<th>at</th>
<th>provider</th>
<th>group</th>
<th>country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tom Grant</td>
<td>@</td>
<td>yahoo.com.au</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Judy Trevor</td>
<td>@</td>
<td>tafe.nsw.edu</td>
<td></td>
<td>au</td>
</tr>
<tr>
<td>3. Luke Chol</td>
<td>@</td>
<td>yahoo.com.au</td>
<td></td>
<td>au</td>
</tr>
<tr>
<td>4. Bashir Hussaini</td>
<td>@</td>
<td>yahoo.com.au</td>
<td></td>
<td>au</td>
</tr>
<tr>
<td>5. Adem Deng</td>
<td>@</td>
<td>hotmail.com</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Say Say</td>
<td>@</td>
<td>hotmail.com</td>
<td></td>
<td>com.au</td>
</tr>
</tbody>
</table>

Activity 142
1. tom.grant@yahoo.com.au
2. hiphopfan@hotmail.com
3. catman@zip.com.au
4. jane_sing@yahoo.com.au
5. sam55@pacific.com.au

Activity 143
1. In emails, only use words and images you are happy for anyone to see.
2. Be careful about opening attachments from people you don’t know.
3. Delete emails that you don’t want.
4. Check each email carefully before you send it.

Activity 145
Activity 146

Activity 148
1. true
2. false
3. false
4. false
5. true
6. false
7. true
8. true

Activity 149
1. saved
2. inserted
3. emailed
4. helped
5. sent
6. got
7. printed, showed

Activity 150
Last week Judy took photos of her students at the park. Then she saved the photos on the computer.

A few days later Sar Mi inserted a photo into her story. Then she emailed the photo to her friend in Adelaide. After that, she helped Luka to send an email. Luka sent a photo to his sister.

The next day Luka got a reply from his sister’s husband. He printed the email and photo and showed it to Sar Mi.

Activity 152

Activity 159
Sar Mi: Hey Luka. Can you give me your email address?
Luka: Okay. Have you got a pen? I’ll write it down for you.
Sar Mi: All right. Here’s a pen.
Luka: Here you go.
Sar Mi: Oh, you’re with Yahoo. I’ll send you a photo of my family. My cousin has a digital camera.
Luka: Great. Thanks a lot, Sar Mi.

Activity 161

Activity 162
1.

Activity 163
Activities 165 and 166

Activity 168

Activity 169

Activity 170 and 171

Activity 172
3. Here is a photo of my cousin’s little dogs.
2. Hi Luka
4. I think they are cute.
6. Sar Mi
5. See ya

Activity 173
Hi Luka
Here is a photo of my cousin’s little dogs. I think they are cute.
See ya
Sar Mi

Activity 174
Subject: Hello
Hi Sar Mi,
How are you? Thanks for the photo.
I’m going to the Internet cafe on Friday. Do you want to come with me?
Luka
SHE HELPS HIM TO SEND ATTACHMENTS.