Get wise

Your health and wellbeing

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>
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<tbody>
<tr>
<td><strong>Demonstrate an awareness of principles of safe food preparation, storage and handling.</strong></td>
<td>Unit 1: DVD Activity 17–22, 26–30, 32</td>
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<tr>
<td><strong>Demonstrate an awareness of the importance of balance in diet, exercise and other health issues.</strong></td>
<td>Unit 2: Activity 17–22, 26–30, 32, 32, 52–68</td>
</tr>
<tr>
<td><strong>Demonstrate an awareness of health service providers, what they can assist with, and how they can be accessed.</strong></td>
<td>Unit 3: DVD Activity 17–22, 26–30, 32, 32, 52–68</td>
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<tr>
<td><strong>Demonstrate an awareness of expectations about encounters with health providers, including the possibility of referrals.</strong></td>
<td>Unit 4: DVD Activity 17–22, 26–30, 32, 32, 52–68</td>
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<td><strong>Demonstrate an awareness of nutritional information on food labels.</strong></td>
<td>Unit 3: DVD Activity 17–22, 26–30, 32, 52–68</td>
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<tr>
<td><strong>Demonstrate an awareness of dietary guidelines.</strong></td>
<td>Unit 4: DVD Activity 17–22, 26–30, 32, 52–68</td>
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<tr>
<td>Important topic content</td>
<td>Unit 1</td>
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<tr>
<td>Poor choices will have an impact on health, but it’s easy to make changes and healthy choices.</td>
<td>DVD Activity 3–11</td>
</tr>
<tr>
<td>Poor food storage and preparation habits can cause health problems.</td>
<td>DVD Activity 17–22, 26–30</td>
</tr>
<tr>
<td>There is a range of options to choose from when someone is unwell.</td>
<td>DVD</td>
</tr>
<tr>
<td>Emotional as well as physical issues can cause health problems.</td>
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<tr>
<td>Diet and exercise can have a beneficial effect on mood.</td>
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<tr>
<td>Doctors may refer students to a specialist or other service.</td>
<td>DVD Activity 69–72</td>
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<tr>
<td>Students can work out whether their lifestyle and diet are healthy or not.</td>
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<tr>
<td>Exercise is part of a healthy lifestyle.</td>
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<td>Once students know what they should be eating and drinking, food labelling can provide necessary information.</td>
<td>Activity 79</td>
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<td>Detailed content knowledge</td>
<td>Unit 1</td>
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<td>Fast food is not adequate as a total diet</td>
<td>DVD Activity 6–11</td>
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<tr>
<td>Smoking is not a healthy lifestyle choice, and quitting is a challenge that can be handled.</td>
<td>DVD Activity 3–4</td>
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<tr>
<td>Correct food storage and handling are very important in shops and at home (points to note: use-by date, putting away shopping, defrosting)</td>
<td>DVD Activity 17–22, 26–30, 32</td>
</tr>
<tr>
<td>Students should have personal ID, Medicare Card and Health Care Card with them in medical encounters</td>
<td>DVD Activity 36–40</td>
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<tr>
<td>Doctors may ask about lifestyle as well as symptoms because of its impact on health</td>
<td>DVD Activity 51–52</td>
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<tr>
<td>Doctors may also ask about emotional health because symptoms can be related to depression or anxiety</td>
<td>DVD Activity 52</td>
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<tr>
<td>A balanced diet that includes fibre, fruit and vegetables is important, as is breakfast and water intake</td>
<td>DVD Activity 58–68</td>
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<tr>
<td>Healthy cooking can also be delicious.</td>
<td>DVD Activity 99–102</td>
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<tr>
<td>Medical tests usually require a referral slip, to be followed up with a phone call later.</td>
<td>DVD Activity 69</td>
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<tr>
<td>Referrals require a letter from the doctor.</td>
<td>DVD</td>
</tr>
<tr>
<td>A dietician can give advice on eating a balanced diet.</td>
<td>DVD</td>
</tr>
<tr>
<td>If students read the nutrition labels on food and drink, they can make better choices</td>
<td>Activity 79</td>
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<td>Activity 53–54</td>
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<td>Activity 55</td>
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<td>DVD Activity 126–127</td>
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<td>Activity 128–131</td>
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</tbody>
</table>

There are a number of options students can choose from when they feel unwell.

It’s important to read labels on medicine.

People often bring food and alcohol to parties in Australia.

It’s important for students to know about alcohol, even if they don’t drink themselves, as it may affect their friends.
## 2. Language focus

### Unit 1

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<th>Topic vocabulary</th>
<th>Functions</th>
<th>Grammar/structures</th>
<th>Text types</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Healthy/unhealthy actions</td>
<td>Describing people, places and events</td>
<td>Verbs: present continuous, gerunds, simple present, imperative</td>
<td>Photographs</td>
<td>Learning tips</td>
</tr>
</tbody>
</table>
| Frequency phrases  
(never, every day) | Talking about frequency of activities | Modals: You should always/never | Mind map | Meaning of ‘lifestyle’ |
| Food storage  
(freezer, fridge) | Describing the order of actions | Conditional: I’d buy food there because/I wouldn’t buy food there because | Chart | Brainstorming as a strategy |
| Food expiry  
(use-by date, best before) | Giving instructions | | Continuum and icons | Present simple vs present continuous |
| Food safety  
(raw, clean) | Interpreting icons | | Personal description | Once/twice vs three times |
| Food safety warnings  
(gloves, tongs) | | | Survey | Word order of never vs every day |

- Verbs: present continuous, gerunds, simple present, imperative
- Modals: You should always/never
- Conditional: I’d buy food there because/I wouldn’t buy food there because

### Other

- Learning tips
- Meaning of ‘lifestyle’
- Brainstorming as a strategy
- Present simple vs present continuous
- Once/twice vs three times
- Word order of never vs every day
- Use-by/best-before dates
- Vocabulary: dry storage, food poisoning
- Pronunciation
- Syllables
- Spelling: cover and write
- Self-check of learning outcomes
# Unit 2

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<th>Functions</th>
<th>Grammar/structures</th>
<th>Text types</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Medical centre (receptionist, bulk bill)</td>
<td>Describing people, places and events</td>
<td>Verbs: simple past, present simple, imperatives</td>
<td>Photographs</td>
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<tr>
<td>New patient form (next of kin, allergies)</td>
<td>Filling in forms</td>
<td>Sequence markers</td>
<td>Medical practice hours sign</td>
<td>Vocabulary: bulk billing; except on medical advice, degree of frequency (from never to always)</td>
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<td>Sequencing phrases (first, after that)</td>
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<td>Breakfast foods (cereal, beans)</td>
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<td>Diagram</td>
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<td>Topic vocabulary</td>
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<td>Other</td>
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<tr>
<td>Food types</td>
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<td>Countables/uncountables: How much/ how many?</td>
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<tr>
<td>(poultry, vegetables)</td>
<td>Interpreting a pie chart</td>
<td>Verbs: past simple, imperatives, present simple (frequency)</td>
<td>Chart</td>
<td>Vocabulary: lean meat, poultry, legumes, snack</td>
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<td>Meals</td>
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<td>Interpreting diagrams and charts</td>
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<td>Healthy lifestyle quiz</td>
<td>Remembering spelling patterns</td>
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<td>Lifestyle</td>
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<td>{exercise, relax}</td>
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<td>Fitness</td>
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<td>{cycling, swimming}</td>
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<td>Health benefits</td>
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<td>Vocabulary: lean meat, poultry,</td>
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<td>legumes, snack</td>
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<td>How much/how many</td>
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<td>Visual representation of 5%</td>
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<td>Using a pencil</td>
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<td>Spelling strategies</td>
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<td>Remembering spelling patterns</td>
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<td>Pronunciation</td>
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<td>Syllable stress</td>
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<td>Spelling: cover and write; patterns;</td>
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<td>‘c’ spelling = ‘k' or ‘s’ sound</td>
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<td>Self-check of learning outcomes</td>
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<tr>
<td>Topic vocabulary</td>
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<td>Grammar/structures</td>
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<tr>
<td>Invitations (casual, alcohol-free)</td>
<td>Describing people, places and events</td>
<td>Modal: should/would/could</td>
<td>Photographs</td>
<td>Learning tips</td>
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<td>Acronyms and abbreviations (BBQ, RSVP, BYO)</td>
<td>Giving advice and suggestions</td>
<td>Verbs: past and present simple (regular and irregular)</td>
<td>Party invitations</td>
<td>Standard drink measurement</td>
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<td>Alcohol (standard drink, limits, guidelines)</td>
<td>Talking about possibilities</td>
<td>Future plans: I'd like to/ I'm going to</td>
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<td>Party food (vegetable platter)</td>
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<td>Information (listening)</td>
<td>Vocabulary: 1.5 = 1 and a half; I'd = I would</td>
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<td>Quitting smoking (quit, addictive)</td>
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<td>Scenarios</td>
<td>Vocabulary: addictive</td>
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<td>Menu</td>
<td>Depression: a problem for young Australians</td>
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<td>Plan (sentences)</td>
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</table>

Vocabulary:
- 1.5 = 1 and a half; I'd = I would
- Irregular past tense:
- Vocabulary: addictive
- Depression: a problem for young Australians
- Language of giving advice
- Phonetic alphabet
- Exceptions to ‘g’ spelling rule

Pronunciation:
- Phonetic alphabet
- Vowel sounds
- Syllable stress
- Linking
- ‘c’ spelling with ‘g’ or ‘j’ sound
- Spelling of past simple verbs
- Self-check of learning outcomes
### 3. Language tasks

#### Unit 1

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<tbody>
<tr>
<td>Listen to DVD</td>
<td>Match</td>
<td>Copy words and phrases</td>
</tr>
<tr>
<td>Talk about photos</td>
<td>- phrases to photos</td>
<td>Copy words and phrases under the correct heading</td>
</tr>
<tr>
<td>Ask survey questions</td>
<td>- phrases with days of the week</td>
<td>Complete a mind map</td>
</tr>
<tr>
<td>Dictation</td>
<td>Read</td>
<td>Record survey results</td>
</tr>
<tr>
<td>Listen and</td>
<td>- survey questions</td>
<td>Write about self (using model provided)</td>
</tr>
<tr>
<td>- count number of syllables</td>
<td>- learning tips</td>
<td>Copy sentences</td>
</tr>
<tr>
<td>- answer questions</td>
<td>- comprehension questions</td>
<td>Dictation</td>
</tr>
<tr>
<td>Discuss food hygiene</td>
<td>- true/false statements</td>
<td>Complete sentences</td>
</tr>
<tr>
<td></td>
<td>Cloze</td>
<td>Write own tips (using model provided)</td>
</tr>
<tr>
<td></td>
<td>Number photos in order</td>
<td>Cover and write</td>
</tr>
<tr>
<td></td>
<td>Word puzzle</td>
<td>Complete a table</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use a continuum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpret pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numeracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Match calendars and use-by dates</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</td>
<td>Copy words and phrases</td>
</tr>
<tr>
<td>Talk about photos</td>
<td>• words and phrases to pictures</td>
<td>Answer questions</td>
</tr>
<tr>
<td>Discuss storytelling</td>
<td>• sentences and meanings</td>
<td>Complete a form</td>
</tr>
<tr>
<td>Listen and</td>
<td>• complaints and referrals</td>
<td>Copy</td>
</tr>
<tr>
<td>• tick</td>
<td>• parts of a form with possible answers</td>
<td>• sentences into paragraphs</td>
</tr>
<tr>
<td>• number</td>
<td>Read</td>
<td>• into categories</td>
</tr>
<tr>
<td>• answer questions</td>
<td>• a notice</td>
<td>• meanings of words</td>
</tr>
<tr>
<td>• identify number of syllables</td>
<td>• comprehension questions</td>
<td>Cloze</td>
</tr>
<tr>
<td>• syllable stress within words</td>
<td>• learning tips</td>
<td>Complete a table</td>
</tr>
<tr>
<td>Discuss</td>
<td>• a form</td>
<td>Sentence completion</td>
</tr>
<tr>
<td>• medical experiences</td>
<td>• aloud</td>
<td>Record survey results</td>
</tr>
<tr>
<td>• feelings</td>
<td>• a medicine label</td>
<td>Write sentences about survey results</td>
</tr>
<tr>
<td>• importance of breakfast</td>
<td>• a survey</td>
<td></td>
</tr>
<tr>
<td>• healthy breakfasts</td>
<td>• a bar chart</td>
<td></td>
</tr>
<tr>
<td>• medical referrals</td>
<td>• cereal packets and locate information</td>
<td></td>
</tr>
<tr>
<td>• health workers</td>
<td>• results of internet search</td>
<td></td>
</tr>
<tr>
<td>Ask survey questions</td>
<td>• true/false statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cloze</td>
<td>Numeracy</td>
</tr>
<tr>
<td></td>
<td>Use dictionary to locate ‘ph’ words</td>
<td>Add survey results</td>
</tr>
<tr>
<td></td>
<td>Word puzzle</td>
<td>Complete a bar chart</td>
</tr>
</tbody>
</table>

### Writing
- Copy words and phrases
- Answer questions
- Complete a form
- Copy
- • sentences into paragraphs
- • into categories
- • meanings of words
- Cloze
- Complete a table
- Sentence completion
- Record survey results
- Write sentences about survey results

### Numeracy
- Add survey results
- Complete a bar chart
- Create a bar chart
<table>
<thead>
<tr>
<th><strong>Listening and speaking</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to DVD</td>
<td>Read</td>
<td>Copy</td>
</tr>
<tr>
<td>Listen and</td>
<td>• food variety chart</td>
<td>• words onto chart</td>
</tr>
<tr>
<td>• answer</td>
<td>• words and sentences aloud</td>
<td>• into categories</td>
</tr>
<tr>
<td>• identify syllable stress within words</td>
<td>• learning tips</td>
<td>• sentences into paragraphs</td>
</tr>
<tr>
<td>Discuss</td>
<td>• soft drink label</td>
<td>• answers to questions</td>
</tr>
<tr>
<td>• food preferences</td>
<td>• comprehension questions</td>
<td>• words</td>
</tr>
<tr>
<td>• cooking</td>
<td>• percentages</td>
<td>Write food preferences onto food chart</td>
</tr>
<tr>
<td>• food diaries</td>
<td>• recipe</td>
<td>Complete</td>
</tr>
<tr>
<td>• types of exercise</td>
<td>• quiz</td>
<td>• food diary</td>
</tr>
<tr>
<td>• reasons for getting fit</td>
<td>• food diaries</td>
<td>• sentences</td>
</tr>
<tr>
<td>• own exercise (past and present)</td>
<td>• true/false statements</td>
<td>• quiz</td>
</tr>
<tr>
<td>Ask questions about food intake</td>
<td>Interpret food diary</td>
<td>Write</td>
</tr>
<tr>
<td></td>
<td>Cloze</td>
<td>• percentages</td>
</tr>
<tr>
<td></td>
<td>Match words and photos</td>
<td>• recommendations (using a model)</td>
</tr>
<tr>
<td></td>
<td>Circle spelling pattern</td>
<td>• description (using a model)</td>
</tr>
<tr>
<td></td>
<td>Word puzzle</td>
<td>Cloze</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prioritise reasons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cover and write spelling words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word puzzle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numeracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentages shown graphically and in pie graph</td>
</tr>
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</table>
Unit 4

<table>
<thead>
<tr>
<th>Listening and speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to DVD</td>
<td>Read</td>
<td>Write</td>
</tr>
<tr>
<td>Talk about photos</td>
<td>• party invitations</td>
<td>• menu and shopping list (using model)</td>
</tr>
<tr>
<td>Listen and</td>
<td>• short information text</td>
<td>• past tense verbs</td>
</tr>
<tr>
<td>• answer</td>
<td>• quiz</td>
<td>• answers</td>
</tr>
<tr>
<td>• write answers</td>
<td>• menu and shopping list</td>
<td>• about own plans (using model)</td>
</tr>
<tr>
<td>• read</td>
<td>• true/false statements</td>
<td>Copy into categories</td>
</tr>
<tr>
<td>• underline vowel sounds</td>
<td>• aloud</td>
<td>Word puzzle</td>
</tr>
<tr>
<td>• identify syllable stress</td>
<td>• a recount</td>
<td></td>
</tr>
<tr>
<td>• repeat</td>
<td>Match</td>
<td></td>
</tr>
<tr>
<td>• mark the links</td>
<td>• words and meanings</td>
<td></td>
</tr>
<tr>
<td>Discuss</td>
<td>• words, phrases and photos</td>
<td></td>
</tr>
<tr>
<td>• parties in Australia</td>
<td>• problems and suggestions</td>
<td></td>
</tr>
<tr>
<td>• scenarios</td>
<td>Number sentences</td>
<td></td>
</tr>
<tr>
<td>• party foods</td>
<td>Complete a checklist</td>
<td></td>
</tr>
<tr>
<td>• quitting smoking</td>
<td>Word puzzle</td>
<td></td>
</tr>
<tr>
<td>• health information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use photos to tell a story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role-play (ask for help and make suggestions)</td>
<td></td>
<td></td>
</tr>
</tbody>
</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 health and wellbeing* contribute to the acquisition of CSWE learning outcomes. You will also need to observe relevant assessment criteria and conditions outlined in CSWE 1.

<table>
<thead>
<tr>
<th>CSWE 1 learning outcomes</th>
<th>Your health and wellbeing activity numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1 activities</td>
</tr>
<tr>
<td><strong>Module A: Beginner learning strategies</strong></td>
<td></td>
</tr>
<tr>
<td>A1 Can develop a learning/training plan with support</td>
<td></td>
</tr>
<tr>
<td>A2 Can participate in the formal learning environment</td>
<td>yes</td>
</tr>
<tr>
<td><strong>Module B: Beginner speaking and writing skills for giving personal information</strong></td>
<td></td>
</tr>
<tr>
<td>B1 Can provide personal information using spoken language</td>
<td></td>
</tr>
<tr>
<td>B2 Can complete a short form</td>
<td></td>
</tr>
<tr>
<td><strong>Module C: Beginner listening and speaking skills for transactions</strong></td>
<td></td>
</tr>
<tr>
<td>C1 Can demonstrate understanding of a short spoken transaction</td>
<td>34, 35</td>
</tr>
<tr>
<td>C2 Can participate in a short spoken transaction</td>
<td></td>
</tr>
<tr>
<td><strong>Module D: Beginner listening and reading skills for information texts</strong></td>
<td></td>
</tr>
<tr>
<td>D1 Can demonstrate understanding of a spoken information text</td>
<td>29</td>
</tr>
<tr>
<td>D2 Can demonstrate understanding a written information text</td>
<td>28</td>
</tr>
<tr>
<td>Module E: Beginner listening and speaking skills for short, informal spoken exchanges</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>E1</strong> Can demonstrate understanding of a short, informal spoken exchange</td>
<td></td>
</tr>
<tr>
<td><strong>E2</strong> Can participate in a short, informal spoken exchange</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module F: Beginner listening and speaking skills for descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F1</strong> Can demonstrate understanding of a short spoken description</td>
</tr>
<tr>
<td><strong>F2</strong> Can give a short spoken description</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module G: Beginner reading and writing skills for descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G1</strong> Can demonstrate understanding of a short written description</td>
</tr>
<tr>
<td><strong>G2</strong> Can write a short description</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module H: Beginner listening, writing and speaking skills for telephone exchanges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H1</strong> Can demonstrate understanding of a simple answering machine message</td>
</tr>
<tr>
<td><strong>H2</strong> Can write a short telephone message</td>
</tr>
<tr>
<td><strong>H3</strong> Can leave a short telephone message</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module I: Listening and reading skills for instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I1</strong> Can demonstrate understanding of short spoken instructions</td>
</tr>
<tr>
<td><strong>I2</strong> Can demonstrate understanding of short written instructions</td>
</tr>
<tr>
<td>Module J: Beginner listening and speaking skills for recounts</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>J1</strong> Can demonstrate understanding of a spoken recount</td>
</tr>
<tr>
<td><strong>J2</strong> Can tell a short recount</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module K: Beginner reading and writing skills for recounts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K1</strong> Can demonstrate understanding of a written recount</td>
</tr>
<tr>
<td><strong>K2</strong> Can write a recount</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module L: Beginner numeracy skills for using numbers in highly familiar contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L1</strong> Can read and tell time</td>
</tr>
<tr>
<td><strong>L2</strong> Can read and give date</td>
</tr>
<tr>
<td><strong>L3</strong> Can identify and use Australian currency amounts</td>
</tr>
<tr>
<td><strong>L4</strong> Can read and compare weight/volume/capacity</td>
</tr>
<tr>
<td><strong>L5</strong> Can read and compare length/distance</td>
</tr>
<tr>
<td><strong>L6</strong> Can read and compare temperature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module M: Beginner numeracy skills for working with space and shapes in highly familiar contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M1</strong> Can demonstrate understanding of simple graphs/tables/charts</td>
</tr>
<tr>
<td><strong>M2</strong> Can demonstrate understanding of simple maps/plans</td>
</tr>
<tr>
<td><strong>M3</strong> Can demonstrate understanding of simple shapes</td>
</tr>
</tbody>
</table>
Overview of
Your health and wellbeing

This module explores aspects of health and wellbeing, such as the relationship between diet and health, mental health, exercise, stopping smoking, and drinking alcohol. Drugs are only alluded to briefly, and sexual health is not included as it was felt that explicit inclusion was not appropriate for these resources due to mixed classes and community attitudes.

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. Students’ responses to the stimulus questions are likely to differ from what actually occurs in the second part of the DVD. This is not a problem, as the focus should be on exploring the theme and the language and not on correct prediction.

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 maps of the book in relation to key concepts and knowledge, language focus, language tasks and CSWE I learning outcomes, detailed teaching suggestions, and answers to activities.

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

Wall chart
This chart is a colour version of the one in the book (Unit 3, page 49). It can be used as a resource at the teacher’s discretion.

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 (introduction) of the DVD for the unit and use the follow-up activities in the workbook as specified in the DVD.
• 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 Under the weather

- Explores healthy and unhealthy lifestyle choices, focusing on eating habits, exercise habits and smoking.
- Covers food hygiene both inside and outside the home, including food storage and use-by dates.

Workbook summary

The DVD opens with an introduction to Rosie and Ayen, who have an unhealthy lifestyle. The initial activities look at what people eat and drink, and students then categorise these as belonging to a healthy or unhealthy lifestyle. Activities on frequency identify how often these healthy or unhealthy activities occur. After the DVD viewing, comprehension and writing tasks explore topics of food hygiene, both inside and outside the home. These include safe food-storage practices, sell-by dates and buying takeaway. A listening text covers an outbreak of food poisoning from contaminated takeaway.

DVD summary

Unit 1 introduces Rosie, a middle-aged woman who smokes, and eats pies and doughnuts for breakfast and at other meals if she can. Ayen, a young student from Sierra Leone, also lives in Rosie’s house. As she eats a doughnut, Rosie encourages Ayen to have breakfast. Ayen goes to work at the bakery, where she feels very unwell. Her boss insists she goes to the doctor, having first made sure she doesn’t need an ambulance.

Workbook topics

<table>
<thead>
<tr>
<th>Title of section</th>
<th>Workbook unit topics</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosie and Ayen</td>
<td>Meeting Rosie and Ayen.</td>
<td>1</td>
</tr>
<tr>
<td>A healthy lifestyle</td>
<td>Identifying elements of a healthy lifestyle. Small-scale surveys about these elements and importance of frequency. Students writing about their own lifestyles.</td>
<td>2-7</td>
</tr>
<tr>
<td>Ayen at work</td>
<td>True/false, sequencing, matching, copying and paragraph-writing activities around the narrative of Ayen’s illness at work in a bakery. Activities concerning food storage and food safety.</td>
<td>8-11</td>
</tr>
<tr>
<td>Is this safe to eat?</td>
<td>Following on from the previous section, activities on food preparation and storage, and food safety (including buying takeaway). Listening text on food poisoning. Syllables.</td>
<td>12-18</td>
</tr>
<tr>
<td>Word puzzle</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>After class</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>About your learning</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Key vocabulary

- lifestyle
- healthy
- unhealthy
- exercising
- takeaway
- perishables
- expired
- use-by date
- sell-by date
- expiry date
Teaching suggestions

Activity 1. This prediction activity should be done before watching the DVD introduction, as it helps students set the scene for what they will be watching.

Activities 2 to 11. These activities should be done after watching the DVD introduction. They help set the scene for the unit as a whole, and introduce essential vocabulary and concepts. They also activate students’ prior knowledge (or identify their level of knowledge of the topic).

Depending on your group, you may want to use the DVD to start a discussion about diet and health.

Activity 5. There may be disagreement and discussion about the answers. Some may claim that diet colas are healthy; others may say that you can hurt your knees exercising.

Activity 6. You may like to pick up on the learning tip on word order at the end of this activity. Emphasise that ‘never’ comes before the verb as it’s one of the ‘always/never/usually’ group of adverbs of frequency, while frequency expressions like ‘every day’ and ‘twice a week’ come at the end of a sentence.

Activity 7. For numeracy skills extension, you could collate the results of all the surveys for this exercise, then look at percentages, eg percentage of the class that exercises. Learners could also write sentences about the collated survey and possibly divide their sentences into three paragraphs: one on eating, one on drinking, and one on activities.

If you haven’t covered this in Activity 5 or as extension, you could have a discussion around the whole question of food and what is considered healthy. Are pies healthy? How about doughnuts? Why? Why not? Or is everything healthy if eaten in moderation?

Instead of a discussion, you could divide learners into groups and give them a ‘for’ or ‘against’ case to argue.

Activities 9 and 10. A fun, active discussion can be created using a ‘stand where you fit on the line’ continuum (as described on page 5 of HealthWize – see Resources, page 36). You can use this for any health area, eg fitness, strength, good diet, positive attitude.

The suggestions in Activity 9 could be seen as both healthy and not so healthy:

- Sleep: Necessary for health; too little and you risk accidents (and weight gain), but too much and you can become depressed.
- Music: Great for relaxation but can cause hearing loss at high volume.
- Sun: Necessary for vitamin D and morale but risk of skin cancer.
- Drugs: Socially acceptable for some groups but illegal, and there’s a danger of mental health issues.
- Work: Important for self-esteem but too much can have negative effects.
- TV: Great for relaxation but can substitute for exercise (language like ‘couch potato’).

Activity 16. Dictation is included here – some learners struggle, but some find it very valuable. You may also wish to give your learners a speed-copying exercise.

In speed-copying, learners choose a passage and either copy it several times, timing themselves each time (to see if they can increase their speed), or see how far they can get in three or five minutes. You can explain that the aim is for them to increase their speed without losing legibility or spelling accuracy.

It’s not just about motor skills; it’s also about developing ‘chunking’ skills – moving from copying letter by letter, to copying a whole word and up to several words without having to keep referring to the original text.

Activity 17. You may need to point out that ‘fridge’ is short for ‘refrigerator’. What do you keep in your fridge/freezer/pantry or cupboard? Discuss differences between different countries.

For instance, in Australia butter, jam and eggs are kept in the fridge, but they may be kept in a cupboard or pantry elsewhere. Places without electricity have other ways to keep things cool and fresh. Other related issues include shopping every day (as many learners may have done) vs shopping once a week, or shopping at markets vs shopping in supermarkets.

Activity 18. This activity raises the same issues as the previous activity. Where do you keep things? You could use supermarket ads to extend the activity. When you get home, what do you put away first? What could happen if you stop off at a friend’s house on the way and the frozen food unfreezes, or the fresh fish gets warm?
An additional exercise could be before-and-after instructions, for example:

- Put the ice-cream away before the ham.
- Put the ham away after the ice-cream (which doesn’t mean ‘put the ham away, then after that the ice-cream’).

Vocabulary extension could include things that could happen to food:

- It could get mouldy.
- It could go sour.
- It could go ‘off’ or become ‘bad’.
- It could make you sick.
- It could get weevils or moths or ants in it (not related to use-by date; more a storage issue).
- It could last without deteriorating for years (sugar, dried beans).

Other issues for discussion:

- Different shopping habits: we tend to store food rather than shop every day.
- Issues of fridge hygiene: keeping cooked and raw meat apart, not letting raw meat drip onto cooked.
- Where food is kept: vocabulary such as ‘pantry’, ‘cupboard’.
- Some foodstuffs need to be kept cool but not cold.
- Life of food in the freezer: it doesn’t last forever.
- Making sure food is defrosted entirely before cooking.

Activity 19. Labels on food items vary between the terms ‘best before’, and ‘use by’, so both are included here.

www.foodstandards.gov.au states that:

- ‘Use by’ is used on a package of food where the food should not be consumed, after the date specified, for health and safety reasons.
- ‘Best before’ is used when the date which signifies the end of the period during which the intact package of food, if stored in accordance with any stated storage conditions, will remain fully marketable and will retain any specific qualities for which express or implied claims have been made.

However, in spite of this difference, items like yogurt may use both ‘use by’ and ‘best before’ interchangeably, depending on brand. You could ask learners to look in their local supermarket. You could also bring in some items to discuss in class.

You can also discuss:

- ‘Use by’ vs ‘packed on’
- ‘Consume within 7 days of opening’ (often found on dips and dairy food)

Other discussion topics might be:

- Is it okay to eat a biscuit after the best-before date?
- Is it okay to eat chicken after the use-by date?

Check that learners are aware that when meat, fish, ready-made meals and sushi are on special in the supermarket, it’s because they need to be cooked that day or the next. This is why they are cheaper.

Activity 20. Discuss how food preparation at home relates to commercial food preparation. (In a factory there might be more stringent rules, but the risks are greater.) Which food safety principles cannot be compromised? Activities 21–22 continue the discussion.

Activity 21. Find out who has ever been sick from food poisoning and discuss how it might have happened. This can be used in writing the food safety tips.

Activities 26 to 28. These are preparation for the radio report in Activity 29 so try to elicit language like ‘counter’, ‘refrigerated’, ‘tongs’ and ‘gloves’.
Further discussion ideas from the DVD, not exploited in the book:

- Should you keep working if you feel sick?
- Is this particularly important for someone who works in food preparation?
- When should you call 000? When should you go to the hospital emergency? And when is it more appropriate to go to the doctor? You might look at the possible expectation that the ambulance will be a free service, like the Fire Brigade. Many learners will have stories of friends who called an ambulance and then had to pay $200 because they didn’t have ambulance insurance or private health cover.

Prediction activity for next unit:

If you want to lead into the next unit, you might ask what could be causing Ayen’s distress. This could lead to a discussion about the role of emotional health in a person’s wellbeing. Someone’s pains could have an emotional component, or they could have a very clear physical cause. Worst case scenarios for Ayen: appendicitis, ectopic pregnancy, kidney stones, and so on.
Unit 2 At the doctor’s surgery

- A visit to the doctor, where Ayen has to complete a new-patient form.
- A typical visit to a GP, with questions about the problem, an examination, diagnosis, advice, referrals and tests.
- Discussion about breakfast as an important meal.
- Food hygiene both inside and outside the home, including food storage and use-by dates.

Workbook summary

In Unit 2 we follow Ayen to the doctor’s surgery. The initial activities cover relevant vocabulary and look at the language of a new-patient form, which Ayen must complete. Students have to fill in a form with their own details. After DVD viewing there are comprehension and writing tasks, information on time and sequence markers, and regular and irregular verbs. These are followed by a listening activity on what the doctor asks Ayen, and a discussion about the kinds of questions asked by Australian doctors. This looks at mental as well as physical health, and the different approaches to common problems like headaches. There is also a reading text using a medicine label. There is a section on breakfast, where students first interpret a survey on breakfast then carry out a simple survey and make a bar chart. There are activities on names of other health professionals, followed by spelling and word-stress activities.

DVD summary

Unit 2 follows Ayen to the doctor’s surgery, where she fills in a new-patient form. The doctor checks Ayen’s blood pressure, asks her about medication, possible pregnancy, sleep, her symptoms, her lifestyle in general and her diet. She then examines Ayen. She identifies the problem as a dietary one (stomach cramps and unmentioned but implicit constipation due to a very poor diet with no fruit and vegetables). She wants Ayen to have a blood test to ascertain her iron level and gives her a referral to a dietician. She recommends major changes in diet, including drinking more water, starting immediately.

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Key vocabulary

medical centre  surgery  receptionist  bulk billing
Medicare Card  Health Care Card  new-patient form  next of kin
allergic  allergy  sore  tender
referral  dietician  blood test

Teaching suggestions

Activity 40. You could discuss bulk billing. Which health professionals do this, and which don’t? What medical areas are not covered by Medicare (eg dental and optical)? The role of private health insurance could also be mentioned, as could the issue of confidentiality. This is often a concern, especially if an interpreter is used.

Activities 42 and 43. This is another version of the form filling that you’ve probably done many times already. If learners aren’t comfortable with writing their personal details on the form (Medicare number and so on), they can make one up. The object is to make sure that they can write the information in the correct place. Point out to students that this kind of information is confidential and can be misused (identity theft, for example), so it should only be given to the relevant authorities.

Activity 51 and following. This module covers emotional health as well as physical health, because there are already many resources that focus on describing physical symptoms. Depending on your group, you may decide to spend extra time on vocabulary and structures relevant to physical health. You could talk about issues that might affect them in Australia, such as kidney stones from limited water intake, sunburn (or later, skin cancer) if they don’t use sunscreen or cover up, vitamin D deficiency and possibly rickets if they cover up too much and don’t get any sunlight on their skin.

Another area to explore is the informal language used by the doctor: just slip off your top, just hop up here, just take a big breath, relax now. The use of ‘just’ as a softener is a very helpful tool if learners are going to work in child care or aged care.

Activity 51. Some learners may be surprised that the doctor doesn’t simply focus on the physical symptoms but also asks Ayen about whether she feels sad or worried. Explicit reference to sexual health was not considered to be appropriate for these resources so, depending on your group, you may want to use the DVD to start a discussion about pregnancy, sexual health and so on. You may wish to point out that the doctor does ask Ayen if she could be pregnant and that this question would routinely be asked of both young or older women, married or unmarried.

Activities 53 and 54. You might like to talk about the difference between noun and verb. For example, ‘my head aches’ and the noun ‘headaches’.

Activity 55. Ideally, before learners start looking at a paracetamol label, they could discuss alternative ways to deal with a headache; medication isn’t the only solution. What do people do in other countries?

One of the key issues here is the fact that an overdose of paracetamol may not result in visible symptoms. It is essential to get help.

You could also discuss other painkillers: ibuprofen has been linked to heart problems; aspirin is also used as a preventative for stroke, but it can cause stomach problems and it’s dangerous for children and adolescents.

Activity 57. You might need to read each of the short scenarios to make sure that learners understand the vocabulary and structures. There are no answers for this activity because some of the words could be used in more than one scenario.

You could also elicit students’ ideas about the interplay between physical and emotional health. For example, you might feel tired because you are depressed, so the tiredness is reflecting your emotional state. However, tiredness may be related to iron deficiency or a heart problem. Point out that some GPs will say that 50 per cent or more of the people they see have problems that stem from emotional or lifestyle issues.
Activities 58–68. Is breakfast important? Some cultures don’t eat until midmorning and find the idea of an early breakfast unpleasant. However, no breakfast before coming to class can lead to eating pies, cakes and sausage rolls midmorning.

And what is an appropriate breakfast food? There will be lots of different opinions on this, and Unit 3 covers more on what students need to eat each day. This set of activities gives some attention to the subject, as well as the opportunity to do a survey and make a bar chart.

Activities 69–72. Only a few possible referrals are dealt with in these activities, and they refer to other health professionals rather than medical specialists. If it’s appropriate, you could also look at the language of medical specialisation. Again, the HealthWize resource (page 36) has activities relating to that.

The topic of referrals and visits to other health professionals has a number of issues (explored in the discussion in Activity 62):

• Who do you need a referral to see?
• Who do you have to pay? Who is covered by Medicare?
• How many medical words do you actually need to learn at this point?

Other areas of discussion

The diet–health relationship is a key issue here, but there are so many different points of view. For example, are eggs healthy or unhealthy? A pastry or burger may be okay once or twice a week, but it is not ideal every day. If you are filling up on pies and doughnuts and not eating enough vegetables and fruit, your health is more likely to be affected. Even if you don’t feel sick, your diet might be reflected in your skin, teeth and hair, and energy levels. Relating healthy eating to appearance, and energy or sports performance, might be more meaningful for young people than talking about long-term health. This subject is extended in Unit 3.
Unit 3 Healthy eating and exercise

- A healthy eating chart, classifying foodstuffs and keeping a food diary.
- A visit to a dietician.
- Identifying healthy and less-healthy food and drink options.
- A recipe and an example of a healthy meal.
- A quiz on leading a healthy lifestyle and identifying components of a healthy lifestyle.

Workbook summary

The discussion activities opening this unit look at the food variety chart and the names of different foods that may be new to some learners. They also allow exploration of the difference in diet before coming to Australia and in Australia. There are comprehension and sequencing activities about Ayen’s visit to the dietician, followed by a listening text on percentages of sugar in fruit juice and cordial, which leads to work on percentages.

The next section looks at a procedural text (a recipe for soup), firstly through sequencing photographs and then in writing. The last section has a quiz on healthy lifestyles, followed by ways of getting fit, and ends with spelling and stress activities.

DVD summary

Unit 3 follows Ayen as she makes an appointment to see the dietician recommended by the GP. In the main segment of the DVD, Ayen visits the dietician, who says she can help with her low iron levels, and also gives her a question sheet to answer. She then provides Ayen with a food, liquids and exercise diary. She suggests that Ayen needs to involve her housemate and invites them both to a supermarket visit and discussion evening. A series of scenes then show Ayen coming home with vegetables instead of pies, at the supermarket discussion evening, planning her new regime, cooking for Rosie, and taking Rosie jogging.

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**Key vocabulary**

- make an appointment
- referral
- snacks
- results
- blood test
- low iron
- types of food
- diary
- exercise (noun and verb)

**Teaching suggestions**

**Activities 83 to 85.** Encourage discussion around the food variety chart, allowing for differences of opinion. For example, some people will be surprised to see that the cereal/bread portion is a bit bigger than the vegetable/legume portion, and that the meat portion is quite small. Vegetarians will argue that meat is not necessary. Students who come from a non-dairy-eating culture (or simply don’t eat dairy) may have suggestions for other ways to get calcium.

The real issue for many learners will be the ‘extras’ in the bottom corner of the chart – the soft drinks, ice-creams, chocolates, biscuits, cakes and pies that are cheap and readily available in Australia.

Number of serves of food – another approach to diet – has not been discussed in this unit. You may wish to do this as well. The following website has useful fact sheets on food variety: www.betterhealth.vic.gov.au

Water-drinking is another issue. Reassure learners that in Australia tap water is safe to drink, although it may taste over-chlorinated and many people prefer to filter it. Because some learners will be drinking a lot of tea rather than water, point out that tea can have negative effects for anyone with iron problems, as tea drunk with meals interferes with the absorption of plant-based iron.

**Activities 86 to 90.** The purpose of these activities is not to induce guilt about what learners have been eating but to help them analyse how well they eat. You may want to take them to the markets, or bring in different, nutritious foodstuffs that you think they might not know. Kiwifruit, for instance, has a very high vitamin C content. There is also the issue of sugar content in drinks such as cordial, and in drink advertised as fruit drink that is not 100 per cent juice. This is covered later in the unit.

A couple of scenarios are likely here. One is the possibility that some learners have had very restricted diets, as in a refugee camp. The other is that they may not be able to find familiar foods and don’t recognise the healthy foods that are available for reasonable prices. You could help them prepare for writing by discussing these concepts first, and by brainstorming some of the food words they might like to write about.

Further discussion could relate to some of the many issues surrounding diet. If dairy hasn’t been part of someone’s diet, how will their bodies react to having it in their diets now? What are the different sources of vitamin C, iron and protein? If fresh vegetables have not been part of their diet, will they know how to prepare them/include them in their healthy diet? Maybe you could organise some cooking classes, either with you as the teacher or by inviting someone in. Perhaps a local community centre or Migrant Resource Centre would be able to refer you to someone who would be good for this role. Or if cooking is out of the question, you could prepare some healthy (and interesting) salads.

**Activities 95 to 98.** Food labelling is a complex issue, just touched on here by looking at the difference between orange cool drink, orange drink, and 100 per cent orange juice. It’s a bit of a critical literacy issue – the packaging promotes the ‘healthy orange’ image, but the contents vary. Of course, drinking too much 100 per cent juice is not hugely healthy either (and has been the cause of malnutrition in toddlers who fill up on juice and then refuse other foods).

The percentage issue is demonstrated visually, but it might be better to use a glass marked into ten parts to show how much juice is in the cool drink (halfway up the first part) and how much in the orange drink (maybe two or three parts).

The other issue is additives: flavours, colours, preservatives.

You will find a lot of information on the Australian and New Zealand food standards website, including a list of additives:


You will find a useful poster at this link:

The following link has a list of additives to avoid (very interesting reading, especially for halal-observing or vegetarian eaters):
http://www.afic.com.au/2006/Avoid These Additives.htm#110

You can ask learners to bring packaged food to class and take a look at the labels as a pair or class activity. This might be an opportunity to look at the different words used to describe sugar content, such as glucose and fructose.

**Activities 99 to 102.** Before doing Activity 99, you could brainstorm some common imperatives used in recipes. For example, ‘bring to the boil’ is a frequently used term in the recipe genre.

The recipe is not on the audio CD, but you could read it aloud if you think that’s appropriate.

(Learners might hear recipes if they watch cooking shows on TV.)

A learning tip is included, suggesting that learners use a pencil to do this exercise. You could encourage them not to get stuck on one word. For this kind of activity, they need to try different words and may need to come back to a word after they have sorted out other gaps. You might wish to emphasise that this is an important learning strategy, especially when sitting a test of some kind. If they spend too much time on one question that they can’t answer or are not sure of, they might lose marks because they didn’t attempt other questions they could have answered.

An extension activity, for pairs or small groups, would be to cut up the instructions for the recipe and ask learners to re-sort them. Learners can also write their own recipes, or if you have access to a cooking facility, you could cook something and then write the recipe as a class. This would lead onto all the obvious activities, such as compiling a class cookbook, or maybe creating a recipe blog or website.

**Activities 103 to 104.** The quiz isn’t meant to be taken too seriously. There are no ‘right’ answers, though it may seem that A’s are preferable to C’s. It’s really meant to spark debate. What is a healthy lifestyle? What does it include? What other questions would learners add? And what would they like to do to boost their own wellbeing?

**Activities 106 and 107.** You may like to introduce the grammar for more/less/fewer. (Some teachers may lament the rapid departure of ‘fewer’, but it seems inevitable.) Instead of restricting the writing to the more/less/fewer options, this activity gives a few different ways of writing about healthier lifestyle choices.

**Activities 106 to 109.** Though Kumar’s diet doesn’t look too bad at first, the most obvious problem is that he’s not eating any fruit. He’s also eating too much food from the ‘extras’ group. Grace’s food intake looks healthy, but she’s not eating enough protein or rice and other grains. In fact, she isn’t eating enough food, full stop, and she’s going to miss out on nutrients (a starting point for discussion of eating disorders, if relevant). That’s also the issue of water intake and exercise.

While there isn’t a diary for learners to follow in the book itself, the out-of-class activity suggests keeping a lifestyle diary. You might like to type one up to suit the class you’re with.

**Activities 110 to 116.** These activities explore exercise and fitness options, without going as far as another module in the Get wise series – *Your time out* – that explores sport and recreation. The exercises and discussions aim to get learners thinking about different options for fitness and considering what they might try. Of course it would be great if some kind of fitness option could be included in the class activities.

If learners are considering joining a gym or club, do remind them to check out Police and Citizens and the ‘Y’ (some other clubs have high fees).
Unit 4 Ayen’s birthday

- Planning a party (invitations, food, drink).
- Alcohol guidelines.
- Quitting smoking and dealing with other addictions.
- Improving general wellbeing.

Workbook summary

Introductory activities look at invitations, language and customs (such as BYO), and creating a healthy party menu and shopping list. Following the main DVD viewing, activities explore topics like quit tips, alcohol guidelines and issues around alcohol and parties, who to talk to when you have problems, a wellbeing checklist, and making changes in your life.

DVD summary

The introductory segment of the DVD shows Ayen typing invitations to her party and Rosie making a shopping list. In the main segment, Ayen and Rosie talk about doing a magazine quiz called ‘Your wellbeing’. Rosie has given up smoking but is not feeling great, and Ayen urges her to see the doctor. They talk about whether Ayen has invited Sam – he drinks too much and there is mention of drugs. We see scenes of the party, with Ayen preferring juice to soft drinks, and Ayen dancing and looking good.

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**Key vocabulary**

- invitation
- standard drinks
- alcohol-free
- binge drinking
- addiction
- addictive
- quit
- depressed
- hopeless
- wellbeing

**Teaching suggestions**

**Activity 126.** The language of invitations will lead to discussion around what to expect at parties and what to bring (cultural issues regarding ‘bring a plate’). Maybe there are some norms, but there are also lots of different expectations. It would be useful to talk about Australian celebrations that require gifts, and the implications of taking food, flowers or other gifts. For example, some people would be insulted if you brought food or wine, while others will invite you to bring something for the BBQ, or nibbles. Flowers in some cultures signify death or are not something a guest is expected to bring, whereas many people in Australia will take flowers to someone’s house or to someone in hospital. There are no hard-and-fast rules in our multicultural society, so encourage as many stories as you can.

You could also talk about fancy dress parties and the idea that you can go to the op shop to find clothes to wear to one – you don’t have to go to an expensive costume shop.

**Activities 128 to 131.** The invitation and the DVD suggest that only soft drinks are being served at this party, but the reality is that most Australian parties involve alcohol. Learners need to deal with invitations to drink and friends who are drinking, even if they don’t drink themselves.

While most people know the number of standard drinks recommended per day, they often don’t realise that a stubby of beer, a vodka cooler or an average glass of wine is not a standard drink. The quiz in Activity 130 challenges learners to identify how much alcohol is in each drink pictured. You could extend this by asking questions: ‘If I have four vodka coolers at a party, is that too much?’ (If the drinks are 1.5 units of alcohol, the answer is yes for a woman and just on the limit for a man, but there’s also the driving issue, plus the fact that some mixed drinks are stronger than others.)

Activity 131 is discussion-based: the question is ‘What would you do?’ While the questions aren’t formulated as second conditional (‘What would you do if you saw that your driver was drinking?’), it could be very useful to explain how ‘would’ works in an ‘if it happened but it may never happen’ scenario and that the correct response is ‘I would ...’

If the alcohol topic is relevant, you could also ask learners to research the following and other related information:

- Why is there a difference between the amount that women and men can drink?
- What is the definition of binge drinking?
- How old do you have to be to buy and drink alcohol with an adult present?
- Why are the authorities worried about young people and alcopops (liquor and soft drink in a can or bottle)?
- What are the short- and long-term health risks relating to overindulgence in alcohol?

Teachers have noted that it’s not appropriate to cover sexual health issues in mixed classes, but there is a link between binge drinking and risky sexual behaviour. What concerns do learners have for their friends, if not for themselves? (Young men, who may feel less vulnerable, could face eighteen years of child maintenance.)

There is more information about youth and alcohol on: www.cyh.com

**Activities 132 to 134.** The food that Ayen is serving is intended to show general healthy choices and also covers the different food groups.

**Activity 134.** Learners could do this activity as a group and perhaps could plan for an actual class party. They could try to include food from the different food groups.

**Activities 140 to 144.** Learners who smoke need to know that there’s a lot of support around for those who want to give up. If you want to discuss the smoking issue, a calculator can be a useful tool. How much could you save in a year if you stopped?

Rosie’s struggle reflects the fact that for some people, quitting is the hardest thing they’ve ever done. Her conversation with the doctor is also a way to touch on depression as an issue that can (and should) be dealt with.
Activities 142 to 148. These activities are a springboard for discussion. How do people get their information, and whom can they trust? Who do they go to with problems? You can develop the depression topic as much as is appropriate. There’s certainly plenty of information on the topic, but unfortunately the reading level of a lot of the websites is quite high.

Other extra activities and discussions could include:

- Finding pop quizzes in magazines.
- Researching depression and anxiety – finding ways to deal with this, plus resources.
- The cultural issue of compliments – what is appropriate, and how to respond to a compliment. For example, “You are very beautiful” is not considered appropriate (except in an intimate context) but ‘You’re looking great’ is a very appropriate public compliment. The appropriate response is not ‘Oh, no! I look terrible!’ but a simple ‘Thanks’.

Activity 149. This exercise is really just confirming that learners understand the difference between vowel and consonant sounds (cue for more explanation from you if they don’t).

You may not want to get into the workings of the phonetic alphabet, but schwa (the ‘uh’ sound in ‘about’) is a useful sound to explain as it helps learners understand why they can’t hear the vowel in unstressed syllables. For example, ‘er’ is the third vowel sound in cucumber, but it isn’t really heard as ‘er’.

Activities 152 and 153. These activities only cover linking from consonants to vowel sounds. Learners may spot (or you may want to add) other kinds of linking, eg ‘Are you at home?’

Activity 154. Learners who’ve got their heads around the soft ‘c’ in cent, cigarette and cycle will be disappointed to find that ‘g’ isn’t quite so regular. There are a number of common words that have an unexpectedly hard sound – get, give, girl (compared with gents, ginger, germs). This is where you can refer them back to the phonetic alphabet – the dictionary will always show how to say a word.

Activities 157 and 158. The checklist, discussion, role-play and patterned writing from Activity 145 onwards lead into the writing in Activities 157 and 158. Ideally, learners will have found something meaningful to them when they write about possible changes they might make to their lifestyle as part of a wellbeing plan.
Resources

HealthWize is a health literacy program for secondary school students and will generate lots of discussion on emotional as well as physical issues.

Popular magazines with health surveys in them (Men’s Health, supermarket magazines).

Critical literacy: Look at general magazines and notice how they contain articles on dieting and healthy lifestyle alongside recipes for cakes and biscuits, or ads for high-fat foods.

Young adult health sites

This is an AMA site with downloadable versions of leaflets on topics like alcohol, depression, food, gambling, piercing and sex.

http://www.cyh.com/
This Government of South Australia site has a range of articles on different aspects of health.

http://www.rgmcltd.com/health-nutrition.htm
A site with a great online healthy lifestyle quiz.

Physical fitness and sport

This Government of Victoria site has information and ideas on sports, recreation, and activities to suit people of all ages and walks of life, including sections especially for teenagers and young adults.

Need more information and inspiration to move that body? Here’s a great starting point, with a selection of articles on fitness centres (how to choose one), aerobic exercise, tai chi and walking. Subjects include sports, health conditions, weight management and quizzes.

This site has an info-line (free call) offering step-by-step advice and information on attaining a more active and healthy life. You can get personalised help over the phone to assess your current activity level, and ideas and information about local physical activity resources to visit, join or tap into.

An Australian Government website with information on nutrition, healthy weight and improving fitness.

This website offers excellent fact sheets that cover weight training, suggestions for warming up and cooling down, and guidelines for safe exercise.

Food and food preparation

You will find a lot of information on the Australian and New Zealand food standards website, including a list of additives.

You will find a useful poster at this link.

http://www.afic.com.au/2006/Avoid+These+Additives.htm#110
This site lists additives to avoid. It makes very interesting reading, especially for halal-observing or vegetarian eaters.

Hundreds of fact sheets, including one on food variety and a healthy diet.

www.cyh.com
Youth and alcohol.
Answers
Unit 1 Under the weather

Activity 3
1. eating a pie
2. smoking
3. drinking water
4. exercising
5. drinking soft drinks
6. learning to swim
7. eating takeaway

Activity 4
<table>
<thead>
<tr>
<th>Healthy lifestyle</th>
<th>Not so healthy lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>exercising</td>
<td>smoking</td>
</tr>
<tr>
<td>eating fruit</td>
<td>eating pies</td>
</tr>
<tr>
<td>learning to swim</td>
<td>drinking soft drinks</td>
</tr>
<tr>
<td>drinking water</td>
<td>eating takeaway</td>
</tr>
</tbody>
</table>

Activity 6
<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td></td>
</tr>
<tr>
<td>four times a week</td>
<td>Mon, Tues, Thurs, Sat</td>
</tr>
<tr>
<td>twice a week</td>
<td>Mon, Fri</td>
</tr>
<tr>
<td>every day</td>
<td>Mon, Tues, Wed, Thurs, Fri, Sat, Sun</td>
</tr>
<tr>
<td>once a week</td>
<td>Fri</td>
</tr>
</tbody>
</table>

Activity 13
1. false
2. true
3. true
4. false
5. true
6. false
7. false

Activity 14
1. breakfast
2. quickly
3. first
4. sandwiches
5. tongs
6. expired
7. afternoon

Activity 17
1. sugar, cupboard
2. cheese, fridge
3. ice-cream, freezer

Activity 18
1. Put the frozen spinach away first, then the butter, then the salt.
2. Put the frozen fish away first, then the milk, then the tinned tomatoes.

Activity 19
1. one week
2. two months
3. too late
4. today
5. six months

Activity 20
1. hands
2. clean
3. date
4. open
5. food
6. raw

Activity 21
1. You should always wash your hands.
2. You should always keep the kitchen clean.
3. You should always check that the use-by date has not expired.
4. You should never leave food uncovered.
5. You should never keep cooked and raw food together.

Activity 24
<table>
<thead>
<tr>
<th>One-syllable words</th>
<th>Two-syllable words</th>
<th>Three-syllable words</th>
</tr>
</thead>
<tbody>
<tr>
<td>pies</td>
<td>freezer</td>
<td>unhealthy</td>
</tr>
<tr>
<td>eggs</td>
<td>ice-cream</td>
<td>afternoon</td>
</tr>
<tr>
<td>touch</td>
<td>doughnut</td>
<td>understand</td>
</tr>
<tr>
<td></td>
<td>chicken</td>
<td>yesterday</td>
</tr>
</tbody>
</table>

Activity 26
1. yes
2. no
3. yes
4. no
5. yes
6. yes
7. no

Activity 28
Look for shops where:
- kitchen and other areas are clean
- staff wear hats
- staff use gloves and tongs
- food is cooked thoroughly.

Avoid shops where:
- staff have dirty hands or fingernails, and long hair not tied back
- sandwiches are not in the fridge
- there are pink bits in the centre of hamburger meat or chicken.

Activity 29
1. 232
2. 56
3. pork or chicken
4. Tuesday 27 June
5. home
6. 48
7. news report
ROSIE HAS A SHORT WALK TO THE BUS STOP.

**Unit 2 At the doctor’s surgery**

**Activity 36**
1. Medicare Card
2. Health Care Card
3. new patient form
4. medical centre
5. receptionist

**Activity 37**
1. 14 High Street, Greenacre, or Greenacre
2. Thursday and Friday
3. Dr Shakti Paul
4. Children aged 12 and under or Health Care Card holders or other pension card holders
5. Monday to Friday
6. 9912 7635

**Activity 41**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Rosie Holland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone number:</td>
<td>9988 4567</td>
</tr>
<tr>
<td>What is their relationship to you?</td>
<td>friend (sharing house)</td>
</tr>
<tr>
<td>Do you have any allergies?</td>
<td>shellfish</td>
</tr>
<tr>
<td>SIGNATURE:</td>
<td>Ayen Hamed</td>
</tr>
</tbody>
</table>

**Activity 45**
1. false
2. true
3. false (she didn’t eat breakfast)
4. true
5. false
6. true
7. false

**Activity 46**
1. doctor
2. questions
3. diet
4. water
5. dietician
6. test
7. home

**Activity 47**
Ayen went to the doctor because she had stomach pains. First, the doctor checked Ayen’s blood pressure. Then she asked Ayen a lot of questions about her health. She felt Ayen’s stomach and asked about her diet.

After the check-up, the doctor told Ayen to eat more healthy food and drink more water. She gave Ayen a letter to take to a dietician. Then Ayen had a blood test to check her iron. After that she went home.

**Activity 50**

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Past</td>
</tr>
<tr>
<td>check</td>
<td>checked</td>
</tr>
<tr>
<td>ask</td>
<td>asked</td>
</tr>
<tr>
<td>work</td>
<td>worked</td>
</tr>
<tr>
<td>fill in</td>
<td>filled in</td>
</tr>
<tr>
<td>need</td>
<td>needed</td>
</tr>
</tbody>
</table>

**Activity 51**
medication, pregnancy, headaches, worry, exercise, sleep, diet, cooking, drinking water

**Activity 53**

| a | 6 |
| b | 1 |
| c | 4 |
| d | 8 |
| e | 7 |
| f | 2 |
| g | 5 |
| h | 3 |

**Activity 55**
1. 8 for adults and 4 for children
2. 48
3. no
4. call the Poisons Information Centre or go to hospital
5. liver
6. expires February 2009 or use by February 2009

**Activity 56**
1. 11 pm
2. 8 am
3. any one of: problems with learning and homework, weight gain, aggressive behaviour, do less well at sports, suffer skin problems
4. any two of: quiet, cool, dark
5. any one of: coffee, cola, energy drinks, alcohol
6. sleep
Activity 59

<table>
<thead>
<tr>
<th>I never eat breakfast</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sometimes eat breakfast</td>
<td>maybe two or three days a week</td>
</tr>
<tr>
<td>I usually eat breakfast</td>
<td>maybe five or six days a week</td>
</tr>
<tr>
<td>I always eat breakfast</td>
<td>every day</td>
</tr>
</tbody>
</table>

Activity 60

a. 4  
b. 7  
c. 5  
d. 8  
e. 1  
f. 6  
g. 2  
h. 3

Activity 62

1. food  
2. it will not run well  
3. any one of: give you energy, help you stay strong, improve your skin, hair and nails, improve your fitness, help you to study more effectively  
4. any one of: banana on toast, beans, fruit, yogurt  
5. the energy will not last long  
6. healthy eating

Activity 63

1. nothing: 3  
toast or bread: 4  
rice or noodles: 2  
cereal: 0  
fruit: 1  
beans or eggs: 2  
tea or coffee: 5  
other: 3

Activity 70

1. dentist  
2. podiatrist  
3. obstetrician  
4. physiotherapist  
5. optician

Activity 71

2. You need to see a podiatrist.  
3. I can send you to a physiotherapist.  
4. I want you to visit an optician.  
5. I’ll give you the name of an obstetrician.  
6. Have you been to a dentist lately?  
7. I’m going to get you an appointment with a social worker.

Activity 73

\[\text{children} \quad /\text{children}/\quad /\text{mechanic}/\quad /\text{watch}/\quad /\text{chemist}/\quad /\text{much}/\quad /\text{stomach}/\]

Activity 75

One-syllable words  
tea  
Medicare  
overdose

Two-syllable words  
headache  
medication

Three-syllable words  
overdose  
medication

Four-syllable words  
Medicare  
overdose

Activity 77

chemist  
children  
improve  
protect  
enough  
allergic  
unhealthy

Activity 78

AYEN IS GOING TO TRY EATING BEANS WITH TOAST AND DRINKING JUICE.
**Unit 3 Healthy eating and exercise**

**Activity 83**
1. fruit
2. milk, cheese
3. fish
4. bread, noodles
5. water

**Activity 88**

**How much**
fruit  meat  rice  cheese  fish  water  bread

**How many**
soft drinks  glasses of water  eggs  snacks  extras  pies  pieces of fruit

*(see teachers’ notes re variants)*

**Activity 92**
1. true
2. false
3. false (she says 8 glasses)
4. true
5. true
6. false
7. false

**Activity 93**
1. exercise
2. food diary
3. vegetables
4. supermarket
5. food labels
6. healthy
7. walk

**Activity 94**

**Paragraph 1:**
Ayen went to visit the dietician, Lily Grace. Lily talked to Ayen about eating good food, drinking plenty of water and doing exercise. She also gave Ayen a food diary.

**Paragraph 2:**
After her appointment, Ayen bought some vegetables and took them home. On Thursday night, Rosie and Ayen went on Lily’s supermarket tour. They found out about food labels and didn’t buy any soft drinks.

**Paragraph 3:**
Next day, they began their new healthy lifestyle. Ayen cooked a meal and they both went for a walk.

**Activity 95**
1. 5%
2. any one of: water, sugar, food acid, flavours, preservatives, colour
3. because it’s cheaper or because they don’t read the food label
4. fresh fruit
5. food labels

**Activity 96**
1. 50%
2. 25%
3. 20%

**Activity 97**
1. 25%
2. 50%
3. 75%
4. 100%

**Activity 98**
1. 100%
2. drinks 1 and 2
3. drinks 1 and 2
4. drink 3
5. 5%

**Activity 99**
1. stir
2. fry
3. wash
4. pour
5. add
6. cook
7. cover
8. serve

**Activity 101**
1. wash
2. pour
3. add, cover, cook
4. fry
5. stir (or cook)
6. serve

**Activity 105**

<table>
<thead>
<tr>
<th></th>
<th>Do more often</th>
<th>Cut down</th>
<th>Quit</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink water</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eat takeaway food</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>eat fruit</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>smoking</td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>exercise</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>eat home-cooked meals</td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>drink coffee</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>eat vegetables</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eat breakfast</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 110**
1. kickboxing
2. swimming
3. cycling
4. bushwalking
5. football
6. aerobics
7. skateboarding
8. basketball
Activity 112
You can get fit:
• with friends by going bushwalking or skateboarding
• as part of everyday life by walking or cycling
• with a group or team by cycling, or playing netball, football or basketball
• by going to exercise classes like aerobics
• by dancing or kickboxing.
Some classes offer discounts for people with student or Health Care Cards.

Activity 118
1. colour
colour
2. head
head
3. exercise
example
extras

Activity 119
/k/
cup
can

colour

/s/
cycling
cereal
rice

/s/ and /k/
cycling
cereal
rice

Activity 120

improve
began
healthier
exercise
regularly
supermarket

breakfast
lentils
yogurt
tomato
aerobics
appointment

Activity 121

ROSIE IS CUTTING DOWN ON BISCUITS AND ICE-CREAM.

Unit 4 Ayen’s birthday

Activity 126

Invitation 1
1. Bring some meat, or fish, or tofu, or a vegetable burger to cook on the BBQ.
2. Don’t wear your best clothes.
3. There will be no alcohol at the party.

Invitation 2
1. Bring some food to share – maybe biscuits and dip, meatballs, a salad or something sweet.
2. Bring soft drink or alcohol – whichever you prefer.
3. Don’t bring a present.

Activity 129

How much should you drink?

<table>
<thead>
<tr>
<th></th>
<th>Maximum in one day</th>
<th>Occasional maximum (eg at a party)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>4 standard drinks</td>
<td>6 standard drinks</td>
</tr>
<tr>
<td>Women</td>
<td>2 standard drinks</td>
<td>4 standard drinks</td>
</tr>
</tbody>
</table>

1. no
2. no
3. less
4. drugs and alcohol
5. alcohol guidelines

Activity 132

1. pita bread
2. bean dip
3. kebabs
4. vegetable platter
5. samosas
6. pineapple juice
7. meatballs
8. orange juice

Activity 136

1. false
2. true
3. true
4. false
5. true
6. false
Activity 138
1. A week before her 19th birthday, Ayen wrote invitations to her party.
2. Then she emailed them to her friends.
3. Rosie wrote a shopping list.
4. On the day of the party, Ayen chopped vegetables for a platter.
5. At the party, people danced.
6. After a while Luka, Sar Mi and Kuol arrived.
7. They gave Ayen a present.
8. Ayen looked and felt great.

Activity 139
<table>
<thead>
<tr>
<th>Add -ed</th>
<th>Just add -d</th>
</tr>
</thead>
<tbody>
<tr>
<td>look – looked</td>
<td>dance – danced</td>
</tr>
<tr>
<td>email – emailed</td>
<td>arrive – arrived</td>
</tr>
<tr>
<td>Double the letter</td>
<td>Change y to ied</td>
</tr>
<tr>
<td>stop – stopped</td>
<td>carry – carried</td>
</tr>
<tr>
<td>worry – worried</td>
<td></td>
</tr>
</tbody>
</table>

Activity 140
1. coffee
2. chocolate
3. different and/or emotional and unwell
4. 137848 or 13 QUIT
5. at the Quit website, or www.quit.org.au
6. ways to stop smoking

Activity 143
1. no
2. any one of: get out more, do some exercise, join a club
3. walking
4. do some art or go to a class at the community centre
5. in 3 weeks
6. she starts to feel worse
7. because Rosie quit smoking

Activity 146
I don’t have many friends. Have you thought of joining a club?

Nobody ever invites me anywhere. Maybe you could invite us all to a picnic or the park?

Activity 150
capsicum
cucumber
depressed
counsellor
glasses
golf
relax
relax
counsellor
alcohol
addictive
glucose
addictive
glasses
glasses
party
party
party
party

Activity 151
- lifestyle, party
- counsellor, cucumber
- addictive, depression, unusual

Activity 153
1. Bring some meat or fish.
2. Ask people not to smoke around you.
3. Could you get out more? Do some exercise?
4. My lifestyle is a little bit active.
5. I gave up smoking.

Activity 154
/g/ glasses
danced
gave
wards
orange
yogurt

Activity 155
1. c 2 d 3 b 4 e 5 a
2. in the park
3. any one of: get fit, lose some weight
4. the community centre
5. drawing and yoga
6. pleased

Activity 156
1. I could cook with a friend.
2. I could join a gym.
3. I could talk to a counsellor.
4. I could go to the community centre.
5. I could join a sports team.

Activity 159
AYEN’S FRIENDS ARE GOING TO START JOGGING.