Get wise

Your time out

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 (Wiglesworth 2003; Wiglesworth 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.
## 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><strong>Demonstrate the importance of water safety and beach safety procedures.</strong></td>
<td>DVD Activity 12-17, 21-31, 34-37</td>
</tr>
<tr>
<td><strong>Demonstrate the importance of sun safety and skin protection.</strong></td>
<td>DVD Activity 7-10</td>
</tr>
<tr>
<td><strong>Community gyms are an accessible introduction to sport and fitness.</strong></td>
<td>DVD Activity 55, 58, 59, 65, 104</td>
</tr>
<tr>
<td><strong>Sports and gyms have codes of behaviour, rules and procedures to follow</strong></td>
<td>DVD Activity 63, 65, 77, 88-91</td>
</tr>
<tr>
<td><strong>There are many ways of keeping fit through casual sports, exercise or daily activities.</strong></td>
<td>DVD Activity 94-102</td>
</tr>
<tr>
<td><strong>There are different ways of becoming involved in local organised sporting clubs or teams.</strong></td>
<td>DVD Activity 58, 59</td>
</tr>
<tr>
<td><strong>Students express their own interests and then find opportunities to explore them.</strong></td>
<td>Activity 49, 51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
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<tr>
<td>DVD Activity 12-17, 21-31, 34-37</td>
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<td>DVD Activity 7-10</td>
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<tr>
<td>DVD Activity 55, 58, 59, 65, 104</td>
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<tr>
<td>DVD Activity 63, 65, 77, 88-91</td>
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<td>DVD Activity 118-120, 124, 126-129, 138, 142</td>
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<tr>
<td>DVD Activity 94-102</td>
<td>DVD Activity 108-113, 146, 153, 154</td>
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<tr>
<td>DVD Activity 58, 59</td>
<td>DVD Activity 116, 120, 124, 125, 130, 138, 142, 144, 156</td>
<td>DVD Activity 112,113, 146, 154, 156</td>
<td>DVD Activity 160-164, 171-175,182, 191-195, 200, 201, 207</td>
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<tr>
<td>Unit 1</td>
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<tr>
<td>Activity 3</td>
<td>Activity 104</td>
<td>Activity 13, 17, 21, 29, 30, 34, 35</td>
<td>Activity 14–16, 21–28, 34, 35, 37</td>
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<td>Activity 51</td>
<td>Activity 3</td>
<td>Activity 7–10</td>
<td>Activity 17, 21, 29, 30, 34</td>
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<tr>
<td>Activity 51</td>
<td>Activity 3</td>
<td>Activity 7–10</td>
<td>Activity 14–16, 21–28, 34, 35, 37</td>
</tr>
<tr>
<td>Activity 51</td>
<td>Activity 3</td>
<td>Activity 7–10</td>
<td>Activity 14–16, 21–28, 34, 35, 37</td>
</tr>
<tr>
<td>Activity 51</td>
<td>Activity 3</td>
<td>Activity 7–10</td>
<td>Activity 14–16, 21–28, 34, 35, 37</td>
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**Activity 104**
- Demonstrate ways of accessing opportunities for recreation activities in the local area and across the city.
- Sport and recreation play a significant role in Australian daily life and culture.

**Important topic content**

- There is a range of recreational activities at the beach.
- There are different types of sunscreen and skin protection.
- Lifeguards help keep beaches safe.
- There are various dangers at the beach.
- There are rules and procedures to help keep people safe at the beach.
- Students can take swimming lessons at local pools to improve their swimming skills.
- Community gyms offer a broad variety of activities.
### Important topic content (continued)

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<th>Unit 1</th>
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</thead>
<tbody>
<tr>
<td>Gyms have rules and procedures that must be followed</td>
<td>DVD Activity 63, 65, 77-80, 88-91</td>
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<tr>
<td>People can keep fit at home or in their free time without doing an organised sport or going to a gym.</td>
<td>DVD Activity 94-102</td>
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<tr>
<td>A wide range of sports is played in Australia.</td>
<td>Activity 55, 58-59, 104</td>
<td>DVD Activity 108-112, 151</td>
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<tr>
<td>There are people and places that can help students become involved in sport.</td>
<td>DVD Activity 65, 104</td>
<td>DVD Activity 116, 120, 124, 130, 138, 144</td>
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<tr>
<td>Sports teams have rules and codes of behaviour.</td>
<td></td>
<td>DVD Activity 118-120, 124, 126-129</td>
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<tr>
<td>There is a range of activities and events available in the community.</td>
<td>DVD Activity 3</td>
<td>Activity 94-96</td>
<td>Activity 108, 146</td>
<td>DVD Activity 159, 167, 173-175, 177, 178, 182, 191-193</td>
</tr>
<tr>
<td>There are different means of finding out about recreation activities and events in the local area.</td>
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<td>DVD Activity 171-174, 208</td>
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<tr>
<td>There are different aspects of planning activities or excursions in the local area.</td>
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<td>Activity 175, 177, 198-201, 203, 204, 207</td>
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### Detailed content knowledge

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<tbody>
<tr>
<td>Students can get information about sunscreen from pharmacists.</td>
<td>Activity 7-8</td>
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<tr>
<td>There are procedures for the use of sunscreen.</td>
<td>DVD Activity 8</td>
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<tr>
<td>Detailed content knowledge (continued)</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
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<tr>
<td>There is a range of things you need at the beach.</td>
<td>Activity 10</td>
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<tr>
<td>There can be dangerous marine animals in the sea.</td>
<td>Activity 24</td>
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<tr>
<td>It is important to be aware of water conditions.</td>
<td>DVD Activity 14–17, 21–23, 27, 34–36</td>
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<tr>
<td>It is important to follow lifeguard instructions and read safety signs.</td>
<td>DVD Activities 14–17, 24–30, 34, 35</td>
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<tr>
<td>Where there is a lifeguard patrol, people should swim between the flags.</td>
<td>DVD Activity 14–17, 29–31, 34, 35</td>
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<tr>
<td>What to do if anyone is in trouble in the water.</td>
<td>Activity 21–23</td>
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<tr>
<td>Lifeguards often carry out water rescues.</td>
<td>DVD Activity 13–17, 21</td>
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<tr>
<td>There are safety precautions to follow when going swimming.</td>
<td>Activity 34, 35</td>
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<tr>
<td>How to enquire about swimming lessons.</td>
<td>Activity 39–42, 51</td>
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<tr>
<td>There are swimming pool and lesson costs.</td>
<td>Activity 39, 42, 44–46, 51</td>
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<tr>
<td>Develop an awareness of swimming ability and experiences.</td>
<td>Activity 47–49</td>
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<tr>
<td>People go to gyms for different reasons.</td>
<td>Activity 58, 59</td>
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<tr>
<td>An introductory tour of the facilities.</td>
<td>DVD Activity 62–65, 104</td>
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<tr>
<td>Detailed content knowledge (continued)</td>
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<tr>
<td>Gym membership fees and activity/session fees.</td>
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<td>DVD</td>
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<tr>
<td>A gym timetable is a guide to sessions and times.</td>
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<td>Activity 69–75</td>
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<tr>
<td>Gym rules and behaviour</td>
<td></td>
<td>Activity 88–91</td>
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<tr>
<td>Completing gym enrolment forms.</td>
<td>DVD</td>
<td>Activity 77–81</td>
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<tr>
<td>There are many different ways to keep fit.</td>
<td>DVD</td>
<td>Activity 55, 58, 59, 94–102</td>
<td>DVD</td>
</tr>
<tr>
<td>Exercising can be done at home.</td>
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<td>Activity 94–101</td>
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<tr>
<td>There are individual and team sports.</td>
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<td>Activity 113</td>
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<tr>
<td>What is involved in joining a team or club.</td>
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<td>DVD</td>
<td>Activity 118–124</td>
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<tr>
<td>The benefits of playing team sport</td>
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<td>DVD</td>
<td>Activity 116, 124, 144, 146, 149, 153</td>
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<tr>
<td>Sports teams and clubs can be expensive.</td>
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<td>Activity 118, 120, 123, 124</td>
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<tr>
<td>Ways to find out about sports clubs.</td>
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<td>DVD</td>
<td>Activity 116, 124, 125, 130, 144, 156</td>
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<tr>
<td>Team rules and behaviour</td>
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<td>DVD</td>
<td>Activity 118–120, 124, 126–129</td>
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<td>Calling directory assistance</td>
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<td>Activity 132–137</td>
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<tr>
<td>Detailed content knowledge (continued)</td>
<td>Unit 1</td>
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<tr>
<td>Getting a permit for a sports ground from the council.</td>
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<td>Different places to play sport.</td>
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<td>Sport in Australian culture.</td>
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<tr>
<td>Students involvement in sport.</td>
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<td>Activity 102</td>
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<tr>
<td>There is a variety of recreation activities and there are many places to go</td>
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<tr>
<td>What’s On guide, and other events and activities guides.</td>
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<tr>
<td>Students can learn how to find out about activities in their area.</td>
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<tr>
<td>What students can do in their free time.</td>
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<tr>
<td>Making suggestions for things to do.</td>
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<tr>
<td>Students can decide where to go for a class excursion.</td>
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<tr>
<td>Calculating excursion costs.</td>
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<tr>
<td>Planning a class excursion.</td>
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## 2. Language focus

### Unit 1

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<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>
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<tbody>
<tr>
<td>Beach activities</td>
<td>Expressing frequency</td>
<td>Verbs: present simple, present continuous, past simple</td>
<td>Photos with captions</td>
<td>Learning tips</td>
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<td>Asking for information</td>
<td>Adverbs of frequency</td>
<td>Spoken exchanges: with advice, with instructions, asking for information</td>
<td>Explaining SPF</td>
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<tr>
<td>Beach clothing</td>
<td>Providing information</td>
<td>Time expressions: once a week/twice a year/every two hours</td>
<td>Recount of beach rescue</td>
<td>Should for advice</td>
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<td>(bathers, board shorts)</td>
<td>Giving advice</td>
<td>Countables/uncountables: a + singular noun/ some + plural or uncountable noun</td>
<td>Water safety poster</td>
<td>Structuring a recount</td>
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<td>Marine animals</td>
<td>Responding to advice</td>
<td>Imperatives for safety instructions</td>
<td>Beach safety signs and warning signs</td>
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<tr>
<td>(stingers, sharks)</td>
<td>Giving and following instructions</td>
<td>Modals: should</td>
<td>Safety illustrations</td>
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<tr>
<td>Water conditions</td>
<td>Narrating events in the past (recount)</td>
<td>Question forms in the present simple: where/what/when/how much</td>
<td>Rules/instructions for beach safety</td>
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<tr>
<td>(deep, rough, waves)</td>
<td>Sequencing events</td>
<td>Use of before and after</td>
<td>Adult learn to swim flyer</td>
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<tr>
<td>Surf lifesaving</td>
<td>Interpreting symbols</td>
<td>Verbs: can/can’t, know how to/ don’t know how to</td>
<td>Table of pool entry costs</td>
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<tr>
<td>(lifeguard, flags)</td>
<td>Clarifying information/ stressing key words</td>
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<td>Survey about swimming</td>
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<td>Warnings</td>
<td>Calculating costs</td>
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<td>Word puzzle</td>
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<td>Expressing level of ability</td>
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<td>Checklist</td>
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<td>Water safety</td>
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<tr>
<td>(float, calm, rescue)</td>
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<td>Sun safety</td>
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<tr>
<td>(sunscreens, SPF, hat)</td>
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<td>At the swimming pool</td>
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<tr>
<td>(lessons, spa, sauna, strong swimmer, concession card/rate)</td>
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### Learning tips
- Explaining SPF
- Should for advice
- Structuring a recount

### Pronunciation
- Sentence stress

### Numeracy
- Once a week/twice a year/ every two hours
- SPF numbers
- Swimming lesson times
- Pool and lesson costs

### Outside class
- Finding information about a local pool

### Learning skills
- Circle, tick, cross, underline
- 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>Gym activities (aerobics, weightlifting, basketball, yoga)</td>
<td>Asking about interests</td>
<td>Present simple</td>
<td>Student survey</td>
<td>Learning tips</td>
</tr>
<tr>
<td>Fitness activities (jogging, rollerblading, exercise, dancing)</td>
<td>Expressing own interests</td>
<td>Questions with where/what/when/what time/how much</td>
<td>Monologues about gym experiences</td>
<td>Conversation feedback/ showing you are listening</td>
</tr>
<tr>
<td>Gym facilities and people (change rooms, equipment, reception, instructors)</td>
<td>Asking for information</td>
<td>Prepositions of time/day: on Monday/at 5.30</td>
<td>Spoken exchanges: for information/with instructions/with suggestions</td>
<td>Proof of concession</td>
</tr>
<tr>
<td>Joining a gym (membership, fees, application, declaration)</td>
<td>Providing personal details</td>
<td>Language to give feedback or show comprehension: uh-huh/okay/sorry/I didn't hear that</td>
<td>Gym timetable</td>
<td>Don't sign forms you don't understand</td>
</tr>
<tr>
<td>Gym rules (respect, appropriately, tidy)</td>
<td>Giving feedback and showing comprehension in a conversation</td>
<td>Imperatives for rules and instructions</td>
<td>Personal diary with week's activities</td>
<td>Exercising safely</td>
</tr>
<tr>
<td>Personal information (surname, address, date of birth)</td>
<td>Interpreting a table</td>
<td>Gerunds</td>
<td>Set of gym rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expressing days and times</td>
<td>I’m interested in/not interested in</td>
<td>Gym rules illustrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving and following instructions</td>
<td></td>
<td>Membership forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completing membership forms</td>
<td></td>
<td>Exercise procedures with illustrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completing a questionnaire</td>
<td></td>
<td>Questionnaire. Keeping Fit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Word puzzle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Checklist</td>
<td></td>
</tr>
</tbody>
</table>

**Learning tips**
- Conversation feedback/sharing you are listening
- Proof of concession
- Don't sign forms you don't understand
- Exercising safely

**Pronunciation**
- Telephone numbers

**Numeracy**
- Telephone numbers
- Gym session times
- Personal numbers on application forms

**After class**
- Finding out about a gym

**Learning skills**
- Circle, tick, cross, underline
- 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>Team sports (soccer, basketball)</td>
<td>Expressing interests</td>
<td><em>play/go/do</em> + sport or activity</td>
<td>Photos with captions</td>
<td>Learning tips</td>
</tr>
<tr>
<td>Individual sports (athletics, judo)</td>
<td>Sequencing texts</td>
<td>Verbs: present simple and continuous, past simple (sports pathways stories)</td>
<td>Sports pathways</td>
<td>Sports gerunds and the verb <em>do</em></td>
</tr>
<tr>
<td>Playing in a team (fees, join, train, uniform, coach, referee)</td>
<td>Asking for information</td>
<td>Question forms in the present simple using <em>where/what/when/how much</em></td>
<td>Short description of being in a team</td>
<td>Directory assistance call costs</td>
</tr>
<tr>
<td>Team rules (respect, support)</td>
<td>Providing information</td>
<td>Imperatives for rules and instructions</td>
<td>Information text</td>
<td>Calling a council</td>
</tr>
<tr>
<td>Places to play sport (oval, field, court)</td>
<td>Making calls to directory assistance: providing information, responding to recorded prompts and questions, noting down information</td>
<td>Interview with a coach</td>
<td>Spoken exchanges for information</td>
<td>Playing on sports grounds</td>
</tr>
<tr>
<td>Using a sports ground (council, permit, Sport and Recreation office)</td>
<td>Completing a questionnaire</td>
<td>Set of team rules</td>
<td>Interview with a coach</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>Directory assistance (calling, operator, hold, request, monitored, quality purposes)</td>
<td>Interviewing someone</td>
<td>Telephone exchanges and written dialogues</td>
<td>Set of team rules</td>
<td>Sentence stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monologues on sport experiences</td>
<td>Telephone exchanges and written dialogues</td>
<td>Numeracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz: Sport in Australia</td>
<td>Monologues on sport experiences</td>
<td>Training times and club fees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sport questionnaire</td>
<td>Quiz: Sport in Australia</td>
<td>Telephone numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word puzzle</td>
<td>Sport questionnaire</td>
<td>After class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checklist</td>
<td>Word puzzle</td>
<td>Interview a person who is involved in sport</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Learning skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Circle, tick, cross, underline</td>
</tr>
<tr>
<td></td>
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<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>
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</tr>
<tr>
<td>Recreation activities (fishing, skateboarding, drumming, tai chi) Community events (concert, exhibition, contest, championship) Recreation venues (museum, gallery, botanic gardens, stadium) Transport (bus, train, ferry) Finding out about events (newsletter, guide, Internet, noticeboard, flyer) Costs (afford/can't afford, too expensive) Other (community, local, public, excursion, wander, street performers)</td>
<td>Expressing experience Asking for information about events or activities Providing information Making and responding to suggestions Justifying/giving reasons for responses Calculating costs Comparing places and costs Expressing future plans using going to Completing an excursion notice</td>
<td>Verbs: present perfect with prepositions: Have you ever been to a festival? Question forms in the present simple: where/what/when/how much Suggestions: we could/let's/how about Responses: all right/okay/good idea/maybe/no thanks Reasons for responses it's too expensive/I can afford/can't afford Using going to for the future</td>
<td>Survey: recreation experiences Information texts from What's On guides Photos with captions Tables for information about activities Descriptions of activities in free time Survey: places for a class excursion Activity costs Table for calculating activities Brainstorming diagram Excursion notice Word puzzle Checklist</td>
<td>Learning tips Finding What's On guides Capital letters for place names Vocabulary: can afford/can't afford Pronunciation Syllable stress Numeracy Days, dates and times Calculating activity costs Calculating numbers of people in surveys After class Writing excursion times in a diary and calendar Finding locations on a map Checking a weather forecast Researching further information Learning skills Circle, tick, cross, underline Self-check of learning outcomes Other Brainstorming</td>
</tr>
</tbody>
</table>
## 3. Language tasks

### Unit 1

<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>Match</td>
<td>Copy</td>
</tr>
<tr>
<td>Talk about photos and illustrations</td>
<td>• words and sentences to pictures</td>
<td></td>
</tr>
<tr>
<td>Listen and</td>
<td>• warning signs with photos</td>
<td></td>
</tr>
<tr>
<td>• complete sentence cloze</td>
<td>• warning signs with phrases</td>
<td></td>
</tr>
<tr>
<td>• tick correct answers</td>
<td>• words with definitions</td>
<td></td>
</tr>
<tr>
<td>• underline the stressed words</td>
<td>Read</td>
<td></td>
</tr>
<tr>
<td>• practise sentence stress</td>
<td>• comprehension questions</td>
<td></td>
</tr>
<tr>
<td>Discuss</td>
<td>• learning tips</td>
<td></td>
</tr>
<tr>
<td>• places students go in their free time</td>
<td>• true/false questions and statements</td>
<td></td>
</tr>
<tr>
<td>• swimming in a current</td>
<td>• recount of water rescue story</td>
<td></td>
</tr>
<tr>
<td>• dangerous marine animals</td>
<td>• tables of regular and irregular verbs in the present and past simple</td>
<td></td>
</tr>
<tr>
<td>Listen to spoken exchanges</td>
<td>• water safety poster</td>
<td></td>
</tr>
<tr>
<td>• sun safety/buying sunscreen</td>
<td>• beach safety and warning signs</td>
<td></td>
</tr>
<tr>
<td>• conversation with a lifeguard</td>
<td>• beach safety instructions</td>
<td></td>
</tr>
<tr>
<td>• enquiring about swimming lessons</td>
<td>• adult learn to swim flyer</td>
<td></td>
</tr>
<tr>
<td>Give and respond to spoken advice</td>
<td>• table of pool entry costs</td>
<td></td>
</tr>
<tr>
<td>Give spoken instructions with <em>before and after</em></td>
<td>• phrases about swimming ability</td>
<td></td>
</tr>
<tr>
<td>Participate in spoken exchanges for information about adult learn to swim classes</td>
<td>a survey</td>
<td></td>
</tr>
<tr>
<td>Ask and answer survey questions</td>
<td>learning checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sequence water rescue story</td>
<td></td>
</tr>
<tr>
<td>Listening and speaking</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Cloze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- statements with adverbs of frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- water rescue sentences and recount</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word puzzle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and speaking</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Listen to the DVD</td>
<td>Match</td>
<td>Copy</td>
</tr>
<tr>
<td>Talk about photos and illustrations</td>
<td>• words and phrases to pictures</td>
<td>• words and phrases under pictures</td>
</tr>
<tr>
<td>Ask and answer survey questions</td>
<td>• words with definitions</td>
<td>• names above monologues</td>
</tr>
<tr>
<td>Listen and</td>
<td>Read</td>
<td>Write</td>
</tr>
<tr>
<td>• tick the correct answer</td>
<td>• comprehension questions</td>
<td>• answers</td>
</tr>
<tr>
<td>• write the name of the speaker</td>
<td>• learning tips</td>
<td>• times and activities in a diary</td>
</tr>
<tr>
<td>• repeat</td>
<td>• true/false questions and statements</td>
<td>• names and phone numbers for listening tasks</td>
</tr>
<tr>
<td>• write the responses in a dialogue</td>
<td>• a survey</td>
<td>• sets of rules</td>
</tr>
<tr>
<td>• write names and phone numbers</td>
<td>• monologues about going to the gym</td>
<td>• list of ways to keep fit</td>
</tr>
<tr>
<td>• tick words students hear</td>
<td>• a gym timetable</td>
<td>Complete</td>
</tr>
<tr>
<td>Listen to spoken exchanges</td>
<td>• explanation: prepositions of time</td>
<td>• gym membership form</td>
</tr>
<tr>
<td>• general gym information with an instructor</td>
<td>• personal diary with week’s activities</td>
<td>• fitness questionnaire</td>
</tr>
<tr>
<td>• completing a gym membership form</td>
<td>• gym membership forms</td>
<td>Cloze</td>
</tr>
<tr>
<td>• ways to keep fit</td>
<td>• telephone numbers</td>
<td>• sentences using key vocabulary</td>
</tr>
<tr>
<td>Practise giving feedback in a conversation</td>
<td>• a set of gym rules</td>
<td>• script of a dialogue with a gym instructor</td>
</tr>
<tr>
<td>Ask and answer questions about gym timetable</td>
<td>• procedural texts for doing exercises</td>
<td>• gym membership form</td>
</tr>
<tr>
<td>Talk about different ways to keep fit</td>
<td>• questionnaire: Keeping Fit</td>
<td>Record survey information</td>
</tr>
<tr>
<td>Give spoken instructions for exercises</td>
<td>• learning checklist</td>
<td>Number sentences in sequence</td>
</tr>
<tr>
<td>Students enquire about a gym in their area</td>
<td></td>
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</tr>
<tr>
<td>Listening and speaking</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>• sentences using key vocabulary</td>
<td>• script of a dialogue with an instructor</td>
<td>• gym membership form</td>
</tr>
<tr>
<td>• Word puzzle</td>
<td></td>
<td></td>
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</tbody>
</table>
### Unit 3 (continued)

<table>
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<th>Listening and speaking</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
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<td>Cloze</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• scripts of telephone calls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• information about sports grounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word puzzle</td>
<td></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 the DVD</td>
<td>Match</td>
<td>Copy</td>
</tr>
<tr>
<td>Talk about photos</td>
<td>• words and phrases to pictures</td>
<td>• words and phrases under pictures</td>
</tr>
<tr>
<td>Listen and</td>
<td>• words with definitions</td>
<td>• details of activities from a What’s On guide</td>
</tr>
<tr>
<td>• tick words students hear</td>
<td>• grammar and language explanations</td>
<td>• words in correct categories</td>
</tr>
<tr>
<td>• answer questions</td>
<td>• surveys</td>
<td>• words under number of syllables</td>
</tr>
<tr>
<td>• complete the sentences</td>
<td>• true/false questions and statements</td>
<td>Write</td>
</tr>
<tr>
<td>• write the responses to questions</td>
<td>• information texts about community events and activities</td>
<td>• answers</td>
</tr>
<tr>
<td>• read</td>
<td>• comprehension questions</td>
<td>• list of places that provide information about community activities</td>
</tr>
<tr>
<td>• categorise words into number of syllables</td>
<td>• learning tips</td>
<td>• responses in a listening task</td>
</tr>
<tr>
<td>Discuss</td>
<td>• captions for photographs</td>
<td>• list of places for a class excursion</td>
</tr>
<tr>
<td>• what students do on the weekends</td>
<td>• authentic What’s On guides</td>
<td>• place names from survey results</td>
</tr>
<tr>
<td>• experiences using the present perfect</td>
<td>• tables for recording information</td>
<td>• total costs from calculations</td>
</tr>
<tr>
<td>• places people go to in their free time</td>
<td>• correct and incorrect question forms</td>
<td>• sentences using <em>going to</em></td>
</tr>
<tr>
<td>• finding out about recreation activities</td>
<td>• monologues about students’ free time</td>
<td>• excursion information in a diary or calendar (after-class activity)</td>
</tr>
<tr>
<td>• places to go on a class excursion</td>
<td>• questions for discussion</td>
<td>Complete</td>
</tr>
<tr>
<td>• plans for a class excursion</td>
<td>• table for categorising phrases</td>
<td>• tables of information from authentic What’s On guides</td>
</tr>
<tr>
<td>• information from after-class activities</td>
<td>• words marked for syllable stress</td>
<td>• table of excursion costs</td>
</tr>
<tr>
<td>Ask and answer survey questions</td>
<td>• fees and costs for activities</td>
<td>• sentences with <em>can afford/can’t afford</em></td>
</tr>
<tr>
<td>Talk to another student and complete a table</td>
<td>• table of costs</td>
<td>• brainstorming diagram</td>
</tr>
<tr>
<td>Listen to monologues about what people do in their free time</td>
<td>• brainstorming diagram</td>
<td><em>excursion notice</em></td>
</tr>
<tr>
<td>Listen to suggestions and responses</td>
<td>• questions and answers with <em>going to</em></td>
<td></td>
</tr>
<tr>
<td>Listening and speaking</td>
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<tr>
<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Claro</td>
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<tr>
<td>• excursion notice</td>
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<tr>
<td>• learning checklist</td>
<td></td>
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<tr>
<td>• Cloze</td>
<td></td>
<td></td>
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<tr>
<td>• questions with have you ever</td>
<td></td>
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<tr>
<td>• suggestions</td>
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<tr>
<td>Record survey information</td>
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</tbody>
</table>

Unit 4 (continued)
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 time out 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 Modules</th>
<th>Your time out 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>
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</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>77–79, 81</td>
</tr>
<tr>
<td><strong>Module C: Beginner listening and speaking skills for transactions</strong></td>
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</tr>
<tr>
<td>C1 Can demonstrate understanding of a short spoken transaction</td>
<td>7, 8, 38, 39</td>
</tr>
<tr>
<td>C2 Can participate in a short spoken transaction</td>
<td>7, 8, 38, 39</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>30</td>
</tr>
<tr>
<td>D2 Can demonstrate understanding of a written information text</td>
<td>22, 42–46</td>
</tr>
<tr>
<td>Your time out activity numbers</td>
<td>Unit 1 activities</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Module E: Beginner listening and speaking skills for short, informal spoken exchanges</strong></td>
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</tr>
<tr>
<td>E1</td>
<td>Can demonstrate understanding of a short, informal spoken exchange</td>
</tr>
<tr>
<td>E2</td>
<td>Can participate in a short informal spoken exchange</td>
</tr>
<tr>
<td><strong>Module F: Beginner listening and speaking skills for descriptions</strong></td>
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</tr>
<tr>
<td>F1</td>
<td>Can demonstrate understanding of a short spoken description</td>
</tr>
<tr>
<td>F2</td>
<td>Can give a short spoken description</td>
</tr>
<tr>
<td><strong>Module G: Beginner reading and writing skills for descriptions</strong></td>
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</tr>
<tr>
<td>G1</td>
<td>Can demonstrate understanding of a short written description</td>
</tr>
<tr>
<td>G2</td>
<td>Can write a short description</td>
</tr>
<tr>
<td><strong>Module H: Beginner listening, writing and speaking skills for telephone exchanges</strong></td>
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</tr>
<tr>
<td>H1</td>
<td>Can demonstrate understanding of a simple answering machine message</td>
</tr>
<tr>
<td>H2</td>
<td>Can write a short telephone message</td>
</tr>
<tr>
<td>H3</td>
<td>Can leave a short telephone message</td>
</tr>
<tr>
<td><strong>Module I: Listening and reading skills for instructions</strong></td>
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<tr>
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Overview of Your time out

This module explores what students might do in their free time. It covers going to the beach and a number of key water-safety issues, and reinforces sun-safety messages. It also covers using low-cost gyms and other exercise options, and looks at playing sport: individually and in teams, formally and informally. The final chapter explores free and low-cost activities available in the community.

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 contains shots of sporting and other activities that are free or low-cost. It should be used where indicated in the teaching notes and of course may also be used as a resource at the teacher’s discretion. The wall chart has been designed without text to enable a broad range of learning activities in the classroom. Some possible uses of the chart to supplement the teaching of this module are:
Vocabulary exercises

- Name the activities.
- Categorise vocabulary into sport or recreation, and group or individual activities.
- Vocabulary ‘race’, where groups have to write down as many of the activities as they can in a limited time. The results are then counted and checked.
- Brainstorm words for the places where the activities are carried out, and the equipment and clothing needed.
- Students could use this chart as a model for making their own vocabulary posters, using pictures sourced from the Internet. The posters could display activities they have done, different types of activities, such as water sports, Olympic sports or winter activities, and things to do in their suburb.

Structures/written accuracy

- Present continuous and appropriate pronouns (he’s surfing/they’re drumming).
- Gerunds (surfing, swimming, drumming, walking, exercising).
- Present perfect (have you ever been/been to/been on).

Speaking and listening activities

- Describe what people are doing in the pictures.
- Use pictures for questions and answers about experiences with have you ever.
- Students ask questions about the pictures to categorise activities. For example: ‘Which activities can you do at the beach?’ ‘Which activities are for a team?’ ‘You need to wear a uniform.’ ‘You play in a team.’ ‘You play with a ball.’

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 The beach

- Explores beach activities and water safety.
- Explores options for learning to swim or casual swimming at a pool.
- Builds skills for writing a recount, following instructions, and asking for information in a spoken exchange.

Workbook summary

Unit 1 commences with vocabulary for a variety of beach activities, and exercises on adverbs of frequency. These are followed by listening and speaking activities on sun safety, and a discussion on appropriate clothing or items to take to the beach. The unit centres on a beach rescue story taken from the DVD, with sequencing, cloze and grammar activities building up to a written recount. The following sections explore topics around beach and water safety, including reading warning signs and safety information texts, and listening to a dialogue with a lifeguard. The last section of the unit focuses on enquiring about swimming lessons. Activities include listening to and practising spoken transactions, and reading swimming pool brochures. The unit ends with a survey of learners' swimming abilities. After-class activities provide learners with the opportunity to find out information about a swimming pool in their area.

DVD summary

The introductory segment commences with a phone call in which Ayen is inviting Grace to the beach. This is followed by a montage of beach activities. The following scene shows Bashir, Ari, Grace and Ayen arriving at the beach and has a short section on using sunscreen. The main segment of the DVD shows a water rescue. Ari sees a boy drowning and tries to swim out to him, but Ari struggles in the current. The lifeguards rescue Ari and the boy. After the rescue, a lifeguard tells Ari about swimming between the flags and suggests that he take swimming lessons. The final segment shows Ari and Bashir enquiring about swimming lessons at an aquatic centre.

Workbook topics

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<td>Sun safety</td>
<td>Listening to transaction for buying and using sunscreen. Making suggestions for clothing and items to take to the beach.</td>
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<tr>
<td>Water rescue</td>
<td>Comprehension of the main section of the DVD. Sequencing a series of events and reading about a water rescue. Reading and cloze activities about a water rescue, with grammar focus on the past tense.</td>
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<td>Beach signs and flags</td>
<td>Matching warning signs with meanings. Discussing dangerous marine animals. Listening to a conversation with a lifeguard explaining swimming between the flags. Stressing important words for meaning in spoken questions and answers.</td>
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<td>Safety at the beach</td>
<td>Discussing beach safety pictures. Reading instructions on a beach safety poster. Giving instructions with <em>before</em> and <em>after</em>.</td>
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<td>Learning to swim</td>
<td>Listening to transaction with enquiries about swimming lessons at a pool. Reading a brochure for adult swimming lessons. Grammar focus on question structures. Practising spoken exchanges with enquiries about swimming lessons. Reading swimming costs/pool fees and calculating costs.</td>
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<td>How well can you swim?</td>
<td>Reading about swimming abilities. Expressing abilities and surveying class members about swimming abilities and experiences.</td>
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<td>About your learning</td>
<td>Student check of own progress.</td>
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**Key vocabulary**

- beach activities (surfing, swimming)
- beach clothing (bathers, hat, board shorts)
- marine animals (stingers, sharks)
- water conditions (shallow, deep, rough, waves)
- sunscreen
- water resistant
- safety/safe
- patrolled area
- flags
- beware
- float
- concession
- panic
- calm
- rescue
- danger/dangerous
- in trouble
- SPF
- lifeguards
- binoculars
- caution
- current
- dive
Teaching suggestions

Activity 1
• This activity should be done before watching the DVD introduction. It helps to set the scene and predict some of the content and vocabulary in the DVD.

Activity 3
• This activity should be done after watching the DVD, which introduces essential vocabulary. It may also activate students’ prior knowledge or identify their level of knowledge.

Activities 4 and 5
• It would be helpful to emphasise that the adverbs of frequency and time phrases here are just examples for this particular situation: ‘I go to the beach once a week.’ Here once a week = often. But this is relative and does not mean that once a week always means often.
• This activity could be extended with more examples, such as daily, twice a week, every fortnight.

Activity 6
• Students have the opportunity to talk about activities aside from the beach, and would logically lead into a speaking activity where they share their experiences.
• For a grammar extension, students could then talk about these experiences in the third person: ‘He goes to the beach twice a week.’

Activity 7
• This prediction can also be used to activate students’ prior knowledge about sun safety and purchasing sunscreen.

Activity 8
• Students could talk about whether they use sunscreen or other means of sun protection, and what to do if they get sunburned.
• Students could read and discuss authentic sunscreen bottles and labels, especially the instructions on how to use the products.
• Possible numeracy work: every two/four hours/ten minutes before swimming, volume (500 ml), prices.
• Students could read or watch sun safety advertisements.

Activity 9
• Teachers might like to emphasise the learning tip at the bottom of the page before doing the activity, and explain the use of should for advice or as a softener. It is not used for rules only.

Activity 10
• There could be further language focus on the use of a with singular countable nouns, compared to some for plural and uncountable nouns.
• Suggestions could be made for other situations: ‘What should I take to a barbecue?’ ‘What should I wear if it’s cold?’
• Students could discuss different names for swimwear around Australia: swimsuit, swimmers, cossie, togs, and talk about different types of bathers: bikinis, board shorts. It may be useful to point out that Islamic swimwear, especially the ‘burquini’, is becoming more readily available in Australia.

Activity 13
• This vocabulary can be used to activate students’ prior knowledge and can be extended into what lifesavers do, or what lifesaving equipment is used for.
• Teachers could point out the difference between a lifeguard and a volunteer lifesaver (see the Surf Life Saving Australia site: http://www.slsa.com.au/default.aspx?s=lifeguards).
• The class could find out more about lifeguards or a local surf lifesaving club on the Internet.

Activity 14
• Students could cover the sentences and brainstorm some key words for each picture to help them tell the story orally (in the present tense) before they sequence it.
• Teachers could further scaffold understanding of sequencing by using questions such as ‘What happens next?’ ‘What does he do after that?’
Activity 16
• Students could use dictionaries. The students could explore these words in other contexts through examples given by teachers. This could lead to sentence work with each vocabulary item.

Activity 17
• Teachers could explain that the missing words in the cloze are all verbs. This helps build up to the following activities for changing verbs into the past simple.

Activity 18
• Teachers could explain the spelling rules for regular past tense verbs: grab/grabbed, try/ tried.

Activity 19
• Low-literacy students with good aural skills could be supported through a listening cloze read by the teacher.

Activity 20
• Low-literacy students could be given sentences in sequence to copy.
• Higher-level students could be asked to think of their own introduction or conclusion to the story, or do the activity from memory rather than copying.
• Adverbs of frequency/time markers could be added to the students’ texts: then, after that, next.
• Spoken recount extension: students could tell the story again in the past tense using the pictures in Activity 14.
• Students could write their own recount based on this story, other pictures or their own experience.

Activities 21 to 23
• Teachers could elaborate on water conditions, especially rips and undertows, using further pictures or diagrams (see the Internet links below).
• Teachers can help explain that swimming against the current uses a lot of energy and can cause people to become too exhausted to continue swimming.
• As this is crucial safety information, teachers may like to invite a guest speaker from an organisation such as Surf Lifesaving Australia (see Internet link below) and even provide bilingual support for safety discussions.

Activities 24 and 25
• These activities are designed to raise awareness, not alarm students, so focus could be placed on safety aspects, such as shark nets and signs and the rarity of contact with these animals.
• Students could look at further pictures of dangerous animals and match photos with their corresponding symbols on signs.
• Teachers could create activities around safety and first aid for incidents with marine animals.

Activity 26
• Students could look at other examples of warning signs with exclamation marks.

Activity 27
• Many warning signs mean that you can still swim, but you should be careful. Inexperienced swimmers, however, should avoid dangerous water conditions.
• Teachers could bring in more photos/pictures of authentic beach signs.
• As part of an excursion, the class could look at signs on location at a beach.

Activity 28
• Focus on prefix un- for negatives: patrolled/unpatrolled, safe/unsafe.
• Discuss whether students’ local beaches are patrolled or unpatrolled and whether the conditions are safe.

Activity 29
• This activity stimulates students’ prior knowledge and is a prediction activity that could be useful for eliciting key vocabulary and basic phrases for the listening text.

Activities 31 and 32
• Students can read the examples together with the teacher, exaggerating the stress the first time, and again more naturally to help them recognise stress patterns.
• Use examples with students in the classroom: “Is this Majak’s bag?” “No, it’s Rahim’s bag.”
Activity 34
• Students could brainstorm some key vocabulary to help them describe each scene.
• Discuss why activities are safe or dangerous, and the consequences of certain behaviour at the beach.

Activity 35
• For reading extension and vocabulary work, students could look at a variety of authentic texts with beach safety instructions (see Internet links below).

Activity 37
• This activity could be extended into jointly constructing and writing an instructional text.

Activity 38
• This activity helps put into context the next section about swimming lessons at the pool. It can be used to introduce essential vocabulary and activate students’ prior knowledge of the subject.
• Teachers could bring in more images of pool scenes and extend vocabulary.
• Students could talk about whether they have been to a pool and what activities they did there.

Activity 40
• Students need to be aware that different places accept different concession cards.

Activity 41
• Teachers could support students by identifying all the ‘question words’ that begin each question.
• Punctuation tip: remember to start each question with a capital letter and finish with a question mark.
• Students could create more questions. These could be cut up and given to other students to re-sequence.

Activity 42
• The dialogue could be role-played face to face, or acted out in a telephone conversation.
• Students could ask and answer similar questions about an authentic advertisement for swimming lessons.
• Students could work in groups to ring a local pool and enquire about similar information.

Activities 44 and 45
• The class could talk about age groups and words that define them, such as infant.
• Teachers could explain which age groups need to be accompanied by an adult in the pool. Most pools stipulate that children under ten years must be supervised by an adult, and a parent or guardian must enter the water with all children under four years, but these guidelines vary.

Activity 46
• Students may wish to use a calculator.
• Similar activities could be done with authentic price lists from local pools.
• Some pools have discounted multi-passes (buy ten passes and get a discount).

Activities 47 to 49
• The class could define the terms strong swimmer, weak swimmer and so on.
• Answers to the survey could become quite detailed, depending on the level: ‘I go swimming at the city baths near my house.’
• Extend the survey by asking questions about the answers. This could lead into structures using the third person, such as, ‘He’s a strong swimmer. He goes swimming at the beach.’
• From a water safety perspective, teachers could point out that even strong swimmers can take lessons to improve their swimming, or learn about swimming in the sea.

Activity 51
• An excursion to a local pool would facilitate broader exploration of content knowledge and language skills addressed in the unit.
• The class could visit shops that sell swimwear, or read swimwear catalogues to compare prices. As well as practising numeracy, this helps students find affordable swimwear. Further work could be done on appropriate swimwear at the pool.
• Students could locate beaches and pools on a map of their local area and compare distances to beaches from home or school. They could read timetables of bus, train and tram routes to local beaches.
Resources
Surf Life Saving Australia provides comprehensive information, online videos and fact sheets in some community languages.

The Royal Life Saving Society Australia
This site has a range of information, including downloadable water safety posters, resources suitable for youth, and water safety information sheets in a few community languages.

In At the Beach, you can practise online beach safety activities. There are also various activities for students to do regarding beach culture, and a range of water safety topics.

SunSmart has lots of information on skin protection, various media from advertising campaigns, such as Slip! Slop! Slap! and resources for teachers and students.

Also refer to your state/territory or local council websites for swimming associations, and surf lifesaving associations.

Suggestions for guest speakers
An employee at a local pool, a swimming coach, a representative from the Water Safety Council, surf lifesaving club or The Royal Lifesaving Society Australia.
Unit 2 The gym

- Explores sport and fitness activities available at community gyms.
- Explains gym membership and gym rules.
- Explores alternative fitness options in the community.
- Builds skills for discussing students’ own interests, listening to and participating in spoken exchanges, reading gym timetables and rules, completing membership forms and reading instructions.

Workbook summary

Unit 2 explores sport and fitness opportunities in a gym, and alternative fitness activities at home or in the community. The unit commences with vocabulary for gym activities, a survey of students’ experiences and interests, and texts on why people go to gyms. The next section is based on an introductory tour of a gym as seen in the DVD, with a spoken exchange between Bashir and a gym instructor. The following sections include various activities around key texts of a gym timetable, a set of gym rules and gym membership forms. The final section explores alternative means of keeping fit, including listening to a spoken exchange and procedural texts for exercising at home. The unit culminates in a fitness questionnaire. After-class activities provide learners with the opportunity to find out information about a gym in their area.

DVD summary

The introductory segment of the DVD shows Bashir, Grace and Ayen walking down the street. They meet Ari on his way to the gym and he invites them all to join him. They imagine what activities they could do at the gym and read the sign at the gym entrance.

The following scene takes place in the gym where they meet Sally, a gym instructor, who gives Bashir, Grace and Ayen a tour of the gym. They see various facilities and people doing different activities. Grace and Bashir are interested in joining, so Sally explains gym membership and application forms. Ayen is not interested in joining the gym, but discusses other fitness options with her friend Jo. The DVD ends with a montage of different fitness activities.

Workbook topics

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<td>Introduction to gym activities. Discussing gym experiences and interest in gym activities. Listening and reading about what people do at gyms.</td>
<td>28–31</td>
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<tr>
<td>A tour of the gym</td>
<td>Comprehension of the main section of the DVD. Introduction to gym facilities. Listening to spoken exchange about gym procedures. Practising giving feedback when listening to people in conversations.</td>
<td>32–35</td>
</tr>
<tr>
<td>The gym timetable</td>
<td>Reading gym timetable with activities, days and session times. Asking, answering and role-playing questions about the gym timetable. Reading and answering questions about a personal diary/timetable. Writing activities in a diary.</td>
<td>36–38</td>
</tr>
<tr>
<td>Gym membership forms</td>
<td>Completing membership forms. Comprehension questions on membership forms. Listening to a spoken exchange explaining forms. Listening to, spelling and writing names. Listening to, saying and writing phone numbers.</td>
<td>39–43</td>
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Title of section | Workbook unit topics | Page number
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Gym rules | Discussing pictures of appropriate and inappropriate gym behaviour. Reading gym rules. Writing own sets of rules for the class and other scenarios. | 44-46
Keeping fit | Introduction to fitness activities. Listening to a spoken exchange about ways to keep fit. Reading procedural texts for exercising at home. Giving and following instructions for exercises. | 47-50
Your fitness | Completing survey on how to keep fit. | 51-52
After class | Finding out about a local gym. | 53
About your learning | Student check of own progress. | 53

Key vocabulary
- gym activities (aerobics, weightlifting, basketball)
- fitness activities (jogging, rollerblading, dancing)
- gym rules (respect, appropriately, tidy)
- keep fit
- exercise
- instructor
- membership
- join
- declaration
- fees
- equipment
- change room
- lockers

Teaching suggestions

Activity 53
- This activity should be done before watching the DVD introduction. It helps set the scene, and predicts some of the content and vocabulary in the DVD.

Activity 55
- This activity should be done after watching the DVD introduction to introduce essential vocabulary. Students may like to brainstorm further vocabulary for gym activities.

Activities 56 and 57
- These activities are intended to draw on student experience and may identify their level of interest and knowledge in this topic.
- Students could report their survey findings to the class using both first and third person: ‘I’m interested in . . .’ ‘She’s interested in . . .’
- Further grammar work could be done on negatives: ‘I don’t go to a gym.’ ‘She doesn’t go to a gym.’
- Students’ experiences in gyms (if any) could be elicited for a broader discussion.

Activity 59
- Students could circle any words they don’t understand in the texts and then work in groups to explain the meanings or find definitions.
- The class could make a list of reasons why people go to the gym.

Activity 63
- This activity is designed to provide explanations or definitions of the words in Activity 62. The class could work together to create more sentences with the key words.

Activity 65
- Students could listen again with additional questions from the teacher: ‘How much is membership for students?’ ‘Do you have to pay every time you go to the gym?’
Activity 67
• This dialogue could be cut up into sentences and students could listen and sequence them.

Activity 68
• Students could practise their own short dialogues using the words in the box, eg, explaining something in the classroom.

Activity 69
• Students may need help with the layout of information: days read across, and times read down.
• The different types of aerobics and gym classes have been simplified here. Students could look at authentic timetables, which will most likely have diverse classes such as Step class, Body Pump, Jazzercise.

Activity 71
• For low-literacy students with higher oracy, the teacher could read the questions aloud and then provide the answers for students to match with the questions.
• Higher-level students could write the answers as complete sentences.

Activity 72
• Students could give their own examples for these time phrases: ‘I have computer class on Tuesdays.’ ‘My class starts at four o’clock.’

Activities 69 to 73
• Similar activities could be done with timetables of local gyms. Authentic timetables can be found on the websites of many gyms.

Activities 74 to 76
• Students could do similar activities with their own diary/weekly timetable and a gym timetable.

Activity 77
• Teachers could go through the words in the box (Grace’s details) and ask questions to help students prepare for the form. Is this a home number or a mobile number? What is NSW? What is 2136?

Activity 79
• Teachers can explain the question: ‘Are you of Aboriginal/Torres Strait Islander origin?’ Use a map to show the Torres Strait Islands. This question will be on most application forms in Australia, especially government forms.
• Students can show and discuss their concession cards in class.
• Some gyms may provide further concessions to refugee students, arranged through a school, youth organisation or group membership.
• The membership fees could be used for numeracy activities.
• Authentic membership forms can be used to supplement this activity. Many gyms and fitness centres have online membership forms.

Activities 80 and 81
• An important point made in the listening segment is that an applicant should understand everything on a membership form before signing, dating and submitting it. Students can discuss why it is important to get help if you don’t understand everything on a form. Teachers can emphasise that students shouldn’t (and don’t have to) sign any forms, especially those with fine print, that they don’t understand.

Activity 88
• In this activity the class brainstorms key vocabulary for each picture and describes each scene.
• Students could discuss why the activities are allowed or not allowed in a gym.

Activity 89
• These rules are representative of gyms generally but have been simplified. Authentic rules can be found on brochures of local gyms. Teachers could use these for content and reading extension.
• The structure of imperatives could be explicitly taught.
• Teachers may elicit a broader definition of ‘respect’ from the students and the class could discuss respectful and disrespectful behaviour.
Activity 91
• Students could discuss the reasons for the rules and why people should follow them.

Activity 92
• Students can have fun with these rules to describe the type of learning environment they would prefer. They could also rank the rules in order of importance.

Activity 93
• The class may want to work together to share ideas and spell some key words.

Activity 94
• Students could discuss why Ayen doesn’t want to go to a gym and why other people might choose not to join a gym. Alternatives to the gym are covered in Activities 95 to 97.

Activity 97
• Students can be encouraged to see exercise as part of daily life, such as walking to school, or as part of work, such as packing boxes, lifting, or picking fruit.
• Students could refer to the poster accompanying this resource for more ideas.

Activity 98
• Students could revise ordinal numbers: first, second, third; and adverbs: then, next, before, after.
• Teachers may need to demonstrate shoulder width apart.

Activities 98 to 101
• It is imperative that students don’t attempt these exercises if they have any injuries or health problems that could be aggravated.
• These exercises can be demonstrated at school if there are heavy chairs, or one student could sit on a chair while another student does the exercises.

Activity 101
• Students can practise giving instructions orally and then write a set of instructions for their own exercises.
• Teachers could bring in a simple exercise video and students could work together to write instructions for the exercises.

Activity 102
• Alternatively, students could rank the boxes in Question 2 (1 = most important, 10 = least important).
• Students with experience in a particular exercise/sport could share their experiences.
• The questionnaire could be a basis for a survey where the students interview classmates or people outside class and then report back to class.

Activity 104
• A visit to a gym can provide great opportunities to gather realia or take photos to be used in class. Some community gyms will allow groups to have free tours or introductory sessions for a minimal fee (without membership).
• Students could also use a map and mark out the route from school or their home to the gym and practise giving directions.
• Teachers could make students aware of the types of gyms in the area (PCYCsl, YMCAsl, private fitness centres), the names and locations of these gyms, and the facilities and activities they offer.
Resources

http://www.goforyourlife.vic.gov.au
Go for Your Life, a Victorian Government site, has information on sports and recreation activities for people of all ages. There are ideas for fitness activities, quizzes and a fitness diary.

Better Health Channel has a range of fact sheets that range from exercising safely to choosing a fitness centre.

Also refer to websites for local gyms, where there are often timetables, membership forms and general information. Brochures from local gyms may also be very useful.

Suggestions for guest speakers

A personal trainer, a gym instructor, an employee of a PCYC, a regular participant or competitor in gym activities such as gymnastics or bodybuilding.
Unit 3 Playing sport

- Introduces a range of individual and team sports.
- Explores pathways to involvement in team and individual sports.
- Explains team rules and responsibilities.
- Builds skills for sequencing texts; listening to and participating in spoken information exchanges, in person and over the telephone; reading instructional and information texts; and completing questionnaires.

Workbook summary

Unit 3 commences with vocabulary for a variety of sports with a focus on the use of *play*, *go* and *do*, and a discussion of students’ interests in individual or team sports. The following sections explore topics around pathways to becoming involved in team and club sports, which summarise the stories of the three characters in the DVD. Activities include listening to and participating in spoken exchanges for information regarding sports teams, listening to a radio interview with a coach, and listening to telephone calls to directory assistance and a local council. Other key texts include information about sports teams and clubs, a set of team rules, transcripts of people’s interests, a quiz on sport in Australia, and a personal sport questionnaire. The after-class activity asks learners to interview someone who plays sport.

DVD summary

The introductory segment of the DVD introduces Celia, Luka and Jo and their sports.

The following scene focuses on Celia, who describes how she joined a basketball club. She explains the practical considerations and responsibilities of being in a club, and talks about her dream to make a team and play in competitions.

The next section describes Luka’s sports pathway from kicking a soccer ball around with friends to getting a permit from the council and playing regularly on an oval. Luka talks about his aspirations to form a soccer team.

The final section focuses on Jo’s sports pathway. She explains how she wanted to do an individual sport and joined a boxing class at her gym. She talks about how boxing has had a positive influence on her self-image, fitness and strength.

Workbook topics

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<th>Workbook unit topics</th>
<th>Page number</th>
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<tr>
<td>Playing sport</td>
<td>Introduction to a variety of sports, with language focus on <em>play</em>, <em>go</em> and <em>do</em> Writing sentences about the sports people play. Discussing team and individual sports.</td>
<td>56–59</td>
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<tr>
<td>My favourite sport</td>
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<td>Celia’s Story</td>
<td>Sequencing Celia’s sports pathway. Reading about the practicalities of team sport. Listening to a spoken exchange on joining a basketball team. Structure of present simple questions. Information text about a hockey club. Role-playing spoken transaction for information on a club.</td>
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<tr>
<td>Joining a sports club</td>
<td>Listening to an interview about what’s involved in joining a club.</td>
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<td>Team rules</td>
<td>Reading instructional text of team rules. Matching pictures with rules.</td>
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<td>Luka’s story</td>
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<td>Title of section</td>
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<tr>
<td>Ringing directory assistance</td>
<td>Introduction to the purpose and content of calls to directory assistance. Listening to directory assistance calls. Completing clozes of telephone dialogues.</td>
<td>68–69</td>
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<tr>
<td>Ringing the council</td>
<td>Listening to a telephone exchange with information on council permits for sports grounds. Listening for and practising stress on information words in a dialogue.</td>
<td>70–71</td>
</tr>
<tr>
<td>Where can you play sport?</td>
<td>Cloze about permits for sports grounds. Matching activity to introduce different sports grounds.</td>
<td>72</td>
</tr>
<tr>
<td>Jo’s story</td>
<td>Sequencing Jo’s sports pathway.</td>
<td>73</td>
</tr>
<tr>
<td>Playing and watching sport</td>
<td>Reading and listening to people talk about sports they are interested in. Completing table with information from reading texts. Spelling: look/cover/write/check Quiz on sport in Australia. Discussing popular sports in different countries.</td>
<td>74–76</td>
</tr>
<tr>
<td>Sport and you</td>
<td>Completing questionnaire about own interests in sport.</td>
<td>77</td>
</tr>
<tr>
<td>After class</td>
<td>Interview a person who plays sport.</td>
<td>79</td>
</tr>
<tr>
<td>About your learning</td>
<td>Student check of own progress.</td>
<td>79</td>
</tr>
</tbody>
</table>

**Key vocabulary**

- sports (athletics, tennis, judo, skiing)
- referee
- places to play sport (oval, field, court)
- council
- team
- permit
- club
- recreation
- individual sport
- directory assistance
- training
- operator
- session
- hold
- uniform
- request
- fees
- monitored
- join
- quality purposes
- rules

**Teaching suggestions**

**Activity 106**
- This activity should be done before watching the DVD introduction. It helps set the scene and predict some of the content and vocabulary in the DVD. It also draws on students’ personal experience and activates prior knowledge.

**Activity 108**
- This should be done after watching the DVD introduction to present essential vocabulary.
- Students could discuss the different football codes in Australia.
- Teachers could briefly explain the abbreviated *they’re* and the present continuous. The use of *do, go* and *play* is explained in following activities.
Activity 110
- Students may like to brainstorm further sports vocabulary in groups. They could also refer to the poster accompanying this resource.
- Teachers could bring in pictures of a wide range of sports to help elicit vocabulary and prompt discussion.

Other examples include:

<table>
<thead>
<tr>
<th>play</th>
<th>go</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>netball</td>
<td>diving</td>
<td>weightlifting</td>
</tr>
<tr>
<td>rugby</td>
<td>jogging</td>
<td>archery</td>
</tr>
<tr>
<td>volleyball</td>
<td>sailing</td>
<td>long jump</td>
</tr>
<tr>
<td>table tennis</td>
<td>snowboarding</td>
<td>karate</td>
</tr>
<tr>
<td>baseball</td>
<td>windsurfing</td>
<td></td>
</tr>
</tbody>
</table>

Teachers can put in context the words *play, go* and *do* with examples that use both the present simple and continuous: ‘I play tennis on Saturdays.’ ‘They’re playing football at the park.’

Activity 112
- This activity could alternatively be done with role cards of imaginary people, with a sentence or two about different sports they do. Students could each have a role card, interview each other and write sentences.

Activity 113
- The sports in Activity 110 could be categorised into individual or team sports.

Activities 116 and 117
- Teachers could introduce words such as *then, next, first* and *after that*, and students could add them to the beginning of the sentences.
- To help with learning about sequencing, the teacher could ask questions such as: ‘What happened after ...?’ ‘What happened before ...?’ ‘What happened next?’

Activity 118 and 119
- Encourage students to guess the meanings of the words in bold from the context by reading the sentences in which they are contained.
- Students might like to think of other examples of jobs, schools or sports that require uniforms.
- Team uniforms are not always expensive or may be provided by the club. Some clubs only require you to wear similar clothing such as black track pants and a white T-shirt. Many teams only require uniforms for games, not practice sessions.

Activity 120
- Explain: *training = practice* (noun) and *train = practise* (verb).
- The club fees here show realistic costs, but some teams are cheaper or can have concessions. Club fees are generally charged per season, but many clubs have options for paying fees per week.

Activity 121
- Students could create their own questions to be cut up and given to other students to re-sequence.

Activity 123
- Students could perform the dialogue as role-plays or act out a telephone conversation.
- Students could ask and answer similar questions containing authentic information about a real club.
- Students could ring a local sports club to enquire about similar information.

Activity 124
- The distinction between team rules and game rules may need to be reinforced here and in Activity 126. Examples of team and game rules of a sport known to many in the class might be elicited or discussed.
- Students may benefit from reading the audio script and discussing the content.
Activity 125
- If anyone in the class is a member of a sports club, they could explain how they found out about the club.

Activity 126
- These rules are a model that could apply to most team sports.
- It may be useful to spend some time eliciting and discussing behaviour that is acceptable or not acceptable for members of teams. Students could discuss reasons for team rules, or the consequences of not following the rules.
- Further information on team rules and codes of behaviour for sports clubs can be found in the CMYI document ‘Keeping Sport Fun and Safe’ which is available to download in various community languages at the following website: http://www.cmyi.net.au/TranslatedandCommunityInfo

Activity 129
- Students can discuss how these people are breaking the rules and why such behaviour could be inappropriate.

Activities 130 and 131
- The teacher could introduce words such as then, next, first and after that, and students could add them to the beginning of the sentences.
- To help with learning about sequencing, the teacher could ask questions such as: ‘What happened after ...?’ ‘What happened before ...?’ ‘What happened next?’
- The teacher could also ask comprehension questions about the sentences.

Activity 132
- Students could discuss the purpose of directory assistance. Free directory assistance can be a good option if students have difficulty reading the phone book. Call costs are referred to below.
- English-language learners should be aware that the computerised system does not always interpret accents, so they may be referred to an operator or need to repeat or spell words.

Activity 133
- Teachers may need to explain what the recorded voice is, and that it is used for many government services, such as Centrelink, or large companies, such as phone companies.

Activity 134
- Introductory messages regarding call monitoring are standard procedure for every directory assistance call, but students can be assured that these calls do not require or record their personal details.

Activity 136
- Students could practise calling directory assistance from a school phone. This is fantastic if they have access to a speakerphone that the class can listen to.
- Learning tip (following Activities 136 and 137).
- The information on directory assistance call costs was true at the time of writing. Directory assistance is free from public pay phones and home phones, providing the caller uses the free number. The free numbers are frequently changed and are not always the first directory assistance number provided in the phone book, so teachers may wish to check by calling the phone company. Mobile phones charge the rate of a standard call, which varies according to the individual plan or prepaid account. At the time of writing, a surcharge of about 45 cents was added to this standard mobile call cost for directory assistance. Business lines have varying charges.

Activity 138
- While language for telephoning is not focused upon here, this could be a good stage to present some basic language for telephone calls: opening a call and introducing oneself, stating the topic and purpose of the call, ending a call.
- Luka calls the sport and recreation office of the council. The names of these departments and offices, and the responsibilities that come under them, differ greatly from council to council.

Activities 139 and 140
- The class reads the examples together slowly, exaggerating the stress the first time, and more naturally the second time to help students recognise the stress patterns.
Activity 142
• You can often book sports grounds through the Internet from council websites. Many of these have forms you can print out for use as sample application forms.

Activity 143
• Students may want to come up with further examples, such as badminton court, soccer field, athletics arena and so on.

Activities 144 and 145
• Teachers could introduce words such as then, next, first, after that and students could add them to the beginning of the sentences.
• To help with learning about sequencing, teachers could ask questions such as: ‘What happened after ...?’ ‘What happened before ...?’ ‘What happened next?’

Activity 148
• Students may like to work together to look up the meaning of these words in dictionaries or to define the words. The teacher could elicit definitions from students to be written on the whiteboard.

Activity 149
• This activity need only be completed in point form, but later the teacher could work with the class to construct full sentences. This will revise play, go and do, and third person verb agreement such as: ‘Lucy goes cycling.’ ‘Ali watches cricket.’

Activity 151
• The information in the quiz is based on 2006 Australian Bureau of Statistics data.

Activity 153
• Students could write personalised texts about sport in countries they have lived in. The teacher could scaffold the text: ‘The most popular sports people play in [name of country] are ...’

Activity 154
• The class could brainstorm responses for other in Questions 4 and 5.
• Question 4: Other reasons students may give for wanting to play sport may include: to get out of the house, to relax, to be with friends, to get more energy.
• Question 5: Other reasons students may give for not wanting to play sport: not knowing where to play, the sport is too expensive, family pressures, work responsibilities.
• Question 6: Students may like to refer back to Activity 143.
• Question 7: The teacher may ask the class to work together so that students who know something about a particular sport can give information to others.

Activity 156
• The information gathered in this survey could be recorded and reported back to class.
• The teacher may need to emphasise the use of third person for reporting back to class: ‘He plays ...’ ‘She likes this sport because ...’
• The information could be written up as a report, based on a model text jointly constructed by the class.

Further discussion
Activity 151 touches on sport as a spectator activity and the importance of sport in Australia. This area could be explored in much greater depth, especially the prominent role sport plays in Australian culture. Teachers could emphasise the way sport can arise in daily conversation at school, in the workplace, or in social situations, and give the class sample conversations.

Students could watch sections of sport reports from the television news. Newspapers could be brought to class from editions in which there are substantial sports sections. Students could skim-read or scan these and discuss questions such as: What sports are discussed? Can you find news about any games? When were the games played? Can you find the results of the games? What sports do you think are the most popular in Australia?

Another topic not covered in this unit is seasonal sports. What sports are played at certain times of year?
Resources

http://www.cmyi.net.au/MulticulturalSport/MulticulturalSportHome
The Centre for Multicultural Youth Issues: Multicultural Sport and Recreation has links to publications such as ‘Playing Team Sport’ and ‘Keeping Sport Fun and Safe’, also available in a variety of community languages.

http://www.ausport.gov.au
Australian Sports Commission
The Australian Sports Commission has extensive information on how to participate in sport, fact sheets and information pages on individual sports, plus information on exercising and playing sport safely. The site also has links to the Australian Institute of Sport.

Also refer to websites for local and state sports organisations or clubs.

Suggestions for guest speakers

A coach of a sports team, a member of a sports club, an employee of a sporting association, a local sports player or athlete.
Unit 4 What can we do today?

- Introduces a variety of recreational activities and venues.
- Explores ways to find out about activities and events in students’ local areas.
- Explores different aspects of planning activities and excursions.
- Builds skills for discussing students’ own experiences and interests, reading guides to community events and activities, finding out about activities in students’ local areas, suggesting things to do or places to go, calculating costs of activities, and planning a class excursion.

Workbook summary

Unit 4 explores opportunities for recreation activities in students’ communities. The unit therefore requires teachers to assist learners in finding accurate information about activities in their local area. The unit commences with vocabulary for recreation activities – with a focus on the present perfect for talking about experiences – and leads into a class survey. The following section explores means of finding out about activities, with information texts, activities using authentic guides to community events, and discussions about students’ free time. There is a language focus on making suggestions with listening and speaking activities. The final section of the unit provides various activities for planning a class excursion. These include discussions, a survey, calculating costs, group decision-making, brainstorming, a grammar focus on going to for the future and an excursion notice. After-class activities provide learners with further opportunities to find out information and prepare for their class excursion.

DVD summary

The introductory segment of the DVD is a montage of recreation and leisure activities. The main segment of the DVD commences with Bashir and Ari sitting listlessly in their living room. Sissy and Ayen arrive and tell them about a festival close by. Ayen and Sissy show them a festival program where they see an ad for a free band. Ayen flicks through the guide, which leads into a montage of various free community activities.

Bashir, Ari, Ayen and Sissy go to the festival together. On the way they find more information about community events through flyers in a cafe window. Sissy notes down information about art classes from a poster. The DVD then shows an ad for the festival finale. We see the four friends leaving to go to the finale. The DVD concludes with a fireworks display.

Workbook topics

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<th>Workbook unit topics</th>
<th>Page number</th>
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<tbody>
<tr>
<td>There’s nothing to do</td>
<td>Introduction to a variety of recreational activities and places of interest. Grammar focus and questions with have you ever. Survey about activities students have done. Discussing personal experiences.</td>
<td>82–85</td>
</tr>
<tr>
<td>Activities in your area</td>
<td>Comprehension of the main section of the DVD. Reading and matching activities from a What’s On guide.</td>
<td>86–88</td>
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<tr>
<td>Finding out about activities</td>
<td>Introduction and discussion about how to find out about local activities and events. Reading authentic local guides to events and activities. Completing tables about activities. Structure of present simple questions. Asking other students about their activity.</td>
<td>89–91</td>
</tr>
<tr>
<td>My free time</td>
<td>Reading about and listening to people describing what they do in their free time. Discussing activities students do in their free time.</td>
<td>92–93</td>
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<tr>
<td>Title of section</td>
<td>Workbook unit topics</td>
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<tr>
<td>Suggesting things to do</td>
<td>Listening to and making spoken suggestions. Categorising suggestions. Responding to spoken suggestions. Categorising words into syllables. Listening to and categorising words by syllable stress.</td>
<td>94–96</td>
</tr>
<tr>
<td>Planning an excursion</td>
<td>Discussing possible class excursions and compiling a list of places. Surveying students about where they want to go for an excursion.</td>
<td>97–98</td>
</tr>
<tr>
<td>Excursion costs</td>
<td>Calculating costs of sample activities. Completing table of costs for class excursions. Group decision-making on class excursion.</td>
<td>99–100</td>
</tr>
<tr>
<td>Our class excursion</td>
<td>Brainstorming with a diagram to plan for an excursion. Writing about the excursion using going to for the future. Completing an excursion notice.</td>
<td>101–104</td>
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<tr>
<td>After class</td>
<td>Detailed excursion planning activities using diaries, calendars, weather forecasts, the Internet and tourism office.</td>
<td>105</td>
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<tr>
<td>About your learning</td>
<td>Student check of own progress.</td>
<td>105</td>
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</table>

**Key vocabulary**

recreation activities (bushwalking, skateboarding)  
guide

community events (concert, exhibition)  
flier

public venues (museum, gallery, botanic gardens)  
newsletter

competition  
noticeboard

championship  
suggest

community  
excursion

local

**Teaching suggestions**

**Activity 157**
- This activity should be done before watching the DVD introduction. It helps set the scene and predict some of the content in the DVD. It also draws on students’ personal experience.

**Activity 159**
- This should be done after watching the DVD introduction to present essential vocabulary.

**Activity 160**
- Students could share their information with the class. The class could create a list of activities people would like to try. This can later be referred to for an extension of Activity163.

**Activity 162**
- Students could come up with more examples using ‘Have you ever been/been to ...?’ ‘Have you ever been on ...?’

**Activity 164**
- Students could share their information with other pairs/groups and then compare their experiences.
- There could be further language work on the verb agreement and the negative: he has been/she hasn’t been/they have been/we haven’t been.
- Students could count numbers of students who have done various activities and write sentences about the information: ‘Five people have been fishing.’
Activity 167
• There could be discussion around what people see or do in the pictures to give further contextualisation. ‘At the art gallery people look at paintings.’
• Students could discuss which activities they have experienced or are interested in. They could talk about whether they have seen similar activities in a community newsletter or What’s On guide.
• Students could circle words they don’t understand in the texts and work together in groups to find out the meanings.

Activity 169
• Teachers could do language work on time phrases. Thursdays = every Thursday/ daily = every day.
• Students could also work on dates, times and time frames: from, until, is on for one week, opens on.

Activity 172
• Other suggestions for places to find out about activities could be tourism information centres, local libraries, school or university newsletters, school noticeboards, youth centres, community centres, arts centres, entertainment venues, sports centres, youth programs or community programs at Migrant Resource Centres, free music and pop culture magazines.

Activity 173
• Alternatively, teachers could supply students with a community events guide or similar text.
• Teachers may have to do vocabulary work on the types or names of guides and their components: What’s On, Gig Guide, What’s Happening, Community Diary, Entertainment Guide, events, activities, program.
• Copies of the information students find could be put up in the classroom for others to read.

Activity 175
• Students could find the location of activities or events on a map.

Activity 177
• Students could work together to research more information about their event on the Internet or by making a phone call. They could then present their information to the class to raise awareness of different activities in their local area.

Activity 179
• The class could work together to construct sentences that include this vocabulary in another context.

Activity 181
• Teachers could work with students to construct full sentences. This would require emphasis on the third person verb agreement: ‘He goes to the library.’ ‘He borrows books.’

Activity 182
• Again, this could be supported with grammar work on the third person verb agreement in the present simple: ‘She goes to the market on Fridays.’ ‘She buys fresh fruit.’

Activity 183
• Teachers might like to explain that suggesting something does not mean telling someone to do something. The difference between suggest and invite is more complex and may not warrant explanation, but generally you ‘invite’ someone to something you have planned or decided to do, but to ‘suggest’ something involves the other person in the decision-making or planning.

Activity 184
• Students could identify which suggestions are statements and which are questions for punctuation with a full stop or question mark.

Activity 186
• The teacher could emphasise tone of voice to sound either interested or disinterested using a response such as ‘all right’.
• Students could also work on polite ways of declining a suggestion/invitation.

Activity 187
• Students could practise creating more questions or be given cards with suggestions and responses for role-plays.

Activity 190
• Students could have a word search ‘race’ to find other two-, three- and four-syllable words on other pages in this unit.
Activity 191
• The class could look at a range of pictures or brochures to generate discussion and ideas for the excursion.
• The class could make stipulations about the excursion, especially regarding practical considerations: “It has to be somewhere we can walk to.”
• The excursion need take only two hours.

Activity 192
• It is important that students end up with the same ten places on their list, as these are used in the following activities.
• There could be spelling and pronunciation work on the places suggested.

Activity 193
• Students could be divided into groups to talk about one particular place. They could then share their information with the class, who have to answer the questions as they listen.
• The teacher could make notes on the whiteboard during the discussion. The class could then jointly construct profiles on the places.

Activity 194
• For the answers to be consistent, students need to interview all the members of their class.

Activity 195
• These answers should be the same for every student. If not, students should check their tables again.

Activity 196
• The bowling price here includes shoe hire.
• Language work could be done with comparatives and superlatives such as, more expensive/the cheapest and so on.

Activity 198
• Teachers will need to prepare for this activity by having accurate information on the costs of the places. Some costs may be approximate and therefore teachers can use language such as, about four dollars.
• Students may need support with use of calculators.

Activity 199
• The class could discuss budgeting ideas, such as putting money aside, paying off a small amount each week leading up to the excursion, or finding out about group discounts.

Activity 200
• Students may need to list the advantages and disadvantages of a particular place they want to go to or give reasons for their preference.
• Teachers could get students to vote for their preferred excursion and even organise a ‘secret ballot’.

Activity 201
• Teachers may need to demonstrate the method and purpose of the brainstorming activity.
• Students could work in groups and use large sheets of paper for their brainstorming. These could then be put up around the class.

Activity 202
• Teachers could revise the structure and pronunciation of the contractions: I’m, you’re, he’s, she’s, it’s, we’re, you’re.
• Teachers could also explain and compare the use of going to and will for the future: going to for something planned, and will for something we decide as we talk.

Activity 203
• Students could be guided to write long sentences using commas with and: “We’ll walk around the park, feed the ducks and take photos.” “I’ll bring an umbrella, my lunch and my concession card.”
Activity 207

- Question 1: The excursion place and time could be written on a class calendar. Language work could include: *we go next Thursday/the week after next/on the twenty-fourth/in five days.*
- Question 2: There is potential for different map work for the excursion, including location, directions and transport. A map or floor plan of the destination itself could be used for both preparation and navigation during the excursion, eg a map of the botanical gardens, a museum floor plan.
- Question 3: More language work with the future tense could be done with weather forecasts.
- Question 4: The class could visit a tourism information office as preparation for the excursion or for group projects about activities in their local area.

Resources

As this unit facilitates learning about recreation opportunities and community events in the students’ local area, generic websites are not provided here. Suggested online references or resources to look at include:

- state or territory tourism websites
- local council websites
- local youth websites
- What’s On or community events guides linked to local newspaper websites
- Internet searches under What’s On/events guide/Gig Guide + city or place.

Suggestions for guest speakers

A representative from the sport and recreation office of a council, a youth recreation program worker, a community sport and recreation worker from a Migrant Resource Centre or similar, a representative from a community arts centre, a representative from a local tourism office.
Answers
Unit 1 The beach

Activity 3
1. making a sandcastle
2. having a picnic
3. surfing
4. swimming
5. playing volleyball
6. bodyboarding
7. looking at shells

Activity 4
1. rarely, year
2. sometimes, once
3. never, twice

Activity 5
<table>
<thead>
<tr>
<th>sometimes</th>
<th>about once a month</th>
</tr>
</thead>
<tbody>
<tr>
<td>rarely</td>
<td>once or twice a year</td>
</tr>
<tr>
<td>never</td>
<td>not at all</td>
</tr>
</tbody>
</table>

Activity 8
1. strong sunscreen
2. SPF 30 is good
3. stays on in the water
4. every two hours

Activity 12
1. false
2. true
3. true
4. false
5. false
6. true
7. false

Activity 13
1. lifeguards
2. flags
3. waves
4. binoculars
5. rescue board
6. water rescue

Activity 14
Bashir shouts, ‘Ari, No!’
Ari tries to swim, but the current is too strong.
Ari sees a small boy in danger in the water.
The lifeguards rescue Ari and the boy.
A lifeguard tells Ari to swim between the flags.

Activity 16
1. moving water
2. get quickly
3. not safe
4. help someone in danger

Activity 17
1. Ari runs into the water.
2. Bashir shouts, ‘Ari, No!’
3. Ari tries to swim, but the current is too strong.
4. The lifeguards see Ari and the boy in the water.
5. They grab their rescue boards.
6. They rescue Ari and the boy.
7. A lifeguard tells Ari to swim between the flags.

Activity 19
1. saw
2. shouted, ran
3. tried, was
4. saw
5. grabbed
6. rescued
7. told
8. felt

Activity 20
Last Saturday Ari went to the beach with his friends.
He saw a small boy in danger in the water.
Bashir shouted, ‘Ari, No!’, but Ari ran into the water.
He tried to swim, but the current was too strong.
The lifeguards saw Ari and the boy in the water.
They grabbed their rescue boards. The lifeguards rescued Ari and the boy.
Then a lifeguard told Ari to swim between the flags.

Ari felt really lucky because the lifeguards helped him.

Activity 22
<table>
<thead>
<tr>
<th>calm</th>
<th>relaxed</th>
</tr>
</thead>
<tbody>
<tr>
<td>panic</td>
<td>be very scared and stop thinking clearly</td>
</tr>
<tr>
<td>raise</td>
<td>lift up</td>
</tr>
<tr>
<td>float</td>
<td>lie on top of the water</td>
</tr>
</tbody>
</table>

Activity 24
1. [Danger: Sharks]
2. [Marine Stingers]
3. [Danger: Marine Stingers]

Activity 27
1. shallow water
2. strong currents
3. deep water
4. large waves
5. slippery rocks
Activity 28
1. Lifeguards work here.
2. No lifeguards work here.

Activity 30
1. red and yellow
2. it’s safe to swim

Activity 32
1. Is this the bus to the beach?
   No, this is the bus to the city.
2. Is this the last bus to the beach?
   No, there’s another bus coming.
3. Are you going to the beach after lunch?
   No, I’m going to the pool.
4. Are you going to the beach after lunch?
   No, I’m going before lunch.
5. Would you like an ice-cream?
   No thanks, I’d like a drink.
6. Would you like vanilla?
   No, I’d like chocolate please.

Activity 34
Safe: 1, 2, 4, 6, 7
Dangerous: 3, 5, 8

Activity 35
4. Swim between the red and yellow flags.
2. Swim with other people.
1. Read and obey the signs.
8. Don’t swim directly after eating.
5. Don’t swim after consuming alcohol or drugs.
3. Don’t run and dive into the water.
7. Check the water conditions before you go swimming.

Activity 36
<table>
<thead>
<tr>
<th>directly</th>
<th>straightaway</th>
</tr>
</thead>
<tbody>
<tr>
<td>conditions</td>
<td>current, waves, deep or shallow water</td>
</tr>
<tr>
<td>consuming</td>
<td>eating, drinking or smoking</td>
</tr>
<tr>
<td>dive</td>
<td>jump into water with arms and head first</td>
</tr>
</tbody>
</table>

Activity 39
1. six weeks
2. next Tuesday
3. 5.30 pm
4. $7.50

Activity 41
1. How many weeks is the program?
2. What days are the lessons?
3. What time are the lessons?
4. How much are the lessons?
5. Is there a concession rate?
6. What level is the class?

Activity 45
1. swimming any time the pool is open
2. 16 years and older

Activity 46
1. $15.50
2. $3.80
3. $1.20
4. $5.20
5. $7.60
6. $17.00

Activity 50

SWIM BETWEEN THE FLAGS.

Unit 2 The gym

Activity 55
1. boxercise
2. gymnastics
3. karate
4. aerobics
5. cycle class
6. volleyball
7. weight training
8. yoga

Activity 58
1. heart problem
2. strong
3. basketball
4. relaxed
5. indoor soccer

Activity 59
1. Bosco
2. Hussam
3. Andrew
4. Tara
5. Mary
Activity 61
1. true
2. true
3. false
4. true
5. true
6. false
7. true

Activity 62
1. gym equipment
2. membership card
3. membership form
4. change rooms
5. opening hours

Activity 63
1. membership form
2. membership card
3. gym equipment
4. opening hours
5. change rooms

Activity 64
gym fees, the change rooms, lockers

Activity 65
1. you arrive
2. bring a towel
3. are free
4. in the change rooms
5. reception

Activity 66
the days and times of gym activities

Activity 67
1. Sorry?
2. Okay.
3. Mm hmm.
4. Right.

Activity 68
Activities that are allowed: 2, 5, 6, 9
Activities that aren’t allowed: 1, 3, 4, 7, 8

Activity 69
rude not polite
appropriately correctly
personal items your things (eg bag, wallet, clothes)
tidy neat

Activity 70
jogging
cycling
skipping
Activity 95
1. Ayen wants to keep fit.
2. Ayen’s friend has a bike.
3. Ayen saw people doing exercise in the park.
4. Jo gets exercise DVDs from the library.
5. Jo says skipping is a great way to keep fit.

Activity 96
1. exercising at home
2. jogging
3. dancing
4. doing an exercise class
5. playing beach cricket
6. skipping
7. rollerblading
8. playing table tennis

Activity 99
1. a heavy chair
2. stand behind the chair
3. on the top of the chair
4. shoulder-width (apart)
5. slowly stand up
6. eight/8 (times)

Activity 100
3. slowly raise one leg out to the side.
2. Put your hands on the chair.
4. Then slowly lower your foot back to the floor.
1. Stand behind a chair.
6. Then do the exercise with the other leg.
5. Repeat eight times.

Activity 103

KEEP FIT AND HAVE FUN.

Unit 3 Playing sport

Activity 108
1. cricket
2. hockey
3. judo
4. weightlifting
5. high jump
6. skiing
7. running
8. cycling

Activity 110
play
go
do
cricket
running
athletics
hockey
skiing
judo
Australian Rules
swimming
basketball
dancing
cycling

Activity 115
1. true
2. false
3. false
4. true
5. false
6. true
7. true

Activity 116
4. Celia joined the basketball club.
1. Celia played basketball at school.
5. Now Celia trains hard and loves playing.
3. One of Celia’s friends took her to a basketball club.
2. When Celia left school she missed basketball.

Activity 117
1. Celia played basketball at school.
2. When Celia left school she missed basketball.
3. One of Celia’s friends took her to a basketball club.
4. Celia joined the basketball club.
5. Now Celia trains hard and loves playing.

Activity 119
<table>
<thead>
<tr>
<th>uniform</th>
<th>clothes you wear so everyone in the team looks the same</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn up</td>
<td>arrive</td>
</tr>
<tr>
<td>fees</td>
<td>money you pay to do something</td>
</tr>
<tr>
<td>second</td>
<td>used before by someone else</td>
</tr>
</tbody>
</table>

Activity 120
1. your own uniform and sports shoes
2. gym
3. Mondays/Tuesdays
4. 4.30 pm
5. Thursdays
Activity 121
Where are the games?
What time does training start?
Do I need to buy a uniform?
What days are the training sessions?
How much are the club fees?
Who do I talk to about joining?

Activity 124
1. pay club fees
2. different
3. how you play the game
4. team rule

Activity 125
a community group
a gym
a friend

Activity 127
| respect | honour and care for someone or something |
| argu | disagree with someone |
| train | practise for a game |
| support | help someone |

Activity 128
1. on time
2. half an hour before they start
3. the rules of the game
4. alcohol, cigarettes or drugs
5. other players
6. you shouldn’t use bad language

Activity 129
1. 8
2. 3 (and 4)
3. 6
4. 7

Activity 130
5. Now they play on the sports ground every week.
4. Luka called the council to get a permit.
2. He met his friends at a sports ground to practise soccer.
1. Luka wanted to play soccer with his friends.
3. They couldn’t play at the sports ground because another team was there.

Activity 131
1. Luka wanted to play soccer with his friends.
2. He met his friends at a sports ground to practise soccer.
3. They couldn’t play at the sports ground because another team was there.
4. Luka called the council to get a permit.
5. Now they play on the sports ground every week.

Activity 133
Recording: name
Luka: Council
Recording: request
Luka: Yes
Recording: number

Activity 135
1. 07 6533 4549
2. 08 8372 4348
3. 03 9345 1276

Activity 136
Recording: What
Recording: hold
Operator: asked
Operator: suburb
Recording: That's

Activity 137
| operator | person working at directory assistance |
| complete | finish |
| request | what you are asking for |

Activity 138
1. Sunnybrook Oval
2. he needs a permit
3. cheap
4. from the council office
5. the sport and recreation office

Activity 142
1. council
2. permit
3. concession

Activity 143
1. park
2. hockey field
3. netball court
4. cricket pitch
5. tennis court

Activity 144
2. She went to a gym and saw girls in the boxercise room.
1. Jo wanted to play an individual sport.
4. Now Jo goes to boxercise to feel strong and good about herself.
3. Jo joined the girls’ boxercise class.

Activity 145
1. Jo wanted to play an individual sport.
2. She went to a gym and saw girls in the boxercise room.
3. Jo joined the girls’ boxercise class.
4. Now she goes to boxercise to feel strong and good about herself.
### Activity 149

<table>
<thead>
<tr>
<th>Chris</th>
<th>Lucy</th>
<th>Ray</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What sport does he/she watch?</strong></td>
<td>Football and cricket.</td>
<td>No sport./She doesn’t watch sport.</td>
</tr>
<tr>
<td><strong>What sport does he/she play or do?</strong></td>
<td>Beach cricket.</td>
<td>Cycling.</td>
</tr>
<tr>
<td><strong>Why does he/she like this sport?</strong></td>
<td>It’s heaps of fun.</td>
<td>Cycling keeps her fit and it’s great to be outdoors.</td>
</tr>
<tr>
<td><strong>What sport does he/she want to play or do?</strong></td>
<td>Play cricket in a team.</td>
<td>Yoga (at her local gym)</td>
</tr>
</tbody>
</table>

### Activity 155

BASKETBALL COMPETITION.

### Unit 4 What can we do today?

**Activity 159**
4. go on a ferry
8. go to the cinema
1. go to a barbecue
6. go to a museum
3. go to a market
5. go to a park
7. go to a festival
2. go fishing

**Activity 162**
1. Have you ever been fishing?
2. Have you ever been on a train?
3. Have you ever been to the museum?
4. Have you ever been cycling?
5. Have you ever been to a barbecue?
6. Have you ever been on a motorbike?

**Activity 166**
1. false
2. true
3. true
4. false
5. true
6. true
7. true

**Activity 167**
1. skateboarding championship
2. drumming classes
3. local art exhibition
4. LIVE REGGAE
5. hip-hop dance contest
6. tai chi

### Activity 152
1. Australian Rules
2. most Australians
3. about thirty minutes
4. the Australian Open
5. two Olympic Games
**Activity 168**
free activities in the community

**Activity 169**
1. (at the) community centre
2. skateboarding championship
3. (at) city stage
4. 2 pm
5. 6 October
6. daily/every day
7. nine days
8. drumming classes/Tai Chi

**Activity 170**
contest, championship

**Activity 176**
1. What day is it?
2. What’s the date?
3. What time is it?
4. How much is it?
5. Where is it?
6. How can you get there?

**Activity 179**

<table>
<thead>
<tr>
<th>heaps</th>
<th>lots</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Net</td>
<td>the Internet</td>
</tr>
<tr>
<td>borrow</td>
<td>get something from someone, then give it back later</td>
</tr>
<tr>
<td>wander</td>
<td>walk around slowly</td>
</tr>
<tr>
<td>public</td>
<td>for all people in a community</td>
</tr>
<tr>
<td>stall</td>
<td>a shop at the market</td>
</tr>
<tr>
<td>veggies</td>
<td>vegetables</td>
</tr>
</tbody>
</table>

**Activity 180**
1. Any three of the following:
   (He) reads the French magazines.
   (He) looks at French news on the Net.
   (He) sends emails to his mates.
   (He) borrows books, CDs or DVDs.
2. (He has) a library card.
3. (It’s free/It costs) nothing.
4. (She goes) to the market.
5. (She looks at) the clothes and food stalls.
6. (She drinks) coffee.
7. (She likes watching) the musicians and street performers.

**Activity 181**
1. What about the beach?
2. How about the botanical gardens?
3. Let’s have a picnic.
4. We could go to the gym.
5. Why don’t we go to the park?
6. Do you want to go to the football game?

**Activity 185**

<table>
<thead>
<tr>
<th>Yes</th>
<th>Maybe</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’d love to.</td>
<td>Perhaps.</td>
<td>No thanks.</td>
</tr>
<tr>
<td>Okay.</td>
<td>I’ll think about it.</td>
<td>It’s too expensive.</td>
</tr>
<tr>
<td>Good idea.</td>
<td>All right.</td>
<td>Sorry, I’m busy.</td>
</tr>
</tbody>
</table>

**Activity 186**
1. Sorry, I’m busy.
2. I’m not sure.
3. It’s too far away.
4. No thanks. I’m running late.
5. Okay.
6. Good idea.

**Activity 188**

Two-syllable words
- gardens
- drumming
- cycling

Three-syllable words
- barbecue
- newsletter
- excursion

Four-syllable words
- competition
- botanical
- activity

**Activity 190**

- barbecue
- festival
- expensive
-
- excursion
- activity
- botanical
- competition

**Activity 191**

1. $6.20
2. $16.80

**Activity 192**
1. Bashir can afford the cinema and the pool.
2. He can’t afford Harvey’s Bowling.
THE BOTANICAL GARDENS.