What am I doing?
I am ...

What is he doing?
He is ...

What is she doing?
She is ...

What are they doing?
They are ...

What are they doing?

singing  reading  clapping  winking  drawing
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 5: Feelings

It is often important for students to be able to tell you how they are feeling and why they are feeling that way, or for you to tell your student how you or others are feeling. This is particularly important when students are establishing friendships or when conflicts or misunderstandings need to be resolved.

**Expected outcomes from the Feelings theme**

The aim of this unit is for students to be able to:
- express feelings and the reasons for these feelings simply in oral form
- write about feelings using introduced vocabulary related to the topic
- read and understand simple texts containing the vocabulary introduced
- complete simple worksheets based on the topic.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

**Language that could be targeted in this unit**

**Functions**
- Asking how others feel.
- Expressing one’s own feelings.
- Expressing needs.
- Inquiring about needs.

**Structures**
- I am/I'm ...
- Is he/she ...?
- He is/He's ...
- She is/She’s ...
- Are they ...? Yes/No
- They are/They’re ...
- You are/You're ...
- Who is ...? ... is/are not ...
- I feel ...
- How is/are ... feeling?
- Why ...? ... because ...

**Notions/ideas**

Depending on the kind of vocabulary and concepts your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to feelings:

- **degree**
  the degree to which most emotions can be felt, using adverbs such as very, not, not very etc.

- **cause and effect**
  what makes us particularly happy, sad or angry, hungry, thirsty or tired, and what changes these feelings, e.g. eating if we are hungry, or someone saying ‘sorry’ if we are angry

**Vocabulary**

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>sad, happy, angry, excited, worried, scared/frightened, surprised, lonely sick, well, tired hot, cold, hungry, thirsty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs</td>
<td>smile, laugh, frown, cry, drink, eat, sleep, fight, argue, worry</td>
</tr>
<tr>
<td>Adverbs</td>
<td>very, not, not very, a little (bit)</td>
</tr>
</tbody>
</table>
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources that support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheet 1

The concepts on Worksheet 1 will require extensive initial oral work to ensure that the student understands the meaning of the vocabulary. This can be done through mime and role-play. Try to provide a meaningful context when introducing the six feelings, and model the vocabulary. Demonstrate how to make the cube. When the cube is made, use it as a die for a ‘roll and say’ or ‘roll, say and mime’ game, which can be played in pairs or in groups. Another activity could include a ‘mime and guess’ game.

Worksheet 2

Introduce and model any new vocabulary and revise the other vocabulary on this worksheet. Again, this can be done through mime. Encourage the student to say the words aloud and read the written form. Cut out the words and pictures on the worksheet and play a matching game. This can be done in pairs or as a group. Model question and answer structures, for example, ‘How does he/she feel?’ ‘He/she is happy.’ Paired students can ask each other questions using the structures when they match a picture with a word. The new arrival can then paste the word and picture pairs into a scrapbook for future reference.

Worksheets 3 & 4

Revise the six feelings on Worksheet 4, again using mime. Introduce the structures ‘How do you feel?’ and ‘I feel ...’. Demonstrate how to make a face expressing feelings by cutting eyes and a mouth from Worksheet 4 and pasting them on to Worksheet 3. Talk about how the student feels and why. Model the structure ‘I feel ... when ...’. The student may need assistance with completing the sentence.

Worksheet 5

On this worksheet list the names of feelings that the student recognises, using the illustrations as a stimulus, and revise others. The student can write the feelings in the speech bubble. The written language needs to be modelled before the student fills in the gap. The student can then draw her/his own pictures in the three boxes.

Worksheet 6

Introduce and model the question form ‘Are you ...?’ for example, ‘Are you a girl?’, and the responses. The student may work with a partner to ask and respond to the questions orally before completing the worksheet. The student may need to use Worksheet 2 as a reference when asking the questions.

Worksheet 7

Talk about the pictures on the worksheet and model ‘because’ through mime, linking it with the question ‘Why?’ Read through the sentences and teach any new vocabulary before the student attempts to fill the gaps. Cut and paste, matching the pictures to the sentences.

Worksheet 8

Teach or revise the vocabulary. Read through and model the sentences with the student. Mime is a good method of conveying meaning. The student can use the words to fill the gaps and cut and paste the illustrations to match the sentences. Examples of other times people may have these feelings can be modelled and then elicited from other students and the new arrival. Students can then write and illustrate their own sentences, beginning with ‘I feel’.

Unit 5: Feelings
Additional resources

Teaching resources
Kane, S., et al, Celebrating Diversity incorporates feelings into most themes. Where's English?: Level 1 – On the rocks.
ESL Stage A1 – Teacher support materials for lower primary new arrivals, Years P–2 has a unit of sequenced activities for this topic on pp. 126–127.
McColl, H. and Thomas, S., Cartoons for Classroom Communication: 10c – Social language.

Games, songs, stories and activities
Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games
• Identifying feelings: use a tape recording of people laughing, crying etc. Ask the student to identify the emotion, or answer questions, e.g. Does he sound scared? Does she sound angry? etc.
• Story telling: while following the story in a book, students listen to readings/tape recordings of well-illustrated, traditional stories which emphasise the emotions of the characters. The student identifies the emotions.

Vocabulary development games
• Happy Families/Bingo/Concentration: use pictures of feelings/emotions.
• Drama: students dramatise a familiar folktale, e.g. Jack and the Beanstalk. They talk about and incorporate the feelings/emotions of the characters.
• Mime: students mime the feelings/emotions they see depicted/written on a card when it is held up and displayed to the group.
• How are you feeling?: working in a small group, students identify the feeling/emotion mimed to them.
• Role play: students act out particular situations where emotions might be displayed, e.g. when a friend gives a lovely birthday present.

Songs
• If you're happy and you know it clap your hands, (improvise on this format), for example: sad – cry, cry; angry – stamp your feet; excited – jump, jump; tired – yawn, yawn
• You Are My Sunshine

Rhymes and chants
• I Feel Terrible (C. Graham, Jazz Chants For Children)
• I'm Mad At You (C. Graham, Jazz Chants For Children)
• Oh I'm Hungry! (C. Graham, Jazz Chants For Children)

Other useful references
The ideas in these references can be used for the whole class and, can be adapted for your new arrival.
Unit 5: Feelings

- happy
- sad
- surprised
- scared
- angry
- tired
<table>
<thead>
<tr>
<th>hungry</th>
<th>hot</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>surprised</td>
</tr>
<tr>
<td>sick</td>
<td>well</td>
</tr>
<tr>
<td>tired</td>
<td>scared</td>
</tr>
<tr>
<td>happy</td>
<td>thirsty</td>
</tr>
<tr>
<td>cold</td>
<td>sad</td>
</tr>
</tbody>
</table>
Unit 5: Feelings

happy

sad

angry

surprised

scared

tired

happy

sad

angry

surprised

scared

tired

How do you feel?
How do you feel?

I feel __________ when
Unit 5: Feelings

1. I feel ___________.
2. I feel ___________.
3. I feel ___________.
4. I feel ___________.
5. I feel ___________.
6. I feel ___________.

1. The woman feels ___________.
2. The man feels ___________.
3. The girl feels ___________.
4. The boy feels ___________.
5. The girl feels ___________.
6. The baby feels ___________.

I feel thirsty. I feel well. I feel sick.
Yes I am.
No, I’m not.

Are you happy? ...........................................
Are you sad? .............................................
Are you hungry? .........................................
Are you thirsty? .........................................
Are you well? .............................................
Are you sick? .............................................
Are you hot? .............................................
Are you cold? .............................................
Are you angry? .........................................
Are you tired? ...........................................
Are you scared? ........................................
Are you lonely? ........................................
1. She is cold because she hasn’t got a jumper.

2. He is ..................... because he hasn’t got any food.

3. She is ..................... because it is late.

4. He is ..................... because it is very sunny.

5. He is in bed because ..........................................

6. ........................................ because it is his birthday.

7. ........................................ because his ice cream fell down.

8. ........................................ because she was playing for a long time.
<table>
<thead>
<tr>
<th>lonely</th>
<th>happy</th>
<th>hot</th>
<th>sick</th>
<th>hungry</th>
<th>cold</th>
<th>tired</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How do you feel?**

<table>
<thead>
<tr>
<th>I feel ........................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I feel ...................................... at lunch time.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I feel ...................................... when it is my birthday.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I feel ...................................... when it is raining.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I feel ...................................... when it is very sunny.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I feel ...................................... when I eat too much.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I feel ...................................... when I don’t have a friend.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I feel ...................................... at night time.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Unit 6: Family and friends

The vocabulary that students meet with in this unit will be very useful as they make friends and exchange information about themselves with others.

**Expected outcomes from the Family and Friends theme**

The aim of this unit is for students to be able to:

- name and describe family members and friends
- ask and respond to questions about family and friends
- report in oral and written form
- identify some differences and similarities between families and friends
- use simple greetings
- read simple worksheets and early reading materials about the topic.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

**Language that could be targeted in this unit**

**Functions**

- Identifying family members and friends.
- Describing family members and friends and their activities.
- Reporting on activities shared with the family and with friends.
- Asking questions about other students’ families and their friends.
- Replying to questions about one’s own family and friends.
- Exchanging information.
- Greeting and leave taking.

**Structures**

I am ...
This is my ... That’s my ...
Is that your ...?
He’s/She’s my ... Is he/she your ...?
They are ... Are they ...?
I see my ...
How many ... have you got?
I have ...
How many children in your family?
Hello/Goodbye
How is/How are ...?

**Notions/ideas**

Depending on the kind of vocabulary your student is already familiar with, and using a lot of visual support, you may be able to talk about some of the following ideas in relation to family and friends:

**age** of family members and friends

**gender** matching family relationship names with gender – which ones are ‘gender-free’?

**origin/ nationality** names of countries and the people or languages that come from them, e.g. Vietnam/Vietnamese/Vietnamese, United States of America/American/English

**characteristics** of family members and friends, e.g. all the people in my family have blue eyes, black hair, are tall

**place in family** first born, second born etc.

**time/duration** of time in Australia, of time spent in other countries

**family** size of families/number of people in different families, the extended family

**place/countries** where various family members or friends were born, where they live now.
Vocabulary

Nouns
- family, friend
- boy, girl, baby, woman, man, lady
- mum, dad, mother, father, brother, sister, stepmother/father, stepsister/brother
- grandmother, grandfather, grandma, grandpa, grandchild
- aunt/aunty, uncle, cousin, niece, nephew
- husband, wife, son, daughter

Note: In some languages, the names of family members differ according to whether they belong to the mother's or the father's side of the family. In English, some relationships like aunt, grandfather or cousin can be from either side. This may cause some confusion and may need to be carefully explained with visual support, such as using a family tree.

Pronouns
- he, she, I, they, we

Possessives
- my, his, her, our, their

Adjectives
- old, young, older, younger, big, little

Verbs
- is/are, has/have, live/lives, go/goes, work/works

Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources that support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the students.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use 'whiteout' to make changes to the worksheets.

Worksheet 1

First introduce all the words, modelling the pronunciation. It may be helpful to use photos of the family that the student has brought from home as a starting point. Go through the instructions on the worksheet with the student, demonstrating the across and down grids. Encourage the student to read the words aloud when they have found them on the grid, and drawn a line from the words to the pictures.
Worksheet 2
This worksheet can be used following discussion and references to visuals, such as posters and photos, other examples of family trees, and revision of the vocabulary. The student can then draw pictures of his/her family members and may like to add the corresponding words from the first language. It may be necessary to introduce vocabulary of extended family members, for example, uncle, aunt, cousin, as well as niece, stepmother etc.

Worksheet 3
Discuss the first-language greetings used or known by students in the class and list these on a chart. Discuss similarities and differences between greetings. The student can draw themselves in their circle of friends or draw their own circle of friends with speech balloons containing the greetings which they use, in English and the first language.

Worksheet 4
The student can draw pictures or bring photos of their friends. Use the pictures as a stimulus to talk about friends. Model the language, ‘... is my friend’. Then ask the new arrival, ‘Who are your friends?’ The student can then draw her/his friends and write the matching sentence ‘... is my friend’.

Worksheet 5
Revise known vocabulary and introduce new words. This worksheet can be used to revise vocabulary naming actions. Talk about the pictures and go through the words and sentences orally first. The student can then find the missing word to match the number in the picture. The student could next label the members of the family in the pictures or substitute pronouns to form additional sentences, e.g. She is sleeping. They are fighting.

Worksheet 6
This is an example in English of a letter to parents that can be used to encourage parents to send photos to school, for use in the theme work.

Worksheet 7 & 8
Follow the instructions in the appendix to make booklets from these worksheets. Model the language first and then have the student complete the sentences and draw pictures to match.

Additional resources

Teaching resources
Isherwood, R., Multi Language Timesavers has a useful picture of a family on p. 8.
Cech, M., Global Child has excellent ideas, which can be integrated into this unit, e.g. p. 17.
Addison-Wesley Picture Dictionary has pictures on pp. 10 & 11.
Getting Started has activities for older students on pp. 65–97.
Kane, S., Celebrating Diversity has various activities.
Toth, M., Heinemann Children’s Games has a game based on the family on pp. 15–16.
Where’s English?: Level 2 – Around the house (SLC 1).
Nixon, C. and Tomlinson, M., Primary Activity Box: 5.1 – In your classroom who ...?; 5.2 – Identikit; 5.5 – You read, I write.
Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games

- **Taped voices:** tape record the voices of a group of class members, e.g. saying 'hello'. The student listens to the tape to identify the voices.

- **Taped roleplays:** students listen to a dialogue, e.g. a mother talking to a child, a brother talking to a sister. Ask them to identify the characters, e.g. 'Who is talking?' and 'What is she saying?' to check comprehension.

- **Individual information:** students tape short, simple pieces of information about themselves, for example, 'I have one sister and one brother. My mother was born in Italy. My best friend is ...'. Class members listen to the tape and guess the identity of the student.

Vocabulary development games

- **Bingo:** use the grid in the appendix to make Bingo cards using pictures cut from magazines.

- **Concentration:** use photographs or pictures from magazines and label and photocopy them to make a concentration game.

Rhymes and chants

- I had a little brother (S. Hill, *Raps and Rhymes*)

- I asked my father (C. Graham, *Jazz Chants for Children*)

- Grandma's Going to the Grocery Store (C. Graham, *Jazz Chants for Children*)

- The Family Song (C. Graham, *Let's Chant, Let's Sing*)

- Who's She (C. Graham, *Let's Chant, Let's Sing*)

- Make a Circle (C. Graham, *Let's Chant, Let's Sing*)

Maths Activities

- **Graphing:** students graph family members, e.g. numbers of sisters, grandparents etc.

- **Ordering:** students order family members according to height, age, etc.

Art

- **Drawing:** students draw and paints portraits of family and/or friends.

- **Models:** students make clay or plasticine models of their family and friends.

- **Murals:** students use photographs or drawings of families and friends to make a mural.

- **Family trees:** students make a family tree depicting or naming their relatives.

- **Bookmaking:** students use photographs of families to make individual or class books.

- **Charts:** students use photographs or drawings to make and label charts about family and friends.
Families

Find all the family words and circle them.

| s | i | s | t | e | r | b |
| o | m | o | t | h | e | r |
| n | b | o | y | h | b | o |
| g | i | r | l | o | a | t |
| a | u | n | t | m | b | h |
| u | n | c | l | e | y | e |
| i | f | a | t | h | e | r |

sister  brother  mother  father  boy  girl  baby  son  home  uncle  aunt

Draw a line from the word to the picture.

father

baby

brother

mother

sister
My Friends

[Blank spaces for writing names]
The Family

1. My uncle is ...........................................
2. My brothers are ....................................
3. My grandmother is .................................
4. My father is ...........................................
5. My mother is .........................................
6. My sister is ...........................................
7. The baby is ..........................................
8. My cousin is ........................................
9. My aunt is ............................................

playing  sleeping  washing  singing  fighting  cooking  sitting  eating  crying
Dear Parents,

We are talking about ‘growing up’. Please send some photos of ........ to school.

At home, talk about how old ............. is in the photo.

Thank you.
<table>
<thead>
<tr>
<th>My family eats.</th>
<th>What we do at home.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We sleep.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>We talk.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>We ...</strong></td>
<td></td>
</tr>
<tr>
<td><strong>We ...</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Places that I go to with my family.

<table>
<thead>
<tr>
<th>We go to the shops.</th>
<th>We go to the park.</th>
<th>We go to ..........</th>
</tr>
</thead>
<tbody>
<tr>
<td>We go to ..........</td>
<td>We go to ..........</td>
<td>We go to ..........</td>
</tr>
<tr>
<td>We go to ..........</td>
<td>We go to ..........</td>
<td>We go to ..........</td>
</tr>
</tbody>
</table>

Worksheet 8
Unit 7: Clothing

It can be very useful for your new student to learn the vocabulary relating to everyday things like clothes.

Expected outcomes from the Clothing theme

The aim of this unit is for students to be able to:

• name and describe items of clothing
• ask and respond to questions about clothing
• identify some differences and similarities in clothing
• identify suitable clothing for the seasons of the year
• read simple worksheets and early reading materials about the topic.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions

• Identifying clothing items.
• Classifying clothes with respect to their use and suitability for various occasions and weather.
• Expressing clothing likes, dislikes or preferences.

Vocabulary

Nouns

- boots, sandals, thongs, shoes, slippers, socks, stockings, tights
- shorts, trousers, pants, jeans
- dress, skirt
- coat, jacket, raincoat, parka, cardigan, jumper, vest, skivvy
- shirt, t-shirt
- bathers, tracksuit, towel, sunglasses
- hat, gloves, mittens, scarf, umbrella, belt
- dressing gown, pyjamas
- underwear, singlet, underpants
- sleeve, cuff, collar
- earring, bracelet, necklace, ring
- front, back, inside out
- colours – light, dark

Structures

- I wear/I’m wearing ...
- I put on/I’m putting on ...
- I take off/I’m taking off ...
- It’s a ...
- He’s, she’s, they’re...
- First, next, then, after that, last, finally
- Who is ...?
- How many...?

Notions/ideas

Depending on the kind of vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk with your new arrival about some of the following ideas in relation to clothes:

physical attributes talk about the strength of different fabrics, and why different fabrics are used for different purposes

texture

compare materials of different textures and talk about which ones would make the best clothes for cold weather or hot weather
Unit 7: Clothing

Vocabulary (Cont.)

<table>
<thead>
<tr>
<th>Verbs</th>
<th>make, wear, sew, put on, take off, wash, dry, zip/unzip, tie/untie, button/unbutton, dress/undress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives</td>
<td>pretty, ugly, warm, cool colours, patterns</td>
</tr>
<tr>
<td>Prepositions</td>
<td>on, off, in, under, next to</td>
</tr>
</tbody>
</table>

Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources which support oral language work in the classroom.

It is important that these worksheets are used to consolidate English that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets, e.g. ‘slacks’ instead of ‘trousers’

Worksheets 1 & 2

These worksheets are useful when introducing the new vocabulary associated with this unit. Link the pictures to real items of clothing wherever possible, e.g. what the students are wearing, pictures in magazines. It is important to model the pronunciation of each item. The student should keep the worksheets in his/her folder for reference, or use them to make a picture/word matching activity.

Worksheet 3

Introduce or revise the names of the colours and teach this as a chant to the whole class. This activity allows the new arrival to join in a non-threatening situation and gives valuable practice in the rhythm and intonation of English. Other one-syllable names of items of clothing can be substituted for socks, e.g. hats, shirts, gloves, jeans.

Worksheet 4

Discuss the concept of day and night. Introduce the structures ‘In the morning...’, ‘At night...’. Talk about the process of putting on and taking off clothes, depending on the time of day. Students can role play this activity. The student can draw the clothes he/she takes off and puts on in the morning or when going to bed at night. Worksheets 1 & 2 can be used as reference when labelling the drawings.

Worksheet 5

Go through this worksheet orally and discuss each item of clothing and when it is worn. Discuss the use of the article ‘a’ when the item is a single piece (except for pants/trousers, which have two legs). Provide the written words so the student can fill the gaps in the sentences with the appropriate word. He/she can also use Worksheets 1 & 2 as a reference. Encourage the student to read the completed sentences aloud to you or a partner. The student can then write some sentences using the sentence structure on the worksheet as a model, e.g. ‘I wear a green jumper to school’.

Worksheet 6

Discuss the items of clothing pictured and the order in which they might be put on when dressing to go out on a cold day. It may be helpful to first role play the process of getting dressed. The student can then read the sentences and identify the item of clothing mentioned in each from the pictures provided. He/she then matches the pictures to the sentences and cuts and sequences the sentences in appropriate order. There is more than one way to sequence the sentences.
Worksheets 7–10

Revise the clothing vocabulary, especially in relation to what students wear to school. List clothing items under the heading ‘What do I wear to school?’ Play a question and answer game using the structures ‘Do I wear my ... to school?’ before introducing the worksheets. Read through the worksheets orally with the student before he/she fills the gaps and reads the sentences aloud. The pictures can be deleted so that the student can draw him/her self. The vocabulary can also be adapted according to what the student normally wears to school.

Worksheet 11

This worksheet can be used for vocabulary extension. Revise the known words and introduce any new words, preferably using real items. The student can then write the words next to the appropriate pictures. Encourage the student to read the words aloud.

Worksheet 12

This word search can be used to reinforce vocabulary. It may be necessary to first demonstrate how to do a word search and to show how the words are either vertical or horizontal. Make sure that the student reads the words aloud to you or partner to practise pronunciation. The student can also demonstrate understanding of the meaning of the words by linking words and pictures with a line.

Worksheet 13

Group students in pairs. One student looks at the picture for two minutes then gives it to his/her partner. The student then tells the partner the names of as many items as possible that they remember seeing in the picture.

Worksheet 14

Students add items of their own clothing to the clothes column and tally the number of sleeves, buttons etc. This worksheet may be used as a survey on an individual level or as a class activity. The results can be graphed and sentences constructed, e.g. Lana’s shirt has two sleeves, one collar and no buttons.

Worksheet 15

Discuss the picture, modelling the names of specific items. Ask questions, e.g. ‘Where are the boots?’ Encourage the use of prepositions in answers, e.g. on, under, in, beside. Introduce and demonstrate prepositions, if necessary, using real items, e.g. The shoes are under the chair. Scribe sentences based on the picture. Give examples of singular, plural, e.g. is/are, plural ‘s’. The students can list vocabulary and/or write sentences under the picture.
Additional resources

Teaching resources

Wright, A., *1000 Pictures For Teachers to Copy*, p. 76, has simple pictures of clothes; pp. 82–83 have prepositions that could help when using some of the worksheets.

*Addison-Wesley Picture Dictionary* has pictures of clothing on pp. 34–35.

Liebowitz, D., *Basic Vocabulary Builder* has pictures of clothes in Unit 2.

Cech, M., *Global Child* has a useful suggestion for including other cultures when discussing this topic, pp. 98–110.


Civardi, A. & King, C., *The Usborne Children’s Word Finder* has pictures of clothing, p. 27.


*Where’s English?: Level 1 – In the bedroom (SLC 1). Level 2 – In the bedroom (SLC 2); At the police station.*


Nixon, C. and Tomlinson, M., *Primary Activity Box*: 5.6 – Colour coordinates; 8.5 – Dress me up.

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games

- *Who is wearing ...?:* the teacher names an item of clothing and students stand up/put their hand up if they are wearing the item named.
- *Clothing Colours:* the teacher names a colour and item of clothing and students put up their hand/stand up if they are wearing it.
- *‘I’m wearing’ Game:* students take it in turns to add a new item of clothing to the list, until someone can no longer remember the list. For example: ‘I’m wearing blue socks.’ ‘I’m wearing blue socks and red shoes.’ ‘I’m wearing blue socks, red shoes and a green jumper.’ ‘I’m wearing blue socks, red shoes, a green jumper and a hat with a pom-pom.’ The new arrival could sketch the items to help him/her remember the new words.

Reading

- *Clothing Diary:* students make books recording and illustrating the clothes they wear each day during a week, e.g. ‘Today I am wearing stripey socks, black shoes, a skirt ...’
- *Fanciful Clothing Book:* students make and illustrate an imaginative book based on clothing combinations. For example, ‘Today I’m wearing bathers, boots, warm gloves and a big black hat.’

Chants

- *Shoes and socks* (C. Graham, *Jazz Chants for Children*, p. 4)
- *Mama, Mama, my socks don’t match* (C. Graham, *Jazz Chants for Children*, p. 51)
- *Polka Dot Pyjamas* (C. Graham, *Jazz Chants for Children*, p. 69)
Vocabulary development games

- **Clothing Bingo**: use a grid from the Appendix to make Bingo cards using pictures cut from worksheets or magazines. A group of students can play this game.
- **Concentration**: students can use word/picture cards made from the worksheets or pictures cut from magazines.
- ‘Have you seen my friend?’: students stand/sit in a circle facing outwards. One student walks around the outside of the circle and stops at another student and asks, ‘Have you seen my friend? She’s wearing a blue jumper, jeans and white shoes’. The student described stands up and runs and the student who was asked the question tries to catch him/her. If the student succeeds, then the next turn passes on to him/her.

Mathematics

- Graph the number of trousers, jumpers, dresses etc. worn by children on a particular day.
- Count by 2s, e.g. legs of trousers, arms of shirts, socks, shoes, thongs.
- Tallying, e.g. how many hats/socks etc?
- Problem solving, e.g. I have four red socks and four blue socks. How many socks altogether? How many pairs of socks?
- Measurement activities, e.g. belts/waist, size of clothes, shoes.

Art

- **Jewellery making**: students make a bracelet or necklace, e.g. pasta/dough beads on elastic.
- **Cardboard dolls**: students cut out a boy/girl shape from cardboard and cut out and decorate paper clothes to dress the figure.
- **Felt clothing**: students cut felt in the shape of clothing items to use on a felt board. Label the items made.
- **Clothes line**: students cut out and colour paper clothes to pin on a washing line.
- **Collage**: students cut out pictures of clothes from magazines and paste on paper.
- **Magazine clothing person**: students cut and paste magazine pictures of clothes. They then draw in a head, arms and legs to make a person.
- **Paper weaving**: students weave coloured paper strips to make ‘cloth.’
- **Decorate a t-shirt**: students use fabric pens to decorate a t-shirt or they cut out a large t-shirt shape from white cloth and decorate with felt pens or paint.
- **Body outlines**: students trace around a friend’s body outline and paint/dress the resulting figure.
- **Embroidery**: students embroider hessian/cloth with wool to make a placemat or wall-hanging.

Links with Key Learning Areas

Science

- Collect different textured materials for students to make a wall hanging. Students touch the fabrics and describe how they feel. Label according to texture, e.g. soft, shiny, fluffy, smooth.
- Students classify materials, e.g. wool, cotton, synthetic.
- Students cut out pictures of clothing from magazines or catalogues and classify according to different criteria, e.g. for a cold day, for playing games, made of the same materials.
- Students wet pieces of material or clothes made from different fabrics. Hang them on the line. Time how long they take to dry. Graph the results.
### Unit 7: Clothing

<table>
<thead>
<tr>
<th>shorts</th>
<th>shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>slippers</td>
<td>dress</td>
</tr>
<tr>
<td>jumper</td>
<td>skirt</td>
</tr>
<tr>
<td>t-shirt</td>
<td>boots</td>
</tr>
<tr>
<td>hat</td>
<td>dressing gown</td>
</tr>
<tr>
<td>socks</td>
<td>trousers/pants</td>
</tr>
<tr>
<td>parka</td>
<td>track suit</td>
</tr>
<tr>
<td>underwear</td>
<td>jacket</td>
</tr>
<tr>
<td>shirt</td>
<td>singlet</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>cardigan</td>
<td>underpants</td>
</tr>
<tr>
<td>jeans</td>
<td>tights</td>
</tr>
<tr>
<td>raincoat</td>
<td>bathers</td>
</tr>
<tr>
<td>rainhat</td>
<td>pyjamas</td>
</tr>
<tr>
<td>sunglasses</td>
<td>scarf</td>
</tr>
<tr>
<td>thongs</td>
<td>gloves</td>
</tr>
<tr>
<td>skivvy</td>
<td>belt</td>
</tr>
</tbody>
</table>
**SOCKS**

Red socks  
Blue socks  
White socks  
Green socks  
Brown socks  
Black socks  
Many different coloured socks.

Yellow socks  
Purple socks  
Orange socks  
Grey socks  
Aqua socks  
Gold socks  

Colours in-between socks.
### Unit 7: Clothing

**Worksheet 4**

**In the morning when I get up**

<table>
<thead>
<tr>
<th>I take off my</th>
<th>I put on my</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**At night when I go to bed**

<table>
<thead>
<tr>
<th>I take off my</th>
<th>I put on my</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I wear a ✽ on my head.

I wear ✽ on my feet.

I wear ✽ on my feet.

I wear ✽ on a hot day.

I wear a t- ✽ on a hot day.

I wear a ✽ on a cold day.

I wear a ✽ when it is raining.

I wear ✽ at the swimming pool.

I wear ✽ to bed.

I wear a ✽ around my waist.
Next I put on my singlet.

Then I put on my jumper.

First I put on my underpants.

Then I put on my coat.

After that I put on my t-shirt.

Then I put on my socks.

Then I put on my trousers.

Then I put on my scarf.

I put on my shoes.

Last, I put on my gloves.
Unit 7: Clothing

What do I wear to school?

Off I go to school.

Do I wear my underpants?

Yes, I wear my ..................................
Unit 7: Clothing

Do I wear my singlet?  Yes, I wear my

Do I wear my shorts?  Yes, I wear my
Unit 7: Clothing

Do I wear my shirt?
Yes, I wear my:

Do I wear my socks?
Yes, I wear my:

Worksheet 9
Do I wear my shoes?  
Yes, I wear my shoe.

Do I wear my hat?  
Yes, I wear my hat.
Unit 7: Clothing

singlet  pyjamas  jumper  shoes  dress  sunglasses
shirt  sock  shorts  boot  hat  jacket
slippers  trousers  bathers  scarf  rainhat  umbrella
t-shirt  jeans  thongs  underpants  skirt  raincoat
Worksheet 12

Unit 7: Clothing

- Gloves
- Underpants
- Thongs
- Shirt
- Sock
- Jumper
- Pants
- Scarf
- Umbrella
- Bathers
- Singlet
- Jeans
- Coat
- Dress
- Shoes
- Shorts
- Belt
- Sock
- Hat
- Boots
- Cardigan
- Skirt
- Pyjamas
Unit 7: Clothing
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>zip</strong></td>
<td></td>
</tr>
<tr>
<td><strong>collar</strong></td>
<td></td>
</tr>
<tr>
<td><strong>buttons</strong></td>
<td></td>
</tr>
<tr>
<td><strong>pockets</strong></td>
<td></td>
</tr>
<tr>
<td><strong>cuffs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>sleeves</strong></td>
<td></td>
</tr>
<tr>
<td><strong>shirts</strong></td>
<td><strong>dress</strong></td>
</tr>
</tbody>
</table>

**Clothes**
Unit 7: Clothing
Unit 8: Food

Food and eating is a subject that lends itself to many enjoyable activities and exchange of ideas and opinions. At school your student will need to know how and what to buy at the school canteen, and which foods are the most nutritious.

Expected outcomes from the Food theme

The aim of this unit is for students to be able to:

- identify and describe various foods
- understand and respond to simple questions about food
- categorise food according to group, health value, container/packaging etc.
- understand that there are similarities in the types of food eaten in various cultures, as well as differences
- read and complete simple worksheets about food
- ask and answer questions about food
- use appropriate polite forms when asking for or accepting food.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions

- Identifying food.
- Categorising food and its containers/packages.
- Describing food.
- Expressing likes/dislikes.
- Expressing thanks.
- Requesting and refusing.
- Comparing food tastes, smells, textures, sizes etc.

Structures

This is a ... That’s a ... 
What’s this/that? It’s a ...
These are ... Those are ...
What are these/those?
He/She eats ... They eat ...
I eat ... We eat ...
I like ... I don't like ...
Do/Did you like ... ?
I liked ... I didn’t like ...
Would you like ... ?Yes, please/ No, thank you.
Can I ... ?
Unit 8: Food

Notions/ideas
Depending on the kind of concepts and vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to food:

- **size, volume** of foods, measurement of dry foods by weight, liquids by volume
- **cooked/raw** which foods can be eaten raw, cooked and which either way – what preferences do students have for cooked or raw foods?
- **hot/cold** which foods are eaten hot/cold – discuss individual preferences
- **the order in which foods are eaten** which foods are usually eaten first in a meal, e.g. soup or sweets; which foods do students like to eat early in the day, which ones later? Compare the student's responses – cultural differences are likely to be relevant when talking about these issues.
- **fresh/bad** which foods keep well, and which ones go bad quickly? how can one decide on the freshness of various foods, e.g. the freshness of bread, biscuits etc.
- **ripe/unripe** ripeness in fruit and vegetables – use examples of ripe and unripe foods
- **cost** which foods are expensive and which are cheap?
- **taste** talk about or categorise foods into those that are sweet or savoury, have strong tastes or mild tastes, have pleasant or unpleasant tastes, or according to individual likes and dislikes
- **smell** pleasant and unpleasant food smells – individual likes and dislikes; what happens when food goes bad?
- **texture** categorising various food by texture – crunchy, soft, hard, smooth etc.
- **colour** categorising various foods by colour
- **shape** categorising various foods by their shape, e.g. fruit and vegetables
- **nutrition** healthy and unhealthy foods, foods we can eat a lot of, foods we should only eat a little of, categorising foods into food groups

Vocabulary

**Nouns**
Names of fruits, vegetables, meats, seafoods, dairy foods, processed foods and cereals (choose both common foods and foods that are familiar to the student)
Containers and packages, e.g. bottle, jar, bowl
Names of utensils, e.g. spoon, bowl, plate
Days of the week
Meals: breakfast, lunch, dinner, tea, playlunch, snack

**Verbs**
taste, smell, touch/feel, look/see
eat, drink, bite, chew, swallow
cook, carry, buy
mix, cut, stir, wash, peel

**Adjectives**
colours
good, bad, fresh, cooked, raw, sweet, sour, bitter, soft, hard, rough, smooth, round, big/bigger
shape and size
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use-resources that support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use 'whiteout' to make changes to the worksheets.

Worksheet 1

This worksheet can be used to introduce some basic food vocabulary. Provide real items of food for the student to look at and handle where possible. Model pronunciation and encourage the student to repeat the words. The worksheet can be coloured in and kept in a scrapbook or folder for reference. Other uses for the worksheet include Bingo (see grid in Appendix), Snap and Concentration.

Worksheet 2

This worksheet can be used to introduce some fruit and vegetable vocabulary and should be kept in a scrapbook or folder for reference. Model the pronunciation of each word and encourage the student to repeat the words. The student can then cut and paste the items to categorise fruit and vegetables, or can use the worksheet as a ‘spotto’ on a visit to a greengrocer. The student may also like to label each item using their first language.

Worksheet 3

Revise the names of the vegetables, modelling the correct pronunciation. Provide real examples of the vegetables where possible and encourage the student to touch and smell. Photos/illustrations from magazines etc. can also be used. The student can draw pictures of each vegetable next to the vocabulary. It may be necessary to demonstrate how to do a word search, e.g. finding vertical and horizontal words.

Worksheet 4

Introduce or revise the names of the vegetables on this worksheet. Teach the structure ‘I like ... ’, ‘I don’t like ... ’. The teacher or a partner can select items they do/don’t like as a model for the new arrival. The worksheet can then be completed by colouring, cutting and pasting into the appropriate section. This worksheet specifically on vegetables can be adapted for use with other food categories, e.g. fruit, dairy foods.

Worksheet 5

Revise the pronunciation of all the words. This activity revises the vocabulary on Worksheet 1, so the student can use Worksheet 1 as a reference, if necessary, when drawing a picture of the items next to the words. Demonstrate how to find vertical and horizontal words and colour them in different colours to differentiate. Make sure that the student reads the words aloud to check pronunciation.

Worksheet 6

Revise the colours before commencing this activity, e.g. use a matching activity with colours and colour names on flashcards. If possible, provide examples of fruits pictured on the worksheet for the student to look at and handle. Demonstrate how to fill the gaps with the names of the colours. Talk about the fruits that are more than one colour. Model the use of and/or, e.g. ‘Strawberries are green and red’, ‘Grapes are green or purple’. Provide the written form of the colour names on a chart/flashcards etc. for the student to refer to.

Worksheet 7

This worksheet can be used in conjunction with the activity of making a fruit salad. The fruits used can be adapted to suit the fruit available or the vocabulary the student has been taught. First introduce or revise the names of the fruit used and model the pronunciation. Ensure that the student understands the instruction ‘draw’ in order to complete the worksheet by drawing the fruit in the bowl.
Unit 8: Food

Worksheet 8
This worksheet can be used for a listening activity and as a revision and assessment tool for the teacher. The teacher names an item of food, e.g. ‘I went shopping and I bought some bread’, and the student draws the item in the shopping trolley. Revise foods bought in the supermarket as well as fruit and vegetables. Refer the student to completed vocabulary and pictures for assistance. When the student has drawn a number of items, he/she can label them and read the words back.

Worksheet 9
This worksheet can be used to introduce the senses of taste and smell in relation to food. Provide the items of food for the student to taste or smell (the worksheet can be adapted to include available items) after introducing/revising any new vocabulary. Introduce each sense separately. The student can categorise the tastes/smells, e.g. sweet, sour, salty tastes and good and bad smells, or can play a blindfold game with a partner where they guess the identity of the item they taste or smell.

Worksheet 10
Talk about the nutritional value of the food items pictured. Decide which foods should be eaten most, moderately or little, as well as balancing food intake. The items can then be coloured, cut out and pasted onto the food pyramid on Worksheet 11. The student can also draw additional food items that they eat.

Worksheet 11
The student can paste the food items from Worksheet 10 onto the ‘food pyramid’ to show their nutritional value. Provide the written forms of the vocabulary so the student can label the items and read them back to the teacher or a partner. Students may also like to construct an ‘un-nutritional’ pyramid to compare with their nutritional pyramid.

Worksheet 12
Provide examples of these containers and match with labels or teach the names using the pictures. Discuss the types of food that are found in each type of container (examples are useful here) and what each is used for. The student can link the pictures to the matching words with a line. He/she can then fill the gaps in the sentences and read them back to you or a partner. The student can also write his/her own sentences about foods that are familiar, e.g. a bag of rice, a can of beans.

Worksheet 13
This activity reinforces and recycles vocabulary and encourages the student to use it in relation to his/her own daily food intake. Introduce the names of meals. The names of the days of the week may also need to be introduced or revised. The student can fill in the ‘food diary’ with the food eaten each day for a school week and read the lists of foods to the teacher/group. The lists can also be illustrated. The student can write sentences based on the food diary, e.g. ‘On Monday I ate noodles for breakfast’. The structure ‘On ... I ate ... for ... ’ may need to be taught.

Worksheet 14
The student can read through the alphabet with the teacher and colour the pictures. He/she can then write the names of foods which begin with the particular letters of the alphabet, if necessary using completed worksheets for reference. The student can then draw and write the names of other examples of foods that start with the letters or make their own alphabet book, in English and his/her first language.

Worksheet 15
Introduce and model questions and responses used when buying food. Provide the written forms. Role play the interactions when buying food, e.g. at the school canteen. Talk about appropriate use of polite forms, such as, please, thank you. The student can then draw and label what he/she would like to buy and fill the gaps in the speech balloons. It may be necessary to introduce use of ‘a’, ‘an’ and ‘some’.
Additional resources

Teaching resources

Kane, S., *Celebrating Diversity* has activities on food and international food/cooking on pp. 78–82.
Liebowitz, D., *Basic Vocabulary Builder* has pictures of food in Units 4, 5 & 6.
Cech, M., *Global Child* has food references in every chapter.
Wright, M., *1000+ Pictures for Teachers to Copy* has pictures of food on pp. 79–82.
*Addison-Wesley Picture Dictionary* has pictures of supermarket food items on pp. 48–51.
Civardi, A. & King, C., *The Usborne Children’s Wordfinder* has food on p. 18.
Toth, A., *Heinemann Children’s Games: Going Shopping 1 and 2*, pp. 28 & 44; *Mmmm!,* p. 24;
*Let’s go on a picnic*, p. 22; *Colour Bingo*, p. 10;
*Body Snap*, p. 11; and *Family Spinner*, p. 15, can be adapted to the food theme.

Mike Teaches English: What’s in my backpack? – Personal things; Fruit and vegetables; Shopping.
Where’s English?: Level 1 – In the kitchen; At the bakery (SLC 1); At the canteen (SLC 1); In the garden (SLC 2).
Level 2 – At the supermarket; In the kitchen.

ESL Stages B1 and BL – Teacher Support material for primary new arrivals, Years 3–6, Years P–2 has a unit of sequenced activities for this topic on pp. 136–137.

Nixon, C. and Tomlinson, M., *Primary Activity Box*: 3.1 – Card games (food); 3.4 – Colourful cans.

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games

- *I went shopping*: students sit in a circle. Each student adds the name of an item of food to the list. The game continues until someone can’t remember the items in order.
- *What is he/she eating?*: make a tape recording of someone eating, e.g. an apple, an ice cream, some potato crisps. The student listens to the tape and identifies the food item.
- *Fruit Salad Game*: students sit on chairs in a circle. Each student is given the name of one of three fruits, e.g. peach, pear, plum. The students listen for when the teacher says the name of their fruit and they change chairs.
**Vocabulary development games**

- **Bingo:** use pictures of food and the grid in the Appendix to make cards, e.g. Worksheets 1 & 2 of this kit or *Basic Vocabulary Builder;* Blackline Masters, pp. 4, 5A & 5B. A group of students can play together.

- **Concentration:** the student can use Worksheets 1 & 2 or pictures cut from magazines to make the cards for a concentration game.

- **Snap and Food Lotto:** the student can use Worksheets 1 & 2 to make games to play with a friend.

- **Spotto:** use Worksheets 1 & 2 for a spotto activity on a visit to a local market or supermarket. The student can tick off and name the item when they see it.

- **Kim’s Memory Game:** place some items of food on a tray. Remove the items of food one at a time and have the student name the missing items.

- **Shops:** the student uses playdough and/or plasticine to make fruit and vegetable models, or items found in the supermarket or milkbar.

- **Funny Meals:** the student draws a plate/bowl and cuts illustrations of food from magazines and pastes them on to design a ‘funny meal’.

- **Healthy and unhealthy meals:** the student cuts and pastes pictures of food items from magazines or supermarket catalogues onto a paper plate to illustrate healthy and unhealthy meals.

**Rhymes and chants**

- Five Fat Sausages
- Oranges and Lemons
- Hot Cross Buns
- One Potato, Two Potato
- Who Stole the Cookie from the Cookie Jar?
- Chicken and Chips
- Jump for Joy (Susan Hill)
- Singing, Chanting, Telling Tales (Carolyn Graham)
- The Chocolate Cake (Carolyn Graham)
- The Hot Dog Song (Carolyn Graham, *Jazz Chants for Children*, p. 11)
- Grandma’s Going To The Grocery Store (C. Graham, *Jazz Chants for Children*, p. 67)
- Peaches, Apples, Plums (C. Graham, *Let’s Chant, Let’s Sing*)
- Mama, Mama, I Want an Apple (C. Graham, *Let’s Chant, Let’s Sing*)
- What Do You Want for Dinner? (C. Graham, *Let’s Chant, Let’s Sing*)
- Do You Want Chicken? (C. Graham, *Let’s Chant, Let’s Sing*)
- Food Train Chant (*Jamboree*, p. 53)
<table>
<thead>
<tr>
<th>Food</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>soup</td>
<td>rice</td>
<td>noodles</td>
<td>cereal</td>
<td></td>
</tr>
<tr>
<td>pie</td>
<td>pastie</td>
<td>spaghetti</td>
<td>bread</td>
<td></td>
</tr>
<tr>
<td>eggs</td>
<td>milk</td>
<td>cheese</td>
<td>yogurt</td>
<td></td>
</tr>
<tr>
<td>hamburger</td>
<td>meat</td>
<td>fish</td>
<td>chicken</td>
<td></td>
</tr>
<tr>
<td>sandwich</td>
<td>cake</td>
<td>doughnut</td>
<td>biscuit</td>
<td></td>
</tr>
<tr>
<td>chips</td>
<td>pizza</td>
<td>chocolate</td>
<td>ice cream</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 8: Food

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Food Item</th>
<th>Food Item</th>
<th>Food Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>onion</td>
<td>zucchini</td>
<td>corn</td>
<td>garlic</td>
</tr>
<tr>
<td>peas</td>
<td>cabbage</td>
<td>potatoes</td>
<td>celery</td>
</tr>
<tr>
<td>mushrooms</td>
<td>cauliflower</td>
<td>capsicum</td>
<td>carrot</td>
</tr>
<tr>
<td>pumpkin</td>
<td>beans</td>
<td>radish</td>
<td>nuts</td>
</tr>
<tr>
<td>grapes</td>
<td>pineapple</td>
<td>cherries</td>
<td>banana</td>
</tr>
<tr>
<td>watermelon</td>
<td>pear</td>
<td>blackberries</td>
<td>tomatoes</td>
</tr>
</tbody>
</table>
Vegetables

celery  capsicum  onion

carrot  zucchini  corn

peas  cauliflower  cabbage

potato  beans  pumpkin
## Vegetables

### I like ...

<table>
<thead>
<tr>
<th>Cabbage</th>
<th>Pumpkin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zucchini</td>
<td>Cauliflower</td>
</tr>
<tr>
<td>Celery</td>
<td>Potatoes</td>
</tr>
<tr>
<td>Corn</td>
<td>Onion</td>
</tr>
<tr>
<td>Beans</td>
<td>Carrot</td>
</tr>
<tr>
<td>Green Pepper</td>
<td>Mushroom</td>
</tr>
<tr>
<td>Capsicum</td>
<td></td>
</tr>
</tbody>
</table>

### I don’t like ...

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

Worksheet 4
# FOOD

<table>
<thead>
<tr>
<th>r</th>
<th>s</th>
<th>o</th>
<th>u</th>
<th>p</th>
<th>r</th>
<th>t</th>
<th>m</th>
<th>e</th>
<th>a</th>
<th>t</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>f</td>
<td>i</td>
<td>s</td>
<td>h</td>
<td>a</td>
<td>c</td>
<td>h</td>
<td>i</td>
<td>p</td>
<td>s</td>
<td>c</td>
</tr>
<tr>
<td>c</td>
<td>e</td>
<td>r</td>
<td>e</td>
<td>a</td>
<td>l</td>
<td>p</td>
<td>n</td>
<td>c</td>
<td>a</td>
<td>k</td>
<td>e</td>
</tr>
<tr>
<td>e</td>
<td>g</td>
<td>g</td>
<td>s</td>
<td>c</td>
<td>h</td>
<td>e</td>
<td>e</td>
<td>s</td>
<td>e</td>
<td>p</td>
<td>c</td>
</tr>
<tr>
<td>d</td>
<td>o</td>
<td>u</td>
<td>g</td>
<td>h</td>
<td>n</td>
<td>u</td>
<td>t</td>
<td>r</td>
<td>o</td>
<td>i</td>
<td>r</td>
</tr>
<tr>
<td>d</td>
<td>r</td>
<td>i</td>
<td>n</td>
<td>k</td>
<td>m</td>
<td>i</td>
<td>l</td>
<td>k</td>
<td>k</td>
<td>z</td>
<td>e</td>
</tr>
<tr>
<td>s</td>
<td>a</td>
<td>n</td>
<td>d</td>
<td>w</td>
<td>h</td>
<td>i</td>
<td>c</td>
<td>h</td>
<td>v</td>
<td>z</td>
<td>a</td>
</tr>
<tr>
<td>t</td>
<td>r</td>
<td>s</td>
<td>c</td>
<td>h</td>
<td>i</td>
<td>c</td>
<td>k</td>
<td>e</td>
<td>n</td>
<td>a</td>
<td>m</td>
</tr>
<tr>
<td>a</td>
<td>c</td>
<td>h</td>
<td>a</td>
<td>m</td>
<td>b</td>
<td>u</td>
<td>r</td>
<td>g</td>
<td>e</td>
<td>r</td>
<td>w</td>
</tr>
<tr>
<td>b</td>
<td>m</td>
<td>i</td>
<td>s</td>
<td>s</td>
<td>p</td>
<td>a</td>
<td>g</td>
<td>h</td>
<td>e</td>
<td>t</td>
<td>t</td>
</tr>
<tr>
<td>c</td>
<td>h</td>
<td>o</td>
<td>c</td>
<td>l</td>
<td>a</td>
<td>t</td>
<td>e</td>
<td>n</td>
<td>p</td>
<td>i</td>
<td>e</td>
</tr>
<tr>
<td>n</td>
<td>o</td>
<td>o</td>
<td>d</td>
<td>l</td>
<td>e</td>
<td>s</td>
<td>b</td>
<td>r</td>
<td>e</td>
<td>a</td>
<td>d</td>
</tr>
</tbody>
</table>

- rice
- spaghetti
- noodles
- fish
- icecream
- cheese
- sandwich
- hamburger
- bread
- meat
- chips
- soup
- cereal
- eggs
- milk
- chocolate
- chicken
- drink
- cake
- pie
- pizza
doughnut
The colours of fruit

Apples are

Pears are

Bananas are

Grapes are

Pineapples are

Watermelons are

Oranges are

Lemons are

Strawberries are

Cherries are

Peaches are
Name:..........................

Fruit Salad

1. Draw one pineapple
2. Draw two apples
3. Draw three bananas
4. Draw four oranges
5. Draw five pears
6. Draw six kiwi fruit
7. Draw seven strawberries
8. Draw eight cherries
9. Draw nine grapes
10. Draw one peach
## Taste

<table>
<thead>
<tr>
<th>apple</th>
<th>chocolate</th>
<th>cheese</th>
<th>vinegar</th>
</tr>
</thead>
<tbody>
<tr>
<td>honey</td>
<td>orange</td>
<td>potato chip</td>
<td>olive</td>
</tr>
</tbody>
</table>

## Smell

<table>
<thead>
<tr>
<th>soap</th>
<th>orange</th>
<th>coffee</th>
<th>herbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>herbs</td>
<td>bread</td>
<td>lemon</td>
<td>water</td>
</tr>
</tbody>
</table>
Healthy Diet Pyramid
Containers for food

- jar
- bottle
- packet
- carton
- bowl
- spoon
- box
- plate
- can, tin

A ................. of chips.
A ................. of jam.
A ................. of cereal.
A ................. of milk.

A ................. of salad.
A ................. of sugar.
A ................. of oil.
A ................. of rice.
# My Food Diary

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Food Alphabet

Aa is for ..........  
Bb is for ..........  
Cc is for ..........  
Dd is for ..........  
Ee is for ..........  
Ff is for ..........  
Gg is for ..........  
Hh is for ..........  
Ii is for ..........  
Jj is for ..........  
Kk is for ..........  
Ll is for ..........  
Mm is for ..........  
Nn is for ..........  
Oo is for ..........  
Pp is for ..........  
Qq is for ..........  
Rr is for ..........  
Ss is for ..........  
Tt is for ..........  
Uu is for ..........  
Vv is for ..........  
Ww is for ..........  
Xx is for ..........  
Yy is for ..........  
Zz is for ..........
What would you like?

I’d like ................................ please.

Here’s ................................

Thank you.

A .......................... is ..........................

How much is a ........................ please?
Unit 9: Houses

The *Houses* theme is potentially quite large. It can be broken into smaller units, e.g. The house and garden, Rooms and their uses, Furniture and household tools and implements. This unit helps students to talk about their own lives and experiences and also introduces language useful at school.

**Expected outcomes from the Houses theme**

The aim of this unit is for students to be able to:

- talk about items inside and outside the home
- use some basic English to describe houses – inside and outside
- respond to questions about their own home and other homes.

Refer to the *ESL Companion* for general ESL learning outcomes (Stages A1 or B1).

**Language that could be targeted in this unit**

**Functions**

- Identifying items inside and outside the home.
- Inquiring about different items.
- Describing own home and homes in general.
- Replying to questions about houses/homes.
- Asking about other people’s homes.
- Classifying items in the home according to different purposes, e.g. things in the bedroom, things we use for cooking.

**Structures**

Where is ...? Where’s ...?

Here is ... Here’s ...

What’s that?

This is the... That is/That’s the ...

What do you/we do in the ...? I/We ... in the ...

My house has/had ...

Where do you live? I live ...

**Notions/ideas**

Depending on the kind of vocabulary your student is already familiar with, you may be able to talk about some of the following ideas in relation to homes and houses:

**people** the kinds of homes that people like to live in, matching people with homes

**location** where different items are stored, or where furniture is located

**routines** time, duration – How long does it take to iron a shirt?, make a cake?, have a shower? Which takes longer, to mow the lawn or to make a cake?

**price/value** Which might cost more, a house or a flat? Does a TV cost more or less than a refrigerator? Does an iron cost more or less than a toaster? (use catalogues to check)

**touch** the feel of fabrics, surfaces – smooth/rough, warm/cold

**sound** Which items make a noise, which are the noisiest? noisy/quiet
### Unit 9: Houses

#### Vocabulary

<table>
<thead>
<tr>
<th>Kinds of dwellings</th>
<th>Outside</th>
<th>Inside</th>
<th>The garden</th>
<th>Household tools and implements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>house</td>
<td>roof</td>
<td>door</td>
<td>fence</td>
<td>kettle,</td>
</tr>
<tr>
<td>flat</td>
<td>chimney</td>
<td>key</td>
<td>gate</td>
<td>iron,</td>
</tr>
<tr>
<td>unit</td>
<td>TV aerial</td>
<td>rooms – bedroom,</td>
<td>path</td>
<td>toaster,</td>
</tr>
<tr>
<td></td>
<td>window</td>
<td>kitchen,</td>
<td></td>
<td>spoon,</td>
</tr>
<tr>
<td></td>
<td>steps</td>
<td>bathroom etc</td>
<td></td>
<td>knife,</td>
</tr>
<tr>
<td></td>
<td>garage</td>
<td>furniture – chair,</td>
<td></td>
<td>fork,</td>
</tr>
<tr>
<td></td>
<td>driveway</td>
<td>sofa, bed etc</td>
<td></td>
<td>plate,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>refrigerator,</td>
<td></td>
<td>bowl,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>stove, etc.</td>
<td></td>
<td>cup,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>glass</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>wash</td>
<td>dress</td>
<td>cook</td>
<td>put</td>
<td>read</td>
</tr>
<tr>
<td>sweep</td>
<td>sleep</td>
<td>eat</td>
<td>play</td>
<td>talk</td>
</tr>
<tr>
<td>clean</td>
<td>relax</td>
<td>rest</td>
<td>watch</td>
<td>listen</td>
</tr>
<tr>
<td>brush</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iron</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(See Notions/ ideas list above)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepositions</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>in/on, under, next to,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>behind, between,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in front of, above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence words</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>first, next, then, after</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources that support oral language work in the classroom.

It is important that these worksheets are used to consolidate language that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheet 1

Introduce and model the pronunciation of the features of the outside of a house. It would be best to first look at an actual house (perhaps one where a student lives) and discuss and name the features, modelling pronunciation and encouraging the student to repeat the words. The worksheet can be used as a Bingo-style check list or ‘Spotto’ during a local walk. The student can draw any features they see that are not depicted on the sheet. These can be discussed and labels and sentences developed from them.

Worksheet 2

This worksheet can be used to revise vocabulary already introduced and the student can practise reading the words in sentences. The sentences can be read and the features drawn, using Worksheet 1 as a reference, if necessary. A booklet can be made once the boxes have been filled (see Appendix for instructions for making a booklet).

Worksheet 3

This simple puzzle to cut and assemble could also be used as a means of revising and reinforcing the vocabulary. The student could add details to the basic outlines and label the features, e.g. windows, doors, and draw and label exterior features, e.g. a fence, path, garden etc.

Worksheet 4

Model the pronunciation of the language. Relate the illustration to a real house if possible, e.g. a house and garden seen on a local walk or a photograph of a student’s home. The student can add any more words that he/she knows and then read back the words to you or a classmate. Make sure that the student keeps this worksheet in a folder for reference.

Worksheet 5

Use in conjunction with Worksheet 4 to reinforce and revise the vocabulary. The student can fill in the missing words and add any more that are known. Ask the student to name the features orally.

Worksheet 6

Introduce or revise the vocabulary. The student can draw a small picture beside each word and then find the words in the grid and colour them in different colours to differentiate them. It may be necessary to demonstrate finding vertical and horizontal words before beginning. Encourage the student to read the words aloud on completion.

Worksheets 7 – 11

These worksheets introduce what happens in the various rooms of the house. Model the structure ‘What do we do in the ...?’ Discuss, role play and list examples of things we do in specific rooms. The student can label objects in the rooms in both the first language and in English. The student can form sentences from the lists and draw in the boxes. ‘Whiteout’ can be used to delete the sentences already in the boxes if the student is able to work more independently.
Worksheet 12:
First go through the worksheet orally and talk about what happens in each room. The student can read and complete the sentences using the names of the rooms provided. He/she can then match the sentences and pictures. The sentences can be cut and pasted into a small booklet, which can be illustrated and read aloud to you or a partner.

Worksheets 13–18:
These word and picture matching activities introduce and revise vocabulary of items found in specific rooms of the home. The pronunciation of the vocabulary will need to be modelled and matched orally first. Provide pictures from magazines or catalogues, or examples of the real items if possible. The student can label the items. The numbers can be deleted with ‘whiteout’ to make the activity more challenging. The student can also draw and label additional items that may be found in his/her own home.

Worksheet 19:
Talk about the student’s own home. List the rooms found in his/her home. The student can then write the names of the rooms on the lines provided and fold along the vertical dotted lines. He/she can then turn over the page and draw the rooms of their own home, with the appropriate furniture and household items. Sentences can also be developed with teacher support, e.g. ‘My house has a basin in the bathroom’. This worksheet can be enlarged to A3 size.

Worksheet 20:
Go through this worksheet orally first and relate it to the student’s own home. Some of the concepts may need to be introduced/discussed, e.g. outside, shape, house number. The student can fill in or circle the information requested. He/she may need to be shown how to fill in the column or to circle information. The student can then draw his/her own home and label it with the information found on the worksheet.
Additional resources

Teaching resources


Toth, M., *Heinemann Children’s Games* has a game, ‘Where are Grandma’s Teeth’ on p.34, using names of furniture, rooms and prepositions. *Where’s English?:* Level 1 – In the kitchen; In the backyard; in the bedroom. Level 2 – Around the house (SLC 2).


Nixon, C. and Tomlinson, M., *Primary Activity Box*: 5.4 – Room for improvement.

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Listening games

- **Household sounds**: make a tape recording of sounds commonly heard in the home, e.g. TV blaring, kettle boiling, dishes being washed, teeth being brushed. The student listens and identifies the source of the sounds.
- **Odd one out**: the teacher reads a list of household items aloud and the student identifies the odd one out, e.g. plate, spoon, toothbrush, fork.

Vocabulary development games

- **Bingo and Concentration**: using words, pictures of houses, rooms, furniture, household items etc., e.g. *Basic Vocabulary Builder*, pp. 16–18.
- **Mime**: students mime activities performed in the kitchen, laundry etc.
- **Roleplay**: students role play or dramatize a story they are familiar with, e.g. ‘The Three Bears’.
- **Model making**: students make and label models of furniture found in particular rooms in a house from plasticine or clay.
- **Mural**: students make a mural of drawings of their homes in Australia or country of origin.
- **Houses**: students make model houses from boxes or cardboard. They can make furniture for the house from plasticine or small containers.

Songs

- Ten Green Bottles
- There Were Five in the Bed
- Ring, Ring, Says the Telephone
- This is the way we ... (sweep the floor/iron the clothes etc.)
- When Goldilocks Went to the House of the Bears
- The Toothbrush Song

Rhymes and Chants

- I saw a little beetle in the kitchen sink (C. Graham, *Jazz Chants for Children*, p. 15)
- It’s time to go to bed (C. Graham, *Jazz Chants for Children*, p. 59)
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 9: Houses</strong></td>
<td>door</td>
<td>gate</td>
<td>trees</td>
</tr>
<tr>
<td></td>
<td>window</td>
<td>path</td>
<td>flowers</td>
</tr>
<tr>
<td></td>
<td>garden</td>
<td>fence</td>
<td>TV aerial</td>
</tr>
<tr>
<td></td>
<td>garage</td>
<td>driveway</td>
<td>steps</td>
</tr>
<tr>
<td>This is the door.</td>
<td>Outside my house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is the roof.</td>
<td>This is my house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is the window.</td>
<td>This is the fence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is the chimney.</td>
<td>This is the path.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Outside the House

- chimney
- spouting
- shrub
- door
- window
- steps
- smoke
- roof
- wall
- fence
- tree
- flowers
- path
Outside the House
### The house and garden

| letter | er | box | x | e | r |
|-------|----|-----|___|___|___|
| t | y | r | u | p | g | f | a | r | o | o | f |
| s | a | e | r | i | a | l | d | f | g | h | j |
| s | k | e | l | z | t | o | x | w | a | l | l |
| t | c | v | b | n | e | w | m | q | w | e | r |
| y | u | f | e | n | c | e | i | o | p | a | d |
| s | p | g | h | j | k | r | l | z | x | c | s |
| b | a | n | m | q | w | s | h | r | u | b | t |
| e | t | r | d | o | o | r | s | m | o | k | e |
| c | h | i | m | n | e | y | t | y | u | i | p |
| s | d | w | i | n | d | o | w | f | g | h | s |
| j | k | l | s | p | o | u | t | i | n | g | c |

**Words:**
- tree
- flowers
- shrub
- fence
- window
- gate
- path
- smoke
- spouting
- letterbox
- chimney
- aerial
- roof
- wall
- door
- steps
In the lounge room

What do we do in the lounge room?

We .................................................................

.................................................................
in the lounge room.

<table>
<thead>
<tr>
<th>We relax</th>
<th>We read</th>
<th>We watch television</th>
<th>We listen to music</th>
<th>We talk to our family and friends</th>
</tr>
</thead>
</table>
In the kitchen

What do we do in the kitchen?

We .................................................................

.................................................................
in the kitchen.

We cook  We eat  We wash dishes
In the bedroom

What do we do in the bedroom?

We .................................................................

................................................................. in the bedroom.

We sleep

We get dressed

We read

Worksheet 9
In the bathroom

What do we do in the bathroom?

We .................................................................

................................................................. in the bathroom.

We wash our hands  We wash our faces  We brush our teeth  We have a bath  We have a shower
In the laundry

What do we do in the laundry?

We ................................................................. in the laundry.

We wash clothes  We iron clothes  We put clothes in a basket
My House

We cook food in the

We wash our hands in the

We sleep in the

We watch television in the

We wash our clothes in the

bedroom  kitchen  lounge room  laundry

bathroom

Worksheet 12
The lounge room

1. lamp
2. couch
3. bookcase
4. chair
5. arm chair
6. coffee table
7. television
8. picture
9. vase
The dining room

1. table
2. chairs
3. cupboard
4. carpet
5. curtains
The kitchen

1. stove    10. cup
2. sink     11. saucer
3. refrigerator    12. plate
4. drawers    13. jug
5. saucepan    14. fork
6. kettle    15. knife
7. frying pan    16. spoon
8. tea pot    17. dish
9. mug    18. bowl

Worksheet 15

Unit 9: Houses
The bedroom

1. bed
2. pillow
3. wardrobe
4. dressing table
5. mirror
6. mat
7. lamp
8. alarm clock
The bathroom

1. basin
2. tap
3. bath
4. bath mat
5. shower
6. toilet
7. towel
8. mirror
1. sink
2. taps
3. washing machine
4. clothes dryer
5. clothes basket
6. dust pan
7. brush
8. broom
9. iron
10. ironing board
11. bucket
12. mop
13. vacuum cleaner
My House

The rooms in my house are:

1. [Room 1]
2. [Room 2]
3. [Room 3]
4. [Room 4]
5. [Room 5]
6. [Room 6]
7. [Room 7]

bedroom, kitchen, bathroom, living room, dining room
## MY HOUSE

<table>
<thead>
<tr>
<th><strong>My house number ...</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My street name ...</strong></td>
<td></td>
</tr>
<tr>
<td>The colour of my house ...</td>
<td>red blue white yellow brown black green grey</td>
</tr>
<tr>
<td>The colour of the roof ...</td>
<td>red blue white yellow brown black green grey</td>
</tr>
<tr>
<td>The colour of the front door ...</td>
<td>red blue white yellow brown black green grey</td>
</tr>
<tr>
<td>The outside wall ...</td>
<td>wood</td>
</tr>
<tr>
<td>Chimney or no chimney?</td>
<td>chimney</td>
</tr>
<tr>
<td>Garage or carport?</td>
<td>garage</td>
</tr>
<tr>
<td>Fence or no fence?</td>
<td>fence</td>
</tr>
<tr>
<td>Garden or no garden?</td>
<td>garden</td>
</tr>
</tbody>
</table>
Unit 10: Plants

Use the Plants theme to extend students’ range of useful vocabulary, to talk about food, or to talk about and compare Australian plants with plants in students’ home countries.

Expected outcomes from the Plants theme

The aim of this unit is for students to be able to:

- use simple English to name plants, parts of plants and discuss characteristics of plants
- read and complete simple worksheets about plants
- ask and respond to questions about plants
- understand and use simple English to talk about what plants need to grow.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions

- Identifying plants found in the garden.
- Reporting about experiences.
- Asking questions to seek information.
- Describing plants and the conditions they need.
- Comparing different plants and parts of plants.
- Expressing likes/dislikes.

Structures:

This is a .../That’s a .../It's a ...
Water the ... It needs ... (water).
Give it ... That’s too much/not enough.
It needs... It doesn’t need ...
It’s too dry/too wet.
It’s growing ... It’s grown ...

Notions/ideas

Depending on the kind of vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to plants:

- **state**: plants or flowers that are dead or alive, healthy or sick
- **size**: the size of plants and comparing the size, tall/taller than, small/smaller than
- **shape**: the shape of leaves, flowers/petals – round, triangular, long, thin
- **colour**: the colour of leaves, bark, fruit etc. – how the colour changes as fruit ripens or leaves die
- **age**: the age of trees compared with people, the life span of flowers
- **taste**: the taste of edible fruits, vegetables, seeds – sweet/sour, bitter, nice/nasty
- **touch**: the feel of leaves, bark, flowers – rough/smooth, soft/hard
- **smell**: the smell of leaves, flowers – nice/nasty, sweet, pleasant
- **quantity**: lots of, some, more, less, none
Unit 10: Plants

Vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>kinds of plants</th>
<th>parts of plants</th>
<th>things plants need</th>
<th>animals associated with plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>tree</td>
<td>flower</td>
<td>light</td>
<td>bee</td>
<td></td>
</tr>
<tr>
<td>bush</td>
<td>petals</td>
<td>sun</td>
<td>beetle</td>
<td></td>
</tr>
<tr>
<td>grass</td>
<td>leaf</td>
<td>soil</td>
<td>snail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stem</td>
<td>water</td>
<td>grasshopper</td>
<td></td>
</tr>
<tr>
<td>Names of flowers</td>
<td>branch</td>
<td>container/</td>
<td>butterfly</td>
<td></td>
</tr>
<tr>
<td>observed/</td>
<td>roots</td>
<td>pot plant</td>
<td>ant</td>
<td></td>
</tr>
<tr>
<td>seeds planted, etc.</td>
<td>seeds</td>
<td></td>
<td>ladybird</td>
<td></td>
</tr>
<tr>
<td>trunk</td>
<td>bulb</td>
<td></td>
<td>spider</td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>trunk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>bulb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>fruit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>berry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Verbs

<table>
<thead>
<tr>
<th>Verbs</th>
<th>have</th>
<th>chop</th>
<th>cut</th>
<th>grow</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>put</td>
<td>plant</td>
<td>die</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td>dig</td>
<td>cover</td>
<td>water</td>
<td></td>
</tr>
</tbody>
</table>

Prepositions

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>in/on</th>
<th>under/above</th>
<th>beside</th>
<th>between</th>
</tr>
</thead>
</table>

Sequence words

<table>
<thead>
<tr>
<th>Sequence words</th>
<th>first</th>
<th>next</th>
<th>then</th>
</tr>
</thead>
</table>

Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy to use resources which support oral language work in the classroom.

It is important that these worksheets are used to consolidate English that has already been taught and practised orally by the student.

Note: It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets.

Worksheet 1

Walk around the school ground and neighbourhood to look at and talk about the plant life to be seen: trees, flowers, grass etc. Model the pronunciation of the names of the various plants and parts of the plants. Where possible, collect samples of plants and use these to make a list of the vocabulary for display in the classroom. Introduce the worksheet and encourage the student to name the parts of the plants and then write the labels. The words can be deleted and the student can write them using vocabulary charts/lists displayed in the classroom. This worksheet can be used as a reference for the student, so ensure that it is kept in a folder.
**Worksheet 2**
Revise the vocabulary and match the words and pictures orally before the student cuts and pastes. The student can use Worksheet 1 as a reference. This word/picture matching worksheet can also be used for Bingo and Concentration.

**Worksheet 3**
Introduce the things used to make the Hairy Harry. Provide the written names and elicit the vocabulary. Make a Hairy Harry together, describing orally what is being done before the student follows the written instructions to make his/her own Hairy Harry. The instructions can later be used to make a cloze or a sequencing activity, for example, mix up the sentences and the student can re-arrange them in the correct order.

**Worksheet 4**
This worksheet can be used after making the Hairy Harry. Talk about the process of making the Hairy Harry, e.g. What did we use? What did we do first? The student can colour the picture and rearrange the words to form the sentence, or draw his/her own picture and write a sentence. The growth of the seeds can be measured and graphed.

**Worksheet 5**
The student can use this worksheet to make a jigsaw puzzle about the Hairy Harry activity. Make sure that the student reads the sentence aloud to the teacher or a partner.

**Worksheet 6**
These are examples of sentences/stories, that can be written and rearranged after an excursion or neighbourhood walk. The stories can also be used for cloze activities. The student can work with another or individually, and the pictures and sentences can be grouped to make a mural.

**Worksheet 7**
This worksheet can be used as an introduction and prediction activity before an excursion to local parks or gardens. It can also be used for discussion after the excursion. The student may like to contribute vocabulary in his/her first language.

**Worksheet 8**
This worksheet can be used when growing beans. This activity may require initial oral work to familiarise the student with the vocabulary and structures used, e.g. naming the features of the bean plant. The student can sequence the pictures and then cut out and match the sentences to the pictures. Make sure the sequence is read aloud to the teacher or a peer.

**Worksheet 9**
Introduce the names of the creatures on this worksheet, preferably using other visual support such as books or posters. Name and label the features on the worksheet, e.g. leaf, rock, flower. The student can then draw the creatures listening to instructions given by the teacher or another student, e.g. the snail is under the leaf, the bee is on the flower. Prepositions may need to be revised before this activity is undertaken. The student can then orally describe the completed pictures and write sentences.
Additional resources

Teaching resources


Civardi, A. & King, C., *The Usborne Children's Wordfinder* has materials about insects on p. 25.

*Where's English?*: Level 1 – In the garden (SLC 2).

*ESL Stage A1 – Teacher support materials for lower primary new arrivals, Years P–2* has a unit of sequenced activities for this topic on pp. 134–135.

Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Games and activities

- **Guessing colours**: a student hides a flower behind his/her back and asks, 'What colour flower do I have behind my back?' The new arrival guesses the colour of the flower.

- **Bingo and Concentration games**: using magazine pictures or drawings, students can make games together, using names of plants or parts of plants.

- **Memory game**: using seeds, leaves and other parts of plants. Place a selection of these items on a tray. Students are given two minutes to look at them before one or two items are removed. The students then identify the missing items. The new arrival can draw the missing item if he/she cannot remember all the names.

- **Making a dictionary of plants**: using an index book, the student records fruits and vegetables they know from their country of origin in alphabetical order, drawing the fruit and vegetables and labelling them, both in their first language and English. Names of other plants can also be added.

- **Growing seeds**: for example beans or corn in a clear plastic container, or wheat in egg cartons. Students can graph the growth, or make a book about the seeds growing.

- **Nature walk**: walk around the school grounds or a local park with your student and collect seeds, bark, leaves etc. Label and display the collection in the classroom.

- **Waxed-paper murals**: the student presses leaves and/or flowers between two sheets of waxed paper, weighted with telephone books. When the plant material is dry, mount it in a construction-paper or cardboard frame.

Chants

- **Tall Trees** (C. Graham, *Jazz Chants*, p. 13)

- **Look! Look! There's a bird in the tree** (Carolyn Graham, *Let's chant, Let's sing*, p. 41)
Unit 10: Plants

- the leaves
- a branch
- fruit
- the trunk
- a flower
- the roots
- berries
- a leaf
- grass
- a bulb

Worksheet 1
Unit 10: Plants

- a tree
- a leaf
- a flower
- a seed
- grass
- a branch
- roots
- a bulb
- berries
- fruit
To make a Hairy Harry we need:

- a glass jar of water
- some grass seed
- an old pair of tights
- some garden soil
- string
- scissors

1. Cut the foot from the old tights.
2. Put some garden soil and grass seed into the foot of the tights.
3. Tie up the tights with string.
4. Glue on the two eyes.
5. Put the tights into the jar of water.
6. This is how to make a Hairy Harry.
Unit 10: Plants

Worksheet 4

Today we made a Hairy Harry.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
made

Hairy

Hari

We

Today we made

Worksheet 5
we the to went
Gardens. Yesterday
and bark. We collected
leaves, pine cones, sticks,
The Lake

- waterlily
- reeds
- swan
- fish
- eel
- duck
- tortoise
- bat
- rodent

Worksheet 7
<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The seed.</td>
<td></td>
</tr>
<tr>
<td>The seed is in the soil.</td>
<td></td>
</tr>
<tr>
<td>The roots begin to grow.</td>
<td></td>
</tr>
<tr>
<td>The roots grow down and the skin comes off the seed.</td>
<td></td>
</tr>
<tr>
<td>The seed grows up into the air and the leaves grow.</td>
<td></td>
</tr>
<tr>
<td>The beanstalk grows up and more leaves grow.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 11: Time

It is important, particularly for older students, to be able to talk about time, for example, when things have happened or when they will happen. It is also important to be able to talk about the days of the week, and the general divisions of the day, such as morning, afternoon or evening. Use a clock and a timetable of the days of the week to help your student to know what to expect from the school day. If students can tell the time in their first language, they should be able to easily make the change to telling the time in English.

Expected outcomes from the Time theme

The aim of this unit is for students to be able to
- identify times of the day
- inquire about the time
- answer questions about time
- understand and use some of the language associated with time.

Refer to the ESL Companion for general ESL learning outcomes (Stages A1 or B1).

Language that could be targeted in this unit

Functions:
- Inquiring about the time/date.
- Describing habitual actions.
- Planning future experiences.
- Predicting what might happen in the future.
- Sequencing the things that happen during the day.

Structures
- What’s the time? What time is it?
- It is/It’s ...
- What’s the date? It’s/Today is ...
- Yesterday was ... Tomorrow will be ...
- How many ... ? There are ...
- When did/will ...
- Next week/month/year ...
- Last night/week/month/year ...

Notions/ideas

Depending on the kind of vocabulary your student is already familiar with, and using lots of pictures, diagrams or real items, you may be able to talk about some of the following ideas in relation to time:

- talking about when things might happen, or when they have happened – after lunch, before play, tomorrow, next week, last week, yesterday, this morning

- using clocks and calendars, it is often possible to communicate quite complex ideas about the timing of events and activities, which can be very useful in helping students to settle in and become accustomed to new routines. Older students may like to keep a diary of significant happenings: when they start, how long they go for, and when they end.

- contrasting and comparing ages, who is older/younger than the student: how old different people, animals and plants are; and how long they may live for
# Unit 11: Time

## Vocabulary

### Nouns
- second, minute, hour, day, week, fortnight, month, year
- morning, noon/midday, afternoon, evening, night, midnight
- playtime, recess, lunchtime, home-time
- breakfast, playlunch, lunch, dinner
- yesterday, today, tonight, tomorrow,
- next week/month/year – last night/week/month/year
- days of the week, the weekend – months of the year – holidays

### Adjectives
- early, late, fast, slow/slowly, before/after

### Prepositions
- in, on, at, about

### Telling the time
- o’clock, half-past/quarter-past/quarter to, clock, hands, face
- numbers (for digital time)

## Worksheets

This material is not intended to provide a full ESL learning program for students. It aims to provide teachers with easy-to-use resources which support oral language work in the classroom.

It is important that these worksheets are used to consolidate English that has already been taught and practised orally by the student.

**Note:** It is important to teach the vocabulary and phrases that are commonly used in your classroom. Use ‘whiteout’ to make changes to the worksheets, e.g. ‘recess’ instead of ‘play-time’.

### Worksheet 1

Talk about activities in the student’s day.

Introduce and model the vocabulary from the worksheet. List the activities in a sequence under the headings from morning to night. Introduce the worksheet and talk about what is happening in each picture and the time of day. The student can label, colour in, cut out and order the pictures to make a sequence of a day’s activities. He/she may also complete an oral or written sentence for each picture, e.g. In the morning ... , At midday ...

### Worksheet 2

Introduce and model the vocabulary. Talk about what the people are doing in the pictures and when they might do each activity. The student can then label each picture using the labels provided on the worksheet. He/she may also like to draw a picture of what is done at these and other times of the day and write a label for their drawing.

### Worksheet 3

Revise and model the vocabulary. Talk about the times of the day and what the student does at these times. List the activities under each heading. The student can then use the lists to draw and label the things usually done at these times of the day.

### Worksheet 4

Talk about and orally practise the structures ‘In the ... ’ and ‘At ... ’. The student may need some assistance to complete the sentences, e.g. In the morning I ... , At night I ... , Make sure that the student reads the sentences aloud on completion. The student can then illustrate each sentence. The worksheet can then be cut into segments and used as a sequencing activity.
Worksheet 5

This worksheet introduces the names of the days of the week in a chant, which is also a good way to teach the rhythm and intonation of English. It is helpful to introduce and familiarise the names of the days on flashcards using an ordering activity before teaching the chant. The student can colour the pictures, cut out the seven elements of the rhyme and play an ordering game. The worksheet can also be adapted so that the student draws his/her own pictures and fills the gap in the sentence, ‘I see a ... smiling at me’.

Worksheet 6

Revise the days of the week and months of the year using flashcard games or a chart. Introduce the vocabulary ‘yesterday’, ‘today’, ‘tomorrow’ and ‘weekend’ in reference to the day of the week. The student can then fill the gaps in the words and complete the sentences. He/she then cuts out the names of the days of the week, orders them and reads the names aloud.

Worksheet 7

Revise the names and order of the days of the week using flashcards or a chart. Talk about what the student does each day and record the sentences on a board or chart, e.g. On Sunday I visit my friend. On Monday I go to school. The student completes the names of the days of the week and then draws a picture of something done on that particular day.

Worksheet 8

Use this worksheet with a students who is already able to tell the time and who understands a calendar. Introduce clock time. Numbers to one hundred may need to be revised first. Use a digital or conventional watch or clock face to introduce the vocabulary visually, e.g. second, minute, hour. Go through the worksheet orally before the student fills the gaps (it will be helpful to use a calendar to revise days of the week and months of the year). Talk about the plural ‘s’ and that ‘a/an’ is used when we talk about one thing. Encourage the student to read the completed sentences aloud.

Worksheet 9

Provide plenty of oral practice in telling the time in English. Use a clock face to revise or demonstrate. The student will need to already be able to tell the time in the first language in order to complete this worksheet. Revise seconds, minutes and hours visually using the clock face. Model the structure ‘It’s ... o’clock’ and encourage the student to practise before introducing half and quarter hours. Demonstrate the concepts of half past and a quarter-past/to. Go through the times on the worksheet, encouraging the student to use the structures orally before linking the times to the appropriate clock face with different coloured lines. Make sure that the student reads the structures aloud on completion of the worksheet.

Worksheet 10

This worksheet revises language from the previous worksheets. Introduce and model the language, perhaps using sentence strips the student can read and mime to show understanding. Talk about the times of the day these activities happen, e.g. morning, noon etc. and the specific times, e.g. half-past eight. The student can draw in the time of the day on the clock face and illustrate the sentence. The worksheet can then be cut into eight cards and used for a sequencing activity or categorising into am and pm. Make sure that the student reads the sentences aloud. The worksheet can also be adapted to incorporate additional activities from home or the school day, e.g. We go to the library. We have maths.

Worksheet 11

This worksheet introduces the language to tell the date, future, past and present. First introduce the structures, ‘Today is ... ’, ‘Yesterday was ... ’, ‘Tomorrow will be ... ’ and revise ordinal numbers. Provide the written script and encourage the student to read and practise orally. The student can then complete the sentences on the worksheet and read them aloud. He/she then reads the dates, cuts them out and orders them to form a sequence. Make sure that the student reads the dates to a teacher or partner on completion.
Additional resources

Teaching resources

*Getting Started* has activities built around months and dates (for older students) on pp. 26–31.

Cech, M., *Global Child* has activities built around days of the week on p. 178.

Toth, M., *Heinemann Children’s Games* has a ‘Time battleship’ game on p. 27 and a date quiz on p. 42.

*Mike Teaches English*: Happy birthday – Telling the time; Age, date and month.

*Where’s English?*: Level 1 – At the police station (SLC 2). Level 2 – In Miss Kim’s class.


Games, songs, stories and activities

Choose games, songs, stories and activities that are appropriate to the age and interest level of your new student. Teach songs, rhymes and chants to the class or to a small group rather than to just one new arrival. Pair your new arrival with a helpful mainstream student wherever possible.

Games and activities

- *Making a chart*: the student can write and display the names of the days of the week in his/her first language and English.
- *Calendar work*: using a yearly calendar, your student can record holidays and special celebrations (including those from the student’s country of origin as well as those that are important in Australia).
- *Making a birthday chart*: all the students can contribute to a chart showing the dates of the birthdays of all the members of the class.
- *Making sentence charts to display in the classroom*: eg At 10:30 am we go out to play. At 12:15 pm we eat our lunch.
- *Making individual time lines*: students draw a time line showing the year/date of students’ major life events, eg born, learned to walk, started school, came to Australia etc.

Rhymes and chants:

- It’s time to go to bed, (C. Graham, *Jazz Chants for Children*, p. 59)
- I’m thinking about tomorrow, (C. Graham, *Jazz Chants for Children*, p. 63)
- Late Again, (C. Graham, *Jazz Chants*, p. 47)

Links with Key Learning Areas

Mathematics

- If your student can already tell the time in his/her first language, use a clock face, clock stamps, outlines of digital clocks etc. to introduce him/her to telling the time in English.
morning  midday  afternoon  evening  night
What time is it?

It's morning.  
It's recess time.  
It's dinner time.  

It's breakfast time.  
It's lunch time.  
It's bed time.
<table>
<thead>
<tr>
<th>Morning</th>
<th>Midday</th>
<th>Night</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Morning

| In the morning | ....................................................... |

### Midday

| At midday | ....................................................... |

### Afternoon

| In the afternoon | ....................................................... |

### Evening

| In the evening | ....................................................... |

### Night

<p>| At night | ....................................................... |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>What do I see?</td>
</tr>
<tr>
<td></td>
<td>I see a cat smiling at me.</td>
</tr>
<tr>
<td>Monday</td>
<td>What do I see?</td>
</tr>
<tr>
<td></td>
<td>I see a frog smiling at me.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>What do I see?</td>
</tr>
<tr>
<td></td>
<td>I see a rabbit smiling at me.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>What do I see?</td>
</tr>
<tr>
<td></td>
<td>I see a turtle smiling at me.</td>
</tr>
<tr>
<td>Thursday</td>
<td>What do I see?</td>
</tr>
<tr>
<td></td>
<td>I see a snake smiling at me.</td>
</tr>
<tr>
<td>Friday</td>
<td>What do I see?</td>
</tr>
<tr>
<td></td>
<td>I see a crocodile smiling at me.</td>
</tr>
<tr>
<td>Saturday</td>
<td>What do I see?</td>
</tr>
<tr>
<td></td>
<td>I see a lion smiling at me.</td>
</tr>
</tbody>
</table>

Worksheet 5
Days of the week

S _ nd _ y  M _ nd _ y  T _ esd _ y
W _ dn _sd _y  Th _rsd _y  Fr _ d _y
S _ t _ rd _ y

There are seven days in one  _ _ _ _

Yesterday was .........................
Today is ..............................
Tomorrow is ...........................
The month is ..........................
The year is .............................

The days of the weekend are .............. and ..............
What do I do?

On Sunday

On Mond__y

On T__day

On W__d_e__day

On Th__r__

On F__

On S__t__r__a__
# Unit 11: Time

## Calendar

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M T W T F S S</td>
<td>M T W T F S S</td>
<td>M T W T F S S</td>
<td>M T W T F S S</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>6 7 8 9 10 11 12</td>
<td>3 4 5 6 7 8 9</td>
<td>10 11 12 13 14 15 16</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>13 14 15 16 17 18 19</td>
<td>20 21 22 23 24 25 26</td>
<td>24 25 26 27 28</td>
<td></td>
</tr>
<tr>
<td>27 28 29 30 31</td>
<td>29 30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M T W T F S S</td>
<td>M T W T F S S</td>
<td>M T W T F S S</td>
<td>M T W T F S S</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2</td>
</tr>
<tr>
<td>4 5 6 7 8 9 10</td>
<td>4 5 6 7 8 9 10</td>
<td>7 8 9 10 11 12 13</td>
<td>4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>12 13 14 15 16 17 18</td>
<td>14 15 16 17 18 19 20</td>
<td>21 22 23 24 25 26 27</td>
<td>11 12 13 14 15 16 17</td>
</tr>
<tr>
<td>19 20 21 22 23 24 25</td>
<td>26 27 28 29 30 31</td>
<td>28 29 30</td>
<td>25 26 27 28 29 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M T W T F S S</td>
<td>M T W T F S S</td>
<td>M T W T F S S</td>
<td>M T W T F S S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>6 7 8 9 10 11 12</td>
<td>3 4 5 6 7 8 9</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>13 14 15 16 17 18 19</td>
<td>10 11 12 13 14 15 16</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>29 30</td>
<td>27 28 29 30 31</td>
<td>24 25 26 27 28 29 30</td>
<td>29 30 31</td>
</tr>
</tbody>
</table>

## Clock

- There are 60 minutes in a minute
- There are 60 minutes in an hour
- There are 24 hours in a day
- There are 7 days in a week
- There are 4 weeks in a month
- There are 12 months in a year
What’s the time?

It’s twelve o’clock.

It’s three o’clock.

It’s half-past three.

It’s a quarter-past six.

It’s a quarter to nine.

It’s half-past ten.

It’s noon.

It’s midnight.