

Schooling

Tutor Resources for the AMEP

Education

Post-beginner

Tutor Resources for the AMEP

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Acknowledgements

The Adult Migrant English Program (AMEP) is funded by the Australian Government Department of Education and Training. Nationally, AMEP Distance/e-learning is delivered through the AMEP FLN Consortium.

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Theme: Education

Topic: Schooling

Task	Language focus	Learning activities	Resources
1. Can understand schooling in Australia	<p>Vocabulary kindergarten, primary school, secondary school, university, homework, strict, confusing</p> <p>Structure What grade/year level are they in?</p>	<p>Discuss types of schools in Australia</p> <p>Answer questions about schooling in Australia</p>	<p>Worksheet 1: Educational institutions</p> <p>Worksheet 2: Schooling in Australia</p>
2. Become aware of parent participation in schools	<p>Vocabulary participate, participation, working bee, canteen, tuckshop, fund raising, children's progress</p> <p>Structure Do you think ___?</p>	<p>Match words to pictures</p> <p>Match ways of parent participation to descriptions</p>	<p>Worksheet 3: Parent participation</p>
<p>3. Can understand school rules</p> <p>Can read school notices</p> <p>Can telephone school to leave a message</p>	<p>Vocabulary roll, report, notify, convey, guardian, valuable items, skateboard, minimum, compulsory, required to, forbidden, not permitted, excursion, parent's permission</p> <p>Structure Must, must not/ mustn't, can, what, when, who, why, how long It's ___ here/speaking, I'm ringing/calling about, I'd like to speak to, can/could you, would you mind, did you say, can you repeat that please, sorry I don't understand</p>	<p>Answer questions about school rules</p> <p>Answer questions about school notices</p> <p>Answer questions about telephone conversations</p> <p>Role play telephone conversations</p> <p>Answer questions about leaving messages</p> <p>Extension Role play leaving a telephone message</p>	<p>Worksheet 4: School rules</p> <p>Worksheet 5: School notices</p> <p>Worksheet 6: Ringing the school</p> <p>Worksheet 7: Leaving a message</p>

Theme:

Education

Topic:

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<p>4. Can discuss their schooling in their home country</p> <p>Can describe their school days</p>	<p>Vocabulary behave, behaviour, bullied, bullying, subject, discipline, co-educational</p>	<p>Discuss questions about education</p> <p>Answer questions about a story</p> <p>Write about school days</p>	<p>Worksheet 8: Talking about education</p> <p>Worksheet 9: Yuki's story</p>
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Theme:	Education
Topic:	Schooling

Australia's education system

Task 1:	Can understand schooling in Australia
Vocabulary:	childcare, kindergarten, primary school, secondary school, university, homework, strict, confusing
Language structure:	What grade/year level are they in?

Activity instructions

Discuss types of schools in Australia

📄 Worksheet 1: Educational institutions

Look at the pictures together and discuss the different educational institutions in your state, e.g. childcare, kindergarten, primary school, secondary school, university and TAFE. Discuss the different year levels/grades in each school and the ages of the children in the different levels.

- Ask questions: Do you have any children?
- Do you have any children in childcare?
- Do you have any children in primary school?
- What grade/year level are they in?
- Do you have children in secondary school? What year?
- Do your children do homework?
- Do your children have school books that they use at school and for homework?

Answer questions about schooling in Australia

📄 Worksheet 2: Schooling in Australia

- A. Learner reads the text about each person.
- B. Ask learner to read the questions before they listen. (Ensures the learner focuses their listening to attain the relevant information.)
Read the script. (Point to the picture of the people in part A as you read their part of the dialogue.)

Script

The parents are talking about their children's school.

Chadi: My daughter is in grade one. She likes school very much but I don't understand what she does every day. She doesn't have any books, but brings home lots of pieces of paper.

Tanya: Yes, I don't understand it. That is the same for my daughter. In Russia the children worked very hard in school but my daughter just plays all day. She is in grade 3 and she doesn't do much homework. She sometimes brings home a book to read.

Reshma: Yes, that's right but it is different here. In Nepal, we never had any fun. School was all hard work and the teachers were very strict and nobody talked in class. I didn't like school. But my children are very happy here. They have many friends and they do lots of interesting things.

Chadi: Yes, that is true. My daughter loves school and her friends.

Tanya: So does my daughter. It may be confusing to us but our children are happy.

Learner answers the questions verbally.

Learner writes the answers.

Answers

1 – Grade 1

2 – Yes, very much.

3 – Pieces of paper.

4 – Plays all day.

5 – Grade 3

6 – Reads a book.

7 – No

8 – Because it was hard work, the teachers were strict and nobody was allowed to talk in class.

9 – Yes

10 – They have many friends and interesting things to do.

Ask questions: Does your son/daughter like school?

What do they like best about school?

Does your son/daughter do much homework?

Do you like the way students are taught in Australia? Why? Why not?

C. Learner reads the dialogue and corrects their work.

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Parent participation

Task 2:	Become aware of parent participation in schools
Vocabulary:	participate, participation, working bee, canteen, tuckshop, fund raising, children's progress
Language structure:	Do you think ___?

Activity instructions

Match words to pictures

Worksheet 3: Parent participation

Discuss how parents get involved at their child's school and how it benefits the students and the school.

- A. Look at the pictures together and discuss.
- B. Learner reads the different ways of participating at school.
Ask learner to look up the meanings of any unfamiliar words in their dictionary.
Learner writes the words below its corresponding picture.

Answers

- 1 – joining a working bee
- 2 – going to sports day
- 3 – helping with classroom work
- 4 – helping with fund raising
- 5 – talking with teachers about their children's progress
- 6 – helping in the school canteen

Match ways of parent participation to descriptions

Worksheet 3: Parent participation

- C. Learner reads and matches the ways of participating with the descriptions.

Answers

- 1 – helping in the school canteen
- 2 – helping with classroom work
- 3 – helping with fund raising
- 4 – going to sports day
- 5 – talking with teachers about their children's progress
- 6 – joining a working bee

Ask questions: Do parents help in schools in your country? How?
Do you think schools should ask parents to help? Why? Why not?
Have you ever helped at a school?
What jobs do you think you could do?
What is a working bee?
Did your school in your country have working bees?
Does your child's school have working bees?
Why do schools in Australia have working bees?
Do you go to the parent-teacher interviews?
Did your parents have to attend parent-teacher interviews?
Were you punished for poor results?

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School communications

Task 3:	Can understand school rules Can read school notices Can telephone school to leave a message
Vocabulary:	roll, report, notify, convey, guardian, valuable items, skateboard, minimum, compulsory, required to, forbidden, not permitted, excursion, parent's permission
Language structure:	Must, must not/ mustn't, can, what, when, who, why, how long It's ___ here/speaking, I'm ringing/calling about, I'd like to speak to, can/could you, would you mind, did you say, can you repeat that please, sorry I don't understand

Activity instructions

Answer questions about school rules

Worksheet 4: School rules

A. Learner reads the school rules aloud.

Encourage learner to underline any unfamiliar words and look up the meanings in their dictionary.

Discuss. Ask questions: What is the school rule for ___ (mobile phones, skateboards etc)? Can you remember any rules from your schooling?

B. Learner reads the statements and answers 'true' or 'false'.

Answers

1 – True, 2 – False, 3 – True, 4 – True, 5 – True, 6 – False, 7 – True, 8 – False, 9 – False

Together correct their work.

Ask learner to correct the false statements to make them true.

C. Learner reads the information about using formal language.

Ensure learner understands the vocabulary:

must – strong obligation

mustn't – prohibition

can – permission

Ask learner to locate and highlight the vocabulary in the text (part A).

Learner completes the school rules with 'must', 'mustn't' and 'can'.

Answers

1 – must, 2 – mustn't, 3 – mustn't, 4 – can, 5 – can, 6 – must

Answer questions about school notices

Worksheet 5: School notices

Show the two different notices (notice 1 and notice 2).

Ask learner to identify the type of notices.

Discuss the different types of notices and the importance of them, i.e. excursion and permission notices and invitations.

Ask questions: Do your children get school notices?

What type of notices do they bring home?

Can you understand the notices?

What type of notices did you have at school?

Learner reads the notices and then reads the questions. (Learner may not be able to read every word of the notice but direct them to the questions so the task becomes locating specific information.)

Learner answers the questions verbally.

Learner then writes the answers in full sentences.

Ask learner to complete the notices with their personal details.

Answer questions about telephone conversations

☐ Worksheet 6: Ringing the school

Ask questions: Do you speak much English on the phone?

Have you ever left a message for someone?

A. Explain to learner that they will hear a telephone conversation between a mother and the receptionist at her child’s school.

Read conversation 1.

Script – Conversation 1

Receptionist:	South Bank Primary School. Nella speaking. How may I help you?
Anna:	Oh hello. It’s Anna Kirov here. I’m ringing about my daughter, Natalie, in grade 3.
Receptionist:	Sorry. What’s her name again?
Anna:	Natalie Kirov.
Receptionist:	Kirob? Can you spell that?
Anna:	K-i-r-o-v.
Receptionist:	K-i-r-o-v... Oh yes. She’s in the three-four with Mr Carter.
Anna:	Yes, Mr Carter. That’s right. Well, she can’t come to school today. She’s got a bad cold.
Receptionist:	Oh, that’s no good.
Anna:	No, she’s quite sick. Could you let Mr Carter know? But I think she should be in tomorrow.
Receptionist:	OK. I’ll pass that message on.
Anna:	Thanks very much.
Receptionist:	No problem. Bye.
Anna:	Bye.

Learner reads the questions for conversation 1.

Read the script again.

Learner answers the questions.

Answers

1 – South Bank Primary School

2 – Yes

3 – To tell the teacher that her daughter is sick.

4 – The teacher (Mr Carter).

Repeat for conversation 2.

Script – Conversation 2

Receptionist:	Kingstown Secondary College. How may I help you?
Anna:	Oh hello. I’m ringing about my son. He’s in year 7.
Receptionist:	Yes. And what’s his name?
Anna:	Alexei Kirov.
Receptionist:	Kirov? Can you spell that?

Anna: K-i-r-o-v.
Receptionist: K-i-r-o-v... Oh yes. He's in 7D.
Anna: Look, he's having problems with his maths. Could I speak to his teacher? His maths teacher.
Receptionist: His maths teacher. OK, let me just check on the timetable... That'd be Wendy Carr. She's actually in class at the moment. Can I get her to call you when she's free?
Anna: Sorry. What's her name again?
Receptionist: Wendy Carr.
Anna: Carr. OK. Look, I have to go out now. Can she ring me after 2 today?
Receptionist: OK. After 2 and what's your number?
Anna: I'll give you my mobile number. It's 0410 535 631.
Receptionist: 0410 535 631. OK Mrs Kirov. I'll get her to give you a call as soon as she's free.
Anna: Thanks very much. That's great.
Receptionist: OK. Bye.
Anna: Bye.

Answers

- 1 – Kingstown Secondary College
- 2 – No
- 3 – Her son's maths teacher because her son is having problems with maths.
- 4 – No because the teacher is in class.
- 5 – After 2 o'clock.

Role play telephone conversations

- ☐ Worksheet 6: Ringing the school
- B. Role play the dialogues, reversing roles.

Answer questions about leaving messages

- ☐ Worksheet 7: Leaving a message
- A. Learner reads aloud the information about introductions on the telephone. Discuss. Ask learner to practise the introductions by replacing Anna's name with their own.
- B. Read the script (including the numbers).

Script

1. **A:** Good morning. Oakleigh AMES. How can I help you?
B: Oh. Hello. It's Stan here.
 2. **A:** Hello.
B: Oh hello. This is Julia. Can I speak to Sam?
 3. **A:** Metro TAFE. Myra speaking. How can I help you?
B: Hello. Could you put me through to ELICOS, please?

Learner writes the missing words to complete the dialogues.
 Read the script again and learner corrects their work.
 Learner reads the completed dialogues.

- C. Learner reads aloud the information about reasons for calling. Discuss.

D. Learner reads the situations and writes an opening sentence for each situation.

Suggested answers

1 – Hi. I'm calling/ringing about my son.

2 – Hello James. I'm calling/ringing about the Year 7 concert.

3 – Good morning. I'd like to (or Could I) make an appointment to see my daughter's teacher, Mrs Loucas.

4 – Hi. I'm ringing about the working bee. (or I'm calling to volunteer for the working bee.)

Role play the situations, reversing roles.

E. Learner reads aloud the information about polite ways to leave a message. Discuss.

F. Learner reads the messages and re-writes them in the polite form.

Learner reads the polite messages aloud.

G. Learner reads aloud the information about checking understanding.

H. Role play the situations.

Read the information and learner asks questions to check for understanding.

I. Learner reads aloud the information about ways to finish a conversation.

Extension activity

Role play leaving a telephone message

📄 Worksheet 6: Ringing the school

Using the scripts, role play phoning the schools. Reverse roles.

Try replacing character names and information with the learner's information in order to make the activity more authentic.

Encourage learner to practise what to say if calling the tutor's house and leaving a message.

Ask questions: How would you introduce yourself?

What would your opening statement be?

What message would you leave?

How would you finish the conversation?

Write and role play a short script together.

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Schooling in their country

Task 4: Can discuss their schooling in their home country
Can describe their school days

Vocabulary: behave, behaviour, bullied, bullying, subject, discipline, co-educational

Activity instructions

Discuss questions about education

- 📄 Worksheet 8: Talking about education
Read the questions together and discuss.

Answer questions about a story

- 📄 Worksheet 9: Yuki's story
Learner reads the story aloud. Check for pronunciation, punctuation (pausing at full stops) and intonation.
Learner read and answers the questions.

Answers

- 1 – the playground, the size of the classes
- 2 – Over thirty years.
- 3 – co-educational
- 4a – True
- 4b – False
- 4c – False
- 4d – False

Write about school days

Learner writes about their primary or secondary schools days in their book.
Before the learner starts writing discuss the topics they will cover in their story such as attendance and classes, student profile, expected behaviour, excursions, favourite subjects etc.

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Worksheet 1: Educational institutions

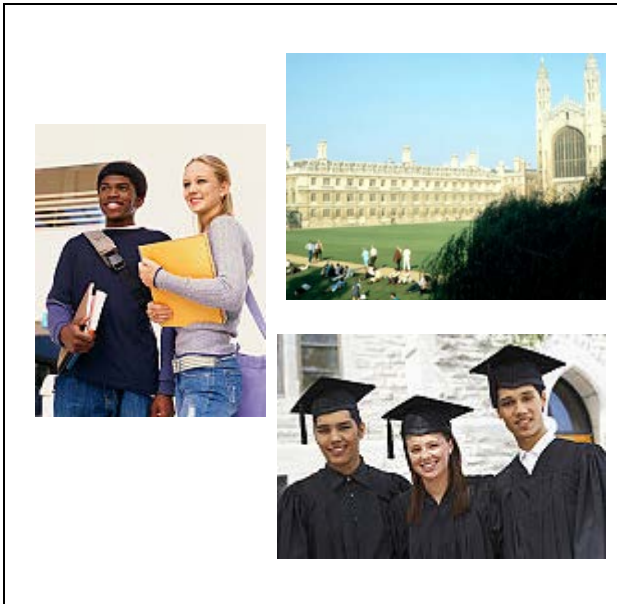
Look at the pictures and words. Discuss.

primary school

university

secondary school

kindergarten



Worksheet 2: Schooling in Australia

A. Read about these parents.



This is Reshma. She comes from Nepal. She has two children in primary school.



This is Tanya. She was born in Russia. She has three children, two sons and one daughter. One son has just started secondary school, the other son is in kindergarten and the daughter is in primary school.



This is Chadi. He is Lebanese. He has one daughter and she is in primary school.

B. Listen to the parents talking about their children's school and answer the questions.

1. What grade is Chadi's daughter in?

2. Does Chadi's daughter like school?

3. What does Chadi's daughter bring home?

4. What does Tanya say that her daughter does all day?

5. What grade is Tanya's daughter in?

6. What homework does Tanya's daughter do sometimes?

7. Did Reshma like school in Nepal?

8. Why didn't Reshma like school?

9. Do Reshma's children like school?

10. Why are they happy?

C. Read the dialogue and correct your work.

The parents are talking about their children's school.

Chadi: My daughter is in grade one. She likes school very much but I don't understand what she does every day. She doesn't have any books, but brings home lots of pieces of paper.

Tanya: Yes, I don't understand it. That is the same for my daughter. In Russia the children worked very hard in schools but my daughter just plays all day. She is in grade 3 and she doesn't do much homework. She sometimes brings home a book to read.

Reshma: Yes, that's right but it is different here. In Nepal, we never had any fun. School was all hard work and the teachers were very strict and nobody talked in class. I didn't like school. But my children are very happy here. They have many friends and they do lots of interesting things.

Chadi: Yes, that is true. My daughter loves school and her friends.

Tanya: So does my daughter. It may be confusing to us but our children are happy.

Worksheet 3: Parent participation

- A. Look at the pictures and discuss.
B. Write the words below its picture.

helping with classroom work
joining a working bee
going to sports day

helping in the school canteen
helping with fund raising
talking with teachers about their
children's progress



*C. Read about the ways to participate at school.
Match the ways of participating with the descriptions.*

helping with classroom work	joining a working bee
going to a sports day	helping in the school canteen
helping with fund raising	talking with teachers about their children's progress

1. I help out in the school tuckshop once a fortnight, making sandwiches and filling the lunch orders. I like it because I get to meet and chat with other parents.

2. Every week I listen to kids reading in small groups and I sometimes help in the art room.

3. I enjoy organising activities to raise money for the school. This year we had a fete that was very successful and we raised money to buy some new books for the library.

4. I always go to the sports days. I like watching the children participate in all the sporting events. And the children like the parents being there too.

5. I work full time so I don't have much time, but I always go to the parent-teacher interviews. I like to find out how my daughter is going at school and also if there is anything I can do to help her.

6. We always help out on the school gardening day. It's fun when there are lots of parents helping. This year we planted lots of trees.

Worksheet 4: School rules

A. Read the school rules and discuss.

School rules

Student absences

A daily roll is taken for Years 7 to 10 at the start of the day. Students in Years 11 and 12 are required to report to the office each day.

Parents are required to telephone the office before 9.00 am to notify the school of student absences. It is essential for any Year 7 to 10 student who arrives late to check in at the office.

Request for leave or absence

Any request for leave requires a written note from the parent or guardian to the year level teacher.

Valuables

The school cannot accept responsibility for any valuable items brought to the school.

Students should not leave wallets, mobile phones, MP3 players etc, unattended in school bags. Valuables may be left at the school office.

Skateboards

As there is no area for skateboard riding at or near the school, it is forbidden to bring skateboards to school.

Library

The library is a place for reading and quiet study. Please observe the following procedures:

- Books that are not being borrowed must be returned to the correct positions on the shelves.
- Noise levels are to be kept to a minimum.
- No food or drink in the library.
- The library study room is for study by senior students (Years 11 and 12) only.

Mobile phones

Students are not permitted to use mobile phones during class. Mobile phones are only to be used before or after school hours. Urgent messages for students received through the office will be conveyed to them by the office staff.

Uniform

The school uniform is available for purchase from the office. Wearing school uniform is not compulsory.

First Aid procedures

It is essential to report any accidents to the office where a trained First Aid staff member will take the necessary action.

B. Answer *True* or *False* to the statements.

	True/ False
1. Year 11 and 12 students must report to the office every day.	
2. Students who arrive late must tell their teacher.	
3. If a student is taking time off school to go on holiday the parents need to write a letter to the teacher.	
4. Students are responsible for their own valuable items.	
5. The school does not allow skateboard riding near the school.	
6. Students can eat their lunch in the library.	
7. Mobile phones are not allowed to be used in class.	
8. The study room in the library can be used by all students.	
9. Wearing a uniform is compulsory for students in year 7 to 10.	

C. Explain the school rules using *must*, *mustn't* or *can*.

The written school rules use a lot of formal language such as:

- are required to
- is forbidden
- are not permitted

If we were telling someone these rules we would probably use more informal words such as **must**, **mustn't** and **can**.

Examples

Any Year 7 to 10 students who arrive late must check in at the office.

You mustn't make too much noise in the library.

You can leave your valuables at the office.

1. Parents _____ ring the school before 9.00 am if their child is going to be absent.
2. You _____ take food into the library.
3. You _____ bring your skateboard to school.
4. You _____ only use your mobile phone before and after school.
5. You _____ wear school uniform if you want to.
6. You _____ report any accidents to the office.

Worksheet 5: School notices

Read the school notices and answer the questions.

Notice 1

BURWOOD PRIMARY SCHOOL

28 September 2011

Dear Parents,

Year 5 students will be visiting the Ballarat gold fields on Friday 14th October. The excursion involves a demonstration of how miners looked for gold and an interview with a gold miner. The cost of the excursion will be \$12.

A bus will leave the school at 9.30 am and return at approximately 3.15 pm. All permission notes and money should be returned to Mrs Finch.

Those students who do not go on the excursion will be expected to attend school as usual on that day.

Mark Chen
Principal

Kathy Finch
Organiser

I give permission for my child _____
of class _____ to attend.

Signed _____ (Parent)

1. Where is the excursion going to be?

2. How long is the excursion?

3. What happens for students who don't go to the excursion?

4. How much do you have to pay for the excursion?

5. Where should you send this note?

6. Why do you think the school needs parents' permission for children to attend excursions?

Notice 2

**BURWOOD PRIMARY SCHOOL
ANNUAL WORKING BEE
SATURDAY 3 DECEMBER 2011, 10 am – 12 pm**

28 November 2011

Dear Parents,

Can you spare an hour or two next Saturday morning to help tidy up the school grounds? The lawns need mowing and the garden beds need weeding and replanting.

Our maintenance man Mr Crossin has been absent due to ill health this term so the usual work on the grounds has not been done.

We need lawn mowers, secateurs, spades and edge trimmers.

Can you help?

Please come and join the other mothers and fathers to make our school a bright and happy place to learn.

M Chen

Mark Chen

I will be able to attend the school's working bee on 3 December 2011 between 10 am and 12 pm.

Child's name and class _____

Signed _____ (Parent)

1. Who is the notice from?

2. What is the notice about?

3. What does it ask you to do?

4. When do they need you?

5. Why do they need you?

6. How long do they need you for?

7. What should you take with you?

8. Where do you go to participate in the working bee?

9. What should you do if you can attend the working bee?

Worksheet 6: Ringing the school

A. Listen to two telephone conversations and answer the questions.

Anna has two children. One is in secondary school and one is in primary school. She rings the schools.



Conversation 1

1. What's the name of the school? _____
2. Does Anna give her name to the receptionist? _____
3. Why is she ringing? _____
4. Who does she leave a message for? _____

Conversation 2

1. What's the name of the school? _____
2. Does Anna give her name to the receptionist? _____
3. Who does she want to speak to? Why? _____

4. Does she speak to that person? Why? _____

5. When does she want that person to call her?

B. Role play the dialogues.

Conversation 1

Receptionist: South Bank Primary School. Nella speaking. How may I help you?

Anna: Oh hello. It's Anna Kirov here. I'm ringing about my daughter, Natalie, in grade 3.

Receptionist: Sorry. What's her name again?

Anna: Natalie Kirov.

Receptionist: Kirob? Can you spell that?

Anna: K-i-r-o-v.

Receptionist: K-i-r-o-v... Oh yes. She's in the three-four with Mr Carter.

Anna: Yes, Mr Carter. That's right. Well, she can't come to school today. She's got a bad cold.

Receptionist: Oh, that's no good.

Anna: No, she's quite sick. Could you let Mr Carter know? But I think she should be in tomorrow.

Receptionist: OK. I'll pass that message on.

Anna: Thanks very much.

Receptionist: No problem. Bye.

Anna: Bye.

Conversation 2

- Receptionist:** Kingstown Secondary College. How may I help you?
- Anna:** Oh hello. I'm ringing about my son. He's in year 7.
- Receptionist:** Yes. And what's his name?
- Anna:** Alexei Kirov.
- Receptionist:** Kirov? Can you spell that?
- Anna:** K-i-r-o-v.
- Receptionist:** K-i-r-o-v... Oh yes. He's in 7D.
- Anna:** Look, he's having problems with his maths. Could I speak to his teacher? His maths teacher.
- Receptionist:** His maths teacher. OK, let me just check on the timetable... That'd be Wendy Carr. She's actually in class at the moment. Can I get her to call you when she's free?
- Anna:** Sorry. What's her name again?
- Receptionist:** Wendy Carr.
- Anna:** Carr. OK. Look, I have to go out now. Can she ring me after 2 today?
- Receptionist:** OK. After 2 and what's your number?
- Anna:** I'll give you my mobile number. It's 0410 535 631.
- Receptionist:** 0410 535 631. OK Mrs Kirov. I'll get her to give you a call as soon as she's free.
- Anna:** Thanks very much. That's great.
- Receptionist:** OK. Bye.
- Anna:** Bye.

Worksheet 7: Leaving a message

Introducing yourself on the telephone

A. Read about introducing yourself on the telephone.

When you introduce yourself face-to-face, you say:

- I'm Anna Kirov.
- My name's Anna Kirov.

On the telephone, it's a little different. You say:

- My name's Anna Kirov.
- It's Anna Kirov here.
- (It's) Anna Kirov speaking.
- This is Anna Kirov.

*B. Listen to three people introduce themselves on the phone.
Write the missing words to complete the dialogues.*

- A:** Good morning. Oakleigh AMES. How can I help you?
B: Oh. Hello. _____ Stan _____.
- A:** Hello.
B: Oh hello. _____ Julia. Can I speak to Sam?
- A:** Metro TAFE. Myra _____. How can I help you?
B: Hello. Could you put me through to ELICOS, please?

Saying why you are calling

C. Read about saying why you are calling.

When you call a business or a government department, you usually greet the person (say "hello"), then say **why** you are calling. The organisation can then quickly decide who can help you and how they can help you.

Anna says:

- I'm ringing about my daughter.

She could also say:

- I'm calling about my daughter.
- I'd like to speak to my son's maths teacher.

If you want to make an appointment with the teacher you could say:

- I'd like to make an appointment.
- Could I make an appointment?
- Can I make an appointment?

D. Write an opening sentence for these situations. Say why you are calling.

Example

Call your teacher to make an appointment.

Teacher: Metro TAFE, Frank Ma speaking.

You: Hí Frank, it's Emma Hill. I'd like to make an appointment to see
you about my homework.

1. Call your child's kindergarten to say your son is sick.

Receptionist: Greensville Pre-school. This is Jana.

You: _____

2. Call your daughter's school to find out about the Year 7 concert.

Receptionist: Caulfield College. James speaking.

You: _____

3. Call your daughter's primary school to make an appointment to see her teacher, Mrs Loucas.

Receptionist: South Bank Primary School. Good morning.

You: _____

4. Call your son's school to volunteer for the working bee.

Receptionist: Holland Park Primary school. Angelo here.

You: _____

Leaving the message

E. Read about polite ways to leave a message.

When you ask to leave a message, you make a polite request.

- Could you ask Mr Carter to call me?
- Could you give a message to her maths teacher?
- Could you let her know that I'll be late?
- Can you tell my son's teacher he can't come today?
- Can you tell the teacher my daughter is sick today?
- Would you mind giving her a message?

F. Write *could you*, *can you*, or *would you mind* to make the message more polite.

With 'would you mind', you use the -ing form of the verb.

1. Give a message to my son, please.

2. Tell the teacher my son is sick.

3. Give this message to my daughter's teacher, please.

4. Ask Mr Jones to call me back.

Asking for and checking information

G. Read about asking for and checking information.

Speaking and listening on the telephone is much harder than face-to-face. So it's OK to check with the person when you don't understand.

In secondary schools, students have many teachers and you don't always know their names. For example, when Anna doesn't understand the name of her son's maths teacher, she says:

- Sorry. What's her name again?

Here are some other ways to check for understanding:

- Sorry, I don't understand. Can you say that again?
- Did you say...?
- Sorry. What was that again?
- Sorry, can you repeat that, please?
- Could you spell that for me?
- Sorry?
- Pardon?

H. How would you check for understanding? Practise with your tutor.

1. The library is on level 2, in the blue building.
2. Your parent-teacher interview is on Tuesday 11 June, at 5.30 pm.
3. Can you call Jessica back in 5 minutes? Her number is 8877 0234.
4. The year 9 school camp is at Mt Buffalo, in term 3, and costs \$800.

Finishing the conversation

I. Read about ways to finish conversations.

This is how Anna finishes her conversation.

Anna: Thanks very much. That's great.

Receptionist: OK. Bye.

Anna: Bye.

Here are some more examples:

- Thanks for your help.
- Thanks for your time.
- I appreciate your help.

Worksheet 8: Talking about education

Discuss these questions.

Attendance and classes

1. How many times in a week did you go to school?
2. What time did classes start?
3. What time did classes finish?

Behaviour

1. How did you behave in class?
2. What was bad behaviour?
3. Were you ever bullied at school?
4. How was bullying managed in your school?

Students – who went to your school?

1. Girls
2. Boys
3. Boys and girls together

Excursions

1. Did you go on excursions?
2. Where did you go?
3. Did your parents have to sign a permission form for you to go on the excursion?
4. Did you go on school camps?
5. Has your child been on a school camp?

Teaching

1. How were you taught in your school?
2. What subjects did you do?
3. What was your favourite subject?
4. Do you like the way students are taught in Australia?

School meals

1. Did you take your lunch to school?
2. What did you eat at school?
3. Did your school have a canteen?



Transport – how did you get to school?

1. Walk
2. Bus
3. Car - parents drove you
4. Other

Costs

1. Did you pay fees to go to school?
2. Did you pay for books?

Uniforms

1. Did you wear a uniform to school?
2. What did you wear to school?
3. Do your children wear a uniform to school?
4. What do they wear to school?

Homework

1. Did you have homework?
2. How many hours of homework did you do a night?
3. Did you get into trouble if you didn't do your homework?

Exams

1. Did you have tests/examinations at school?
2. If you failed any exams what would happen?
3. Did you get school reports?

Education system

1. What age do children start school?
2. What age do they complete school?
3. How many grades/levels are there in the primary school?
4. How many levels are there in the secondary school?



Worksheet 9: Yuki's story

Read the story and answer the questions.

Schooling in Japan



I spent my primary school days in a small town in Japan over thirty years ago.

My school was a two-storey wooden building and it had a big playground with a lot of sports equipment. I think the school had more rules than schools in Australia.

There were more than forty children in each class and there were five or six classes in each school year level, so it was quite a large school. We had boys and girls at the school.

In the classroom everyone sat at a desk. At the front of the classroom there was a blackboard. The teacher used to show us how to write in Japanese on the blackboard.

We used to have homework every day and every morning we had a writing test in Japanese. We studied a lot of different subjects and we played many sports and games.

For me, my primary school days were a lot of fun. I have happy memories of that time in my life and I still occasionally see some of my classmates.

1. Which of these topics does Yuki talk about?

- | | | |
|--|--|---|
| <input type="checkbox"/> the playground | <input type="checkbox"/> high school | <input type="checkbox"/> school meals |
| <input type="checkbox"/> the size of the classes | <input type="checkbox"/> school uniforms | <input type="checkbox"/> the classrooms |
| <input type="checkbox"/> English lessons | <input type="checkbox"/> her best friend | |

2. How long ago did she go to primary school? _____

3. Was it an all girl school or was it co-educational?

4. Do you think these statements are **True** or **False**?

- | | | |
|--|-------------------------------|--------------------------------|
| a. Discipline was strict in Yuki's school. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b. Yuki didn't do much work in primary school. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c. Yuki hated primary school. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| d. Yuki still regularly sees her friends from her class. | <input type="checkbox"/> True | <input type="checkbox"/> False |