



**Australian Government**  
**Department of Immigration  
and Citizenship**

# Topic Packs

Tutor Resources for the AMEP

Tutor Guide

## **Tutor Resources for the AMEP**

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## Introduction to tutors

**Topic Packs** are designed to support the tutor in the delivery of sessions. They are intended to complement your existing resources and include teaching tips and strategies, ideas for developing a session and excursion ideas. The syllabus focuses on issues relating to settlement in Australia and will provide new arrivals with information about Australian society, culture, laws, services and practices.

Topic Packs are organised by language levels and by settlement themes. The themes match those in the AMEP Distance Learning Course, *Your Call*, and the AMEP Settlement Course, *Settling In*.

You can use as many of the Topic Packs as you need to help develop your learner's English or you can select elements from the Topic Packs and modify them to suit your learner's needs.

### Language levels

- Pre-beginner
- Beginner
- Post-beginner
- Intermediate

### Settlement themes

- Learning English
- Money
- Education
- Health
- Housing
- A new life
- Transport
- Work
- Environment
- Leisure
- Law
- Community

### Topic Pack content

1. **Topic plan** – outlines the tasks, language requirements, learning activities and resource requirements for the tutor.
2. **Tutor notes** – detailed instructions for the tutor on how to carry out each activity.
3. **Worksheets** and **flash cards** – resources to be used by the learners during the sessions.

## Learner types

### Pre-beginner

The pre-beginner learner is unable to communicate in the English language. This learner may have a very small bank of words and/or formulaic phrases such as “hello” and “good bye”. This learner may also have little or no formal education and/or is non-literate (in their own language).

### Beginner

The beginner learner is able to communicate in words and formulaic phrases important to their everyday life. This learner will be able to respond to requests for basic information such as “What’s your name?”

### Post-beginner

The post-beginner learner is able to communicate at a basic level. This learner may be able to buy things using simple shopping transactions, make simple requests or make an appointment in person. However, they may not be confident using English in unfamiliar contexts.

### Intermediate

The intermediate learner is able to communicate to fulfil simple everyday needs and limited social needs. This learner may be able to sustain a conversation on topics of interest to them and express feelings and opinions on a range of topics. However, there may be a gap between the information they actually express and what they want to express. Also, their knowledge of idioms and specialised language, such as that used for work or for study, will be limited.

## Session structure

It is important to develop a friendly, happy and relaxed atmosphere so the learner feels comfortable and confident to experiment with learning.

A general format for a good tutoring session is:

- facilitate small talk
- revise work
- introduce new language and context for the session (modelling)
- practise the new language using a variety of activities
- check for understanding
- recap activity to consolidate learning.

Language learning is like building with blocks. Sessions should be built on each other. Start with what the learner already knows and build on this when introducing new material. Take time in your session to review and reinforce new language with a variety of activities. In each session there should be an opportunity for the learner to use all four macro skills; listening, speaking, reading and writing.

Encourage your learner to buy a folder to organise and file their completed worksheets. This allows them and yourself to easily locate materials for revision and helps the learner develop good organisation skills necessary for learning.

### Using the materials

Topic Packs are sequenced according to the progression of language development within a theme and across themes. There is also language progression within a topic where the tasks increase in level of difficulty as you work through a Topic Pack. For this reason it is recommended that you use the packs in the order presented for low level learners, such as pre-beginner and beginner, starting with Learning English: Personal ID. It is, however, up to you as the tutor to decide which packs, how much of them and in which order you deliver the materials based on your learner's needs. It is about tailoring to the learner's needs.

### Pacing the learning

The speed of learning will depend on many factors. Those learners with little or no formal education will progress at a slower pace than those with some level of education. Therefore, tasks will take different lengths of time to complete for different learners. Revision of work is a crucial factor in language learning. Ensure that for the first 10 minutes of each session you revise the work covered in the previous session. Remember that for some learners, your session will be their only contact with English language learning, so do not be disheartened if their progress seems slow.

If your learner finds a task too demanding, leave it, go back and revise some of the basic learning activities or move to another topic. It is important to remember that the aim of the activities is not just about learning the vocabulary but also using language in a structure. The repetitive nature of some activities will enable the learner to build confidence in oral expression.

Remember not to proceed too quickly, but conversely, do not proceed too slowly. Do not expect your learner to achieve 100% before proceeding onto the next task, or else they may become bored and/or frustrated which can be a barrier to their learning.

### Modelling language

'Model language' is an instruction regularly used throughout pre-beginner and beginner materials. To model language is to say the word or sentences with the correct pronunciation, rhythm, and pace. It is recommended that you repeat or model the language two or three times. The learner repeats each time. Modelling allows the learner to hear the language before attempting to produce it.

### Using flash cards

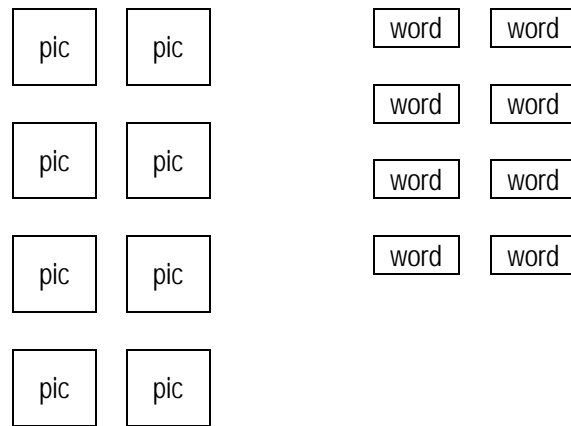
The flash cards are an important resource for pre-beginner and beginner learners. If possible, print the flash cards in colour and laminate, or back them with cardboard for durability.

It is a good idea to make two sets of flash cards (both pictures and words) so you can play games such as 'concentration', 'fish', 'snap' and 'matching'. These games can be played with any of the flash cards from the different topics.

**Instructions for the Concentration game (pre-beginner)**

The concentration game is a memory game to revise vocabulary and pronunciation.

1. Choose eight picture cards and their corresponding word cards.
2. Show the learner the pairs: the picture and the word and drill names and pronunciation.
3. Put the cards face up on the table as shown below ensuring the learner can see the cards clearly.



4. Allow the learner time to look and say the words out loud.
5. Turn the cards face down in the same position.
6. Tell the learner that the object of the game is to match as many pairs as possible (picture with its word).
7. Ask learner to point to a card and say the word they predict it will be, before turning the card over.
8. Tell them to turn the card over and then nominate another that they think is the matching card.
9. Tell the learner to keep that pair if correct and continue playing, or to replace cards face down if the guess is incorrect.

A variation of this game for pre-beginner is to match picture to picture.

**Instructions for the Concentration game (beginner)**

1. Make two sets of picture cards and/or two sets of words cards.
2. Put the cards randomly face down on the table.
3. Tell the learner that the object of the game is to match as many pairs as possible.
4. Ask the learner to turn a card over and say the word then nominate another card that they think is the matching card.
5. Tell the learner to keep that pair if correct and continue playing, or to replace cards face down if the guess is incorrect.

**Instructions for the Fish game**

1. Shuffle the cards.
2. Give six cards to each player. Put the remaining cards in a pile face down.
3. Each player looks for pairs in their six cards. Put any pairs on the table face up.
4. The first player asks the other player for a card to make a pair with their remaining cards.  
Ask: "Have you got a....?"  
Answer: "Yes I have. Here you are." or "No I haven't. Fish."  
(‘Fish’ means to take the first card from the top of the pile.)  
Any time someone makes a pair, put these cards on the table face up.
5. Players take turns to ask for a card. If you listen to the questions you will know what cards the other player has.
6. The game finishes when one player has put all their pairs on the table face up.
7. The winner is the player with the most pairs.

### **Instructions for the Snap game**

Snap is a matching game.

1. The dealer shuffles the cards and deals them evenly between the players.
2. Each player holds their cards, face down, in their hand.
3. The first player flips over their top card and places it face up on the table, starting the snap pile.
4. The next player adds a new card to the snap pile.
5. The players continue to take turns until the top card matches the one beneath it. When this happens, the first player to shout “snap” and put their hand on the pile, takes all the cards and adds them to the bottom of their own stack.
6. If a player runs out of cards, he is out. The winner is the player who ends up with all the cards.

### **Instructions for the Matching game**

This can be played matching picture to picture, word to word or picture to word.

1. Lay all the cards randomly face up on the table.
2. One player holds up/points to a card (picture or word).
3. The other player finds the matching picture or word and then says the word. (If the match and the vocabulary are correct, the player keeps the pair. If the word is wrong or not known the cards go back on the table.)
4. The game finishes when all the cards have been picked up.
5. The winner is the player with the most pairs.

### **Activity record**

Please speak to your Home Tutor Coordinator for more information about completing and submitting Activity Records.



# Topic Packs overview

## Pre-beginner

### Learning English

#### Personal ID

##### Personal information

1. Can say and write or copy name

##### The alphabet

2. Can copy and write the letters of the alphabet  
Can recognise upper and lower case letters

##### Numbers

3. Can recognise numbers from 1-30  
Can recognise and say numbers related to personal identification

##### Personal information

4. Can say and write or copy personal information  
Can complete a simple form

#### Socialising

##### Being polite

1. Can use expressions of greetings and closings  
Can use statements to apologise, to thank, to ask for repetition

##### The family

2. Can identify and talk simply about family members
3. Can talk about things they can or cannot do
4. Can talk about things they have or do not have

### Money

#### Notes and coins

1. Can recognise and identify numbers 1-30
2. Can identify and say names of notes and coins
3. Can understand and read simple prices and price tags

#### Shopping

##### Colours

1. Can recognise and say colours

##### Fruit

2. Can recognise and say the names of fruit  
Can speak about what they like and do not like  
Can recognise weights – kilos  
Can participate in a basic transactional exchange

##### Vegetable

3. Can recognise and say the names of vegetables

### Clothes

4. Can identify and say items of clothing

### Signs and symbols

1. Can read common signs and symbols in a shopping context

## Education

### Time for school

#### Days of the week

1. Can recognise and sequence the days of the week

#### Months of the year

2. Can recognise months of the year and identify months that are relevant to the learner

#### Time

3. Can read digital time and analogue clock faces on the hour and half hour  
Can demonstrate understanding of time expressed orally

#### Types of schooling

4. Is aware of the different educational institutions  
Can answer questions that are related to their children's and their own personal schooling

## Health

### Parts of the body

1. Can identify parts of the body

### Feelings

1. Can identify and express different feelings
2. Can participate in a social exchange

### Signs and symbols

1. Can understand social signs and symbols in context of washing hands
2. Can understand signs relating to opening hours

## Housing

### Types of housing

#### Types of housing

1. Can identify types of houses

#### Rooms in a house

2. Can identify and name rooms in a house

#### Daily activities

3. Can match daily activities to specific rooms

## A new life

### Australia

#### Australia the country

1. Can identify the map and the states and territories of Australia

#### Australian animals

2. Can identify some Australian animals

## Transport

### Types of transport

#### Types of transport

1. Can identify types of transport

#### Signs and symbols

2. Can recognise signs related to public transport

## Work

### Work skills

#### Application form

1. Can fill in a simple form

#### Work skills

2. Can identify their work skills

## Environment

### Weather

1. Can talk about the weather and copy or write simple sentences

### Signs and symbols

1. Can demonstrate understanding of common community symbols

## Leisure

### Interests

1. Can talk about what they like doing in their free time

## Law

### The police in the community

1. To develop understanding of the police's role
2. Can understand and use pedestrian crossings
3. Can understand and use school crossings

## Beginner

### Learning English

#### Personal ID

##### Personal information

1. Can say, spell and write name and address  
Can fill in a simple form

##### Daily routine and time

2. Can read and tell time using hours, minutes, seconds  
Can relate actions or daily routines to clock times

##### Dates

3. Can understand and write dates relating to own personal information

##### Personal information

4. Can respond to further personal information questions

#### My family

1. Can identify and talk simply about family members
2. Can describe self and family
3. Can talk about things self and family can or can't do.

### Money

#### Shopping

##### Prices

1. Can identify dollars and cents in prices

##### Types of shops

2. Can identify different types of shops

#### Bills

1. Can identify different types of bills  
Can locate relevant information from a bill

### Education

#### Schooling

##### Types of schools

1. Can identify the different educational institutions: kindergarten, primary school, secondary school, university

##### Classroom items

2. Can identify things for the classroom

##### School notices

3. Can read a short note relating to school

**Absence note**

4. Can write a short note  
Can leave a short telephone message

**Forms**

5. Can complete a simple application form

**Health**

**Going to the doctor**

**Parts of the body**

1. Can name parts of the body

**Symptoms**

2. Can describe basic symptoms  
Can understand doctor's instructions

**Making a doctor's appointment**

3. Can make an appointment

**At the chemist**

1. Can shop at the chemist

**Emergency services**

1. Can call the emergency number

**Housing**

**Types of housing**

1. Can identify and name types of housing
2. Can give a short description of their home

**Rooms in a house**

**Rooms in a house**

1. Can identify and name rooms in a house

**Daily activities**

2. Can identify and match daily activities to specific rooms

**Floor plans**

3. Can demonstrate understanding of simple plans

**Household furniture**

4. Can identify some household objects

**Renting**

1. Can read newspaper advertisements about rental properties

## A new life

### Australia

#### Australia's states, territories and capital cities

1. Can identify the states and territories  
Can identify the capital cities

#### Australia's people

2. Can demonstrate awareness of the diversity of Australia's people

#### Australia's landmarks

3. Can recognise some Australian landmarks

#### Australia's animals and birds

4. Can identify some Australian animals and birds

### Making contact

#### Accepting an invitation

1. Can talk about the different customs of inviting and accepting invitations

## Transport

### Types of transport

#### Types of transport

1. Can recognise and name types of transport

#### Public transport

2. Can understand timetables
3. Can ask for assistance

## Work

### Jobs

#### Types of jobs

1. Can name and identify different jobs
2. Can demonstrate understanding of a short story relating to jobs

#### Work experience

3. Can talk about their work experience

#### Work skills

4. Can name and identify job skills

### Looking for work

1. Can complete personal information on a form

## Environment

### Weather

#### Weather

1. Can understand and talk about the weather

#### Seasons

2. Can identify the seasons in Australia  
Can talk about seasons in the home country

### Helping the environment

1. Can understand how to help the environment

## Leisure

### Leisure activities

#### Leisure activities

1. Can identify leisure activities  
Can talk about their leisure activities

#### Sports activities

2. Can identify some sport activities

#### The weekend

3. Can talk about the weekend

## Law

### The police

#### The Australian police

1. Can understand about the Australian police

### Driving

#### Driving rules

1. Can understand some basic rules about driving

#### Road signs

2. Can recognise some common road signs

#### Fines

3. Can understand the concept of a fine

## Post-beginner

### Learning English

#### English classes

##### Making enquires

1. Can make enquiries about English classes
2. Can read information about English classes
3. Can telephone for information about English classes

### Money

#### Banking

##### Banking

1. Can understand basic banking terms

##### Bills

2. Can understand and pay bills

### Education

#### Schooling

##### Australia's education system

1. Can understand schooling in Australia

##### Parent participation

2. Become aware of parent participation in schools

##### School notices

3. Can read school notices

##### Schooling

4. Can discuss their schooling in their home country  
Can describe their school days

### Health

#### Going to the doctor

##### Symptoms and injuries

1. Can talk about symptoms

##### Making an appointment

2. Can negotiate an appointment

### Housing

#### Renting

##### Rental advertisements

1. Can read rental advertisements
2. Can participate in a telephone exchange – ringing about a place to rent



## Repairs

3. Can participate in a telephone exchange – arranging repairs in the home

## A new life

### Making contact

1. Can understand ways to meet new people  
Can participate in short casual conversations

## Transport

### Types of transport

1. Can talk about different types of transport

### Public transport

2. Can understand ticketing system and fines

## Work

### Looking for work

#### Work experience

1. Can talk about present and past employment and future work

#### Job advertisements

2. Can read job advertisements

## Environment

### Weather

1. Can talk about the weather  
Can understand weather reports

## Leisure

### Leisure activities

#### Personal interests

1. Can discuss their personal interests and or hobbies

#### TV guide

2. Can locate specific information from a television guide

#### Sports and hobbies

3. Can identify different sports and hobbies

## Law

### The law and you

1. Can understand some basic legal rights and obligations

## Intermediate

### Learning English

#### Everyday English

##### Casual conversation

1. Can participate in a casual conversation with topic changes

##### Idioms

2. Can understand some common idioms

### Money

#### Money matters

##### Consumer rights

1. Can understand some basic consumer rights

##### Money matters

2. Can discuss opinions about money

### Education

#### Schooling

##### Schooling

1. Can discuss their schooling in their home country

##### Australia's education system

2. Can understand schooling in Australia

##### School notices and interviews

3. Can read school notices  
Can understand an interview

### Health

#### A healthy lifestyle

1. Can understand information relating to a healthy lifestyle

#### At the medical centre

1. Can understand a consultation

### Housing

#### Housing

##### Housing

1. Can demonstrate understanding of a news article on housing  
Can talk about their home  
Can write an opinion text

##### Renting

2. Can demonstrate understanding of a spoken information text

## A new life

### Australia

#### Australian customs

1. Can talk about their personal experiences  
Can compare some customs of Australia to their home country

#### Australia and its people

2. Can demonstrate understanding of Australia and its people

## Transport

### Transport

1. Can participate in a discussion on public transport  
Can read a complex informative text on transport
2. Can read and write an opinion text on public transport

## Work

### At work

#### Workplace communication

1. Can participate in a discussions on employment  
Is aware of workplace cultures  
Can read written instructions and workplace signs

#### Occupational Health and Safety

2. Can demonstrate understanding of OHS in the workplace

## Environment

### Weather

#### Weather report

1. Can talk about the weather  
Can understand weather reports

### Environmental issues

1. Can participate in a discussion on environmental issues  
Can demonstrate understanding of a news article  
Can demonstrate understanding of a spoken information text

## Leisure

### Leisure activities

#### Personal interests

1. Can discuss their personal interests or hobbies  
Can write an opinion text

#### Reading the newspaper

2. Can locate specific information from a television guide  
Can demonstrate understanding of a news article

## Law

### Law and order

#### Australia's legal system

1. Can demonstrate a basic understanding of the Australian legal system

## Community

### Your local area

#### Local facilities and services

1. Can develop a better understanding of their local community  
Can demonstrate a capacity for independent learning