

Training English Teachers Internationally



# G'day Saturday ESL Syllabus

2013

INTERCULTURAL TRAINING AUSTRALIA LTD

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# Teacher's Guide

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*Please feel free to use these resources, copy, change add with acknowledgement.*

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# Introduction

*“And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.” Colossians 3.23*

**T**his manual is to assist you in your planning for lessons for G’day Saturday or for other church and community conversation classes. Each week a topic has been selected around upcoming events or topics of interest for ESL learners.

We pray that as you plan and teach these topics, your students’ needs are being met, not just in learning English, relationship building, finding out event information but also in creating opportunities for students to think more deeply about themselves, the world and ultimately about life and God.

## How to Use This Manual

The teaching program has been organised around dates and key events, festivals and the needs of students. A limited list of resources from the web has been provided to assist you in developing your lesson plans and resources. For a list of monthly events for each city in Australia, see:

<http://www.bcl.com.au/>

A more detailed syllabus with some suggested grammar, task and skills, and a warm-up has been provided for most topics contained in this manual. The Syllabus has been developed with Brisbane in mind; however topics can easily be transferred to other locations. School holidays/public holidays listed will differ from State to State.

We wish you all the very best with your planning and English ministry.

In His Service,

*Kim Hood*

# **Syllabus and Resources**

## Life Stories and Lunar New Year: 9 February, 2013

Topic: Life Stories	Topic: Lunar New Year
<p><b>Situation:</b> Getting to Know you through life stories</p> <p><b>Grammar:</b> Past, present and future tenses New vocabulary</p> <p><b>Warm Up:</b> Famous people and their achievements – matching pictures with achievements, Celebrity Heads – Who am I,</p> <p><b>Task:</b> Ss complete a lifeline, listing major life events that go into the future for the next 10 years..... Ss share their lifelines in pairs. The pair listens to the lifeline and Introduces their partner to another pair, or if groups are smaller, Ss present their partner in ‘This is Your Life’ Show. Teacher listens for correct use of tenses. After the presentations – Ss in small groups look at each others’ life lines and think of some positive characteristics to use in describing the person’s life: The teacher can have some on the board for Ss to practice using: courageous, hardworking, determined, adventurous, tragic, ambitious, For example: He’s someone who has done a lot She’s achieved so much I really admire the way he.... It took you a lot of courage to ...</p> <p><b>Skills:</b> (LRWSP) Writing up important life events, past, present and future. Speaking about the life events, Using vocabulary to describe the characteristics of the person from their life and dreams...</p> <p><b>Resources:</b> <b>Describing People</b> <a href="http://www.eslflow.com/describingpeoplelessonplans.html">http://www.eslflow.com/describingpeoplelessonplans.html</a> <b>Speaking ideas:</b> <a href="http://www.eslflow.com/speakingandcommunicativeicebreakeractivities.html">http://www.eslflow.com/speakingandcommunicativeicebreakeractivities.html</a></p>	<p><b>Situation:</b> Talking about Lunar New Year around the world, including China, Korea, Taiwan, Indonesia, Malaysia, Singapore</p> <p><b>Grammar and Functions:</b> Present simple (e.g. we celebrate); telling stories; sharing experiences; adjectives describing personality; sequence adverbs (first, then, next, after than, finally)</p> <p><b>Vocabulary:</b> lunar, Gregorian calendars; Chinese zodiac symbols e.g. rabbit; festival vocab</p> <p><b>Warm up:</b> Try and read a fortune cookie; race to transfer M&amp;Ms from plate to cup using chopsticks and non preferred hand; Learn how to say new year greeting in different languages</p> <p><b>Personal link question:</b> Describe New Year or other festival in your home country.</p> <p><b>Tasks:</b> (options to choose from)</p> <ul style="list-style-type: none"> <li>• Ss read article and answer Wh questions about New Year traditions</li> <li>• Ss find out what year they are e.g. rat, rooster. They read the information describing their character. In threes they discuss how they are different/similar to their animal.</li> <li>• Information gap – groups describe photos, read information related to lunar New Year, share with other students</li> <li>• Ask Chinese/Korean/Taiwanese student to describe how to prepare special food item</li> <li>• Ask Ss to describe New Year decorations, colours, symbols etc.</li> <li>• Ask Ss to tell/act out a story related to New Year</li> <li>• Discuss program for the 15 days of Chinese New Year</li> <li>• Read about and discuss the history of Chinese people in Australia</li> </ul> <p><b>Resources:</b> <a href="http://www.michellehenry.fr/chineseny.htm">http://www.michellehenry.fr/chineseny.htm</a> <a href="http://www.esl-galaxy.com/theworksheets/Chinaworksheets/chinesenewyear.pdf">http://www.esl-galaxy.com/theworksheets/Chinaworksheets/chinesenewyear.pdf</a> <a href="http://www.apples4theteacher.com/holidays/chinese-new-year/">http://www.apples4theteacher.com/holidays/chinese-new-year/</a> <a href="http://www.eslholidaylessons.com/01/chinese_new_years_day.html">http://www.eslholidaylessons.com/01/chinese_new_years_day.html</a> <a href="http://www.cultureandrecreation.gov.au/articles/chinese/">http://www.cultureandrecreation.gov.au/articles/chinese/</a> <a href="http://www.oldmogotown.com.au/chinese.html">http://www.oldmogotown.com.au/chinese.html</a> <a href="http://www.chinesenewyear.com.au/">http://www.chinesenewyear.com.au/</a> <a href="http://www.newyearfestival.com/new-year-in-korea.html">http://www.newyearfestival.com/new-year-in-korea.html</a> <a href="http://www.asianamericanbooks.com/lny_ch_a.htm">http://www.asianamericanbooks.com/lny_ch_a.htm</a> <a href="http://www.ourbrisbane.com/whats-on/chinese-new-year-feature">http://www.ourbrisbane.com/whats-on/chinese-new-year-feature</a></p>

## Valentine's Day and Making Friends: February 16, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Valentine's Day  <b>Situation:</b> Valentine's Day, celebrating love and friendship  <b>Grammar:</b>                      Present Simple: On Valentine's Day people usually...  <b>Vocabulary:</b>                      Idioms with 'heart'; nouns, adjectives, verbs, adverbs of love  <b>Warm –Up: Perfect Match</b>                      Divide Ss into male and females. Females take one shoe off and put it in the middle of the classroom. Boys are turned away. Boys then choose one shoe and find the partner. Ss then describe each others' personality using the shoes. For example sporty, chic, cute etc.</p> <p><b>Personal link question:</b> Is Valentine's or similar day celebrated in your country? When, what?</p> <p><b>Task</b>                      Ss read some information about the history of Valentine's Day. Ss discuss how Valentine's Day is spent in their country. Ss do a Cinquain poem on Love (see poem handout) Ss write on a Valentine's Day card. Valentine's Day hearts (see website below)                      Traditions of kissing; discussion questions                      Dating customs in different countries                      Discuss love from 1 Corinthians 13                      Give your students a chocolate heart                      Make a Valentine's Day card</p> <p><b>Resources:</b>  <b>Lesson Ideas:</b> <a href="http://www.everythingesl.net/lessons/valentine_hearts.php">http://www.everythingesl.net/lessons/valentine_hearts.php</a>  <b>Information about Valentine's day:</b>  <a href="http://www.elcivics.com/valentines_day_esl.html">http://www.elcivics.com/valentines_day_esl.html</a>  <b>Range of relationship resources:</b>  <a href="http://www.eslflow.com/Relationships.html">http://www.eslflow.com/Relationships.html</a>  <a href="http://www.eslholidaylessons.com/02/valentines_day.html">http://www.eslholidaylessons.com/02/valentines_day.html</a>  <b>PowerPoint:</b> <a href="http://elcivics.com/esl_powerpoint_lessons.html">http://elcivics.com/esl_powerpoint_lessons.html</a></p>	<p><b>Situation:</b> Making friends; describing desirable, undesirable friends; talking about how you met</p> <p><b>Grammar and Functions:</b> past simple, past continuous</p> <p><b>Vocabulary:</b> personal, physical characteristics (nouns, adjectives)</p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Words within a word 'friendship'</li> <li>• Ss look at each other's shoes; how do shoes describe personality?</li> <li>• Charades 'I'm going to ...(make a cup of tea for my friend; take my friend to the zoo)</li> </ul> <p><b>Personal link question:</b></p> <p><b>Tasks:</b>                      Role play: what to look for in a flatmate                      Discussion: What makes a good friend?                      Share how you met your best friend                      'Friends' conversation questions                      Your best friend discussion                      Talking about the people in your life                      Listening tasks: <i>He ain't heavy he's my brother</i></p> <p><b>Resources:</b>  <a href="http://iteslj.org/questions/friends.html">http://iteslj.org/questions/friends.html</a>  <a href="http://www.breakingnewsenglish.com/0506/050617-friends-e.html">http://www.breakingnewsenglish.com/0506/050617-friends-e.html</a>  <a href="http://www.eslpartyland.com/teachers/conversation/cqsocial.htm">http://www.eslpartyland.com/teachers/conversation/cqsocial.htm</a>  <a href="http://esl.about.com/od/conversationlessonplans/a/l_bwfriend.htm">http://esl.about.com/od/conversationlessonplans/a/l_bwfriend.htm</a>  <a href="http://www.eslflow.com/relationships.html">http://www.eslflow.com/relationships.html</a>                      Electronic:                      Story of friendship between Jonathan &amp; David (1 Samuel 18)  <i>I'm going to Charades</i></p>

## Natural Disasters/Weather and World Languages: February 23, 2013

Lesson 1 or	Lesson 1	Lesson 2
<p><b>Topic:</b> Natural Disasters</p> <p><b>Situation:</b> Current natural disaster in the news.</p> <p><b>Grammar:</b> Present simple Wh Questions - New vocabulary</p> <p><b>Warm Up:</b> Headline and picture matching task. Try to predict what the article is about.</p> <p><b>Task:</b> In pairs Ss read the first paragraph of a news article – answer Wh questions. Then re-write their information to use for a news presentation. Other Ss listen and fill in Wh information</p> <p><b>Skills:</b> (LRWSP) Skim reading for information, writing a summary of a news article using the 5 Wh questions. Speaking – presenting the news and listening out for Wh information.</p> <p><b>Resources:</b> <b>Natural Disasters:</b> <a href="http://www.tefl.net/esl-lesson-plans/TP-Tsunami.pdf">http://www.tefl.net/esl-lesson-plans/TP-Tsunami.pdf</a> Natural Disasters in Australia: <a href="http://www.cultureandrecreation.gov.au/articles/naturaldisasters/">http://www.cultureandrecreation.gov.au/articles/naturaldisasters/</a> <b>Extreme Weather</b> <a href="http://www.everythingsl.net/lessons/extreme_weather_hurricanes_60832.php">http://www.everythingsl.net/lessons/extreme_weather_hurricanes_60832.php</a></p>	<p><b>Topic:</b> Weather (for intermediate + you could focus on global warming)</p> <p><b>Situation:</b> Talking about the weather (global warming)</p> <p><b>Grammar:</b> weather idioms: ‘raining cats dogs’ weather patterns, weather verbs – it’s raining, its pouring expressing opinions, small talk</p> <p><b>Vocabulary:</b> summer, spring, winter, autumn, weather words (rainy, fine, cloudy etc), humidity, temperature, thermometer, weather idioms (e.g. under the weather)</p> <p><b>Warm up:</b> Ss can listen to singing in the rain and discuss</p> <p><b>Personal link question:</b> What is the weather like in your home town at the moment?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Give a weather report using the weather page from <i>The Australian</i></li> <li>• Role play a conversation about the weather with a stranger</li> <li>• Describe the weather today</li> <li>• Discussion questions</li> <li>• TV weather report – pre-teach vocab, watch without the sound, summarise report using symbols, map etc, watch with sound</li> </ul> <p><b>Resources:</b> <a href="http://www.esltower.com/VOCABSHEETS/weather/weather.html">http://www.esltower.com/VOCABSHEETS/weather/weather.html</a> <a href="http://esl.about.com/library/beginner/blweathervocabulary.htm">http://esl.about.com/library/beginner/blweathervocabulary.htm</a> <a href="http://www.esldiscussions.com/w/weather.html">http://www.esldiscussions.com/w/weather.html</a> <a href="http://www.eslflow.com/environmentlessonplans.html">http://www.eslflow.com/environmentlessonplans.html</a> <a href="http://www.englishclub.com/teach-english/teacher-themes.htm">http://www.englishclub.com/teach-english/teacher-themes.htm</a> <a href="http://www.englishclub.com/ref/Idioms/Quizzes/Weather/index.htm">http://www.englishclub.com/ref/Idioms/Quizzes/Weather/index.htm</a></p> <p><b>Australian weather:</b> <a href="http://www.cultureandrecreation.gov.au/articles/weather/">http://www.cultureandrecreation.gov.au/articles/weather/</a> <b>weather:</b> <a href="http://www.englishmedialab.com/survival%20English/weather%20forecast/weather%20forecast.html">http://www.englishmedialab.com/survival%20English/weather%20forecast/weather%20forecast.html</a> <a href="http://www.cultureandrecreation.gov.au/articles/weather/">http://www.cultureandrecreation.gov.au/articles/weather/</a></p>	<p><b>Situation:</b> International Mother Language Day (February 21); talking about learning languages</p> <p><b>Grammar and Functions:</b> <b>Vocabulary:</b> languages, linguistics, mother tongue, multilingual,</p> <p><b>Warm up:</b> Ss brainstorm strategies for learning a language Quiz - questions about world languages Match languages and countries</p> <p><b>Personal link question:</b> How many languages can you speak? What is your mother tongue?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Provide information on a range of mother languages; In groups/pairs Ss read information and present findings to class</li> <li>• In country groups Ss talk about their mother languages and teach some words to class</li> <li>• Discussion questions (see resources)</li> <li>• Ss present language learning tips</li> </ul> <p><b>Resources: Internet:</b> <a href="http://www.eslholidaylessons.com/02/international_mother_language_day.html">http://www.eslholidaylessons.com/02/international_mother_language_day.html</a> <a href="http://www.michellehenry.fr/geomap.htm#lang">http://www.michellehenry.fr/geomap.htm#lang</a> <a href="http://www.allcountries.org/maps/world_language_maps.html">http://www.allcountries.org/maps/world_language_maps.html</a> <a href="http://www.un.org/en/events/motherlanguageday/">http://www.un.org/en/events/motherlanguageday/</a> <a href="http://www.altiusdirectory.com/Society/international-mother-language-day.php">http://www.altiusdirectory.com/Society/international-mother-language-day.php</a> <a href="http://iteslj.org/questions/languages.html">http://iteslj.org/questions/languages.html</a> <a href="http://www.esldiscussions.com/l/language.html">http://www.esldiscussions.com/l/language.html</a></p> <p>The former president of South Africa, Nelson Mandela, said, "When you speak to somebody in the language he understands, you are speaking to his head. But when you speak to a person in his mother tongue, you are speaking to his heart."</p>

## Clean Up Australia and Recycling: March 2, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Clean Up Australia Day</p> <p><b>Situation:</b> Participating in Clean Up Australia Day</p> <p><b>Grammar and Functions:</b> giving opinions</p> <p><b>Vocabulary:</b> litter, littering, waste, clean up, kerbside clean up, emu parade, litter bug</p> <p><b>Warm up:</b></p> <p><b>Personal link question:</b> What is the penalty for littering in your home country?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Read and discuss case studies of people involved in clean up Australia</li> <li>• Walk around the church grounds and pick up rubbish</li> </ul> <p><b>Resources:</b>  <a href="http://www.cleanup.org.au/au/">http://www.cleanup.org.au/au/</a>  <a href="http://www.brisbane.qld.gov.au/BCC:BASE::pc=PC_1761">http://www.brisbane.qld.gov.au/BCC:BASE::pc=PC_1761</a>  <a href="http://www.cleanupaustraliaday">http://www.cleanupaustraliaday</a></p>	<p><b>Topic:</b> Recycling</p> <p><b>Situation:</b> Talking about waste and recycling</p> <p><b>Grammar and Functions:</b> asking &amp; answering questions; comparing; describing; reporting, giving suggestions</p> <p><b>Vocabulary:</b> thrifty, wasteful, recycling, waste, conservation, frugal, energy, save, compost, efficiency</p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• In groups Ss choose 6 items from a pile of junk and make something new, describe creation to class</li> <li>• In teams sort out recycling from rubbish using pictures/words or real objects</li> <li>• Guess meaning of recycling symbol</li> </ul> <p><b>Personal link question:</b> Do you recycle? Is there a recycling program in your home country?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Discuss recycling in Brisbane</li> <li>• Read, discuss article on history of recycling</li> <li>• Ring city council and organise a recycling bin for the church</li> </ul> <p><b>Resources:</b>  <i>Waste Not, Want Not</i>  <a href="http://recyclingnearyou.com.au/education/history-of-recycling.cfm">http://recyclingnearyou.com.au/education/history-of-recycling.cfm</a>  <a href="http://www.visy.com.au/recycling/index.php?id=21">http://www.visy.com.au/recycling/index.php?id=21</a>  <a href="http://www.ac-nancy-metz.fr/enseign/anglais/Henry/recycling.htm">http://www.ac-nancy-metz.fr/enseign/anglais/Henry/recycling.htm</a>  <a href="http://www.daveseslbiofuel.com/esl5.html">http://www.daveseslbiofuel.com/esl5.html</a>  <a href="http://www.eslflow.com/environmentlessonplans.html">http://www.eslflow.com/environmentlessonplans.html</a></p>

## International Women's Day and Famous People: March 9, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> International Women's Day</p> <p><b>Situation:</b> Talking about the status, roles of women around the world</p> <p><b>Grammar and Functions:</b> past, present simple; expressing opinions;</p> <p><b>Vocabulary:</b> feminism, gender, political correctness, gender-neutral, equality, inequality, personal characteristics</p> <p><b>Warm up:</b>  <b>Personal link question:</b> Discuss the status of women in Ss home countries. Is Int Women's Day celebrated in your country?</p> <p><b>Tasks :</b>Stories of women from around the world  Describe, label pictures of women  Discuss significance of colours e.g. purple &amp; green  Read, discuss 'Why I want a wife'  Debate a topic (e.g. equal prize money for men and women in sport; see website below for more ideas)  Discussion questions – gender roles  Ss interview an invited guest</p> <p><b>Resources:</b>  <a href="http://en.wikipedia.org/wiki/International_Women's_Day">http://en.wikipedia.org/wiki/International_Women's_Day</a>  <a href="http://www.eslholidaylessons.com/03/international_womens_day.html">http://www.eslholidaylessons.com/03/international_womens_day.html</a>  <a href="http://iteslj.org/questions/gender.html">http://iteslj.org/questions/gender.html</a>  <a href="http://www.breakingnewsenglish.com/0808/080819-australia.html">http://www.breakingnewsenglish.com/0808/080819-australia.html</a>  <a href="http://www.idebate.org/index.php">http://www.idebate.org/index.php</a>  <a href="http://www.cwluherstory.org/why-i-want-a-wife.html">http://www.cwluherstory.org/why-i-want-a-wife.html</a>  <a href="http://www.breakingnewsenglish.com/0512/051228-equality-e.html">http://www.breakingnewsenglish.com/0512/051228-equality-e.html</a>  <a href="http://www.ac-nancy-metz.fr/enseign/anglais/Henry/manwoman.htm">http://www.ac-nancy-metz.fr/enseign/anglais/Henry/manwoman.htm</a>  <a href="http://www.eslcafe.com/idea/index.cgi?display:926369370-6502.txt">http://www.eslcafe.com/idea/index.cgi?display:926369370-6502.txt</a>  <i>Jobs for men and women</i>  <i>Bullfighting is in her blood</i></p>	<p><b>Topic:</b> Famous women who made a difference</p> <p><b>Situation:</b> Learning from famous women</p> <p><b>Grammar and Functions:</b> simple past; present perfect; describing; evaluating; possessives, apostrophe s; passive</p> <p><b>Vocabulary:</b> personal characteristics; inspirational, admire, qualities</p> <p><b>Warm up:</b> Names/pictures of famous women are put on Ss backs. Ss ask yes/no questions to guess who they are.</p> <p><b>Personal link question:</b> Have you ever met a famous person?</p> <p><b>Tasks:</b>  Read, discuss, share information from articles about famous women  Brainstorm characteristics of women  Celebrity Heads  Information gap using two different articles about same person  Ss read article about famous woman, take on that role, introduce themselves to class or interview each other  Balloon debate – allocate famous woman to each group; decide who should jump out of leaking balloon  Write sentences about famous women using possessive's or passive.</p> <p><b>Resources:</b>  <a href="http://www.famouspeoplelessons.com/">http://www.famouspeoplelessons.com/</a>  <a href="http://search.eb.com/women">http://search.eb.com/women</a>  <a href="http://www.ac-nancy-metz.fr/enseign/anglais/Henry/womenshistory.htm">http://www.ac-nancy-metz.fr/enseign/anglais/Henry/womenshistory.htm</a>  <a href="http://www.eslteachersboard.com/cgi-bin/quotes/index.pl?read=2911">http://www.eslteachersboard.com/cgi-bin/quotes/index.pl?read=2911</a></p>

## St Patrick's Day and Living Together – Harmony Day: March 16, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> St Patrick's Day</p> <p><b>Situation:</b> St Patrick's Day in Brisbane</p> <p><b>Grammar:</b> Vocabulary, reading skills for finding information.</p> <p><b>Warm Up:</b> Collect range of green items; spread on table; cover with green table cloth. Students form two circles around the table – one inner and one outer. Play Irish music. Students in the two circles circulate in opposite directions. When music stops, students pair up with person in other circle and:</p> <ol style="list-style-type: none"> <li>1. Introduce yourself</li> <li>2. Talk about something important from your home country.</li> </ol> <p>Repeat several times. Form students into pairs. Uncover items on table for 30-60 seconds. Ask students to look and remember. Recover, ask students to work with partner to draw a map of the table, labelling the items. Allow students a second look, recover, and compare plans with another pair.</p> <p><b>Task:</b> Brainstorm words related to St Patrick's Day and Ireland. Divide class into 4 groups. Give each group an article and list of questions (see below). Ask students to read article, discuss new words (using dictionaries provided) and answer questions. Swap question sheets with the other groups. Students take turns to ask other groups a question about the articles they read. In groups, share legends from their home countries. Discuss 'green' idioms. Read the Irish blessing together.</p> <p><b>Skills:</b> Speaking about St Patrick Day vocabulary, reading a St Patrick's Day article and answering questions.</p> <p><b>Resources:</b>  <a href="http://www.teacherplanet.com/resource/stpatrick.php">http://www.teacherplanet.com/resource/stpatrick.php</a>  <a href="http://www.elcivics.com/esl_saint_patricks_day.html">http://www.elcivics.com/esl_saint_patricks_day.html</a>  <a href="http://www.headsupenglish.com/index.php?option=com_content&amp;task=view&amp;id=78&amp;Itemid=52">http://www.headsupenglish.com/index.php?option=com_content&amp;task=view&amp;id=78&amp;Itemid=52</a>  <a href="http://www.eslholidaylessons.com/03/saint_patricks_day.html">http://www.eslholidaylessons.com/03/saint_patricks_day.html</a></p>	<p><b>Topic:</b> Living Together</p> <p><b>Situation:</b> Harmony Day : March 21</p> <p><b>Grammar:</b> Vocabulary, reading skills for finding information.</p> <p><b>Task:</b>            See Lesson plan: Dr Martin Luther King – select from the various activities included – see Dr King's speech – 'I have a dream' :  <a href="http://www.lessonplans.com/ext-resource.php?l=http://school.discoveryeducation.com/lessonplans/programs/respect/">http://www.lessonplans.com/ext-resource.php?l=http://school.discoveryeducation.com/lessonplans/programs/respect/</a></p> <p>Or</p> <p>Plan a Harmony lunch to be held after class: See  <a href="http://www.tasteofharmony.org.au/">http://www.tasteofharmony.org.au/</a> to get a free Harmony lunch kit</p> <p><b>Warm Up:</b> The 'Potato' Activity – 'We are not all the same' See an excellent idea at:  <a href="http://www.racismnoway.com.au/classroom/lesson_ideas/20001010_20.html">http://www.racismnoway.com.au/classroom/lesson_ideas/20001010_20.html</a></p> <p><b>Resources:</b>  <a href="http://www.harmony.gov.au/harmony-day/">http://www.harmony.gov.au/harmony-day/</a>  <a href="http://www.tasteofharmony.org.au/">http://www.tasteofharmony.org.au/</a>  <a href="http://www.racismnoway.com.au/classroom/lesson_ideas/20001010_20.html">http://www.racismnoway.com.au/classroom/lesson_ideas/20001010_20.html</a>  <a href="http://www.eslholidaylessons.com/03/international_day_for_the_elimination_of_racial_discrimination.html">http://www.eslholidaylessons.com/03/international_day_for_the_elimination_of_racial_discrimination.html</a>  <a href="http://www.racismnoway.com.au/classroom/lesson_ideas/20020319_44.html">http://www.racismnoway.com.au/classroom/lesson_ideas/20020319_44.html</a></p>

## Easter: March 23, 2013

Lesson 1	Lesson 2
<p><b>Situation:</b> Easter in Australia and around the world</p> <p><b>Grammar and Functions:</b> non-defining relative clauses: who, which, were; expressing opinions; reading for finding information</p> <p><b>Vocabulary:</b> chocolate, cocoa, bitter, bar, block, eggs, rabbit, bilby, long weekend; Easter related words; 'egg' idioms</p> <p><b>Warm up:</b> Taste, compare, discuss different types of chocolate Ss guess meaning of various Easter symbols</p> <p><b>Personal link question:</b> What were you doing at Easter time last year?</p> <p><b>Tasks:</b> Read, discuss an article about chocolate</p> <ul style="list-style-type: none"> <li>• Discuss Easter traditions</li> <li>• Easter games</li> <li>• Discuss &amp; plan what to do in Brisbane on the Easter long week-end <a href="http://www.ourbrisbane.com/">http://www.ourbrisbane.com/</a></li> <li>• Discuss Easter symbols</li> <li>• Decorate eggs</li> <li>• Students design and participate in an Easter egg hunt</li> <li>• Make, eat Hot cross buns (see attached recipe)</li> <li>• Egg idioms</li> </ul> <p><b>Resources: Internet:</b>  <a href="http://www.cultureandrecreation.gov.au/articles/easter/">http://www.cultureandrecreation.gov.au/articles/easter/</a>  <a href="http://www.eslholidaylessons.com/04/good_friday.html">http://www.eslholidaylessons.com/04/good_friday.html</a>  <a href="http://www.eslholidaylessons.com/04/easter_sunday.html">http://www.eslholidaylessons.com/04/easter_sunday.html</a>  <a href="http://www.ac-nancy-metz.fr/enseigner/anglais/Henry/easter.htm">http://www.ac-nancy-metz.fr/enseigner/anglais/Henry/easter.htm</a>  <a href="http://www.headsupenglish.com/news/20070715chocolatelovers/chocolateloversadvanced.pdf">http://www.headsupenglish.com/news/20070715chocolatelovers/chocolateloversadvanced.pdf</a>  <a href="http://www.esldiscussions.com/c/chocolate.html">http://www.esldiscussions.com/c/chocolate.html</a>  <a href="http://www.onestopenglish.com/section.asp?catid=59408&amp;docid=155613">http://www.onestopenglish.com/section.asp?catid=59408&amp;docid=155613</a></p> <p><b>Electronic:</b>            Reward Intermediate Unit 9 <i>Chocolate</i>            Easter buns recipe</p>	<p><b>Situation:</b> Easter Story</p> <p><b>Grammar and Functions:</b> Past simple; answering questions; story telling</p> <p><b>Vocabulary:</b> see vocabulary in the passion story and other activities</p> <p><b>Warm up:</b>            Brainstorm what Ss know about Easter from the Bible            Names of famous people who died making a difference in history on Ss backs;            Ss have to ask questions to try to guess the person.</p> <p><b>Personal link question:</b> What will you be doing on Good Friday public holiday?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Ss act out passion play, answer questions related to their role. Ss first read play in groups and discuss vocab, then come together to perform.</li> <li>• Advanced class – listen to the song <i>In the name of love</i> by U2, complete gap fill or put verses in order; discuss people in history who have died making a difference</li> <li>• Discuss Easter symbols</li> <li>• Watch, discuss <i>He's alive</i> by Don Francisco  <a href="http://www.youtube.com/watch?v=VbSnk1R31vg;">http://www.youtube.com/watch?v=VbSnk1R31vg;</a>  <a href="http://www.risa.co.uk/sla/song.php?songid=18001">http://www.risa.co.uk/sla/song.php?songid=18001</a></li> <li>• Write Wh questions on board; show end part of <i>Jesus</i> DVD, in groups elicit answers to Wh questions (e.g. Who is Jesus; When did it take place; Where did it take place); discuss prepared questions</li> <li>• Watch <i>Jesus</i> DVD; have main events typed on cards; in groups Ss put events into sequence; discussion questions</li> <li>• Tell Easter story using Easter pictures (see Chris for large pictures)</li> <li>• The Easter egg story</li> <li>• Make, eat Hot cross buns (see attached recipe)</li> </ul> <p><b>Resources: Internet:</b>  <a href="http://esleasterlessons.blogspot.com/">http://esleasterlessons.blogspot.com/</a>  <a href="http://www.kiddyhouse.com/Holidays/Easter/symbols.html">http://www.kiddyhouse.com/Holidays/Easter/symbols.html</a>  <a href="http://www.theholidayspot.com/easter/easter_symbols.htm">http://www.theholidayspot.com/easter/easter_symbols.htm</a>            English Corner Passion play            English Corner Easter Series</p>

## Regrets and Dreams, Environment – Earth Hour: April 13, 2013

Lesson 1	Lesson 2
<p><b>Situation:</b> Talking about regrets and dreams</p> <p><b>Grammar and Functions:</b> Expressing wishes, regrets; talking about the future; making plans; past simple, past perfect; conditionals (I wish..., if only...If I ...)</p> <p><b>Vocabulary:</b> regret, wish, dream, 'It's no use crying over spilt milk'</p> <p><b>Warm up:</b></p> <p><b>Personal link question:</b> Have you ever done something you regretted?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions</li> <li>• Write and share a 'wishes' poem</li> </ul> <p><b>Resources:</b></p> <p><a href="http://www.headsupenglish.com/index.php?option=com_content&amp;task=view&amp;id=461&amp;Itemid=96">http://www.headsupenglish.com/index.php?option=com_content&amp;task=view&amp;id=461&amp;Itemid=96</a>  <a href="http://www.esldiscussions.com/d/dreams.html">http://www.esldiscussions.com/d/dreams.html</a>  <a href="http://iteslj.org/questions/dreams.html">http://iteslj.org/questions/dreams.html</a>  <a href="http://www.finchpark.com/hse/lesson%203/if.pdf">http://www.finchpark.com/hse/lesson%203/if.pdf</a>  <a href="http://www.eslflow.com/wishsheet.html">http://www.eslflow.com/wishsheet.html</a>  <a href="http://www.eslflow.com/conditionalsrealunrealsituations.html">http://www.eslflow.com/conditionalsrealunrealsituations.html</a>  <a href="http://www.headsupenglish.com/index.php?option=com_content&amp;task=view&amp;id=461&amp;Itemid=96">http://www.headsupenglish.com/index.php?option=com_content&amp;task=view&amp;id=461&amp;Itemid=96</a>  <a href="http://www.buzzle.com/articles/teaching-third-conditional-esl-students.html">http://www.buzzle.com/articles/teaching-third-conditional-esl-students.html</a></p> <p>Reward Intermediate Unit 39</p>	<p><b>Situation:</b> Discussing environmental issues, including Earth Hour</p> <p><b>Grammar and Functions:</b> Expressing opinions; modals (should, could, ought to); giving advice; persuading</p> <p><b>Vocabulary:</b> global warming, environment, climate change, conservation, pollution, carbon footprint</p> <p><b>Warm up:</b></p> <p><b>Personal link question:</b> What are the main threats facing the environment in your home country or city?</p> <p><b>Tasks:</b> Read about Earth Hour; prepare and present publicity material</p> <ul style="list-style-type: none"> <li>• Activities from <i>the World and the Environment: Are things hotting up?</i></li> <li>• Conversation questions <i>Environment &amp; Pollution</i></li> <li>• Debate a topic</li> <li>• Design a slogan or poster promoting an environmental issue</li> <li>• Role play an interview between a journalist and an environmentalist chained to a tree</li> <li>• In groups, write a Green Party policy, giving proposals for an environmentally friendly lifestyle</li> <li>• Role play a public consultation meeting discussing whether or not a paper factory should go ahead in a scenic town</li> </ul> <p><b>Resources:</b></p> <p><a href="http://www.earthhour.org.au/">http://www.earthhour.org.au/</a>  <a href="http://www.breakingnewsenglish.com/0903/090326-earth_hour.html">http://www.breakingnewsenglish.com/0903/090326-earth_hour.html</a>  <i>The World and the Environment: Are things hotting up?</i>  <a href="http://iteslj.org/questions/environment.html">http://iteslj.org/questions/environment.html</a>  <a href="http://www.idebate.org/index.php">http://www.idebate.org/index.php</a>  <a href="http://www.eslflow.com/environmentlessonplans.html">http://www.eslflow.com/environmentlessonplans.html</a>  <a href="http://www.ac-nancy-metz.fr/enseign/anglais/Henry/enviro.htm">http://www.ac-nancy-metz.fr/enseign/anglais/Henry/enviro.htm</a></p>

## Anzac Day and a Day Out in Brisbane: April 20, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Anzac Day</p> <p><b>Situation:</b> Students talk about Anzac Day</p> <p><b>Grammar:</b> Present continuous (I am doing) with a future meaning. Plans for Anzac Day – I am going to... And/or</p> <p><b>Past Events</b> The Anzac Story. Recalling events in the past tense.</p> <p><b>Task:</b> Ss find out information about the Anzac Story. Anzac Day vocabulary Making Anzac biscuits</p> <p><b>Skills:</b> (LRWSP) Speaking about Anzac Day. Reading about the Anzac story. Answering questions about Anzac Day.</p> <p><b>Warm Up:</b> Tasting Anzac biscuits. Have a sock war between girls and guys...Ss hide behind chairs and throw rolled up socks at each other....</p> <p><b>Resources:</b>  <a href="http://www.eslprintables.com/printable.asp?id=213008">http://www.eslprintables.com/printable.asp?id=213008</a> <a href="http://www.eslholidaylessons.com/04/anzac_day.html">http://www.eslholidaylessons.com/04/anzac_day.html</a></p>	<p><b>Topic:</b> A day out in Brisbane – public transport</p> <p><b>Situation:</b> What to do and where to go on a public holiday – organizing a picnic</p> <p><b>Grammar:</b> Requests: Would you mind bringing. Can you bring... Vocabulary of food items. Countable and uncountable nouns: some sausages, a bottle of tomato sauce, a lettuce etc Preferences...I would like to go. Disagreement. No...why don't we go to... I would prefer to... How about.....</p> <p><b>Vocabulary:</b> picnic, BBQ, food items, public transport</p> <p><b>Warm up:</b> Do I'm going on a picnic and I'm taking... (memory game)</p> <ul style="list-style-type: none"> <li>• Have picnic items covered with tablecloth; Ss are given time limit to memorise as many items as possible, make list with partner.</li> </ul> <p><b>Task:</b> Ss talk about what they do in their country on a public holiday. Ss in groups plan a day out for a public holiday. Ss are given some information about places in and around Brisbane. Ss have to choose a place they would like to visit and then plan a picnic together. Ss can practice role-play situations.</p> <ul style="list-style-type: none"> <li>• Role play purchasing a bus/train ticket, asking for information</li> </ul> <p><b>Skills:</b> (LRWSP) Reading tourist information (see <a href="http://ourbrisbane.com">ourbrisbane.com</a>) for information. Ss talk and discuss where they would like to go and what they want to bring for a BBQ or picnic.</p> <p><b>Resources:</b> <a href="http://www.translink.com.au/">http://www.translink.com.au/</a> <a href="http://www.idebate.org/index.php">http://www.idebate.org/index.php</a> <a href="http://www.esldiscussions.com/">http://www.esldiscussions.com/</a> <a href="http://iteslj.org/questions/transportation.html">http://iteslj.org/questions/transportation.html</a> <a href="http://www.brisbane.qld.gov.au/">http://www.brisbane.qld.gov.au/</a> <a href="http://www.tefl.net/esl-lesson-plans/TP_Transports.pdf">http://www.tefl.net/esl-lesson-plans/TP_Transports.pdf</a></p>

## Animal Conservation and Nature: April 27, 2013

Lesson 1	Lesson 2
<p><b>Situation:</b> Discussing animal conservation issues and animal rights</p> <p><b>Grammar and Functions:</b> Modals (should); position of adverbs and adverbial phrases; Expressing opinions; talking about change</p> <p><b>Vocabulary:</b> conservation, endangered species, unique, zoo, captive breeding, names of animals</p> <p><b>Warm up:</b> Guess what animal I am (20 questions); See warm up ideas from <i>Zoology</i></p> <p><b>Personal link question:</b> Have you ever been to a zoo? What do you think of zoos? Has anyone been to Tiger Island at Dream world or seen tigers at Australia Zoo?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Read and discuss an article (e.g. <i>Wild and beautiful</i>)</li> <li>• Discuss the use of tiger parts in Chinese medicine</li> <li>• Play <i>Animal instinct</i></li> <li>• Activities from <i>Zoology</i></li> <li>• Debate: e.g. 'Zoos are cruel'</li> </ul> <p><b>Resources: Internet:</b>  <a href="http://www.esldiscussions.com/c/conservation.html">http://www.esldiscussions.com/c/conservation.html</a>  <a href="http://www.breakingnewsenglish.com/0704/070411-tiger.html">http://www.breakingnewsenglish.com/0704/070411-tiger.html</a>  <a href="http://www.breakingnewsenglish.com/0508/050817-animals.html">http://www.breakingnewsenglish.com/0508/050817-animals.html</a>  <a href="http://www.michellehenry.fr/anim2.htm">http://www.michellehenry.fr/anim2.htm</a>  <a href="http://www.eslholidaylessons.com/04/zoo_awareness_day.html">http://www.eslholidaylessons.com/04/zoo_awareness_day.html</a></p> <p>Reward Intermediate Unit 22 <i>Wild and Beautiful</i>            Discussion A-Z – <i>Zoology</i>  <i>Animal Instincts</i></p>	<p><b>Situation:</b> Plants Appreciation Day (14 April); Talking about plants, animals, scenery</p> <p><b>Grammar and Functions:</b> I like.., My favourite..,</p> <p><b>Vocabulary:</b> colours, shapes, textures, senses, scenery adjectives (beautiful, picturesque, amazing..), plants, animals, ways of moving, animal idioms</p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Brainstorm wildlife Ss have seen in Brisbane.</li> <li>• Pairs go outside and collect as many different leaves as possible, describe them.</li> </ul> <p><b>Personal link question:</b> Talk about a beautiful place in your home country. What's the most beautiful place you've been to?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Ss look at and describe pictures of scenery</li> <li>• Talk about, describe Qld plants, animals</li> <li>• Talk about creation stories in students' cultures; compare with creation story from Bible</li> <li>• What does creation say about human worth, how students' think about themselves? Look in a mirror.</li> <li>• Discussion questions</li> </ul> <p><b>Resources: Internet:</b>  <a href="http://iteslj.org/questions/animals.html">http://iteslj.org/questions/animals.html</a>  <a href="http://www.esldiscussions.com/a/animals.html">http://www.esldiscussions.com/a/animals.html</a>  <a href="http://www.esldiscussions.com/idioms/animal_idioms.html">http://www.esldiscussions.com/idioms/animal_idioms.html</a></p> <p><i>Chinese Discovery Study 1 'An Amazing Creation'</i>  <i>700 Classroom Activities: 'Animals'</i></p>

## Food: Eating at Home and Restaurants: May 4, 2013

Lesson 1	Lesson 3
<p><b>Topic:</b> : Eating at Home - Recipes</p> <p><b>Situation:</b> The Cooking Show</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>▪ Simple past vs present perfect</li> <li>▪ Sequence adverbs: first, then, next, after that, finally</li> <li>▪ Countable and uncountable nouns</li> </ul> <p><b>Vocabulary:</b> ingredients, cooking verbs, utensils, typical foods</p> <p><b>Warm up:</b> Potato game or Ss introduce each other Describing themselves by a type of food – e.g. hot and spicy, sweet</p> <p><b>Personal link question:</b> Talk about a special food from your home country</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Introduce food vocabulary, for describing taste and cooking verbs...cut, slice, mix</li> <li>• Teach one recipe using sequence adverbs: First, next, then</li> </ul> <p><b>Skills:</b> (LRWSP) Speaking about themselves, Reading and listening to recipe directions. Describing taste.</p> <p><b>Resources:</b></p> <p><b>Recipes</b> <a href="http://www.englishclub.com/esl-lesson-plans/activity1-cooking.htm">http://www.englishclub.com/esl-lesson-plans/activity1-cooking.htm</a></p> <p><b>Prepare your favourite Dish</b> <a href="http://www.esl-galaxy.com/dish.htm">http://www.esl-galaxy.com/dish.htm</a></p> <p><b>Guacamole lesson plan – great resource!</b> <a href="http://www.dailyefl.com/?p=21">http://www.dailyefl.com/?p=21</a></p>	<p><b>Topic:</b> Eating Out – International Restaurants</p> <p><b>Situation:</b> At a restaurant</p> <p><b>Grammar:</b> Making requests</p> <p><b>Task:</b> Speaking about international food and tastes. Describing food and food tasting. Role-playing at a restaurant. Waiters and customers.</p> <p><b>Skills:</b> (LRWSP) Reading and ordering from a menu. Describing food</p> <p><b>Warm Up:</b> Matching different nationality food with pictures...Nationality adjectives China – Chinese food Thailand – Thai food Vietnam – Vietnamese food Japan – Japanese food etc...</p> <p><b>Resources:</b></p> <p><b>Food and Eating Lessons:</b> <a href="http://www.eslflow.com/foodrestaurantlessonplans.html">http://www.eslflow.com/foodrestaurantlessonplans.html</a></p> <p><b>Ordering Food</b> <a href="http://esllessons4u.com/html/ordering_food.html">http://esllessons4u.com/html/ordering_food.html</a></p>

## Mother's Day and Birth Order: May 11, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Mother's Day</p> <p><b>Situation:</b> Talking about Mothers</p> <p><b>Grammar:</b> Present simple, adjectives, comparisons, writing an appreciation letter</p> <p><b>Vocabulary:</b> adjectives to describe mothers</p> <p><b>Warm up:</b> Provide range of mothers day cards; Ss choose one to give their mother and say why</p> <p><b>Personal link question:</b> In what ways do you resemble your mother/father?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Ss draw a picture of a 'typical' Mum in their culture.</li> <li>• Ss learn new vocabulary e.g. hard working, strict, fun-loving, responsible, generous, kind</li> <li>• Ss discuss the different roles of Mothers in their country and in Australia.</li> <li>• Ss write down a description of their own mother and then write down how they want to be similar or different from their mother.</li> <li>• Ss use the card and write down what they appreciate about their Mother since they have been in Brisbane</li> </ul> <p><b>Skills:</b> (LRWS) Speaking about mothers. Writing down a description of their own mother and how they want to be similar or different</p> <p><b>Resources:</b> <a href="http://www.eslholidaylessons.com/05/mothers_day.html">http://www.eslholidaylessons.com/05/mothers_day.html</a></p>	<p><b>Topic:</b> Family birth order and personality – see article from Headway – Intermediate level</p> <p><b>Situation:</b> Ss read and talk about their birth order</p> <p><b>Grammar:</b> Personality adjectives, Comparing opinions e.g. I'm a middle child, I'm competitive, but I'm not really moody. But my younger...</p> <p><b>Warm up:</b> Form Ss into groups depending on birth order (oldest, middle, youngest etc)</p> <ul style="list-style-type: none"> <li>• discuss what it is like to be a...(first born, middle child, youngest, only child);</li> <li>• play a competition game e.g. active brainstorm, quiz, balloon volleyball</li> </ul> <p><b>Personal link question:</b> Talk about your family. What is your position in your family (eldest, middle, only child etc)</p> <p><b>Task:</b> Ss discuss their position in the family and in their culture the different responsibilities of each child. Ss read the magazine article and then in pairs compare opinions on the article.</p> <p><b>Skills:</b> (LRWS) Speaking about birth order, reading the article, using vocabulary to describe personality.</p> <p><b>Resources:</b> Article from Headway Intermediate student's book p 17-18. 'Family Fortunes – birth order and personality'.</p> <p><b>Lessons on family:</b> <a href="http://www.eslflow.com/esllessonplans.html">http://www.eslflow.com/esllessonplans.html</a> <a href="http://www.tefl.net/esl-lesson-plans/TP_FamilyMatters.pdf">http://www.tefl.net/esl-lesson-plans/TP_FamilyMatters.pdf</a></p>

## Volunteering and Fundraising: May 18, 2012

Topic: National volunteer week	Topic: Charities and fundraising/Fair Trade Week
<p><b>Situation:</b> Talking about volunteering</p> <p><b>Grammar and Functions:</b> Asking questions; accepting and declining when asked to do something</p> <p><b>Vocabulary:</b> volunteer, to volunteer, volunteering, voluntary, unsung hero, not for profit organisation, community, unpaid</p> <p><b>Warm up:</b> Quiz based on volunteering facts from Volunteering Australia website Predict content of article from picture or heading</p> <p><b>Personal link question:</b> Have you ever worked as a volunteer; where, when, who for? Have you ever volunteered to do something? What?</p> <p><b>Tasks:</b> Discussion questions Read, discuss an article about a volunteer (include vocab work) – see Brisbane News or Volunteering Australia website Ss interview teacher or a guest about his/her volunteer work Discuss definition of volunteering Discuss/role play how to respond (in negative and positive) when asked to volunteer for a task (provide role cards)</p> <p><b>Resources:</b> <a href="http://www.volunteeringaustralia.org/html/s01_home/home.asp">http://www.volunteeringaustralia.org/html/s01_home/home.asp</a> <a href="http://www.esldiscussions.com/v/volunteerism.html">http://www.esldiscussions.com/v/volunteerism.html</a> Articles from Brisbane News – <i>Unsung Hero</i>, <i>Snapshot</i> <a href="http://www.volunteeringaustralia.org/files/0WQ1A2EUTZ/Def_and_Princ_English.pdf">http://www.volunteeringaustralia.org/files/0WQ1A2EUTZ/Def_and_Princ_English.pdf</a> <a href="http://www.volunteeringqld.org.au/home/">http://www.volunteeringqld.org.au/home/</a></p>	<p><b>Situation:</b> Students understand and discuss fundraising and charities</p> <p><b>Grammar and Functions:</b> Making suggestions (we could, how about..); agreeing and declining; responding appropriately to a request for a donation</p> <p><b>Vocabulary:</b> raffle, ticket, charity, fundraising, donation, donor, not for profit organisation, unsung hero, cause, doorknocking, funds, aid and development, beggar, busker, homeless people, collector, appeal, receipt</p> <p><b>Warm up:</b> Hold a lucky door prize/lucky seat prize competition. Predict content of article from picture or heading Brainstorm charities students have heard of (e.g. Red Cross)</p> <p><b>Personal link question:</b> How do you respond when someone asks you for money? Do you make donations to charities? Have you ever participated in a fundraising activity? Are there charities in your hometown/city?</p> <p><b>Tasks:</b> Discussion questions Students plan, conduct a demonstration raffle Ss are given a need; plan a fundraising campaign to raise money to meet the need Read and discuss article about a fundraiser (include vocab work) Read, discuss an article about an overseas aid project Discuss/role play how to respond (in negative and positive) when asked for a donation, to buy a raffle ticket or for money by a beggar (provide role cards) Discussion: How do you know if a beggar is a real beggar? Panel discussion – allocate Ss as beggar, busker, charity collector; other Ss ask questions (provide role cards)</p> <p><b>Resources:</b> <a href="http://www.esldiscussions.com/c/charity_charities.html">http://www.esldiscussions.com/c/charity_charities.html</a> <a href="http://www.eslholidaylessons.com/05/world_red_cross_red_crescent_day.html">http://www.eslholidaylessons.com/05/world_red_cross_red_crescent_day.html</a> Article from Brisbane News – <i>Unsung Hero</i> <a href="http://iteslj.org/questions/charity.html">http://iteslj.org/questions/charity.html</a> <a href="http://www.englishclub.com/esl-forums/viewtopic.php?f=192&amp;t=49664">http://www.englishclub.com/esl-forums/viewtopic.php?f=192&amp;t=49664</a> <b>World Fair Trade Day (14 May)</b> <a href="http://www.global-ed.org/cu-chocolate.pdf">http://www.global-ed.org/cu-chocolate.pdf</a> <a href="http://www.breakingnewsenglish.com/0508/050829-coffee-e.html">http://www.breakingnewsenglish.com/0508/050829-coffee-e.html</a> <a href="http://www.eslholidaylessons.com/05/world_fair_trade_day.html">http://www.eslholidaylessons.com/05/world_fair_trade_day.html</a> <a href="http://www.oxfam.org.uk/education/resources/category.htm?30">http://www.oxfam.org.uk/education/resources/category.htm?30</a> <a href="http://www.qldfairtrade.org.au/">http://www.qldfairtrade.org.au/</a></p>

## Greece/Greek Festival and Multi-Culturalism: May 25, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Greece/Greek Festival</p> <p><b>Situation:</b> Greek Festival</p> <p><b>Grammar:</b> Vocabulary, reading skills for finding information, Reading a Greek recipe ( a Greek Salad), Listening to instructions for doing the Zorba, Grammar for giving opinions,</p> <p><b>Warm Up:</b> Ss listen to some music and have to say what country it is from. Ss have to listen to instructions on how to do the Zorba and do the Zorba.</p> <p><b>Task:</b> Ss can do any of the following: 1. Learn sequence adverbs for a Greek Salad Recipe; First, next, then.... Vocabulary for Making a Greek Salad. 2. Ss are given the Explore Greece – Paniyri Greek Festival booklet and have to scan and skim read for interesting information. Ss in small groups. , plan what they want to see and when for a given time period – e.g. Saturday from 12 – 3.30 pm for example.... 3. Greek Food tasting – being able to describe the food – sweet, sticky, soft, oily...etc</p> <p><b>Skills:</b> (LRWSP) Reading the Paniyiri Passport, speaking about the program and selecting activities and giving reasons why, discussing/debating about multi-culturalism, listing pros and cons, listening to or reading directions for making a Greek Salad,</p> <p><b>Resources:</b> <a href="http://www.brisbanecitylife.com.au/bcl/wotson.htm">http://www.brisbanecitylife.com.au/bcl/wotson.htm</a> <a href="http://www.paniyiri.com/">http://www.paniyiri.com/</a></p>	<p><b>Topic:</b> Multi-culturalism</p> <p><b>Situation:</b> Living in Multi-cultural Australia <b>Grammar:</b> Vocabulary, reading skills for finding information, Grammar for giving opinions, <b>Warm Up:</b> Ss listen to some music and have to say what country it is from. Ss group pictures of things from different countries into their correct country groupings. <b>Task:</b> Ss can do any of the following: 1. Read some information about multiculturalism in Australia and discuss multi-culturalism in Australia and the Ss' countries. Focusing on new vocabulary and giving opinions. I think because.... It is a good idea because... I am against multiculturalism because..... I only agree with multi-culturalism, if..... 2. Do the Song – We are Australian... as a listening exercise and discussion. (teach key vocabulary) <b>Skills:</b> (LRWSP) Reading about multiculturalism, speaking about the program and selecting activities and giving reasons why, discussing/debating about multi-culturalism, listing pros and cons <b>Resources</b> <a href="http://www.eslflow.com/interculturalcommunication.html">http://www.eslflow.com/interculturalcommunication.html</a> surveys: <a href="http://www.eslflow.com/Surveysandquestionnaires.html">http://www.eslflow.com/Surveysandquestionnaires.html</a> <a href="http://www.racismnoway.com.au/classroom/lesson_ideas/20040915_73.html">www.racismnoway.com.au/classroom/lesson_ideas/20040915_73.html</a> <b>Using Songs:</b> <a href="http://www.harmony.gov.au/schools/teachers/lesson-plans/plan-12.htm">http://www.harmony.gov.au/schools/teachers/lesson-plans/plan-12.htm</a></p>

## Aussie Fest Syllabus – any lesson around the theme of Australia – Teacher’s choice: June 1, 2013

Ideas:	Resources
<ul style="list-style-type: none"> <li>• Australian animals</li> <li>• Camping – making damper</li> <li>• Australian songs</li> <li>• Australian inventions</li> <li>• Australian icons</li> <li>• Australian bush dance</li> <li>• Famous Australians</li> <li>• Bushrangers</li> <li>• Indigenous Australians</li> <li>• Travelling around Australia</li> <li>• Cooking Australian food</li> <li>• Australian slang and conversation</li> </ul>	<p><a href="http://eslessons4u.com/index.htm">http://eslessons4u.com/index.htm</a> (Australian ESL lessons)</p> <p><a href="http://www.cultureandrecreation.gov.au/stories/alpha.htm">http://www.cultureandrecreation.gov.au/stories/alpha.htm</a> (A-Z of things about Australia).</p> <p><a href="http://members.optusnet.com.au/renatachylinski/australiana.htm">http://members.optusnet.com.au/renatachylinski/australiana.htm</a></p> <p>Aussie Legends:  <a href="http://www.racismnoway.com.au/classroom/lesson_ideas/20010928_39.html">http://www.racismnoway.com.au/classroom/lesson_ideas/20010928_39.html</a></p>

## Australian Indigenous Stories and Reconciliation Week: June 8, 2012

Lesson 1	Lesson 2
<p><b>Topic: Australian Indigenous stories</b></p> <p><b>Situation:</b> Aboriginal Dot painting stories</p> <p><b>Grammar:</b> Passives – retelling of a story</p> <p><b>Task:</b></p> <p>Ss are given a dot painting story to try and explain. Ss listen to the story. Ss are given the dot painting symbols and create a story using the symbols.</p> <p><b>Skills:</b> (LRWSP) Ss discuss a dot painting story, Ss listen to the story, Ss write their own story using the dot painting symbols, and Ss tell their new story.</p> <p><b>Resources:</b></p> <p><b>Short Video clip on aboriginal dot painting:</b> <a href="http://dl.screenaustralia.gov.au/module/458/">http://dl.screenaustralia.gov.au/module/458/</a></p> <p><b>Short video and transcripts of Aboriginal Stories</b> <a href="http://australianmuseum.net.au/Stories-of-the-Dreaming">http://australianmuseum.net.au/Stories-of-the-Dreaming</a></p> <p><b>Map of Indigenous Australia</b> <a href="http://www.racismnoway.com.au/classroom/lesson_ideas/20001012_.html">http://www.racismnoway.com.au/classroom/lesson_ideas/20001012_.html</a></p>	<p><b>Topic: Indigenous Australians</b> <b>Situation:</b> Reconciliation Week</p> <p><b>Grammar:</b> Function: saying sorry, apologising.</p> <p><b>Warm Up:</b> Ss go round (gently) bumping each other, doing something to another person and practice saying sorry in different ways</p> <p><b>Task:</b> Ss can look at pictures of indigenous peoples around the world. Each country can do a mini presentation on their indigenous people.</p> <p>Ss can read/listen to some information about indigenous Australians. Ss can watch a short exert from 'Rabbit Proof Fence' about The Stolen generation. Ss listen to Bob Randal's Song 'My Brown Skin baby they taken him away' Ss can listen to the Sorry Song Ss can read some stories about people from the stolen generation. Ss can read and invite someone to a reconciliation week activity.</p> <p><b>Skills:</b> Speaking about Indigenous peoples from the Ss countries. Reading about indigenous Australians. Asking a friend to a reconciliation week event.</p> <p><b>Resources:</b> <a href="http://www.brisbanecitylife.com.au/bcl/watson.htm">http://www.brisbanecitylife.com.au/bcl/watson.htm</a></p> <p><b>Indigenous Australians</b> <a href="http://www.cultureandrecreation.gov.au/articles/indigenous/">http://www.cultureandrecreation.gov.au/articles/indigenous/</a> <a href="http://members.optusnet.com.au/renatachylinski/australiana.htm">http://members.optusnet.com.au/renatachylinski/australiana.htm</a></p> <p><b>Sorry Day:</b> <a href="http://www.cultureandrecreation.gov.au/articles/indigenous/sorry/">http://www.cultureandrecreation.gov.au/articles/indigenous/sorry/</a> <a href="http://www.racismnoway.com.au/classroom/lesson_ideas/20090122_88.html">http://www.racismnoway.com.au/classroom/lesson_ideas/20090122_88.html</a></p>

## World Refugee Day and Queensland Week: June 15, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Refugees  <b>Situation:</b> World Refugees  <b>Grammar:</b> New vocabulary  <b>Vocabulary:</b> refugee, migrant, detention, boat people, race, persecution, nationality, religion, asylum seeker, illegal immigrant, people smuggling, people trafficking,  <b>Warm up:</b>            In groups Ss write 'my idea of a refugee' in centre of page; brainstorm words, pictures, ideas  <b>Personal link questions:</b> Do you know a refugee? Have you moved house or country; share your experiences. Does your country accept refugees?  <b>Task:</b>            1. Ss are given information about different stories from refugees around the world. They read the stories, answer the questions, and then tell the story to the other students.            2. Refugee simulation activity            Simulation lesson:  <a href="http://www.ncca.org.au/actforpeace/about_us/protect_refugees/refugee_and_migrant_sunday/refugee_simulation_game">http://www.ncca.org.au/actforpeace/about_us/protect_refugees/refugee_and_migrant_sunday/refugee_simulation_game</a>  <a href="http://www.ncca.org.au/_data/page/423/UNHCR_Application_for_Refugee_Status.PDF">http://www.ncca.org.au/_data/page/423/UNHCR_Application_for_Refugee_Status.PDF</a>            3. Breaking News article – on asylum seekers            4. News articles about Boat people coming to Australia  <b>Skills:</b>(LRWSP)            Choose skills from the lesson plan you want to focus on  <b>Resources:</b>  <a href="http://www.brisbanecitylife.com.au/bcl/watson.htm">http://www.brisbanecitylife.com.au/bcl/watson.htm</a>  <a href="http://www.eslholidaylessons.com/06/world_refugee_day.htm">http://www.eslholidaylessons.com/06/world_refugee_day.htm</a>  <a href="http://www.refugeetutoring.org/worldrefugeeday">http://www.refugeetutoring.org/worldrefugeeday</a>  <b>Asylum Seekers:</b>  <a href="http://www.breakingnewsenglish.com/0601/060119-papua.html">http://www.breakingnewsenglish.com/0601/060119-papua.html</a>  <a href="http://www.racismnoway.com.au/classroom/lesson_ideas/20030729_59.html">http://www.racismnoway.com.au/classroom/lesson_ideas/20030729_59.html</a>  <b>Simulation lesson:</b>  <a href="http://www.ncca.org.au/actforpeace/about_us/protect_refugees/refugee_and_migrant_sunday/refugee_simulation_game">http://www.ncca.org.au/actforpeace/about_us/protect_refugees/refugee_and_migrant_sunday/refugee_simulation_game</a>  <a href="http://www.ncca.org.au/_data/page/423/UNHCR_Application_for_Refugee_Status.PDF">http://www.ncca.org.au/_data/page/423/UNHCR_Application_for_Refugee_Status.PDF</a>  <b>TEAR Refugee Simulation activity:</b>  <a href="http://www.tear.org.au/resources/items/refugee-simulation-game/#relatedFiles">http://www.tear.org.au/resources/items/refugee-simulation-game/#relatedFiles</a>  <b>Surveys:</b>  <a href="http://www.eslflow.com/Surveysandquestionnaires.html">http://www.eslflow.com/Surveysandquestionnaires.html</a></p>	<p><b>Topic:</b> Queensland Week  <b>Situation:</b> Being a tourist/talking about tourism    <b>Grammar and Functions:</b> expressing opinions, agreeing, disagreeing, making arrangements, expressing preferences, could,  <b>Vocabulary:</b> tourist, tourism, attractions, places in Qld    <b>Warm up:</b>  <ul style="list-style-type: none"> <li>• Ss place pictures of places around Queensland in the correct spot on a Queensland map.</li> <li>• Queensland quiz</li> <li>• Ss sample lamington; in groups describe a famous food from their home areas</li> </ul>   <b>Personal link questions:</b> What have you seen and done in Queensland? Describe 5 things to do/see in your home state/province.  <b>Tasks:</b>  <ul style="list-style-type: none"> <li>• In groups Ss read/analyse QLD tourist promotional material and discuss questions as per examples in Resource 1 at <a href="http://www.environment.gov.au/education/publications/tsw/modules/module20.html">http://www.environment.gov.au/education/publications/tsw/modules/module20.html</a></li> <li>• Debate the pros and cons of tourist development</li> <li>• Read about the origin of the lamington</li> <li>• Role play - organise a group outing to attend the RACQ BBQ at Roma St Parklands or Government House open day on Sunday(what, when, how, who)</li> </ul>   <b>Resources: Internet:</b>  <a href="http://www.premiers.qld.gov.au/events/queensland-week.aspx">http://www.premiers.qld.gov.au/events/queensland-week.aspx</a>  <a href="http://www.eslflow.com/Tourismlessons.html">http://www.eslflow.com/Tourismlessons.html</a>  <a href="http://www.queenslandholidays.com.au/">http://www.queenslandholidays.com.au/</a>  <a href="http://esl.about.com/od/conversationlessonplans/a/I_tourism1.htm">http://esl.about.com/od/conversationlessonplans/a/I_tourism1.htm</a>  <a href="http://www.tefl.net/esl-lesson-plans/TP_Tourism-and-Holidays.pdf">http://www.tefl.net/esl-lesson-plans/TP_Tourism-and-Holidays.pdf</a>              Queensland tourist brochures</p>

## Music and Lyrics and World Music Day: June 22, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Music and Lyrics</p> <p><b>Situation:</b> A song from a musical/ or favourite song.</p> <p><b>Grammar:</b> Grammar of the song. Vocabulary from the song</p> <p><b>Task:</b> T chooses a song from a musical. Discussion about the theme of the song. Introduce new vocabulary. Listening exercise. Then make up a dialogue to continue the story and act out...or discussion about the song.</p> <p><b>Skills:</b> (LRWSP) Listening skills – cloze or ordering of lyrics. Speaking about the song and themes from the song.</p> <p><b>Warm Up:</b>  (depends on song topic)</p> <p><b>Resources:</b> <b>Learning English Through Songs:</b> <a href="http://www.isabelperez.com/songs.htm">http://www.isabelperez.com/songs.htm</a></p>	<p><b>Topic:</b> World Music Day</p> <p><b>Situation:</b> Fete de la Musique Festival</p> <p><b>Grammar:</b> Vocabulary, reading skills for finding information, Grammar for giving opinions, <b>Vocabulary:</b> types of instruments, emotions, volume, speed</p> <p><b>Warm up:</b> Play music for the students on the piano</p> <p><b>Personal link question:</b> When do you listen to music? What types of music do you like?</p> <p><b>Task:</b> Ss can do any of the following:</p> <p>1. Ss are given the program and have to scan and skim read for interesting information. Ss in small groups. , plan what they want to see and when for a given time period – e.g. Sunday from 12 – 3.30 pm for example.... See <a href="http://www.fetedelamusiquebrisbane.com.au/">http://www.fetedelamusiquebrisbane.com.au/</a></p> <p><b>Skills:</b> (LRWSP) Reading about Fete de la Musique, speaking about the program, selecting activities, and giving reasons why, discussing different music genres. Ss put on a mini concert within the class. They choose a song they know and sing it to the class. They have to explain the lyrics and background to the famous song/dance.</p> <p><b>Warm Up:</b> Ss listen to some music and have to say what country it is from.</p> <p><b>Resources:</b> <a href="http://www.brisbanecitylife.com.au/bcl/watson.htm">http://www.brisbanecitylife.com.au/bcl/watson.htm</a> <a href="http://www.fetedelamusiquebrisbane.com.au/">http://www.fetedelamusiquebrisbane.com.au/</a></p>

## Creative Writing and Stories and Legends: June 29, 2013

Lesson 1	Lesson 2
<p><b>Topic: Creative Writing</b></p> <p><b>Situation:</b> Using the senses</p> <p><b>Grammar:</b> adjectives, sentence construction</p> <p><b>Task:</b> see lesson plan: <a href="http://www.lesstutor.com/eescw9.html">http://www.lesstutor.com/eescw9.html</a></p> <p><b>Skills:</b> talking about the senses, writing about a topic using all five senses.</p> <p><b>Warm Up:</b> Smells in a bag Ss have to guess the smells. Taste some food – describe the tastes, feel bag with things Ss have to touch and feel and describe, listen to some sounds and describe the feelings.</p> <p><b>Resources:</b></p> <p><b>Using the senses – creative writing</b>  <a href="http://www.lesstutor.com/eescw9.html">http://www.lesstutor.com/eescw9.html</a></p>	<p><b>Topic: Stories and Legends – Cultural Stories</b></p> <p><b>Situation:</b> Reading aloud and acting out stories and legends</p> <p><b>Grammar:</b> Simple past</p> <p><b>Warm Up:</b> Ss are given some pictures and they have to make a simple story using the pictures.</p> <p><b>Task:</b> Ss participate in a story. Ss write and present their own cultural story. Folk Stories from Around the World  <a href="http://www.topics-mag.com/folk-tales/page.htm">http://www.topics-mag.com/folk-tales/page.htm</a></p> <p><b>Skills:</b> (LRWSP)</p> <p>Listening to a story, Reading a story aloud. Learning new vocabulary. Ss get into country groupings, write, and tell a simple story from their culture using pictures and actions.</p> <p><b>Resources:</b></p> <p><b>Folk Stories from Around the World</b>  <a href="http://www.topics-mag.com/folk-tales/page.htm">http://www.topics-mag.com/folk-tales/page.htm</a></p>

## Money and Banking and Living Cheaply: July 6, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Money</p> <p><b>Situation:</b> At the Bank</p> <p><b>Grammar:</b> Banking Vocabulary and banking dialogues.</p> <p><b>Warm Up:</b> Ss find people who use the same bank as they do and discuss some banking questions.</p> <p><b>Task:</b> Ss role play opening a bank account, withdrawing and depositing money, closing an account and reporting a lost or stolen card. Lower levels will only do one or two of these role-plays. Higher levels may do all the role-plays. Have role-play cards prepared beforehand. Real banking material would be useful.</p> <p><b>Skills:</b> Speaking in a role-play. Writing – filling out banking forms. Reading money phrasal verbs</p> <p><b>Resources:</b></p> <p><b>Banking Lesson Plan</b>  <a href="http://www.readtolearn.org/skillpacks/pdf/Banks.pdf">http://www.readtolearn.org/skillpacks/pdf/Banks.pdf</a>  <a href="http://www.manythings.org/vocabulary/lists/a/words.php?f=bank_1">http://www.manythings.org/vocabulary/lists/a/words.php?f=bank_1</a></p>	<p><b>Topic:</b> Op Shopping – saving money</p> <p><b>Situation:</b> Students visit the Red Hill op shop</p> <p><b>Grammar:</b> Saving money idioms + and -; e.g. thrifty, stingy: Vocabulary of shopping, Clothes vocabulary</p> <p><b>Shopping Conversations:</b>  <i>Expression sale assistant's use:</i> Can I help you? Would you like some help? Would you like anything else? What size are you? How does it fit? How would you like to pay? Is it cash or card? Here's your change.  <i>Expression we use:</i>            I'm looking for .....I'd like to buy... How much is it? I'm looking for, I'm just looking. How much is it? How much are they? I'd like to try it on. I'll take it. I'll take them. Do you have any in a size.....</p> <p><b>Warm Up:</b> Shopping survey, Money, money</p> <p><b>Task:</b> Ss have to buy an outfit for someone in their group. Each group/pair has a different outfit to buy.            Pair/Group 1: A formal dinner outfit for a guy and girl            Pair/Group2: Going to the snow outfits            Pair/Group 3: a Farm Work outfit            Pair/Group 4: A waitress/waiter outfit.            Ss first role-play their shopping conversations. They practice the clothes vocabulary they will need to talk to the shop assistant. They choose an outfit and bring it back to the class. They have to tell the other groups what items they bought and how much it cost. They have to try it on and model it for the Red Hill Thrift shop fashion parade.</p> <p><b>Skills:</b>(LRWSP) Listening to Abba's Money song. Shopping conversations, describing clothes,</p> <p><b>Resources:</b> Thrift shops - markets in Brisbane  <a href="http://www.ourbrisbane.com/whats-on/markets">http://www.ourbrisbane.com/whats-on/markets</a>  <a href="http://www.ourbrisbane.com/shopping/centres-and-precincts/outlets?page=1">http://www.ourbrisbane.com/shopping/centres-and-precincts/outlets?page=1</a></p>

## Home Towns and Famous Cities: July 13, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Hometowns, neighbourhoods</p> <p><b>Situation:</b> Talking about our hometowns</p> <p><b>Grammar and Functions:</b> making comparisons; describing places; present simple; present perfect; Wh questions</p> <p><b>Vocabulary:</b> neighbours, neighbourhood, adjectives to describe places, attractions, street signs, urban, rural</p> <p><b>Warm up:</b> In small groups Ss introduce their hometowns using world map and answering Wh questions</p> <p><b>Personal link question:</b> Talk about your hometown. Talk about your current neighbourhood. What are your experiences with neighbours?</p> <p><b>Tasks:</b> Discussion questions Ss research about hometowns, write a quiz about each other's hometowns Ss interview others about their hometowns Ss create a visitor's guide for their hometown Ss create an itinerary for a 3 day stay in their hometown Ss discuss, problem solve a community issue in their neighbourhood Characteristics of a good/bad neighbour Examine, discuss, design street signs</p> <p><b>Resources:</b> <a href="http://iteslj.org/questions/hometowns.html">http://iteslj.org/questions/hometowns.html</a> <a href="http://www.eslflow.com/citycountryfollowingdirections.html">http://www.eslflow.com/citycountryfollowingdirections.html</a> <a href="http://www.headsupenglish.com/skillbuilders/speaking/neighborhood.pdf">http://www.headsupenglish.com/skillbuilders/speaking/neighborhood.pdf</a> <a href="http://www.ac-nancy-metz.fr/enseign/anglais/Henry/ville.htm">http://www.ac-nancy-metz.fr/enseign/anglais/Henry/ville.htm</a></p>	<p><b>Topic:</b> Famous Cities and travel</p> <p><b>Situation:</b> Talking about and comparing cities</p> <p><b>Grammar and Functions:</b> making comparisons; describing places; present simple; present perfect; travel narrative</p> <p><b>Vocabulary:</b> icons, eye sores; adjectives to describe cities, attractions, urban, rural</p> <p><b>Warm up:</b> Attach names of famous cities to student's backs; Ss ask each other questions to guess their city. Think of a city for each letter of the alphabet.</p> <p><b>Personal link question:</b> What is the most interesting city you have visited or would like to visit?</p> <p><b>Tasks:</b> Discussion questions Ss write or verbally present a travel narrative for a city they have visited. Celebrity Heads using cities covered in lesson (review activity) Debate: Where would you like to live – in a big city or in the countryside?</p> <p><b>Resources:</b> Reward Intermediate Unit 14 <a href="http://www.esldiscussions.com/c/cities.html">http://www.esldiscussions.com/c/cities.html</a> <a href="http://iteslj.org/questions/cities.html">http://iteslj.org/questions/cities.html</a> Reward Unit 14 <i>Twin Cities</i></p>

## Hobbies and Interests, Oral presentations - Teaching a skill: July 20, 2013

Lesson 1	Lesson 2
<p><b>Topic: Hobbies and Interests</b></p> <p><b>Situation:</b> Talking about hobbies and interests</p> <p><b>Grammar:</b> Vocabulary, Present simple</p> <p><b>Task:</b></p> <p>Interest survey. Finding something in common. Conversation discussion questions.</p> <p><b>Skills:</b> (LRWSP) <i>Various</i></p> <p><b>Warm Up:</b> Depending on hobby/interest</p> <p><b>Resources:</b></p> <p><b>Excellent website for hobby lesson ideas:</b>  <a href="http://www.esl-galaxy.com/vocabularysheets.html">http://www.esl-galaxy.com/vocabularysheets.html</a>  <a href="http://www.esltower.com/VOCABSHEETS/hobbies%20holidays/hobbies.html">http://www.esltower.com/VOCABSHEETS/hobbies%20holidays/hobbies.html</a></p>	<p><b>Topic: Teaching a Skill through Oral Presentations</b></p> <p><b>Situation:</b> Oral presentations – teaching a skill</p> <p><b>Grammar:</b> sequence adverbs: first, next. Verbs.</p> <p><b>Task:</b></p> <p>Ss are given simple things to teach other Ss in their group how to use. For example: a stapler, a tea bag, a mobile phone, putting on lip stick etc. Ss use the oral presentation worksheet as a guide.</p> <p><b>Skills:</b> (LRWSP)</p> <p>Speaking for their presentation, listening to each other's presentation, writing up the presentation and reading the presentation</p> <p><b>Warm Up:</b> Ss interview their partner and introduce them to the group.</p> <p><b>Resources</b> Oral presentation handout – email Kim Hood: <a href="mailto:englishcorner@aapt.net.au">englishcorner@aapt.net.au</a> for a copy.</p>

## Shopping and Socialising: July 27, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Shopping</p> <p><b>Situation:</b> Visiting a supermarket</p> <p><b>Grammar and Functions:</b> Greetings, Requests, making a list, categorising, countable, uncountable nouns,</p> <p><b>Vocabulary:</b> Sections of a supermarket (meat, freezer, fruit and vegetables), check-out, cashier, shopping list, receipt, docket, groceries, aisle</p> <p><b>Warm up:</b> Find out who uses the same supermarket as you and discuss some shopping questions.</p> <p><b>Personal link question:</b> Where do you do your grocery shopping? What differences/similarities have you noticed between supermarkets in Brisbane and your home country? How often do you go grocery shopping?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Role plays: what to say at the checkout, how to ask for something in the supermarket (get a shop plan from a supermarket)</li> <li>• Design a supermarket</li> <li>• Discussion questions</li> <li>• In pairs Ss plan a meal and make a shopping list</li> </ul> <p><b>Resources:</b></p> <p><a href="http://www.esldiscussions.com/s/supermarkets.html">http://www.esldiscussions.com/s/supermarkets.html</a>  <a href="http://www.esldiscussions.com/s/shopping.html">http://www.esldiscussions.com/s/shopping.html</a>  <a href="http://iteslj.org/questions/money.html">http://iteslj.org/questions/money.html</a>  <a href="http://www.eslflow.com/Department_store.pdf">http://www.eslflow.com/Department_store.pdf</a>  <a href="http://www.stickyball.net/adult/256.html">http://www.stickyball.net/adult/256.html</a>  <a href="http://www.esl-images.com/vocabulary_topic_display.asp?images=At%20the%20Supermarket&amp;topic=7">http://www.esl-images.com/vocabulary_topic_display.asp?images=At%20the%20Supermarket&amp;topic=7</a>  <a href="http://www.tefl.net/esl-lesson-plans/TP_Shopping.pdf">http://www.tefl.net/esl-lesson-plans/TP_Shopping.pdf</a>                      Picture dictionary</p>	<p><b>Situation:</b> Visiting someone's home</p> <p><b>Grammar and Functions:</b> can/could; would you mind if; polite requests, responding to offers (tea or coffee?), AAA conversation strategy</p> <p><b>Vocabulary:</b> types of tea, coffee, cuppa, sugar, black, white</p> <p><b>Warm up:</b></p> <p><b>Personal link question:</b> Have you been to someone's home in Australia? What is your most embarrassing moment?</p> <p><b>Tasks:</b></p> <p>Role play – at someone's home (using role cards)                      Discussion questions</p> <p><b>Resources:</b></p> <p><a href="http://www.businessenglishonline.net/InCompany/PDFs/worksheets/upper/C016WSU-socialising.pdf">http://www.businessenglishonline.net/InCompany/PDFs/worksheets/upper/C016WSU-socialising.pdf</a>  <a href="http://www.eslpartyland.com/teachers/conversation/cqsocial.htm">http://www.eslpartyland.com/teachers/conversation/cqsocial.htm</a>                      Elementary Communication Games #27 <i>Socializing</i></p>

## Getting Sick and Staying Healthy and Talking on the phone: August 3, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> When you get sick....</p> <p><b>Situation:</b> Talking about health problems</p> <p><b>Grammar:</b> Present simple: I have a headache, I have a toothache Vocabulary: body parts, describing symptoms.</p> <p><b>Warm Up:</b> Ss are given different things wrong with them and they have to mime their illness and the rest of the group have to guess what</p> <p><b>Task:</b> Ss are given body parts to put on a student in their group: e.g. throat, stomach, elbow, ankle..... Ss are given symptom vocabulary and they have to act out a list of symptoms – headache, sore throat, dizzy, nauseous. Ss role--play visiting a doctor describing how they are feeling. Discussion about remedies people use for different situations, noting cultural differences: 1. colds 2. head aches 3. vomiting</p> <p><b>Skills:</b> (LRWS) Speaking about different symptoms. Role-playing a visit to the doctor.</p> <p><b>Resources:</b> <a href="http://www.breakingnewsenglish.com/0511/051115-colds-e.html">http://www.breakingnewsenglish.com/0511/051115-colds-e.html</a> - (for swine flu see past lessons in breakingnews)</p> <p><b>Visiting a doctor:</b> <a href="http://bogglesworldesl.com/survivalESL.htm">http://bogglesworldesl.com/survivalESL.htm</a></p> <p><b>Lesson ideas on health:</b> <a href="http://www.eslflow.com/humanbodylessonplans.html">http://www.eslflow.com/humanbodylessonplans.html</a></p>	<p><b>Topic:</b> Talking on the phone</p> <p><b>Situation:</b> Making enquiries, ordering pizza, mobile messages: asking someone to go to a movie, saying you'll be late, booking a backpacker room....</p> <p><b>Grammar:</b> Present simple, asking Questions, present continuous – what are you doing now...future continuous...What are you doing tomorrow,</p> <p><b>Warm Up:</b> 'Divide the Ss into 2 groups. Ask group 1 to write down their mobile phone numbers on a piece of paper then place it into a box/hat etc for Group 2 Ss to select out a phone number. They go around saying the number until they find the match. They then turn back to back and the person with the number calls the other person to find out information about them. Like where do you live, What are you doing tonight etc...Teacher to help with pronunciation of numbers.</p> <p><b>Task:</b> You could set up phone conversations around different phone skills around the room. Station 1: Making a booking for a tour or backpacker.... Station 2: Making arrangements to see a movie, invite someone over for dinner Station 3: Leaving messages on a mobile phone Station 4: Calling to say you are running late.... Students could role-play using their mobile phones (most students have Optus to Optus free calls) - or back-to-back.</p> <p><b>Skills:</b> (LRWSP). Speaking and listening skills and some reading.</p> <p><b>Resources:</b> <b>Ordering a pizza:</b> <a href="http://www.onestopenglish.com/section.asp?docid=147666">http://www.onestopenglish.com/section.asp?docid=147666</a> <b>Talking on the Phone:</b> <a href="http://bogglesworldesl.com">http://bogglesworldesl.com</a><b>Telephoning and requests lessons:</b> <a href="http://www.eslflow.com/Telephoningandrequests.html">http://www.eslflow.com/Telephoningandrequests.html</a></p>

## Ekka and Cooking: August 10, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> About the Ekka – The Brisbane Show</p> <p><b>Situation:</b> Finding out information about the Ekka</p> <p><b>Grammar and Functions:</b> <i>I'm going to; making arrangements; wh questions; giving directions; prepositions</i></p> <p><b>Vocabulary:</b> sideshow alley, show bag, pavilion, arena, parade, wood chop etc; urban, rural, types of animals, rides, Ferris wheel</p> <p><b>Warm up:</b> Ss participate in sideshow alley type activities for prizes What's in your show bag – memory game -Show bag containing new vocabulary?</p> <p><b>Personal link question:</b> Have you been to an amusement park? Do you like theme park rides? Which ones? What is the scariest ride you've been on?</p> <p><b>Task:</b>  Ss read material about the Ekka and role-play asking for information. When is the Ekka, How much does it cost, What can I do and see there? Ss plan their Ekka itinerary for Wednesday – show holiday.</p> <p><b>Skills:</b> (LRWSP)  Reading information about the Ekka. Planning a trip to the Ekka.</p> <p><b>Ekka</b> <a href="http://www.ekka.com.au/">http://www.ekka.com.au/</a></p>	<p><b>Topic:</b> The Ekka Cooking Show</p> <p><b>Situation:</b> Recipes</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>▪ Simple past vs present perfect</li> <li>▪ Sequence adverbs: first, then, next, after that, finally</li> <li>▪ Countable and uncountable nouns</li> </ul> <p><b>Warm Up:</b></p> <p>* Ss introduce each other Describing themselves by a type of food – e.g. hot and spicy, sweet</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Introduce food vocabulary, for describing taste and cooking verbs...cut, slice, mix</li> <li>• Teach one recipe using sequence adverbs: First, next, then</li> </ul> <p><b>Skills:</b> (LRWSP) Speaking about themselves, Reading and listening to recipe directions. Describing taste.</p> <p><b>Resources:</b></p> <p><b>Recipes</b> <a href="http://www.englishclub.com/esl-lesson-plans/activity1-cooking.htm">http://www.englishclub.com/esl-lesson-plans/activity1-cooking.htm</a></p> <p><b>Prepare your favourite Dish</b> <a href="http://www.esl-galaxy.com/dish.htm">http://www.esl-galaxy.com/dish.htm</a></p> <p><b>Guacamole lesson plan – great resource!</b> <a href="http://www.dailyefl.com/?p=21">http://www.dailyefl.com/?p=21</a></p>

## Local and International News: August 17, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Current Events</p> <p><b>Situation:</b> Courier Mail – Current Events Section</p> <p><b>Grammar:</b> Present simple Wh Questions - New vocabulary</p> <p><b>Task:</b> In pairs Ss read the first paragraph of a news article – answer Wh questions. Then re-write their information to use for a news presentation. Other Ss listen and fill in Wh information</p> <p><b>Skills:</b> (LRWSP)</p> <p>Skim reading for information, writing a summary of a news article using the 5 Wh questions. Speaking – presenting the news and listening out for Wh information.</p> <p><b>Warm Up:</b></p> <p>Headline and picture matching task. Try to predict what the article is about.</p> <p><b>Resources:</b> Ourbrisbane.com</p>	<p><b>Topic:</b> International News-</p> <p><b>Situation:</b> Internet news from Korea, Japan, Taiwan and Brazil (depending on Ss nationalities). Students are given a current article from another country (pre-select an article from Korea, Brazil, Taiwan, Japan,)</p> <p><b>Grammar:</b> Vocabulary, writing discussion questions, summarising information</p> <p><b>Task:</b> (Elementary) Ss complete newspaper worksheet and think of a discussion question to ask the class about their article. Each group/pair explains their article and facilitates a discussion on their article. Or (Intermediate Task) – Jigsaw reading Break Ss into small groups and cut up their article into number of Ss in the group. Each member of the group reads their section of the article. They then come together and ‘explain the whole article’. The group then thinks of a discussion question for that article. They share the article with the larger group and ask a discussion question.</p> <p><b>Skills:</b> (LRWSP) Reading the article, speaking about the article, writing a discussion question and talking about the article and discussion that arises out of the article.</p> <p><b>Warm Up:</b> Ss discuss/ act out key vocabulary etc some general topics raised from the articles e.g. weight loss, robots, ghosts, cosmetic surgery etc</p> <p><b>Resources:</b> News lessons: <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a></p>

## Television, Housing: August 24, 2013

Topic: Television	Topic: Housing
<p><b>Situation:</b> Talking about television</p> <p><b>Grammar and Functions:</b> giving opinions, agreeing, disagreeing  <b>Vocabulary:</b> types of programs (soap opera etc.), television hardware (set top box, remote control etc.)</p> <p><b>Warm up:</b></p> <p><b>Personal link question:</b> Do you watch TV? How often? What do you like to watch?</p> <p><b>Tasks:</b>            Listening, speaking tasks based on segment recorded from TV            Debate pros and cons of television            Discussion questions            Task based on a TV commercial (see <a href="http://iteslj.org/Techniques/Tuzi-TVCommercials.html">http://iteslj.org/Techniques/Tuzi-TVCommercials.html</a>)            IELTS speaking topics</p> <p><b>Resources:</b>  <b>Internet:</b> <a href="http://www.breakingnewsenglish.com/0505/050519-tvshoes-e.html">http://www.breakingnewsenglish.com/0505/050519-tvshoes-e.html</a>  <a href="http://www.esldiscussions.com/t/television.html">http://www.esldiscussions.com/t/television.html</a>  <a href="http://www.michellehenry.fr/tv.htm">http://www.michellehenry.fr/tv.htm</a>  <b>ESL File:</b> Media  <b>ESL Library:</b> <i>The Resourceful English Teacher – Using TV and Video; A Conversation Book 2 – Unit 10</i>  <b>Electronic:</b> 'Television'; 'TV and video ideas'</p>	<p><b>Situation:</b> Where to live in Brisbane</p> <p><b>Grammar and Functions:</b> used to; present perfect (I have lived), present simple (I live in...)  <b>Vocabulary:</b> types of housing (apartment, caravan, igloo, tent, cabin etc); rooms, furniture</p> <p><b>Warm up:</b>            Label a diagram/plan of the rooms of a house            Brainstorm types of accommodation            Match words and pictures of types of accommodation</p> <p><b>Personal link question:</b> Talk about an interesting place you've lived or a place you'd like to live.</p> <p><b>Tasks:</b>            Information gap activity - Ss describe their house plan to a partner who draws it            Discussion questions            Describe your home/ describe your ideal home/house            Describe and redecorate a room in your house            IELTS speaking topics</p> <p><b>Resources:</b>  <b>Internet:</b>  <a href="http://www.eslpartyland.com/teachers/conversation/cqhouses.htm">http://www.eslpartyland.com/teachers/conversation/cqhouses.htm</a>  <a href="http://www.esldiscussions.com/h/housing.html">http://www.esldiscussions.com/h/housing.html</a>  <a href="http://iteslj.org/questions/home.html">http://iteslj.org/questions/home.html</a>  <b>ESL File:</b> Accommodation – Rajabu &amp; Nazik rent a home in Qld  <b>ESL Picture File:</b> Buildings  <b>ESL Library:</b> <i>Simple Speaking Activities; Simple Listening Activities; A Conversation Book 2 – Unit 6; Intercultural Activities #7</i>  <b>Electronic:</b> 'Accommodation'; 'Houses and homes'; 'Rooms in a flat'</p>

## Father's Day and Family: August 31, 2013

Lesson 1	Lesson 2
<p><b>Topic: Father's Day</b>  <b>Situation:</b> Talking about Fathers  <b>Grammar and Functions:</b> present simple; 'used to'; making comparisons; expressing appreciation; describing people; expressing recollections  <b>Vocabulary:</b> adjectives to describe fathers, occupations  <b>Warm up:</b>            Draw a picture of a typical father in your culture            Play 'My name is X and I'm going to buy Y for my father' (memory game)  <b>Personal link question:</b> Describe the perfect family. What do you think of Father's Day? Is it necessary? Do you have a specific regret about your Dad? Do you wish he had done or hadn't done something?  <b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Ss draw a picture of a 'typical' Dad in their culture.</li> <li>• Ss learn new vocabulary e.g. hard working, strict, fun-loving, responsible, and sporty.</li> <li>• Ss discuss the different roles of fathers in their country and in Australia.</li> <li>• Ss write down a description of their own father and then write down how they want to be similar or different from their father.</li> <li>• Ss use the card and write down what they appreciate about their father since they have been in Brisbane</li> </ul> <p><b>Skills:</b>            (LRWS)            Speaking about fathers. Writing down a description of their own father and how they want to be similar or different  <b>Warm Up:</b>            Have some father's day cards (print off the net or Crazy Clarks...etc) Ss have to choose one they would give to their father and why they would give it to them.  <b>Resources:</b>  <b>Father's Day lesson plan:</b>  <a href="http://www.elcivics.com/fathers-day-lesson-plan.pdf">http://www.elcivics.com/fathers-day-lesson-plan.pdf</a>  <a href="http://www.eslholidaylessons.com/">http://www.eslholidaylessons.com/</a></p>	<p><b>Topic: Family Life</b>  <b>Situation:</b> Ss talk about their family life  <b>Grammar:</b>            Describing family members            Simple past – family memories            Imperatives            comparisons  <b>Tasks:</b>  <b>Introduction to Family:</b> Ss draw a picture of their family home and each member of their family. In small groups, Ss share their drawings with each other.  <b>Family Discussion questions:</b> Ss discuss some family questions for example: What is the best memory you have of your family doing something together? What would you change about your childhood? Do you think your parents understand you? Why or why not?  <b>Family Rules/Values:</b> Ss think about their own family and write down their family's rules: E.g. Children should not talk at the dinner table; Children should never talk rudely to their grandparents...What rules would Ss change for their own family...  <b>Cultural differences between own family and Australian families.</b>  <b>Skills:</b>            (LRWS)            Speaking about family home and lifestyle. Writing and reading family rules.  <b>Warm Up:</b>            Ss stand in the middle of the classroom – They have to move to the left or right if they agree or disagree. For example:            1. Family is the most important thing in my life            2. In a family, children come first...            3. Every child needs brothers or sisters            4. My parents know best who I should marry  <b>Resources:</b>  <b>Family Lesson ideas</b>  <a href="http://www.eslflow.com/ESLfamilylessonplans.html">http://www.eslflow.com/ESLfamilylessonplans.html</a>  <a href="http://www.tefl.net/esl-lesson-plans/TP_FamilyMatters.pdf">http://www.tefl.net/esl-lesson-plans/TP_FamilyMatters.pdf</a></p>

## River Fire - Water Festival: September 7, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Getting To Know you and River Fire</p> <p><b>Situation:</b> Finding out information about each other and River Fire</p> <p><b>Grammar:</b> Present simple</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Ss read the river fire information and plan their river fire experience. Ss choose a place to view the fireworks,</li> </ul> <p><b>Skills:</b> (LRWSP)</p> <p>Reading and speaking about River Fire.</p> <p><b>Warm Up:</b></p> <p>Introductions – most memorable fireworks</p> <ul style="list-style-type: none"> <li>When was it?</li> <li>Who were you with?</li> </ul> <p>Why was it so good?</p> <p><b>Resources:</b></p> <p><a href="http://www.brisbanecitylife.com.au/bcl/watson.htm">http://www.brisbanecitylife.com.au/bcl/watson.htm</a></p> <p><a href="http://www.brisbanefestival.com.au/">http://www.brisbanefestival.com.au/</a></p>	<p><b>Topic:</b> Brisbane’s water use</p> <p><b>Situation:</b> Students talk about the ways they use water in Brisbane and water conservation.</p> <p><b>Grammar:</b> Modal verbs – should/shouldn’t, must, must not e.g. should take quick showers...must not use a hose</p> <p><b>Task:</b> Water use comparisons between countries e.g. wash dishes in warm or cold water Ss make a poster outlining the many ways we can conserve water in our daily lives. Ss present posters to the class.</p> <p><b>Skills:</b> (LRWSP) Students read about the water crisis. Ss talk about the water crisis using modal verbs. Ss write up a poster on ways to conserve water. Ss listen to group presentations.</p> <p><b>Warm Up:</b> Line up – How long do you take for a shower from shortest to longest. Or Show a map of Australia – Ss have to put pictures of terrain on the map e.g. rainforests, desert, snowfields, etc. Which type of terrain do the Ss like the best and why? Introduction to Australia being mainly desert/outback.</p> <p><b>Resources:</b> <b>Queensland Water Commission:</b> <a href="http://www.qwc.qld.gov.au/">http://www.qwc.qld.gov.au/</a></p>

## Grand Finals and Mid Autumn Festivals: September 14, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Sport</p> <p><b>Situation:</b> Grand Final Weekend</p> <p><b>Grammar:</b> Expressions used when watching sport. Sport vocabulary. Giving instructions about how to play a sport. Using sequencing adverbs – first, next, then, finally...</p> <p><b>Task:</b> Ss are given pictures of different kinds of sports. They have to brainstorm vocabulary that go with that sport. E.g. football, boots, jersey, goal, kick, referee etc. Ss present their vocab to the group (could be done as a competition). In small groups, Ss are given an easy sport to teach the rest of the class. E.g. putting a ball, kicking a soccer ball, Serving in tennis, catching a basketball. Ss have to practice giving instructions to the other groups as well as expressions of encouragement. 'You bewdy'! What a hit! (you can use balloons instead of real balls)</p> <p><b>Skills:</b> (LRWSP) Writing down sports vocabulary, writing downs instructions for a sport, giving instructions, listening and following instructions.</p> <p><b>Warm Up:</b> Learning a football song, or another countries sports change e.g. Aussie Aussie oi oi oi.... or trying a meat pie...or throwing a ball saying a name of a sport...</p> <p><b>Resources:</b> <b>Lessons on Sport:</b> <a href="http://www.eslflow.com/sportlessonplans.html">http://www.eslflow.com/sportlessonplans.html</a></p>	<p><b>Topic:</b> Festivals</p> <p><b>Situation:</b> Chusok Day and Moon cake festival</p> <p><b>Grammar:</b> * Sequence adverbs: first, then, next, after that, finally * Countable and uncountable nouns * Festival vocabulary</p> <p><b>Task:</b> Ss can do any of the following:</p> <ol style="list-style-type: none"> <li>1. Describe photos to do with Chusok and Mooncake festival. In groups, Ss read some information about the two festivals and then share their information with the other Ss.</li> <li>2. Ss can make a moon cake in class – see mooncake festival recipe</li> </ol> <p><b>Skills:</b> (LRWSP) Reading about Chusok and moon cake festival. Talking and listening to information about the festivals. Reading a recipe.</p> <p><b>Warm Up:</b> Ss taste different festival food and describe the taste.</p> <p><b>Resources:</b> <b>Moon Festival resources:</b> <a href="http://www.associatedcontent.com/article/394924/resources_for_lesson_plans_on_celebrating.html?cat=4">http://www.associatedcontent.com/article/394924/resources_for_lesson_plans_on_celebrating.html?cat=4</a> <a href="http://www.chinesefortunecalendar.com/midfallstory.htm">http://www.chinesefortunecalendar.com/midfallstory.htm</a> <a href="http://www.asiaforkids.com/resources/moonfestival.tpl?cart=1220926966380010">http://www.asiaforkids.com/resources/moonfestival.tpl?cart=1220926966380010</a></p>

## Pharmacy Language and Occupations: October 5, 2013

### Topic: Pharmacy language

**Situation:** At a Chemist

**Grammar and Functions:** ordering a prescription, asking about medications, reading labels, giving advice; present perfect (I've had...);

**Vocabulary:** pharmacy, pharmacist, medication, medicine, prescription, script, over the counter medicine, side effects, paracetamol, pain killer, drugs, medical symptoms, parts of the body, take as directed, see a doctor if pain persists,

#### Warm up:

Play *Simon Says*

**Personal link question:** Where do you buy medicines? Do you use alternative medicines?

#### Tasks:

Role play – in a chemist

Read and understand medicine labels

Go and visit the pharmacy in Taringa Medical Centre and make a purchase or discover what they sell

#### Resources:

[http://www.nps.org.au/consumers/our\\_work\\_with\\_communities/multicultural\\_communities/a\\_teaching\\_resource\\_for\\_adult\\_esl](http://www.nps.org.au/consumers/our_work_with_communities/multicultural_communities/a_teaching_resource_for_adult_esl)

[http://www.nps.org.au/\\_\\_data/assets/pdf\\_file/0011/26966/story\\_takeasdirected.pdf](http://www.nps.org.au/__data/assets/pdf_file/0011/26966/story_takeasdirected.pdf)

[http://www.nps.org.au/\\_\\_data/assets/pdf\\_file/0006/26952/activity\\_takeasdirected.pdf](http://www.nps.org.au/__data/assets/pdf_file/0006/26952/activity_takeasdirected.pdf)

<http://faculty.ksu.edu.sa/yousif/ELT%20Resources/Lesson%20Plans/Everyday%20Activities/At%20the%20Pharmacy.pdf>

### Topic: Occupations

**Situation:** What do you do for a living?

**Grammar and Functions:** Present simple (I work/I am a...), present perfect (I have worked as a ...for ...), sequencing adverbs (first, then, next, finally), what do you do for a living?

**Vocabulary:** job, work, occupations, employee, employer, boss, wage, salary, pay, earn, places to work,

#### Warm up:

S acts out an occupation, others guess

Match occupation with picture

**Personal link question:** What is your occupation? What do your parents do? Do you work in Brisbane? What do you do?

#### Tasks:

Jobs board game

<http://www.esltower.com/VOCABSHEETS/jobs/jobs.html>

Ss describe their occupation and daily tasks

Memory game using occupation pictures and words

Discuss appropriate questions to ask someone in Australia (should you ask 'how much do you earn?')

Ss interview each other and complete a jobs chart; introduce partner's job to class

Role play - job interview

Ss match a job description with an occupation

Think of and describe your dream job

#### Resources:

<http://www.eslflow.com/jobsandtimelessonplans.html>

<http://iteslj.org/questions/jobs.html>

[http://www.associatedcontent.com/article/50675/lesson\\_plan\\_describing\\_occupations.html?cat=25](http://www.associatedcontent.com/article/50675/lesson_plan_describing_occupations.html?cat=25)

<http://www.eslcafe.com/idea/index.cgi?display:913442790-4171.txt>

Picture Dictionary

## G 'day Saturday Syllabus: Resumes and Job Interviews: October 12, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Resumes</p> <p><b>Situation:</b> Writing up a resume</p> <p><b>Grammar:</b> Past tense, simple tense</p> <p><b>Task:</b> What information is expected in Brisbane – in your country in a resume?</p> <ul style="list-style-type: none"> <li>- Fill in a resume format and don't write your name.</li> <li>- Ss have to guess whose resume it is.</li> </ul> <p><b>Skills:</b> Talking about cultural differences in resumes. Writing up a simple resume for work in Brisbane. Reading each other's resumes and trying to guess whose resume it is. Error Correction</p> <p><b>Warm Up:</b> 'dream job' 'If I were a type of job I would be....because" Miming types of jobs (Ss mime cleaner or waitress etc)</p> <p><b>Resources:</b></p> <p>www.careerone.com.au – look under news and advice for resume templates students can fill in.</p>	<p><b>Topic:</b> Job Interviews/Finding Work</p> <p><b>Situation:</b> Finding work in Brisbane</p> <p><b>Grammar:</b> I was doing (past continuous) and I did (past simple) Present simple</p> <p><b>Task:</b> Ss talk about their job in Brisbane and how they found their job. Ss talk and write about their past job experiences. Job Interviews (Ss talk about previous work experience) Vocabulary for job hunting</p> <p><b>Skills:</b> (LRWS) Speaking about writing about previous work experience. Speaking and listening for a job interview.</p> <p><b>Warm Up:</b></p> <p>Master chef job interview</p> <p><b>Resources:</b> <a href="http://iteslj.org/Lessons/Blake-JobInterview.html">http://iteslj.org/Lessons/Blake-JobInterview.html</a></p>

## Food or Poverty and Social Problems: October 19, 2013

Topic: Food	Topic: Poverty and Social Problems
<p><b>Situation:</b> World Food Day – 16 October (<a href="http://www.un.org/depts/dhl/food/index.html">http://www.un.org/depts/dhl/food/index.html</a>)</p> <p><b>Grammar and Functions:</b> making lists, categorising, expressing opinions; making comparisons</p> <p><b>Vocabulary:</b> Upper levels: hunger, malnutrition, poverty, obesity, food security, fasting, food safety, vegetarian Lower levels: types of food, packaging, portions, prices</p> <p><b>Warm up:</b> Food survey Compare food prices in students' home countries (e.g. can of coke)</p> <p><b>Personal link question:</b> Have you ever been very hungry? Have you ever fasted? What's your favourite food? What foods do you dislike? What's the most unusual thing you have ever eaten?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions on food</li> <li>• Cook and discuss a 'world meal' - <a href="http://wilderdom.com/games/descriptions/WorldMeal.html">http://wilderdom.com/games/descriptions/WorldMeal.html</a></li> <li>• Write and conduct a survey of food and eating habits</li> <li>• Make a shopping list</li> <li>• Plan a dinner party</li> <li>• Cook a particular recipe</li> <li>• Analyse and discuss food statistics (IELTS writing task practice) <a href="http://www.ukgate.com/blog/post/IELTS-Essay-Task-1-Weekly-expenditure-on-fast-food-15684.aspx">http://www.ukgate.com/blog/post/IELTS-Essay-Task-1-Weekly-expenditure-on-fast-food-15684.aspx</a>; <a href="http://www.ukgate.com/blog/post/IELTS-Essay-Task-1-Percentage-of-their-food-budget-6548.aspx">http://www.ukgate.com/blog/post/IELTS-Essay-Task-1-Percentage-of-their-food-budget-6548.aspx</a></li> </ul> <p><b>Resources:</b> <a href="http://www.eslholidaylessons.com/10/world_food_day.html">http://www.eslholidaylessons.com/10/world_food_day.html</a> <a href="http://www.esldiscussions.com/ff/food.html">http://www.esldiscussions.com/ff/food.html</a> <a href="http://www.esldiscussions.com/ff/food_safety.html">http://www.esldiscussions.com/ff/food_safety.html</a> <a href="http://iteslj.org/questions/food.html">http://iteslj.org/questions/food.html</a></p>	<p><b>Situation:</b> Anti-poverty week – Oct 17</p> <p><b>Grammar and Functions:</b> expressing opinions <b>Vocabulary:</b> poverty, homeless, welfare, charity, donation</p> <p><b>Warm up:</b></p> <p><b>Personal link question:</b> Have you ever done any charity work or given a donation to charity? What charities do you know about?</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Discussion questions on poverty, social issues</li> <li>• Discuss: 'living simply means consuming less but might mean spending more'</li> <li>• Debate: causes, reasons, solutions for poverty (<a href="http://www.australiancollaboration.com.au/_factsheets/Causes_Poverty_FactSheet.pdf">http://www.australiancollaboration.com.au/_factsheets/Causes_Poverty_FactSheet.pdf</a>)</li> <li>• Examine a copy of <i>The Big Issue</i></li> <li>• Examine and choose a gift from a gift catalogue</li> <li>• In groups Ss read and present information about poverty and/or community development projects or poverty statistics</li> <li>• Analyse and discuss statistics (IELTS writing task practice) <a href="http://www.ukgate.com/blog/post/IELTS-Essay-Task-1-families-living-in-poverty-4894.aspx">http://www.ukgate.com/blog/post/IELTS-Essay-Task-1-families-living-in-poverty-4894.aspx</a> <a href="http://www.globalissues.org/article/26/poverty-facts-and-stats">http://www.globalissues.org/article/26/poverty-facts-and-stats</a></li> </ul> <p><b>Resources:</b> <a href="http://www.antipovertyweek.org.au/index.html">http://www.antipovertyweek.org.au/index.html</a> <a href="http://www.esldiscussions.com/p/poverty.html">http://www.esldiscussions.com/p/poverty.html</a> <a href="http://www.esldiscussions.com/s/social_issues.html">http://www.esldiscussions.com/s/social_issues.html</a> <a href="http://iteslj.org/questions/poverty.html">http://iteslj.org/questions/poverty.html</a> <a href="http://iteslj.org/questions/social.html">http://iteslj.org/questions/social.html</a> Gift catalogues e.g. <a href="http://www.usefulgifts.org/">http://www.usefulgifts.org/</a>; <a href="http://www.baptistworldaid.org.au/giftoportunities">http://www.baptistworldaid.org.au/giftoportunities</a></p>

## Art and Poetry: October 26, 2013

Lesson 1	Lesson 2
<p><b>Situation:</b> Discussing a picture; A visit to an art gallery</p> <p><b>Grammar and Functions:</b> adjectives to describe emotions and feelings(excited, exciting); criticism, creative thinking, expressing opinions</p> <p><b>Vocabulary:</b> colours, perspective, shapes, prepositions of space, art, gallery, frame, artist, exhibition</p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• In groups Ss recreate what they see in a picture.</li> <li>• Ss introduce themselves then choose a picture from selection on table, other Ss guess why the person chose that picture; Ss then explain</li> <li>• Draw partner's portrait, introduce him/her to class</li> </ul> <p><b>Personal link question:</b> Have you been to an art gallery – when, where? What is your opinion or art? What do you think of modern art? Have you been to the Brisbane Gallery of Modern Art?</p> <p><b>Tasks:</b> Room set up as Art Gallery, Ss mingle and discuss the paintings; describe feelings expressed Ss recreate picture by listening to partner's instructions Discussion questions</p> <p><b>Resources:</b> Discussion questions: <a href="http://www.eslpartyland.com/teachers/conversation/cqart.htm">http://www.eslpartyland.com/teachers/conversation/cqart.htm</a>; <a href="http://iteslj.org/questions/art.html">http://iteslj.org/questions/art.html</a>; <a href="http://www.esldiscussions.com/a/art.html">http://www.esldiscussions.com/a/art.html</a>; <a href="http://teflpedia.com/index.php?title=Art_conversation_questions">http://teflpedia.com/index.php?title=Art_conversation_questions</a> Pictures of people doing activities that could be recreated in a group Selection of simple pictures e.g. TV, bird, baby Prints of art works <a href="http://www.tefl.net/esl-lesson-plans/TP_Art.pdf">http://www.tefl.net/esl-lesson-plans/TP_Art.pdf</a> <a href="http://www.eslflow.com/Artandarchitecture.html">http://www.eslflow.com/Artandarchitecture.html</a></p>	<p><b>Topic:</b> Poetry</p> <p><b>Situation:</b> Ss have to write a poem around a theme</p> <p><b>Grammar:</b> Ss create a Cinquain poem around a theme. Using nouns, adjectives, gerunds and complete sentence.</p> <p><b>Warm Up:</b> Tongue Twisters</p> <p><b>Personal link question:</b> Did you learn any poems at school? What can you remember?</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Ss are given a theme with pictures around that theme. For example: war, love, environment, friends...etc. In each pack are pictures and some adjectives. Ss follow the pattern of a cinquain poem and create a poem. They then present their poem in a 'Poet's corner café'</li> <li>• Cinquain Poem</li> <li>• <a href="http://courses.missouristate.edu/ShaeJohnson/CinquainPoetryInstrucandEx.htm">http://courses.missouristate.edu/ShaeJohnson/CinquainPoetryInstrucandEx.htm</a></li> </ul> <p><b>Skills:</b> (LRWSP) Writing down a cinquain poem. Speaking – intonation, pronunciation practice.</p> <p><b>Resources:</b> <b>Cinquain Poem</b> <a href="http://courses.missouristate.edu/ShaeJohnson/CinquainPoetryInstrucandEx.htm">http://courses.missouristate.edu/ShaeJohnson/CinquainPoetryInstrucandEx.htm</a></p>

## Melbourne Cup and Fashion Parade: November 2, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Melbourne Cup</p> <p><b>Situation:</b> Information about Melbourne Cup</p> <p><b>Grammar:</b> Reading and writing tasks. Vocabulary</p> <p><b>Task</b></p> <p>Ss look at Melbourne Cup pictures and try to explain what the Melbourne Cup is. Ss are given a small reading about Melbourne cup and answer some questions. Ss then are put into pairs – horse and rider. They are given a quiz. If they get the answer correct – they can move forward and the first horse and jockey to the finishing line win the Melbourne Cup</p> <p><b>Skills</b></p> <p>Reading about the Melbourne Cup, Writing some sentences about the Melbourne cup. Answering questions in a Melbourne Cup race quiz.</p> <p><b>Warm Up</b></p> <p>Making Melbourne Cup hats</p> <p><b>Resources:</b></p> <p><b>Melbourne Cup:</b>  <a href="http://www.cultureandrecreation.gov.au/articles/melbournecup/">http://www.cultureandrecreation.gov.au/articles/melbournecup/</a></p>	<p><b>Topic:</b> Melbourne Cup Fashion Parade</p> <p><b>Situation:</b> Students visit the Red Hill op shop and become fashion designers</p> <p><b>Grammar:</b> word order of adjectives, clothes vocabulary</p> <p>Shopping Conversations:  <i>Expression sales assistants use:</i>            Can I help you? Would you like some help? Would you like anything else? What size are you? How does it fit? How would you like to pay? Is it cash or card? Here's your change.  <i>Expression we use:</i>            I'm looking for .....I'd like to buy... How much is it? I'm looking for, I'm just looking. How much is it? How much are they? I'd like to try it on. I'll take it. I'll take them. Do you have any in a size...?</p> <p><b>Task:</b></p> <p>Ss have to design an outfit for the Melbourne Cup Fashion Parade. Ss first role-play their shopping conversations. They practice the clothes vocabulary they will need to talk to the shop assistant. They then go to the op shop and talk to the shop assistant and tell them what they want to buy. They choose an outfit and bring it back to the class. They have to try it on and model it for the Melbourne Cup Fashion Parade.</p> <p><b>Skills:</b>            (LRWSP)            Shopping conversations, describing clothes, order of adjectives and fashion parade</p> <p><b>Warm Up:</b>            Clothes vocabulary doll...Back to back describing what your partner is wearing.</p> <p><b>Resources:</b>  <b>Fashion lesson ideas:</b>  <a href="http://www.eslflow.com/Socialtrendslessons.html">http://www.eslflow.com/Socialtrendslessons.html</a></p>

## Living in Brisbane and Accommodation: November 9, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> About us. Where We Live and Who we live with  <b>Situation:</b> Students talk about their living situation.  <b>Grammar:</b>            Describing accommodation, comparing accommodation with home.            Describing positive and negative features; expressing wishes.            (Evaluations and comparisons with adjectives: not....enough, too, not as...as; Evaluations with nouns: not enough....., as many ...  <b>Warm Up:</b>            Different types of houses/units are placed around the room. Ss have to choose which house/unit they would live in.            Ss listen to each other's description of their bedroom in Brisbane and have to draw what they hear.</p> <p><b>Task:</b>            Types of accommodation            - Introductions – by drawing your house/room in Brisbane and/or in own country.            - Discussion on your living situation – house rules, food, jobs, house issues.            And/or Role-play difficult situations in share houses. Ss can brainstorm possible problems they could have with a share mate/home stay family member. Teacher provides polite, assertive ways to bring up issues. Ss then role-play practicing the ways to address issues in a share house/home stay.            For example: When you.....I feel.....Could you .....</p> <p><b>Skills:</b>            (LRWSP)            Describing room/house, speaking about own living situation.</p> <p><b>Resources:</b>  <b>Lesson ideas on housing:</b>  <a href="http://www.eslflow.com/citycountryfollowingdirections.html">http://www.eslflow.com/citycountryfollowingdirections.html</a>  <b>Housing Lessons:</b>  <a href="http://www.eslflow.com/describingplaces.html">http://www.eslflow.com/describingplaces.html</a></p>	<p><b>Topic:</b> Accommodation  <b>Situation:</b> Finding Accommodation in Brisbane  <b>Grammar:</b> Accommodation abbreviations, vocabulary. Functions; requesting information.  <b>Warm Up:</b> Accommodation Whispers!            Line up Ss and read out a short accommodation advertisement for the student to listen and then whisper to the next student. They continue this until the last student listens and then repeats back what he/she has heard.</p> <p><b>Task:</b>            Ss are given some accommodation advertisements. Ss choose ones they would be interested in. Ss have to design their own ad for a room in their house/apartment. They need to think about the things they want to include in the advertisement.            Ss role-play calling for information about a room available.</p> <p><b>Skills:</b>            (LRWSP)            Reading, writing and speaking about accommodation advertisements.            Speaking in a role-play about accommodation.</p> <p><b>Resources</b>  <b>Accommodation lessons:</b>  <a href="http://www.eslflow.com/describingplaces.html">http://www.eslflow.com/describingplaces.html</a></p>

## Brisbane International Film Festival and Values: November 16, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> International Film Festival</p> <p><b>Situation:</b> BIF – Brisbane International Film festival/Movie Reviews (<a href="http://www.stgeorgebiff.com.au/aboutbiff.aspx">http://www.stgeorgebiff.com.au/aboutbiff.aspx</a>)</p> <p><b>Grammar:</b> Vocabulary, reading skills for finding information, function: giving opinions. Participles as adjectives, Using adjectives ending with ed+ ing, giving opinions, relative clauses: “Yes, it’s an action movie. It stars Johnny Depp”</p> <p><b>Warm Up:</b> Ss listen to some music and have to say what country it is from. Ss group pictures of things from different countries into their correct country groupings</p> <p><b>Task:</b> Ss can do any of the following:</p> <ol style="list-style-type: none"> <li>1. Ss are given the program and have to scan and skim read for interesting information. Ss in small groups. , plan what they want to see and when e.g. Sunday from 12 – 3.30 pm for example.... See <a href="http://www.fetedelamusiquebrisbane.com.au/">http://www.fetedelamusiquebrisbane.com.au/</a>. They then present their choice to the group</li> <li>2. Talking about movies</li> <li>3. Writing a movie review</li> </ol> <p><b>Skills:</b> (LRWSP) Reading about the BIF program and selecting activities and giving reasons why, discussing different music genres.</p> <p><b>Resources:</b> <a href="http://www.brisbanecitylife.com.au/bcl/watson.htm">http://www.brisbanecitylife.com.au/bcl/watson.htm</a> <b>BIF web site:</b> <a href="http://www.stgeorgebiff.com.au/aboutbiff.aspx">http://www.stgeorgebiff.com.au/aboutbiff.aspx</a> <b>Grammar help:</b> <a href="http://www.langust.ru/unit_co/unit023c.shtml">http://www.langust.ru/unit_co/unit023c.shtml</a> <b>Movies and Celebrities lessons</b> <a href="http://www.eslflow.com/teachinglanguagewithmovies.html">http://www.eslflow.com/teachinglanguagewithmovies.html</a> <b>Adjective lesson ideas:</b> <a href="http://www.eslflow.com/Adjectiveslessonplans.html">http://www.eslflow.com/Adjectiveslessonplans.html</a></p>	<p><b>Topic:</b> Values</p> <p><b>Situation:</b> Identifying key values students hold.</p> <p><b>Grammar:</b> Simple past</p> <p><b>Warm Up:</b> Read out a list of things Ss have to agree or disagree with and they have to move to the left agree or to the right disagree. Begin simply: Hungry Jacks is better than Mac Donald’s...to English only should be a rule in every English classroom.</p> <p><b>Task:</b> See lesson plan: Values: <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=4609">http://www.uen.org/Lessonplan/preview.cgi?LPid=4609</a> <a href="http://www.goodcharacter.com/BCBC/Values.html">http://www.goodcharacter.com/BCBC/Values.html</a></p> <p><b>Skills:</b> (LRWSP) Reading and talking about values important to the students</p> <p><b>Resources:</b> <b>Values:</b> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=4609">http://www.uen.org/Lessonplan/preview.cgi?LPid=4609</a> <a href="http://www.goodcharacter.com/BCBC/Values.html">http://www.goodcharacter.com/BCBC/Values.html</a></p>

## Aussie Summer and Emergencies: November 23, 2013

Lesson 1	Lesson 2
<p><b>Topic: Aussie Summer</b></p> <p><b>Situation:</b> At the beach</p> <p><b>Grammar:</b> Imperatives (surf life saving rules)</p> <p><b>Vocabulary:</b> beach, safety, surf life saving, things to take to the beach, lifesaver, volunteer, surf, current, rip, camping</p> <p><b>Warm up:</b> Put various beach items on a table, cover, remove cover for short time, recover; Ss write list of what they saw</p> <p><b>Personal link question:</b> What do you do to keep cool during the summer?</p> <p><b>Task:</b> Ss look at the safety signs and try to guess their meaning. They have to show the picture and tell the meaning.</p> <p>Ss read about Surf life saving. Ss do a class role-play of swimming at the beach. Ss are swimming and a rip takes them out – they have to show what they would do (reading the surf life saving brochure for information).</p> <p><b>Skills:</b> (LRWSP)</p> <p><b>Warm Up:</b> Ss look at the various beach materials (towel, goggles, sunscreen etc). Teacher puts a cover over them and Ss have to recall the items...</p> <p><b>Life Savers:</b> <a href="http://dl.screenaustralia.gov.au/module/548/">http://dl.screenaustralia.gov.au/module/548/</a></p> <p><b>Surf Life Saving Australia</b> <a href="http://www.slsa.asn.au/">http://www.slsa.asn.au/</a> <a href="http://www.cultureandrecreation.gov.au/articles/surflifesaving/">http://www.cultureandrecreation.gov.au/articles/surflifesaving/</a></p> <p><b>Safety at the beach:</b> <a href="http://beach.prace.vic.edu.au/info/safety-signs.php">http://beach.prace.vic.edu.au/info/safety-signs.php</a></p>	<p><b>Topic:</b> Emergency</p> <p><b>Situation:</b> What to do in an Emergency</p> <p><b>Grammar:</b> following instructions, sequence adverbs, first, next, then, vocabulary.</p> <p><b>Warm Up:</b> Ss have pictures of dangerous animals on their back. They have to ask each other questions to try to find out what animal they have. E.g., Do I live on the ground? Do I live in the sea?</p> <p><b>Task:</b> Ss name pictures of dangerous animals. Ss role-play calling emergency services. Ss role-play how to give first aid for snakebite.</p> <p><b>Resources</b> <b>Calling Emergency services:</b> <a href="http://www.ruralfire.qld.gov.au/Bushfire_Safety/call_000.html">http://www.ruralfire.qld.gov.au/Bushfire_Safety/call_000.html</a> <b>Dangerous sea creatures:</b> <a href="http://beach.prace.vic.edu.au/info/danger.php">http://beach.prace.vic.edu.au/info/danger.php</a> <b>First Aid – Snake bite</b> <a href="http://beach.prace.vic.edu.au/info/first-aid.php">http://beach.prace.vic.edu.au/info/first-aid.php</a></p>

## Weather and News/natural disasters: November 30, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Weather (for intermediate + you could focus on global warming)</p> <p><b>Situation:</b> Talking about the weather (global warming)</p> <p><b>Grammar:</b> weather idioms: 'raining cats dogs' weather patterns, weather verbs – its raining, its pouring</p> <p><b>Warm Up:</b> Ss can listen to singing in the rain and discuss</p> <p><b>Task:</b> <b>Ss</b> draw as many weather patterns they know: cloudy, stormy, sunny etc. Weather vocabulary match Ss match idiom expressions and then make a conversation using the expression. Ss are given the Australian weather map and have to say the min, max, and weather for Australia and other capital cities around the world. They are weather forecasters...</p> <p><b>Skills:</b> (LRWSP) Ss having a conversation using weather idioms or global warming.</p> <p><b>Resources:</b> <b>Australian weather:</b> <a href="http://www.cultureandrecreation.gov.au/articles/weather/">http://www.cultureandrecreation.gov.au/articles/weather/</a> <b>weather:</b> <a href="http://www.englishmedialab.com/survival%20English/weather%20forecast/weather%20forecast.html">http://www.englishmedialab.com/survival%20English/weather%20forecast/weather%20forecast.html</a></p>	<p><b>Topic:</b> Natural Disasters</p> <p><b>Situation:</b> Current natural disaster in the news.</p> <p><b>Grammar:</b> Present simple Wh Questions - New vocabulary</p> <p><b>Warm Up:</b> Headline and picture matching task. Try to predict what the article is about.</p> <p><b>Task:</b> In pairs Ss read the first paragraph of a news article – answer Wh questions. Then re-write their information to use for a news presentation. Other Ss listen and fill in Wh information.</p> <p><b>Skills:</b> (LRWSP) Skim reading for information, writing a summary of a news article using the 5 Wh questions. Speaking – presenting the news and listening out for Wh information.</p> <p><b>Resources:</b> <b>Natural Disasters:</b> <a href="http://www.tefl.net/esl-lesson-plans/TP-Tsunami.pdf">http://www.tefl.net/esl-lesson-plans/TP-Tsunami.pdf</a> Natural Disasters in Australia: <a href="http://www.cultureandrecreation.gov.au/articles/naturaldisasters/">http://www.cultureandrecreation.gov.au/articles/naturaldisasters/</a> <b>Extreme Weather</b> <a href="http://www.everythingsesl.net/lessons/extreme_weather_hurricanes_60832.php">http://www.everythingsesl.net/lessons/extreme_weather_hurricanes_60832.php</a></p>

## Meeting People/Conversation starters and Holidays- December 7, 2013

Lesson 1	Lesson 2
<p><b>Topic:</b> Meeting People/conversation starters</p> <p><b>Situation:</b> Students looking for their 'perfect match'. Students talk about how they meet people in Brisbane.</p> <p><b>Grammar:</b> Describing personality and appearance. Inviting someone to a BBQ or party/movies.</p> <p><b>Warm Up:</b></p> <p><b>Task:</b> Speed 'dating': Ss are given sets of conversation starters at their table—they quickly answer the questions and then move on to the next person – they answer the questions quickly and keep moving until they have talked to everyone. They then have to find people who have things in common with them. Ss are given pictures of either a male or female. They have to write down a description of that person. They then become that person and the teacher plays host to 'perfect match' or 'blind date game'. Talk about dating customs in different countries. How people meet and make friends in Brisbane...</p> <p><b>Skills:</b> (LRWSP) Writing down appearance and character from a picture. Speaking about that person. Listening to other students' descriptions.</p> <p>Resources:</p> <p><b>Speaking ideas:</b> <a href="http://www.eslflow.com/speakingandcommunicativeicebreakeractivities.html">http://www.eslflow.com/speakingandcommunicativeicebreakeractivities.html</a></p> <p><b>Personality:</b> <a href="http://www.onestopenglish.com">www.onestopenglish.com</a></p> <p><b>Small talk and socialising lessons:</b> <a href="http://www.eslflow.com/Socializingandmakingstalltalk.html">http://www.eslflow.com/Socializingandmakingstalltalk.html</a></p> <p><b>Relationships lesson ideas:</b> <a href="http://www.eslflow.com/Relationships.html">http://www.eslflow.com/Relationships.html</a></p> <p><b>Speaking Lesson ideas:</b> <a href="http://www.eslflow.com/speakingandcommunicativeicebreakeractivities.html">http://www.eslflow.com/speakingandcommunicativeicebreakeractivities.html</a></p> <p><b>Friends:</b> <a href="http://www.tefl.net/esl-lesson-plans/worksheet-friends.htm">http://www.tefl.net/esl-lesson-plans/worksheet-friends.htm</a> <a href="http://www.tefl.net/esl-lesson-plans/TP_Friendship.pdf">http://www.tefl.net/esl-lesson-plans/TP_Friendship.pdf</a></p>	<p><b>Topic:</b> Holidays</p> <p><b>Situation:</b> Students talk about past and future holidays</p> <p><b>Grammar:</b> Past and future tenses Adjectives describing holiday places Directional grammar Passive: Welcome to the Sydney Opera House. The Opera house was built in.....</p> <p><b>Task:</b> Ss do a holiday survey. A holiday around Australia – or around Brisbane (Moreton Island, Noosa, Gold Coast). Ss work with a partner to choose a holiday. You have 2 weeks. You must visit at least 4 places. Use the map of Australia to help you. Complete the chart: City? How long? 3 things you want to see or do? Ss become tour guides for their destinations and talk about things to see and do using passives. For example: Welcome to the Sydney Opera House. The Opera house <i>was built in</i>.....</p> <p><b>Skills:</b> (LRWS) Speaking about their travel plans, writing up a travel advice sheet or travel suggestions. Listening to a travel expo about Australia. Reading travel brochures.</p> <p><b>Warm Up:</b> Group has to make a famous Australian icon e.g. Sydney Harbour, Uluru, other groups guess what it is... Placing pictures of famous places in Australia on a map.....</p> <p><b>Resources</b> <a href="http://www.ourbrisbane.com">www.ourbrisbane.com</a> <a href="http://www.eslflow.com/tourismlessons.html">http://www.eslflow.com/tourismlessons.html</a> <a href="http://bogglesworldesl.com/survivalESL.htm">http://bogglesworldesl.com/survivalESL.htm</a></p>

## Christmas in Australia: December 14, 2013

Lesson 1	
<p><b>Topic:</b> Christmas</p> <p><b>Situation:</b> Ss talk about Christmas and what they can see and do at Christmas time in Brisbane and around the world.</p> <p><b>Grammar:</b>            Future with be going to and will;            Christmas vocabulary            I would like to buy my _____ a _____ because....            Time clauses. Christmas is a time when...            Before people celebrate Christmas they...</p> <p><b>Christmas songs</b></p> <p><b>Task:</b>            Ss talk about Christmas traditions from different countries            Ss describe their Christmas plans for Australia/Brisbane:            Role-play what to see and do at Christmas time around Brisbane.            Ss have shopping catalogues and choose what they would like to buy their mother, father, girl/boy friend for Christmas...            Ss can listen and learn a Christmas song            Play pass the parcel with questions about Christmas/festivals....</p> <p><b>Skills:</b>            (LRWS)            Speaking about their Christmas plans, Christmas holiday traditions, travel plans, writing up a travel advice sheet or travel suggestions.</p> <p><b>Warm Up:</b> Play pass the parcel with questions about Christmas/festivals</p> <p><b>Resources</b>  <b>Christmas Vocabulary</b>  <a href="http://www.tefl.net/esl-lesson-plans/worksheet-christmas-vocabulary.htm">http://www.tefl.net/esl-lesson-plans/worksheet-christmas-vocabulary.htm</a>  <b>Christmas – around the globe</b>  <a href="http://www.tefl.net/esl-lesson-plans/TP_Christmas_global.pdf">http://www.tefl.net/esl-lesson-plans/TP_Christmas_global.pdf</a>  <b>Christmas in Australia</b>  <a href="http://www.cultureandrecreation.gov.au/articles/christmas/">http://www.cultureandrecreation.gov.au/articles/christmas/</a>  <b>Christmas Traditions:</b>  <a href="http://atschool.eduweb.co.uk/carolrb/christmas/christmas1.html">http://atschool.eduweb.co.uk/carolrb/christmas/christmas1.html</a></p>	<p><b>Topic:</b> Christmas – the real story of Christmas – preparation and practice</p> <p><b>Situation:</b> The Christmas Story.</p> <p><b>Grammar:</b>            Reading the Christmas story – vocabulary – pronunciation</p> <p><b>Task:</b>            See English Corner Play.            Ss are broken up into their parts. Ss go over new or difficult vocabulary Ss            Read the Christmas story, practising their part. Ss prepare their costumes.</p> <p><b>Skills:</b>            (LRWS)  <b>Speaking and Reading</b></p> <p><b>Warm Up:</b></p> <p><b>Resources:</b> English Corner Christmas Play</p>