

Book Three

# UNDERSTANDING

## Everyday Australian

*A focus on spoken language  
with communicative activities to enhance learning  
and promote classroom interaction*



Susan Boyer

Teacher's Book  
Includes photocopiable  
material.

***UNDERSTANDING***  
***Everyday Australian***

***Teacher's Book Three***

***A focus on spoken language with communicative activities to  
enhance learning and promote classroom interaction***

***Written by Susan Boyer***

***Boyer Educational Resources 2007  
Reprinted 2009***

Boyer Educational Resources  
PO Box 255, Glenbrook 2773  
Phone/fax (02) 47391538

© Boyer Educational Resources, 2007

#### Acknowledgments

I would like to express my thanks to the following people for their contribution to the final presentation of this book:

I am grateful for the valuable feedback and suggested improvements given by teachers who trialled, evaluated and critiqued material in this book. These include, Sheila Addison, Annette Macrae, Thérèse Murphy and Alison Hey. I am also grateful to Alison Hey for her proofreading skills. To James Greenhalgh, Clinton Bagley, Len Boyer and Jeanette Christian, I would like to say thank you for their contribution to the accompanying audio recording. And finally, I would like to express my appreciation to the many students who made me aware of the need for a series such as Understanding Everyday Australian.

I wish to acknowledge Matthew Larwood for the cover illustrations on this book and the illustrations on pages 7, 15 (top), 41 (top), 80, 86, 135 (1, 2, 5, 6, 7, 8).

The images used on pages 7 (top), 24, were obtained from IMSI's MasterClips Collection, 1895 Francisco Blvd. East, San Rafael, CA 94901-5506, USA.

The images on pages 55, 93, 113, 119, 127 were obtained from greenstreetsoftware collection.

Images on page 39, (1 & 3) 123, were obtained from Microsoft's Clip Gallery Ver 4.0. Microsoft Pty Ltd, 65 Epping Road, North Ryde, NSW, Australia.

National Library of Australia  
Cataloguing-in-Publication data:

Boyer, Susan.

Understanding everyday Australian - Teacher's Book 3 : a focus on spoken language with language reviews, exercises and answers.

ISBN 0 9585395 5 3 Understanding Everyday Australian - Teacher's Book Three.

1. English language - Spoken English - Australia - Textbooks for foreign speakers. 2. English language - Spoken English - Australia - Problems, exercises, etc. I.

I. Boyer, Leonard, 1951- . II. Title.

428.34

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior consent of the publisher, except those pages on which permission for reproduction is granted.

Published by Boyer Educational Resources: Phone/Fax 02 4739 1538  
www.boyereducation.com.au  
email: boyer@eftel.net.au

## ***Introduction to the Teacher***

This *Teacher's Book Three* has been designed to be used in conjunction with *Understanding Everyday Australian - Book Three* and the accompanying audio recording. However, the communicative activities contained in this book are classified into topic areas and therefore, **can be used independently of the Student's Book**. Each unit contains teaching notes for the corresponding unit in the Student's Book, as well as photocopiable activities and work sheets to enliven language classes, enhance learning and promote classroom interaction. The material has been designed for adolescent and adult students who have reached an intermediate (or above) level of English. However, you will find that some of the communicative activities can be used or adapted for lower or higher levels. For ease of use by teachers, the top of each page has been labelled either as:

- **Teaching Notes** - these notes and teaching suggestions accompany the Student's Book;
- **Teaching Notes to Communicative Activity** - these notes give step by step suggestions for using the communicative activity that will usually be found on the adjacent page;
- **Photocopiable page** - these pages contain activities or work-sheets to be copied for students.

The *Understanding Everyday Australian* series has been developed in response to the changing sociocultural aspects of our language. As English has increasingly become the international language of commerce, science and the media, the use of more informal, colloquial modes of expression has also noticeably increased throughout the public sphere; in printed and broadcast media as well as in everyday interactions. As a result of these developments, the *Understanding Everyday Australian* series has been designed to meet the needs of learners by providing models of language as it is used in contemporary society, using topics which are relevant to learners' needs and interests. The classroom activities and work-sheets presented in this book provide students with practice in using expressions, conversation strategies and grammatical items that are relevant to their needs in the 'real world'. For example, the communicative activities include practice in such things as agreeing and disagreeing politely, giving advice, exchanging ideas on cultural issues, expressing preferences, answering a business phone call and negotiating with work colleagues, as well as using conversation strategies to discuss a range of contemporary issues.

The '*Understanding Everyday Australian*' series is based on the approach to language teaching that suggests that language exists *in context* and that the function for which the language is used will determine the form in which it is expressed. Throughout *Understanding Everyday Australian* the target language, aspects of pronunciation, grammatical items and conversation strategies are presented in context, within a communicative framework, so that students are led to see the link between form and meaning. The activities also provide a balance between individual, pair work and group work as they aim to develop confidence and learner autonomy.

***Understanding Everyday Australian*** is accompanied by an audio recording that presents conversations from everyday situations such as talking about the environment, talking about diet and fitness, people and relationships, the media and business negotiations. These conversations are pieces of semi-authentic, naturally spoken Australian English and contain expressions that are used everyday in mainstream Australian society. **This does not mean that *all* Australians would use *all* the expressions, however they would be familiar with their meaning and encounter them on a regular basis.**

The teaching notes are presented in a step by step format. However, teachers should adapt or supplement the material to fit the circumstances, and their approach and experience. I would be delighted to hear from teachers who have suggestions, feedback or other comments on their experiences with ***Understanding Everyday Australian***. Letters should be addressed to:

Susan Boyer,  
PO Box 255  
Glenbrook NSW 2773  
Australia

or

Fax: + 61 2 4739 1538  
[www.boyereducation.com.au](http://www.boyereducation.com.au)

*Susan Boyer,*  
*BA Distinction, MA Language & Literacy, Cert IV in Training & Assessment, RSA Cert. TEFLA*

### **A note on dictionaries and colloquial English**

Students should be encouraged to check their dictionaries when they are unsure of the meaning or pronunciation of an unfamiliar word. This will aid them to become independent, autonomous learners. However, they also need to be aware that English words, and groups of words, can have different meanings in different contexts. Although most dictionaries will list several meanings of words where applicable and many modern dictionaries will list frequently used colloquial expressions, students will invariably need guidance in selecting the appropriate ‘translation’ from among the several being offered.

Because colloquial expressions can have different meanings in different situations, it is recommended that students allow time to become familiar with the various contexts in which a particular expression may be used before beginning to use it in their own everyday conversations. ***Understanding Everyday Australian*** has been produced to help learners in this process and to provide meaningful contexts which present opportunity for speaking and listening to everyday English.

See note regarding colloquial language on page 6.

## CONTENTS

<b>Unit Title and Activities</b>	<b>Students will:</b>	<b>Page:</b>
<b>Unit 1 – Other Cultures</b>		<b>2 - 19</b>
Teacher's Notes on Student's Book		3 - 6
Vocabulary quiz - Other Cultures	review colloquial expressions	7
It's a Cultural Thing!	discuss aspects of their culture	8 - 9
Other Cultures - Superstitions	discuss superstitions of other cultures	10 - 11
Finding Things in Common	survey others to find 'things in common'	12 - 13
Gestures and appropriate social behaviour	discuss various gestures & social behaviours	14 - 15
Cultural Tips for Travellers - Dos & Don'ts	discuss customs and values of their culture	16 - 17
Group poster project and presentation	prepare and present a group project	18 - 19
<b>Unit 2 – Sport and Hobbies</b>		<b>20 - 33</b>
Teacher's Notes on Student's Book		21 - 22
Vocabulary quiz - Sport & Hobbies	review colloquial expressions	23 - 24
Ball Games, Board Games	extend vocabulary relating to sport	25
What's the Activity Called?	describe & guess various sports	26 - 27
Group poster project and presentation	present a group project re a sport or hobby	28 - 29
Sport and Hobby Survey	do a survey about sport and hobbies	30 - 31
Discussion - Issues relating to Sport	discuss issues relating to sport	32 - 33
<b>Unit 3 – Diet and Fitness</b>		<b>34 - 51</b>
Teacher's Notes on Student's Book		35 - 38
Vocabulary quiz – Diet and Fitness	review colloquial expressions	39
Activity 1: Diet	} discuss solutions to dietary & fitness problems	40 - 43
Activity 2: Exercise and Fitness		
Activity 3: Diet and Fitness Programme		
Giving Advice about Diet and Fitness	role-play asking for and giving advice	44 - 45
Diet and Fitness Check	assess own diet and fitness	46 - 47
Group poster project and presentation	present a group project re diet and fitness	48 - 49
Personal Diet and Fitness Record	monitor own diet & fitness for a week	50 - 51

**See note regarding Assessment Tools & Teacher's Checklists on the following page.**

## CONTENTS

<b>Unit Title and Activities</b>	<b>Students will:</b>	<b>Page:</b>
<b>Unit 4 – The Environment</b>		<b>52 - 63</b>
Teacher's Notes on Student's Book		53 - 54
Vocabulary quiz - The Environment	review colloquial expressions	55
Environmental Awareness Survey	survey others re environmental awareness	56 - 57
Reduce, Reuse, Recycle	discuss practices affecting the environment	58 - 61
Group poster project and presentation	present a group project re the environment	62 - 63
<b>Unit 5 – Fears and Phobias</b>		<b>64 - 75</b>
Teacher's Notes on Student's Book		65 - 67
Vocabulary quiz - Fears and Phobias	review colloquial expressions	68
Vocabulary Review Team Activity	review vocabulary in a team activity	69
Discussion - Overcoming Fears & Phobias	discuss hypothetical situations	70 - 71
Giving Advice for Overcoming Fears	share advice on hypothetical situations	72 - 73
Describing feelings & reactions	guess and match meaning & expressions	74 - 75
<b>Unit 6 – People and Relationships</b>		<b>76 - 87</b>
Teacher's Notes on Student's Book		77 - 79
Vocabulary quiz - People and Relationships	review colloquial expressions	80
Getting On with Other People	asking for & giving advice – role cards	81 - 83
Developing Relationships - Dos and Don'ts	discuss & decide on good & bad advice	84 - 85
Discussion - People and Relationships	discuss the meaning of various 'sayings'	86
Men and Women	discuss 'generalisations' about men & women	87

**Note:**

**The following Assessment tools and checklists could be used with any of the speaking presentations, discussions, role plays, etc and listening activities in this book, at the discretion of the teacher.**

- **Conversation Strategies - Teacher's Assessment Checklist and Student Feedback Sheet, pages 102 – 103.**
- **Student Self-assessment - Speaking Presentation & Teacher's Assessment Checklist, page 114.**
- **Teacher's Checklist for Listening Assessment, page 115.**
- **Student Self-assessment - Discussion/role play & Teacher's Assessment Checklist , page 131.**

## CONTENTS

<b>Unit Title and Activities</b>	<b>Students will:</b>	<b>Page:</b>
<b>Unit 7 – Talking about Social Issues</b>		<b>88 - 103</b>
Teacher's Notes on Student's Book		89 - 91
Vocabulary quiz - Social Issues	review colloquial expressions	92 - 93
Getting Information on Local Social Services	research & share information	94 - 95
Learning about Social Service Organisations	research & present information	96 - 98
Social Issues in your local area	discuss local social issues needing attention	99
<b>Conversation Strategies</b>	<b>use conversation strategies in discussion</b>	<b>100 -101</b>
<b>Teacher's Assessment Checklist and Student Feedback Sheet</b>		<b>102 - 103</b>
<b>Unit 8 – The Media</b>		<b>104 - 119</b>
Teacher's Notes on Student's Book		105 - 106
Vocabulary quiz – The Media	review colloquial expressions	106 - 107
Media Survey	ask and answer questions re the media	108 - 109
Watching Presentations of the News	out of class activity - take note of presenters	110 - 111
Oral Presentation of News Stories	change written story to spoken presentation	112 - 113
<b>Student Self-assessment of Speaking Presentation &amp; Teacher's Assessment Checklist</b>		<b>114</b>
Listening to a Presentation - Questions	assessment - listen & respond to a spoken text	115
<b>Teacher's Checklist for Listening Assessment</b>		<b>115</b>
Group poster project and presentation	present a group project re the media	116 - 117
Discussion – Media Issues	give opinions on issues relating to the media	118 - 119
<b>Unit 9 – Business Negotiations</b>		<b>120 - 135</b>
Teacher's Notes on Student's Book		121 - 122
Vocabulary quiz – Business Negotiations	review colloquial expressions	122 - 123
Business Negotiation Dos and Don'ts	discuss & decide on good & bad advice	124 - 125
Assertive, Aggressive or Passive?	discuss assertive, aggressive, passive behaviour	126 - 127
Business Negotiations - Role Play	use negotiation strategies in a business context	128 - 130
<b>Student Self-assessment of discussion/role play &amp; Teacher's Assessment Checklist</b>		<b>131</b>
Group poster project and presentation	present a group project re a business	132 - 133
Dialogues – Vocabulary Revision	add dialogues to pictures	134 - 135