

## Starting Tabletop English and Tabletop English: Topic mapping and mapping to Certificate in EAL 1

The Tabletop English resources were developed as fun interactive activities for early beginner learners studying in settlement English classes. The aim was to encourage learners to become more collaborative and autonomous in the classroom environment – all the things that are covered in ‘language learning strategies’ units. Another aim was to develop communicative skills, allowing learners to engage more confidently and to develop friendships through sharing personal experience and opinions.

The activities also review the kind of vocabulary and grammar that early beginner learners are developing in class, covering speaking, listening, reading, a little writing and spelling, preparing them for the next class level – but they weren’t designed as an exact match for the EAL units. In fact, the original focus was Course in EAL (pre-beginner) learners, but learners at EAL 1 also enjoyed the Tabletop activities (and Starting Tabletop activities could be used for review purposes).

Although these aren’t course materials, trialling staff asked for mapping suggestions, to help with lesson planning, so these are my suggestions for topic mapping (pages 2-6) and for using with EAL 1. Feedback is welcome! (Also see the separate mapping document for Course in EAL.)

Abbreviations: STT= Starting Tabletop English. TT = Tabletop English.

Core units for Certificate 1 in EAL (Access) 22638VIC (2024-2028) are:

- VU23500 Plan language learning with support (page 7)
- VU23501 Participate in short simple exchanges (page 8)
- VU23502 Give and respond to short, simple spoken information (page 10)
- VU23503 Read and write short simple messages and forms (page 12)
- VU23504 Read and write short, simple informational texts (page 14)
- VU23505 Read and write short simple descriptive texts (page 15)

Electives that might also be supported through using Tabletop Activities:

- VU23566 Use limited digital technology language and skills (by taking photos, audio recordings, and sharing them) (page 17)
- VU23557 Identify Australian leisure activities (preparing for presentation through extra-long speaking turns) (page 19)

There may also be activities that support the CGEA units (not mapped here)

- VU22352 Recognise numbers and money in simple, highly familiar situations
- VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts

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## SOME SUGGESTIONS FOR TOPIC MAPPING for Starting Tabletop English (STT) and Tabletop English (TT)

	Settlement Topic	Where to find it in STT or TT
1	Housing, my home	<p>STT Set 1 (Where I live) covers local area, rather than the house itself.            STT Set 2 (Story Cut-ups) is about everyday life at home and outside            STT Set 8 (Memory Match) – rooms and activities            Giant STT Set 7 (What’s different?) – My home (in apartment building)</p> <p>TT Set 1 (Dream Home) – all activities describing the home            TT Set 8 (Memory Match) #9 – For Sale items (furniture)</p>
2	My Community, local area	<p>STT Set 1 (Where I live) – All activities, covers library, gym, park, market, supermarket, school, medical centre, pool            STT Set 5 (More Board Games) #10 – Where are you going, and why?            STT Set 7 (What’s different?) #5 – Library opening hours            STT Set 8 (Memory Match) #2 – Community signage, like No Dogs            Giant STT Set 4/5 (Board Games) – Community signage, what it means</p> <p>TT Set 8 (Memory Match) #9 – For Sale items (furniture)</p>
3	Leisure, activities, hobbies	<p>STT Set 1 (Where I live) #2, 6, 7, 9 – covers park, pool, gym, library            STT Set 2 (Story Cut-ups) #9 – Adult swimming lessons            STT Set 3 (Make 4 sentences) covers everyday activities, what people are doing, feeling            STT Set 7 (What’s different?) #3, 5 – Swimming classes for women            STT Set 8 (Memory Match) #10 – Things I really like doing</p> <p>TT Set 2 (Story Cut-ups) #7 – fishing            TT Set 3 (Make 4 sentences) covers everyday activities, what people are doing, feeling            TT Set 4 (Board games) #7 – activities, opinions            TT Set 5 (More Board games) #6 – everyday activities #7, 8 – Instructions, requests            TT Set 7 (What’s different?) - #4 – singing class, #5 – my day, #6 – learn something new</p>

4	Money, shopping	<p>STT Set 1 (Where I live) #3, 4 – supermarket, Sunday market  STT Set 2 (Story Cut-ups) #5 – mentions shopping  STT 4 (Board games) #1, 9, 10 – What do we need? And checking prices, colours, items  STT Set 7 (What’s different?) #4, 9 – Coffee shop, scooter for sale  STT Set 8 (Memory Match) # 1, 4, 5 – Colours, addition and halves  STT Set 10 (Quizzes) – includes food and clothing items  STT Set 11 (No-clue Crosswords) #1,3 – numbers, coffee shop  STT Set 12 (Conversations with Adam) #3 – with store assistant</p> <p>TT Set 4, #3 and 4 – costs, #10 – ordering food  TT Set 7 (What’s different?) - #5 – coffee menu  TT Set 8 (Memory Match) #2, 3 – addition and half of  TT Set 11 (No-clue crosswords) #1, 2, 4, 5 – colour, fruit, vegetables, clothing  TT Set 12 (Conversations) #5, 6 – At hardware store, clothing store, returns counter  Giant TT Set 3 (Make 4 Sentences) – At the market  Giant TT Set 4 (Board game) – Shopping list plan</p>
5	Transport	<p>STT Set 2 (Story Cut-ups) # 2 and #3 Bus or drive to work, time taken  STT Set 4 (Board games) #2: What time is your bus?  STT Set 10 (Quizzes) – includes transport items  Giant TT Set 1 (Where I live) – Local bus stop  Giant STT Set 7 (What’s different?) – My home (bus stop, bus number)</p> <p>TT Set 11 (No-clue crosswords) #11 – transport</p>
6	Workplace	<p>STT Set 1 (Where I live) #5 – Workplace in bakery  STT Set 2 (Story Cut-ups) #2, 3 – Gina is nurse, husband is painter  STT Set 12 (Conversations with Adam) #6, 7 – with boss, customer  Giant STT Set 2 (Story Cut-ups) references Gina’s job as a nurse</p> <p>TT Set 2 (Cut-up Stories) #1, #2, #4, #5, #6 cover job/work issues  TT Set 12 (Conversations) #9, 10 – in workplace, boss and colleague  Giant TT Set 12 (Conversations) – late for work?</p>

7	Education, classroom	<p>STT Set 1 (Where I live) #8 – Primary school  STT Set 6 (Indirectly, spelling as part of learning English)  STT Set 7 (What’s different?) #2, 4, 7, 10 – School concert, morning tea, SMS to teacher, excursion  STT Set 11 (No-clue Crosswords) #8, 9 – classroom, days  STT Set 12 (Conversations with Adam) #10 – with teacher  Giant STT Set 12 (Conversations with Adam) – with classmate</p> <p>TT Set 6 (Indirectly, talking about spelling as part of learning English)  TT Set 7 (What’s different?) - #8 – SMS to teacher, #9 School excursion, #10 Primary School newsletter  TT Set 8 (Memory Match) #7 – school messages (also #8 Friend messages)  TT Set 9 (Write and draw) (Indirectly, giving instructions)  TT Set 10 (Quizzes) (Indirectly, multiple choice)  TT Set 11 (No-clue crosswords) #3– stationery  Giant TT Set 7 (What’s different?) – Library hours</p>
8	Health, appointments	<p>STT Set 1 (Where I live) #10 – Local medical centre  STT Set 5 (More board games) #7, 8, 9 – I’d like to see the doctor, body parts, prepositions  STT Set 10 (Quizzes) – includes body items  STT Set 11 (No-clue Crosswords) #4, 5 – body, time/date words  STT Set 12 (Conversations with Adam) #8, 9 – with receptionist, dentist  Giant STT Set 11 (No-clue Crosswords) – parts of the face/head</p> <p>TT Set 2 (Cut-up Stories) #8 possible mental health issues, #10 diabetes  TT Set 4 (Board games) #6 – DOB, #8 – Body parts that hurt, #9 – Appointment times  TT Set 5 (More board games) #1, 2 – Days and months,  TT Set 7 (What’s different?) - #2 – opening hours of medical centre, #6 personal appointments  TT Set 8 (Memory Match) #1 – time, #4 – sharing photos,  TT Set 11 (No-clue crosswords) #7, 8 – months, numbers  TT Set 12 (Conversations) #7, 8 – with receptionist and doctor  Giant TT Set 11 (No-clue crosswords) – body parts for hands and feet</p>

9	Socialising (all activities require interaction to complete the activity!)	<p>STT Set 2 (Cut-up stories) , TT Set 2 (all) – talking about yourself and your life, children, pets, etc  STT Set 3 (Make 4 sentences), TT Set 3 (all) – talking about how people are feeling  STT Sets 4 and 5 (Board games) all require polite interaction  STT Set 4 (Board games) #3, 5, 6, 7, 8 Birthdays, showing off new items, talking about weather, likes and dislikes  STT Set 7 (What is different?) #1, 6 – Friends, friend SMS  STT Set 8 (Memory Match) #6, 7, 8 – Activities, irregular plurals, prepositions for discussing people  STT Set 10 (Quizzes) – includes describing items  STT Set 11 (No-clue Crosswords) #2, 6, 7 – people, action verbs, opposites  STT Set 12 (Conversations with Adam) #1, 2, 4, 5 – with friend, family</p> <p>TT Set 1 (Dream Home) also covers family and personal preferences  TT Set 2 (Story Cut-ups9) – talking about your life and family, missing people (#9)  TT Set 3 (Make 4 Sentences) – talking about people, what they’re doing, how they’re feeling’  TT Set 4 (Board games), #1, 2, (conversation, opinions)  TT Set 5 (Board games) #3 – talking about weather, #4, 5, 9, 10 – preferences and favourites, opinions  TT Set 7 (What’s different?) - #1 – describing friends, #3 – party invitation, #7 Friend SMS,  TT Set 8 (Memory Match) #8 – friend SMS, #10 Greetings cards and messages  TT Set 11 (No-clue crosswords) #6, 9 – family, weather  TT Set 12 (Conversations) #1, 2, 3, 4 – family and friends  Giant TT 8 (Memory Match) – family members</p>
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## SOME SUGGESTIONS FOR EAL 1 MAPPING for Starting Tabletop English (STT) and Tabletop English (TT)

<b>VU23500: Plan language learning with support</b>		
<b>1. Identify personal language learning needs</b>		
1.1	Identify and review own current language learning needs with a support person	Possible ways that STT and TT could contribute to VU23500, especially as part of the 'post-activity' discussion after TT work:  STT and TT (all activity sets): After (or before) taking part in all STT or TT activities, learners should be able to: - comment on own enjoyment, successes or learning preferences (1.1, 1.2) - comment on own level of confidence in group activities and areas where they need to improve (1.1)
1.2	Identify language learning preferences	
<b>2. Develop a language learning plan</b>		
2.1	Identify the purpose of a language learning plan	STT and TT (all activity sets): After (or before) taking part in all STT or TT activities, learners should be able to: - Identify how group interactive tasks can support language learning (2.3) - Identify how digital recording of tasks can support at-home learning (2.3)
2.2	Select language learning plan format	
2.3	Identify appropriate activities in consultation with a support person	
2.4	Plan review process	
<b>3. Monitor and update the language learning plan</b>		
3.1	Review language learning according to plan with support person/s	STT and TT (all activity sets): By taking part in all STT or TT activities, learners should be able to: - comment on increase in confidence when taking part (3.2) - reflect on vocabulary lists or other 'at home' learning they have taken on (3.2) -
3.2	Discuss language learning progress with support person/s	
3.3	Use learning plan to assist planning for next steps in language learning	

## VU23501: Participate in short simple exchanges

### 1. Exchange greetings and personal information in short, simple social conversations

1.1	Use greetings and make introductions in short simple exchanges with another person	<p>The communicative aspect of STT and TT can help support VU23501.</p> <p>STT and TT (all activity sets): By taking part in all STT or TT activities, learners should be able to:</p> <ul style="list-style-type: none"> <li>- greet newly arrived learners joining an activity, check names of others in group, introduce selves or others, invite with 'sit here' or 'next group' (1.1)</li> <li>- participate in all communicative tasks (1.2, 1.3, 1.4)</li> <li>- say 'sorry?' if meaning is unclear (1.5) (with teacher instruction)</li> <li>- thank group members when returning to whole class activities (1.6) (with teacher instruction)</li> </ul> <p>Personal interactions and sharing of information are modelled in: (1.1 – 1.4)</p> <ul style="list-style-type: none"> <li>- STT Set 2 (Cut-up Stories) all</li> <li>- STT Set 4 (Board games) #1, 2, 3, 5, 6, 8</li> <li>- STT Set 5 (More board games) #8, 10</li> <li>- STT Set 8 (Memory Match) #10</li> <li>- STT Set 12: Conversations with Adam #1, 2, 4, 5</li> </ul> <ul style="list-style-type: none"> <li>- TT Set 2 (Cut-up Stories) all</li> <li>- TT Set 4 (Board games) #1, 2, 6, 7</li> <li>- TT Set 5 (More board games) #4, 5, 6, 9, 10</li> <li>- TT Set 8 (Memory Match) #4, 5, 7, 10</li> <li>- TT Set 10 (Quizzes) #7, 8</li> <li>- TT Set 12: Conversations with Sam #1, 2, 3, 4</li> </ul>
1.2	Respond to inquiries about personal information and interests	
1.3	Inquire about personal information and interests of the other person	
1.4	Give simple explanations of personal information	
1.5	Respond to and make requests for repetition or clarification, as required	
1.6	Use a simple closing	



<b>2. Make and respond to short, simple requests or inquiries in transactional conversations</b>		
2.1	Use polite language forms or expressions to initiate and respond to a short, simple request or inquiry	<p>STT and TT (all activity sets):            By taking part in all STT or TT activities, learners should be able to:</p> <ul style="list-style-type: none"> <li>- Organise self or others, check on whose turn it is (2.1)</li> <li>- Ask for help from teacher, volunteer or peer (2.2, 2.3)</li> <li>- Explain the problem they are having (2.4)</li> <li>- thank the person helping and say all is fine now (2.5) (with teacher instruction)</li> <li>- reflect on their own capacity for group work at the end of the session (2.6)</li> </ul> <p>Requests and inquiries are modelled in: (2.1, 2.2, 2.3, 2.4, 2.5)</p> <ul style="list-style-type: none"> <li>- STT Set 4 (Board games) #3, 4, 7, 9, 10</li> <li>- STT Set 5 (More board games) #7, 10</li> <li>- STT Set 8 (Memory Match) #10</li> <li>- STT Set 12: Conversations with Adam #3, 6, 7, 8, 9, 10</li> </ul> <ul style="list-style-type: none"> <li>- TT Set 4 (Board games) #3, 4, 5, 6, 8, 9, 10</li> <li>- TT Set 5 (More board games) #3, 7, 8</li> <li>- TT Set 8 (Memory Match) #46, 8, 9</li> <li>- TT Set 10 (Quizzes) #7, 8, 9, 10</li> <li>- TT Set 12: Conversations with Sam #5, 6, 7, 8, 9, 10</li> </ul>
2.2	Use questions to make a short, simple request or an inquiry about goods and services	
2.3	State a need and give a short, simple explanation	
2.4	Respond to a request for repetition or clarification or further explanation where required	
2.5	Use an appropriate closing	
2.6	Evaluate effectiveness of the transaction with a support person	

## VU23502: Give and respond to short, simple spoken information

### 1. Respond to short, simple spoken texts in everyday familiar contexts

1.1	Identify the topic and purpose of a simple everyday spoken information text	Sets 1, 2 and 3 of the STT and TT activities can be used as listening tasks, where learners look at the pictures and listen to the teacher or volunteer reading, before beginning the matching/reading/sentence forming parts of the task. This can support and offer preparation for Element 1 (1.2, 1.3)
1.2	Identify key information in a simple spoken text	
1.3	Locate and explain key words and expressions in the text	
1.4	Identify a simple explanation	

### 2. Give short, simple everyday spoken information in an everyday familiar context

2.1	Introduce the topic, purpose and context for simple everyday spoken information	Through giving short pieces of information, or explanations, STT and TT can offer some preparation for Element 2. They can hopefully increase learners' confidence to speak and offer explanations, descriptions and instructions, share attitudes and feelings.
2.2	Convey meaning using language appropriate to the topic	Giving short pieces of information, descriptions and sharing attitudes and opinions is modelled in: STT and TT Set 1: Where I live and Dream Home STT and TT Set 2: Cut up Stories STT and TT Set 3: Make 4 Sentences
2.3	Give simple explanations about the information	
2.4	Use supports as required	In addition, there are elements of giving information/attitudes in activities like

2.5	Respond to requests for repetition, clarification or explanation as required	<p>STT Set 4: Board games #4, 5, 6 STT Set 5: Board games #9, 10</p> <p>TT Set 4: Board games #3, 4, 5, 6, 7, 8 (description, instruction, opinion) TT Set 5: More board games #3, 4, 5, 6, 7, 8, 9, 10</p> <p><b>Why not:</b> Get learners to share information on their own local community (using Google Maps) or their own dream home (using a real estate listing online). (STT and TT Set 1)</p>
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## VU23503: Read and write short simple messages and forms

### 1. Read short, simple written messages for immediate everyday purposes

1.1	Identify the purpose of the short, simple message	Keeping in mind that STT and TT aim to offer varied input/review/communicative tasks, and aren't going to cover all the performance criteria, there are messages included:  STT Set 7: What's different (all) (1.1 with discussion) STT Set 7: What's different #6,7 are text messages and #10 is a teacher note  TT Set 7: What is different (all) (1.1 with discussion) TT Set 7: What is different? #7, 8 are text messages and #10 is a school newsletter TT Set 8: Memory Match #7, 8 are text messages and #10 is a set of messages and greeting cards
1.2	Identify the key information in the message	
1.3	Locate familiar words or phrases	

### 2. Write short, simple messages for immediate everyday purposes

2.1	Identify purpose for the short, simple message	Not part of the interactive STT and TT activities.  However, there are activities which provide background practice in sentence writing and spelling - STT and TT Set 3: Make 4 Sentences (preparation for 2.3, 2.4) - STT and TT Set 6: Match and Spell and Spelling Boss (preparation for 2.3, 2.4)  <b>Plus, why not:</b> Extend the tasks mentioned in Element 1: - After matching the text message tasks in STT and TT set 7, give learners only one side of the conversation and ask them to write the replies - After matching the greeting card messages, in TT Set 8, give learners only the pictures of the cards, and ask them to write their own greeting.
2.2	Select and use appropriate layout conventions	
2.3	Convey information clearly in short, simple sentences	
2.4	Check writing and make revisions as needed	

<b>3. Read short, simple forms for immediate personal and social purposes</b>		
3.1	Identify the purpose of the short, simple form	<p>Not part of the interactive STT and TT activities.</p> <p><b>However, why not:</b> Create Memory Match cards with the items from the forms you are using on the picture card and a written response from an imaginary person on the other card. Or create an individual set for each learner to keep and share with a friend, where they have to match their own details.</p>
3.2	Scan text and locate key information	
3.3	Identify and use organisational features of forms	
<b>4. Complete short simple forms for immediate personal and social purposes</b>		
4.1	Identify the purposes and requirements of the short, simple form	<p>Not part of the interactive STT and TT activities.</p>
4.2	Fill in details as required	
4.3	Respond to questions appropriately	
4.4	Complete and check all sections and make revisions as required	

## VU23504: Read and write short, simple informational texts

### 1. Respond to short, simple informational texts

1.1	Identify the purpose of the short, simple informational text	<p>Informational texts are included in STT and TT but as part of communicative activities. Covering 1.1 would need discussion with the teacher or volunteer.</p> <p>Informational texts with aspects of 1.2 and 1.3 are:            STT: Set 7: What's different? (all tasks)            STT Set 8: Memory Match #1, 2, 9            STT Set 10: 'Ask everyone' quizzes (bite-sized information)</p> <p>TT Set 7: Find 7 Differences # 2, 3, 4, 5, 6, 9, 10            TT Set 8: Memory Match #6, 9, 10            TT Set 10: 'Ask everyone' quizzes            Giant TT Set 7: Find 7 Differences (library hours)</p>
1.2	Scan text for specific information	
1.3	Identify key vocabulary items	
1.4	Clarify and confirm actions if required	

### 2. Write short, simple informational texts

2.1	Identify the purpose of the text and clarify the needs of the audience	<p>STT and TT are communicative rather than writing activities. However, there is a little writing involved in:</p> <ul style="list-style-type: none"> <li>- STT and TT Set 3 (more descriptive than informational) to support 2.3 and 2.4</li> <li>- STT and TT Set 6 (Match and Spell and Spelling Boss) to support 2.5</li> <li>- STT and TT Set 11 (No-clue Crosswords) to support 2.5</li> <li>-</li> </ul>
2.2	Select information as appropriate	
2.3	Plan writing	
2.4	Use format and sentence structure appropriate to purpose to write information	
2.5	Check writing and make revisions as needed	
2.6	Produce final draft	

## VU23505: Read and write short, simple descriptive texts

### 1. Read short, simple descriptive texts for everyday personal purposes

1.1	Identify the topic of the short, simple descriptive text	<p>Descriptive texts are included in STT and TT but as part of communicative activities. Covering 1.1 would need discussion with the teacher or volunteer.</p> <p>Sets that could offer reading practice for 1.2 and 1.3 include:</p> <ul style="list-style-type: none"> <li>- STT Set 1: Where I live (all)</li> <li>- STT Set 2: Cut-up Stories (all)</li> <li>- STT Set 3: Make 4 Sentences (all) – involves reading sentences</li> <li>- STT Set 5: More board games #9</li> <li>- STT: Set 7: What’s different? #1, 9</li> <li>- STT Set 8: Memory match #1, 6, 7, 8, 9, 10</li> <li>- STT Set 12: Conversations with Adam (reading practice only)</li>   <li>- TT Set 1: Dream Home (all)</li> <li>- TT Set 2: Cut-up Stories (all)</li> <li>- TT Set 5: More board games #7 location</li> <li>- TT Set 7: What’s different? #1</li> <li>- TT Set 8: Memory match #4, 5, 9</li> <li>- TT Set 12: Conversations with Sam (reading practice only)</li> </ul>
1.2	Scan text for specific information	
1.3	Identify key vocabulary items	

### 2. Write short, simple descriptive texts for everyday personal purposes

2.1	Identify the topic and audience of the short, simple descriptive text	<p>STT and TT are communicative rather than writing activities. Descriptive writing is mainly in TT Set 3 (Write 4 Sentences) (2.2, 2.3)</p>
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2.2	Plan writing	<p>However, there is writing involved in:</p> <ul style="list-style-type: none"> <li>- STT and TT Set 3 to support 2.2 and 2.3</li> <li>- STT and TT Set 6 (Match and Spell and Spelling Boss) to support 2.4</li> <li>- STT and TT Set 11 (No-clue Crosswords) to support 2.4</li> </ul>
2.3	Use effective description in short sentences	
2.4	Check writing and make revisions as needed	
2.5	Produce final draft	



## VU23556: Use limited digital technology language and skills

### 1. Use digital technology terminology

1.1	Identify common digital devices	<p>No specific activities from STT or TT, but why not:</p> <ul style="list-style-type: none"> <li>– Ask learners to take photographs of reassembled cut-ups or matching (STT and TT Sets 1, 2, 8, 12), either to review at home or to send to absent classmates via email , message, WhatsApp, post on a group message board etc</li> <li>– They can also record the teacher, volunteer, or themselves reading sentences from the activities or text they have created (STT and TT Sets 1, 2, 3, 7, 12), and keep or forward the audio file.</li> <li>– Take photographs of classroom or campus items, signs etc, and while in the computer room, use the PowerPoint templates to create either a six sentence cut up activity (Set 2) or a Memory Match activity (Set 8), with support.</li> </ul> <p>Learners will need to:</p> <ul style="list-style-type: none"> <li>– Talk about what devices, functions and programs they are using and how they plan to use these for language learning or for supporting other learners (1.1, 1.2, 1.3), plus carry out the task.</li> </ul>
1.2	Recognise and use key digital technology language related to devices and their functions	
1.3	Recognise and use digital technology terminology to identify common programs and their uses	

### 2. Perform a simple task using a digital device

2.1	Follow steps given verbally or in writing	<p>As above, but why not:</p> <ul style="list-style-type: none"> <li>– Set learners a task as above, but with a number of steps to follow</li> <li>– Ensure there are health and safety issues they need to identify (eg trailing cords, eye strain, ergonomics)</li> </ul> <p>Learners will need to follow your instructions appropriately, checking for help when needed (2.1, 2.2, 2.3, 2.4)</p>
2.2	Perform digital task	
2.3	Follow workplace health and safety instructions related to use of technology	

2.4	Request assistance or clarification if required to complete the activity successfully	
<b>3. Use digital technology for language learning</b>		
3.1	Select a language learning activity	As above, as appropriate (eg using the voice recorder as a language learning tool). Could contribute to 3.1, 3.2, 3.2, 3.4, 3.5.
3.2	Open and locate the program	
3.3	Use the basic navigation features correctly	
3.4	Follow instructions to complete the activity	
3.5	Close the activity correctly	

## VU23557: Identify Australian leisure activities

### 1. Access information on Australian leisure activities

1.1	Locate sources of information on leisure activities in Australia	<p>Leisure activities (mostly 1.2) are referenced in:</p> <ul style="list-style-type: none"> <li>- STT Set 1: Where I live (gym, library, markets, park, pool)</li> <li>- STT Set 2: Story Cut-ups 4, 8, 9</li> <li>- STT Set 3: Make 4 Sentences #4, 5, 9, 10</li> <li>- STT Set 7: What's different #2, 3, 5, 10</li> <li>- STT Set 8: Memory Match #6</li>   <li>- TT Set 2: Story Cut-ups</li> <li>- TT Set 4: Board games #7 (Do you like surfing?)</li> <li>- TT Set 5: More board games #4, 5, 6, 10</li> <li>- TT Set 7: What's different? #4, 9</li> <li>- TT Set 8: Memory Match #6 (Learn something new)</li> </ul>
1.2	Identify main types of leisure activities in Australia	
1.3	Outline the features of main types of leisure activities	

### 2. Give short, simple spoken information on leisure activities

2.1	Select one type of leisure activity	<p>It can be very challenging for learners to give their short presentation. Using communication games can give them confidence to speak, but only for a few seconds at a time.</p> <p><b>Why not:</b> Modify some of the TT board games and activities so that learners have to speak for 15 or 20 seconds (timed with their phone's timer function) in front of their group of 4. This doesn't really cover Element 2, but it does give spoken information practice.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- STT Set 1: Where I live (Describe a place near your house: What is it, where is it, what can you do there?)</li> </ul>
2.2	Identify the key characteristics of the selected activity	
2.3	Select items to include in spoken information	
2.4	Provide a brief description of the selected leisure activity	

2.5	Explain reasons for selection	<ul style="list-style-type: none"> <li>- STT Set 2: Talk about yourself a friend or person in your family. Say 3 sentences eg age, activity likes, where they do the activity, what they wear, what they take</li> </ul>
2.6	Present information	<ul style="list-style-type: none"> <li>- STT Set 3: Bring a photo of your own or a family member’s toys or sports equipment and say 3 sentences about this: What’s it called, what’s it for, where and when he/she does the activity</li> <li>- STT Set 7: #3 Research an adult swimming class near you and tell us about it in 3-4 sentences (when, where, cost, for who, what happens)</li> <li>- STT Set 8: Memory Match #9: Make up new leisure activities for rooms in the house and write them on blank cards. Be ready to talk a little about these (eg sewing, making things, building walls, doing yoga, lifting weights.</li> <li>- TT Set 2: Story Cut-ups #7 Talk about yourself or a family member who loves doing something (fishing, cooking, painting. Say 3 sentences eg age, the activity, where they do the activity, what they wear, what they take</li> <li>- TT Set 4: Board games #7 (Do you like surfing?) Tell us 3 things about this activity.</li> <li>- TT Set 5: More board games #4, 5, 6, 10: Say 3 things each time you land on a square, maybe why you have this preference, what’s good about it, how often you can do it</li> <li>- TT Set 8: Memory Match #6 (Learn something new): Tell us 3 things about this activity.</li> </ul>