



Williamstown
Community
and Education
Centre Inc

HOBSONS BAY LEARNERS' ACTIVITY BOOK



PROUDLY SUPPORTED BY



ACKNOWLEDGEMENTS

The Williamstown Community and Education Centre has developed this resource with the support of the Victorian Government through an ACFE funded CAIF 11 project.

The purpose of this resource is to assist adult learners of English language to learn and understand more about services in their local neighbourhood.

The resource will assist teachers to communicate this information using appropriate language, images and learning activities.

This resource may be used in accredited, pre-accredited or other English language programs.

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WELCOME TO HOBSON'S BAY

08. TOPIC 1 — GETTING AROUND

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32. TOPIC 4 — WASTE AND RECYCLING

38. TOPIC 5 — FESTIVALS AND CELEBRATIONS

46. TEACHER NOTES



INTRODUCTION

Williamstown Community and Education Centre has been servicing the community of Hobson's Bay for 47 years with a strong commitment to improving the lives of their community, through a range of courses, programs and support groups.

People from all over the world have made Hobson's Bay their home with residents from over 144 countries and with over 100 different languages. It is estimated that 29 per cent of the community speaks a language other than English at home. Williamstown Community and Education Centre offers an array of programs for people from Culturally and Linguistically Diverse (CALD) backgrounds including accredited and pre-accredited English classes for adults.

This 'Welcome to Hobson's Bay Learners' Activity Book' will support English as an Additional Language (EAL) teaching and learning in a range of settings, through appropriate language, images and activities to support vocabulary, reading and writing English language development. This learning resource also aims to reinforce the benefits of participation in the community and encourage residents from CALD backgrounds to access services, activities and support when appropriate.

These materials may be useful for adult learners of English language. A PDF version of the materials can be accessed on the Williamstown Community and Education Centre website. Whilst these materials have been developed for new and existing residents of the Hobson's Bay area, they may be adapted to suit different localities, learner interest and levels and teaching needs. Contact Williamstown Community and Education Centre for the working InDesign file.

USING THIS RESOURCE

This resource is in three sections.

- Mapping Guide
- Activity pages
- Notes to Teacher and Answers

Each activity has a code that indicates a level

Pre-level 1	PRE-LEVEL 1
ACSF 1	ACSF 1
ACSF 2	ACSF 2
Multi-levels	MULTI-LEVELS

Australian Core Skills Framework (ACSF)

This resource is mainly at ACSF 1 and ACSF 2 levels although content can be adapted to meet the needs of other levels. This resource may be used in accredited, pre-accredited or other English language programs. If it is used in accredited programs a mapping guide to the EAL Frameworks Certificate I and II (Access) is provided. Please use this as a guide only. It is not intended that the activities serve as assessment tasks.

This resource can also support the teaching of the EAL Framework (Access) electives.

- VU22598 Identify Australian leisure activities
- VU22607 Explore community options
- VU22608 Explore transport options

See mapping table for more details.

There is no specific order that these activities need to be done and they can be modified by the teacher to provide additional support for the learner or further extension work.

The students can do activities individually, in pairs or groups or as a whole class activity as determined by the class teacher/leader.

Simpler activities can be used for scaffolding or can be omitted from classroom delivery. Many EAL classes have a mixed ability levels and hence modification of materials or delivery is expected.

MAPPING TO CERTIFICATES IN EAL FRAMEWORK 2019-2023

These activities may support the teaching of some of the units in the EAL Frameworks. They are not intended to be used for assessment purposes. This mapping provides a broad guide to alignment with units. Depending on the level of support provided, activity adaption and learner outcome the level may change.

Activity	Electives	Cert I in EAL (Access)	Cert II in EAL (Access)
Topic 1 Getting Around			
Activity 1 Discuss ideas	VU22608 Explore transport options VU22607 Explore community services		
Activity 2 Match			
Activity 3 How do you get around?		VU22594 Read and write short, simple informational and instructional texts	
Activity 4. Read			VU22605 Read and write simple descriptive and narrative texts
Activity 5. Write			
Activity 6. Read about MYKI			VU22604 Read and write simple instructional and informational texts
Activity 7 Reading instructions			
Activity 8 Read			VU22603 Read and write simple personal communications and transactional texts
Activity 9 Read			
Topic 2 Reading Signs			
Activity 1 Discuss	VU22607 Explore community services		
Activity 2 Matching signs		VU22594 Read and write short, simple informational and instructional texts	
Activity 3 Visual information			VU22604 Read and write simple instructional and informational texts
Activity 4. Parking signs			
Activity 5. Signs for driving			
Activity 6 Useful words		VU22593 Read and write short simple messages and forms	
Activity 7 Places			

Activity	Electives	Cert I in EAL (Access)	Cert II in EAL (Access)
Topic 3 Recreation			
Activity 1 Discuss	VU22598 Identify Australian leisure activities		
Activity 2 Recreation			
Activity 3 Useful words		VU22593 Read and write short simple messages and forms	
Activity 4. Reading			VU22605 Read and write simple descriptive and narrative texts
Activity 5. Reading a calendar			Vu22604 Read and write simple informational and instructional texts
Activity 6. Survey		VU22595 Read and write short, simple descriptive and narrative texts	
Activity 7 Practice			
Activity 8 Hobbies			
Activity 9 Reading a flyer			VU22603 Read and write simple personal communications and transactional texts
Topic 4 Waste & Recycling			
Activity 1 Discuss ideas	VU22607 Explore community services		
Activity 2 Useful words			
Activity 3 Bins			
Activity 4. Fill in a form		VU22593 Read and write short simple messages and forms	
Activity 5. Rubbish collection		VU22594 Read and write short, simple informational and instructional texts	
Activity 6. Glass recycling			
Topic 5 Festivals & Celebrations			
Activity 1 Discuss ideas	VU22607 Explore community services		
Activity 2 Festivals			VU22604 Read and write simple instructional and informational texts
Activity 3 Reading a calendar of events		VU22593 Read and write short simple messages and forms	VU22603 Read and write simple personal communications and transactional texts
Activity 4. Reading a brochure			
Activity 5. Activities		VU22595 Read and write short simple descriptive and narrative texts	VU22605 Read and write simple descriptive and narrative texts
Activity 6. Word families			
Activity 7 Looking for information		VU22593 Read and write short simple messages and forms	VU22603 Read and write simple personal communications and transactional texts
Activity 8 Read a short story		VU22595 Read and write short simple descriptive and narrative texts	VU22605 Read and write simple descriptive and narrative texts
Activity 9 Your turn to write			

Topic 1 MULTI-LEVELS

Getting Around

1. DISCUSS IDEAS



- How do you get around?
- What is the easiest way to travel?
- What is the fastest?
- What is the cheapest?
- What is the best for the environment?
- Do you use public transport?
- What public transport options do you have in your area?
- How do you like to get around?

2. MATCH THE PICTURE TO THE WORD

PRE-LEVEL 1



Write down the word >

car
bus

bike
motorbike

tram
foot

taxi
boat

train
skateboard



Discuss >

- What other ways can you get around?
- Which ones are private transport?
- Which ones are public transport?

3. WRITE HOW DO YOU GET AROUND?

ACSF 1

✓ Tick the ones that you use the most >

	Car	Bus	Train	Bike	Foot (walking)
for shopping					
for school					
for work					
for visiting friends					
for sport					
for worship					
Other					

 Example sentences >

- I go shopping by car.
- I go to school by foot.

Finish your own sentences.

• I go

• I go

There are other ways to say and write how you go places. Instead of using the word 'go' you can use verbs like 'walk, run, catch, visit.'

- I **walk** to school.
- I **catch** the train to work.
- I **visit** my friends by train.

• I **walk** to

• I **catch** the

• I **visit**

4. READ 4 SHORT STORIES

ACSF 1

ACSF 2

Cam

Cam is 81 years old. She lives alone.
She goes shopping every Friday at the shops.
She walks to the shops but catches a taxi home.
Because of her bad knees and age she has a taxi card.



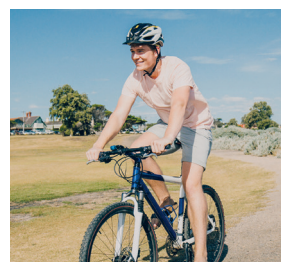
May

May lives with her 5-year-old son.
Every weekday she takes him to school by bus.
Then she catches the train to the city for work.
She buys a weekly MYKI pass.



Tom

Tom loves to ride his bike everywhere.
He rides for shopping, to work and for fun.
On the weekend he goes for long bike rides
30-40 kilometres with his friends.



Hassan, Sam and Nadia

Hassan, Sam and Nadia are best friends.
After their English classes they go for a long walk along the beach.
On the weekends they like to drive to the country for some fresh
air and to see new places.



a. What are these stories about?

d. Who might be the fittest person in the stories? Why?

b. Why does Cam catch a taxi?

e. Who likes to visit the countryside?

c. Why does May need a weekly MYKI pass?

f. Why do they like going to the country?

5. WRITE ABOUT A PLACE



Think about your local area and the different places to go and how you get there. >



Fill in the gaps with your information. >

ACSF 1

- My name is
- I live in
- I go shopping on (day or days),
- by (transport).



Write your own story >

ACSF 1

ACSF 2

Plan — You might include:

- How you travel
- Who you are with
- Where you go
- When you go

Use the other stories for ideas.

Draft

Final Draft. After you have answered the questions below and talked to your teacher, write your final draft on a clean piece of paper or type your story and print.

- Who is going to read your story?
- Have you completed a plan and a draft?
- Is the information in the right order?
- Have you included everything you want to say?
- Have you checked your sentence structure?
- Have you proofread and completed your final draft?
- Are you ready to read your story?

6. READ ABOUT MYKI

ACSF 2

- Where would you see this machine?
- Who would use one? Why?
- Where do you put the MYKI card? Circle.
- What are the 3 ways to pay at this machine? Draw an arrow to each one.
- Can you get change at this machine?
- If you topped up your MYKI with \$20 and used a \$50 note would you get change? Why or why not?
- If you have a problem with this machine where can you get information?



How to use Myki — Quick tips for touching on and off

- Touch on at a myki reader to ensure you have a valid ticket.
- Touch off at a myki reader to pay the lowest fare.
- Touch your myki to the centre of the reader.
- Listen for the beep and look for the green light to indicate a successful touch on or touch off.

7. READING INSTRUCTIONS FOR MYKI

- How do you make your card valid?
- When you get off the train what should you do with your card?
- You touch on your card in the centre or the top of the reader?
- What sound does the reader make?

8. READ A MAP


ACSF 2

○ Circle the correct answer >

← → ↺ 🔒 ptv.vic.gov.au/route/5671/laverton-station-williamstown-via-altona/

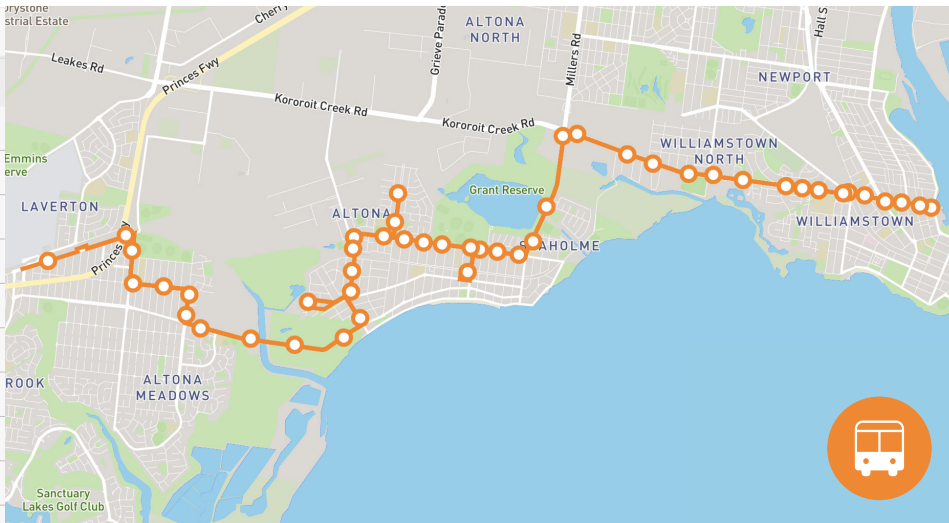
PUBLIC TRANSPORT VICTORIA **PTV** PLAN ▾ DISRUPTIONS ▾ TICKETS ▾ MORE ▾

🏠 > 415 Laverton Station - Williamstown via Altona

 **415 Laverton Station - Williamstown via Altona** ☆ Favourite Line 🚨 View Disruptions

● Good Service

To Laverton Station	To Williamstown
Select a station to view departure times	
✓ Ferguson Street Pier/Ferguson St	
✓ Maclean St/Ferguson St	
✓ Electra St/Ferguson St	
✓ Melbourne Rd/Ferguson St	
✓ Verdon St/Ferguson St	
✓ North Williamstown Station/Ferguson St	
✓ Swanston St/Kororoit Creek Rd	
✓ Bayside College/Kororoit Creek Rd	
✓ Adeline St/Kororoit Creek Rd	
✓ Marshall Rd/Kororoit Creek Rd	



a. This map is for what type of service?

train

bus

tram

b. Where can you find this information?

newspaper

website

television

c. What suburbs can you see on this map? (Circle more than one)

Altona

Williamstown North

Yarraville

Spotswood

d. Why would someone want to read this information?

- To know what time to catch a bus
- To know what time to catch a train
- To know when to wake up

e. This service is from Laverton Train Station to where?

Williamstown

Werribee

Footscray

f. What is the number of this service?


501

315

415

9. READ A TIMETABLE

ACSF 2

 Timetable Route 415 Williamstown via Altona Monday to Friday PT>					
Laverton Railway Station	9.18	9.59	10.39	11.19	11.59
Altona Sports Centre	9.23	10.04	10.44	11.24	12.04
Port Phillip Retirement Centre	9.29	10.09	10.49	11.29	12.09
Westona Railway Station	9.31	10.11	10.51	11.31	12.11
Civic Centre / Civic Parade (Altona)	9.36	10.16	10.56	11.36	12.16
Altona Railway Station	9.40	10.20	11.00	11.40	12.20
Cherry Lake Reserve (Altona)	9.41	10.21	11.01	11.41	12.21
Bayside Secondary School	9.50	10.30	11.10	11.50	12.30
North Williamstown Railway Station	9.52	10.32	11.12	11.52	12.32
Richard St/Ferguson St Williamstown	9.53	10.33	11.13	11.53	12.33
Ferguson St/Pier Williamstown	9.56	10.36	11.16	11.56	12.36

a. What type text is this? (circle one)

a map

a train timetable

a bus timetable

b. Where do you think you can find a text like this?

c. Who would use this text?

d. If you lived near Altona Sports Centre and wanted to get to Williamstown by 11.00am, what time would you catch the bus?

e. How many stops between Laverton Railway Station and Bayside Secondary School?

f. How often does the Route 415 bus run Monday- Friday?

g. How many minutes does it take to get from Port Phillip Retirement Centre to Ferguson St Williamstown?

h. Betty lives near Civic Centre / Civic Parade in Altona. She wants to meet her friend Hanh in Ferguson St for a coffee. They are to meet at 12 noon. What bus should she catch?

Topic 2

MULTI-LEVELS



Reading Signs

1. DISCUSS IN CLASS

 Look at the photos on the next page and answer the questions >

- What do these signs mean?
- Can you think of other common signs you see in the street?
- Where would you see these signs?
- What is the local government area?

2. MATCH THE PICTURE TO THE WORD

ACSF 1

ACSF 2



Here are some more signs in your local neighbourhood.

Match the picture with the meaning by writing the letter. >



A.



B.



C.



D.



E.



F.



G. / H.



I.



J.

Stop sign	
Wifi	
Walking and cycling allowed	
Pedestrian crossing	
Street sign	
Video camera monitoring	

No drinking	
Information	
No smoking	
Walking dogs allowed	
No littering	

3. VISUAL INFORMATION IN YOUR COMMUNITY

ACSF 1

ACSF 2

 Find graphics in your community and take some photos >

The graphics could be signs, paintings or other visuals and may include numbers, pictures or words.

Take different kinds of photos in different places.

The visual should have a clear message.

For example

Photos with numbers



Photos with writing



Photos with graphics



Choose your best photo and describe here.

ACSF 1

ACSF 2

Choose your best photo and describe here.

a. What is the purpose of the graphic or sign?

b. What information is it giving you?

c. Do you think it is effective?

d. Why did you like this one?

4. READING – PARKING SIGNS

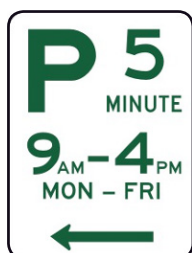
ACSF 2

Signs can give us information about where to find things or what we can and can't do in an area.

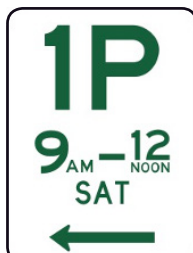
There are lots of traffic signs that give us information when we are driving and parking cars. It is important to follow these signs so you do not get a fine or lose your licence.

Road signs and parking signs can be confusing. It is important to be able to read and understand the symbols and information.

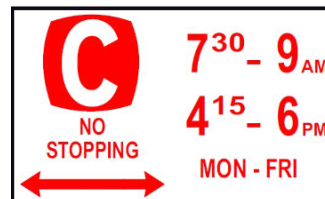
1.



2.



3.



Read the sentences below and choose which sign or signs 1, 2, and or 3 matches. There may be two answers for some.

a. You can park for only one hour on Saturday morning

.....

b. You can park for only 5 minutes Mon-Fri 9-4pm

.....

c. You will get a fine if you park at 8am on a Tuesday morning

.....

Parking — Different types of parking

Free parking: you can park for free anytime

Paid parking: you have to pay for parking at certain times. You need to read the signs. Often the sign will say METER or TICKET

Permit parking: you can only park if you have a special permit

d. Think about where you live, work and shop. What type of parking is it? Free, paid or permit? Write down your answers below.

At the train station

At your local market or supermarket

At the front of your home

At the hospital

At school

5. SIGNS FOR DRIVING

ACSF 1

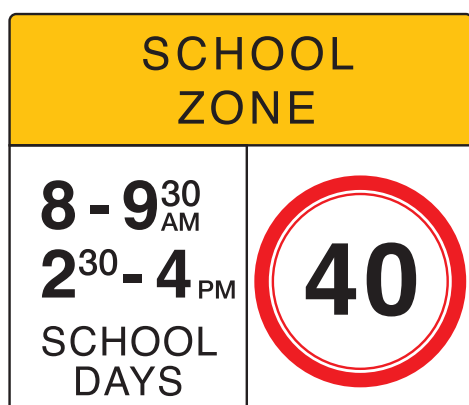
ACSF 2

What are some of the rules about driving and parking around schools?

Can you describe and discuss: • Bus Zone • School Zone

Why should we follow the road signs?

Reading Signs



Look at the signs and answer the questions

Tick ✓ if correct or Cross ✗ if wrong

In a school zone you must drive 40 km/h

- a. at 9am on a Wednesday?
- b. at 4pm on a Saturday?
- c. at 8.15am on a Sunday?
- d. at 2.45pm on a Monday?

Safety



Safety around schools is very important. Can you think of some other ideas about how to be safe around schools?

6. USEFUL WORDS

🔄 Match the word to the meaning >

- | | |
|--------------|-----------------------------------|
| 1. parking | a. not safe |
| 2. rules | b. a person who drives |
| 3. driver | c. regulations |
| 4. dangerous | d. follow |
| 5. obey | e. warnings or symbols |
| 6. signs | f. to put your vehicle in a space |

7. PLACES

ACSF 1



Can you label each of these places? >

Town Hall

Police Station

Train Station

Community

Library

School

Shopping area

House

a.



b.



c.



d.



e.



f.



g.



Write your home address or make up a pretend address in your suburb.

Number and Street _____

Suburb _____

Think about where you live. What is your closest _____ ?

Police station _____

School _____

Community House _____

Train station _____

Shops _____

Library _____

Topic 3

MULTI-LEVELS

Recreation

1. DISCUSS IDEAS



- What can you see in the photos?
- Have you been to any of these places?
- What do people do in these places?
- Which ones? What did you do there?

2. DISCUSS

ACSF 1

ACSF 2



What can you see people in the pictures doing? >

a. Can you name the activity and write it down under the picture?



b. What activities do you do?

c. When do you do them?

d. Why is it good to do some physical activities?

3. USEFUL WORDS

Words

Meaning

Your language

sport

tired

exercise

healthy

strong

fit

4. READING

ACSF 2

Mona's Story

Mona and her family come from Lebanon.

Mona's friend Sara told her about an exercise class after school.

Mona's mum said she could go if she still did all of her homework.

Mona agrees and enjoys her exercise classes with her friend. She also studies hard and does well.

Imran's Story

Imran comes from Pakistan. He lives with his Uncle and Aunty and cousin Seema.

Imran does well at school too but he is often is tired and does not have many friends. Imran asked his Uncle if he could play soccer for the school team but his Uncle and Aunty worried that it would take up too much time and he would fall behind in his studies.

Both Mona and Imran want to do well in life and have good jobs.

a) Where is Mona from?

b) What activities does she do?

c) Who does Imran live with?

d) How are Mona and Imran the same?

e) How are Mona and Imran different?

f) What do you think is the message of this story?

g) What do you think? What is the best way to live and learn?

h) In your local area what physical activities can you do?

i) Do an online search for 'recreation' in your local area. What search terms could you put in?

j) Can you find things to do near your home or school? List them.

5. READING A CALENDAR

ACSF 1



Look at the calendar below >

August — ARI'S CALENDAR

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2 Play Footy	3
4	5 7.10pm Basketball	6 Yoga starts	7 Walk with Lisa	8	9 Play Footy	10 Swim
11	12 6.30pm - BB	13	14	15	16 Play Footy	17
18	19 8.30pm - BB	20	21 Walk with Lisa	22	23 Play Footy	24 Swim
25	26 7.10pm-BB	27	28	29	30 Play Footy	31

- What does Ari do every Saturday?
- What date does Ari start her yoga classes?
- What does Ari do every second Thursday?
- What day does Ari play basketball? (BB)
- What dates does Ari swim?
- Do you have a calendar like this?
- Where is your calendar?

6. SURVEY

ACSF 1

ACSF 2



Ask four people the questions below. Fill in their answers.

Then answer yourself. >

- a. What activity do you do every week?
- b. What activity do you do every two weeks?
- c. What activity do you do every month?

Name	Every week	Every two weeks	Every month
Me			

Remember when talking

When you ask people questions start with an opening like

- Hello or Good morning

Ask more questions if you need to understand

- Sorry, can you repeat that?
- How do you spell that?

Ask more questions to show interest

- Do you like that? Why?
- Do you do that with a friend?

Close the conversation

Thank you, See you tomorrow



Complete the sentences below. Write the first one about yourself and then about the people you asked. > ACSF 2

I (go to/ play/ watch/do....) _____ every _____ .

I (go to/ play/ watch....) _____ every _____ .

She/He (goes to/plays/ watches/does...) _____ every _____ .

She/He (goes to/plays/ watches/does...) _____ every _____ .

She/He (goes to/plays/ watches/does...) _____ every _____ .

Grammar Point

Personal pronoun	Verb	Activity	How often
I You We They	go to play watch do	soccer tennis football yoga	every week every 2 weeks every month
He She	goes to plays watches does	soccer tennis football yoga	every week every 2 weeks every month

Notice how the verb changes depending on the pronoun. If it is a 'he' or 'she' the verb will have a 's' or 'es' added.

7. PRACTICE

go	<i>goes</i>	play	
do		practise	
watch		join	

When talking about time what other words can we use?

every day = *daily* _____ every month = _____

every week = _____ every year = _____ or _____

There is a special word for every two weeks. Fortnight.

Another word for year is 'annual'.

8. HOBBIES

ACSF 1

ACSF 2



See below the table with many types of hobbies.

What hobbies do you do? Tick ✓ as many as you do. >

							
PAINTING	VIOLIN	BOXING	FOOTBALL	SPORTS	SKATEBOARDING	FITNESS	KITE FLYING
							
DANCING	BIKING	POKER	CARPENTRY	READING	SINGING SONG	BOWLING	PUZZLE
							
ROLLER SKATING	GOLFING	PHOTOGRAPHY	RUNNING	TABLE TENNIS	ARCHERY	GARDENING	ORIGAMI
							
WRITING	YOGA	BASKETBALL	SHOPPING	MUSIC	TRAVELLING	KNITTING	HIKING
							
COOKING	SCUBA DIVING	BASEBALL	SAILING	SEWING	CARD GAME	CINEMA	ASTRONOMY

Can you name any other hobbies that you like or know about?

9. READING A FLYER

ACSF 2

a. What is this hobby called?

b. Where can you go to learn more?

c. Who is this for?

d. Where?

e. When?

f. Other information is given?

g. Where can you go in your local area to find more information about leisure activities?

- ☐ Local newspaper
- ☐ Library
- ☐ Posters on community wall
- ☐ Other?



KIDS CHESS CLUB

If you are aged 7 to 15 years and would like to learn the game of chess, or improve on what you already know, then this is the group for you!

Join our volunteer tutor at the Community Hub weekly starting on Thursday October 3rd from 4pm to 5pm.
Just drop in or call 9393 9339 for more details

Community Hub
122-124 Visy Road
Spotswood

Topic 4 MULTI-LEVELS

Waste and Recycling

1. DISCUSS IDEAS

 Look at the picture >



- What are they?
- What do you put in them?
- What don't you put in them?
- When are they collected?
- Who collects them?
- If it is broken or missing who do you call?
- Why is it important to have rubbish collected?
- If a bin is broken or missing who do you call?

2. USEFUL WORDS

ACSF 1

ACSF 2

 Look at the words in the box >

Can you find three other words that mean the same as 'rubbish'?

1.

2.

3.

Bin

Green

Collection

Litter

Waste

Recycling

Products


Garbage

Cleansing

Hard Rubbish

What do the other words mean? Discuss.

3. DO YOU KNOW WHERE YOUR RUBBISH SHOULD GO? — *Test Yourself*

 Draw a line to the correct bin ✓

The service includes:

- a food and garden waste bin, with a light green lid, collected weekly
- a glass recycling bin, with a purple lid, collected every four weeks
- a rubbish bin, with a dark green (and/or red) lid, collected fortnightly
- a mixed recycling bin, with a yellow lid, collected fortnightly

Newspaper

Plastic
bottles

Metal pots
and pans

Leaves

Branches

Flowers



Soil

Glass
bottles

Weeds

Food scraps

Empty jars

4. WHAT HAPPENS IF YOU FORGET TO PUT YOUR BIN OUT OR THEY MISS YOUR BIN? WHAT WILL YOU DO?

ACSF 1

ACSF 2

You can ring council or some councils have an online form to fill in.



Fill in a form >

MISSED COLLECTIONS

Which one describes you? *(required)*

☐ I forgot to put my bin out

☐ My bin was missed

What type of bin needs to be collected?

☐ Garbage (collected weekly)

☐ Recycling (collected fortnightly)

☐ Green waste (collected fortnightly)

First name *(required)*

Surname

Phone number *(required)*

Email

BIN LOCATION:

Is your property on the corner? *(required)*

☐ Yes ☐ No

Unit Number *(if applicable)*

Street Number

Street Name

Suburb

5. MORE INFO

More information about rubbish collection can be found on the local council website. Factsheets can be downloaded from the council website.

There may also be information in other languages.

○ What languages do they have? >

Spanish **Yes / No**

Arabic **Yes / No**

Indonesian **Yes / No**

Italian **Yes / No**

Turkish **Yes / No**

Chinese **Yes / No**

[Click here for Recycling 2.0 Fact Sheets in languages other than English](#)



[Recycling 2.0 Fact Sheet - Arabic](#) (PDF, 4MB)

[Recycling 2.0 Fact Sheet - Burmese](#) (PDF, 4MB)

[Recycling 2.0 Fact Sheet - Croatian](#) (PDF, 4MB)

[Recycling 2.0 Fact Sheet - Greek](#) (PDF, 4MB)

[Recycling 2.0 Fact Sheet - Italian](#) (PDF, 4MB)

[Recycling 2.0 Fact Sheet - Karen](#) (PDF, 4MB)

[Recycling 2.0 Fact Sheet - Macedonian](#) (PDF, 4MB)

[Recycling 2.0 Fact Sheet - Maltese](#) (PDF, 4MB)

[Recycling 2.0 Fact Sheet - Simplified Chinese](#) (PDF, 4MB)

[Recycling 2.0 Fact Sheet - Traditional Chinese](#) (PDF, 4MB)

[Recycling 2.0 Fact Sheet - Vietnamese](#) (PDF, 4MB)



**HOBSONS BAY
LANGUAGE LINE**

9932 1212

Telephone interpreting service

Arabic	خدمة الترجمة الهاتفية
Burmese	တယ်လီဖုန်းဖြင့် စကားပြန် ဝန်ဆောင်မှု
Cantonese	电话口译服务
Croatian	Telefonska služba tumača
Greek	Τηλεφωνική Υπηρεσία Διερμηνέων
Italian	Servizio telefonico interpreti
Karen	လီတဲစီ တၢ်ကတိၤကျိးတၢ် တၢ်မၤ
Macedonian	Телефонска преведувачка служба
Maltese	Servizz ta' Interpretar bit-Telefon
Mandarin	电话口译服务
Vietnamese	Dịch vụ Thông dịch qua Điện thoại

• Who can you call to get more information?

• If you did call council or an interpreting service what questions would you ask?

6. THE GLASS BIN IS A NEW BIN IN THE CITY OF HOBSON'S BAY

ACSF 2

 Look on the next page for details. >

a. What can go in the glass bin?

Tick ✓ or Cross ✗

☐

A broken window?

☐

Glass jars

☐

An empty beer bottle?

☐

Perfume bottles

☐

A broken mirror?

☐

Ceramic plates or bowls

☐

Wine glasses?

b. Do you need to take off the lids or jars and bottles?

Why or why not?

c. Do you need to wash your glass containers before throwing them in the bin?

Why or why not?

d. How often is your glass bin collected?

GLASS RECYCLING

HOBSONSBAY CITY COUNCIL



Separating your household's glass waste into its own bin makes more glass available to be recycled into new jars and bottles, and, in some cases, into materials for road and rail projects. Most glass can be recycled over and over again, with no loss to its integrity.

Your glass bin is **collected every four weeks**.

FAST FACT

Remove lids. Metal and plastic lids are often made from mixed materials, and go in the rubbish bin.

✓ What can go in?



GLASS JARS (WITHOUT LIDS)



GLASS BOTTLES (WITHOUT LIDS)

✗ What can't go in?



CORKS, BOTTLE & JAR LIDS



STORAGE & BAKING WARE



PERFUME BOTTLES



BROKEN CROCKERY



WINDOW GLASS



DRINKING GLASSES

Clear, green & brown glass accepted

Please rinse out all bottles and jars to help prevent contamination.
See Council's website for how to dispose of light globes.



Source: <https://www.hobsonsbay.vic.gov.au/Services/Recycling-2.0-Waste-and-recycling-services>

Topic 5

MULTI-LEVELS

Festivals and Celebrations

1. DISCUSS IDEAS

 Look at the picture >



- What are the people in the picture doing?
- Can you think of other types of community celebrations?
 - religious
 - seasonal
 - cultural
 - other
- Where are they?
- What do you know about festivals? Can you name any?
- What community celebrations do you attend?

2. FESTIVALS

ACSF 2

↪ Draw a line between the festival and the description. ✓

Here are some festivals in your local area. Some are national celebrations and others are local only celebrations.

Can you match the festival to the description?

Name of Festival

Description



This week is a nationwide program of arts, cultural and educational events that celebrate the contribution of refugees in our communities.



A two-week celebration to mark the start of warmer weather and to encourage people to get active and do health activities.



This week is to celebrate and preserve our diverse cultures, and to promote inclusion and belonging.



A literary festival of 2 days of readings, performances, workshops, discussions and children's storytelling in Williamstown.























3 nights of arts, lights activities and food on the Williamstown waterfront.

Spring into Life

 Look at one page of events for the festival 'Spring into Life'. [>](#)

 Youth
  Pre-school
  5–12 years
  19+ Years
  Seniors
  Everyone
 Parents
  Low impact
  High impact
  Babies
  Women
  Men

Date	Time	Activity	Location	Symbols
Friday 11 Oct	9am to 10am	Tai Chi	Altona	
	10am to 11am	Body Awareness for Wellbeing	Newport	
	10am to 11am	Ditch the Workout - Join the Party Zumba	Newport	
	10.30am to 11am	Baby Bounce	Altona Meadows	
	10.30am to 11.15am	Storytime	Williamstown	
	10.30am to 11.30am	Line Dancing (Beginners)	Laverton	
	11am to 12.15pm	Gentle Yoga and Meditation	Williamstown	
	11.45am to 12.45pm	Line Dancing (Intermediate)	Laverton	
	12pm start	Community Café	Altona Meadows	
	12.30pm to 3.30pm	New Vogue Dancing	Altona	
	1pm to 2pm	Ditch the Workout - Join the Party Zumba	Newport	
	1pm to 2.30pm	Paper Blossoms Workshop	Altona	
Saturday 12 Oct	10am to 2pm	World Mental Health Day	Altona	
	8am to 9am	Parkrun Newport Lakes	Newport	 
	8am to 9am	Parkrun Altona Beach	Altona	 
	10.45am to 12.15pm	Plus Yoga	Spotswood	
	10.30am to 11.15am	Storytime	Newport	
Sunday 13 Oct	9am to 2pm	Regional Farmers Market	Williamstown	

For more information about this festival you can visit the Hobson's Bay City Council website. www.hobsonsbay.vic.gov.au

3. READING A CALENDAR OF EVENTS

ACSF 1

ACSF 2

A calendar of events is like a timetable or schedule. You can find details you need to attend an event.

Read this calendar and answer the questions.

- How many events are there on Saturday 12 Oct?
- How many events are in Altona?
- How many dancing events can see?
- How many low impact events are there?
- What time does Tai Chi start?
- How many hours is the New Vogue Dancing session?
- What is the baby event called?
- Which activities could you take the whole family to? All ages.

4. READING FROM A BROCHURE



Willi Walking Group History Tour

**Wednesday 9 October
10.15am to 11am**

Joan Kirner House
14 Thompson Street, Williamstown

Follow Peter and the crew for a leisurely 45 minute walk around historical Williamstown, and learn a few secrets about Willy's history!

Followed by a FREE community morning tea at 11am. All welcome!

Bookings: **9397 6168**

This is an activity in the Spring into Life celebration.

- What type of activity is this?
- Who is this activity for?
- How much does it cost?
- How long is this event?
- Where do you meet for this activity?
- If you wanted to find out more about this activity what would you do?

5. ACTIVITIES

ACSF 2

🔗 Match the verbs on the left to the words on the right to make phrases. ✓

Give	relatives	_____
Write	a party	_____
Dress	a present	<i>give a present</i>
Decorate	an invitation	_____
Go	music	_____
Eat	in traditional clothing	_____
Organise	to the park	_____
Visit	lots of food	_____
Play	a cake	_____

6. WORD FAMILIES

✎ Complete the word family table. You do not need to write in the boxes with ✕. ✓

Verb	Noun	Adjective
celebrate		✕
✕	happiness	
remember		✕
		excited
	walk	✕
	song	✕

7. LOOKING FOR INFORMATION

ACSF 1

ACSF 2

Where do you find out about community celebrations in your area? Tick the places that you find information about community events and then write down the name of the publication or place.

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Posters/signs
<input type="checkbox"/> Newsletter	<input type="checkbox"/> Flyers/leaflets
<input type="checkbox"/> Website	<input type="checkbox"/> Television
<input type="checkbox"/> Local library	<input type="checkbox"/> Email
<input type="checkbox"/> Community centre	<input type="checkbox"/> Facebook
<input type="checkbox"/> Word of mouth	<input type="checkbox"/> Other social media

8. READ A SHORT STORY

ACSF 2

Aa Underline the following information. ✓

- Name of event
- When?
- Where?
- Who with?
- What?

Short Story – The Macedonian Cultural Festival

My name is Snezana but people call me Susan. My family is from Macedonia but we have lived in Australia for 22 years. Every year we love to celebrate our Macedonian culture.

Last November we went to the Macedonian Cultural Festival in Williamstown with my family. The event was outside and we had singing, dancing, music and speeches. Many people dressed in traditional costumes and we ate lots of food. The weather was beautiful and sunny and there was a big crowd. I bumped into some old friends that I hadn't seen since school. We had a great time.



9. YOUR TURN TO WRITE

ACSF 1

ACSF 2



Write about a festival or celebration that you have been to. ✓

Plan — Plan your writing. What are some of the details?

Name of event?

When?

Where?

Who with?

What?

Grammar Point

Remember when you are writing a recount (past activity) to use the right tense for your verbs.
is = was, have = had, eat = ate

Draft

.....

.....

.....

.....

.....

.....

.....

After you have discussed your draft with your teacher you can write or type a final copy. If you have any photos you can add them to your story.

TEACHER NOTES

Topic 1 — Getting Around

This topic focuses on public transport in the local area and expressions for 'getting around'. These activities may support the teaching and learning of unit **VU22608- Explore transport options**. These activities are not assessment tasks. See the table for mapping of other units.

Answers

1. Discuss ideas. This activity is to encourage discussion around the topic of local transportation. These questions are for the teacher to find out more about their learners' experiences with transport and vocabulary on this topic. A discussion about 'public transport' versus 'private transport' may be useful. Teachers may change or rephrase questions to suit the local area and learner's language needs and experiences.
2. Matching exercise. (downwards) **1.** Bus / **2.** Tram / **3.** Taxi / **4.** Bike (bicycle) / **5.** Boat / **6.** Train / **7.** Walking (by foot) / **8.** Car / **9.** Motorbike or motorcycle / **10.** Skateboarding.
Train, bus and trams are Public transport – Taxis are considered private.
3. Answers will vary for each learner. Look for subject verb agreement in sentences. If appropriate you can extend some students by using the third person or adding adverbial phrases or clauses.
4. **a.** Stories of people and how they get around in their daily activities.
b. Because she has bad (sore) knees.
c. Because she needs to travel to school and to work Monday to Friday.
d. We do not know for sure, but we can guess it may be Tom, because he rides his bike 30-40 kilometres on the weekend.
e. Hassan, Sam and Nadia.
f. Because they like fresh air (no pollution) and seeing new places.
5. Writing will vary but should follow the models provided. All points in the checklist such as planning, drafting and proofreading writing should be completed and ticked.
6. **a.** At a train station. / **b.** People who wish to travel on trains. / **c.** Refer to the picture. It should be on the right-hand side under the text 'Place myki here'. / **d.** Coins, Notes and Card (Credit card or eftpos). / **e.** Yes. / **f.** No because the change would be \$30 and the machine will only give \$10 maximum. / **g.** website *ptv.gov.au* or call 1800 800 007.
7. **a.** Touch on / **b.** Touch off / **c.** to the centre of the reader / **d.** a beep sound
8. **a.** a bus service / **b.** website / **c.** Altona, Williamstown North, Spotswood, not Yarraville.
d. to know what time to catch a bus. / **e.** To Williamstown. / **f.** number 415
9. **a.** a bus timetable / **b.** Bus stop, online, PTV –public transport Victoria / **c.** People who travel on buses, people who live in the area or are visiting the area. / **d.** 10.04am / **e.** seven / **f.** every 40 minutes / **g.** 24 minutes / **h.** 11.36am

Topic 2 — Reading Signs

This topic focuses on looking for information in the local area through reading signs. Signs use visual (image, colour and shape) information, as well as numerical and words to communicate to the reader.

These workbook activities may support the teaching and learning of **unit VU22608- Explore transport options and VU22607-Explore Community Services**.

These activities are not assessment tasks. See mapping table for other units.

Answers

1. In the class discuss what the signs mean. Talk about the use of circles, arrows, cross out, logos, the colour green and red, the 'I' sign. Add or change questions to suit your local area.
2. Matching exercise is from no. 1 and 2. Write the letter on the photo into the table.
Stop sign – **j** / Wi-Fi – **g** / Walking and cycling allowed – **f** / pedestrian crossing – **h** / street sign – **i** / video camera – **e** / no drinking – **l** / Information – **b** / no smoking – **a** / walking dogs – **c** / no littering – **d**
3. Students will take their own photo and print and paste on the worksheet.
All answers will be different for each student. Ensure they have a clear idea of the purpose, information, and effectiveness and why they liked it.
4. Reading – Parking signs.
a. 2 / b. 1 / c. 3 / d. Parking – Answers will vary from each learner.
5. **a. yes / b. no / c. no / d. yes**
Other ideas around safety at school will vary.
6. **1. f / 2. c / 3. b / 4. a / 5. d / 6. e**
7. Place names should label each picture.
 - a.** Town Hall
 - b.** Community House
 - c.** Train Station
 - d.** Police Station /
 - e.** Shopping area
 - f.** School
 - g.** Library
 - h.** Answers will vary. Learners have the option here NOT to use their home address if they do not want to. Instead they could choose a landmark near their home or use the address of their English class.
 - i.** May need to help learners find information; locations of places i.e. use Google maps.

Activity 3 was adapted from 'My Neighbourhood: literacy in context,' by Jan Hagston, Multifangled 2013.
Available at <http://multifangled.com.au/wp/>

TEACHER NOTES

Topic 3 — Recreation

This topic focuses on recreational activities in the local area. These may include sport, leisure and hobbies. These workbook activities may support the teaching and learning of **unit VU22598- Identify Australian leisure activities**. These activities are not assessment tasks.

See mapping table for other units.

Answers

1. This activity is to encourage discussion around the topic of recreational activities in the local area. These questions are for the teacher to find out more about their students' experiences and vocabulary on this topic. The teacher may like to discuss the meaning of recreation, leisure, and hobby. Or other words such as pastime. The teacher can adapt the questions to suit learner needs and interests.

2. 2a. Matching exercise.

1. Swimming / 2. Soccer / 3. Cycling or riding a bike / 4. Yoga / 5. Walking / 6. Gym- working out in the gym

2b. Answers will vary for each learner.

2c. Answers will vary.

2d. Answers will vary. People may mention it is good to exercise, good to learn something new, to find new friends, to keep interested in things, good for health.

3. Students should have a short definition for each word. Answers may vary. They may choose to write the meaning in another language as well.

Sport = a competitive physical activity / Tired = needing a rest / lacking energy / feeling sleepy / Exercise = physical activity / Healthy = a person in good condition / Strong = physically powerful / Fit = strong and healthy

4. Reading — Stories of Mona and Imran and the activities they do.

a. Mona is from Lebanon. / b. Exercise class. / c. Imran lives with his Uncle and Aunty. / d. Mona and Imran are both from overseas and are studying. They both live with family and want to do well in their studies. / e. Mona is allowed to do an exercise class. Imran is not allowed to play soccer as it may interfere with his studies. / f. Some people think sport can be a distraction from studies while others think it can fit into a healthy lifestyle. g. Answers will vary. Encourage learners to talk about the benefits and concerns of playing sport while studying. h. Answers will vary. / i. Help learners to go online and search for recreation in their local area. / j. Answers will vary depending on where they live.

5. a. Plays Australian rules football (Footy) / b. 6th August / c. Walk with Lisa / d. Tuesday / e. 10th and 24th / f. Yes or No – answers will vary / g. i.e. on the fridge, in the hall, in your bedroom

6. Survey – answers will vary. Try and ensure that learners speak to 4 people and use English to ask questions. Model beforehand if this is a new activity for the learners.

7.

go	goes
----	------

do	does
----	------

watch	watches
-------	---------

play	plays
------	-------

practise	practises
----------	-----------

join	joins
------	-------

every day = daily, every week = weekly, every month = monthly, every year = yearly or annually

8. Hobbies. a. Tick. Answers will vary. Ask learners to share their answers. Check is there any hobby that people had never heard of before. Was there a popular one that most people did? Etc.
Answers will vary. Encourage as many responses as possible.

9. Read the flyer a. Chess / b. Community Hubs / c. Kids/children 7 to 15 / d. Community Hubs / e. Every Thursday 4-5pm / f. Answers may include - there is a volunteer tutor, you can call a number, you can drop in.
Answers may vary. Encourage as many suggestions as possible.

Topic 4 — Waste and Recycling

This topic focuses on rubbish collection in the local area. These workbook activities may support the teaching and learning of unit **VU22607-Explore Community Services**. These activities are not assessment tasks.

See mapping table for possible other units.

Answers

1. Discuss ideas. This is to encourage class discussion and find out what people already know about waste and recycling. It may be useful to talk about the role of local government and services i.e. waste management. Adapt questions to suit learner needs.
2. Useful words – Words that mean rubbish. 1. Litter 2. Garbage 3. Waste
Other words – answers may vary Example – bin – a place to put rubbish, green collection = to pick up organic material leaves, grass clippings, branches, wood (not dry leaves, hay, straw)
recycling – to reuse something, products+ items, things, cleansing= cleaning,
hard rubbish – is large pieces of furniture or household items
3. There are 4 bins. This is a new system so it may be good to check understanding with learners. This activity requires learners to guess based on their knowledge what they think goes in each bin. This can be done in pairs and checked with the class. They can check online after the activity. Or download the factsheet.
Newspaper – yellow lid / **Plastic bottles** – yellow lid / **Metal pots and pans** – red lid / **Leaves** – green lid / **Branches** – green lid / **Soil** - X / **Glass bottle** – purple lid / **Weeds** – green lid / **Food scraps** – green lid / **Empty jars** – purple lid / **Flowers** – green lid
4. Form filling. Talk to learners about what happens if the rubbish isn't collected? What can they do? Who should they call? – The local council. Or they can go online and fill in a form. Practice filling in the form in this workbook. You can ask the students to imagine a scenario and then they fill it in. Or you can give them a scenario and they have to fill in the form.
5. Other languages.
Spanish – no / **Italian** – yes / **Arabic** – yes / **Turkish** –no / **Chinese** – yes.
Hobsons Bay Language line can help with translation – call 9932 1212
6. The new 'purple' lid of the 'glass recycling bin.'
☐ A broken window? ☒ An empty beer bottle? ☐ A broken mirror?
☐ Wine glasses? ☒ Glass jars ☐ Perfume bottles ☐ Ceramic plates or bowls
b. Yes. You cannot add lids. The lids are not glass.
c. Yes, you need to rinse your glassware, as it needs to be clean to be recycled.
d. Every 4 weeks.

TEACHER NOTES

Topic 5 — Festivals and Celebrations

This topic focuses festivals and community celebrations that happen in the local area.

These workbook activities may support the teaching and learning of unit **VU22607-Explore Community Services**.

Answers

- This activity encourages learners to talk about their knowledge and experiences of festivals and celebrations.
Terms such as religious, cultural and seasonal may need to be discussed.
- a. 2 / b. 3 / c. 4 / d. 5 / e. 1
Follow up questions. What does Willy Lit Fest stand for?
- a. 5 events / b. 5 events / c. 3 dancing events plus 2 Zumba events (some people think Zumba is dancing while others may see it more as exercise) / d. 6 low-impact events / e. 9 am / f. 3 hours / g. Baby Bounce / h. E = Everyone 5 events
- a. Walking group – Willi Walking Group History Tour
b. It may be of interest to people who like walking and people who like the history of places.
c. Free \$0
d. 45 minutes
e. Meet at 14 Thompson St, Williamstown- Joan Kirner House
f. Ring 9397 61685.
- There may be more than one answer for some of these questions.
— Give a present — Write an invitation — Dress in traditional costumes — Decorate a cake
— Go to the park — Eat lots of food — Organise a party — Visit relatives — Play music
- | Verb | Noun | Adjective |
|-----------|-----------------------|-----------|
| celebrate | celebration | × |
| × | happiness | happy |
| remember | remembrance
memory | × |
| excite | excitement | excited |
| walk | walk | × |
| sing | song | × |
- Answers will vary. Encourage students to write down examples of newspapers, Facebook sites etc. Some terms may need explaining i.e. 'Word of mouth.'
- Words to underline in the story are The Macedonian Cultural Festival
When – Last November / **Where** – In Williamstown in a park / **Who with** – Susan (Snezana) and her family (Could also add the Macedonian community and Susan's old school friends) / **What** – A celebration of Macedonian culture of singing, music, dancing, food, speeches and traditional costumes.
- Writing – Learners are to think of an example of a festival or another celebration they have attended. It could be religious, cultural or special interest i.e. hobby, sport, health etc.
Answers will vary. Assist learners to write at this level and use the example for guidance if appropriate. Encourage a drafting and editing process whereby learners check their own work and discuss ideas with teacher. This piece could also be presented orally.



HOBSONS BAY LEARNERS' ACTIVITY BOOK



Williamstown
Community
and Education
Centre Inc.



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