

TOPIC 5

VPAU497



1. Discuss

What are the people in the picture doing?

Where are they?

How do you think they are feeling?

2. Informal conversations with strangers

- a. Where do you sometimes talk to strangers?

- b. What topics do you talk about?

- c. What are acceptable topics of conversation when you first meet someone?

For each topic tick for acceptable and cross for unacceptable

- Weather
- Family
- Public transport
- Sport
- Politics
- Religion

3. Informal language

- a. How do you know if someone is speaking informally or formally?

What do people say or do in informal situations.

When Australians speak informally they may do some of the following.

They may use slang, swear words and abbreviations.

Slang is a word that is not formal for example:

20 bucks means 20 dollars

I reckon I think

heaps of lots of

Swearing is used by some Australians in everyday speaking. It is not always intended to be rude or angry. Common expressions include;

Bloody hell What the hell Dam it

Abbreviation is very common in informal speech. When people talk they run two words together ending on a 'a'. For example;

gonna = Going to

wanna = Want to

Do ya....? = Do you?

Whatdaya ? = What do you?

What do you think "gotta" means? Can you use it in a sentence?



4. Listen to the conversation

VPAU497 Element 1- Listen to simple exchanges

a. What is the relationship between the speakers?

Friends Strangers Family

b. What are they talking about? Name 3 things

c. How did they start the conversation?

d. How did they close the conversation?

e. What strategies did they use to keep the conversation going? (Tick)

- Asked questions
- Listened for answers
- Used open questions
- Tone was friendly
- Took turns
- Asked to repeat
- Asked to explain

f. What type of dialogue is this? (Tick)

- A transaction
- An enquiry
- An everyday conversation
- A complaint

g. One person asks for an explanation about a word. What was it?

- Florist
- Barista
- Baritone

h. Why is one person upset about being late?

i. What do they decide to do instead of waiting for the train?

5. Coffee

In the past Australians were big tea drinkers. However over the last 15 years Australians have changed their tastes and now drink a lot more coffee. Cafes do big business serving take away and sit down coffees.

The people who learn how to operate a coffee machine are called baristas. To be a qualified barista you need to take a course.

Look in the newspaper or online for jobs in cafes and restaurants. Are there any jobs for baristas?

How much can they earn per hour?

What other requirements are employers looking for?

Do you know these types of coffee?





6. Speaking

VPAU497 Element 2- Participate in simple conversations and transactions

Role Play - Person A

Imagine you are waiting at a bus stop and the bus is running late. You start a conversation with another person. Think about what you might talk about.

- Ask the time
- Buses and public transport
- Weather
- Where you are going and what you are doing

Remember to:

Use opening and closing expressions

Ask and answer questions

Repeat or clarify information as necessary

Ask for clarification if necessary

Be polite and friendly and use appropriate gestures

Role Play - Person B

You are waiting at a bus stop and the bus is running late. Someone starts to make conversation with you. You are not quite sure if they are just being friendly or if they want something from you. Be polite but wary.

Remember to:

Use opening and closing expressions

Answer questions appropriately

If you decide they are friendly and harmless engage in a conversation with them

Ask them to clarify or explain anything you are not sure of

Reflection – At the end of the role-play

Ask the class to evaluate Person A's performance. Are they a friend or foe? Would you want to speak to them at a bus stop? Explain what they did well and what they need to improve.

Person A talks with the teacher about their performance. What were the strengths and what needs to be improved?

Topic 6

VPAU497



1. Discuss

What is this picture of?

What has happened?

What are the people doing?

2. Useful vocabulary

Car accident

Exchange details

Full name

Car registration

Insurance company

3. Spelling and pronunciation

Word	Your language	Say How many syllables?	Spell
Accident			
Exchange			
Registration			
Insurance			
Company			

Look, cover, say, spell

4. Match the word with the meaning

accident

protection

exchange

business

registration

crash

insurance

listing

company

swap

5. Discussion

- a. Have you been in a car accident in Australia or elsewhere?
- b. What happened after the accident?
- c. What should you do after a car accident?

6. Circle the correct word

- a. If you are in a car accident you must **leave/stop**.
- b. You must **exchange information/ not share information** after the accident.
- c. You should **pay money / not give money**.
- d. You should **admit your fault/not admit fault**.

For more information about insurance and what do after a car accident see What's the law? Victorian Legal Aid

7. Insurance

Compulsory Third party insurance

Compulsory third party insurance pays for the people who get hurt in a car accident. Everyone pays this insurance through their car registration.

Third party property insurance

Only pays for the damage to the other car that you have damaged.

Comprehensive insurance

Pays for the damage to the other car and your car in an accident.

- a. Do you have insurance for your car? If yes, what kind?
- b. How much does it cost?
- c. Have you ever made a claim?

8. Listening – Car accident

- a. Who is speaking?
- b. What are they talking about?
- c. How do they open the conversation?
- d. How do they close?
- e. How do they get the other person to speak?
- f. Do they ask for repeat information?
- g. Do they have to explain anything?



9. Speaking

Imagine you have just been in a car accident.

You are out of the car and everyone is ok.

Now you need to exchange details.

Take your **role card** with your details.

Remember to:

Open and close the conversation

Ask to repeat or clarify details

Respond to requests for background information or information

Discuss with teacher

When you have finished speaking discuss with your teacher.

How do you feel you spoke?

What could you do to improve your speaking?



Role card information

Full name	Julia Gillard
Address	14 Main St, Altona
Phone number	(03) 888-76191
Car registration number	RED 001
Insurance Company	Politicians Cover

Full name	Sally Pearson
Address	1 Olympic Drive, Footscray
Phone number	(03) 9999 6777
Car registration number	GOL-149
Insurance Company	Hurdle Insurance

Full name	Crocodile Dundee
Address	11 Wendorre Way, Werribee
Phone number	(03) 54 231687
Car registration number	BIT-066
Insurance Company	Big Bite Insurance

Full name	Princess Mary
Address	716 Castle Road, Sunshine
Phone number	0412 000 002
Car registration number	REG-001
Insurance Company	Her Highness Insurance

Role card information

Full name	
Address	
Phone number	
Car registration number	
Insurance Company	

Full name	
Address	
Phone number	
Car registration number	
Insurance Company	

Full name	
Address	
Phone number	
Car registration number	
Insurance Company	

Full name	
Address	
Phone number	
Car registration number	
Insurance Company	



10. Speaking - What happened?

Person A

Talk about a traffic incident that you know about. Perhaps something you saw, or that happened to you or your family. It may be an accident, road rage or very bad driving.

Remember to include:

- | | |
|-----------------------|----------------------------|
| Who? | Who was involved? |
| Where? | Where did it happen? |
| When? | What time of year and day? |
| What happened? | Describe the event. |
| Ending? | What happened in the end? |

Open and close the conversation appropriately

Answer any questions.

Explain details or repeat information to make clear.

Give an opinion about the incident.

Person B

Listen to the person talk about their traffic incident.

Ask questions about the incident.

Ask for more information or to repeat if you are not sure of the information.

Give an opinion about the incident.

Discuss with the teacher

How do you feel you spoke?

Were you clear?

How could you improve your talk?

TOPIC 7:

VPAU497

Resumé

Cathy Perno

42 Vipoint Street,
Footscray VIC 3010
Phone: 0433 876 123

Email: cathyperno@gmail.com

SKILLS:

- Honest, punctual, hardworking and energetic
- Computer skills

EXPERIENCE:

2010 – 2011 Kitchen Hand, Café Cucina, Yarraville.
2008 – 2010 Sandwich Maker, Railway Café, Footscray.

REFERENCES:

Tom Rogers, Chef/Restauranter,
Café Cucina,
Yarraville,
(03) 9876 4343

Anne Turner, Teacher,
Yarraville Community Centre,
(03) 9876 4521

1. Discuss:

What is this?

What would you use it for?

Do you have one?

Looking for work

Cathy walks around her local area with copies of her resume looking to see if any businesses have any work available. Cathy sees a café that she would like to work in. She goes in and asks if they have any work available.

Pair Work

This conversation is mixed up , cut out and place in order.
Then listen to the dialogue and check the order. Practice reading aloud.

Cathy	Thanks for your time.
Cathy	Actually, I was wondering if there was any work available here at the moment?
Café worker	Sure and if we need anyone then we'll call you.
Café worker	Thanks Cathy, just wait here a minute.
Cathy	Hello, how are you going?
Cathy	Oh, I see. That's ok. I have my resume here, can I leave one with you?
Cathy	Thanks. Bye.
Café worker	Good thanks. What can I get for you?
Cathy	Yes, that would be great. I live really close to here.
Café worker	No worries. Good luck.
Café worker	No problem.
Café worker	Hi, I'm sorry but she said there is nothing available at the moment.
Café worker	Ummmm, I am not sure. I will just go and ask my boss. Do you have experience?
Cathy	Yes, I have worked in hospitality for three years. By the way, my name is Cathy.



Listen to the conversation

VPAU497 Element 3- Make requests and respond in short everyday transactions.

Listen to the conversation again and answer the following questions:

1. What is this conversation about?

2. Where do you think this conversation is taking place?

3. What is the woman's name who is looking for work?

4. Does she have any hospitality experience?

5. Was there any work available?

6. What did the woman leave even though there was no work available?

7. How do they close the conversation? (tick the correct answer)

- No worries. Good luck

- Thanks. Good bye.

- No problem. Good luck.

- Thanks. Bye.

- No worries. Good luck.

- Thanks. Bye.

Looking for work - conversation

Listen to the conversation again and fill in the gaps:

Cathy	Hello, how are you going?
Café worker	Good _____. What can I get for you?
Cathy	Actually, I was wondering if there was _____ available here at the moment?
Café worker	Ummmm, I am not sure. I will just go and ask my boss. Do you have _____?
Cathy	Yes, I have worked in hospitality for ___ years. By the way, my name is Cathy.
Café worker	Thanks Cathy, just wait here a minute.
Café worker	Hi, I'm sorry but she said there is nothing _____ at the moment.
Cathy	Oh, I see. _____. I have my resume here, can I leave one with you?
Café worker	Sure and if we need anyone then we'll call you.
Cathy	Yes, that would great. I live _____ to here.
Café worker	No problem.
Cathy	Thanks for _____.
Café worker	No worries. _____ luck.
Cathy	Thanks. _____.

Looking for work – stages of the conversation

Listen to the conversation again. Match the stages and the parts of the conversation:

Stage	Conversation	
Opening	Café worker	Hi, I'm sorry but she said there is nothing available at the moment.
	Cathy	Oh, I see. That's ok. I have my resume here, can I leave one with you?
	Café worker	Sure and if we need anyone then we'll call you.
	Cathy	Yes, that would great. I live really close to here.
	Café worker	No problem.
Introducing self and asking for work		
	Cathy	Thanks for your time.
	Café worker	No worries. Good luck.
	Cathy	Thanks. Bye.
Offering to leave a resume	Cathy	Actually, I was wondering if there was any work available here at the moment?
	Café worker	Ummmm, I am not sure. I will just go and ask my boss. Do you have experience?
	Cathy	Yes, I have worked in hospitality for three years. By the way, my name is Cathy.
	Café worker	Thanks Cathy, just wait here a minute.
Closing	Cathy	Hello, how are you going?
	Café worker	Good thanks. What can I get for you?

Looking for work - resume

Writing a resume and leaving a resume in places you would like to work is a great way to help to get a job.

Here is Cathy's resume:

<p>Cathy Perno</p> <p>42 Vipoint Street, Footscray VIC 3010 Phone: 0433 876 123 Email: cathyperno@gmail.com</p> <p>Skills:</p> <ul style="list-style-type: none">• Honest, punctual, hardworking and energetic• Computer skills <p>Experience:</p> <p>2010 – 2011 Kitchen Hand, Café Cucina, Yarraville. 2008 – 2010 Sandwich Maker, Railway Café, Footscray.</p> <p>References:</p> <p>Tom Rogers, Chef/Restauranter, Café Cucina, Yarraville, (03) 9876 4343</p> <p>Anne Turner, Teacher, Yarraville Community Centre, (03) 9876 4521</p>

Why would you want a resume to hand out when you are looking for work?

Work in a small group and come up with 5 reasons:

•
•
•
•
•

Looking for work - resume

Write your own resume. Include:

- Full name
- Address
- Phone number
- Email address
- Skills
- Experience
- References

<p>Skills:</p> <p>Experience:</p> <p>References:</p>

Check your resume for any errors. Compare your resume with other classmate's resumes.

When you are happy with your resume, type up your resume on the computer.

Looking for work – write own dialogue

Write your own 'looking for work' dialogue with a partner. You are going to go into a business in your local area with your resume and ask if they have any work available.

Choose one of the following businesses:

- Restaurant
- Factory
- Supermarket
- Office
- One of your own...

Remember to include these 4 stages of the conversation:

- Opening
- Introducing self and asking for work
- Offering to leave a resume
- Closing

Write your dialogue and practice it with a partner.

Record your dialogue and listen to it.

Listen to your classmates recorded dialogues.

Topic 8

VPAU498



1. Discuss

What are these names of?

Have you ever been to any of them?

Where will you find them?

What do you know about them?

Which cities would you like to visit? Why?

Which cities wouldn't you like to visit? Why not?



2. Listening

VPAU498 Element 1- Interpret simple informational oral text

1. What is this ?

- a news story
- an advertisement for Melbourne

2. What is the story about?

- Melbourne, the worst city in the world
- Melbourne, the best city in the world
- Melbourne, the most liveable city in the world

3. What score did Melbourne receive?

4. What categories are they judged on ?

- | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|
| <input type="radio"/> sport | <input type="radio"/> culture | <input type="radio"/> education |
| <input type="radio"/> health | <input type="radio"/> politics | <input type="radio"/> crime |
| <input type="radio"/> cost of living | <input type="radio"/> infrastructure | <input type="radio"/> tourist sights |

5. How do you think the people of Melbourne should feel about this award?

6. Do you think this award will help Melbourne?

7. What city came: 1st

 2nd

 3rd

3. Language focus - Facts and Opinions

When researching we need to know what information is facts or opinion

A **fact** is something that can be proven true.

An **opinion** is someone's feelings about a particular topic

Read the following statements and decide whether they are fact or opinions

- Melbourne is a multicultural city
- Melbourne is the capital of Victoria
- Melbourne is a clean city
- Melbourne people are very friendly
- Melbourne's public transport is reliable
- Southbank is next to the Yarra River

Write 2 more facts on Melbourne

.....

.....

Write 2 more opinions of Melbourne

.....

.....

You will be given a statement about Melbourne. Ask every person in the class the question and tick whether they agree or disagree. You may ask why. Report back your findings. **For Example:**

Statement: Melbourne is the most liveable city in the world	
Question: Do you think Melbourne is the most liveable city in the world?	
Agree ✓✓✓✓✓✓✓	Disagree ✓✓✓✓ hayfever weather

“My statement was that Melbourne is the most liveable city in the world. Most people in the class agreed that it was the most liveable city. Only 4 people disagreed because they didn't like the weather or got hayfever.”

Statement: Melbourne's people are very friendly	
Question:	
Agree	Disagree

Statement: Melbourne is a multicultural city	
Question:	
Agree	Disagree

Statement: Melbourne is a cheap place to live	
Question:	
Agree	Disagree

Statement: Melbourne has a good public transport system.	
Question:	
Agree	Disagree

4. Speaking

Melbourne



Interview another student in the class about Melbourne

How long have you lived in Melbourne?	
What suburbs have you lived in?	
What city or town did you come from? How was it different to Melbourne?	
What was your first impression of Melbourne?	
What do you like about Melbourne?	
What don't you like about Melbourne?	
What places do you enjoy visiting in Melbourne?	
What's your favourite restaurant?	
Where's your favourite place to shop?	
Where would you take visitors to in Melbourne?	

Report back information to the class. You may use the model below:

..... has lived in Melbourne for years. She/he has lived in the suburb/s of

..... Originally she/he came from Her/his first impression of

Melbourne was

..... likes.....about Melbourne but doesn't

like..... She/he enjoys visiting the

Her/his favourite restaurant is, in Her/his favourite

place to shop is She/he would take visitors to see.....

5. Read & discuss

Read the talk together as a class or in a group

Discuss

- What is the talk about?
- Who do you think this person is presenting too?
- What are some of the topics covered in this talk?
- How many sections are there?
- What do you think of this talk?
- Would you make any changes?
- What could be some other topics you could include?

If you were using this as your oral talk, what things could you do to make the talk interesting?

- Are words enough?
- How could you use your voice?
- How could you use images? What images could you use? Where could you use them?
- Do you think a map of Melbourne would be useful? How? Which part of the talk would you use it?
- Do you think flyers or brochures on Melbourne sites would be useful?
- Could you use a PowerPoint presentation? What would be the main slides?
- Could you use a poster? What would you put on it? When would you refer to it?

Practice reading the talk out aloud to your partner or group.



Today I'm going to talk to you about the city I live in, Melbourne. Melbourne has been my home since I arrived in Australia in 1991. It is the second largest city in Australia and is the capital of Victoria. This year Melbourne was again voted the world's most liveable city. During my talk I will tell you a bit about Melbourne's climate. I will then talk about some of the things Melbourne is known for and finally I'll recommend some things to do and places to visit.

Melbourne's weather is very changeable and is known to have four seasons in one day – it could be cold in the morning, then hot by lunch time and raining in the afternoon. They say that if you live in Melbourne you should wear layers of clothes so that you can put them on or take them off as the weather changes during the day. Melbourne, however, has one of the most moderate climates in the world. In Australia there are four seasons – Winter, Spring, Summer and Autumn.

Melbourne has also been called the garden city. There are a lot of gardens and parks to walk in and enjoy. Some of these are the Fitzroy gardens, Flagstaff gardens, Alexandra gardens, Carlton gardens and the Royal Botanic gardens. In the suburbs of Melbourne you will also find lots of gardens and parks.

Melbourne is often referred to as the sporting capital of Australia. Some of Australia's major sporting events take place in Melbourne– the AFL grand final, the Melbourne Cup, the Grand Prix and the Australian Open. The Melbourne Cricket Ground or MCG, as it is known to Melbournians, is the home of football and cricket and where you will also find the national sports museum.

In Melbourne you will find a lot of different cultures, foods and festivals. It is a very multicultural city. As a result there are lots of different foods and restaurants to try. You can go to Little Bourke Street for Chinese, Lygon Street for pizza or Lonsdale Street for Greek food.

If visiting Melbourne I would recommend taking either the City Circle tram or the Melbourne Visitor Shuttle bus around the city. These are both free and you can hop on or off at major tourist areas. Some other places I would recommend are the Melbourne zoo, the Royal Botanic gardens, a ride on a tram and perhaps a cruise on the Yarra River.

Thankyou for listening to my talk on Melbourne. Are there any questions?



6. Giving a talk

VPAU498 Element 2- Give a short talk on a personal or familiar topic

Task: Give a talk to your class

Topic: A city or a place where you have lived

Instructions:

- Organise your ideas
- Research the internet
- Complete your plan
- Write up note cards for your talk
- Put together visual props
- Think about what pictures you would use. You may use pictures from the internet , magazines, travel brochures, maps
- Practice giving your talk out loud with a partner.
- Ask your partner for any advice or tips to improve
- Give a talk to the class/ group

Organising your ideas

Choose your topic

Write down five or six main points you could include in your talk. Your final talk should have at least 2 of these.

Name:

Topic:

Possible main points

-
-
-
-
-
-

Prepare a talk

Decide on which points to include

Decide on the best order for your points.

Take some notes for each point

<p>Introduction</p> <ul style="list-style-type: none">• Opening• Outline the talk	<p>Good morning class, my name is _____ . Today I am talking to you about the city of</p>
<p>Information you want to tell them about the city. (notes)</p> <p>Size Climate Famous for Places to visit When you lived there What you like about the city</p>	<p>Point 1:.....</p>
	<p>Point 2:</p>
	<p>Point 3:</p>
<p>Closing</p>	<p>Thank you for listening to my talk.</p>

Reflect on your performance:

How did you go?

What things did you do well?

What could you improve?

What could you do to help you improve next time?

Topic 9

VPAU498



1. Discuss

What is this a picture of?

Where would you see it?

Why would you use it?

Do you have one? Why?

Using myki

2. Vocabulary – Discuss-

- What is myki?
- Do you know how and where to buy a myki card?
- What is "myki money"?
- What does "touch on" and "touch off" mean?
- What does "top up your myki" mean?

Write a description or definition of the following words. Discuss with your teacher and class.

Word	Meaning
myki card	
Credit	
Change	
Screen	
Collect	
Ticket machine	
Touch on	
Touch off	
Top up	

Write the words in a sentence.

myki card

Credit

Change

Screen

Collect

Ticket machine.....

Touch on.....

Touch off

3. Watch the Youtube video

www.youtube.com/watch?v=PX31PrgzvMk

How to buy a Full Fare myki card at the myki machine

Comprehension exercise : How to buy a full fare myki card

- Tick the correct answer

How much does a full fare myki card cost?

\$6.00 \$4.00 \$3.00

How much credit is the man going to put on the myki card?

\$10.00 \$1.00 \$4.00

How much money is the man going to put into the machine to buy his card and credit?

\$5.00 \$10.00 \$4.00

How much change will he get?

\$4.00 \$0.00 \$1.00

Do you put the money in the machine before or after you press the screen button "top up myki money"?

Before After

After you put the money in and press the OK screen button, where do you get your card?

- It is sent to your house
- It comes out the bottom of the machine where it says COLLECT
- You do not get a card, just a receipt

Tick the types of myki you can buy from a myki ticket machine

(tick one answer only)

- Seniors
- Child
- Full fare
- Concession

Where can you buy a Concession myki card? (tick 2 answers)

- A staffed metro station
- McDonalds
- 7/11 store

4. Topping up

Watch the YouTube video
myki dos and don'ts for touching on and touching off
myki pass or myki money
How to Top Up Your myki

Read the following instructions about topping up.
Cut out the following sentences and mix them up.
Now try to place them into the right order.

Put your myki Card here

Your balance will show on the screen

If paying by cash, enter the notes and
coins now

If paying by credit card or EFTPOS,
press this button

Choose the amount you want to top up

Complete the electronic transaction

Collect your receipt or choose not to
receive one

Don't forget to retrieve your myki

6. Listen to the conversation



VPAU498 Element 3- Follow simple everyday verbal instructions or directions

Listen to two friends talking about how to top up their myki card. Answer the following questions.

What is the conversation about?

- Buying a myki card
- Topping up a myki card
- Reporting a lost myki card?

Where are they?

- At a bus stop
- In a taxi
- At the train station

What do you have to do first?

- Put money on the card
- Touch on at the platform entrance

Where do you top up the card?

- At the red machine
- At the blue machine

Put the topping up steps, for this conversation, in order (number 1 to 6)

- ___ Insert money
- ___ Take your card
- ___ Press okay
- ___ Collect the receipt from the bottom
- ___ Place the card on the pad on the blue machine
- ___ Press the yes button for a receipt

What do they need to do before getting on the train?

- Touch off
- Touch on

What do they ask for clarification for?

- Where to top up
- Where to get the receipt from

7. Speaking



VPAU498 Element 4 - Give a set of simple verbal instructions or directions

Work with a friend. Tell each other how to top up a myki card. This could be done as a real life activity or you could use a set of pictures (either from the myki website or taken by yourself) with 1 person following and the other giving instructions.

Points to remember when giving instructions:

- Use simple, clear instructions
- Tell everyone what your instructions are for
- Use sequence markers like *First of all*, *Then*, *After that*, *Finally*
- Use instructional words – place, press, insert
- Use appropriate gestures such as nodding, pointing, smiling

Plan your talk (you may need more or less steps depending on your instructions)

Today I'm going to show you how to.....

First of all

Next.....

Then.....

After that.....

Now.....

Finally,

Practice giving your instructions and when ready record

Reflect on your performance

- How did you go?
- What things did you do well?
- What could you improve?
- What could you do to improve next time?

8. Excursion

The myki discovery centre is at Southern Cross station. It is an interactive learning facility that allows students to experience all of the equipment they will use when purchasing and using myki on Victoria's public transport. Staff at the centre will talk about myki and show students how myki works through hands on simulations.

Opening hours:

Monday to Friday 09.00 AM to 05.00 PM

Saturday and Sunday 10.00 AM to 04.00 PM

Community relations officers will also come out to your centre to give talks on myki.

9. Language focus : Phrasal verbs

Phrasal verbs are very common in spoken English so we need them to understand and speak natural English.

A phrasal verb is when we put a verb and a particle together to make a new phrase with a different meaning to the 2 separate words.

In this topic we looked at topping up the myki card.

top up

Phrasal verb : top up

Meaning : to add more to something to increase it to the level you want

How It Is Used: Some things we top up are:

- a myki card
- a car with petrol
- drinks
- a kettle
- an etag
- a prepaid credit card
- phone credit



Examples:

I need to **top up** my myki card as I only have \$2 left on it.

When your etag beeps twice, when driving, it means it's time to **top up**.

There is a big sale on the internet tonight so I'll **top up** my prepaid credit card today.

Would you like a **top up** of your champagne?

Phrasal verbs with up

A. Read the sentences and fill in the spaces with a word from the box below.

showed	catch	pick	looked	top	gave	broke	speak
--------	-------	------	--------	-----	------	-------	-------

1. Sam up the weekend train timetable on his phone.
2. Can you up the kids from school today as I have a meeting?
3. We need to up next weekend for a coffee and a chat.
4. Petrol is cheap today. I shouldup my car before the price goes up.
5. Anna up smoking two years ago.
6. They up last year after 10 years of marriage.
7. You need to up as this telephone line is very bad.
8. He up late for class because his train was late.

B. Check your understanding

1. search for something in a book/ online etc. =
2. stop doing something =
3. collect =
4. arrive somewhere =
5. add more to something to increase to the level you want =
6. make your voice louder =
7. end a romantic relationship =
8. meet =