ANZAC Day
(Dawn Service)

6.00 am
25 April

“At the going down of the sun and in the morning we will remember them.”
ANZAC DAY – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 7 of this document.

**Warm up:**
Before looking at the picture, ask the learners what are important national holidays in their country. What do they commemorate?
Ask the learner if they know any New Zealand holidays. What happens on 25 April?
Write down *Anzac day* and brainstorm any vocabulary you and your learner associate with the topic.

**Focus on key vocabulary:** (See page 7 for suggested vocabulary)
Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level), or brainstorm words with the learner (Higher level).

**Question stories** (see Page 8 for suggested questions)
Ask a series of questions relating to the sequence. The learner’s answers can guide them to retell or write the story of the sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

**Jumbled pictures – speaking**
Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

**Alternative class activity.** Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.
Jumbled sentences – reading (see Page 9 for photocopiable text)
Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips.
Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

Adapt the story (to extend more advanced learners):
After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can also change the story to use more complicated sentence structure.

*Every year on April 25th* Australians and New Zealanders commemorate ANZAC Day, *a national day of remembrance for all the soldiers who died in wars in the last century.* Red poppies made from paper are sold in the week or two before ANZAC Day as a reminder of the poppies that grew in cemeteries around the graves of soldiers. People wear these poppies as a symbol of remembrance. ANZAC is an acronym for Australia New Zealand Army Corps. Anzac Day is a public holiday.

On Anzac Day people gather at the local war memorial for the Dawn Service. A drum roll begins the short service which is followed by a reading, a piper playing bagpipes, hymns and an opportunity to lay wreaths at the base of the memorial.

Point of view:
Rewrite the text from one person’s point of view (for example one of the soldiers in the parade).

Gapped text:
Gap out some words in the text on page 7 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner’s needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

  At _____ on ANZAC Day, people can go to a Dawn ______ at their local ______ memorial. During the service, there is a ______ roll, the minister does a _____, a man _____ the bagpipes and the people sing hymns and lay ______ on the memorial.
“grammar” words: e.g. prepositions

At dawn on ANZAC Day, people can go to a Dawn Service at their local war memorial. During the service, there is a drum roll, the minister does a reading, a man plays the bagpipes and the people sing hymns and lay wreaths on the memorial.

articles

At dawn on ANZAC Day, people can go to a Dawn Service at their local war memorial. During the service, there is a drum roll, the minister does a reading, a man plays the bagpipes and the people sing hymns and lay wreaths on the memorial.

Kim’s game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. the man with the walking stick is drinking beer (False) The woman in the apron is carrying a plate of scones (True)

There are three possible activities here:

- The learner simply says true for the true ones and false for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it’s a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says true for the true ones and corrects the false ones: e.g. no, he’s not drinking beer, he’s drinking tea.

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Write a dialogue between the veterans in the RSA in the second last picture. How was their day? What else are they talking about (useful for practising everyday small talk – e.g. “Watching the rugby this weekend, Vernon?”)
- You could also go over the language for offering tea, coffee, and food.
Extension activities

Anzac day listening and reading:
- ESL news has some good listening and reading passages which give more background on Anzac day:
- There is also a very complete lesson on Sean Banville’s “Holiday lessons” site.

Anzac Day parade: Find out where your nearest Anzac day service/parade is and encourage your learner to go. Ask them to write a report about it afterwards.

Anzac Day questions
Brainstorm some more questions that your learner would like to ask about Anzac day.
- For lower level learners, find out the answers to the questions and tell them at the next session
- For higher level learners, encourage them to do their own research, either at the library or on the internet, and report back to you what they have found, either verbally or in writing. If you have access to the internet where you teach, you could do some research together.

YouTube:
Look at some YouTube clips together and discuss them. e.g.:
- Dawn service:
- Gallipoli film:

Public holidays
Ask your learner if there are any similar public commemorations in her country. Ask her to describe what happens.

Read a poem:
If your learner is higher level, you can read the whole poem that includes the words in this picture. Discuss your reactions to it.
Ask a veteran:
Brainstorm some questions you would like to ask the veterans in the pictures. What answers would you expect?

Feelings
Explore the language of feelings associated with Anzac Day: e.g. patriotic, sad, nostalgic, proud, tearful, and maybe even discuss Post Traumatic Stress Disorder (be sensitive to your learner’s own background, especially if they have experienced war before coming to NZ).

Food
Discuss the food shown in this picture.

What would be typical food in your learner’s country for a holiday or feast? You can also discuss typical NZ sweet treats and even try some recipes:

- Lemonade Scones:
- Edmonds Traditional scones
- Anzac biscuits

Debate about shop opening hours
Should shops be allowed to open on Anzac day? Is it disrespectful or a sign of the times? What about other public holidays?

YouTube video blog on Kmart opening on Anzac day in Australia (High level)
ANZAC Day – vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to Ideas for using the sequence story on page 2 of this document.

Target Vocabulary (see page 2)

ANZAC, remember, poppy, war memorial, dawn service, soldiers, wreath, hymn, poem, cemetery, grave, silence, march, parade

Basic Story for Lower Levels

April 25 is ANZAC Day. It is a day when Australians and New Zealanders remember the soldiers who died in wars. ANZAC means Australian and New Zealand Army Corps. Many people buy red poppies made of paper and wear them on their clothes. The poppies are a symbol of the real poppies that grew in cemeteries around the graves of soldiers. ANZAC Day is on April 25 each year and is a public holiday.

At dawn on ANZAC Day, people can go to a Dawn Service at their local war memorial. During the service, there is a drum roll, the minister does a reading, a man plays the bagpipes and the people sing hymns and lay wreaths on the memorial. Then the people say a special poem altogether and a trumpet player plays ‘The Last Post’, a tune that is usually played at a soldier’s funeral. There is one minute’s silence to remember the soldiers who died. After the service, the soldiers march away together in a ‘Dawn Parade’. Some people go to the RSA (Returned Services Association) to meet old friends and have a chat. They eat ANZAC biscuits and scones and drink tea or a traditional rum and coffee. The RSA opens at 11am.
Questions for “Question Stories” (page 2)

Pic 1: What is the date?
   Which flags can you see?
   Where are the people?
   What time is it?

Pic 2: (one question for each picture)
   What happens first?
   What is the minister doing?
   What instrument is the man playing?
   What are the people singing?
   Where is the wreath?

Pic 3: What are the people doing?
   What are they remembering?
   What is the name of the flower you can see?

Pic 4: What instrument is the man playing?
   What is the name of the tune he is playing?

Pic 5: What is happening? How long does it last?

Pic 6: What are the soldiers doing?

Pic 7: Where are the people?
   What are they doing?
   What are they eating?
   What are they drinking?

Pic 8: What time does the RSA open?
### Descriptions for “Jumbled Sentences” (page 3)

<table>
<thead>
<tr>
<th>People go to a Dawn Service on ANZAC Day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the service there is a drum roll, the minister does a reading, a man plays bagpipes, and people sing hymns and lay wreaths on the memorial.</td>
</tr>
<tr>
<td>The people say a poem altogether to remember the soldiers who died.</td>
</tr>
<tr>
<td>A trumpet player plays a tune called ‘The Last Post’.</td>
</tr>
<tr>
<td>There is one minute’s silence.</td>
</tr>
<tr>
<td>Soldiers march together in the Dawn Parade.</td>
</tr>
<tr>
<td>After the service, some people go to the RSA to meet friends and have morning tea.</td>
</tr>
<tr>
<td>The RSA opens at 11am.</td>
</tr>
</tbody>
</table>