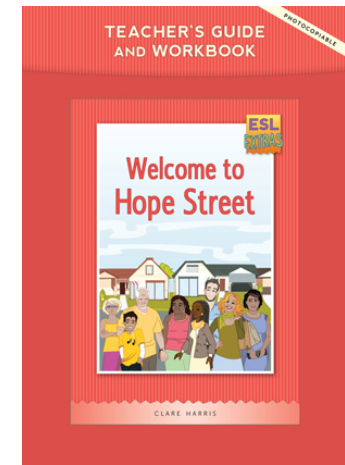




## ESL Extras: Q&A



***Q: How can I use Welcome to Hope Street in a class with both CPSWE and CSWE I students? It's perfect for the CPSWE learners, but very easy for the CSWE I group. I'd like to base a lot of my teaching around it.***

A: That combination of levels can be a challenge, but the good news is that you'll be training learners to work in groups and independently, something that will help them throughout their learning journey.

Yes, the text will be easy for CSWE I learners, and you'll need extension activities to relate the stories to CSWE I modules. Sometimes those learners can do extension work while you attend to the CPSWE group, and sometimes their extension work (like conversations and transactions) can be 'performed' for the CPSWE group (who can watch and learn, then participate at a less demanding level).

Here are a few thoughts on you might develop the materials.

*(Disclaimer: This doesn't represent the official CSWE in any way, and offers suggestions only.)*

Warm wishes and happy teaching!

Clare

	<b>The CPSWE outcome</b>	<b>Ideas for CPSWE students using <i>Welcome to Hope Street</i></b>	<b>May fit with CSWE I outcome</b>	<b>Ideas for CSWE I students in the same class</b>
A1	<b>Demonstrate understanding of simple teaching instructions</b>	Using the materials: Look, listen, open, close, turn over, front page, back page, middle, numbers.  Using the worksheets: write, check, copy. Using the cut-ups: cut, match, read to a friend.	<b>A1: Participate/ contribute to the formal learning environment</b>  <b>&amp; prep for D2: Understanding of short spoken instructions:</b>	Follow teacher instructions. (1.2)  Also instructions (but note the requirements of D1 which include location markers and numerical information) as you ask learners to dictate sentences to each other, check each other's work, change over, show the final product etc.
A2	<b>Organise and maintain personal learning tools</b>	Punch booklets and keep them in a file, stored front page up, worksheets in the same order, cut-ups in a sleeve with the check sheet. (For any phone recordings, write on the page to show the recording number.) Students who were absent must ask for missing items ('Can I have story 2, please?')	<b>A2: Develop independent learning skills:</b>	Maintain files as per CPSWE. Work in small groups, reading to each other, doing running dictation, checking each other's writing with a reasonable degree of accuracy. (2.2-2.4) Participate in student-led discussion groups (with set questions) and lead those groups (very simple discussion). Learners should be quick to collect and start extension work when finishing an activity early.
A3	<b>Participate in the formal learning environment</b>	Work in pairs, A reads to B, B to A. Ask students to make A4 'cards', each with one word from a sentence, stand in the correct order and read their own word to create a sentence.	<b>A1: Participate and contribute to the learning environment</b>	As above – work without intensive supervision in pairs and small groups, offer opinions in discussion, ask questions, be prepared to roleplay, assist learners with weaker skills. (1.1 and 1.3: Participate in a range of learning activities)

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B1	<b>Recognise sound patterns in everyday words</b>	<p>You write a sentence from the story on the board.</p> <p>Circle digraphs in red, so students can see how sometimes two letters make a sound. (For 'magic e' words, you could circle both the vowel and the e, and link the letters.)</p> <p>Read the sentences. Some words can be sounded out, while others need to be read as a whole (you could circle the whole word and say 'remember'). Students read along with you. After a lot of practice, you begin to review and say, 'What's this sound? Show me the letters that make 'sh' sound.'</p>	<b>No comparable outcome, but contributes to reading and spelling:</b>	<p>Reading involving sound/symbol and pattern recognition see H1, I1, J1, K1, L1 &amp;2.</p> <p>Learners should be able to try 'sounding out' when reading names and unknown words, with awareness of different long vowel spelling patterns.</p>
B2	<b>Read simple sentences</b>	<p>Use the 'cut-ups' to show understanding. Read the sentences of the 'story'. Use single word cards and put them in order.</p> <p>Then read new sentences that you or CSWE I learners create about the class and class members.</p>	<b>I1 &amp; I2: Understand and write a short written description</b>	<p>Read the sentences, do the matching, then (after writing extra sentences for each picture), read each other's sentences.</p> <p>Also read and respond to longer sentences created about the class and class members.</p>

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C1	Demonstrate recognition of the alphabet	Type a sentence and copy several times. Change each sentence into a different font, so students can see the other forms of a, g, l, t, f. 'Alphabet circle' with beach ball. Spelling names of the characters.	Already known at this level, but fonts may confuse	Many students will have trouble reading cursive writing, which can cause problems when trying to read addresses, notes etc. Ask them to type sentences and change into a <i>cursive font</i> . Ask a friend to read and identify letters: likely to have problems with letters like <i>b, l, r, s, z</i> . Copy an address in cursive into block letters for form filling. Check spelling was correct.
C2	Write letters of the alphabet	Copy alphabet letters. (If you have iPads, you could use the app <i>Writing Wizard</i> for directionality. It allows input of new words. Copy a word onto the whiteboard (rule lines on whiteboard first). Others decide if it looks right.	Not covered, but part of writing modules	At CSWE I some learners will have difficulties with letter formation or staying 'on the line'. Speed copying: using a timer while copying a page, getting a friend to check for accuracy, then copying again, trying to speed it up without making more mistakes. The goal is 'chunking' – to copy word by word, or phrase by phrase, rather than letter by letter. Alternative – see how much you can copy in 3 minutes.
D1	Demonstrate recognition of whole numbers	Point to sentence 1, 2, 3 4 etc (1 to 7). Check the person next to you. If you have all the stories, how quickly can you find Story 3? Story 5? (this links with A2). How many words in sentence 3? How many people do we need if we make a word card for each word?	Contributes to M and N (numeracy)	Numbers are so embedded in our brain that it can be hard to count in a new language – even CSWE I learners may muddle 4 / 5 or 6 / 7.  All will muddle numbers like 13 / 30, 14 / 40, and need reassurance that English speakers have problems here too.

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D2	<b>Write whole numbers: varies with each story</b>	<p>Discussion and dictation:</p> <p>#1: Ages, house numbers            #2: Prices, sizes, dollar signs            #3: Prices, weight (bring scales)            #4: Distance in steps or in km (Google maps)            #5: Temperature, max, min            #6: Dates, date of birth, years            #7: Shopping prices, totals, change, volume and weight            #8: Time</p>	<p><b>G1 and G2: Understand and leave a telephone message</b></p> <p><b>Contributes to M 1-3 and N1-3</b></p>	<p>For each story, practise leaving a different message about the topic, with costs/price/distance/temperature/etc as a feature of the message.</p> <p>Note: Some learners (even at CSWE I) will have trouble with place value when asked to write numbers. You say 'one hundred and two' and they'll write '1002'. (100+2) Check and demonstrate the sum, if needed.</p> <p>For M: prices,            For N: weights, distance, temperature</p>
E1	<b>Recognise common visual symbols: needs to be added.</b>	<p>These are not in the books – you'll need to take photos or make up signs:</p> <p>#2, 3, 7: Visual signs related to shopping – parking signs, no smoking, no food and drink in store, no entry, checkout signs</p> <p>#4: Signs like no dogs, bicycle path etc            #5: Bus stop or train station symbols, weather symbols</p>	<b>Not in CSWE I but can be reviewed</b>	<p>Ideal for review. Can be incorporated into transactions and conversations, spoken information and listening to instructions. For example: while CPSWE learners are simply identifying signs, CSWE I can be taking action around the signs. (D2)</p>

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E2	<b>Recognise common written signs: needs to be added</b>	These are not in the books – you’ll need to take photos or make up signs: #1: Street names #2: Op shop signs: ladies’ skirts, kids’ shoes, hats, bags etc #3, 7: Shop and supermarket signs – open, closed, sale, special, opening hours, half price, Back in 5 mins, parking #4: Signs in the street #8: School signs, ‘kiss and ride’	<b>Not in CSWE I, but idea for review</b>	As above: Can incorporate into transactions and conversations: these can be performed for CPSWE learners to watch, eg: ‘I’m looking for ladies’ jackets.’ ‘Over there, on the left.’ ‘Is the supermarket open?’ ‘I’m not sure – what’s the time?’
F1	<b>Spell everyday words</b>	Copying, then word dictation in pairs, as prep for writing own sentences. (Of course, will need extending with own words as learners tell and write their own sentences.)	<b>I2: Write a short written description</b>	Key part of CSWE I writing. Learners will need help to understand: Words that are phonically regular: shop Words that are regular, but that some learners might accidentally spell as they say, eg ‘nem’ instead of ‘name’ Words that must be remembered: one Words that form patterns: two, twelve, twenty, sign, signature  Can create own spelling book to help them remember tricky words – OR create little word cards OR ask friends to dictate their own tricky words

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F2	<b>Write simple sentences</b>	Writing sentences – copying, dictation, then writing own sentences.	<b>I2: write a short written description</b>  <b>K2 is possible too, writing short informal texts</b>	See above – while CPSWE learners are working on copying. Write several extra sentences for every numbered sentence. Needs modelling and help with adjectives and conjunctions. For example: 1. 'I'm at the op shop with my mum. It's the Vinnies op shop in Cannington. It's open from Monday to Saturday. 2. This coat is \$5. It's a blue coat with blue buttons. It's a size 10. It's very cheap but it looks new. These stories are then exchanged for reading, or can be typed up and checked by the teacher. Alternative game: write and read out your description of a person, CPSWE learners must guess who it is.
G1	<b>Read and understand time: some stories only</b>	Mostly in #8 but could introduce opening times in #2, #3, #4, work time in #5.	<b>G1 and G2: Understand and leave a telephone message</b>	Links with telephone messages which frequently require writing down the time of the call, time of a meeting etc. At this level important to be able to use both forms of time ('10 to 2' as well as 1.50).
G2	<b>Recognise and understand Australian money: three stories only.</b>	Look at money in #2, 3, 7 at a level appropriate to CPSWE.		Links with Transactions C1 and C2, also module M 1-3 (decimal place system) with more on giving change, adding and subtracting.

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H1	<b>Give basic personal information using spoken language</b>	Roleplay the characters. Other students ask the characters questions. Use the Maybe Next Year character facecards for #3, 6, 8. (Can draw facecards for other characters.)		B1, B2: Understand and give a short personal description – use the cards to describe the characters (Again, this can be a guessing game: ‘Who am I talking about?’)
H2	<b>Complete a simplified form</b>	Decide on family name, full address etc for characters (eg the family from #3, 6, 8). Then fill in a form for them.	<b>H2: Complete a short form</b>	Extend the CPSWE form to include more items. Fill in forms for the characters and then (very clearly) for oneself.
I1	<b>Participate in a basic transactional exchange</b>	#2, 3, 7 can be used for shopping exchanges. (Can I help you? Just looking, thanks. Anything else? #2: Requests at home (Can I have... ) #4: Ordering coffee and cake #5: Queries to bus driver, call a friend to request a lift #8: Extend to making appointments	<b>C2: Participate in a transaction:</b>	Extend the CPSWE work. Can take on role of shop assistant, bus driver, receptionist (then reverse). ‘I’d like to return this top. It’s too big/too small.’  Create dialogues and perform for learners at lower levels. Video or record pair or group conversations, then write questions and test another pair (very helpful if these are done with the help of a volunteer).



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12	<b>Participate in a simple social exchange</b>	In character: #1: Greetings, Introduce self to neighbours, say which number house you live at. #2: Shopping with a friend. 'What do you think?' #3: Talking about what you like and don't like. #4: 'Where are you going?' #5: 'Lovely day.' 'Yes, lovely.' #6: 'When's your birthday?' #7: 'I'm home!' Telling the kids where to put things. #8: Farewells: 'See you later', 'Have a lovely day!' 'You too.'	<b>E1 and E2: Understand and participate in a conversation</b>  <b>G1 and G2: Leave a telephone message</b>	Extend the social exchanges, requiring more engagement. Create dialogues and perform for learners at lower levels. Video or record each other's conversations, then write and answer questions (very helpful if these are done with the help of a volunteer).  Could also extend to leaving telephone messages (and understanding them if the volunteer is available). Examples: #2: Mum – it's Cassie. I'll be at the op shop in five minutes. Can you lend me \$10, please? #3: Dad – It's Tom. Mum says please can you buy some bananas? 2 kilos is fine. #4: John – Where are you, honey? The library closes at 6.30.
	<b>Past tense not specifically covered</b>	Can be used for stories that look at days, to introduce words like 'was' and 'went', eg when talking about weather or where 'we went' on a different day of the week.	<b>Recount (oral and written)</b> <b>F1, F2, J1, J2</b>	Some stories could be retold as a recount.

Outcomes that don't easily 'fit in' (so you'd have to work out how to cover them) include recount (but see above), listening to information, reading instructions etc: D1, F1&2, G1, H1, K1, J1&2.