



ESL Extras: Q&A #2



Q: Could I use *The Coat* for anything other than story/recount? I'd like to use it, but we really don't have time for 'extra' work (and by the way, it's a mixed CSWE II / III class)...

A: Teachers are so pressed for time – it's hard to include something 'extra' in a class unless it clearly supports the outcomes you're covering. *The Coat* fits neatly into the story/recount/narrative modules, of course, but what if you're doing something different?

Here are some thoughts about how it might support other outcomes, at both CSWE II and III, and how it might fit with Settlement topics and themes.

Obvious 'fit': Module A, story/narrative, opinion/discussion/exposition

Easy to align: casual conversation, transactions

Possible links (especially if you have a job-hunting or 'my city' theme): explanations, presentations, telephone messages, spoken instructions, writing an information report, writing formal and informal texts, writing opinion, discussion, exposition

Needs additional work from teacher to create links: all other outcomes (especially involving listening or reading)

(Disclaimer: Of course, this doesn't represent the official Certificates in Spoken and Written English (CSWE) in any way, and offers suggestions only. Feedback is most welcome!)

Warm wishes and happy teaching,
Clare

Settlement topics and themes

Australia:

Different weather in different parts of the country, changing weather patterns
Locating key cities, towns or areas, famous landmarks, getting around: GPS or maps

Cultural issues:

Adjusting to a new place, making friends
Expectations, respect for women, family relationships, attitudes to marriage, living apart, getting help for personal problems
Lost property: what do you keep? What do you leave where you found it? What do you hand to the police or a local shop?

Health

Hygiene and regulations around food preparation
Drug/alcohol awareness, help for problem drinking/gambling, role of pharmacists in giving advice

Employment

Job seeking, Centrelink, ways people find jobs, overseas qualifications, interviews, work conditions, small business (including regulations)

Money management

Money, money management, bank loans/payday loans/getting credit

Accommodation

Finding rental property, both for living and business reasons, costs involved

Transport

Public transport options, payment systems/requirements, personal safety

Law

Role of police, handing in lost property

	The CSWE II outcome	Ideas for CSWE II students using <i>The Coat</i>	May support CSWE III outcome	Ideas for CSWE III students
A1	Participate in and contribute to the formal learning environment	<p>Respond to a request to work in pairs or change pairs or groups rapidly. Participate in discussion, lead small discussion groups.</p> <p>Take part in extension activities like Running Dictation. Play game in groups with minimal teacher direction.</p>	<p>A1: Contribute to the formal learning environment</p> <p>F2: Participate in a discussion</p>	<p>Participate in group work, lead small discussion groups, play game or lead game without teacher involvement, take part in extension activities like running dictation, show capacity to support others by giving and receiving feedback. Assist students who were absent.</p> <p>Lead discussion groups, invite and acknowledge opinions (write own questions or adapt questions from 'Questions for teachers to ask'), summarise group reactions to report back to the whole class.</p>
A2	Develop independent learning skills	<p>Take responsibility for organising material, filing story and activity pages, checking own answers or checking a friend's answers. Maintain files as per CPSWE.</p> <p>Work in small groups, doing running dictation, checking each other's writing. Participate in student-led discussion groups.</p> <p>Do exercises and re-reading at home, reporting back on errors in answers, able to ask friend or teacher why. Follow up with extra work.</p>	A2: Demonstrate capacity for independent learning	<p>Take worksheets home, check own or other's answers, ask for feedback on wrong answers, ask for further practice in areas or error (2.4), source learning support material on internet or in library (towards the 700 hours of out of class study).</p> <p>Use a learning journal to record experience of reading, thoughts on the story, plus any new language.</p> <p>Summarise or paraphrase in book reviews or chapter summaries. Discuss in 'Book Club'.</p> <p>Research topics related to story, eg history of a city, public transport in different states, small business regulations, interest rates.</p>

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B1	Demonstrate understanding of a casual conversation	<p>Linked activity: practise listening to the chapters BEFORE reading the story. Then after reading, listen again, to see if the percentage understood has improved. (Although not strictly conversation, the language is conversational and includes conversation.)</p> <p>Could also gain from observing CSWE III students in B2.</p>	<p>B1: Demonstrate understanding of a casual conversation with topic changes</p> <p>F1: Demonstrate understanding of a spoken discussion</p>	<p>n/a (except in listening to B2)</p> <p>n/a (except in listening to F2)</p>
B2	Participate in a short casual conversation	<p>Act out scenes from the book, then roleplay, extending the conversations or imagining 'off stage' conversations.</p> <p>Look at 'casual conversational language' as shown in the book.</p> <p>Workplace conversations.</p> <p>Discussion of opinions as 'book club' conversation.</p>	<p>B2: Participate in a casual conversation with topic changes</p> <p>Also F2: Participate in a discussion (see p4)</p>	<p>As for CSWE II: Conversations between Anni and Sue, Anni and Ed, Anni and the cafe owners, Anni and the man in the casino, but including a topic change. Includes recount/description/anecdote/opinion/clarification.</p> <p>Book club conversation: Include opinions on a character's actions, relating the story to one's own life (description of a similar situation in their life or in their country)</p> <p>Discussions: see 'Questions for teachers to ask' and extend to either discussion of Anni's behaviour (Was it OK to accept the drink?) or more general topics. (Should you ever keep something you find? Can long distance relationships work?)</p>

	The CSWE II outcome	Ideas for CSWE II students using <i>The Coat</i>	May support CSWE III outcome	Ideas for CSWE III students
C1	Demonstrate understanding of a spoken transaction for information / goods and services	Linked activity: as for B1, general listening practice through listening before and after reading, including listening again at home.	C1: Demonstrate understanding of a complex spoken exchange	n/a (except for listening to each other in C2, giving feedback)
C2	Participate in a spoken transaction for information / goods and services	Roleplay each transaction (or 'off-stage' transaction) from the books. Students identify possible transactions including those 'off stage': Ch 1,2: Getting bus information Ch 3,4: On bus, at shops Ch 5,6: Mini-mart, making deliveries, a loan appointment, paying bills Ch 7,8: Shopping for clothes, using a cloakroom, ordering drinks Ch 9, 10: Dealing with security, taking or discussing orders and times, costs Ch 11, 12: Fulfilling orders, asking for information at the pharmacy Ch 13, 14: Mini-mart, buying jewellery Ch 15, 16: Ordering coffee	C2: Negotiate a complex spoken exchange	Extend the CSWE II transactions to add a level of complexity, such as: You need to increase the cost of the biscuits and the café is not happy. You want a shop to hold an item for you till next week and they are reluctant OR you want to return an item which is faulty, but they are unwilling to refund you A friend wants you to make a cake for tomorrow and you are going out tonight. You're in a shop (where you know the shopkeeper) buying milk and realise you don't have any money. OR 'personal' roleplay eg You want to volunteer in an op shop, but they want volunteers on Tuesdays and you will be in class.

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D1	Demonstrate understanding of a spoken information text	n/a (unless teacher-created, or observation of CSWE III presentations).	E1: Demonstrate understanding of a spoken presentation	n/a except perhaps for links with a real-life speaker presenting on topics like public transport, volunteering, OHS, food choices or food safety, help for problem gambling/drinking, personal safety, small business, job seeking.
D2	Give a short spoken explanation	Related topics, such as: Public transport in my country (who uses, costs, frequency, safety, comfort) A city I know well (current or past) Weather in different parts of Australia Marriage customs in my country (rings, engagement, dating, living together or not, living apart)	E2: Deliver a short spoken presentation	Presentations – As for CSWE II, with increased level of complexity. Also possible: if ‘work’ is a theme, present on some aspect of workplace conditions/OHS/setting up a small business in your country vs in Australia. If reading the book independently, could present ‘Book Club’ report on the book.
E1	Demonstrate understanding of a telephone message	n/a unless teacher uses messages left for E2, or dictates messages for students to take, as below.		
E2	Participate in a telephone conversation to leave a message	Roleplay: leave message as Anni, for: Sue (late for work) bank manager (to confirm time) Rosetree café (to say a time) Ed (to tell him what’s been happening)	O3: Telephone about a job	Possible roleplay as Anni, calling to ask about a job in ‘Cakes and Cookies’ catering company, or as Ed, calling about a job in Melbourne, negotiating time as he has to fly in from Brisbane.

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F1	Demonstrate understanding of spoken instructions	<p>Only if teacher-created – eg</p> <ul style="list-style-type: none"> - use Google maps to locate a place in Melbourne, - use an airline booking site and find the cost of the cheapest return ticket to Melbourne (or Brisbane) on Tuesday morning, - use a weather site to find out weather for Melbourne at the weekend. 	N1: Demonstrate understanding of complex instructions in a spoken exchange	<p>As for CSWE II, but with something not previously encountered in class.</p> <p>eg Write on a printed map of Melbourne city centre.</p>
F2	Give spoken instructions	<p>Give instructions for cooking instructions, finding your way to landmarks in the city, how to buy and use a travel card:</p> <p>Ch 1,2: Use the transport planner Ch 3,4: How to buy and use a travel card in your city Ch 5,6: How to make cheese biscuits Ch 7,8: How to find a landmark in your city Ch 11, 12: First Aid for a cut</p>	N2: Give complex instructions in a spoken exchange	<p>As for CSWE II at higher level.</p>

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G1	Demonstrate understanding of a simple interview	n/a unless teacher-created	D1: Demonstrate understanding of an interview	n/a except in listening to D2.
G2	Participate in a simple interview	Possible role-play as Anni: Getting her job Renting a flat Visiting the bank for an interview, answering questions	D2: Participate in an interview	As for CSWE II, talking about your business plan at the bank, participating in a job interview with an old friend who may be able to give you a job.
H1	Demonstrate understanding of written instructions	n/a	N3: Demonstrate understanding of complex written instructions	If teacher created, using OHS or food safety instructions. The NSW sample task is on workplace safety.
H2	Complete a formatted text	Possibly forms related to bank loans, (or interest-free loans from migrant support agencies) job seeking or small business applications. Chance to work in small groups to fill in a form for Anni.	G2: Complete a complex formatted text	More complex or authentic version of forms, such as job application for Anni, small business grant application.

	The CSWE II outcome	Ideas for CSWE II students using <i>The Coat</i>	May support CSWE III outcome	Ideas for CSWE III students
I1	Demonstrate understanding of a story	This is the most 'obvious' of the outcomes for <i>The Coat</i> .	I1: Demonstrate understanding of a narrative	As for CSWE II, though it's rather simple, so very much 'practice' level.
I2	Write a recount	Retell part of the story from a 3 rd person perspective. Write your own story: have you ever kept something you found?	I2 Write a narrative	As for CSWE II.
J1	Demonstrate understanding of an informal written text	n/a unless teacher created, between characters (eg Sue to Anni)		
J2	Write an informal text	Emails or texts between the characters, Sue to Anni, or Ed to Anni Emails or texts to Anni ordering biscuits, and her replies Diary entries for Anni/For Ed Facebook postings for Anni commenting on life in Melbourne (for friends back home) Facebook postings for Ed – travel, job interview, Anni said yes	G1: Write a formal letter/email	Formal letters or emails from Anni /or relate to own life. Confirmation of an order, stating payment terms. Thanks to the bank, letter of appreciation. Letter to the Casino, complimenting them on security staff. Letter to council, suggesting better lighting near bus stop / moving bus stop. Email to council, asking where to find rules about running a catering business from home.

	The CSWE II outcome	Ideas for CSWE II students using <i>The Coat</i>	May support CSWE III outcome	Ideas for CSWE III students
K1	Demonstrate understanding of a news article	Search online for “lost ring” for many amazing articles about lost rings that turned up years later. Also teacher regional/local news articles on ‘migrants made good’ or ‘new business start-ups’	M1: Demonstrate understanding of a news article	As for CSWE II, but students need to locate the articles.
K2	Demonstrate understanding of a short information text	n/a though teacher could locate short linked texts on transport, workplace regulations, emergency plans, food safety regulations etc	H1: Demonstrate understanding of a complex information text	As for CSWE II.
L1	Demonstrate understanding of a written information report	As for K2: also comparing weather, reading reports on weather patterns in different cities.		
L2	Write a short information report	Could link to issues such as office OHS, travel options in a city, weather in one part of Australia, tradition of wearing rings (as for D2).	H2: Write a report	As for CSWE II, more complex, needs visual and mathematical information.

	The CSWE II outcome	Ideas for CSWE II students using <i>The Coat</i>	May support CSWE III outcome	Ideas for CSWE III students
M1	Demonstrate understanding of a written opinion text	(Only in reading other’s work in M2)	J1: Critically read a discussion K1: Critically read an exposition	n/a except as related to J2. n/a except as related to K2.
M2	Write a short opinion text	Linked to the student discussions in the ‘Questions for teachers to ask’, or other topics such as: The city with the best weather, quality of public transport, the best way to settle in a new place, how to save money – second hand or Kmart?	J2: Write a discussion: K2: Write an exposition	More general discussion topics, from the ‘Questions for teachers to ask’, with for or against argument, or related topics as for CSWE II. More general exposition topics related to the characters or life in Australia.
N1	Demonstrate understanding of a job advertisement	Possible linked activity, especially for learners not currently looking for work, in looking for jobs for Anni, in office work, catering/hospitality What skills, qualifications and experience would she need? What about the closing date, salary, location, hours?	O1: Analyse a job advertisement	As for CSWE II, particularly as ‘practice’ or for learners unsure of future workforce plans, look for jobs for Anni in Melbourne using seek.com Also look at other jobs from the story: op shop volunteer, bus driver, sales assistant, bank worker, bar staff, security, pharmacy assistant.
N2	Write a short resume/CV	Possible linked activity in creating a CV for Anni. (As a class, make up a back-story for her. Then in small groups, decide how you can best represent that in a CV.)	O2: Write a resume/CV	As for CSWE II, at higher level. How can Anni best describe her old cleaning job and part-time work, being truthful but maximising what she has to offer?

	The CSWE II outcome	Ideas for CSWE II students using <i>The Coat</i>	May support CSWE III outcome	Ideas for CSWE III students
O1	Interpret a narrative image	Looking at the images in the story – what’s happening? Who can you see? How do the pictures make you feel? (etc, as reflecting the O1 outcome)	L1: Identify the features of a narrative image	Looking at the images in the story – how realistic are they? Do they reflect the theme/characters well? What is happening in the images? What emotional qualities do they show? (etc, as reflecting the L1 outcome)
O2	Interpret a non-narrative image	n/a	L2: Identify the features of a non-narrative image L3: Create an image to accompany a narrative or informational text M2: Interpret an advertisement	n/a Create a new cover for the book, or for an advertising poster. Advertisements for second-hand shops, banks and cafes would fit well with the book (needs teacher work).
P1	Perform simple multiplication with decimal whole numbers	Possible link to working out ingredients for making large amounts of a recipe.	P1: Carry out multistep calculations	n/a unless teacher-created practice tasks, perhaps based on total amounts and costs involved in making food for sale, and finally calculating the ‘rate per hour’ for Anni.
P2	Perform simple division with decimal whole numbers	As above.	P2: Apply measurement techniques to problem solving	n/a
			P3: Comprehend and construct tabular and graphical information	n/a except for creating surveys: could be done for opinions on each chapter, and for student experience. (Who has owned a small business, for how many years, how many years of work experience in your country? etc)

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Q1	Demonstrate understanding of the different ways whole can be divided into parts	n/a	Q1: Interpret complex maps and plans	NSW sample task involves map of Brisbane City Centre – teacher could create practice task looking at Anni’s path through Melbourne, to the Crown complex etc, also looking at time differences for calling Melbourne to Brisbane and other capital cities.
Q2	Relate fractions to calculations of time	n/a	Q2: Apply mathematical skills and methods to problem solving	n/a unless teacher-created, perhaps related to small business.
Q3	Relate decimals to calculations with money	Possible link to working out cost effectiveness of making and selling baked goods.	Q3: Analyse mathematical and statistical information embedded in texts	n/a unless teacher-created using websites with statistical information on use of public transport, small business, workplace accidents etc.

Thanks to the teachers who commented and added their ideas to this – as always, they suggest things I’d never have thought of...